

ANNEXURE – III

QUALITY OF TEACHERS AND TEACHING

Reference to 3(e) Course Plan/Unit Plan/Lesson Plan in the assessment year.



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**ST. STEPHEN'S HOSPITAL COLLEGE OF NURSING
DELHI**

COURSE PLAN

NURSING FOUNDATION

B.Sc. (H) NURSING 1YEAR – SEMESTER 11

Ms. NISHA SINGH

NURSING FOUNDATION - II
(including Health Assessment Module)

PLACEMENT: II SEMESTER

THEORY: 6 Credits (120 hours)

PRACTICUM: Skill Lab: 3 Credits (120 hours), Clinical: 4 Credits (320 hours)

GENERAL OBJECTIVE: This course is designed to help novice nursing students develop knowledge and competencies required to provide evidence-based, comprehensive basic nursing care for adult patients, using nursing process approach.

SPECIFIC OBJECTIVE: On completion of the course, the students will be able to

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

***Mandatory Module used in Teaching/Learning:**

Health Assessment Module: 40 hours

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	20 (T) 20 (SL)	Describe the purpose and process of health assessment and perform assessment under supervised clinical practice	Health Assessment • Interview techniques • Observation techniques • Purposes of health assessment • Process of Health assessment - o Health history - o Physical examination: ▪ Methods: Inspection, Palpation, Percussion, Auscultation, Olfaction ▪ Preparation for examination: patient and unit ▪ General assessment ▪ Assessment of each body system ▪ Documenting health assessment findings	• Modular Learning • *Health Assessment Module • Lecture cum Discussion • Demonstration	• Essay • Short answer • Objective type • OSCE
II	13 (T) 8 (SL)	Describe assessment, planning, implementation and evaluation of nursing care using Nursing process	The Nursing Process Critical Thinking Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing Nursing Process Overview - o Assessment - Collection of Data: Types, Sources, Methods - Organizing Data - Validating Data - Documenting Data	• Lecture • Discussion • Demonstration • Supervised Clinical Practice	• Essay • Short answer • Objective type • Evaluation of care plan

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		approach	○ Nursing Diagnosis ▪ Identification of client problems, risks and strengths ▪ Nursing diagnosis statement – parts, Types, Formulating, Guidelines for formulating Nursing Diagnosis ▪ NANDA approved diagnoses ▪ Difference between medical and nursing diagnosis ○ Planning ▪ Types of planning ▪ Establishing Priorities ▪ Establishing Goals and Expected Outcomes – Purposes, types, guidelines, Components of goals and outcome statements ▪ Types of Nursing Interventions, Selecting interventions: Protocols and Standing Orders ▪ Introduction to Nursing Intervention Classification and Nursing Outcome Classification ▪ Guidelines for writing care plan ○ Implementation ▪ Process of Implementing the plan of care ▪ Types of care – Direct and Indirect ○ Evaluation ▪ Evaluation Process, Documentation and Reporting		

III	5 (T) 5 (SL)	Identify and meet the Nutritional needs of patients	Nutritional needs • Importance • Factors affecting nutritional needs • Assessment of nutritional status • <i>Review</i>: special diets – Solid, Liquid, Soft • <i>Review</i> on therapeutic diets • Care of patient with Dysphagia.	• Lecture • Discussion • Demonstration • Exercise • Supervised Clinical practice	• Essay • Short answer • Objective type • Evaluation of nutritional assessment & diet planning
			Anorexia, Nausea, Vomiting • Meeting Nutritional needs: Principles, equipment, procedure, indications ◦ Oral ◦ Enteral: Nasogastric/ Orogastic ◦ Introduction to other enteral feeds – types, indications, Gastrostomy, Jejunostomy ◦ Parenteral – TPN (Total Parenteral Nutrition)		
IV	5 (T) 15 (SL)	Identify and meet the hygienic needs of patients	Hygiene • Factors Influencing Hygienic Practice • Hygienic care: Indications and purposes, effects of neglected care ◦ Care of the Skin – (Bath, feet and nail, Hair Care) ◦ Care of pressure points ◦ Assessment of Pressure Ulcers using Braden Scale and Norton Scale ◦ Pressure ulcers – causes, stages and manifestations, care and prevention ◦ Perineal care/Meatal care ◦ Oral care, Care of Eyes, Ears and Nose including assistive devices (eye glasses, contact lens, dentures, hearing aid)	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type • OSCE

