

# **FELLOWSHIP IN PUBLIC HEALTH CARE NURSING**

## **ABOUT THE COURSE:**

Malla Reddy School of Nursing Science and Technology believes that registered nurses need to be trained in public health care Nursing in clinical and community settings in order to provide competent care to patients and enhance their quality of life. Nurses play vital role in prevention, promotion, curative and rehabilitative care. Expanding roles of nurses and advances in technology necessitate additional training to prepare them for effective participation in providing such vital role. This Fellowship program is designed for nurses to enhance their knowledge and skills towards public health care nursing.

This fellowship course is developed to help the student to recognize the etiology, pathophysiology, symptomatology, diagnostic measures, and management of patients with malignant conditions affecting various systems. The course will further help the graduates to acquire knowledge and skills in providing comprehensive nursing care to such patients and attempts to explore and expand nursing knowledge through nursing research.

## **OBJECTIVES:**

The graduates of fellowship students will be able to:

- Provide comprehensive, community-based care to promote health and prevent disease.
- Manage and coordinate public health programs and services.
- Educate individuals, families, and communities on health promotion and disease prevention.
- Conduct research and participate in epidemiological surveillance.

## **ELGIBILITY**

- Registered BSc Nursing in India or equivalent.

## **DURATION**

- 52 Weeks or One Academic Year

## **COURSE DESCRIPTION**

The course is designed to prepare registered B.Sc (N) with specialized knowledge, skills and attitude in providing advance quality care to critically ill patients and their families at all the three levels of care.

## **EVALUATION**

The examination will be conducted by school of nursing science and technology, Malla Reddy Vishwavidhyapeeth deemed to be university.

## **CRITERIA TO APPEAR THE EXAM**

- 80% attendance in theory
- 100% attendance in practical

## **CRITERIA TO PASS**

- In order to pass a candidate should obtain 50% in theory and 50% in practical separately
- A candidate should get 50% in internal assessment.

## **AWARD OF CERTIFICATE**

Certificate will be awarded by Malla Reddy Vishwavidhyapeeth deemed to be university

<b>S.No</b>	<b>COURSE CODE</b>	<b>SUBJECTS</b>	<b>THEORY</b>	<b>LAB</b>	<b>CLINICAL</b>	<b>TOTAL</b>
1		Basic Nursing for Public health care (No Exam)	60	20	120	200
2		Public health care nursing-I	80	20	300	400
3		Public health care nursing-II	80	20	300	400

## BASIC NURSING FOR PUBLIC HEALTH CARE

**Theory: 60 hours**

**Lab: 20 hours**

**Practical: 120 hours**

Unit	Hou rs	Learning objectives	Content	Teaching Learning Activity	Assessme nt Methods
Unit I	20	<ul style="list-style-type: none"> <li>• Define public health and public health nursing</li> <li>• Describe the principles, scope, and role of nurses in public health</li> </ul>	<b>Introduction to Public Health and Public Health Nursing</b> <ul style="list-style-type: none"> <li>• Concept of health and illness</li> <li>• History and development of public health in India</li> <li>• Philosophy, principles, and elements of primary health care</li> <li>• Public health nursing roles and functions</li> </ul>	Lecture, group discussion, AV aids, Q&A	Written test, oral quiz
Unit II	10	<ul style="list-style-type: none"> <li>• Identify factors influencing health</li> <li>• Understand basic epidemiologic principles used in public health</li> </ul>	<b>Determinants of Health and Epidemiology</b> <ul style="list-style-type: none"> <li>• Social, environmental, behavioral, and economic determinants</li> <li>• Introduction to epidemiology: concepts, disease transmission, levels of prevention</li> <li>• Surveillance and outbreak investigation</li> </ul>	Case studies, data interpretation, community examples	Quiz, case-based test
Unit III	10	<ul style="list-style-type: none"> <li>• Explain strategies for health promotion</li> <li>• Apply disease prevention and control measures in the community</li> </ul>	<b>Health Promotion and Communicable Disease Control</b> <ul style="list-style-type: none"> <li>• Health education methods and tools</li> <li>• Immunization (NIS), cold chain, AEFI</li> <li>• Common communicable diseases: prevention and control (e.g. TB, malaria, diarrheal diseases)</li> </ul>	Poster-making, role-play, group activity, lectures	Written test, skill assessment
Unit IV	10	<ul style="list-style-type: none"> <li>• Understand and apply basic MCH and nutrition concepts</li> <li>• Provide care and support in</li> </ul>	<b>Maternal and Child Health (MCH) and Nutrition</b> <ul style="list-style-type: none"> <li>• Antenatal, intranatal, and postnatal care</li> <li>• Growth monitoring, immunization</li> <li>• Infant and young child feeding</li> </ul>	Lecture, demonstrations, case discussions, chart review	Scenario-based test, quiz, oral questions

