

## COMMUNITY HEALTH NURSING- I

**Placement: Second Year**

**Theory : 90 hours**

**Practical: 135 hours**

**Course Description** - This Course is designed for Students to understand the principles of promotion and maintenance of health

**Specific objectives** – At Specific objectives: AT the end of the course students are able to:

1. Understand the concepts of community health and community health nursing
2. Understand the various factors influencing health in the community
3. Understand the concept, scope, uses and methods of epidemiology
4. Understand the epidemiology and nursing management of common communicable diseases.
5. Understand the concept and scope of demography
6. Understand the impact of population explosion and population control

| Unit | Time (Hrs) | Learning Objective                                                                                | Contents                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Teaching Learning Activities                                                                                                                                                                                      | Assessment Methods                                                                                      |
|------|------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| I    | 4          | <ul style="list-style-type: none"><li>Describe Concept and dimensions of health</li></ul>         | <b>Introduction</b> <ul style="list-style-type: none"><li>Community health nursing</li><li>Definition, concept and dimensions of health</li><li>Determinants of health</li><li>Promotion of health</li><li>Indicators of health</li><li>Maintenance of health</li></ul>                                                                                                                                                                                                                                         | <b>Method</b> <ul style="list-style-type: none"><li>Lecture, Discussion</li></ul>                                                                                                                                 | <ul style="list-style-type: none"><li>Short answers</li></ul>                                           |
| II   | 18         | <ul style="list-style-type: none"><li>Describe determinants of health &amp; Environment</li></ul> | <b>Determinants of health</b> <ul style="list-style-type: none"><li>Eugenics</li><li><b>Physical:</b> Air, light</li><li>Environmental factors contributing Health Ventilation, water, Housing Sanitation; disposal of waste, disposal of dead bodies, Forestation, Noise, Climate,</li><li>Bacterial &amp; Viral: Agents, host carriers and immunity Arthropods and Rodents</li><li>Communication; Infrastructure facilities and Linkage</li><li>Insect, Rodent &amp; Parasite Control Noise Control</li></ul> | <ul style="list-style-type: none"><li>Lecture, Discussion</li><li>Explain using Charts, Graphs, Models, films slides</li><li>Visits to water supply, sewage disposal, milk plants, slaughter house etc.</li></ul> | <ul style="list-style-type: none"><li>Essay type</li><li>Short answers</li><li>Objective type</li></ul> |

