

LESSON PLAN COMPILATION FOR GNM FIRST YEAR COURSE

Vol I : Community Health Nursing

PART I

- Community Health Nursing
- Environmental Hygiene

2016

DRAFT MESSAGE

HM

मुझे यह जानकर अत्यधिक प्रसन्नता हो रही है कि प्री सर्विस नर्सिंग एजुकेशन कार्यक्रम के अंतर्गत एएनएम तथा जीएनएम प्रथम वर्ष पाठ्यक्रमों के लेसन प्लान तैयार किए जा चुके हैं। मुझे लगता है कि प्री सर्विस नर्सिंग एजुकेशन की प्रणालियों के सशक्तीकरण की दिशा में यह एक महत्वपूर्ण कदम है। लेसन प्लान फैकल्टी को योजनाबद्ध तरीके से सभी बिंदुओं को सम्मिलित करते हुए अपना अध्यापन करने में सहायक होगा।

इस कार्य को पूरा करने में हमारे संस्थानों को फैकल्टी की मेहनत एवं जपाइगो का तकनीकी सहयोग सराहनीय रहा है। साथ ही मैं एनएचएम को इस पहल को अपने सतत प्रयासों से इतने कम समय में परिकल्पित कर चरितार्थ करने पर बधाई देता हूँ।

मैं उम्मीद करता हूँ कि लेसन प्लान फैकल्टी को व्यवस्थित रूप से अपना पाठ्यक्रम पूरा करने में सहायक होंगे।

DRAFT MESSAGE

PHS

राज्य सरकार प्री सर्विस नर्सिंग एजुकेशन को सुदृढ़ करने के लिए अनके प्रयास कर रही है। शिक्षण प्रणालियों को व्यवस्थित एवं सशक्त करना अनिवार्य है। अब सभी एएनएम तथा जीएनएम स्कूलों में प्रभावी शिक्षण हेतु कम्प्यूटर एवं प्रोजेक्टर की व्यवस्था उपलब्ध करा दी गई है। अब हमें शिक्षण प्रणाली पर ध्यान केन्द्रित करना होगा, जिससे छात्रों को प्रभावी रूप से ज्ञानार्जन प्राप्त हो सके।

पाठ्यक्रम के अनुसार चिंहित सभी विषयवस्तुओं के लेसन प्लान व्यवस्थित रूप से तैयार करना इस दिशा में एक महत्वपूर्ण उपलब्धि है।

मैं इस पहल के लिए एनएचएम, जपाइगो तथा हमारे एएनएम तथा जीएनएम स्कूलों की समस्त फैकल्टी को बधाई देती हूँ।

मुझे विश्वास है कि हमारी सभी फैकल्टी लेसन प्लान का नियमित उपयोग कर शिक्षण को व्यवहारिक और प्रभावी बना सकेंगे।

Index

Course : GNM First Year

Subject: Community Health Nursing

PART I - Pages 1 to 473

S No	Unit	Topic Number	Topic Name
Community Health Nursing-I			
1	Unit-I	1	Definition of community, community health & community health nursing, scope of community
2	Unit-I	2	Concept of health and disease
3	Unit-I	3	Dimension and indicators of health
4	Unit-I	4	Health determinants
5	Unit-I	5	History of community health in india
6	Unit-I	6	Development of community health in india and present concept
7	Unit-I	7	Primary health care
8	Unit-I	8	Millennium development goals
9	Unit-I	9	Promotion of health
10	Unit-I	10	Maintenance of health
11	Unit-II	11	Philosophy, goal, Objective and principles of community health Nursing
12	Unit-II	12	Concept of community health nursing
13	Unit-II	13	Importance of community health nursing
14	Unit-II	14	Qualities and functions of community health nurse
15	Unit-II	15	Community identification
16	Unit-II	16	Community Assessment
17	Unit-II	17	Community planning

S No	Unit	Topic Number	Topic Name
18	Unit -II	18	CONDUCTING COMMUNITY NURSING CARE SERVICES.
19	Unit -III	19	Characteristics of a healthy individual
20	Unit -III	20	Health Assessment
21	Unit -III	21	Health Assessment
22	Unit -III	22	Health assessment of school going
23	Unit -III	23	Health assessment of adolescent.
24	Unit -III	24	Health assessment of Adult
25	Unit -III	25	Health Assessment of Antenatal women
26	Unit -III	26	Health assessment of postnatal women
27	Unit -III	27	Health assessment of Elderly
28	Unit-IV	28	Definition & aims of Epidemiology,communicable & Non communicable disease
29	Unit-IV	29	Basic tools of measurement in epidemiology
30	Unit-IV	30	Uses of epidemiology
31	Unit-IV	31	Disease cycle
32	Unit-IV	32	Spectrum of disease
33	Unit-IV	33	Demography and family welfare
34	Unit-IV	34	Disease transmission Direct & Indirect
35	Unit-IV	35	Immunization agent & national immunization schedule.
36	Unit-IV	36	Principles of epidemiology & epidemiological method.
37	Unit-IV	37	Principles of epidemiology & epidemiological method.
38	Unit-V	38	Family health nursing care
39	Unit-V	39	Concept Objective, Goals of Family Health Care Services
40	Unit-V	40	Family Health Services

S No	Unit	Topic Number	Topic Name
41	Unit-V	41	Family Health Care Plan
42	Unit-V	42	Family health care nursing process
43	Unit-V	43	Family health care services for maternal aspect.
44	Unit-V	44	Family health services for child
45	Unit-V	45	Function of community health nurse in Family health services
46	Unit-V	46	Family Health Record
47	Unit-V	47	Preparation and Maintenance of Records and Reports
48	Unit-VI	48	Definition & Purpose of Home Visit
49	Unit-VI	49	Principles of Home visit
50	Unit-VI	50	Planning of Home visit
51	Unit-VI	51	Bag technique.
52	Unit-VI	52	Functions of health personnel in clinic
53	Unit-VI	53	Types of clinic and their function
54	Unit VII	54	Levels of Health Care
55	Unit VII	55	Describe the referral system and community resources for referral
56	Unit VIII	56	Types of Records and Uses
57	Unit VIII	57	Essential Requirements for Records and Reports
58	Unit VIII	58	Preparation and Maintenance of Records and Reports
59	Unit-IX	59	Minor Ailments (principal of management)
60	Unit-IX	60	Minor ailments (management as per standing instruction/orders)
Environmental Hygiene			
61	Unit -I	61	Introduction to environmental hygiene
62	Unit -I	62	Importance of healthy environment

S No	Unit	Topic Number	Topic Name
63	Unit –II	63	Water - sources and characteristics of safe and wholesome water
64	Unit –II	64	Uses of water and rain water harvesting
65	Unit –II	65	Water pollution- natural and acquired impurities
66	Unit –II	66	Water borne disease-, water purification –small and large scale
67	Unit –II	67	Air- composition of air, air borne diseases
68	Unit –II	68	Uses of water and rain water harvesting
69	Unit –II	69	Control of air pollution and uses of safety measures
70	Unit –II	70	Waste- refuse – garbage, excreta & sewage and health hazards
71	Unit –II	71	Waste management – collection, transportation and disposal
72	Unit –II	72	Housing- location, type and characteristics of good housing.
73	Unit –II	73	Basic amenities and town planning
74	Unit –II	74	Ventilation – type and standard of ventilation
75	Unit –II	75	Lighting – Requirement of good light (artificial and natural lighting)

List of Abbreviations and Expansions

ADR	Adverse Drug Reaction
AV	Audio Visual
CHN	Community Health Nurse
COPD	Chronic Obstructive Pulmonary Disease
DDC	Drug Distribution Centre
DOTS	Directly Observed Treatment Short course
FTD	Fever Treatment Depot
G6PD	Glucose 6 Phosphate Dehydrogenase
GNM	General Nursing and Midwifery
ICN	International Council of Nurses
IM	Intra Muscular
IMR	Infant Mortality Rate
IQ	Intelligence Quotient
IRS	Insecticide Residual Spray
IV	Intravenous
L	Listener
MDGs	Millennium Development Goals Maternal
MMR	Mortality Ratio
NSAID	Non-Steroidal Anti-inflammatory Drugs
OHP	Overhead Projector
OTC	Over The Counter
PPT	PowerPoint
Q	Question
S	Student
SC	Subcutaneous
T	Teacher
UNICEF	United Nations Children's Fund
WHO	World Health Organization

LESSON PLAN

Subject	: Community Health Nursing-I
Unit	: I Introduction to community health
Topic	: Definition of community, community health & community health nursing, scope of community
Group	: Students of G N M 1st year
Place	: Class room
Date & time	: 60 minutes
Teaching method	: Lecture cum discussion
AV aids / instructional aids	: Black Board and chalk
Student Pre requisite	: The students should be able to have knowledge about group of people live in a particular area, their basic need related to health.
General objective	: At the end of the class, the students will be able to gain knowledge regarding scope of community health nursing, community, community health..
Specific Objectives: At the end of the class the students will be able to	
1. Define community, community health.	
2. Define community health nursing.	
3. Enlist the scope of community health nursing	
4. Explain nurse's responsibilities in community health nursing.	
Review of previous class: Ask questions regarding group of people which live in particular area, their health & their health problem.	

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	7 min	To define community & community health.	<p>HEALTH -Health is state of complete physical, mental, social, spiritual well-being, not merely the absence of disease.</p> <p>COMMUNITY- Community is a social group determined by geographical boundaries &/or common values & interests.</p> <p>COMMUNITY HEALTH- Community health refers to the health status of the member of community, to the problems affecting their health & to the totality of health care provided to the community. Community health implies integration of curative, preventive & promotive health services.</p> <p>Community health focuses on entire population & for population that have similar health concerns & characteristics.</p> <p>In totality community health means the state of health of the member of community, problem affecting their health & health care available in community.</p> <p>Community health is organized form of treatment, protection or preventive & health related services.</p>	<p>T; Define on black board & discuss with students.</p> <p>S; Listen, discuss & takes notes.</p>	Q: Define community & community health.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
2	8 min	To define community health nursing.	<p>COMMUNITY HEALTH NURSING -is a synthesis of nursing & public health practice applied for promoting & preserving the health of people.</p> <p>Community health nursing means providing health services to patient & healthy people in community.</p> <p>Community health nursing is guided by an assessment of population health status that is determined through a community.</p> <p>Definition-"Community health nursing is a field of nursing that is blend of primary health care & nursing practice with public health nursing."</p> <p>or</p> <p>It is an art of applying science in the context of politics so as to reduce inequalities in health while ensuring the best health for greatest number.</p> <p>or</p> <p>Special field of nursing that combine the skill of nursing, public health & some phases of social assistance & functions as part of the total public health program for promotion health, the improvement of the condition in the social &physical environment, rehabilitation of illness & disabilities.</p>	<p>T: Define on black board.</p> <p>S: Listens, takes notes.</p>	<p>Define community health nursing.</p> <p>.</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3	15mins	To enlist scope of community health nursing.	<p>SCOPE OF COMMUNITY HEALTH NURSING-</p> <p>1. EDUCATION -</p> <ul style="list-style-type: none"> -Principal -Vice principal -professor -Reader <p>2. PRACTICE-</p> <ul style="list-style-type: none"> -School health nurse -Occupational health nurse -home nursing -MCH & family planning -Geriatric nursing -Rehabilitation nursing -Health educator -Collaborator -Manager <p>3. RESEARCH-</p> <ul style="list-style-type: none"> -Researcher coordinator -Data collector -Analyzer <p>4. ADMINISTRATION-</p> <ul style="list-style-type: none"> -District public health nurse -School health nurses - Community health nurse 	<p>T: Enlist on black board & discuss with students.</p> <p>S: .listen, discuss & takes notes.</p>	List all types of scope of community health nursing.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
4	10 minutes	To explain nurses responsibilities in community health nursing.	<p>RESPONSIBILITIES OF COMMUNITY HEALTH NURSE IN COMMUNITY HEALTH NURSING-</p> <ul style="list-style-type: none"> -Encourage the adoption of health belief, attitude & behaviors that contribute to overall health of the population. -support health policy changes to modify physical & social environment. -Assist communities, families & individuals to take responsibilities about health. -Initiate & participate in health promotion activities. -Reduces the risk of infectious disease out breaks. - Applies epidemiological principles & knowledge of the disease process. -Uses appropriate technology for reporting & follow up. - Help individual & families to adopt healthy behavior. - Encourage behavior modification. - Work individual, families & communities to maintain a safe environment. - Uses knowledge of health surveillance, data & trend to daily work. - Collect & store data. - Contribute to population health assessment. 	<p>T: Explain on black board.</p> <p>S: Listen & takes notes.</p>	<p>Q: Explain responsibilities of community health nurse in community health nursing.</p>

Summary:& Evaluation(10 Min)

SUMMARY

A group of people, live in particular geographical area is called community, scope of community health nursing are involved in the field of education, practice, research & administration.

EVALUATION- - Knowledge about community & community health.

- Is community health nursing plays important part of community health ?
- Tell about scope of community health nursing.
- List down the responsibilities of nurse in community health nursing.

Assignment; Describe scope of community health nursing..

Evaluation: Unit test for 50 marks once the unit I is completed.

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LESSON PLAN

Subject : Community Health Nursing-I

Unit : I, Introduction to community health

Topic : Concept of health and disease

Group : GNM Ist Year

Place : Class room

Date & time: 60 minutes

Teaching method : Lecture cum discussion

AV aids / instructional aids : Black Board and chalk, chart, Computer

Student Pre requisite : The students should have a little knowledge about health and disease .

General Objective : At the end of the class the students will be able to gain knowledge regarding concept of health and disease.

Specific Objectives: At the end of the class the students will be able to

1. Describe concept of health.
2. Describe various changing concepts of health.
3. Define the health.
4. Explain new philosophy of health.
5. Describe concept of disease
6. Define the disease.

Review of previous class: Ask questions regarding family and community.

Introduction:

Human being is living in a community within company of other people, help each other and fulfill their needs . It influence the health and well being of its people

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 mins	To describe concept of health	<p>Concept of health – -All community have their concept of health ,as part of their cultural -The oldest meaning of health is ‘absence of disease ‘</p> <p>Changing concept of health Health is not perceived in the same way by various professional group,so confusion is developed about concept of health so there are various concept of health given below [1].Biomedical concept [2].Ecological concept [3].Psychosocial concept [4]. Holistic concept [5].Concept of well being</p> <p>-</p>	T: explains with power point presentation. Black board and chalk S: Listens and takes notes.	Q: List all concept of health
2	20[mins]	To describe various changing concepts of health	<p>1 <u>Biomedical concept-</u> According this concept health is viewed as ‘absence of disease’and if one person is free from disease, then he is considered healthy person The medical profession viewed the human body as a machine ,disease as aconsequence of the breakdown of the machine and one of the doctor task as repair of the machine</p>	T: explains with power point presentation. Black board and chalk S: Listens and takes notes.	Q: Explain each concept of health .

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>This concept has minimized the role of environment , social, psychological and cultural determinant of health</p> <p>This concept does not address the major health problems like malnutrition, accident drug abuse mental illness chronic disease environmental pollution population explosion</p> <p>[2] <u>Ecological Concept</u> –</p> <p>According this concept health is a dynamic equilibrium between man and his environment and disease is a maladjustment of the human organism to environment</p> <p>[3]. <u>Psychosocial concept</u></p> <p>According this concept health is not only a biomedical phenomenon, but one which is influence by social psychological cultural economic and political factors of the people concerned</p> <p>[4]. <u>Holistic concept-</u></p> <p>The holistic model is a synthesis of all the above concept . It recognizes the strength of social economical political and environmental influence on health .</p> <p>It describe multidimensional process that health implies a sound mind in a sound body in a sound family</p>		

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>in sound environment this concept implies that all sector of society have an effect on health that is agricultural, animal husbandry food industry education housing public work communication and other sector</p> <p>[5]. <u>Concept of well being</u> –</p> <p>It implies improvement in the standard and quality of life -<i>standard of life</i> -it refer to standard of living .it include health , education occupation food consumption clothing housing recreation along with leisure , human right and social security.</p> <p><i>Quality of life</i> – It is related to the individual feeling of satisfaction ,happiness and sadness about a number of life concerns so increase the standard and quality of life to attain the feeling of well being</p>		
3	5 mins	To Define Health	<p>WHO- DEFINITION-</p> <p>‘Health is a state of complete physical mental and social well being and not merely an absence of disease or infirmity’</p> <p>OTHER DEFINITTIONS-</p> <p>The condition of being sound in body mind or spirit, specially freedom from physical disease or pain – [Webster]</p>	T: explains with PowerPoint presentation. S: Listens and takes notes	Define health

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			‘soundness of body or mind that condition in which its functions are duly and efficiently discharged’ [Oxford English dictionary]		
4	5 min	To explain new philosophy of health	;The new philosophy of health is stated as below →Health is a fundamental human right →Health is the essential of productive life →Health is intersectoral →Health is an integral part of development →Health is central to the concept of quality of life →Health involve individual , state and international responsibility →Health and its maintenance is major social investment →Health is worldwide social goal	T: explains with power point presentation. Black board and chalk S: Listens and takes notes	Explain new philosophy of health
5	5 min	To describe concept of disease	The WHO has defined health but not disease. This is because -disease has many shades [spectrum of disease] ranging from asymptomatic to severe manifest illness . -Some disease are occur acutely and some insidiously. ---- =-Some diseases have a ‘career’ state. -In some cases , the same organism cause more than one disease [streptococcus] in some cases the same disease may be caused by more than one organism [diarrhea] -- some disease have short course and some a prolonged course .	T: explains with power point presentation. S: Listens and takes notes	Describe the concept of disease

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>-In some disease the border line symptoms are indistinct [DM,HT] .</p> <p>-The end point of disease is variable like recovery ,disability or death of host</p> <p style="text-align: right;">The tern ‘disease’ means ‘without ease’. When something is wrong with bodily function.</p>		
6	5 minutes	To define the disease.	<p>According to Webster – ‘A condition in which body health is impaired ;a departure from a state of health; an alteration of the human body interrupting the performance of vital functions.</p> <p>According oxford English dictionary – ;a condition of the body or some part or organ of the body in which its functions are disrupted or deranged.’</p> <p>Ecological point of view – ‘a mal adjustment of the human organism to the environment.</p> <p>Other definition is – ‘ disease is just opposite of health i.e, any deviation from normal functioning or state of complete physical or mental well being.’</p>	T: explains with power point presentation. S: Listens and takes notes	define the disease.

Summary:& Evaluation(10 Min)

Today we have discussed about concept of health ;definitions of health; concept and definitions of disease ;new philosophy of health .All over the health is influenced by physical, mental, social, spiritual ,environmental economic political and cultural factors.

- Explain each concept of health
- Define the health
- Explain new philosophy of health
- Describe the concept of disease
- define the disease.

Assignment: List and explain the various .concept of health and disease ?

Evaluation: Unit test for 50 marks once the unit Ist is completed.

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LESSON PLAN

Subject : Community Health Nursing-I

Unit : I , Introduction to community health

Topic : Dimension and Indicators of health

Group : G.N.M FIRST YEAR STUDENTS

Place : Class room

Date & time: 60 minutes

Teaching method : Lecture cum discussion

AV aids / instructional aids :Black Board and chalk, chart ,,Computer

Student Pre requisite : The students should have little knowledge about dimension and indicators of health ; definitions of health.

General Objective : At the end of the class the students will be able to gain knowledge regarding dimension and indicators of health ;

Specific Objectives: At the end of the class the students will be able to

1. Enlist the dimension of health
2. Describe various dimension of health
3. Know about importance of indicators of health.
4. Enlist the indicators of health.
5. Explain the indicators of health.

Introduction:

Ask the students if they know any one who is following any FP method

Tell a story of two couple one of them has completed the family and other one wants more children.

Brainstorm what they should use

Also mention the objectives of the lesson to the students here

LESSON PLAN

Subject	: Community Health Nursing-I
Unit	: I , Introduction to community health
Topic	: Dimension and Indicators of health
Group	: G.N.M First year student
Place	: Class room
Date & time	: 60 minutes
Teaching method	: Lecture cum discussion
AV aids / instructional aids	:Black Board and chalk, chart „Computer
Student Pre requisite	: The students should have little knowledge about dimension and indicators of health ; definitions of health.
General Objective	: At the end of the class the students will be able to gain knowledge regarding dimension and indicators of health ;
Specific Objectives:	At the end of the class the students will be able to <ol style="list-style-type: none">1. Enlist the dimension of health2. Describe various dimension of health3. Know about importance of indicators of health.4. Enlist the indicators of health.5. Explain the indicators of health.
Review of previous class:	Ask questions regarding definition of health and disease.

Introduction:

Ask the students regarding definition of health and factors which affecting health .about IMR, MMR etc.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	5 mins	To enlist the dimension of health	Dimensions of health – <ol style="list-style-type: none"> 1. Physical dimension 2. Mental dimension 3. Social dimension 4. Spiritual dimension 5. Emotional dimension 6. Vocational dimension 7. Others dimension 	T: explains with power point presentation and black board and chalk. S: Listens and takes notes.	Q: List all dimensions of health
2	20mins	To describe various dimension of health	<ol style="list-style-type: none"> 1. Physical dimension – Perfect functioning of body. Signs of good physical health are;- <ul style="list-style-type: none"> ➤ Good complexion ➤ A clean skin ➤ Bright eyes ➤ Lustrous hair with a body well clothed with firm flesh, not too fat. ➤ A sweet breath ➤ A good appetite. ➤ Sound sleep ➤ Regular bowel and bladder functions ➤ Smooth ;easy and coordinated body movement ➤ All vitals are in normal range 	T: explains with power point presentation . Black board and chalk. S: Listens and takes notes.	Q: Explain characteristics of a mentally healthy person? Q; explain about spiritual dimension.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>2. Mental Dimension - It is a ability to respond to the various life experiences with flexibility and a sense of purpose. Signs of good mentally healthy person are;-</p> <ul style="list-style-type: none"> ➤ Free from internal conflicts. ➤ Well adjusted ➤ Accept criticism and not easily upset. ➤ Search for self-identity. ➤ A strong sense of self esteem ➤ He knows himself (need, problems, and goals) ➤ Good self-control ➤ Faces problems and tries to solve them intelligently. <p>3 Social dimension – Individuals levels of social skills, social functioning and ability to see oneself as a member of a larger society.</p> <p>4 Spiritual dimension. It is related to soul or spirit of a man. It is belief in supernatural aspect of universe. which –</p> <ul style="list-style-type: none"> ➤ Resolve both internal and external conflict. ➤ Help individuals to seek meaning and purpose of life. ➤ Provide philosophy of life; directions, ethical values, and principles of high living. 		. .

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> ➤ Give strength and confidence to face real life situations. <p>5. Emotional dimension.- It is related to 'feelings'.</p> <p>6 Vocational dimension- It is part of human existence. Work plays a role in promoting both physical and mental health. It provides satisfaction and self-esteem.</p> <p>7 Other dimension- Few other dimensions are –</p> <ul style="list-style-type: none"> ➤ Philosophical dimension ➤ Cultural dimension ➤ Socio economic dimension ➤ Educational dimension ➤ Environmental dimension ➤ Nutritional dimension ➤ Curative dimension ➤ Preventive dimension e.t,c. 		
3	5 min	To know importance of indicators of health.	<p>Health is multi-dimensional; each dimension is affected by a number of factors. Health is very complex so many indicators are used to measure health they are used :-</p> <ul style="list-style-type: none"> ➤ To measure the health status of community 	T: explains with power point presentation black board	Q. Tell me the importance of health

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> ➤ To compare the health status of two community or two nation ➤ For assessment of health care needs ➤ To distribute health resources ➤ To monitors and evaluate the health program ➤ To measure the extent to which the objectives and targets of a program is achieved 	and chalk. S: Listens and takes notes	indicators
4	5 minutes	To Enlist the health indicators	They are :- <ul style="list-style-type: none"> ➤ Mortality indicators ➤ Morbidity indicators ➤ Disability indicators ➤ Nutritional status indicators ➤ Health care delivery indicators ➤ Social and mental health indicators ➤ Life expectancy at birth ➤ Environmental indicators ➤ Utilization rate ➤ Other indicators 	T: Explains with power point presentation black board and chalk. S: Listens and takes notes	Q: Enlist the health indicators

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
5	15 minutes	To Describe the health indicators	<p>1) Mortality indicators :-</p> <ul style="list-style-type: none"> ➤ Crude death Rate ➤ IMR ➤ MMR ➤ Child mortality rate ➤ Under five mortality ➤ Diseases specific mortality <p>2) Morbidity Indicators :- They includes</p> <ul style="list-style-type: none"> ➤ Incidence and prevalence of communicable and Non communicable disease in community <p>3) Disability indicators :- They are</p> <ul style="list-style-type: none"> ➤ Incidence and prevalence of cases which are not able to perform full range of activities because if sickness, blindness deafness dumbness, mental and social handicapped etc. <p>4) Nutritional status Indicators</p> <ul style="list-style-type: none"> ➤ Measurement of weight height, mid arm circumference of under five ➤ Measurement of height and weight of school children. ➤ Prevalence of low birth weight (< 2.5 kg) <p>5) Health care delivery indicators :-</p> <ul style="list-style-type: none"> ➤ Doctors population ratio ➤ Doctors nurse ratio 	<p>T: Explains with power point presentation black board and chalk.</p> <p>S: Listens and takes notes</p>	Q: Tell me about mortality indicators

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> ➤ Population bed ratio ➤ Population per SC or PHC or CHC ratio <p>6) Social and mental health indicators:</p> <ul style="list-style-type: none"> ➤ Incidence & prevalence of alcohol and drug abuse ➤ Child abuse ➤ Neglect women abuse ➤ Child delinquency ➤ Suicide ➤ Road traffic accident <p>7) Life expectancy at birth :-</p> <ul style="list-style-type: none"> ➤ Increase or decrease life expectancy is influenced by health status of people <p>8) Environmental indicators :-</p> <ul style="list-style-type: none"> ➤ Air pollution ➤ Water pollution ➤ Radiation ➤ Solid waste ➤ Noise ➤ Exposure to toxic in food or drink <p>9) Utilization services :- It include health services used by people</p> <ul style="list-style-type: none"> ➤ Infant immunization ➤ Bed occupancy rate ➤ Bed turnover ratio etc. <p>10) Other Indicators :-</p>		

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> ➤ Health Policy Indicators ➤ Socio economic indicators ➤ Basic need indicators s ➤ Health for all indicators etc 		

Summary:& Evaluation(10 Min)

Today we have learned about dimensions and indicators of health.

Q-1; Tell me the social dimension of health?

Q-2What do you mean by mortality indicators?

Q-3 Enlists the indicators of health?

Q-4what do you mean by environmental indicators?

Assignment: 1) List and explain the various dimensions of health?

2) Describe the indicators of health?

Evaluation: Unit test for 50 marks once the unit I is completed.

Bibliography:

- 1) Swarnkar Keshav, 'Community health nursing '3rd edition ,page no- 3 to 5,N R Brothers,
- 2) Park k. 'Preventive and social medicine ',20thedition,2009,page no 14 to 25
- 3) Gulani k. k., 'Community health nursing' 1stedition reprint 2009,page no 15,25 to 26.

LESSON PLAN

Subject : Community Health Nursing-I

Unit : I Introduction to community health

Topic : Health determinants

Group : students of G N M 1st year

Place : Class room

Date & time: 60 minutes

Teaching method : Lecture cum discussion

AV aids / instructional aids : Black Board and chalk ,chart

Student Pre requisite : The students should be able to identify healthy or unhealthy people & would be able to recognize factors affecting health

General objective : At the end of the class, the student will be able to gain knowledge regarding determinant of health.

Specific Objectives: At the end of the class the students will be able to

1. Define health & health determinants.
2. To enlist important determinant of health.
3. To explain health determinants.

Review of previous class: Ask questions regarding health, causes of ill health.

Introduction:(10 minutes)

- Ask the students about health.
- Ask to students about community.
- Ask to students about causes of disease & ill health.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	5 min	To Define health & health determinants.	<p>HEALTH – According to WHO -Health is state of complete physical, mental, social, spiritual well being, not merely the absence of disease.</p> <p>DETERMINANTS OF HEALTH - The range of personal, social, economic & environmental factor factors that influence health status are known as determinant of health.</p>	<p>T; Define on black board</p> <p>S; Listen, discuss & takes notes.</p>	Q: Define health & health determinants.
2	10 min	To Enlist important determinants of health.	<p>DETERMINANTS OF HEALTH-</p> <ul style="list-style-type: none"> - Environment determinants - Political system - Biological determinants. - Behavioral determinants. - Socio economic determinants - Health care delivery system determinants 	<p>T: describe with chart.</p> <p>S: Listens, discuss and takes notes.</p>	Q. Enlist important health determinants.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3	25 mins	To Explain health determinants.	<p>ENVIRONMENTAL DETERMINANTS- Environment has the direct impact on the health of individual, family, & community; both internal and external components of environment influence our health. Air, water, noise, radiation, housing waste management etc. all affects the health status & quality of life.</p> <p>POLITICAL SYSTEM -Political system has a great effect on the social climate in which we live. Implementation of any health programme cannot be conducted properly without the strong political will. Socio political environment, economic development, law & order, regulation of public health & optimum level of functioning.</p> <p>BIOLOGICAL DETERMINANTS -Heredity & genetic determinants have remarkable influence on the physical & mental retardation, metabolic disorder, chromosomal abnormalities etc. have the genetic origin. Community health nurse have responsibility to provide proper genetic counseling to people who are at risk of having genetically impaired children.</p>	<p>T: Explain on black board & discuss with students.</p> <p>S: .listen, discuss & takes notes.</p>	Q. Explain health determinants.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>BEHAVIOURAL DETERMINANTS - Health is the mirror of a person's life style because faulty & ill habits have the adverse effect on the health of the individual. Community health nurse must be knowledgeable about patient s or individual s behavior pattern to improve their health status. Risk taking behavior based on the carelessness or false belief that nothing will happen, influence people s health.</p> <p>SOCIO ECONOMIC DETERMINANTS- Socio economic condition has the major impact on the health status of any country. Education, economy, occupational opportunities, housing, nutritional level per capita income etc. determine the health care system & health resources.</p> <p>HEALTH CARE DELIVERY SYSTEM DETERMINANTS- The health care delivery system plays a great role in the field of health. In equal distribution of health facilities, more importance to tertiary care, non availability of health personnel in the rural areas, improper referral services, lack of resources etc. determine the health status of the individual, family & community.</p>		

Summary:& Evaluation(10 Min)**SUMMARY**

Define health &health determinant.
Enlist important health determinants.
Explain health determinants.

Assignment; What are the various health indicators? Discuss about them.

Evaluation: Unit test for 50 marks once the unit I is completed.

Bibliography-

Park K,"Essential of community health nursing ",Bhanot publication,sixth edition,March 2012,page no. 171-173.
Swarnkar Keshav ,"Community health nursing,"N R Brothers publications, Third edition ,2014,page no. 6-9.

LESSON PLAN

Subject	: Community Health Nursing-I
Unit	: (I) Introduction to community health
Topic	: History of community health in India
GROUP	: GNM I year student
Place	: Class room
Date & time	: 60 minutes
Teaching method	: Lecture cum Demonstration
AV aids	: Black Board and chalk , LCD computer
Student Pre requisite	: The students should be able to identify and know about history of community health in India
General Objective	: At the end of the class the students will be able to gain knowledge regarding history of community health in India.
Specific Objectives	: At the end of the class the students will be able to know <ol style="list-style-type: none">1. Early history2. Past Vedic period3. British India4. After independence of India

Review of previous class : Ask questions regarding Community and health.

Introduction: - Ask the students if they know about community health history.
Explain community health history

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 mins	List all the types of history	<p>EARLY HISTORY : -</p> <ul style="list-style-type: none"> - 3000 BC history = environmental sanitation - 1400 BC history = invasion of Aryans , Ayurveda , Siddha medicine <p>Past Vedic period history :-</p> <ul style="list-style-type: none"> - 600 BC history - Pramaçharya pranavishra - Rahula sankirtyanas - 650 – 1850 <p>BRITISH INDIA : -</p> <ul style="list-style-type: none"> - Civils military sanis - Royal commission - Sanitary commission <p>AFTER INDEPENDENCE : -</p> <ul style="list-style-type: none"> - Five year plans - Various health preferences 	<p>T ;- explain with power point presentation</p> <p>S;- listen and take notes</p>	Q. List all the types of history?

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
2.	10 min	To explain each of the history	<p>EARLY HISTORY :-</p> <ul style="list-style-type: none"> - Individually civilization (1300 BC) plan cities & drainage , house & public both built of backed bricked (environmental sanitation) - 1400BC = invasion of Aryan's , ayurveda & siddha medicine come into existence - Manu sahita = prescribed rules & regulations for personal health ,dieteticers , hygiene rituals , unity of physical , mental & spiritual aspects of life - Serva Jana Sukhino Bhananto: - may all men be free from disease & may all be healthy. <p>POST VEDIC PERIOD (600BC - AD): -</p> <ul style="list-style-type: none"> - Medical education in university of Taxila & Nalanda lead in Pranacharya Pranvishra, Hospital system for men, women, and animal by Rahula sankirtyana. - 650 – 1850 AD = Arabic system medicine = unani (Muslim rulers) - Due to political changes the medical education & medical services become static & ancient universities & hospital disappeared. 	<p>T : - explain with black board and chalk</p> <p>S : - listen and take notes</p>	Discuss the history .

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3.	15 min	To explain history of British India	<p>BRITISH INDIA : -</p> <p>1757 :- British established their rule ; civil & military Services established.</p> <p>1825:- Quartine Act was promulgated</p> <p>1859: - Royal Commission was appointed Protection of water supplies , construction of drains & prevention of epidemic commission of public Health.</p> <p>1864: - Sanitary commission was appointed in madras, Bombay & Bengal.</p> <p>1869: - public health commission & statically officer Appointed.</p> <p>1875:- Birth & death registration act was promulgated</p> <p>1880:- Vaccination act was passed</p> <p>1881: - Indian factories act passed Ist Indian census was Taken</p> <p>1885: - Local self Govt. Act was passed</p> <p>1888:- Local bodies was directed to look for sanitation but no local public health staff appointed</p> <p>1896: - Seiner epidemic of pluge access in India , Pluge commission was appointed</p> <p>1897: - Epidemic disease act</p> <p>1904: - Pluge report summated</p>	<p>T : - explain with point presentation</p> <p>S : - listen and takes notes</p>	<p>Q. when sanitary commission was appointed?</p> <p>Q. when factories act passed?</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>1909: - Control Malaria Bursau act Kausale</p> <p>1911: - Indian research fund association (ICMR) to promote</p> <p>1912: - Govt. India appointed by sanitary commission & health officers for help local body</p> <p>1918: - Lady reading health school Delhi & nutrition research laboratory , coonoor was established</p> <p>1919: - Ist - step in decentralization of health administration public health, sanitation & vital statistic under the control of elected minister</p> <p>1920-21 : - Municipal city & local board act passed</p> <p>1930: - All India institute of Hygiene & public healthy Calcutta established & child marriage restraint act (Sarda Act) come into efforts</p> <p>1931: - Maternity & child welfare Bureau established</p> <p>1937: - Central admission Board of health was established</p> <p>1939: - Madras Public Health act was passed , Ist Rural health training centre was established</p> <p>1940: - drugs act was passed ,</p> <p>1943:- Bhore committee was appointed</p> <p>1946: - Bhore committee submitted its report</p> <ol style="list-style-type: none"> 1. Public health 2. Medical history 3. Professional education 		

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
4.	15 min	Explain after independence	<p>4. Medical research 5. International health</p> <p>1947:- Ministries of health established in states & center 1948: - India joined WHO , ESI Act passed 1949: - Constitution of India adopted 1950: - Planning Commission was set up 1951: - 1st five year plan begin, BCG Vaccination Programme launched 1952: - Primary health center was set up 1953:- Nationwide family programme was started 1954:- Contributory health services scheme was started at Delhi , the central social welfare board was set up , national water supply & sanitation programme was inaugurated 1955:- The central leprosy teaching and research institute established a filarial training center was established , Hindu marriage act passed. 1956: - Second five year plan launched , the central health education Bureau established , director F.P appointed , the TB chemotherapy center established 1957:- Influenza Pandemic swept the country. The demographic research center was established</p>	<p>T : - explain with black board and chalk S : - listen and take notes</p>	<p>Q. When planning commission was set up?</p> <p>Q. When 1st five year plan begun?</p> <p>Q. When applied nutrition program start?</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>1958:- The national TB survey was completed , recommendation for panchayat raj</p> <p>1959:- Mudhaliar committee was appointed , Rajasthan was 1st state to introduce panchayat raj , national TB institute established</p> <p>1960: - Pilot projects for eradication of small pox was initiated</p> <p>1961: - IIIrd five year programme launched , national small Pox eradication programme was launched , national goiter control programme was launched</p> <p>1963:- Applied nutrition programme was launched, a drinking water board was set up</p> <p>1966: - Minister of health was also appointed for minister of family planning , a separate department for f.p was start. A small family norm set up.</p> <p>1969:- Fourth five year plan launched , all India PPFP programme was start the registration of birth & death act came into force, MTP bill passed</p> <p>1974:- Fifth five year plan launched , India become small pox free. India factories Act amended, 3- tier plan for medical care</p> <p>1980:- 6th five year plan launched</p> <p>1985:- 7th five year plan launched</p>		

<p>Evaluation & Summary: (10 mins) :-</p> <p>List all the types of history?</p> <p>Discuss the history.</p> <p>When sanitary commission was appointed?</p> <p>When factories act passed?</p> <p>When planning commission was set up?</p> <p>When Ist five year plan begun?</p> <p>When applied nutrition program start?</p>
<p>Evaluation: - Q. what do you mean by Manu sameriti?</p> <p>Q. what was done in Royal commission?</p> <p>Q. When plague access in India?</p> <p>Q. When central advisory board of health was established?</p> <p>Q. When ministry of F.P start?</p> <p>Q. When post-partum F.P program start?</p>
<p>Bibliography :-</p> <p>Park k, "<u>Essential of community health nursing</u> ", Bhanot publication, sixth edition, March 2012, page no. 785-790.</p> <p>Swarnkar Keshav , "<u>Community health nursing</u>," N R Brothers publications, Third edition , 2014, page no.32-34</p>

LESSON PLAN

Subject : Community Health Nursing-I
Unit : (I) Introduction to community health
Topic : Development of community health in India and present concept
GROUP : GNM I year student
Place : Class room
Date & time : 60 minutes
Teaching method : Lecture cum Demonstration
AV aids : Black Board and chalk , LCD computer
Student Pre requisite : The students should be able to know about development of community health in India & present concept
General Objective : At the end of the class the students will be able to gain knowledge regarding development of community health in India & present concept.
Specific Objectives : At the end of the class the students will be able to
1. Discuss the development in ancient period
2. Explain the development in British period
3. discuss the development in post-independence period
4. Describe the development of health & nursing in five year plans
Review of previous class : Ask questions regarding development of Community health in India & present concept.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	5 min	Discuss the Development of health in India in ancient period	<p>In ancient period :- Cleans environment , planned cities , air , fire, water, space, earth, were considered very important in Vedic culture – importance of community health during that period is further justified by the presence of medical scientist e.g. charak & sushrut:-“NIROGI Kaya” Facilities to teach medicines in the universities of Nalanda & Takshilla setting up of hospitals & recognition given to unani medical system.</p>	<p>T :- Explain on black board</p> <p>S;- listen and take notes</p>	<p>Q. what was done by Royal commission ? Q. when was LHV training start? Q. when planning commission constitutes?</p>
2.	10 min	Explain Development of health in India in British period	<p>In British period :-</p> <ul style="list-style-type: none"> • Royal commission tried to find out the unhealthy condition in British soldier of India. • Florence nightingale studied the public health condition of India & suggested preventive measure for it. • Establishment of lady reading health school in 1918 for training of lady health visitors (LHV) • Establishment of all India institutes of hygiene and public 		

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3.	10 min	Discuss Development of health in post Independence period	<p>health in 1930.</p> <ul style="list-style-type: none"> Indian Red Cross society established mother & child welfare bureau in 1931. Drugs law was passed in 1940. Appointment of Bhore committee or health survey development committee in 1943. Nursing college established in Delhi & Vellore in 1946 <p>In post independence period :-</p> <p>1947:- Establishment of ministry of health, this was done both at center & state levels because health concurrent list.</p> <ul style="list-style-type: none"> Appointment director panel & director of health services center ministries of health, both at center & state level. Law passed regarding Indian nursing council (INC) <p>1949:- India become a member of world health Organization.</p> <ul style="list-style-type: none"> Law passed regarding employs state insurance (ESI) scheme <p>1950:- Planning commission was constituted.</p>	<p>T : - explain with black board and chalk</p> <p>S : - listen and take</p>	

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
4.	25 min	Describe Development of health & nursing in five year plan	<p><u>FIRST YEAR PLAN (1951 – 1956):-</u> diploma course in community health nursing started by collage of nursing Delhi, 1952 central council of health (CCH) was constituted. In 1953 Malaria central, small pox eradication & national programme on family planning start, national filarial central programme & prevention of food adulteration act passed.</p> <p><u>SECOND FIVE YEAR PLAN (1956 – 1961) :-</u> 1956 Central bureau of health education was set up , national malaria eradication program was start , national tuberculosis institute Bangalore established.</p> <p><u>THIRD FIVE YEAR PLAN (1961 – 1969) :-</u> publication of Mudliar committee , setting up of central institute of family welfare , small pox eradication , goiter central , beginning of national school health program, established of national institute of communicable disease Delhi , trachoma central program & CHADAH committee report on malaria eradication was present in this period , Mukherjee committee report on regarding strategies for f.p. & Jungalwala committee report on (1967) health services was also published .</p>	<p>notes</p> <p>T ; - explain on black board</p> <p>S;- listen and take notes</p>	<p>Q. What was done by I five year plan?</p> <p>Q. What was done by III five year plan?</p> <p>Q. what was done in VIII year plan?</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p><u>FOURTH FIVE YEAR PLAN (1969 – 1973)</u> :- National minimum need program was the health services and training of multipurpose health workers was started on the recommendations of Kartar Singh committee</p> <p><u>FIFTH YEAR PLAN (1974 – 1979)</u> :- Srivastava committee report on providing three tier health services in rural areas submitted, India was declared free from small pox during this period Integrated child development scheme (ICDs) was launched, national health & family planning institute were set up & India accepted “health for all” concept (Alma declaration)</p> <p><u>SIXTH FIVE YEAR PLAN (1980 – 1985)</u> :-Govt. of India pledged to provide safe drinking water air pollution prevention act & national health policy were also announced (1983) Bhopal Gas tragedy(1984) registered.</p> <p><u>SEVENTH FIVE YEAR (1985 – 1990)</u> :- Universal immunization program (1985) & safe motherhood program were launched all over world by the world bank national AIDS control program was started.</p> <p><u>EIGHT FIVE YEAR PLAN (1992 – 1997)</u> :- “Health for all”</p>		

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Govt. paid special attention to provide health services to the most needy , poorest society, more facilities were given to health education. Child survival & safe motherhood (CSSM) program was started I.GMOV started 3 year past basic BSc (m) program.</p> <p><u>NINTH YEAR PLAN (1997 – 2002) :-</u> 9th five year plan targets health requirement of women , adolescent & children , improving the quality of services & increasing the coverage. This plan also tried to increase the participation of men in planned parenthood, prevention & control of STDs, reproductive tract infection & HIV/ AIDs. Increasing the number of medical & nursing personnel. Growth of basic structure pays special attention. Information educative communication (IEC), training trainers at the national & district level.</p> <p><u>TENTH FIVE YEAR PLAN (2002 – 2007):-</u> there were number of new scheme, projects & plans proposed by planning commission India.</p> <p>Improving the health care system, developing the human resources for health, better utilization of Ayush services, preventing & managing the communicable & non</p>	<p>T ;-</p> <p>explain on black board</p>	<p>Q. what was done 9 five year plan?</p> <p>Q. what was done 10 five year plan ?</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>communicable disease, strengthen the drug production & supply, adequate health care financing, priority to quality assurance, medical research etc.</p> <p><u>XIth FIVE YEAR PLAN (2004 – 2012) :- it includes</u></p> <ul style="list-style-type: none"> • Improvement of primary health care system • Serve swasthya abhiyan • Mental health care • Elderly care & fertility regulation • Care of disabled <p>Enhancing the use of indigenous (Ayush) system: - effective implication of flagship NRHM program.</p> <p><u>XIIth FIVE YEAR PLAN (2012 – 2017) :- it includes:-</u></p> <ul style="list-style-type: none"> • Reduce IMR to 25, MMR to 1, increase child sex ratio 950 • Reduce total fertility ratio 2;1 • Reduce under nutrition of children in age group 0 – 3 to half of MFH – 3 levels. 	S;- listen and take notes	Q. what is the target of 12 five year plan?

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Ist FIVE YEAR PLAN :- diploma course in community health nursing start</p> <ul style="list-style-type: none"> • Malaria central, small pox eradication, f.p program start • National water supply & sewage plan, nutritional leprosy central program launched <p>IInd FIVE YEAR PLAN :- central bureau of health education, national malaria eradication program start</p> <p>IIIrd FIVE YEAR PLAN :- Publication of Mudaliar committee, small pox eradication, goiter central, national health program launched family planning program start recommend by Kartar committee.</p> <p>IVth FIVE YEAR PLAN :- national minimum need program, MHW training program start recommended by Kartar committee.</p> <p>Vth FIVE YEAR PLAN :- three tier health services started India declared free from small pox, “health for all”</p> <p>VIIth FIVE YEAR PLAN :- Universal immunization program launched, nation AIDS control program start.</p>		

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>VIIIth FIVE YEAR PLAN :- health for all & child survival & safe motherhood program start.</p> <p>IXth FIVE YEAR PLAN :- Targets of 9th plan health requirement of women, adolescent & children, prevention & control of STD & HIV / AIDS</p> <p>Xth FIVE YEAR PLAN :- focused of improving the health care system , developing the human better utilization of Ayush services, medical research</p> <p>XIth FIVE YEAR PLAN :- focused on improvement of primary health care system , serve swasthya abniyan, mental health care</p> <p>XIIth FIVE YEAR PLAN:- focused on reducing IMR, MMR, total fertility rate.</p>		

Evaluation & Summary: (10 min) :-

When was the planning commission constituted?

What was done by 1st five year plan?

Summarize salient features of the 3rd five year plan?

What were the highlights of 8th year plan?

What were key aspects of 9th five year plan?

What were key highlights of the 10th five year plan?

What is the target of the 12th five year plan?

Bibliography :-

Park k, "Essential of community health nursing ", Bhanot publication, sixth edition, March 2012, page no. 6-10.

LESSON PLAN

Subject : Community Health Nursing-I
Unit : I,
Topic : PRIMARY HEALTH CARE
Group : STUDENT OF GNM I year
Place : Class room
Date & time : 60 minutes
Teaching method : Lecture cum Discussions
AV aids / instructional aids : Black Board and chalk, projector
Student Pre requisite : The students should be able to explain about health and health care techniques.
General Objective : At the end of the class the students will be able to explain primary health care.
Specific Objectives: At the end of the class the students will be able to
1. Define primary health care.
2. Enlist the elements and characteristics of primary health care
3. Explain the principles of primary health care
4. Understand the role of nurse in primary health care.
Review of previous class: Ask questions regarding health related to primary care .

