



**YENEPOYA**

(DEEMED TO BE UNIVERSITY)

Recognized under Sec 3(A) of the UGC Act 1956

Accredited by NAAC with 'A' Grade

**1.3.1. Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the curricula**

## **Courses of the programs integrating crosscutting issues in the Curricula**

<b>Sl. No.</b>	<b>Courses relevant to</b>	<b>Page. No.</b>
<b>1.</b>	<b>Gender</b>	<b>02</b>
<b>2.</b>	<b>Environment and Sustainability</b>	<b>08</b>
<b>3.</b>	<b>Human Values</b>	<b>13</b>
<b>4.</b>	<b>Health Determinants</b>	<b>18</b>
<b>5.</b>	<b>Right to Health Issues</b>	<b>29</b>
<b>6.</b>	<b>Emerging demographic changes</b>	<b>35</b>
<b>7.</b>	<b>Professional Ethics</b>	<b>44</b>

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## **Crosscutting issues relevant to Gender in the Curriculum.**

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## Human Rights, Gender and Environmental Studies

(Total hours 30)

**Goals** This course is to familiarize the students with the key concepts from economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and institutions. The course familiarises the students with the rights of citizens in general and the marginalized groups in particular, and assess the institutional and policy measures which have been taken in response to the demands of various movements. Conceptual dimensions, international trends and the Indian experience form the contents of the course.

**Objectives** By the end of this course, a student will

- Explain the rights of a citizen and various policies of gender equality
- Define and state the importance of the concepts of Environmental Studies to address complex environmental issues from a problem-oriented, interdisciplinary perspective.

### Course content

#### Unit 1 Understanding Social Inequality

Caste, Gender, Ethnicity and Class as distinct categories and their interconnection.  
Globalisation and its impact on workers, peasants, dalits, adivasis and women.

#### Unit 2 Human Rights

Human Rights: Various Meanings  
UN Declarations and Covenants  
Human Rights and Citizenship Rights  
Human Rights and the Indian Constitution  
Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission.  
Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers.  
Consumer Rights: The Consumer Protection Act and grievance redressal mechanisms. □  
Human Rights Movement in India.

#### Unit 3 Gender

Analysing Structures of Patriarchy  
Gender, Culture and History  
Economic Development and The issue of Women's Political Participation and Representation in India  
Laws, Institutions and Women's Rights in India  
Women's Movements in India.

#### Unit 4 Environment

Environmental and Sustainable Development  
UN Environment Programme: Rio, Johannesburg and after.  
Issues of Industrial Pollution, Global Warming and threats to Bio – diversity  
Environment Policy in India  
Environmental Movement in India

#### Unit 5 Human Communities and the Environment

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Human population growth Impacts on environment, human health and welfare. Resettlement and rehabilitation of project affected persons; case studies. Disaster management floods, earthquake, cyclones and landslides. Environmental movements Chipko, Silent valley, Bishnois of Rajasthan. Environmental ethics Role of Indian and other religions and cultures in environmental conservation. Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

### **Suggested Reading**

- 'Indian Administration' by Avasti and Avasti  
'Indian Administration' by Subhash Kashyap  
'Indian Constitution' by D.D. Basu  
'Indian Polity' by Laxmikanth  
Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt.  
Gadgil, M., & Guha, R.1993. This Fissured Land an Ecological History of India. Univ. of California Press.  
Gleeson, B. and Low, N. (eds.) 1999.Global Ethics and Environment, London, Routledge.  
Gleick, P. H. 1993. Water in Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.  
Groom, Martha J., Gary K. Meffie, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland Sinauer Associates, 2006.  
Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. Science, 339 36--37.  
McCully, P. 1996. Rivers no more the environmental effects of dams (pp. 29--64). Zed Books.  
McNeill, John R. 2000. Something New Under the Sun An Environmental History of the Twentieth Century.  
Odum, E.P., Odum, H.T. & Andrews, J. 1971.Fundamentals of Ecology. Philadelphia Saunders.  
Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. Environmental and Pollution Science. Academic Press.  
Rao, M.N. & Datta, A.K. 1987. Waste Water Treatment. Oxford and IBH Publishing Co. Pvt. Ltd.

### **Teaching learning Methodology**

Lectures, PPT, videos, websites study of Government bodies regulating human rights and environmental policies, case studies, role play, street plays ,group discussions , presentations , debates, expert talks and online resources.

Visit to an area to document environmental assets river/ forest/ flora/fauna, etc.

Visit to a local polluted site--Urban/Rural/Industrial/Agricultural.

Study of common plants, insects, birds and basic principles of identification.

Study of simple ecosystems--pond, river etc.

Instructional methods and teaching methodology will be diverse and have a combination of lectures, active problem solving, demonstrations, group discussions and field visits.

The exhaustive list of methodologies is listed in point no.7. The instructor would provide a scheme of work that details specific teaching and learning strategies for each unit of the course.

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### Examination Scheme/Assessment (Written)

	Marks
Internal Assessment	25
Final Examination	75
<b>Total</b>	<b>100</b>

### Continuous Internal Assessment (CIA)

SN	Internal Assessment for 25 marks	Weightage
1	One Internal examination	15
2	Assignment/Seminars/Viva-voce/ Research Papers Presentation/Class Participation/Attitude	10
	<b>Total</b>	<b>25</b>

**Examination Scheme / Assessment** Question Pattern for the internal exam will be as below

Section A	MCQ & Objective Questions	50 questions x 1 mark each	50 Marks
	Total		50 Marks

**Examination Scheme / Assessment** Question Pattern for the end semester exam will be as below

Section A	MCQ & Objective Questions	75 questions x 1 mark each	75 Marks
	Total		75 Marks

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**HUMAN RIGHTS AND GENDER EQUITY**

**Course: AECC**

**Number of Hours: 30 Hours**

**Credits: 02**

**Course Objectives:**

- To make the student understand the human rights as citizens of India.

**COURSE CONTENT:**

**Unit I: Human Rights**

**5 Hours**

- Human Rights- Meaning
- Universal declaration of Human rights

**Unit II: Human Rights Advocacy**

**5 Hours**

- Global Advocacy of human rights amnesty international and other organizations
- Peoples union for Civil Liberty (PUCL)
- Human Rights Commission in India
- Minority Commission in India
- Remedies against Violation of Human rights in India

**Unit III :Gender Equity (5 Hours)**

- Key Concepts- Gender and sex- Masculinity and Feminity, Patriarchy- Matriarchy, Gender roles and attributes, Gender division or labour, Gender Bias, Gender Stereotypes, Need for Gender Sensitization.

**Unit IV: Woman Status in India**

**5 Hours**

- Important indicators- Six Ratio, Education, Health, Nutrition, Material and Infant Mortality, Work Participation rate, Political Participation

**Unit V: Contemporary Women's Issues( 5 Hours)**

- Discrimination against Girl child
- Violence against women
- Problems of health and nutrition

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- Women's education gender bias in education
- Trafficking in Women
- Globalization and Impact on Women

**Unit VI: State Initiatives on Gender Issues**

**5 Hours**

- Constitutional Rights of Women
- Laws Pertaining to Women
- The National Commission for Women

**Course Outcome:**

- Basic Knowledge of Human Rights and its function and authorities in society and industry women's status, issues and gender equity.

**Recommended Books:**

1. ParvathyAppaiah, Human Rights, Gender Equity and Environmental Studies, Shivam Books publishers, 2012.
2. ParvathyAppaiah, Human Rights, Gender Equity and Environmental Studies, Jai BharathPrakashan publishers, 2016.
3. ParvathyAppaiah, Human Rights, Gender Equity and Environmental Studies, Jai BharathPrakashan publishers, 2018-19.

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## **Crosscutting issues relevant to Environment and Sustainability in the Curriculum.**

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**Environmental Science**

**Theory: 2 Credits; Total Hours =30**

**Course content**

**Unit 1 Introduction to environmental studies**

Multidisciplinary nature of environmental studies;

Scope and importance; Concept of sustainability and sustainable development.

**Unit 2 Ecosystems**

What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems:

Forest ecosystem

Grassland ecosystem

Desert ecosystem

Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) (6 lectures)

**Unit 3 Natural Resources: Renewable and Non-renewable Resources**

Land resources and land use change; Land degradation, soil erosion and desertification.

Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.

Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).

Energy resources : Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

**Unit 4 Biodiversity and Conservation**

Levels of biological diversity : genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hotspots

India as a mega-biodiversity nation; Endangered and endemic species of India

Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity.

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Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

### **Unit 5 Environmental Pollution**

Environmental pollution : types, causes, effects and controls; Air, water, soil and noise pollution

Nuclear hazards and human health risks

Solid waste management : Control measures of urban and industrial waste.