|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |
|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  |  | <ul style="list-style-type: none"> <li>• Disposal of refuse/Sewage</li> <li>• Disposal of human excreta</li> <li>• Disposal of the dead</li> <li>• Involvement of governmental and non-governmental organizations in environmental health</li> <li>• Act Regulation the environment :National Pollution Control board</li> <li>• Public health Laws related to environment health</li> <li>• Food hygiene: Production, Preservation, Purchase, Preparation and consumption</li> <li>• Acts Regulating Food Hygiene</li> <li>• Prevention of food adulteration acts,</li> <li>• Drugs and cosmetic act</li> <li>• Socio cultural aspects of nutrition in food hygiene</li> </ul> <p><b>Socio-Cultural</b></p> <ul style="list-style-type: none"> <li>• Customs, taboos</li> <li>• Marriage System</li> <li>• Family Structure</li> <li>• Status of special Group; Females, Children Elderly,</li> <li>• Challenged Groups and Sick persons</li> <li>• Life Style</li> <li>• Hygiene <ul style="list-style-type: none"> <li>▪ Physical Activity</li> <li>▪ Recreation and Sleep</li> <li>▪ Sexual life</li> <li>▪ Spiritual life</li> <li>▪ philosophy</li> <li>▪ Self Reliance</li> <li>▪ Dietary pattern</li> <li>▪ Education</li> <li>▪ Occupation</li> </ul> </li> <li>• Financial Management <ul style="list-style-type: none"> <li>▪ Income</li> <li>▪ Budget</li> <li>▪ Purchasing power</li> </ul> </li> </ul> |  |  |
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|            |           |                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                  |                                                                                                                   |
|------------|-----------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
|            |           |                                                                                                                                  | <ul style="list-style-type: none"> <li>▪ Security</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                  |                                                                                                                   |
| <b>III</b> | <b>10</b> | <ul style="list-style-type: none"> <li>• Describe concept aims, scope, uses Methods and approach of epidemiology</li> </ul>      | <b>Epidemiology</b> <ul style="list-style-type: none"> <li>• Definition ,concept, Aims, scope uses and Terminology used in epidemiology</li> <li>• Dynamics of Disease Epidemiological triad</li> <li>• Morbidity and mortality: Measurements</li> <li>• Levels of Prevention</li> <li>• Methods of epidemiology of               <ul style="list-style-type: none"> <li>▪ Descriptive</li> <li>▪ Analytical: Epidemic investigations</li> <li>▪ Experimental</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Lecturer Discussion</li> <li>• Explain using Charts, graphs,</li> <li>• Models, films, slides</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>                           |
| <b>IV</b>  | <b>18</b> | <ul style="list-style-type: none"> <li>• Describe Epidemiology and nursing management of common Communicable diseases</li> </ul> | <b>Epidemiology and nursing management of common Communicable Diseases</b> <ul style="list-style-type: none"> <li>• <b>Respiratory infections</b> <ul style="list-style-type: none"> <li>▪ Small Pox</li> <li>▪ Chicken Pox</li> <li>▪ Measles</li> <li>▪ Influenza</li> <li>▪ Rubella</li> <li>▪ ARI's &amp; Pneumonia</li> <li>▪ Mumps</li> <li>▪ Diphtheria</li> <li>▪ Whooping cough</li> <li>▪ Meningococcal meningitis</li> <li>▪ Tuberculosis</li> <li>▪ SARS</li> </ul> </li> <li>• <b>Intestinal Infections</b> <ul style="list-style-type: none"> <li>▪ Poliomyelitis</li> <li>▪ Viral Hepatitis</li> <li>▪ Cholera</li> <li>▪ Diarrhoeal diseases</li> <li>▪ Typhoid Fever</li> <li>▪ Food poisoning</li> <li>▪ Amoebiasis</li> <li>▪ Hookworm Infection</li> <li>▪ Ascariasis</li> <li>▪ Dracunculiasis</li> </ul> </li> <li>• <b>Arthropod infections</b> <ul style="list-style-type: none"> <li>▪ Dengue</li> <li>▪ Malaria</li> <li>▪ Filariasis</li> </ul> </li> <li>• <b>Zoonoses</b></li> </ul> | <ul style="list-style-type: none"> <li>• Lecturer Discussion</li> <li>• Explain using Charts, Graphs</li> <li>• Models, films, slides</li> <li>• Seminar Supervised field Practice-health centers, clinics and homes Group projects/ Health education</li> </ul> | <ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul> |

|   |   |                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                  |                                                                                                                   |
|---|---|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
|   |   |                                                                                                                                      | <b>Viral</b> <ul style="list-style-type: none"> <li>▪ Rabies</li> <li>▪ Yellow fever</li> <li>▪ Japanese encephalitis</li> <li>▪ Kyasnur Forest Diseases</li> </ul> <b>Bacterial</b> <ul style="list-style-type: none"> <li>▪ Brucellosis</li> <li>▪ Plague</li> <li>▪ Human Salmonellosis</li> <li>▪ Anthrax</li> <li>▪ Leptospirosis</li> </ul> <b>Rickettsial diseases</b> <ul style="list-style-type: none"> <li>▪ Rickettsial Zoonoses</li> <li>▪ Scrub typhus</li> <li>▪ Murine typhus</li> <li>▪ Tick typhus</li> <li>▪ Q fever</li> </ul> <b>Parasitic zoonoses</b> <ul style="list-style-type: none"> <li>▪ Taeniasis</li> <li>▪ Hydatid disease</li> <li>▪ Leishmaniasis</li> </ul> <b>Surface infection</b> <ul style="list-style-type: none"> <li>▪ Trachoma</li> <li>▪ Tetanus</li> <li>▪ Leprosy</li> <li>▪ STD &amp; RTI</li> <li>▪ Yaws</li> <li>▪ HIV</li> </ul> <b>Any other</b> |                                                                                                                                                                                                                                                                  |                                                                                                                   |
| V | 8 | <ul style="list-style-type: none"> <li>• Describe Epidemiology and nursing management of common Non-Communicable diseases</li> </ul> | <b>Epidemiology and nursing management of Non-communicable diseases</b> <ul style="list-style-type: none"> <li>• Malnutrition: under nutrition, over nutrition, nutritional deficiencies</li> <li>• Anemia</li> <li>• Hypertension</li> <li>• Stroke</li> <li>• Rheumatic Heart Diseases</li> <li>• Coronary Heart Diseases</li> <li>• Cancer</li> <li>• Diabetes mellitus</li> <li>• Blindness</li> <li>• Accidents</li> <li>• Mental illness</li> <li>• Obesity</li> <li>• Iodine Deficiency</li> <li>• Fluorosis</li> </ul>                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Lecture, Discussion</li> <li>• Explain using Charts, graphs,</li> <li>• Models, films, slides, Seminar</li> <li>Supervised field Practice-health centers, clinics and homes group projects/ Health education</li> </ul> | <ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul> |

