

**CURRICULUM**  
**Proficiency Certificate Level**  
**in**  
**Midwifery**  
**(Three year program)**



Council for Technical Education and Vocational Training  
**Curriculum Development Division**

Sanothimi, Bhaktapur

2018

## ABBREVIATIONS

<b>Essential Competencies</b>	: The ICM's 'Essential Competencies for Basic Midwifery Practice
<b>CTEVT</b>	: Council for Technical Education and Vocational Training
<b>FIGO</b>	: Federation of Gynecology and Obstetrics
<b>ICM</b>	: International Confederation of Midwives
<b>KU</b>	: Kathmandu Universities
<b>MIDSON</b>	: Midwifery Society of Nepal
<b>MOHP</b>	: Ministry of Health and Population
<b>NAMS</b>	: National Academy of Medical Sciences
<b>NAN</b>	: Nursing Association of Nepal
<b>NNC</b>	: Nepal Nursing Council
<b>OSCE</b>	: Objective Structured Clinical Examination
<b>OSPE</b>	: Objective Structured Practical Examination
<b>PCL</b>	: Proficiency Certificate Level
<b>PHC</b>	: Primary Health Care
<b>SRMNAH</b>	: Sexual Reproductive Maternal, Newborn and Adolescent Health
<b>SRMNH</b>	: Sexual Reproductive Maternal and Newborn Health
<b>T/L</b>	: Teaching and Learning
<b>TUIOM</b>	: Tribhuvan University Institute of Medicine
<b>WKS</b>	: Weeks

# TABLE OF CONTENTS

Background .....	5
Justification of PCL Midwifery Education Program .....	6
Philosophy.....	6
Conceptual Framework .....	8
Objectives of Programme.....	9
Expected Outcome .....	9
Program Description .....	9
Curriculum Title and Duration.....	10
Student Enrollment and Development .....	10
Examination and Marking Scheme: .....	10
Grading System.....	11
Certification: .....	12
Question Patterns for Final Written Exam.....	12
Course Structure.....	13
Evaluation Scheme.....	15
Master Plan for First Year.....	17
नेपाली.....	18
ENGLISH.....	22
ANATOMY AND PHYSIOLOGY .....	26
BASIC SCIENCE .....	38
FOUNDATION OF MIDWIFERY I (THEORY) .....	44
FOUNDATION OF MIDWIFERY I (CLINICAL).....	60
HEALTHY PREGNANCY (THEORY) .....	63
HEALTHY PREGNANCY (PRACTICUM) .....	70
PHYSIOLOGICAL LABOUR AND CHILDBIRTH (THEORY) .....	72
PHYSIOLOGICAL LABOR AND CHILD BIRTH (PRACTICUM) .....	81
HEALTHY POSTPARTUM AND NEWBORN (THEORY).....	85
HEALTHY POSTPARTUM AND NEWBORN (PRACTICUM) .....	93
Master Plan for 2nd year.....	97
NUTRITION (THEORY).....	98
PHARMACOLOGY FOR MIDWIVES (THEORY).....	104
SOCIAL SCIENCE AND HEALTH PROMOTION (THEORY) .....	108
FOUNDATION OF MIDWIFERY II (THEORY).....	117
PUBLIC HEALTH FOR MIDWIVES (THEORY) .....	126
PUBLIC HEALTH FOR MIDWIVES (PRACTICUM) .....	148
PSYCHOLOGY AND MENTAL HEALTH (THEORY).....	150
PSYCHOLOGY AND MENTAL HEALTH (PRACTICUM) .....	159
COMPLEX PREGNANCY (THEORY) .....	161
COMPLEX PREGNANCY (PRACTICUM) .....	166

COMPLEX LABOUR AND CHILDBIRTH (THEORY) .....	168
COMPLEX LABOR AND CHILDBIRTH (PRACTICUM) .....	175
COMPLEX POSTPARTUM AND NEWBORN (THEORY) .....	178
COMPLEX POST PARTUM AND NEWBORN (PRACTICUM) .....	184
Master Plan for Third Year .....	187
PROFESSIONAL DEVELOPMENT FOR MIDWIVES (THEORY).....	188
PROFESSIONAL DEVELOPMENT FOR MIDWIVES (PRACTICUM).....	192
SEXUAL AND REPRODUCTIVE HEALTH FOR MIDWIFE (THEORY).....	194
SEXUAL AND REPRODUCTIVE HEALTH FOR MIDWIVES (PRACTICUM).....	204
LEADERSHIP AND MANAGEMENT FOR MIDWIVES (THEORY).....	206
LEADERSHIP AND MANAGEMENT FOR MIDWIVES (PRACTICUM) .....	216
INTERNSHIP .....	219

## Background

The global shortage of midwives and others with midwifery skills has been widely recognized and discussed for many years. Midwives and the care they provide to women, babies and families are of the utmost importance to society. Across the globe, midwives are key professionals in ensuring that women have a safe and emotionally satisfying experience during their pregnancy, childbirth and postnatal period. The role of the midwife is as practitioners, partners and leaders in delivering and shaping the maternity services. Since Nepal has geographical difficulties and reaching to health facility is quiet challenging for women. It is utmost importance to mobilize the midwives closer to the community where the women will have access of such services. The country needs around 9000 midwives at present to provide quality reproductive health services to the woman and their newborns. The role of the midwife is as a practitioners, partner with the women and leader in delivering and shaping the maternity services where ever they reside and work.

The **vision** of this course is to develop community level midwife cadre to provide holistic reproductive health care services to every woman, leaving no one behind. They can fulfill women's health and social needs and expectations if they are well trained and educated by the institutions and back up by the government of Nepal with good retention and rotation policy.

The need of midwives is accepted since beginning of nursing education in Nepal when the four girls sent to India for midwifery education and later on the initiation of post nursing Bachelor degree in midwifery education from institute of medicine TU IOM in 1976 AD with two batches under the international teachers and unfortunately closed the course because of lack of faculty teachers. The need of skilled human resources is profoundly shouted after the “National Policy on Skilled Birth Attendant, 2006 supplementary to Safe Motherhood” which envisioned for skilled human resource development with three prongs strategies 1) Short term with SBA training, 2) Midterm with inclusion of SBA competencies in pre-service education of PCL nursing and 3) Long-term strategy is for Pre-service professional midwife production for leadership in midwifery.

Similarly, National Health Policy, 2071 also envisioned the need of skilled midwives to save mother and newborn by upgrading existing nurses especially ANMs. There should be one midwife in each ward to combat maternal and neonatal problems. The Nepal Health Sector Strategy IP (2016-2021) has key interventions as strengthen and expand midwifery education and incorporate professional midwives in health workforce, recruitment, deployment and retention plan.

In line with above three guiding policies, two academia (NAMS and KU) has already initiated post nursing Bachelor's Degree professional midwifery education in Nepal (2016) to provide independent care and take the leadership role in midwifery service for quality Sexual Reproductive Maternal, Neonatal and Adolescent Health (SRMNAH) in Nepal. Additionally, Government of Nepal needs those midwives who will placed them at peripheral health facilities of primary hospital, urban and rural health centers and health post with birthing center to provide basic emergency obstetric an newborn care (BEmONC). The suitable human resource for this purpose is certificate level midwife with competency in core skills and can work in socially and culturally accepted environment.

This PCL midwifery curriculum is the second milestone in the midwifery education focused for the community level service where the professional midwives work independently and collaboratively with other health team members to provide quality maternal and newborn health care closer to the women. The geography of the Nepal is mountain, hill and plain (tarai) regions

with seven provinces where health care distribution in equity basis is challenging because of road constraints and lack of motivated health professionals to provide services in remote areas.

Development of this curriculum has been coordinated by the MOHP to bring uniformity of the curriculum contents and duration of course in upcoming academic institutions. The interested institution and academy can adopt this curriculum in their own governance and policy position.

This midwifery curriculum outlined as per the International Confederation of Midwives' (ICM) guidelines and expanded the contents with the existing SBA competencies in order to meet the changing health care needs of women and childbearing families in Nepal. The course also offers the basic knowledge in English, Nepali and social sciences applied to midwifery.

The stakeholders involved in this course development are UNFPA, NNC, MIDSON, GIZ, NAMS, and Laerdal Foundation.

### **Justification of PCL Midwifery Education Program**

This degree will mark a shift in the students' mindset from nursing to midwifery and is an important contribution to the health and wellbeing of childbearing women and their families in Nepal especially in the rural areas focus on the assessment and care of the pregnant women and detection of risk with the associated skills in emergency obstetric care will help to address maternal and neonatal mortality and morbidity.

The programme strengthen the capacity and skill base of midwifery practice as per international standard with autonomous, critical thinking and decision making skills available to work in community and other setting. This initiation is made to bring about changes in RH indicators; maternal mortality and morbidities especially in rural areas where level of satisfaction will be high among the women and their families.

