



Inspire Zone



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Apollo College of Nursing, Chittoor

Inspire zone

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Inspire Zone is a biannual journal that showcases reports of college activities in academic, clinical, research and extra curricular domains. It deems to be a platform for a authentic work in research inclusive of case studies and freelance reviews or reflections.



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EDITORIAL

We released our first issue of e-journal during the initial phase of COVID- 19 pandemic with little and sometimes no time to prepare due to the profound shift that took place in nursing education approaches. Real change often takes place in deep crisis. While the Nurses in hospitals were struggling to effectively care for patients infected with COVID-19, here in academic settings the faculty and students were passing through a huge transition to emergency remote learning. In order to create an engaging environment that facilitated uninterrupted student learning, we designed and implemented strategies to provide seamless learning opportunities for students. The technology enabled us to access specialized materials well beyond textbooks, in multiple formats and in ways that can bridge time and space.

The uncertain, new normal situation has given us an opportunity to create a wonderful platform for preparing capable, and well-educated nursing students who can skillfully and effectively meet the needs of the population they serve. This period also facilitated us in conducting various faculty development programmes. Our two webinars conducted with speakers from AFMC, University of North Carolina, University of Virginia Health System, the CNEs, journal club presentations, online training programmes attended in research and biostatistics have significantly contributed for maintaining a vibrant academic culture.

Our successful transition is the result of communication, cooperation, coordination, and collaboration, along with positive organizational strategies implemented. We the faculty at Apollo college of Nursing are committed to build a culture that facilitates learning, un-learning and re-learning throughout life of the graduate nurses we prepare. With two research projects approved by ICMR on hand we are entering into 2021 aiming to continue many of the teaching, learning approaches we have implemented during the emergency transition into the future.

Dr. Jayanthi Tarugu

Principal

Apollo College of Nursing,

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Chittoor



Global Pandemic- Impact on Nursing Education

Our Journey through Virtual Nursing Education during Global Pandemic

Virtual Pedagogy in Nursing education is the need of the hour and matter of concern for all the nursing students, nursing educators, and nursing educational institutions around the globe. Virtual teaching and learning, though it is inevitable in the present situation is not new to nursing. The methods like blended learning or hybrid learning and ‘flipped’ classroom techniques have already been adopted by nursing courses.

I am sure this emergency remote learning would not have been much difficult to handle in developed countries like USA, UK, Australia, Canada, etc., since they were already using the strategy for a significant proportion as known from literature. But in India, we strongly believe in traditional methods of classroom teaching, lab practicals and hospital training with a very little use of virtual training. So, today the nursing educational institutions are really caught in a strange situation which demands hundred percent shift towards virtual teaching and learning.

When it comes to our Apollo college of Nursing, Chittoor within a week of cancelling academic programmes in the campus we started exploring the ways and means of keeping the students’ learning uninterrupted. We understood that we needed rapid transition of teaching content to avoid gaps in learning. We were put to a situation where we did not have knowledge to answer how distance training was going to develop skills and attitude for patient care.

I am proud that my faculty team quickly took the call and responded appropriately to the situation and initially started preparing voice over PPTs as we did not have any idea of the use of any type of digital platform at that point of time. Then with the help of our college IT department slowly we moved on to using various digital platforms like Zoom, Cisco Webex, Google meet and Google classroom. Mean time we began to understand that students had problems like lack of gadgets, lack of privacy and quiet space to attend classes, lack of suitable bandwidth and students not wanting to keep cameras switched on during the classes due to embarrassment and many other problems. We held a parents’ meeting to emphasize on the provision of smart phones or laptops with internet connection of good bandwidth to their children so we could conduct virtual theory sessions.

Next, we were wondering if it is possible to justify imparting clinical education in the given context. In order to compensate the clinical component our faculty team worked on several strategies and carefully designed Case scenarios, OSCE, Role plays, Panel discussions, Live patient videos, Drug presentations, Quiz sessions, Critical incidence analysis techniques, Video recorded nursing procedures, Cookery demonstrations so on and so forth.

Class coordinators also started listing down the selective strategies that can be adopted to fulfill the log-book requirements in specific. For example, to impart nursing care of patient with chronic obstructive pulmonary disease the student will view the live patient videos, go through faculty prepared case scenarios and then prepare a care plan for the prioritized needs of the client, present the drugs used in COPD, will attend critical incidence analysis techniques conducted by faculty, participate in role play and panel discussion, OSCE, does presentations on health education topics etc. Simultaneously we have taken steps to adequately prepare the teachers by conducting CNEs in the newly adopted teaching strategies.

Our sincere thanks to Digital media, YouTube videos, Khan's academy and NCLEX content in the form of short lectures, animations, simulations, which enabled faculty and students to access the learning content in a wide variety of ways.

Many students did not carry their textbooks when they left the hostels as no one was aware that lock down is going to be so long. Then e-texts were identified as a way of reducing student expenditure on further purchase of books and facilitated the content resources.