		maternal and child health programs	(IYCF) • Family planning and spacing methods • Nutritional assessment and common deficiencies		
Unit V	10	<ul style="list-style-type: none"> <li>• Demonstrate effective communication with individuals, families, and groups</li> <li>• Understand the role of interpersonal skills in community-based care</li> </ul>	<b>Communication and Interpersonal Skills in Community Health</b> <ul style="list-style-type: none"> <li>• Process and principles of communication</li> <li>• Barriers and strategies to overcome them</li> <li>• Interpersonal relationships (IPR) with families, peers, and community</li> <li>• Counseling techniques (family planning, breastfeeding, hygiene)</li> <li>• Culturally sensitive communication</li> </ul>	Role-play, group discussion, storytelling, simulation	OSCE, peer feedback, communication checklist

## PUBLIC HEALTH CARE NURSING – I

**Theory: 80 hours**

**Lab: 20 Hours**

**Practical: 300 hours**

Unit	Hours	Learning objectives	Content	Teaching Learning Activity	Assessment Methods
Unit - I	10	<ul style="list-style-type: none"> <li>- Define health and disease concepts.</li> <li>- Understand the evolution of public health nursing.</li> <li>- Identify the role of the community health nurse.</li> </ul>	<b>Introduction to Public Health and Community Health Nursing</b> <ul style="list-style-type: none"> <li>● Concepts of health and disease</li> <li>● Evolution and history of public health nursing</li> <li>● Principles and concepts of public health nursing</li> <li>● Role of community health nurse</li> </ul>	<ul style="list-style-type: none"> <li>- Lecture and discussion.</li> <li>- Role play.</li> <li>- Case study.</li> </ul>	<ul style="list-style-type: none"> <li>- Short test.</li> <li>- Group discussion participation.</li> </ul>
Unit - II	10	<ul style="list-style-type: none"> <li>- Define epidemiological concepts.</li> <li>- Understand methods of disease prevention</li> </ul>	<b>Epidemiology</b> <ul style="list-style-type: none"> <li>● Definitions and concept</li> <li>● Methods of epidemiology</li> <li>● Disease prevention and control</li> </ul>	<ul style="list-style-type: none"> <li>- Lecture.</li> <li>- Group project.</li> <li>- Data analysis exercise.</li> </ul>	<ul style="list-style-type: none"> <li>- Quiz on concepts.</li> <li>- Group presentation.</li> </ul>

		and control. - Interpret epidemiologic data.	<ul style="list-style-type: none"> <li>● Surveillance and outbreak investigation</li> <li>● <b>Epidemiology and Public Health Programs</b></li> <li>● Role of epidemiology in planning, implementation, and evaluation</li> <li>● Use of data in health program management</li> <li>● Health indicators and national data sources (e.g., NFHS, HMIS)</li> <li>● <b>Ethical and Legal Issues in Epidemiology</b></li> <li>● Informed consent</li> <li>● Confidentiality and privacy</li> <li>● Ethical use of data in public health research</li> <li>● <b>Measures of Disease Frequency</b></li> <li>● Rates, ratios, and proportions</li> <li>● Incidence and prevalence</li> <li>● Mortality and morbidity rates</li> <li>● Case fatality rate and survival rate</li> </ul>		
Unit - III	15	<ul style="list-style-type: none"> <li>- Explain health care systems.</li> <li>- Understand Primary Health Care (PHC).</li> <li>- Identify key health policies and programs.</li> </ul>	<b>Health Care Delivery System</b> <ul style="list-style-type: none"> <li>● Health care system in India and globally</li> <li>● Health planning and management</li> <li>● Primary Health Care (PHC)</li> <li>● National Health Programs (e.g., RNTCP, NVBDCP, NACP, etc.)</li> <li>● <b>Health Policies and Programs</b></li> <li>● National Health Policy</li> <li>● National Health Mission (NHM)</li> <li>● Reproductive, Maternal, Newborn, Child and Adolescent Health (RMNCH+A)</li> <li>● Disease control programs (e.g., TB, Malaria, HIV/AIDS)</li> <li>● <b>Community Participation and Inter-sectoral Coordination</b></li> </ul>	<ul style="list-style-type: none"> <li>- Lecture.</li> <li>- Group work.</li> <li>- Field visit.</li> </ul>	<ul style="list-style-type: none"> <li>- Written exam.</li> <li>- Field visit report.</li> </ul>
Unit	10	- Understand demographic	<b>Demography and Vital Statistics</b>	- Lecture and hands-on data	- Practical exam.