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 mins	To define primary health care	<p>Introduction:- The alma ata conference held in 1978 stressed the need for health for all by the year 2000. primary health care is came into existence in 1978 following on international conference of alma ata.</p> <p>Primary health care is a key approach for achieving the objective of 'the attainment of a level of health that will enable every individual to lead a socially and economically productive life.</p> <p>Primary health care is the first level of contact of the individual, the family and the community with the nation health services. It is health care for the people and by the people. Hence participation of the people in the health services is of great importance.</p> <p>DEFINITION-The Alma Ata conference defined primary health care as follows.</p> <p>Primary health care is essential health care made universally accessible to individuals and acceptable to them, through their full participation and at a cost that the country can afford.</p>	<p>T:lecture cum discussion</p> <p>S: Listens and discuss, takes notes.</p>	<p>Q: define community health nursing process and assessment</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
2	10mins	. To enlist characteristics and elements of primary health care	. CHARACTERISTICS OF PRIMARY HEALTH CARE <ul style="list-style-type: none"> - It is essential health care which is based on practical, scientifically sound & socially acceptable method & technology. - It should be universally acceptable to individuals & the families in the community through their full participation - Its availability should be at a cost which the community & country can afford. - It requires joint efforts of the health sector & other health – related sector . - Patient & family centered - Prevention focus ELEMENTS OF PRIMARY HEALTH CARE According to the alma-Ata declaration, primary health care includes at least eight elements ,which are to be implemented in an integrated manners . they are :- <ol style="list-style-type: none"> 1. Education of the people about prevailing health problems and method of preventing and controlling them. 2. Promotion of food supply and proper nutrition 	T: enlist on black board and discussion S: Listen and take notes.	Q:what do you mean about element & characteristics of primary health care

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			3. Adequate supply of safe water and basic sanitation. 4. Maternal and child health care& family planning 5. Immunization against major infectious diseases 6. Prevention and control of locally endemic disease. 7. Appropriate treatment of common diseases and injuries. 8. Provision of essential drug.		
3	10 min	To explain about principles of primary health care	<p>PRINCIPLES OF PRIMARY HEALTH CARE :-</p> <p>A WHO expert committee (1984) recognized that five principles are included in the definition of primary health care- they are :-</p> <ol style="list-style-type: none"> 1. Equitable distribution 2. Community involvement 3. Appropriate technology 4. Focus on prevention 5. Multisectoral approach <p>1. Equitable distribution :-</p> <p style="text-align: right;">Health services should be accessible to all</p>	<p>T: explain about principle on projector</p> <p>S: Listen and takes notes</p>	<p>Q. describe about principles of primary health care .</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>section of the society with special attention to the needy , vulnerable groups. This has been termed as “social justice “</p> <p>2. Community Involvement :- Since primary health care is for the people , by the people , the local community must participate in the planning , implementation & maintenance of health services.</p> <p>3. Appropriate technology : Instead of going in for costly methods, equipment and technology , reliance must be placed on scientifically sound materials and methods that are socially acceptable , as for example oral rehydration therapy</p> <p>4. Focus on prevention :- The emphasis is on prevention . it runs through all the elements of primary health care .</p> <p>5. Multisectoral approach :- The basic philosophy of primary health care is that health cannot be achieved by the health sector alone. It requires the joint efforts of other health related sectors such as agriculture .</p>		

Time	<p>SUMMARY(10 min) -</p> <ul style="list-style-type: none"> ⇒ Define primary health care. ⇒ Enlist the characteristics & elements of primary health care. ⇒ Describe the principles of primary health care. ⇒ Explain the role of nurse in primary health care. <p>Evaluation - Unit test for 50 marks once the unit 1st is completed</p> <p>Assignment - Define primary health care enlist element of primary health care & explain about principles of Primary health care.</p> <p>Bibliography -</p> <ol style="list-style-type: none"> 1. Park K ,Essentials of community health nsg. M/S Banarridas Bhanot publication Sixth edition Reprint 2012 page no.423 to 424 2. Swarnkar Keshav , Swarnkar's community health nursing N.R. Brothers publication 3rd edition reprint 2014 page no.19-22 3. Basavanthappa BT , community health nursing ,Jaypee brothers publication 2nd edition Printing 2013 page no.195-199
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LESSON PLAN

Subject : Community Health Nursing-I

Unit : I - Introduction to community health

Topic : Millennium development goals

Group : Students of G N M 1st year

Place : Class room

Date & time: 60 minutes

Teaching method : Lecture cum discussion

AV aids / instructional aids : Black Board and chalk .chart.

Student Pre requisite : The students should be able to know about the millennium development goals and would be able to recognize the importance of health related millennium development goals in India.
The students have no knowledge about it.

General objective; - At the end of the class, the students will be able to gain knowledge regarding “Millennium Development Goals” (MDGs).

Specific Objectives: At the end of the class the students will be able to :-

1. Define the millennium development goals.
2. Enlist the eight MDGs.
3. Describe health related development goals in India.
4. Discuss the modification related to health in India.
5. Explain about achieved and non-achieved targets in India.

Review of previous class:

- What are the Health indicators?
- What do you mean by Primary health care?
- What do you know about HFA by 2000 AD?
- What is the meaning of MDG?

Introduction:(10 minutes)

Discussion of MDGs and related topics i.e. HFA 2000 AD, primary health care, health indicators with the students are done. Objectives of the lesson are discussed to the students.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 min	To Define the millennium development goals.	<p>In September 2000, representatives from 189 countries of met Millennium Summit in New York to adopt the United Nations Millennium Declaration. The goals in the area of development and poverty eradication are now widely referred to as “Millennium Development Goals”(MDGs).</p> <p>The MDGs place health at the heart of development and represent commitments by govt. throughout the world to do more to reduce poverty and hunger and to tackle ill health, gender inequality, lack of education, access to clean water and environmental degradation .Three of eight goals, eight of eighteen targets required to achieve them, and eighteen of the forty eight indicators of progress are health related. Government have set a date of 2015 by which they meet the MDGs.</p>	<p>T; Define on black board & discuss with students.</p> <p>S; Listen, discuss & takes notes..</p>	Q: Explain about MDGs?

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
2	5 mins	To enlist the eight MDGs.	<ol style="list-style-type: none"> 1. Eradicate extreme poverty and hunger. 2. Achieve universal primary education. 3. Promote gender equality and empower women. 4. Reduce child mortality. 5. Improve maternal health. 6. Combat HIV/AIDS, malaria and other Communicable diseases. 7. Ensure environmental sustainability. 8. Develop a global partnership for development. 	T: Define on black board. S: Listens, takes notes.	Q. Describe 8 MDGs? .
3	15mins	To describe health related development goals in India.	<p>GOAL 1. : - Eradicate extreme poverty & hunger. Target 2 : - halve between 1990 and 2015 , the proportion of people who suffer from hunger</p> <p>GOAL 4. : - Reduce child mortality Target 5 : - reduce by two – thirds , between 1990 and 2015, the under-five mortality rate .</p> <p>GOAL -5 : - Improve maternal health Target: - reduce by three – quarters, between 1990 and 2015, the maternal mortality ratio.</p> <p>GOAL – 6 : - combat HIV/ AIDS , Malaria and other diseases Target – 7: - have halted by 2015, and begun to reverse the</p>	T: Explain on black board & discuss with students. S: .listen discusses & takes notes.	Describe health related development goals on India?

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
	15 min	To discuss the modification related to	<p>incidence of malaria and other major diseases.</p> <p>GOAL – 7 : - Ensure environment sustainability Target -9: - Integrate the principle of sustainable development into country policies and programmers and reverse the loss of environmental resources. Target – 10: - halve, by 2015 the properties of people without sustainable access to safe drinking water. Target –11: - by 2020 to have achieved a significant improvement in the lives of at least 100 million slum dwellers.</p> <p>GOAL - 8 : - Develop global partnership for development Target 17: - In cooperation with pharmaceutical companies, provide access to affordable, essential drugs in developing countries. Government of India has modified some indicators & some of those as follows : - GOAL – 6:- combat HIV/AIDS , Malaria and other diseases</p> <p>Target 7: - have halted by 2015 & begun to reverse The spread of HIV/AIDS. Indicators 18 :- HIV prevalence among pregnant women aged 15 – 24 Modification : - additional age group (25 –</p>	T: Explain on black board & discuss	

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
		health in India	<p>49years) to include the whole of reproductive age group (15 -49years)is Considered appropriate.</p> <p>Indicator 19 (a) : - condom use at last high risk sex Replace by : - condom use rate among non – Regular sex partners.</p> <p>Indicator 19 (b) : - percentage of population aged 15 – 24 years with comprehensive Correct knowledge of HIV/AIDS.</p> <p>Target 8 : - have halted by 2015 and begun to reverse the incidence of malaria and Other major diseases.</p> <p>Indicator 21 : - prevalence and death rates Associated with malaria.</p> <p>Replaced by : - annual parasite incidence (API - annual number of positive cases per thousand population) and actual number of confirmed Death due to malaria per 1 lakh population.</p> <p>Indicator 22 : - proportion of population in malaria risk ensures using effective treatment Measures.</p> <p>Replaced by: - 1. Numbers percentage of people With fever gives presumptive Treatment (malaria)</p>	with students. S: .listen discusses & takes notes.	

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>2. number and percentage of malaria positive cases given radical treatment (malaria) – percentage of villages with functioning drug distribution centre (DDC) and fever treatment depot (FTD)</p> <p>3. percentage of targeted population in high risk area covered with insecticide residual spray (IRS)</p> <p>4. Percentage of insecticide treated bed nets distributed against targeted population.</p> <p>Indicator 23 : - prevalence and death rates associated with tuberculosis</p> <p>Replaced by : - incidence and death rates associated with TB</p> <p>indicator 24 : - proportion of TB cases detected and cured under DOTS (accepted)</p> <p>Goal 7 : - ensure environmental sustainability</p> <p>Target 17: - in cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries.</p> <p>Indicator 46: - proportion of population with access to affordable essential drugs on a sustainable basis.</p> <p>May be modified as: - proportion of population with access to affordable essential drugs on sustainable basis through the govt. health facility.</p>		

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
5.	5 min	To explain about achieved & not achieved targets in India	<p>India has achieved only a few of the MDGs for 2000 – 2015.</p> <p>TARGET ACHIEVED :</p> <ol style="list-style-type: none"> 1.to halve income poverty : - 1990 = 47.8% 2015 = 20.7% 2. to halve proportion of people without safe drinking , 1990= 34% ; 2007 – 08 = 17% <p>TARGET NOT ACHIEVED : -</p> <ol style="list-style-type: none"> 1. To halve proportion of people suffering from hunger ,target = 26% ; 2015 = 33% 2. To increase share of women in wage employment; target = 50% ; 2015 = 23% 3. To reduce maternal mortality rate , target = 109 ; 2015 = 140/1,00,000 live birth (base year for some targets is 1990 instead of 2000) <p>Source: - ministry of statistics and programmed implementation.</p>	<p>T: Explain on black board & discuss with students. S: .listen discusses & takes notes.</p>	<p>Q. describes achieved & non achieved targets in India.</p>

Summary:& Evaluation(10 Min)

- Define MGDs
- Enlist eight MGDs
- Describe health related development goals in India
- Discuss modification related to health in India
- Explain achieved & non achieved targets in India

Assignment; Describe about MDGs in detail in following headings : -

- (a) Eight MDG
- (b) Health related development goals in India
- (c) Modification related to health in India
- (d) Achieved & non achieved targets in India

Evaluation: Unit test for 50 marks once the unit I is completed.

Bibliography-1. Park. K, preventive & social medicine, 20th edition (page no – 11 & 794 , 795, 796, 797)
2. Swarnkar's Keshav, community health nursing, 3rd Edition, N.R.brothers, Page no. 18-19

LESSON PLAN

Subject : Community Health Nursing-I

Unit : I, Introduction to community health

Topic : promotion of health

GROUP : GNM I year student

Place : Class room

Date & time: 60 minutes

Teaching method : Lecture cum Demonstration

AV aids : Black Board and chalk

Student Pre requisite : The students should be able to know about health & health promotion

General Objective : At the end of the class the students will be able to gain knowledge regarding promotion of health

Specific Objectives: At the end of the class the students will be able to

1. Define health promotion
2. Enlist the Various approaches(interventions) of promotion of health
3. Explain each of the interventions
4. Discuss Various factors affecting health promotion
5. Describe Prerequisites of health promotion
6. Discuss various locations for health promotion work

Review of previous class : Ask questions regarding –what do you mean by health?
-what are the various dimensions of health?
-What do you mean by health promotion? students have satisfactory knowledge about health, but not about health promotion & its dimensions

Introduction: - Ask the students about definition of health ,meaning of promotion health focused care and also about responsibilities of health promotion .Objectives of the lesson are discussed to the students.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 mins	Define health promotion	<ul style="list-style-type: none"> - Health promotion is “the process of enabling people to increase control over ,and to improve health”(WHO-1987) - It is the science & art of helping people change their lifestyle to move towards a state of optimal health.(American journal of health promotion - 1986) - The latest definition of health promotion as given by WHO(2005); is the process of enabling people to increase control over their health and its determinants and there by improve their health 	<p>T ;- explains with chalk on blackboard</p> <p>S;- listen and take notes</p>	Q. what do you mean by health promotion?
2	7 min.	Enlist the Various approaches(interventions) of promotion of health	<p>Health promotion is not directed against any particular disease but is intended to strengthen the host through a variety of approaches (interventions).These are:-</p> <ol style="list-style-type: none"> 1. Health education 2. Environmental modifications 3. Nutritional interventions 4. Life style and behavioral changes 	<p>T:Explain with black board and chalk</p> <p>S:listen and take notes</p>	Q:what are the various approaches of health promotion

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3	18 Min.	To explain each of the interventions	<p>1. Health education:- this is a one of the most cost effective interventions. A large number of disease could be prevented with little or no medical intervention if people were adequately informed about them and if they were encouraged to take necessary precautions in the time .according to WHO ”the extension to all people of the benefits of medical , psychological and related knowledge is essential to the fullest attainment of health.”</p> <p>The targets for educational efforts may include the general public, patients, priority groups, health providers , community leaders and decision-makers.</p> <p>2.Environmental modifications:- A comprehensive approach to health promotion requires environmental modifications, such as provision of safe water; installation of sanitary latrines, control of insects and rodents; improvement of housing etc. environmental intervention are non –clinical and do not involve the physician.</p> <p>3. Nutritional interventions:-These comprise food distribution and nutrition improvement of vulnerable groups; child feeding program, food fortification;; nutrition</p>	<p>T : - Explain with black board and chalk</p> <p>S : - listen and take notes</p>	<p>Q. Explain each intervention of health promotion?</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
4.	9 min	To explain various factors affecting health promotions	<p>education, etc.</p> <p>4.life style and behavioral changes:-Life style and behavioral changes reflecting a whole range of social values, attitudes and activities; cultural and behavioral patterns and lifelong personal habits (e.g. smoking alcoholism).health requires the promotion of healthy life style .the action of prevention is one of individual and community responsibilities for health, the physician and infect each health worker acting as an educator than a therapist.</p> <p>These are lifestyles changes (e.g. Coronary heart disease, obesity, lung cancer, drug addiction); lack of sanitation, poor nutrition, poor personal hygiene, customs and cultural patterns social economic, political, biological, behavioral and environmental etc. so health promotion program would first attempt to identify the “target group” or at risk individuals in a population and then direct more appropriate message to them.</p>	<p>T : - explain with black board and chalk</p> <p>S : - listen and take notes</p>	<p>Q. explain various factors affecting promotion of health?</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
5.	2min	To explain prerequisites of health promotion.	The prerequisites of health are such as income, food, security, housing, employment and quality working conditions.	T : - explain with black board and chalk S : - listen and take notes	Q. Enlist prerequisites of health promotion
6.	4. min	To explain various locations for health promotion work	It is mentionable that health promotion can be performed in various locations, but special attention is needed in the school, worksite, health care facilities (including hospitals)and in community.		Q. Enlists various locations for H.P. Work

Evaluation & Summary: (10 mins) :-

What do you mean by health promotion?

what are the various approaches of health promotion

Explain each intervention of health promotion?

Explain various factors affecting promotion of health?

enlist prerequisites of health promotion

enlists various locations for H.P. Work

ASSIGNMENT: what is health promotion?

1. Describe variety of interventions in healthy promotion work.
2. Describe health promotion in following headings-
 - a) factors affecting H.P. work
 - b) Prerequisites of H.P.
 - c) various location for H.P. work

Evaluation : - unit test for 50 marks once the unit I is completed

Bibliography :-

Park K ,(2009) Preventive and social Medicine, 20th Edition, Page No 40

Swarnkar Keshav,(2014) community Health Nursing ,3rd edition, Page No 8-9.

LESSON PLAN

Subject : Community Health Nursing-I

Unit : Ist Introduction Health Nursing.

Topic : MAINTENANCE OF HEALTH

Group : GNM Ist year students

Place : Class room

Date & time: 60 minutes

Teaching method : Lecture cum Discussions

AV aids / instructional aids : Black Board and chalk

Student Pre requisite : Students should able to have knowledge about primary health care prevention and promotion of health.

General Objective : At the end of the class students will be able to gain knowledge regarding maintenance of health.

Specific Objectives: At the end of the class the students will be able to

1. Define habit.
2. Discuss about the types of habit.
3. Discuss about the types of habit
4. Explore the ways of leaving and adopting habits.
5. Describe the habit construction
6. Explore the ways of leaving and adopting habits.

Review of previous class - Ask Question regarding primary health care and prevention and promotion of health.

Introduction - :- Ask students about health

:- Ask students about primary health care.

:- discuss about the prevention and promotion of health.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 min		<p>Introduction of maintenance of health</p> <p>The health maintenance behavior refers to any activity or behavior under taken primarily for the purpose of protecting or assuring current levels of health as observed by the individual.</p> <p>Although death is inevitable but we can increase our life span by using different health maintenance techniques. Our own health behavior is responsible for many disease and incidences, as we do not follow the rules of good health. We overlook our body basic needs e.g. proper nutrition, sleep, rest, exercise, personal hygiene and invite the health risks.</p> <p>Health maintenance requires preventive measure at all three levels primary, secondary and tertiary. Researchers have proved this fact that people perform a wide range of activities that they believe will protect their health.</p> <p>Community health nurse must know all the concepts related to wellbeing. Optimum level of functioning and positive changes in health status. She should also know illness prevention of the patients.</p>	<p>T:lecture cum discussion with students</p> <p>S: listen discuss and taken notes.</p>	
2	10min	Define habits	<p>Habits are the highly automated and self-executed behavior of man” their origin lies in focusing the attention or concentration but they get executed automatically, without any attention or concentration, by being repeated over a sufficient period of time in similar conditions. Habits can be related to physical or mental activities like those related to paying attention or thinking, or the basis of their merits and demerits habits can be of two types good or bad.</p>	<p>T: lectures with the students</p> <p>S: Listens discuss and taken notes. Poster made of good and bad habits.</p>	Q: What is good and bad habits?

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3	5 min	Discuss about the types of habit.	<p>Good habits are an asset for the individual in maintaining good health. It had following advantages :-</p> <ul style="list-style-type: none"> A. Saves time and labor. B. Provided a feeling of social security. C. Assists in maintaining good health. D. Builds personality and hands over good education, work, profession and life by good habits related to thinking, reasoning, thoughts and etiquettes. 	<p>T: lecture cum discussion with students S: listen and taken notes.</p>	<p>Q. what are the advantages of good habits? .</p>
			<p>Generally bad habits gradually get converted into addiction. Its major examples are the people addiction to alcohol, smoking, opium and sedative drugs.</p> <p>He loses his ability to discriminate between the moral and immoral values and these people knowingly or unknowingly gets involved in the crime.</p> <p>Therefore, to avoid the transformation of habits into addiction person should have clear thinking and co-operative attitude to words forming new habits.</p>	<p>T;- explain on black board S:- Listen and takes notes</p>	<p>Q: Explain steps of community assessment and components of community assessment</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
4.	5 min.	Describe the habit construction.	<p>Formation of habits is a continuous process that goes on in the life of a man. Family, school and community contribute significantly in the formation of habits because the individual learns from his parent's friends, close relative, school and environment, most of the habits. Habits formed in the childhood have a deep impact on personality of children from habits and adopt good qualities after seeing the examples. Some organization run "sanskar Kendra" to form good habits.</p> <p>Other important factors in the formation of habits are :-</p> <ol style="list-style-type: none"> 1. Doing the same work regularly without exception or break. 2. Repeating the new habits voluntarily. 	<p>T:- Lecture cum discussion</p> <p>S:- discuss and take notes .</p>	<p>Q. how will you adopt the habit and formation of habits?</p>
5.		Explore the ways of leaving and adopting habits.	<p>It is very important to leave or discontinue the bad habits immediately, following methods are used to get rid of bad habit.</p> <ul style="list-style-type: none"> • Leaving the habits by repeating it voluntarily. The habit that had to be left is practiced purposely. • Leaving the habit by generating disinterest or excessive use. • Feeling of opposition here the habit is left by analyzing it, given below are some of the habits which assist in achieving growth and progress in life :- <ul style="list-style-type: none"> ➤ Regularity of sleep, study and exercise. ➤ Habits related to personal hygiene which includes daily cleaning of skin, nose ears and teeth. ➤ Habits related to meals time and food intake, regularity of defecation. ➤ Good habits related to the cleaning of clothes and use of cosmetics. 	<p>T: lecture cum discussion</p> <p>S: discussed taken notes prepared growth and progress</p>	<p>Q. How we can leave bad habits</p> <p>Q. how will you achieve growth and progress in life?</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			➤ Habits related to general etiquettes good thoughts, thinking and reasoning. These include behavior and feeling related to generosity (kindness), selflessness, charity and honesty.		

Summary:& Evaluation(10 Min)

- What is the habit?
- Explain the advantage of habit?
- How will you adopt the good habits?
- Difference b\w habits and addiction?
- How we can Leave bad habits?

Assignment: what is habit, difference b\w habits and addiction, how will you formation of habits.

Evaluation: Unit test for 50 marks once the unit VII is completed.

Bibliography: Reference book –

Swarnkar Keshav, community health nursing. 3rd edition N.R. brother, indore. Page no 460 to 463

LESSON PLAN

Subject : Community Health Nursing-I

Unit : II community health nursing

Topic : Philosophy, goal, Objective and principles of community health Nursing

Group : G.N.M FIRST YEAR STUDENTS

Place : Class room and demonstration room

Date & time: 60 minutes

Teaching method : Lecture cum demonstration

AV aids / instructional aids :Black Board and chalk, chart ,LCD,Computer

Student Pre requisite : The students should be able to identify the eligible couple who need contraceptive methods and would be able recognize the importance of contraceptives and its choice.

General Objective : At the end of the class the students will be able to gain knowledge regarding temporary contraceptives.

Specific Objectives: At the end of the class the students will be able to

1. List all the types of Temporary contraceptive methods.
2. To explain each of the temporary method to recognize the correct and consistent use of contraceptive methods
3. To demonstrate and describe COC use to the client.
4. Demonstrate and describe Condom Use on penile model

Review of previous class: Ask questions regarding eligible couple need assessment, information regarding contraception and importance of choice of a particular contraceptive .

Introduction:

Ask the students if they know any one who is following any FP method

Tell a story of two couple one of them has completed the family and other one wants more children.

Brainstorm what they should use

Also mention the objectives of the lesson to the students here

LESSON PLAN

Subject : Community Health Nursing-I
Unit : (II) Community Health nursing
Topic : Philosophy , goals , objective , & principles of CHN
GROUP : GNM I year student
Place : Class room
Date & time : 60 minutes
Teaching method : Lecture cum Demonstration
AV aids : Black Board and chalk , chart LCD computer
Student Pre requisite : The students should have little knowledge about community health nursing
General Objective : At the end of the class the students will be able to gain knowledge regarding philosophy , goals , objective & principle of community health nursing
Specific Objectives: At the end of the class the students will be able to

1. Explain philosophy of community health nursing
2. Enlist goals of community health nursing
3. Enlist objectives of CHN
4. Enlist principles of CHN

Review of previous class : Ask questions regarding CHN services provided in community.

Introduction: - Ask the students if they know about community health nursing care .
Discuss about preventive, promotive, curative, & rehabilitative aspects of public health.
Also mention the objectives of the lesson.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 min	To explain philosophy of community health nursing.	<p>Generally philosophy implies three components : -</p> <ol style="list-style-type: none"> 1. Knowledge: - CHN is based on logical thinking and scientific methods. 2. Code of ethics value 3. Existence: - CHN is committed to its own belief about professional practice. <p>BASIC CONCEPTS : -</p> <ol style="list-style-type: none"> 1. CHN believes that health is fundamental human right and an integral part of growth and development. 2. It support entire community 3. Identifies the need of holistic care approach 4. Health promotion and primary prevention are major activities in community. 5. Community based efforts and community involvement. 6. Support the health promoting behavior in acceptable manners. 7. Multidisciplinary team activities. 8. Overall development and wellbeing of the individual , families communities and nation 	<p>T ;- lecture cum discussion with chalk on blackboard</p> <p>S;- listen and take notes</p>	<p>Q. list component of philosophy CHN?</p> <p>Q. what are the basic component of philosophy of CHN?</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
2.	5 minutes	Enlist goals of community health nursing	<p>The overall goals of community health nursing is to help individual , families , and community in attaining highest standard of health by : -</p> <ol style="list-style-type: none"> 1. Promotion of health 2. Health maintenance 3. Prevention of illness 4. Restoration of health 5. Treatment of minor ailments 6. Rehabilitation of the clients 	<p>T : - explain with black board and chalk</p> <p>S : - listen and take notes</p>	<p>Q. what are the goals of CHN</p> <p>Q. what do you mean by promotion of health?</p>
3.	10 min	Enlist objectives of community health nursing	<ol style="list-style-type: none"> 1. To increase the life expectancy 2. To decrease the IMR , MMR , and other morbidities . 3. To prevent disabilities , providing rehabilitation services 4. To provide health care services 5. To find the cause effect relationship 6. To evaluate the health program and further plan. 7. To make the community diagnosis 8. To help the NGO's and other organization working in the field of community health 9. To assess the need and priorities of vulnerable group , 	<p>T : - explain with black board and chalk</p> <p>S : - listen and take notes</p>	<p>Q. explains each of the objectives of CHN?</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
4.	25 min	Enlist principles of community health nursing	<p>pregnant mothers and children</p> <p>10.To provide reference services</p> <p>11.To enhance the standard of nursing profession</p> <p>12.To provide complete wellbeing of community and maintenance their optimum level of functioning.</p> <ol style="list-style-type: none"> 1. Health services should be based on the need of individual and the community 2. Health services should be suitable to the budget workers and the resources 3. Family should be recognize as a unit 4. Health services should be equally available to all. 5. Health education is an important part of the community health nursing 6. Should be provided continuously, without any interruption. 7. Accurate preparation and preparation and maintenance of records and reports 8. Supervision of nursing services by qualified CHN personnel provides guidance and direction to the work to be done. 9. Devoted to her duties 10.effective team spirit is must 11.Timely evaluation Of services 12. Respect for the values, customs and belief of the client. 	<p>T : - explain with power point presentation</p> <p>S : - listen and takes notes</p>	<p>Q. lists the principle of CHN?</p> <p>Q. what do you mean by team spirit?</p>

Evaluation & Summary: (10 mins) :-

What do you mean by promotion of health?

Explain each of the objectives of CHN?

Lists the principle of CHN?

What do you mean by team spirit?

ASSIGNMENT: - What are the principles of community health nursing? Discuss about them.

Evaluation : - Unit test for 50 marks once the unit II is completed

Bibliography:

1. Swarnkar ,Community Health Nursing , 3rd edition, reprinted 2014 ,page no : - 28 to 30
2. B. T Basavanthappa , Community Health Nursing , II edition , reprint 2013 page no : - 36, 39, 61, 72)

LESSON PLAN

Subject : Community Health Nursing-I

Unit : II Community health nursing

Topic : Concept of community health nursing

Group : students of G N M 1st year

Place : Class room

Date & time: 60 minutes

Teaching method : Lecture cum discussion

AV aids / instructional aids : Black Board and chalk, projector ,posters

Student Pre requisite : The students should be able to philosophy, goals & principles of community health nursing.

General objective; At the end of the class, the students will be able to discuss about concepts of community health nursing.

Specific Objectives: At the end of the class the students will be able to -

1. Define community, community health & community health nursing.
2. Explain the philosophy of community health nursing.
3. Discuss the significance of community health nursing
4. Enlist the goals of community health nursing.
5. Enlist the principles of community health nursing.

Review of previous class:

Ask questions about philosophy, goal, objective & principles of community health nursing.

Introduction:

Ask students definition of community health nursing .Their goals & principles of community health nursing.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 min	Define community, community health & community health nursing.	<p>COMMUNITY: - “A community is a social group determined by geographic boundaries &/or common value & interests. The members knows & interact with each other”.</p> <p>COMMUNITY HEALTH:-“Community health means the state of health of the members of community, problem affecting their health & health care available in community”.</p> <p>COMMUNITY HEALTH NURSING:- “Community health nursing is a comprehensive branch of nursing which based on acronym RAI OE I e., Recognition Assessment Intervention Organization Evaluation</p>	<p>T; Lecture cum discussion.</p> <p>S; Listen, discuss & takes notes..</p>	Q: Definition of community, community health & community health nursing.
2	10 min	To explain the philosophy of community health nursing.	Generally, philosophy implies three components; concern with knowledge, values & one’s belief about existence. Community health nursing supports all these	T: Lecture cum discussion.	Q. Describe three components of community

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>in the following ways.</p> <ul style="list-style-type: none"> - Community health nursing is based on logical thinking & scientific methods. - Community health nursing is committed to its own belief about professional practice. 	S: Listens, takes notes.	health nursing.
3	10min	To Explain the significance of community health nursing	<p>The unique aspect of community health nursing practice is a neglect of direct individual client services or community based nursing WHO defined the following three necessary components of community health nursing : -</p> <ol style="list-style-type: none"> 1) Community health nurses are responsible for ensuring that needed health services are provided in the community 2) The nurse set of vulnerable group in a community is on priority basis. 3) The client (individual , family , group or community) must be a partner in planning and evaluating health care, <p>The values reflected in following definition have guided community health nursing practice over time and are reflected in the current , essential public health service</p>	<p>T: Explain on black board & discuss with students.</p> <p>S: .listen discusses & takes notes.</p>	Q. describe health related development goals on India?

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
4	10 min	Enlist the goal of community health nursing	The goal of nursing is often stated as the care of a definition of nursing. Nurses are now aware that they can be a powerful in the condition needed to promote health for all thus the goal of community health nursing lies at the heart of primary prevention and health promotion health maintenance, disease prevention and treatment of minor ailment and restoration of health and rehabilitation	T: Explain on black board & discuss with students. S: .listen discuss & takes notes	Q. what is the goal of community health nursing
5	10 min	Enlist the principles of community health nursing	The following are the principles of CHN:- 1) CHN is an established activity based on recognized needs & functioning with the total health program. 2) Community health nursing agency has clearly defined objectives & purpose for services. 3) An active organized citizen group representative of the community health program. 4) Community health nursing recognized the family & community as unit of services. 5) Health education & Counseling for individual,	T: Explain on black board & discuss with students. S: .listen discuss & takes notes.	Q. what are the principles of community health nursing

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>family & community are integral part of community health nursing.</p> <p>6) Recipients of the health care should participate in planning related to goal for the attainment of health.</p> <p>7) The community health nursing should function serve as a important member of health team.</p> <p>8) There should be provision for qualified nurses to make supervision for community health services</p> <p>9) The community health nurse should not accept gifts from the patients.</p> <p>10) Community health agency should provide continuing education program for nurses.</p>		

Summary:& Evaluation(10 Min)

- Define the Community, Community Health & Community Health Nursing.
- What is significance of Community Health nursing?
- What is the goal of Community Health nursing?
- What is the principle of Community Health Nursing?

Assignment:

Discuss the significance of community health nursing. Explain the principles of CHN.

Evaluation:Unit test for 50 marks once the unit II is completed.

Bibliography-1.

Swarnkar Keshav, Community Health nursing, 3rd edition, N.R Brother Indore, Page no 27-29

LESSON PLAN

Subject : Community Health Nursing-I

Unit : 2nd, community health nursing

Topic : Importance of community health nursing

Group : GNM 1st year students

Place : Class room

Date & time: 60 minutes

Teaching method : Lecture cum Discussions

AV aids / instructional aids : Black Board and chalk, chart ,

Student Pre requisite : The students should be able to tell the meaning of community, health, nursing & definition of CHN.

General Objective : At the end of the class the students will be able to describe the importance of community health nursing.

Specific Objectives: At the end of the class the students will be able to

1. Explain the importance of community meeting.
2. Explain the importance of CHN to identify the health problems & needs of community
3. Set priorities among health problems.
4. Plan regarding health problem solution.
5. Intervention & implementation activities.
6. Evaluate the health problem solution.

Review of previous class: Ask questions regarding knowledge about community health nursing.

Introduction:

Ask the students if they know about the definition of CHN & explain it.

Also mention the objectives of the lesson to the students here

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	5 min	Explain the importance of community meeting.	<p>Explain the student, it is first necessary to meet the community in order to</p> <ul style="list-style-type: none"> - Establish contact with community leaders, existing institution. - Obtain consent of the local leaders for a base line survey of the health situation. 	<p>T: explain on black board</p> <p>S: Listens, understand and takes notes.</p>	Q: how community meeting is established?
2	10min	Explain the importance of CHN to identify the health problems & needs of community	<p>Various approach may be used to identify community health problems and health needs they include –</p> <ul style="list-style-type: none"> - Base-line survey - Scrutiny the records of PHC & sub-center. - Specific questions regarding diseases common in the area. - Questions regarding births, deaths, disability, failure to work etc. - 	<p>T: explained with example on black board</p> <p>S: Listen points and observe examples.</p>	Q: which approaches may be used to identify community health problems & need?
3	15 min	Set priorities among health problems.	<p>Four criteria are used for setting priorities among health problems :-</p> <ol style="list-style-type: none"> a. Frequency with which the problem occurs (prevalence) b. Seriousness of the problem for individuals and society. 	<p>T: explained with example</p>	Q. what are the criteria used for setting priorities among health

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation																								
			<p>c. Urgency of the problems. d. Feasibility or susceptibility to control the problems with in the financial resources limitation. A scoring system may be used for ranking the priority how this may be done is shown in table.</p> <p style="text-align: center;">TABLE Criteria for fixing priorities</p> <table> <tr> <th>Health problems</th><th>Prevalance</th><th>Serious-ness</th><th>Urgency</th><th>Feasibility</th><th>Total score</th></tr> <tr> <td>1. Dental Problems</td><td>+++</td><td>+</td><td>++</td><td>++</td><td>8</td></tr> <tr> <td>2. Leprosy</td><td>+</td><td>++</td><td>+++</td><td>+</td><td>7</td></tr> <tr> <td>3. Diarrhoeal Diseases</td><td>++</td><td>++++</td><td>++++</td><td>++++</td><td>14</td></tr> </table>	Health problems	Prevalance	Serious-ness	Urgency	Feasibility	Total score	1. Dental Problems	+++	+	++	++	8	2. Leprosy	+	++	+++	+	7	3. Diarrhoeal Diseases	++	++++	++++	++++	14	and shown table on black boards S: Listen points & understand and observe table	Problems in sequence?
Health problems	Prevalance	Serious-ness	Urgency	Feasibility	Total score																								
1. Dental Problems	+++	+	++	++	8																								
2. Leprosy	+	++	+++	+	7																								
3. Diarrhoeal Diseases	++	++++	++++	++++	14																								
4	10 min	Plan regarding health problem solution.	Moving recognized that a problem or need exists, the Community Health Nurse must decide what action should be taken by the health team and whether the health team will be capable of taking suitable action. Planning involves questions of setting objectives and defining solution to the problem.	T;- explain on black board S:- Listen and takes	Q: how does make a plan regarding health problem solution																								

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
				notes	
5.	5 min.	Intervention & implementation activities.	The CHN carries out activities decided upon as being most effective, in order to full fill the recognized need . This phase contains all the tasks , procedure and practices which are performed by nurses.	T:explain on black board S:-listens and takes notes .	Q: describe the contains for intervention and implementation activities regarding health problem solutions
6	5min .	Evaluate the health problem solution.	Evaluation will measure the extent to which the problem has been solved or the need met. Evaluation provides “feedback” that can lead to program modification , which will make the program more effective .	T:explain on black board S:listens & takes notes	Q: what is the importance of evaluation regarding health problem solution?

Summary:& Evaluation(10 Min):

Q:How community meeting is established?

Q:Which approaches may be used to identify community health problems & need?

Q:What are the criteria used for setting priorities among health problems in sequence?

Q:How does make a plan regarding health problem solution

Q:Describe the contains for intervention and implementation activities regarding health problem solutions

Q:What is the importance of evaluation regarding health problem solution?

Assignment: -

What is Community health nursing? Describe the importance of Community health nursing ?

Evaluation:- Unit test for 50 marks once the unit 2nd is completed.

Bibliography: -

K.Park ,Community health nursing, 6th edition, page no. 426 to 428

Swarnkar's, Community health nursing, 3rd Edition ,page no. 29

LESSON PLAN

Subject : Community Health Nursing-I

Unit : II, Community health nursing

Topic : Qualities and functions of community health nurse

Group : STUDENT OF GNM Ist year

Place : Class room

Date & time: 60 minutes

Teaching method : Lecture cum Discussions

AV aids / instructional aids : Black Board and chalk, chart

Student Pre requisite : The students should be able to tell the meaning of community, health, nursing & define & importance of community health nursing.

General Objective : At the end of the class the students will be able to describe the qualities and function of community health nursing.

Specific Objectives: At the end of the class the students will be able to

- To explain the educational qualification of CHN
- To explain communication skills of CHN
- To explain observation skills of CHN
- To explain ability to lead and take decision of CHN
- To explain other qualities of CHN
- To explain managerial functions of CHN
- To explain nursing functions of CHN
- To explain educational functions of CHN
- To explain other work of CHN

Review of previous class: Ask questions regarding knowledge about importance of CHN.

Introduction:

Ask the students if they know about definition and importance of CHN and explain it.

Also mention the objectives of the lesson to the students here

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	3 min	To explain the educational qualifications of CHN	Diploma in general nursing and midwifery, and should be registered with state nursing council. -should have passed a course in general nursing and diploma in public health of 9 months duration or -university course in nursing (Bsc.nursing/post basic Bsc.nursing)	T:explain on black board S: Listens and, takes notes.	Q: describe the educational qualification of CHN?
2	2min.	To explain communication skills of CHN	Community health nurse should be a Good speaker Interviewer conversationalist and a good teacher.	T:explain on black board S:listen & take notes	Q .which type of communication skills should have a CHN?
3	3mins	To explain observation skills of CHN	<ul style="list-style-type: none"> ➤ Should have the ability to observe physical, mental & emotional states. ➤ Should have the ability to recognize signs and symptoms of disease ➤ Should be capable to assessing the health level of individual, family and community. 	T: explain on black board S: Listens and take notes.	Q: what do you know about observation skills of CHN?.
4	2 min	To explain ability to lead and take decision of CHN	<ul style="list-style-type: none"> ➤ Should be able to take right and immediate decision according to the situation ➤ Should be capable to taking independent decisions ➤ Should be able to lead the health team 	T: explain on black board S: Listen and takes notes	Q. should CHN be able to take right immediate decision according to situation?

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
5	3 min	To explain other qualities of CHN	<ol style="list-style-type: none"> 1. Should have knowledge of available resources and health problems of community 2. Should have understanding of human behavior 3. Should have managerial abilities 4. Should be physically and mentally fit 	T;- explain on black board S:- Listen and takes notes	Q: enlist the others qualities of CHN?
6	15 min.	To explain managerial functions of CHN	<p>Managerial functions of CHN include following responsibilities:-</p> <ol style="list-style-type: none"> 1.Assessment:- collecting information about the community <ul style="list-style-type: none"> ➤ Finding health problems. ➤ Finding the limits and availability of resources. ➤ Deciding the nature and role of nursing services ➤ Epidemiological survey. 2.Planning:-Preparing plans to provide comprehensive nursing services to individual, family and community planning the distribution of work and co-operation among members of health team. Planning services in work areas(eg .school, home, clinic) Amending and improving the plans of program. 3. Supervision : - Supervision the work of subordinates like , male/female health workers , TBAS etc. <ul style="list-style-type: none"> - inspecting the work of other health workers e.g. health inspectors etc. - inspecting the care provided by members of family . 	T:- explain on black board S:- listen and take notes .	Q .describe the responsibilities of managerial function of CHN?

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
7.	5 minute	To explain nursing functions of CHN	<p>4. CO - ordination & co – operation : - establishing the co – ordination & co – operation among the members of health team .</p> <ul style="list-style-type: none"> - Procuring co – operation of the influential people of community in health work . - Maintaining contact with Government & non Government , organization and other authorities . - Participating in meeting. - Working as a liaisons between health officers & health workers . <p>5. EVALUTION : - monthly self assessment of the work</p> <ul style="list-style-type: none"> – sending the report of working to higher officers / health authorities / agencies . - Evaluating own work on the basis of clinical services, immunization , motivating eligible couples & progress of family welfare program. <ul style="list-style-type: none"> - Providing comprehensive nursing services to the individuals, families and community. - - assisting in the diagnosis & treatment of disease - Guiding the family in taking care of the patient - Regular home visit 	<p>T:- explain on black board</p> <p>S:- listen and take notes .</p>	Q describe the nursing function of CHN ?

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
8..	10 minute	To explain other educational function of CHN	<p>Educating individuals & group</p> <ul style="list-style-type: none"> - Participating in school health education program - Assisting in training programmers of nursing & health workers. - Giving practical training about care of patient - Educating about improvement & development of environment - Preparation & intelligent use of audio visual materials. - Assisting in conducting surveys, demographical fact collection & presentation etc. for research purposes . 	<p>T:- explain on black board</p> <p>S:- listen and take notes .</p>	Q. describe the educational function of CHN ?
9.	7 minute	To explain other work of CHN	<p>Appropriate use of referral services</p> <ul style="list-style-type: none"> - Assisting in establishing & functioning of clinical & health centers. - Assisting duties among health workers - Maintenance of health records & timely dispatch of reports - Assisting in health statistics work . 	<p>T:- explain on black board</p> <p>S:- listen and take notes .</p>	Q. describe the other work of CHN ?

Summary:& Evaluation(10 Min)

- Explain the qualities of CHN like educational qualification, communicational skill, abilities to lead & take decision & other qualities.
- Explain the managerial, educational, nursing & other function of CHN .

Assignment: describe the qualities & functions of CHN

Evaluation: Unit test for 50 marks once the unit II is completed.

Bibliography:

Swanker 's ,Community health nursing , III edition (page no: - 30 , 31 , &32)

K. Park , Community health nursing , VI edition (page no : - 428 , 429)

LESSON PLAN

Subject : Community Health Nursing-I

Unit : (II) community health nursing

Topic : Community identification

GROUP : GNM I year student

Place : Class room

Date & time: 60 minutes

Teaching method : Lecture cum Demonstration

AV aids : Black Board and chalk , LCD computer

Student Pre requisite ; The students should have the knowledge about community health nursing their importance and principle

General Objective : At the end of the class the students will be able to explain the identification of community.

Specific Objectives: At the end of the class the students will be able to

1. Define community identification
2. Explore identified community
3. Enlist the indicators of community identification

Review of previous class : Ask questions regarding Community and their principle and concepts and importance of community health nursing.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	25mins	<p>Define community identification</p> <p>Explore the identified community</p>	<p>Community identification is a systemic process of knowing and exploring a defined community for assessing its health status and determining the possible factors affecting the health of people.</p> <p>It is more than making a medical or nursing diagnosis relevant to the community. It implies getting to know the area where the community is living, the other families in the area, the community leaders in particular, their life style and their resources. All these information can be obtained by :-</p> <ol style="list-style-type: none"> 1. Holding formal and informal meeting with community people, leaders and organized group which may include panchayat members, school teacher, mahila mandals, youth clubs /groups young innovators etc. 2. Observation visit to community for observation of physical environment, biological environment and psycho social environment. 3. Informal conversation with people 4. Going through records 5. Formal community/sample surveys 6. Discussion with health and allied health personnel working in the community. 	<p>T ;- Lecture cum discussion</p> <p>S;- Discuss listen and take notes</p>	<p>Q. What is community identification?</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
2.	20 min		<p>The community has the various dimensions are found about the community but almost in all definition; three original dimension are present. They are</p> <ol style="list-style-type: none"> 1. Place or space 2. People or person 3. Function <p>Hence these can be utilized for the community identification :-</p> <ol style="list-style-type: none"> 1. PLACE OR SPACE : - It includes following components: <ul style="list-style-type: none"> • Geographical area: - Size, census, blocks, climate , name of area, location , etc. • Geographical boundaries:- politics in our country has important effect on the geographical area and administration of community, so electoral position and local administration of community must be specified. • Means of transportation, foot, bullock cart, bus, bus, boat, train, air etc. • Physical environment:- Land use patterns housing condition etc. 	<p>T:- lecture cum discussion S : - listen and take notes</p> <p>Prepare poster of identification of community.</p>	Q. how will you identified the community?

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>2. PERSON OR PEOPLE :- It includes the demography and social characteristics of the community. It is a well established fact that without people, there is no meaning of community. So for the identification of community demographic setup of community should be properly identified. It is more described under the heading of population composition.</p> <p>3. FUNCTION :- It includes the main functionaries of the community, which may be different in urban and rural communities in our country. It also implies the following:-</p> <ul style="list-style-type: none"> • Maintenance of social control • Employment/unemployment/ partial / seasonal employment status of the community. • Socialization of new members. • Production, distribution system and consumption of goods and services. • Adaptation of ongoing and expected changes. • Provisions of mutual aid , cooperation . • Description of functions related to cast or religion etc.s 		

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3.	5min	Enlist the indicators for community identification.	<p>indicators for community identification are:-</p> <ol style="list-style-type: none"> 1. To become acquainted with a given community for the purpose of assessment. 2. Community identification provides data for nursing action. 3. Needs assessment of specific community. 	<p>T:- lecture cum discussion</p> <p>S:- discussion and taken notes</p>	Q. What is indication of community identification?

Evaluation & Summary: (10 mins) :-

- How will you identify community?
- What is community identification?
- What is the indication of community identification?

Assignment :-

Discuss about community identification.

Bibliography :-

Swarnkar's Keshav, Community Health nursing, N.R Brothers, Indore, Page no.43

LESSON PLAN

Subject	: Community Health Nursing-I
Unit	: II, Community Health Nursing
Topic	: COMMUNITY ASSESSMENT
Group	: G.N.M 1 ST Year. students
Place	: Class room
Date & time	: 60 minutes
Teaching method	: Lecture cum Discussions
AV aids / instructional aids	: Black Board and chalk,
Student Pre requisite	: The students should be able to explain about community health nursing and its importance and would be able to list out functions of community health nurse and steps of nursing process.
General Objective	: At the end of the class the students will be able to assess state of health of local people and cause of ill health.
Specific Objectives:	At the end of the class the students will be able to <ol style="list-style-type: none">1. define community health nursing and community assessment2. describe benefits of community assessment3. Enlist the tools of community assessment4. explain steps of community assessment5. describe the method of data collection
Review of previous class:	Ask questions regarding community health nursing functions of community health nurse and about nursing process.

Introduction:

Ask the students if they know about nursing process.

Ask the student what are the community health problem can occur in community and how do you come to know

Also mention the objectives of the lesson to the students here

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 mins	To define community health nursing, process and community assessment	<p>Introduction:- community health nursing is synthesis of nursing and public health practice applied to promoting and protecting the health of population.</p> <p>Community health nursing process is a systematic way of determining a client health status, isolating health problems, developing the plan initiate actions to implement the plan and evaluating the appropriateness of plan in problem resolution the nursing process commonly consists of five phase:-</p> <ol style="list-style-type: none"> 1. Community assessment 2. Community nursing diagnosis 3. Planning 4. Implementation 5. Evaluation <p>First phase:- community assessment</p> <p>Def:- community assessment is a processs that describe the state of health of local people, the identification of the major risk factors and causes of its health.</p> <p>or</p> <p>A community assessment is a process that uses quantitative and qualitative methods to</p>	<p>T:lecture cum discussion</p> <p>S: Listens and discuss, takes notes.</p>	<p>Q: define community health nursing process and assessment</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			systematically collect and analyses data to understand health with in a specific community		
2	10mins	To describe benefits of community assessment	Benefits of community assessment:- 1. Increased understanding with in the community about its needs. 2. Opportunity to share needs 3. Increased community engagement 4. Identification of community strengths and weaknesses' 5. Increased awareness among members of community 6. Data can be used to inform strategic planning, priorities setting	T: lectures' cum discussing S: Listens and discuss take notes.	Q: Explain the benefits of community assessment.
3	5 mins	List out the tools of community assessment	Tools of community assessment:- - Survey - Asset inventory - Community mapping - Daily activity schedule - Seasonal calendar - Panel discussion etc.	T: enlist on black board discuss with students S: Listen and takes notes	Q. List out the tools of community assessment .