Virtual simulation as a valuable tool to augment learning and advance nursing competency is recommended by National Council for State Boards of Nursing in 2016 as a substitute for traditional clinical experiences, while not exceeding 50% of its clinical hours. Various studies in literature are also found to support the utilization of simulation and web-based programs. (Kang and Kim, 2020; Le Flore and Thomas, 2016; Tantillo and Christopher, 2020). Now we need a robust, compressed simulation to enhance clinical reasoning.

Today, pandemic forced online education is seen as strategic investment by colleges and we are all eager to increase access and flexible learning routes for our academic programs. Amidst this new situation the felt need is to discuss the new virtual pedagogy that emerged as sustainable strategy which ensures quality training of next generation health care providers. Although the connection between the nurse and the patient in face-to-face clinical care is incredibly powerful, the present scenario suggests it

will take much more time for the students to go to hospitals for practical training. Hence, we have decided to increase our knowledge regarding virtual simulations and discover ways to advance the utilization in the current situation.

As the saying goes, a crisis should not go to waste. In this direction we have also conducted a webinar on “Innovative Virtual Pedagogy in Nursing education in the context of Global pandemic” with Dr. Catherine Poornaselvan, (Mental Health instructor and Clinical Global Health Professor, USA) as resource speaker. During this webinar Dr. Catherine Poorna Selvan elaborated on various aspects of nursing education during the covid-19 pandemic like the problems encountered, new methods that have been introduced to facilitate student learning, strategies to promote active learning and thinking like Discussions and interactions, Simulations, Independent research, Role playing, Hands on Experience and Real-life observation, Clinical Judgement, etc. She further discussed about new forms of assessment like Peer assessment, Learning analytics, etc.

Eventually, we have accepted a new normal situation, and a new *modus operandi*. Finally, we would like to thank the management for providing timely digital platform. We also thank the students and families for cooperating with a new teaching strategy and journeying along with us in the new pathway.

Dr. Jayanthi Tarugu

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STATE OF THE WORLD'S NURSING 2020

As the world celebrates **2020 as the International Year of the Nurse and the Midwife**, here comes a report from WHO in partnership with the International Council of Nurses and the global Nursing Now campaign with the support of governments and wider partners. *The State of the world's nursing 2020 report* comes at a critical time, where nurses are at the front and centre of our fight with the global pandemic.

The profession that represents 59% of the health professions in the world has never attracted the attention of the public and governments beyond what they are now receiving. In this report, the WHO provides a forward-looking vision and agenda for nursing policy to achieve the Sustainable Development Goals (SDGs), while strongly recommending investments in nursing education, jobs and leadership.

The salient features of the report:

- The Nursing work force is increasing in size and scope, but not sufficient enough to meet the growing demand.
- Emphasizes the need to increase the total number of graduate nurses by 8% annually on an average, while enhancing the ability to hire and retain these graduates.
- Highlighted availability of advanced practice roles across 53% of responding countries.
- One in eight nurses' practice outside the country in which they were born or trained.
- Presence of regulatory bodies of nursing in 86% of the respondent countries.
- Ninety per cent (90%) of the nursing workforce consists of women.
- Gender-based pay gap, gender-based discrimination also reported on the work environment.
- Seventy-one per cent (71%) reported having a national nursing leadership position like the government's Chief Nursing Officer that is associated with a stronger regulatory environment for nursing.

Recommendations of the WHO report:

- To increase funding for education and employment by at least 5.9 million nurses in countries with shortages.
- To strengthen capacity for health workforce data collection, analysis and use.
- To manage nurse mobility and migration with effective and ethical means.
- To align the curricula with national health priorities as well as emerging global issues to prepare nurses to work effectively in interprofessional teams and maximize graduate competencies in health technology and to prepare graduate nurses driven progress in primary health care and universal health coverage.
- To place leadership programmes for effective nursing workforce governance and stewardship.
- To expand effective nurse-led models of care to meet population health needs and improve access to primary health care.
- To prioritize and enforce policies to address improved attraction, deployment, retention and motivation of the nursing workforce.
- To deliberately plan for gender-sensitive nursing workforce policies like addressing the gender pay gap, flexible and manageable working hours that accommodate the changing needs of nurses as women.
- To develop and modernize the regulatory frameworks, including scope of practice, initial competency assessments and requirements for continuous professional development thus facilitating nurses working to the full scope of their education and training in dynamic interprofessional teams.

The report concludes by calling on member States and other stakeholders to undertake responsibilities respecting this agenda. In the wake of this WHO report, nursing fraternity need to grab this opportunity to devote to a decade of action with more substantial efforts towards policy reform to support nursing in delivering health for all, to ensure the conditions and environments for decent employment, fair treatment, zero tolerance for discrimination, and equal salary.

Dr. Jayanthi Tarugu

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Reference: State of the world's nursing 2020: Investing in education, jobs and leadership.

Role of Nursing in 21st century health systems

- Nursing roles in 21st century are multidimensional and pivotal.
- Nurses are effective in delivery of primary health care for patients with communicable & non-communicable diseases across the life span and across the globe.
- They play a key role in disaster and emergency management. Their role is evident from past epidemics to present pandemic of COVID -19.
- Efforts of nurses are required for the achievement of Sustainable Development Goals (SDGs).
- Nurses have also shown positive results in delivery of services in the area of reproductive health care for women.