V	10 (T) 10 (SL)	Identify and meet the elimination needs of patient	Elimination needs • Urinary Elimination ○ Review of Physiology of Urine Elimination, Composition and characteristics of urine ○ Factors Influencing Urination ○ Alteration in Urinary Elimination ○ Facilitating urine elimination: assessment, types, equipment, procedures and special considerations ○ Providing urinal/bed pan ○ Care of patients with ▪ Condom drainage ▪ Intermittent Catheterization ▪ Indwelling Urinary catheter and urinary drainage ▪ Urinary diversions ▪ Bladder irrigation • Bowel Elimination ○ Review of Physiology of Bowel Elimination, Composition and characteristics of feces ○ Factors affecting Bowel elimination ○ Alteration in Bowel Elimination ○ Facilitating bowel elimination: Assessment, equipment, procedures ▪ Enemas ▪ Suppository ▪ Bowel wash ▪ Digital Evacuation of impacted feces ▪ Care of patients with Ostomies (Bowel Diversion Procedures)	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type • OSCE
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VI	3 (T) 4 (SL)	Explain various types of specimens and identify normal values of tests Develop skill in specimen collection, handling and transport	Diagnostic testing - Phases of diagnostic testing (pre-test, intra-test & post-test) in Common investigations and clinical implications - Complete Blood Count - Serum Electrolytes - LFT - Lipid/Lipoprotein profile - Serum Glucose – AC, PC, HbA1c - Monitoring Capillary Blood Glucose (Glucometer Random Blood Sugar – GRBS) - Stool Routine Examination - Urine Testing – Albumin, Acetone, pH, Specific Gravity - Urine Culture, Routine, Timed Urine Specimen - Sputum culture - Overview of Radiologic & Endoscopic Procedures	Lecture Discussion Demonstration	- Essay - Short answer - Objective type
VII	11 (T) 10 (SL)	Assess patients for oxygenation needs, promote oxygenation and provide care during oxygen therapy	Oxygenation needs - Review of Cardiovascular and Respiratory Physiology - Factors affecting respiratory functioning - Alterations in Respiratory Functioning - Conditions affecting - Airway - Movement of air	- Lecture - Discussion - Demonstration & Re-demonstration	- Essay - Short answer - Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			○ Diffusion ○ Oxygen transport • Alterations in oxygenation • Nursing interventions to promote oxygenation: assessment, types, equipment used & procedure ○ Maintenance of patent airway ○ Oxygen administration ○ Suctioning – oral, tracheal ○ Chest physiotherapy – Percussion, Vibration & Postural drainage ○ Care of Chest drainage – principles & purposes ○ Pulse Oximetry – Factors affecting measurement of oxygen saturation using pulse oximeter, Interpretation • Restorative & continuing care ○ Hydration ○ Humidification ○ Coughing techniques ○ Breathing exercises ○ Incentive spirometry		