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
4	10 min	To explain steps of community assessment	<p>Steps of community assessment:-</p> <ol style="list-style-type: none"> 1. Define the scope 2. Collect data 3. Determine major findings 4. Set priorities 5. Create action plan <p>Components of community assessment:-</p> <p><u>People :-</u></p> <ul style="list-style-type: none"> Health and social services Economics Communication Physical environment Safety and transport Politics and government Recreation Education 	<p>T;- explain on black board</p> <p>S:- Listen and takes notes</p>	<p>Q: Explain steps of community assessment and components of community assessment</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
5.	15 min.	To describe the method of data collection	<p>Community health nursing assessment can be discussed with</p> <p>Data collection and interpretation:-</p> <p>Data collection is necessary to acquire usable information about the community and its health data collection involves data about the community and its health data collection involves data generation the details can be collect from these information :-</p> <p>A:- Geographical information:-</p> <ol style="list-style-type: none"> 1. Name of the locality or area 2. Physical structure, boundaries 3. Important roads, streets, buildings, 4. Important landmarks 5. Seasonal variation and months. 6. Getting r preparing a map of the area, locating important institutions of public importance. <p>B:-Demographical information:-</p> <ol style="list-style-type: none"> 1. Total population with reference to age, sex, caste, education occupation and income. 2. Total families:- Nuclear, joint, size of the family 3. Vital health events:- CBR, CDR, IMR, Morbidity rate etc. 4. Specific vulnerable groups:- infants, toddlers, expecting and lactating mothers and disease 	<p>T:-</p> <p>Lecture cum discussion explain on black board</p> <p>S:-</p> <p>discuss and take notes .</p>	<p>Q. how will you get the information of geographical information</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>_risk group.</p> <p>C:-Environmental information:-</p> <ol style="list-style-type: none"> 1. Physical environment:- Housing, water supply, sanitation 2. Social environment:- social organization school's temples etc. community organization(voluntary welfare organizations), leadership structure 3. Environmental communication:- Official and non-official channel, common meeting place, important communications events of communication (fairs, festivals) 4. Media of communication:-radio, TV ,cinema newspapers etc 5. Environmental resources:-economic resources (occupation, family income), institutional resources, human resources (doctors, engineers, teacher), natural resources (land, water ,soil etc). 		<p>Q. explain the details about environmental sanitation around your nearby area</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Summary and evaluation:- (10 min)</p> <ul style="list-style-type: none"> ➤ Define community health nursing process and assessment ➤ Explain the benefits of community assessment. ➤ List out the tools of community assessment ➤ Explain steps of community assessment and components of community assessment ➤ how will you get the information of geographical information ➤ explain the details about environmental sanitation around your nearby area <p><u>Assignment:-</u> What are the steps of community health nursing process and describe community assessment”</p> <p><u>Evaluation:-</u> Unit_test for 50 marks the_unit II is completed.</p> <p><u>Bibliography :-</u></p> <ol style="list-style-type: none"> 1. Basavanthappa BT;community health nursing;Jaypee Brothers publication, second edition;reprint 2013,page no.92-94 2.soni samta;community health nursing;Amit publication,first edition 2014,page no.04- 		

LESSON PLAN

Subject : Community Health Nursing-I

Unit : II community health nursing

Topic: Community planning.

Group : students of G N M 1st year

Place : Class room

Date & time: 60 minutes

Teaching method : Lecture cum discussion

AV aids / instructional aids : Black Board and chalk

Student Pre requisite : The students should be able to explain steps of nursing process and community , community health and community assessment

General objective; : At the end of the class ,the students will be able to gain knowledge regarding community planning

Specific Objectives: At the end of the class the students will be able to

1. Introduce community health nursing process.
2. Define planning and planning phases.
3. Define nursing care plan
4. Explain component of nursing care plan.

Review of previous class: Ask questions regarding community, community health nursing and community assessment

Introduction:(10 minutes)

- Ask the students about community health
- Ask to students about community health nursing process.
- Discuss about community assessment

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 min	To introduce community health nursing process	<p>COMMUNITY- Community is a social group determined by geographical boundaries &/or common values & interests.</p> <p>Planning -the process of making plans for something.</p> <p>Community health nursing process- nursing process is a systematic way of determining a client health status, isolating health problems, developing the plan, initiate action to implement the plan and evaluating the appropriateness of plan in problem resolution.</p> <p>the nursing process commonly consists of five phases:-</p> <ol style="list-style-type: none"> 1. community assessment 2. community nursing diagnosis 3. planning 4. implementation 5. evaluation 	<p>T; Define on black board & discuss with students.</p> <p>S; Listen, discuss & takes notes.</p>	Q: Define community & community health.
2.	7 min	To Define planning & planning phases	<p>Planning:- it is a decision making process of design program of actions to accomplish specific goal and objective based on assessment of the community and the nursing diagnosis, activities</p> <p>Planning Phase consists of several steps as follows-</p> <ul style="list-style-type: none"> - Setting priorities - Establishing goal & objective, - Plan actions - Measurement of out comes - Recording 	T: Define on black board s: listen & taken notes	Q: Define planning & planning phase?

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3.	7 min	To define nursing care plan	<p>Nursing care plan - nursing care plan is a structure which provides clear picture about the problem, reason, objective method & action and evolution for nurses to render prompt services to the patients</p> <p>Nursing care plan are designed to promote quality care by</p> <ul style="list-style-type: none"> Facilitating - individual care - continuity care - communication - evaluation <p>characteristics of nursing care plan:-</p> <ul style="list-style-type: none"> - NCP should be written by qualified nurse - NCP is most effective when it is initiated after nurses first contact with patient -NCP should be readily available to all personal involved in the care of patient -NCP should contain all current information 	<p>T: Define on black board.</p> <p>S: Listens , takes notes.</p>	Q. Define nursing care plan.
4.	16 min	To explain component of nursing care plan.	<p>Components of nursing care plan.</p> <ol style="list-style-type: none"> 1. problem (P) 2. Reason (R) 3. Objectives (o) 4. Nursing intervention (N) 	T: Explain in on black board & discuss with students.	Q. Explain component of nursing care plan.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>5. Evaluation. (E)</p> <p>These components are abbreviated to form "PRONE" Problem-It is present as an unsatisfactory state that is difficult to change to a desired future state. Identified in the phase of nursing diagnosis. It is a condition faced by patient that the nurse can assist in, to meet through the performance of her list their profession functions.</p> <p>Reason:- Reason may be causes, events, sign & symptoms of illness or condition prevailed in the patients during visit or interview or observation more reason: give us complete picture about the problem, which in turn help us to form objectives & listing nursing interventions</p> <p>objective:- These are the small statements of an intended result or outcomes of an action program objectives help the nurse the patient to evaluate the patients progress toward desired outcome</p> <p>So, the objective Should be:-</p> <ul style="list-style-type: none"> - Related to the problem statement - client centered -clear and concise -observable and measurable -Time limited - Realistic 	S:..listen, discuss & takes notes.	

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Nursing intervention- these are specific approaches designed to assist the client to achieve objectives they are based on.</p> <ul style="list-style-type: none"> -Etiological component of the nursing diagnostic statement -The information obtained during the assessment -The nurse sub sequent interaction with the patient and the family <p>Evaluation:- Evaluation means to assess car to appraise or estimate or find out the value of something evaluation used in nursing process as a last phase, is an ongoing process that deter mines the extent to which the goals of care have been achieved</p>		

SUMMARY & EVALUATION - (10 MINUTES)

SUMMARY-

Q: Define community & community health.

Q: Define planning & planning phase

Q. Define nursing care plan

Q. Explain component of nursing care plan.

ASSIGNMENT: Write about components of community planning.

EVALUATION: Unit test for 50 marks once the unit is completed.

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LESSON PLAN

Subject : Community Health Nursing-I
Unit : Community Health Nursing II
Topic : CONDUCTING COMMUNITY NURSING CARE SERVICES.
Group : GNM I year Students
Place : Class Room /Demonstration Room
Date & time : 60 minutes

Teaching method : Lecture cum discussion
AV aids / instructional aids :Black Board and chalk,LCD

Student Pre requisite : The students should be able to identify the health assessment of community, planning and would be able to recognize how to conduct community nursing care services.

General Objective : At the end of the class the students will be able to gain knowledge regarding conduct of community nursing care services in community health nursing setting.

Specific Objectives: : **At the end of the class the students will be able to**

1. Explore community nursing care services.
2. Explain functions of community nursing care.
3. Enlist the types of community nursing care services provided.
4. Explain factors affecting implementation of effective community nursing care services.
5. Explain methods of intervention.
6. Evaluation of nursing care services given.

Review of previous class: Ask questions regarding health assessment of community, difference between individual & community health assessment community diagnosis, planning for community nursing care services.

Introduction:

Ask the students if they know quality of community health nurse, priority of community health problems. How to resolve community health problems.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1.	10 Mins	To explore community nursing care services.	<ul style="list-style-type: none"> • Implementation is the fourth steps of nursing process which aims at the nursing activities. Now the individual or family is not such as present in front of us for providing face to face care, but whole community is considered as patient. • Implementation may be made by the person or group, who established the goals and objectives. • The community health nurse is the key person in centralizing the implementation efforts. 	T: explains with lecture. S: Listens and takes notes.	Q: what are the steps of nursing care process
2.	10 mins	To explain functions of community nursing care.	<ul style="list-style-type: none"> - Review the prepared nursing care plan and assessment of identified objectives. -Providing comprehensive nursing services to individuals, families and community. -Prepare working environment for effective community health nursing care. -Supervision of care provided by other health team member and guides them. 	T: explains with lecture, S: Listens and takes notes.	Q: Explain about community nursing care services.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> -Recording and reporting of all nursing care given. - establish equal distribution of all nursing care to community without discrimination. However priority given to high risk groups. -Ensure maximum use of available resources in community. -Use easily affordable and acceptable technique in care. -Work as a team leader with other health team members. -Coordinate the effort of all other health agencies in the community. 		
3.	10 Mins	Enlist the types of community nursing care services provided.	<p>➤ According to need of community</p> <ul style="list-style-type: none"> -Care of pregnant women's -Postnatal care -Neonatal care -Immunization -Family planning services -Health education -Prevention of communicable and non communicable diseases. -Recording and reporting. 	T: explain with chart. S: Observe listens and takes notes.	Q. Which type of nursing services you can provide to community.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			-treatment of minor ailments. -bring community awareness of various govt. scheme e.g.-BSBY, MNDY, JSSY etc. -emergency services during accidents and trauma.		
4.	5 Mins.	Explain factors affecting implementation of effective community nursing care services.	<ul style="list-style-type: none"> • Nurse's role: she may be content expert, counsellor, health educator etc which affects the community health nursing care implementation. • Selection of the type of the health problem. • Community's readiness to participate in problem resolution. • The characteristics of the social change process. 	T: explains with lecture, S: Listens and takes notes.	Q: explain qualities of community health nurse.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
5.	10 Mins	Explain methods of intervention.	<p>➤ The individual or family health nursing process can be implemented by a nurse but the community health nurse alone is never consider as an implementation mechanism in the community health nursing process.</p> <ul style="list-style-type: none"> • Small interacting groups -formal group -Informal group • Lay advisor These act as opinion leaders. They have higher position in community. The village panch or sarpanch,religious persons ward members etc; work as health facilitator • Mass media Tv, radio, video, newspaper, mobile, internet. • Health policies and public health law MTP ,PFA, PCPNDT,RTI 	T: Explains with lecture, S: Listens and takes notes.	Explain mechanism of community nursing care

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
6.	5 Mins	Evaluation of nursing care services given	<ul style="list-style-type: none"> ➤ Evaluation is the appraisal of the effects of some organized activity or programme. evaluation of community health nursing process mainly involves two aspects. -evaluation of the nurse's performance -evaluation of the behavioural changes in the community 	T: explains S: Listens and takes notes.	Q;How do you evaluate community nursing care services
Summary:& Evaluation(10 Min) <ul style="list-style-type: none"> ➤ List the types of community nursing care services provided. ➤ Which type of nursing services you can provide to community. (ask to 5 students) ➤ Explain about various govt. health schemes 					

Assignment :Explain implementation process in community nursing care services

Evaluation: Unit test for 20 marks once the unit II is completed.

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LESSON PLAN

Subject : Community Health Nursing-I

Unit : III, Health Assessment

Topic : Characteristics of a healthy individual

Group : students of G N M 1st year

Place : Class room

Date & time: 60 minutes

Teaching method : Lecture cum discussion

AV aids / instructional aids : Black Board and chalk.

Student Pre requisite : The students should be able to identify and assess the characteristics of a healthy individual.
The students have little knowledge about it.

General objective; At the end of the class, the students will be able to gain knowledge regarding characteristics of a healthy individual.

Specific Objectives: At the end of the class the students will be able to

1. Enlist characteristics of a healthy individual.
2. Describe physical characteristics.
3. Discuss social characteristics.
4. To explain spiritual & cultural characteristics of a healthy individual
5. To explain mental characteristics of a healthy individual

Review of previous class: Ask questions regarding what are the characteristics of healthy individual, tell me about health & its dimensions. the students have enough knowledge about health & dimensions but little about characteristics

Introduction:-What are the characteristics of a healthy individual. Do you know any one about it; objectives of the lesson are mentioned to the students.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 min	Enlist characteristics of a health individual.	<p>It is difficult to describe the universally acceptable characteristics of a healthy individual, because there is no any perfect system which exist and can be used as a standards for these characteristics . Health and diseases are subjective states difficult to measure, hence the characteristics of a healthy person are judged in accordance to various concepts of health , disease , wellness or optimum level of functioning .</p> <p>The characteristics of healthy individual described here are ideal one and provide only a general view . characteristics can be discussed under the following headings-</p> <ol style="list-style-type: none"> 1. Physical characteristics 2. Social characteristics 3. Spiritual & cultural characteristics 4. Mental characteristics 	<p>T; Explain with black board black board.</p> <p>S; Listen, discuss & takes notes..</p>	Q. Explain characteristics of healthy individual.
2	20 min	Describe physical characteristics of a healthy individual.	<p>SIGNS OF PHYSICALLY HEALTHY INDIVIDUAL</p> <p>A good complexion</p>	T: Explain with black board & chalk.	Q. Explain physical characteristics

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> -clean skin - bright eyes - lustrous hair with a body well clothed with firm flesh -not too fat -a sweet breath -a good appetite -sound sleep -regular activity of bowel and bladder and - smooth ,easy ,coordinated bodily movement. -All the organ of the body are of unexceptional size & function normally . -All the special senses are intact, -The resting pulse rate ,blood pressure and exercise tolerance are all within the range of " normality" for the individual's age & sex. <p>In the young & growing individual there is a steady gain in weight & in future this weight remain more or less constant at a point about 5 lbs (2-3kg) more or less than the individual's weight at the age of 25 year . This state of normality has fairly wide limit. These are set by free from evident disease.</p>	S: Listens , takes notes.	of healthy individual.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3	5 min	Discuss social characteristics of a healthy individual.	<p>A HEALTHY INDIVIDUAL SHOULD-</p> <ul style="list-style-type: none"> - Have good relations, harmony with members of society or community . - Be positive in social interactions. - Follow the social change. - Be active socially. <p>social health of a individual is rooted in "positive material environment" (focusing on financial & residential matter) & "positive human environment "which is concerned with the social network of the individual.</p>	T: Explain with black board. S:.listen & takes notes.	Q. Explain social characteristics of a healthy individual.
4	5 minutes	To explain spiritual & cultural characteristics of a healthy individual.	A healthy individual should have holistic approach. He believes in his religion but should also respect other's religions & beliefs .He should follow ethics & principles & have commitment to some higher being or God . He should also respect the cultural values of self ,society as well as should give respect to other's cultural norms and values.	T:Explain with black board. s:Listen & takes notes.	Q:Explain spiritual & cultural characteristics of a healthy individual.
5	10 minutes	To explain mental characteristics of a healthy	<p>psychologist have mentioned the following characteristics as attribute of a mentally healthy person-</p> <p>a) A mentally healthy person is free from internal</p>	T:Explain with black board & chalk.	Q. Describe mental characteristics of a healthy

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
		individual.	<p>conflicts. He is not at "war" with himself.</p> <p>b)He is well-adjustment ;i e. he is able to get along well with others .He accepts criticism & is not easily upset.</p> <p>c) He searches for identify.</p> <p>d) He has a strong sense of self-esteem.</p> <p>e) He knows himself : his need ,problems and goal. (This is known as self- actualization).</p> <p>f)He has good self-control-balance rationally and emotionality.</p> <p>g)He faces problems and tries to solve them intelligently ,i.e. coping with stress & anxiety.</p> <p>One of the keys to good health is a positive mental health .Unfortunately, our knowledge about mental health is far from complete.</p>	S: Listen & takes notes.	individual.

Summary:& Evaluation(10 Min)

Describe characteristics of a healthy individual following heading-

- a) Physical characteristics .
- b) Social characteristics.
- c) Spiritual & cultural characteristics.
- d) mental characteristics.

Assignment: List & explain the characteristics of a healthy individual in details.

Evaluation: Unit test for 50 marks once the unit III is completed.

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LESSON PLAN

Subject : Community Health Nursing-I
Unit : (III) Health Assessment
Topic : Health Assessment of infant
Group : GNM I year student
Place : Class room and demonstration
Date & time : 60 minutes
Teaching method : Lecture cum Demonstration
AV aids : Black Board and chalk , chart LCD computer
Student Pre requisite : The students should have little knowledge about topic
General Objective : At the end of the class the students will be able to gain knowledge regarding health assessment of infant.

Specific Objectives: At the end of the class the students will be able to

1. Define Past medical history and nutrition in infant
2. Assess growth and development of infant
3. Explore family history
4. Explain parents guidance

Review : Ask questions regarding to health Assessment of infant ,nutrition and growth and development.

Introduction :- ask the students if they know about health assessment of infant .

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 min	Definition : past medical history and nutrition	<p>Children below 1 year of age are called infant . Mother has important role in health assessment of the infant .</p> <ul style="list-style-type: none"> - General health and strength of the child - health of mother during pregnancy - Birth history - History of neonatal stage - Feeding, breast feeding,: present feed and position of hunger : - breast feeding is the best natural feeding and breast milk is best milk. - Advantage of breast feeding (bf) : - safest , cheapest ,and best protective food for the infant and provide total nutrient requirements for the first six month of infants life. - It prevent malnutrition and allow the child development. - The first three days of delivery , the mother milk is called colostrum . It has antibodies protein , fats, vitamins to protect baby from diseases. - MATERNAL BENIEFITS: - breast feeding reduces the chances of postpartum hemorrhage . 	<p>T ;- Explains with chalk on blackboard</p> <p>S;- listen and take notes</p>	<p>Q. Define infant and breast feeding and its importance?</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
2.	20min	Assess of growth and development of infant	<ul style="list-style-type: none"> - Preparation of breast feeding present feed and position of hunger , - in finding the age of weaning is most important. It should be start four to six month in life of infant - Immunization and communicable disease , accident . <p>GENERAL BODY MEASUREMENT : -</p> <ul style="list-style-type: none"> - Assessment of Growth : - weight, height ,chest circumference ,head circumference , fontanel closure , normal baby weight : - 3kg , - First week it reduce 5 to 10 percent less (normal weight) - After 10 day of birth it is equal to birth weight - After 5 month double from the birth weight - After 1 year 9 kg weight treble to the birth weight <p>HEIGHT : - average = 50 cm</p> <p>HEAD CIRCUMFERENCE : - 35 cm at birth (average)</p> <p>CHEST CIRCUMFERENCE : - average, it is 3cm less than head circumference</p>	<p>T : - explain with point presentation</p> <p>S : - listen and take notes</p>	<p>Q. how can we assess normal growth and development of infant ?</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3.	10 min	Explore family history	<p>FONTANELLE CLOSURE : - anterior fontanel close after one and half year . and posterior fontanel closure one and half month .</p> <p>NORMAL PULSE RATE : - 130 ± 20 per minute</p> <p>RESPIRATION : - 35 ± 10 per minute</p> <p>BP : - $80/50 \pm 20/10$mmhg</p> <p>DEVELOPMENT ASSESMENT : -</p> <p>Social smile = 6 weeks to 8 weeks</p> <p>Head holding = 3 month</p> <p>Sitting with support = 5 to 6 month</p> <p>Sitting without support = 7 to 8 month</p> <p>Crapping = 10 to 11 month</p> <p>Holding small objects between index finger and thumb = 9 month</p> <p>Standing with support = 9 month</p> <p>Without support standing = 10 month</p> <p>Information about the</p> <ul style="list-style-type: none"> - FINANCIAL - SOCIAL - DOMESTIC - EDUCATIONAL - NUTRITION <p>CONDITION OF FAMILY</p>	<p>T : - Explain with PowerPoint</p> <p>S: - listen and takes notes</p>	<p>Q. How can family condition influence child health ?</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
4.	10 minutes.	Explain parents' guidance	<p>Can be obtain from the mother or other guardian because these have direct or indirect effect on the health of the infant .</p> <ul style="list-style-type: none"> - Detail checkup is done for all the systems of infant , special attention is most for following area : - (i) Presence of pediculosis or any other skin disease (ii) Ear discharge (iii) Excessive running of nose (iv) Breathing from mouth or other allergic condition <p>PARENT'S GUIDANCE : -Immunization records , promotion of self care activity in late infancy . Maintain nutrition requirements hygiene , safety measure and gentle handling . Play is important in infant Avoiding gender bias .</p>	<p>T : - explain with point presentation</p> <p>S : - listen and takes notes</p>	<p>Q. how can and which area is important for infant checkup.?</p>

Evaluation & Summary: (10 min) :-

How can provide optimum health to the infant?

- What is importance of breast feeding?
- How can you identify that the infant has normal growth and development?
- Which area is important for infant checkup?
- Fetus monitoring

ASSIGNMENT : - How can you assess the health of infant ?

Evaluation : - unit test for 50 marks once the unit III is completed

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LESSON PLAN

Subject : Community Health Nursing-I
Unit : (III) Health Assessment
Topic : Health Assessment of preschool (EARLY CHILDHOOD)
GROUP : GNM I year student
Place : Class room and demonstration
Date & time : 60 minutes
Teaching method : Lecture cum Demonstration
AV aids : Black Board and chalk , chart LCD computer
Student Pre requisite : The students should have little knowledge about topic
General Objective : At the end of the class the students will be able to gain knowledge regarding health assessment of pre school .

Specific Objectives: At the end of the class the students will be able to

1. Assess growth and development of preschool
2. Provide Nutritional council and his and her eating habit
3. Discuss Role of parents in sex education and immunization
4. Describe Major health problem in the preschool child
5. Discuss about Health checkup and maintain health record

Review of previous class : Ask questions regarding to health Assessment of pre school child for, nutrition , growth and development and health problems .

Introduction :- Ask the students if they know about health assessment of preschool.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 min	Assess growth and development of preschool and definition .	<p>Preschool age group = 3 to 6 year age group (early childhood)</p> <p>GENERAL BODY MEASUREMENT: -</p> <p>Growth : -</p> <ul style="list-style-type: none"> - Weight 15kg (normal) - Height 95cm - Head circumference 49.6cm <p>Development : -</p> <ul style="list-style-type: none"> - Motor development :- Control bladder and bowel in night - Know full name and sex – 3 year - Riding tricycle -3 year ,can jump and hop , - Able to draw a cross (‘+’) by 4 year and tilted a cross (‘x’) by 5 year of age , - Able to copy letter can tell story and describe recent experience ,aggressive physically and verbally . - Jealous of sibling but gradually improving behavior and manner - Vocalization = 1500 to 2000words 	<p>T ;- explains with chalk on blackboard</p> <p>S;- listen and take notes</p>	Q. define growth and development of preschool child ?

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
2.	15 min	Provide Nutritional counseling and his her eating habit	<p>In this age child have complete independency at meal time :</p> <ul style="list-style-type: none"> - - Nutritional habit are developed in this period is that become part of the child's life time habit. - The child need all food item as taken by adult but in small quantity with all nutritative value as required for balance diet . - Food should be present in attractive with good flavor . - Provide calm environment during eating time - Provide rest before meal - Give supplementary food - The nurse should guide the parents to provide balance diet should be : - fruits , eggs , milk , nuts , pulses , grains ,low fat diet , low sugar , and low salt - Ensure that the diet have rich in calcium and iron - Ensure that child like and dislike in food selection - Do not scold child if not eating food - Give five times per day 	<p>T : - explain with point presentation S : - listen and take notes</p>	<p>Q. which food item necessary for child health ?</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3.	8 min	Describe Major health problems in preschool child	<p>Common accident injury are in preschool age falls , burn , cut , injury , bite , and stings vehicles or road traffic accident , sport injury soft tissue surgery , fracture etc.,.</p> <p>PREVENTION ACCIDENT IN CHILDREN AND SAFETY PRECAUTIONS: -</p> <ul style="list-style-type: none"> - Give proper direction for activity ,provide proper supervision - Provide safe environment - Assist in medical care to prevent disability 	<p>T : - explain with point presentation</p> <p>S : - listen and takes notes</p>	Q. describe health problems in pre school child ?

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>DIARRHOEA : - Diarrhea is an increase frequency with liquid of the fecal discharge .</p> <p>Treatment : - fluid and electrolyte balance to be maintained . Amount and type of fluid depends of frequency of stools . If able to take fluids orally ORS to be given every hour</p>		

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
5.	2 min	Discuss Health check up and maintain health record	<ul style="list-style-type: none"> - Moderate diarrhea : - ORS solution increase , 200ml per kg per day . - Severe dehydration : - more than 10 percent weight loss , IV start the fluid to 25ml per kg per day . - Isolate the patient - Antibiotic prescribe by doctor and parental advise : - important of hand washing . - Explain parents about ORS and early sign of diarrhea and dehydration . <p>Enuresis management</p> <p>Detail checkup is done of all the system of preschool age and special like eye examination, nose, hearing test for each doctor list , growth measurement , weight and height and maintain record time to time .</p>	<p>T : - Explains with power point presentation</p> <p>S : - listen and take notes</p>	

Evaluation : - Unit test for 50 marks once the unit III is completed

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LESSON PLAN

Subject	: Community Health Nursing-I
Unit	: III , Health assessment
Topic	: Health assessment of school going
Group	: G.N.M Ist year students
Place	: Class room
Date & time	: 60 minutes
Teaching method	: Lecture cum demonstration
AV aids / instructional aids	:Black Board and chalk, chart
Student Pre requisite	: The students should have little knowledge about assessment of school going.
General Objective	: At the end of the class ,the student will be able to gain knowledge about school going.
Specific Objectives:	At the end of the class the students will be able to <ul style="list-style-type: none">➤ . Wholesome school environment.➤ Maintenance of personal hygiene.➤ Nutritional services.➤ Physical & recreational services.➤ Promotion of mental health.➤ Health education.➤ Immunization.➤ First aid & emergency

Review of previous class: Ask questions regarding health assessment of school going children.

Introduction: (5 minutes):Children between the age of 5-17 years are school age children. The health care services to the section of population are rounded through school system. This is because the school system provides an exclusive opportunity for influencing knowledge benefit, attitude & practices of children for present & future. The ultimate aim of beneficent factors are to provide well planned organized comprehensive health care services to school going child.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	5 min	Wholesome school environment	<p>The wholesome school environment is essential for holistic development of children coming from varying socio-economic & cultural background. The school environment comprises-</p> <p>THE LOCATION & SITE-The school should be located at an approachable place which is away from all kind of nuisance.</p> <p>THE BUILDING STRUCTURE-Single storied building with well ventilated & spacious classes should be made .There should be proper boundary wall or framing.</p> <p>FURNISHING OF CLASS ROOMS- The furniture should be comfortable & it should be of ‘minus’ type.</p> <p>SANITARY & OTHER FACILITIES- These include adequate water , proper sanitary system & proper disposal of waste water & refuse.</p> <p>CANTEEN & EATING SYSTEM- If feasible, a school should have its own sanitary canteen facility & facility for washing hands should be there.</p>	T: explains by lecture the environment of school by model. S: learned by listening & taking notes.	Q: Explain the various factors including wholesome school environment.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
2	5mins	Maintenance of personal hygiene.	<p>Maintenance of personal hygiene is very essential for promotion of health of children. It is very important that the school health authority must by emphasis on this . In this teacher play an important role by: -They can be role model by following good personal hygiene.</p> <p>-They can educate & encourage children to follow good personal hygiene .</p> <p>-They can do daily inspection of children to assess their personal hygiene.</p> <p>Personal hygiene includes care of the whole body starting from head to toe. It requires proper cleanliness & care of head, eyes ,mouth & teeth, hands & nails, body folds, private parts, feet, bowel habits. It also include to diet, sleep, exercise, clothing, smoking, drugs ,relationship with the parents, pure groups, sibling, fluids etc. motivating actions can be taken to encourage practices of good personal hygiene.</p>	<p>T: explains by lecture the importance of maintenanc e of personal hygiene.</p> <p>S: Listens and takes notes.</p>	<p>Q: How personal hygiene can be maintained in school going child.</p> <p>.</p> <p>.</p>
3	5 min	Good nutrition	<ul style="list-style-type: none"> Good nutrition is very essential not only for optional health growth & development of the school child but also for his /her educational achievement . It is being investigated & found that malnutrition of varying is widely prevalent in school children. It is therefore necessary that school should 	T: explains with power point presentation black board	Q. What is the need of good nutrition in school

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>include nutritional services to improper nutritional status & scholastic performance of children .</p> <ul style="list-style-type: none"> • A nutrition mid-day meal for children in the school is considered a practical solution to combat malnutrition in children. 	and chalk. S: Listens and takes notes	going child ?
4	5 min	Physical & recreational activities .	Physical exercise and recreational activities in the school promote muscle –skeletal development, inculcate team spirit and can help release physical and mental stress. This in turn promote optimal health ,growth & development and scholastic achievement .The school health team should take active interest and efforts to ensure that school authority organize a regular programmed of physical and recreational activities in the school.	<p>T: explains by lecture the importance of physical & recreational activities .</p> <p>S: Listens and takes notes</p>	Q: How physical & recreational activities are important for school going child?
5	5 minutes	Promotion of mental health	Wholesome mental health and behavior of a child is very essential for making sound adjustment with the overall environment around him /her in the school and with the studies expected. Maladjustment	T: explains by giving lecture.	Q. how we can promote mental

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			may lead to in towards behavior such as truancy juvenile delinquency, drug addiction etc. for promotion of mental health school authority and school teachers can play significant role. They need to plan & organize will balanced curricular, co-curricular & extracurricular activities so that students are not over burdened & have sufficient relaxation & recreation etc. There is a need to have counseling facilities for students to take guidance and cancelling when they fill need for the same .	S: Listens and takes notes	health in school going children ?
6	10 min	Health education	Health education is very important for children. It creates awareness , make them knowledgeable regarding health matter, develops motivation and promotes change in health behavior and health attitudes in them. The ultimate aim of health education is to help students develop self reliance and civic sense ,take social responsibility & have better quality of life all through the life span. Health education content areas include personal hygiene , environmental health ,nutritional prevention and control of communicable and non communicable disease, first aid and emergency care , home nursing , family life & reproductive health , prevention & control of psychological problems etc.	T: explains by giving lecture. S: Listens and takes notes	Q. Why health education is important for school children ?

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
7	5 min	Immunization	<p>Immunization of children against specific communicable disease is necessary to prevent the occurrence of such disease. Thus disease include tuberculosis, diphtheria, tetanus, measles and polio . The immunization schedule is complete by the time the child is 5-6 years old. It is necessary to find out at the time of admission whether the child has complete the immunization bower habits .It also includes behavior related to diet sleep, exercise , clothing , smoking , drugs, relationship, with her parents ,siblings , friends etc.</p> <p>Motivating actions can be taken to encourage practice of good personal hygiene.</p>	<p>T: Explaining by lecture what is the need of immunization in school children.</p> <p>S: Learned by listening & taking notes.</p>	Q. What is immunization & how it is done ?
8	5 min	First Aid & Emergency care	<p>The school must have an arrangement for providing first aid and emergency care to children who get injured or sick at the school. Teachers who are available at the spot can provide such care for this they need to be prepared for the basic facilities for providing first aid and emergency care should be there as per standard laid down by St. john ambulance association of India. Senior students can also be involved they also should be trained for the same.</p>	<p>T: explains by giving lecture.</p> <p>S: Learned by listening & taking notes.</p>	What is the need of first aid & emergency care for school children?

Summary:& Evaluation(10 Min)

- How wholesome school environment should be effect the child health?
- How to maintain personal hygiene?
- Nutritional services
- What are the types of physical & recreational activities?
- How to promote mental health?
- What is Health Education?
- What is immunization?
- First aid & Emergency care.

Assignment: Assignment on school going children.

Evaluation: Unit test for 50 marks once the unit is completed.

Bibliography:

- 1) Park k. “6th Edition page no. 436_439
- 2) Gulani K.K., ‘Community Health Nursing’ 2nd edition reprint 2009,page no 433 -449

LESSON PLAN

Subject	: Community Health Nursing-I
Unit	: III , The health assessment
Topic	: Health assessment of adolescent.
Group	: G.N.M FIRST YEAR STUDENTS
Place	: Class room
Date & time	: 60 minutes
Teaching method	: Lecture cum demonstration
AV aids / instructional aids	: Black Board and chalk, chart
Student Pre requisite	: The students should be able to access adolescent.
General Objective	: At the end of the class ,the student will be able to gain knowledge about school going.
Specific Objectives:	
At the end of teaching students will be able to-	
	1) Define adolescence.
	2) Discuss the Physical changes in adolescence.
	3) Describe Physiological changes in adolescence.
	4) Explain Reproductive changes in adolescence.
	5. Discuss Sexual Development in adolescence.
	6) Describe Growth & Development in adolescence.
Review of previous class:	Ask questions regarding school age children growth & development.

Introduction: Ask the students if they know about adolescence explain adolescence.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	5 mins	Define adolescence	<p>Start from puberty to end of physical growth or completion of physical growth.</p> <p>In boy -12 to 20 year age</p> <p>In girl- 10 to 19 year age</p> <p>Divided in to three</p> <ol style="list-style-type: none"> 1) EARLY ADOLSCENCE – boy-12-14 year(testis size change) Girl-10-12 year(Breast size changed) 2) MIDDLE ADOLSCENCE- Boy – 14-16 year (Sperm formation start) Girl – 12-14 year (Menarche start) 3) LATE ADOLSCENCE – Boy- 16-20 year (Skeletal growth) Girl- 14-18 year (Reproductive organ growth) 	Black board chalk & duster	Q:What is adolescence, Explain type of adolescence.
2	5mins	Discuss Physiological change on adolescence	<p>In Girls – Breast changes –Size & shape increase, areola diameter Increase and dark.</p> <ul style="list-style-type: none"> -Height and weight change – Height increase up to age of 15 year, weigh increase. -Pelvic girth increase in transverse diameter. - Pubic hair growth -Axillary hair present -Thigh ,hips , breast – Fat deposition thicken -voice change -Labia majora & vaginal epithelium thickened 	<p>T: explains by lecture</p> <p>S: Listens and takes notes.</p>	Q. What Physiological change occur in adolescence?

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>-Uterus enlarge in size – - Menstruation start -Pimples or acne appears</p> <p>In Male – Size increase of testes ,height increase rapidly, pubic hair , axillary hair, moustache hair , chest hair, thigh , legs ,shoulder hair, abdominal hair appeared , voice change ,increase in size penis & scrotum, chest & shoulder brought muscle increase , pimples & acne appeared , nocturnal emissions start.</p>		
3	5 mins	Describe Physiological changes in adolescence	<ul style="list-style-type: none"> • Hormonal changes –sex hormones ovaries- estrogen & progesterone Testes- Testosterone Adrenal- androgens • Due to hormone effect sebaceous and sweat glands- hyper functioning • Sebaceous gland secretion- not come out from skin & sebum deposited pimples & acne present . • Apocrine sweat gland- activated secretion increase sweating at areola axilla anus • Systolic blood pressure increase pulse rate decrease • Respiratory rate , Basal metabolic Rate Blood elements increase at adult level • Respiratory volume and vital capacity increase • Muscles size, density& strength increase 	Black board chalk & chart	Q. What physiological changes occur in adolescence?

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
4	10 minutes	Explain Reproductive changes in adolescence	<p><u>IN GIRLS:-</u></p> <p>Menstrual cycle start – 12 -14 year</p> <p>Ovaries – Female sex hormones- due to estrogen- secondary sexual characteristics develop</p> <p>Uterus _-Endometrial cell increase in number-endometrial thickened endometrial glands endometrial spiral arteries increase water content increase in endometrial, myometrium contractions increase, change due to contractions increase,</p> <ul style="list-style-type: none"> -Prepare endometrial for implantation of fertilized Ovum -Water content increase in endometrial - Myometrium contractions decrease. - Development of breasts. - Pelvic girth increases. <p><u>IN BOYS</u></p> <p>In testis due to spermatogenesis develop spermatozoa formation testes secrete male hormones- secondary sex characteristic develop</p>	Black board chalk and dusters	What reproductive changes occurs?
5	10 min	Discuss Sexual development	In Girls- At the time of puberty appearance of breast buds called thelarche in some girls at the time of puberty appear of pubic hair called adrearche.	T: explains by giving lecture.	Q. how we can promote mental

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
		in adolescence	In Boys- At the time of puberty-testicular enlargement with thinning and reddening of scrotal skin	S: Listens and takes notes	health in school going children ?

S. No	Time	Specific objective	Content				Teaching learning activity	Evaluation
			<u>Sexual development in girls</u>		<u>Sexual development in boys</u>			
			Genital	Extra genital	Genital	Extra genital		
			1 Pubic hair not present	Flat chest, areola & papilla like children	1 Pubic hair not present, pubic & abdominal hair same, testes, penis, scrotum like children	Axillary & facial hair absent, voice like children		
			2 Downy hair libamaj ora thick, thike vaginal epitheli um	Breast & papilla prominent areola increase, auxiliary hair absent	2 At the base of penis state at fine hair present, testes, penis large and thick comparison of 1 st stage	Axillary & facial hair absent		

S. No	Time	Specific objective	Content					Teaching learning activity	Evaluation
			3	Vaginal ph Hair darken, coarse, curly enlarge libia Mc start	Breast & areola prominent Auxiliary hair may be present , Brest contour unclear	3	Primary growth is penis, darker, coarse, curly present	Moustache hair present axillary hair present, voice cracking	
			4	Hair mare darker, curly & in small quntity, only at pubic area,	Breast contour clear, axillary hair present	4	Pubic hair more quantity, penis length & diameter increase	moustache large, beard, perineum hair, present, axillary hair present	

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • Motor development – Motor function like adult eye hand coordination like adult <ul style="list-style-type: none"> - Manual dexterity present • Psychosocial development –Sense of identity , mood swinging, extremes of behavior ,day dreaming, interest in peer group, conflict with parental control, friendship with same sex . • Cognitive development – use scientific method in problem solving, compression between adolescence. • Language & speech- Use anti social language in peer group. <p>2. Middle adolescence:-</p> <ul style="list-style-type: none"> • Physical development – Weight-Male -45-62 kg Female-36-56 kg Height-Male-158-178cm Female-146-165 cm Pulse – Male- 63±8/min Female- 66±8/min Respiration-17±3/min B.P.-Male-116/70±12/14mmhg Female-114/70±14/12mmhg 		

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation																		
			<ul style="list-style-type: none"> • Motor development- as early adolescence. • Psychosocial development – Idealistic ,self centered, distance between parents , interest in opposite sex ,family of being in lone , tendency to withdraw ,feeling of inadequacy. • Cognitive development – Interest , Political, Social & spiritual problems • Language & speech development – as per early adolescence. <p>Late adolescence: -</p> <table> <tr> <td></td><td>Weight</td><td>Height</td><td>Pulse</td><td>Resp Rate</td><td>B.P.</td></tr> <tr> <td>Male</td><td>54-80kg</td><td>163-182cm</td><td>70±10/min</td><td>17±3/min</td><td>120/74</td></tr> <tr> <td>Female</td><td>44-64kg</td><td>152-168cm</td><td>70±10/min</td><td>17±3/min</td><td>120/74</td></tr> </table> <ul style="list-style-type: none"> -Teething- third molar teeth appear. - Sexually reproductive complete development. - Somatic growth completed • Motor development- As per early adolescence • Psychosocial development – Heterosexual behavior develop <ul style="list-style-type: none"> - Emotional attachment with parents 		Weight	Height	Pulse	Resp Rate	B.P.	Male	54-80kg	163-182cm	70±10/min	17±3/min	120/74	Female	44-64kg	152-168cm	70±10/min	17±3/min	120/74		
	Weight	Height	Pulse	Resp Rate	B.P.																		
Male	54-80kg	163-182cm	70±10/min	17±3/min	120/74																		
Female	44-64kg	152-168cm	70±10/min	17±3/min	120/74																		

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> - complete. - Interdependent relation development to parent. - Small group of close friends. - Decline importance of per group. • Cognitive development - Abstract thought development - Development of intellectual & functional identity 		

Summary:& Evaluation(10 Min)

- Q:What is adolescence, Explain type of adolescence.
- How we can promote mental health in school going children ?
- What Physiological change occurs in adolescence?
- Why health education is important for school children

Assignment:

Do the health assessment of a 13 year old girl.

Evaluation: Unit test for 50 marks once the unit is completed.

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LESSON PLAN

Subject : Community Health Nursing-I

Unit : III, HEALTH ASSESSMENT

Topic : Health assessment of Adult

Group : STUDENT OF GNM Ist year

Place : Class room and demonstration room

Date & time: 60 minutes

Teaching method : Lecture cum Discussion

AV aids / instructional aids : Black Board and chalk, charts, LCD , computer

Student Pre requisite : The students should be able to identify the need of knowledge of adult health .

General Objective : At the end of the class the students will be able to gain knowledge regarding adult health

Specific Objectives: At the end of the class the students will be able to

1. Enlist the steps of health assessment.
2. Explore its purpose & main objective of health assessment.
3. Enlist the assessment level .
4. Discuss the instruments /Performa used for assessment.
5. Explain about standard assessment tools

Review of previous class: Ask questions regarding adult health.

Introduction:

Adult is a age of 18 -40 year is considered group of young adult. Complete physical check-up & history have an important place in the health assessment of an adult person.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	5 min	Enlist the steps of health assessment.	STEPS OF HEALTH ASSESSMENT- <ul style="list-style-type: none"> • Psychosocial development. • Cognitive development. • Moral & spiritual development. • Health protection-accident, infections, sex related problems, drug addiction, obesity, blood pressure & mental disorder are the major health hazard of adult It is necessary to pay attention to these in the health assessment of adult.	T:- Lecture cum Discussion. S:- listen discuss & take notes..	Q. Tell about steps of health assessment .
2	15 min	Explore the Purpose & which are the main objective of health assessment	<p>The purpose of comprehensive of adult by the multidisciplinary team are to access health and functional status identify potential and actual problem strength and weakness determine health needs and develop programmed of action to be implemented to meet their needs.</p> <p>The objectives of comprehensive assessment include –</p> <ul style="list-style-type: none"> • To prevent breakdown of independent living • To deal with potential problems of breakdown for independent living • To deal with actual breakdown of independent living 	T:Lecture cum discussion S: Listens, takes notes.	Q. What are the purpose and objectives of health assessment ?

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> To support and rehabilitation . 		
3.	10mins	Enlist the assessment level	<ul style="list-style-type: none"> Primary level – Can be done with in the framework of primary health care by primary health care team comprising of physician community health nurse or health visitor and social worker.e.g. UNITED KINGDOM Secondary level Tertiary level <p>-: Those who need secondary level services can be referred to such agencies at secondary and tertiary level.</p>	<p>T: Lecture cum discussion</p> <p>S: .listen discuss & takes notes.</p>	Q. List down the assessment level
4	10 min	Discuss the instruments /Performa for assessment.	<ul style="list-style-type: none"> Information by the interview <ul style="list-style-type: none"> - General information or biodata - Social aspects - Nutritional status - Activities of daily living - Previous medical history - Current health problems 	<p>T: Lecture with use of black board and chart</p> <p>S: Listen & takes notes</p>	Q. Which are the instruments /Performa for assessment.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> - Current medical treatment - Substance abuse - Cognition • Information by observation and examination • Making assessment and planning action <ul style="list-style-type: none"> - Making assessment - Planning future actions 		
5	10 min	Explain about Standard assessment tools	<ul style="list-style-type: none"> • Measure of functional ability • Mental health status • Disability • Psychological functional status • Alcohol screening • Nutritional status 	T: Lecture with use of black board and chart S: Listen & takes notes	Q. Enlist the slandered assessment tools ?

Summary:& Evaluation(10 Min)

1. List down the steps of health assessment.
2. What is purpose & which are the main objective of health assessment.
3. List down the assessment level .
4. Which are the instruments /Performa for assessment.
5. Which are the standard assessment tools

Assignment; List and explain the health assessment of adult

Evaluation: Unit test for 50 marks once the unit III is completed.

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LESSON PLAN

Subject : Community Health Nursing-I

Unit : (III) Health Assessment

Topic : Health Assessment of Antenatal women

Group : GNM I year student

Place : Class room

Date & time: 60 minutes

Teaching method : Lecture cum Demonstration

AV aids : Black Board and chalk , chart LCD computer

Student Pre requisite : The students should be able to assessment of antenatal woman .

General Objective : At the end of the class the students will be able to assessment of antenatal women .

Specific Objectives: At the end of the class the students will be able to .

1. Take medical history
2. Perform Physical examination
3. Discuss laboratory examination done
4. Monitor the growth and development of the embryo
5. Detect risks of pregnancy

Review : Ask questions regarding to Assessment of antenatal women.

Introduction :- Right from the time of confirmation of pregnancy , antenatal health assessment of the pregnant women begins. The most important objective of antenatal health assessment is to find out the physical and psychological response of the pregnant women towards pregnancy.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 min	Medical History	<p>Taking Medical history is an important method of data collection in antenatal assessment attention is paid to the following sections of medical history.</p> <p>(1) HISTORY REGARDING MENSTRUALCYCLE :-</p> <ul style="list-style-type: none"> (a) Age at which menstrual cycle started (date of menarche) (b) Regularity of menstrual cycle , flow , amount and intervals . (c) Complications regarding menstrual cycle <p>(2) OBSTETRICAL HISTORY :-</p> <ul style="list-style-type: none"> (a) Previous pregnancy date (b) Experiences at the time of delivery and in the post delivery period . (c) Age sex and birth weight of the child delivered before the existing pregnancy (d) Health condition of former child at present . (e) Present history of pregnancy - planned / unplanned / unwanted . (f) Sign & symptoms of pregnancy. 	<p>T ;- explains with chalk on blackboard</p> <p>S;- listen and take notes</p>	<p>Q. how to take medical history of antenatal mother ?</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
2.	5 min	Perform Physical examination	<p>(3) PERSONAL AND FAMILY HISTORY :-</p> <ul style="list-style-type: none"> (a) Social history (b) Educational standard of women and her husband (c) Marital & sexual history (d) Occupation of pregnant and her husband (e) Habits related to exercise , rest , sleep , food recreation and elimination . (f) General status of health <p>PHYSICAL EXAMINATION :-General examination</p> <ul style="list-style-type: none"> (a) Measuring weight and height (b) Taking pulse , temperature , respiration , blood pressure and pulse oximetry . (c) Gynaecological examination :- 1. Examination of breasts 2. Examination of abdomen and palpation 3. Vaginal examination of necessary 	<p>T. Explain with demonstration</p> <p>S . Observe and practice demonstration</p>	Q. steps of physical examination

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3.	5 min	Discuss Laboratory examination	<p>LABORATORY EXAMINATION :-</p> <p>Laboratory examination are done according to the physical condition of pregnant women. Some important are</p> <ul style="list-style-type: none"> (A) Testing Haemoglobin (B) Blood group and RH factor (C) WBC count and DLC count (D) Urine examination (generally for glucose and albumin and microscopic examination) (E) Papanicolaou smear test (PAP smear) (F) Blood sugar test (G) Blood serum examination (H) Stool test (I) Chest x – ray (J) Ultra sonography 	<p>T ;- explains with chalk on blackboard</p> <p>S;- listen and take notes</p>	
4.	10 min	Monitoring of growth and development	<p>MONITORING OF GROWTH AND DEVELOPMENT FETUS :-</p> <p>For examining the growth and development of the embryo</p>	T ;- explains with chalk on blackboard	Q. How to monitor growth & development

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
5.	10 minutes.	Detecting the high risk pregnancy	<p>fetus in womb the pregnant women should be called to the clinic in the following manner .</p> <p>(A) once a month till 30th week of pregnancy . (B) From 30th- to 36th week every 15 days . (C) After that till pain starts once in every 7 days.</p> <p>A high risk pregnancy can be assessed on the basis of the following factors :-</p> <p>(A) Age of the pregnant women is either below 15 years or above 30 years (B)Multipara pregnant women (C) Anemia (D) Malpresentation (E) More than one baby in the womb (F) Pre eclampsia and eclampsia (G) Antepartum Hemorrhage (APH) (H) Earlier still birth . baby died in womb instrumental delivery caesarean section . (I) Longer period of gestation (2 weeks or more than the due date of delivery .</p>	<p>S;- listen and take notes</p> <p>T . demonstrate the procedure S . observe and practice demonstration</p>	<p>of fetus.</p> <p>How to detect high risk factors ?</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
6.	10 min	Responsibility of nurse	<p>(J) Hydramnios (K) Pregnant women suffering from heart diseases , kidney diseases , diabetes , TB .etc . (L) Height of the pregnant women is less than 140 cms.</p> <p>RESPONSIBILITIES OF NURSE :-</p> <ul style="list-style-type: none"> • Introduce nurse to the individual • Address the patient respectfully • Keep the patient in the comfortable condition • While talking to patient , sit near him (furniture should not be a hurdle between the nurse and the patient) • Try to listen more give minimum direction • Give shape form to present problem • Collect information about personal family , previous treatment emotional aspect and social background • Do not ignore any experience of the patient • Concentrate on the main complaints of the patients (it can be more than one) • Be careful about the confidentiality secrecy and privacy of the patient . • Do not hesitate to ask essential questions (asking question to know the history is no sin or crime 	<p>T ; - explains with chalk on blackboard</p> <p>S;- listen and take notes</p>	What are responsibilities of nurse in during antenatal care ?

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>always remember this concept .)</p> <ul style="list-style-type: none"> • Do not criticize any habit or attitude of the patient being a judge is not a part of taking history . • Use the language that patient can understand . • Be tolerant while collecting history from the patient (do not show hurry / impatience / intolerance .) 		

