

□ **VOCATIONAL HIGHER SECONDARY**

DOMESTIC NURSING

TEACHERS' SOURCEBOOK



**Government of Kerala
Department of Education**

2006

State Council of Educational Research & Training (SCERT)
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Foreword

Dear Teachers,

This Teacher's Sourcebook on **Domestic Nursing** introduces the teacher to the main principles and practices of the revised pedagogy which is activity-based, process-oriented and learner-centred.

The realisation that learning is not mere storing information in memory and that real learning is construction of knowledge through observation, comparison, classification and analysis has led us to give a new thrust to the teaching-learning process at Vocational Higher Secondary level to make it more meaningful and learner-friendly.

This sourcebook has been developed primarily for the benefit of teachers who teach **Domestic Nursing** at Vocational Higher Secondary level. The subject matter has been dealt with utmost care, in tune with the revised curriculum and pedagogic principles. It is hoped that this book will enable the teacher to provide suitable learning activities for effective learning.

The success of the approach depends upon the vision and commitment of the teacher. They are expected to make use of this sourcebook at all stages of their teaching process. It is also expected that the teacher would seek help and guidance from other sources like libraries and websites.

Hope that this sourcebook will help the teacher to develop the skills and experience required for effective classroom transaction.

Creative criticism and suggestions for improvement are most welcome.

With regards,

Thiruvananthapuram
July, 2006

Dr E. Valsala Kumar
Director
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GENERAL APPROACH

Significance of vocational education

The ultimate aim of education is human refinement. Education should enable the learner to formulate a positive outlook towards life and to accept a stand which suits the well being of the society and the individual as well.

The attitude and potential to work has determined the destiny, progress and cultural development of the human race. As we all are aware, the objective of education is to form a society and individuals having a positive work culture. The educational process expected in and outside our formal schools should concentrate upon inculcating concepts, abilities, attitudes and values in tune with these work culture. Hence vocationalised education cannot be isolated from the main stream of education. In another sense, every educational process should be vocationalised. However due to our inability to utilize the resources wisely, scarcity of job opportunities is a severe issue of the present society. For overcoming this deep crisis, emergent techniques have to be sorted out and appropriate researches have to be seriously carried out. It is in this sense that the content and methodology of Vocational Higher Secondary Education have to be approached. The need for meaningful linkages between the world of work and world of education is well recognized. The essence of the recommendations made by various commissions and committees is that the vocationalisation should be the main feature of the future system of education at the higher secondary stage, it can be extended to school level also.

Vocational Education is the system of education which intends to prepare students for identified occupations, opening several areas of activities.

The Vocational Higher Secondary course envisaged as a part of the National Policy on Education with the noble idea of securing a job along with education. The relevance of vocational education is very great in this age of unemployment. This education system, which ensures a job along with higher education stands aloof from other systems of education.

This education imparts the life skills required by the youth to enter the world of work and assuming the responsibilities of adulthood. As per the expert meeting report (2001) of UNESCO, the life skills are grouped under 4 categories. They are

-
1. skills for personal fulfillment
 2. skills for living in society
 3. skills for dealing with changing economies
 4. skills for dealing with changing work patterns.

Vocational Education ensures fulfillment of manpower requirement for national development and for social security for the citizens through self-employment. It also helps to reduce the migration of rural youth to urban areas and thus helps in rural development.

The learners of Vocational Education get an opportunity to avail one year apprenticeship training in industries to improve their practical skill. During the course of study, on the Job Training (OJT) for 10 days in a year is arranged to improve the skill and efficiency of the learner. This education system motivates the attitude towards self –employment through Production/ Service cum Training Centres. (PTC)

Objectives of vocational education

The National policy on education has accorded very high priority to the program of vocationalisation of education, considering the following objectives.

1. To fulfill national goals of development and the removal of unemployment and poverty.
2. To impart education relevant to increased production and productivity, economic development and individual prosperity.
3. To make available skilled work force at all levels to alleviate the rural unemployment and for the development of nation.
4. To develop environmental awareness to ensure sustainable development.
5. To develop vocational aptitude, work culture, values and attitudes of the learners so as to enrich the productivity of the nation.
6. To develop entrepreneurial competencies and skills of learners for self reliance and to undertake gainful self employment.
7. To facilitate the expansion of higher education and explore future opportunities through innovative guidance and programmes.
8. To develop vocational competencies, creative thinking in the related areas and facilitate training.
9. To create awareness on mental, physical and social health.
10. To acquire awareness about different job areas and to provide background for acquiring higher level training in subjects concerned.

LEARNING

Learning is construction of knowledge through a continuous mental process. It is an advancement through adding and correcting in the light of comparing the new issue with the previously learned concepts. It is an intellectual process rather than the mere memorization of facts. Learning is a conglomeration of a variety of activities like problem solving, finding out co-relationships, prediction, arriving at conclusions, rational as well as critical thinking, finding applications, grouping for other possibilities and extracting the crux when opportunities are provided for intellectual processes learning will become effective and intellectual ability will get strengthened.

Theoretical foundations of learning

Education is the best device that can be adopted for creation of a new society. It should be democratic in content and process and should acknowledge the rights of the learner. It should also provide opportunity for better citizenship training. The concept of equality at all areas should get recognition in theory and practice. There should be conscious programme of action to develop nationality, humanness and love against the encroachment of sectarianism of caste and religion. The learner should become cognizant of the implications of privatisation, liberalisation, globalisation etc.

They should develop a discrimination to use the acquired learning as a liberative weapon.

They should be able to view education and life with the perspective of social well being.

A basic awareness of all the subjects needed for life is essential for all students.

The remnants of perspectives formed in us during the colonial period still influence our educational philosophy. The solution to the present day perplexities of the society which approaches education on the basis of competitions and marketisation is only a comprehensive view of life.

It is high time that education was recognized on the basis of the philosophy of human education. The human approach to education has to reflect in its content, learning process and outlook. The perspective of 'learning to be' and 'learning to live' together as expressed by the UNESCO and the concepts of existential, intrapersonal and interpersonal intelligence.

The basis of new approaches on curriculum and teaching- learning process are derived from the developments tookplace in the east and west of the world.

When we begin to see the learner at the centre of the learning process, the teaching process has to be changed timely. It is the result of the rapid growth and development

of Science and Technology and Pedagogy. If we want to undergo the changing process, we have to imbibe the modern hypothesis regarding learner that they have

- 1 Great curiosity
- 2 Good imagination
- 3 Numerous other qualities and interests
- 4 Independent individuality
- 5 Interest in free thinking and working In a fearless atmosphere.
- 6 Interest in enquiring and questioning.
- 7 Ability to reach conclusions after logical thinking.
- 8 Ability for manifest and establish freely the conclusions arrived at.
- 9 Interest for recognition in the society.
- 10 Determination to face the interference of society and make components which is a part of social life.

When we consider the learning system, the domains to be stressed in education according to the modern development becomes relevant.

The knowledge domain consists of

- 1 Facts
- 2 Ideas
- 2 Laws
- 3 The temporary conclusions and principles used presently by scientists.

The learning is a process. The continuous procedures we undergo to reach a particular goal is process. The skills which are parts of the process to analyze the collected ideas and proofs and come to a conclusion is called process skills. Some important **process skills** are, **the skills**;

- 1 To observe
- 2 To collect data and record
- 3 To classify
- 4 To measure and prepare charts
- 5 To experiment
- 6 To predict
- 7 To recognize and control the variables

-
- 8 To raise questions
 - 9 To generalize
 - 10 To form a hypothesis and check.
 - 11 To conclude
 - 12 To communicate
 - 13 To predict and infer
 - 14 To use tools.

In addition to this, consider the skills related to creative domain also, they are skills:

- 1 To visualize
- 2 To connect facts and ideas in new ways.
- 3 To find out new and uncommon uses of objects
- 4 To fantasize
- 5 To dream
- 6 To develop creative isolated thoughts

Again, the following factors consisting in the **Attitudinal domain** are also important as;

- 1 Self confidence
- 2 Love for scientific knowledge
- 3 Attitude to know and value history
- 4 Respect human emotions
- 5 Decide with reasonable present problems
- 6 Take logical decisions regarding personal values

As regards the **application domain** the important factors are the ability to:

- 1 observe in daily life examples of ideas acquired.
- 2 take the help of scientific process to solve the problems of daily life.
- 3 choose a scientific life style
- 4 connect the ideas acquired with other subjects.
- 5 integrate the subjects with other subjects.

Some basic stands have to be taken on the new scientific knowledge about intelligence learning and teaching. When such basic concepts are accepted changes are required in the following factors.

-
- 1 The vision, approach, structure and content of the curriculum.
 - 2 The vision, approach, structure and content of the textbooks.
 - 3 Role of the teacher and the learner.
 - 4 Learner atmosphere, learning materials and learning techniques.

Some scientific perspectives accepted by modern world in Educational Psychology are given below.

Constructivism

This approach puts forward the concept that the learner constructs knowledge. New knowledge is constructed when ideas are examined and practiced in new situations relating them with the previously acquired knowledge and experience. That is assimilated into the cognitive structure of one's knowledge. This method which gives priority to critical thinking and problem solving provides opportunity for self motivated learning.

Social Constructivism

Social constructivism is a branch of constructivism. Knowledge is formed, spread and imbibed and it becomes relevant in a social environment. Interactive learning, group learning, co-operative participatory learning, all these are concepts put forward by social constructivism.

The main propounders of constructivism are Piaget, Vygotsky and Bruner.

Discovery learning and interactive learning have prime importance. Learning takes place as a part of the attempt for problem solving. The activities of a learner who confronts cognitive disequilibrium in a learning situation when he tries to overcome it leads to the renewal of cognitive structure. It is through this process construction of new knowledge, the assimilation of them takes place. Observation and enquiry are unavoidable factors. The learner advances towards new areas of acquisition of knowledge where he tries to compare his new findings with the existing concepts.

Learning is a live mental process. Rather than the ability for memorization of facts cognitive process has to be given emphasis. The process of problem analysis, elucidation, critical thinking, rational thinking, finding out correlation, prediction, hypothesis formation, application, probing for other possibilities, extracting the crux and other processes are of critical importance in learning.

Constructivism gives greater predominance to co-operative learning. Social and cultural factors influence learning. Sharing of knowledge and experience among learners, collective enquiry, assessment and improvement, group activity and collaborative learning by sharing responsibilities with the objective of public activity, provide opportunity for effective learning.

In learning internal motivation is more important than external motivation. The learner should have interest and initiative in learning. Learning situation should be capable of forming a sense of ownership in the learner regarding the learning process.

Learning is not a linear process. It progresses in a spiralled way advancing deeper and wider.

NEW CONCEPTS OF LEARNING

1. Discovery Learning

The teacher has to create a motivating atmosphere for the learner to discover concepts and facts, instead of listening always. Creating occasion to progress towards discovery is preferred. Instead of telling everything before and compelling to initiate the models, situations are to be created to help the children act models as themselves.

2. Learning by discussion

Discussion leads to learning is Burner's theory. Here discussion is not opposing each other. It is a sharing on the plane of ideas. New ideas are arrived at by seeking explanations, by mutual giving and taking of ideas and by problem solving.

3. Problem solving and learning

Only when the learner feels that some thing is a problem to be solved that he takes the responsibility of learning it. It is an inborn tendency to act to solve a problem that causes cognitive disequilibrium in a particular area. It is also needed to have confidence that one is capable of doing it. The problems are to be presented in consideration of the ability and level of attainment of the learner.

4. Collaborative learning

This is the learning in which the responsibilities are distributed among the members of the group keeping common learning objectives. The common responsibility of the group will be successful only if each member discharges his duties. All the members will reach a stage of sharing the result of learning, equally through the activity with mutual understanding. The teachers who arrange collaborative learning will have to make clear the responsibilities to be discharged. This is possible through the discussion with the learners. Collaborative learning will help to avoid the situations of one person working for the whole group.

5. Co-operative learning

This is the learning in which the learners help one another. Those who have more knowledge, experience and competency, will help others. By this exchange of resources the learners develop a plane of social system in learning also. As there are no high ups and low ones according to status among the learners they can ask the fellow students

doubts and for helps without any hesitation or in hesitation. Care should be taken not to lead this seeking of help to mechanical copying. It should be on the basis of actual needs. So even while encouraging this exchange of ideas, among the members of the group cautious acceptance is to be observed as a convention. There should be an understanding that satisfactory responses should come from each member and that the achievement of the group will be assessed on the basis of the achievement of all the members

6. Zone of Proximal Development

Vygotsky observes that there is a stage of achievement where a learner can reach by himself and another higher zone where he can reach with the help of his teachers, peers and elders. Even though some of them can fulfill the learning activity by themselves there is the possibility of a higher excellence. If appropriate help is provided every learner can better himself.

7. Scaffolding

It is natural that the learner may not be able to complete his work if he does not get support at the proper time. The learner may require the help of the teacher in several learning activities. Here helping means to make the learner complete the activity taking responsibility by himself. The teacher has to keep in mind the objective of enabling the learner to take the responsibility and to make it successful.

8. Learning - An active mental process

Learning being a cognitive process, the teacher needs to know cognitive processes to facilitate the creation of learning opportunities. Learning can be made effective by providing learning experiences involving mental processes like

- 1 Retrieves/recollects/retells information
- 2 Readily makes connections to new information based on past experiences and formulates initial ideas /concepts.
- 3 Detects similarities and differences
- 4 Classifies/categories/organizes information approximately.
- 5 Translates/transfer knowledge or understanding and applies them in a new situation.
- 6 Establishes cause-effect relationships
- 7 Makes connections/relates prior knowledge to new information/applies reasoning and draw inferences
- 8 Communicates knowledge/understanding through different media.
- 9 Imagines/fantasies/designs/predicts based on received information

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- 10 Judges /appraises/evaluates the merits or demerits of an idea/develops own solutions to a problem.

9. Intrinsic Motivation

Intrinsic motivation is given more importance than extrinsic motivation. The teacher has to arouse the internal motivation of the learner. A person internally motivated alone can immerse in learning and own its responsibility.

10. Multiple intelligence

The Theory of Multiple Intelligence put forward by Howard Gardener has created a turning point in the field of education. The National curriculum documents has recommended that the curriculum is to be designed taking into consideration of this theory.

MAIN FACTORS OF THE INTELLECT

1. Verbal/linguistic Intelligence

Ability to read and write, making linguistic creations, ability to lecture competence to effective communication, all these come under this. This can be developed by engaging in language games and by teaching others.

2. Logical/mathematical Intelligence

Thinking rationally with causes and effect relation and finding out patterns and relations come under this area. Finding out relations, explaining things, sequential and arithmetical calculations etc. are capable of developing this area of intelligence.

3. Visual/spatial Intelligence

In those who are able to visualize models and bringing what is in the imagination into visual form and in philosophers, designers and sculptors this area of intelligence is developed. The activities like modeling using clay and pulp, making of art equipments, sculpture, and giving illustrations to stories can help the development of this ability.

4. Bodily Kinaesthetic Intelligence

The activities using body language come under this. This area of intelligence is more developed in dancers and actors who are able to express ideas through body movements and in experts in sports, gymnastics etc.

5. Musical Intelligence

This is an area of intelligence which is highly developed in those who are able to recognize the different elements of music in musicians and in those who can here and enjoy songs. Playing musical instruments, imitating the songs of musicians, listening silently to the rhythms and activities like this are capable of developing this area of intelligence.

6. Interpersonal Intelligence

Those in whom this area of intelligence is developed show qualities of leadership and behave with others in a noble manner. They are capable of understanding the thought of others and carrying on activities like discussion successfully.

7. Intrapersonal Intelligence

This is the ability to understand oneself. These people can recognize their own abilities and disabilities. Writing diaries truthfully and in an analyzing way and assessing the ideas and activities of others will help developing this areas of intelligence

8. Naturalistic Intelligence

A great interest in the flora and fauna of the nature, love towards fellow beings interest in spiritual and natural factors will be capable of developing this area.

9. Existential Intelligence

The ability to see and distinguish our own existence as a part of the universe, ability to distinguish the meaning and meaninglessness of life, the ability to realize the ultimate nature of mental and physical existences, all these are the peculiarities of this faculty of intelligence.

EMOTIONAL QUOTIENT

The concept of emotional intelligence put forward by Daniel Golman is used in framing the new curriculum. The fact that one's Emotional Quotient (E.Q) is the greatest factor affecting success in life is now widely accepted. The teacher who aims to focus on improving the emotional intelligence of students need to concentrate on the following.

i) Ability to take decisions

Rather than imposing decision on students while planning and executing activities, the students may be allowed to take part in the decision making process. Taking decisions through open discussion in the class, inviting students suggestions on common problems etc. are habits to be cultivated.

ii) Ability to reach consensus

- When different opinions, ideas and positions arise, the students may be given the responsibility to reach a consensus.
- Imagining what would be the course of action in some situations, allowing to intervene in a healthy way in problems between individuals.

iii) Problem solving

- Developing the idea that there is reason and solution to any problem.
- Training in finding reasons for problems.

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- Suggesting solutions through individual or group efforts.
 - Discussing social problems.
 - Analyzing the shortcomings in methods to solve problems.

Whether plastic can be banned within school premises can be given as a problem. Group discussion will provide reasons and solutions. Problems, which can influence classroom learning and for which the learner can actively contribute solution needs to be posed

- 1 Self criticism, evaluation
- 2 Ability to face problem-situation in life
- 3 Thinking what one would do if placed in the situation of others, how one would respond to certain experiences of others - All these foster the growth of emotional intelligence.

iv) Life skills

Life skills need to be given a prominent place in education. W.H.O. has listed : skills required for-success in life.

- 1 Self awareness
- 2 Empathy
- 3 Inter personal relations
- 4 Communication
- 5 Critical thinking
- 6 Creative thinking
- 7 Decision making
- 8 Problem solving
- 9 Coping with emotion
- 10 Coping with stress

THE NEW CURRICULUM ADDRESSES THESE AREAS.

Knowing the characteristics of the learner, role of the teacher and how to use the teachers handbook help the teacher to plan and effectively implement learning activities.

Role of a Teacher

In the earlier approach the teacher was mainly depending on the lecture method for teaching. But in the new method of education the student centered approach is given more importance than the teacher centered approach. Under this changed scenario the teacher has to perform the following roles in the classroom.

The teacher should be

- 1 A facilitator of learning
- 2 A guide to the overall development of the student
- 3 A good observer and motivator
- 4 Able to consider the activities, needs, special features and age group of students at higher secondary level.
- 5 Able to understand the limitations of learner and their learning problems.
- 6 An instructional material developer
- 7 A good communicator
- 8 An innovator
- 9 Able to raise leadership qualities and self confidence of the learner
- 10 An authoritarian in the concerned subject
- 11 Able to arrest and sustain the attention of the learner
- 12 Able to bring out and encourage the inborn talents.
- 13 A resource manger to ensure the optimum utilization of resources.
- 14 A systematic record keeper
- 15 A controller to issue guidance to the students
- 16 A person with high level of practical competency
- 17 Able to correlate area of study with familiar environmental situations
- 18 A self evaluator and good listener
- 19 Able to create awareness in social problems
- 20 A person with democratic and humanitarian approach
- 21 A professionalist as well as philosopher
- 22 A good evaluator
- 23 A good organizer and a friend.
- 24 A co-learner as well as co-researcher
- 25 Able to give assistance and advice in placement needs and self employment by giving moral and technical support
- 26 Able to keep moral values
- 27 A person equipped with skill for using new techniques of learning
- 28 Optimistic and impartial

Child friendly Class Room Atmosphere

Learning can be effective and enjoyable only when the class atmosphere is according to the new conception of learning and the characteristics of vocational higher secondary teacher.

- 1 Class and seating are arranged in an attractive way
- 2 Democratic nature is upheld
- 3 Always active
- 4 Students interact with teachers without fear
- 5 Opportunity for a variety of activities
- 6 Students allowed to involve interesting group activities
- 7 Learning speed, learning style and different levels of attitudes are considered. Help is extended whenever needed.
- 8 Sufficient instructional materials are available
- 9 There is freedom of expression, students share their ideas and experiences
- 10 Students are given acceptance and encouragement
- 11 Healthy atmosphere
- 12 Needs of each student is given consideration. Happy and energetic atmosphere
- 13 Teachers work considering the rights of students
- 14 Problems handled in a patient way
- 15 Teachers work at all events from the students view point

There will be students of various ability levels in any class because of learning style, learning speed, varying exposure to language experiences, physical and psychological problems and varying socio-cultural background.

The learning experiences provided must help to bring the low activities to an expected level and extended the breadth and depth of the skills of the high activities.

By repeating experiences, introducing variations in a learning experience to suit different levels and if needed, formulating additional experiences the problem of varying ability levels can be tackled.