IV		concepts. - Learn tools for data collection and interpretation.	<ul style="list-style-type: none"> <li>● Concepts of demography</li> <li>● Tools and techniques</li> <li>● Data collection methods</li> <li>● Interpretation of demographic data</li> </ul>	analysis. - Workshops on interpreting data.	- Assignment on data interpretation.
Unit V	10	- Learn about sanitation, waste disposal, and pollution control. - Understand health hazards of improper sanitation.	<b>Environmental Sanitation</b> <ul style="list-style-type: none"> <li>● Water supply and sanitation</li> <li>● Waste disposal</li> <li>● Pollution control</li> <li>● Housing and ventilation</li> </ul> <b>Excreta Disposal</b> <ul style="list-style-type: none"> <li>● Health hazards of improper excreta disposal</li> <li>● Methods of excreta disposal:</li> <li>● Individual (pit latrines, compost toilets, septic tanks)</li> <li>● Community systems (sewerage systems)</li> <li>● <b>Sanitary latrines and their promotion in rural and urban arHousing and Ventilation</b></li> <li>● Principles of healthy housing</li> <li>● Overcrowding and health</li> <li>● Ventilation: types and standards</li> <li>● Lighting: natural and artificial</li> <li>● Noise pollution and control</li> </ul>	- Lecture. - Field visit. - Demonstration.	- Written test. - Group presentation.
Unit VI	15	- Classify communicable and non-communicable diseases. - Understand prevention and control methods.	<b>Communicable and Non-communicable Diseases</b> <ul style="list-style-type: none"> <li>● Control and prevention of communicable diseases</li> <li>● Immunization programs</li> <li>● Management of common non-communicable diseases (e.g., diabetes, hypertension)</li> </ul> <b>·Viral Diseases:</b> Measles, Hepatitis (A, B, C), Influenza, COVID-19, HIV/AIDS	- Lecture. - Case study. - Role play.	- Quiz on diseases. - Group project.

			<p>..<b>Bacterial Diseases:</b> Tuberculosis, Typhoid, Cholera, Diphtheria, Pertussis</p> <ul style="list-style-type: none"> <li>● <b>Parasitic Diseases:</b> Malaria, Leishmaniasis, Filariasis</li> <li>● <b>Fungal Infections:</b> Candidiasis, Dermatophytosis</li> <li>● <b>Zoonotic Diseases:</b> Rabies, Plague, Brucellosis</li> </ul> <p><b>Major Noncommunicable Diseases</b></p> <p><b>Cardiovascular Diseases:</b> Hypertension, Coronary Artery Disease</p> <p><b>Cancers:</b> Common types (lung, breast, cervical)</p> <p><b>Diabetes Mellitus</b></p> <p><b>Chronic Respiratory Diseases:</b> Asthma, COPD</p> <p><b>Mental Health Disorders:</b> Depression, Anxiety, Substance abuse</p>		
Unit VII	10	<p>- Understand maternal and child health care stages.</p> <p>- Learn integrated management of childhood illness (IMNCI).</p>	<p><b>Maternal and Child Health (MCH)</b></p> <ul style="list-style-type: none"> <li>● Antenatal, intranatal, and postnatal care</li> <li>● Growth and development of children</li> <li>● Integrated management of neonatal and childhood illness: □ Concept, inequities in the Indian situation.</li> <li>● Rationale for evidence-based syndrome approach.</li> <li>● Components of the integrated approach. □ Principles of integrated care.</li> <li>● The MCH case management process.</li> <li>● Outpatient management of young</li> </ul>	<p>- Role-playing.</p> <p>- Case study.</p> <p>- Family planning workshop.</p>	<p>- Practical exam.</p> <p>- Oral presentation.</p>

			<p>infants</p> <ul style="list-style-type: none"> <li>● Assessment of sick young infants. □ Treatment of sick young infants.</li> <li>● Outpatient management of children □ Age 2 month to 5 years. □</li> <li>● Assessment of sick children. □ Checking main symptoms. □ Cough or difficult breathing □ Diarrhea, Fever, Ear problem, malnutrition, anemia immunization etc.</li> <li>● Family planning</li> <li>● School health services</li> </ul>		
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## PUBLIC HEALTH CARE NURSING – II