|             |           |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                      |                                                                                                                                                          |
|-------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
|             |           |                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Epilepsy</li> <li>• Asthma</li> <li>• Arthritis</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                      |                                                                                                                                                          |
| <b>VI</b>   | <b>6</b>  | <ul style="list-style-type: none"> <li>• Describe the concepts And scope of demography</li> <li>Describe methods of data collection, analysis and interpretation of demographic data</li> </ul>                                                      | <b>Demography</b> <ul style="list-style-type: none"> <li>• Definition, concept and scope</li> <li>• Demography cycle</li> <li>• Methods of data collection, analysis and interpretation of demographic data</li> <li>• Demographic rates and ratios</li> </ul>                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Lecture, Discussion</li> </ul>                                                                                                                                              | <ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of survey report</li> </ul> |
| <b>VII</b>  | <b>17</b> | <ul style="list-style-type: none"> <li>• Identify the impact of population explosion in India</li> <li>• Describe methods of population control</li> </ul>                                                                                           | <b>Population and its control</b> <ul style="list-style-type: none"> <li>• Population explosion, its impact on social, economic development of individual, society and country</li> <li>• Population control:</li> <li>• Overall development: women empowerment, social, economic and educational development</li> <li>• <b>Limiting family size:</b> <ul style="list-style-type: none"> <li>□ Promotion of small family norms</li> <li>□ Methods: spacing (natural, biological, chemical, mechanical, etc)</li> <li>□ Terminal: surgical methods</li> <li>□ Emergency contraception</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Lecture, Discussion</li> <li>• Population survey</li> <li>• Counseling</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised field practice</li> </ul> | <ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of Survey report</li> </ul> |
| <b>VIII</b> | <b>9</b>  | <ul style="list-style-type: none"> <li>• Describes concepts &amp; scope of community health service</li> <li>• Understand the health assessment of individual &amp; family while providing family oriented care</li> <li>• Understand the</li> </ul> | <b>Introduction to community Health</b> <ul style="list-style-type: none"> <li>• Concepts, Definition &amp; scope of community health nursing services</li> <li>• Introduction to family oriented health care (assessment of individual &amp; family)</li> <li>• Home visit : concepts, steps, principles, advantages</li> <li>• Functions of urban &amp; rural health centre</li> </ul>                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Lecture, Discussion</li> <li>• Population survey</li> <li>• Counseling</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised field practice</li> </ul> | <ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>                                                                  |

|  |  |                                                                                                                                                                                              |                                                                                                                                                                      |  |  |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  | <p>functions of urban &amp; rural health centers including health Team Members</p> <ul style="list-style-type: none"><li>• Understands ethics in community health nursing practice</li></ul> | <p>including health Team Member</p> <ul style="list-style-type: none"><li>• Ethics in community health nursing practice</li><li>• Consumers Protection Act</li></ul> |  |  |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

# COMMUNITY HEALTH NURSING- I

## PRACTICAL

**Placement : Second Year**

**135 hours**

### **Objective of Practical Experience: (CHN – Practical I)**

At the end of the Practical Experience:

1. Student will develop skills in assessment of an individual and develop rapport with family and community at large.
2. Students will be able to find out health needs of the clients & family to provide family oriented health care in Urban and Rural Community.
3. Students will attend different health clinics to know various laboratory investigations (simple investigations enlisted in the curriculum)
4. To be able to conduct immunization clinics.
5. To practice health education at different settings in the Urban and Rural community.
6. To write family health care study based on nursing process approach.