Thus, nurses play important roles in every aspect of health system of the 21st century.

Ms. C. Silpa

Assistant Professor
Apollo College of Nursing,
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Current status of evidence and data on the Nursing workforce

For the first time in WHO history, data on the nursing workforce for over 190 countries based on a set of standardized indicators and one data reporting process, following the National Health Workforce Accounts (NHWA) approach was reported. Data was collected on 36 indicators like availability, composition, distribution, education and training, skills, management, etc., from stakeholders such as ministries, human resources, national public health institutes, nursing professional organizations, government chief nursing and midwifery officers, and other national, regional and international organizations.

Key findings:

Data from 191 countries indicated a global stock of approximately 28 million in 2018, predominantly (69%) professional nurses. There was a 4.7 million actual increase globally in nursing stock between 2013 and 2018. Professional and associate professional nurses represent approximately 59% of health professionals (medical doctors, nursing personnel, midwifery personnel, dentists, pharmacists) in 17 countries with available data.

Data based on the age, sex and geography profile

- About 106 countries indicate a relatively young nursing workforce: 38% of nurses are aged under 35 years, 17% are aged 55 years or above to be retiring over the next decade.
- As per the data provided by 132 countries, nine out of 10 nurses (89%) are females. With significant regional disparities, the proportion of females is highest (95%) in the Western Pacific Region, and lowest (76%) in the African Region.
- Around 81% of the world's nurses are found in the American, European and western pacific regions, which account for 51% of the world's population. Low densities of nurses are mostly in the African, South-east Asia and Eastern Mediterranean regions and parts of Latin America. Global inequalities in availability of nursing personnel are largely income driven, compared with a density of 9.1 nurses per 10,000 population in low-income countries compared to 107.7 per 10,000 population in high income economies.
- There are significant disparities within countries: In 35 countries with data disaggregated by urban-rural care, 36% of nurses are deployed in rural areas, where 49% of the population lives. In 76 countries with available data, 75% of nurses are employed in the public sector, with the remaining 25% in the private sector.

Ms. K. Kiranmayi

Associate Professor
Apollo College of Nursing,
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Chittoor

Data on International Nurse migration and mobility

- Based on the data from 86 countries, one nurse out of eight (13%) is born or trained in a country other than the one in which they currently practice.
- Among the responding countries, there was a significant reliance on foreign-born nurses in high-income countries, where 15.2% of nurses were reported to be foreign-born or foreign-trained.
- Despite improvement in availability, data on migration and mobility are still insufficient to enable a comprehensive assessment of the complexity of migration patterns.

Data on the regulation of nursing education and practice:

- Nearly all countries reported on indicators for regulation of nursing education, and more than 50% of countries responded positively to each of the nine related indicators. Standards for duration and content of education (154 yes out of 169), Accreditation mechanisms for education institutions (147 yes out of 165), Master list of accredited education institutions (118 yes out of 146), Standards for faculty qualifications (76 yes out of 99), Continuing professional development (96 yes out of 132), Standards for interprofessional education (66 yes out of 99), Fitness for practice examination (73 yes out of 114), National association for pre-licensure students (55 yes out of 89), Existence of advanced nursing roles.
- There is more attention to regulation of the contents of education (such as standards for duration and content or education institution accreditation mechanisms) than to education leadership and governance.
- Nursing education systems appear more regulated in the European Region and less regulated in the South-East Asia, Eastern Mediterranean and Western Pacific regions, particularly in relation to fitness for practice examination and standards for faculty qualification.
- The existence of regulatory mechanisms and processes was reported as high in the African, American and European regions.

Data on the duration of nursing pre-service education programmes:

- Data on the duration of nursing pre-service education programmes were obtained for 157 countries from various sources.
- A few countries, mainly in the African, Eastern Mediterranean and Western Pacific regions, have two-year programmes, while the majority of countries in all regions have three or four-year programmes; five- year programmes are rare across regions.
- In the African and Western Pacific regions about three quarters of countries have three-year programmes, and in the South-East Asia Region almost three quarters of countries have four-year programmes.
- In an era of expanding nursing scopes of practice, nursing education beyond pre-service is important to consider, as well as variable entries via direct entry pathways (with defined prerequisites).

Ms. Ellen Angellin

Assistant professor

Apollo College of Nursing,

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Chittoor

COLLEGE REPORT

From its very inception to the present day, The Apollo College of Nursing, Chittoor has conducted various co-curricular programs alongside the regular curricular programs. In our first issue of Inspire Zone, a report of all such programs until Sept, 2018 had been highlighted. It is my heart-felt desire and obligation that the rest of the events until the present should be highlighted as well. Therefore, in this issue, I take the pleasure of setting on record the report of the rest of the co-curricular and extra-curricular activities. Our team of faculty is taking all the necessary steps to develop and maintain the standards of education and practice as per the norms of Dr. NTR University of Health sciences and INC.

