

Semester Plan: -

Total weeks per semester: 26 weeks semester

Number of weeks per semester for instruction: 20 weeks (40 hours per week x 20 weeks=800 hours)

Number of working days: Minimum of 100 working days (5 days per week x 20 weeks)

Vacation, Holidays, Examination and Preparatory Holidays; 6 weeks

Vacation 3 Weeks

Holidays 1 week

Examination and Preparatory Holidays; 2 Weeks

COURSES OF INSTRUCTION WITH CREDIT STRUCTURE

5	Fifth	N-CHN(I) 301	Child Health Nursing I including Essential Newborn Care (ENBC), FBNC, IMNCI and PLS, modules	3	60	1	40	2	160	260
		N-MHN(I) 305	Mental Health Nursing I	3	60			1	80	140
		N-COMH(I) 310	Community Health Nursing I including Environmental Science & Epidemiology	5	100			2	160	260
		EDUC 315	Educational Technology/Nursing Education	2	40	1	40			80
		N-FORN 320	Introduction to Forensic Nursing and Indian laws	1	20					20
		SSCC(I) 325	Self-study/Co-curricular							20+20
			TOTAL	14	280	2	80	5	400	14+2+5=21

V SEMESTER

Scheme of Examination

S. No.	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
Theory						
1	Child Health Nursing I	*25				
2	Mental Health Nursing I	*25				
3	Community Health Nursing I including Environmental Science & Epidemiology	25		75	3	100
4	Educational Technology/Nursing Education	25		75	3	100
5	Introduction to Forensic Nursing and Indian Laws	25	25		2	50
Practical						
6	Child Health Nursing I	*25				
7	Mental Health Nursing I	*25				
8	Community Health Nursing I	50		50		100

***Will be added to the internal marks of Child Health Nursing II and Mental Health Nursing II in both theory and practical respectively in the next semester (Total weightage remains same).**

CHILD HEALTH NURSING - I

PLACEMENT: V SEMESTER

THEORY: 3 Credits (60 hours)

PRACTICUM: Lab/Skill Lab: 1 Credit (40 hours) Clinical: 2 Credits (160 hours)

DESCRIPTION: This course is designed for developing an understanding of the modern approach to child-care, identification, prevention and nursing management of common health problems of neonates and children.

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

1. Develop understanding of the history and modern concepts of child health and child-care.
2. Explore the national child welfare services, national programs and legislation in the light of National Health Policy 2017.
3. Describe the role of preventive pediatrics and perform preventive measures towards accidents.
4. Participate in national immunization programs/Universal Immunization Program (UIP).
5. Identify the developmental needs of children and provide parental guidance.
6. Describe the principles of child health nursing and perform child health nursing procedures.
7. Demonstrate competencies in newborn assessment, planning and implementation of care to normal and high-risk newborn including neonatal resuscitation.
8. Apply the principles and strategies of Integrated management of neonatal and childhood illness (IMNCI).
9. Apply the knowledge of pathophysiology and provide nursing care to children with respiratory system disorders.
10. Identify and meet childhood emergencies and perform child CPR.

COURSE OUTLINE

T – Theory, L/SL – Lab/Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	10 (T) 10 (L)	<p>Explain the modern concept of child-care</p> <p>Describe National policy, programs and legislation in relation to child health & welfare</p> <p>Describe role of preventive pediatrics</p>	<p>Introduction: Modern concepts of child-care</p> <ul style="list-style-type: none"> • Historical development of child health • Philosophy and modern concept of child-care • Cultural and religious considerations in child-care • National policy and legislations in relation to child health and welfare • National programs and agencies related to welfare services to the children • Internationally accepted rights of the child • Changing trends in hospital care, preventive, promotive and curative aspect of child health • <i>Preventive pediatrics:</i> <ul style="list-style-type: none"> ○ Concept ○ Immunization ○ Immunization programs and cold 	<ul style="list-style-type: none"> • Lecture Discussion • Demonstration of common pediatric procedures 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of skills with checklist

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>List major causes of death during infancy, early & late childhood</p> <p>Differentiate between an adult and child in terms of illness and response</p> <p>Describe the major functions & role of the pediatric nurse in caring for a hospitalized child.</p> <p>Describe the principles of child health nursing and perform child health nursing procedures</p>	<p>chain.</p> <ul style="list-style-type: none"> ○ Care of under-five and Under-five Clinics/Well-baby clinics ○ Preventive measures towards accidents ● Child morbidity and mortality rates ● Difference between an adult and child which affect response to illness <ul style="list-style-type: none"> ○ Physiological ○ Psychological ○ Social ○ Immunological ● Hospital environment for sick child ● Impact of hospitalization on the child and family ● Communication techniques for children ● Grief and bereavement ● The role of a child health nurse in caring for a hospitalized child ● Principles of pre and postoperative care of infants and children. <p><i>Child Health Nursing procedures:</i></p> <ul style="list-style-type: none"> ● Administration of medication: oral, I/M, & I/V ● Calculation of fluid requirement ● Application of restraints ● Assessment of pain in children. <ul style="list-style-type: none"> ○ FACES pain rating scale ○ FLACC scale ○ Numerical scale 		
II	12 (T)	<p>Describe the normal growth and development of children at different ages</p> <p>Identify the needs of children at different ages & provide parental guidance</p> <p>Identify the nutritional needs of children at different ages & ways</p>	<p>The Healthy Child</p> <ul style="list-style-type: none"> ● Definition and principles of growth and development ● Factors affecting growth and development ● Growth and development from birth to adolescence ● Growth and developmental theories (Freud, Erickson, Jean Piaget, Kohlberg) ● The needs of normal children through the stages of developmental and parental guidance 	<ul style="list-style-type: none"> ● Lecture Discussion ● Demonstration ● Developmental study of infant and children ● Observation study of normal & sick child ● Field visit to Anganwadi, child guidance clinic ● Videos on breast feeding 	<ul style="list-style-type: none"> ● Short answer ● Objective type ● Assessment of field visits and developmental study reports