Role of Learner

The learner in second year VHSE has undergone a learner centered and process oriented learning experience up to first year. The learner at this age is in awakening stage and he is enthusiastic about environment. He needs recognition and encouragement from

environment and also recognize as a grown up man. He is adequately competent to select vocational subjects according to his aptitude and interact and to acquire higher education and profession as he wishes. The aspirations about future life is framed in this particular age for seeing national and international job opportunities. Some of the peculiarities of learner at this stage are

- 1 Physical, intellectual and emotional plans have intensive changes during the age and their reflections can be observed
- 2 Ability to enquire discover and establish cause effect relationship between phenomena
- 3 Readiness to undertake challenges
- 4 Capacity to shoulder leadership roles
- 5 Attempt to interpret oneself
- 6 Susceptibility to different pressures
- 7 Doubts, anxieties and eagerness about sex
- 8 Imaging for social recognition

Needs of Learner

- 1 To make acquaintance with a job or self employment through vocational education
- 2 To acquire more knowledge in the concerned area through higher education
- 3 To recognize and encourage the peculiar personality of the later adolescent period
- 4 To enable him to defend against the unfavorable circumstances without any help

Role of learner

- 1 Active participant in the learning process
- 2 Act as a researcher
- 3 Sharer of information
- 4 Sharer of responsibilities
- 5 Collect information
- 6 Takes leadership
- 7 Involves in group work
- 8 Act as a co-participant

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- 9 Observes his environment
 - 10 Experiments and realises
 - 11 Make interpretations and draw inferences
 - 12 Mould himself in to an active contributor for the welfare of the society

Evaluation

In vocational higher secondary education, a new approach to education and evaluation should be made. Evaluation must be a systematic and continuous process. As the curriculum is based on vocational stream, capacity building is a most important part and it should be evaluated accordingly. The technical skills, interest in the particular field, communication skill, analysis organizing and presentation skills etc have to be evaluated. The personal and social qualities also have to be evaluated. Therefore, evaluation should be transparent, continuous and comprehensive.

Supporting System

In learner centered vocational education, a learning methodology has to be organized and a proper learning atmosphere is to be provided. Many organizations can support the learning activity. They are:-

1. School Resource Group (SRG)

Comprising all teachers (vocational and non vocational) instructors, and lab assistants with academic head as the group leader.

2. School Support Group (SSG)

Comprising PTA president, members of local bodies, members of social clubs, subject experts etc who can contribute guidance /technology /infrastructure /financial assistance etc.

3. Parent Teacher Association (PTA)

Can provide adequate funds for field trips, Production/ Service cum Training Centers (PTC), Vocational Exhibition, On the Job training (OJT) etc.

4. Local bodies

Grama Panchayat, District Panchayat and Block Panchayat can provide infrastructure ie, class rooms, laboratory, library, seminar hall, audiovisual equipments etc.

5. Subject club

All vocational teachers handling same vocational subjects should form a subject club at regional level or district level. This will helps to share the knowledge and practical facilities, production and marketing of materials, service etc.

6. Nodal Schools

Based on the excellency, district wise nodal schools may be selected to provide facilities like central library, museums, video conferencing etc.

7. Institution Industry Interaction Project (III P)

This should be implemented in every institution to update knowledge. This also helps for OJT , PTC and field visit.

Monitoring system

Education is a sort of journey from darkness to light satisfying the needs and the wants of the individual and the society. The modernization of education through activity oriented system enhances free thinking and working in a fearless atmosphere. It is a qualitative process not a quantitative one. This necessitates a proper monitoring system. The system of monitoring should have the following features.

- 1) It must be transparent.
- 2) It must enrich the ideas of the facilitator through innovative process.
- 3) It must be time bound and rational.
- 4) It must motive the facilitator to adopt new strategies.
- 5) It must be recordable and ensure effective feedback for the effective monitoring of the system, three levels of the mechanism should be setup.
 1. School level monitoring group.
 2. Regional level monitoring group.
 3. State level monitoring group

Moreover a social auditing system is advisable to achieve the objective effectively.

FEATURES OF LEARNING PROCESS IN THE NEW SYSTEM OF EDUCATION

In the new system of education the learning process should be modified in such a way as to enable the learner to construct the knowledge of his own through observation, co-operation, problem solving, social interaction etc. The learning process should consider the nature ability, social setup, inborn talents and subject selected by the learner. Therefore the learning process should be:

- 1 A continuous mental process
- 2 Simple learner must feel that he is able to undertake the task
- 3 Enable the learner to attain the curriculum objective

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- 4 Interesting
 - 5 Suitable to the age and attitude of the learner
 - 6 Future possibilities
 - 7 Enable group activity
 - 8 Challenging
 - 9 Time bound
 - 10 Constructive and curiosity developing
 - 11 Possibilities for evaluation
 - 12 Capacity to generate independent thinking
 - 13 Ability to enquire discover and establish cause effect relationship between phenomena.

Learning Aids

To make the teaching and learning process simple and effective , certain learning aids and necessary use of such aids for transacting a complex idea make the class room live and students get more and more involved. The advances in science and technology may be effectively utilized for this purpose. Some of the learning aids listed below.

- 1 Multimedia
- 2 Over Head Projector
- 3 Computer
- 4 Internet
- 5 Liquid Crystal display Projector
- 6 TV, VCD, DVD and tape recorders
- 7 Working models
- 8 Charts
- 9 Slides
- 10 Video Conferencing facility
- 11 Library
- 12 Text book
- 13 Source book

Society

The new educational policy uplifts the social commitment of the learner. Therefore the society can also give some valuable contributions in this changing situation. The

new system also ensures that the learner can perform certain useful services for the betterment of society. The social obligations can be illustrated as follows.

- 1 To enrich social values, aptitude and ability in learner
- 2 To develop entrepreneurial aptitude and ability which helps social welfare and self employment
- 3 New system of education adopts OJT, PTC etc or part of vocational curriculum which helps to make close contact with the society.
- 4 The resources available from our society can be positively utilized to convene seminars, interview etc.
- 5 Social organizations can help learners to make their education socially committed.
- 6 The social clubs like NSS, Tourism Club, CDO Club, Energy Club etc functioning in schools can make direct link with the society.

SUBJECT APPROACH

Nursing is perhaps the noblest of all professions. Health care is of prime importance. The doctor only prescribes the medicines and mode of treatment. But these instructions are effectively implemented by the nurse. For the treatment to attain optimum effectiveness, the patient needs tender and affectionate care. In effect, nursing cannot be limited to the domains of the hospitals. Florence Nightingale the lady with the lamp upheld the status of nurses and conscientised the society of the importance of the dedicated service rendered by nurses. The nightingale system is the model and foundation of nursing education all over the world till date.

The curriculum for nursing students envisaged to develop in them first the qualities like affection, dedication, the urge to be hygienic, to accept the patient as an individual and patient care as the nucleus of his/ her profession.

The vocational higher secondary curriculum for nursing focuses its objectives mainly on the following aspects. During the first year the nursing educational activities concentrate in providing the students the experiences which give them a know how of the fundamentals of nursing like bed making, checking vita signs, maintenance of personal hygiene etc.

In the second year, the activities stress on harnessing knowledge acquired at the application level. The major objective is caring of patients at hospital and community. The learning activities included in this source book are so planned to make the learning process interesting and ensuring learner participation. The objective of curriculum to focus on 'work' rather than 'word' is ensured while planning the activity. The activities have been so structured as to develop a positive attitude towards duties, behavioural changes in the desired dimension, better and healthy community interaction and potentials to solve problems on ones own.

The requisite quantum of psychological activity also have been included so as to enable the nursing student to deal with situations at ease. The activities give importance to quality rather than quantity and shift from teaching to learning.

LEARNING STRATEGIES

In the modern era of globalization the introduction of new technologies ensure only the survival of the fittest. So it becomes a necessity to equip the learners to face the growing challenges in the competitive world. Hence the traditional approach to learning is no more relevant in the present context. The teacher should use instructional techniques that motivate the students to construct his own knowledge. Now the learners are not passive listeners, but they are the active participants in the construction of knowledge. Here the teacher – student interaction should be given much importance.

In the new instructional strategy while selecting the methods of teaching, the social and psychological aspects of the learner is to be taken into consideration. The given activities for learning are only suggested ones. It can be altered according to the discretion of the teacher.

To obtain the objectives, the new system of education is introduced in the Vocational Higher Secondary Education for attaining the objectives of the courses in this system, we can adopt the following strategies.

I. Assignment

Assignment is some specific work assigned to the students as a part of their academic enrichment. There are learning activities undertaken as a continuation of class room activities to realize the curriculum objectives to a broader extent . They should be completed in time bound manner. They help to lead learner to higher level of learning from the present status. Challenging assignment can motivate the students to involve in group dynamics and achieve fruitful results. The teachers may at as a guide.

Assignment may be given on individuals or group basis. Assignment includes preparation of notes, preparation of charts, models, collection of materials from institutions etc. Assignments develop skills of reference, observation, enquire reporting etc. It ensures the effective utilization of leisure time of the students.

II. Seminar

Seminar is a learning strategy involving an in-depth analysis of specific topic, preparation of a paper and presentation . The paper is presented by either one student or a group of students. After the presentation, there will be a discussion/ interaction in which all the students can participate. The students get an opportunity to clear their doubts and make clarification. Seminar helps to develop communication skill and overcome stage fright.

Stages

1. *Selection of Topic:* The topic of seminar should be relevant to the subject of study
2. *Assignment of topic to individuals students or team:* The topic may be assigned to one student or to a group of students.
3. *Collection of relevant information:* Information required for seminar can be collected from various sources namely books, magazines, internet, institutions, place and persons.
4. *Preparation of draft paper:* Based on the information collected the student may prepare a draft paper and submit it to the teachers for comments. Revise the draft paper based on the comments of the teachers. The refined draft is submitted for approval.
5. *Program scheduling:* The date, time and venue of the seminar is fixed. A seminar leader may be selected from the students
6. *Seminar paper presentation:* The student/ students shall present the paper in the seminar. The teacher may function as the moderator during the initial stages.
7. *Discussion / Interaction:* A number of respondents from the students make comments on the topic. This will be followed by a general discussion. All the group members should actively participate in discussion.
8. *Summing up deliberation:* The moderator sums up the deliberation
9. *Evaluation / Feed back:* Both teachers and students evaluate the programme.
10. *Preparation of final report:* A final seminar report is prepared covering all the additional points discussed and consolidated.

III. Panel Discussion

It is a learning strategy in which a panel of experts are allowed to discuss a specific subject under the control and direction of a moderator. Subjects can be divided according to the number of panel members. Number of panel members are fixed according to subdivision of points in the subject. Relevant materials and handout may be given in advance to the learners. The monitor or moderator introduces the subject of discussion and invites a panel member to start the discussion. Each panel member is invited for discussion afterwards. After briefing by the panel members the questions are raised from the audience and the panel members give suitable answer to them. A report should be submitted by each learner to the moderator.

IV. Project

Project is a self-learning strategy which can exert great influence on the overall development of the learner. Project as learning strategy is to be selected where a problem arises in any part of the curriculum. The students may be divided into groups and assigned different aspects of the problem. Each group works independently. Specific aspects of the problem such as data collection, classification, analysis, report preparation and presentation is to be undertaken by each of the members. Even though the work is divided among the members, it must be ensured that the execution of each and every activity is done with the active participation of all. After analyzing data collected from different sources, the learner arrives at a conclusion that can help to solve the problem. Thereby learner learns the topic through his own activity. The other advantage of this learning activities is that it helps the learner to scientifically handle any problematic situation. It helps in the development of scientific thinking and thereby builds up the students aptitude for the subject.

Stages of the project

1. Selection of a topic

The project selected should be related to the curriculum and it should not be a project for projects sake. The topic or problem should arise from the curriculum.

2. Planning of the Project

- (a) Hypothesizing: Hypothesizing means making assumptions based on the available primary information.
- (b) Methods and Technique : The methods and Technique should be based on the aim and Hypothesizing of the Project. The nature of the project, suitability of the tools, and the methods of learning should be related to each other.

3. Collection and Tabulation of Data

The data may be primary, secondary or tertiary. Either census or sampling method can be used based on the objective of the project. Suitable questionnaires are to be prepared for the collection of primary data.

The collected data is to be classified and tabulated so as to make it easily understandable.

4. Analysis of data and formulation of conclusion

By analyzing the data, the reliability of the hypothesis can be examined. Preparation of graphs and diagrams and maps will positively help the analysis. The similarities, relations and differences gathered from the analyzed information would tell whether the hypothesis should be accepted or rejected.

5. Preparation of Report

The cover page should have the title of the project, the period of study, name (s) of investigator/group, and the address of the school. The report should be structured in the following order.

1. Title
2. Preface
3. Hypothesis and aim
4. Methodology
5. Sources of data
6. Analysis and conclusion
7. Suggestions (if any)
8. References
9. Appendices (Questionnaire, Observation schedule, check list Etc.)

6. Presentation of the Project

When the project is presented , the learner is being evaluated and accepted. It is through this presentation that ideas are shared with others in the class and society.

The project methods promotes scientific self learning and makes him capable of solving the problem arising in real life situations.

V. Debate

Debate is a hot and interesting learning activities. A debate can be organized only on a topic on which there is difference of opinion. Therefore a topic suitable for debate has to be chosen.

Debate can be on relevant topic that is different and interesting to the students and relevant to society. Students with different opinions have to be identified for discussion. Those who have similar opinion should join together to form a side . Those who hold the opposite view with form the other side. It would be ideal to write down the topic of the debate and displayed in advance. There should also a person to control debate.

Students should be given opportunity to absorb the ideas obtained from discussion and debate, develop the idea through reading and study, and to express them through writing or other means

Stage of Debate

1. Topic Selection
2. Selection of panels keeping in balance with intelligence, gender etc.
3. Selection of moderator

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4. Collection of information guided by the teacher
 5. Conducting the debate under the control of moderator by avoiding any sort of personal conflicts
 6. Conclusion by the moderator expressing his final version or verdict.

VI. Case Study

A case may be a person, institution or a community case study is an in-depth analysis of an actual event or situation. It presents real pictures of situation with facts, objective information or data. Learners analyses the case to interpret, predict and resolve issues associated with it. The case study provides the learner an opportunity to analyse and apply concepts, data and theory taught from the class. Learners can work individually or in groups.

By studying realistic cases in the classroom, students develop new insights into the solution of specific on – the – job problem and also acquire knowledge of the latest concepts and principles used in problem solving.

Case may be presented by the teachers or may be provided in print form.

A simple case study may have the following steps

1. Collection of data
2. Conversion of data into information
3. Analysis of the case in groups
4. Presentation of the finding by each group leader.
5. Evaluation

In addition to the above mentioned learning strategy there are many other learning strategies which can be used in appropriate situations to enrich leaning process such as problem solving, Role play, brain storming, debate etc.

VII. Brain Storming

This is the best method for solving creative problems. It facilitates generation of ideas quickly. Rules for conducting Brain storming.

1. No response is wrong. So welcome every response.
2. Welcome as many responses as possible
3. No criticism is allowed
4. Allow to work on others idea

Steps in Brain storming

1. Presentation of the problem

-
2. Provide relevant information
 3. Record the ideas put forth by the participants
 4. Combine similar ideas
 5. Evaluate each idea and solution
 6. Selection of the best solution

If brainstorming is used as an instruction strategy, the last step is not essential

VIII. Discussion

Discussion is essential for the student to share new finding, idea and conclusion at each stage of learning with fellow students and teachers. In general discussion the teachers should guide the discussion through questioning and summarizing. The major steps involved are

1. Introduction initiated by the teacher
2. Development of discussion by giving lead points and follow up interactions
3. Transaction stage in which the key points are reviewed by the teacher and
4. Summarizing stage in which teacher provides additional support materials to ensure the achievement of the objectives

IX. Group Discussion

Group discussion is an ideal method to develop cooperation, democratic attitude, friendliness and compromising attitude which are the ultimate aims of education. During group discussion the teacher may observe each group and it needed help them to channel the discussion towards the common objectives. All students may be given opportunity to take part and express their ideas within a time limit. The conclusion reached may be entered by each student. A group representative must present this during consolidation in which the teacher may correct or add informations to ensure that all the relevant ideas have been covered

X. Collection

Collection is a continuous learning activity, which ensures complete participation of students. The collected item may be materials, pictures, charts, ideas, data etc. Collection provides direct experience to learn. An exhibition of collected materials will help to strengthen the concept.

XI. Practical works

Experimentation contains the process skill in an integrated way. In the new approach of curriculum the student forms idea and comes to conclusion through process. The term 'Practical' when associated with a science subject usually means an experiment. The objective of doing an experiment is to explore new ideas through investigation only. Its main purpose is to verify

some principles associated with theory. The subjects end here. But this is not the case with ‘Vocational Practical’

The ultimate goal of Vocational Education is to generate skill through continuous practice along with investigation and invention. Continuous practice transforms the unskilled to the skilled. This is the significance and importance of practical in the Vocational stream. Hence it is very crucial that Vocational teachers as well as instructor should understand the importance of vocational practical and act accordingly.

XII. Quiz

Quiz programmes can be used as an interesting class room tool for transaction of curriculum objectives as well as to evaluate the effectiveness of transaction and achievement of students.

For conducting a quiz programme a topic should be selected based on the above objective

The students are asked to prepare questions based on the topic individually. The next day / next hour the students are grouped into 3-4 groups randomly. A question is raised by a particular team and the other teams to answer them if they can answer the question they get points for that if all other teams fail to answer the question raised by the 1st team the 1st team answer the question and explain the background if necessary. All the teams get equal number of chances to ask the question. Time limit is also prescribed for the conduction of the programme. The team who scores maximum points wins

All the participants can make notes on the questions asked, answers and their explanations which help them in learning

XIII. Models

Models are used in learning process. It enhance the leaning experience. This is based on the ‘seeing is believing’. It helps the learner a chance to see feel the model presented. Still models and working models help the students to understand the structure, working principles, actual operation etc.

Several steps are involved

1. Locating the problem
2. The teacher should plan the type of model according to CO’s
3. Grouping the students
4. Briefing the tasks
 - Aim
 - Need
 - Material required
 - Source & Materials

-
- Cost of materials
 - Division of Labour
 - Guidance
 - Fixing of a time limit
5. Presentation by each group about
- How the models were prepared
 - Details of - Expenses
 - Working and principles
 - Finally documentation of the process
6. Evaluation
- By the other groups
 - Later a consolidation by teachers are to be done.

XIV. Games

Class rooms can be made attractive by introducing different types of games. Games should be interesting as well as informative. Some of suitable games are

1. Odd man out
2. Cross word puzzles
3. Match the following
4. Aswamedham
5. Link game – Answer using clues.

XV. Survey

This strategy involves collection of data from the group under study (book, person, materials etc.) It develops the social interaction and communication ability of the learner. It also provides a scope for discovery learning.

Step involved in survey

- 1 Objective of survey
- 2 Selection of area for survey/sampling frame
- 3 Selection of survey method

Direct method

With help of questionnaire/schedule

- 1 Tabulation and analysis
- 2 Consolidation and Presentation

XVI. Exhibition

It is a learning strategy by which the learner can get a chance to show the skill developed. It provides the intrinsic motivation and exposure.

Exhibition item can be conducted either individually or as a group task. It can be conducted at school / Regional/State/National level. Necessary publicity and other arrangements can be provided. Presentation, documentation, participation and innovative skills of the learner can be evaluated.

XVII. Interview

Interview is one of the important learning strategies taking the help of a resource person. Interview is an inner view. It provides opinion and information about a topic.

An interview is conducted by the following steps

1. How to introduce a problem?
2. Invite a resource person
3. Decide the questions by learners
4. Decide the time, place etc.
5. How to discuss?
6. How many students to participate?
7. Implementation of the interview
8. Conclusion (Facilitator)

Items required

- 1 Interview Schedule
- 2 List of questions prepared by learners Selection of students, selected names sequence of question

XVIII. Field Visit

Field visit is an inevitable vocational tool to be implemented in Vocational Higher Secondary Education. This helps the students to familiarise with the modern technologies and new situation in a different atmosphere. It provides learning through viewing. It is based on the principle that seeing is better than having. It enables the learning to retain the learned information longer and

to make the subject more interesting. It motivates and give more confidence in his/her particular vocation.

The facilitator should identify suitable center/ institution/site. Get prior permission from the authorities before conducting the field visit. Give instructions to the learners for collection data/information/materials/specimens. Teacher may assign different duties to learners by working them different groups.

Each learner should take utmost care and interest during the visit. He/She should observe and interact at the center/ institution where the field visit is conducted

After the visit, learner should acquire the ability to apply the ideas/concepts in his future carrier. Each learner should submit a detailed report about the field visit.

XIX. Demonstration

Though demonstration we can present an item/product and emphasis its features very effectively.

Eg:- To understand the functioning of a computer

1. Material/Item/Process
2. Demonstration
3. Venue
4. Additional requirements depending upon the nature of the item

Demonstration Process

1. Introduction about the item/Material
2. Principles – Working
3. Operation
4. Components
5. Merits of the item

XX. Chart display

It is also one of the important teaching aids. It can be used in every activities of a learning process.

Chart display is a written or pictorial representation of idea or concept. It is abbreviate, brief and clear. It is prepared by study

Benefits

1. A learner gets clear idea about the concept
2. The leaner can retain the ideas in his mind for longer periods
3. A complicated idea can be simplified though a chart

Cheap method of teaching aid.