Pollution case studies.

### **Unit 6 Environmental Policies & Practices**

Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture

Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).

Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

### **Unit 7 Human Communities and the Environment**

Human population growth: Impacts on environment, human health and welfare.

Resettlement and rehabilitation of project affected persons; case studies.

Disaster management: floods, earthquake, cyclones and landslides.

Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan.

Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.

Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

### **Unit 8 Field work**

Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc. Visit to a local polluted site—Urban/Rural/Industrial/Agricultural.

Study of common plants, insects, birds and basic principles of identification.

Study of simple ecosystems---pond, river, Delhi Ridge, etc.

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## SEMESTER-II Scheme and Courses

Course code	Type of Course	Course name	Hrs/Week	Credits
AP02BS-2O1	Open Elective	Environment and Health	3	3
AP02BS-2C1	Core -Theory	Nanobiotechnology	4	4
AP02BS-2C2	Core - Theory	Stem cell and Developmental Biology	4	4
AP02BS-2C3	Core- Theory	Immunology	4	4
AP02BS-2C4	Core- Theory	Toxicology	3	3
AP02BS-2C5	Core -Practical	Nanobiotechnology and Toxicology	4	2
AP02BS-2C6	Core -Practical	Stem Cell and Developmental Biology	4	2
AP02BS-2C7	Core - Practical	Immunology	4	2
Total				24

**Course Name: ENVIRONMENT AND HEALTH**

Credits: 3 (42 hours)

Course Code: AP02BS-2O1 (Open elective)

CO 1	To understand environment, biodiversity and natural resources
CO 2	To understand biodiversity, biogeochemical cycle, natural resources and impact of toxicants on health and environment
CO 3	To know different types of air pollutants and associated health risks
CO 4	To describe sources and types of water pollution, epidemiology, infectious diseases and water treatment technology

**Unit 1: Fundamentals of Environmental Health**

12 hrs

Global environmental change: an introduction, Health Risks of Biodiversity loss, Human impact on environment, Basic concept in Environmental Toxicology, Environmental pollution; solid waste and hazardous waste, Biogeochemical cycle and Health impacts, Environment-human interaction: Important environmental toxicants: Pesticides, Heavy metals, Organic pollutants, Endocrine disruptor, Carcinogenesis, mutagenesis and genotoxicity, Ionizing and Nonionizing Radiation. Environmental and biological indicators, Natural resources, conservation and sustainable development. Fluoride and thoron toxicity, health impact

**Unit 2: Air pollution and health**

10 hrs

Chemical composition of Air: Classification of elements, Impact of air quality, aeroallergens and degraded air quality, respiratory diseases, Thermochemical and photochemical reactions in the atmosphere. Global warming and climate change, Stratospheric ozone depletion and Public Health, Photochemical smog. Air pollution, Climate change epidemiology: Problems and Challenges, Health exposures: weather, climate variability, Indoor and outdoor air pollution: Thermal extremes and their health impacts.

**Unit 3: Water pollution and health**

10 hrs

Types, sources and consequences of water pollution. Physico-chemical and Bacteriological sampling and analysis of water quality. Water quality standards. Environmental Epidemiology, Infectious

diseases: Climate and Its Impacts on Vector-Borne and Zoonotic Diseases, Food security: Challenges of Climate Change to Food Security, Safety, and Nutrition, Food- and water-borne diseases. Sources of marine pollution and control. Criteria employed for disposal of pollutants in marine system—coastal management. Biotechnological approaches and steps involved in conventional and advanced water treatment technology.

#### **Unit 4: Land pollution and health**

10 hrs

Physico-chemical and bacteriological assessment of soil quality, Soil pollution, Industrial waste effluents and heavy metals, their interactions with soil components. Different kinds of synthetic fertilizers and their interactions with different components of soil. Effects of mercury, lead, chromium, cadmium, arsenic and nitrate on human health. Radioactive pollution. Microbiological management of hazardous waste and wastelands, Biomagnification, Bio-degradation of different insecticides, fungicides and weedicides in soil. Environmental laws

#### **Recommended books for reference**

1. Koren H and Bisesi M. S (2011) Handbook of Environmental Health. (4<sup>th</sup> Ed.) CRC Press.
2. Spellman F. R and Bieber R. M. (2012) Environmental Health and Science Desk Reference. The Scarecrow Press, INC.
3. Robert Friis (2007) Essentials of environmental health. Jones and Bartlett Publishers.
4. Howard Frumkin (2016) Environmental Health: From Global to Local. (3<sup>rd</sup> Ed.) John Wiley & Sons
5. Koren H. (1980) Handbook of environmental health and safety: principles and practices. Pergamon Press Inc., New York.
6. Battersby S (2016) Clay's handbook of environmental health. Routledge.
7. Brunner R. C (1989) Hazardous Waste Incineration. McGraw Hill Inc.
8. Trivedi R. K.(2010) Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II. Enviro Media (R).

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## **Crosscutting issues relevant to Human Values in the Curriculum**

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## SOCIOLOGY

Placement : Second Year

Theory- 60hrs

### COURSE DESCRIPTION

This course is to reorient students to sociology related to community and social institution in India and its relationship with health, illness and nursing.

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	4	<ul style="list-style-type: none"> <li>Discuss the sociological concepts that are applicable to nursing</li> </ul>	<b>Introduction</b> <ul style="list-style-type: none"> <li>Importance of study of sociology in nursing, relationship of anthropology, sociology etc</li> <li>Role of social factors in health and disease</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Unittest</li> </ul>
II	5	<ul style="list-style-type: none"> <li>Describe the interrelationship of individual in society</li> </ul>	<b>Individual and the society</b> <ul style="list-style-type: none"> <li>Socialization</li> <li>Interdependence of individual and society.</li> <li>Personal disorganisation.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>MCQtest</li> <li>Assignment</li> </ul>
III	5	<ul style="list-style-type: none"> <li>Describe the influence of culture on health and disease</li> </ul>	<b>Culture</b> <ul style="list-style-type: none"> <li>Nature of culture</li> <li>Evolution of culture</li> <li>Diversity and uniformity of culture</li> <li>Influence on health and disease</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Panel discussion</li> </ul>	<ul style="list-style-type: none"> <li>MCQtest</li> </ul>
IV	15	<ul style="list-style-type: none"> <li>Identify various social groups and their interactions</li> </ul>	<b>Social organisation</b> <ul style="list-style-type: none"> <li>Social groups, crowds and public groups, nations, race.</li> <li>Social institutions: the family marriage, education, religion, arts, economic organization, political organisation.</li> <li>The urban &amp; rural community in India : ecology, characteristics of the village, characteristics of the town and city.</li> <li>Social satisfaction: class and caste.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>MCQtest</li> <li>Assignment</li> </ul>
V	10	<ul style="list-style-type: none"> <li>Discuss on social process and social control.</li> </ul>	<b>Social process and social control</b> <ul style="list-style-type: none"> <li>Process of social interaction: competition, conflict-war, cooperation, accommodation and assimilation.</li> <li>Nature and process of social control, norms and values, folk ways, customs, law and fashion.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>MCQtest</li> </ul>

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Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
VI	6	<ul style="list-style-type: none"> <li>Explain the process of social change</li> </ul>	<b>Social change</b> <ul style="list-style-type: none"> <li>Nature and process of social change: Factors influencing cultural change.</li> <li>Cultural lag.</li> <li>Role of nurse– change agents.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>MCQ test</li> </ul>
VII	15	<ul style="list-style-type: none"> <li>Describe the role of nurse in dealing with social problems in India</li> </ul>	<b>Social problems</b> <ul style="list-style-type: none"> <li>Social disorganisation, control and planning, poverty, population, housing, illiteracy, food supplies, growth of urbanisation, prostitution, minority groups, right of women and children, child labour, child abuse, delinquency and crime, substance abuse.</li> <li>Social welfare programmes in India.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Seminar</li> </ul>	<ul style="list-style-type: none"> <li>Unittest</li> </ul>

### References :

1. VidyaB,Sachdeva.Introduction to sociology, 47 ed.Kitab mahal; 2015.
2. Clement I.sociology for nurses,2 ed.India:Pearson education;2014.
3. Neeraja KP.textbook of sociology,2 ed.Jaypee brothers;2018.
4. Ganesh P.textbook of sociology for BSc nursing,EMMESS medical publishers;2018.