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		of meeting needs Identify the role of play for normal & sick children	<ul style="list-style-type: none"> Nutritional needs of children and infants <ul style="list-style-type: none"> breast feeding exclusive breast feeding Supplementary/artificial feeding and weaning Baby friendly hospital concept Types and value of play and selection of play material 	<ul style="list-style-type: none"> Clinical practice/field 	
III	15 (T) 20 (L)	Provide care to normal and high- risk neonates Perform neonatal resuscitation Recognize and manage common neonatal problems	Nursing care of neonate: <ul style="list-style-type: none"> Appraisal of Newborn <ul style="list-style-type: none"> Nursing care of a normal newborn/essential newborn care Neonatal resuscitation <ul style="list-style-type: none"> Nursing management of low birth weight baby Kangaroo mother care <ul style="list-style-type: none"> Nursing management of common neonatal disorder <ul style="list-style-type: none"> Hyperbilirubinemia Hypothermia Hyperthermia Metabolic disorder Neonatal infections Neonatal seizures Respiratory distress syndrome Retinopathy of Prematurity Organization of neonatal care unit Neonatal equipment 	<ul style="list-style-type: none"> Modular based teaching: ENBC and FBNC module (oral drills, videos, self-evaluation exercises) Workshop on neonatal resuscitation: NRP module Demonstration Practice Session Clinical practice Lecture Discussion 	<ul style="list-style-type: none"> OSCE Short answer Objective type
IV	10 (T) 5 (L)	Apply principles and strategies of IMNCI	Integrated management of neonatal and childhood illnesses	<i>Modular based teaching:</i> IMNCI module <ul style="list-style-type: none"> Clinical practice/field 	<ul style="list-style-type: none"> OSCE
V	8 (T)	Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of respiratory, and endocrine system	Nursing management in common childhood diseases Respiratory system: <ul style="list-style-type: none"> Identification and Nursing management of congenital malformations Congenital disorders: Tracheoesophageal fistula, Diaphragmatic hernia 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Practice session Clinical practice 	<ul style="list-style-type: none"> Short answer Objective type Assessment of skills with checklist

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> Others: Acute naso-pharyngitis, Tonsillitis, Croup, Bronchitis, Bronchiolitis, Pneumonia, Asthma <p>Endocrine system:</p> <ul style="list-style-type: none"> Juvenile Diabetes mellitus, Hypo-thyroidism 		
VI	5 (T) 5 (L)	Develop ability to meet child- hood emergencies and perform child CPR	<p>Childhood emergencies</p> <ul style="list-style-type: none"> Accidents – causes and prevention, Poisoning, Foreign bodies, Hemorrhage, Burns and Drowning PLS (AHA Guidelines) 	<ul style="list-style-type: none"> Lecture Discussion Demonstration PLS Module/ Workshop 	<ul style="list-style-type: none"> OSCE

CHILD HEALTH NURSING - I & II CLINICAL (3 Credits – 240 hours)

PLACEMENT: V & VI SEMESTER

PRACTICUM: Skill Lab: 1 Credit (40 hours)

Clinical: V SEMESTER – 2 Credits (160 hours) VI SEMESTER – 1 Credit (80 hours)

PRACTICE COMPETENCIES: On completion of the course, the students will be able to

1. Perform assessment of children: health, developmental & anthropometric.
2. Provide nursing care to children with various medical disorders.
3. Provide pre & postoperative care to children with common pediatric surgical conditions/ malformation.
4. Perform immunization as per NIS.
5. Provide nursing care to critically ill children.
6. Give health education/nutritional education to parents.
7. Counsel parents according to identified counseling needs.

Skill Lab

Use of Manikins and

Simulators PLS, CPAP,

Endotracheal Suction

Pediatric Nursing

Procedures:

- Administration of medication – Oral, IM & IV
- Oxygen administration
- Application of restraints
- Specimen collection
- Urinary catheterization and drainage
- Ostomy care
- Feeding – NG, gastrostomy, Jejunostomy
- Wound dressing
- Suture removal

CLINICAL POSTINGS

8 weeks × 30 hours per week (5 weeks + 3 weeks)

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Pediatric Medical Ward	V Sem – 2 weeks VI Sem – 1 week	<ul style="list-style-type: none"> ● Provide nursing care to children with various medical disorders 	<ul style="list-style-type: none"> ● Taking pediatric history ● Physical examination & assessment of children ● Administration of oral, I/M, & I/V medicine/fluids ● Calculation of fluid replacement ● Preparation of different strengths of I/V fluids ● Application of restraints ● Administration of O₂ inhalation by different methods ● Baby bath/sponge bath ● Feeding children by Katori spoon, Paladai cup ● Collection of specimens for common investigations ● Assisting with common diagnostic procedures ● Teaching mothers/ parents <ul style="list-style-type: none"> ○ Malnutrition ○ Oral rehydration therapy ○ Feeding & Weaning ○ Immunization schedule ● Play therapy 	<ul style="list-style-type: none"> ● Nursing care plan – 1 ● Case study presentation – 1 ● Health talk – 1 	<ul style="list-style-type: none"> ● Assess performance with rating scale ● Assess each skill with checklist OSCE/OSPE ● Evaluation of case study/ presentation & health education session ● Completion of activity record
Pediatric Surgical Ward	V Sem – 2 weeks VI Sem – 1 week	<ul style="list-style-type: none"> ● Recognize different pediatric surgical conditions/ malformations ● Provide pre & post-operative care to children with common paediatric surgical conditions/ malformation ● Counsel & educate parents 	<ul style="list-style-type: none"> ● Calculation, preparation & administration of I/V fluids ● Bowel wash, insertion of suppositories ● Care for ostomies: <ul style="list-style-type: none"> ○ Colostomy Irrigation ○ Ureterostomy ○ Gastrostomy ○ Enterostomy ● Urinary catheterization & drainage ● Feeding <ul style="list-style-type: none"> ○ Naso-gastric ○ Gastrostomy 	<ul style="list-style-type: none"> ● Nursing care plan – 1 ● Case study/ presentation – 1 	<ul style="list-style-type: none"> ● Assess performance with rating scale ● Assess each skill with checklist OSCE/OSPE ● Evaluation of case study/ presentation ● Completion of activity record