### **Distribution of practical HRS:**

|                                                           |                          |
|-----------------------------------------------------------|--------------------------|
| <b>I) Urban Public Health Experience:</b>                 | <b>70 Hrs.</b>           |
| 1) Community Health NSG. Laboratory / Classroom Practice: | 15 Hrs                   |
| a) Demonstration of Home visiting                         |                          |
| b) Demonstration of Home Nursing procedures.              |                          |
| c) Preparation of family folder                           |                          |
| 2) Family oriented care:                                  | 35 Hrs                   |
| a) Assessment of individuals                              |                          |
| b) Home visiting writing family care study.               |                          |
| c) Simple family / community health survey                |                          |
| d) Reporting & Recording                                  |                          |
| 3) Visits to community Health agency / NGOS:              | 10 Hrs                   |
| 4) Health Education:                                      | 10 Hrs                   |
| <br><b>II) Rural Public Health Experience:</b>            | <br><b>65Hrs (2 wks)</b> |
| 1) Visit to primary health centre & Rural Hospital:       | 25 Hrs                   |
| 2) Attending immunization & ANC Clinics:                  | 20 Hrs                   |
| 3) Home visits for assessment & planning home care:       | 10 Hrs                   |
| 4) Health Education in clinics / school / Anganwadi etc.: | 10 Hrs                   |

| Areas                    | Duration<br>(in week)              | Objective                                                                                                                                                                                                                                                                                                                                                                | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Assignment                                                                                                                                                                                                                                | Assessment<br>methods                                                                                                                                                                                                                                        |
|--------------------------|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Community health nursing | 2 wks<br>Urban &<br>2 wks<br>rural | <ul style="list-style-type: none"> <li>• Build &amp; Maintain rapport</li> <li>• Identify demographic Characteristics, health determinants &amp; community health resources</li> <li>• Diagnose health needs of individual &amp; families</li> <li>• Provide primary care in health centre</li> <li>• Counsel &amp; educate individual family &amp; community</li> </ul> | <ul style="list-style-type: none"> <li>• Use Techniques of interpersonal relationship</li> <li>• Identification of health determinants of community</li> <li>• History taking</li> <li>• Physical examination</li> <li>• Collect specimens sputum malarial smear</li> <li>• Perform simple lab tests at centre-blood for Hemoglobin and sugar, urine for albumin and Sugar</li> <li>• Administer vaccines and medications to adults</li> <li>• Counsel and teach</li> <li>• individual, family and community</li> <li><input type="checkbox"/> Nutrition</li> <li><input type="checkbox"/> Hygiene</li> <li><input type="checkbox"/> Self health monitoring</li> <li><input type="checkbox"/> Seeking health Services</li> <li><input type="checkbox"/> Healthy life style</li> <li><input type="checkbox"/> Family welfare methods</li> <li><input type="checkbox"/> Health promotions</li> </ul> | <ul style="list-style-type: none"> <li>• To work with 2 assigned families each in urban &amp; rural</li> <li>• Family study-I</li> <li>• Observation report of community-1</li> <li>• Health talks-2 (1 in urban and in rural)</li> </ul> | <ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale</li> <li>• Assess each skill with checklist</li> <li>• Evaluation of family study observation report health talk</li> <li>• Completion of activity record.</li> </ul> |

## BIBLIOGRAPHY

1. K.Park, Textbook of Preventive & Social Medicine- current edition
2. K.Park, Essentials of Community Health Nursing
3. Rao kasturi, An Introduction to Community Health Nursing, I publications.
4. Freeman Ruth, Community Health Nursing Practice.
5. Stanthope Lancaster, Community Health Nursing Process & Practice, Popular publication.
6. Basavantappa B.T.,Community Health Nursing
7. Sathe , Epidemiology & management of Heath Care , Popular publication
8. Mahajan Gupta, Textbook of Preventive & Social Medicine, Jaypee Publications
9. Lancaster, Community Health Nursing Process and Practice for Promoting Health , Mosby
10. Publications.