Evaluation & Summary: (10 min) :-

Today we have discuss and learn about the health assessment of antenatal women.

In this topic we learn about how to

- Take medical history
- Physical examination
- Laboratory examination
- Fetus monitoring
- Detected high risk pregnancy
- Nurses responsibilities

Q. How to take medical history of antenatal women ?

Q. Tell me steps of physical examination ?

Q. enlist the laboratory examination during A.N.C care ?

Q. How to monitor growth and development of fetus ?

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LESSON PLAN

Subject : Community Health Nursing-I

Unit : III, Health assessment.

Topic : **Health assessment of Elderly**

Group : G.N.M I Year student's

Place : Class room and demonstration room

Date & time: 60 minutes

Teaching method : Lecture cum demonstration

AV aids / instructional aids :Black Board and chalk, chart ,LCD,Computer

Student Pre requisite : The students should be able to identify what is health assessment, advantages & importance of health assessment, characteristics of healthy individual.

General Objective : At the end of the class the students will be able to gain knowledge regarding health assessment of elderly.

Specific Objectives: At the end of the class the students will be able to-

1. Enlist Principles and goal of geriatric assessment.
2. Assess the physical ability of the elderly.
3. Discuss Importance of cognitive function and how to assess cognitive function.
4. Explore Strategies to enhance communication with elderly.
5. Perform a psycho social assessment of elderly.

Review of previous class: Ask questions regarding. What is health assessment, advantages & importance of health assessment, characteristics of healthy individual?

Introduction:

Ask the students if they know what are the common health problems of elderly, an elder person living with them in the family.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 mins	Enlist Principles and goal of geriatric assessment.	<p>➤ Principles of geriatric assessment</p> <ul style="list-style-type: none"> • Goal <ul style="list-style-type: none"> -Promote wellness, independence • Focus <ul style="list-style-type: none"> -function ,performance (gait , balance ,transfers) • Scope <ul style="list-style-type: none"> -physical, cognitive, psychologic, social domains • Approach <ul style="list-style-type: none"> -multidisciplinary • Efficiency <ul style="list-style-type: none"> -ability to perform rapid screens to identify target areas • Success <ul style="list-style-type: none"> -Maintaining or improving quality of life <p>➤ Goal of comprehensive geriatric assessment</p> <ul style="list-style-type: none"> • To determine a patient's <ul style="list-style-type: none"> -Medical status -Functional capabilities -Psychosocial status <p>In order to develop overall plan for treatment and long term follow-up</p>	T: explains with power point presentation. S: Listens and takes notes.	Q: why geriatric assessment is necessary.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
2	15 mins	Assess the physical ability of the elderly.	<ul style="list-style-type: none"> ➤ Physical assessment <ul style="list-style-type: none"> • Complete physical assessment includes: <ul style="list-style-type: none"> -Functional status -Nutrition -Vision -Hearing ➤ Tool to assess functional status <ul style="list-style-type: none"> • Activities of daily living (ADLs) <ul style="list-style-type: none"> -bathing,dressing,transferring, toileting, grooming,feeding ,mobility. • Assessment of disabilities • Past medical history • Personal and family history • Review of system • Present illness • Chief complaint • Instrumental activities of daily living (IALDs) <ul style="list-style-type: none"> -using telephone, preparing meals,managing finances, taking medications, doing laundry, doing housework,shopping,managing own transportation. • “get up and go” test <ul style="list-style-type: none"> -qualitative,timed,assess gait, balance and 	T: explains with power point presentation. S: Listens and takes notes.	Q: Explain assessment of elder person.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>transfer.</p> <ul style="list-style-type: none"> ➤ Assess nutritional status <ul style="list-style-type: none"> • Screen for malnutrition <ul style="list-style-type: none"> -visual inspection -measure height,weight,body mass index(BMI) -BMI=weight(kg)/height (m²) -low BMI<20kg/m² • Unintentional weight loss.10lbs <p>Poor nutrition may reflect medical illness,depression,functional losses, financial hardship.</p> ➤ Vision <ul style="list-style-type: none"> • Cataracts,glaucoma,macular degeneration, and abnormalities of accommodation worsen with age. • Assess difficulties by asking about everyday task <ul style="list-style-type: none"> -driving, watching T.V.,reading. • Use performance-based screening. <ul style="list-style-type: none"> -ask to read from news paper, magazine ➤ Hearing <ul style="list-style-type: none"> • Hearing loss is common among older adults 		

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • Impaired hearing- depression, social withdrawal • Assess first for cerumen impaction • Use hand-held audio scope to test for abnormalities <ul style="list-style-type: none"> -loss of 40 dB tone at 1000 or 2000 Hz in one or both ear is abnormal -refer for formal audiometry testing 		
3	5 mins	Discuss Importance of cognitive function and how to assess cognitive function.	<p>➤ Screen for cognitive loss</p> <ul style="list-style-type: none"> • Prevalence of Alzheimer's disease <ul style="list-style-type: none"> -10% of those aged 65+ -nearly 50% of those aged 85+ • Most people with dementia do not complain of memory loss • Cognitive impaired older persons are at ↑risk for accidents, delirium, medical Nonadherence, and disability 	T: explains with power point presentation. S: Listens and takes notes.	Q.How you assess cognitive function of elderly

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>➤ Cognitive assessment</p> <ul style="list-style-type: none"> Recall 3 times Mental status examination <ul style="list-style-type: none"> -test orientation,registration,recall,attention, Calculation,language,visuospatial skills. Tests of executive control <ul style="list-style-type: none"> -clock drawing test -listing 4-leg animal test 		
4	10mins	Explore Strategies to enhance communication with elderly.	<p>➤ Communication strategies</p> <ul style="list-style-type: none"> Control the environment - <ul style="list-style-type: none"> Use a well lit room -Avoid back lighting -Minimize extraneous noise -Minimize interruptions <p>➤ Communication strategies establish a friendly relationship</p> <ul style="list-style-type: none"> - Introduce your self - Address the patient by last name - Face the patient directly - Sit a eye level - Speak slowly in a deep tone - Ask open ended questions: “what would 	<p>T: Demonstrates the procedure with the role play. S: Observe and practice</p>	Demonstrate how you communicate with elderly

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
5	10mins	Perform a psycho social assessment of elderly.	<p>you like me to do for you “?</p> <ul style="list-style-type: none"> ➤ Communication strategies accommodate patient’s need <ul style="list-style-type: none"> • Inquire about hearing deficit’s, raise voice volume accordingly • If necessary, write question in large print • Allow ample time for patient to answer ➤ Assess psychological status <p>Although prevalence of major depression among older adult is low (1%-2%), subclinical depression is common</p> <p>-Ask-“do you often feel sad or depressed”?</p> <p>-if “yes, “do further evaluation e.g. geriatric depression scale</p> <p>-watch for sign of anxiety</p> ➤ Social assessment <ul style="list-style-type: none"> • Availability of personal support system • Caregiver burden • Economic well-being • Elder mistreatment -home safety -level of personal risk 	Explain with lecture, S; listen and takes notes	Explain psychosocial assessment of elderly

Summary:& Evaluation(10 Min)

- Q: Why geriatric assessment is necessary.
- Q: Explain assessment of elder person.
- Q. How you assess cognitive function of elderly
- Q. Demonstrate how you communicate with elderly
- Q.Explain psychosocial assessment of elderly

Assignment: How you will perform health assessment of elderly.

Evaluation: Unit test for 50 marks once the unit III is completed.

Bibliography:

Keshav Swarnkar's Community Health Nursing III edition, N.R.Brothers. page no. 55,56
www.ouhsc.edu/geriatricmedicine/documents/GRS5-Geriatric_Assessment.pdf

LESSON PLAN

Subject : Community Health Nursing-I

Unit : IV Principles of epidemiology & epidemiological method

Topic : Definition & aims of Epidemiology, communicable & Non communicable disease

Group : Students of G N M 1st year

Place : Class room

Date & time: 60 minutes

Teaching method : Lecture cum discussion

AV aids / instructional aids : Black Board and chalk

Student Pre requisite : The students should have knowledge about common health problem in community

General Objective : At the end of the class the students will be able to gain knowledge about epidemiology, common communicable and non-communicable diseases

Specific Objectives: At the end of the class the students will be able to

1. Define epidemiology
2. Describe aims of epidemiology
3. Define communicable disease
4. Enlist top 13 common communicable disease found in India
5. Define non communicable disease
6. Explain responsibilities of community health nurses in community health nursing

Review of previous class: Ask questions regarding disease which are occurring in community.

Introduction:(10 minutes)

- Ask the students about health.
- Ask about common health problem of people.
- Ask about knowledge of long term disease.
- Ask about community health.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	4 minutes	To define epidemiology.	<p>Introduction -an epidemic is a rapid spread of infectious disease to a large number of people in a given population within a short period of time, usually two weeks or less.</p> <p>Definition -"Epidemiology is the study & analysis of pattern causes & effect of health & disease condition in defined population. It is the corner stone of public health and shapes policy decision & evidence based practice by identifying risk factors for disease & targets for preventive health care".</p> <p>"Epidemiology is concerned with the pattern of disease occurrence in human population & the factors that influence this pattern."</p>	<p>T; Define on black board</p> <p>S; Listen, discuss & takes notes..</p>	Q: Define epidemiology

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
2	4 mins	To describe aims of epidemiology.	<p>AIMS OF EPIDEMIOLOGY - Epidemiology has three main aims as follows-</p> <ol style="list-style-type: none"> 1. To describe the distribution & magnitude of health & disease problem in human population . 2. To identify etiological factors in the pathogenesis of disease. 3. To provide data essential to the planning ,implementation ,control & evaluation of service for the prevention , control & treatment of disease & to the setting up of priorities among the services <p>The ultimate aim of epidemiology is to lead to effective action to eliminate or reduce the health problem or its consequences, to promote the health and wellbeing of society as a whole.</p>	<p>T: Describe on black board. S: Listens and takes notes.</p>	<p>Q. Describe aims of epidemiology .</p>
3	3mins	To define communicable disease..	<p>COMMUNICABLE DISEASES-also known as infectious disease or transmissible disease are illnesses that result from the infection, presence & growth of pathogenic biologic in an individual human or other animal host.</p>	<p>T: Define on black board. S: .listen & takes notes.</p>	<p>Define communicable disease.</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			Communicable diseases are spread from person to person or animal to person. The spread or transfer or happen through the air, through the contact with blood, faeces & other bodily fluid.		
4	10 mins	To enlist common communicable disease found in India.	Communicable diseases of major public health importance in India are <ol style="list-style-type: none"> 1. Malaria 2. Typhoid 3. Hepatitis 4. Jaundice 5. Leptospirosis 6. Diarrheal disease 7. Amoebiasis 8. Cholera 9. Brucellosis 10. Hook worm infestation 11. Influenza 12. Filariasis 13. Tuberculosis 	T; Enlist on chart S; Listen ,observe & takes notes.	Q. enlist common communicable disease.
5	9 mins	To define non communicable disease	NON COMMUNICABLE DISEASE- is a medical condition or disease that is non-infectious or non-transmissible. Non communicable disease can refers to chronic disease which last for long period of time & progress slowly.	T; Define on black board S;listen & takes notes.	Q;Define non communicable disease.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>COMMON NON-COMMUNICABLE DISEASES-</p> <ol style="list-style-type: none"> 1. Cardio vascular disease (e.g. Heart attack, stroke) 2. Cancer 3. Chronic respiratory disease 4. Diabetes 		
6	10 minutes	To explain responsibilities of community health nurse in epidemiology.	<p>RESPONSIBILITIES OF COMMUNITY HEALTH NURSE IN EPIDEMIOLOGY-</p> <ul style="list-style-type: none"> - Maintain surveillance of the occurrence of modifiable disease. - Coordinates with team member during disease outbreak. - participate in case finding & collection of laboratory specimens. - Isolation of patient having communicable disease - Provide nursing care - Health education - Health teaching about disinfection. - Prevent further spread of disease. - Follow up case & contact. - Supervision. - Organize health education campaign. - Referral - Coordination with other sectors of communities. - maintain record & report. 	<p>T; Discuss with students.</p> <p>S; Discuss listen & takes notes.</p>	<p>Q; Explain responsibility of community health nurse in epidemiology .</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> - Evaluate surveillance activities - Provide a basis for policy development, health planning. - Provide basis for allocation of health & human resources for community health. 		

Summary:& Evaluation(10 Min)

SUMMARY - Define epidemiology. Aims of epidemiology, common communicable diseases are malaria, typhoid, hepatitis, jaundice, amoebiasis, tuberculosis, filariasis. Prevention from communicable & non communicable diseases are necessary to improve individual health & environmental health.

EVALUATION- - Define epidemiology.

- Discuss about communicable disease.
- Describe aims of epidemiology.
- Explain responsibilities of community health nurse in epidemiology.

Assignment; Describe about common communicable diseases.

Evaluation: Unit test for 50 marks once the unit IV is completed.

Bibliography:

Basavanthappa BT, "Community Health Nursing ", Jaypee publications, second edition, 2013, page no. 619-625.

Park k , "Essentials of Community Health Nursing ", Bhanot publication , fifth edition , July 2008, page no. 144

Soni Samta , " Community Health Nursing " Amit publication , First edition , 2014, page no. 199, 201, 208.

LESSON PLAN ON BASIC TOOLS OF MEASUREMENT IN EPIDENIOLOGY

Subject	: Community Health Nursing-I
Unit	: IV. Principal of epidemiology and epidemiological methods
Topic	: Basic tools of measurement in epidemiology
Group	: GNM 1st year student's
Place	: Class room
Date & time	: 60 minutes
Teaching method	: Lecture cum Discussions
AV aids / instructional aids	: Black Board and chalk, & chart
Student Pre requisite	: The students should be able to explain about epidemiology and aims of epidemiology
General Objective	: At the end of the class the students will be able to calculate and explain the measurement tools in epidemiology.
Specific Objectives: At the end of the class the students will be able to	
1. To introduce the basic tools of measurement in epidemiology.	
2. To explain about rate	
3. To explain ratio	
4. To describe proportion	

Review of previous class: Ask questions regarding epidemiology aims of epidemiology

Introduction:

Ask the students if they know about crude Birth rate Infant mortality. Rate, maternal morbidity rate etc.

Ask the student about sex, ratio in Rajasthan Introduce the tools of measurement in epidemiology

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 mins	To introduce the basic tools of measurement in epidemiology	<p>Basic tools of measurement in epidemiology :- Introduction:-epidemiology focuses among other things, on measurement of mortality and morbidity in human populations the scope of measurements in epidemiology is very broad and unlimited The epidemiologist usually expresses disease magnitude as a rate, ratio or proportion The basic tools of measurement in epidemiology are:-</p> <ol style="list-style-type: none"> 1. Rates 2. Ratios and 3. Proportions 	T:lecture cum discussion S: Listens and discuss	Q: enlist the basic tools of measurement in epidemiology
2	15mins	To explain about rate	<p>1. Rate:- A rate measures the occurrence of some particular event (development of disease or the occurrence of death) in a population during a given time period it indicates the change in some event that take place in a population over a period of time example of a typical rate is the death rate it is written as</p> <p>Death rate:- $\frac{\text{Number of death in one year}}{\text{Midyear population}} \times 1000$</p>	T: Lecture & explain on black board S: Listen and take notes	Q: Describe categories of rates

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>A rate comprise the following elements numerator denominator time specification and multiplier the various categories of rate are:-</p> <p>A) Crude Rates:- These are the actual observed rates such as the birth and death rates. Crude rates are also known as un standardized rates.</p> <p>Ex:- Crude Birth Rate</p> $\frac{\text{Number of live births during the year} \times 1000}{\text{Midyear population}}$		
			<p>B) Specific rates:- These are the actual observed rates due to specific causes (e.g. tuberculosis') or occurring in specific groups (e.g. age – sex group) or during specific time periods</p> <p>Ex:- specific death rate due to tuberculosis is calculated from the formula:-</p> $\frac{\text{Number of deaths from tuberculosis during a calendar year} \times 1000}{\text{Mid –year population}}$		
			<p>C) Standardized rates:- (Adjusted rates):- This is used to make valid summary comparison between two or more groups possessing different Age (or other) distributions.</p>		

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3.	15 min.	To explain II tool = ratio	<p>2. II tool – Ratio</p> <p>Another measure of disease frequency is a ratio. It expresses a relation in size between two random quantities. Ratio is the result of dividing one quantity by another It is expressed in the form of:- X:Y or X/Y</p> <p>Example:- The ratio of white blood cells relative to cell is 1:600 or 1/600 meaning that for each white cell, there are 600 red cells.</p> <p>Other example includes-sex-ratio, doctor population ratio etc.</p>	S: Listen & take notes	Q:define ration with one example
4	10 min	To explain III tool- proportion	<p>3. III tool – Proportion</p> <p>A. Proportion is a ratio which indicates the relation in magnitude of a part of the whole. The numerator is always included in the denominator A proportion is usually expressed as a percentage It is an expression of the form $\frac{(A)}{(A+B)} \times c$</p> <p>Where ‘a’ = the number of person of experiencing a particular event during a given period.</p> <p>‘a+b’ = The number of person who are at risk of experiencing the particular event during the same period</p> <p>‘c’ = A multiplier such is 100, 1000, 10.000 or 1.00.000</p>	T: lecture explain on black board. S: Listen & take notes.	Q: Define proportion. Why we need multiplier?

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Example = $\frac{\text{The number of children with scabies at a certain time}}{\text{The total number of children in the village at the same time}} \times 100$</p> <p>(The purpose of multiplier is to avoid the inconvenience of working with minute decimal fractions) It is necessary to know about concept of numerator and denominator before using the tools of measurement</p> <ol style="list-style-type: none"> 1. Numerator:- numerator refers to the number of times on event (e g. Sick news, birth, death has occurred in a population, during a specified time period. The numerator is a component of the denominator in calculating rate, but not in a ratio. 2. Denominator:- numerator has little meaning unless it is related to the denominator the epidemiologist has to choose on appropriate denominator while calculating a rate. It may be related to the population or related to the total events <p>Frequently used rates and ratios in community health nursing practice</p> <p>$\text{CDR} = \frac{\text{Number of deaths from all causes during a year}}{\text{Population estimated}} \times 1000$</p>	<p>T: Lecture with chart</p> <p>S: Listen and see. The chart</p>	<p>Q: what do you mean by denominator</p> <p>Q enlist some rates and ratios used in community health nursing</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>at mid year</p> $\text{MMR} = \frac{\text{No. of Death from puerperal complication during a given year}}{\text{No. of live birth during the same year}} \times 100000$ $\text{Birth Death Ratio} = \frac{\text{No. of live birth in specific population}}{\text{No. of death in a specific population}} \times 100$		practice s

Summary and evaluation (10 minutes)

- Define Rate, Ratio and proportion
- Write the formulas used in measurement in epidemiology
- Current value of IMR, MMR etc.

Assignment: Describe the tools of measurement in epidemiology

Evaluation: Unit test for 50 marks once the unit IV is completed.

Bibliography:

1. Park K. ‘ “Preventive and Social medicine”, M/s Banarsidas Bhanot publication 20th edition, Reprint 2009, Page no. 51-56
2. Park K, “Essentials of Community Health Nursing”; M/S Bhanot .Publication, sixth edition; 2012 page no. 186 – 189
3. IGNOU m fn – 009 Research methods and Biostatistics

LESSON PLAN

Subject : Community Health Nursing-I

Unit : IV, Principles of epidemiology and epidemiological methods

Topic : Uses of epidemiology

Group : G.N.M 1ST year

Place : Class room

Date & time: 60 minutes

Teaching method : Lecture cum Discussions

AV aids / instructional aids : Black Board and chalk, projector

Student Pre requisite : The students should be able to explain about epidemiology and communicable and non-communicable disease.

General Objective : At the end of the class the students will be able to gain knowledge about uses of epidemiology

Specific Objectives: At the end of the class the students will be able to

1. To introduce the uses of epidemiology
2. To explain historical studies of disease
3. To describe community diagnosis
4. To explain planning and evaluation in epidemiology
5. To identify medical syndrome
6. To search risk factors and causes of disease

Review of previous class: Ask questions regarding epidemiology, aims of epidemiology and common communicable and non-communicable disease

Introduction:

Ask the students if they know any one epidemic disease

Tell a incidence (epidemic emergency in delhi-1996 due to dengue fever) brain storm what the lesson learnt?

Also mention the objectives of the lesson to the students here

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 min	To introduce the uses of epidemiology	Introduction:- while the study of disease distribution and causation remains central to epidemiology, the technique of epidemiology have a wider application covering many more important areas relating not only to disease but also health and health services. "Morris" (10) has identified seven distinct uses of epidemiology. These are:-	T:lecture cum discussion S: Listens and discuss,.	Q: Why it is never any to study epidemiology
2	5 min	To explain historical studies of disease	1. To study historically the rise and fall of disease in the population:-and the changes in their character. it is well known that the health and disease pattern in a community is never constant. There is fluctuation both over short and long period of time epidemiology provides a means to study disease profiles and time trends in human population. By a study of these trends, we can make useful projections into the future and identify emerging health problems and their correlates. Ex.-small pox is conquered and new ones Lassa fever identified.	T: Lecture with projector S:listen & see history of epidemic disease	Q: List out the new identified disease

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3	5 min	To describe community diagnosis	2. Community diagnosis :-Community diagnosis generally refers to the identification and quantification of health problems in a community and to diagnose the health of the community and the condition of the people to measure the true dimensions and distribution of the health in terms of incidence, prevalence disability and mortality to set health problems to identify groups needing special attention	T: Lecture and explain on black board S: Listen & take note	Q: List the health problem in community
4	10 min	To explain planning and evaluation in epidemiology	3. Planning and evaluation:- epidemiologic information about the distribution of health problems over time and places provides the fundamental basis for planning and developing the needed health services and for assessing the impact of these services on the people's problems. Examples of planning include planning facilities for medical care disease, immunization campaigns etc. preventive specific and planning for research evaluation is also an equally important concern of epidemiology any measures taken to control or prevent a disease must be followed by on evaluation to find out whether the measures under taken are effective in reducing the frequency of the disease	T: Explain on black board & discussion S: Listen & discuss	Q: List the preventive programs of government

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			4. Evaluation of individual's risk and chances:-To estimate from the group experience what are the individual risks on average of disease, accident and defect, and the chances of avoiding then Besides the incidence .rate and specific rates which are measures of absolute risk the epidemiologists calculate relative risk and attributable risk for a factor related to or believed to be a cause of the disease.		
5	10 min	To identify syndrome	5. Syndrome identification:- To identify syndrome by describing the distribution and association of clinical phenomena in the population. Medical syndromes are identified by observing frequently associated finding in individual patient epidemiological investigation can be used to define and refine syndromes. By observation of group such studies have been able to connect misconception concerning many disease syndromes	T: Lecture cum discussion s:Lecture and discussion	Q:Explain any two misconception

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
6	10 min	To search risk factors & causes of disease	<p>6. Completing the natural history of disease:-To complete the clinical picture of chronic diseases and describe their natural history by including in due proportion all kinds of patients, wherever they are present together with the undemanding and the cases who do not present and whose needs may be as great by following the course of remission and replace adjustment and disability in defined population follow up of cohorts is necessary</p> <p>7. Searching for causes and risk factors:- To search for causes of health and disease by computing the experience of group defined by their composition, inheritance and experience, their behavior and environments to conform particular causes of the chronic disease and the pattern of multiple causes, describing their mode of operation singly and together and to assess their importance in terms of the relative. Risks of those exposed postulated causes will often be tested in naturally occurring experiments of opportunity and some time by planned experiment</p>	<p>T: Lecture cum discussion S: listen & discuss</p>	<p>Q: How will you search cause of diseases:</p>

Summary:& Evaluation(10 Min)

- Define epidemiology and its importance
- En list the uses of epidemiology
- Explain planning & evaluation in epidemiology

Assignment: Describe the uses of epidemiology.

Evaluation: Unit test for 50 marks once the unit IV is completed.

Bibliography: IGNOU, MFN-009, Research methods and Biostatistics.

Park K; Community Health Nursing:- Jaypee Brothers publication. Second edition: Reprint 2013 Page No 25-626s

LESSON PLAN

Subject : Community Health Nursing-I

Unit : IV

Topic : Disease cycle

Group : GNM I year

Place : Class Room

Date time : 60min

Teaching Method ; Lecture cum discussion

AV aids /instruction aid ; The Black board and chalk, chart

Student pre requisite The students should be able to explain about health and disease and different stages of disease

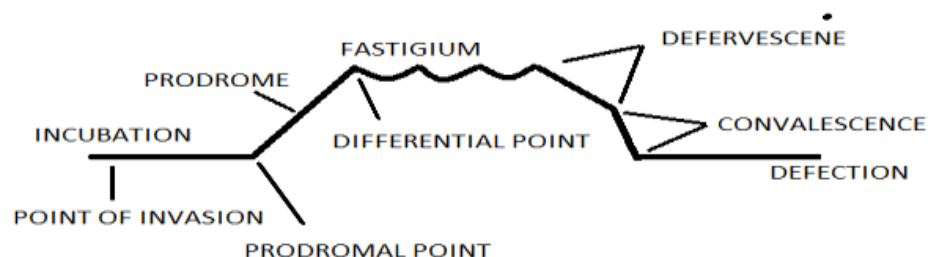
General objectives ; At the end of the class the student will be able to explain about disease ,disease cycle

Specific Objectives:

1. At the end of the class the students will be able to
2. To define term disease and disease cycle
3. To enlist stages of disease cycle
4. To Explain about different stage of disease cycle

Review of previous class: Ask questions regarding common health problem, disease and illness

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 [min]	To define disease and disease	<p>Introduction:- the English word ;'disease'actually means dis-ease .which implies uneasiness distress inconvenience and a state that is opposite to comfort</p> <p>DEFINITION;-</p> <p>Disease is a state of body or its organs which either interferes with the functioning or deranges its functions</p>	<p>T-Define on blackboard and discuss with student</p> <p>S-Listen discuss and take notes</p>	Q: Define disease



2	5mins	To enlist stage of disease cycle	<p>The cause of most communicable disease is marked by certain stages. there are;-</p> <ol style="list-style-type: none"> 1. INCUBATION PERIOD 2. PRODROMAL PERIOD 3. FASTIGIUM 4. DEFERVESECE 5. CONVALESCENCE 6. DEFECTION 	T: Enlist on black board S: Listens and takes notes	Q: List stages of disease cycle
3	25[min]	To explain about different stage of disease cycle	<p>[1] INCUBATION PERIOD;- This is the time interval between the entry of the disease agent in the body and manifestation of clinical signs and symptoms</p> <p>2] PRODROMAL PERIOD;- This is a short period ranging from 1 to 4 day and is marked by unclear signs and symptoms. clinical diagnosis is usually not possible</p> <p>[3] FASTIGIUM;- This represents the height of the disease. sign and symptoms are clear cut. the patient is confined to bed. Clinical diagnosis is possible.</p> <p>[4] DEFERVESECE;- The patient begins to feel better, The body defences [immunity] begin to respond</p> <p>[5] CONVALESCENCE;- The patient recovery is established, He is improving fast</p> <p>[6] DEFECTION ;- The patient recovers from illness</p>	T: explain about stages of disease cycle with chart S;-listen and takes notes	Q. explain different stage of disease cycle

Summary:& Evaluation[10 Min]

- Explain the term disease
- Enumerate and define the stages of disease cycle
- What is the importance of disease cycle
- How we can prevent from disease
- Which is main and harmful stage of disease cycle

Assignment: Describe about disease cycle.

Evaluation: Unit test for 50 marks once the unit IV is completed.

Bibliography: [1] Park K , Essentials of Community Health Nursing ,m/s Banarsidas Bhanot publication
Page no. 180-181, Sixth edition Reprint -2012
[2]Swarnkar Keshav, Community Health Nursing, N R Brothers publication
Page no 9 ,Third edition reprint -2014

LESSON PLAN

Subject : Community Health Nursing-I

Unit : IV,

Topic : SPECTRUM OF DISEASE

Group : G.N.M. 1st year

Place : Class room

Date & time: 60 minutes

Teaching method : Lecture cum Discussions

AV aids :Black Board and chalk, projector

Student Pre requisite : The students have knowledge about spectrum of disease.

General Objective : At the end of the class the students will be able to gain knowledge regarding spectrum of disease.

Specific objectives : At the end of the class the student will be able to-

- 1.Understand meaning of spectrum
- 2.Explain about health- sickness spectrum.
3. Explain spectrum of disease.

Review of previous class: Ask questions regarding rainbow color severity & stages of disease.

Introduction : - Ask the student if they know prism & light ray actions.

- Discuss about unrecognized & recognized sickness and positive health.
- Also mention the objectives of the lesson to the students here.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 mins	To understand meaning of spectrum	<p>The spectrum refers to image of the band of colours (as seen in a rainbow) formed by a ray of light that has passed through a prism.</p> <p>The colours of spectrum are usually described as VIBGYOR ; indigo, blue , green , yellow, orange and red, but it is difficult to find out the beginning, end or boundaries of colours.</p>	<p>T:Explain with point presentation & chart.</p> <p>S: listen and takes notes.</p>	<p>Q: What is the meaning of spectrum?</p> <p>Q: what are the colours of spectrum?</p>
2	15mins	To explain about health-sickness spectrum	<p>Health and disease lie along a continuum and there is no single cut of point . the lowest point on the health- disease spectrum is “<u>death</u>” and the highest point corresponds to the “<u>positive health</u>”</p> <p>There are degrees or “levels of health” or there are degrees or severity of illness”. As long as we are alive there in some degree of health in us. As shown below.</p> <div style="text-align: center;"> <p>Positive health</p> <p>Better health</p> <p>Freedom from sickness</p> <p>Unrecognized sickness</p> <p>Mild sickness</p> <p>Severe sickness</p> <p>Death</p> </div> <p>The spectral concept of health emphasized that the health of an individual is not static. It is a dynamic phenomenon and a process of continuous change, subject to frequent subtle variations.</p>	<p>T.Explain with power point presentation & discussion</p> <p>S: Listens and take notes.</p>	<p>Q: Explain the health – sickness spectrum ?</p> <p>Q: what are the levels of health ?</p> <p>Q: what are the severity of illness?</p> <p>Q: draw a chart show health spectrum?</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3	25 mins	To explain spectrum of disease	<p>The term “spectrum of disease” is a graphic representation of variation in the manifestations of disease.</p> <p>Just on the spectrum of lights where the colours vary from one end to the other but difficult to determine where one colour ends the other begins.</p> <p>Disease can be acute, chronic, infectious, moderately of the disease may be different. It may be hidden (latent), subclinical, clinical, or in serious stage.</p> <p>At one end of the disease spectrum are subclinical infections which are not ordinarily identified and at the and at the other end are fatal illnesses. In the middle of the spectrum lie illnesses ranging in severity from mild to severe “this concept is known as a “ spectrum of disease” as shown below :-</p> <div data-bbox="743 876 1476 1152" data-label="Diagram"> </div> <p style="text-align: center;">No infection unrecognized clinical Infection recognized cases</p> <p style="text-align: center;"><u>SPECTRUM OF DISEASE</u></p> <p style="text-align: center;">- <u>This can also be explained as :-</u></p> <p style="text-align: center;">Unrecognized infection :- Subclinical cases (carriers) Extremely mild cases</p> <p style="text-align: center;">Clinical recognized cases :- Mild cases</p>	<p>T: Explain with black board, chart</p> <p>S: Listen and takes notes</p>	<p>Q. What is spectrum of disease? Q. Explain spectrum of disease ?</p> <p>Q. Draw a chart On spectrum of disease?</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Moderately severe cases Severe cases Recovery or death</p> <p>Thus, the clinical picture of disease shows the similar pattern as spectrum does and this variation to the presentation of signs and symptoms of disease is called as “<u>spectrum of disease</u>”</p> <p>The same disease may be mild in one individual and very severe in another. In some individual, the disease may remain subclinical and mild cases may be a great danger to the community than frank clinical cases.</p>		

Summary:& Evaluation(10 Min)

- What is spectrum?
- What are the level of health & severity of illness?
- Which cases include in clinical recognized cases?
- Which cases are include in unrecognized infection ?
-

Assignment: Explain the spectrum of disease with labeled chart.

Evaluation: Unit test for 50 marks once the unit IV is completed.

Bibliography: 1. K.park, text book of preventive and social medicine 20th edition, page no. 19 & 37.
 2. Keshav Swarnkar, community health nursing 3rd edition, reprinted 2014. Page no 10
 3. J.E. Park & K.Park, essentials of community health nursing 2nd edition, page no 179

Subject : Community Health Nursing-II

Unit : VII

Topic : Levels of Prevention

Group : G.N.M 1ST YEAR. STUDENT'S

Place : Class room

Date & time: 60 minutes

Teaching method : Lecture

AV aids / instructional aids :Black Board and chalk, chart

Student Pre requisite : The students should be able to identify the levels of the prevention

General Objective : At the end of the class the students will be able to gain knowledge on the level of Prevention and they can easily understand and defines general

epidemiology Specific Objectives: At the end of the class the students will be able to

1. Enlist the types of the level of the Prevention
2. Discuss Primary Prevention
3. Define general epidemiology terms

Review of previous class: Ask questions regarding eligible couple need assessment, information regarding levels of prevention

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10MIN	Enlist of types of the prevention	<p>A. Primary Prevention</p> <p>Health promotion Specific prevention</p> <p>B. Secondary prevention</p> <p>Early Diagnoses Adequate treatment</p> <p>C. Tertiary prevention</p> <p>Disability limitation Rehabilitations</p> <p>D. General Epidemiology</p> <ul style="list-style-type: none"> - Infection - Epidemic - Endemic - Sporadic - Pandemic - Zoo noses - Communicable disease - Non-communicable disease - Incubation period - Isolation - Carrier 	<p>T; Lecture cum discussion with use of black board.</p> <p>S; Listen, discuss & takes notes..</p>	Q: Explain each of the Levels of prevention

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
2	25MIN	Discuss Primary Prevention	<ul style="list-style-type: none"> - Antiserum - Foments - Vector - Virulence - Pathogen city <p>Primary Prevention</p> <ol style="list-style-type: none"> 1. Health Promotion- We can prevent a number of diseases such as cholera, typhoid fever, tuberculosis and nutritional diseases by merely promoting the health of the individual and community 2. Specific protection- By specific protection we mean preventing Specific diseases by specific measures. Example include prevention of EPI diseases (tuberculosis, diphtheria, pretests, tetanus, polio, and measles) by immunization: prevention of xerophthalmia By administration of vitamin A. <p>Secondary prevention:-</p> <p>Secondary prevention may be defined as “action which halts the progress of a disease at its incipient stage and</p>	<p>T; Lecture cum discussion with use of black board.</p> <p>S; Listen, discuss & takes notes..</p> <p>T; Lecture cum discussion with use of black board.</p> <p>S; Listen, discuss & takes notes..</p>	<p>Q. Explain the list of Primary Prevention</p> <p>Q. Explain the list of secondary prevention</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>prevents complication” the specific interventions are:</p> <ol style="list-style-type: none"> 1. Early diagnosis (screening tests, case finding programmer) 2. Adequate Treatment:- <p style="padding-left: 40px;">We don't have vaccines to present all diseases for disease of this category (e.g. leprosy, syphilis, malarial early diagnosis and treatment is the only solution.</p> <p>Tertiary Preventions :- Tertiary Prevention is defined as “all measure available to reduce or limit impairments and disabilities minimize sufferings caused by existing departures from good health and to promote the patient's adjustment to irritable condition “The specific prevention are</p> <ol style="list-style-type: none"> A. Disability Limitation B. Rehabilitations <ol style="list-style-type: none"> 1. Functional rehabilitation 2. Vocational rehabilitation 3. Social rehabilitation 4. Psychological rehabilitation 	<p>T; Lecture cum discussion with use of black board.</p> <p>S; Listen, discuss & takes notes..</p>	

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3	15min	Define Epidemiology Terms.	<p>C. General Epidemiology</p> <ol style="list-style-type: none"> 1. Infection - The entry and development or multiplication of a disease producing agent in the body of man or animals are infections may or may not lead to a disease state. 2. Epidemics:- (Epi-upon, demos=people) an out breath of diseases in a community in excess of “normal expectation” and derived from a common or a propagated source. 3. Endemic- (En-in; demos-people) The constant presence of disease with in a geo graphic area or the usual prevalence of given disease in a particular area. 4. Sporadic- The incidences at initials of single, scattered case of disease e.g. poli, A sporadic may be the starting point of an epidemic 5. Pandemic – (pan=all: demos=people) An epidemic which spreads prom country or the whole world as for enamel the recent epidemic of AIDS other notable disease which none occurred in pandemic magnitude in the fast are influenza, cholera 		Q. Enlist the various Epidemiology

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>and plague</p> <p>6. Zoonosis- Disease of infection which are naturally transmitted between vertebrate animals and man e.g rabies, plague. Bovine tuberculosis , anthrax</p> <p>7. Communicable disease- An illness due to a specific infectious agent or its toxic products which under certain conditions, tends to spread among individuals in a community</p> <p>8. Non-communicable disease- This form is applied to such disease as cancer cardio as disease and diabetes which are not communicated from person to person.</p> <p>9. Incubation period- This is the time interval between the entry of the disease agent into the body and the appearance of the first or symptom of the disease in question</p> <p>10.Isolation – The separation of a person with infectious disease from contact with other human beings, for the period of communicability</p> <p>11. Carrier- An person who harbors the disease agent without having any outward signs and</p>		

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>symptoms. In other words a carrier is an outwardly healthy person who is capable of infecting others. Carriers have been classified as temporary and chronic.</p> <p>12. Antiserum – serum containing specific antibody e.g. ATS</p> <p>13. To mites- Inanimate article other than food or water contaminated by the infection discharges from a patient, and capable of harboring and transferring the infection agent to a healthy person. Examples include handkerchiefs, patients, toys, drinking glasses.</p> <p>14. Vector – usually an arthropod e.g. mosquito which transfers an infectious agent from an infected person to a healthy host</p> <p>15. Virulence – Measure of the severity of disease</p> <p>16. Pathogenicity - Ability to cause disease</p>		

SUMMARY & EVALUTION (10 MIN)

Q. 1 Write the level of the prevention

Q. 2 What is the difference between epidemic & endemic

Q. 3 what is vector

ASSIGNMENT List of the level of the all kind of prevention

EVALUATION Unit test for 50 marks & unit is completed

BIBLIOGRAPHY

1. Essentials of Community Health Nursing by K Park

LESSON PLAN

Subject : Community Health Nursing-I

Unit : (VII) Demography & family welfare

Topic : Disease transmission Direct & Indirect

Group : GNM Ist

Place : Class room

Date & time: 60 minutes

Teaching method : Lecture cum discussion

AV aids / instructional aids : Black Board and chalk

Student Pre requisite : The students should be able to identify the levels of disease transmission direct & indirect

General Objective : At the end of the class the students will be able to gain knowledge about the disease transmission direct & indirect

Specific Objectives : At the end of the class the students will be able to

1. Enlist the types of transmission of infection
2. Discuss about the source of infections
3. Explain the mode of transmission

Review : Ask questions regarding eligible couple need assessment , information regarding source of infection disease of transmission direct and indirect

Introduction : Ask the student about disease and health.
What is the mode of disease transmission

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 min	Enlist the types of transmission of infection	<p>(A) Source of infection</p> <p>(B) Mode of transmission;</p> <ul style="list-style-type: none"> • Direct transmission • Indirect transmission <p>DIRECT TRANSMISSION;-</p> <ul style="list-style-type: none"> ➤ Direct contact ➤ Droplet infection ➤ Contact with infected soil ➤ Inoculation into skin or mucosa ➤ Transplacental or vertical transmission <p>INDIRECT TRANSMISSION;-</p> <ul style="list-style-type: none"> ➤ Vehicle – borne transmission ➤ Vector borne transmission ➤ Air – borne transmission ➤ Fomite borne transmission 	<p>T ;- Explain on blackboard</p> <p>S;- Listen and take notes</p>	Q. Enlist the type of mode of transmission

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
2	5 mins	Discuss about the source of infections	<p>SOURCE OF INFECTION : -</p> <p>The source of infection, in most case , is man himself who has the disease . He may be a case or carrier. Sometimes the source of infection may be an infected animal (e.g dog in rabies). The latter disease are termed as “ zoonoses “ .</p>	<p>T: Explains on blackboard</p> <p>S: Listens and takes notes.</p>	Q. Explain source of infection
3	15 min.	Explain the mode of transmission.	<p>DIRECT TRANSMISSION : -</p> <p>(A) DIRECT CONTACT :-</p> <p>Some diseases are transmitted from person to person by direct contact. e.g kissing , sexual contact , continued close contact.</p> <p>(B) DROPLET INFECTION :-</p> <p>When a person with respiratory infection coughs, sneezes or even talks loudly fine droplets of saliva</p>	<p>T :- Explain on blackboard</p> <p>S :- Listen and take notes</p>	Enlist direct transmission

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>containing millions of bacteria and viruses are blown into the surrounding air.</p> <p>mitted by droplet infection includes common cold, tuberculosis, measles, whooping cough, diphtheria, cerebro spinal meningitis, e.t.c.</p> <p>(C) CONTACT WITH SOIL :- The disease agent may be acquired by direct contact with infected soil , as for example , tetanus “ infective “ hookworm larvae and strongyloids .</p> <p>(D) INOCULATION INTO SKIN OR MUCOSA :- The disease agent may be inoculated directly into the skin or mucosa, as for example rabies virus through dog bite, hepatitis B virus through contaminated needles and syringes.</p> <p>(E) TRANSPLACENTAL TRANSMISSION :- Disease agents may be transmitted in uterus from mother to the foetus . this is also known as vertical transmission . Example rubella virus , syphilis, hepatitis B , AIDS etc</p>		

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
4	20 min.	INDIRECT TRANSMISSION	<p>INDIRECT TRANSMISSION :-</p> <p>(A) VEHICLE BORNE TRANSMISSION :- The chief vehicles of transmission are water , milk or food other vehicles include blood , serum, plasma and other biological products . Hepatitis B (Serum hepatitis) is the most important disease transmitted through blood contact.</p> <p>(B) VECTOR BORNE TRANSMISSION :- Malaria ,filarial , kala azar and plague are transmitted by insects . This mode of transmission is known as vector transmission .</p> <p>(C) AIR BORNE TRANSMISSION :- Air borne transmission includes transmission by droplet and infected dust.</p>	<p>T :- Explain on blackboard</p> <p>S :- Listen and take notes</p> <p>T :- Explain on blackboard</p> <p>S :- Listen and take notes</p>	Q. Enlist the indirect transmission

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>(i) Droplet nucleolus :- these are extremely small infective particles (less than 0.1 mm) which keeps floating in the air.</p> <p>(ii) Infected dust :- Some of the larger droplets which are expelled during coughing and sneezing settle down on the floor , clothes , linen and become part of the dust . This is known as infected dust.</p> <p>(D) Fomite borne transmission :- Fomites are articles that convey infection to other because they have been contaminated by pathogenic organisms . Example include handkerchief, drinking glasses , door handle , towels , clothing , toys , etc. Fomites play an important part in indirect infection.</p>		

Summary:& Evaluation(10 Min)

- List various types of disease transmission
- List the name of direct disease transmission
- What is vehicle borne transmission?
- What is difference between air born transmission& Vector borne transmission.

Assignment: List all the types of disease transmission of direct & indirect

Evaluation: Unit test for 50 marks and the unit is completed.

Bibliography: Park k,"Essential of Community Health Nursing ",Bhanot publication, sixth edition, March 2012,page no.

LESSON PLAN

Subject : Community Health Nursing-I

Unit : IV,

Topic : IMMUNIZATION AGENT & NATIONAL IMMUNIZATION SCHEDULE.

Group : STUDENT OF GNM 1ST YEAR

Place : Class room

Date & time: 60 minutes

Teaching method : Lecture cum Discussions

AV aids / instructional aids : charts, posters & Black Board and chalk, projector

Student Pre requisite : Students should have knowledge about levels of preventions of disease, disease transmission direct and indirect.

General Objective : At the end of the class the students will be able to explain primary health care .

Specific Objectives: At the end of the class the students will be able to

1. Define immunity
2. Discuss about immunization
3. Explain the immunization agent
4. Explain the immunization schedule and draw diagram

Review of previous class: Ask questions regarding levels of preventions of disease, disease transmission direct and indirect.

Introduction: Ask students about leave of prevention of disease.
Ask students transmission direct and indirect.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 min	Define immunity	Introduction:- one of the important factors for achieving health for all is the ability of the individual and organization to recognize and respond to change in advancing technology for health maintenance and health promotion, new pattern of disease and disability etc. one of the most case effective health intervention is immunization.	T:Lecture cum discussion S: Discussion Listens and takes notes. Used Charts of immunity.	Q: What is immunity?
2	10min	Discuss about immunization.	<p>Process of protecting an individual from a disease through introduction of live killed or parcel component of the individual organism into the individual system.</p> <p>Immunity is administration of an antigen in the form of vaccination by the production of antibodies within the body. The body is then immune to the effects of intended pathogens.</p> <p>The national immunization. Programme was launched in India as the expanded programme on immunization, in 1978.</p> <p><u>Classification of immunity –</u></p> <p>Innate immunity is that which the individual possess by virtue of his constitutional and genetic make-up it is also called racial immunity.</p> <p>Active immunity may be humoral or cellular immunity or combination of both.</p> <p>Humoral immunity constitutes one of the most important mechanism of host resistance to infection.</p> <p>To project active immunity the combination of both is needed.</p>	T: Lectures S: discussion and taken notes use chalk and black board.	Q: What is immunization.?

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p style="text-align: center;">Immunity</p> <p style="text-align: center;">↓</p> <div style="display: flex; justify-content: space-around;"> <p>Innate immunity</p> <p>Acquired immunity</p> </div> <p style="text-align: center;">↓ ↓</p> <div style="display: flex; justify-content: space-around;"> <p>Active</p> <p>Passive</p> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <p>Humoral</p> <p>Cellular</p> <p>Interferon & Cellular</p> </div> <p style="margin-left: 40px;">↓ ↓</p> <p style="margin-left: 40px;">Combination of Humoral & cellular</p> <p style="margin-left: 40px;">↓ ↓</p> <div style="display: flex; justify-content: space-around; margin-left: 40px;"> <p>Infection clinical & subclinical</p> <p>Immunization by vaccines</p> </div> <p style="margin-left: 400px;">↓</p> <ul style="list-style-type: none"> Administration of immune serum or cell Trans placental or vial colostrums 		
3	10 min	Explain the immunization agent	<p style="text-align: center;">Agents of immunization :-</p> <ul style="list-style-type: none"> Vaccine Immunoglobulin's <p><u>Vaccine</u> :- vaccine is a preparation of an antigen for preventive inoculation which when administered stimulates specific antibody formation in the body vaccines may be prepared from live (generally attenuated) organism inactivated or killed organism or combination of these.</p> <p style="margin-left: 40px;">➤ <u>Live vaccines</u> :-prepared from live organisms these organisms have been passed repeatedly in the lab. In the tissue culture or chick embryo and have lost their capacity to induce the full blown disease but retain their</p>	<p>T: Enlist on black board discuss with students</p> <p>S: Listen and takes notes</p>	<p>Q. List out the tools of community assessment</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>immunogenicity, hence called attenuated organism.</p> <ol style="list-style-type: none"> 1. Live organisms multiply in the host and the resulting antigenic dots is more than what is infected . 2. Live vaccine is have all the major & minor antigenic components. 3. Live organisms engage certain tissues of the body ex. Intestinal mucosa after administration of oral polio vaccine. <p><u>Inactivated or “killed” vaccines</u> :- organisms killed by heat or chemicals when injected into the body stimulated active immunity. Normally killed vaccines are less effective than live vaccines. Expect inactivated polio vaccine killed vaccines are used in double or triple primary doses generally to increase antigenic potency e.g. Cholera vaccines.</p> <ul style="list-style-type: none"> ➤ Cellular fractions – meningococcal vaccine from the polysaccharide part of cell wall the pneumococcal vaccine from the polysaccharide contained in the capsule of the organism these vaccines are safe and effective. ➤ Toxoids – certain organisms produce exotoxin eg. Diphtheria and tetanus beeline the toxins produced in these organisms are detoxicated and used in the preparation of vaccine. The antibodies produced neutralize the toxin activity produced during infection rather than act upon the organism. These toxoids are also safe and effective. ➤ Combinations :- if more than one kind of immunizing agent is include in the vaccine, it is called mixed or combined vaccine. The aim of combined forms of vaccine is simplify administration, reduce costs and minimize the number of contacts of the patient with the health center. 		