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
			<ul style="list-style-type: none"> ○ Jejunostomy ● Care of surgical wounds ○ Dressing ○ Suture removal 		
Pediatric OPD/ Immunization room	V Sem – 1 week	<ul style="list-style-type: none"> ● Perform assessment of children: health, developmental & anthropometric ● Perform immunization ● Give health education/ nutritional education 	<ul style="list-style-type: none"> ● Assessment of children <ul style="list-style-type: none"> ○ Health assessment ○ Developmental assessment ○ Anthropometric assessment ○ Nutritional assessment ● Immunization ● Health/Nutritional education 	<ul style="list-style-type: none"> ● Growth and developmental study: <ul style="list-style-type: none"> Infant – 1 Toddler – 1 Preschooler – 1 Schooler – 1 Adolescent – 1 	<ul style="list-style-type: none"> ● Assess performance with rating scale ● Completion of activity record.
NICU & PICU	VI Sem – 1 week	<ul style="list-style-type: none"> ● Provide nursing care to critically ill children 	<ul style="list-style-type: none"> ● Care of a baby in incubator/warmer ● Care of a child on ventilator, CPAP ● Endotracheal Suction ● Chest Physiotherapy ● Administration of fluids with infusion pumps ● Total Parenteral Nutrition ● Phototherapy ● Monitoring of babies ● Recording & reporting ● Cardiopulmonary Resuscitation (PLS) 	<ul style="list-style-type: none"> ● Newborn assessment – 1 ● Nursing Care Plan – 1 	<ul style="list-style-type: none"> ● Assess performance with rating scale ● Evaluation of observation report ● Completion of activity record

References

1. Ghai O.p. et al. (2000) Ghai's Essentials of Paediatrics. 1stedn. Mehta offset works. New Delhi.
2. Marlow Dorothy & Redding. (2001) Textbook of Paed. Nsg. 6thedn. Harbarcourt India ltd. New Delhi
3. Parthasarathy et al. (2000) IAP Textbook of Paediatric Nsg. Jaypee bros., 2nd ed. New Delhi.
4. Vishwanathan & Desai. (1999) Achar's Textbook of Paediatrics 3rded. Orient Longman. Chennai.
5. Wong Dona et al. Whaley & Wong's Nursing care of infants & children.6th edn. Mosby co. Philadelphia.
6. Dr. C.S. Waghale, Principles and Practice of Clinical Pediatrics, Vora publication 1996

EDUCATIONAL TECHNOLOGY/NURSING EDUCATION

PLACEMENT: V SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICUM: Lab/Practical: 1 Credit (40 hours)

DESCRIPTION: This course is designed to help the students to develop knowledge, attitude and beginning competencies essential for applying basic principles of teaching and learning among individuals and groups both in educational and clinical settings. It also introduces basics of curriculum planning and organization. It further enables students to participate actively in team and collaborative learning.

COMPETENCIES: On completion of the course, the students will be competent to

1. Develop basic understanding of theoretical foundations and principles of teaching and learning
2. Identify the latest approaches to education and learning
3. Initiate self- assessment to identify one's own learning styles
4. Demonstrate understanding of various teaching styles that can be used, based on the learners' readiness and generational needs
5. Develop understanding of basics of curriculum planning, and organizing
6. Analyze and use different teaching methods effectively that are relevant to student population and settings
7. Make appropriate decisions in selection of teaching learning activities integrating basic principles
8. Utilize active learning strategies that enhance critical thinking, team learning and collaboration
9. Engage in team learning and collaboration through inter professional education
10. Integrate the principles of teaching and learning in selection and use of educational media/technology
11. Apply the principles of assessment in selection and use of assessment and evaluation strategies
12. Construct simple assessment tools/tests integrating cognitive, psychomotor and affective domains of learning that can measure knowledge and competence of students
13. Develop basic understanding of student guidance through mentoring and academic advising
14. Identify difficult situations, crisis and disciplinary/grievance issues experienced by students and provide appropriate counseling
15. Engage in ethical practice in educational as well as clinical settings based on values, principles and ethical standards
16. Develop basic understanding of evidence-based teaching practices

COURSE OUTLINE

T – Theory, P – Practical (Laboratory)

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	6	3	<p>Explain the definition, aims, types, approaches and scope of educational technology</p> <p>Compare and contrast the various educational philosophies</p> <p>Explain the teaching learning process, nature, characteristics and principles</p>	<p>Introduction and Theoretical Foundations:</p> <p><i>Education and educational technology</i></p> <ul style="list-style-type: none"> • Definition, aims • Approaches and scope of educational technology • Latest approaches to education: <ul style="list-style-type: none"> ○ Transformational education ○ Relationship based education ○ Competency based education <p><i>Educational philosophy:</i></p> <ul style="list-style-type: none"> • Definition of philosophy, education and philosophy • Comparison of educational philosophies • Philosophy of nursing education <p><i>Teaching learning process:</i></p> <ul style="list-style-type: none"> • Definitions • Teaching learning as a process • Nature and characteristics of teaching and learning • Principles of teaching and learning • Barriers to teaching and learning • Learning theories • Latest approaches to learning <ul style="list-style-type: none"> ○ Experiential learning 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Quiz