Laws related to woman - 28/11/18

Organizer – Ms. Sivagami

Dr. Chandrasekhar Avathi Mahila Viswa Vidyalayam was honoured as Chief guest who delivered an informative lecture on different legal problems, issues faced by women, the various legal & constitutional rights of women which will empower the women in handling the problems. Dr. Jayanthi Tarugu gave a key note address on women empowerment. Students presented various cultural programmes like mime, solo & group dance on the theme.

Sports meet - District & State level - 27/12/2018

Organizer – Ms. Hema

Sports meet was organised at Chittoor district by Indian Red Cross Society. Twenty-one students from our college participated at the district level, Chittoor & four students were selected for the State level sports - Ms. Sai Priya for Kabbadi, Ms. Dhana Sree for Kho-Kho, Mr. Chandra Prakash for Kho-Kho & long jump, and Mr. Suresh Kumar Reddy for Kabbadi. The students received participation certificates.



Lamp Lighting Ceremony – 22/01/19

Organizer – Ms. Sivagami

Dr. Preethi Reddy, Vice chairperson at Apollo Hospitals group, Dr. Judi Evance, consultant Plastic Surgeon at Plymouth England, Dr. Prabhakar, CEO presided over the function and blessed the fresh batch of students.

Prof. Sivagami administered the pledge to the students. Dr. Jayanthi Tarugu, Principal elaborated the significance of Lamp lighting Ceremony.



World Tuberculosis Day - 04/03/19

Organizers - Mr. Karthik & Ms. Kusuma

Dr. Jayanthi Tarugu, Principal addressed the gathering on the prevention of tuberculosis. The Theme of the day **“It’s time to end TB”** was unfolded by Mr. Karthik. Students from 1st year and 2nd year actively participated in quiz competition. The winners of competition were Ms. Sherry, Ms. Marteena, Ms. P J Arthi, & Ms. K Hemalatha from II B.Sc (N) and Mr. P Suresh Kumar Reddy, Mr. K Kiran Kumar Reddy, M. Krupanandhan & V Sarika from I B.Sc (N).



IRCS Mega Health Camp - 17 & 24 March - 2019

Organizer – Ms. C. Silpa

Mega Health camp was organized by IRCS in collaboration with Power Grid Corporation of India Limited, Secunderabad on 17th & 24th of March at Sadum & Yadamari respectively. II B.Sc (N) students actively participated in the camp and were accompanied by faculty, Ms. Silpa, Ms. Roopasri, Ms. Kusuma & Ms. Shobha Rani. Our students played a vital role in mega health camp by assisting various speciality doctors like the Paediatrician, Dermatologist, Dentist, Cardiologist, Orthopedician, Ophthalmologist, Gynaecologist. Pulmonologist, General surgeon, General Physician, ENT Specialist, etc.



International Nurses' day – 12/05/19

Organizer - Ms. Ellen Angellin

Mrs. Diana Jane, Palliative care Nurse Specialist (UK), Mrs. Angel David, M. Phil (Psy), Ex-Faculty of Aragonda, Mrs. Srividya, Manager, Home Health care Nursing addressed the students and emphasized the important role of nurse in palliative care. Dr. Jayanthi Tarugu, Principal unfolded the theme of the day “Nurses - A voice to lead, Health for all”. Students presented various cultural programmes like mime, solo and group dance which made the event most memorable.

International Yoga day – 20/06/19

Organizer – Ms. Roopasri

The program was organized in association with total health care, Aragonda. Dr. Jayanthi Tarugu, Principal addressed the students and faculty team regarding the origin & significance of yoga in achieving the total well-being. Yoga trainers from Total Health care Ms. Kavitha, Ms. Nagaveni & Mr. Anjaneyulu emphasized the importance of yoga by demonstrating different types of Asanas. The students & faculty performed different asanas with enthusiasm and vigor. Speech regarding importance of yoga day was delivered by Ms. Aneeta of II B.Sc (N) & Ms. Afreen from I B.Sc (N).



World Heart day – 28/09/19

Organizer – Ms. Ellen Angellin

Dr Fuela presented a scientific session on Risk factors of Coronary heart diseases. Students from II year B.Sc (N) actively participated with their presentations in the programme. Among them were Mr. Dinesh who presented on 'Statistics of Cardiac diseases', Ms. Arthi on 'Risk factors', Ms. Salu on 'Cardio protective diet', Ms. Anakha on 'Healthy Heart'. Dr. Jayanthi Tarugu, Principal emphasized on the 'importance of healthy heart'. The programme concluded with the planting of Hibiscus sapling in the premises of Kodanda Ramaswamy temple.



World Mental Health day - 01/10/19

Organizer - Mr. Karthik

Ms. Kiranmayi, Associate Professor unfolded the theme "Mental Health promotion & Suicide prevention" & elaborated the Nursing responsibilities. I year B.Sc (N) students provided a glimpse into the theme by presenting a mime on the topic. Dr Fuela presented a paper on Academic stress, Depression & Anxiety and Mental health of adolescent students, from a research conducted at Brundhavan High school, Chittoor.

Dr. Jayanthi Tarugu delivered a conclusion message about present day lifestyle & its association with increased incidence of suicide and emphasized the preparation of nursing students in the prevention of suicides. The programme was concluded by tree-planting - two Guava saplings were planted near library.