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## NURSING FOUNDATION

Placement- First Year

Theory - 45 hours

### Course Description

This course will help students to develop an understanding of the philosophy, objectives and responsibilities of Nursing as a profession. The purpose of the course is to orient one to the current concepts involved in the practices of nursing and developments in the Nursing profession

Unit	Hours		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
I	5		<ul style="list-style-type: none"> <li>Identify the professional aspects of nursing</li> <li>Explain the current trends in health and Nursing</li> <li>Describe the values, code of ethics &amp; professional conduct for nurses of India</li> </ul>	<b>Introduction</b> <ul style="list-style-type: none"> <li>Development of nursing as a profession               <ul style="list-style-type: none"> <li>Its philosophy</li> <li>Objectives and responsibilities of a graduate nurse</li> </ul> </li> <li>Trends influencing nursing practice</li> <li>Expanded role of the nurse</li> <li>Development of nursing education in India and trends in nursing education</li> <li>Professional organizations, career planning</li> <li>Code of ethics &amp; professional conduct for nurses.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Case discussion</li> <li>Role plays</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type questions</li> </ul>
II	8		<ul style="list-style-type: none"> <li>Describe the ethical and legal responsibilities of a professional nurse</li> <li>Describe the concept of health and illness</li> <li>Explain the developmental stages of individual.</li> </ul>	<b>Nursing as a profession</b> <ul style="list-style-type: none"> <li>Ethical, legal and other, issues in nursing</li> <li>Concept of health and illness, effects on the person</li> <li>Stress and adaptation</li> <li>Health care concept and Nursing care concept</li> <li>Developmental concept, needs, roles and problems of the developmental stages of individual - newborn, infant, toddlers, preadolescent, adolescent, adulthood, middle age, Old age.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Case discussion</li> <li>Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type questions</li> </ul>
III	6		<ul style="list-style-type: none"> <li>Explain the basic concepts of conceptual and theoretical models of nursing.</li> </ul>	<b>Professional Nursing care concepts and practices</b> <ul style="list-style-type: none"> <li>Theory of nursing practice</li> <li>Metaparadigm of nursing - characterised by four central concepts, i.e.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> </ul>

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Unit	Hours		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
				Nurse, person (Client/ patient) health and environment. <ul style="list-style-type: none"> <li>Florence Nightingale theory</li> <li>Orem's theory</li> <li>General system theory</li> </ul>		<ul style="list-style-type: none"> <li>Objective type questions</li> </ul>
IV	10		<ul style="list-style-type: none"> <li>Explain the steps of nursing process.</li> <li>Document nursing process as per the format</li> </ul>	<b>The Nursing process</b> <ul style="list-style-type: none"> <li>Assessment: Tools for Assessment, Methods, Recording</li> <li>Nursing diagnosis               <ul style="list-style-type: none"> <li>Types and significance</li> </ul> </li> <li>Planning: Teaching for planning care, types of care plans</li> <li>Implementation: Different approaches to care, organizations and implementation of care, recording</li> <li>Evaluation: Tools for evaluation, process of evaluation, types of evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Exercise</li> <li>Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type questions</li> <li>Assessment of skills with check list</li> </ul>
V	7		<ul style="list-style-type: none"> <li>Appreciate the significance of quality assurance in nursing</li> <li>Explain the nursing practice standards.</li> </ul>	<b>Nursing practice standards</b> <ul style="list-style-type: none"> <li>Quality assurance nursing standards, nursing audit, total quality management</li> <li>Role of council and professional bodies in maintenance of standards</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type questions</li> </ul>
VI	6		<ul style="list-style-type: none"> <li>Explain the role of nurse in various levels of health services.</li> </ul>	<b>Nursing services in the hospital &amp; community</b> <ul style="list-style-type: none"> <li>Primary health care concept               <ul style="list-style-type: none"> <li>Community oriented nursing</li> <li>Holistic nursing</li> <li>Primary nursing</li> </ul> </li> <li>Family oriented nursing concept               <ul style="list-style-type: none"> <li>Problem oriented nursing</li> <li>Progressive patient care</li> <li>Team nursing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Explain using charts</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type questions</li> </ul>
VII	3		<ul style="list-style-type: none"> <li>Describe the principles and techniques for bio-medical waste management in supervised clinical settings</li> </ul>	<b>Management of Bio-medical waste in clinical settings</b> <ul style="list-style-type: none"> <li>Biomedical waste management               <ul style="list-style-type: none"> <li>Waste sharps</li> <li>Solid wastes</li> <li>Discarded medicines</li> <li>Cytotoxic drugs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type questions</li> </ul>



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**Crosscutting issues relevant to Health  
Determinants and Right to Health Issues in the  
Curriculum**

MD Community Medicine	<a href="#">Link</a>
MDS Public Health Dentistry	<a href="#">Link</a>

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## CLINICAL SPECIALITY – I

## COMMUNITY HEALTH NURSING

Placement: IYear

Hours of Instruction

Theory: 150

Practical : 660

Total: 810

**Course Description**

The course is designed to assist students in developing expertise and in- depth understanding in the field of Community Health Nursing. It would help students to appreciate holistic life style of individuals, families & groups and develop skills to function as Community Health Nurse specialist/practitioner. It would further enable student to function as an educator, manager and researcher in the field of Community Health Nursing.

**Objectives**

At the end of the course the student will be able to,

1. appreciate the history and development in the field of Community Health and Community Health Nursing
2. appreciate role of individuals and families in promoting health of the Community
3. perform physical, developmental and nutritional assessment of individuals, families and groups
4. apply the concepts of promotive, preventive, curative and rehabilitative aspects of health while providing care to the people
5. apply nursing process approach while providing care to individuals, families, groups and community
6. integrate the concepts of family centered nursing approach while providing care to the community
7. recognize and participate in the management of emergencies, epidemics and disasters
8. apply recent technologies and care modalities while delivering community health nursing care
9. appreciate legal and ethical issues pertaining to community health nursing care
10. conduct community health nursing care projects
11. participate in planning, implementation and evaluation of various national health and family welfare programmes at local, state and the national level
12. incorporate evidence based nursing practice and identify the areas of research in the community settings
13. participate effectively as a member of Community Health team
14. coordinate and collaborate with various agencies operating in the community by using inter-sectoral approach
15. teach community health nursing to undergraduates, in-service nurses and the community health workers
16. demonstrate leadership and managerial abilities in community health nursing practice

Units	Hours	Course Content
I	10	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Historical development of community health and community health nursing- world and India, various health and family welfare committees</li> <li>• Current status, trends and challenges of community health nursing</li> <li>• Health status of the community-community diagnosis</li> <li>• Scope of community health nursing practice</li> <li>• Ethical and legal issues</li> <li>• Socio-cultural issues in community health nursing</li> <li>• National Policies, plans and programmes <ul style="list-style-type: none"> <li>▪ National health policy</li> </ul> </li> </ul>

Units	Hours	Content
		<ul style="list-style-type: none"> <li>▪ National population policy (2000, 2002 &amp; 2017)</li> <li>▪ National health and welfare programmes</li> <li>▪ National health goals/ indicators/ Millennium Developmental Goals (MDG)/ Strategies Sustainable Development Goals</li> <li>▪ Planning process : Five year plans</li> <li>▪ National rural health mission</li> </ul>
II	10	<b>Health</b> <ul style="list-style-type: none"> <li>• Concepts, issues</li> <li>• Determinants</li> <li>• Measurements</li> <li>• Health economics</li> <li>• Health technology</li> <li>• Genetics and health</li> <li>• Waste disposal</li> <li>• Ecosystem</li> </ul>
III	15	<b>Population dynamics and control</b> <ul style="list-style-type: none"> <li>• Demography</li> <li>• Transition and theories of population</li> <li>• National population policy</li> <li>• National population programmes</li> <li>• Population control and related programmes</li> <li>• Methods of family limiting and spacing</li> <li>• Research, census, national family health survey</li> </ul>
IV	30	<b>Community health nursing</b> <ul style="list-style-type: none"> <li>• Philosophy, aims, objectives, concepts, scope, principles, functions</li> <li>• Community health nursing theories and models</li> <li>• Quality assurance: community health nursing standards, competencies, monitoring community health nursing, nursing audits</li> <li>• Family nursing and family centered nursing approach</li> <li>• Family health nursing process <ul style="list-style-type: none"> <li>▪ Family health assessment</li> <li>▪ Diagnosis</li> <li>▪ Planning</li> <li>▪ Intervention</li> <li>▪ Evaluation</li> </ul> </li> <li>• Nursing care for special groups: children, adolescents, adults, women, elderly, physically and mentally challenged- urban and rural population at large</li> <li>• Community nutrition</li> <li>• Concept, role and responsibilities of community health Nurse practitioners/nurse midwifery practitioners-decision making skills, professionalism, legal issues</li> </ul>
V	45	<b>Maternal and neonatal care</b> <b>Integrated Management of neonatal and Childhood Illness (IMNCI):</b> <ul style="list-style-type: none"> <li>• Introduction to common childhood diseases</li> </ul>