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
				<ul style="list-style-type: none"> ○ Reflective learning ○ Scenario based learning ○ Simulation based learning ○ Blended learning 	<p>Group exercise:</p> <ul style="list-style-type: none"> ● Create/discuss scenario-based exercise 	<p>Assessment of Assignment:</p> <ul style="list-style-type: none"> ● Learning theories – analysis of any one
II	6	6	<p>Identify essential qualities/attributes of a teacher</p> <p>Describe the teaching styles of faculty</p> <p>Explain the determinants of learning and initiates self-assessment to identify own learning style</p> <p>Identify the factors that motivate the learner</p> <p>Define curriculum and classify types</p> <p>Identify the factors influencing curriculum development</p> <p>Develop skill in writing learning outcomes, and lesson plan</p>	<p>Assessment and Planning</p> <p><i>Assessment of teacher</i></p> <ul style="list-style-type: none"> ● Essential qualities of a teacher ● Teaching styles – Formal authority, demonstrator, facilitator, delegator <p><i>Assessment of learner</i></p> <ul style="list-style-type: none"> ● Types of learners ● Determinants of learning – learning needs, readiness to learn, learning styles ● Today’s generation of learners and their skills and attributes ● Emotional intelligence of the learner ● Motivational factors – personal factors, environmental factors and support system <p>Curriculum Planning</p> <ul style="list-style-type: none"> ● Curriculum – definition, types ● Curriculum design – components, approaches ● Curriculum development – factors influencing curriculum development, facilitators and barriers ● Writing learning outcomes/ behavioral objectives ● Basic principles of writing course plan, unit plan and lesson plan 	<ul style="list-style-type: none"> ● Lecture cum discussion <p>Self-assessment exercise:</p> <ul style="list-style-type: none"> ● Identify your learning style using any learning style inventory (ex. Kolb’s learning style inventory) <ul style="list-style-type: none"> ● Lecture cum discussion <p>Individual/group exercise:</p> <ul style="list-style-type: none"> ● Writing learning outcomes ● Preparation of a lesson plan 	<ul style="list-style-type: none"> ● Short answer ● Objective type <p>Assessment of Assignment:</p> <ul style="list-style-type: none"> ● Individual/ Group
III	8	15	<p>Explain the principles and strategies of classroom management</p>	<p>Implementation</p> <p><i>Teaching in Classroom and Skill lab – Teaching Methods</i></p> <ul style="list-style-type: none"> ● Classroom management-principles and strategies ● Classroom communication ○ Facilitators and Barriers to classroom communication 	<ul style="list-style-type: none"> ● Lecture cum Discussion 	<ul style="list-style-type: none"> ● Short answer ● Objective type

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			<p>Describe different methods/strategies of teaching and develop beginning skill in using various teaching methods</p> <p>Explain active learning strategies and participate actively in team and collaborative learning</p>	<p>○ Information communication technology (ICT) – ICT used in education</p> <p><i>Teaching methods – Features, advantages and disadvantages</i></p> <ul style="list-style-type: none"> • Lecture, Group discussion, microteaching • Skill lab – simulations, Demonstration & re-demonstration • Symposium, panel discussion, seminar, scientific workshop, exhibitions • Role play, project • Field trips • Self-directed learning (SDL) • Computer assisted learning • One-to-one instruction <p><i>Active learning strategies</i></p> <ul style="list-style-type: none"> • Team based learning • Problem based learning • Peer sharing • Case study analysis • Journaling • Debate • Gaming • Inter-professional education 	<ul style="list-style-type: none"> • Practice teaching/Micro teaching • Exercise (Peer teaching) • Patient teaching session • Construction of game – puzzle • Teaching in groups – interdisciplinary 	<ul style="list-style-type: none"> • Assessment of microteaching
IV	3	3	<p>Enumerate the factors influencing selection of clinical learning experiences</p> <p>Develop skill in using different clinical teaching strategies</p>	<p>Teaching in the Clinical Setting – Teaching Methods</p> <ul style="list-style-type: none"> • Clinical learning environment • Factors influencing selection of clinical learning experiences • Practice model • Characteristics of effective clinical teacher • Writing clinical learning outcomes/practice competencies • Clinical teaching strategies – patient assignment – clinical conference, clinical presentation/bedside clinic, Case study/care study, nursing rounds, concept mapping, project, debate, game, role play, PBL, questioning, written assignment, process recording 	<ul style="list-style-type: none"> • Lecture cum discussion • Writing clinical outcomes – assignments in pairs 	<ul style="list-style-type: none"> • Short answer • Assessment of written assignment

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
V	5	5	<p>Explain the purpose, principles and steps in the use of media</p> <p>Categorize the different types of media and describe its advantages and disadvantages</p> <p>Develop skill in preparing and using media</p>	<p>Educational/Teaching Media</p> <ul style="list-style-type: none"> • Media use – Purpose, components, principles and steps • Types of media <p><i>Still visuals</i></p> <ul style="list-style-type: none"> ○ Non projected – drawings & diagrams, charts, graphs, posters, cartoons, board devices (chalk/white board, bulletin board, flannel board, flip charts, flash cards, still pictures/photographs, printed materials-handout, leaflet, brochure, flyer ○ Projected – film stripes, microscope, power point slides, overhead projector <p><i>Moving visuals</i></p> <ul style="list-style-type: none"> ○ Video learning resources – videotapes & DVD, blu-ray, USB flash drive ○ Motion pictures/films <p><i>Realia and models</i></p> <ul style="list-style-type: none"> ○ Real objects & Models <p><i>Audio aids/audio media</i></p> <ul style="list-style-type: none"> ○ Audiotapes/Compact discs ○ Radio & Tape recorder ○ Public address system ○ Digital audio <p><i>Electronic media/computer learning resources</i></p> <ul style="list-style-type: none"> ○ Computers ○ Web-based videoconferencing ○ E-learning, Smart classroom <p><i>Telecommunication (Distance education)</i></p> <ul style="list-style-type: none"> ○ Cable TV, satellite broadcasting, videoconferencing Telephones – Telehealth/telenursing <p><i>Mobile technology</i></p>	<ul style="list-style-type: none"> • Lecture cum discussion • Preparation of different teaching aids – (Integrate with practice teaching sessions) 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of the teaching media prepared
VI	5	3	<p>Describe the purpose, scope, principles in selection of evaluation methods and barriers to evaluation</p> <p>Explain the guidelines to develop assessment</p>	<p>Assessment/Evaluation Methods/Strategies</p> <ul style="list-style-type: none"> • Purposes, scope and principles in selection of assessment methods and types • Barriers to evaluation • Guidelines to develop assessment 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Short answer • Objective type