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>DPT DT TYPHOID VACCINE MMR</p> <p>Vaccine are made available as plain vaccines, adjustment vaccines and freeze dried vaccines</p> <ul style="list-style-type: none"> ➤ Immunoglobulin's :- human Immunoglobulin system is composed of 5 major classes Ig G, IgA, IgM, IgD and IgE and subclasses within them. The various classes and subclasses of Immunoglobulin represent different functional groups that are required to meet different types of antigenic challenges. 		
4	10 min	Explain the immunization schedule	<p>Universal immunization programme (UIP) initiated in 1978 with the objective of protecting eligible population through immunization services against six selected diseases (diphtheria, pertussis, tetanus, polio, measles, tuberculosis)</p> <p>The universal immunization programme was launched with accelerated effects for universal coverage of immunization of infants and pregnant women.</p> <p>The national immunization schedule the age at which the vaccines are given and the number of doses recommended of each vaccine is called the immunization schedule.</p> <p>Efficacy of optional when the vaccines are administered at the right age and the full course is completed.</p> <p>According to this schedule 2 doses of T.T to pregnant women and 3 doses each of DPT and OPV and one dose each of BCG and measles vaccines are to infants. Further the school children are given DT and T.T vaccines.</p> <p>The vaccination of critically ill children with higher fever (38°C\ 101°F)</p>	<p>T:- Lecture cum discussion</p> <p>S:- listen & take notes</p> <p>Use chalk and black board and prepared poster.</p>	<p>Q: What is the universal immunization programme and explain immunization schedule?</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluati on																								
			<p>and children requiring hospitalization may be deferred ensure vaccination as soon as the child recover.</p> <table><tr><th>Group</th><th>Vaccine</th><th>Time</th><th>Route</th><th>Dose</th></tr><tr><td rowspan="2">1.) For Pregnant Women</td><td>T.T.I</td><td>At the time Ist ANC visit</td><td>I.M</td><td>0.5 ml</td></tr><tr><td>T.T.2ND</td><td>After 4 week of T.T 1ST</td><td>IM</td><td>0.5ML</td></tr><tr><td>2) For Infant</td><td>BCG OPV 0 HEPATITIS B</td><td>AT BIRTH</td><td>ID ORAL IM</td><td>0.05ML 2 DROPS 0.5ML</td></tr><tr><td></td><td>OPV 1ST PENTA VALENT 1ST</td><td>6WEEK</td><td>ORAL IM</td><td>2 DROPS 0.5ML</td></tr></table>	Group	Vaccine	Time	Route	Dose	1.) For Pregnant Women	T.T.I	At the time Ist ANC visit	I.M	0.5 ml	T.T.2 ND	After 4 week of T.T 1 ST	IM	0.5ML	2) For Infant	BCG OPV 0 HEPATITIS B	AT BIRTH	ID ORAL IM	0.05ML 2 DROPS 0.5ML		OPV 1 ST PENTA VALENT 1 ST	6WEEK	ORAL IM	2 DROPS 0.5ML		
Group	Vaccine	Time	Route	Dose																									
1.) For Pregnant Women	T.T.I	At the time Ist ANC visit	I.M	0.5 ml																									
	T.T.2 ND	After 4 week of T.T 1 ST	IM	0.5ML																									
2) For Infant	BCG OPV 0 HEPATITIS B	AT BIRTH	ID ORAL IM	0.05ML 2 DROPS 0.5ML																									
	OPV 1 ST PENTA VALENT 1 ST	6WEEK	ORAL IM	2 DROPS 0.5ML																									

S. No	Time	Specific objective	Content						Teaching learning activity	Evaluation
				OPV 2 ND Pentavalent 2 ND	10 WEEKS	ORAL IM	2 DROPS 0.5ML			
				OPV 3 RD Pentavalent 3 RD	14 WEEKS	ORAL IM	2 DROPS 0.5ML			
				MEASLES	9 MONTH	SC	0.5ML			
				VITAMIN A	9 MONTH	ORAL	1 LAC I.U.			
			3) FOR CHILDREN	DPT Booster Polio Booster Measles II Vitamin A DPT Booster	16-24 month 16-24 month 16-24 month 16-24 month 16-24 month 5-6 year	I.M Oral SC ORAL I.M	0.5 ml 2 drop 0.5ml 2LAC I.U 0.5ml			

Summary:& Evaluation(10 Min) <ul style="list-style-type: none"> ➤ What is immunity, classification ➤ What do you understand by immunization. ➤ Draw national immunization schedule
Assignment:- Discuss national immunization schedule.
Evaluation: Unit test for 50 marks once the unit is completed.
Bibliography Basavanthappa BT," Community Health Nursing",Jaypee publications, second edition,2013 Park k,"Essential of Community Health Nursing",Bhanot publication, sixth edition, March 2012 Swarnkar keshav ,"Community Health Nursing,"N R Brothers publications,3rd edition ,2014, Soni samta ,"Community Health Nursing',amit publications,first edition ,2014,

LESSON PLAN

Subject : Community Health Nursing-I

Unit : IV. Principles of epidemiology & epidemiological method.

Topic: Control of infectious disease.

Group : G N M 1st year

Place : Class room

Date & time: 60 minutes

Teaching method : Lecture cum discussion

AV aids / instructional aids : Black Board and chalk, chart, LCD, computer.

Student Pre requisite : The students should have some knowledge about infectious disease.

General objective: At the end of the class ,the students will be able to gain knowledge regarding control of infectious disease.

Specific Objectives: At the end of the class the students will be able to

- 1.Enlist the method of control of infectious disease.
2. Explain about controlling the source *or* reservoir of infection.
3. Discuss about blocking channel of transmission.
- 4.Explore about protecting the susceptible population.

Review of previous class: Ask questions regarding control of infectious disease.

Introduction:

- Ask the students if they know any method of controlling infectious disease.
- Tell a story of controlling infectious disease such as cholera and malaria disease.
- Brain storm what they should do.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 mins	List all the method of control of infectious disease.	The measures of control of infectious disease may be classified as under- 1. Controlling the source of reservoir of infection. 2. Blocking the channels of transmission. 3. Protecting the susceptible population.	T; Lecture cum discussion with use of black board. S; Listen, discuss & takes notes..	Q. What are the methods of control of infectious disease?
2	20 mins	Explain about controlling the source or reservoir of infection.	CONTROLLING THE SOURCES OR RESERVOIR OF INFECTION - 1. EARLY DIAGNOSIS- The first step in control of infection of spread of an infectious disease in a community is early and accurate diagnosis of cases & carrier when the diagnosis is in doubt confirmation must be obtain by laboratory methods. 2. NOTIFICATION-Notification is usually done by the health worker with in 24hrs. of the occurrence of the case. The purpose of notification is to enable further action to be taken to control the spread of infection. The name and address of the case, age, sex, diagnosis, date of onset of symptom and measures already taken are all included in the notification . The	T: Lecture cum discussion ,use of black board. S: Listens , takes notes.	Q. What do you know about early diagnosis of infectious disease. Q. How will you notify the infectious disease.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>list of notifiable cases varies from place to place ,generally they include those of public health importance.</p> <p>3. ISOLATION- Patient suffering from infectious disease should be isolated . Hospital isolation is always better than home isolation .The purpose of isolation is to limit the spread of disease in the community. The duration of isolation depend upon the particular disease. It is usually as long as the infectious period of the disease.</p> <p>4. TREATMENT- Treatment reduces the communicability of disease, cut short the duration of illness and prevents the development of secondary cases. Prompt treatment is therefore an important aspect of the control of an infectious disease.</p> <p>5. SURVEILLANCE- This is a new concept in disease control .It comprises prompt field investigation of all cases to find out the sources of infection and institution of prompt control measures.</p> <p>6. DISINFECTION- Destruction of the infectious agent in the excretion of the patient and the article contaminated by the patient are important step in the control of spread of infection.</p>		<p>Q. What are the role of isolation in infectious disease.</p> <p>Q. What are the importance of early treatment of infectious disease.</p> <p>.</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3	10mins	Explain about blocking the channels of transmission .	<p>BLOCKING THE CHANNELS OF TRANSMISSION-</p> <p>The measures available are -</p> <ol style="list-style-type: none"> 1. Disinfection of water supplies. 2.Safe disposal of human excreta & solid waste 3. Control of insects & rodents. 4. Improving the standard of food hygiene etc. <p>Which method is to be enforced will depend upon the organism involved & its portal of exit, for example in the control of cholera, priority goes to chlorination of water supplies, & safe disposal of human excreta .In malaria control .It is the control of mosquitoes.</p>	<p>T: Explain on black board & discuss with students.</p> <p>S:.listen, & takes notes.</p>	<p>Q. How will you block the channels of transmission of infectious disease?</p>
4	10 minutes	To explain about protection of susceptible population.	<p>PROTECTION THE SUSCEPTIBLE POPULATION -</p> <p>IMMUNIZATION-The key to the prevention of many infectious disease lies in immunization before the onset of disease, booster doses are required to keep up the levels of heard immunity ,immunization is an important weapon in the control of spread of infection.</p>	<p>T:Explain on black board.</p> <p>S:Listen & takes notes.</p>	<p>Q:Describe immunization schedule.</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			HEALTH EDUCATION- Successful control of any disease requires community participation it is through health education. We try to enlist public cooperation.		

Summary:& Evaluation(10 Min)

- List various types of methods of controlling infectious disease.
- How will you diagnose, infectious disease in early stage.
- What do you know about notification?
- How will you isolate the patient?
- Describe immunization schedule.

Assignment: Describe the method of controlling infectious disease.

Evaluation: Unit test for 50 marks once the unit I is completed.

Bibliography - Park k,"essential of community health nursing ",bhanot publication,second edition,page no. 189.

LESSON PLAN

Subject : Community Health Nursing-I

Unit : IV Principles of epidemiology & epidemiological method.

Topic : Disinfection

Group : G N M 1st year

Place : Class room

Date & time: 60 minutes

Teaching method : Lecture cum discussion

AV aids :Black Board and chalk, chart.

Student Pre requisite : The students should have some knowledge about disinfection.

General objective; : At the end of the class ,the students will be able to gain knowledge regarding disinfection.

Specific Objectives: At the end of the class the students will be able to :-

1. Define disinfection and other terms
- 2 Explain about types of disinfection.
- 3.Explore classification of disinfection.

Review of previous class: Ask questions regarding disinfection.

Introduction: 1.Ask the students if they know any one method of disinfection .

2. Brain storm what they should do.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	20 min	Define disinfection	<p>DEFINITIONS-</p> <ol style="list-style-type: none"> 1. DISINFECTANT- A disinfectant or germicide is an agent (not usually bacterial spores)outside the body by direct exposure to chemical or physical agents. 2. ANTISEPTIC-An antiseptic is an agent which destroy or inhibits the growth of infectious agents & which can be applied to living tissue ,e.g. alcohol, Dettol, a disinfectant in low concentration or dilutions act as a antiseptic. 3. DEODORANT- An agent which suppresses bad odors e.g. lime, bleaching powder. 4. DETERGENT- A surface cleansing agents which acts by lowering surface tension e. g. soap, which removes bacteria with dirt. 5. DISINFECTION- Killing of infectious agent outside the human body by direct exposure to chemical or physical agents. 6. DISINFESTATIONS- Any physical or chemical process serving to destroy arthropods or rodents presents on the person , the clothing or in the environment of an individual or in domestic animals. 7. STERLIZATION- Destruction of all micro organisms & their spores. 	<p>T; Lecture cum discussion with use of black board .</p> <p>S; Listen, discuss & takes notes..</p>	<p>Q: What do you know about antiseptic.</p> <p>Q. Define disinfection.</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
2	20 mins	Explain types of disinfection.	<p>Types of disinfection:-</p> <ol style="list-style-type: none"> 1. Concurrent disinfection- The application of disinfective measures as soon as possible after the discharge of infectious material from the body of an infected person (e. g.- urine, stool) or after the soiling of articles (e. g. contaminated linen) with such infectious discharge. 2. Terminal disinfection- The application of disinfection measures after a pt. has died or has been removed to a hospital or has ceased to be a source of infection. 3. Prophylactic disinfection- boiling of water, pasteurization of milk , washing hands, with soap and water are examples of prophylactic (or pre) disinfection. 	<p>T:Lecture cum discussion with the use of black board and chalk .</p> <p>S: Listens, takes notes.</p>	<p>Q. Describe the types of disinfection .</p>
3.	10mins	Explore classification of disinfectants	<p>CLASSIFICATION OF DISINFECTANTS-</p> <ol style="list-style-type: none"> 1. Natural – <ol style="list-style-type: none"> a) sunlight b) Air 2. Physical – <ol style="list-style-type: none"> a) dry heat b) moist heat c) Radiation 3. Chemical – <ol style="list-style-type: none"> a) Liquid- phenol ,cresol, alcohol, chlorine, formalin b) Solid – bleaching powder, lime c) Gases- Formaldehyde, ethylene oxide 	<p>T: Lecture cum discussion with the use of black board.</p> <p>S: .listen discuss & takes notes.</p>	<p>Q. What are the classification of disinfection</p>

Summary:& Evaluation(10 Min)

- List various types of definition terms use in disinfections.
- How many types of disinfection.
- To explain classification of disinfectants

Assignment; List and explain the various disinfectants terms use in disinfection

Evaluation: Unit test for 50 marks once the unit IV is completed.

Bibliography-1.Park J.E.,” ESSENTIALS OF COMMUNITY HEALTH NURSING”, Second edition page no.191

LESSON PLAN

Subject : Community Health Nursing-I

Unit : (V) FAMILY HEALTH NURSING CARE

Topic : Family as a unit of health

Group : GNM I year

Place : Class room

Date & time: 60 minutes

Teaching method : Lecture cum discussion

AV aids / instructional aids : Black Board and chalk, LCD projector

Student Pre requisite : The students should be able to identify the individual, family, community, and nation and would be able recognize the importance of family health services.

General Objective : At the end of the class the students will be able to gain knowledge regarding family, types of family, family as a unit of health.

Specific Objectives: At the end of the class the students will be able to

1. Define family.
2. Enlist the types of family.
3. Explain family as a unit of health care system.
4. Discuss role of Family in health and disease.

Review of previous class: Ask questions about individual, family, community, importance of community health nursing.

Introduction:

Ask the students regarding family, information regarding his family in which he lives, family of relatives & neighbour. Also mention the objectives of the lesson to the students here.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 mins	Define family.	<ul style="list-style-type: none"> ➤ Family is a group of two or more persons related by birth marriage or adoption and residing together in a household. ➤ It is a group of biological related individuals living together and eating from a common kitchen. ➤ Genetic transmission unit. ➤ Matrix of personality of development and the most intimate emotional unit of society. ➤ Enduring social form in which a person is incorporated. 	T: Explains with power point presentation. S: Listens and takes notes.	Q: Define family.
2	15 Mins	Enlist the types of family.	<ul style="list-style-type: none"> ➤ Classification according to structure. <ul style="list-style-type: none"> • Nuclear family. <ul style="list-style-type: none"> -Parents, dependent children. -Separate dwelling not shared with members of - family of origin/orientation of either spouse. -Economically independent. • Extended family <ul style="list-style-type: none"> -unilaterally extended -bilaterally extended -includes 3 generations -lives together as a group -kinship network provides function to all 	T: Explains with power point presentation. S: Listens and takes notes.	Q;Why study of the family is necessary.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>members.</p> <ul style="list-style-type: none"> • Single parent family <ul style="list-style-type: none"> -children < 17 years of age, living in a family unit with a single parent, another relative or non relative. - may result from Loss of spouse by death, divorce,separation,desertion. -out of wedlock birth of a child -from adoption -from migration • Blended family <ul style="list-style-type: none"> -includes step parents and step children -caused by divorced ,annulment with remarriage and separation • Communal family <ul style="list-style-type: none"> -grouping of individuals which are formed for specific ideological or societal purpose -considered as an alternative lifestyle for people who feel alienated from the economically privileged society -vary within social contacts <p>➤ The Filipino family</p>		

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> -closely knit -bilaterally extended -authority based seniority/age -externally patriarchal, internally matriarchal -high value on education of members -predominantly catholic -child-centered -average number of members is 5 -environmental stresses 		
3	15 mins	Explain family as a unit of health care system.	<ul style="list-style-type: none"> • Health of an individual depends upon the health of the family • Family members have the interpersonal relationship and dependency on each other. • Family size, structure, income educational, standard, environment etc affect the health standard of the family members. • Illness of one family member affects the total health care of the family. • Individual's health problem can be tackled easily. • Customs, traditions, habits and socio cultural aspects related to the health risk, illness. 	T: Explains with power point presentation. S: Listens carefully	How family as a health system?

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • Comprehensive health care can be provided to community through family health care services. • The successful family life cycle can be achieved by the family health care services. 		
4	10	Explain Family in health and disease.	<p>Family helps in every condition whether health and disease, for example in.</p> <ul style="list-style-type: none"> ➤ Child rearing <ul style="list-style-type: none"> • Vary society to society • Pattern <ul style="list-style-type: none"> -feeding -nutrition -hygiene -clothing ➤ Socialization <ul style="list-style-type: none"> • Values • Believes • Code of conduct ➤ Personality formation <ul style="list-style-type: none"> • To withstand • Stress and strain ➤ Care of dependent adult 	<p>T: Explains with chalk and board S: Listens and takes notes</p>	

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • Sick • Pregnant • Handicapped <p>➤ Stabilization of adult personality</p> <ul style="list-style-type: none"> • Illness • Injury • Anxiety • lose • mental illness • high BP • ulcer • diabetes • addiction <p>➤ familial susceptibility of diseases</p> <ul style="list-style-type: none"> • Hemophilia • Schizophrenia • Psycho neurosis • Congenital anomalies • Communicable diseases <p>➤ problem family</p> <ul style="list-style-type: none"> • Lag behind the rest of community • Low standard of life • Unsatisfactory home life. 		

Summary:& Evaluation(10 Min)

- Define family
- Why study of the family is necessary
- Explain family as a unit of health system
-

Assignment: Describe family as a unit of health system.

How can a family help each other in disease condition? Explain.

Evaluation: Unit test for 50 marks once the unit V is completed.

Bibliography

- K.Park,An introduction of community health nursing
- K.K.Gulani ,community health nursing
- Keshav swarnkar's community health nursing III edition, N.R.Brothers. page no. 81,82

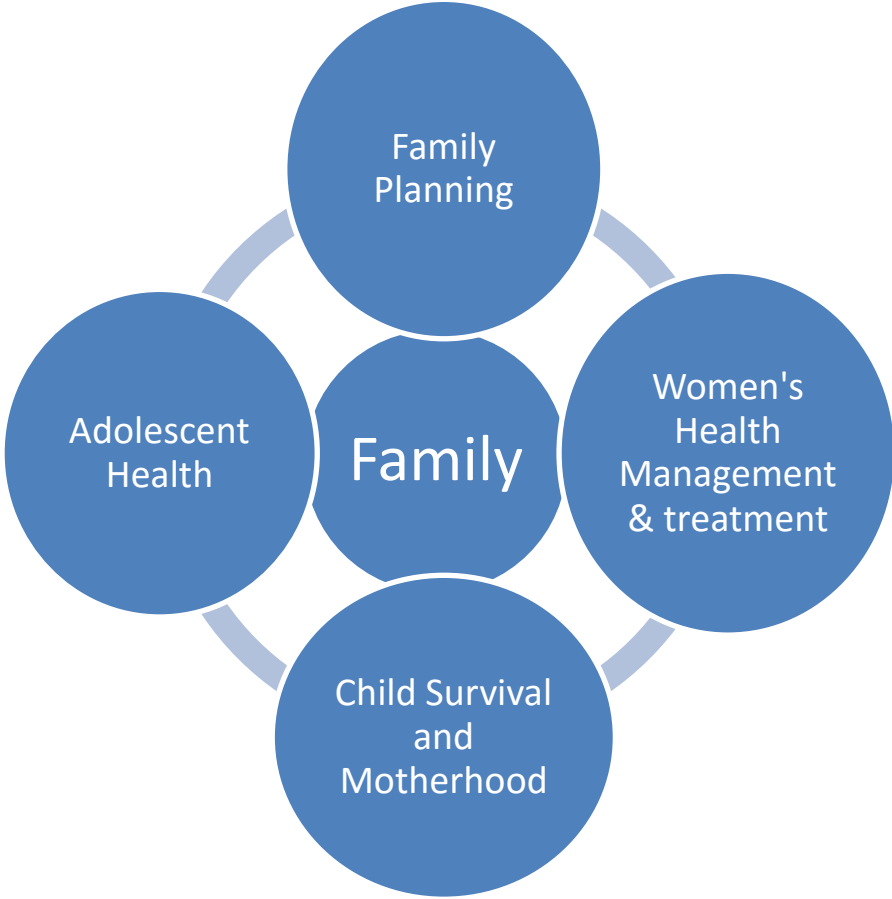
Subject:- Community Health Nursing – I

Unit	:-	V th Demonstrate Skill in Providing Comprehensive Nursing Care to The Family
Topic	:-	Concept Objective, Goals of Family Health Care Services
Group	:-	G.N.M. I st Year
Place	:-	Class Room
Teaching Method	:-	Lecture Cum Discussion
A.V. Aids	:-	Black Board & Chalk, Projector & Posters
Student Pre-requisites	:-	Students should able to explain the term family including care, goal & objectives.
General Objectives	:-	At the end of the class, students will be able to discuss about family care services.
Specific Objectives	:-	At the end of the class, students will be able to – <ul style="list-style-type: none">▪ Explain meaning of family▪ Define family▪ Discuss the concept different type & function of family▪ Define family health care & model▪ Factors of family health care▪ Explain Aims & Objectives of family health care▪ Enlist Principle of health care
Review of Preview Class	:-	Ask questions about family & family health care.

S. No.	Specific objective	Time	Content	Teaching learning method	Evaluation
1.	To explain the meaning of family .	15 min.	<p><u>Intoroduction :-</u> The word family is derived from the Roman word “Famulus” which means a “Servant”. In roman laws the word denotes “the group of producers and slaves and other servants as well as other members.”</p> <p>A family is a group of individuals united by bonds of blood or marriage. The group lives together and consumes food from a common kitchen. The members of the group interact with each other in various capacities and discharge their roles in accordance with the family tradition and cultural norms of the society to which they belongs.</p> <p>A family is a primary unit of society in many aspects social, biological, economical, epidemiological and operational.</p>	T: Explains with chalk and board S: Listens and takes notes	What do you understand the word “Family”?
2.	To define family.	10 min.	<p><u>Definition:-</u></p> <p>Family is a group of biologically related persons living and sharing common kitchen and purse.</p> <p>Family can be defined as a group of two or more individual united by blood, marriage, adoption or mutual consent who live together under the same roof, eat from the common kitchen, pool and share all the resources for the benefit of all members, who interact and inter communicate with each other in their respective familial role and who create and maintain a subculture.</p>		Define the term “Family”.

S. No.	Specific objective	Time	Content	Teaching learning method	Evaluation
3.	To discuss the concept different type & function of family.	25 min.	<p><u>Concept of Family:-</u></p> <ol style="list-style-type: none"> 1. Biological Concept:- A family is a biological unit because all its members are bonded together by blood or marriage. 2. Psychological Concept:- Family is basic unit of growth, experience and adaption. 3. Economical Concept:- Family member's pool income from all sources and distributed among all its members, earning as well as nonearning. 4. Sociological Concept:- Family is an instrument of preserving, protecting, and propagating of habits, practices, customs, and traditions of the society. 5. Epidemiological Concept:- Because it's members share a common genetic, nutritional, environmental, social, and cultural milieu that influences their health and disease status. 6. Operational Concept:- Because it confirms to the service requirements of family medicine and primary health care. 7. System's Therapy:- It is applicable for community health nursing because of the focus on internal and external relationship and dynamics. 	<p>T: Explains with chalk and board S: Listens and takes notes</p>	What do you mean by concept of family?

S. No.	Specific objective	Time	Content	Teaching learning method	Evaluation
4.	To define family health care.	15 Min.	<p><u>Family Type:-</u></p> <ol style="list-style-type: none"> 1. Nuclear Family:- It consists of husband, wife and their unmarried children. 2. Joint Family:- A joint family comprises two or more couples united by bonds of blood of patrilineal descent. There is a sharing of responsibilities in all matters. 3. Three Generation Family:- It occurs usually when young couples are unable to find separate housing accommodation and continue to live with their parents and have their own children. <p><u>Functions of Family:-</u></p> <ol style="list-style-type: none"> 1. Home or comfort 2. Economical security 3. Procreation of children 4. Physical and emotional care 5. Education 6. Socialization 7. Division labor 8. Social care and control <p><u>FAMILY HEALTH CARE:-</u></p> <p>Family health is defined as art and science of preventing disease, prolonging life and promoting health and efficiency of family through organized family efforts for the safe family environment, prevention and control of communicable diseases, reproductive and child health, education of members in personal hygiene, seeking medical</p>	<p>T: Explains with chalk and board S: Listens and takes notes</p>	<p>What do you mean by family health care and its importance?</p>

S. No.	Specific objective	Time	Content	Teaching learning method	Evaluation
5.			<p>and nursing services for early diagnosis and treatment, development of social system and coping abilities to ensure normal development and optimum health status of family members.</p> 		

S. No.	Specific objective	Time	Content	Teaching learning method	Evaluation
6.	To list down the factors of family health care.	10 Min.	<u>Factors of Family Health:-</u> <ol style="list-style-type: none"> Human biology:- It is composed of family size, structure, composition and characteristics, genetic inheritance and self-concept. Environment:- It is composed of physical, biological and social environment of the family. Lifestyle:- It composite of daily living activities, behavioral and cultural practices including customs and traditions practiced by the family. Health and allied resources:- It includes health services, health related facilities, socioeconomics conditions, political system and health related services, etc. 	T: Explains with chalk and board S: Listens and takes notes	List down the main factors of family health.
	To explain the aims & objective of family health care.	10 Min.	<u>Aims of Family Health Care:-</u> <ol style="list-style-type: none"> Reduction of maternal, infant and child mortality and morbidity rates. Family planning to space out children and ensure Planned Parenthood. Improve nutritional status of family members. Health education of the family in all preventive, promotive, curative and rehabilitative aspects of health care. 	T: Explains with chalk and board S: Listens and takes notes	Explain the aim of family health care.
		10 Min.	<u>Objectives of Family Health Care:-</u> <ol style="list-style-type: none"> Identify and appraises health problems of the family. Ensure family's understanding and acceptance of the problem. Provide prompt and proper services according to the health needs of the family. 		

S. No.	Specific objective	Time	Content	Teaching learning method	Evaluation
7.	To explain the principles of family health care.	15 Min.	<p>4. Helps to develop the competence in the members to take care of their family as and when required.</p> <p>5. Contributes desired materials to personal and social development of the family members.</p> <p>6. Helps to promote the utilizing of available resources to maintain all aspects of health of the rehabilitative measure.</p> <p><u>Principles of Family Health Care:-</u></p> <ol style="list-style-type: none"> 1. Establish good professional relationship with the family. 2. Provide proper health education and guidance to family to take care of themselves. 3. Collect all relevant information about family and community to identify problems and set priorities. 4. Provide support to the family based on their needs. 5. Encourage and motivate family members to participate health care services to improve their health status. 6. Health care services should be provided to family irrespective of sex, age, income, religion etc. 7. Duplication of health services should be provided to the family irrespective of sex, age, income, religion etc. 8. Proper health message to be communicated to family in every contact. 	<p>T: Explains with chalk and board</p> <p>S: Listens and takes notes</p>	Which are the main principles of family health care?

Summary & Evaluation (10 Min.) :-

- Explain the term family & define family health care.
- Enumerate the type & function of family health care.
- Write down the concept of family health care.
- List down the objective & principle of family health care.

Assignment :- Explain the concept, aim, objective & principle of family health care.

Evaluation :- Unit test for 50 marks once the unit V is completed.

Bibliography :-

I CLEMENT, Basic Concept of Community Health Nursing Second Edition Jaypee Brothers Medical Publishers (P) Ltd. (Page No. 148 to 150)

LESSON PLAN

Subject : Community Health Nursing-I

Unit : V , Family Health Nursing Care

Topic : Family Health Services

Group : Ist Year G.N.M

Place : Class room

Duration: 60 minutes

Date & time:

Teaching method : Lecture cum discussion

AV aids / instructional aids : Black Board and chalk, chart ,LCD, Computer

Student Pre requisite : The students should have knowledge about basic nursing care and health needs of family .

General Objective : At the end of the class the students will be able to describe family health services.

Specific Objectives : At the end of the class the students will be able to:-

1. Define family health services.
2. Describe the factors related to family health services.
3. Discuss the aims of family health services
4. Explain the principle of family health services

Review of previous class: Ask questions regarding family structure, health status, size of family, type of family.

Introduction:

Ask the students about health needs of family.

Tell a story about family health services provided in community and discuss various programs related to family health services initiated by central government.

Also mention the objectives of the lesson to the students .

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	05 minutes	To define the family health services	Definition:- It can be define as the services provided to the family in community which can help in prevention of disease, promotion of health status and to rehabilitate the health of family and to achieve the optimum health status of family	T: Explain definition. S: Listen and takes notes.	Q: Define the family health services.
2	15 minutes	To describe the factor related to family health	<p>➤ Factor Related To Family Health services- There are four main factors they are as follows:-</p> <ol style="list-style-type: none"> 1). socio -economic status 2). Education status Of Family 3). Culture & Environment 4). Availability Of Health Services 5) family composition <p>1) Family Income: - Health level of poor families can be low. Therefore information about family budget, importance of small family norm and knowledge about government aid etc. should be provided through family health services.</p> <p>2) Literacy of Family: - Lack of education or illiteracy can give birth to disease and superstition, while higher education assists in the understanding of new thoughts and awareness about health problems.</p> <p>3) Culture and Environment: - Customs and rituals beliefs and tradition nuclear or joint family system and</p>	T: Explain factors related to family health services. S: Listen, discuss and takes notes.	Q: Describe the factors related to family health Services.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>behavior of community towards aged, children and women influence the health and welfare of individual and family. Environmental factor; air, water, sanitation, lighting, sound, temperature, housing, waste disposal etc. affects the family health status.</p> <p>4) <u>Availability of Health Services:</u> - Availability , use quality and specialization of community health services also affects the health of family</p> <p>5) <u>Family composition-</u> family composition according to age, sex influence the health need of family.</p>		
3	10 minutes	To describe the aims of family health services	<p>➤ <u>Aims of Family Health Services</u></p> <p>Aims of family health services are to achieve highest level of health for the individual and families through health activities. The major goal of the services are :-</p> <p>A). Reducing Maternal Mortality Rate, Maternal Morbidity Rate</p> <p>B) Spacing the birth of children</p> <p>C) Providing help in solving the problem of malnutrition in family</p> <p>D) Providing health education to the family so that they can lead a healthy and good life</p>	<p>T: Explain aims of family health services</p> <p>S: Listen and takes notes</p>	Q: Describe the Aims of family health services
4	20 minutes	Describe the principles	<p><u>Principle Of Family Health Services</u></p> <p>The main principles of family health services are:-</p> <ul style="list-style-type: none"> • Nurse should have friendly relations with every 	T: Explain the principles.	Describe principle of family

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
		family health services	<p>family and should encourage the families to have good relation with each other and in the community.</p> <ul style="list-style-type: none"> • It is essential to have the knowledge of all basic facts about the family e.g. its size, occupation, customs, rituals and education standard etc. • Problems should be identified and assigned the priority level. • Problems should be discussed with the family for finding the solution of the problems, opinion of the family members should be considered and the information about the available health and development facilities should be given to them. • Co operation of the family members should be obtained to implement the desired plan of action. • Family should be encouraged to be self sufficient to fulfill their needs and to pay attention to nutrition, health and family welfare. • At every contact /visits, a message should be given that is important from the point of view of family health. • Participation of family members is essential in family health nursing services. 	S: listen and takes notes.	health services.

Summary:& Evaluation(10 Min)

- Define family health service.
- List the various aims of family health services.
- Describe the factors related to family health services.
- Describe the principles of family health services?

Assignment: Describe the family health services with aims, principles and factors related to family health services.

Evaluation: Unit test for 50 marks once the unit V is completed.

Bibliography:- Swarnkar Keshav, Community Health Nursing I , N.R. Brothers Publication 2nd edition Year 2006, Page No -76 to 77.

LESSON PLAN

Subject : Community Health Nursing-I

Unit : V , Family Health Nursing Care

Topic : Family Health Care Plan

Group : G.N.M Ist Year

Place : Class room

Time duration : 60 minutes

Teaching method : Lecture cum discussion

AV aids / instructional aids : Black Board and chalk, chart ,LCD, Computer

Student Pre requisite : The students have some knowledge about family health Care Plan and would be able to learn how to prepare health care plan of family and explain the steps of nursing care plan of family.

General Objective : At the end of the class the students will be able to prepare the family health care plan and describe the steps of nursing care plan.

Specific Objectives : At the end of the class the students will be able to:-

1. Explain family nursing care plan.
2. Enlist steps of family health nursing care plan.
3. Describe the family health assessment.
4. List out the barriers of implementation.

Review of previous class: Ask questions regarding nursing care of family, assessment of health status of family.

Introduction:

Ask the students about family nursing care plan.

Tell an example how to assess the family health status and introduce the class about family health care and steps of family health care planning.

Also mention the objectives of the lesson to the students here

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	05 minutes	To define the family health nursing care plan	Definition: - Family health nursing process refers to a series of planning steps and intervention directed at meeting the health needs and solving the problems of the family although the components of nursing process remain same but the focus becomes family or its environment in the place of patient or individual family health care. Family health nursing process is the core of family health care	T: Explain with power point presentation. S: Listens and takes notes.	Q: Explain the family health nursing care plan
2	10 minutes	To explain the steps of family health nursing care plan	<u>Steps of family health care plan</u> The main steps of family health care plan are as follows:- 1). Family Health Assessment 2). Nursing Diagnosis 3). Planning 4). Implementation 5). Evaluation	T: Explains with power point presentation. S: Listens, discuss and takes notes.	Q: What are the steps of family health care plan
3	25 minutes	To describe the Family health assessment	1) <u>Family Health Assessment:</u> - The nurse begins the family assessment with the visits of family it should be clear that a nurse is not a member of the family about goal and planning should be given to the family members better to take in	T: Explain with power point S: Listens , observed	Q: Which thing keep you in your mind while doing health

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>confidence the head of the family . family health assessment is done to collect baseline data about family and its environment</p> <p>A) <u>Collection of data:-</u> Following structural data are collected during assessment</p> <ul style="list-style-type: none"> • <u>Family structure composition :-</u> Numbers of members ,size, education of family members ,marital status, occupational status, role, division of labor, power and other, socio economic information. • <u>Family environment:-</u> Residence, Neighborhood, community, housing etc • <u>Family process: -</u> Communication, patterns, decision making, problem solving etc. • <u>Family Function: -</u> Physical, social, emotional etc. • <u>Family Coping:-</u> Conflict, life changes , family satisfaction etc • <u>Family Health Status: -</u> Health history, ADL, risk , behaviors , health behavior, habits, beliefs, customs, dietary pattern , family life style. 	and takes notes	assessment

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • <u>Family Resources:-</u> support group, friends , financial, institutional, NGOs etc. • <p>B) <u>Tools for Family Health Assessment</u></p> <ul style="list-style-type: none"> • Interviews(structured and non structured) • Questionnaires • Observation (Participant observation methods) • Anecdotal reports • Review of available family records <p>After data collection these are analyzed and interpreted for making nursing diagnosis.</p> <p>2) <u>Nursing Diagnosis:-</u> Nursing diagnosis is the clinical judgment about family's actual or potential health problems, which is based upon the data obtained from the family health assessment. Community health nurse should be aware which making nursing diagnosis should be clearly and concisely stated. It should be represented the family health needs potential health problems or this function present in the family.</p> <p>3) <u>Planning:-</u> As the nurse reviews the collected data formulated the nurses diagnosis, planning</p>		

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>phases begins .planning phase implies problems prioritization establishing ,objectives and goal and identifying nursing intervention. When a list of family problem is developed , the priorities can be set on the basis of the following criteria:-</p> <ul style="list-style-type: none"> ➤ Family awareness of the problem ➤ Motivation of family about problem solving ➤ Nurse ability to influence problem solution. ➤ Availability of family resources to solve the problem ➤ Severity of the consequence(if the problem is unresolved) ➤ Time factor with which resolution can be achieved ➤ Type of family, high risk , moderate risk or low risk <p>After problem prioritization objectives are set nursing action are planned and family nursing care plan is prepared.</p> <p>4)Implementation:- Implementation is action oriented . Implementation refers to putting the nursing care plan into action , Nursing care acts as a bridge for</p>		

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>the family in problem solving , coping behavior and evaluation of health outcomes . in implementation the family nursing care following activities are important:-</p> <ul style="list-style-type: none"> ➤ Providing direct care to meet the physical and emotional needs. ➤ Providing compassionate support throughout the nurse, patient, nurse family relationship. ➤ Discussing behavior of family member that demonstrate functional and dysfunctional areas of coping. ➤ Providing IEC (Information, Education ,& Communication). ➤ Emphasizing the family member can contribute to individual and family health. <p>Different approaches can applied for intervention activities but home nursing is the best methods for implementing the care in the family</p>		
4	15 minutes	List out the barriers of Implementation	<p><u>Barriers of Implementation</u></p> <ul style="list-style-type: none"> ➤ Poor Planning. ➤ Lack of resources (Nurse, Material etc). ➤ Lack of support from authorities and 	T: Explain with power point presentation, chalk and	Q: What are the barrier of Implementation

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>other agencies.</p> <ul style="list-style-type: none"> ➤ Family not understanding the important of change in behaviors. ➤ Poor participation and cooperation of family member. ➤ Existence of chronic multi problem in the family. <p>Implementation involves a number of persons, nurse, health workers, individual family etc during the implementation persons or family behaviors is observed and responses are noted.</p> <p>Community health nurse has to play the various roles during intervention she may function as a health educators, problem solver, resources linker or care giver.</p> <p>5) <u>Evaluation:-</u> Evaluation is the process of measuring the extent to which goal or objectives of family care has been met . The effectiveness of implementation (care plan) is ascertained by noting the family responses and examining the outcomes, Evaluation can be done as formative (evaluation during implementation phase) or as summative (Evaluation at the end of process). It should be remembered that nurse</p>	<p>board.</p> <p>S:Listen, Observe and takes notes</p>	

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			cannot make the comprehensive evaluation at each visit but it is important for the nurse to end each family visit with clarification of goal for next meeting, a summary of progress and further plans. The results of evaluation success or failure are utilize for further family health nursing processes. In case of failure appropriate modification. Each step of family health nursing care plan needs to be properly documented.		

Summary:& Evaluation(5 Min) : - Today we discuss about family Health Care Plan, list various steps of family health care plan, collection of data in assessment of family health care plan

Assignment: Explain the family health nursing care plan with its steps.

Evaluation: Unit test for 50 marks once the unit V is completed.

Bibliography: Swarnkar Keshav, “Community Health Nursing I”, N.R. Publication, 2nd edition 2006, Page No- 77 to 80.

LESSON PLAN

Subject : Community Health Nursing-I

Unit : V Family health nursing care

Topic : Family health care nursing process

Group : G.N.M 1ST YEAR.

Place : Class room

Duration : 60 minutes

Teaching method : Lecture cum discussion

AV aids / instructional aids : Black Board and chalk, chart

Student Pre requisite : The students should have knowledge about family care & basic nursing process.

General Objective : At the end of the class the students will be able to discuss about family health care nursing process.

Specific Objectives: At the end of the class the students will be able to

1. Define family health care nursing process.
2. Explain objectives of family health care nursing process.
3. Explain principles of family health care nursing process.
4. Describe steps of family health care nursing process.

Review of previous class: Ask questions regarding family, health and family health care.

Introduction: Ask the students if they know anyone family health care nursing process.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	5 min	Definition of family health care nursing process	Family health nursing process refers to a series of planned steps and interventions directed at meeting the health needs and solving the health problems of family. The nursing process provide the concrete problem solving approach necessary to assist the family in its work to promote health.	T; Lecture cum discussion with use of black board. S; Listen, discuss & takes notes..	Q. Define the family health care nursing process ?
2	10 min	Objectives of family health care nursing process.	<ul style="list-style-type: none"> ➤ Identified health problems of family. ➤ Ensure Family understanding and acceptance of the problem. ➤ Provide nursing services according to health need of family. ➤ Help to promote the utilizing of available resources to maintain all aspects of health of the family. ➤ Provide health education. 	T: Lecture cum discussion S: Listen , takes notes.	Q. Enlist the objectives of family health care nursing process.
3	15min	Principles of family health care nursing process.	<ul style="list-style-type: none"> ➤ Establishing good professional relationship with the family members. ➤ Health education and guidance provided according to their needs. ➤ Collect all information about family to identify 	T: Explain on black board & discuss with students. S:.listen,discuss	Q. What are the principles of family health care nursing

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>health problem.</p> <ul style="list-style-type: none"> ➤ Health care services should be provided to the family irrespective of sex, age, income. ➤ Proper health message to be communicated to family in every contacts or visits. 	& takes notes.	process?
4	20 min	Discuss and explain about steps of family health care nursing process.	<p>1. <u>Assessment</u> :- a) Collection of data :-</p> <ul style="list-style-type: none"> i) Family structural composition :- no. of members, age, sex, education, marital status etc. ii) Family environment :- Residence, neighborhood, community housing conditions etc. iii) Family process :- Communication , problem solving etc. iv) Family function :- Physical , social ,emotion cultural & economic v) Family health status <p>b) Tools :- Interview, observations , Review of available Family records.</p> <p>2. <u>Nursing diagnosis</u> :-</p> <ul style="list-style-type: none"> a) Family health needs b) Current and potential health problems. c) Level of wellness. 	<p>T:Explain on black board.</p> <p>S:Listen & takes notes.</p>	<p>Q:Explain the steps of family health care nursing process ?</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>d) Dysfunctions present in the family.</p> <p>3. <u>Planning</u> :-</p> <p>a) Setting goals</p> <p>b) Identifying potential internal and external resources.</p> <p>c) Choosing effective approaches and setting priorities.</p> <p>4. <u>Implementation</u> :- After goals and actions have been defined , implementation begins.</p> <ul style="list-style-type: none"> - Providing direct care to meet the physical and emotional needs. - Providing IEC. - Providing compassionate support throughout the nurse patient, nurse family relationship. - Emphasizing the ways family members can contribute to individual and family health. <p>5. <u>Evaluation</u> :- The process of measuring the extent to while goals or objectives of family care has been met.</p> <ul style="list-style-type: none"> - Effectiveness of implementation is ascertained by notify the family response and examine 		

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>outcomes.</p> <ul style="list-style-type: none"> - Evaluation can be done formative or summative. - In case of failure , appropriate modification is done in the strategies of nursing interventions. 		

Summary & Evaluation(10 Min)

- Define family health care nursing process ?
- Explain the objectives and principles of family health care nursing process ?
- Explain the principles of family health care nursing process?
- Describe the steps of family health care nursing process ?

Assignment: Define family health care nursing process and describe objectives, principles and steps of family health care nursing process.

Evaluation: Unit test for 50 marks once the unit V is completed.

Bibliography - Baswanthappa B.T., community health nursing, Jaypee publication, second edition 2013 page
 -Swarnkar Keshav 'community health nursing'2nd edition reprinted 2014 page no.79-80

LESSON PLAN

Subject : Community Health Nursing-I

Unit : V Family health nursing care

Topic : Family health care services for maternal aspect.

Group : GNM 1ST year.

Place : Class room

Time duration : 60 minutes

Teaching method : Lecture

AV aids / instructional aids : Black Board and chalk, chart

Student Pre requisite : The students have some knowledge about family health services for maternal aspect .

General Objective : At the end of the class the students will be able to discuss about family health services for maternal aspect.

Specific Objectives: At the end of the class the students will be able to

1. Explain about Maternal health services .
2. Discuss about objectives of Maternal health services .
3. Discuss about the maternal health services.
4. Discuss about the responsibilities of nurse in maternal health services .

Review of previous class: Ask questions regarding Maternal health and Maternal health services .

Introduction: Ask the students if they know anyone who is following of family health care and maternal health and maternal health services.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	5 mins	Explain about maternal health services	It is a method of delivering health care to special group in the population which is especially vulnerable to disease, disability or death .	T; Lecture cum discussion with use of black board. S; Listen, discuss & takes notes..	Q. What do you mean by maternal health services ?
2	15 mins	Objective of maternal health services .	<p>There are following objectives of maternal health services.</p> <ul style="list-style-type: none"> • Reduction of morbidity and mortality rates for mother. • Promotion of reproductive health . • To achieves at the end of pregnancy a health mother and baby. • To promote protect and maintain the health of mother during pregnancy. • To detect high risk cases and special attention. • To remove anxiety and dread associated with delivery. • To reduce maternal mortality and morbidity. • to teach the mother elements of child care , nutrition , personal hygiene and environmental sanitation. 	<p>T: Lecture cum discussion</p> <p>S: Listens , takes notes.</p>	Q. Enlist the objectives of maternal health services ?

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • To sensitize the mother to need for family planning . • Delivery with minimum injury . • Readiness to deal with complication such as prolonged labour ante partum hemorrhage. • To prevent complications of the postpartum period. • To provide care for the rapid restoration of the mother to optimum health. • To provide family planning services. • To provide basic health education to mother / family. 		
3	15mins	Discuss about maternal health services.	<p>❖ <u>PRENATAL SERVICES:-</u> The major component of antenatal care is antenatal or prenatal advice . These are:-</p> <ul style="list-style-type: none"> • Diet :- Pregnancy imposes the need for considerable extra calorie and nutrition requirement . A balance and adequate diet is necessary for nutritional stress. • Personal hygiene :- a) Personal cleanliness b) Rest and sleep- 8 hour sleep minimum c) Bowels:- Constipation should be avoided by intake of extra fluids . 	<p>T: Explain on black board & discuss with students.</p> <p>S: .Listen, discuss & takes notes.</p>	Q. How will you describe maternal health services?

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>d) Exercise</p> <p>f) Warning sign :- Mother should be given clear instruction that she would report immediately in case of</p> <ul style="list-style-type: none"> - Swelling of feet -Headache -Blurring vision -Bleeding or discharge from vagina. <p style="text-align: center;">❖ <u>INTRANATAL SERVICES :-</u></p> <ul style="list-style-type: none"> • Clean surface for delivery . • Clean cutting and care of cord. • Keeping birth canal clean by avoiding harmful practice. • Regular supply of sterilizing equipments. <p style="text-align: center;">❖ <u>POSTNATAL SERVICES :-</u></p> <ul style="list-style-type: none"> • Restoration of mother to optimum health. • Postnatal examination. • Family planning. • Basic health education . 		

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
4	15 minutes	Discuss about responsibilities of community health nurse in maternal health services?	<p><u>During antenatal period :-</u></p> <ul style="list-style-type: none"> • Contact : Contacting every pregnant mother in the primary stage of pregnancy • History: - Taking history of general health, family, environment, social conditions. • Antenatal examinations: - Conducting general examination, Physical examination and obstetrics examination. • Calculating the expected date of delivery and informing mothers. • providing counseling and health education • Helping mother and other family members in planning the delivery. <p><u>During intranatal period:-</u></p> <ul style="list-style-type: none"> • Preparing the place for delivery . • Arranging necessary equipments and their sterilization . • Giving mental support to mother . • preparing mother for delivery. • Examining position of fetus ,dilation of cervix and heart of fetus, observing the 	<p>T:Explain on black board.</p> <p>S:Listen & takes notes.</p>	<p>Q. What are the responsibilities of community health nurse in maternal health services ?</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>position of bladder and uterine contractions.</p> <ul style="list-style-type: none"> • Ensuring safe delivery, examining umbilical cord and nothing abnormalities. • Should be ready to handle complications like bleeding , malpresentation ,cord prolapsed etc. <p><u>During postnatal period :-</u></p> <ul style="list-style-type: none"> • Observing the blood pressure , temperature and pulse of mother immediately after the delivery. • Collecting information about the general condition of mother , food , sleep ,pain and elimination etc. • Observing fundus , perineum , lochia, bladder etc. • Observing breasts and nipples. • Protecting mother from complications. 		

Summary (10 Min) : - Today we discussed about maternal health services, objectives of maternal health services, the responsibilities of community health nurse in maternal health services.
Assignment: Define family health care services for mother and responsibilities of community health nurse in maternal care services ?
Evaluation: Unit test for 50 marks once the unit V is completed.
Bibliography - Swarnkar Keshav 'community health nursing'2 nd edition page no 85-86

LESSON PLAN

Subject : Community Health Nursing-I

Unit : V Family health nursing care

Topic : Family health services for child

Group : G.N.M 1ST YEAR.

Place : Class room and

Time duration : 60 minutes

Teaching method : Lecture cum Demonstration

AV aids / instructional aids : Black Board and chalk, chart ,LCD ,computers

Student Pre requisite : The students have some knowledge about family Health services for child and would be able to know child health problems.

General Objective : At the end of the class the students will be able to gain knowledge regarding family health services for child.

Specific Objectives: At the end of the class the students will be able to:-

1. Define family, family health and family health services.
2. Enlist the principles of family health services for child.
3. Know about the aims of child health services.
4. Enlist the components of child health.
5. Discuss about the importance of child health services.
6. Elaborate child health problems.
7. Describe health care for child.
8. Know about the role of community health services in child health services.