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Units	Hours	Course Content
		<ul style="list-style-type: none"> <li>• Integrated evidence-based syndromic approach to manage sick child</li> <li>• Components of integrated approach</li> <li>• The principles of integrated care</li> <li>• Integrated case management process at home, referral centre and at out patient service (OP)</li> <li>• Clinical assessment for selected conditions</li> <li>• Jaundice, diarrhea, measles, feeding problems, malnutrition, fever, cough, difficulty in breathing, pneumonia, anemia and ear problem</li> <li>• Counselling a mother or a caretaker for the selected conditions</li> </ul> <p><b>Skilled Birth Attendant (SBA) module</b></p> <ul style="list-style-type: none"> <li>• Management of normal pregnancy, labour and postpartum period</li> <li>• Management of obstetric complications</li> <li>• Ensuring the quality care through community involvement and counseling</li> </ul>
VI	10	<p><b>Disaster nursing (INC module on reaching out : Nursing care in emergencies)</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Types and levels of disaster</li> <li>• Disaster mitigation</li> <li>• Phases of disaster management</li> <li>• Disaster management plans and activation of disaster management plan</li> <li>• Disaster management of community- nurses role</li> <li>• Capacity building programme for community volunteers, health care professionals.</li> <li>• Disaster management committees</li> </ul>
VII	10	<p><b>Information, education and communication</b></p> <ul style="list-style-type: none"> <li>• IEC/BCC: Principles and strategies</li> <li>• Communication skills</li> <li>• Management information and evaluation system: Records and reports</li> <li>• Information technology</li> <li>• Tele-medicine and tele-nursing</li> <li>• Journalism</li> <li>• Massmedia</li> <li>• Folkmedia</li> </ul>
VIII	15	<p><b>Health care delivery system: Urban, rural, tribal and difficult areas</b></p> <ul style="list-style-type: none"> <li>• Health organization: national, state, district, CHC, PHC, sub centre, village - Functions, staffing, pattern of assistance, layout, drugs, equipment and supplies, roles and responsibilities of DPHNO</li> <li>• Critical review of functioning of various levels, evaluation studies, recommendations and nursing perspectives</li> <li>• Alternative systems of medicine</li> <li>• Alternate systems for health promotion and management of health problems</li> <li>• Training and supervision of health workers</li> <li>• Health agencies: NGO's, roles and functions</li> <li>• Inter-sectoral coordination</li> <li>• Public private partnership</li> <li>• Panchayat raj institutions</li> <li>• Challenges of health care delivery system</li> </ul>

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
**Practical****Total= 660 Hours****1 Week= 30 Hours**

S. No.	Dept. / Unit	No. of Week	Total Hours
1	Sub-centre, PHC, CHC	12	360
2	District family welfare bureau	1	30
3	Urban centers	6	180
4	Field visits	3	90
	Total	22	660

**Student Activities**

- Identification of community leaders and resource persons (community mapping)
- Community health survey
- Community health nursing process- individual, family and special groups and community
- Counseling
- Health education –campaign, exhibition, folk media, preparation of IEC materials
- Organizing and participating in special clinics/camps and national health and welfare programmes- Organize atleast one health and family welfare mela/fair (all stalls of national health and family welfare activities should be included)
- Estimation of Vital health statistics -Exercise
- Drill for disaster preparedness
- Organize atleast one in-service education to ANM's/LHV/PHN/HW
- Nutrition–Exercise on nutritional assessment on dietary planning, demonstration and education for various age groups
- Filling up of Records, reports and registers maintained at SC/PHC/CHC
- Assist women in self breast examination
- Conduct antenatal examination
- Conduct vaginal examination
- Conduct deliveries
- Post natal visits
- Perform Episiotomy and suturing
- Prepare Pap smear
- Conduct Insertion/Removal of IUD
- Blood Slide preparation
- Field visits
- Maintenance of log book for various activities

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## PAPER 104- HEALTH EDUCATION AND HEALTH PROMOTION

### ➤ COURSE DESCRIPTION:

- This course health education and health promotion introduces students to basics of health education and health promotion pertaining to public health practice.

### ➤ OBJECTIVES:

- **At the conclusion of the course, the student will be able to:**
- Develop managerial skills in facilitative change in ways and conditions of health and promote health of people

### ➤ CONTENTS:

#### 1. Health education

- Definition, objectives, principles, contents
- Application, methods, approaches, Tools.
- Health education Vs propaganda,
- Adoption process – Roger’s model– application.

#### 2. Health communication

- Introduction
- Principles
- Process
- Application in health
- Models of communication
- Elements of communication
- Factors influencing communication
- Barriers of communication

#### 3. Channels of health communication

- Traditional
- Modern
- Individual

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- Group
- Mass
- Target groups

#### 4. Communication techniques and strategies.

#### 5. Health Promotion

- Overview of concepts of health promotion
- The Ottawa Charter–1986
- Models of health promotion (Biomedical model, behavioral model, socio-environmental model.
- Major theories in health promotion (Behavioral change theories: Health Belief Model, Stages of change theory, social learning theories. Community change theory: diffusion of innovations
- Developing health promotion strategies in community & hospitals
- Role of professional health educator in health promotion

#### 6. Propagation of healthy lifestyle

- Emerging lifestyle diseases
- Women's health in the context of changing socio-economic pattern in India
- Current health related messages

#### 7. Role of media in health promotion

- Mass media
- Inter personal communication
- Role of communication in promoting healthy lifestyle
- **Cost effective health promotion strategies**
- Role of corporate in health promotion
- Role of internet viz. email, web portals etc. in health promotion • Role of government and private sector in health promotion

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➤ **PRACTICUM:**

- Writing Health Messages
- Handling Communication Aids
- Developing Communication Campaigns – PLA, FGD, Counseling
- Health education activities in schools, and community
- Health promotion activities

➤ **REFERENCE:**

- Ramachandran & Dharmalingam: Health education – a new approach, Vikas publishing
- Park K, Park's Textbook of preventive and social medicine, M/s Banarasidas, Jabalpur
- Banerji D, Poverty, class and health promotion and protection WHO, Copenhagen
- Health education: creating strategies for school and community health By Glen Gordon Gilbert, Robin G.Sawyer
- Kari S,Lankinen et al: Health and diseases in developing countries, Mac Milan, Press, London
- David Morelyi : Practicing Health for all, Oxford university press, London
- Banerji D: Health and family planning services in India, Lok Prakash, New Delhi
- WHO: Intersectoral Linkages and health development
- World Bank: World Bank Development report, Washington
- Green A: An Introduction to health planning in developing countries, Oxford University Press
- Anita N I I: People health in people hands, the foundation for research in community health
- Ebrahim G M: Primary health care –re-orientation organizational support, Mac Millan, London.

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Management (NDMA)- Management of Natural Disaster: Food, Earth quake, Drought, Cyclone, Tsunami – Epidemics: Cholera, Plague, Typhoid, Jaundice –Management of epidemics.

Unit 6 - 10 hours

Management of disaster – Prevention – Method Precautions – Ambulance management - Role of Hospitals, Community, Voluntary agencies and Government in disaster management, Organization of medical camps.

BOOKS TO BE REFERRED:

1. Shahunth and Panekar V. First Aid, Vora Publication
2. First Aid Manual: Accident and Emergency, Vora Medical Publ.
3. Park K. Preventive and Social Medicine
4. Park K. Text Book on Hygiene and Preventive Medicine, Banarsidas Bhanot.

### HEALTHCARE LAWS AND ETHICS

Unit– 1 - 10 hours

General Law of Contract: Essentials of a Contract – Offer and acceptance – Capacity of Parties - Free Consent – Consideration and legality of object – Void argument and Contingent Contract– Law of Tort.

Unit – 2 - 10 hours

Medical ethics –basic issues, importance, process of developing and implementing ethics and values in an institution –codes of conduct: Hippocrates oath and declaration of Geneva –MCI regulation – professional conduct, etiquette and ethics, Euthanasia (mercy killing).

Unit– 3 - 10 hours

Transplantation of Human Organs Act 1994– Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act 1994. Central Births and Deaths Registration Act 1969 – Medical Termination of Pregnancy Act 1971.

Unit – 4 - 10 hours

Drugs and Cosmetics Act. 1948 – Pharmacy Act. 1948 –Poison Act 1919– Drugs and Magic Remedies (Objectionable Advertisement) Act, 1954 – Dying Declaration.

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Unit– 5 - 10 hours

Employees Provident Fund Act. 1952 – Payment of Gratuity Act, 1972 – Minimum Wages Act. 1948–Payment of Wages Act. 1916, Maternity Benefit Act. 1961.