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			<p>tests</p> <p>Develop skill in construction of different tests</p> <p>Identify various clinical evaluation tools and demonstrate skill in selected tests</p>	<p>tests</p> <p><i>Assessment of knowledge:</i></p> <ul style="list-style-type: none"> • Essay type questions, • Short answer questions (SAQ) • Multiple choice questions (MCQ – single response & multiple response) <p><i>Assessment of skills:</i></p> <ul style="list-style-type: none"> • Clinical evaluation • Observation (checklist, rating scales, videotapes) • Written communication – progress notes, nursing care plans, process recording, written assignments • Verbal communication (oral examination) • Simulation • Objective Structured Clinical Examination (OSCE) • Self-evaluation • Clinical portfolio, clinical logs <p><i>Assessment of Attitude:</i></p> <ul style="list-style-type: none"> • Attitude scales <p><i>Assessment tests for higher learning:</i></p> <ul style="list-style-type: none"> • Interpretive questions, hot spot questions, drag and drop and ordered response questions 	<ul style="list-style-type: none"> • Exercise on constructing assessment tool/s 	<ul style="list-style-type: none"> • Assessment of tool/s prepared
VII	3	3	<p>Explain the scope, purpose and principles of guidance</p> <p>Differentiate between guidance and counseling</p> <p>Describe the principles, types, and counseling process</p> <p>Develop basic skill of counseling and guidance</p>	<p>Guidance/academic advising, counseling and discipline</p> <p><i>Guidance</i></p> <ul style="list-style-type: none"> • Definition, objectives, scope, purpose and principles • Roles of academic advisor/ faculty in guidance <p><i>Counseling</i></p> <ul style="list-style-type: none"> • Difference between guidance and counseling • Definition, objectives, scope, principles, types, process and steps of counseling • Counseling skills/techniques – basics • Roles of counselor • Organization of counseling services 	<ul style="list-style-type: none"> • Lecture cum discussion • Role play on student counseling in different situations • Assignment on identifying situations requiring counseling 	<ul style="list-style-type: none"> • Assessment of performance in role play scenario • Evaluation of assignment

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			Recognize the importance of preventive counseling and develop skill to respond to disciplinary problems and grievance among students	<ul style="list-style-type: none"> • Issues for counseling in nursing students <p><i>Discipline and grievance in students</i></p> <ul style="list-style-type: none"> • Managing disciplinary/grievance problems – preventive guidance & counseling • Role of students' grievance redressal cell/committee 		
VIII	4	2	<p>Recognize the importance of value-based education</p> <p>Develop skill in ethical decision making and maintain ethical standards for students</p> <p>Introduce knowledge of EBT and its application in nursing education</p>	<p>Ethics and Evidence Based Teaching (EBT) in Nursing Education</p> <p><i>Ethics – Review</i></p> <ul style="list-style-type: none"> • Definition of terms • Value based education in nursing • Value development strategies • Ethical decision making • Ethical standards for students • Student-faculty relationship <p><i>Evidence based teaching – Introduction</i></p> <ul style="list-style-type: none"> • Evidence based education process and its application to nursing education 	<ul style="list-style-type: none"> • Value clarification exercise • Case study analysis (student encountered scenarios) and suggest ethical decision-making steps • Lecture cum discussion 	<ul style="list-style-type: none"> • Short answer • Evaluation of case study analysis • Quiz – MCQ

INTRODUCTION TO FORENSIC NURSING AND

INDIAN LAWS PLACEMENT: V SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This course is designed to help students to know the importance of forensic science in total patient care and to recognize forensic nursing as a specialty discipline in professional nursing practice.

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

1. Identify forensic nursing as an emerging specialty in healthcare and nursing practice
2. Explore the history and scope of forensic nursing practice
3. Identify forensic team, role and responsibilities of forensic nurse in total care of victim of violence and in preservation of evidence
4. Develop basic understanding of the Indian judicial system and legal procedures

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	Describe the nature of forensic science and discuss issues concerning violence	<p>Forensic Science</p> <ul style="list-style-type: none"> • Definition • History • Importance in medical science • Forensic Science Laboratory <p>Violence</p> <ul style="list-style-type: none"> • Definition • Epidemiology • Source of data <p>Sexual abuse – child and women</p>	<ul style="list-style-type: none"> • Lecture cum discussion • Visit to Regional Forensic Science Laboratory 	<ul style="list-style-type: none"> • Quiz – MCQ • Write visit report
II	2 (T)	Explain concepts of forensic nursing and scope of practice for forensic nurse	<p>Forensic Nursing</p> <ul style="list-style-type: none"> • Definition • History and development • Scope – setting of practice, areas of practice and subspecialties • Ethical issues • Roles and responsibilities of nurse • INC & SNC Acts 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Short answer • Objective type