CURRICULUM OBJECTIVES

1. To develop the concept of drugs and identifies the abbreviations commonly used, weights and measures and various forms of medications through brain storming, group discussion and observation. Prepares charts.
2. To identify the routes of administration of medicines, calculation of dosage and the rules of administration of medicine through observation and discussion. Prepares assignment.
3. To acquire skill in administrating medicine orally, through practice in the nursing laboratory and during clinical practice.
4. To enumerate the types and purposes of injections, factors that favour absorption and the drugs and fluids administered through seminar and observation.
5. To understand the safety measures in the administration of injections, selection of equipment and forms of medications available through observation, group discussion and exhibition.
6. To understand the principles and general precautions involved in the administration of injection through observation and interview with a senior staff nurse of a hospital. Prepares interview report.
7. To acquire skill in giving injections intradermally, subcutaneously and intramuscularly through practice in nursing laboratory and clinical settings.
8. To review the previous knowledge on surgical asepsis and sterilization methods through brain storming. Prepares a chart on surgical asepsis and various sterilization methods.
9. To classify the wound and dressing materials used, through observation and discussion. Presents notes prepared.
10. To acquire skill in dressing a wound at home and in hospital situations through observation and demonstration.
11. To enumerate the indications for oxygen administration and the various articles needed through observation and discussion. Prepares notes and assignment.
12. To acquire skill in administrating oxygen via nasal catheter and oxygen mask through observation and practice in laboratory and clinical settings.
13. To enumerate the diseases specific to old age and to describe the general care of the elderly through observation and group discussion. Presents notes.
14. To acquire skill in helping an elderly with ambulation, exercise, maintenance of personal hygiene through observation and visit to old age home/hospital.

15. To recognize the physical, spiritual and psychological care of terminally ill patient and palliative care given to them through observation, visit to pain and palliative clinic. Presentation of report based on observation, visit.
16. To develop skill in caring a body after death through observation and practice in clinical setup.
17. To develop the concept of unconsciousness and to list down its causes, levels, symptoms and complications through observation and seminar. Presents seminar report.
18. To describe the general nursing care of an unconscious patient through case study and group discussion. Presentation of case study report.
19. To demonstrate skill in caring an unconscious patient through nursing care study and practice in clinical set up.
20. To develop the concept of health and illness and to enumerate the various causes of diseases with examples and common methods of treatment through group discussion and interview with a physician. Presents the report.
21. To enumerate the common signs and symptoms of diseases affecting major systems of the body through seminar. Presents the seminar report.
22. To acquire skill in physical preparation of patient undergoing surgery through observation and practice.
23. To identify the common health problems, its symptoms, remedies and prevention through group discussion and assignment. Publishes a newsletter showing common health problems, remedies and prevention.
24. To demonstrate skill in preparation of ORS through visit to PHC and practice.
25. To identify the clinical features of Weil's disease and Dengue fever and to understand their prevention and control through group discussion and collection of relevant materials from published sources. Prepares wallpaper.
26. To enumerate the warning signals of cancer and its preventive measures through hospital visit and group discussion. Organizes a cancer awareness programme in the community.
27. To be able to perform self breast examination and oral self examination through observation and practice.
28. To understand Diabetes, Hypertension, Coronary Artery Disease and Bronchial Asthma and their nursing management through project.
29. To enumerate the causative organism, signs and symptoms, incubation period, mode of transmission and nursing management of patients with communicable diseases through seminar and PHC visit. Presents seminar report.
30. To acquire skill in isolation technique through demonstration and practice.
31. To develop the concept of conception, fertilization, antenatal, post natal, neonatal period, puerperium and describe the care of antenatal mother through illustration with the help of chart followed by group discussion and visit to antenatal clinic. Presents notes based on group discussion.
32. To get the idea of the care of a woman after delivery through group discussion and observation during hospital visit. Prepares and present health talk on various aspects of postnatal care in hospital/ PHC.

33. To enumerate the advantages and contraindications of breast feeding through group discussion and visit to Baby friendly Hospital. Holds a poster exhibition during breast feeding promotion week.
34. To describe the various methods of family planning through interview with a public health nurse. Prepares interview report. Organizes public awareness responses (preparation of poster/leaflet/health talks etc).
35. To describe the method of assessment of newborn at birth, Apgar scoring and the nursing care of new born through observation during hospital visit, group discussion and assignment. Presents notes and assignment.
36. To demonstrate skill in care of newborn through observation and practice.
37. To develop the concept of weaning and supplementary feeding through debate. Prepares a health talk in the community on weaning and supplementary feeding.
38. To demonstrate skill in preparing and giving bottle feed through observation and practice.
39. To list down and give a brief idea on common behavioural problems of children through seminar. Presents seminar report.
40. To describe the prevention of accidents among children through brainstorming and assignment. Submits assignment.
41. To enumerate the play needs of children through group discussion. Holds an exhibition of play materials for different age groups.
42. To understand the various problems of adolescence through group discussion and survey among VHSE students. Presents survey report.
43. To develop a basic knowledge on family life education and premarital counselling through interview with a counselor from a family counselling centre. Prepares interview report.
44. To describe the concept of primary health centre, sub centre and ICDS-Anganwadis. List down their function through discussion with illustration of charts and field visits. Presents the report of field visit.
45. To know about Voluntary Health Agencies and International Health Agencies and enumerate their functions through seminar. Submits seminar report.
46. To get an idea about the purposes and functions of Family Planning Association of India, school for mentally challenged and institution for patients having psychiatric problems through field trip. Prepares report.
47. To describe the role of Panchayati Raj in community development through group discussion and field trip. Submits the report.

SYLLABUS

DOMESTIC NURSING

Second Year

Theory and class room demonstration	440 hrs
Clinical experience	240 hrs
(Community experience PHC and home visits	120 hrs)
(Hospital	120 hrs)
The time allotted total	680 hrs

		Theory	Demonstration	Total
Unit 1	Meeting therapeutic needs of the patient	50	50	100
Unit 2	Care of terminally ill and aged patient	25	50	75
Unit 3	common health problems and its related care	55	25	80
Unit 4	Maternal and child care	85	25	110
Unit 5	Community organisation	25	50	75
	Total	240	200	440

Unit 1 Meeting therapeutic needs of the patient

Theory	-	50 hrs
Demonstration	-	50 hrs

Theory	Demonstration
Meaning of drug, abbreviations in common use, weight and measures, forms of medications. Administration of medicine-routes, calculation of dosage, rules of medications. Care of wound Type of wound, dressing materials surgical asepsis sterilisation	Oral administration of medicines subcutaneous injections, intramuscular injection Inhalation - oxygen medicated inhalation Simple dressing, sterilisation of equipment in home situation, methods of improvisation of nursing procedures in home situation.

Unit 2 Care of terminally ill and aged patient

Theory - **25 hrs**
Demonstration - **50 hrs**

Theory	Demonstration
Diseases specific to old age general case of elderly, prevention of accidents	Helping with ambulation, assisting in getting in and out of bed, exercises, care of skin, nails, mouth.
Care of terminally ill pain and palliative care	
Physical care of dying, spiritual support, Psychological support to family. Guidelines in caring for dying patients care of dead.	Care of body after death.
Care of unconscious patient Causes, level of unconsciousness Symptoms of unconsciousness complications Nursing care of an unconscious patient	Demonstration of basic nursing care of a helpless patient in home and hospital

Unit 3 common health problems and its related care

Theory - **55 hrs**
Demonstration - **20 hrs**

Theory	Demonstration
Introduction - definitions, health illness diseases medicines, surgery, cause of disease, congenital, heredity, age trauma, infections, poison. Nutritional disorders, endocrine, neoplasm, emotional stress, social, environmental. Signs and symptoms of disease methods of treatment - bed rest, drug, diet therapy, physical, occupational and radiation therapy, surgery.	Physical preparation of patient under going surgery
Common health problems in symptoms, remedies and prevention - common cold, sore throat, cough, dyspnoea, fever, diarrhoea, dysentery, ear-ache, convulsion, paralysis.	Preparation of ORS
Scabies, worm infestation, amoebiasis painful menstruation.	

Theory	Demonstration
Preventive measures of cancer.	
Health maintenance in diabetes, hypertension, coronary artery disease and bronchial asthma.	
Care of patients having communicable diseases.	
Measles, mumps, chickenpox, TB, Gastroenteritis, hepatitis, leprosy, AIDS, Weil's disease, dengue fever, prevention of cancer, warning signals of cancer, Self breast examination, pap smear, oral self examination.	Demonstration Isolation technique, Typhoid, cholera

Unit 4 Maternal and child care

Theory	-	85 hrs
Demonstration	-	25 hrs

Theory	Demonstration
Introduction Definition-conception, fertilisation, antenatal, postnatal, neonatal period, puerperium, family planning. Care of antenatal mother-Diet during pregnancy, exercise, antenatal check up, hygiene during pregnancy. Post natal care - Hygiene, perineal care, breast care, breast feeding, post natal diet. Family planning : Methods	
Care of new born - Skin, eye, mouth, umbilical cord, immunization.	Care of new born
Bottle feeding, weaning, supplementary feeding.	Preparation and technique of bottle feed.
Behaviour problems of children, prevention of accidents, meeting play needs of children.	
Problems of adolescents - physical, physiological and psychosocial Teenage care, family life education	
Premarital counselling	

Unit 5 Community organisation

Theory	-	25 hrs
Demonstration	-	50 hrs

Theory	Demonstration
Community organisation Primary health centre, sub centre, voluntary health agencies and international health agencies - WHO, UNISEF, RED CROSS.	
ICDS - Anganwadies	
Family planning association of India, school for mentally retarded, institution for patients having psychiatric problems - half way home, day care centre, occupational centre.	Visit to geriatric home, Cheshire home, home for mentally retarded, psychiatric rehabilitation centre.
Local self government - Panchayati Raj. 3 tier system - community development functions including health.	

PLANNING

The learner is no longer considered as an empty vessel. The concept of teacher as someone who knows everything and student who receives knowledge from the teacher has been rejected. The learning process should focus on developing the multiple intelligence of the learner. A variety of teaching learning activities and materials have been carefully selected for that. To make the learning interesting, a planning in advance is essential.

Before starting the academic year, planning should be done by the Principal and all staff together. Planning is done at three levels-Year plan, Unit Plan and daily plan.

While planning the activities, overload on learner is to be avoided.

To evaluate the effectiveness of teaching learning process, continuous and comprehensive evaluation, term end evaluation, practical evaluation and vocational competency evaluation to be conducted. It will be better to evaluate after completion of each unit.

What is learnt in the classroom is to be practised in hospital and community. 240 hours of clinical posting is allotted in 2nd year. The vocational teacher should plan for clinical posting after consulting with non vocational teachers.

YEAR PLAN

Unit	Title	Time in hours		Months	Activity /Strategy
		Theory	Practical		
1	Meeting the therapeutic needs of the patient	50	50	June – July 2 nd week June – July 2 nd week	Brain storming, Group discussion, hospital visit, collection, assignment, demonstration and practice, seminar, exhibition, interview
2	Care of terminally ill and aged patients	25	50	July 3 ^d week –August 1 st week July 3 rd week – August 3 rd week	Field visit, group discussion, demonstration and practice, seminar, case study
3	Common health problems and its related care	55	25	August 2 nd week – October 2 nd week August 4 th week – September	Group discussion, interview, seminar, demonstration and practice, home visit, assignment, field visit, collection, wallpaper, minicamp, CD show, project
4	Maternal and child care	85	25	October 3 rd week – January October	Illustration with chart, field visit, collection, group discussion, demonstration and practice, assignment, debate, seminar, brain storming, exhibition, survey, interview
5	Community Organisation	25	50	February November - December	Field visit, assignment presentation, group discussion

The year plan may be formulated according to the convenience of the teacher. Time for clinical practice (hospital and community) should be arranged according to the syllabus.

UNIT PLAN

Unit 2 : Care of Terminally Ill and Aged Patient

Curriculum objectives	Idea/concept	Process skill	Activities	Materials	Evaluation	Time	
						Theory	Practical
1 To enumerate the diseases specific to old age and to describe the general care of the elderly through observation and group discussion. Presents notes	<ul style="list-style-type: none"> • Physiological changes in old age • Factors helping for a successful ageing • Diseases specific to old age • General care of the elderly 	<ul style="list-style-type: none"> • Observation • Comparison • Communication 	<ul style="list-style-type: none"> • Visit to old age home • Group discussion 	Articles and equipments used to promote successful ageing (hearing aids, walking aids, spectacles etc.)	<ul style="list-style-type: none"> • Notes prepared on group discussion 	5	8
2 To acquire skill in helping an elderly with ambulation, exercise, maintenance of personal hygiene through observation and visit to old age home/hospital	<ul style="list-style-type: none"> • Review of basic nursing procedures (ambulation, feeding a help less patient, maintenance of personal hygiene, bed making etc.) • Nursing care of an elderly 	<ul style="list-style-type: none"> • Recollects information • Transfers knowledge and applies them in new situation. 	<ul style="list-style-type: none"> • Demonstration of basic nursing procedures • Observation visit to geriatric home/ hospital 	Articles required for demonstration of procedures	<ul style="list-style-type: none"> • Acquired skill 	1	11
3 To recognize the physical, spiritual and psychological care of terminally ill patient and palliative care given to them through observation visit to pain and palliative clinic. Presentation of report based on observation visit	<ul style="list-style-type: none"> • Signs of approaching death • Signs of clinical death • Care of dying person (Physical, psychological and spiritual care) 	<ul style="list-style-type: none"> • Relates prior knowledge • develops own solutions. 	<ul style="list-style-type: none"> • Observation visit to pain and palliative clinic 	<ul style="list-style-type: none"> • Charts and slides showing pain and palliative care • IT 	<ul style="list-style-type: none"> • Observation report 	6	8

Curriculum objectives	Idea/concept	Process skill	Activities	Materials	Evaluation	Time	
						Theory	Practical
4 To develop skill in caring a body after death through observation and practice in clinical set up	<ul style="list-style-type: none"> Care of body after death 	Makes connection to new information based on past experience.	<ul style="list-style-type: none"> Observation and practice in clinical settings 	<ul style="list-style-type: none"> Articles required for the procedure 	<ul style="list-style-type: none"> Acquired skill 	2	8
5 To develop the concept of unconsciousness and to list down its causes, levels, symptoms and complications through observation and seminar. Presents seminar report	<ul style="list-style-type: none"> Concept of Unconsciousness Causes Stages Glasgow coma scale Symptoms Complications 	<ul style="list-style-type: none"> Organises information appropriately understands cause effect relationship 	<ul style="list-style-type: none"> Seminar Hospital visit 	<ul style="list-style-type: none"> Chart showing Glasgow coma scale Neurological assessment form Articles used for neurological assessment IT 	<ul style="list-style-type: none"> Presentation of seminar and seminar report Score of Glasgow coma scale 	5	
6 To describe the general nursing care of an unconscious patient through case study and group discussion. Presentation of case study report.	<ul style="list-style-type: none"> General nursing problems of an unconscious patient and their interventions 	<ul style="list-style-type: none"> Communicates the knowledge Understanding through different methods. 	<ul style="list-style-type: none"> Observation and practice in clinical set up 	<ul style="list-style-type: none"> Articles required for basic nursing procedures 	<ul style="list-style-type: none"> Acquired skill 	5	
7 To demonstrate skill in caring an unconscious patient through nursing care study and practice in clinical set up	<ul style="list-style-type: none"> Nursing Management of an unconscious patient 	<ul style="list-style-type: none"> Recollects information Makes connections to new information based on past experience 	<ul style="list-style-type: none"> Observation and practice in clinical set up 	<ul style="list-style-type: none"> Articles required for basic nursing procedures IT 	<ul style="list-style-type: none"> Acquired skill 	1	15

DAILY PLAN

NAME OF THE TEACHER	:	
CLASS	:	VHSE II Year
STRENGTH	:	27
SUBJECT	:	Domestic Nursing
UNIT	:	III –HEALTH PROBLEMS AND ITS RELATED CARE
TOPIC	:	WEIL’S DISEASE
TIME	:	60 min

Curriculum Objective

To identify the clinical features of Weil’s disease and understand its prevention and control through discussion and collection of relevant materials from published sources. Prepares a wallpaper.

Concepts and ideas

Weil’s disease

- Causative organism
- Signs and symptoms
- Mode of transmission
- Prevention and control
- Complications

Previous knowledge

- Concept of communicable diseases
- Diseases spread by rat and mosquito
- Concept of water related diseases

Materials required

- Paper cuttings
- Print outs
- Charts
- Reference book (*Preventive and social medicine* by J.E. Park and K. Park)

Activities/ Strategies	Responses										
<p>Introduction (5 min)</p> <ul style="list-style-type: none"> • Establish rapport with the learners • Encourage them to list down the diseases caused by rat and mosquito • Class leader writes them down on black board • Focus on Weil's disease • Narrate any incidence recently published in newspaper • To enhance further knowledge, a group discussion is proposed. <p>Group Discussion</p> <ul style="list-style-type: none"> • Divide the class into 4 (5 min) <p>[Group is formed on the basis of the days of the month on which they are born</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Day</th> <th style="text-align: center;">Group</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1-7</td> <td style="text-align: center;">I</td> </tr> <tr> <td style="text-align: center;">8-14</td> <td style="text-align: center;">II</td> </tr> <tr> <td style="text-align: center;">15- 21</td> <td style="text-align: center;">III</td> </tr> <tr> <td style="text-align: center;">22- 28</td> <td style="text-align: center;">IV</td> </tr> </tbody> </table> <p>Learners born on the dates 29 – 31 are included in the groups with less number]</p> <ul style="list-style-type: none"> • Select a group leader • Give information regarding the rules for discussion • Points for discussion displayed on a chart • Leaflets / printouts distributed to the group <p>Points for discussion (Displayed on chart)</p> <ul style="list-style-type: none"> • Concept of Weil's disease • Causative organism • Signs and symptoms • Mode of transmission • Prevention and control • Complications <p>Process (20 min)</p>	Day	Group	1-7	I	8-14	II	15- 21	III	22- 28	IV	<p>All groups are engaged in discussion</p> <p>Group I deviated from the topic and helped them to focus on the topic</p> <p>Group II has given more relevant information</p>
Day	Group										
1-7	I										
8-14	II										
15- 21	III										
22- 28	IV										

Activities/ Strategies	Responses
<p>Presentation (5 min for each group - total 15 min)</p> <ul style="list-style-type: none"> • Points discussed in each group consolidated • Presentation by each group leader <p>Consolidation (15 min)</p> <ul style="list-style-type: none"> • After the presentation of all groups, the teacher (or a learner) consolidates the points and adds missed out points, if any. <p>Assignment Preparation of wallpaper</p> <ul style="list-style-type: none"> • Collect information and relevant materials on Weil's disease from all available sources [reference books, journals, magazines, leaflets, website etc] • Prepare and publish a wallpaper 	<p>Saji, group III leader has to improve her communication skill</p> <ul style="list-style-type: none"> • When Jaleel asked the reason for more incidents of Leptospirosis among workers in pineapple field, Binu could give a satisfactory answer. • If the points for discussion were made more clear and crispy, the discussion could have been more effective • Could not clear some of the doubts raised by the learners. Updating the knowledge is essential. <ul style="list-style-type: none"> • Perfection of assignment • Timely submission • Variety of material • Relevancy

PRACTICAL EVALUATION DETAILS FOR DOMESTIC NURSING

TOTAL SCORE : 150
 NUMBER OF STUDENTS
 PER BATCH : 8
 HOURS ALLOTTED FOR EACH
 BATCH : 6
 VENUE : NURSING LAB/CLINIC/HOSPITAL/
 COMMUNITY

SL.No	PRACTICAL EVALUATION ITEM	SCORE	TIME (Mins)	REMARKS
1	Identification of tools/spotting	20	20	
2	Procedure (writing)	20	30	
3	Collection of articles	10	15	
4	Identification of need/problem	10	15	
5	Preparation of the patient	10	15	
6	Skill in doing procedure	15	30	
7	After care of patient and articles	5	35	
8	Recording	10	10	
9	Viva related to practical	10	10	
10	Viva vice	25	120	15 min for each student
11	Records	15	60	Evaluation of records and answer sheets and tabulation of marks for the batch
	TOTAL	150	360	

EVALUATION

INTRODUCTION

Evaluation is a systematic process of collecting, analysing, synthesising and interpreting evidences of student's progress and achievements, both in cognitive and non cognitive areas of learning. Evaluation has to play significant role in making the learning process more effective. It provides diverse experience to the learners, keeping in view the skills to be attained continuously by them.

As the curriculum is based on a particular vocation, the selected stream is the most important part and it should be evaluated accordingly. Technical skills, interest and devotion in the field, communication skills, organisational and presentation skills are to be evaluated. Evaluation of the personal and social qualities also should be done. So the evaluation should be continuous and comprehensive.

Term End Evaluation (TE)

It is the written form of evaluation aimed at evaluating the facts, concepts and ideas gained by the learner. The test should not be aimed to evaluate the memory alone. Questions are framed in such a way that the learners are able to apply different mental process while answering. The term end evaluation question give more emphasis on application, analysis and synthesis level.

The maximum scores for TE is 80 and the minimum is 24 (30%). The questions and score should be formulated taking into consideration the time required to read, think, understand and write answers. To avoid wild guessing, multiple choice questions of application level may be used. The total number of questions may vary from time to time. All the questions should be based on the curricular objectives. Open ended questions may also be included. Internal choice may be given to questions but the choice question also should be based on the same curricular objectives.