Unit– 6 - 15 hours

Workmen Compensation Act, 1923 – Industrial Employment (Standing Order) Act – Trade Union Act – Industrial Disputes Act – Importance provisions.

Unit– 7 - 15 hours

Consumer Protection Act, 1986 - Application of C.P Act in Hospital – Recent judgment of Supreme Court – Implication for Health Professionals. – Medical Negligence Act.

#### REFERENCE BOOKS:

1. Kapoor N.D. Industrial Laws
2. Bare Acts.

### **S P 5 ENVIRONMENT & ECOLOGY**

-Students will be able to learn about environment, factors affecting it, environmental ethics and its protection

- students will be able to □ Describe a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.

- Students will be able to Critically analyze technical subject matter (written or oral) for scientific merit apply learned environmental knowledge and understanding to solve technical /research problems in new contexts

#### UNIT– 1

- 1.1. General Meaning of Environment
- 1.2. relevance of the subject Environment
- 1.3. Ecology for Hospital Administrators.

#### UNIT–2

- 2.1. Brief outline of the Environment (Protection) Act 1986 & its importance for Hospital Administration.
- 2.2. Legislation vs. Social obligation of Hospitals.
- 2.3. Role of NGO's like green peace in Environmental protection.

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### UNIT-3

- 3.1. Ecology & Brief outline on Elements of Ecology;
- 3.2. brief discussion on Ecological balance and consequences of change,
- 3.3. principles of environmental impact assessment.
- 3.4. Environmental Impact Assessment report (EIA).

### UNIT - 4

- 4.1. Air Pollution and Control
- 4.2. Factors responsible for causing Air Pollution in Hospitals .
- 4.3. Sources & effects of Air pollutants in the Hospital context.
- 4.4. Primary & Secondary pollutants, Green House Effect, Depletion of Ozone Layer.
- 4.5. Brief discussion on THE AIR (PREVENTION & CONTROL OF POLLUTION) ACT,1989.

### UNIT - 5

- 5.1. Water Pollution and Control -
- 5.2. Brief Discussion on Hydrosphere, natural water, pollutants: their origin and effects, river/lake/ground water pollution,
- 5.3. The financial implication of water pollution control and steps required to be taken e.g. Sewerage treatment plant, water treatment plant.
- 5.4. Standards and control in relation to the effect of legislation by Central and State Boards for prevention and control of Water Pollution.

### UNIT - 6

- 6.1. Land Pollution
- 6.2. Brief understanding of lithosphere -
- 6.3. Pollutants -municipal, industrial, commercial, agricultural, hospital, hazardous solid waste); their original effects, collection and disposal of solid waste,
- 6.4. recovery & conversion methods in relation to an hospital enterprise with discussion about the financial implication.

### UNIT - 7

- 7.1. Noise Pollution:
- 7.2. Sources, effects, standards & control

### Books:

1. Environmental Science, Cunningham, TMH
2. Environmental Studies, A.K.De & A.K.De, New Age International
3. Environmental Pollution Control Engineering, C.S.Rao, New Age International
4. Environmental Management, N.K. Oberoi, EXCEL BOOKS
5. Text Book of Environmental Studies for under graduate courses By Erach Bharucha Reprinted in 2006, Orient Longman Private Limited /Universities Press India Pvt. Ltd.

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## **Crosscutting issues relevant to Right to Health Issue in the Curriculum**

APPROVED  


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## INTRODUCTION TO NATIONAL HEALTHCARE DELIVERY SYSTEM IN INDIA

**Course Description:** The course provides the students a basic insight into the main features of Indian health care delivery system and how it compares with the other systems of the world

<b>First Semester (0-6 months)</b>				
<b>Course code &amp; Title</b>	<b>Hours</b>			<b>Weekly class hours</b>
	<b>Theory</b>	<b>Practical</b>	<b>Total</b>	
<b>Foundation course - Internal examination</b>				
<b>AP01PT 1S1- Introduction to Healthcare Delivery System in India</b>	30	-	30	2

1. Introduction to healthcare delivery system
  - a. Healthcare delivery system in India at primary, secondary and tertiary care
  - b. Community participation in healthcare delivery system
  - c. Health system in developed countries.
  - d. Private Sector
  - e. National Health Mission
  - f. National Health Policy
  - g. Issues in Health Care Delivery System in India
2. National Health Programme- Background objectives, action plan, targets, operations, achievements and constraints in various National Health Programme.
3. Introduction to AYUSH system of medicine
  - a. Introduction to Ayurveda.
  - b. Yoga and Naturopathy
  - c. Unani
  - d. Siddha
  - e. Homeopathy
  - f. Need for integration of various system of medicine
4. Health scenario of India- past, present and future
5. Demography & Vital Statistics-
  - a. Demography– its concept
  - b. Vital events of life & its impact on demography
  - c. Significance and recording of vital statistics
  - d. Census & its impact on health policy
6. Epidemiology
  - a. Principles of Epidemiology
  - b. Natural History of disease

- c. Methods of Epidemiological studies
- d. Epidemiology of communicable & non-communicable diseases, disease transmission, host defense immunizing agents, cold chain, immunization, disease monitoring and surveillance.

**References**

GOI. Twelfth five-year plan (2012-2017) social sector, Volume III. Planning commission government of India.p1- 47

MOHFW. Rural health care system in India- the structure and current scenario. Rural health statistics 2011.

Indian Public Health Standards (IPHS) guideline for community health centers, Revised 2012. DGHS, MOHFW, GOI. 1-94

Park K. Park's Textbook of Preventive and Social Medicine. 21st ed. Prem Nagar, Jabalpur, (M.P.), India: M/s Banarsidas Bhanot; 2011

## BASIC COMPUTERS AND INFORMATION SCIENCE

**Course Description:** The course has focus on computer organization, computer operating system and software, and MS windows, Word processing, Excel data worksheet and PowerPoint presentation.

First Semester (0-6 months)				
Course code &Title	Hours			Weekly class hours
	Theory	Practical	Total	
<b>Foundation course - Internal examination</b>				
AP01PT 1S2- Basic computer and information science	15	30	45	3

1. Introduction to computer: Introduction, characteristics of computer, block diagram of computer, generations of computer, computer languages.
2. Input output devices: Input devices(keyboard, point and draw devices, data scanning devices, digitizer, electronic card reader, voice recognition devices, vision-input devices), output devices(monitors, pointers, plotters, screen image projector, voice response systems).
3. Processor and memory: The Central Processing Unit (CPU), main memory.
4. Storage Devices: Sequential and direct access devices, magnetic tape, magnetic disk, optical disk, mass storage devices.
5. Introduction of windows: History, features, desktop, taskbar, icons on the desktop, operation with folder, creating shortcuts, operation with windows (opening, closing, moving, resizing, minimizing and maximizing, etc.).
6. Introduction to MS-Word: introduction, components of a word window, creating, opening and inserting files, editing a document file, page setting and formatting the text, saving the document, spell checking, printing the document file, creating and editing of table, mail merge.
7. Introduction to Excel: introduction, about worksheet, entering information, saving workbooks and formatting, printing the worksheet, creating graphs.


  
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1. Demonstrate the technique of measuring ROM using goniometry
2. Demonstrate muscle strength using the principles and technique of MMT
3. Demonstrate the techniques for muscle strengthening based on MMT grading
4. Demonstrate the techniques of massage manipulations
5. Demonstrate to apply the technique of passive movements
6. Demonstrate various techniques of Active movements
7. Demonstrate techniques of strengthening muscles using resisted exercises
8. Demonstrate techniques for measuring limb length and body circumference.
9. Demonstrate breathing exercises
10. Demonstrate techniques of Aquatic exercises

## INTRODUCTION TO QUALITY AND PATIENT SAFETY

**Course description:** This course is to help students understand the basic concepts of quality in health Care and develop skills to implement sustainable quality assurance program in the health system. The course includes teaching NABH guidelines, Basic Life Support, management of biomedical waste, infection control & prevention, antibiotic resistance and disaster management.

<b>Third Semester (13-18 months)</b>				
<b>Course code &amp;Titles</b>	<b>Hours</b>			<b>Weekly class hours</b>
	<b>Theory</b>	<b>Practical</b>	<b>Total</b>	
<b>Foundation course – Internal examination</b>				
<b>AP01PT 3S1-</b> Introduction to quality and patient safety (Including Emergency care, BLS, Biomedical waste management, Infection prevention and control, etc)	20	30	50	3

1. Quality assurance and management - The objective of the course is to help students

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understand the basic concepts of quality in health Care and develop skills to implement sustainable quality assurance program in the health system.