Diwali Celebration - 2019

The faculty and the staff celebrated the auspicious festival of Diwali in the college. SNA had organised various forms of cultural events and made the day a memorable one.



World Diabetes day - 21/11/19

Organizer – Dr. Fuela

A health camp was conducted at Chavatapalli urban health centre. Dr. Pradeep, Senior resident had rendered the consultation service. Students rendered various services like checking vitals, anthropometric measurements, BMI estimation, wound dressing, health education along with the conduction of a health survey. Medications like Methylcobalamine, Iron and Folic acid, Calcium and Vitamin D3, Vitamin B Complex were also distributed by the students.

A total of 75 patients were benefited by the camp and a survey was also done regarding their history of Diabetes Mellitus and the prevalence of complications among the patients. After the health camp a scientific session was organized for students and faculty in the college, where Mrs. Sandra unfolded the theme of the day “**Family & Diabetes**” and concluded the session.

Pongal Celebrations – 2020

Organizer – Mrs. Sandra John

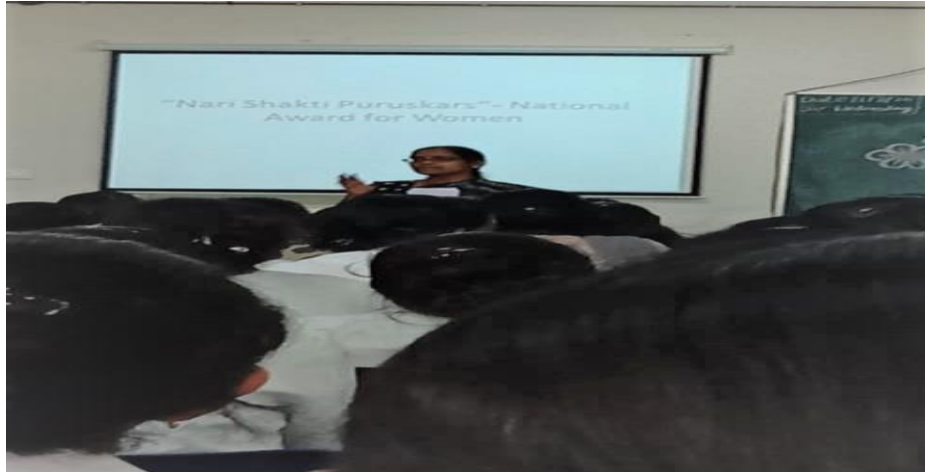
All the students and faculty celebrated the auspicious Pongal festival with joy and fervour. Students participated in various events like rangoli competition, speech, group dance and singing. Sweet Pongal was prepared by the faculty and students which made the day a memorable one.



International Women’s Day – 13/03/20

Organizer – Ms. Sunitha

Dr. Jayanthi Tarugu, Principal addressed the gathering about the achievements of women in today’s world.



A tableau and skit were performed by I year B.Sc (N) students depicting the development of Women’s status in today’s world and women’s safety. The essay writing and elocution competition were conducted on the theme of the day **“Each for Equal”**. The winners of the essay writing were 1. Muskan, 2. Jeemol and 3. Aleena, and of the elocution were 1. Muskan, 2. Dhanusha, 3. Jeemol and 4. Ravi Kumar.



National Vaccination Day - 14/03/20

Organizers – Mrs. Sandra John & Ms. Ellen Angelin

The National Vaccination Day was organized at the clinical setting and at the college. The theme of the day, **“Vaccines work for all”** was unfolded by Mrs. Sandra John. Dr. Geetha, consultant rendered a special speech on importance of vaccination. The chief guest address was given by Dr. Penchalaiah, HOD, Pediatric department at GH, Chittoor. Many mothers from pediatric and antenatal wards attended this programme and were benefited by gaining knowledge on the importance of vaccination through poster presentations, song, role play performed by the III BSc (N) students and speeches by eminent persons. Dr Jayanthi Tarugu, Principal rendered a special speech at college on precautions to be taken for vaccinations and responsibilities of health care professionals in vaccination programmes.



Webinar on Mental Health Day -10/10/20

Organizers – Dr. Fuela & Ms. Kiranmayi

Dr. Rohith R. Pisharody, M.D.,(Psych), Command Hospital, Haryana unfolded the theme **“Mental Health for all Greater investment – Greater Access Everyone, Everywhere”**. Dr. Rohith stressed the importance of Mental Health, Impact of COVID on Mental Health and the kind of mental illnesses resulting from COVID situation. He conducted the session with a note on greater access to information, Health care, TOT program and online health care. The session was moderated by Ms. Kiranmayi, Associate Professor, Apollo College of Nursing.

Prof. Rajesh M.Sc. (Psy), Ph. D., Sri. Devaraj, URS College of Nursing, Kolar presented on **“Is mental health a priority in Global Pandemic?”** He highlighted the importance of Mental Health during COVID-19 Pandemic, factors affecting mental status, social media and mental health, mental health issues with COVID-19 and Mental health services. The session was moderated by Dr. C. Fuela Esther.