Continuous and Comprehensive Evaluation (CCE)

Our traditional evaluation methods measure only the memory and recollection capacity of the learner. To eliminate / these limitations the evaluation should be done on multi dimensional ways by measuring multiple intellectual capacities of the learner. So it is better to evaluate the learner in a continuous and comprehensive manner. CCE helps the learner to understand and evaluate his own progress and to develop adequate strategies for further improvement.

Merits

- Assess the all round development of the learner on a continuous basis through variety of activities.
- Effective feed back is possible.
- Remedial and diagnostic teaching is possible.
- Process as well as product are assessed.

A series of learning activities are grouped into five major thrust areas as follows

1. Investigative Activities

Activities which create a spirit of enquiry, investigation and a mind for research in the learner belongs to this group.

- For example
- Study project
 - Case study
 - Field study
 -
 -

2. Interactive activities

Activities which improve the communication skill, abilities of sharing ideas, etc

- For example
- Seminar
 - Panel discussion
 - Debate
 - Group discussion
 -
 -

3. Assigned Task

Activities assigned to the learner to enrich/strengthen the concepts and ideas

- For example
- Assignments
 - Collections
 -
 -

4. Performance Task (Tests)

Activities related to the achievements of the learner.

- For example
- Class test (Oral/ Written / Performance test)
 - Quiz
 - Open Book Examination
 - Interview
 - Group testing
 -
 -

5. Practical based activities like

- For example
- Preparation of working model
 - Album
 - improvisation
 -
 -

From the above five group of activities, the teacher has the freedom to choose any three areas for evaluation purpose.

CE Items

1. Study Project

Sl No.	Stages	Criteria	Score	Total Scores
1.	Planning	<ul style="list-style-type: none">● Relevatace of the study● Identification of problem: Ability to select appropriate tools● Ability to select suitable learning method	4/3/2/1	
2.	Data Collection	<ul style="list-style-type: none">● Ability to collect sufficient and relevant data.● Ability to classify.● Arrange data for analysis.● Reliability and authenticity of the data collected	4/3/2/1	
3.	Analysis and Inference	<ul style="list-style-type: none">● Ability to analyse the data.● Systematic arrangements. Ability to draw inferences based on analysis.● Ability to give suggestions based on inference.	4/3/2/1	
4.	Report presentation	<ul style="list-style-type: none">● Ability to present in logical and sequential order.● Authenticity of report.● Time bound completion	4/3/2/1	
5.	Viva - Voice	<ul style="list-style-type: none">● Knowledge of content and process.● Ability to analyse data● Ability to justify inference.● Ability to explain.● Stratigies and methods adopted	4/3/2/1	
		Total	20	

2. Case study

Sl No.	Criteria	Score
1.	Identify the problem	4/3/2/1
2.	Approach to the problem	4/3/2/1
3.	Time bound Action	4/3/2/1
4.	Analysis of the problem	4/3/2/1
5.	Problem solving / Reporting	4/3/2/1
	Total	20

3. Field Study

Sl No.	Criteria	Score
1.	Attitude and readiness towards the task	4/3/2/1
2.	Capacity for observation	4/3/2/1
3.	Data collection	4/3/2/1
4.	Application of ideas	4/3/2/1
5.	Documentation / Recording	4/3/2/1
	Total	20

4. Assignment

Sl No.	Criteria	Score
1.	Awareness of the content	4/3/2/1
2.	Comprehensiveness of the content	4/3/2/1
3.	Systematic and sequential arrangement	4/3/2/1
4.	Observation / suggestion/ views / judgements/ evaluation	4/3/2/1
5.	Timely submission	4/3/2/1
	Total	20

5. Seminar

Sl No.	Criteria	Score
1.	Planning and Organisation	4/3/2/1
2.	Collection of data / content	4/3/2/1
3.	Observation / appraisal and clarity	4/3/2/1
4.	Content knowledge	4/3/2/1
5.	Presentation	4/3/2/1
	Total	20

6. Debate

Sl No.	Criteria	Score
1.	Readiness to participate	4/3/2/1
2.	Depth of subject knowledge	4/3/2/1
3.	Communication skill	4/3/2/1
4.	Ability to justify the stand	4/3/2/1
5.	Presentation	4/3/2/1
	Total	20

7. Group Discussion

Sl No.	Criteria	Score
1.	Readiness to participate	4/3/2/1
2.	Depth of subject knowledge	4/3/2/1
3.	Communication skill	4/3/2/1
4.	Ability to justify in a democratic way	4/3/2/1
5.	Leadership quality	4/3/2/1
	Total	20

8. Interview

Sl No.	Criteria	Score
1.	Planning	4/3/2/1
2.	Preparation of Questions	4/3/2/1
3.	Communication skill	4/3/2/1
4.	Participation	4/3/2/1
5.	Report preparation	4/3/2/1
	Total	20

Practical Evaluation (PE)

The goal of Vocational Education is to generate skills through continuous practices along with investigation and inventions. Continuous and comprehensive practice transforms the unskilled learner to a skilled one. This is the importance and significance of vocational practicals.

PE is done to evaluate the practical skills achieved by the learner in the concerned vocational subject Total score for PE is 150 and minimum is 60 Score (40%) Practical Examination is conducted for a batch of 8 learners having 6 hours duration.

Vocational Competency Evaluation (VCE)

Vocational competency evaluation is to evaluate the vocational skills and aptitude developed by the students during the learning process. This is a system to evaluate judiciously the required value addition and consequent capacity building in the concerned vocational curriculum. The vocational education is aimed at developing interest, skills and devotion in specific vocational fields. As other evaluation components like CE, PE and TE cannot assess the vocational competencies and professional skills, acquired by the students an Internship Evaluation (IE) components have been introduced to meet this requirement.

Internship Evaluation should be done based on the following components like regularity and punctuality, value addition and capacity building

1. Regularity and Punctuality

Regularity and punctuality has vital role in vocational education Learning is a continuous process, the regular presence of the learner is a must for attaining maximum efficiency.

2. Value Addition

Value addition is the qualitative measure of the learner's interest, devotion perseverance and efficiency. Value addition can be evaluated through conducting field visits/ vocational survey. The experiences gained through field visit/ Vocational survey increase the level of intrinsic motivation and develop positive attitude towards the vocational field and thereby increase his value as a semi-professional.

3. Capacity Building

It gives a quantitative measure of the student's skill in graded area exposure. Capacity building can be evaluated through conducting the following activities.

1. OJT / Simulated experiment
2. Performance - camp /exhibition / clinic
3. Performance - Production / Service cum Training centre (PTC)

These components help the learner to practise the acquired skills in the real situation and thereby increasing self - confidence and promoting self reliance.

Vocational Competency Evaluation Indicators

No	Items	Score
1.	Regularity and punctuality	10
2.	Field visit / Survey / Vocational project (anyone)	20
3.	OJT / simulated experiment Performance - camp / exhibition / clinic Performance - PTC Practical skills (any one)	20
	Total	50

1. Regularity and Punctuality can be assessed by using attendance of the learner and time bound completion of tasks. It is evaluated by using 5 point grading system.

Rating Scale

Sl. No.	Item	1	2	3	4	5
1	Regularity	Never regular	often regular	usually regular	most of the time regular	Always regular
2.	Punctuality	Never punctual	often punctual	usually punctual	most of the time punctual	Always punctual

VCE Items	Evaluation Indicators	Scoring	Score
Regularity and punctuality			10
Value addition	<u>Field Visit</u>		
	1. Attitude and readiness towards the task	4/3/2/1	
	2. Capacity for observation	4/3/2/1	
	3. Data collection	4/3/2/1	
	4. Application of ideas	4/3/2/1	
	5 Documentation / recording	4/3/2/1	
	OR		20

<i>VCE Items</i>	<i>Evaluation Indicators</i>	<i>Scorin</i>	<i>Score</i>
	<u>Survey</u>		
	1. Planning	4/3/2/1	
	2. Data Collection	4/3/2/1	
	3. Consolidation of data and analysis	4/3/2/1	
	4. Drawing inference	4/3/2/1	
	5. Reporting	4/3/2/1	
Capacity Building	OJT / Simulated experiment		
	1. Involvement / participation	4/3/2/1	
	2. Skills in doing work / communication skills	4/3/2/1	
	3. Time bound action	4/3/2/1	
	4. Capacity for observations, analysis and innovation	4/3/2/1	
	5. Documentation, Recording and display	4/3/2/1	
	OR		20
	Performance in camp / exhibition / clinic		
	1. Ability for planning and organising	4/3/2/1	
	2. Mastery of subject	4/3/2/1	
	3. Ability for communication	4/3/2/1	
	4. Innovation	4/3/2/1	
	5. Involvement / Social commitment	4/3/2/1	
	OR		
	Performance in Production/ Service cum training centre (PTC)		
	1. Mastery of vocational skills	4/3/2/1	
	2. Managerial capacity	4/3/2/1	
	3. Promiting self condidence	4/3/2/1	
	4. Innovative approach	4/3/2/1	
	5. Promoting self reliance	4/3/2/1	

Consolidated Statement of VCE

Course : Domestic Nursing

Year:

Class:

Roll No	Name of Pupil	Regularity of Punctuality (10)	Value addition (20)	Capacity Building (20)	Total Score (50)	Grade

Consolidated Grade Record of Vocational Subjects

Course : Domestic Nursing

Year:

Class:

		Vocational Theory				Vocational Practical		VCE	
Roll. No	Name of Pupil	CE 20	TE 80	Total 100	Grade	PE 150	Grade	IE 50	Grade

PRACTICAL EVALUATION

Practical evaluation is the important part of vocational practicals. The practical skills must be evaluated from time to time. A practical examination is conducted for 150 score and should cover all required indicators to evaluate the technical skill and practical knowledge of ECG and AMT

Indicators for PE- Domestic Nursing

Indicators	Score	Total
Identification of tools and items	20	20
Procedure-2 experiments	5 x2	10
Technique	20x2	40
Observation, tabulation, inference	20x2	40
Result	5x2	10
Record	1x10	10
Viva voice		20
Total		150

LEARNER EVALUATION PROFILE

Course : Domestic Nursing

Year :

Name of Subjects	Ist Year			II Year			Mini. Score	Max Score
	Term			Term				
	I	II	III	I	II	III		
Part I 1. English	CE							
	TE							
	Total							
	Grade							
2. GFC	CE							
	TE							
	Total							
	Grade							
Part II Voc. Theory	CE							
	TE							
	Total							
	Grade							
Voc. Practical	Total							
	Grade							
VCE	IE							
	Grade							
	CE							
	TE							
Paper III Paper I Physics	PE							
	Total							
	Grade							
	CE							
	TE							
Paper II Chemistry	PE							
	Total							
	Grade							
	CE							
	TE							
Paper III Biology	PE							
	Total							
	Grade							
	CE							
	TE							

Consolidated Statement of CE

Course : _____ :
 Class : _____ :

Sl. No	Name	CE items	Evaluation Indicators					Total (20)	Total (60)	Average CE (20)
			1	2	3	4	5			
		1.....								
		2.....								
		3.....								
		1.....								
		2.....								
		3.....								
		1.....								
		2.....								
		3.....								
		1.....								
		2.....								
		3.....								
		1.....								
		2.....								
		3.....								

UNIT AT A GLANCE

Unit 1 : Meeting Therapeutic needs of the patient

Curriculum objectives	Content/area	Activities/learning strategies	Materials	Products/ Outcome	Evaluation	Reference
1 To develop the concept of drugs and identifies the abbreviations commonly used, weights and measures and various forms of medications through Brain storming, group discussion and observation. Prepares charts.	<ul style="list-style-type: none"> • Concept of drug • Names of drugs • Classification of drugs • Preparation of drugs • Effects of drugs on the body • Abbreviations and symbols used • Weights and measures 	<ul style="list-style-type: none"> • Brain storming • Group discussion • Hospital visit • Collection of leaflets available with medications. • Collection of different forms of medications. 	<ul style="list-style-type: none"> • Different forms of medications • Leaflets • Chart 	<ul style="list-style-type: none"> • Collection of leaflets • Notes based on group discussion • Chart showing abbreviations weights and measures in common use 	<ul style="list-style-type: none"> • Participation in discussion • Notes prepared • Collected items • Prepared chart 	<ul style="list-style-type: none"> • 'Basic Nursing' by Potter and Perry
2 To identify the routes of administration of medicines, calculation of dosage and the rules of administration of medicine through observation and discussion. Prepares assignment	<ul style="list-style-type: none"> • Routes of administration • Dosage • Calculation of dosage • Storing of drugs • Safety measures • Rules for the administration of medicines • Parts of a medication order 	<ul style="list-style-type: none"> • Group discussion • Hospital visit • Assignment 	<ul style="list-style-type: none"> • Doctor's prescription • Cardex • Medicine Card • Medicine chart • Different types of syringes • Medicine cup • Ounce glass 	<ul style="list-style-type: none"> • Assignment 	<ul style="list-style-type: none"> • Perfection of assignment submitted 	<ul style="list-style-type: none"> • <i>Fundamentals of Nursing</i> by B.T.Basavanhappa • Principles and practice of Nursing (Vol I) by Sr.Nancy

Curriculum objectives	Content/area	Activities/learning strategies	Materials	Products/ Outcome	Evaluation	Reference
3 To acquire skill in administering medicine orally, through practice in the nursing laboratory and during clinical practice 4 To enumerate the types and	<ul style="list-style-type: none"> • Preliminary assessment • Articles required • Preparation of the patient • Procedure • Recording • After care of the patient and articles 	<ul style="list-style-type: none"> • Demonstration • Practice in nursing laboratory • Practice in clinical setting under supervision • Seminar 	<ul style="list-style-type: none"> • Articles required for demonstration of procedure 	<ul style="list-style-type: none"> • Skill in giving medicine orally 	<ul style="list-style-type: none"> • Skill in oral administration of medicine 	<ul style="list-style-type: none"> • Principles and practice of Nursing (Vol.I) by Sr.Nancy
<p>purposes of injections, factors that favour absorption, and the drugs and fluids administered through seminar and observation</p> <p>5 To understand the safety</p>	<ul style="list-style-type: none"> • Concept of injection • Types of injections • Purposes of injections • Factors that favour absorption • Complications of injections • Drugs and fluids administered 	<ul style="list-style-type: none"> • Hospital visit • Group discussion 	<ul style="list-style-type: none"> • Different forms of medications used for injection • Different types of fluids administered 	<ul style="list-style-type: none"> • Preparation of report 	<ul style="list-style-type: none"> • Seminar Report 	<ul style="list-style-type: none"> • “Fundamentals of Nursing, Concepts and Procedures” by Kozier and Lea
<p>measures in the administration of injections, selection of equipment and forms of medications available through observation, group discussion and exhibition</p>	<ul style="list-style-type: none"> • Safety measures in the administration of injection • Selection of equipment • Forms of medication available 	<ul style="list-style-type: none"> • Hospital visit • Exhibition 	<ul style="list-style-type: none"> • Different types of syringes, needles • Different forms of medications 	<ul style="list-style-type: none"> • Notes based on group discussion • Exhibition of articles and medicines used for injection 	<ul style="list-style-type: none"> • Notes prepared • Exhibits 	<ul style="list-style-type: none"> • “Fundamentals of Nursing” by B.T.Basavanthappa

Curriculum objectives	Content/area	Activities/learning strategies	Materials	Products/ Outcome	Evaluation	Reference
6 To understand the principles and general precautions involved in the administration of injection through observation and interview with a senior staff nurse of a hospital. Prepares interview report	<ul style="list-style-type: none"> Principles involved in the administration of injections General precautions to be taken while giving injections 	<ul style="list-style-type: none"> Demonstration Hospital visit Interview with a senior staff nurse 	<ul style="list-style-type: none"> Articles for injection Interview schedule 	<ul style="list-style-type: none"> Interview report 	<ul style="list-style-type: none"> Participation in interview Interview report 	<ul style="list-style-type: none"> 'Principles and Practice of Nursing' (Vol.I) by Sr.Nancy
7 To acquire skill in giving injections intradermally, subcutaneously and intramuscularly through practice in nursing laboratory and clinical settings	<ul style="list-style-type: none"> Assessment of patient Preparation of articles Preparation of patient Selection of site Procedure Nurses' responsibilities 	<ul style="list-style-type: none"> Demonstration in nursing laboratory Practice under supervision in clinical setting 	<ul style="list-style-type: none"> Articles needed for injections 	<ul style="list-style-type: none"> Acquires skill in giving injection intradermally, subcutaneously and intramuscularly 	<ul style="list-style-type: none"> Skill in giving injection 	<ul style="list-style-type: none"> 'Fundamentals of Nursing' by B.T.Basavanthappa
8 To review the previous knowledge on surgical asepsis and sterilization methods through brain storming. Prepares a chart on surgical asepsis and various sterilization methods	<ul style="list-style-type: none"> Surgical asepsis Sterilization methods 	<ul style="list-style-type: none"> Brain storming Preparation of chart on surgical asepsis and sterilization methods 	<ul style="list-style-type: none"> Various agents used for sterilization 	<ul style="list-style-type: none"> Chart showing advantages and disadvantages of sterilization methods 	<ul style="list-style-type: none"> Answers to the questions Chart prepared 	<ul style="list-style-type: none"> 'A text book for Nurses in India' by CMAI Vellore (BI publications)

Curriculum objectives	Content/area	Activities/learning strategies	Materials	Products/ Outcome	Evaluation	Reference
9 To classify the wounds and dressing materials used through observation and discussion. Present s notes prepared	<ul style="list-style-type: none"> • Concept of wound • Types of wound • Dressing materials • Factors affecting wound healing • Complications of wound 	<ul style="list-style-type: none"> • Hospital visit • Group discussion 	<ul style="list-style-type: none"> • Slides showing different types of wounds • Various dressing materials used • IT 	<ul style="list-style-type: none"> • Notes based on group discussion 	<ul style="list-style-type: none"> • Participation in group discussion and notes prepared 	<ul style="list-style-type: none"> • 'Principles and Practices of Nursing' (Vol II) by Sr.Nancy
10 To acquire skill in dressing a wound at home and in hospital situations through observation and demonstration	<p>Nurses responsibilities in wound care</p> <ul style="list-style-type: none"> • Preliminary assessment • Preparation of patient • Preparation of article • Procedure • After care of articles and patient 	<ul style="list-style-type: none"> • Observation • Practice in the nursing laboratory and clinical settings 	<ul style="list-style-type: none"> • Articles required for the procedure 	<ul style="list-style-type: none"> • Skill in wound care 	<ul style="list-style-type: none"> • Skill in wound care 	<ul style="list-style-type: none"> • 'Principles and practice of Nursing' (Vol II) by Sr.Nancy
11 To enumerate the indications for oxygen administration and the various articles needed through observation and discussion. Prepares notes and assignment	<ul style="list-style-type: none"> • Indication for oxygen therapy • Articles required • Precautions to be taken 	<ul style="list-style-type: none"> • Observation • Hospital visit • Group discussion • Assignment on fittings of an oxygen cylinder with the help of a diagram 	<ul style="list-style-type: none"> • Oxygen catheter • Oxygen mask • Oxygen cylinder • Chart showing indication and precaution of oxygen therapy • Tracheostomy tube • Endotracheal tube • Ambu bag 	<ul style="list-style-type: none"> • Notes based on group discussion • Assignment 	<ul style="list-style-type: none"> • Prepared Notes • Assignment 	<ul style="list-style-type: none"> • 'Principles and practice of Nursing' (Vol-II) by Sr.Nancy

Curriculum objectives	Content/area	Activities/learning strategies	Materials	Products/ Outcome	Evaluation	Reference
12 To acquire skill in administering oxygen via nasal catheter and oxygen mask through observation and practice in laboratory and clinical settings	<ul style="list-style-type: none"> Nurses responsibilities in the administration of oxygen using oxygen mask and nasal catheter 	<ul style="list-style-type: none"> Observation and practice in the nursing laboratory and clinical settings 	<ul style="list-style-type: none"> Articles required for the procedure 	<ul style="list-style-type: none"> Skill in giving oxygen using nasal cannula and oxygen mask 	<ul style="list-style-type: none"> Acquired skill 	<ul style="list-style-type: none"> Principles and Practice of Nursing (Vol-II) by Sr.Nancy

1

MEETING THERAPEUTIC NEEDS OF THE PATIENT

Introduction

A drug or medication is any substance that modifies body functions when taken into the living organisms. The study which deals with the chemicals that affect the body function is called Pharmacology.

Drugs are primarily means of therapy for patients with health problems, but any drug has the potential for causing harmful effects when administered improperly. Administration of medication is a basic nursing function that involves skillful technique and consideration of the patient progress and safety. The safe and accurate administration of medication is one of the nurse's most important responsibilities. The nurse is expected to have a thorough knowledge of the drug, that is administered by her. By going through this unit, the learner gets an opportunity to understand the therapeutic need of the patient and she acquires skill in meeting this need.

A variety of teaching learning activities can be used in meeting this objective. Each learner should get enough opportunities to practise in the nursing laboratory and under supervision during clinical practice.

Curriculum Objectives

1. To develop the concept of drugs and identifies the abbreviations commonly used, weights and measures and

various forms of medications through brain storming, group discussion and observation. Prepare charts.