- a. Concepts of Quality of Care
  - b. Quality Improvement Approaches
  - c. Standards and Norms
  - d. Quality Improvement Tools
  - e. Introduction to NABH guidelines
2. Basics of emergency care and life support skills - Basic life support (BLS) is the foundation for saving lives following cardiac arrest. Fundamental aspects of BLS include immediate recognition of sudden cardiac arrest (SCA) and activation of the emergency response system, early cardiopulmonary resuscitation (CPR), and rapid defibrillation with an automated external defibrillator (AED). Initial recognition and response to heart attack and stroke are also considered part of BLS. The student is also expected to learn about basic emergency care including first aid and triage. Topics to be covered under the course are as follows:
- a. Vital signs and primary assessment
  - b. Basic emergency care –first aid and triage
  - c. Ventilations including use of bag-valve-masks (BVMs)
  - d. Choking, rescue breathing methods
  - e. One- and Two-rescuer CPR
  - f. Using an AED (Automated external defibrillator).
  - g. Managing an emergency including moving a patient

At the end of this topic, focus should be to teach the students to perform the maneuvers in simulation lab and to test their skills with focus on airways management and chest compressions. At the end of the foundation course, each student should be able to perform and execute/operate on the above-mentioned modalities.

3. Bio medical waste management and environment safety- The aim of this section will be to help prevent harm to workers, property, the environment and the general public. Topics to be covered under the course are as follows:
- a. Definition of Biomedical Waste
  - b. Waste minimization
  - c. BMW – Segregation, collection, transportation, treatment and disposal (including color coding)
  - d. Liquid BMW, Radioactive waste, Metals/ Chemicals / Drug waste
  - e. BMW Management & methods of disinfection
  - f. Modern technology for handling BMW
  - g. Use of Personal protective equipment (PPE)
  - h. Monitoring & controlling of cross infection (Protective devices)
4. Infection prevention and control - The objective of this section will be to provide a broad understanding of the core course areas of infection prevention and control and to equip

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AHPs with the fundamental skills required to reduce the incidence of hospital acquired infections and improve health outcomes. Concepts taught should include –

- a. Evidence-based infection control principles and practices [such as sterilization, disinfection, effective hand hygiene and use of Personal protective equipment (PPE)],
  - b. Prevention & control of common healthcare associated infections,
  - c. Components of an effective infection control program, and
  - d. Guidelines (NABH and JCI) for Hospital Infection Control
5. Antibiotic Resistance-
- a. History of Antibiotics
  - b. How Resistance Happens and Spreads
  - c. Types of resistance- Intrinsic, Acquired, Passive
  - d. Trends in Drug Resistance
  - e. Actions to Fight Resistance
  - f. Bacterial persistence
  - g. Antibiotic sensitivity
  - h. Consequences of antibiotic resistance
  - i. Antimicrobial Stewardship- Barriers and opportunities, Tools and models in hospitals
6. Disaster preparedness and management- The objective of this section will be to provide knowledge on the principles of on-site disaster management. Concepts to be taught should include-
- a. Fundamentals of emergency management,
  - b. Psychological impact management,
  - c. Resource management,
  - d. Preparedness and risk reduction,
  - e. Key response functions (including public health, logistics and governance, recovery, rehabilitation and reconstruction), information management, incident command and institutional mechanisms.



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## **Crosscutting issues relevant to Emerging Demographic Changes in the Curriculum**

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Unit IV: Factorial designs  $2^n$  designs, illustration, main effects, interaction effects, and analysis.  $3^2$  design, illustrations, main effects, interaction effects and analyses. Complete and Partial confounding in  $2^n$  designs in RBD and analyses.

(12 hours)

Unit V: Fractional factorial designs, orthogonal and balanced arrays and their connection with confounded and fractional factorial. Split plot and split block experiments. Response surface experiments, first order design and orthogonal design. Experiments with mixture models, design and analyses.

(06 hours)

### References:

1. Cochran W G and Cox GM , Experimental designs. John Wiley; 1992
2. Cochran W G, Sampling Technique. 3<sup>rd</sup> Edition. Wiley Eastern;1989
3. Das, M N and Giri N C , Design and Analysis of Experiments. New Delhi :Wiley Eastern Limited; 1979
4. Daniel WW , Biostatistics. A foundation for analysis in the health sciences. John wiley; 2005
5. Montgomery D C , Design and Analysis of Experiments. Wiley India 5<sup>th</sup> Edition;2006
6. Khuri A and Cornell M, Response Surface methodology. Marcel Dekker; 1996
7. Mukhopadhyay P, Theory and Methods of Survey Sampling. Prentice-Hall of India; 1998
8. Sukhatme et.al, Sampling Theory of Surveys with Applications. Indian Society of Agricultural Statistics. New Delhi; 1984
9. Swain AKPC, Finite Population sampling- Theory and Methods. New Delhi: South Asian Publishers; 2003
10. Ranjan K Som, Practical Sampling Techniques. 2<sup>nd</sup> edition. CRC publication. ISBN: 9780824796761;1995
11. Zar JH , Biostatistical Analyses. Pearson; 2010

<b>Hard Core</b>	<b>FS02BT-2C2 : Epidemiology</b>	<b>No. of credits: 4 (56L+28P)</b>
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**Learning Objectives:** To acquaint the students with

- Foundation on basics epidemiological study designs.
- Different study designs, selection of appropriate research design.
- Analysis and interpretation of results from Epidemiological studies.

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**Learning outcome:** At the end of the Course the student will be able

- Understand and interpret various concepts under Epidemiological study.
- Translate the research objectives into clear, testable statistical hypothesis.
- Identify appropriate Epidemiological study design for the research problem and carryout the Statistical Analysis.

**Unit-I: Research methodology:** Definition, meaning and objectives of research, need and importance of epidemiological research in public health. Types of research. Good research criteria, formulation of research question and its key considerations, formulation of hypothesis, need and importance of review of literature, steps in formulating a good research proposal.

**Ethics in Research:** Orientation to Institutional Ethics committee, importance of ethics in research, ICMR ethical guidelines, Ethical and professional issues related to data security and publication.

**Fundamentals of Intellectual Property Rights (IPR):** What are patents and inventions? Key differences - Invention and discovery - Understanding inventorship, ownership and rights in the context of collaborative research- Novelty, inventive step and industrial applicability - Introduction to patent specifications - Content of provisional and complete specifications. - Conduct search (novelty and inventive steps) - Conduct prior art with keywords - Booleans operators - Use of parenthesis - Patent description writing - Patent claims writing - Precautions of writing the specifications. Patent specifications and filing procedure

(14 hours)

**Unit II: Measures in Epidemiology:** Definition of Epidemiology, Historical developments in epidemiology, John snow's study and Doll Hill study, epidemiological triad, emergence of modern epidemiology, role of epidemiology in health science, classification of diseases, measures of disease frequency, rate ratio and proportion, prevalence and incident rate, rate risk and ratio, point & period prevalence, relation between prevalence and incidence, measures of exposures and outcomes, types of exposure and outcome, sources of exposures, measures of morbidity and mortality rate, Cumulative rate and risk, person years, age specific incidence rates, case fatality rate, measures of a disease and exposure, standardization of rates: Concept , direct and indirect methods and introduction to confounding.

Validity and reliability of measures of exposure and outcome, basic concepts of surveillance and levels of prevention –Primary, secondary and tertiary. Screening- definition and requirements, biases, sensitivity and specificity, positive predictive, negative predictive test results, likelihood ratio positive and negative, ROC analysis.

(15 hours)

**Unit III:** Observational studies: Concept and objectives of observational studies, explorative, descriptive and analytical designs, study design and their importance, advantages and disadvantages; descriptive study designs. Case report, Case study, case series, cross sectional study, Strengths and limitations of different study designs.

**Unit IV:** Analytical study designs: Case Control: Definition and selection of cases and controls, measuring exposure, Odds ratio (OR), Confidence interval for OR, Attributable Risk and Population attributable Risk, Interpretation of results, advantages and disadvantages of case control studies, advantages and disadvantages of population based case control studies over hospital based. Nested case control study. Matched case control studies, analysis, advantages and disadvantages of matching, Ecological study.

Cohort studies : Choice of study population, definition of cohort, choice of comparison group, measurement of exposure, outcomes, Relative Risk(RR), rate difference, confidence interval for RR, interpretation of RR, Case cohort studies and historical cohort studies. Advantages and disadvantages of prospective, historical cohort study.