## EVALUATION SCHEME

### Internal Assessment: Maximum Marks 25

|                                                               |                 |
|---------------------------------------------------------------|-----------------|
| <b>A) Theory:</b>                                             | <b>15 Marks</b> |
| i) Mid-term Examination:                                      | 50 Marks        |
| ii) Pre-final Examination:                                    | 75 Marks        |
| Total:                                                        | 125 Marks       |
| (125 Marks to be converted in to 15 Marks for I. A. (Theory)) |                 |

|                                                                  |                 |
|------------------------------------------------------------------|-----------------|
| <b>B) Practical:</b>                                             | <b>10 Marks</b> |
| i) Clinical Evaluation                                           |                 |
| Community health Nursing Practice:                               | 100 Marks       |
| ii) Family Care Study:                                           | 50 Marks        |
| iii) Health Teaching (2 X 25 Marks):                             | 50 Marks        |
| iv) Community Visit Observation report:                          | 25 Marks        |
| Total:                                                           | 225 Marks       |
| (225 Marks to be converted in to 10 Marks for I. A. (Practical)) |                 |

### External Assessment:

|                                 |          |
|---------------------------------|----------|
| University examination (Theory) | 75 Marks |
|---------------------------------|----------|

**II YEAR BASIC B.Sc. NURSING**  
**SUBJECT: - COMMUNITY HEALTH NURSING**  
**CRITERIA FOR CLINICAL EXPERIENCE**

**1) CLINICAL EVALUATION PROFORMA**

Name of Student:

Year:

Area of Community Health Nursing Evaluator:

Period Under Evaluation: From: to:

- Rating: 1 – In many respects fails to meet recruitment satisfactorily  
 2 – Meets many requirements but deficient in important aspect  
 3 – Average, clearly meets basic requirements satisfactorily.  
 4 – Clearly exceeds basic requirements, respecting superior  
 5 – Outstanding in all respects.

*Instruction:*

- 1) Application of theory to practice is considered through out the experiences.
- 2) Written explanation must be over extreme grades.

| S.N.       | Particulars                                                                                                                 | 1 | 2 | 3 | 4 | 5 |
|------------|-----------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| <b>I</b>   | <b>Knowledge and understanding about family</b>                                                                             |   |   |   |   |   |
|            | 1. Studies family health record and collects significant data                                                               |   |   |   |   |   |
|            | 2. Interprets significant data based on knowledge of community Health / Community Health Nursing.                           |   |   |   |   |   |
| <b>II</b>  | <b>Home Visit</b>                                                                                                           |   |   |   |   |   |
|            | 3. Preplans are written based on the health needs of the family and identified goals                                        |   |   |   |   |   |
|            | 4. Planning and organization of home visit                                                                                  |   |   |   |   |   |
|            | 5. Establishers report with the family and able to communicate effectively and tactfully with different individual / groups |   |   |   |   |   |
| <b>III</b> | <b>Health Assessment and Observation</b>                                                                                    |   |   |   |   |   |
|            | 6. <b>Does Physical health assessment</b>                                                                                   |   |   |   |   |   |
|            | 7. Identifies deviation from normal and set priorities in home care activities                                              |   |   |   |   |   |
|            | 8. Plans and implements home care based on preset goals and health needs                                                    |   |   |   |   |   |
|            | 9. Carry out simple home procedures                                                                                         |   |   |   |   |   |
| <b>IV</b>  | <b>Nursing Activities carried out:</b>                                                                                      |   |   |   |   |   |
|            | 10 Application of scientific principles                                                                                     |   |   |   |   |   |
|            | 11 Technical skills with necessary modification and completeness of the procedure                                           |   |   |   |   |   |
|            | 12 Involvement and participating of the family members                                                                      |   |   |   |   |   |
|            | 13 Interpretation, reporting, recording of results                                                                          |   |   |   |   |   |
|            | 14 Takes, corrective action, follow standing orders & selects appropriate referral agencies.                                |   |   |   |   |   |
| <b>V</b>   | <b>Health information health teaching</b>                                                                                   |   |   |   |   |   |

|                      |                               |                                                                                                                                  |                     |  |  |                |  |
|----------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------|--|--|----------------|--|
|                      | 15                            | Uses every opportunity for incidental / planned teaching for individual and group                                                |                     |  |  |                |  |
|                      | 16                            | Uses appropriate teaching learning principles                                                                                    |                     |  |  |                |  |
| <b>VI</b>            | <b>Post Visit</b>             |                                                                                                                                  |                     |  |  |                |  |
|                      | 17                            | Reports significant information                                                                                                  |                     |  |  |                |  |
|                      | 18                            | Completes records, promptly, precisely and accurately.                                                                           |                     |  |  |                |  |
| <b>VII</b>           | <b>Professional qualities</b> |                                                                                                                                  |                     |  |  |                |  |
|                      | 19                            | Professional appearance                                                                                                          |                     |  |  |                |  |
|                      | 20                            | Interest, initiative, resourcefulness, responsible, leadership and attitude, response to constructive criticism and suggestions. |                     |  |  |                |  |
| <b>Total Marks :</b> |                               |                                                                                                                                  | <b>Percentage :</b> |  |  | <b>Grade :</b> |  |