**Theory: 80 hours**

**Lab: 20 Hours**

**Practical: 300 hours**

Unit	Hours	Learning objectives	Content	Teaching Learning Activity	Assessment Methods
Unit-I	10	<ul style="list-style-type: none"> <li>- Understand nutrition basics.</li> <li>- Learn nutritional assessment.</li> <li>- Identify deficiency disorders.</li> </ul>	<p><b>Nutrition and Health</b></p> <ul style="list-style-type: none"> <li>● Basic nutrition</li> <li>● Nutritional assessment</li> <li>● Deficiency disorders</li> <li>● Community nutrition programs</li> </ul>	<ul style="list-style-type: none"> <li>- Lectures on nutrition.</li> <li>- Case studies on nutrition programs.</li> </ul>	<ul style="list-style-type: none"> <li>- Quiz on nutrition.</li> <li>- Group presentation.</li> </ul>
Unit-II	10	<ul style="list-style-type: none"> <li>- Learn health education methods.</li> <li>- Understand behavior change communication.</li> </ul>	<p><b>Health Education and Communication</b></p> <ul style="list-style-type: none"> <li>● Principles and methods of health education</li> <li>● Behavior change communication</li> <li>● IEC materials and their use</li> </ul>	<ul style="list-style-type: none"> <li>- Lectures on health education.</li> <li>- Role-playing.</li> </ul>	<ul style="list-style-type: none"> <li>- Test on health education.</li> <li>- Group IEC activity.</li> </ul>



Unit - III	15	<ul style="list-style-type: none"> <li>- Learn about occupational health and safety.</li> <li>- Understand the role of nurses in occupational health.</li> </ul>	<b>Occupational and Industrial Health</b> <ul style="list-style-type: none"> <li>● Prevention and control</li> <li>● Role of the nurse in occupational health</li> <li>● workplace safety.</li> <li>● Ergonomics and ergonomic solution</li> <li>● Occupational environment – Physical, social, decision making, critical thinking.</li> <li>● Occupational hazards for different categories of people- physical, chemical, biological, mechanical, accidents. Occupational diseases and disorders.</li> <li>● Measures for health promotion of workers: prevention of occupational diseases, disability limitation and rehabilitation.</li> <li>● Women and occupational health. <ul style="list-style-type: none"> <li>□ Occupational education and counseling. □</li> </ul> </li> <li>● Child labour. Disaster preparedness and management. ILO and WHO recommendations, Factories Act, ESIS Act. Role of community health nurse.</li> </ul>	<ul style="list-style-type: none"> <li>- Lectures on occupational health.</li> <li>- Group discussions.</li> </ul>	<ul style="list-style-type: none"> <li>- Assignment on hazards.</li> <li>- Safety protocol presentation</li> </ul>
Unit- IV	10	<ul style="list-style-type: none"> <li>- Identify disaster types.</li> <li>- Understand disaster management phases.</li> </ul>	<b>: Disaster Management</b> <ul style="list-style-type: none"> <li>● Types of disasters</li> <li>● Role of nurse in disaster preparedness and response □</li> <li>● phases of disaster □</li> <li>● Disaster management: Disaster</li> </ul>	<ul style="list-style-type: none"> <li>- Lectures on disaster management.</li> <li>- Disaster drills.</li> </ul>	<ul style="list-style-type: none"> <li>- Disaster management plan.</li> <li>- Group discussion.</li> </ul>