(14 hours)

**Unit V:** Dealing with Confounding variables: various methods of dealing with confounding, concept of matching, propensity score matching, restricted sampling. Introduction to stratification, Mantel Haenszel summary measures, MH Odds ratio, MH risk ratio, MH confidence interval for OR and RR. Interaction, relative and absolute measures, attributable risk, attribute risk percentage, population excess risk. Relative risk (Risk ratio, rate ratio, odds ratio).

(06 hours)

#### References:

1. Altman DG, Practical statistics for medical research. CRC press; 1990
2. Bonita R, Beaglehole R, Kjellström T. Basic epidemiology. World Health Organization; 2006
3. Clayton and Hills, Statistical Models in Epidemiology. Oxford : Oxford University Press; 1993
4. Ethical Guidelines for Statistical Practice prepared by a committee on Professional Ethics of the American Statistical Association, Approved by the ASA Board in April; 2018
4. Gordis L, Epidemiology. Saunders-Elsevier Philadelphia; 2013
5. Fleiss JL, Levin B, Paik MC . Statistical methods for rates and proportions. John Wiley & Sons; 2013
6. Kenneth J Rothman, Causal inference in Medicine. Epidemiology Resources. ISBN-13 978- 0917227035; 1988
7. Last JM, Abramson JH, Freidman GD. editors. A dictionary of epidemiology. New York: Oxford university press; 2001
8. Olinda Timms, Biomedical Ethics. 2<sup>nd</sup> Ed. New Delhi, Elsevier; 2019
9. Park K, Preventive and Social Medicine. Jabalpur: M/s Banarsidas Bhanot Publishers; 2011
10. Rothman KJ, Greenland S, Lash TL. Modern epidemiology. Lippincott Williams & Wilkins 2008
11. Schlesselman JJ, Case-control studies: design, conduct, analysis ( Monographs in Epidemiology and Biostatistics) Oxford University Press; 1982

<https://www.amstat.org/ASA/Your-Career/Ethical-guidelines-for-Statistical-Practice.aspx>

**Demography****Course Objective :**

- To familiarize students on the fundamentals of population studies and its links with health, family planning, population policies and programmes.
- To know the source and types of data.
- To define the population trend by geographically.
- To discuss the population policy.

**Course:**

- -Methods of demographic data collection
- -Sources of data
- -Population
- -Population composition -World population growth -Growth of Indian population -- -  
Fertility  
-Mortality
- -Migration/ urbanization -Population projections -Life tables -Populationpolicy

**Suggested texts :**

- 1) Principles of population Studies: Asha Bhende and Tara Kanitkar, Himalaya Pub, Houses, Mumbai, 1996
- 2) Population: John Weeks, Wordsworth pub., California, USA,1994.
- 3) Population Transition In India: S.N.Singh, M.K.Premi, P.S.Bhatia, B.R.Publishing Corporation, Delhi, 1989.
- 4) Population in the context of India's development: P.B. Desai UGC – UNFPA project, Ahmedabad, 1987.
- 5) Demography: Peter Cox, Cambridge University Press, U.K., 1989.
- 6) Techniques of Demographic Analysis: K.B. Pathak, F. Ram, Himalaya Publishing Houses, Mumbai, 1992.
- 7) Health Monitor: Foundation for Research in Health S, Mumbai, 1990.
- 8) National Family Health Survey – 1, 2 and 3: International Institute for Population Sciences, Mumbai.

- 9) Basic Demographic Techniques and Applications – K. Srinivasan, Sage Publications, 1998  
 10) World Population Prospects, United Nations Population division, Department of Economic and Social Affairs.

## **Basic Epidemiology**

### **Course Objectives:**

- To familiarize students on concepts and use of epidemiology, methods to measure and describe health of populations and risk measurement.
- Competent to apply concepts and principles associated with health and disease in the prevention & control of disease.
- Able to apply epidemiological principles.

### **Course:**

- -Historical aspects, definition, aim and uses
- -Descriptive epidemiology
- -Determinants of disease, Natural history of disease
- -Epidemiological principles in prevention and control disease
- -Risk measurement, Measurement of morbidity and mortality: Incidence, Prevalence, Age-adjustment and survival analysis, use of morbidity and mortality
- -Epidemiological study designs
- -Bias, confounding and interaction
- -Causal association
- -Nutritional surveillance

### **Suggested texts :**

1. Gordis Leon Epidemiology (3rd edition) ,W B Saunders and Co.
2. Beaglehole. R. Bonita, et. al Basic Epidemiology:, WHO Publication, Geneva, 1993.
3. David E., et. al. Foundations of Epidemiology: Oxford University Press, New York, 1984.
4. Barkar, D.J.P., Practical Epidemiology: Churchill pub, Livingstone, 1982.
5. Epidemiology in health care planning: E.A. Knox (ed), Oxford University Press, New York, 1979.
6. Katz Mitchell: Study Design and Statistical Analysis: A Practical Guide for Clinicians
7. ast, J.M., Spasoff, R.A. Harris, S. S. and Thuriaux, M.C. (Eds): A Dictionary of Epidemiology, Oxford University Press, New York, 4th Ed., 2001.
8. Mayer Dan Essential Evidence-Based Medicine Series: Essential Medical Texts for Students and Trainees
9. Silman and McFarland: Epidemiological Studies A Practical Guide 2nd Edition
10. Aschengrau and Seage: Essentials of Epidemiology in Public Health
11. Friis Robert: Epidemiology for Public Health Practice, Third Edition
12. Timmreck Thomas C: An Introduction to Epidemiology, Third Edition



## FIRST YEAR- SECOND SEMESTER

## PAPER 201-DEMOGRAPHY

➤ **COURSE DESCRIPTION:**

- The course enables the students to get acquainted with the population and basic issues in human culture and economic behaviour, which are essentially the grounds on which the health issues develop and sustain. The focus of the course is on population growth and dynamics of population growth.

➤ **OBJECTIVES:**

- **At the conclusion of the course, the student will be able to:**
  - Understand the basics of demography.
  - Use demographic tools in understanding public health issues Knowledge attitude and practices.
  - Discuss global demographic regimes and impact on public health.

➤ **CONTENTS:**1. **Introduction to Demography:**

- Definition,
- nature,
- Scope and importance of demography

2. **Demography and population Studies**3. **Source of Data-**

- Indian Censuses: Historical view, salient features of Indian censuses
- Vital Statistics: Registration of births, deaths Marriages-Act1966
- National sample services organization (NSSO),
- Demographic sample surveys in India, National Family health Surveys (NFHS-I,II,III)
- U.N Demographic year book.(Annual)

4. **Development of Demographic Research in India and its relevance for Public Health interventions, Demography & Social Science inter relations, Technical & substantive demography.**

- Rates & Ratios, Mid Year Population, measures of fertility and Mortality and

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morbidity- determinants and differentials across states and some selected countries, Life table concepts, migration and its relation to Public Health.

#### 5. Population Theories-

- Malthusian Theory,
- Optimum population Theory,
- Demographic Transition theory

#### 6. Critical review:

- World Population Growth- Regional distribution & impact.
- Population Growth & distribution in India & states
- Population Structure & Characteristics:
- Age, Sex distribution- India & Selected countries
- Marital Status: age at marriage & Public Health Concerns
- Sex ratio in India – Declining trends observed in states causes & consequences.
- Caste & Religious distribution of Population.
- Mortality- Expectation of life at birth Infant mortality – determinants of trends , differentials- India, States & Selected Countries,
- Age & Sex differentials in mortality – trends causes of death, Patterns- India, States, and selected countries.
- Causes of mortality decline- developed & developing countries focusing on Indian experience, AIDS- future prospects.
- Concepts of Fertility- Fecundity & fertility, Sterility- Primary, Secondary, abortion, natural fertility- biological limits and social determinants, Physiological factors, role of Social and cultural factors of fertility, still births, levels trends and differentials infertility.

#### 7. Family Planning Programme-

- Global View,
- Critical Review of Indian F.P.P Programme, achievements, management,
- Methods of Birth Control -male ,female methods, Mechanical, Chemical, Natural and other methods,

- Medical Termination of Pregnancies Act,
- Post legalisation Scenario in India.

**8. Population policy-**

- India and China- One Child Policy, 2 child policy-consequences,
- Role of immigration in contemporary world.

➤ **PRACTICUM :**

- Practical exercise such as survey, Family planning, KAP studies based on primary and secondary data etc.

➤ **REFERENCE:**

- Bouge Donald: Principles of Demography, John wiley & Sons, NewYork.
- Srivastava S.C: Studies in Demography, Jai Prakashnath & Co, Subash Bazar, Meerut, India.
- Asha A Bhende & Thara Kanitkar: Principles of population studies, Himalaya Publishing Hse.
- Neelakantan N: A modern treatise in preventive medicine & Community health, Neela publishers, Venu Vilas, Poojapura, Thiruvananthapuram.
- Park K: Text book of preventive and social medicine, M/s Banarasidas, Jabalpur.
- Barclay G.W.: Techniques of population analysis, Wiley, NewYork
- Cox P.R: Demography, England.