VIII	5 (T) 10 (SL)	Describe the concept of fluid, electrolyte balance	Fluid, Electrolyte, and Acid – Base Balances ○ Review of Physiological Regulation of Fluid, Electrolyte and Acid-Base Balances ○ Factors Affecting Fluid, Electrolyte and Acid-Base Balances ○ Disturbances in fluid volume: ▪ Deficit • Hypovolemia • Dehydration ▪ Excess • Fluid overload • Edema ○ Electrolyte imbalances (hypo and hyper) ○ Acid-base imbalances ▪ Metabolic – acidosis & alkalosis ▪ Respiratory – acidosis & alkalosis ○ Intravenous therapy ○ Peripheral venipuncture sites ○ Types of IV fluids ○ Calculation for making IV fluid plan ○ Complications of IV fluid therapy ○ Measuring fluid intake and output ○ Administering Blood and Blood components ○ Restricting fluid intake ○ Enhancing Fluid intake	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type • Problem solving – calculations
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
IX	20 (T) 22 (SL)	Explain the principles, routes, effects of administration of medications Calculate conversions of drugs and dosages within and between systems of measurements Administer oral and topical medication and document accurately under supervision	Administration of Medications • Introduction – Definition of Medication, Administration of Medication, Drug Nomenclature, Effects of Drugs, Forms of Medications, Purposes, Pharmacodynamics and Pharmacokinetics • Factors influencing Medication Action • Medication orders and Prescriptions • Systems of measurement • Medication dose calculation • Principles, 10 rights of Medication Administration • Errors in Medication administration • Routes of administration • Storage and maintenance of drugs and Nurses responsibility • Terminologies and abbreviations used in prescriptions and medications orders • Developmental considerations • Oral, Sublingual and Buccal routes: Equipment, procedure • Introduction to Parenteral Administration of Drugs – Intramuscular, Intravenous, Subcutaneous, Intradermal: Location of site, Advantages and disadvantages of the specific sites, Indication and contraindications for the different routes and sites. • Equipment – Syringes & needles, cannulas, Infusion sets – parts, types, sizes • Types of vials and ampoules, Preparing Injectable medicines from vials and ampoules ▪ Care of equipment: decontamination and disposal of syringes, needles, infusion sets ○ Prevention of Needle-Stick	• Lecture • Discussion • Demonstration & Re-demonstration	• Essay • Short answer • Objective type • OSCE

			Injuries • Topical Administration: Types, purposes, site, equipment, procedure ◦ Application to skin & mucous membrane ◦ Direct application of liquids, Gargle and swabbing the throat ◦ Insertion of Drug into body cavity: Suppository/medicated packing in rectum/vagina ◦ Instillations: Ear, Eye, Nasal, Bladder, and Rectal ◦ Irrigations: Eye, Ear, Bladder, Vaginal and Rectal ◦ Spraying: Nose and throat • Inhalation: Nasal, oral, endotracheal/tracheal (steam, oxygen and medications) – purposes, types, equipment, procedure, recording and reporting of medications administered • Other Parenteral Routes: Meaning of epidural, intrathecal, intraosseous, intraperitoneal, intra-pleural, intra-arterial		
X	5 (T) 6 (SL)	Provide care to patients with altered functioning of sense organs and unconsciousness in supervised clinical practice	Sensory needs • Introduction • Components of sensory experience – Reception, Perception & Reaction • Arousal Mechanism • Factors affecting sensory function • Assessment of Sensory alterations – sensory deficit, deprivation, overload & sensory poverty • Management ◦ Promoting meaningful communication (patients with Aphasia, artificial airway & Visual and Hearing impairment) Care of Unconscious Patients • Unconsciousness: Definition, causes & risk factors, pathophysiology, stages of Unconsciousness, Clinical Manifestations • Assessment and nursing	• Lecture • Discussion Demonstration	• Essay • Short answer Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
XII	3 (T)	Develop basic understanding of self-concept	A. Self-concept • Introduction • Components (Personal Identity, Body Image, Role Performance, Self Esteem) • Factors affecting Self Concept • Nursing Management	• Lecture • Discussion • Demonstration Case Discussion/ Role play	• Essay • Short answer Objective type
XIII	2 (T)	Describe sexual development and sexuality	B. Sexuality • Sexual development throughout life • Sexual health • Sexual orientation • Factors affecting sexuality • Prevention of STIs, unwanted pregnancy, avoiding sexual harassment and abuse • Dealing with inappropriate sexual behavior	• Lecture • Discussion	• Essay • Short answer Objective type
XIV	2 (T) 4 (SL)	Describe stress and adaptation	C. Stress and Adaptation – Introductory concepts • Introduction • Sources, Effects, Indicators & Types of Stress • Types of stressors • Stress Adaptation – General Adaptation Syndrome (GAS), Local Adaptation Syndrome (LAS) • Manifestation of stress – Physical & psychological • Coping strategies/ Mechanisms • Stress Management ◦ Assist with coping and adaptation ◦ Creating therapeutic environment • Recreational and diversion therapies	• Lecture • Discussion	• Essay • Short answer Objective type