Review of previous class: Ask questions regarding child health care and role of nurse.

Introduction: Child not only constitute a large group but they are also vulnerable or special risk group. The risk is concerned with child bearing in the case of women & growth, development survival in the case of infants and children.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	5 mins	To define family, family health and Family health services.	<p><u>Family:</u> - Family is a group of two or more person joined by ties of marriage, blood or adaption that constitute a single household.</p> <p><u>Family health:</u> - Family health is concerned for the most part with the care of well families, with non hospitalized sick persons and their families.</p> <p><u>Family Health Services:</u> - It is the type of health services which provided by community health nurse to improve the whole dimension of family health.</p>	<p>T: Discuss with black board and chalk.</p> <p>S: Listen and take notes</p>	Q. Explain the family health services?
2	5 mins	Enlist the principle of the family health services for child.	<p>There are following principles of family health services for child-</p> <ul style="list-style-type: none"> • Use of resources • Demonstration • Nutritional observation • Measurement of weight and height. • Prevent spread of disease. • Maintain the dignity of child and respect the family. • Comfort and relationship. • Economical use. • Prevention of accidents and promotion of health. • record keeping. 	<p>T: Explain with power point</p> <p>S: Listens, takes notes.</p>	Q. List the principle of family health services?

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3	5mins	To know about aims of the child health services	<ul style="list-style-type: none"> To pay attention on safe childhood and health of children. To provide sound health care facilities for child through family health services. To have effective control on child morbidity and mortality. 	<p>T: Explain on black board & discuss with students.</p> <p>S: Listen, discuss & takes notes.</p>	Q. What are the aims of child health services?
4	5 mins	To enlist the components of child health services.	<ul style="list-style-type: none"> Family planning services. CSSM ICDS Providing counseling information and communication services on health. Referral services. Growth monitoring and nutritional education. 	<p>T: Explain with power point, LCD presentation.</p> <p>S: Listen & takes notes.</p>	Q: Which component have important role in child health services?
5	5 min	To discuss about the importance of child health services.	<ul style="list-style-type: none"> Mother and child are consider as one unit. Mother and child are "special risk group" or vulnerable group or dependent or weaker group of community. Most of the problems of child health are preventable. Identify risk factor and complications. 	<p>T:-Explain with power point.</p> <p>S: Listens and takes notes.</p>	Q. Explain the important of child health services?

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
6	10 min	To elaborate the child health problems.	<p>❖ <u>LOW BIRTH WEIGHT</u> :-</p> <p>LBW has been define as a birth weight of less than 2.5 kg two main group of LBW.</p> <ul style="list-style-type: none"> - Born prematurely (short gestation) - Fetal growth retardation. <p>❖ <u>MALNUTRITION</u>:-</p> <p>Malnutrition makes the child more susceptible to infection under nourished children do not grow to their full potential of physical and mental abilities .</p> <p>❖ <u>INFECTIOUS AND PARASITIC DISEASE</u>:-</p> <p>The leading childhood disease are diarrhea respiratory infection , measles , pertusis , polio neonatal, tetanus , tuberculosis and diptheria , malaria .</p> <p>❖ <u>ACCIDENTS AND POSIONING</u>:-</p> <p>Young children are vulnerable to domestic accident fall ,burn , poisoning ,drowning and other traffic accident.</p>	<p>T : Explain with black board and chalk.</p> <p>S: Listens and takes notes</p>	<p>Q. Describe the child health problems ?</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>❖ OTHER FACTOR :-</p> <p>Behavioral , maternal health , family environment , socioeconomic circumstances, environment and social support.</p>		
7	10 min	To Describe health care for child	<p>❖ HEALTH CARE FOR CHILD:-</p> <p>1) Care in illness - The illness care for children will comprises of diagnosis treatment and referral services.</p> <p>2) Preventive:- The preventive care given in the basic immunization , nutritional, surveillance, health check up , oral rehydration health education.</p> <p>3) Growth monitoring :- Weight the child periodically at monthly interval- Ist year every 2 month -IInd year.</p>	<p>T: Explain with power point presentation</p> <p>S: listens and takes notes</p>	Q. Explain the health care for child?
8	5 min	To know about the role of community health nurse in child health services.	<ul style="list-style-type: none"> • Treating minor illness • Referring the most serious ill children. • Instructing about feeding patterns, nutritious diet and hygiene . • Maintain road to health chart. • Being alert in every in which the effectiveness of the services can be improved. 	<p>T: Explain with LCD projector With power point presentation.</p> <p>S: Listens and takes notes</p>	Q. What is the role of nurse in child health services?

Summary(10 Min) :- Today we had discussed about the principles of family health services for child, the child health problems, the components of child health services, the importance child health services, the child health care and role of nurse.

Assignment: Describe the child health services and explain the role of CHN the child health services ?

Evaluation: Unit test for 50 marks once the unit v is completed.

Bibliography - Swarnkar Keshav 'Community health nursing'2nd edition reprinted 2014 page no.635,648-649

LESSON PLAN

Subject : Community Health Nursing-I

Unit : V , Family Health Nursing Care

Topic : Function of community health nurse in Family health services

Group : Ist Year G.N.M

Place : Class room

Date & time: 60 minutes

Teaching method : Lecture cum discussion

AV aids / instructional aids :Black Board and chalk, chart ,LCD, Computer

Student Pre requisite : The students should be able to identify and know about family health services and risk family group

General Objective : At the end of the class the students will be able to gain knowledge regarding function of community health nurse in family health services.

Specific Objectives : At the end of the class the students will be able to:-
1. Define the community health nurse.
2. Define the family health services.
3. Describe the function of community health nurse in family health services.

Review of previous class: Ask questions regarding family structure, health care facilities in community setting for improve family health.

Introduction:

Ask the students if they know anyone who is know about family health services

Tell a story about family visit during community visit in rural setting health.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	05 minutes	To define the Community health nurse	<u>Definition</u> :- Community health nurse is a nurse who has direct and maximum relations to provide health education to individual and family in the community	T: Explains with chalk and board. S: Listens, observe and takes notes.	Q: What do you mean by Community health Nurse?
2	10 minutes	To define family health services	Family health services in this control and planning over birth as well as the complete health care of family	T: Explains with Black Board S: Listens, Observe discuss and takes notes.	Q: How will you define the family health service?
3	35 minutes	To describe the functions of community health nurse in family health services	<u>Function of Community Health Nurse in Family Health Services</u> A) Community health nurse in survey work:- i) Collecting demographic facts ii) Making list of homes and finding out housing location iii) Collecting information about pregnant mother eligible couples, infants and children below the school going B) Function of CHN in Educations functions and	T: Explain with power point S: Listens and takes notes	Q: Elaborate the function of community health nurse in respect of family health services

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>motivation.</p> <ul style="list-style-type: none"> i) Encouraging small family norms ii) Explaining the importance and necessity of family planning to masses effectively. iii) Using various techniques of teaching and communication iv) Motivation the eligible couple to use contraceptives of education to use. v) Motivation people for family planning services operation or permanent methods. <p>C) Function of CHN in managerial function</p> <ul style="list-style-type: none"> i) Conducting clinics ii) Deciding the date and place of clinics iii) Arranging equipment and other resources at ethics iv) Arrangement and distribution of contraceptive v) Insertion and removal of IUD's <p>D) Organizing family planning camps</p> <p>E) Maintaining Records</p> <p>F) Liaison work- i) soliciting the cooperation of NGO's and voluntary organization.</p>		

Summary:& Evaluation(10 Min)

- What do you mean of community health and family health services?
- What are the functions of community health nurse inn family health service

Assignment: Explain the community health nurse function in respect to family health services.

Evaluation: Unit test for 50 marks once the unit V is completed.

Bibliography: Swarnkar Keshav , “Community Health Nursing I”, N.R. Brothers Publication 2nd Edition year 2006 , Page no 26 to 28 and75 to 77.

LESSON PLAN

Subject : Community Health Nursing-I

Unit : V , Family Health Nursing Care

Topic : Family Health Record

Group : Ist Year G.N.M

Place : Class room

Date & time: 60 minutes

Teaching method : Lecture cum discussion

AV aids / instructional aids :Black Board and chalk, chart ,LCD, Computer

Student Pre requisite : The students should be able to identify the family and would be able to know about family health records.

General Objective : At the end of the class the students will be able to gain knowledge regarding family health records and its uses in improving the health status of community.

Specific Objectives : At the end of the class the students will be able to

1. Define the Family Health Records.
2. Explain the purpose of family health records.
3. Describe the type of family health records
4. Explain how to maintain the family health records.

Review of previous class: Ask questions regarding family structure, family size and family health records.

Introduction:

Ask the students if they know anyone who is following of family health and its records.

Tell a story about family visit during community visit in rural setting health.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	05 minutes	To define the family health records	<u>Definition</u> :- Family health records serve as an important tools for the total health care of the family. These provide information about health status of each family member , family risk factors, illness or health behaviors of the family members	T: Explains with power point, chalk and board. S: Listen, observe and take notes.	Q: How will you define the family health records?
2	10 minutes	To explain the purpose of family health Records	<u>Purpose of Family Health Records</u> The main purposes of family health records are as follows:- <ul style="list-style-type: none"> ➤ To make plan for family health services by providing baseline data ➤ To improve the family health care services by providing fact about rendered care ➤ To serve as a tool communication between the health services team member and other the health care agencies. ➤ To provide data about existing and potential health problem of the family. ➤ To provide fact about assessment of health status of family member and to evaluate family health care services 	T: Explains with Power point presentation, Black Board and chalk S: Listen, Observe discuss and take notes.	Q: What are the purposes of family health records?

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			➤ To provide data for nurse and other research work		
3	25 minutes	To describe the type of family health records	<p><u>Type of Family Health Records</u></p> <p>They are generally of Two types:-</p> <p>A) Family folders</p> <p>B) Cumulative records</p> <p>A) <u>Family Folder</u> :- Its is used to maintain the health records of all the member of the family it provide almost complete health history of the family</p> <p>Following information are include:-</p> <ol style="list-style-type: none"> 1) Identification data of the family. 2) Structural deficit information:-Widow/old aged member, handicapped, mental retarded etc. 3) Nutritional status of the family 4) Socioeconomic and cultural aspect of the family 5) Past medical history, immunization, infection disease. 6) Present health problem needs immediate care 7) Detail about contraceptives, family planning operations <p>B) <u>Cumulative Records</u>:- The records which are maintained and continued for a longer period are</p>	<p>T: Explain with power point</p> <p>S: Listen and take notes</p>	<p>Q: How many types of family health records and describe it.</p>

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			called as cumulative records. These are more useful and valuable for the longer care of the family.		
4	10 minutes	To describe how to maintain the records	<p><u>Maintain the Health records</u></p> <ul style="list-style-type: none"> ➤ The records are kept under the safe custody of the nurse ➤ No individual sheet is separated from the complete records ➤ Records are not handed over to the legal advisor without the written of the administration ➤ All records are to be handed carefully ➤ All records are filled according to the customs of the community and organization ➤ Record could be arranged alphabetically, numerically geographically. 	<p>T: Explain with power point and black board chalk</p> <p>S: Listen & take notes</p>	<p>Q: How will you maintain health records?</p>

Summary:& Evaluation(10 Min)

- Define family health records.
- Explain purpose of family health records.
- Describe the types of family health records and how to maintain family health records.

Assignment: Define family health records and describe purpose and types of family health records.

Evaluation: Unit test for 50 marks once the unit V is completed.

Bibliography: Swarnkar Keshav , “Community Health Nursing I”, N.R. Brothers Publication 2nd Edition year 2006 , Page no 98 and 99.

2) Sister Nancy, Principle and practices of Nursing Volume I, N.R. Brothers Publication 6th edition 2006, Page No-220

Lesson Plan

Subject	: Community Health Nursing
Unit	: VI, Family Health care setting home visit
Topic	: Definition & Purpose of Home Visit
Group	: GNM 1 st year
Place	: Classroom
Duration	: 60 Minutes
Teaching Method	: Lecture cum discussion
AV aids / Instructional Aids	: Black Board, chalk, LCD and Computer
Student pre requisite	: Students have some knowledge about definition and purpose of home visit.
General Objective	: At the end of the class the students will be able to gain knowledge regarding the visit and its purpose
Specific objectives	: At the end of the class the students will be able to <ol style="list-style-type: none">1- Define the home visit2- Explain Purpose of home visit3- Describe the advantage of home visit4- Describe the function of nurse during home visit

Review of previous class : Students have knowledge about community, community health, community health nursing.

Introduction: The home visit is a family nurse contact which allow the health worker to assess the home and family situation in order to provide the necessary nursing care and health related activities.

S.No.	Time	Specific Objectives	Content	Teaching learning activity	Evaluation
1	10 Mins.	To define the home visit	<ul style="list-style-type: none"> ➤ The home visit is a family nurse contact which allows the health worker to assess the home and family situation in order to provide the necessary nursing care and health related activities. ➤ It is professional contact between the community health nurse and the family. ➤ The services provided is an extension of the health services agency (health centre) ➤ The community health nurse doing home visit usually works as part of home health care team. That can include social workers, rehabilitation specialists, and home health nurses or aides. Cooperation and communication with other care provides are essential. 	<p>T: Explain through power point presentation .</p> <p>S:- Listen and takes note</p>	Q. Define the home visit?
2	15 mins.	To explain about purpose of home visit	<ul style="list-style-type: none"> ➤ To give care to the sick, to a postpartum mother and her newborn with view teach a responsible family members to give the subsequent care. ➤ To assess the living condition of the patient his family and their health practice in order to provide the appropriate health teaching. ➤ To give health teaching regarding the prevention and control of diseases. ➤ To establish close relationship between the health agencies and the public for the promotion of health. ➤ To make use of inter referral system and to promote the utilization community services. 	<p>T: Explain through power point presentation .</p> <p>S:- Listen and takes note</p>	Q. Explain about purpose of home visit?

S.No.	Time	Specific Objectives	Content	Teaching learning activity	Evaluation
3	15 mins.	To describe advantage of home visit	<ul style="list-style-type: none"> ➤ Home visit permits the nurse to see the family background of the situation. ➤ Family member will be relaxed in their on surroundings' ➤ Home visit will provide and opportunities to observe the environmental and social condition at home and health teaching will be more realistic in actual situation. ➤ Family practice also can be observed by the nurse. ➤ Nurse can contact other members of the family in the home. Who have greater influence and control or the members under the care? ➤ The nurse will have an opportunity to look for new health problem and to observe actual care given by family member. ➤ Home visit permits the family members feel free to ask questions and this is an opportunity to assess the health seeking behaviour of the family members. 	T: Explain through power point presentation S:- Listen and takes note	Q. Describe advantage of home visit?
4	10 mins.	To describe functions of nurse during home visit	<ul style="list-style-type: none"> ➤ To assist the family to carry out medical, sanitary and social procedures for the prevention of diseases and the promotion of health. ➤ To health secure early medical diagnosis treatment for the sick. ➤ To share community activities for the development of adequate public health facilities and programme. 	T: Explain through power point presentation S:- Listen and takes note	Q. Describe function of nurse during home visit?

Summary & Evaluation (10 min) : The home visit is a family nurse contact which allow the health worker to assess the home and family situation in order to provide the necessary nursing care and health related activities. Home visit will provide and opportunities to observe the environmental and social condition at home and health teaching will be more realistic in an actual situation.

Assignment :Write definition, purpose and advantage of home visit?

Evaluation : Unit test for 50 marks once the unit VI is completed

Bibliography:

1. Park.K, park's Textbook of Preventive and social medicine 17the edition, M/S Banarsidas Bhanot Jabalpur.
2. Gulani KK, Community health nursing : Principles and practice, 4th edition kumar publishing house, Delhi
3. Park K. Essentials of community health nursing 5th edition. M/S Banarsidas bhanot, Jabalpur

Lesson Plan

Subject	: Community Health Nursing
Unit	: VI, Family Health care setting home visit
Topic	: Principles of Home visit
Group	: GNM 1 st Year
Place	: Classroom
Duration	: 60 Minutes
Teaching Method	: Lecture cum discussion
AV aids / Instructional Aids	: Black Board, chalk, LCD and Computer
Student pre requisite	: Students have some knowledge about Principles of Home visit.
General Objective	: At the end of the class the students will be able to gain knowledge regarding Principles of Home visit
Specific objectives	: At the end of the class the students will be able to - 1. Explain meaning of home visit 2. Describe objective of home visit 3. Describe Principles of home visit 4. Describe Role of community health nurse
Review of previous class : Student have knowledge about principles of home visit	

Introduction:

Home visit is nursing aspects of organised family health care services which are directed or focussed on the family as the unit of care with health as the goal. In family health nursing, the primary concern of community health nurse is to help family develop and strengthen these abilities and give care until, the family is not able to do so. The nurse makes use of nursing process in helping family meet its health needs and solve health problems.

S.No.	Time	Specific Objectives	Content	Teaching learning activity	Evaluation
1	10 Mins.	To Explain meaning of home visit	<p>Home visit is nursing aspects of organised family health care services which are directed or focussed on the family as the unit of care with health as the goal.</p> <p>Home visit is thus synthesis of nursing care and health care. It helps to develop self care abilities of the family and promote, protect and maintain its health. Home visit is generalised, will be balanced and integrated comprehensive and continuous care requiring comprehensive planning to accomplish its goal.</p> <p>Community health nurse works with the family with co-operation and active participation to help deal with its health needs and health problems effectively when the family is able to :-</p> <ol style="list-style-type: none"> I. Maintain home environment conducive to personal development and health promotion. II. Recognise its health needs and presence of any health problem. III. Make decisions about appropriate actions. IV. Provide care to the sick, disabled and dependent members of the family. V. Maintain wholesome reciprocal relationship with the community. 	<p>T: Explain through power point presentation.</p> <p>S:- Listen and takes note</p>	<p>Q. What is meaning of Home visit?</p>

S.No.	Time	Specific Objectives	Content	Teaching learning activity	Evaluation
			In family health nursing, the primary concern of community health nurse is to help family develop and strengthen these abilities and give care until, the family is not able to do so. The nurse makes use of nursing process in helping family meet its health needs and solve health problems.		
2	15 mins.	To describe Objectives of home visit	The objectives of family health nursing are as under: <ul style="list-style-type: none"> • To identify health and nursing needs and problems of each family. • To ensure family's understanding and acceptance of these needs and problems. • To plan and provide health and nursing services with the active participation of family members. • To help families develop abilities to deal with their health needs and health problems independently. • To contribute to family's performance of development functions and tasks. • To help family make intelligent use of primitive, preventive, therapeutic and rehabilitative health and allied facilities and services in the community • To educate, counsel and guide family members to cultivate good personal health habits, practice safe cultural practices 	T: Explain through power point presentation. S:- Listen and takes note	Describe objectives of home visit?

S.No.	Time	Specific Objectives	Content	Teaching learning activity	Evaluation
			and maintain wholesome physical, psychosocial and spiritual environment.		
3	15 mins.	To describe principles of home visit	<ul style="list-style-type: none"> ➤ Home visit should be planned on the basis of community people's need. ➤ It should be part of a planned visiting programme. ➤ Respect the person's feeling and need at the time of visit ➤ Collect background information regarding the family in particular and community in general that in following manner:- <ol style="list-style-type: none"> I. Family size II. Occupation III. Income IV. Religion V. Resources VI. Customs VII. Cultures ➤ Identify the health problems of the family ➤ Use safe technical skills and nursing procedure ➤ The health teaching is sure of what you discuss i.e. scientific soundness. ➤ The approach to family should be kind and courteous with 	T: Explain principles of home visit through power point presentation. S:- Listen and takes note	Q. Describe principles of home visit?

S.No.	Time	Specific Objectives	Content	Teaching learning activity	Evaluation
			<p>a view to gain their confidence.</p> <ul style="list-style-type: none"> ➤ Working knowledge the community resources is very much essential ➤ Quality is more important than quantity ➤ Evaluation is essential factor in our daily work ➤ Record the work performed by community health nurse in each visit. ➤ Must establish good working relationship with the family. ➤ Family health nursing is a part of family health care services and is based on identified family health and nursing needs. ➤ Periodic and continues appraisal and evaluation of family health situation and health services are basic to family health nursing care, family is dynamic. ➤ Home visit services should be rendered to all families without any discrimination. ➤ Home visit services should be realistic in terms of resources of available. 		
4	10 min	To describe Role of community health nurse	<p>Role of community health nurse in Home visit</p> <p>The community health nurse role as a specialist can be effectively developed in a systematic manner. The community health nurses have responded to changes in home visit by</p>	T: Explain through power point presentation.	Q. Describe role of community health nurse ?

S.No.	Time	Specific Objectives	Content	Teaching learning activity	Evaluation
			<p>assuming a wide variety of roles, often more than one at a time.</p> <p>1. Direct health care provider:- The home visit nurse provides care to students and staff who have been injured or who present with acute illness.</p> <p>2. Nurse teacher:- The nurse teacher's primary job is to teach health concept and to identify ways or transmitting knowledge that supports changes in health behaviour.</p> <p>Consultant : - The nurse can be consultant to family, individual, community and teacher to identify health problem and guide or good health practices.</p> <p>Advocate: - The nurse advocate represent the interest of individual, family members, special need group, or all children with in school in the community etc.</p> <p>Leader : - The home visit nurse take in to account the nature of the school environment, including available resources this leadership role includes developing a plan for responding to emergencies and disasters and training to staff to respond appropriately.</p>	S:- Listen and takes note	

Summary & Evaluation (10 min) :

Home visiting should be made according to the need of the people. It should be part a planned visiting programme. Collect background information, regarding the family in particular and community in general. Identify the health problems of the family. Use safe technical skills and nursing procedure. In health teaching, be sure of what you discuss, i.e. scientific soundness.

Assignment : Describe Meaning and principles of home visit ?

Evaluation : Unit test conduct after complete of the unit 06 for 50 marks

Bibliography:

1. Park.K, park's Textbook of Preventive and social medicine 17th edition, M/S Banarsidas Bhanot Jabalpur.
2. Gulani KK, Community health nursing : Principles and practice, 4th edition Kumar publishing house, Delhi
3. Park K. Essentials of community health nursing 5th edition. M/S Banarsidas Bhanot, Jabalpur

Lesson Plan(50)

Subject	: Community Health Nursing
Unit	: VI, Family Health care setting home visit
Topic	: Planning of Home visit
Group	: GNM 1 st year students
Place	:Classrooms
Duration	: 60 Minutes
Teaching Method	: Lecture cum discussion
AV aids / Instructional Aids	: Black Board and chalk, LCD Computer
Student pre requisite	: Students have some knowledge about planning of home visit.
General Objective	: At the end of the class the students will be able to gain knowledge regarding planning of home visit

Specific objectives	: At the end of the class the students will be able to :- 1. Explain about planning phase. 2. Enlist Steps of home visit. 3. Enumerate Planning of home visit. 4. Describe Frequency of home visit.
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Review of previous class : Ask the students about different types of family.

Introduction: Planning is an art and science. The purpose of planning is to achieve definite objectives within a specified time and within the available resources.

S.No.	Time	Specific Objectives	Content	Teaching learning activity	Evaluation
1	05 Mins.	Explain about planning phase	Plan formulation : - <ul style="list-style-type: none"> ➤ Analysis of diagnosed health problem and assessment of family abilities 2nd level assessment. ➤ Establishing priorities ➤ Setting goals and objectives ➤ Formulating family health & nursing care plan 	T: Explain through power point presentation. S:- Listen and takes note	Q. Explain about planning phase?
2	15 mins.	Enlist Steps of home visit	<p style="text-align: center;">Step of home visit :-</p> <pre> graph TD A[Establish a friendly relationship in community] --> B[Make a survey and prepare a map] B --> C[Collection of data and analysis] C --> D[Establish goals] D --> E[Prepare a plan of action] E --> F[Nursing intervention] F --> G[Interpretation of results] G --> H[Follow up] H --> I[Evaluation] </pre>	T: Explain through power point presentation. S:- Listen and takes note	Q; Enlist Steps of home visit?

3	20 mins.	Enumerate Planning of home visit	<p>PLANNING IS AN ART AND SCIENCE. The purpose of planning is to achieve definite objectives within a specified time and within the available resources.</p> <ol style="list-style-type: none"> 1) First make a survey and prepare a map of the area with details of topography location of villages, population, roads, est. Collect all the background information of the community, prepare family folders and individual cards. 2) Identify the families or individuals in need of home visiting. These are usually the antenatal and postnatal cases, infants, toddlers, chronically sick and those who are unable to attend a treatment centre. 3) On the first visit, the public health nurse should introduce herself to the family and explain the purpose of the visit. The talk should be informal giving plenty of opportunity to ask questions and raise discussion. 4) Take the nursing bag. Treat minor illnesses. Advise hospitalization where necessary. Undertake immunization where necessary. Given health instruction on personal and environmental hygiene. 5) Follow up: this is the most important part of home visiting, to find out how far the instructions given were followed: and to give credit for what they have done. 6) Evaluation: try to evaluate what has been achieved 	<p>T: Explain through power point presentation. S:- Listen and takes note</p>	<p>Q. Enumerate Planning of home visit ?</p>

			against the goals. The questions to be raised are: how far the visit has been useful. What have been the difficult? What more needs to be done?		
4	10 mins	Describe Frequency of home visit	<p>Making decision regarding frequency of visits is a matter of judgement. It will depend upon the extent of health needs and health problems of the family, needs felt by the family, family's ability to deal with their health needs and health problems, family's regularity in the clinic.</p> <p>In no case clinic visits by the family are substitute to family visits by the community health nurse families for visits are selected on the basis of priorities, available time and workload, health agency's policies and facilities available.</p> <p>Priorities are established on the following guidelines. :</p> <ul style="list-style-type: none"> • Visits in response to need felt by the family such a mother in labour, acute and serious illness etc. • Visits to premature infants and infants with defects. • Regular visits to postnatal mothers and antenatal mothers. • Visits to chronically ill patients. • Supervisory visits to infants, toddlers, eligible couples. • Collection of family information and investigations. • Information, education, counseling and guidance purposes. 	<p>T: Explain through power point presentation.</p> <p>S:- Listen and takes note</p>	Q, Describe frequency of home visit?

Summary (10 min) :

Planning is an art and science. The purpose of planning to achieve to definite objectives within a specified and within the available resources. First make a survey and prepare a map the area with details of topography location of village, population roads, etc. Collect all the background information of the community; prepare family folder and individual cards.

Assignment : What do you mean by home visit?

Evaluation : A unit test of 15 marks when unit is finished.

Bibliography:

1. Park.K, Park's Textbook of Preventive and social medicine 17th edition, M/S Banarsidas Bhanot Jabalpur.
2. Gulani KK, Community health nursing : Principles and practice, 4th edition Kumar publishing house, Delhi
3. Park K. Essentials of community health nursing 5th edition. M/S Banarsidas Bhanot, Jabalpur

Lesson Plan

Subject : Community Health Nursing.
Unit : VI, Family Health care setting home visit.
Topic : Bag technique.
Group : GNM 1st year .
Place : Classroom.
Duration : 60 Minutes.

Teaching Method : Lecture cum discussion and Demonstration.

AV aids / Instructional Aids : Black Board and chalk, LCD Computer

Student pre requisite : Students should be able to know regarding bag technique

General Objective : At the end of the class the students will be able to gain knowledge regarding bag technique

Specific objectives : At the end of the class the students will be able to :-

- 1- Define community bag.
- 2- Explain about bag technique.
- 3- Enlist supplies and equipment in the bag.
- 4- Describe major characteristics of community bag.
- 5- Explain about care of equipment.

Review of previous class : Students should have some knowledge about bag technique.

Introduction: Every skilled professional worker needs tools. The nurse's bag is the vehicle for carrying in the tools needed during a home visit to provide nursing services

S.No.	Time	Specific Objectives	Content	Teaching learning activity	Evaluation
1	10 Mins.	Define about community bag.	<ul style="list-style-type: none"> ➤ The community health bag is designed to carry equipment and materials needed during visit in the home, School or factory. ➤ Every skilled professional worker needs tools. The nurse's bag is the vehicle for carrying in the tools needed during a home visit to provide nursing services 	T: Define through power point presentation. S:- Listen and takes note	Q. Define about community bag ?
2	15 mins.	Explain about bag technique.	<p>Bag technique :-</p> <p>As the same bag may have to be used in several homes, every effort should be made to keep the bag as clean as possible.</p> <ol style="list-style-type: none"> 1) First spread the newspaper or plastic sheet on a flat surface in a clean area and place the bag on it. It should be kept away from children and animals. 2) Wash hands with soap and water each time before opening the bags. 3) Remove only what is needed. 4) Carry out the nursing procedure. 5) Wash and boil all the instruments after finishing the work, wash hands, open the bag and replace them in the bag. 6) Dispose-off the used soiled as per biomedical waste management. 	T: Explain through power point presentation. S:- Listen and takes note	Q. Explain about bag technique?

S.No.	Time	Specific Objectives	Content	Teaching learning activity	Evaluation
3	15 mins.	Enlist supplies & equipment in the bag.	Supplies and equipment:- <ol style="list-style-type: none"> 1. Bag with removable plastic or cotton lining outside pocket contain records, soap in plastic box or bottle, newspaper squares or a yard material to set the bag on. 2. Inside the bag <ol style="list-style-type: none"> a) Cotton or plastic bag with draw string 4" X 6" with cotton swabs, cotton or plastic bag with draw string 4" X 6" filled with gauge squares, ling squares, 1" = 3" bandages, small dressing packets wrapped in paper are easy to use, and to autoclave. b) Instrument equipment <ol style="list-style-type: none"> i Artery forceps 6" – 1 ii Dissecting forceps 4" – 1 iii Scissor 5" – 1 (blunt end) iv. Eye dropper – 1 v Solution bowl – 1 vi. Plastic kidney basin – 1 vii. Oral thermometer – 1 viii Rectal thermometer – 1 ix. Blood pressure instrument – 1 x. Stethoscope – 2 xi. Foetoscope – 1 xii Mucus sucker – 1 xiii Cord clamp – 1 	T: Explain through power point presentation. S:- Listen and takes note	Q. Enlist supplies & equipment in the bag?

			<p>xiv. Tooth & non tooth forceps – 1</p> <p>xv Needle holder – 1</p> <p>c) Solution and drugs</p> <p>i Plastic bottle containing surgical spirit – 4 oz</p> <p>ii. Plastic bottle of dettol – 4 oz</p> <p>iii. Eye ointment</p> <p>iv. Other medication as approved in standing instruction</p> <p>d) Other</p> <p>i. Urinalysis kit – 1</p> <p>ii. Heamoglobinometer – 1</p> <p>iii. Cotton apron in plastic bag – 1</p> <p>iv. Rectal tube and funnel – 1</p> <p>v. Hypodermic needle and syringe (disposable syringe) 2ml-2, 5ml-2</p> <p>vi. Glass slide (malaria slide)</p> <p>vii. Spirit lamp – 1</p> <p>viii. Test tubes and test tube holders – 1</p> <p>ix. Enema can with tubing – 1</p> <p>x. Surgical gloves</p> <p>xi. B.P. handle and surgical blade</p> <ul style="list-style-type: none"> • No. – 15 • No. – 22 <p>xii. Inch tape – (measuring tape) – 1</p>		
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S.No.	Time	Specific Objectives	Content	Teaching learning activity	Evaluation
4	10 mins.	Describe the Major characteristic of community bag	The Major characteristic of community bags are – the bag <ol style="list-style-type: none"> Should be made of canvas, leather or light metal. Should be such that it can be carried by hand or on the shoulder. Should have outside pocket for keeping a note book, measuring tape newspaper or plastic sheet, towel, soap in a soap dish and a nailbrush. 	T: Explain through power point presentation. S:- Listen and takes note	Q. Describe characteristic of community bag?
5	5 minutes	Explain care of equipments after use	Care of equipment ;- Regular care of equipment is most important :- <ol style="list-style-type: none"> To prevent any possibility of cross infection by carrying contaminated articles from house to house. To preserve the equipment for use as long as possible. It should be remembered that the purpose is to keep the contents of the kit clean and in good condition but not necessarily sterile. 	T: Explain through power point presentation. S:- Listen and takes note	Q. Explain care of equipment after use?

Summary (5 min) :

Every skilled professional worker needs tools. The nurse's bag is the vehicle for carrying in the tools needed during a home visit to provide nursing services. There are two separate kits – one for delivery and other for general nursing and for pre natal and post natal visits. Regular care of equipment is more important. It should be remembered that the purpose is to keep the contents of the kit clean and in good condition but not necessarily sterile.

Assignment : Define bag techniques and explain care of equipment after use.

Evaluation : A unit test of 15 marks when unit is finished.

Bibliography:

1. Park.K, Park's Textbook of Preventive and social medicine 17th edition, M/S Banarsidas Bhanot Jabalpur.
2. Gulani KK, Community health nursing : Principles and practice, 4th edition kumar publishing house, Delhi
3. Park K. Essentials of community health nursing 5th edition. M/S Banarsidas bhanot, Jabalpur

LESSON PLAN

Subject : Community Health Nursing-II
Unit : Family health care setting home visit
Topic : Functions of health personnel in clinic
Group : GNM 1st Year
Place : Class room
Duration : 60 minutes
Teaching method : Lecture cum demonstration
AV aids / instructional aids : Black Board and chalk, chart ,LCD, Computer
Student Pre requisite : The students should be able to understand about the types & need of clinics.
General Objective : At the end of the class the students will be able to identify the role of community health nurses & can use the knowledge while functioning as nurse in various clinical setting.
Specific Objectives: At the end of the class the students will be able to
1. Define the word clinic.
2. Enlist the types of clinics
3. Identify prerequisites for smooth functioning of a clinic
4. Enumerate the functions of health personnel in clinics
Review of previous class: Ask questions regarding the community health needs and their availability.

Introduction:

Ask the students if they know about any clinic in their area.
Motivate to speak out the role differences of a hospital nurse & a nurse in clinical setting..
Also mention the objectives of the lesson to the students here

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	05 mins	Define the word clinic.	<p>The word clinic may be defined as</p> <ul style="list-style-type: none"> The word clinic is derived from Greek word “<i>klinike</i>” that means bedside art. Up to mid 19th century the word was used in the sense “<i>teaching medicine at bedside</i>” The word clinic refers to a place in connection with a medical school or hospital for the treatment of non-resident patients Clinic is an establishment or hospital department where the out patients are given medical advices & treatment especially of specialist nature <p>Thus by the above definitions we may conclude that the clinics are the specialized establishment where the clients get primary diagnosis, consults & treatment by specialized health care personnel. These are “ambulatory care centers”</p>	T: explains with power point presentation. S: Listens and takes notes.	Q: Define the word clinic.
2	10	Enlist the types of clinics	<p>Types of clinics</p> <ul style="list-style-type: none"> General clinic These are the clinics which are arranged for examination, diagnosis & treatment of minor ailments immunization clinic, dental clinic, X-Ray clinics are some of the examples of general clinics 	T: Explains with power point presentation. S: Listens and takes notes.	Q: Enlist the types of clinics

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • Maternal & child health clinics Maternal & child health services are mostly provided by these clinics. Some of the important clinics of this category are <ul style="list-style-type: none"> ➤ Antenatal clinic ➤ Postnatal clinic ➤ Family planning clinic ➤ Child guidance clinic ➤ Reproductive & child health clinic • Specialty clinics Medical & counseling services for certain specific disorders are provided through these clinics. Specialist physicians, nurses & other health care workers are essential for conducting these clinics. Some of the important clinics of this category are <ul style="list-style-type: none"> ➤ Diabetes clinic ➤ ART clinic ➤ TB clinic ➤ Cardiac clinic ➤ Nutrition clinic <p>Endocrine clinic</p>		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3	05	Identify prerequisites for smooth functioning of a clinic	Prerequisites for smooth functioning of a clinic Clinics are conducted on the basis of team spirit, in which doctors, community health nurse, female and male health workers, assistant workers, voluntary organizations and community make valuable contribution.	T: explains with discussion. S: Listens and takes notes.	What are the prerequisites for smooth functioning of a clinic?
4	30	Enumerate the functions of health personnel in clinic	Functions of health personnel in clinic Community health nurse and health worker play an important role in conducting these clinics. The responsibilities of community health nurse in conducting these clinics are mentioned here: <ul style="list-style-type: none"> Assessing the health status of patients. Providing nursing services to patients. Educating the patients for improving the health and skillful adjustment. Providing special knowledge, skill and technique as per the health needs of the patient. Assisting the doctor Selecting the place of clinic. 	T: explains with power point presentation. S: Listens and takes notes.	What are the different functions of health personnel in clinic?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • Taking care of the availability of medicines, equipment and other resources for the clinic. • Monitoring the records, which are preserved at the clinic. • Supervising other health and nursing staff working to the clinic. • Providing health education to the patients and his family. • Handing over the responsibilities to health workers (ANM/FHW), health guide and other health workers for conducting the clinic. • Other general responsibilities are: <ul style="list-style-type: none"> - Making arrangement to keep the clinic place or room clean. - Arranging essential equipment syringes, bandages and medicines or essential times as per the type of clinic, - Arrangement of stationary and record keeping. - Making arrangement for drinking water - Keeping ready the material for health education. - Maintaining a healthy and cordial atmosphere at the clinic 		

Summary:& Evaluation(10 Min)

- Recapitulate the meaning of the word clinic.
- Recollect the types of clinic.
- Ask the students what are the prerequisites for a clinical establishment.
- Enlist different roles of community health nurse in conducting clinics.

Assignment: Enlist & explain different functions of health personnel in clinic.

Evaluation: Unit test for 50 marks once the unit VII is completed.

LESSON PLAN

Subject : Community Health Nursing-Ist

Unit : Family health care setting home visit

Topic : Types of clinic and their function

Group : GNM 1st year

Place : Class room and demonstration room

Duration: 60 minutes

Teaching method : Lecture cum demonstration

AV aids / instructional aids :Black Board and chalk, chart ,LCD, Computer

Student Pre requisite : The students should be able to understand about the health need of peoples in community.

General Objective : At the end of the class the students will be able to identify types of clinics & can understand the functions of various clinics & can use the knowledge while functioning as community health nurse.

Specific Objectives: At the end of the class the students will be able to

1. Define the word clinic.
2. Describe the features of good clinic.
3. Identify the suitable place for the clinical establishment.
4. Enlist the types of clinics

Review of previous class: Ask questions regarding the community health needs and their availability.

Introduction:

Ask the students if they know about any clinic in their area.

Motivate to speak out the facilities provided by those clinics.

Try to find out why these clinics are better options for the clients over the hospitals.

Also mention the objectives of the lesson to the students here

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	05 mins	Define the word clinic.	<p>Definitions</p> <ul style="list-style-type: none"> The word clinic is derived from Greek word “klinike” that means bedside art. Up to mid 19th century the word was used in the sense “teaching medicine at bedside” The word clinic refers to a place in connection with a medical school or hospital for the treatment of non-resident patients Clinic is an establishment or hospital department where the out patients are given medical advices & treatment especially of specialist nature <p>Thus by the above definitions we may conclude that the clinics are the specialized establishment where the clients get primary diagnosis, consults & treatment by specialized health care personnel. These are “ambulatory care centers ”</p>	T: Explains with power point presentation. S: Listens and takes notes.	Q: Define the word clinic.
2	15 mins	Describe the features of good clinic	<p>Features of good clinic</p> <ul style="list-style-type: none"> Need based specialties Good time framework Good accessibility for the clients in need Well set-up of the equipment, facilities for diagnosis & medicines Pleasing environment Well trained, specialized & cooperative health care personnel to attend 	T: Explains with power point presentation. S: Listens and takes notes.	Q: Describe the features of good clinic.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • Facilities of follow-up treatment should be available • Arrangement of effective health education • An environment where the client can speak out his problems freely. 		
3	10 mins	Identify the suitable place for the clinical establishment.	<p>Suitable place for the clinical establishment</p> <p>Health needs of the society, other facilities like transport & availability of resources are the determining factors for establishment of a clinic. Thus the clinics are to be established in</p> <ul style="list-style-type: none"> • Sub-centers • CHCs/PHCs • Hospitals • schools • Community places <ul style="list-style-type: none"> ○ Slums ○ Low SES colonies ○ fairs <p>These clinics can also be established at any place where the need of specific service is established & is in easy approach for the community members (the consumers of the services).</p>	T: Explains with power point presentation. S: Listens and takes notes.	Q. Which are the suitable place for the clinical establishment?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
4	20 mins	Enlist the types of clinics	Types of clinics <ul style="list-style-type: none"> • General clinic These are the clinics which are arranged for examination, diagnosis & treatment of minor ailments immunization clinic, dental clinic, X-Ray clinics are some of the examples of general clinics • Maternal & child health clinics Maternal & child health services are mostly provided by these clinics. Some of the important clinics of this category are <ul style="list-style-type: none"> ➤ Antenatal clinic ➤ Postnatal clinic ➤ Family planning clinic ➤ Child guidance clinic ➤ Reproductive & child health clinic • Specialty clinics Medical & counseling services for certain specific disorders are provided through these clinics. Specialist physicians, nurses & other health care workers are essential for conducting these clinics. Some of the important clinics of this category are <ul style="list-style-type: none"> ➤ Diabetes clinic ➤ Nutrition clinic ➤ Endocrine clinic, Cardiac clinic, ART clinic, TB clinic 	T: Explains with power point presentation. S: Listens and takes notes.	Q: Enlist the types of clinics

Summary:& Evaluation(10 Min)

- Recapitulate the meaning of the word clinic.
- Recollect the features of good clinic.
- Ask the suitable place for the clinical establishment.
- List the types of clinics

Assignment: List and explain features & types of clinics.

Evaluation: Unit test for 50 marks once the unit VII is completed.

Bibliography:

K. Swarnkar (2015) edition CHN N.R. Brother's publications ,Indore Page No. 124- 125

LESSON PLAN

Subject	: COMMUNITY HEALTH NURSING- 1 ST
Unit	: VII, Describe the referral system and community resources for referral
Topic	: Level of health care
Group	: GNM 1 st year students
Place	: Class
Time duration	: 60 Minute
Teaching method	: Lecture cum discussion
AV aids / instructional aids	: Chalk, Black Board, Chart, LCD projector, computer
Student Pre requisite	: The students have some knowledge to identify the need of health care & its characteristics and also know the importance of referral system.
General Objective	: At the end of the class the students will be able to gain knowledge regarding level of health care

Specific Objectives : At the end of class the students will be able to ;-

1. Define health care.
2. Describe the purpose of health care
3. Explain the characteristics or basic requirements of health care.
4. Describe the level of health care.

Review of previous class: the students have some previous knowledge of levels of health care.

Introduction:

Health is not static but dynamic . Patients health is reflected by certain factors , eg. Life style , socio-cultural factors, environmental factors etc. Overall care related to health care includes “Medical care”. Mostly people mistakenly believe that both are synonymous .But medical care is a subset of a health care system. Basically health facilities means health services.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	5 mins	To define the health care	<p>Definition: Multiple services or multitude services rendered is individual , families or community by the agents of health services or professionals , for the purpose of promoting , maintaining monitoring or restoring of health.</p> <p>--- So , we can say that prevention , diagnosis , treatment ,promotion , rehabilitation and health education are the major constituents of health services</p>	<p>T:- Explain with power point presentation</p> <p>S: Listen & takes notes</p>	Q. Define health care?
2	5 mins	To describe the purpose of care	<p>The main purposes of health care are following:-</p> <ul style="list-style-type: none"> • Reduction of mortality and morbidity rates. • Increased in expectancy of life. • Improvement in nutritional status. • Provision of basic sanitation. • Development of manpower and other resources. 	<p>T: - Explain with power point presentation.</p> <p>Stu: Listen & takes notes</p>	Q. Describe the purpose of care?
3	20 mins	To explain characteristics or basic requirements of health care	<p>Health care has many characteristics some are as;-</p> <ol style="list-style-type: none"> 1. Appropriateness (Relevance) i.e. Health services should be according to the health requirement priorities and policies. 2. Comprehensive: - i.e. - Whether there is an optimum mix of preventive, curative, or therapeutic and promotional services. 	<p>T: - Explain with power point presentation.</p> <p>Stu: Listen & takes note</p>	Q. Explain characteristics or basic requirements of health care?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>3. Adequacy: - i.e. if the services are proportional to requirements.</p> <p>4. Availability:- i.e. the rates between the population of an administrative units and the health facility (e.g. Population per center , Dr- population rates)</p> <p>5. Accessibility: - I.e. this may be geographic accessibility, economic accessibility or cultural accessibility.</p> <p>6. Affordability: - i.e. the cost of health care should be within the means of individual and the state.</p> <p>7. Feasibility: - i.e. Optional efficiency of certain procedure, logistic support, main power and material resources.</p> <p>The services must be based on desired standards:- This requires upto date knowledge professionals competencies of those who are responsible for providing care well- organized</p>		
4	20 Minutes	To describe the levels of health care.	<p>Health care services usually organized at three levels. Each level supported by a higher level to which the patient is referred. These levels are :-</p> <ol style="list-style-type: none"> 1. Primary health care 2. Secondary health care 3. Tertiary health care 	<p>T: - Explain with power point presentation S: Listen & takes notes.</p>	<p>Q. Explain different kind levels of health care?</p>

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>1.Primary health care This is the first level of contact between the individual and the health system, where” essential “health care (Primary health care) is provided . A majority of prevailing health problems and complaints can be satisfactorily dealt with at this level. This level is closest to the people. In the Indian context , This care is provided by the primary health centers and there sub-centers with community participation . These health services pay more attention to disease prevention .</p> <p>2.Secondary health care At this level more complex problems are dealt with .This care includes essentially curative services . These services are provided by the district hospitals and community health centers This level services are as the first referral level (FRU’S) in the health system .</p>		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>3.Tertiary health care</p> <p>This level offers the super- specialty care.</p> <p>This care is by provided by the regional / central level institutions . Other than providing health care services, planning, management and research work is also executed at this level.</p> <p>Most of the educational and training programes for the health workers are also conducted at this level.</p> <p>In addition, the tertiary level supports and compliments the actions carried out at the primary level.</p>		

Summary:& Evaluation(10 Min):-

Health care is a multiple service. Which is providing for improvement of health status of an individual, families and community? It has certain characteristics such as adequacy, appropriateness etc. With the help of good health care mortality and morbidity rates can be reduced. Health care services are provided to community at three levels i.e. Primary, secondary and tertiary levels of health care .Primary level mainly focus on prevention and promotion, secondary level and tertiary level of health care give attention on curative and rehabilitative services.

Bibliography:

- 1:-K.Park (2013), Text book of preventive & social medicine,22nd edition .
Bhart publication , Jabalpur , Page No.831-832
- 2:-K.K. Gulani(2010),Community health Nursing, 1st edition ,Kumar publishing house Pitam pur , New Delhi
Page No. 556-557
- 3:- K. Swarnkar (2015),CHN 3rd edition , N.R. brother's publication, Indore Page No. 12-15

LESSON PLAN

Subject	: COMMUNITY HEALTH NURSING- 1 ST
Unit	: VII, Describe the referral system and community resources for referral
Topic	: Role of nurses in referral system :
Group	GNM 1 st year
Place	: Class Room
Date & time	: 60 Minute
Teaching method	: Lecture cum discussion
AV aids / instructional aids	: Chalk, Black Board, Chart, LCD projector, computer
Student Pre requisite	: The students should have some knowledge regarding the role & responsibilities of nurses regarding referral system
General Objective	: At the end of the class the students will be able to gain knowledge regarding The role of nurses in referral system
Specific Objectives	: At the end of class the students will be able to ;-
	1. To define referral system
	2. To describe the role of nurses in referral system
Review of previous class:	Student have some knowledge about role of nurse in referral system.

Introduction:

Referral services are an essential and necessary to meet certain emergency condition is carried out for diagnostic purpose, for providing other therapies to save lives of pt's. Nurses play an important role in the transferring of the patients from lower level to higher level. So they should also have knowledge regarding referral system.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	5 mins	To define the referral system	Definition: Referral system may be defined as transferring of patient's from lower level or less specialty centre to higher level or super specialties center to providing an essential quality care.	T:- Explain with power point presentation . S: Listen & takes note	Q. Define referral system?
2	40 mins	To describe role of nurses in referral system	<p>The main roles of nurses in the referral system are:</p> <ul style="list-style-type: none"> • All nursing personals should have knowledge about referral system. • Categories the pt's according to their seriousness. • Should be aware of their own limitations and responsibilities in referral system. • In case of emergencies, attempt should be made to save the life of the patient and then only he should be sent for referral. • Fulfill the referral slip or form correctly and accurate. 	T:- Explain with power point presentation . Stu: Listen & takes note	Q.Ellaborate the role of nurses in referral system.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • While sending serious patients life saving drugs ,articles , should be arranged with the patients • If facilities are available then consultation for the patient can be procured through Telephone, Television, network, medical transcription or Telemedicine etc. • If, possible go with the patient. • Proper documentation. 		
<p>Summary:& Evaluation(10 Min):- Referral system is very essential for saving lives of pt's. nurses should have knowledge about proper transferring system , because this play an important role in referral system.</p> <p>Assignment: Define Referral system & write the role of nurses in referral system.</p> <p>Evaluation: Unit test for 50 marks after completion of unit-vii</p> <p>Bibliography: 1 -KK. Gulani(2010),Community health Nursing, 1st edition ,Kumar publishing house Pitam pur , New Delhi Page No. 578 2:- K. Swarnkar (2015),CHN 3rd edition , N.R. brother's publication, Indore Page No. 125-126</p>					

LESSON PLAN

Subject : Community Health Nursing

Unit : 8th

Topic : Types of Records and Uses

Group : GNM 1st year

Place : Classroom

Date & time: 1 Hour

Teaching method : Lecture cum Discussion

AV aids / instructional aids : LCD Projector, Chart

Student Pre requisite : Students have some knowledge about record and reports.