III	7 (T)	Identify members of forensic team and describe role of forensic nurse	<p>Forensic Team</p> <ul style="list-style-type: none"> • Members and their roles <p>Comprehensive forensic nursing care of victim and family</p> <ul style="list-style-type: none"> • Physical aspects • Psychosocial aspects • Cultural and spiritual aspects • Legal aspects • Assist forensic team in care beyond scope of her practice • Admission and discharge/referral/death of victim of violence • Responsibilities of nurse as a witness <p>Evidence preservation – role of nurses</p> <ul style="list-style-type: none"> • Observation • Recognition 	<ul style="list-style-type: none"> • Lecture cum Discussion • Hypothetical/real case presentation • Observation of post-mortem • Visit to department of forensic medicine 	<ul style="list-style-type: none"> • Objective type • Short answer • Write report
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Collection • Preservation • Documentation of Biological and other evidence related to criminal/traumatic event • Forwarding biological samples for forensic examination 		
IV	3 (T)	Describe fundamental rights and human rights commission	<p>Introduction of Indian Constitution</p> <p>Fundamental Rights</p> <ul style="list-style-type: none"> • Rights of victim • Rights of accused <p>Human Rights Commission</p>	<ul style="list-style-type: none"> • Lecture cum discussion • Written Assignment • Visit to prison 	<ul style="list-style-type: none"> • Short answer • Assessment of written assignment • Write visit report
V	5 (T)	<p>Explain Indian judicial system and laws</p> <p>Discuss the importance of POSCO Act</p>	<p>Sources of laws and law-making powers</p> <p>Overview of Indian Judicial System</p> <ul style="list-style-type: none"> • JMFC (Judicial Magistrate First Class) • District • State • Apex <p>Civil and Criminal Case Procedures</p> <ul style="list-style-type: none"> • IPC (Indian Penal Code) • ICPC • IE Act (Indian Evidence Act) <p>Overview of POSCO Act</p>	<ul style="list-style-type: none"> • Lecture cum discussion • Guided reading • Lecture cum discussion 	<ul style="list-style-type: none"> • Quiz • Short answer

INTRODUCTION TO FORENSIC NURSING AND INDIAN LAWS PLACEMENT:

V SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This course is designed to help students to know the importance of forensic science in total patient care and to recognize forensic nursing as a specialty discipline in professional nursing practice.

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

1. Identify forensic nursing as an emerging specialty in healthcare and nursing practice
2. Explore the history and scope of forensic nursing practice
3. Identify forensic team, role and responsibilities of forensic nurse in total care of victim of violence and in preservation of evidence
4. Develop basic understanding of the Indian judicial system and legal procedures

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	Describe the nature of forensic science and discuss issues concerning violence	Forensic Science <ul style="list-style-type: none">• Definition• History• Importance in medical science• Forensic Science Laboratory Violence <ul style="list-style-type: none">• Definition• Epidemiology• Source of data Sexual abuse – child and women	<ul style="list-style-type: none">• Lecture cum discussion• Visit to Regional Forensic Science Laboratory	<ul style="list-style-type: none">• Quiz – MCQ• Write visit report
II	2 (T)	Explain concepts of forensic nursing and scope of practice for forensic nurse	Forensic Nursing <ul style="list-style-type: none">• Definition• History and development• Scope – setting of practice, areas of practice and subspecialties• Ethical issues• Roles and responsibilities of nurse• INC & SNC Acts	<ul style="list-style-type: none">• Lecture cum discussion	<ul style="list-style-type: none">• Short answer• Objective type

III	7 (T)	Identify members of forensic team and describe role of forensic nurse	<p>Forensic Team</p> <ul style="list-style-type: none"> • Members and their roles <p>Comprehensive forensic nursing care of victim and family</p> <ul style="list-style-type: none"> • Physical aspects • Psychosocial aspects • Cultural and spiritual aspects • Legal aspects • Assist forensic team in care beyond scope of her practice • Admission and discharge/referral/death of victim of violence • Responsibilities of nurse as a witness <p>Evidence preservation – role of nurses</p> <ul style="list-style-type: none"> • Observation • Recognition 	<ul style="list-style-type: none"> • Lecture cum Discussion • Hypothetical/real case presentation • Observation of post-mortem • Visit to department of forensic medicine 	<ul style="list-style-type: none"> • Objective type • Short answer • Write report
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Collection • Preservation • Documentation of Biological and other evidence related to criminal/traumatic event • Forwarding biological samples for forensic examination 		
IV	3 (T)	Describe fundamental rights and human rights commission	<p>Introduction of Indian Constitution</p> <p>Fundamental Rights</p> <ul style="list-style-type: none"> • Rights of victim • Rights of accused <p>Human Rights Commission</p>	<ul style="list-style-type: none"> • Lecture cum discussion • Written Assignment • Visit to prison 	<ul style="list-style-type: none"> • Short answer • Assessment of written assignment • Write visit report
V	5 (T)	<p>Explain Indian judicial system and laws</p> <p>Discuss the importance of POSCO Act</p>	<p>Sources of laws and law-making powers</p> <p>Overview of Indian Judicial System</p> <ul style="list-style-type: none"> • JMFC (Judicial Magistrate First Class) • District • State • Apex <p>Civil and Criminal Case Procedures</p> <ul style="list-style-type: none"> • IPC (Indian Penal Code) • ICPC • IE Act (Indian Evidence Act) <p>Overview of POSCO Act</p>	<ul style="list-style-type: none"> • Lecture cum discussion • Guided reading • Lecture cum discussion 	<ul style="list-style-type: none"> • Quiz • Short answer

MENTAL HEALTH NURSING - I

PLACEMENT: V SEMESTER

THEORY: 3 Credits (60 hours)

PRACTICUM: Clinical: 1 Credit (80 hours)

DESCRIPTION: This course is designed to develop basic understanding of the principles and standards of mental health nursing and skill in application of nursing process in assessment and care of patients with mental health disorders.