			management of patient with unconsciousness, complications		
XI	4 (T) 6 (SL)	Explain loss, death and grief	Care of Terminally ill, death and dying • Loss – Types • Grief, Bereavement & Mourning • Types of Grief responses • Manifestations of Grief • Factors influencing Loss & Grief Responses • Theories of Grief & Loss – Kubler Ross • 5 Stages of Dying • The R Process model (Rando's) • Death – Definition, Meaning, Types (Brain & Circulatory Deaths) • Signs of Impending Death • Dying patient's Bill of Rights • Care of Dying Patient • Physiological changes occurring after Death • Death Declaration, Certification • Autopsy • Embalming • Last office/Death Care • Counseling & supporting grieving relatives • Placing body in the Mortuary • Releasing body from Mortuary Overview – Medico-legal Cases, Advance directives, DNI/DNR, Organ Donation, Euthanasia	• Lecture • Discussion • Case discussions • Death care/last office	• Essay • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
XV	6 (T)	Explain culture and cultural norms Integrate cultural differences and spiritual needs in providing care to patients under supervision	D. Concepts of Cultural Diversity and Spirituality - Cultural diversity - Cultural Concepts – Culture, Subculture, Multicultural, Diversity, Race, Acculturation, Assimilation - Transcultural Nursing - Cultural Competence - Providing Culturally Responsive Care - Spirituality - Concepts – Faith, Hope, Religion, Spirituality, Spiritual Wellbeing - Factors affecting Spirituality - Spiritual Problems in Acute, Chronic, Terminal illnesses & Near-Death Experience - Dealing with Spiritual Distress/Problems	- Lecture - Discussion	- Essay - Short answer - Objective type
XVI	6 (T)	Explain the significance of nursing theories	Nursing Theories: Introduction - Meaning & Definition, Purposes, Types of theories with examples, Overview of selected nursing theories – Nightingale, Orem, Roy - Use of theories in nursing practice	- Lecture - Discussion	- Essay - Short answer - Objective type

ST. STEPHEN'S HOSPITAL COLLEGE OF NURSING
OBSTETRICS AND GYNAECOLOGICAL NURSING

B.Sc. (Hons.) NURSING IV YEAR
SEMESTER VII

UNIT PLAN

UNIT – I

TOPIC: RECOGNITION AND MANAGEMENT OF PROBLEMS DURING PREGNANCY

ST. STEPHEN'S HOSPITAL COLLEGE OF NURSING
OBSTETRICS & GYNAECOLOGY

UNIT PLAN

UNIT No: 1

Hours: 12 Hours

TOPIC: Recognition and Management of problems during Pregnancy

Faculty: Ms. N Grace Amitha

UNIT	HOURS	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING ACTIVITY
1	1 hr	Describe the assessment	Assessment of high-risk pregnancy	Lecture Discussion Demonstration Video & films
	2 hrs	Describe the initial management, and referral of women with problems during pregnancy.	Problems/Complications of Pregnancy • Hyper-emesis gravidarum, • Bleeding in early pregnancy -- abortion, ectopic pregnancy, vesicular mole • Unintended or mistimed pregnancy	Lecture Discussion Demonstration Video & films
	1 hr	Support women with complicated pregnancy and facilitate safe and positive birthing outcome	• Post abortion care & counseling • Bleeding in late pregnancy: placenta previa, abruption placenta, trauma.	Case discussion Case presentation Drug presentation
	2 hrs		• Medical conditions complicating pregnancy -- Anemia, PIH/Pre-eclampsia, Eclampsia, GDM, cardiac disease, pulmonary disease, thyrotoxicosis, STDs, HIV, Rh incompatibility.	Guideline -- screening for hypothyroidism, screening for syphilis, deworming during pregnancy, diagnosis and management of GDM

1 hrs	• Infections in pregnancy – urinary tract infection, bacterial, viral, protozoal, fungal, malaria in pregnancy.	Lecture Discussion Demonstration
1 hrs	• Surgical conditions complicating pregnancy – appendicitis, acute abdomen • COVID-19 & pregnancy and children • Hydramnios	Lecture Discussion Demonstration
2 hrs	• Multiple pregnancy • Abnormalities of placenta and cord • Intra uterine growth restriction • Intra uterine fetal death.	Lecture Discussion Demonstration
1 hrs	• Gynaecological conditions complicating pregnancy • Mental health issues during pregnancy • Adolescent pregnancy, Elderly primi, grand multiparity.	Lecture Discussion Demonstration
1 hrs	• Management and care of conditions as per the Gol protocol • Policy for the referral services. • Drugs used in management of high-risk pregnancies • Maintenance of records and reports.	Lecture Discussion Demonstration Video & films

ST. STEPHENS HOSPITAL, COLLEGE OF NURSING

LESSON PLAN

ON

UNIT 2-FAMILY HEALTH SERVICES
(**COMMUNITY HEALTH NURSING**)

(Post basic B.Sc. Nursing 2nd year)

Presented by: Tanu Singh

TUTOR GRADE 3

IDENTIFICATION DATA

NAME : TANU SINGH
TOPIC : FAMILY HEALTH SERVICES
METHOD OF TEACHING : LECTURE CUM DISCUSSION
GROUP : Post Basic BSc 2nd year
TIME : 12 hours
VENUE : post basic bsc classroom
DURATION OF TEACHING : 45mins

GENERAL OBJECTIVE

At the end of the class the students will be able to understand and clear all the doubts about introduction to community health nursing.

SPECIFIC OBJECTIVES

At the end of the session the students will be able to :

- define family health services.
- enlist the concept of family health services.
- elaborate the objectives of family health nursing
- enlist Arms of Family health nursing
- explain scope of family Health nursing.
- enlist the principles of Family health services.

S.No.	Time	Specific objective	Content	Method of teaching	AV aids	Evaluation
1.	20 min	To introduce the topic	<u>INTRODUCTION</u> Family health services are the central point of health services. It is an important component of "Health for All" goal. Health of each individual affects the health of other members of family. It is essential for community health nurse to have a sound knowledge of family. Family health can be defined as continuing ability to meet defined functions in interaction with other social, political, economical and health system <u>TERMINOLOGIES</u> • <u>Family:</u> Two or more individuals coming from the same or different kinship groups who are involved in a continuous living arrangement, usually residing in the same household, experiencing common emotional bonds, and sharing certain obligations toward each other and toward others. • <u>Family health:</u> A condition including the promotion and maintenance of physical, mental, spiritual, and social health for the family unit and for individual family members. • <u>Family process:</u> The ongoing interaction between family members through which they accomplish their instrumental and expressive tasks. The nursing process considers the family, not the individual, as the unit of care. • <u>Family centered nursing:</u> Nursing that considers health of the family as a unit in addition to the health of individual family members.	LECTURE CUM DISCUSSION	POWER POINT PRESENTATION	Explain the main terminologies.
2.	40min	To explain the main terminologies				

3.	2 hour	To define family health services	<u>FAMILY HEALTH SERVICES</u> Family Health Services can be defined as possessing abilities and resources to accomplish family development tasks. It is a special attention which is given to family members to promote their health, prevent from health problems and for the welfare of family. <u>FAMILY CENTERED NURSING APPROACH</u> The four approaches included in the family health nursing care views are -Family as the context -Family as the client -Family as a system -Family as a component of society <u>1. Family as the context</u> When the nurse views the family as context, the primary focus is on the health and development of an individual member existing within a specific environment (i.e., the client's family). Although the nurse focuses the nursing process on the individual's health status, the nurse also assesses the extent to which the family provides the individual's basic needs. These needs vary, depending on the individual's development level and situation. Because families provide more than just material essentials, their ability to help the client meet psychological needs must also be considered. Family members may need direct interventions themselves. <u>2. Family as the client</u> The family is the foreground and individuals are in the background. The family is seen as the sum of individuals family members. The focus is concentrated on each and every individual as they affect the whole family. From this perspective, a nurse might ask a family member who has just become ill. Tell me about what has been going on with your own health and how you perceive each family member responding to your mother's recent diagnosis of liver cancer. <u>3. Family as a system</u> The focus is on the family as a client and it is viewed as an international system in which the whole is more than the sum of its parts. This approach focuses on the individual and family members become the target for nursing interventions. Fig: the direct interaction between the parent and the	LECTURE CUM DISCUSSION	POWER POINT PRESENTATION	Define family health services.
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			LECTURE CUM DISCUSSION	POWER POINT PRESENTATION
4.	1 hour	To enlist the concept of family health services.	child. The system approach to the family always implies that when something happens to one affected. It is important to understand that although theoretical and practical distinctions can be made between the family as context and the family as client, they are not necessarily mutually exclusive, and both are often used simultaneously, such as with the perspective of the family as system 4. Family as a component of society The family is seen as one of many institutions in society, along with health, educational, religious, or economic institution. The family is a basic or primary unit of society, as are all the other units and they are all a part of the larger system of society. The family as a whole interacts with other institutions to receive exchange or give communications and services. Community health nursing has drawn many of its clients from this perspective as it focuses on the interface between families and communities. Family health nursing practice like any nursing practice begins with the nursing process. By using this process, the nurse practicing with family perspectives is potentially able to effectively intervene at any of the levels. After an assessment of the individuals, family unit, and supra system, the nurse is ready to begin to identify areas of concern or need. CONCEPTS OF FAMILY HEALTH SERVICES - Family is the basic unit of any health care system. Without family care services, the target of health services cannot be achieved. - Family health services act as a problem solving process in which family health nurse provides services irrespective of socio-economic level of families. - Comprehensive health care (preventive, promotive and rehabilitative care) can be provided to community and family through health care services. - Family planning, nutrition, maternal and child health and geriatric care are the important aspects of family health services	Enlist the concept of family health services.

5	1 hour	To elaborate the objectives of family health nursing	<u>OBJECTIVES OF FAMILY HEALTH NURSING</u> - To identify and appraise health problems of family - Ensure family's understanding and acceptance of problem - Provide nursing services according to health needs of the family - To help to develop competence in members to take care of their family - Promote utilization of available resources to maintain all aspects of health of family - To provide health education for leading healthy and fruitful life - To provide health services to the family members at cost effective level - To assist the family members in achieving their health goals	LECTURE CUM DISCUSSION	POWER POINT PRESENTATION	Elaborate the objectives of family health nursing
6	30 mins	To enlist aims of family health nursing	<u>AIMS OF COMMUNITY HEALTH NURSING</u> - Reducing maternal mortality, morbidity and infant mortality rate. - Spacing birth of children. - Solve problem of malnutrition in the family. - Health education.			Enlist Aims of Family health nursing
7	1 hour	To explain scope of family health nursing	<u>SCOPES OF FAMILY HEALTH SERVICES</u> - The goals of individual and community's health and growth in national health level can be achieved through family health services' 1. Reproductive Health 2. Child Health 3. Adolescent Health 4. Mental Health 5. Gender Issues 6. Aging			Explain scope of family Health nursing
8	1 hour	To enlist the principles of family health services	<u>PRINCIPLES OF FAMILY HEALTH SERVICES</u> - Establish Good Professional Relationship with Family - Knowledge of Basic Facts Size, Occupation, e.g. Customs, Rituals and Education Standards - Problem Identification and Priority - Need Based Support and Services to Family			Enlist the principles of Family health services