Remarks / comments by the Supervisor:  
(In terms of strengths and weaknesses)

Date of evaluation discussed

Signature of the student that  
She/he has seen the evaluation

Signature of Supervisor

## **2) Format for Anecdotal Record**

1. Introduction & objectives
2. Assessment of data – subjective & objective
  - i. Data related to
    - Environment & Sanitation
    - Immunization status of <5 children
    - Family planning practices
    - Nutritional status
    - Chronic health problems in the family
  - ii. Assessment of family members and writing health summary specifically vulnerable groups and high risk individuals (including physical, mental and social health aspects.)
3. Health needs identification on priority basis considering family as unit of Service
4. Planning for Family Oriented Care (FOC)
  - i. Objective of FOC
  - ii. Short term Home nursing care plan
  - iii. Long term Home nursing care plan
5. Implementation of FOC, with scientific rationale; adaptation in home situation.
6. Technique & skill in home nursing procedures with rationale
7. Planning & implementing health teaching
  - i. Individual or group
  - ii. Use of simple AV aids
8. Specific dietary plan & nutrition rehabilitation
9. Drug study and home care if necessary
10. Evaluation of home nursing care
  - i. Review short & long term plan
  - ii. Re-planning and future plans
11. Use of table and groups where ever necessary.

## EVALUATION CRITERIA FOR FAMILY HEALTH CARE STUDY

Name of the Student :-

Field Placement :- Year :-

Period :-

| S.N.         | Particulars                                                                     | Marks Allotted | Marks Obtained | Total |
|--------------|---------------------------------------------------------------------------------|----------------|----------------|-------|
| 1            | Introduction & Objective                                                        | 02             |                |       |
| 2            | Data Subjective                                                                 | 03             |                |       |
| 3            | Data objective                                                                  | 05             |                |       |
| 4            | Assessment of Family members (physical mental & social)                         | 03             |                |       |
| 5            | Health needs identified                                                         | 03             |                |       |
| 6            | Planning for family health nursing care (including short term & long term plan) | 06             |                |       |
| 7            | Implementation of home nursing care plan with scientific rationale              | 06             |                |       |
| 8            | Health education planning & implementation                                      | 04             |                |       |
| 9            | Planning for diet                                                               | 03             |                |       |
| 10           | Drugs study & home care                                                         | 03             |                |       |
| 11           | Evaluation :<br>- Out come of family health care<br>- Self learning as a Nurse  | 02<br>02       |                |       |
| 12           | Future plan                                                                     | 03             |                |       |
| 13           | Conclusion & suggestion                                                         | 02             |                |       |
| 14           | Use of table / graphs etc.                                                      | 03             |                |       |
| <b>Total</b> |                                                                                 | <b>50</b>      |                |       |

Remarks

Evaluation discussed Sing. Of Supervisor

Remarks

Evaluation discussed Sing. Of Student

### 3) PERFORMA & GUIDELINE FOR HEALTH TEACHING

1. Name of the College:
2. Name of the supervisor :
3. Venue :
4. Date :
5. Time :
6. Group :
7. Previous knowledge of the group:
8. AV aids used :
9. General objectives :
10. Specific objectives :

#### Lesson plan for health talk

| S.N. | Time | Specific objectives | Content | Teaching Learning Activities | AV Aids | Evaluation |
|------|------|---------------------|---------|------------------------------|---------|------------|
|      |      |                     |         |                              |         |            |

| S.N.  | Criteria                                  | Marks Allotted | Marks Obtained | Total |
|-------|-------------------------------------------|----------------|----------------|-------|
| 1     | Lesson Plan.                              | 08             |                |       |
| 2     | Presentation.                             | 05             |                |       |
| 3     | Communication skill.                      | 05             |                |       |
| 4     | Preparation & effective use of A V. Aids. | 04             |                |       |
| 5     | Group participation.                      | 03             |                |       |
| Total |                                           | 25             |                |       |

Note: Two Teaching of 25 Marks each.

Remarks

Evaluation discussed  
& Students Signature  
Date:

Sing. of Supervisor  
Date: