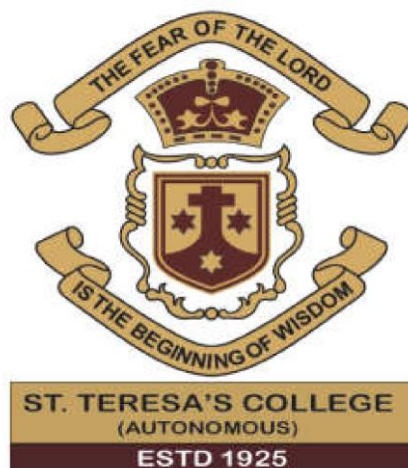


ST.TERESA'S COLLEGE (AUTONOMOUS), ERNAKULAM

Affiliated to Mahatma Gandhi University, Kottayam



CURRICULUM AND SYLLABI FOR THE PROGRAMME

DIPLOMA IN HEALTHCARE ASSISTANCE

Program Code: DHA

Under Choice Based Credit and Semester System

(2023 Admission Onwards)

St. Teresa's College (*Autonomous*), Ernakulam

Department of Community College
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3	Subject Experts- Outside MG University	Dr. Beela G.K	Professor	Dept. of Community Science, College of Agriculture, Vellayani, Thriuvananthapuram
		Dr. Kavitha Menon	Professor	Dept. of Food Science and Nutrition, Symbiosis International University,Pune
4	University Nominee	Dr. Sapna Dinesh	Assistant Professor	Dept. of Home Science, Mount Carmel College, Bangalore
5	Representative from Industry/ Corporate Sector/ Allied field related to placement	Smt. Roopa George	Managing Director	Baby Marine, Thoppumpady, Ernakulam
6	Alumni Representative	Dr. Aswathy Sugunan	Associate Professor & Head	Dept. of Home Science, S.N College for Women, Kollam

**Experts who contributes to the Syllabus of
Diploma in Healthcare Assistance**

SlNo.	Nameofthemember	OfficialAddress	Designation
1	Smt.Jayakumari N P	Nursing Superintendent Krishna Hospital Ernakulam	Expert
2	Smt .Thankamani	Nursing manager RenaiMedicity Palarivattom ; Ernakulam	Expert
3	Mr .Mujeeb	Head and trainer for volunteers Consortium of palliative care unit Ernakulam	Industry representative

PREFACE

The curriculum, which encompasses the totality of student experience, should ensure a collective and dedicated effort to birth an inspiring academic culture in a campus. It is this vision of quality knowledge, its production and transmission that has fueled the Teresian quest for essential and elemental student development. St. Teresa's College has taken meticulous care in the conception of the new well-balanced curriculum by retaining the fundamental prerequisites mentioned by the University/Higher Education Council. With the constraints of a prescribed syllabus in mind, we have created an academic sanctuary, where a deeper access to knowledge is achievable to students and teachers as well. The Syllabus restructuring of 2023 instigates opportunities of real-world learning to equip a modern

scholar with the practicality of experience. As an autonomous institution under Mahatma Gandhi University,

St. Teresa's College offers a significant number of Programmes with definite placement windows to the learners. Student knowledge and training across a range of subject areas is efficiently enriched by engaging them in work-based learning, as provided by the revised and restructured curriculum.

The indefatigable effort taken by the teachers in developing Programmes and Course outcomes is commendable. The blossoming of the cognitive and intellectual skills of the scholars and pragmatic skill sets to venture out confidently into a professional space, are the core off-shoots that are anticipated. I congratulate the efforts taken by the Principal Dr. Alphonsa Vijaya Joseph and her team for restructuring the syllabus in keeping with the latest demands in academia. We look forward to sharing the outcomes of our restructured curriculum and the positive changes that would reshape the academic lives of all our scholars.

Dr. Sr. Vinitha

Manager

FOREWORD

The most significant characteristic of an autonomous college is its commitment to curriculum renewal or revision. Academic autonomy has granted the college the freedom to fine tune the syllabus keeping in mind the changing needs of the new generation of students, the new educational scenario in the global context and incorporation of skill based curricula. Revision of the syllabus implies responsibility and accountability and this in turn leads to excellence in academics and proactive governance.

Education in the current scenario throws up a multitude of challenges and the curricula and syllabi ought to reflect the paradigm shift that has occurred in the various disciplines. A

revision of the syllabus is implemented by modifying the curriculum after review to evaluate the effectiveness of the curriculum after it has been implemented and to reflect on what students did and did not get out of it. The three themes under Higher Education relevant to policy initiative for restructuring of the curriculum i.e., integrating skill development in higher education, linking higher education to society and integration of new knowledge are considered with utmost importance during revision of the syllabus.

Outcome-Based Education emphasizes that the learning process is innovative, interactive and effective, where the main goal is student achievement at the end of the learning period.

St. Teresa's College in its pursuit of imparting quality education has adopted Outcome Based Education (OBE) system that involves restructuring of curriculum, academic processes, teaching methodologies, assessment and evaluation systems in education to reflect the achievement of high order learning. It is a student-centric instruction model that focuses on measuring student performance through outcomes that include knowledge, skills and attitudes.

The revised syllabus and curriculum is the result of the combined efforts of the members of the Board of studies, curriculum expert committee and the syllabus committee who worked as a team to revise the syllabus and curriculum in the stipulated period. Active consultations were held with various stakeholders to elicit multiple perspectives in higher education which were incorporated in the new curriculum.

With sincere gratitude I acknowledge the instinct support and constant guidance extended by Rev. Dr. Sr. Vinitha, Provincial Superior and Manager, Rev. Sr. Emeline, Director, Dr. Sajimol Augustine M., Senior Administrator, Dr. Kala M.S Vice-Principal and Dr. Beena Job, Dean of self-financed programmes. I specially thank the team headed by Dr. Betty Rani Isaac, the Heads of the Departments and all the faculty members for their diligence, commitment and exceptional contribution towards this endeavour..

Prof. Alphonsa Vijaya Joseph

Principal

ACKNOWLEDGEMENT

True education is designed to guide students in learning a culture, molding their behavior and directing them towards their role in society. Evolving with the current times, teaching and learning has changed much, and innovative ideas are put into practice to make the experience meaningful and fruitful.

I take this opportunity to place on record my sincere gratitude to all those who were part for restructuring and fine tuning the curriculum and syllabi for Community College Programme in Diploma in Healthcare Assistance, St.Teresa's College (Autonomous),Ernakulam affiliated to Mahatma Gandhi University, Kottayam. Their relentless support and guidance made this syllabus restructuring of 2023, a success.

I express my sincere gratitude to Dr. Alphonsa Vijaya Joseph, Principal, Dr. Sr. Vinitha (Celine E.),Manager, Sr. Emeline, Director, Dr. Sajimol Augustine M., Senior Administrator, Smt. Betty Joseph, Vice Principal, and members of the Board of Studies for their sincere co-operation and guidance for completion of this work. I would also like to

acknowledge with much appreciation Dr. Betty Rani Isaac and the members of the syllabus committee for the guidelines, valuable suggestions and expertise provided by them. I also express my gratitude to all professionals, academicians and other stake holders who gave valuable suggestions. With immense pleasure and gratitude I remember the untiring efforts made by Smt.Vincy Vincent, Faculty member , Department of Community College who worked hard in preparing this restructured syllabus and curriculum for the Community College students of our College. I also appreciate the support rendered by Smt. Nimmi Jacob for editing and consolidating the final syllabus

Dr.Susan
Cherian

Chairperson

Board of Studies in Home Science

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**Community College Programme in Diploma in Healthcare Assistance under credit
and semester system (2023 admission onwards)**

PREAMBLE

UGC SPONSORED COMMUNITY COLLEGE

The Community College model, as envisaged, will be accessible to a large number of individuals of the community, offer low cost and high quality education locally, that encompasses both skills development as well as traditional coursework, thereby providing opportunities to the learners to move directly to the employment sector or move into higher education. It provides a flexible and open education system which also caters to

community-based life-long learning needs. It has a synergistic relationship between the community, learner and the job market.

The University Grants Commission (UGC) had launched a scheme on 27 February, 2014 for skills development based higher education. Considering the implementation modalities, the guidelines of the scheme have been revised in the year 2015. It is a nationally integrated education and competency-based skill framework which provides for multiple pathways, both within vocational education and between general and vocational education, to link one level of learning to another higher level and enables learners to progress to higher levels from any starting point in the education and / or skill system. It permits individuals to accumulate their knowledge and skills and convert them, through testing and certification by the competent authorities, into a higher level of certification which could be a certificate, diploma, advanced diploma, a degree or a PG diploma in common parlance. The community college programme is focused on universities and colleges providing undergraduate studies which would also incorporate specific job roles and their NOSs along with broad based general education. This would enable the graduates to make a meaningful participation in accelerating India's economy by gaining appropriate employment, becoming entrepreneurs and creating appropriate knowledge.

The Community College gave much importance to Outcome Based Education which involves assessment and evaluation practices in education reflecting the attainment of expected learning and mastery in the programme. It is a systematic way to determine if a programme has achieved its goal. This approach of learning makes the student an active learner, the teacher a good facilitator and together they lay the foundation for life-long learning. The process includes framing of specific course outcomes at various appropriate levels of taxonomy, mapping the course outcomes of each course with the Programme Specific Outcomes and finally calculating the course attainment based on the marks scored by the student in both the Internal and External assessments.

The Department of Community College is committed to provide an enriched educational experience to develop the knowledge, skills and attributes of students to equip them for life in a complex and rapidly changing world..

On completion of Diploma Program in Healthcare Assistance our students should be able to demonstrate the programme outcomes listed below:

PO 1. Disciplinary knowledge

- Demonstrate a mastery of the fundamental knowledge and skills required in the discipline to function effectively as an entry-level professional in the field.

PO 2. Scientific Temper

- Experiment with new approaches, challenge existing knowledge boundaries and take informed action to solve problems related to society.
- Identify, define, and deal with problems through logical, analytical and critical thinking acquired from different domains of knowledge

PO 3. Research and Digital Competence

- Develop a research culture for lifelong learning and demonstrate competency in creating new knowledge.
- Analyze and choose from available data and information sources to communicate, collaborate and network through a range of digital media.

PO 4. Communication Skills

- Develop language proficiency through interactions embedded in meaningful contexts.
- Demonstrate communicative competence particularly using technology in social and global environments.