10.	1 hour	To explain family health nursing process	<u>FAMILY HEALTH NURSING PROCESS</u> • It is a systematic, problem-solving, logical and deliberate process to help family to develop and strengthen their capabilities to meet their health needs and to solve their health problems • It facilitates standardized nursing actions to achieve family health nursing goals and objectives. • It is a logical sequence of data collection to family health care • It consists of five phases 1. <u>Assessment</u> - It involves - - Observation, - Nursing history, - Consultation review of Literature, - Interview, - Clinical records, - Physical and Psycho-social history. 2. <u>Diagnosis</u> - Consists of family diagnosis. 3. <u>Planning</u> - It involves - establishing priorities, - setting goals and objectives - formulating family health nursing care plan. 4. <u>Implementation</u> - It consists of mobilization of resources facilitating work environment, implementation, and documentation 5. <u>Evaluation</u> - Involves summative and formative evaluation of family health nursing care plan.	LECTURE CUM DISCUSSION	POWER POINT PRESENTATION	Explain family health nursing process
11.	1 hour	To enlist qualities of family health nurse	<u>Qualities of Family Health Nurse</u> • Family Centered Approach • Holistic Approach (Wellness) • Non-Judgmental during Approach			Enlist qualities of family health nurse

			LECTURE CUM DISCUSSION	POWER POINT PRESENTATION
14.	10 mins	- Giving as much respect as possible to the faiths and beliefs of the family during the procedure <u>Principles of Home visit</u> - Home visits should be planned with purpose. - The purpose of home visits should be clear and must meet the needs of the patients - Home visits should be regular and flexible - Home visit should be educative - Home visits should give excellent opportunities for nurses to demonstrate hygienic principles. - Home visit should be convenient, acceptable and educative to the patients - The nurse should make an attempt to include each family member while using nursing process. - The nurse and the family must develop positive interpersonal relationship in their work to achieve the goal. - The nurse must respect the patient's rights - Home visits should be recorded in the diary and family folder		
15.	10mins	<u>Components of Home Visit</u> - Initiation Phase - Pre-visit Activities - Activities during Home Visit - Termination Phase - Post-visit Activities <u>Problems encountered during Home Visit</u> - Consumes lot of time and energy - Unforeseen events - Non-Acceptance - Problem of local language - Role Confusion		

			LECTURE CUM DISCUSSION	POWER POINT PRESENTATION
16	10 min		<u>Advantages of the Home Visit</u> • Home visit provides an excellent opportunity to implement the nursing process • Home visits provide an opportunity to study the home and family situation • Home visits provide an opportunity to render service to the family members at their own surroundings • Prompt and proper home visits create a good understanding between nurse and family and builds good image of nurses • Home visits clarify the doubts raised by the family members • Home visits help to observe family practices and progress of care given by nurses and others. • Home visits help to prevent and handling the problems. • Home visits help the nurses and family members to modify the ways of their care • Home visits are convenient for the patients. • Home visits facilitate patient control of the setting. • Home visits are the best option for patients unwilling or unable to travel. • Home visits provide natural, environment for the discussion of concerns and needs	
17	10min		<u>Role of community health nurse in home nursing:</u> • Recording the history of family to ascertain the cause and duration of illness. • Providing treatment and related care. • Demonstrating the nursing procedure to educate the family members. • Giving medicines as per the standing orders and providing essential nursing care in the grave situations. • Supervising the nursing procedures provided by family members. • Including the patient himself in taking care of chronic illness (heart, arthritis, cancer, diabetic patients, etc) and giving them mental support.	

			SUMMARY After the session the students were able to understand about family health services, their concepts, aims, objectives and Home Visit.			
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