2. To identify the routes of administration of medicines, calculation of dosage and the rules of administration of medicine through observation and discussion. Prepares assignment.
3. To acquire skill in administering medicine orally, through practice in the nursing laboratory and during clinical practice.
4. To enumerate the types and purposes of injections, factors that favour absorption and the drugs and fluids administered through seminar and observation.
5. To understand the safety measures in the administration of injections, selection of equipment and forms of medications available through observation, group discussion and exhibition.
6. To understand the principles and general precautions involved in the administration of injection through observation and interview with a senior staff nurse of a hospital. Prepares interview report.
7. To acquire skill in giving injections

- intradermally, subcutaneously and intramuscularly through practice in nursing laboratory and clinical settings.
8. To review the previous knowledge on surgical asepsis and sterilization methods through brain storming. Prepares a chart on surgical asepsis and various sterilization methods.
 9. To classify the wounds and dressing materials used, through observation and discussion. Presents notes prepared.
 10. To acquire skill in dressing a wound at home and in hospital situations through observation and demonstration.
 11. To enumerate the indications for oxygen administration and the various articles needed through observation and discussion. Prepares notes and assignment.
 12. To acquire skill in administering oxygen via nasal catheter and oxygen mask through observation and practice in nursing laboratory and clinical settings.

1.1 *Concept of drug, abbreviations, weights, and measures and forms of medication.*

Content

- Drug names
- Classification
 - Preparation
 - Effects
 - Abbreviations and symbols
 - Weights and measures

Learning Activity

- Brain storming
- Group discussion
- Hospital visit (during clinical posting)
- Collection

Materials

- Different forms of medication
- Leaflets
- Chart

Process

Brain storming

The learner has a basic knowledge of drugs from their personal experience and from the observations which he/she made during clinical posting. Through brain storming the learner's concept of drug can be developed.

- Divide the class into five groups
 - Each group writes down the names of medicines used for pain and fever under two separate headings.
 - Write down the different preparations of medicine (syrup, ointment, spray etc).
 - Encourage the learners to share their ideas even though they may be wild.
 - Ask them not to judge their ideas during the session.
- After the given period each group leader reads out the ideas listed.
- Write them on black board.
 - Evaluate the ideas.
 - Eliminate the unsuitable ones.
 - Accepted ideas are classified as those which can be used immediately and those which need further study .

Consolidated ideas may contain these key points:-

- Drug is a substance used to promote health, to prevent, to diagnose, to alleviate or cure diseases.
- All drugs have at least two names- a chemical name and a trade name.
- Drugs are classified according to their action, composition, purpose, use etc.
- Drugs can have a desired effect and side effects.

At the end of the session, give an assignment to collect different forms of medications and leaflets available with medicines.

Group discussion

The teacher makes sure that the students have collected different types of medicines and leaflets. Divide the class into 5 groups and a group discussion is conducted by each learner reading out the leaflet. Focus on trade name and pharmacological name, classification, preparation, indication, dose and effects. The discussion may also focus on:

- Abbreviations and symbols used.
- Weights and measures.

After the discussion key points are consolidated. The learners may not be able to list out all key points. So the teacher helps them to achieve the objective by listing out them.

Outcome

The learner is asked to prepare charts showing key points. Display it in the class.

Make sure that each learner records the key points of discussion in his\her diary and it should be evaluated.

Evaluation

T E

Sample question

1. Anu has an infected wound. The doctor has advised her to take an antibiotic every 6 hrs. What could be the reason for taking medicine at regular intervals ?
2. You are supposed to measure one ounce of water to prepare a solution, but only a tea spoon is available. How will you measure one ounce with the teaspoon?

1.2 Routes and rules of administration of medicine and calculation of dosage.

Content

- Routes of administration.
- Dosage
- Calculation of dosage

- Care of medicine cabinet
- Safety measures
- Rules for administration of medicine
- Parts of medication order

Learning Activity

- Group discussion
- Assignment

Materials

- Doctor's prescription
- Order
- Medicine card
- Different types of syringes
- Medicine cup
- Ounce glass

Process

Learner has observed during his\her clinical posting that the medicines are given by different routes and given in different amounts. He\she also has seen that all medicine are stored not in the same way. The class is divided into 5 groups and a discussion is conducted based on their previous knowledge. The teacher gives a sample of doctor's prescription to each group. The group identifies the different parts of that order and discusses on the points mentioned below.

Key Points

- Route of administration
- Dosage and its calculation
- Storing of drugs.
- Safety measures.
- Rules for administration of medicine
- Parts of medication order

The learning materials may be collected by the teacher her self or assign the learner to do so.

Consolidation

The learner (Initially, the teacher) consolidates the key points. The teacher may add the left out points.

Output

Assignment- On safety measures in the administration of medicine.

Evaluation

CE- Assignment

TE

Sample questions

1. How will you prepare 150 mg of inj. Ampicillin from a vial (powder) containing 500 mg?
2. Most of the medicines are kept in colored bottles. Why?

1.3 Nurses' responsibility in the oral administration of medicine.

Content

- Preliminary assessment
- Selection of equipment
- Preparation of article
- Preparation of patient
- Procedure
- After care of patient and articles.

Learning activity

- Observation of the procedure demonstrated.
- Practice in the nursing laboratory
- Practice under supervision in the hospital.

Materials

- Articles required for the procedure.

Process

The learner observes the procedure in the nursing laboratory and in the hospital. She/he

practices it in the laboratory and after gaining confidence does it under supervision in clinical set up.

Until and unless, the learner has a thorough knowledge of the topic, he/she is not supposed to administer the drug.

Outcome

The learner acquires skill in administering oral medicine safely.

Evaluation

PE

Skill in administering oral medicine.

VCE

This skill can be assessed during OJT/ PSCTC

1.4 Injections

Contents

- Concepts
- Types
- Purposes
- Factors that favours absorption
- Complications
- Drugs and fluid administered.

Learning activities

- Seminar
- Hospital visit

Material

- Different forms of medication used for injections
- Different types of fluid administered

Process

The teacher opens the session with an open-ended question. "Have you ever received an injection? How did you feel?". There may be many responses. After

introducing the topic the teacher may give the topic for seminar- “Injections”. The class is divided into 5 groups. The topic may be divided into five and each subtopic is given to each group.

- Group I – Concepts and types of injections.
- Group II - Purposes of injection
- Group III - Factors that favour absorption
- Group IV - Complications
- Group V - Drugs and fluids administered

1. Planning

Each group plans the following.

- Source of data- Reference book
 - Journals
 - I.T
 - Persons
- Data to be collected-based on each subtopic
- Assign duties – Moderator
 - Presenter
 - Date
 - Time
 - Venue

- Publicity (Notice/ Chart)

- Preparation of seminar paper
- Teacher makes corrections if necessary
- Actual conduction of seminar
- Moderator – Familiarizes the topic and its significances
- Introduces presenters
- Paper presentation by selected persons (Audience notes the highlights and raises doubts)
- Discussion
- Presenters clarification
- Consolidation by moderator
- Preparation of seminar report (Mention the topic, presenter, highlights major issues and classification)

The teacher should ensure that all learners have submitted the paper (including all subtopics) individually for evaluation (C.E)

Outcome

Seminar report

Evaluation

CE - Seminar

TE

Sample questions

Match the following

(a) Tuberculosis	(i) Subcutaneous	(A) BCG
(b) diabetes	(ii) Intravenous	(B) T.T
(c) Tetanus	(iii) Intra muscular	(C) 5% Dextrose Water
(d) Dehydration	(iv) Intradermal	(D) Insulin

(2) State whether the following statement is ‘True’ or ‘False’.

Justify your answer.

Do not massage the site after giving intradermal injection.

1.5 Selection of equipment and different forms of medication.

Contents

- Safety measure (Reviews)
- Selection of equipment
- Forms of medication

Learning Activities

- Group discussion
- Observation
- Collection and Exhibition

Materials

- Different types of syringes, needles.
- Different forms of medications.

Process

- Teacher initiates the session by some thought provoking questions like:-
“In the previous class we came to know about different types of medicines and syringes. Out of that, which of them are used for giving injections?”
“How will you ensure the safe administration of injection?”

Divide the class into 5 groups and discussion is conducted. Teacher supplies the discussion points:-

Discussion points

- Safety measures in giving injection
- Equipment
- Forms of medication

Each learner should be familiar with the different types of syringes and its calibrations and needles and forms of injectable medicines like vials and ampoules.

Out come

Exhibition of different syringes, needles and injectable drugs.

Evaluation

TE

Sample question

1. Take the odd out and give reason
(i) hub (ii) shaft (iii) plunger (iv) bevel

1.6 Principles and General Precautions involved in the administration of injections.

Contents

- Principles involved in the administration of injections.
- General precautions to be taken while giving injections.

Learning Activities

- Group discussion
- Interview
- Observation

Materials

- Articles for injection

Process

Teacher may introduce the topic by narrating an incident like, ‘while breaking the ampoule to prepare an injection, the ampoule got crushed and the expensive medicine wasted’. After listening to the responses from the students, he/she may introduce the topic and explains the necessity for collecting more practical details.

- Divide the class into five groups.
- Each group writes down the questions to be asked
- Relevant questions sorted out
- Add any more questions needed (to meet the objective)
- Fix the person to be interviewed, date, time and venue.
- Conduct the interview
- Prepare interview report

Interview will be more effective if it is conducted in clinical setup.

Outcome

- Interview report

Evaluation

TE

Sample question

1. “The knowledge of anatomy and physiology of the body is essential for the safe administration of injection.” One senior nurse commented. Do you agree? Why?
2. Thin and sharp needles are used for giving IM injection. Comment on it.

1.7 Nurse's responsibilities in giving intra muscular, intra dermal and subcutaneous injections

Contents

- Preliminary assessment
- Preparation of articles
- Preparation of patient
- Procedure
- After care of patient and articles.

Learning Activities

- Observation of procedure demonstrated
- Practice in the laboratory (with model)
- Practice in the hospital under supervision

Materials

- Articles required for the procedure

Process

The learner observes the procedure and notes down the important points during clinical posting and in the nursing laboratory. He/she practices it in the laboratory and does it under supervision in the clinical setup.

Outcome

The learner gains skill in giving

subcutaneous and intra muscular injection.

Evaluation

PE

Skill in giving subcutaneous and intra muscular injection.

VCE

This skill can be assessed during OJT/ PSCTC

1.8 Surgical asepsis and sterilization methods

Contents

- Surgical asepsis
- Sterilization methods

Learning activities

- Brain storming
- Chart preparation

Learning materials

- Various agent used for sterilization

Process

The teacher displays some antiseptic solutions like betadine, dettol and salvon. Asks the learner to identify the solutions and their uses.

- Listen to their response
- Write two heading on black board
 - Surgical a sepsis
 - Sterilization methods.
- Learners list down the methods
- Write them down on black board
- Analyse the points
- Consolidate the session with the help of a chart.

Outcome.

Prepares chart on advantages and disadvantages of sterilization methods.

Evaluatiuon

TE

Sample question

1. How will you sterilize the articles for wound cleaning in home situation?

- For effective sterilization the temperature of autoclave should be ____ °C and steam should be at _____ lb/inch² Pressure.

1.9 Care of wound

Contents

Wound – Concept

- Types
- Dressing materials
- Factors affecting wound healing
- Complications

Learning Activities

- Hospital visit (during clinical posting)
- Group discussion.

Materials

- Slides showing different types of wound
- Various dressing materials.
- I T

Process

The teacher may describe an incident that has lead to a visible injury on the body. Then the class is grouped into five for further discussion on wound, types, dressing materials, factors affecting wound healing and complications. Discussion will be more effective followed by observation during the hospital visit.

After the discussion points are consolidated, the teacher may add the additional points, if any.

Outcome

The learner is able to prepare charts showing the different types of wound and dressing materials used for wound care.

Evaluation

The prepared notes based on group discussion along with the charts.

TE

Sample question

- John is diabetic and has a wound on his toe, which is not healing. Can you identify the causes of delayed wound healing?
- Match the following

(A)	(B)	(C)
a. Open Wound	Oozing capillary blood	Stab injury
b. Closed wound	Skin intact	Abrasion
c. Lacerated wound	Internal Bleeding	Contusion
d. Penetrating wound	Skin involved	Surgical wound

1.10 Nurse's responsibility in wound care

Contents

- Preliminary assessment
- Preparation- Patient
 - Articles
- Procedure
- After care-Patient
 - Articles

Learning Activities

- Observation and practice in nursing laboratory and clinical setting
- Practice in the clinical setting

Material

- Articles required for the procedure.

Process

The learner observes the procedure (wound dressing) and notes down the important points during practice in the nursing laboratory and during clinical posting. The learner practices it in the laboratory and does it under supervision in the

clinical settings. Thereby he/she will be able to perform the procedure in home situation.

Outcome

The learner acquires skill in performing wound dressing

Evaluation

P E

Skill in providing wound dressing

VCE

This skill can be assessed during OJT/ PSCT/ community visit

1.11 Administration of Oxygen

Contents

- Indication for oxygen therapy
- Articles required
- Precautions to be taken

Learning Activities

- Observation
- Group discussion
- Assignment

Material

- Oxygen catheter
- Oxygen mask
- Oxygen cylinder
- Tracheostomy tube
- Endotracheal tube
- Ambu bag
- Chart showing indications and precautions for oxygen therapy.

Process

The teacher displays a paper cutting that shows four persons suffocated to death while cleaning a well. The teacher introduces the topic by asking questions. The class is grouped into 3 for the convenience of group discussion.

Discussion Points

- Indication for oxygen therapy
- Articles required
- Precautions to be taken

After the discussion the learners may come to a conclusion with all important points.

The learner is given an assignment about fitment of an oxygen cylinder with the help of the diagram.

Output

1. Notes prepared
2. Assignment on fitment of oxygen cylinder

Evaluation

C E

Assignment

T E

Sample question

1. "NO SMOKING" signal on the oxygen cylinder. Comment on it

1.12 Nurse's responsibility in the administration of oxygen.

Contents

- Nurse's responsibilities in the administration of oxygen using oxygen mask and nasal cannula.

Learning activity

- Observation and practice in the nursing laboratory and clinical setup

Materials

- Articles required for the procedure.

Process

The learner observes oxygen administration by different methods and notes down the important points during

clinical posting and in the nursing laboratory. The learner familiarizes the articles in the lab and practices in the clinical settings under supervision.

Outcome

The learner is able to administer oxygen safely

Evaluation

PE

Skill in administering oxygen

VCE

This skill can be assessed during OJT.

UNIT AT A GLANCE

Unit 2 : Care of Terminally Ill and Aged Patient

Curriculum objectives	Content/area	Activities/learning strategies	Materials	Products/ Outcome	Evaluation	Reference
1 To enumerate the diseases specific to old age and to describe the general care of the elderly through observation and group discussion. Presents notes	<ul style="list-style-type: none"> Physiological changes in old age Factors helping for a successful ageing Diseases specific to old age General care of the elderly 	<ul style="list-style-type: none"> Visit to old age home Group discussion 	<ul style="list-style-type: none"> Articles and equipment used to promote successful ageing (hearing aids, walking aids, spectacles etc.) 	<ul style="list-style-type: none"> Presentation of notes on group discussion 	<ul style="list-style-type: none"> Notes prepared on group discussion 	<ul style="list-style-type: none"> 'Fundamentals of Nursing' by B.T.Basavanhappa 'Principles and Practice of Nursing' Vol.I by Sr.Nancy 'Medical surgical Nursing' by Brunner & Suddarth
2 To acquire skill in helping an elderly with ambulation, exercise, maintenance of personal hygiene through observation and visit to old age home/hospital	<ul style="list-style-type: none"> Review of basic nursing procedures (ambulation, feeding a help less patient, maintenance of personal hygiene, bed making etc.) Nursing care of an elderly 	<ul style="list-style-type: none"> Demonstration of basic nursing procedures Observation visit to geriatric home/hospital 	<ul style="list-style-type: none"> Articles required for demonstration of procedures 	<ul style="list-style-type: none"> Skill in caring elderly 	<ul style="list-style-type: none"> Acquired skill 	<ul style="list-style-type: none"> 'Basic Nursing' by Potter and Perry 'Principles and practice of Nursing' by Sr.Nancy Lippincott manual for nursing practices
3 To recognize the physical, spiritual and psychological care of terminally ill patient and palliative care given to them through observation visit to pain and palliative clinic.Presentation of report based on observation visit	<ul style="list-style-type: none"> Signs of approaching death Signs of clinical death Care of dying person (Physiological ,psychological and spiritual care) 	<ul style="list-style-type: none"> Observation visit to pain and palliative clinic Group Discussion 	<ul style="list-style-type: none"> Charts and slides showing pain and palliative care IT 	<ul style="list-style-type: none"> Observation report 	<ul style="list-style-type: none"> Observation report 	<ul style="list-style-type: none"> 'Principles and practice of Nursing' Vol I by Sr.Nancy 'Basic Nursing' by Potter and Perry

Curriculum objectives	Content/area	Activities/learning strategies	Materials	Products/ Outcome	Evaluation	Reference
4 To develop skill in caring a body after death through observation and practice in clinical set up	<ul style="list-style-type: none"> Care of body after death 	<ul style="list-style-type: none"> Observation and practice in clinical settings 	<ul style="list-style-type: none"> Articles required for the procedure 	<ul style="list-style-type: none"> Skill in caring a body after death 	<ul style="list-style-type: none"> Acquired skill 	'Principles and practice of Nursing' Vol I by Sr.Nancy
5 To develop the concept of unconsciousness and to list down its causes, levels, symptoms and complications through observation and seminar. Presents seminar report	<ul style="list-style-type: none"> Concept of Unconsciousness Causes Stages Glasgow coma scale Symptoms Complications 	<ul style="list-style-type: none"> Seminar Hospital visit 	<ul style="list-style-type: none"> Chart showing Glasgow coma scale Neurological assessment form Articles used for neurological assessment IT 	<ul style="list-style-type: none"> Seminar report Ability to record Glasgow coma scale 	<ul style="list-style-type: none"> Presentation of seminar and seminar report Score of Glasgow coma scale 	'Basic Nursing' by Potter and Perry 'Medical surgical Nursing' by Brunner &Suddarth
6 To describe the general nursing care of unconscious patient through case study and group discussion. Presentation of case study report.	<ul style="list-style-type: none"> General nursing problems of an unconscious patient and their interventions 	<ul style="list-style-type: none"> Case study Group discussion 	<ul style="list-style-type: none"> Chart listing down the nursing problems 	<ul style="list-style-type: none"> Case study report 	<ul style="list-style-type: none"> Case study presentation and report 	'Fundamentals of Nursing' by B.T Basavanthappa 'Medical Surgical Nursing' by Brunner & Suddarth
7 To demonstrate skill in caring an unconscious patient through nursing care study and practice in clinical set up	<ul style="list-style-type: none"> Nursing Management of an unconscious patient 	<ul style="list-style-type: none"> Observation and practice in clinical set up 	<ul style="list-style-type: none"> Articles required for basic nursing procedures IT 	<ul style="list-style-type: none"> Skill in caring an unconscious patient 	<ul style="list-style-type: none"> Acquire skill 	'Principles and practice of Nursing' (Vol- I) by Sr.Nancy 'Medical Surgical Nursing' by Brunner& Suddarth

2

CARE OF TERMINALLY ILL AND AGED

Introduction

Growing old or aged is an unavoidable process in everyone's life. Today aged are being neglected by the family and society as a consequence of adopting nuclear family and ever changing modern life style. So they are forced to depend upon institutions specially for the old age and terminally ill persons. This increases the relevance of nursing studies on geriatrics ever than before.

Unconsciousness can be of several reasons. The extent of care needed depends upon the degree of unconsciousness. Even though death is a natural phenomenon, it is very difficult for anyone to accept it. The domestic nurse should be capable of providing expert care-physical, psychological and spiritual-to the dying and his relatives.

The domestic nurse is expected to have a thorough knowledge of caring terminally ill and aged. By going through this unit, the learner gets an opportunity to acquire knowledge in giving care to senior citizens.

A variety of teaching learning activities and materials can be used to achieve these objectives. Each learner should get opportunity to observe and practice in the nursing lab, hospital and various institutions caring for terminally ill and the aged. This may help the learner to develop a positive attitude towards caring for elders at home, in their

neighbor hood and thus in the society

Curriculum Objectives

- 2.1 To enumerate the diseases, specific to old age and to describe the general care of the elderly through observation and group discussion. Presents seminar report.
- 2.2 To acquire skill in helping an elderly with ambulation, exercise and maintenance of personal hygiene through observation and visit to old age home/hospital.
- 2.3 To recognize the physical, spiritual and psychological care of terminally ill patient and palliative care given to them through observation and visit to pain and palliative clinic. Presentation of report based on observation visit.
- 2.4 To develop skill in caring a body after death through observation and practice in clinical setup.
- 2.5 To develop the concept of Unconsciousness and to list down its causes, levels, symptoms and complications through observation, seminar and presents seminar paper.
- 2.6 To describe the general nursing care of an unconscious patient through case study, group discussion. Presentation of case study report .
- 2.7 To demonstrate skill in caring an unconscious patient through nursing care study and practice in clinical setup.

2.1 Problems and needs of the aged

Contents

- Physiological changes in old age
- Factors helping for successful ageing
- Diseases specific to old age
- General care of the elderly

Learning Activities

- Visit to old age home
- Group discussion

Materials

- Articles and equipment used to promote successful ageing (walking aid, hearing aid, spectacles etc)

Process

The teacher displays an advertisement of “pakalveedu” (day care centre for aged) and invites responses from the class. After listening to the responses, the teacher introduces the topic and the class is divided in to 4 groups for group discussion.

Discussion Points

- Physiological changes in old age
- Factors helping for a successful ageing
- Diseases specific to old age
- General care of the elderly

A field visit is organized to an old age home after discussion.

If the discussion fails to achieve the objectives, the teacher should redirect them.

All the learners should maintain their own notes based on group discussion.

Outcome

- Participation in group discussion
- Notes Prepared

Evaluation

C E

Field visit
Class Test

T E

Sample Question

1. Mariam, an 84 year old female had a fall in the bathroom and got contusion in right buttock. What measures can be taken to prevent such fall ?
2. Raghavan, a 75 year old male is gloomy, reluctant to take food and is drawn to himself always . What can be the reasons for his behaviour and how will you help him to get back to his normal life?

2.2 Nursing Management of the Aged

Content

- Review of basic nursing procedures
- Nursing care of elderly

Learning Activities

- Observation visit to geriatric home/hospital
- Practice of basic nursing procedures.

Materials

- Articles required for demonstration of nursing procedures.

Process

Most of the learners are familiar with the care given to elderly. After inviting responses from students regarding the care, divide the class into four and a group discussion is initiated.

Discussion Points

- Review of basic nursing procedures
- General care of elderly
- Objectives of the field visit

(This objective has already been discussed in the previous classes. A review of the previous classes only will help)

Field visit

Planning

- Plan the objectives
- Place, date, time and institution
- Permission, if needed.

During the visit

- Observation
- Interaction with inmates and staff
- Clarifying the doubts.

After the visit

- Observation report

The learner also develops a positive attitude towards the elderly and understands and accepts the elderly as an asset to the community.

The learner should be able to apply the acquired knowledge in caring for the elderly during their clinical posting.

Outcome

The learner acquires skill in providing nursing care to the elderly.

Evaluation

P E

Basic nursing procedures

VCE

Field visit

After the field visit, a thanking note sent to the institution visited will be appreciated.

2.3 Care of the terminally ill and dying patient

Contents

- Signs of approaching death
- Signs of clinical death
- Care of dying person (psychological , physiological and spiritual care)

Learning Activities

- Observation visit to pain and palliative clinic
- Debate

Materials

- Charts and slides showing pain and palliative care.
- IT

Process

The teacher displays the leaflets, posters etc. issued by pain and palliative clinic and provoke the learner to discuss the topic.

The learners are divided in to four groups. Each learner takes part in group discussion

Key points

- Signs of approaching death
- Signs of clinical death
- Care of dying person. (Psychological, physical and spiritual)

After the group discussion, a field visit is arranged to a pain and palliative clinic. More points can be collected from an expert from the clinic.

Notes should be prepared by each learner.

Outcome

The learner is able to prepare the notes based on group discussion, charts , leaflets, read outs etc can be collected from the clinic.

A debate may be conducted on the topic “Whether ‘Mercy-Killing’ can be sanctioned or not?”

Evaluation

CE

Field visit

Class Test

2.4 Care of the body after death

Content

- Care of the body after death

Learning activities

- Observation and practice in clinical setting

Materials

- Articles required for the procedure.

Process

The learner observes the care of body after death during the clinical posting under supervision. The learner can familiarize the articles needed for the care of the body after death in the nursing laboratory.

Outcome

Acquire skill in caring the body after death

Evaluation

PE

Skill in caring the body after death.

2.5 Care of Unconscious patient

Contents

- Concept of unconsciousness
- Causes
- Stages
- Glasgow coma scale
- Symptoms
- Complications

Learning Activities

- Observation and practice in clinical setting
- Seminar
- Hospital visit

Materials

- IT
- Articles required for procedure
- Chart showing Glasgow coma scale
- Neurological assessment form
- Articles used for neurological assessment

Process

The teacher presents a case of head injury from his/her hospital experience. Then he/she introduces the topic. The teacher may give the topic for seminar- 'care of unconscious patient'. Divide the class into five mixed groups. Similarly divide the topic into five sub topics for each group

Group I - Concept and causes of unconsciousness

Group II - Stages of unconsciousness

Group III - Glasgow coma scale

Group IV - Symptoms

Group V - Complications

The teacher may guide in the following matters:-

Proper planning, sources of data, assignment of duties, actual conduction of seminar, paper presentation, discussion, consolidation by the moderator, preparation of seminar report.

All the learners should submit their own seminar report individually

Make sure that while making groups, the members should always be changed. Different criteria should be followed based on random selection, mixed group, (gifted, average and below average learners) and ability

Outcome

- Seminar Report
- Ability to record Glasgow coma scale

Evaluation

CE

Seminar

TE

Sample question

1. Nikhil met with a road traffic accident. Though he doesnot have any external injury, he is unconscious. What will help the doctor to assess his level of consciousness?
2. Identify four major causes of unconsciousness.

2.6 Nursing Problems/Needs of unconscious patient

Contents

- General nursing problems of an unconscious patient and their interventions

Learning Activities

- Case study
- Group discussion

Material

- Chart listing down the Nursing problems.

Process

The teacher elicit responses from the group by asking questions on previous classes. Then the teacher introduces the topic . Selected strategy is case study.

1.Planning

- Areas
- Hospitalized unconscious patient.
 - The data related to general nursing problems of unconscious patient during their hospital visit
 - Information can be collected from the patient's file,

relatives, doctors, nursing staff and through examining the patient.

- Additional information can be gathered from the text book, journals, internet etc,

During the process of case study, check list, rating scale, questionnaire etc can be used.

During the case study; actual basic nursing care can be rendered.

At the end of the study, every learner should have their own case study report. The teacher should ensure all the learners got the same case study.

Outcome

Presentation of case study report.

Evaluation

CE

- Case study
- Perfection, data collection, contents.

TE

Sample questions

1. Identify the needs of an unconscious patient and arrange them on priority basis.
2. Following a caesarian section, Veena did not regain consciousness and continues in the same state for one month. How will you maintain the skin integrity of Veena ?

2.7 Nursing Management of an unconscious patient

Contents

- Nursing management of an unconscious patient

Learning Activities

- Practice in clinical set up

Materials

- Articles required for Basic Nursing procedure
- IT

Process

During the clinical posting, each learner should get an opportunity to provide nursing care to an unconscious patient. Since the unconscious patients need long stay in the hospital, the learner can provide continuous nursing care. The learner observes and provides nursing care during the posting. He/she also practices it in the nursing laboratory and does it in clinical setup under supervision.

Outcome

The learner gains skill in providing nursing care to an unconscious patient

Evaluation

PE

Skill in giving nursing care to an unconscious patient

VCE

This skill can be assessed during OJT/PSCTC.

Unit 3 : Health Problems and its related care

Curriculum objectives	Content/area	Activities/learning strategies	Materials	Products/ Outcome	Evaluation	Reference
1 To develop the concept of health and illness and to enumerate the various causes of diseases with examples and common methods of treatment through group discussion and interview with a physician. Presents the report	<ul style="list-style-type: none"> • Concept of health and illness • Causes of diseases with examples • Common methods of treatment • Bed rest • Drug therapy • Diet therapy • Physical, occupational and radiation therapy • Surgery and types 	<ul style="list-style-type: none"> • Group discussion • Interview with a physician • Interview schedule • Seminar 	<ul style="list-style-type: none"> • Charts/ slides showing causes of diseases and methods of treatment • IT 	<ul style="list-style-type: none"> • Notes of Group discussion • Interview report 	<ul style="list-style-type: none"> • Interview report • Notes based on group discussion 	<ul style="list-style-type: none"> • 'Essentials of Community health Nursing' by K.Park (4th Edition) • 'Fundamentals of Nursing' by B.T.Basavanthappa
2 To enumerate the common signs and symptoms of diseases affecting major systems of the body through seminar. Presents the seminar report.	<ul style="list-style-type: none"> • Common signs and symptoms of diseases affecting the CVS, CNS, Respiratory, GI and Excretory systems 	<ul style="list-style-type: none"> • Observation and 	<ul style="list-style-type: none"> • Chart/ Slides showing the main points • Reference books • Read outs • IT 	<ul style="list-style-type: none"> • Seminar report 	<ul style="list-style-type: none"> • Seminar presentation and report 	<ul style="list-style-type: none"> • 'Fundamentals of Nursing' by B.T.Basavanthappa • 'Essentials of Community Health Nursing' by K.Park
3 To acquire skill in physical preparation of patient undergoing surgery through observation and practice	<ul style="list-style-type: none"> • Physical preparation of patient undergoing abdominal, obstetrical, orthopaedic surgeries 	<ul style="list-style-type: none"> • practice in clinical set up 	<ul style="list-style-type: none"> • Articles required for physical preparation 	<ul style="list-style-type: none"> • Skill in physical preparation of patient undergoing surgery 	<ul style="list-style-type: none"> • Acquired skill 	<ul style="list-style-type: none"> • 'Principles and practice of Nursing' Vol II by Sr.Nancy

Curriculum objectives	Content/area	Activities/learning strategies	Materials	Products/ Outcome	Evaluation	Reference
4 To identify the common health problems, its symptoms, remedies and prevention through group discussion and assignment. Publishes a news letter showing common health problems, remedies and prevention	Common health problems, its symptoms, remedies and prevention – Common cold, sore throat, cough, dyspnoea, fever diarrhoea, dysentery, ear ache, convulsion, scabies, worm infestation, amoebiasis and painful menstruation	<ul style="list-style-type: none"> • Observation during home visit • Group discussion • Assignment to publish news letter 	<ul style="list-style-type: none"> • Leaflets and posters collected from PHC • IT 	<ul style="list-style-type: none"> • News letter showing the specified content 	<ul style="list-style-type: none"> • News letter 	<ul style="list-style-type: none"> • 'Medical Surgical Nursing' by Brunner & Suddarth • 'Community health nursing manual' by INAL.
5 To demonstrate skill in preparation of ORS through visit to PHC and practice	<ul style="list-style-type: none"> • Review the concept of dehydration • Signs and symptoms • Management • Preparation of ORS 	<ul style="list-style-type: none"> • To elicit previous knowledge by asking questions • Visit to PHC • Preparation of ORS in the Nursing Laboratory 	<ul style="list-style-type: none"> • Charts • Articles required for preparation of ORS 	<ul style="list-style-type: none"> • Skill in preparation of ORS 	<ul style="list-style-type: none"> • Participation in answering questions • Acquired skill in preparing ORS 	<ul style="list-style-type: none"> • 'Preventive and Social Medicine' by J.E.Park and K.Park
6 To identify the clinical features of Weil's disease and Dengue fever and to understand their prevention and control through group discussion and collection of relevant materials from published sources. Prepare a wall paper	Clinical features and prevention and control of Weil's disease and Dengue fever	<ul style="list-style-type: none"> • Group discussion • Collection of materials • Preparation of wall paper 	<ul style="list-style-type: none"> • Paper cutting, Leaflets, posters, read outs & Charts 	<ul style="list-style-type: none"> • Notes of group discussion • Wall paper 	<ul style="list-style-type: none"> • Participation in group discussion and preparation of wall paper • Content and design of wall paper 	<ul style="list-style-type: none"> • 'Essentials of Community Health Nursing' T.N.A.I

Curriculum objectives	Content/area	Activities/learning strategies	Materials	Products/ Outcome	Evaluation	Reference
7 To enumerate the warning signals of cancer and its preventive measures through hospital visit and group discussion. Organizes a cancer awareness programme in the community	<ul style="list-style-type: none"> Warning signals of cancer General preventive measures of cancer Self breast examination Pap smear Oral self examination 	<ul style="list-style-type: none"> CD show Hospital visit Group discussion Organisation of cancer awareness programme 	<ul style="list-style-type: none"> Chart Posters Slides Film show pertaining to prevention of cancer 	<ul style="list-style-type: none"> Report of hospital visit and group discussion Conduction of cancer awareness programme in community 	<ul style="list-style-type: none"> Reports Conduction of camp 	'Preventive and Social Medicine' by J.E.Park and K.Park www.cancer.society.com www.cancer.gov .
8 To be able to perform self breast examination and oral self examination through observation and practice	<ul style="list-style-type: none"> Self breast examination Oral self examination 	<ul style="list-style-type: none"> Demonstration IT 	<ul style="list-style-type: none"> Chart showing self breast examination 	<ul style="list-style-type: none"> Skill in doing self breast examination and oral self examination 	<ul style="list-style-type: none"> Acquired skill 	'Medical Surgical Nursing' by Brunner & Suddarth
9 To understand Diabetes, Hypertension, Coronary artery disease and Bronchial asthma and their nursing management through project	<ul style="list-style-type: none"> Concept ,clinical features, contributing factors, treatment, complications, nursing management and preventive measures of the mentioned diseases 	<ul style="list-style-type: none"> Project 	<ul style="list-style-type: none"> Relevant materials for the project Insulin pump Glucometer Uristics Inhaler Electronic BP apparatus 	<ul style="list-style-type: none"> Project report 	<ul style="list-style-type: none"> Project report 	'Medical Surgical Nursing' by Brunner & Suddarth 'Food and Nutrition' by Dr.M.Swaminathan

Curriculum objectives	Content/area	Activities/learning strategies	Materials	Products/ Outcome	Evaluation	Reference
10 To enumerate the causative organism, signs and symptoms, incubation period, mode of transmission and nursing management of patient's with communicable diseases through seminar and PHC visit. Presents seminar report.	<ul style="list-style-type: none"> Causative organisms, signs and symptoms, incubation period, mode of transmission and nursing management of patients with – Measles, Mumps, Chicken pox, TB, Gastroenteritis, Hepatitis, Leprosy and AIDS 	<ul style="list-style-type: none"> Seminar PHC visit 	<ul style="list-style-type: none"> Posters, leaflets, charts, reference books, journals, IT 	Seminar report	<ul style="list-style-type: none"> Seminar presentation and report 	'Preventive and Social Medicine' by J.E.Park and K.Park Ananthanarayanan.R 'Textbook of Microbiology'
11 To acquire skill in isolation technique through demonstration and practice	<ul style="list-style-type: none"> Hand washing Use of gown, gloves and mask Proper disposal of body wastes . 	<ul style="list-style-type: none"> Demonstration by learners and practice in the nursing laboratory 	<ul style="list-style-type: none"> Articles required for the procedures 	<ul style="list-style-type: none"> Skill in Isolation technique 	<ul style="list-style-type: none"> Acquired skill 	'Fundamentals of Nursing' by B.T.Basavanthappa

3

HEALTH PROBLEMS AND ITS RELATED CARE

Introduction

Good health is a prerequisite for human productive and developmental process. It is essential to economic and technological development. WHO defines health in terms of well being and discouraged the conceptualization of health as simply the absence of disease . The concept of illness is also individualized to each person who experience an alteration in health. Disease is a medical term where there is pathological changes in the structure and function of body and mind.

It is very important to have a thorough knowledge about general health problems, its signs and symptoms and treatment. Similarly the knowledge about the common communicable diseases and its prevention and control are also inevitable for a nurse.

While passing through this unit, the learner gets an opportunity to understand the common health problems and acquire skill in providing its related care.

A variety of teaching learning strategies can be used in meeting these objectives. It is also important that each learner should get appropriate opportunities to apply the acquired knowledge in practice in the nursing lab, hospital and in community health centre during their clinical practices or OJT.

Curriculum Objectives

- 3.1 To develop the concept of health and illness and to list down the various causes of diseases with examples and common methods of treatment through group discussion and interview with a physician. Presents the report.
- 3.2 To enumerate the common signs and symptoms of the diseases affecting major systems of the body through seminar. Presents the seminar report.
- 3.3 To acquire skill in physical preparation of patients undergoing surgery through observation and practice.
- 3.4 To identify the common health problems, its symptoms, remedies and prevention through group discussion and assignment. Publishes a newsletter showing common health problems, remedies and prevention.
- 3.5 To demonstrate skill in preparation of ORS through visit to PHC and practice.
- 3.6 To identify the clinical features of Weil's disease and Dengue fever and to understand their prevention and control through group discussion and collection of relevant materials from published sources. Prepares a wallpaper.

- 3.7 To enumerate the warning signals of cancer and its preventive measures through hospital visit and group discussion. Organises a cancer awareness programme in the community .
- 3.8 To be able to perform self breast examination and oral self examination through observation and practice.
- 3.9 To understand Diabetes, Hypertension, Coronary Artery Disease and Bronchial asthma and their nursing management through project.
- 3.10 To enumerate the causative organism, signs and symptoms, incubation period, mode of transmission and nursing management of patients with communicable diseases through seminar and PHC visit. Presents seminar report.
- 3.11 To acquire skill in isolation technique through observation and practice.

3.1 Health, illness and diseases

Contents

- Concept of health and illness
 - Causes of diseases
 - Common methods of treatment
- Bed rest, drug therapy, diet therapy, physical occupational and radiation therapy
- Surgery and types

Learning Activity

- Group discussion
- Interview with physician
- Interview schedule

Materials

- Charts showing the causes of diseases and methods of treatment.

Process

The teacher begins the session by eliciting the previous knowledge by asking questions about health and illness. The teacher displays a chart showing the concept of health and illness. Then introduces the topic for general discussion. Divide the class into three. Give discussion points to each group.

Key points

- Causes of diseases
- Methods of treatment
- Types of surgeries (Basic knowledge)

At the end of group discussion each group comes forward with doubts where they need more clarification from an expert. Each group prepares questions and teacher analyses the questions.

Arrange a structured interview with a physician from a hospital.

Interview

Planning

- Prepare the interview schedule
- Arrange the venue, date, time and resource person

The teacher introduces the resource person (physician) and interview session starts.

After the interview

- Prepare notes based on group discussion and interview report.

Output

Interview report along with notes based on group discussion.

Evaluation

CE

Interview report

TE

Sample questions

1. One of the causes of ill health is infection. Can you identify the other causes?
2. Fill in the blanks with the most suitable word
 - (a) Congenital - Cleft lip
 - (b) Hypertension - Smoking
 - (c) Hereditary -
 - (d) Homosexual -

3.2 Signs and Symptoms of Diseases

Contents

- Common signs and symptoms of diseases affecting CVS, CNS, Respiratory, G.I and Excretory system.

Learning Activities

- Seminar

Materials

- Chart
- Slides showing the main points
- Reference books
- Read outs
- IT

Process

The teacher opens the session in the form of open ended questions like “Have you suffered any illness during your life? If so, list some of the diseases and signs and symptoms that you have experienced”. Then the teacher introduces the topic and give the topic for seminar –“Common signs and symptoms of diseases”. The class is divided in to five random

groups. The topic may be divided in to 5 and a subtopic is given to each group.

Subtopics

- Group I - Common signs and symptoms of diseases affecting CVS
- Group II - Common signs and symptoms of diseases affecting CNS
- Group III - Common signs and symptoms of diseases affecting Respiratory system
- Group IV - Common signs and symptoms of diseases affecting G.I. system
- Group V - Common signs and symptoms of diseases affecting Excretory system

The teacher gives the necessary instructions and sources for data collection.

Out come

- Seminar report
- Individual participation in seminar

Evaluation

CE

Seminar

Class test

TE

Sample questions

1. Ram, 29 years old male has come to the emergency room with the complaints of severe pain in right flank area, dysuria and haematuria. These symptoms are suggestive of which system disorder? Can you identify?
2. Take the odd one out

- (a) Cough
- (b) Dyspnoea
- (c) Cyanosis
- (d) Change in the level of consciousness

3.3 Physical Preparation of the patient undergoing common surgeries

Contents

Physical preparation of patients undergoing

- Abdominal
- Obstetrical and
- Orthopaedic surgeries

Learning Activities

- Observation and practice in clinical setup.

Materials

- Articles required for physicals preparation.

Process

The learner observes physical preparation of patient undergoing surgeries like abdominal, obstetrical and orthopaedic surgeries. During clinical postings the learner practices it in the actual situation under supervision.

Out come

Capable to prepare a patient physically for above mentioned surgeries.

Evaluation

PE

Skill in physical preparation of a patient for surgery.

3.4 Common Health Problems and its remedies

Content

Common health problems, its symptoms, remedies and prevention.

- Common cold
- Sore throat

- Cough
- Dyspnoea
- Fever
- Diarrhoea
- Dysentery
- Ear ache
- Convulsion
- Scabies
- Worm infestation
- Amoebiasis and
- Painful Menstruation

Learning Activities

- Group discussion
- Observation during home visit
- Assignment
- To publish a news letter

Materials

- Leaflets
- Posters
- Collection of materials from PHC
- IT

Process

The teacher distributes some leaflets on common diseases collected from PHC and provokes the learners for discussion based on leaflets. Divide the class into five groups and give discussion points for each group.

Discussion Points

- Group I - Common cold
Sore throat
Ear ache
Painful Menstruation
- Group II - Cough
Dyspnoea
- Group III - Fever
Convulsion

- Group IV - Diarrhoea
 Dysentery
- Group V - Scabies
 - Worm infestation
 - Amoebiasis

Refer previous chapter for method of group discussion

After the group discussion each learner should have their own notes.

The knowledge they gained from group discussion can be applied during their community visits.

Assignment

To collect relevant information about the above mentioned diseases and publish it as a newsletter within a time bound period.

Out come

- Notes based on group discussion
- Timely submission of assignment-
 - Content
 - Perfection
 - Collection of data etc.

Evaluation

CE

- Assignment
- Class test

VCE

- Field visit

TE

Sample question

1. Ahmed, a 38 year old male suddenly fell to the ground and had generalised convulsion. A crowd gathered around him and one person tucked in an iron bar in to his fist. Do you think this will be helpful?

Analyse the situation and write down the first aid measures.

2. Arifa, a 35 old house wife is suffering from severe abdominal pain, loose stool and vomiting after taking food from a nearby hotel. Design a diet for Arifa to prevent the complications of diarrhoea.

3.5 Oral Rehydration Solution

Contents

- Review the concept of dehydration
- Signs and symptoms of dehydration
- Management of dehydration
- Preparation of ORS

Learning Activities

- Elicit previous knowledge by asking questions
- Visit to PHC
- Preparation of ORS in the nursing lab

Materials

- Articles required for preparation of ORS
- Charts

Process

The teacher elicits the previous knowledge by asking questions on dehydration, signs and symptoms and management.

The learner observes the preparation of ORS in the nursing laboratory and practises it. They apply it in real situations during their home visit. The learner also familiarizes various pharmacological preparations.

Out come

Skill in the preparation of ORS.

Evaluation

PE

Preparation of ORS

3.6 *Weil's Disease and Denque Fever*

Contents

Weil's disease and Dengue fever

- Causative organism
- Incubation period
- Clinical features
- Prevention and control

Learning Activities

- Group discussion
- Collection of materials of relevant information
- Assignment
- Preparation of wallpaper

Materials

- Paper cuttings
- Leaf lets
- Posters
- Read outs
- Charts

Process

The teacher encourages the learner to list out the diseases caused by rats and mosquitoes . From the listed diseases the teacher emphasises on Weil's disease and Dengue fever. Focuses on recent incidences reported in publications which may lead to a discussion. Appropriate AV aids can be used in prevention and control of these diseases.

Key points

- Causative organism and clinical features of Weil's disease
- Prevention and control of Weil's disease
- Causative organism and

clinical features of Dengue fever

- Prevention and control of Dengue fever

Out come

- Prepared notes based on group discussion
- Prepared wall magazines /posters .

Evaluation

CE

Class test

TE

Sample questions

1. How will you distinguish the mosquito spreading Dengue fever from other mosquitoes? Name the mosquito.
2. Out break of Leptospirosis is reported in many places during rainy season. Describe the measures that can be employed to prevent and control the disease.

3.7 *Prevention of Cancer*

Contents

- Warning signals of cancer
- General preventive measures of cancer
- Self breast examination
- Pap smear test
- Oral self examination

Learning Activities

- C.D. show
- Hospital visit
- Group discussion
- Organization of cancer awareness programme

Materials

- CD on prevention of cancer
- Charts

- Posters
- Slides
- Film show pertaining to prevention of cancer

Process

The teacher displays the chart with a caption “CAUTION” elaborating the warning signals of cancer. Then the teacher introduces the topic and arrange a CD show in computer about self breast examination and oral examination, pap smear test, preventive measures of cancer etc.

A discussion is carried out based on the CD show. The learner notes down the important points from CD show.

Out come

- Prepare notes
- The learner will be able to organize a cancer awareness programme in the community in association with Regional Cancer Society and with the help of charts, CD’s and posters.

Evaluation

CE

Class test

VCE

- Mini camp (Organization of Cancer Awareness Programme)

3.8 Self Breast Examination and Oral Examination for Cancer

Contents

- Self breast examination
- Oral self examination

Learning Activities

- Demonstration
- IT

Materials

- Chart showing self breast examination

- CD of the self breast examination and oral examination

Process

The learner observes the techniques of performing self breast and oral examination. They practise themselves and gain skill in doing that.

Out come

- Able to perform self breast examination and oral examination.

Evaluation

PE

- Skill in performing self breast examination and oral examination.

3.9 Management of Diabetes, Hypertension, Coronary Artery Disease and Bronchial Asthma

Contents

- Concept
- Contributing factors
- Clinical features
- Treatment
- Complications
- Preventive measures and nursing management of above mentioned diseases

Learning Activities

- Project

Materials

- Relevant material for project
- Insulin pump
- Glucometer
- Uristics
- Inhaler
- Electronic B.P. Apparatus

Process

Chronic diseases are more prevalent recently.

Most of the diseases are due to changes in life style.

The teacher presents a situation to create a tacitfeel in the learners by familiarizing the following diseases-DM, HTN, CAD and Bronchial asthma.” Which among these diseases is common in your locality?”

Defining the problem

For example:- Lack of knowledge of a diabetic about his disease leads to severe complications.

Planning

Methodology - Survey, fieldwork, observation etc.

Assignment of the topic - Divide the class in to four

Group I - Hypertension

Group II - Diabetes mellitus

Group III - Coronary Artery disease

Group IV - Bronchial asthma

A leader is selected from each group.

Sources- Persons suffering from the above said problems in the learner’s neighbourhood. (minimum 5 patients)

Data to be collected

- Literature review (relevant informations from reference

book)

- History of the patient
- Present complaints
- Treatment (Past, present)
- Complications developed, if any.
- Nursing care receiving, if any.

Materials

- Questionnaire
- Survey form
- Articles for providing nursing care
- Check list

Time

- One month

Execution

Data collection

By each group through an appropriate method (Eg:- Survey)

Recording of data

Record the data collected in tabulated form

Eg. Causes of Hypertension

Name of patient	Obese	Family history	Smoking	Fat consumption	Sedentary life style	Others (Specify)
Honey	✓	✓	✗	✓	✓	S.cholesterd

(eg:- among 5 hypertensive patients

Analysis

Analyse the tabulated data for easy classification and verification.

- 4 obese
- 2 have the family history of HTN
- 3 are chain smokers
- 1 is leading a sedentary life style

Other causes

- 2 are having a high cholesterol level
- 1 is having renal disorders

Preparation of project report by each group

Content

1. Title of the project
(eg; Nursing management of a person with hypertension)
2. Introduction
3. Aim (eg: To recognize the various causes of hypertension)
4. Method of study
5. Data collection
6. Analysis and conclusion
7. Suggestion if any
8. Reference
9. Appendix (include questionnaire, checklist, schedule etc)

The teacher may give necessary directions to prepare project report. The learner maintains the report as the product of authenticity of the work done.

Project presentation

- Plan the date and place

The project can be presented in

- Class room
- Science club meeting
- Science fair
- School annual day meeting etc

Presenter - Representative from each group.

The project method helps to train the students to familiarize with self study habits and to find solutions for local problems. We must take care to cultivate this as an important method of study in our schools .

Out come

- Presentation of the project and submission of project report.

Each learner should have a comprehensive project report (all four diseases included)

CE

Class test

VCE

Vocational project

The skill in caring patients with the mentioned diseases can be assessed during OJT/PSCTC

PE

Wound care

Insulin administration

Urine testing

Administration of medicine

Preparation of modified diet

Steam inhalation

Oxygen administration

TE

Sample questions

1. Mr. Raju, a 60 year old man is taking insulin for his blood sugar. He asks you about the diet which he can take. Apply your knowledge regarding the different diets and prepare a diet plan for Mr. Raju.
2. One of your neighbours, a 50 year old male is having heart burn very often. He neglects it saying that it is due to acidity. You doubt it as a symptom of coronary artery disease. Distinguish between the symptoms of coronary artery disease and acidity.

3.10 Communicable Diseases

Contents

- Measles

- Mumps
- Chicken pox
- Tuberculosis
- Gastro enteritis
- Hepatitis
- Leprosy
- AIDS

Their

- Causative organism
- Signs and symptoms
- Incubation period
- Mode of transmission
- Nursing management

Learning Activities

- seminar
- PHC visit

Materials

- Posters
- Leaf lets
- Charts
- Reference book
- Journals
- IT

Process

The teacher displays the pictures of cases of measles, mumps, chicken pox and leprosy and let the learners identify these diseases . Then the teacher displays the posters of Tuberculosis, Hepatitis, Leprosy, Gastro Enteritis and AIDS and illustrates briefly. Choose these topics for seminar.

This topic is subdivided in to four and each topic is given to each group.

- Group I - Measles, Mumps
- Group II - Chicken pox, Tuberculosis
- Group III - Hepatitis, Gastroenteritis
- Group IV - Leprosy, AIDS

The steps for seminar is followed. Previous chapters can be referred for conduction of seminar.

The teacher should ensure that all learners have submitted the seminar paper individually.

Out come

Seminar report

Evaluation

CE

Seminar

Class test

TE

Sample question

1. Match the following

Mumps	Varicella zoster	Vesicles
Measles	Bacteria	Rashes
Chicken pox	Rubeola	Haemoptysis
Tuberculosis	Paramyxovirus	Parotitis

2. It is said that sharing common toilet or by holding hands AIDS will not be transmitted. Analyse this statement and mention the ways by which AIDS is transmitted.

3.11 Isolation Technique

Contents

- Hand washing
- Use of gown, gloves and mask
- Proper disposal of body wastes

Learning Activities

- Demonstration by learners
- Practice in the nursing laboratory

Materials

- Articles required for the procedure

Process

These procedures have already been practised in the first year classes. As a review of the procedures the learners can demonstrate them. The teacher may add additional points which may be necessary while caring for patients with communicable diseases.

Learning can be made interesting by conducting video show

Out come

Acquires skill in proper hand washing, use of gown, gloves, mask and proper disposal of waste.

Evaluation

PE

Skill in performing hand washing, use of gown, gloves and mask and proper disposal of wastes.

UNIT AT A GLANCE

Unit 4 : Maternal and child care

Curriculum objectives	Content/area	Activities/learning strategies	Materials	Products/ Outcome	Evaluation	Reference
1 To develop the concept of conception, fertilization, antenatal, post natal, neonatal period, puerperium and describe the care of antenatal mother through illustration with the help of chart followed by group discussion and visit to antenatal clinic. Presents notes based on group discussion	<ul style="list-style-type: none"> • Concepts of conception, fertilization, antenatal, post natal, neonatal period • Signs and symptoms of pregnancy • Minor disorders of pregnancy • Ante natal care • Diet during pregnancy • Exercises • Antenatal check up • Hygiene during pregnancy 	<ul style="list-style-type: none"> • Illustration with the help of charts followed by discussion • Visit to antenatal clinic • Collection of leaflet and cuttings from publication related to the concerned area 	<ul style="list-style-type: none"> • Chart • Leaflets • Periodicals • IT 	<ul style="list-style-type: none"> • Notes on group discussion • Collection of leaflet, cuttings from publication 	<ul style="list-style-type: none"> • Participation in group discussion • Collected items 	Nutrition and health by Mrs. Raheena Beegum www.planababy.com
2 To get the idea of the care of a woman after delivery through group discussion and observation during hospital visit. Prepares and presents health talk on various aspects of post natal care in hospital/ PHC	<ul style="list-style-type: none"> • Post natal care • Hygiene • Perineal care • Breast care • Post natal diet • Post natal exercises 	<ul style="list-style-type: none"> • Group discussion • Demonstration • Assignment- health talk 	<ul style="list-style-type: none"> • Articles required for perineal care • Charts • Leaflets 	<ul style="list-style-type: none"> • Notes based on group discussion • Health talk 	<ul style="list-style-type: none"> • Notes prepared • Health talk 	Text book for Midwives by Margarete Myles

Curriculum objectives	Content/area	Activities/learning strategies	Materials	Products/ Outcome	Evaluation	Reference
3 To enumerate the advantages and contraindications of breast feeding through group discussion and visit to baby friendly hospitals.Hold a poster exhibition during breast feeding promotion week .	Breast feeding – <ul style="list-style-type: none"> Advantages Contraindications Points to remember in breast feeding 	<ul style="list-style-type: none"> Group discussion Preparation of posters 	<ul style="list-style-type: none"> Pictures,paper cutting and other materials required for making posters . 	<ul style="list-style-type: none"> Notes based on group discussion Poster exhibition 	<ul style="list-style-type: none"> Notes Posters –quality and content 	‘Principles and practice of Nursing’ (Vol I) by Sr.Nancy
4 To describe the various methods of family planning through interview with a Public Health nurse. Prepares interview report.Organize public awareness responses. (Preparation of posters/ leaflets/ health talk etc)	<ul style="list-style-type: none"> Concept of family planning contraception Contraceptive methods-spacing methods and terminal methods with advantages, disadvantages, contra indications and instructions 	<ul style="list-style-type: none"> Illustration by displaying contraceptive devices Interview with PHN Assignment - preparation of leaflet/ chart/ health talk for creating public awareness 	<ul style="list-style-type: none"> Devices used for contraception Condom Hormone preparation Vaginal diaphragm Foam tablets Creams and Jellies Rhythm chart Copper T and Lippes Loop 	<ul style="list-style-type: none"> Interview report Able to identify different contraceptive devices 	<ul style="list-style-type: none"> Interview report Ability to identify different contraceptive devices Product prepared for public awareness responses 	‘Preventive and social medicine’ by J.E.Park and K.Park

Curriculum objectives	Content/area	Activities/learning strategies	Materials	Products/ Outcome	Evaluation	Reference
5 To describe the method of assessment of new born at birth – Apgar scoring and the nursing care of new born through observation during hospital visit, group discussion and assignment. Presents notes and assignment	<ul style="list-style-type: none"> Immediate care of new born Resuscitation Apgar score Care of eyes Care of skin Care of cord Maintenance of body temperature 	<ul style="list-style-type: none"> Observation during hospital visit Group discussion 	<ul style="list-style-type: none"> Chart showing Apgar score Articles required for resuscitation Articles required for cleaning the cord Cord tie 	<ul style="list-style-type: none"> Notes on group discussion 	<ul style="list-style-type: none"> Notes prepared 	‘Text book for Midwives’ by Margarette.F.Myles
6 To demonstrate skill in care of new born through observation and practice	<ul style="list-style-type: none"> Baby bath Care of cord Care of eyes Care of skin Maintenance of body temperature 	<ul style="list-style-type: none"> Observation Demonstration Practice in the nursing laboratory and clinical set up 	<ul style="list-style-type: none"> Articles required for the procedures 	<ul style="list-style-type: none"> Skill in giving care to a new born 	<ul style="list-style-type: none"> Acquired skill 	‘Paediatric Nursing’ by Tembul Wadker
7 To develop the concept of weaning and supplementary feeding through debate. Prepares a health talk in the community on weaning and supplementary feeding	<ul style="list-style-type: none"> Concept of weaning and supplementary feeding Different food materials used 	<ul style="list-style-type: none"> Debate Health talk 	<ul style="list-style-type: none"> Food materials used for preparing weaning food and supplementary food 	<ul style="list-style-type: none"> Health talk in the community 	<ul style="list-style-type: none"> Preparation and presentation of health talk 	‘Essentials of Community Health nursing’ by K.Park

Curriculum objectives	Content/area	Activities/learning strategies	Materials	Products/ Outcome	Evaluation	Reference
8 To demonstrate skill in preparing and giving bottle feed through observation and practice	<ul style="list-style-type: none"> • Substitutes for breast milk • Preparation of formula • Points to remember in giving bottle feed • Nurses responsibility 	<ul style="list-style-type: none"> • Demonstration • Practice in the nursing laboratory and hospital 	<ul style="list-style-type: none"> • Articles required for the procedure 	<ul style="list-style-type: none"> • Skill in preparing and giving bottle feed 	<ul style="list-style-type: none"> • Acquired skill 	'Essentials of Community Health nursing' by K.Park
9 To list down and give a brief idea on common behaviour problems of children through seminar. Presents seminar report	<ul style="list-style-type: none"> • Common behavioural problems of children • Bed wetting • Nail biting • Thumb sucking • Temper Tantrum • Speech defects • TICS (Brief idea of causes and management)	<ul style="list-style-type: none"> • Seminar 	<ul style="list-style-type: none"> • Chart • slides 	<ul style="list-style-type: none"> • Seminar report 	Seminar presentation and report	'Fundamentals of Nursing' by B. T. Basavanthappa 'Paediatric Nursing' by Tembul Wadker
10 To describe the prevention of accidents among children through brain storming and assignment. Submits assignment	<ul style="list-style-type: none"> • Prevention of accidents among different age groups of children 	<ul style="list-style-type: none"> • Brain storming • Assignment 	<ul style="list-style-type: none"> • Chart 	<ul style="list-style-type: none"> • Assignment 	<ul style="list-style-type: none"> • Participation in brain storming • Perfection of assignment 	'Fundamentals of Nursing' by B. T. Basavanthappa

Curriculum objectives	Content/area	Activities/learning strategies	Materials	Products/ Outcome	Evaluation	Reference
11 To enumerate the play needs of children through group discussion. Holds an exhibition of play materials for different age groups	Play needs of different age groups <ul style="list-style-type: none"> • Selection of play material 	<ul style="list-style-type: none"> • Group discussion • Exhibition 	<ul style="list-style-type: none"> • Chart • Play materials 	<ul style="list-style-type: none"> • Notes of group discussion • Exhibition 	<ul style="list-style-type: none"> • Notes prepared • Collection of play materials 	'Fundamentals of Nursing' by B.T.Basavanthappa
12 To understand the various problems of adolescence through group discussion and survey among VHSE students. Presents survey report	Problems of adolescence <ul style="list-style-type: none"> • Substance abuse • Accidents • STD • Suicide 	<ul style="list-style-type: none"> • Group discussion • Survey 	Chart	<ul style="list-style-type: none"> • Notes of group discussion • Survey report 	<ul style="list-style-type: none"> • Notes prepared • Survey findings 	'Fundamentals of Nursing' by B.T.Basavanthappa www.oberlin.edu www.adolesc.htm
13 To develop a basic knowledge on family life education and premarital counseling through interview with a counselor from a family counseling centre. Prepares interview report	Family life education <ul style="list-style-type: none"> • Premarital counseling • Guidelines for a happy married life 	<ul style="list-style-type: none"> • Interview 	Chart, Booklets	<ul style="list-style-type: none"> • Interview report 	<ul style="list-style-type: none"> • Participation in interview and report submitted 	Module prepared by AIDS control Society

4

MATERIAL AND CHILD CARE

Introduction

One of the definitive and exigent roles of the domestic nurse is to give appropriate instructions to motivate and prepare prospective mothers to fulfill their reproductive and maternal roles successfully and happily. The supporting role of a domestic nurse provides professional companionship and demonstrates a caring attitude. A domestic nurse must be equipped with basic understanding in anticipating as well as in recognizing an abnormal situation. The significance of home nursing in Maternal and child care services is inevitable.

While going through this, the learner will get ideas about conception, fertilization, antenatal care, newborn care and postnatal care. The learner also gains knowledge in the area of weaning, supplementary feeding and various family planning methods.

This unit can be transacted to the group by adopting various strategies. The learner gets enough opportunity to practise the acquired knowledge in nursing lab, during clinical posting, home visit and OJT.

Curriculum Objectives

- 4.1 To develop the concepts of conception, fertilization, antenatal, postnatal, neonatal period, puerperium and describe the care of antenatal mother through illustration with the help of a chart followed by group discussion and visit to antenatal clinic. Presents notes based on group discussion.
- 4.2 To get the idea of the care of a woman after delivery through group discussion and observation during hospital visit. Prepares and presents health talk on various aspects of post natal care in hospital/PHC
- 4.3 To enumerate the advantages and contra indications of breast-feeding through group discussion and visit to baby friendly hospital. Holds a poster exhibition during breast-feeding promotion week.
- 4.4 To describe the various methods of family planning through interview with a public health Nurse. Prepares interview report. Organizes public awareness responses (Preparation of poster/leaflet/health talks etc)
- 4.5 To describe the method of assessment of newborn at birth-Apgar scoring and the nursing care of newborn through observation during hospital visit, group discussion and assignment. Presents notes and assignments.
- 4.6 To demonstrate skill in care of newborn through observation and practice.
- 4.7 To develop the concept of weaning and

- supplementary feeding through debate
Prepare a health talk in the community on weaning and supplementary feeding.
- 4.8 To demonstrate skill in preparing and giving bottle feed through observation and practice.
- 4.9 To list down and give a brief idea on common behavioral problems of children through seminar. Presents seminar report
- 4.10 To describe the prevention of accidents among children through brain storming and assignment. Submits assignment.
- 4.11 To enumerate the play needs of children through group discussion. Holds an exhibition of play materials for different age groups.
- 4.12 To understand the various problems of adolescence through group discussion and survey among VHSE students . Presents survey report.
- 4.13 To develop a basic knowledge on family life education and pre marital counseling through interview with a counselor from a family counseling center. Prepares interview report
- 4.1 *Antenatal care*

Content

- Concept-Conception
 - Fertilization
 - Antenatal, postnatal, neonatal period.
- Signs and symptoms of pregnancy
- Minor disorders of pregnancy
- Antenatal care
 - Diet during pregnancy
 - Exercises
 - Antenatal check up
 - Hygiene during pregnancy

Learning Activities

Illustration with the help of chart prepared by learner followed by discussion.

- Visit to antenatal clinic
- Collection of leaf let and cuttings from publications related to the concerned area.

Materials

- Charts
- Leaflets
- Periodicals
- IT

Process

The teacher displays the chart prepared by the learner regarding the stages in maternity cycle. The teacher illustrates briefly about the chart to introduces the topic.

The class is divided into four and each group has given topics for discussion.