PO 5. Leadership, Teamwork and Interpersonal Skills

- Function effectively both as leader and/or member of a team.
- Collaborate and interact effectively with others.

PO 6. Moral & Ethical Awareness and Social Responsibility

- Demonstrate social and national responsibility.
- Engage in activities that contribute to the betterment of society, with a preferential option for the economically challenged and the marginalized.

PROGRAMME SPECIFIC OUTCOME

The syllabus is framed in such a way that it provides skill based education to students currently pursuing higher education but actually interested in entering the workforce at the earliest opportunity.

At the end of the programme, the students should able to:

PSO1: Apply alternative systems of Medicine and Nursing, in providing nursing care to individuals, families and communities.

PSO2: Explain nutritional concepts and lifestyle changes which affect the health of individuals and groups.

PSO3: Develop competency in providing healthcare to individuals sick or well using nursing process.

PSO4: Practice the basic skills in administration and management while working with other members of the health team.

PSO5: Develop Communication skills to promote effective interpersonal relationships and teamwork.

CAREER OPPORTUNITIES:

The Diploma in Health Care Assistance can avail themselves of the following job opportunities

- 1.** Nursing assistant in Hospitals.

2. Nursing assistant in old age homes
3. Personal Home Nurses in Homes.
4. Formal Care givers for dementia/Parkinson's/stroke patients both in institutions and homes.
5. Palliative care giver
6. Health workers in NGO's

ELIGIBILITY FOR ADMISSION

Eligibility for admissions and reservation of seats for Diploma in HealthCare Assistance shall be according to the rules framed by the UGC from time to time. No student shall be eligible for admission to Community College unless he/she has successfully completed the examination conducted by a Board/ University at the +2 level of schooling or equivalent from any recognized board or university

- The total no of seats allotted is 50.

STRUCTURE OF UGC SKILL BASED PROGRAMMES

GOVERNANCE AND COORDINATION

Each CC will constitute a separate Board of Management (BoM) for its effective governance which will include representative(s) of the affiliating university, relevant industries, relevant Sector Skills Council(s), and Nodal Officer(s) of CC. For the purpose of brevity, henceforth the word “industry” will be used to signify all the sectors of the economy including manufacturing, mining, services, agriculture and allied sectors. The Vice Chancellor of the university or Chairman/ President of the Managing Committee of the college will be the Chairman of the BoM and the Principal of the College shall be its Member-Secretary, and representatives from the partner industry and SSC as its Co-Chairpersons. BoM will meet periodically to review the functioning of the CC and, thereafter, as and when required, but at least once in six months.

- The Board of Studies (BoS) would have representatives from the college, university to which the college is affiliated, partner industries and relevant Sector Skill Council(s). The Principal of the CC shall be the Chairperson, while the local head of one of the partner industries shall be the co-Chairperson. The BoS shall decide the programmes to be offered by the CC, depending upon the industry needs, skill gap studies done by NSDC or such other credible sources, and finalize the curriculum in modular form in consultation with the partner industry and relevant SSC.

CURRICULAR ASPECTS AND LEVEL OF AWARDS

As the CBSE and many other school boards are initiating skill based vocational courses with certification at NSQF Level 4 for students completing 10+2, there may be three types of learners getting admission to first semester of CC courses:

Category – 1 : students already acquired NSQF certification Level 4 in a particular industry sector and opted for admission in the courses under CC in the same trade with a job role for which he / she previously certified at school level.

Category – 2 : students who have acquired NSQF certification Level 4 but may like to change their trade and may enter into CC in a different industry sector.

Category – 3 : students passed 10+2 examinations with conventional schooling without any background of vocational training.

The community college will develop curriculum and arrange for skill intensive training / teaching for the learners belonging to the category-2 and 3 as above during the first six months who will be assessed and certified for NSQF Level 4 of skill competency by concerned SSC at the end of first semester. However, learners belonging to category-1 will not require such certification as they already have NSQF level 4 certificates in same industry sector / job role required for specified skill credits.

All the learners continuing to Diploma courses or further will be treated at par from second semester onwards. Students may exit after six months with a CC Certificate (NSQF Level 4) or may continue for diploma or advanced diploma level courses. An academic progression for the students in vocational stream is illustrated below:

Cumulative credits awarded to the learners in skill based vocational courses.

NSQF Level	Skill Component Credits	General Education Credits	Total Credits for Award	Normal Duration	Exit Points / Awards
4	18	12	30	One Sem.	Certificate
5	36	24	60	Two Sem.	Diploma
6	72	48	120	Four Sem.	Advanced Diploma
7	108	72	180	Six Sem.	B.Voc Degree

The curriculum in each of the years of the programme would be a suitable mix of general education and skill development components. As is evident from Table 2 above, the General Education Component shall have 40 % of the total credits and balance 60% credits will be of Skill Component. The Curriculum details should be finalized before introduction of the courses.

ASSESSMENT

- a. The Skill component of the course will be assessed and certified by the respective Sector Skill Councils. In case, there is no Sector Skill Council for a specific trade, the assessment may be done by an allied Sector Council or the Industry partner. The certifying bodies may comply with and obtain accreditation from the National Accreditation Board for Certification Bodies (NABCB) set up under Quality Council of India (QCI). Wherever the university/college may deem fit, it may issue a joint certificate for the course(s) with the respective Sector Skill Council(s).
- b. The credits for the skill component will be awarded in terms of NSQF level certification which will have 60% weightage of total credits of the course in following manner.

Name of the Course	NSQF Level Certificate	Cumulative Credits
Certificate	Level – 4	18 credits
Diploma	Level – 5	36 credits
Advanced Diploma	Level – 6	72 credits
B.Voc Degree	Level – 7	108 credits

- c. The general education component will be assessed by the concerned university as per the prevailing standards and procedures. The following formula may be used for the credit calculation in general education component of the courses:
 1. General Education credit refers to a unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical

work/field work per week. Accordingly, one Credit would mean equivalent of 14-15 periods of 60 minutes each or 28 – 30 hrs. of workshops / labs.

2. For internship / field work, the credit weightage for equivalent hours shall be 50% of that for lectures / tutorials.
3. For self-learning, based on e-content or otherwise, the credit weight age for equivalent hours of study shall be 50% of that for lectures / tutorials.

Letter Grades and Grade Points: The UGC recommends a 10-point grading System with the following Letter grades as given below:

% of marks	Grade	Grade point
>95	S - Outstanding	10
85 - 95	A ⁺ - Excellent	9
75 - 85	A - Very good	8
65 - 75	B ⁺ - Good	7
55 - 65	B - Above average	6
45 - 55	C - Satisfactory	5
35 - 45	D - Pass	4
<35	F - Failure	0
	Ab - Absent	0

A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.

Graduate Attributes

Job Roles proposed to be covered in each semester (Along with NSQF level)

Semester	NSQF LEVEL
<p data-bbox="175 1161 316 1255">Semester I</p>	<p data-bbox="342 331 456 365"><u>Level 4</u></p> <p data-bbox="342 394 922 428">1. Nursing Assistant Ref.ID. HSS/Q5101</p> <p data-bbox="342 554 1446 768">Individual on this job role provides care which includes responsibilities like patient daily care, patient’s safety and health care. This job requires the individual to work in collaboration with doctors and nurses and deliver the health care services.</p> <p data-bbox="342 898 1089 995">2. Assist nurse in observing and reporting changes in patient’s condition Ref.ID HSS/N5110</p> <p data-bbox="342 1121 1403 1398">Individual on this job role will be able to understand the severity of patient’s condition: Observation and procedure of recording them, read and follow instructions as specified on the file and verify observations by asking questions to the patient and communicate the observations to the nurse verbally.</p> <p data-bbox="342 1528 1149 1625">3. Assist nurse in measuring patient parameters accurately Ref.ID. HSS/N5111</p> <p data-bbox="342 1751 1403 1906">Individual on this job role needs to know to record weight, blood pressure and ensure the scales are calibrated correctly, correct equipment is in place, assist patient in movement while taking measurements.</p>
	<p data-bbox="342 1936 456 1969"><u>Level 5</u></p> <p data-bbox="342 1999 1013 2032">1. Assist nurse in community health programme</p>

Semester II	<p>Ref. ID. HSS/ N 5107</p> <p>Individual on this job role needs to know about immunization schedule, techniques and be able to conduct health education programmes, know about infection control policies and procedures.</p>
	<p>2. Assist nurse in caring patients with dementia, stroke</p> <p>Ref. ID. HSS/N 9603, 9604</p>
	<p>Individual on this job role must learn key responsibilities like patient's daily care, patient's comfort, patient's safety & health.</p>
	<p>3. Assist nurse in caring palliative patients</p> <p>Ref. ID. HSS/N 5106,5209</p> <p>Individual on this job role need to have competent skills to know about the nature of illness, condition of patient and ensure a healthy, balanced diet is fed to the patient.</p>

1. Levels of Awards

Community college is a programme with multiple Exit points.

Awards	Duration
Certificate	6 Months
Diploma	2 Semesters (after 1 st year)
Advanced Diploma	4 Semesters (after 2 nd year)

Degree	6Semesters
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DIPLOMA IN HEALTHCARE ASSISTANCE

Health Assistants work in hospital or community settings under the guidance of a qualified healthcare professional. The role can be varied depending upon the healthcare setting. Most commonly, they work alongside nurses and are sometimes known as nursing auxiliaries or auxiliary nurses. They also work alongside qualified midwives in maternity services.

The types of duties include the following are aligned to the needs of the patient like washing and dressing, serving patients meals and assisting with feeding when necessary, helping people to mobilize, toileting, bed making, generally assisting with patients' overall comfort, monitoring patients' conditions by taking temperatures, pulse, respirations and weight .They usually work a 37.5 hour week on a shift or rotation system, typically including nights and weekends. Part-time and flexible working is often available.

The Diploma in Health Care Assistance is a programme equipping a person to be a member of the nursing team to assist the hospital administration and health care. The Diploma programme has been designed to develop the learner to meet the health needs of individuals and families by providing comprehensive health care. After completion of the programme, the student health worker should demonstrate ability to plan and carry out job responsibilities assigned to them. The students can get employed in Public and Private Hospitals and can become Health Workers also.

The perspective for the Vocational programme is even more relevant today. There continues to be need for an undergraduate programme that equips the student with knowledge, competencies and new skill sets in order to get employment after basic school

education especially for the rural youth without the need to pursue any programme of higher education and also for already employed who don't have a certificate for further advance learning situation .

PROGRAMME DESIGN

The community college programme in Diploma in Healthcare Assistance must include

(a)Language courses, (b) General education component (c) Skill Component (d) internship (e) field visit (f) Project work and Comprehensive viva – voice.

Total credits should be 60. The working hours per week is 30 hours. No open course is envisaged. The number of courses for the restructured programme should contain 5 general courses, 7 skill courses and 3 months compulsory industrial internship.

PROGRAMME STRUCTURE

A	Programme Duration	2 Semesters
B	Total Credits required for successful completion of the Programme	60
C	Credits required from Skill Components	38
D	Credits required from General Components	22

COURSES

The programme consists of skill courses with 38 credits, general courses with 22 credits .

SCHEME OF THE COURSE

NSQF level	Skill Component Credits	General Education Credit	Normal Calendar Duration	Awards
5	38	22	Two semesters	Diploma

SCHEME OF DISTRIBUTION OF INSTRUCTIONAL HOURS FOR CORE COURSES

Semester	Theory	Practical
First	5	1
Second	5	2

SEMESTER I

PAPER NO:	PAPER TITLE	THEORY/ PRACTICAL	CREDITS	TOTAL NUMBER OF HOURS
1	ENGLISH FOR COMMUNICATION-I	THEORY	4	72
2	OFFICE MANAGEMENT	THEORY	4	72
3	ENTREPRENEURSHIP DEVELOPMENT	THEORY	4	72
4	ANATOMY AND PHYSIOLOGY	THEORY	5	90

5	COMMUNITY HEALTH -I	THEORY	6	108
6	BASIC FIRST-AID	PRACTICAL	7	126
TOTAL			30	540
SEMESTER II				
7	ENGLISH FOR COMMUNICATION-II	THEORY	5	90
8	SOCIAL PSYCHOLOGY	THEORY	5	90
9	NUTRITION	THEORY	4	72
10	PAIN AND PALLIATIVE	THEORY	4	72
11	COMMUNITY HEALTH- II	THEORY	4	72
12	BASIC NURSING PRACTICE	PRACTICAL	4	72
13	INTERNSHIP & HOSPITAL TRAINING	INTERNSHIP	4	300 HOURS (3 MONTHS)
TOTAL			30	768

COURSE CODE FORMAT

The programme is coded according to the following criteria. The first character indicates the discipline, second character indicates the programme, third for semester, fourth for course category, next characters for serial no of the course, sixth character specifies the type of course, seventh specifies the degree and eighth indicates the year of implementation.

Eg: VHA1G01D23, VHA1SO1D23, VHA1SP01D23

V Vocational Studies

HA Healthcare Assistance

1 Semester 1 OR 2

G / S /SP/SI General Education Component (G)/Skill Component (S)/Skill

Practical/Skill Internship

01 course number

P Practical

D/ B / M Diploma/ Bachelor's / Master's

D23 Year of implementation

DURATION OF THE PROGRAMME

Duration of Diploma in Healthcare Assistance is 2 semesters which is distributed over a period of one academic year. Each semester shall have 90 working days inclusive of all examinations.

***Attendance** : Students having a minimum of 75% average attendance for all the courses only, can register for the examination.

DETAILED PROGRAMME STRUCTURE

Diploma in Healthcare Assistance

SEME STER	TITLE OF THE COURSE	COURSE DESCRI PTION	COURS E CODE	CREDITS & HOURS		TOTAL MARK S	
				SKILL	GENERAL	I	E

				CRE DITS	H O U R S	CRE DITS	HO URS	S A	S A
I	English for Communication –I	General Course	VHA1G0 1D23			4	4	40	60
	Office Management	General Course	VHA1G0 2D23			4	4	40	60
	Entrepreneurship Development	General Course	VHA1G0 3D23			4	4	40	60
	Anatomy & Physiology	Skill Course	VHA1S0 1D23	5	5			40	60
	Community Health-I	Skill Course	VHA1S0 2D23	6	6			40	60
	Basic First-Aid (Practical)	Skill Course	VHA1SP 01D23	7	7			40	60
								Record + VIVA VOICE	
		TOTAL (SEMESTER I)		18		12		24 0	36 0

II	English for Communication –II	General Course	VHA2G04D23			5	4	40	60
	Social psychology	General course	VHA2G05D23			5	4	40	60
	Nutrition	Skill course	VHA2S03D23	4	4			40	60
	Pain and Palliative	Skill course	VHA2S04D23	4	4			40	60
	Community Health-II	Skill course	VHA2S05D23	4	4			40	60
	Basic Nursing Practice	Skill Practical	VHA2SP02D23	4	5			40	60
	Internship & Hospital Training	Skill Internship	VHA2SI01D23	4	5			40	60
		TOTAL (SEMESTER II)		20		10		280	420
	TOTAL CREDITS (SEMESTER I + II)			38		22		1300	

COURSES

SCHEME- SKILL COMPONENTS

Course Code	Title of the Course	Category	Hours per week	Credits
SEMESTER-1				
VHA1SO1D23	Anatomy & Physiology	Skill	5	5
VHA1SO2D23	Community Health- I	Skill	6	6
VHA1SPO1D23	Basic First-Aid	Skill Practical	7	7
	Total Credits			18
SEMESTER-2				
VHA2SO3D23	Nutrition	Skill	4	4
VHA2SO4D23	Pain and Palliative	Skill	4	4
VHA2SO5D23	Community Health – II	Skill	4	4
VHA2SPO2D23	Basic Nursing Practice	Skill Practical	5	4
VHA2SIO1D23	Internship & Hospital Training	Skill Internship	5	4
	Total Credits			20

SCHEME- GENERAL EDUCATION

COMPONENTS

Course Code	Title of the Course	Category	Hours per week	Credits
SEMESTER-1				
VHA1GO1D23	English for Communication -I	General	4	4
VHA1GO2D23	Office Management	General	4	4
VHA1GO3D23	Entrepreneurship Development	General	4	4
	Total Credits			12
SEMESTER-2				
VHA2GO4D23	English for Communication -II	General	4	5
VHA2GO5D23	Social psychology	General	5	5
	Total Credits			10

EXAMINATIONS

The external theory examination of all semesters shall be conducted by the College at the end of each semester. Internal evaluation is to be done by continuous assessment.

Examinations have two parts: Internal or In-Semester Assessment (ISA) & External or End-Semester Assessment (ESA). The ratio between ISA and ESA shall be 2:3. Both internal and external marks are to be rounded to the next integer.

MARKS DISTRIBUTION FOR EXTERNAL EXAMINATION AND INTERNAL EVALUATION

Marks distribution for external and internal assessments and the components for internal evaluation with their marks are shown below:

Components of the internal evaluation and their marks are as below.

For all courses without practical

a) External examination: 60 marks

b) Internal evaluation: 40 marks

Internal assessment components - Theory	Marks
Field visit/Seminar/ Viva	10
Assignment	10
Test papers (2 x 10)	20
Total	40

For all courses with practical

a) End–Semester Assessment (ESA): 60 marks

b) In-Semester Assessment (ISA): 40 marks

ISA - Theory	Marks	Components of External Evaluation of Practical courses	Marks
Lab involvement	15	Record	15
Record	25	Viva	5
		Practical exam	40
Total	40	Total	60

*Marks awarded for Record should be related to number of products recorded.

FOR INTERNSHIPS:

(a) Marks of external evaluation: 60 marks.

(b) Marks of internal evaluation: 40 marks

Components of External evaluation of Internship	Marks
Presentation of Internship outcomes	10
Viva	10
Internship Report	10
Practicals at Lab/ Hospital	30
Total	60

Components of Internal evaluation of Internship	Marks
Attendance	10
Punctuality	5
Involvement of the student	25
Total	40

Bonafide report of the Internship conducted shall be submitted at the time of Viva and Presentation

ASSIGNMENTS (project/field work/ Industrial Visit)

Assignments are to be done in 1st and 2nd Semesters. At least one assignment should be done in each semester for all papers.

INTERNAL ASSESSMENT TEST PAPERS

Two internal test- papers are to be attended in each semester for each paper. The evaluations of all components are to be published and are to be acknowledged by the

Candidates. All documents of internal assessments are to be kept in the college for two years. The responsibility of evaluating the internal assessment is vested on the teacher(s) who teach the paper.

END-SEMESTER ASSESSMENT:

The End-Semester examination of all courses shall be conducted by the College on the close of each semester. For reappearance/ improvement, students can appear along with the next batch.

Pattern of Question Paper:

A question paper shall be a judicious mix of objective type, short answer type, short essay type and long essay type questions.

For each course the Final Assessment is of 3 hours duration. The question paper has 4 parts. Part A contains 5 objective type questions; 5 match the following questions; 5 true or false question and 5 one word question, of which all are to be answered. Part B contains 7 short answer type questions of which 5 are to be answered. Part C has 6 short essay type questions of which 4 are to be answered. Part D contains 2 long essay questions of which 1 is to be answered.

Part	No. of Questions	No. of questions to be answered	Marks (for courses without practical)
A(Objective Type)	20	20	20X1=20
B(Short Answer type)	7	5	5x 2 = 10
C(Short Essay)	6	4	4x5 = 20
D(Long Essay)	2	1	1x 10 = 10

Practical Examinations

The practical examinations for the core and complementary courses are to be conducted at the end of every semester by the institution. The external examiner shall be selected by the institution.

A minimum of 16 experiments should be done in a practical course and a candidate submitting a certified record with a minimum of 8 experiments alone is eligible for appearing for the Practical Examination.

Student strength for practical examination:

There shall be at least one teacher to supervise a batch of not more than 15 students in each laboratory session.

Industrial Internship

An internship in basic nursing at a collaborative hospital for a duration of 3 months to be completed. A report of internship to be submitted for viva voce at the end of 3 months.

GRADES

A 10-point scale based on the total percentage of marks (ISA + ESA) for all courses (theory, practical, project).

% of marks	Grade	Grade point
Equal to 95 and above	S - Outstanding	10
Equal to 85 and < 95	A ⁺ - Excellent	9
Equal to 75 and < 85	A - Very good	8
Equal to 65 and < 75	B ⁺ - Good	7
Equal to 55 and < 65	B - Above average	6
Equal to 45 and < 55	C - Satisfactory	5
Equal to 35 and < 45	D – Pass	4

Below 35	F - Failure	0
	Ab - Absent	0

PASS CRITERIA:

- A separate minimum of 30% marks each for ISA and ESA (for both theory and practical) and aggregate minimum of 35% is required for a pass in a course.
- For a pass in a programme, a separate minimum of Grade D is required for all the individual courses.
- If a candidate secures F Grade for any one of the courses in a semester/programme, only F grade will be awarded for that semester/programme until she improves this to D Grade or above within the permitted period.
- Students who complete the programme with D grade will have one betterment chance within 12 months, immediately after the publication of the result of the whole programme.

CREDIT POINT AND CREDIT POINT AVERAGE

Credit Point (CP) of a course is calculated: $CP = C \times GP$

C = Credit; GP = Grade point

Semester Credit Point Average (SCPA) of a semester:

$$SCPA = TCP/TC$$

TCP = Total Credit Point of that semester

TC = Total Credit of that semester

Cumulative Credit Point Average (CCPA) is calculated:

$$CCPA = TCP/TC$$

CREDIT POINT AVERAGE (CPA)

CPA of different category of courses viz. Common courses, Complementary courses, Core courses etc. are calculated:

$$\text{CPA} = \text{TCP}/\text{TC}$$

TCP = Total Credit Point of a category of course

TC = Total Credit of that category of course

Grades for the different courses, semesters and overall programme are given based on the corresponding CPA

CPA	Grade
Equal to 9.5 and above	S – Outstanding
Equal to 8.5 and < 9.5	A ⁺ - Excellent
Equal to 7.5 and <8.5	A - Very good
Equal to 6.5 and <7.5	B ⁺ - Good
Equal to 5.5 and <6.5	B - Above average
Equal to 4.5 and <5.5	C – Satisfactory
Equal to 4 and <4.5	D – Pass
Below 4	F – Failure

- For reappearance/improvement of I & II semesters, candidates have to appear along with the next batch.
- Notionally registered candidates can also apply for the said supplementary examinations.

- A student who registers her name for the end semester assessment for a semester will be eligible for promotion to the next semester.
- A student who has completed the entire curriculum requirement, but could not register for the semester examination can register notionally, for getting eligibility for promotion to the next semester.
- A candidate who has not secured minimum marks/credits in ISA can re-do the same registering along with the ESA for the same semester, subsequently
- There shall be no improvement for internal evaluation.
- All rules and regulations are subject to change as and when modified by Mahatma Gandhi University to which St. Teresa's College (Autonomous) is affiliated.

SYLLABI FOR SKILL COURSES

SEMESTER- I

VHA1S01D23: ANATOMY & PHYSIOLOGY

Credits: 5

Hours per week: 5

Total Lecture Hours: 90

Course Overview & Context

Anatomy & Physiology is a skill course which helps the student to understand the concepts of Anatomy and Physiology of the human body. It includes the various systems present in the human body and its working.

The course focuses on Skill Development and Employability. It helps students to understand human nature, the various parts of the human body and its functions. It helps the student to differentiate between the normal functioning of the human body from its deviation from normal, and thereby helps to make modifications in the care provided.

The course addresses issues related to Gender, Human values and Professional ethics in the curriculum as it deals with human minds, body, homeostasis and endocrinology.

Course Outcomes:

CO1: Explain the structure of the human body, the whole. (Understand level)

CO2: Recognize the various systems present in the human body. (Remember level)

CO3: Identify various types of skeletal and muscular system present in the human body. (Remember level)

CO4: Classify the nervous system of the human body. (Understand level)

CO5: Explain the various systems involved in the metabolic functions of the human body. (Understand level)

CO6: Differentiate between the reproductive systems of human male from females. (Understand level)

Syllabus Content

Module-1 Human body the whole

20 Hr

- Introduction to body, cell, structure of cell, function of cell, types of cell division (only the names), body cavities, organs in each body cavity
- Introduction to various system in the body

- Tissues -types

Module-2 Erect and moving body

15Hr

- Skeletal system,-types of Skeleton-axial and appendicular, names of skeleton in the body
- Joints-types, functions,
- Muscular systems-types of muscles (skeletal,smooth,cardiac), functions

Module-3 Integration and control of body

20 Hr

- Nervous system, structure of a neuron, classification of nervous system
- Brain- structure, function, transmission of impulses
- Sense organs- structure and function of ear ,eye, nose, tongue, skin

Module-4 Maintaining metabolism

20 Hr

- Circulatory system- heart-structure, cardiac output, cardiac cycle
- Blood and blood components, blood groups, coagulation mechanism,Rh incompatibility
- Respiratory system- anatomy , mechanism of respiration
- Digestive system- oral cavity; teeth, salivary glands, stomach, absorption of food, functions of liver, intestine, anal canal.
- Structure and function of Urinary system
- Endocrine glands functions, hormones produced by the glands

Module-5 Human reproduction

5hr

- Anatomy and physiology of female reproductive system- structure of uterus

- Anatomy of male reproductive system

Related Experiences:

10hr

- Learn about the anatomy of skeletal system
- Learn about the structure of heart and circulation of blood.
- Observe microscopic view of blood composition at laboratory.
- Make students learn the structure of respiratory system, mechanism of respiration with the help of video presentation.
- Learn about digestive system, absorption of food from intestine with the help of video presentation.

References:

- Ross and Wilson. (1992) Anatomy and physiology in Health and illness, Churchill Livingstone publication, London.
- Sear, A. (1985) Anatomy and physiology for nurse's 6th edition, Butter and Tanner publication Ltd, London.
- Ranganathan, T.S.(2004). Text Book and Human anatomy, 6th edition Chand and Company publication Ltd, Ram Nagar, New Delhi.
- Sembulingom, K.(2003). Essentials of Medical Physiology, 2nd Edition, Jaypee brothers publication, New Delhi.

- Best, C.H. and Taylor. (1989). The Human Body, National Book depot publishers, Mumbai, India.
- Bijlani, R.L.(1995). Understanding Medical Physiology, Jaypee brothers Medical (P) Ltd, New Delhi, India .

SEMESTER - I

VHA1S02D23: COMMUNITY HEALTH -I

Credits: 6

Hours per week: 6

Total Lecture Hours: 108

Course Overview & Context

Community Health-I is a skill course which helps the student to understand the importance of environmental sanitation in health . It also helps the student to understand the health delivery system and different programmes related to health and sanitation in India.

The course focuses on Skill Development and Employability. It helps students to understand how a particular microorganism affects the health of the people and how to

improve health through environmental sanitation. The course also helps the student to follow the measures to break the disease spread and cycle. It helps in familiarizing the concept of family health through home visit and providing health education.

The course addresses issues related to Gender, Environmental sustainability, Human values and Professional ethics in the curriculum as it deals with women and child health, environmental sanitation, workplace sanitation, disease control and rendering health education etc.

Course Outcomes:

CO1: Explain the health care delivery system present in India. (understand level)

CO2: Identify the health problems present in India. (understand level)

CO3: Practice hygienic measures at home, community and at hospitals. (apply level)

CO4: Explain about environmental sanitation measures. (understand level)

CO5: Describe the methods of disease prevention and control. (understand level)

CO6: Design a good quality health education for the public. (create level)

Syllabus Content

Module-1 Introduction to community health

920hr

- History, healthcare delivery system-PHC, functions of PHC, role of Health worker at PHC
- WHO-functions, definition of health as per WHO
- Functions of UNICEF,FAO,Red Cross
- Health problems in India, Health Programmes

Module-2 Environmental sanitation

25hr

- Air- Air Pollution, causes, prevention and control of air pollution
- Noise- pollution
- Water- sources of water, water pollution ,purification of water
- Ventilation, types, lighting
- Disposal of waste, solid waste management, liquid waste management, hazards of improper waste management
- Excreta disposal- types of latrine, hospital waste management, segregation, transport and disposal

Module-3 Disease prevention and control

20hr

- Microorganisms
- Classification of micro-organisms
- Mode of transmission of micro-organisms-vector,vehicleborne,carriers,airborne, waterborne
- Hand washing
- Disinfection-methods, physical and chemical method
- Sterilization-methods,autoclaving,incineration

Module-4 home visit

20hr

- Home visit, case record
- Importance of health education in community health
- Group education

Related experience:

23hr

- Health education for community
- Survey on immunization of school children
- Visit to PHC,
- Water purification center
- Home visit
- Record of family health

References:

- Park, k.&Bonarsidar,M.S.(2000) . Essentials of Community Health Nursing, 3rd edition, Bharat publishers, Jabalpur.
- Manelkar.(2002). Textbook for health workers,Bora medical publication, Mumbai
- Primary Health Centre Training guide: Training methodology,(2003). Ministry of Health and Family welfare, New Delhi .
- Health Care Assistance- Community Health Nursing TNOU,(2005). 1st edition, Chennai.
- Better Care during diarrhoea , Ministry of Health and Family Welfare, Govt of India.
- People, Water, & Sanitation, published by The National Drinking Water Mission, Government of India

SEMESTER - I

VHA1SP01D23: BASIC FIRST-AID (PRACTICAL)

Credits:7

Hours per week: 7

Total Lecture Hours: 126

Course Overview & Context

Basic First-aid is a skill practical course which helps the student to understand the basics of First-aid management.

The course focuses on Skill Development and Employability. It helps students to understand how to provide basic first aid in emergency situations. Also helps the students to prepare a first aid box as per the standards.

The course addresses issues related to Human values and Professional ethics in the curriculum as it deals with health, environmental sanitation, workplace sanitation, disease control etc.

Course Outcomes:

CO1: Explain the importance of first-aid. (apply level)

CO2: Assess the vital signs of a victim.. (evaluate level)

CO3: Practice various hygienic procedures. (apply level)

CO4: Describe the first aid management of medical emergencies. (understand level)

Syllabus Content

Module-1 Introduction to first-aid

hrs-20

- First-aid, importance, Principles
- Golden rule of first-aid, first-aid box, Hand hygiene

Module-2 Record of vital signs and CPR

hrs-35

- Record of vital signs-TPR,BP
- Pulse-types, respiration –types, temperature- types,
- management of patient with hyperpyrexia
- management of patient with dyspnea
- CPR- Recovery position

Module-3 First-aid in Emergencies

hrs-41

- Bleeding and dressing
- Animal bites and stings
- Shock
- Stroke
- Choking and asphyxiation, Drowning
- Care of unconscious patient
- Care in fits and convulsions
- Burns and scalds

Module-4 first aid and bandaging**hrs -30**

- Fracture-types, first aid of fracture, carrying a fracture patient
- Bandaging- types, rule of bandaging

SEMESTER- II**VHA2S03D23: NUTRITION****Credits: 4****Hours per week: 4****Total Lecture Hours: 72****Course Overview & Context**

Nutrition is a skill course which helps the student to understand the importance of nutrition in the human body. It includes the common nutritional deficiencies a Duty Assistant sees in Clinics.

The course focuses on Skill Development and Employability. It helps students to understand how a particular nutrient affects the health of the people and work accordingly in the clinics. The course also helps the student to apply the concept of therapeutic diet in preparing a diet for a patient with non-communicable disease and helps in preparing a menu plan for a pregnant /lactating mother.

The course addresses issues related to Gender, Human values and Professional ethics in the curriculum as it deals with human minds, culture, nutrients etc.

Course Outcomes:**CO1: Describe the importance of nutrition.** (Understand level)**CO2: Classify the different types of nutrients and understand its deficiency disorders.**

(Understand level)

CO3: Apply the concept of therapeutic diet in preparing a diet for a patient with non-communicable disease. (apply level)

CO4: Prepare a menu plan for a pregnant /lactating mother. (Create level)

Syllabus Content

Module-1 Food and Health

hrs-15

- Functions of food, Basic food groups
- Balanced diet- definition, concept, importance
- Health, importance of food for health

Module-2 Study of nutrients

hrs-20

- Carbohydrates, Protein, Fat-Sources and Function
- Water: function
- Vitamins- sources and deficiency disorders
- Minerals-Ca, Ph, Iron, Iodine, Sodium, Folic acid

Module-3 Menu Planning and Types of diet

hrs-15

- Principles of menu planning;
- Types of hospital diets-bland diet, soft, liquid, tube feeding

Module-4 Nutrition in special conditions

hrs-12

- a. Pregnancy
- b. Lactation
- c. Old age
- d. Diet in non-communicable diseases-diabetes, atherosclerosis, cancer

e. Diet in liver and kidney diseases

Related Experiences:

10hr

- Learn about food pyramid model in the food science laboratory.
- Visit the dietary services of a hospital
- Prepare different types of diets in special conditions and therapeutic conditions.

References:

Abraham,S.(2016). Nutrition through lifecycle, New age International Publishers, New Delhi.

- St. John Ambulance Association (2000), First Aid the injured, st. John, New Delhi.
- Miriam.(2001). Baby And Child Healthcare, Penguin Publishing Company, New Delhi.
- Shubangini. A. J.(2002) Nutrition and Dietetics, McGraw – Hill Publishing Company Limited, New Delhi. Srilakshmi,B.(2008).Nutrition Science, 3rd Ed, New Age International (P) Ltd. Publishers, New Delhi.
- Bamji M.S., Krishnaswamy, K., and Brahmam (2009). Textbook of Human Nutrition, 3 rd Ed., Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi .
- Park, K.(2005). Park’s Textbook of Preventive and Social Medicine, 18th Ed M/s BanarsidasBhanot Publishers, Jabalpur, India.
- Swaminathan, M.(2001).Principles of Nutrition and Dietetic Bangalore Printing and Pub.Co. Ltd. Bangalore.

- Gopalan,C.,Ramasastri and Balasubramanian,S.C.(2007). Nutritive value of Indian Foods- Nutrient Requirements and Recommended Dietary Allowances for Indians – NIN, ICMR Publications

SEMESTER- II

VHA2S04D23: PAIN AND PALLIATIVE

Credits : 4 credits

Hours/week: 4

Total Lecture Hours : 72

Course Overview and context

Pain and Palliative is a skill course which helps the student to understand the basics of Palliative care, and the different palliative care providing systems.

The course focuses on Skill Development, Entrepreneurship and Employability. It helps students to understand how to provide basic Palliative care, and to develop skill in providing end of life care and care for neurological conditions. It helps in gaining knowledge about the physiological and psychological changes in old age and to modify the care according to the needs of palliative patients.

The course addresses issues related to gender, Human values and Professional ethics in the curriculum.

Course Outcomes:

CO1: Recognize the importance of palliative care. (Remember level)

CO2: Employ the pain management in palliative care. (Apply level)

CO3: Describe Hospice and its functions. (Remember level)

CO4: Develop skill in providing end of life care. (Apply level)

CO5: Develop skill in caring for patients with neurological problems. (Apply level)

Syllabus Content

Module-1 Palliative care

22hr

- Definition,history,concepts,
- Symptoms of palliative patients-pain, dyspnea,vomiting,nausea,swallowing problems, loss of appetite,delirium,ascites
- Palliative nursing- Mouth care, feeding, bedsore, care of wound, tracheostomy care, bowel and bladder care
- Pain management- definition ,assessment of pain, WHO ladder of pain management, NSAIDs, Opioids
- Pediatric palliative care

Module-2 Home care and hospice concept

20hr

- Home care- definition,advantages,teaching of patient relatives
- Hospice –concept, functions
- End of life care-concept,symptoms of death, role of a health worker
- Grief ,bereavement

Module-3 Care of patient with neurological problems

15hr

- Dementia-definition,causes,management
- Alzheimer's disease- causes, stages, management
- Parkinson's disease- causes, stages, symptoms, managements
- Stroke- definition, types, causes, management

Module-4 Care and rehabilitation of paraplegic patients

5hr

Paraplegia- definition, causes, nursing care of patient with paraplegia, rehabilitation

Related Experiences:**10 hr**

- Visit to palliative ward to learn about the facilities available.
- Explore pain management techniques in palliative care ward
- Visit to Hospice
- Learn about possibilities and limitations in palliative ward while
- Caring for end of life patients.

References:

- Park.k.& Bonarsidar, M.S.(2003).Essentials of Community Health,3rd edition, Bharat Publishers.
- Margaret, F. M. Text book on Midwives with modern concepts of Obstetric and neonatal care, 9th edition, C&C Joint Printing Co ltd, Honk kong.
- David,V.(2011). ' Where there is no doctor', Kriya publications, Chennai.
- Dash B.N. (2003).Health and Physical Education, Neelkamal Publications.
- St. John Ambulance Association. (2000).First Aid of the injured.
- Kerujin.N.A.(2004). First Aid Hand Book, Parrasm Book U.K.
- Mervyn,L. Vitamins for your health, Gaurav Publishing House, New Delhi.

SEMESTER - II**VHA2S05D23: COMMUNITY HEALTH -II****Credits :4****Hours/week: 4****Total Lecture Hours : 72****Course Overview and context**

Community Health-II is a skill course which helps the student to understand the basics of Maternal cycle and Obstetrical health along with recognizing various communicable and non-communicable diseases prevalent in India.

The course focuses on Skill Development, Entrepreneurship and Employability. It helps students to provide basic antenatal, intranatal and postnatal care. The course helps in managing Disasters by applying the concept of triaging and Disaster management phases.

The course addresses issues related to Gender, Human values and Professional ethics in the curriculum as it deals with women and child health, environmental sanitation, workplace sanitation, disease control, public awareness session, family planning, school health services etc

Course Outcomes:

CO1: Explain the maternity cycle. (Understand level)

CO2: Identify the health problems during antenatal, intranatal, postnatal periods.

(Understand level)

CO3: Practice hygienic measures during labour management and in care of mothers and newborn. (Apply level)

CO4 : Recognize communicable and non-communicable diseases. (Remember level)

CO5: Manage Disasters by applying the concept of triaging and Disaster management phases. (Create level)

CO6: Plan health education for the public. (Create level)

Syllabus Content

Module-1 Maternal health

25hr

- Maternal cycle, menstrual cycle

- Pregnancy-signs and symptoms of pregnancy, minor disorders of pregnancy, management of hyperemesis gravidarum, types of major disorders of pregnancy(name)
- Antenatal care- antenatal examination, assessment of growth of uterus, advice to antenatal mother
- Labour- stages, management, complication
- Puerperium and its management
- Family planning

Module-2 Child health

10hr

- Neonates- care of newborn, Apgar score
- Breastfeeding-advantages
- Weaning
- Immunization schedule
- School health Programme

Module-3 Disaster management

5hr

- Definition, types, triage, phases of disaster management
- Hospital disaster management, fire safety measures

Module-4 communicable and non-communicable disease

15hr

- Causes, prevention, treatment and control of Communicable disease like Tuberculosis, malaria, filaria, diphtheria, whooping cough, measles, rabies, typhoid, hepatitis, AIDs, Diarrheal disease, Covid

- Causes, prevention, treatment and control of non-Communicable disease like cancer, diabetic mellitus, hypertension

Related Experiences:

17hr

- Visit to primary health center.
- Orientation about ICDS programmers from primary health centre.
- Learn about practical techniques carried out in maternity ward.
- Discuss about Antenatal and postnatal mother's examination.
- Learn about Postnatal care.
- Practical exposure to care of new born in maternity ward.
- Learn about practical techniques of baby bath.
- Observe examination of new born and apgar score.
- Discuss about due date calculation in maternity ward.
- Arrange teaching programme for educating mothers about breast feeding and its advantages.
- Observation of normal delivery in the labour room.

References:

- Chalkley A. M.(2002). " A Text book for the health worker, volume 1, NewAge International publication, New Delhi-110002
- Park, K&Bonarsidar M.S.(1999).Essentials of Community Health Nursing, 3rd Edition, Bharat publishers.
- Margaret, F. M.(1998). Text book on Midwives with modern concepts of Obstetric and neonatal care, 9th edition, C&C joint printing Co ltd, Hong Kong.
- IAP Book on Parent Education, Pregnancy from conception to birth' , Macmillan Publishers,New Delhi.
- Joshua A.K., (1994), Microbiology, Popular book Depot Publishers.
- Anathanarayan R and Panicker C.K.J.(2009). Text book of Microbiology, 8th edition , Universities Press (India) Pvt. Ltd., New Delhi.

- James M. J. (1986) Modern Food Microbiology, 3rd Edition, VanNostrand Publications, New York.
- Ananthanarayanan R. (1998). Textbook of microbiology, 5th edition, Orient Longman publication, Mumbai.

SEMESTER - II

VHA2SP02D23: BASIC NURSING PRACTICE (PRACTICAL)

Credits : 4 credits

Hours/week : 5 hours

Total Lecture Hours : 72

Course Overview and context

Basic Nursing Practice is a skill course which helps the student to understand the basics of Nursing Care and helps in rendering need based care.

The course focuses on Skill Development, Entrepreneurship and Employability. It helps students to understand how to render basic nursing care, and to follow aseptic techniques.

The course addresses issues related to Human values and Professional ethics in the curriculum as it deals with health, environmental sanitation, workplace sanitation, disease control, care needs of the patients etc.

Course Outcomes

CO1: Practice advanced nursing in hospitals. (Apply level)

CO2: Assess the vital signs of a patient (Understand level)

CO3: Identify the basic needs of a patient and provide comfort to them. (Apply level)

CO4: Practice various hygienic procedures (Apply level)

CO5: Develop skill in drug administration. (Apply level)

CO6: Practice the concepts of medical and surgical asepsis in patient care. (Apply level)

Syllabus Content

Module-1 Introduction to health care

hrs-10

- History and evolution of healthcare, ethics of care, importance of health,
- Role and qualities of a health worker,

Module-2 Record of vital signs and physical assessment

hrs-17

- Physical assessment of patient, physical examinations, history taking,
- record of vital signs-TPR,BP
- Pulse-types, respiration –types, temperature- types,
- CPR

Module-3 Basic nursing practice –needs and comfort

hrs-20

- Preparation of patient unit- bed making, principles of bed making,
- types of bed- operation bed, cardiac bed, divided bed, open bed, closed bed
- Personnel hygiene- care of mouth, complication of unhygienic mouth, sponge bath, care of back, bed sore, prevention of bed sore
- Ryle's tube feeding,
- Positions of the patient
- Care of unconscious patient

Module-4 Advanced Nursing practice

hrs -15

- Catheterization and catheter care
- Gastric lavage
- Bladder irrigation
- Sterile dressing, Aseptic techniques
- Basic of drug administration

Related Experiences

hrs-10

Related practical experiences to be recorded in a record are as follows:

- Physical assessment of patient, Record of temperature, pulse, BP.
- Technique of Bed making
- Sponge bathing techniques
- Positioning of patients; Care of back
- Inhalation techniques-steam inhalation
- Mouth care
- Dressing of wounds

- Collection of specimen
- Hand Washing technique
- Carrying out aseptic technique
- Bandaging techniques

Reference

- Sr.Nancy, Nursing procedures, Jaypee publishers, kerala
- Health Care Assistance- Community Health Nursing TNOU,(2005). 1st edition, Chennai.
- Better Care during diarrhoea , Ministry of Health and Family Welfare, Govt of India.
- Abraham,S.(2016). Nutrition through lifecycle, New age International Publishers, New Delhi
- St. John Ambulance Association (2000), First Aid the injured, st. John, New Delhi
- Miriam.(2001). Baby And Child Healthcare, Penguin Publishing Company, New Delhi.

SEMESTER -II

VHA2SI01D23: INDUSTRIAL INTERNSHIP & HOSPITAL TRAINING (Duration-3 months)

Credits : 4

Total Internship Hours : 300

Practical -3 months – internship in the hospitals

Related Experiences 300 hrs

Related practical experiences are as follows:

- Physical assessment of patient, Record of temperature, pulse, BP.
- Technique of Bed making
- positioning of patients
- Care of back
- Inhalation techniques-steam inhalation
- Administering medicines- oral
- Administering of intramuscular injections
- Administering of intravenous injections
- Mouth care
- Dressing of wounds

- Techniques of urinary catheterization (female)
- Administering of enema for bowel care
- Oxygen inhalation therapy
- Gastric lavage
- Collection of specimen
- Hand Washing technique
- Carrying out aseptic technique
- CPR- demonstration (Workshop to be conducted)
- Administering nasogastric feeding
- Bandaging techniques
 - Students have to submit and present the report of the internship during viva.

Related Experiences

Related practical experiences to be recorded in a record are as follows:

- Record of temperature, pulse, BP.
- CPR
- Recovery Position
- Bleeding Management
- Choking
- Dressing of wounds
- Burns
- Hand Washing technique
- Stroke
- Convulsion Management
- Bandaging techniques

Reference

- Sr.Nancy, Nursing procedures, Jaypee publishers, kerala
- Health Care Assistance- Community Health Nursing TNOU,(2005). 1st edition, Chennai.
- Better Care during diarrhoea , Ministry of Health and Family Welfare, Govt of India.
- Abraham,S.(2016). Nutrition through lifecycle, New age International Publishers, New Delhi
- St. John Ambulance Association (2000), First Aid the injured, st. John, New Delhi

SYLLABI FOR GENERAL COURSES

SEMESTER - I

VHA1G01D23: ENGLISH FOR COMMUNICATION-I

Credits: 4

Hours per week: 4

Total Lecture Hours: 72

Course Overview & Context

English for Communication-I is a general course in a Diploma program which helps the student to understand the basics of grammar and helps them to improve their communication skills.

This course focuses on skill development as it helps the duty assistants to communicate their daily works to the persons concerned during the job. Also it helps them in recording, improves fluency and communication skills while they work and thereby prevents duplication and deletion of work at the employment. The course will focus on essential vocabulary, usage and syntactical structures to help students communicate effectively.

Course Outcomes:

CO1: Create positive group communication exchanges and improve vocabulary and grammar. (Create level)

CO2: Identify main ideas and supporting details in academic listening and presentation. (Understand level)

CO3: Develop speaking ability in English both in terms of fluency and comprehensibility. (Understand level)

CO4: Manage reading speed and comprehension of academic articles. (create level)

CO5: Illustrate skills in written and interpersonal communication. (apply level)

CO6: Assess the different forms of communication to be applied according to required situations. (evaluate level)

Syllabus Content

Module-1: Enhancing vocabulary **15 hr**

The Importance of Using Proper Vocabulary when Speaking, Writing, Reading and Listening --Synonyms, antonyms, idioms, phrases, neologisms, plural formation, affixes. Technical words necessary for the course

Module 2-How to Listen Effectively **15 hr**

Active listening—listening for comprehension--

Practice listening to short paragraphs and identifying the main Idea of the passage ---

Dictogloss : The teacher reads a short, text several times and the learners try to produce their own version as close to the original as possible—Note taking

Module 3: Developing Writing Skills **17 hr**

Sentence structure-- Subject –verb agreement—punctuation—Paragraph writing—developing an idea—topic sentence—introductions and conclusions—choosing the right title--

Module 4: Speaking skills **25 hr**

Accurate pronunciation, - phonetic script --stress and intonation patterns in English---

Role play activities to communicate--- asking for directions—ordering food—initiating a conversation—telephone etiquette

References:

- Nesfield J.C. English Grammar Composition & Usage (English). Revised & updated edition, Macmillan Publishers
- Wren and Maratin, High School English Grammar and Composition, revised by N.D.V. Prasada Rao, S. Chand Publications, New Delhi.
- Lana. I. (2014). Learning Vocabulary, Singapore Asia Publishers, Ltd, Singapore

SEMESTER- I

VHA1G02D23 : OFFICE MANAGEMENT

Credits: 4

Hours per week: 4

Total Lecture Hours: 72

Course Overview & Context

Office Management is a general course which helps the student to understand the concept of office and office management.

The course focuses on Skill Development and Employability. It helps students to manage an office, and is also helpful in recognizing the things that should be kept in mind in office accommodation, the principles of accounting, record keeping and material management.

The course addresses issues related to Environmental sustainability, Human values and Professional ethics in the curriculum .

Course Outcomes:

CO1: Explain the concept of office management. (Understand level)

CO2: Apply the principles of accounting. (Apply level)

CO3: Design documents and power point presentations using Microsoft office tools.(Apply level)

CO4: Describe the basics of internet usage and sending and receiving emails (Understand level)

CO5: Explain about maintaining records required in an office (Understand level)

Syllabus Content:

Module-I Introduction to office management

10 hr

Meaning and functions of Office and Office Management – Modern office functions – Office environment – Record maintenance – Office correspondence – Office Stationary and supplies –

Role of Supervisors

Module-II Accounting

10 hr

Basic principles of accounting, assets, liabilities, cost accounting, material management, stock

checking

Module-III Computer skill

25 hr

Introduction to computers: Characteristics, Components, Classifications

Introduction to Windows: Managing Files and Directories

MS Word Processing: Opening and Closing Documents, Text Creation and Manipulation, Formatting the Text, Table Creation.

MS Spreadsheet: Elements of a Spreadsheet, Cell Manipulation, Formulas,

MS Powerpoint: Creating a Slide-Title, Text, Font, Bullets and Intent, Slide Design, Slide Animation and Slide Show.

Computer Communication and Internet: Introduction to Communication, Internet – Basics, Application, Services : WWW, Websites, E-mail, Web Browsers, Surfing the Internet

Module-IV Maintain records

12 hr

Introduction – need, objectives, kind of records Organization of records department

Classifying and indexing of records and files

Principles-retention and disposition of record

Legal aspects of office records

Related Experiences:

15 hr

- Planning and scheduling of office work

- Preparation of income and expenditure account
- MS Word, MS excel, Power Point creation
- Visit to a MRD department

References:

- Chopra• & Chopra,–office management - Himalaya publications
- James, A.F Stoner et.al: Management•
- Krishna Murthy- S - Office Management - Chand publications•
- Mahajan, J.P: fundamentals of office management•
- Prasad, L.M: Principles and Practices of Management•
- Shrma• & Gupta- Organization & Management - Kalyani Pub.offi
- C.S. French• "Data Processing and Information Technology& quot;, BPB Publications 1998
- P.K Sinha `Computer Fundamentals`, BPB Publications, 1992•

SEMESTER - I

VHA1G03D23: ENTREPRENEURSHIP DEVELOPMENT

Credits: 4

Hours per week: 4

Total Lecture Hours: 72

Course Overview & Context

Entrepreneurship Development is a general course which helps the student to understand the concept of entrepreneurship, and Health economics.

The course focuses on Skill Development, Entrepreneurship and Employability. Provides an insight into the entrepreneurial qualities and skills required for formation of an enterprise and give awareness about the support systems available to the entrepreneurs.