Brig. Mala Sigh, former Principal CON, AFMC, Pune delivered a lecture on **“Resilience – An investment in Mental Health”**, she enriched the participants by her valuable concepts of felt need, types of resilience, resilience model, means of developing internal resources and ways to build resilience. The session was well presented and highly informative. Prof. Mala Singh also oriented the students to military nursing services and the eligibility criteria and pathways for career development in defense services. The session was moderated by Ms. Sandra.

Dr. Sujaya Lakshmi, Assistant Professor, North Carolina Central University, USA presented on **“Virtual Mental Health Nursing Clinical Training in the Context of Global Pandemic”** and highlighted about Suicide prevention training, Mental health first aid training, Work sheets, Concept maps, reflection papers, Group discussion, Group presentations and Peer evaluations. It was a brainstorming session. Dr. Jayanthi Tarugu, Principal, was the moderator of the session.

Ms. Kiranmayi, Associate Professor in Psychiatric Nursing, presented on **“COVID-19 Mental health challenges and Psychosocial interventions”**. She emphasized the concepts of stressors of mental illness, Psychosocial effects, indicators of vulnerability, challenges faced by vulnerable groups and psychosocial interventions to prevent mental disorders and promotion of mental well -being. The session was moderated by Prof. Daniel. A total no of 100 participants benefited from this webinar.

Webinar on “Innovative Virtual Pedagogy in Nursing Education in the Context of Global Pandemic” – 20/11/20

Organizers – Dr. Fuela & Mr. Daniel

The webinar commenced with the welcome address of Dr Jayanthi Tarugu. She explained how Apollo College of Nursing adopted the rapid transition in education due to COVID –19. She highlighted the measures taken to improve the quality of education such as adopting various platforms like Google meet, Cisco WebEx, Google class room app, Zoom etc. and incorporated the various virtual learning methods like OSCE, Role play, NCLEX, Case Scenarios, Online videos, E-text books and YouTube videos etc., and specified about the CNE programmes which were conducted regularly to update the knowledge of the faculty.

The resource person of the webinar, Dr. Catherine Poorna Selvan, Mental health Instructor and clinical global health Professor, New Jersey, USA, presented on **“Innovative Virtual Pedagogy in Nursing Education in the Context of Global Pandemic”**. She enriched the knowledge of participants by the concepts of blended learning, active learning and critical thinking learning. She had given clear explanation about simulations, case scenarios, learning analysis, discussion boards, and responder’s software etc.

The total participants registered for the webinar were 197 and 103 participants attended the webinar. 64% of the participants had given feedback about the webinar. 74 % of the respondents rated the webinar as excellent and 26% of them as good.

CNE Sessions

- Mr. Karthik, Ms. Roopasree and Ms. Beulah were sponsored for the allotted State level competition building seminars on the topic **Robotic Surgery Navigation of Nurses** on 27th & 28th Feb 2019 organized by Apollo College of Nursing, Chennai.
- Dr Fuela presented on '**ABG Analysis & Nursing skills in interpreting the ABG values**' on 14.10.19. She also conducted another session on '**Biostatistics - Central tendency**' on 21.10.19.
- Dr. Sathyanarayana, Associate Professor Apollo University presented a session on - **Nursing informatics** and **Standard deviation** on 10.10.19 and 24.10.19 respectively.
- **Palliative Care Training** - Prof. Fuela, Mrs. Kusuma and Ms. Beulah were sponsored to attend Palliative care training at Baptist Hospital, Bangalore from 14.11.19 to 16.11.19.
- Team of faculty comprising of Dr Fuela, Mrs. Sandra John, Ms C. Silpa and Ms. Kusuma were sponsored to attend International conference on "Health Care Communication" at Apollo College of Nursing, Chennai on 23.11.19.
- Dr. Jayanthi Tarugu, Ms. Kiranmayi, Ms. Sandra and Ms. Silpa participated in **poster presentation** and contributed on themes Rethinking Communication, Cross Cultural Communication and Innovative educative concepts. Mrs. Silpa won 2nd prize in the poster competition.
- Dr. Jayanthi Tarugu chaired a plenary session and also participated as a panelist on the theme "**Health care communication integration into Nursing education**".
- Ms. Srividya B.Sc (N) palliative care nurse from Tirupathi has given a guest lecture on Palliative Nursing Care on 27.11.19 for 3rd year B.Sc (N) students.
- Faculty team visited Total Health Care Centre at Aragonda on 12.11.19 for an orientation of various activities rendered by Apollo Total health care conducted as a part of CSR activity.

ARTICLES FROM FACULTY

International year of the Nurse & Midwife - amid Stress and Anxiety

(Emerging need to Focus)

Geneva, Switzerland. On 24 May 2019 at the 72nd World Health Assembly, Director General of WHO, Dr. Tedros Adhanom Ghebreyesus, said: “WHO is proud to nominate 2020 as the Year of the Nurse and the Midwife. These two health professions are invaluable to the health of people”. ICN President, Annette Kennedy said: “The 20 million nurses around the world will be thrilled to see their profession recognized in this way”. She said the designation of 2020 was especially welcome as it coincides with the 200th anniversary of the birth of **Florence Nightingale**. Lord Nigel Crisp, Co-Chair of the Nursing Now campaign said: ‘This is once in a generation opportunity for governments to really show nurses and midwives how much they are valued’.