General Objective : After the completion of this class students will be able to gain knowledge regarding the types of records and use of records in communities setting.

Specific Objectives : After completion of the class the students will be able to:-

1. Define records and reports
2. Enlist the various types of reports and records
3. Discuss various types of records to be kept at community health center
4. Discuss important health records related to community health.
5. Describe the uses of records & reports

Introduction: Record and report are mutually interdependent. Report can be prepared on the basis of records. Similarly, report can be presented as record. Record is always in the written form while report can be oral as well. Report especially oral report, can be forgotten while record can be preserved for a long time. Despite being literally different, record and report are synonymous and interrelated, also they are the essential and important component of community health, management and nursing.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	5 min	To Define records and reports	<p>Record is the “written presentation of information”. Health record is a form of information procured from the individual, family and community. On its basis, doctors and</p> <p>Report is also an effective medium of communication. It is essential to have a thorough understanding of the various aspects of community health nursing for proper reporting. Mainly reports can be daily, monthly, quarterly, half yearly and</p>	<p>T: define records and reports S: listen and takes notes</p>	What do you mean by reports and records?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
2	10 min	To Enlist the various types of reports and records	<ul style="list-style-type: none"> Political Medical and nursing (treatment, medicine record) <p>1. Collection place based</p> <ul style="list-style-type: none"> Collected at institutions (records of hospital/health center) Records to be kept with the individual (immunization card, disease card) <p>Here, it is important to clarify that none of the types of records is either limited or complete and it is desirable to adapt a flexible view in this matter because as family record can be social, similarly social record can be the basis of community and national health record.</p> <p>Types of Reports A complete and detailed report holds an important place In the health management Mainly, there are two types or reports:</p> <ul style="list-style-type: none"> Verbal Report Written Report <p>24 – hour report, night and day</p>	T: Enlist the various types of reports and records with LCD projector S: listen and takes notes	How many types of records & reports used in hospital settings?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			report, supervisor's report, patient's census report and accident report etc. are the main reports in the field of institutional or hospital nursing, while in the area of community health nursing birth and death report, anecdotal report and the monthly, quarterly, half yearly and annual report of progress and evaluation of health work are also included.		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3	10 min	To Discuss various types of records to be kept at community health center	Records to be kept at Health Centers <ul style="list-style-type: none"> • Family folder: This includes family, its constituent, structure and individual card. • Mother and child health card: These can be part of family folder. They include <ul style="list-style-type: none"> - Antenatal card / Postnatal card - Immunization card - Infant card - Pre-school child cards • Medicine distribution cards : this includes distribution record of iron and folic acid tablets, vitamin A solution and other medicines. • Family welfare records: These include records of eligible couples, family planning records, MTP records and other related records. • Treatment and referral records: This includes records related to remedies of health problems, treatment of patients, home nursing, home visiting and referral system. • Vital events record: These include information and registration of birth and death records. 	T: Discuss various types of records to be kept at community health center S: Listen and takes notes	How types of records & reports are used at community health centers?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • General information records: This includes records of individual, family, village and maps of community, facts, pictures and health information. • Other records and reports <ul style="list-style-type: none"> - Attendance register - Medicine stock register - Meeting records - Monthly/yearly records - Consumable stock register - Movement register - Stationery stock register - Patient registration record (outdoor, indoor registration according to the category of health institution) - Depot holder register 		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
4	15 min	To Discuss important health records related to community health	<p>Some Important Health Records</p> <p>Given below is the description of same important health records related to community health.</p> <p>Daily Diary</p> <p>Daily diary is used to note the daily activities of community health nurse. Since it is not possible to carry all the registers and forms etc. at the time of meeting or supervision, so later on appropriate records can be prepared, on the basis of the entries made in the diary. Daily diary is a notebook (diary), which the nurse should always carry with her, while on duty. Information recorded in the diary should be clean and true.</p> <p>Village Record</p> <p>Village records provide basis information for the health services, following facts should be included in the village record: Name of the village, distance of village from health center.</p>	<p>T: Discuss important health records related to community health</p> <p>S: Listen and takes notes</p>	What do you mean by village Health record?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Total number of families and houses in the village/population of village.</p> <p>Religious beliefs of villagers.</p> <p>Number of females in the village in different age groups (0-1, 1-5, 5-15, 15-44) and married and unmarried women.</p> <p>Number of eligible couples.</p> <p>Number of ASHA, and dais (trained/untrained) in the village.</p> <p>Name and number of depot holders.</p> <p>Information about community health institutions, anganwadis, balwadis, cooperative institutes and village clubs operative institutes and village clubs etc. working in the village.</p> <p>A list of school, post office, police station , panchayat , places of worship or prayer and their addresses.</p> <p>Condition of the means of transport and communication.</p> <p>Immunization status of villagers.</p> <p>Actual condition on environmental cleanliness in the village.</p> <p>Description of non-allopathic medical institutions of the village.</p> <p>Cumulative Record</p> <p>Cumulative means gradually</p>		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>increasing in amount by one addition after another. Hence, cumulative record is a continuing record procedure. Cumulative record is time saving, economical and it is helpful to review the total history of an individual. It evaluates the progress of a long period. Maternal record nursing student's clinical record etc. examples of cumulative record.</p> <p>Family Folder</p> <p>Community health nurse has a direct and important role to play in the family health services. Family folder provides a basis for this. Hence it is essential to have following information in the family folder:</p> <p>Condition and address of the residence of the family.</p> <p>Name of the head of the family.</p> <p>Religion and caste of the family.</p> <p>Names of family members, with their relation, in order of their age.</p> <p>Condition of education and employment/unemployment of each</p>		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>member of family.</p> <p>Economic level of the family</p> <p>Nutrition and diet of the each member of the family.</p> <p>Contraceptive used by the couple (if any)</p> <p>If any member of the family is infected with any communicable diseases, present condition and description of the treatment taken.</p> <p>Condition of environment: this should essentially include the information about type of house, building material used, light and ventilation arrangement, water supply, sewage, waste disposal, kitchen and condition of bathroom and toilet.</p> <p>To collect the latest information after making the family folder, family followup sheet should be used.</p> <p>Individual health card can be kept in the family folder.</p>		
5	10 min	To Describe uses of records & reports	<p>Uses of records and reports</p> <p>a) Records and reports assist in assessing the health level of the community.</p> <p>b) These provide help for health officers</p>	<p>T: Describe uses of records & reports</p> <p>S: Listen and takes notes</p>	How would you use records and reports?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>and institutions in collecting data.</p> <p>c) These are useful in the assessment and evaluation of work</p> <p>d) Provide basis in formulating plans in the health services. These are the symbol of future plans.</p> <p>e) These work as the tool/medium of providing health education to individual, family and community.</p> <p>f) Assist in determining the need of resources (medicines, equipments, supplies etc.)</p> <p>g) These provide legal documentation for the community health activities.</p> <p>h) These propagate the information for the continuity or nursing care. These are the means of communication between the health workers and the community.</p> <p>i) These provide information for good nursing.</p> <p>j) Without these, it is difficult to conduct training and research work.</p> <p>k) Record and report are essential for the evaluation improvisation and rebuilding of plans for the health programmes.</p> <p>l) They contribute significantly in assessing the health problems of community.</p>		

Summary & Evaluation(10 Min)**Summary:**

Expressing or presenting the facts, data, figures and other information in writing is called records – A report is oral, written or computer based to convey information to others. The whole process of making reports and records is known as documentation.

Effective communication among health professional is vital or essential to the quality of patient care or for coordination and continuity of care. Effective communication enables personnel to support and complement one another's services and to avoid duplications. Generally health professional communicate through discussion, reports & records.

Assignment:

What do you mean by records and reports? Discuss in detail about various types of records and reports and their uses?

Evaluation:

Unit test for 50 marks once the unit VIII is completed.

Bibliography: 1. Keshav swarnkar, community health nursing 2015 (Page No. 128-132) Records & Reports
2. Sr. Nancy M.S.J. Principles and practice of Nursing 2012 (Page No. 221-229) Records & Reports

LESSON PLAN

Subject : Community Health Nursing

Unit : 8th

Topic : Essential Requirements for Records and Reports

Group : GNM First Year

Place : CClass room

Duration: 1 Hour

Teaching method : Lecture cum Discussion

AV aids / instructional aids : LCD Projector, Chart, black board, chalks

Student Pre requisite : Students have some knowledge regarding records and reports of community settings.

General Objective : After the completion of this class student's will understand the Essential Requirements for Records and Reports and apply this knowledge in community setting.

Specific Objectives:

1. Define record and report
2. Enlist the purpose of records and report
3. Describe Essential Requirements for Records and Reports
4. Discus Legal Implications of Records and Reports

Review of previous class:

Introduction: Expressing or presenting the facts, data, figures and other information in writing is called records. Report is also an effective medium of communication. It is essential to have a thorough understanding of the various aspects of community health nursing for proper reporting. Reports can be oral or written

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	5 min	Define record and report	Record is the “written presentation of information”. Health record is a form of information procured from the individual, family and community. Report is also an effective medium of communication. It is essential to have a thorough understanding of the various aspects of community health nursing for proper reporting. Reports can be oral or written.	T: Define record and report S: listen and takes notes	What do you mean by reports and records?
2	15 min	Enlist the purpose of records and report	Purpose of Records <ul style="list-style-type: none"> Provides staff member, administrator, or any other members and not only members of the health team with documentation of the services that have been rendered and supply data that are essential for programme planning and evaluation. To provide the practitioner with data required for the application of professional services for the improvement of family’s health. Records are tools of communication between health workers, the family, and other development personnel. Effective health records shows the health problem in the family and other factors that affect health. Thus, it is more than a standardized sheet or a form. A record indicates plans for future. 	T: Define record and report S: listen and takes notes	What are the purposes of records and reports?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> It provides baseline data to estimate the long-term changes related to services. <p>Purpose of Reports</p> <p>To show the kind and quantity of service rendered over to a specific period.</p> <ul style="list-style-type: none"> To show the progress in reaching goals. As an aid in studying health conditions. As an aid in planning. To interpret the services to the public and to other interested agencies. 		
3	15 min	Describe Essential Requirements for Records and Reports	<p>Essential Requirements for Records and Reports</p> <ul style="list-style-type: none"> Nurses should develop their own method of expression and form in record writing. Records should be written clearly, appropriately and legibly. Records should contain facts based on observation, conversation and action. Select relevant facts and the recording should be neat, complete and uniform 	T: Define record and report S: listen and takes notes	What are the Essential Requirements for Records and Reports?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> Records are valuable legal documents and so it should be handled carefully, and accounted for. Records systems are essential for efficiency and uniformity of services. Records should provide for periodic summary to determine progress and to make future plans. Records should be written immediately after an interview. <p>Records are confidential documents</p>		
4	15 min.	Discuss Legal Implications of Records and Reports	<p>Legal Implications of Records and Reports</p> <p>Records and Reports have legal importance right from birth and death. Their legal concern/ meaning can be explained under three approaches.</p> <p>Individual Approach</p> <p>Birth-death report, individual health card, green card (sterilization certificate), immunization chart, maternal description etc. all records and reports have legal importance. Not only in the field of health but in all fields of life, individuals get facilities and legal protection on the basis of records</p> <p>Community Approach</p> <p>Health records provide confirmation, evaluation and protection of basic rights of citizens related to health. Records and reports present the legal basis through which</p>	T: Define record and report S: listen and takes notes	Which Legal Implications would you keep in mind while making records and reports?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>charges can be levied against medical administration and political system, for health problems prevalent in the community, shortcoming in the implementation of health programme, mistakes in the evaluation, and medical and administrative inactivity. Public litigations can also be filed and administration can be made responsible for the better implementation of health programme under legal protection. Irresponsible people, organizations and enterprises can be punished for not following the health regulation, proper recording and maintenance of community health records and reports is essential to achieve all this.</p> <p><i>Nursing Approach</i></p> <ul style="list-style-type: none"> • Preserving the individual and family health records of the patients. Adopting the right method of filing. • Maintaining the confidentiality and privacy of the records of abortion, MTP, use of contraceptives, and communicable diseases. • Records should be shown to authorized persons only. • Presenting the record at the right time, in case of consumer protection law or for any other court work, preparing a register for it and protecting the parent health organization/agency against contempt of court. • For destroying obsolete records, legally acceptable 		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>process should be used.</p> <ul style="list-style-type: none"> Records related to medico-legal cases, dying declaration and will etc. should be handled carefully for giving witness, whenever needed. 		

Summary & Evaluation(10 Min)

Summary:

Report and report are mutually interdependent. Report can be prepared on the basis of records. Similarly, report can be presented as record. Record is always in the written form while report can be oral as well. Report especially oral report, can be forgotten while record can be preserved for a long time. Despite being literally different, record and report are synonymous and interrelated, also they are the essential and important component of community health, management and nursing.

Assignment: Discuss in brief about records and reports. Write in details about essential requirements of records and reports.

Evaluation: Unit test 50 marks at the end of unit

Bibliography: 1. Keshav Swarnkar, Community Health Nursing 2015 (Page No. 128-132) Records & Reports
2. Sr. Nancy M.S.J. Principles and practice of Nursing 2012 (Page No. 221-229) Records & Reports

LESSON PLAN

Subject : Community Health Nursing

Unit : 8th

Topic : Preparation and Maintenance of Records and Reports

Group : GNM First Year

Place : Class room

Date & time: 1 Hour

Teaching method : Lecture cum Discussion

AV aids / instructional aids : LCD Projector, Chart

Student Pre requisite :

General Objective : After the completion of this class students will be able to gain knowledge regarding Preparation and Maintenance of Records and Reports

Specific Objectives : After completion of this class students will be able to

1. Define records and reports
2. Discuss the method of maintenance of report
3. Enumerate guidelines of the recording and reports
4. Enlist precautions in maintenance of records and reports

Review of previous class: The students should have some knowledge about records and reports.

Introduction: An effective health record shows the extent of the health problems' needs and other factors that affect individuals their ability to provide care and what the family believes. What has been done and what to be done now also can be shown in the records. It also indicates the plans for future visits in order to help the family member to meet the needs. Maintaining records is time consuming, but they are of definite importance today in the community health practice in solving its health problems.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	5 min	Define records and reports	<p>Record is the “written presentation of information”. Health record is a form of information procured from the individual, family and community.</p> <p>Report is also an effective medium of communication. It is essential to have a thorough understanding of the various aspects of community health nursing for proper reporting.</p>	<p>T: Define records & reports S: listen & take notes</p>	What do you mean by reports and records?
2	15 min	Discuss the method of maintenance of report	<p>Maintenance of Records and Reports (Responsibilities of community Health Nurse)</p> <p>Records and reports are the essential components if implementation and evaluation of community health activities. It is necessary for the community health nurse to have through knowledge of their maintenance. Some important facts related to the filling (entries) and maintenance of records and reports are given below:</p> <p>Filling of Records</p> <p>Records can be kept in many ways. It is essential to have proper and systematic filling of records. Properly filed</p>	<p>T: Discuss the method of maintenance of records & reports S: listen & takes notes</p>	How many method ate there for filling record and reports?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>records save time and effort. Filling of records depends upon the objective and method adopted by the health agency or enterprise. Some major methods of filling the records are :</p> <ol style="list-style-type: none"> 1. Alphabetically, 2. Numerically 3. Geographically <p>Other then these, some health organization file their records using general and specific or divisional method or by using the above-mentioned techniques jointly.</p> <p>Filling of Report</p> <p>Report like record, should be filed in such a manner that community health nurse gets the correct and timely report. Report can mainly be filed on the following basis:</p> <ol style="list-style-type: none"> 1. <i>Place</i>: Report can be filed on the basis of group of houses, lane or villages. 2. <i>Time</i>: This can be prepared as the time of completion of works; means report can be prepared on the daily, monthly, quarterly ar annual basis. 3. <i>Alphabet</i>: This can be filed according to the name of those who started the work or the first letter of activity. 4. <i>Number</i>: Reports can be expressed or filed according to numbers or in serial order, like Report No. 1, 2, 3, 4 etc. 		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3	15 min	To enumerate guidelines of the records and reports	<p>Guidelines for Recording</p> <ol style="list-style-type: none"> 1. Records should be clear, appropriate and readable 2. Records should be real and based on facts. 3. Abbreviations and short form can be used in records, but these short forms should be generally acceptable and standard. 4. Sentence used in records should be short and clear. 5. Paying special attention to numbers and statistics is essential. 6. It is necessary that the person filing the records should sign record with time and date. <p>Guidelines for reporting</p> <ol style="list-style-type: none"> 1. A general method or outline of writing the report should be prepared before actually writing report. 2. As far as possible, printed forms should be used for writing report. 3. It is necessary to collect all information and material to make the report complete. 4. Style of report writing should make it easy to understand. 5. Report should be arranged in such a manner that essential information can be retrieved easily. 	<p>T: Enumerate guidelines of the records & reports S: listen & take notes</p>	Enumerate guidelines of the records & reports.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			6. Important information should be underlined or expressed in a specific manner. 7. Presentation of report should be attractive and the important points should be stressed 8. Report should be comprehensive, factual and based on supervision and actual information. 9. Wording/vocabulary of report should be simple.		
4	15 min	To enlist precautions in maintenance of records and reports	Precautions Community health nurse should take following precautions in the maintenance of reports and records: These should be kept carefully at a clean place. These should be protected against mice, termites and insects etc. Good filing system should be developed for the records and reports. These should be easily available on time. Confidential record and report should be shown to authorized persons only. These should be kept only at the definite place.	T: Enlist precautions in maintenance of records and reports. S: listen & take notes	Which precaution would you take to maintain a report & record?

Summary: (10 Min)

Record is the “written presentation of information”. A report is oral, written or computer based to convey information to others.

Records should be clear, appropriate and readable. Records should be real and based on facts.

A general method or outline of writing the report should be prepared before actually writing report. As far as possible, printed forms should be used for writing report

Report should be comprehensive, factual and based on supervision and actual information. Wording/vocabulary of report should be simple.

Assignment: What is record and report? Discuss in details about preparation and maintenance of record and reports?
Evaluation: Unit test for 50 marks at the end of unit
Bibliography: 1. Keshav Swarnkar, community health nursing 2015 (Page No. 128-132) Records & Reports 2. Sr. Nancy M.S.J. Principles and practice of Nursing 2012 (Page No. 221-229) Records & Reports

LESSON PLAN

Subject : Community Health Nursing

Unit : 9th

Topic : Minor Ailments (principal of management)

Group : GNM 1st year

Place : Classroom

Date & Duration: 1 Hour

Teaching method : Lecture cum Discussion

AV aids / instructional aids : LCD Projector, Chart

Student Pre requisite : Students have little knowledge about minor ailments.

General Objective : After the completion of this class students will be to gain knowledge regarding the minor ailments and their management.

Specific Objectives: After the completion of this class students will be to

1. Define minor ailments
2. Discuss Principles of Managing Minor Ailments
3. Classify minor ailments
4. Enlist the general steps in management of minor ailments.

Review of previous class: students some knowledge regarding the minor ailments.

Introduction: Community health nurse is responsible to provide primary health care in the community. Treatment of minor ailments and managing the emergencies is one of the components of primary health care. Although there are no proper guidelines about nurse prescriber in India, but according to abilities and following the limitations, nurse has to handle the situations in cases of casualties and occurrence of ailments in community. Nurse should be capable to examine signs and symptoms of illnesses and treat them as much as she can do in cases of minor ailments.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	5 min	To define minor ailments	Minor ailments indicate slight illnesses it also includes emergencies of smaller nature. Sometimes illness may be acute, which needs immediate care or it may be chronic one, which requires long treatment and continuous supervision but associated minor complications need the help of nurse.	T: Define minor ailments S: takes notes	What do you mean by minor ailments?
2	20 min	To discuss Principles of Managing Minor Ailments	<ul style="list-style-type: none"> • Ensure a safe and healthful environment for patient. • Treat the risk/injured person promptly to prevent any possible complication. • In cases of infectious diseases, take appropriate precautions to prevent the spread of infection. • Keep the continuous watch over the patients' condition and vital signs during the entire period of care. • Help the patient to get well as soon as possible and in his Activities of Daily Living (ADL) • Use the opportunities of health education during the care. • Always remember the limitations in providing treatment or follow the physician's instructions. • Help the family members in coping with the situation and prepare them for taking care of sick at home. • Respect the beliefs of patient, if he has used some other 	T: Discuss Principles of Managing Minor Ailments S: takes notes	What are the common principles in management of minor ailments?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation								
			therapy for treatment of his ailment. <ul style="list-style-type: none">In case of serious conditions or doubt about diagnosis and prognosis, refer the patient without any delay.										
3	15 min	To classify minor ailments	<p>Classification of Minor Ailments</p> <p>Minor ailments can be classified broadly, under two headings:</p> <p>(I) General Minor Ailments: It includes common accidents and emergencies which need immediate first aid. In this category, injuries and falls, fractures, burns, dogbite, high fever, heart stroke, diarrhea, fainting etc. can be kept. Their management is described in further pages.</p> <p>(II) Systemic Minor Ailment: It includes the smaller ailments which affect the various systems of the body. Some of them are enlisted here:</p> <table><tr><td>Eye</td><td>Eye accidents, foreign bodies, infections, poor eye sight, dry eyes, blindness etc.</td></tr><tr><td>Ear:</td><td>Earache, foreign body in ear, otitis media, discharge from ear, temporary deafness etc.</td></tr><tr><td>Respiratory Tract:</td><td>Allergic rhinitis/common cold, sinusitis, sorethroat, cough, dyspnoea, chest pain, asthmatic attack etc.</td></tr><tr><td>Cardiovascul</td><td>Hypertension, anaemia, Rheumatic heart</td></tr></table>	Eye	Eye accidents, foreign bodies, infections, poor eye sight, dry eyes, blindness etc.	Ear:	Earache, foreign body in ear, otitis media, discharge from ear, temporary deafness etc.	Respiratory Tract:	Allergic rhinitis/common cold, sinusitis, sorethroat, cough, dyspnoea, chest pain, asthmatic attack etc.	Cardiovascul	Hypertension, anaemia, Rheumatic heart	T: classify minor ailments S: takes notes	What are common types of minor ailments?
Eye	Eye accidents, foreign bodies, infections, poor eye sight, dry eyes, blindness etc.												
Ear:	Earache, foreign body in ear, otitis media, discharge from ear, temporary deafness etc.												
Respiratory Tract:	Allergic rhinitis/common cold, sinusitis, sorethroat, cough, dyspnoea, chest pain, asthmatic attack etc.												
Cardiovascul	Hypertension, anaemia, Rheumatic heart												

S.No	Time	Specific objective	Content			Teaching learning activity	Evaluation
			ar system:	disease, etc.			
			Digestive system:	Toothache, stomatitis, soreness in mouth, constipation, diarrhea, indigestion, vomiting, abdominal distension and pain, intestinal obstruction, haemorrhoids etc.			
			Urinary system	Burning micturition, retention of urine, urinary infection, renal stones.			
			Neuromuscul ar system	Headache backache, convulsions, epileptic fits etc.			
			Reproductive System	Dysmenorrhoea, heavy Bleeding, sores and discharges from genitals, breast lump etc.			
			Along with above ailments, behavioral problems like maladjustment or emotional disturbances etc. may also be included in the category of minor ailments. These all require proper diagnosis and appropriate management.				

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
4	10 min	To enlist the general steps in management of minor ailments	<p>Management of Minor Ailments</p> <p>Following general steps may be helpful in the management of minor ailments:</p> <p>(I) Assessment</p> <ul style="list-style-type: none"> - Taking the history - Performing quick physical examination <p>(II) Finding the cause, making the diagnosis and planning for care.</p> <p>(III) Providing treatment and nursing care.</p> <p>(IV) Evaluating the care and condition of the patient</p> <ul style="list-style-type: none"> - If outcome is successful, plan for follow-up - If condition of patient does not improve or serious signs appear, refer the patient for needful. 	<p>T: Enlist the general steps in management of minor ailments</p> <p>S: Takes notes and asks queries.</p>	What common steps you will take in managing minor ailments?
<p>Summary:& Evaluation(10 Min)</p> <p>Minor ailments indicate slight illnesses it also includes emergencies of smaller nature. Sometimes illness may be acute, which needs immediate care or it may be chronic one, which requires long treatment and continuous supervision but associated minor complications need the help of nurse. Hence nurse should be able to recognize the nature of ailments and their management.</p>					
<p>Assignment: What do you mean by minor ailments? Discuss in details about principles of management of minor ailments?</p>					
<p>Evaluation: Unit test marks 50 after completion unit 9th to be held.</p>					
<p>Bibliography: 1. Keshav swarnkar, community health nursing 2015 (Page No. 133-138) Minor Ailments</p>					

LESSON PLAN

Subject : Community Health Nursing I

Unit : IXth

Topic : Minor ailments (management as per standing instruction/orders)

Group : GNM 1st year students.

Place : Class room

Date & time: 2 Hours

Teaching method : Lecture cum Discussion

AV aids / instructional aids : LCD Projector, Chart

Student Pre requisite : The students should be able to identify the minor ailments and their management.

General Objective : After the completion of this class student's will understand about minor ailments and their management as per standing instruction/orders

Specific Objectives : After the completion of this class students will be able to

- Define the minor ailments and standing orders

- Enlist objectives of standing orders

- Enlist uses of standing orders

- Discuss types of standing orders

- Describe the standing orders for treatment of minor ailments

- Discuss the role of community health nurse in management of minor ailments

Review of previous class Questions regarding minor ailments, information regarding management as per standing orders

Introduction: Ask the students if they know anything about minor ailments and standing orders. Briefing the topic as follows:- Standing orders are the directions and orders of specific nature. On the basis of these, in the non-availability of doctor, the nurses and health workers can provide treatment to patients at home, hospital or health institution and community. Generally, these instructions/orders are in written form. In some medical institutions and health enterprises standing orders are followed as tradition. It is appropriate to follow standing instructions only on temporary basis, or in case or emergency or when doctor is absent.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	5 min	To define the minor ailments and standing orders	Minor ailments indicate slight illness. It also includes emergencies of simple in nature. Some time illness may be acute, which needs immediate care. Standing order is a written document about policies, rules, regulations, or order regarding patient care. Standing orders are specific instruction issued to a community health nurse by authorized committee or agency regarding the treatment for certain conditions which the nurses may meets in the homes, or in the community.	T: define the minor ailments and standing orders S: listen and take notes	What do you mean by minor ailments and standing orders?
2	10 min	Enlist objectives of standing orders	Objectives (I) To maintain the continuity of the treatment of the patient (II) To protect the life of patient/to resuscitate him. (III) To create the felling or responsibility in the members of health team (IV) To deliver care at home, school and community (V) To strengthen public relations	T: enlist objectives of standing orders S: listen and take notes	What are the objectives of standing orders?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3	10 min	Enlist uses of standing orders	Uses <ul style="list-style-type: none"> • Providing treatment during emergency. • Enhancing the quality and activity of health services. • Strengthening of primary health services in the community. • Decentralization of health responsibilities. • Developing the filling of confidence and responsibility in the nursing and other health workers. • Protecting the general public from quacks. • Enhancing the faith of general public in medical institutions/ community health services. 	T: Enlist uses of standing orders S: listen and take notes	What are the uses of standing orders?
4	15 Min.	Discuss types of standing order	Types of Standing Orders The authorized doctor and the registered nurse, jointly release standing orders. An administrative or advisory committee can also be constituted for it but it is essential to have a nurse representative in it. Common standing orders can be divided into three categories: Institutional Standing Orders/Instructions This category includes standing orders prepared with a view of the available resources, staff position and objectives of medical institution or hospitals, e.g. standing orders or primary health centers can be different than those of district hospitals. Similarly, variations can be found in the standing orders of the	T: Discuss types of standing order S: listen and take notes	What are the common types of standing orders?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>government and private clinics, and those of the higher medical institutions.</p> <p>Specific Standing Orders</p> <p>These type of standing orders are prepared for the trained medical personnel, mainly for nurses. Technical knowledge and special skills are required to implement these orders. For example: giving injection, oxygen, home nursing etc. come in this category. These directions or orders compensate the need of a doctor and most of the treatment related decisions are to be taken by the institutional nurse or community health nurse. Such orders enhance the quality of health services.</p> <p>General Standing Orders</p> <p>Due to large population and geographical area and shortage of health resources some standing orders are used to the message. Common man is expected to follow these. Such standing orders include, taking tablets of Quinine in case of fever, trimexazole for pneumonia and advise to drink ORS in cases of dehydration.</p>		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
5	50 min.	Discuss standing orders for treatment of minor ailments	<p>Standing Orders for Treatment of Minor Ailments</p> <p>While working in health sub-center, primary health center, community health center, hospital or institute, or home or community, many times the community health nurse or other nurses face the situation when it is necessary to provide treatment to the patients, e.g. at that time or place where no doctor is available or is likely to come late. In such conditions standing orders come to the rescue of nurse, they help her in providing treatment to the patient. Given below are some standing orders related to the general ailments which can be followed in community field:</p> <p>Fever</p> <ul style="list-style-type: none"> • Examine the vital signs (temperature, pulse, respiration, blood pressure). • Gather information about other symptoms accompanying the fever (to ascertain the cause of fever), like headache, uneasiness, nausea, vomiting, shivering, cold, running nose, allergy, skin infection, jaundice, fits, cough etc. • Provide rest and light meal to the patient. • Prepare blood slide to examine malaria parasite (blood for MP) • Give paracetamol tablet to bring down fever. • Give lot of liquids to the patient. • If fever is more than 39°C (102.2°F) give cold sponging to 	<p>T: Discuss standing orders for treatment of minor ailments</p> <p>S: listen and take notes</p>	<p>1. Explain standing orders for diarrhea, fever, heat/stroke burn, drowning, dog bite, injuries and</p> <p>2. Explain standing orders for MCH care hemorrhage ?.</p>

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>the patient.</p> <ul style="list-style-type: none"> • Monitor the pattern of fever and wait for two days. If the fever is accompanied with rashes on the body, then keep the patient in isolation. If necessary, inform the physician. • In case of delirium, convulsions, unconsciousness and hyperpyrexia accompanying the fever, refer the patient to doctor. <p>Heat Stroke</p> <ul style="list-style-type: none"> • Person suffering from heat stroke should be kept in the shade and a well-ventilated place. • Note the temperature, pulse, respiration and blood pressure. • Remove all clothes of the person and wrap him in a wet sheet. • Keep him wrapped in the wet sheet till the temperature falls at 38°C. • If the patient is conscious, give him cold water mixed salt and other cold drinks. • Keep continuous observation over temperature. • As soon as there is some improvement in the condition of the patient, refer him to the hospital. <p>Diarrhoea</p> <ul style="list-style-type: none"> • Monitor the symptoms of dehydration. • If the dehydration is severe or the patient is in a state of shock, immediately refer him to the hospital. • Provide ORS to patient. 		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • Rice water, coconut water, lemon juice, light tea, banana, khichadi etc. should be given to the patient. • If there is epidemic of vomiting and diarrhea, sample should be sent for stool test. • If cholera is prevalent, then people should be immunized against it. Food and water should be protected from getting infected and health officers should be immediately informed (early notification). • People should be educated about controlling the flies, cleanliness of water and food, and proper disposals of excreta. • Give medicines, as per the need. <p>Burn</p> <ul style="list-style-type: none"> • Try to keep the burnt part of body immersed in water • Check the spreading of burns. • If the cloth has got stuck on the burned part, do not try to remove it though rings, bangles, shoes, belts and other tight fitted articles should be removed. • Do not touch the blisters unnecessarily. • Cover the burnt part with a clean cloth • Assess the condition of the patient and the percentage of burn. • If the patient is in shock, give him primary treatment. • Give ORT to the patient (if he is conscious and not vomiting). 		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • Provide analgesics, if required. • Refer the patient for further treatment. <p>Drowning</p> <ul style="list-style-type: none"> • Loosen the clothes from his chest. • Make the person lie on his abdomen and get the water out of his lungs. • Resuscitate the patient and immediately send him to the health center/hospital. <p>Bite</p> <p>Dog bite</p> <ul style="list-style-type: none"> • Thoroughly wash the wound with soap and water. Use running water. • Apply betadine or tincture iodine. If wound is extensive, check hemorrhage, but stitches should be done after 24 hours. If available ARS can be used for dressing but serum sensitivity test is essential before use of it. • Give injection of tetanus toxoid. • Do not kill the dog and observe him for 10 days. • Send patient to hospital for ARV therapy. <p>Snake Bite</p> <ul style="list-style-type: none"> • Make the person lie down. • Do not allow him to move. • Find out the kind of snake (poisonous or non poisonous) • Tie tourniquet just above the bite, and continue to loosen it 		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>every half an hour.</p> <ul style="list-style-type: none"> • Make a cut of 1 cm length and ½ cm deep at the place of bite and try to suck the poison from site (there should not be any wound in the month of the persons, sucking the blood). These days vacuumed syringes are used to suck out the poison. • Clean the place of bite using the solution of salt or plain water. Ice can also be used for it. • Console the person and give him tea or coffee to drink. • Send him to hospital, as early as possible for ASV therapy. <p>Scorpion Bite</p> <ul style="list-style-type: none"> • Remove the sting and put ice on it, after thoroughly cleaning the place. • Apply tourniquet above the place of bite and remove it after half an hour. • Give analgesic tablets and also the sweetened milk to drink. • If the patient is in shock, send him to the hospital. <p>Fainting</p> <ul style="list-style-type: none"> • Lie down the person. His head should be at a slightly lower level than the feet. • If the person is sitting, keep his head bended between both the legs. • Person should get fresh air. There should not be any crowd around him • Once the person gains his consciousness, ask him to take 		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>deep breaths and give him liquids to drink.</p> <ul style="list-style-type: none"> • If the unconsciousness continues, send him for further treatment. <p>Injuries and fractures</p> <ul style="list-style-type: none"> • Clean the wound with soap and water. • Apply spirit around the place of wound. • Apply betadine lotion and bandage the wound using the sterile dressing. • Monitor the condition of patient with fractured bones. • Treat the patient for shock. • Immobilize the fractured part of the patient's body, using splint or something else. • Given analgesic and injection of tetanus toxoid to the patient before sending him to hospital for further treatment. <p>Wound</p> <p>Cuts or injuries causes wounds: Here are the standing orders for the wounds:</p> <ul style="list-style-type: none"> • Wash the wound with clean, boiled water and antiseptic lotion. • Apply spirit around the wound • Remove all foreign bodies present in the wound; like, glass/ pieces of wood, stone or dirt etc. • Bandage the wound using betadine • Give the injection of tetanus toxoid. 		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • Check the bleeding from the wound. • In case the wound is large and needs suture, or is caused by the bullet or any other weapon, then send the patient to the hospital at the earliest. <p>Standing order for MCH care</p> <ul style="list-style-type: none"> • Give tablets to check vomiting and nausea (morning sickness), in the early stages of pregnancy. • In case of toxemia of pregnancy, advise her to take restricted salt diet and complete rest. If there is edema, immediately send her to the hospital. • Send the mother to hospital in case of APH or PPH. • If the mother develops fever after the delivery, try to ascertain its cause and give her antipyretic medicine and then refer her to hospital. • Similarly, in case of taking care of perineum, excess of milk in breast, stillbirths etc. give comfort to the mother and refer for the further treatment. • Be observant to any abnormality, while taking care of the newborn. • Keep the newborn at a place with proper warmth. • After the delivery, initiate the breastfeeding as early as possible. • In case of any deformity or disease, refer the patient for further treatment. 		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Convulsions in children</p> <ul style="list-style-type: none"> • Lie down the child safely on a bed. • Loosen his clothes from chest and let the fresh air come. • Clean the secretions from his mouth and let his respiratory tract function properly. • In case of fever, give him cold sponge. • Try to ascertain the possible cause of convulsion and send the child for further treatment. <p>Hemorrhage</p> <ul style="list-style-type: none"> • Lie down the persons straight on his back. • Take the BP and other vital signs. • Press a pad on the point of bleeding. Continue doing this till the bleeding stops. Do the bandaging once the bleeding is under control. • Give him liquids. • Try to find out the cause of bleeding • Monitor the state of shock and in case of bleeding or condition of shock getting out of control, send the patient for further treatment. <p>Unconsciousness</p> <ul style="list-style-type: none"> • Lie the person in such a position that his respiratory system works properly. • Lie down the person in a well-ventilated place. • Remove the denture, if any. 		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • Clean the secretion from the mouth. • Loosen the clothes from his neck, chest and waist. • Provide artificial respiration in case of blocked breathing. • Try to find out the reason of unconsciousness and send the patient to hospital at the earliest. 		
6	20 min.	Discuss the role of community health nurse in minor ailments	Standing Orders Role of Community Health Nurse <ol style="list-style-type: none"> 1. Community health nurse should collect following information before providing nursing care: <ul style="list-style-type: none"> • History of general health of patient • Taking special history of the onset of disease, its intensity and symptoms. • History of illness in the family • Pre medical history 2. Finding out the actions taken, complications and any specifications. 3. Noting vital signs (temperature, pulse, respiration, blood pressure) and conducting urine test. 4. Identifying the problems and determining the personal needs. 5. Providing nursing services under the standing orders. 6. Consoling the individual and family. 7. Implementing the referral system. 	T: Discuss the role of community health nurse in minor ailments S: listen and take notes	Enlist nurses role in executing standing orders.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> 8. Disclosing the causes of illness, complications, follow up treatment/preventive measures. 9. Assessment of work done. 10. Regular study and monitoring of standing order manulas/ health books. 11. Information the health officer immediately about the communicable diseases. 12. Keeping the medicine kit ready to follow standing orders. 13. Representing the nurse's viewpoint while reviewing the standing orders. 14. In case of doubt about the standing orders, collecting complete information at the earliest. 15. Being careful about one's limits and maintaining the faith of doctors and health administration. 16. Ensure a safe and healthful environment for patient. Well being of patient should be foremost. 		

Summary:& Evaluation(10 Min)

Minor ailments are the mild sickness and injuries facing by community health nurses in her daily duty standing orders written documents for providing care for minor ailments. Common minor ailments are diarrhoea, fever, heat stroke, burn, drowning, bite, injuries, MCH care, haemorrhage etc. Community health nurses should follow standing orders during providing care for minor ailments.

Assignment: Write in brief about minor ailments? Discuss in detail the management of various minor ailments as per standing orders.

Evaluation: Unit test for 50 marks at the end of units.

Bibliography: 1. Keshav Swarnkar, community health nursing 2015 (Page No. 133-138) Minor Ailments

LESSON PLAN

Subject	Community health nursing I
Unit	Introduction to environmental hygiene
Topic	Component of environment
Group	GNM 1 st year
Place	Class room/ demonstration room
Date & time	60 minutes
Teaching method	Lecture cum demonstration
AV aids / instructional aids	White board, board marker and charts
Student Pre requisite	<p>The students should be able to identify the components of atmosphere</p> <p>At the end of the session the students will be able to gain knowledge regarding components of environment.</p>
Specific objectives	<p>At the end of the class the students will be able to</p> <ul style="list-style-type: none">• Explain regarding environmental surrounding• Describe the components of environment• Enlist the components of the environment• Discuss about components of the environment
Review of previous class	Ask questions regarding environment, information regarding environmental problems, environmental hygiene and importance of environmental health.
Introduction:	Ask the students if they know any one explain about environmental components and importance of environmental health. Also mention the objectives of the lesson to the students here.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 minutes	To explain regarding environmental surroundings	The term environment implies all the external factors as living and non living, material and non material, which surround the people. In its modern concept environment include not only the water, air, soil that form our environment but also the social and economical conditions under which we live.	T: explain about environment S: listen and take notes	What do you mean by environmental surroundings?
2	15 minutes	To describe the components of environment	For descriptive purpose environment has been divided into 3 components, all closely related :- <ol style="list-style-type: none"> 1. Physical 2. Biological 3. Social 	T: describe with the help of chart S: listen and take notes	Describe the components of environment.

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>There are environmental components as follows</p> <p>Physical :-</p> <ol style="list-style-type: none"> 1. air 2. water 3. soil 4. housing climate 5. waste 6. radiation 7. food 8. light etc. <p>Biological :- plants and animal life including</p> <ol style="list-style-type: none"> 1. virus 2. bacteria 	<p>T: Enlist the components of environment</p> <p>T: Listen and take notes</p>	

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			3. insects 4. rodents 5. animals 6. parasites 7. Microbes etc. Social :- 1. customs 2. habits 3. income 4. occupation 5. religion 6. beliefs 7. traditions 8. economic conditions etc.		

S. No	Time	Specific objective	Content	Teaching learning activity	Evaluation
4	15 minutes	To discuss about the component of environment	<p>Physical environment and health :-</p> <p>Factors which are in touch with a person for all his life and also have a direct effect on his health, development and life expectancy are considered to be the constituent of physical environment.</p> <p>Biological environment and health :-</p> <p>Bacteria, virus, plants, animals, insects, rodents, parasites and microbes etc are component of biological environment. All these are related to the health of person. Poor biological environment is responsible for many infections and diseases.</p> <p>Social environment and health :-</p> <p>All the social conditions and causes which</p>	<p>T: Discuss the components of environment</p> <p>T: Listen and take notes</p>	Explain the environmental components in details.?

			influence the social health of individual and community are included in this category. Social customs, culture, habits, belief, traditions etc. are the factors affecting the way of life and standard of living.		
<p>Summary and evaluation: 10 minutes</p> <ul style="list-style-type: none"> ✓ Explain regarding environment ✓ Describe and enlist the components of environment ✓ Explain the physical, biological, and social components of environment <p>Evaluation: Unit test for 50 marks after completion of the unit.</p>					
<p>Assignment :- Describe the environmental components in details.</p> <p>Bibliography:</p> <ul style="list-style-type: none"> K Park, Community health nursing I K Swarnkar, Community health nursing I K Park, Park's Textbook of Preventive and Social Medicine K KGulani, Community health nursing I 					

Lesson Plan

Subject	Community health nursing I
Unit	Introduction to environmental hygiene
Topic	Importance of healthy environment
Group	GNM 1 st year
Place	Class room/ demonstration room
Date & time	60 minutes
Teaching method	Lecture cum demonstration
AV aids / instructional aids	White board, board marker and charts
Student Pre requisite	The students should be able to identify healthy environment and would be able recognize environmental problems and health hazards.
General Objective	At the end of the session the students will be able to gain knowledge regarding importance of healthy environment.
Specific objective	At the end of the class the student will be able to Define the environmental health Explain the elements contributing to environmental health Describe the importance of healthy environment and its relation to health and diseases
Review of previous class	Ask questions regarding environment, information regarding components of environment and environmental sanitation.
Introduction :	Ask the student if they know environmental sanitation, and environmental problems of India. Also mention the objectives of the lesson to the students here.

S.No	Time	Specific objectives	Content	Teaching learning activity	Evaluation
1	10 minutes	To define the environmental health.	The environmental health can be defined as an art and science of promoting positive environmental factors and prevention and control of the potential hazards including physical, chemical and biological and social factors which have deleterious effect on health of people.	T: Define the environmental health. S: listen and take notes	Define the environmental health.?
2	20 minutes	To explain the elements contributing to environmental health	Following elements for good environmental health – 1.Controlling the air pollution 2.Supplying clean and safe water 3.Healthy housing 4.Checking the sound pollution	T: Explain the elements contributing to environmental health S: Listen and take notes	Explain the elements of environmental health. ?

S.No	Time	Specific objectives	Content	Teaching learning activity	Evaluation
			5.Protecting the persons from disease 6.Proper light 7.Appropriate temperature and humidity 8.Protection from radiation 9.Proper disposal of waste material		
3	20 minutes	To describe the importance of healthy environment and its relation to health and disease	Importance of healthy environment and its relation to health and disease are as follows. 1.Improving individual and community health status. 2.Protection against diseases 3.Controlling environmental pollution and protecting the environment 4.Providing healthful environment 5.Encouraging the environmental education 6.Coordination within the efforts of the environmental health team.	T: describe the importance of healthy environment and its relation to health and disease S: listen and take notes	Describe the importance of healthy environment

S.No	Time	Specific objectives	Content	Teaching learning activity	Evaluation
			7.Hazardous of pollution a.Air pollution b.Water pollution c.Multi nutrition hazardous d.agricultural hazardous e.Traffic hazardous f.Road accidents g.Rail accidents h.Air accidents		
<p>Summary and evaluation :10 minutes</p> <p>Define the environmental health</p> <p>Explain the Elements contributing to environmental health, and describe the importance of healthy environment</p> <p>Evaluation: unit test for 50 marks after completion of unit.</p> <p>Assignment:- define environmental health, explain element and importance of environmental health in details</p>					
<p>Bibliography:</p> <p>K Park, Community health nursing I</p> <p>K Swarnkar, Community health nursing I</p> <p>K Park, Park's Textbook of Preventive and Social Medicine</p> <p>K KGulani, Community health nursing I</p>					

Lesson Plan

Subject	Community health nursing I
Unit	Environmental factors contributing to health
Topic	Water - sources and characteristics of safe and wholesome water
Group	GNM1st year students
Place	The class room/ demonstration room
Date & time	60 minutes
Teaching method	Lecture cum demonstration
AV aids / instructional aids	White board, board marker, charts
Student Pre requisite	The students have some knowledge about water resources
General Objective	At the end of the session the students will gain the knowledge regarding water sources.
Specific objective	<p>At the end of the class the student will be able to;</p> <ul style="list-style-type: none">• enlist the sources of water• describe characteristics of safe and wholesome water• explain the importance of water resources• demonstrate purification of water
Introduction	<p>5 minutes The main source of water is the sea water, naturally water falling on earth rain, snow, dew. We get water from ground water, rivers, ponds, lakes and wells etc.</p>

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 minutes	To enlist the sources of water.	<p>The sources of water are divided into 3 categories –</p> <ul style="list-style-type: none"> • Rain water- <ul style="list-style-type: none"> Pure and clean Free from bacteria Water is light • Surface water – <ul style="list-style-type: none"> After reaching on ground the rainwater is called surface water <ul style="list-style-type: none"> ○ High level surface water- artificial lake, dam, natural lake ○ Low level surface water- pond, artificial ground water tank. ○ Rivers • Ground water- is more pure than surface water. The land surface act as filter eg. Spring, natural well, open well, tube well etc. • Sea water –due to excessive salt it is not potable 	<p>T: enlist basic sources of water</p> <p>S: listen and takes notes</p>	What are the sources of water?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
2	10 minutes	To describe the characteristics of safe and wholesome water	<p>Water is basic need of life- without it life is impossible. The qualities of safe and wholesome water are:-</p> <ul style="list-style-type: none"> ➤ Free from pathogenic organisms ➤ Free from harmful chemicals ➤ Pleasant taste ➤ Appropriate temperature and colour ➤ Usable as domestic 	<p>T: Described the characteristics of safe and wholesome water with the help of chart</p> <p>S: listen and takes notes</p>	What are the characteristics of safe and wholesome water?
3	20 minutes	To explain the importance of water	<p>Water is largest component of human body. In absence of it optimum health is impossible.</p>	<p>T: Explained the importance of water with the help of chart</p>	What are the importance of water?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ol style="list-style-type: none"> 1. Individual and physiological importance- <ol style="list-style-type: none"> a. Vital role in temp. regulation b. Ingredient of blood c. Used in excretion of waste d. Cleanliness 2. Domestic uses- <ol style="list-style-type: none"> a. Cleaning purpose b. Used in cooking c. Drinking d. Washing and bathing 3. Public importance- <ol style="list-style-type: none"> a. Road cleaning b. Drains washing c. Swimming pools 		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
4	10 minutes	To discuss the release of filter water	Releases of filter water- <ul style="list-style-type: none"> ➤ Bathroom ➤ Hospital cleaning ➤ Wash basin ➤ House cleaning 	T: discussed the releases of filter water S: listen and takes notes	How releases of water occurs?