COMPETENCIES: On completion of the course, the students will be competent to

1. Trace the historical development of mental health nursing and discuss its scope.
2. Identify the classification of the mental disorders.
3. Develop basic understanding of the principles and concepts of mental health nursing.
4. Apply the Indian Nursing Council practice standards for psychiatric mental health nursing in supervised clinical settings.
5. Conduct mental health assessment.
6. Identify and maintain therapeutic communication and nurse patient relationship.
7. Demonstrate knowledge of the various treatment modalities and therapies used in mental disorders.
8. Apply nursing process in delivering care to patients with mental disorders.
9. Provide nursing care to patients with schizophrenia and other psychotic disorders based on assessment findings and treatment/therapies used.
10. Provide nursing care to patients with mood disorders based on assessment findings and treatment/therapies used.
11. Provide nursing care to patients with neurotic disorders based on assessment findings and treatment/therapies used.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	6 (T)	Describe the historical development & current trends in mental health nursing Discuss the scope of mental health nursing Describe the concept of normal & abnormal behaviour	Introduction <ul style="list-style-type: none"> • Perspectives of Mental Health and Mental Health Nursing, evolution of mental health services, treatments and nursing practices • Mental health team • Nature & scope of mental health nursing • Role & functions of mental health nurse in various settings and factors affecting the level of nursing practice • Concepts of normal and abnormal behaviour 	<ul style="list-style-type: none"> • Lecture cum Discussion 	<ul style="list-style-type: none"> • Essay • Short answer

II	10 (T)	<p>Define the various terms used in mental health Nursing</p> <p>Explain the classification of mental disorders</p> <p>Explain the psychodynamics of maladaptive behaviour</p> <p>Discuss the etiological factors & psychopathology of mental disorders</p> <p>Explain the principles and standards of Mental health Nursing</p> <p>Describe the conceptual models of mental health nursing</p>	<p>Principles and Concepts of Mental Health Nursing</p> <ul style="list-style-type: none"> • Definition: mental health nursing and terminology used • Classification of mental disorders: ICD11, DSM5, Geropsychiatry manual classification • Review of personality development, defense mechanisms • Etiology bio-psycho-social factors • Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neurotransmission • Principles of Mental health Nursing • Ethics and responsibilities • Practice Standards for Psychiatric Mental Health Nursing (INC practice standards) • Conceptual models and the role of nurse: <ul style="list-style-type: none"> ○ Existential model 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using Charts • Review of personality development 	<ul style="list-style-type: none"> • Essay • Short answer
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ○ Psychoanalytical models ○ Behavioural model ○ Interpersonal model • Preventive psychiatry and rehabilitation 		
III	6 (T)	Describe nature, purpose and process of assessment of mental health status	<p>Mental Health Assessment</p> <ul style="list-style-type: none"> • History taking • Mental status examination • Mini mental status examination • Neurological examination • Investigations: Related Blood chemistry, EEG, CT & MRI • Psychological tests 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Practice session • Clinical practice 	<ul style="list-style-type: none"> • Essay • Short answer • Assessment of mental health status
IV	6 (T)	<p>Identify therapeutic communication & techniques</p> <p>Describe therapeutic relationship</p> <p>Describe therapeutic impasses and its interventions</p>	<p>Therapeutic Communication and Nurse-Patient Relationship</p> <ul style="list-style-type: none"> • Therapeutic communication: Types, techniques, characteristics and barriers • Therapeutic nurse-patient relationship • Interpersonal relationship- • Elements of nurse patient contract, • Review of technique of IPR- Johari window • Therapeutic impasse and its management 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Role Play • Process recording • Simulation (video) 	<ul style="list-style-type: none"> • Essay • Short answer • OSCE

V	10 (T)	Explain treatment modalities and therapies used in mental disorders and role of the nurse	Treatment modalities and therapies used in mental disorders <ul style="list-style-type: none"> • Physical therapies: Psychopharmacology, • Electro Convulsive therapy • Psychological Therapies: Psychotherapy, Behaviour therapy, CBT • Psychosocial: Group therapy, Family therapy, Therapeutic Community, Recreational therapy, Art therapy (Dance, Music etc), Occupational therapy • Alternative & Complementary: Yoga, Meditation, Relaxation • Consideration for special populations 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Group work • Practice session • Clinical practice 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
VI	8 (T)	Describe the etiology, psycho-dynamics/ pathology, clinical manifestations, diagnostic criteria and management of patients with Schizophrenia, and other psychotic disorders	Nursing management of patient with Schizophrenia, and other psychotic disorders <ul style="list-style-type: none"> • Prevalence and incidence • Classification • Etiology, psychodynamics, clinical manifestation, diagnostic criteria/formulations 	<ul style="list-style-type: none"> • Lecture and Discussion • Case discussion • Case presentation • Clinical practice 	<ul style="list-style-type: none"> • Essay • Short answer • Assessment of patient management problems

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			Nursing process <ul style="list-style-type: none"> • Nursing Assessment: History, Physical and mental assessment • Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders • Geriatric considerations and considerations for special populations • Follow up and home care and rehabilitation 		
VII	6 (T)	Describe the etiology, psycho-dynamics, clinical manifestations, diagnostic criteria and management of patients with mood disorders	Nursing management of patient with mood disorders <ul style="list-style-type: none"> • Prevalence and incidence • Mood disorders: Bipolar affective disorder, mania depression and dysthymia etc. • Etiology, psycho dynamics, clinical manifestation, diagnosis • Nursing Assessment History, Physical and mental assessment • Treatment modalities and nursing management of patients with mood disorders • Geriatric considerations/ considerations for special populations • Follow-up and home care and rehabilitation 	<ul style="list-style-type: none"> • Lecture and Discussion • Case discussion • Case presentation • Clinical practice 	<ul style="list-style-type: none"> • Essay • Short answer • Assessment of patient management problems

VIII	8 (T)	Describe the etiology, psycho-dynamics, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatization disorders	Nursing management of patient with neurotic, stress related and somatisation disorders <ul style="list-style-type: none"> • Prevalence and incidence • classifications • Anxiety disorders – OCD, PTSD, Somatoform disorders, Phobias, Disassociative and Conversion disorders • Etiology, psychodynamics, clinical manifestation, diagnostic criteria/ formulations • Nursing Assessment: History, Physical and mental assessment • Treatment modalities and nursing management of patients with neurotic and stress related disorders • Geriatric considerations/ considerations for special populations • Follow-up and home care and rehabilitation 	<ul style="list-style-type: none"> • Lecture and Discussion • Case discussion • Case presentation • Clinical practice 	<ul style="list-style-type: none"> • Essay • Short answer • Assessment of patient management problems
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References (Bibliography:)