As the nurses were given the forefront, whole world of Nurses and midwives were getting ready to celebrating this prestigious recognized year of nurses and midwives with ecstasy. In this regard, WHO initiated a campaign ‘*Get involved*’ to get involved and demonstrate broad public and political support for more health workers and in collaboration with the ICN initiated a ‘*Nursing Now campaign*’ which aims to improve health by raising the profile and status of nursing worldwide. ICN and Nursing Now combinedly launched the ‘*Nightingale Challenge 2020*’, to provide leadership and development training for young nurses. But the outburst of global pandemic COVID-19 reversed the whole situation.

On 11th March 2020, WHO declared the Novel Coronavirus Disease (COVID-19) outbreak as a pandemic and demanded immediate actions globally to fight against it. In any pandemic like COVID, health workers especially the nurses are at the front line of outbreak response.

“World’s nurses are ‘stepping up’ to Covid-19 crisis” - **Howard Catton**, ICN Chief.

“Their professionalism and skills are helping to save and rebuild countless lives” - **Ruth Mary**, CNO. Considering the effort of nurses in this pandemic state, the tagline for **World Health Day 2020** was given as: “**Support nurses and midwives**” by World Health Organization itself.

It is highly appreciable giving recognition to nurses, but on the other side if we observe, the health care workers are exposed to hazards that put them at risk of infection, experiencing pressure, fear, exhaustion, isolation and ongoing emotional trauma.

“There is strong evidence that nurses are experiencing unprecedented levels of stress and are at risk of burnout” - **Annette Kennedy**, ICN President.

Anxiety and overwork were “taking their toll” on the mental health and wellbeing of nurses, increasing the risk of post-traumatic and other stress related disorders, says ICN. Apart from this, the

stigma of working with Covid-19 patients has led to abuse and aggression from members of the public, which is adding to nurses' distress and must be stopped.

“It is extremely alarming that nurses are being stigmatized for their life-saving work with patients who have Covid-19 – **Howard Cotton**, *ICN Chief*.

Hence there is a vital and pressing need for more mental health support for frontline nurses. In this regard, **American Psychiatric Nurses Association (APNA)** proposed important tips to manage stress out of COVID for global nursing community, which are as follows:

TIPS TO MANAGE STRESS by APNA:

1. Acknowledge and Understand Your Reactions

- ✚ Appreciate that you will have reactions, such as stress, anxiety, and grief.
- ✚ Exercise self-compassion and recognize that almost everyone impacted by an emergency will experience psychological distress.
- ✚ Understand that anyone helping during this time is susceptible to excessive stress and trauma, as a nurse, you are also vulnerable.
- ✚ Know that you may also experience moral distress.

2. Be Aware and Monitor Your Wellbeing

- ✚ Check in with yourself and monitor for the common physical and mental warning signs of extreme stress.
- ✚ Contact medical care provider if these symptoms impact your ability to provide.
- ✚ If you feel overwhelmed by sadness, depression, anxiety, or hopelessness, call helpline and seek medical aid.

3. Activate Your Parasympathetic Nervous System to Combat Stress

- ✚ Practice breath awareness and a mind-body practice like mindfulness or yoga.
- ✚ Eat regularly scheduled meals and eat healthy foods.
- ✚ Use a daily routine to prepare for bed in order to promote quality sleep.
- ✚ Maintain face-to-face connections through the technology channels available.

4. Take Time for Your Mental Health

- ✚ Create ongoing supportive connections with colleagues.
- ✚ Take a break from media coverage around COVID-19.
- ✚ Schedule time for self-care
- ✚ Give yourself permission to take just a few moments for your mental health.
- ✚ Seek out a trained mental health professional to help in extreme stress or trauma.
- ✚ Give yourself permission to take just a few moments for your mental health



*Whole Health begins with
Mental Health*

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COVID-19 AND ITS IMPACT ON CHILDREN'S HEALTH AND WELLBEING

Introduction

Millions of children are adversely affected by the COVID 19 pandemic, and the greatest impact is on those in poor socioeconomic groups, who are already vulnerable and disadvantaged. However, some positive changes have also emerged from this global crisis.

Positive Impact

Childhood development

Children's education is badly affected by school closures. But still, virtual education has replaced the children's direct education to a certain extent. Those children who have access to learning educational methods will be benefited later in life. They have also got involved in a different physical, learning and creative activities during school closures that had helped them to enhance new skills.

Greater awareness

UNICEF, WHO and health specialists have advised parents to discuss the pandemic in detail with their children to help and comfort them. Those points include parents being honest, reassuring them and explaining what practical measures they can take to keep themselves and others safe.

Developing relationships and empathy

Spending quality time with their family helps children to develop closer relationships and being aware of the impact of the pandemic could also help children to develop more humanity and empathy, as they realize the value of human life.