Discussion points

- Concept of conception, fertilization, antenatal, postnatal and neonatal period.
 - Signs and symptoms of pregnancy
 - Minor disorders of pregnancy
 - Antenatal care

At the end of the discussion, learner consolidates the discussion points.

Additional information can be collected during clinical or community postings. The learner can collect leaflets, cuttings from publications related to concerned area from various sources.

Outcome

Discussion notes, collection of leaf lets and cuttings from publication.

Evaluation

C E

Class test

TE

Sample questions

1. During antenatal visit doctor advised Anna, to take iron and folic acid preparation .

What could be the reason for it?

2. Mrs. Amina visited the doctor with the complaints of absence of menstruation since two months. The doctor advised her to get the urine examined. What will be the specific test done?

4.2 Post natal care

Content

- Hygiene
- Perineal care
- Breast care
- Postnatal diet
- Postnatal exercises

Learning activities

- Group discussion
- Demonstration
- Assignment- Organize health talk in a postnatal ward during hospital visit.

Materials

- Articles required for perineal care
- Charts
- Leaflets

Process

The teacher begins the session in the form of a conversation about the cultures and taboos that are prevalent in our society regarding care of women after delivery. The learner also shares their own ideas. The teacher then comes to the point by introducing the importance of postnatal care. This session progresses to group discussion with the help of chart, leaf lets

and observing the articles needed for perineal care. Divide the class into four.

Discussion points

- Importance of hygiene and breast care
- Perineal care
- Postnatal diet.
- Post natal exercises

The learner prepares the notes based on discussion. The teacher ensures that all points are included towards achieving the objectives.

At the end of session

Assignment

During the clinical or community posting organize a health talk to the post natal mothers. The teacher facilitates the learner to gather necessary information and materials.

Out come

Notes based on group discussion

Assignment – Health talk on postnatal care

Evaluation:-

CE

Class Test

Assignment

V C E

Skill in care of postnatal mothers can be assessed during OJT.

TE

Sample questions

- (1) Choose the correct response
 - i. The puerperium commences after the delivery of the placenta and membranes and Includes.
 - a. The first 6 months after delivery
 - b. The first 4 weeks after delivery

- c. The first 3 months after delivery
- d. The first 6 weeks after delivery

(2) The lactating mothers are advised the liberal intake of milk and fluids. Why?

4.3 Breast feeding

Contents

- Breast feeding
 - Advantages
 - Contraindications
 - Points to remember in breast feeding

Learning Activities

- Group discussion
- Preparation of posters.

Materials

- Pictures
- Paper cuttings
- and other materials required for making posters.

Process

The teacher initiates the session by displaying a paper cutting with the heading.

“BREAST FEEDING WEEK CELEBRATION IN BABY MEMORIAL HOSPITAL”

The teacher can read the curiosity from the learner’s faces. The teacher introduces the topic- Breast feeding .Divide the class into three and give them discussion points.

Key Points:-

- Breast feeding
- Advantages
- Contraindications
- Points to remember

The learner prepares notes and the teacher adds the missed points.

The teacher encourages the learner to collect pictures, leaflets, paper cuttings and exhibit the collected materials.

Out come

- Prepared notes.
- Poster exhibition in the PHC during breast-feeding promotion week.

Evaluation

C E-

- Class test
- Exhibition

T E

Sample question

1. “Breast milk is the best food for the baby” . Comment on it.
2. We are familiar with the term “Baby friendly hospital”. What are the special features of such a hospital?

4.4. Family Planning

Contents

- Concept of family planning
- Contraception
- Contraceptive methods

Spacing methods and terminal methods with advantages, disadvantages, contra indication, and instructions.

Learning Activities:-

- Illustration by displaying the contraceptive devices.
- Interview with P H N
- Preparation of leaf let/ chart, health talk for creating public awareness.

Materials

- Devices used for contraception
- Condom

- Hormone preparations
- Vaginal diaphragm
- Foam Tablets
- Creams and jellies.
- Rhythm chart
- Copper – T
- Lippes Loop

Process

The teacher displays a sticker showing the symbol of family planning and then the teacher introduces the topic. The teacher then displays the chart prepared by the learner and illustrates the the different methods of Family Planning.

An interview with a Public health Nurse is arranged to gather more informations .

(Refer steps for an interview)

The learner prepares the interview report which includes all the necessary information for achieving the curriculum objective .

Assignment

Preparation of leaflets/Charts/organization of health talk for creating public awareness.

Out come

Interview report

Preparation of leaflets/charts/health talk

Evaluation

C E

Class test

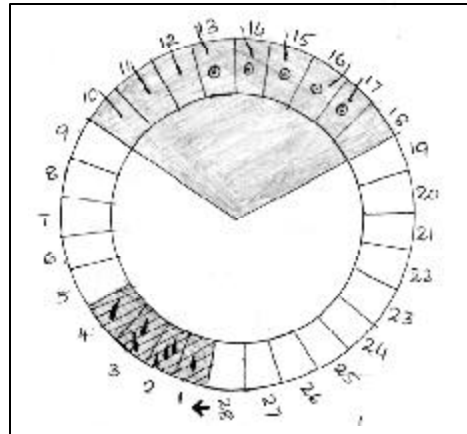
Interview report

T E

Sample question

1. Differentiate between vasectomy and tubectomy .

2. Identify the shaded areas of the diagram given below.



4.5 Care of New Born

Contents

Immediate care of newborn

- Resuscitation
- Apgar score
- Care of cord
- Care of Eyes
- Care of skin
- Maintenance of body temperature.

Learning Activities

- Observation during hospital visit
- Group discussion

Materials:-

- Charts showing Apgar score
- Articles required for resuscitation
- Articles required for cleaning the cord
- Cord tie.

Process

The teacher initiates the session in the form of conversation by displaying charts of newborn and infants. The teacher introduces the topic. Divide the class into four and give discussion points.

Discussion Points

- Group I - Immediate care of new born
- Group II - Resuscitation and Apgar score
- Group III - Care of cord , care of eyes.
- Group IV - Care of skin. Maintenance of body temperature.

The learner prepares notes based on discussion and the teacher consolidates the points with the help of charts prepared by the learner. The learner observes the care of newborn during the clinical posting.

Out come

Prepared notes

Evaluation

C E

Class Test

T E

Sample question

- Choose the correct answer.
- (1) The injection given to a new born immediately after birth is.
 - a. Vit A
 - b. Vit D
 - c. Vit E
 - d. Vit K
- (2) The neonatal period is
 - a. Up to the age of one year.
 - b. First 28 days after birth
 - c. 28 days to 1 year of age
 - d. Up to 3 months

4.6 Nursing Care of New born

Contents

- Baby bath
- Care of cord
- Care of eyes
- Care of skin
- Maintenance of body temperature

Learning Activities

- Observation
- Demonstration
- Practice in the Nursing laboratory and clinical set up (under supervision)

Materials

- Articles required for the procedures

Process

The learner observes the baby bath, care of cord, care of eyes, care of skin and mummifying the baby and practices it in the nursing laboratory and also in the clinical situation under supervision.

Out come

The learner acquires skill for providing care to new born.

Evaluation

P E

Skill in newborn care during clinical posting.

4.7 Weaning and supplementary Feeding

Contents

- Concept of weaning and supplementary feeding
- Different food materials used.

Learning Activities

- Debate
- Health talk

Materials

- Food materials used for preparing weaning and supplementary food .

Process

Debate

The teacher opens the session with an open-

ended question like “have you observed any advertisement in the TV channel regarding the improvement in the nutritional status of the baby?” The learner may bring several opinions. The teacher introduces the topic in the form of a thought provoking statement.

“BREAST MILK IS THE IDEAL FOOD FOR THE BABY TILL ONE YEAR OF AGE”

Those who have similar opinion (who favors) form one group and those who oppose form the other group. These should be some one to control the debate (the teacher in initial stages) Different ideas may come out from both sides. The moderator consolidates the points from both sides which are relevant for achieving the objective.

The debate should not be a clash but should be democratic healthy , thoughtful and time bound. Each learner should have a debate report.

Assignment

Prepare a health talk regarding supplementary foodstuff.

Out come

- Participation in debate
- Debate report
- Able to give health talk

Evaluation

CE

- Debate
- Assignment

TE

Sample questions

- (1) Differentiate between weaning and supplementary feeding.
- (2) Anu’s son is 8 months old. Please advice her on the food stuffs to be included in the baby’s diet.

4.8 Bottle feeding

Contents

- Substitutes for breast milk
- Preparation of formula
- Points to remember in giving bottle feed
- Nurse’s responsibility.

Learning Activities

- Demonstration
- Practice in the nursing laboratory and hospital (if available)

Materials

- Articles required for the procedure

Process

The learner familiarizes himself the articles required and observes the preparation of formula with chart for bottle feeding using sterile technique. He practises it in the nursing lab and in the clinical field and is able to develop skill in providing bottle feed.

Out come

Acquires skill in preparing bottle feed .

Evaluation

PE

Skill in preparing and giving bottle feed .

4.9 Behavioral problems of Children

Contents

Common behavioral problems of children

- Bed wetting
- Nail biting
- Thumb sucking
- Temper Tantrum
- Speech defects
- TICS

(Brief idea of causes and management)

Learning Activities

- Seminar

Materials

- Charts
- Slides

Process

The teacher initiates the session by reviewing previous classes by asking questions. After getting the responses from the group she introduces the topic. Divide the class into four and divide the topic into four sub topics .

Sub topics

- Group I - Bed wetting and nail biting
- Group II - Thumb sucking and Temper tantrums.
- Group III - Speech defects
- Group IV - TICS and other behavioral problems of children.

The steps for conducting seminar is followed . Each learner should have seminar report.

Out come

Seminar report

Evaluation

C E

Seminar
Class test

T E

Sample question

- (1) Ten year old Manu bites his nails often. It is more when he is lonely or depressed. How will you help him to come out of this habit ?
- (2) 7 year old Anagha has the habit of bed-wetting. What could be the reason for it?What can be done to help her to come out of this habit?

4.10 Accidents in Children

Contents

- Prevention of accidents among different age groups of children .

Learning Activities

- Brain Storming
- Assignment

Process

The Teacher displays a medicine syrup bottle with a label

“KEEP THE MEDICINE OUT OF REACH OF CHILDREN”.

After eliciting the responses from the learners, the teacher initiates the brain storming session . For the convenience, divide the class into four groups. The points from each group are noted down on the chart. The relevant points are consolidated. The teacher adds the missed points, if any.

Assignment

Prepare a chart on the measures of prevention of accidents among children.

Out come

Participation is brain storming
Assignment

Evaluation

C E

Class test
Assignment

T E

Sample question

- (1) What are the common accidents occurring among toddlers? How can they be prevented?

4.11 Play Needs of Children

Contents

- Play needs of different age groups
- Selections of play materials.

Learning Activities

- Group Discussion
- Exhibition

Materials

- Charts
- Play materials

Process

The teacher introduces the topic by narrating the common attitude of the children's strong desire to get a toy when ever they see a toy shop. The learner realizes the importance of play needs and put forward this topic for further discussion with the help of a chart.

Points for discussion

- Play needs of different age groups.
- Selection of play materials.

Assignment

Collect and exhibit different play materials used in different age groups.

Out come

Preparation of notes based on group discussion.

Exhibition of the collected materials.

Evaluation

C E

Class test

Exhibition

T E

Sample question

- (1) What are the points to be remembered in selecting a toy for 6 months old child?

4.12 Problems of Adolescents

Contents

Problems of Adolescence

- Substance Abuse
- Accidents
- S T D
- Suicides

Learning Activities

- Group discussion
- Survey

Materials

Chart

Process

The learner has basic knowledge about the characteristics of adolescence . By eliciting questions the previous knowledge can be assessed and the teacher introduces the topic.

Divide the class into four and a group discussion is conducted.

Discussion Points

- Changes during adolescence
- Sexual maturation
- Sexuality misconception and beliefs.
- Nutrition .
- Acne and body odor.
- Teenage Pregnancy
- S T D
- HIV/AIDS

After the discussion

- Consolidate the discussion points
- Teacher adds missed out points if any.

To gather more knowledge on the topic, a survey is conducted .

Survey

For convenience of survey divide the class into 4 groups. A leader is selected from each group

to ensure the participation of each learner (Survey area – VHSE Students of the same School)

When – During the lunch time (2 or 3 days)

Preparation of materials. -

Formulation of questionnaire (objective type) or survey forms. It should include all the problems of adolescence .

During the survey each learner should prepare the survey report along with supporting documents.

The teacher should ensure that the survey report should contain all the points for attaining the CO

Out come

C E

Class test

VCE

Survey

T E

Sample question

Do you agree with the following statement? If not give reason.

- (1) If a boy has swelling in the breasts, it is nothing to worry about.
- (3) A girl cannot get pregnant if she has sex only once or a few times.

4.13 *Pre marital counseling*

Contents

- Family life education
- Pre marital counseling
- Guidelines for a happy married life.

Learning Activities

- Interview

Materials

- Charts
- Reference Books

Process

The teacher narrates the incidence of any broken marriage and recent increase in divorce cases. This may lead to a group discussion. Let the learners express their views and a group discussion is initiated. The learner needs further classification from an expert.

Divide the class into four groups and the questions to be asked within the C.O are formulated. Get appointment from counselor of a family-counseling center.

The teacher introduces the counselor and interactive session is started.

For details of a structured interview refer previous chapters.

At the end of the interview each learner should prepare an interview report.

Out come

Interview report

Evaluation

C E

Interview report

Unit test

T E

Sample question

- (1) As a teenager, what will you do to make young people realize that HIV/AIDS can affect them too?
- (2) What could be the reasons for marital disharmony? How can we help couples to lead a healthy, happy married life?

UNIT AT A GLANCE

Unit 5 : Community Organisations

Curriculum objectives	Content/area	Activities/learning strategies	Materials	Products/ Outcome	Evaluation	Reference
1 To describe the concepts of primary health centre, sub centre and ICDS – Anganwadis. List down their function through discussion with illustration of charts and field visit. Presents the report of field visit .	<ul style="list-style-type: none"> • Concept and functions of PHC - Sub centre - ICDS - Anganwadi Primary Health care and its elements - Staffing pattern of PHC	Field visit to Anganwadis ,PHC and sub centre	Chart showing the function of PHC	<ul style="list-style-type: none"> • Report of field visit 	<ul style="list-style-type: none"> • Report of field visit 	'Preventive and Social Medicine' by J.E.Park and K.Park
2 To know about voluntary health agencies and international health agencies and enumerate their functions through assignment. Submits and presents assignment	<ul style="list-style-type: none"> • A brief description of international and voluntary health agencies.- • WHO • UNICFF • RED CROSS • CARE 	Assignment presentation	Chart, leaflets, Reference books IT	<ul style="list-style-type: none"> • Assignment report and presentation 	<ul style="list-style-type: none"> • Perfection of assignment and presentation 	'Essentials of Community Health Nursing' by K.Park

Curriculum objectives	Content/area	Activities/learning strategies	Materials	Products/ Outcome	Evaluation	Reference
3 To get an idea about the purposes and functions of family planning association of India, school for mentally challenged and institution for patients having psychiatric problems through field trip. Prepares report	<p>Purposes and functions of</p> <ul style="list-style-type: none"> Family planning, association of India School for mentally challenged Institutions for patients having psychiatric problems <p>-Half way home</p>	Field Visit	Chart	<ul style="list-style-type: none"> Report of field visit 	Report of field visit	'Preventive and Social medicine' by J.E.Park and K.Park
4 To describe the role of Panchayati Raj in community development through group discussion and field trip. Submits the report.	<ul style="list-style-type: none"> Day care centre Occupational center <p>Decentralised State administration</p> <ul style="list-style-type: none"> Village level Block Level / Municipality District level 	<ul style="list-style-type: none"> Group discussion Field trip to any local self Government office 	<ul style="list-style-type: none"> Chart 	<ul style="list-style-type: none"> Report of field trip Notes prepared on group discussion 	<ul style="list-style-type: none"> Participation in group discussion Report of field visit 	'Essentials of Community Health Nursing' by K.Park

5

COMMUNITY ORGANISATION

Introduction

Primary health care is the primary level of contact of the individual, the family and the community with the National and International Health Services. The aim of the primary health care is achieved through PHC. The provision of primary health care is natural extension of nursing practice through community health.

The International Health Agencies have great role in control and prevention of disease and promotion of health. Local self government like Grama Panchayat, Block and District Panchayat are responsible for over all development of rural and urban people

It is envisaged that the panchayat institutions will control everything including health care.

Rehabilitation is an integral part of nursing. Rehabilitation means the restoration of one's capacities to the fullest extent to which one is capable.

So a nurse is expected to have basic knowledge about the above mentioned matters and while going through this unit, the learner gets an opportunity to understand it.

Many teaching-learning activities can be used to achieve these objectives. Each learner should get enough opportunities to practise them during their field visit.

Curriculum Objectives

- 5.1 To understand the concepts of primary health center, sub center and ICDS-Anganwadis list down their function through discussion with illustration of charts and field visits. Presents the report of field visit.
- 5.2 To know about Voluntary Health Agencies and International Health Agencies and enumerate their functions through seminar. Submits Seminar report.
- 5.3 To get an idea about the purpose and functions of Family Planning Association of India, School for mentally challenged and Institution for patients having psychiatric problems through field trip. Prepare report.
- 5.4 To know the role of Panchayat Raj in community development through group discussion and field trip. Submits the report.

5.1 Primary Health Centre

Content

- Concept and function of PHC
- Subcentre
- ICDS
- Angan wadi
- Primary Health care and its elements
- Staffing Pattern of PHC

Learning Activities

- Field visit to Angan wadis, PHC and Subcentre

Materials

- Charts showing the functions of PHC

Process

The teacher initiates the session with open ended questions like ‘which are the institution providing pulse polio immunization?’ The learner comes out with different names of institutions like primary school, U.P school, bus station, Primary Health Centre, Subcentre, Anganwadi etc. Then the teacher introduces the topic and arranges a field visit to nearest PHC, subcentre and Anganwadi possibly on the same day.

The teacher briefs what the learner is expected during the field visit. Objectives of the field visit are formulated through group discussion.

At the end of the field visit, each learner should prepare the report

Out come

Prepare field visit report

Evaluation

CE

Class Test

VCE

Field visit

TE

Sample Question

1. Expand the following abbreviations
(1) ICDS (2) PHC
2. One of the causes of blindness in India is nutritional deficiency. Using the Services of Anganwadi, how can this problem be solved?

5.2 International and Voluntary Health Agencies

Content

- A brief description of International and Voluntary Health Agencies

- WHO
- UNICEF
- REN CROSS
- CARE

Learning Activities

- Assignment and its presentation

Materials

- Charts
- Leaflets
- Reference books
- IT

Process

The teacher may narrate some unfortunate happening (for eg: flood, draught etc) in our society and local clubs which came toward to help. Let the learners may list out the clubs they know. Later this discussion may lead to International Voluntary Health Agencies like WHO, UN etc. To collect more information, the teacher may ask them to write and present an assignment on ‘International Voluntary Health Agencies’. Stress should be given on agencies like WHO, UNICEF, Red Cross and CARE.

The teacher may give the necessary guidance on reference books and materials, website etc.

The teacher may select the learner on random basis for presentation.

Out come

Assignment

Evaluation

CE

Perfection of Assignment

Class Test

TE

Sample Question

1. UNICEF is giving aid to India for programmes benefiting children in education. Identify the other areas the UNICEF is working for.
2. Every year, on World Health Day (7th April), a theme is formulated for that years activities, what is the theme for the current year?

5.3 *Institutions for Social Services*

Contents

- Purposes and functions of Family Planning Association of India
- School for Mentally Challenged
- Institutions for patients having psychiatric problems.
 - Half way home
 - Day care centre
 - Occupational centre

Learning Activities

- Field Visit

Materials

- chart

Process

The learner is already familiar with some of the Social Service Institutions like geriatric home, hospice etc. while they went through Unit II. Then the teacher introduces the topic and helps the learner to identify more institutions working for the welfare of special people like school for mentally challenged, physically challenged, Cheshire Home, Rehabilitation centre etc. A field visit is organized to any of the centres near to the school.

(For the steps of conducting field visit, refer previous chapters)

Outcome

Report of field visit

VCE

Field visit

5.4 *Local Self Government*

Contents

- Decentralized state administration
 - Village level
 - Block level
 - District level
 - Municipality / Corporation

Learning Activities

- Field trip to any local self government office
- Group discussion

Materials

- Chart

Process

The teacher displays a flow chart of administrative pattern of the country. Then the teacher emphasizes on the local self government of rural areas. He/She introduces the topic and arranges a field trip to local Panchayat office/ Block office / District Panchayat office. Let the learner note down the points they observed.

After the field trip, a group discussion is arranged in the class by dividing into 4 groups

Discussion Points

- Structure and functions of Gram Panchayat
- Structure and functions of Block Panchayat
- Structure and functions of District Panchayat

The learner prepares report on field visit and notes on group discussion

In the consolidation, the role of self government in health care should be emphasized.

Out come

Field Visit Report

Notes based on group discussion

Evaluation

CE

Class test

VCE

Field trip

TE

Sample questions

1. The present structure of local self government in the state is based on a three-tier structure know as _____
(Zilla parishad, Panchayat Raj, Nyaya Panchayat)

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