The course addresses issues related to Gender, Environmental sustainability, Human values and Professional ethics in the curriculum

Course Outcomes:

CO1: Understand the concepts relating to entrepreneurship. (Understand level)

CO2: Administer the steps in project identification (Apply level)

CO3: Apply the aspects of project formulation(Apply level)

CO4: Discuss the programmes for entrepreneurial support (Understand level)

Syllabus Content:

Module I **20 Hours**

Introduction to Entrepreneurship- Meaning-Characteristics of an entrepreneur- Functions of an Entrepreneur, Classification of entrepreneurs-Digital Entrepreneurship- Social Entrepreneurship and Women Entrepreneurship- Problems faced by Women Entrepreneurs

Module II **15 Hours**

Project Identification-Project- Meaning- Types- Project Management- Project life Cycle- Project identification- Sources of Project Idea-Sources of Business idea.

Module III **17 Hours**

Project Formulation and Report- Formulation of a project- Stages in project formulation- preparation of a project report- contents of project report

Module IV **20 Hours**

Entrepreneurial Support- Entrepreneurial Education and training-Entrepreneurship Development Programmes-The Concept, Role and Functions of Business Incubators- Start-

Ups-Cluster Development Schemes- Industrial Estates- -Green Channel clearances- -
Bridge Capital- Seed Capital Assistance

Reference

Entrepreneurship Development & Project Management - M M Abraham , Publisher-
Prakash Publications

Syllabi Semester II

SEMESTER - II

VHA2G04D23: ENGLISH FOR COMMUNICATION -II

Credits: 5

Hours per week: 4

Total Lecture Hours: 90

Course Overview & Context

English for Communication-II is a general course which helps the student to improve the communication and presentation skills.

The course focuses on Skill Development and Employability. It helps students to understand how to deliver public speaking, how to perform well in interviews and improves writing skills.

This course will hone the language skills of the learners and equip them to write for academic and professional, or personal purposes. The course will focus on writing, public speaking, and advanced reading comprehension.

Course Outcomes:

CO 1:Practice the formal elements of specific genres of written communication: letters, email, resume, essays, notices, reports. (Apply level)

CO 2:Develop soft skills for presentation and formal communication through individual and group activities. (Apply level)

CO 3:Employ verbal/oral communication skills to communicate effectively and appropriately in real-life situations. (Apply level)

CO 4:Illustrate a writing style that aids and enhances communication. (Apply level)

CO 5:Apply different forms of communication and language processes in various contexts. (Apply level)

Syllabus Content

Module 1—Professional Writing

28 hr

Write resumes and cover letters, write business letters and informal letters,email etiquette

Module -2 Advanced Reading

27 hr

Critical reading of a text—analytical reading-- summarizing-- Being able to distinguish the main idea and supporting details—Skimming and Scanning—Inferential reading

Module 3 – Group Discussions

25 hr

How to engage in Group Discussions—being assertive --- etiquette to be followed while engaging in Group Discussions—Working in a team-leadership skills

Module 4 - Public speaking

10 hr

Hone public speaking skills—voice modulation—Body language-

Self Introduction—Persuasive speaking --- Informative speech—Speeches on special occasions-- how to create a power point presentation—make it engaging– creative—using text—

References:

- Sasikumar V., KiranmaiDutt .P and Geetha R.(2002). Communication Skills in English, published by Cambridge University Press India Pvt. Ltd. under the imprint of Foundation Books.
- Anuradha .S.(1999). Comprehension Success 2, Frank Educational Aids.
- Patricia. A.B.(2003). Grammar Made Easy 2.Vikas Publishing House Pvt Ltd.New Delhi.
- Poonam. L.(2006). My big book of Comprehension, RatnaSagar Pvt. Ltd. Hyderabad. ISBN.81-8332-063-5

SEMESTER - II

VHA2G05D23: SOCIAL PSYCHOLOGY

Credits: 5

Hours per week: 4

Total Lecture Hours: 90

Course Overview & Context

Social Psychology is a general course which helps the student to understand the concepts of Sociology and Psychology. It includes the common social and Psychological problems a Duty Assistant faces while working.

The course focuses on Skill Development and Employability. It helps students to understand human nature and work accordingly in the clinics. Also helps the student to maintain good interpersonal relationships with the patients and to provide psychological support and counseling.

The course addresses issues related to Gender, Human values and Professional ethics in the curriculum as it deals with human minds, culture, family, society etc.

Course Outcomes:

CO1: Explain the various concepts of sociology. (understand level)

CO2: Discuss various social problems. (understand level)

CO3: Discuss the fundamental laws of Psychology. (understand level)

CO4: Justify the relation between family and culture. (evaluate level)

CO5: Plan a counseling session for a hospitalized patient. (create level)

Syllabus Content

Module-1 Basics of sociology

20hr

- Definition of sociology, social organization
- Social interaction-types, perspectives
- Social stratification-characteristics, functions
- Socialization-stages, role of socialization in the personality development of an individual
- Social problems-illiteracy, poverty, population explosion, drug addiction, alcohol abuse, juvenile delinquency, sexual abuse, rape.

Module-2 Fundamentals of psychology

20hr

- Definition of psychology, basic psychological process
sensation,attention,personality,perception,learning,thinking,behavior,attitude,frustration, conflicts
- Defense mechanism, id, ego, super ego,
- Maslow's hierarchy of needs.
- Mental health problems : anxiety,depression,stress,psychosis and psychotic illness
- Coping with stress,characteristics of happy people, factors promote wellness,

- Geriatric psychology.

Module 3 Culture & Family

15hr

Definition, nature, characteristics of culture. Meaning, definition of family, functions of family, nuclear & joint family, factors of change in the family.

Module 4 counseling

15hr

Definition, concepts, steps in counselling, importance, qualities of a counselor, role of a counselor

Related experience:

20hr

- Visit to old age home
- Group discussion and role play
- Practice counselling technique

References:

- Marivnis, J.J. (2005). Sociology, Dorling Kendersky Publications, London.
- Shankar Rao C.R. (2014). Sociology-Principles of Sociology with an introduction to social thought, S.Chand Publications, New Delhi.
- Bhushan, V. & Sachdev, D.R., (1994). An introduction to Sociology, Kitab Mahal Publishers, India.

- Mangle, S.K.(2006). Educational Psychology M/s Prakash Brothers Publications, Ludhiana .
- Rathus, Spencer A. (1996) : Essentials of Psychology.
- Schopler, J.(1993).Introduction to Psychology, Tata Mcgraw Hill publishing.
- James, W.(1996).Introdcution to Psycholgy-Problems, procedures & Principles
- Atkinson, Richard,C.(1979).Introduction to Psychology, 4th edition, Brooks/cole Publishing, Ltd.
- Biswas, S.K. (1987). Aging in contemporary India,The Indian Anthropological
- Society publishing ,Calcutta.

Model Question Paper

ST. TERESA'S COLLEGE (AUTONOMOUS), ERNAKULAM

COMMUNITY COLLEGE

SEMESTER –

COURSE CODE :

COURSE NAME:

MARKS: 60

TIME: 3

HOURS

PART – A

1. Answer all the questions: Each questions carries 1 mark. 5 questions in each set.

(20 x 1 =20 Marks)

A. MULTIPLE CHOICE QUESTIONS (5 NO:)

B. MATCH THE FOLLOWING (5 NO:)

C. TRUE / FALSE (5 NO:)

D. ONE WORD QUESTIONS (5 NO:)

PART -B

II. SHORT ANSWER QUESTIONS (5 X 2 =10 MARKS)

7 questions will be given of which 5 have to be answered. Each question carries 2 marks.

PART – C

III. SHORT ESSAY (4 X 5 =20 MARKS)

6 questions will be given of which 4 have to be answered. Each question carries 5 marks.

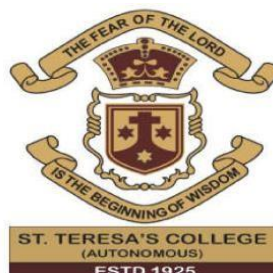
PART – D

IV. LONG ESSAY QUESTIONS (1 X 10 = 10 MARKS)

2 questions will be given of which 1 have to be answered. Each question carries 10 marks.

ST.TERESA'SCOLLEGE(AUTONOMOUS),ERNAKULAM

AffiliatedtoMahatmaGandhiUniversity,Kottayam



COURSECODE:

ADD-ONCOURSEONFIRST-AID MANAGEMENT

Offered by

DepartmentofCommunityCollege

2023-2024

ADD-ON COURSE ON FIRST-AID MANAGEMENT DEPARTMENT OF COMMUNITY COLLEGE

THE IMPORTANCE OF FIRST AID AWARENESS IN COLLEGES

First aid is an important tool in quickly responding to accidents to ensure that injuries can be efficiently and promptly dealt with before a trained medical professional arrives to administer more specialized treatment. First aid in Colleges is especially helpful as children often get into accidents that can need swift care in order to prevent things from escalating. Whether it's a minor injury or something more serious like a fracture, preventing further complications is paramount. Ensuring there are trained first aiders within the campus, will help a College be a safer environment for everyone. Here are just some of the benefits that come from having a first aider on site.

A quick response

Since some accidents won't require any professional treatment provided injuries don't get aggravated, a speedy response from a first aider will prevent things from getting any worse and provide the necessary care. It's natural for children to be upset when they get injured, so reassuring them as soon as possible will help calm them down and get them feeling better.

First aid can save lives

When it comes to more serious injuries, first aid provides an essential role in keeping a casualty from getting worse and helps to stabilize their condition before professional help can arrive. CPR plays a core role in first aid training and quick application is crucial, so having a trained first aider on site who can stay composed under pressure is highly beneficial.

A greater sense of safety

Becoming trained on first aid methods will help you to feel more secure and confident when deal with emergency situations as you will know the most efficient ways to deal with the situation. An added benefit of this is that the people around you, be it students or other teachers and staff, will also feel more reassured knowing that there are trained people on site.

AIMS&OBJECTIVES

The First Aid training course is designed to enable people designated as a First Aider to carry out appropriate first aid in an emergency situation at campus.

At the end of the course, the candidate will be able to manage a casualty who is injured at work, or suffers from a serious illness, while waiting for more qualified medical help to arrive.