  
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## **Crosscutting issues relevant to Professional Ethics in the Curriculum**

M.Sc. Research Ethics	<a href="#">Link</a>
Post graduate Diploma in Bioethics and Medical Ethics	<a href="#">Link</a>
Post graduate Diploma in Clinical Ethics	<a href="#">Link</a>

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## **Centre for Ethics**

### **Other courses/training programs offered**

- **Intensive Summer Workshop on Ethics and Research (I-SWEAR)**
- **Value Added Course in Bioethics and Environmental Ethics**
- **Value Added Course in Clinical Ethics and Medical Humanities**
- **Applied ethics for Bachelor in Physiotherapy (BPT) and Masters in Physiotherapy (MPT) students**

<https://www.yenepoaya.edu.in/academics/centers/centre-ethics>

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## PROFESSIONALISM AND VALUES

**Course description-** This course is intended to teach the concept of what it means to be a professional and how physiotherapy as a profession is different from other vocations. It will also explain how relevant Professionalism is in terms of the healthcare system and how it affects the overall patient and healthcare environment.

<b>First Semester (0-6 months)</b>				
<b>Course code &amp;Title</b>	<b>Hours</b>			<b>Weekly class hours</b>
	<b>Theory</b>	<b>Practical</b>	<b>Total</b>	
<b>Foundation course - Internal examination</b>				
<b>AP01PT 1S5- Professionalism and values</b>	15	-	15	1

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1. Professional values- Integrity, Objectivity, Professional competence and due care, Confidentiality. Core values- Accountability, Altruism, Compassion/ caring, excellence, integrity, professional duties, social responsibility.
2. Personal values- ethical or moral values
3. Attitude and behavior- professional behavior, treating people equally
4. Code of conduct, professional accountability and responsibility, misconduct
5. Differences between professions and importance of team efforts
6. Cultural issues in the healthcare environment
7. Entry level health care practitioner, direct access, autonomy in profession, practitioner of practice and evidence-based practice.

### **The five roles of the Physiotherapist-**

1. The Physiotherapist as Patient/Client manager
  - a Evaluation and diagnosis
  - b Diagnosis as clinical decision-making
  - c Prognosis
  - d Discharge planning and discontinuance of care
  - e Discontinuance of care
  - f Outcomes
  - g Clinical decision making
  - h Referral relationships
  - i Interpersonal relationships
  - j Ethical and legal issues
  - k Informed consent
  - l Managed care and fidelity.
2. The Physiotherapist as Consultant
  - a Physiotherapy consultation
  - b Building a consulting business
  - c The consulting process
  - d The skills of a good consultant
  - e Trust in the consultant/client relationship
  - f Ethical and legal issues in consultation
  - g Components of a consulting agreement.
3. The Physiotherapist as Critical Inquirer
  - a. History of critical inquiry
  - b. Evidence-based practice
  - c. Outcomes research
  - d. Whose responsibility is research?
  - e. Roles of the staff physiotherapist in critical inquiry
  - f. Collaboration in clinical research

- g. Ethical and legal issues in critical inquiry.
4. The Physiotherapist as Administrator
    - a. History of physiotherapy administration
    - b. Contemporary physiotherapy administration
    - c. Patient/client management
    - d. First-line management
    - e. Midlevel managers and chief executive officers
    - f. Leadership
    - g. Ethical and legal issues.
  5. The Physiotherapist as Educator
    - a. History of physiotherapy education
    - b. Contemporary educational roles of the physiotherapist
    - c. Teaching opportunities in continuing education
    - d. Academic teaching opportunities
    - e. Theories of teaching and learning in professional education
    - f. Ethical and legal issues in physiotherapy education.

## COMMUNITY ORIENTATION AND CLINICAL VISIT

The objective of this section of the foundation course is to sensitize potential learners with essential knowledge; this will lay a sound foundation for their learning across the under-graduate program and across their career. Innovative teaching methods should be used to ensure the attention of a student and make them more receptive such as group activities, interactive fora, role plays, and clinical bed-side demonstrations.

First Semester (0-6 months)					
Sl. No.	Course Titles	Hours			Weekly class hours
		Theory	Practical	Total	
<b>Foundation course - Internal examination</b>					
1	Community orientation and clinical visit	-	-	45	3

1. The community orientation and clinical visit will include visit to the entire chain of healthcare delivery system -Sub Centre, PHC, CHC, SDH, DH and Medical College, private hospitals, dispensaries and clinics.
2. The student will also be briefed regarding governance at village level including interaction and group discussion with village panchayat and front-line health workers.
3. Clinical visit to their respective professional department within the hospital.

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## DC01FSC-6C5

### Ethics in Information Technology and Computer Communication

(Total Hours 30)

**Goal:** To develop ethics related to computer profession and development.

**Objectives:** Objective of this course is to expose the students

- To ensure the privacy and safety of the computer users.
- To help people, use the computer in the right ways.
- To guarantee that the works that done by someone did not declare by other people.

#### Teaching Learning Methodology:

Lectures, Class discussions, Discussion groups, Student Presentation, case studies. Use of flip chart board by instructor as aid in teaching.

#### Unit 1 Risk and Responsibility

In this segment of the course we evaluate the risks of computer technology. Some of these risks are the results of imperfections in the technology itself, while others are the consequence of human misunderstandings and misinterpretations. We will ask questions such as: how to assess the gravity of risks against the clear benefits of computer technology? Who bears the risks and who should be making the decisions about whether they are acceptable? Is computer technology in any way a unique technology in the nature and extent of the risks it poses?

Following the discussion of risk, we examine responsibility. Who is responsible for risks and harms caused by computing? What are the special responsibilities, if any, of computer professionals? Beyond the responsibility to produce systems that work, do computer professionals have a social responsibility to see that their technology is used only for the betterment of society? We will apply legal and philosophical concepts to these discussions.

#### Unit 2 Ethical Theory

Ethical theories and concepts from the Western philosophical tradition offer ways to analyze and clarify practical questions about values and information technology. In this segment of the course we review two basic approaches to ethical theorizing: deontology and consequentialism. We also study the concept of rights and justice. These enhance our understanding of the many issues in information technology ethics that are framed in terms of "rights": the right to own software, the right to privacy, and the right to benefit from computing. We also examine the relationship between law and morality. The theoretical approaches and concepts will be applied and developed throughout the rest of the course.

#### Unit 3 Intellectual Property and Computer Software

Is it wrong to make unauthorized copies of software? Should software be free? Is the patenting of software good for society? These are some of the questions addressed in this section on the private ownership of computer software. Although much of the scholarly work in the area of software ownership is concerned with detailed legal questions, we will focus on its philosophical and ethical aspects.

#### **Unit 4 Privacy and Information Technology**

Poll after poll show that Americans are concerned about the erosion of their privacy. They think the government knows too much about them and they are becoming increasingly aware of the many other institutions that have access to their records. Information technology is at the heart of many of these intrusions on privacy. This section of the course examines the use of computerized record-keeping and its effects on privacy. Drawing on moral and legal understandings of privacy, it evaluates the claims by individuals in technologically advanced societies to be free of surveillance.

#### **Unit 5 Crime by Computer**

Reports of computer crime elicit a mixture of reactions. On the one hand, people are worried about how vulnerable society's computerized infrastructure is to infiltration and destruction. On the other, they are impressed by the ingenuity of the so-called "hackers." How should we regard infiltration onto computer systems? What computer crimes are really bad? Are hackers mere villains or are they Robin Hoods?

#### **Unit 6 The Networked World**

More than any other application of computer technology, digital networks have captured the public's fascination and imagination. But is all of the attention warranted? Will computer networks transform society, revolutionize social institutions, remake communities and the political landscape, and change the world economy; or will they merely provide new outlets for consumerism and entertainment? How much should society invest in the new networks? Should the government ensure universal access to networks even to those who cannot afford to pay the cost?

The final segment of the course will discuss these questions and others. It will evaluate debates about civil liberties, like free speech, on the internet. What rules should govern behavior on the internet? We will also consider the effects that networks may have on fundamental values such as privacy and property.

#### **Suggested Readings:**

- Johnson, D. G. (1985). Computer ethics. Englewood Cliffs (NJ).
- Bynum, T. W. (2001). Computer ethics: Its birth and its future. *Ethics and Information Technology*, 3(2), 109-112.
- Bynum, T. W., & Simon, R. (2004). Computer ethics and professional responsibility.

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