Learning nature's value

Less traffic has led to reductions in overall pollution and noise, and there is anecdotal evidence that this has led to changes in our natural environment and provided more opportunities for children to see and appreciate wildlife.

Negative impact

Effects on education

Schools and libraries which are the only way some children can access the Internet has created an impact on children's education in a number of ways. Non-school factors are a primary source of inequalities in education. Focusing on digital education, due to school closures, had definitely widened the learning gap between children from low and high socioeconomic backgrounds. The combination of

school closures and child poverty is a social crisis for disadvantaged and underprivileged children. Families also struggle with the cost of broadband services because of the downturn in the economy.

Anxiety about the future

Examinations have been postponed or cancelled as a result of the pandemic and some children are anxious about their future. These issues could also delay further education or the start of their working life.

Health issues

One of the major consequences of lockdown and school closures is that children are not engaged in outdoor physical activities, which had led to increasing weight problems and the disorders that are associated with them. They need to keep up regular physical activity which is important to avoid behaviors that lead to inactivity and a sedentary lifestyle.

Good nutrition plays a crucial role in children's physical, mental, cognitive development and academic performance, and this is a concern during the pandemic.

The COVID 19 pandemic has overwhelmed many health systems, and this has led to reductions in many routine health services and parents have been reluctant to attend health facilities. Vaccinations rates is an issue and the current health crisis could exacerbate this situation further.

School closures had made children to sit continuously for longer periods of time, at computers, television, I-pad, etc, and this has led to issues like back pain, eye strain and disturbed sleep.

Children living in underdeveloped countries are at risk of higher infections rates, especially those living in slums, immigration detention centers, orphanages and other institutions. These children live in close proximity with other children, with limited access to health care and to clean water and sanitation, which facilitates the spread of the virus.

Aggressive behavioral changes

Isolation, physical distance and loneliness are challenging situations for every human being. Children are bound to miss interacting with their own peer groups, deprived of their company for an unprecedented length of time leads to drastic behavioral changes.

Lack of competitive environment

Schools provide the social and competitive activities that many children enjoy, and interacting with children from a different area, helps them to adapt to diverse environments and develop social connections. School closures and social disconnection could hamper the psychological and personal development of children.

Addiction to social media and the Internet

Due to school closures, many children are actively encouraged to go online to continue their education and also to keep in touch with their peers, and this has increased their use of social media,

which distracts and misleads them. They are also exposed to inappropriate content conversations and cyberbullying that can lead to stress, anxiety, low self-esteem, even suicide attempts which in turn affect the child's mental and moral wellbeing.

Increased risk of child exploitation

UNESCO has suggested that the COVID-19 pandemic will have a devastating impact on children in low socioeconomic communities, especially girl children. Widespread job losses and greater economic insecurity might lead to particular problems in poor areas of the world such as child exploitation, child labor, domestic violence, early child marriages and sexual exploitation. Children also lose family members and are at-risk to be orphaned.

Impact on disabled children

Social distancing has created more obstacles by interrupting important services, such as nutrition, education, health care or personal care on disabled children which leads to behavioral changes in them.

Conclusion

COVID 19 pandemic will have a far reaching, long term impact on children worldwide. Although some of these may be positive, the negative impacts will be devastating and could affect millions of children in some way. International healthcare organizations, children's welfare organizations and governments need to work together to minimize the impact the pandemic on children in the post-COVID-19 era.

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LIFE IN LOCKDOWN

Life Is in Lockdown

Spirits Are Going Down

Life Will Never Be the Same

Yes, Virus Is Playing A Death Game

For Stars & Big Shots, it is a Chance to Work Out

For Nurses and Doctors, There Is No Choice Except War Front

For Many Its A Struggle to Run A Home

But for Few Its Just Resting in A Cozy Home

Yes, Life Looks Too grim

But Don't Let the Light of Hope Go Dim

Nature Is Questioning Our Existence

It Is the Time to Prove the Power of Human Race

One Day There Will Be the Dawn of Vaccine

We Will Wait for That Day with Strength Within.

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ARTICLES FROM STUDENT

Money is a Good Servant, but a Bad Master

Money is dispensable in modern life. Also, it is a useful instrument. We need money to buy food, clothes, books... But we must remember that money should be used according to our will. We should always keep it under our control, we need money for our life but we should not live for money. We need those things that keeps ourselves healthy and happy.

A healthy body and healthy mind make others also happy. We should use money to keep ourselves happy and do good to others. Money sometimes can become our master; it will make us evil and persuade us to do evil. Those who become the slaves of money are ready to do any crime. They tell lies and commit evil in order to get money. Some of them commit murder for the sake of money. If a man loves money more than his own soul, he becomes wicked and ready to commit crime, love of money is the route of all evil. This does not mean that we should not use money. We should earn money by doing sincere and honest work. Whenever a man loves money, his heart is filled with the love of money, there is no place in his heart for God. If we love God, we can't love money. Such people lead a sinful life and cause misery to themselves and others.

That's why we can say that **“Money is a good servant but a bad master”**.

The proper thing to do is to earn money by doing our work sincerely as well as honestly and spend it in order to keep ourselves and others happy and do good to others, therefore we can enter the kingdom of God.

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