Summary:	5 minutes	<ul style="list-style-type: none"> ✓ Enlist the sources of water ✓ Explain the importance of water ✓ Characteristics of safe and wholesome water
Evaluation: unit test when the unit is complete.		
Assignment / Application: Explain importance and characteristics of safe and wholesome water.		
Bibliography: Park K : Community health nursing I Swarnkar K :Community health nursing I Park K : Textbook of Preventive and Social Medicine		

LESSON PLAN

Subject	Community health nursing I
Unit	Environmental factors contributing to health
Topic	Water pollution- natural and acquired impurities
Group	GNM 1 st year students
Place	Class room/ demonstration room
Date & time	60 minutes
Teaching method	Lecture cum demonstration
AV aids / instructional aids	White board, board marker, charts
Student pre requisite	The student should have some knowledge regarding water pollution –natural and acquired impurities.
General Objective	At the end of the session the student will be able to gain the knowledge regarding water pollution.
Specific objective	At the end of the class the student will be able to- <ul style="list-style-type: none">• Define the water pollution.• Enlist types of water pollution.• Enlist the changes by water pollution.• Explain about the sources of water pollution.• Demonstrate about water purification method.

Review of previous class: Student have some knowledge regarding water purification

Introduction (5 min) : Water is the crucial natural resources, it is available on the surface of earth and under the surface of earth, when some substances mixed in water, is known as water pollution.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	5 minute	Define the water pollution	Water pollution is referred to as presence of any substance that change the natural quality of water. And it causes harmful effects on the human being, animal, and plants.	T: Defines the water pollution with white board S: listens and takes notes	Define water pollution ?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
2	10 minute	Enlist the water pollutants	<p>Water is better solvent so it dissolves substances in it. They are –</p> <ul style="list-style-type: none"> • Pathogens • Sewage water • Animal and human wastage • Nuclear waste • Insecticide and pesticides • Petroleum chemicals • Fertilizers and dyes • Soap and detergents • Sediments • Heavy metals 	<p>T: enlist water pollutants with the help of chart</p> <p>S: listen and takes notes</p>	Q. Enlist water pollutants.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3	10 minute	enlist changes in water	<p>After pollution it changing substances</p> <ol style="list-style-type: none"> 1. Physical properties 2. Chemical properties 3. Color 4. Taste 5. Temperature 	<p>T: enlist with help of chart</p> <p>S: listen and takes notes</p>	Q.What changes occur in water due to pollution?
4	15 minutes	Enlist the sources of water pollution	<p>The sources of water pollution are divided into two parts-</p> <ol style="list-style-type: none"> 1. Natural impurities 2. Acquired impurities <p>Natural impurities –</p> <ol style="list-style-type: none"> a. Water soluble gases b. Water soluble minerals c. Vegetable impurities d. Pathogenic agents, Inorganic impurities, .Dust etc 	<p>T: Enlist the sources of water pollution.</p> <p>S: listen and takes notes</p>	Q. What are the sources of water pollution

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Acquired impurities-</p> <ul style="list-style-type: none"> a. By human activities <ul style="list-style-type: none"> a. Sewage b. Industrial refuse c. Agricultural pollutants d. Physical pollutants- acid, radioactive substance e. Inappropriate social traditions – human, and animal dead bodies, collective bathing 		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
5	10 minutes	Demonstrate the method of water purification.	<ul style="list-style-type: none"> • Show the acquired impurities by diagram • Explain it and clarify it • Give idea to less impurities • Demonstrate the side effects of it 	T: Demonstrate the method of water purification S: observes	Q. How will you remove acquired impurities?

Summary:	5 mins	Today we discuss about the natural impurities, the changes in water after pollution, way using the polluted water and method of removing acquired impurities of water.
Evaluation:	Unit test when the unit is complete.	
Assignment :	list and explain the natural and acquired impurities of water.	
Bibliography:		
Swarnkar K :Community Health Nursing I		
Park K : Textbook of Preventive and Social Medicine		

LESSON PLAN

Subject	Community health nursing I
Unit	Environmental factors contributing to health
Topic	Water borne disease-, water purification –small and large scale
Group	GNM 1 st year students
Place	The class room/ demonstration room
Date & time	60 minutes
Teaching method	Lecture cum demonstration
AV aids / instructional aids	White board, board marker, charts
Student Pre requisite	The students have little knowledge about water borne diseases and water purification
General Objective	At the end of the session the students will be able to gain the knowledge regarding water borne diseases and water purification.
Specific objective	At the end of the class the student will be able to- <ul style="list-style-type: none"> • Define the water borne diseases • Enlist the causes of water borne diseases • Describe types of water borne diseases • Describe the types of water purification • Demonstrate the methods of water purification in small scale.
Review of previous class	Student have some knowledge regarding water purification
Introduction 5 minute	When we are using the polluted water for drinking or other daily uses, it produces some infections and infestations.

S.No	Time	Specific objectives	Content	Teaching learning activity	Evaluation
1	10 minutes	To define the water borne diseases	When the human ,animals, or plants are used unknowingly or knowingly the polluted water directly or indirectly , it produces some infectious diseases.	T:Defines the water borne diseases S: listens and takes notes	Define water borne diseases.
2	10 minutes	To enlist the causes of water borne diseases .	<p>These are following-</p> <ul style="list-style-type: none"> • Contaminated drinking water with edible substances • Using in personal using • Unchlorinated swimming pool 	<p>T: enlists the c auses of water borne diseases with the help of chart</p> <p>S: listen and takes notes</p>	Enlist causes of water borne diseases.

S.No	Time	Specific objectives	Content	Teaching learning activity	Evaluation
3	10 minutes	To describe the types of water borne diseases	<p>These are divided into two categories-</p> <p>Water borne infections caused by,</p> <p>Viruses – viral hepatitis, polio</p> <p>b. Bacteria – cholera , typhoid, diarrhea, dysentery.</p> <p>c. Protozoa – amoebiasis ,giardia</p> <p>d. Parasites – ring worm, guinea worm, thread worm.</p> <p>2. Diseases due to chemical changes in water</p> <p>a. Disease caused by toxicity of water By excess of nitrate, fluorides, lead, arsenic, mercury.</p> <p>b. Mixing of sewage water – intestinal disease, communicable diseases</p>	<p>T:Describes the types of water borne diseases with the help of chart</p> <p>S: listens and takes notes</p>	E. Describe the type of water borne diseases.
4	15 minutes	To describe the methods of water purification	<p>Before domestic use it is very important to purify the water properly . It is done by 2 types</p> <p>1.Small scale</p> <p>2.Large scale</p> <p>The purification on small scale-village level</p>	<p>T: describes the methods of water purification.</p> <p>S: listens and takes notes</p>	What are the methods of water purification?

S.No	Time	Specific objectives	Content	Teaching learning activity	Evaluation
			<p>Sedimentation- 7 days</p> <p>Filtration</p> <p>Chemical disinfection-</p> <p>Using bleaching powder</p> <p>Using chlorine tablet and solution</p> <p>Using iodine</p> <p>iv. Using potassium permanganate</p> <p>Boiling</p> <p>storing of purified water</p> <p>purification on large scale</p> <p>storage -10-15 days filtration – 99% pure</p> <p>slow sand filter</p> <p>ii. Rapid sand filter</p> <p>b. Disinfection</p> <p>i. Chlorination of water by bleaching powder and chlorine gases</p>		

S.No	Time	Specific objectives	Content	Teaching learning activity	Evaluation
5	10 minutes	Demonstrate the method of water purification in small scale	To demonstrate the methods of purification Boiling Filtration chlorination	T: Demonstrated the method of water purification in small scale S: listen and take notes	Demonstrate the method of water purification in small scale.

Summary:	5 minutes	<ul style="list-style-type: none"> ✓ Definition of water borne diseases ✓ Enlist the causes of water borne diseases ✓ Types of water borne diseases ✓ Methods of water purification ✓ Demonstrate the method of water purification in small scale.
Evaluation: unit test for 50 marks.		
Assignment Water borne diseases and purification of water.		
Bibliography: <ol style="list-style-type: none"> .1 K Park : Community health nursing I .2 K Swarnkar : Community health nursing I 		

LESSON PLAN

Subject	Community health nursing I
Unit	Environmental factors contributing to health
Topic	Air- composition of air, air borne diseases
Group	GNM 1 st year students
Place	Class room/ demonstration room
Date & time	1 hours
Teaching method	Lecture cum demonstration
AV aids / instructional aids	White board, board marker, charts
Student Pre requisite	Student should be able to identify the air, composition of air, air borne diseases.
General Objective	At the end of the session the student will be able to gain the knowledge regarding air, composition of air, air borne diseases.
Specific objective	At the end of the class the student will be able to <ul style="list-style-type: none">• Define air.• Explain composition of air.• Describe the Functions of air.• Describe air borne diseases.
Review of previous class	Ask questions regarding components of environment, information about air, composition of air and air borne diseases.
Introduction	Ask the student if they know air, composition of air, air borne diseases. Also mention the objective of the lesson.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 minute	To define air.	Definition:- Air is the mixture of gases that forms atmosphere. Average composition of gases in the atmosphere. Oxygen, nitrogen, carbon di oxide and other then these, traces of rare gases like argon, xenon, helium, neon etc. are also present in air.	T: Defines air by lecture. S: Listen and take notes.	Q: What is the definition of air?
2	10 minute	To explain composition of air.	Average composition of air :- Oxygen – 20.96% Nitrogen – 78.01% Carbon di oxide – 0.03%	T: Explains composition of air. S: Listen and take notes.	Q: What is the composition of air?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Other than these traces of rare gases, like – argon, helium, neon, xenon etc.</p> <p>5. Besides these gases, water vapor, dust, small particles of ammonia, virus bacteria and traces of vegetables and debris are also found in the air. Under normal circumstances the proportionate composition of air remain approximately the same.</p>		
3	15 minute	To describe the functions of air.	<p>Functions of air :-</p> <ol style="list-style-type: none"> It is impossible to imagine the world and human in the absence of air Oxygen is the base of human life Other functions of air are :- 	<p>T: Describes the functions of air with the help of board and marker.</p> <p>T: Listen and take notes.</p>	<p>Q: What are the functions of air?</p>

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> i. Keeping the human body cool ii. Purifying the blood iii. Controlling the body temperature iv. It is a medium for spreading the pollen and bacteria v. Air conducted stimuli help in the functioning of auditory and olfactory sense organs vi. Air is the main media for communication services 		
4	15 minute	To describe air borne diseases.	<p>Air pollution is injurious to human health</p> <ul style="list-style-type: none"> 1. Respiratory disorders- <ul style="list-style-type: none"> a. Irritation of nose and throat b. Respiratory damage c. Bronchitis d. Asthma emphysema 	<p>T: Describes air borne disease.</p> <p>T: Listen and take notes.</p>	Q: Describe air born diseases?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> e. Air pollution with carbon mono oxide in the main cause of the heart disorders. Carbon mono oxide when inhaled reduced oxygen which increases the risk of heart attack 2. Brain damage and nervous break down <ul style="list-style-type: none"> a. Hydrogen sulphide in the air can cause brain damage and affects nervous system. 3. Cancer – <ul style="list-style-type: none"> a. Inhalation of diesel and petrol exhaust can cause lung cancer. 4. Eye problem- <ul style="list-style-type: none"> a. Air polluted with nitrogen oxide, sulphur dioxide, ozone etc can cause irritation, conjunctivitis, blindness. 5. Birth defect- <ul style="list-style-type: none"> a. Stunted growth in children 6. Acid rain 7. Neurological disorder 8. Headache 		

Summary:	10 minute	<ul style="list-style-type: none"> ✓ Definition of air. ✓ What is the composition of air? ✓ What are the functions of air? ✓ Describe various air borne diseases.
Evaluation: unit test for 50 marks.		
Assignment : What is the definition of air and describe the various air borne diseases?		
Bibliography: <ol style="list-style-type: none"> 1 K Park : Community health nursing I 2 K Swarnkar : Community health nursing I 3 K Park : Park"s Textbook of Preventive and Social Medicine 4 KK Gulani : Community health nursing I 		

LESSON PLAN

Subject	Community health nursing I
Unit	Environmental factors contributing to health
Topic	Air pollution and its effect on health
Group	GNM 1 st year students
Place	Class room/ demonstration room
Date & time	1 hours
Teaching method	Lecture cum demonstration
AV aids / instructional aids	White board, board marker, charts
Student Pre requisite	The students should be able to identify the components of environment, and who need environmental sanitation, and would be recognize air and pollution..
General Objective	At the end of the session the student will be able to gain the knowledge regarding air pollution and its effect on health.
Specific objective	At the end of the class the student will be able to <ul style="list-style-type: none">• define and classify the air pollution.• enlist the major sources of air pollution.• explain air pollutants and indicators of air pollution.• explain effect of air pollution on health.
Review of previous class	Ask questions regarding components of environment, information about air, composition of air and air borne diseases.
Introduction	Ask the student if they know air pollution or causes or sources of air pollution. Also mention the objective the objective of the lesson to students here.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 min ute	To define and classify the air pollution.	<p>Definition:-</p> <p>Air pollution is global and one of the major environmental hazard because it causes lot of damage to living and nonliving things in the environment. Air pollutants refer to foreign substances which pollute the air. These are categorized as particulate, inorganic and organic gases.</p>	<p>T: Explains definition and classification of air pollution.</p> <p>S: Listen and take notes.</p>	<p>Q: What is the definition and classification of air pollution ?</p>

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>all pollutant are gases. The major manmade pollutant which get added in the air are co₂, so₂, co, fluoride, ozone, and metal partials of acid, nickel arsenic, cadmium etc. the natural pollutants which are released in the air include pollen grains, gases from volcano, marsh gas etc.</p> <p>The air pollution can be classified as :-</p> <ul style="list-style-type: none"> • Household air pollution- these include <ul style="list-style-type: none"> ○ Smoke, fumes, and vapors from the kitchen, fumes, rugs, carpets, blankets etc. • Community air pollution- <ul style="list-style-type: none"> ○ Burning of firewood's and coal, cow dung cakes, plants, animals, dust, refuse, automobiles. • Occupational air pollution- <ul style="list-style-type: none"> ○ Pollution which occurs in many of the industries mines or any other work area. 		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
2	15 min ute	To enlist the major sources of air pollution	<p>The major sources of air pollution includes-</p> <ol style="list-style-type: none"> 1. Industrial sources- <ol style="list-style-type: none"> a. Thermal power plants b. Cement factories c. Steel plants 2. Automobiles <ol style="list-style-type: none"> a. Tractor b. Bus c. Scooter d. Motorcycle e. Jeep f. Car g. Jugad 	<p>T: Explains sources of air pollution with the help of chart.</p> <p>S: Listen and take notes.</p>	What are the major sources of air pollution?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>3. Chemical fertilizers</p> <p>a. Used to increase agricultural production produce pollutants like nitrogen oxide Sulphur dioxide, ammonia and urea dust.</p> <p>4. Combustion of coal-</p> <p>a. Fuel oil and natural gases. These are used in factories, power plants, kitchen in some places.</p> <p>5. Tobacco smoking-</p> <p>a. in public places</p> <p>6. Natural sources –</p> <p>a. volcanic eruption</p> <p>7. Scientific research</p>		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3	15 min ute	To explain air pollutants and indicators of air pollution.	<p>The air pollutants can be kept in two categories-</p> <ol style="list-style-type: none"> 1. Primary pollutants- <ol style="list-style-type: none"> a. These are emitted directly from identifiable sources (co, co₂) 2. Secondary pollutants- <ol style="list-style-type: none"> a. These are produced in the atmosphere –sulphuric acid, carbonic acid, nitric acid. <p>Indicators of air pollution are-</p> <ol style="list-style-type: none"> 1. Percentage of Sulphur dioxide in the air 2. Smoke index 3. Expelled or substances floating in the air 4. Assess- co, co₂, n₂, lead etc. 	<p>T: Explains air pollutants and indicators of air pollution with the help of board and marker.</p> <p>T: Listen and take notes.</p>	Q: Explain air pollutants and indicators of air pollution?
4	15 min ute	To explain effects of air pollution on health.	<p>Effect of air pollution-</p> <p>Air pollution has many injurious effects not only on the health of people but also on the animals.</p>	T: Explains effects of air pollution on health.	Q: Explain effect of air pollution on health?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ol style="list-style-type: none"> 1. Effect on human health- <ol style="list-style-type: none"> a. The air pollution can cause the following disorders in human being- <ol style="list-style-type: none"> i. Respiratory disorder-bronchitis, asthma, emphysema ii. Heart problem- heart attack iii. Brain damage and nervous break down iv. Cancer v. Eye problems vi. Birth defect and stunted growth in children 		

Summary	10 minute	<ul style="list-style-type: none"> ✓ Define and classify air pollution. ✓ Explain air pollutants and indicators. ✓ Explain the sources of air pollution. ✓ What are effects of air pollution on health?
Evaluation: unit test for 50 marks.		
Assignment : Define air pollution and explain the effects of air pollution on health ?		
Bibliography: <ol style="list-style-type: none"> 1 K Park : Community health nursing I 2 K Swarnkar : Community health nursing I 3 K Park : Park's Textbook of Preventive and Social Medicine 4 KK Gulani : Community health nursing I 		

LESSON PLAN

Subject	Community health nursing I
Unit	Environmental factors contributing to health
Topic	Uses of water and rain water harvesting
Group	GNM 1 st year students
Place	Class room/ demonstration room
Date & time	60 minutes
Teaching method	Lecture cum demonstration
AV aids / instructional aids	White board, board marker, charts
Student Pre requisite	The student have some knowledge regarding uses of water and rain water harvesting.
General Objective	At the end of the session the student will be gain the knowledge of uses of water and rain water harvesting.
Specific objective	<p>At the end of the class the student will be able to-</p> <ul style="list-style-type: none">• Enlist uses of water.• Enumerate requirements of water.• Describe the qualities of water.• Describe the international standards of water.• Describe the recharge of ground water by rain water.• Describe the rain water harvesting.

Review of previous class - Ask questions regarding uses of water.

Introduction (5 minute) - The water is used in daily life as drinking, bathing, washing and other uses.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 minute	Enlist the uses of water.	<p>Water is used for many purposes in community and they are following-</p> <ol style="list-style-type: none"> 1. Drinking water & water for domestic use <ol style="list-style-type: none"> a. Purified water b. Safe water c. Non fluoride water 2. Public use of water <ol style="list-style-type: none"> a. Free from micro organisms b. Filtered or recycled water c. Less salty and sweet water 	<p>T: explain uses of water.</p> <p>S: listen and takes notes.</p>	Q. Enlist the uses of water?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			3. Uses in construction work <ul style="list-style-type: none"> a. Loss of soil b. Cost effective and lesser c. Simple technique 4. Agricultural uses <ul style="list-style-type: none"> a. For vegetables b. For game 		
2	5 minute	Enumerate the requirement of water	It depends on likes and dislikes & availability of water. They are divided into two types- <ul style="list-style-type: none"> 1. Rural <ul style="list-style-type: none"> a. 40 lt/ person b. 30 lt / animal 2. Urban areas <ul style="list-style-type: none"> a. Human 100-125 lt/person/day b. Animals 50 lt/animal/day 	T: enumerate with the help of chart. S: listen and takes notes	Q. enumerate the requirement of water ?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3	10 minute	Describe the quality of water	<p>Assessment depends on its use of water density agriculture, industrial, commercial in the health care sector quality is important.</p> <ol style="list-style-type: none"> 1. Physical ground <ol style="list-style-type: none"> a. Color b. Turbidity c. Taste 2. Chemical ground <ol style="list-style-type: none"> a. Hardness –not more then 300/ liter b. Chloride 200/liter c. Free salt of ammonia 0.05mg/lt d. Nitrites not more then 1mcg/lt 	<p>T: Describes with the help of chart.</p> <p>S: listens and takes notes</p>	<p>Q. What should be the quality of drinking water ?</p>

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> e. Dissolved O₂ not more than 5mg/lit f. Toxic substances not more than normal values <p>3. Bacterial level</p> <ul style="list-style-type: none"> a. Protozoa b. Larva c. Bacteria d. Parasitic worms e. In normal or less than normal value 		
4	5 minute	Discuss international standards of water quality	<p>There are 2 standards of water quality-</p> <ul style="list-style-type: none"> 1. International standards- 2. European standards <p>Who determination in 1971 is accepted by ICMR they are</p> <ul style="list-style-type: none"> 1. Presence of pathogenic microbes 	T: discuss international standards of water quality by chart. S: listen and takes notes	Q. What are international standards of water ?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			2. Presence of toxic substances 3. Presence of other specific substances affects the health 4. Specific quality that affect the consumption ability of water 5. Presence of radioactive substances	takes notes	
5	15 minutes	Describe the recharge of ground water by rain water	Recharging of ground water by following- 1. Conservation of wells and tube wells 2. Recharge unused tube wells and bawdies 3. Recharge structure for multistory building 4. Recharge shafts 5. Recharge by ponds 6. Recharge underground tanks 7. Recharge of river water 8. Recharge of canal water 9. Recharge of spring water	T: Describes the recharge of ground water by rain water with chart. S: listens and takes notes	Q. How is ground water recharged ?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
6	5 minutes	Demonstrates the rain water harvesting system	Demonstrate the roof water harvesting through tube wells	T: demonstrate S: listens	Explain rain water harvesting

Summary (5min): - Today we discuss about various uses of water, water organism, the quality of water, the international standards of electrolytes, the rain water harvesting system and demonstrate the rain water harvesting system.

Evaluation: Unit test of 50 marks when the unit is complete.

Assignment : list down the uses of water in domestic work.

Bibliography: .1 K Park : Community health nursing I

LESSON PLAN

Subject	Community health nursing I
Unit	Environmental factors contributing to health
Topic	Control of air pollution and uses of safety measures
Group	GNM 1 st year students
Place	Class room/ demonstration room
Date & time	1 hours
Teaching method	Lecture cum demonstration
AV aids / instructional aids	White board, board marker, charts
Student Pre requisite	Student should have some knowledge about the composition of air and importance of air.
General Objective	At the end of the session the student will be able to gain knowledge regarding control of air pollution and use of safety measures.
Specific objective	At the end of the class the student will be able to <ul style="list-style-type: none">• Define air pollution• Explain cleaning mechanism of air• Discuss appropriate measure for prevention and control of each type of air pollution• Explain use of safety measure for the pollution
Review of previous class	Ask questions regarding air pollution and sources of air pollution, information about control of air pollution and use of safety measures.
Introduction 5 minute	Ask the student if they know anyone who is following environmental component. Brain storm what they should use. Also mention the objective of the lesson to students here.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	5 minute	Define air pollution	Definition : Air pollution refers to the presence of foreign material such as smoke , harmful gases ,dust, vapours, fine particles in the atmosphere which are harmful for the human being, animals, vegetation, building and monuments.	T: explain S: listen and takes notes	Define air pollution ?
2	10 minute	Explain cleaning mechanism of air	<ol style="list-style-type: none"> 1. Flow of air 2. Rain 3. Oxygen and ozone 4. Sun light 5. Vegetative life 	T: explains with the help of chart S: listen and takes notes	How is air get cleaned ?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3	20 minute	Discuss appropriate measures for prevention and control of each type of environmental pollution	<p>These include:-</p> <ol style="list-style-type: none"> 1. Containment method-In this method the pollutant are prevented to escape from their source into the surrounding air. This is done by various mechanical devices e.g. In factories exhaust fans, suction apparatus, air cleaning devices etc. 2. Replacement method- in this method pollution producing substances and processes are replaced by non polluting substances and process. Eg. Use of CNG instead of diesel in automobiles, use of non lead petrol, use of solar cooker, 	<p>T: explains with the help of board and marker</p> <p>S: listens and takes notes</p>	Explain measures to control environmental pollution ?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>3. Dilution – dilution refers to reducing of pollutants in the air which can be done by extensive planting of trees and vegetation around the industrial and residential areas. Eg. Establishing green plants.</p> <p>4. Disinfection of air- this method includes mechanical ventilation which help in reducing ventilated air and bacterial density, ultraviolet radiation, for disinfecting operation theater.</p> <p>5. Legislation method- it refers to the establishment of act , prevention and control of pollution act 1981</p> <p>6. International actions – regional center at London, Washington, Moscow, Nagpur, and Tokyo.</p> <p>7. Mechanical ventilation</p> <p>8. Dust control</p> <p>9. Management of transport and road traffic.</p>		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
4	15 minute	To explain uses of safety measures of air pollution	<ol style="list-style-type: none"> 1. To set up and strengthen industries population control boards at the state and the center. 2. Improving environmental tax to prevent pollution 3. Plantation by government and voluntary organization 4. Reforestation 5. Industries should be sent away from residential area 6. Proper method of waste disposal should be used 7. To travel in private vehicles 8. Mask, glasses and helmet should be used while driving 9. Alternative fuel 10. Developing green belt around industries and residential area 11. Cross ventilation 12. Avoidance of cigarette smoking 	<p>T: explains with the help of board and marker</p> <p>T: listens and takes notes</p>	Explain safety measures of environmental pollution ?

Summary:	10 minute	<ul style="list-style-type: none"> ✓ List various types of control and prevention of air pollution ✓ Which method of control and prevention of air pollution ✓ What is global warming
Evaluation: unit test when the unit is complete.		
Assignment : discuss appropriate intervention for prevention and control of each type of environmental		
Bibliography: <ol style="list-style-type: none"> 1 K Park : Community health nursing I 2 K Swarnkar : Community health nursing I 3 K Park : Park's Textbook of Preventive and Social Medicine 4 KK Gulani : Community health nursing I 		

LESSON PLAN

Subject	Community health nursing I
Unit	Environmental factors contributing to health
Topic	Waste- refuse – garbage, excreta & sewage and health hazards
Group	GNM 1 st year students
Place	Class room/ demonstration room
Date & time	60 minutes
Teaching method	Lecture cum demonstration
AV aids /	White board, board marker, posters
Student Pre requisite	Student should have some knowledge about waste.
General Objective	At the end of the class the students will be able to gain knowledge regarding waste, refuse and health hazards from them.
Specific objective	At the end of class the students will be able to - <ul style="list-style-type: none">• Define waste.• Define refuse and discuss its health hazards Excreta• Discuss excreta and it's health hazards• Explain sewage and its health hazards
Review of previous class	What are waste products
Introduction	Materials that are no longer useful are called waste. Fecal matter, dirty water from houses, street washing, factory and industry is waste and is liable to cause disease.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 minute	Define waste	Waste is defined as unwanted or unusable material. These are substances which are discarded after primary use and now they are useless.	T: defines waste S: listen and take notes	What are waste ?
2	10 minute	Define refuse and discuss it's health hazards	<p>Refuse is discarded waste matter. It is from house, street sweeping, commercial, industrial, and agricultural operations.</p> <p>Health hazards:</p> <ul style="list-style-type: none"> • Favours fly breeding • Attracts rats and vermins • Contamination of food through dust and flies • Water and soil pollution • Present unsightly appearance 	T: explains refuse with the help of chart S: listen and take notes	What are health hazards from refuse ?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3	10 minute	Discuss excreta and its health hazards	<p>Excreta is the fecal matter of animals. It contains many pathogenic bacteria, viruses and protozoa, helminthic and parasites and their eggs. This should be disposed off in hygienic manner to avoid following health hazards:-</p> <ul style="list-style-type: none"> • Soil pollution • Water pollution • Contamination of food • Fly breeding 	<p>T: Explains excreta with the help of chart</p> <p>S: Listen and take notes</p>	List health hazards from excreta ?
4	10 minute	Explain sewage and its health hazards	<p>Sewage is the water from community containing solid and liquid excreta derived from house, street, factories etc. it resembles dirty water with an unpleasant smell.</p> <p>Health hazards:-</p> <ul style="list-style-type: none"> • Foul smelling • Water pollution • Soil pollution 	<p>T: Explains sewage</p> <p>S: Listen and take notes</p>	What is sewage ?

Summary: 10 minute

Discuss excreta

Discuss refuse waste

Discuss sewage with health hazards

Evaluation: list down the health hazards from the refuse.

Assignment: prepare a chart showing health hazards from refuse, excreta and sewage.

Bibliography:

1 K Park : Community health nursing I

2 K Swarnkar : Community health nursing I


3 K Park : Park"s Textbook of Preventive and Social Medicine

4 KK Gulani : Community health nursing I

LESSON PLAN

Subject	Community health nursing I
Unit	II Environmental factors contributing to health
Topic	Waste management – collection, transportation and disposal
Group	GNM 1 st year students
Place	the class room/ demonstration room
Date & time	60 minutes
Teaching method	Lecture cum demonstration
AV aids / instructional aids	White board, board marker, posters
Student Pre requisite	Student should be able to identify waste and methods of its disposal at home.
General Objective	At the end of the class the students will be able to gain knowledge regarding method of collection, transportation and disposal of waste.
Specific objective	At the end of the class the students will be able - <ul style="list-style-type: none">• To define waste management .• To explain waste collection methods.• To explain transportation of waste.• To explain disposal of waste.
Review of previous class	Asked the questions regarding the waste and its disposal at home.
Introduction 05 min	These are all activities and actions required to manage waste from it's inception to it's final disposal. This includes collection, transportation, and disposal of waste together with monitoring and regulation

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 min	To Define waste management	Waste management refers to all activities and actions required to manage waste from its inception to its final disposal.	T: define waste management S: listen and take notes	What is waste management ?
2	10 min	To explain waste collection	<p>The waste is collected at the place of its origin in different colored bags and bins. The bags are ecofriendly. The waste are divided into 4 categories and are collected as follows :-</p> <p>Sharpe waste-puncture proof blue bag or bin</p> <p style="text-align: center;">Needle , Blades Broken glass pieces</p> <p>Non sharp waste – red bag and bin</p>	T: explains waste collection with the help of chart S: listen and take notes	What are the 4 categories of waste?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			Soiled and infected plastics Syringes Dressings Gloves Anatomical – yellow bag and bin Placenta Body parts General noninfectious – green/black bag and bin Packaging materials Cartons Fruits and vegetables peels		
3	10 min	To Explain transportation of waste.	Waste are very infectious and dangerous so that they should be transported with caution. Important points to be kept in mind while carrying waste are-  Always collect waste in covered bins	T: Explains transportation of waste S: listen and take notes	How are waste transported ?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> ✚ Empty bins when they are filled not more than 3/4th level. ✚ Never store waste beyond 48 hours. ✚ Transport closed containers to avoid spilling. ✚ Never be carried through crowded area. 		
4	20 min	To Explain waste disposal.	<p>Waste are disposed as per their nature. They are disposed as follows-</p> <ul style="list-style-type: none"> ❖ Deep burial- usually sharp wastes are disposed by this method. The solid waste are buried deep in burial pit on site as long as it is secured with a fence or wall and away from any water source. ❖ Autoclave and decontamination- non sharp waste, plastics are first autoclaved or 	<p>T: explains waste disposal with the help of posters</p> <p>S: listen and take notes</p>	What are the methods of waste disposal?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>decontaminated and then shredded off.</p> <ul style="list-style-type: none"> ❖ Burning – solid infectious waste (anatomical parts) like placenta and other body parts are disposed by burning in incinerator. ❖ Composting – it is same as burial pit but in this all the domestic refuse are put into pit and are covered with soil everyday till the pit is full. After 5-6 months the pit is opened and manure is taken out. ❖ Dumping – noninfectious waste are dumped into low lying areas to level the ground. ❖ Feeding the animals – noninfectious food stuffs are fed to animals 		

Summary:	05 min	Summarize the topic through asking questions <ul style="list-style-type: none"> ✓ Define waste management ✓ List various methods of waste collection ✓ Explain transportation of waste ✓ Demonstrate waste disposal
<p>Evaluation: asking following questions to evaluate students</p> <ol style="list-style-type: none"> 1 .Define waste management? 2 .explain waste collection, transportation and describe disposal of waste? <p>Assignment : prepare a chart of waste disposal.</p>		
<p>Bibliography:</p> <ol style="list-style-type: none"> 1 K Park : Community health nursing I 2 K Swarnkar : Community health nursing I 3 K Park : Park"s Textbook of Preventive and Social Medicine 4 KK Gulani : Community health nursing I 		

LESSON PLAN

Subject	Community health nursing I
Unit	II Environmental factors contributing to health
Topic	Housing- location, type and characteristics of good housing.
Group	GNM 1 st year students
Place	The class room/ demonstration room
Date & time	60 minutes
Teaching method	Lecture cum demonstration
AV aids / instructional aids	White board, board marker, posters and charts
Student Pre requisite	Student should be able to identify house and its functions.
General Objective	At the end of the class the students will be able to gain knowledge regarding housing- location, types and characteristics of good housing.

Specific objective	<p>At the end of the class the students will be able to</p> <ul style="list-style-type: none"> • Define housing • Describe location of housing • Enlist types of housing • Explain characteristics of good housing.
Review of previous class	Students have some knowledge regarding house and its functions.
Introduction 5 mins	A physical structure providing shelter and immediate surrounding, services and facilities to the individual and family.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 min	To Define housing	According to WHO, the physical structure that man uses and the environs of the structure including all necessary services, facilities, equipment and devices needed for the physical and mental health and the social wellbeing of the family and the individual.	T: Defines housing with board and marker S: Listen and take notes	What is housing ?
2	10 min	To Describe the location of housing	<p>The location of housing should be-</p> <ul style="list-style-type: none"> ▪ Elevated from the surrounding ▪ Have independent access to street ▪ Away from breeding place of mosquito and flies ▪ Away from nuisance ▪ Should be in pleasant surrounding ▪ The soil should be dry and well drained ▪ Subsoil water should be below 10 feet 	T: Explains location of housing with the help of chart S: listen and take notes	Describe the location of housing.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3	10 min	To Enlist the types of housing	<p>The housing is classified as:-</p> <ul style="list-style-type: none"> ○ Kachha house ○ Pucca house ○ Caraven ○ Bungalow ○ Apartment ○ Tent house ○ Igloo 	<p>T: enlist the types of housing with help of chart</p> <p>S: listen and take notes</p>	Enlist the types of housing.
4	20 min	To Describe the characteristics of good housing	<p>Characteristics of good housing are as under:-</p> <p>Site :-</p> <ul style="list-style-type: none"> ✓ Elevated ✓ Away from nuisance ✓ Away from breeding place of mosquitos 	<p>T: describes the characteristics of good house with help of posters</p> <p>S: listen and take notes</p>	What are the characteristics of good housing ?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> ✓ Have access to street ✓ Should have pleasant surrounding <p>Set back :-</p> <ul style="list-style-type: none"> ✓ There should be open space around house for lighting and ventilation <p>Floor :-</p> <ul style="list-style-type: none"> ✓ It should be pucca and strong ✓ Impermeable ✓ Smooth and free from cracks ✓ Damp proof <p>Walls :-</p> <ul style="list-style-type: none"> ✓ Should be strong ✓ Having low heat capacity 		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> ✓ Weather resistance ✓ Smooth <p>Roof :-</p> <ul style="list-style-type: none"> ✓ Height should not be less than 10 feet ✓ Should have low heat transmittance coefficient <p>Rooms :-</p> <ul style="list-style-type: none"> ✓ Should not be less than 2 ✓ Number and area should be increased according to the size of the family <p>Floor area :-</p> <ul style="list-style-type: none"> ✓ Leaving room 120 square feet for 2 people and 100 square for 1 person. 		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Cubic space :-</p> <ul style="list-style-type: none"> ✓ Minimum 500 cu feet per capita ✓ Preferably 1000 cu feet per capita <p>Windows :-</p> <ul style="list-style-type: none"> ✓ Living room 2 windows ✓ Height of windows should be max. 3 feet above the ground ✓ Window area should be $\frac{1}{5}$th of the floor area ✓ Doors and windows combined should have $\frac{2}{5}$th of the floor area <p>Lighting :-</p> <ul style="list-style-type: none"> ✓ Day light factor should exceed 1% over half of the floor area 		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Kitchen :-</p> <ul style="list-style-type: none"> ✓ Must have separate kitchen ✓ Protected against dust and smoke ✓ Adequately lighted ✓ Arrangement for storing food, fuel and provisions ✓ Provided with water supply fitted with sink and arrangement for proper drainage ✓ Floor must be impervious <p>Garbage and refuse :-</p> <ul style="list-style-type: none"> ✓ Should be removed daily and disposed in sanitary manner 		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Bathing and washing :-</p> <ul style="list-style-type: none"> ✓ Should be there and providing proper privacy. <p>Water supply :-</p> <ul style="list-style-type: none"> ✓ House should have a safe and adequate water supply available at all times. <p>Privy :-</p> <ul style="list-style-type: none"> ✓ A sanitary privy must be there in house 		

Summary: 10 min	<p>Summarize the topic through asking questions</p> <ul style="list-style-type: none"> ✓ Define housing ✓ Describe location of housing ✓ Enlist types of housing ✓ Describe characteristics of good housing
Evaluation: asking following questions to evaluate students define housing ,enlist types and describe location and characteristics of good housing.	
<p>Assignment / Application: Prepare a chart of characteristics of good housing.</p> <p>Bibliography:</p> <ol style="list-style-type: none"> 1 K Swarnkar : Community health nursing I 2 K Park : Park"s Textbook of Preventive and Social Medicine 3 KK Gulani : Community health nursing I 	

LESSON PLAN

Subject	Community health nursing I
Unit	Environmental factors contributing to health
Topic	Basic amenities and town planning
Group	GNM 1 st year students
Place	The class room/ demonstration room
Duration	60 minutes
Teaching method	Lecture cum demonstration
AV aids / instructional aids	White board, board marker.
Student Pre requisite	Student should have knowledge of housing, environmental sanitation & pollution.
General Objective	At the end of the session the students will be gain the knowledge regarding basic amenities and town planning.
Specific objective	<p>At the end of the class the students will be able to</p> <ul style="list-style-type: none">• Know the meaning of basic amenities• List the basic amenities• Know the meaning of urban planning• Know the technical aspect of town planning• Understand the importance of town planning

Review of previous class	Ask questions regarding housing, environment pollution.
Introduction 5 minute	<ul style="list-style-type: none"> • Ask the student what they know the basic amenities and town planning. • Brainstorm what they should use • Also introduce the objectives of the lesson to students.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	5 minute	meaning of basic amenities	<p>Meaning of basic amenities</p> <p>The facilities which are required to enhance the quality of life are called basic amenities. It has asked gram panchayat to make all facilities available to people. These include drinking water, playground etc.</p>	<p>T: explain basic amenities</p> <p>S: listen and takes notes</p>	What is the meaning of basic amenities?
2	15 minute	list the basic amenities	<p>List of basic amenities :-</p> <p>Govt. of India has identified 15 basic amenities for rural population. The basic amenities are as follows-</p> <ul style="list-style-type: none"> • Providing drinking water • Individual toilets • Rural roads 	<p>T: explains with the help of black board</p> <p>S: listen and takes notes</p>	Enlist the basic amenities

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> • Play grounds • Burial grounds • Animal shelter • Community harvesting ground • Open air theater • Citizen service center • Skill development center • Water harvesting facilities • Roads to farms • Self employment facilities • Public libraries • Village tanks • Electricity etc. 		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
3	10 minute	To know the meaning of town planning	<p>Town planning :- it is the colonization of cities with a planning of a nagarpalika, nagarparishad. It is also called town planning.</p> <p>Urban planning is a technical and political process concerned with the use of land protection and use of environment, public welfare and design of the urban environment including air water and infrastructure passing into and out of the urban area such as transportation, communication and distribution network.</p>	<p>T: discuss urban planning</p> <p>S: listen and takes notes</p>	What do you mean by urban planning?
4	10 minute	technical aspect of urban/town planning	<p>Technical aspect of urban planning-</p> <p>It involves applying scientific technical processes, considerations and features that are involved in planning of land use urban design, natural resources, transportation and infrastructure.</p>	<p>T: discuss technical aspect of town planning</p> <p>S: listen and takes notes</p>	What are the technical aspect of town planning?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
5	10 minute	importance of town planning	<p>Importance of town planning are as follows</p> <ol style="list-style-type: none"> 1. improve the quality of life 2. minimize the crowding 3. improve sanitation 4. decrease the chances of infection spread 5. decrease the damage of environment 6. develop the city as smart city in future 	<p>T: discuss importance of town planning</p> <p>S: listening and taking notes</p>	What are the importance of town planning?

Summary:	5 minute	Explain the meaning of basic amenities <ul style="list-style-type: none">✓ List the basic amenities✓ Explain the meaning of town planning✓ Explain the technical aspect of town planning✓ Explain the importance of town planning
Evaluation :	Unit test for 15 marks at the end of unit	
Assignment :	Explain about town planning & its importance.	
Bibliography: <ul style="list-style-type: none">1 K Swarnkar : Community health nursing I2 K Park : Park"s Textbook of Preventive and Social Medicine3 KK Gulani : Community health nursing I		

LESSON PLAN

Subject	Community health nursing I
Topic	Ventilation – type and standard of ventilation
Group	GNM 1 st year students
Place	Class room/ demonstration room
Duration	1 hour
Teaching method	Lecture cum demonstration
AV aids / instructional aids	White board, board marker, charts
Student Pre requisite	Student should have knowledge about environmental sanitation, housing pollution.
General Objective	At the end of the session the student will be able to gain the knowledge regarding types of ventilation and standard of ventilation.
Specific objective	At the end of the class the student will be able to <ul style="list-style-type: none">• Define and explain the concept of ventilation• Explain the various types of ventilation• Explain standards of ventilation• Know relationship of ventilation and health
Review of previous class	Ask questions regarding housing, pollution and environmental sanitation
Introduction 5 minute	Ask the student if they know anyone type of ventilation in their house. brainstorm what they should use. Also mention the objectives of the lesson to students here.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	10 minute	Define and explain the concept of ventilation	<p>Definition:- Ventilation is the exchange of air between outdoor and indoor spaces. In other words entry of fresh and clean air to replace the stagnant and vitiated air of the room can be called ventilation.</p> <p>Concept-</p> <ul style="list-style-type: none"> • Exchange of impure air with pure air • Movement of air • Temperature and humidity of air • Pleasant and infectious free air and thermal environment 	<p>T: explain definition and concept of ventilation</p> <p>S: listen and takes notes</p>	Define ventilation
2	15 minute	Explain the various types of ventilation	<p>There are mainly two types of ventilation –</p> <ol style="list-style-type: none"> 1. Natural ventilation- <ol style="list-style-type: none"> a. Simple method b. Used in small building school office, PHC 	<p>T: explains with the help of chart</p> <p>S: listen and takes notes</p>	Explain artificial methods of ventilation

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Components of natural ventilation-</p> <ul style="list-style-type: none"> • Air movement or current • Expansion of gases • Temperature • Entrance and exit way <p>2. Artificial or mechanical ventilation</p> <p>There are four system to achieve artificial ventilation</p> <ul style="list-style-type: none"> • Exhaust ventilation-in this system exhaust fans are used to expel impure air .this process creates a vacuum in the room. • Plenum or propulsion system- in this system huge ducts are used to push air in the premises that take place of impure air. 		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<ul style="list-style-type: none"> Balanced system- in this system air is forced into the room from one end using plenum system, while it is expelled from the other end using exhaust system. A balanced between system is caused balanced system. This system is appropriate for large conference hall. Air conditioning system – this system help in cleaning, cooling and heating the air. E.g. Filters, refrigerators, cooling coils, humidifier wheels, eliminator, electric fan, AC. 		
3	10 minute	Explain standards of ventilation	<p>Important among the standards of ventilation are –</p> <ol style="list-style-type: none"> 1. cubic area of the premises 2. number of inhabitants 3. furniture in the room 4. lighting and temperature of the room <p>some standards are</p>	<p>T: explains standers with the help of board and marker</p> <p>T: listens and takes notes</p>	List down standard of ventilation

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Some standards are</p> <ol style="list-style-type: none"> 1. 1000 to 1200 cubic feet of air supply per person hour is considered sufficient 2. Rooms air should be changed 2-3 times every hour . 3. Approximately 500 cubic feet area per person is desirable in residential buildings 4. Hospital unit 1200 to 1800 cubic feet of space should be reserved for each patient 5. Optimum floor area should be between 50 - 100 square feet per person 6. A minimum distance of 3 feet should be kept between the beds in the hospital 7. Building height 11-12 feet 8. Sufficient number of windows and doors and ventilators 9. Moderate temperature and 50% humidity in the room 10. Air in the free from dust, smoke ,smell 		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
4	15 minute	Relations hip of ventilation and health	<p>Lack of proper ventilation effects health in following ways:-</p> <ol style="list-style-type: none"> 1. Fatigue, irritability 2. Loss of working capacity 3. Hot flushes and complain of sweating 4. Dizziness 5. Loss of appetite 6. Insomnia and headache 7. Weakening of immune system 8. Frequent attack of cold, cough and respiratory disorder 	<p>T: explains with the help of board and marker</p> <p>T: listens and takes notes</p>	Explain relationship between ventilation and health

Summary:	10 minute	<ul style="list-style-type: none"> ✓ List various types of ventilation ✓ Which method of ventilation ✓ Standard of ventilation ✓ What are the relationship of ventilation and health
Evaluation:	Unit test when the unit is complete.	
Assignment :-	List and explain the types of ventilation	
Bibliography:	<ol style="list-style-type: none"> 1 K Swarnkar : Community health nursing I 2 K Park : Park's Textbook of Preventive and Social Medicine 3 KK Gulani : Community health nursing I 	

LESSON PLAN

Subject	Community health nursing -I
Unit	Environmental factors contributing to health
Topic	Lighting – Requirement of good light (artificial and natural lighting)
Group	GNM 1 st year students
Place	class room/ demonstration room
Date & time	1 hour
Teaching method	Lecture cum demonstration
AV aids / instructional aids	White board, board marker, charts
Student Pre requisite	Student should be able to identify the knowledge and understanding regarding good lighting
General Objective	At the end of the session the student will gain knowledge regarding requirement of good lighting (artificial and natural).
Specific objective	At the end of the class the student will be able to <ul style="list-style-type: none">• Explain requirement of good lighting essential for proper vision• Explain methods of light measurement• Enlist the types of lighting and explain them
Review of previous class	Student know about initial knowledge of light.
Introduction 5 minute	Lighting : Lighting is a essential for good vision and it is used as it consumption of low electricity and in our country.

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
1	15 min	Explain requirement of good lighting essential for proper vision	<ol style="list-style-type: none"> 1. Sufficiency:- intensity of light should be sufficient to carry on the work without any eye strain. 2. Distribution :- it must be uniform over the whole field of work 3. Absence of excessive brightness :- it hurts eye and cause of road accidents 4. Absence of sharp shadows :- it interferes the vision 5. Steadiness :- source of light should be constant 	T: Explains requirement of good lighting S: listen and take notes	Write requirement of good lighting lighting?
2	15 min	To explain measurement of lighting	Light is usually measured in terms of foot candles. A foot candle is a intensity of light we drive at point placed at a distance one foot from a light source of a standard candle power.	T: Explains with the help of chart S: listen and take notes	Write about foot candles?

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation																		
			<table><tr><td>Point place</td><td>Foot candles</td></tr><tr><td>Living rooms</td><td>7</td></tr><tr><td>Reading rooms</td><td>10-15</td></tr><tr><td>Bath room</td><td>6-10</td></tr><tr><td>Bed room</td><td>4-6</td></tr><tr><td>Stairs</td><td>2-4</td></tr><tr><td>Laboratory</td><td>20</td></tr><tr><td>Operation theatre</td><td>75</td></tr><tr><td>Kitchen</td><td>25</td></tr></table>	Point place	Foot candles	Living rooms	7	Reading rooms	10-15	Bath room	6-10	Bed room	4-6	Stairs	2-4	Laboratory	20	Operation theatre	75	Kitchen	25		
Point place	Foot candles																						
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Bed room	4-6																						
Stairs	2-4																						
Laboratory	20																						
Operation theatre	75																						
Kitchen	25																						
3	20 min	Enlist source of lighting and explain them	<p>Types of lighting:-</p> <p>1. Natural lighting</p> <p>2. Artificial lighting</p> <p>Natural lighting :- it is derived from sky and reflection and depends upon the times of the day, season, weather, and clouds</p>	T: Enlist source of lighting and explain them T: listens and takes notes	Enlist the type of lighting																		

S.No	Time	Specific objective	Content	Teaching learning activity	Evaluation
			<p>Following factors must be taken into consideration of natural lighting during house planning:-</p> <ol style="list-style-type: none"> 1. Building must be north face and south face. 2. Obstruction near the building should be removed. 3. Windows should be planned properly regards and shape size. 4. White washing the building for best reflection of lighting. <p>Artificial lighting :- it is mainly derived from source of electricity- bulbs, tube light, cfl, led etc. tubes and cfl used as economically, cool and efficient lighting.</p> <p>Petroleum source:- LPG , kerosene and generators running on diesel.</p>		

SUMMARY: 10 min	<ul style="list-style-type: none"> ✓ Explain requirement of good lighting ✓ Explain measurement of good lighting ✓ Explain types of lighting ✓ Explain source of artificial lighting
EVALUATION:	Unit taken when the unit is complete.
ASSIGNMENT / Application :- explain the various source and methods of measurement of lighting.	
BIBLIOGRAPHY: <ol style="list-style-type: none"> 1 K Park : Community Health Nursing 2 K Swarnkar : Community Health Nursing I 3 K Park : Park"s Textbook of Preventive and Social Medicine 4 KK Gulani : Community Health Nursing I 	