			<p>response, disaster preparedness, and disaster mitigation.</p> <ul style="list-style-type: none"> <li>● <input type="checkbox"/> Epidemiological surveillance and disease control. <input type="checkbox"/></li> <li>● Team approach, Intersectoral approach: Vaccination, nutrition, and rehabilitation.</li> <li>● Role of State and central Govt.</li> </ul>		
Unit-V	10	<ul style="list-style-type: none"> <li>- Learn public health laws.</li> <li>- Understand ethical issues in community health.</li> </ul>	<p><b>Ethics and Legislation in Community Health</b></p> <ul style="list-style-type: none"> <li>● Public health laws</li> <li>● Ethical issues in community health nursing</li> </ul> <p><b>Vulnerable Populations and Health Equity</b></p> <ul style="list-style-type: none"> <li>● Legal and ethical care for marginalized groups</li> <li>● Ethical issues in resource allocation</li> </ul>	<ul style="list-style-type: none"> <li>- Lecture on laws and ethics.</li> <li>- Case study discussions.</li> </ul>	<ul style="list-style-type: none"> <li>- Essay on ethics.</li> <li>- Class participation</li> </ul>
Unit-VI	10	<ul style="list-style-type: none"> <li>- Learn about population policies and programs.</li> <li>- Understand contraceptive methods.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Population Dynamics and Control:</b> <input type="checkbox"/> Demography, Transition and theories of population, National population policy, National population programmers.</li> <li>● Population control and related programmers, Method of family limiting and spacing.</li> <li>● <input type="checkbox"/> Recent advancement of contraceptive Methods <input type="checkbox"/> Research, Census, National Family Health SurveyAblation.</li> </ul>	<ul style="list-style-type: none"> <li>- Lectures on population control.</li> <li>- Discussions on family planning.</li> </ul>	<ul style="list-style-type: none"> <li>- Quiz on population control.</li> <li>- Assignment on contraceptives.</li> </ul>
Unit-VII	15	<ul style="list-style-type: none"> <li>- Learn about urban and rural health care systems.</li> <li>- Understand</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Health care delivery system:</b> urban and rural: <input type="checkbox"/> Functions, staffing, and pattern of assistance, layout, drugs</li> </ul>	<ul style="list-style-type: none"> <li>- Lectures on health systems.</li> <li>- Visit to health</li> </ul>	<ul style="list-style-type: none"> <li>- Report on health care systems.</li> <li>- Test on</li> </ul>

		health agencies and systems.	<ul style="list-style-type: none"> <li>● equipments and supplies: Village, Sub-centre, Primary health centre, Community health centre, district hospitals, sub-divisional hospitals, district family welfare bureau and tertiary care institution. <input type="checkbox"/> Critical review of functioning of various levels , evaluation studies, recommendations and nursing perspectives <input type="checkbox"/></li> <li>● Alternative system of medicine.</li> <li>● <input type="checkbox"/> Training and supervision of health workers. <input type="checkbox"/></li> <li>● Health agencies: Roles and functions, Intersectoral coordination,-Invasive, non-invasive, long term mechanical ventilations</li> <li>● Bronchial Hygiene: Nebulization, deep breathing exercise, chest physiotherapy, postural drainage Inter Costal Drainage, Thoracic surgeries</li> <li>● <input type="checkbox"/> NRHM. Health Schemes: ESI, CGHS, Health Insurance.</li> </ul>	institutions.	health delivery.
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**Research Activity:**

An independent research is to be carried out by the student.

# **ESSENTIAL PUBLIC HEALTH CARE NURSING SKILLS**

## **1. Health Assessment and Screening**

- Ability to perform basic health assessments such as monitoring vital signs, BMI, and blood glucose.
- Conducting nutritional assessments and growth monitoring, especially in children.

## **2. Health Education and Communication**

- Educating individuals, families, and communities about disease prevention and health promotion.
- Using Information, Education, and Communication (IEC) materials effectively.
- Applying behavior change communication strategies.

## **3. Preventive and Promotive Care**

- Administering immunizations and promoting vaccination coverage.
- Implementing national health programs (e.g., tuberculosis, malaria, HIV/AIDS).
- Providing antenatal and postnatal care.

## **4. Family and Community Health Care**

- Conducting home visits and providing care at the household level.
- Identifying vulnerable individuals or families and providing support.
- Promoting maternal and child health services.

## **5. Basic Clinical Nursing Skills**

- Administering medications safely.
- Providing basic wound care and first aid.
- Monitoring and recording vital signs.

## **6. Disease Surveillance and Reporting**

- Identifying and reporting notifiable diseases.
- Participating in outbreak investigations and surveillance activities.
- Keeping accurate health records and reports.

## **7. Environmental Health Practices**

- Assessing water quality, sanitation, and waste management in the community.
- Promoting hygiene and environmental cleanliness.

**8. Emergency and Disaster Response**

- Providing first-line care during emergencies and disasters.
- Participating in disaster preparedness and community response planning.

**9. Ethical and Legal Competence**

- Maintaining patient confidentiality and upholding ethical standards.
- Understanding public health laws and regulations affecting nursing practice.

**10. Teamwork and Intersectoral Collaboration**

- Working effectively within health teams and with community health workers.
- Coordinating with other sectors and organizations to deliver integrated care.

**11. Counseling and Support Services**

- Providing family planning counseling.
- Offering guidance on nutrition, mental health, and substance abuse.

**Signature of Resident/SNO**