LEARNING OUTCOMES

On completion of training, successful candidates should be able to:

1. Provide emergency first aid at work
2. Administer first aid to a casualty with:
 - Injuries to bones, muscles and joints, including suspected spinal injuries
 - Burns and scalds
 - Animal bites and insect stings
 - Anaphylactic shock
3. Recognize the presence of major illness and provide appropriate first aid
4. Use of available equipment
5. Assess the situation and circumstances in order to act safely, promptly and effectively in an emergency
6. Administer first aid to a casualty who is unconscious (including seizure)
7. Administer cardiopulmonary resuscitation
8. Administer first aid to a casualty who is choking
9. Administer first aid to a casualty who is wounded and bleeding
10. Administer first aid to a casualty who is suffering from shock
11. Provide appropriate first aid for minor injuries

DURATION OF THE COURSE

Duration of the course of First Aid Management is 30 hours/6 months. Courses shall have 1 working day per week inclusive of all examinations.

EXAMINATIONS

The evaluation of the courses shall contain two parts – Theory exam and Practicals.
Overall Theory:Practical ratio will be maintained as 50:50.

SYLLABI

**Name of the Course: ADCFAM Duration: 6
months**

Total Lecture/Practical Hours: 30 (1 hour/week)

Module 1: Basic First-Aid Techniques (7 hours)

- Introduction to First aid
- Aims, Principles and Golden Rules of First –Aid
- First-Aid Box
- Basic CPR, Vital Signs
- Recovery Position
- Hand Hygiene

Module 2: Wounds and Injuries (5 hours)

- Management of fracture and sprain
- Dressing and bandaging
- Management of bleeding: Nose, Mouth, Varicose Vein

Module 3: Medical Emergencies (10 hours)

- Anaphylactic shock
- Animal Bites and Insect Stings: Insect stings, Snake Bite, Scorpion sting, Dog bite
- Chocking
- Drowning
- Burns

Module4:NervousSystemandUnconsciousness(4hours)

- EmergencymanagementofStroke
- Seizure,FitsandConvulsion
- ManagementofUnconsciousperson

Module5:DisasterManagement(4hours)

- DisasterManagement
- Triage

REFERENCES

- ❖ IndianRedCrossSociety–BelgianRedCrossFlanders.IndianFirst AidGuidelines. 2014.
- ❖ WHO.PsychologicalFirstAidGuideforFieldWorkers.2011
- ❖ MinistryofHealthandFamilyWelfareIndia.IntroductionTrainingModulefor ASHAs in Urban Areas. 2011.
- ❖ StJohnAmbulanceIndia–IndianRedCrossSociety.FirstAid(Englishversion) Authorized Manual 6th Edition. 2011.
- ❖ IFRCInternationalFirstAidGuidelines2011.
- ❖ BelgianRedCrossFlanders.EuropeanFirstAidMaterialsEFAM.2011.

INSTRUCTORS

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Assistant

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LT. COL.BK. Lalitha

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GERIATRICCOURSEPROSPECTUS(old)

RELEVENCEOFTHECOURSE

According to World Health Organisation, the average life expectancy at birth of the global population is 71 years.In Kerala, the average life expectancy is more than 71 years and the

greater longevity of life adds to diverse health concerns. There is also a paradigm shift in disease pattern from communicable diseases to non-communicable diseases and emergence and re-emergence of diseases.

In the social scenario, breaking up of extended families into nuclear units, less number of children in each family, people going abroad in search of jobs, changes in life style, food habits, work culture, influence of westernisation in to our culture, increase in population, increased incidence of accidents etc. had contributed to various physical and psychological health problems. there is a high demand for aged care workers in the healthcare industry.

According to the [National Council on Aging](#), 8 out of every 10 older people have at least one chronic disease — and many have more than one. Geriatric care fine-tunes disease management with medication, lifestyle changes, and other therapies to reduce symptoms and decrease the risk of serious complications.

Geriatric care involves a field of nursing concerned with improving and maintaining the health of older adult patients. People who specialise in this field undergo specific education that teaches them how to care for older adult patients and understand their specific health needs. Added to this, issues relating to the care of the patients with end-stage diseases and their families and the growing elderly population are to be addressed to the extent our resources could mobilize.

In order to achieve these targets, apart from other resources, skilled human resource is an important component. The health care industry is facing acute shortage of skilled human resources. We believe this shortage would be compensated by generating appreciable number of skilled human resources. It's important to know it includes both medical and non-medical/personal care services.

Care giving by a trained person and non-trained person makes a lot of difference. When a trained person is taking care it gives a confidence to patient and relatives. In order to achieve this, this course gives an opportunity to equip the non-medical person to a trained geriatric care person to serve the community of older people.

ACKNOWLEDGEMENT

We remember with gratitude the support of Rev. Dr. Director Sr. Vinitha, Principal Dr. Alphonsa Vijaya Joseph, Sr. Jane, HOD community college, the members of the Board of Studies, and faculty members of the department of community college for their constructive suggestions and contributions.

Lt.Col.LalithaBK (Asst.
Prof.)
CommunityCollege,DHA

COURSE ON GERIATRIC CARE

AIMS AND OBJECTIVES.

The geriatric care course is designed to:

- **Raise awareness of geriatric issues.**
- **Educate people on the specific care requirements of geriatric patients.**
- **Emphasize the importance of caring for the elderly and their societal rights.**

COURSE OUTCOMES

This course equips students with the knowledge of elderly care needs. It provides fundamental understanding of nursing requirements and the challenges faced by the elderly population. This fosters awareness and motivates public to serve the community.

DURATION OF THE COURSE

Duration of the Geriatric course is 3 months inclusive of all examinations. Courses shall have classes of 7 hours per week on regular working days and Saturdays. Practicals will be conducted every Saturday / holidays.

PREREQUISITES

Anyone who passed the 10th standard.

SYLLABUS CONTENT

Objectives

- To understand the issues of elderly people.
- To understand the physical care of elderly people.
- To learn the basic nursing needs of elderly people.
- To understand the geriatric psychology and communication.

- To prevent the complications due to old age
- To understand the basics of human body and their functions
- To understand the end of life care, grief and bereavement.
- Learn the life coping skills in caring the elderly
- Educating family members about, best practices, disease prevention and how to promote self-care

Learning outcomes

- On completion of the course, successful candidates should be able to provide basic care to the elderly person.
- They should be able to understand the problems of elderly people
- They should be able to communicate with the elderly people and their families
- Should be able to understand physiology of human body
- They should be having a basic knowledge about the geriatric psychology and life coping skills.
- They should understand the grief and bereavement and should be able to cope with the end of life care .
- They should be able to teach the family and society about the need of elderly care.
- Helping rehabilitate elderly patients after injuries
- Watching for signs of elder abuse
- Giving advice on disease prevention and personal safety tips.
- Connecting patients with local resources
- Transporting patients to doctor's visits and other appointments
- Helping patients with daily needs, such as dressing, bathing and using the bathroom

MODULE 1

CONCEPTS AND SOCIAL ISSUES OF ELDERLY PATIENTS.

- **Introduction and concept of old age care WHO definition of elderly**
- **social issues,, economical issues, issues of care to elderly, family issues of elderly,**
- **Institutionalisation, alternative to nursing homes.**
- **Dimensions of old age, chronological, psychological and physical dimensions of old age.**
- **Retirement, social isolation, Senior citizens, old age benefits.**
- **Common healthcare problems related to old age like Arthritis, Diabetes, Cancer, Respiratory diseases, Alzheimers disease, Dementia, Pneumonia, Obesity, Falls, Sensory problems, Digestive problems, hearing impairment, cataract, lowering of immunity etc.**

MODUL 2

BASICS OF NURSING CARE

- **Recording of temperature, pulse, respiration, blood pressure. Weight and height record,**
- **checking blood sugar level, distribution of medicines, (prescribed as per prescription)**

- Care of immobilised patients, care of mouth, care of back, care of skin, care of nails, Sponge bath, care of hair, oral feeding, tube feeding, nebulization, breathing exercises, care of bladder and bowels, comfortable positions, ambulation, prevention of bed sore.
- Bandaging, dressings, hand washing, disinfection and sterilization meaning, prevention of cross infection, introduction to microorganisms - bacteria, fungus and virus.

MODULE 3

GERIAPSYCHOLOGY

- Definition of Geriapsychology, attitudes, personality, self concept and self esteem, conflicts, frustrations, emotions, perceptions, fear, learning and memory, cognitive styles, personality development, intellectual functioning, depression, adjustment, physical incapability, fear of death and disease, changing life styles.
- Depression, Anxiety, Stress, Mood variations, Dementia (Alzheimers), phobias, paranoia, psychosis, sleeping disorders.

MODULE 4

PHYSIOLOGY OF AGING

G

- General introduction to body, cells, tissues, body cavities, body systems, movements and joints, sense organs, blood - general introduction to blood groups, fluids and electrolytes, dehydration.
- Physical appearance, Central nervous system deterioration, Organ functioning.
- Decreased body functions due to aging, decreased musculoskeletal power, hearing problems, impairment of other functions, vision impairment.
- Lack of sense of priority, more free time, lack of structure, deteriorating health, loss of body fluid, drug abuse, alcoholism, less muscle fat, low metabolic rate.

MODULE 5

LIFE COPING SKILLS

- Skill development, co-ordination, work ethics, problem solving, interpersonal relationship, delegation, creativity, record keeping.
- Life cycles, deal with fear of nearing death, grief, bereavement.
- Communication and barriers of communication, Good listening.
- Deal with fear of nearing death, end of life care, grief, bereavement.

PRACTICALS

- **Vitalassessment-TPR**
- **RecordofBloodpressure**
- **Dressingofwound**
- **Spongebath**
- **Careofback**
- **Carenails**
- **Careofskin**
- **Careoffoot**
- **Careofears**
- **Careofmouth**
- **Careofeyes**
- **Preventionofbedsore**
- **Bandaginganddressingsofwound**
- **FeedingOral,nasogastric,Jejunostomy, feeding**
- **Posturaldrainageandbreathingexercises**
- **Enema,suppositories**
- **Steaminhalations**
- **Coldandhotfomentation**
- **Administrationofmedicine-basics**
- **UrinaryCathetrrcare**

ReferencesforGeriatriccourse

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8. ^"[GeriatricPsychology:CareerOptions,JobDutiesandRequirements](#)".*Study.com*. Retrieved .
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