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5. Mary C Townsend. “Psychiatric Mental Health Nursing”. Concept of care, 4th edition. F.A.Davis Co. Philadelphia 2003.
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8. The ICD10, Classification of mental and behavioural disorders, WHO, A.I.T.B.S. publishers, Delhi,2002
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- 12.Sheila M. Sparks, CynthiaM. Jalor, Nursing Diagnosis reference manual 5th edition, Spring house, Corporation Pennsychiram’s
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- 14.R. Baby, Psychiatric Nursing N.R. Brothers, Indore, 1st edition 2001.
15. Varghese Mary, Essential of psychiatric & mental health nursing,
16. Foundations Journals of mental health nursing
17. American Journal of Psychiatry
18. Deborah Antai Otoing. “Psychiatric Nursing” Biological and behavioral concepts. Thomson. Singapore 2003
19. Mary Ann Boyd. “Psychiatric Nursing”. Contemporary practice. Lippincott. Williams and Wilkins. Tokyo.

Internet Resources –

1. Internet Gateway: Psychology <http://www.lib.uiowa.edu/gw/psych/index.html>
2. Psychoanalytic studies <http://www.shef.ac.uk~psysc/psastud/index.html>
3. Psychaitric Times <http://www.mhsource.com.psychiatrictimes.html>
4. Self-help Group sourcebook online <http://www.cmhe.com/selfhelp>
5. National Rehabilitation Information center <http://www.nariic.com/naric>
6. Centre for Mental Health Services <http://www.samhsaa.gov/cmhs.htm>
7. Knowledge Exchange Network <http://www.mentalheaalth.org/>
8. Communication skills <http://www.personal.u-net.com/osl/m263.htm>
9. Lifeskills Resource center <http://www.rpeurifooy.com>
10. Mental Health Net <http://www.cmhe.com>

**CLINICAL
PRACTICUM MENTAL
HEALTH NURSING - I & II**

PLACEMENT: SEMESTER V & VI

MENTAL HEALTH NURSING - I – 1 Credit (80 hours)

MENTAL HEALTH NURSING - II – 2 Credits (160 hours)

PRACTICE COMPETENCIES: On completion of the course, the students will be able to:

1. Assess patients with mental health problems/disorders
2. Observe and assist in various treatment modalities or therapies
3. Counsel and educate patients and families
4. Perform individual and group psychoeducation
5. Provide nursing care to patients with mental health problems/disorders
6. Motivate patients in the community for early treatment and follow up
7. Observe the assessment and care of patients with substance abuse disorders in deaddiction center.

CLINICAL POSTINGS

(8 weeks × 30 hours per week = 240 hours)

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Skills/Procedural Competencies	Clinical Requirements	Assessments Methods
Psychiatric OPD	2	<ul style="list-style-type: none"> • Assess patients with mental health problems • Observe and assist in therapies • Counsel and educate patients, and families 	<ul style="list-style-type: none"> • History taking • Perform mental status examination (MSE) • Observe/practice Psychometric assessment • Perform Neurological examination • Observing and assisting in therapies • Individual and group psycho-education <ul style="list-style-type: none"> ▪ Mental hygiene practice education ▪ Family psycho-education 	<ul style="list-style-type: none"> • History taking and Mental status examination – 2 • Health education – 1 • Observation report of OPD 	<ul style="list-style-type: none"> • Assess performance with rating scale • Assess each skill with checklist • Evaluation of health education • Assessment of observation report • Completion of activity record
Child Guidance clinic	1	<ul style="list-style-type: none"> • Assess children with various mental health problems • Counsel and educate children, families and significant others 	<ul style="list-style-type: none"> • History & mental status examination • Observe/practice psychometric assessment • Observe and assist in various therapies • Parental teaching for child with mental deficiency 	<ul style="list-style-type: none"> • Case work – 1 • Observation report of different therapies – 1 	<ul style="list-style-type: none"> • Assess performance with rating scale • Assess each skill with checklist • Evaluation of the observation report
Inpatient ward	4	<ul style="list-style-type: none"> • Assess patients with mental health problems • Provide nursing care for patients with various 	<ul style="list-style-type: none"> • History taking • Mental status examination (MSE) • Neurological examination • Assisting in psychometric 	<ul style="list-style-type: none"> • Give care to 2-3 patients with various mental disorders • Case study – 1 	<ul style="list-style-type: none"> • Assess performance with rating scale • Assess each skill with checklist

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Skills/Procedural Competencies	Clinical Requirements	Assessments Methods
		<ul style="list-style-type: none"> mental health problems • Assist in various therapies • Counsel and educate patients, families and significant others 	<ul style="list-style-type: none"> assessment • Recording therapeutic communication • Administration of medications • Assist Electro-Convulsive Therapy (ECT) • Participating in all therapies • Preparing patients for Activities of Daily Living (ADL) • Conducting admission and discharge counselling • Counseling and teaching patients and families 	<ul style="list-style-type: none"> • Care plan • Clinical presentation – 1 • Process recording – 2 • Maintain drug book 	<ul style="list-style-type: none"> • Evaluation of the case study, care plan, clinical presentation, process recording • Completion of activity record
Community psychiatry & Deaddiction centre	1	<ul style="list-style-type: none"> • Identify patients with various mental disorders • Motivate patients for early treatment and follow up • Assist in follow up clinic • Counsel and educate patient, family and community • Observe the assessment and care of patients at deaddiction centre 	<ul style="list-style-type: none"> • Conduct home visit and case work • Identifying individuals with mental health problems • Assisting in organizations of Mental Health camp • Conducting awareness meetings for mental health & mental illness • Counseling and Teaching family members, patients and community • Observing deaddiction care 	<ul style="list-style-type: none"> • Case work – 1 • Observation report on field visits • Visit to deaddiction centre 	<ul style="list-style-type: none"> • Assess performance with rating scale • Evaluation of case work and observation report • Completion of activity record