There are key aspects to this curriculum which are as follows:

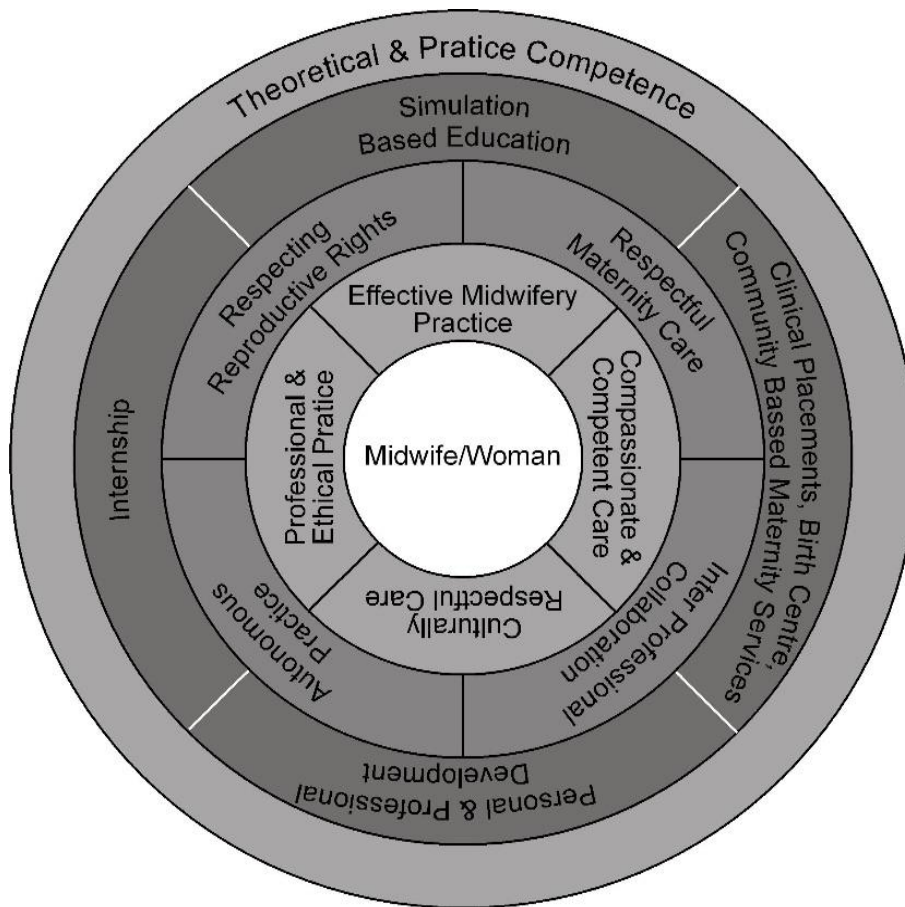
1. Firstly, in order to develop an autonomous independent midwife converting ANMs into midwife with small number of fresh students.
2. The focus within the teaching approaches is based on development of critical thinking and decision making with simulation, case study, storytelling and problem based learning approaches.
3. The qualified teachers, who had undergone with midwifery training for teachers as prescribed by Nepal Nursing Council will be teaching midwifery course which is competency based and international standard.
4. Student will be able to complete the course until she has demonstrated competence in the range of skills, attitudes and behavior required in simulation lab and with women and new born babies including independent internship.

### **Philosophy**

The midwifery educational programme frame has the core value of midwifery learning as knowledge, skill and behavior based on competency based learning with midwifery model of care and adult learning principles with following believes:

- ❖ **Midwifery model of care:** The care provided by midwife is midwifery model of care with women centered care and partnership with the woman and their family.
- ❖ **Self-motivated:** The study of midwifery is a self-motivated which is fertile ground at the community and family.
- ❖ **Trained in own community:** The midwives should be trained in their own communities which is an integral part coordinating with local government in different provinces.
- ❖ **Right based approach:** The care is based on right based approach with communication, informed consent, privacy, safety, respectful care and dignity as an autonomous practitioner.
- ❖ **Competency based:** The education is competency based where simulation and clinical practice are mandatory with and without supervision. The course outlined is in line with ICM core competencies, national protocols and guidelines.
- ❖ **Holistic approach:** The midwifery care practice is based on the boundaries of holistic approach (psycho, social, cultural and spiritual). The collaborative care with other health team members are essential when the care is complex and out of independent practice.
- ❖ **Lifelong learning:** Midwives must be prepared for need of continuing professional and personal development of new knowledge and skills. The education programme must deliver effective care in a multicultural environment.
- ❖ **Evidence based practice and learning:** Within the complex and rapidly changing health care environment, it is essential that the best available evidence informs the midwifery practice, which is based on the recent WHO recommendations

## Conceptual Framework



The conceptual framework represents the preparation of the midwife. In the central, the focus is on the mother and her newborn with a midwife forming of a close professional relationship. The educational preparation of the midwife begins with understanding and learning the core qualities of professionalism, effectiveness, respectfulness, compassion and competence. Theoretical competencies continue to be developed across the three years and provision of maternity care is framed by the commitment to respecting reproductive rights and ensuring respectful maternity care. As Inter-professional collaboration is essential to facilitate midwives and medical colleagues to respond effectively to changing circumstances of the woman and her newborn has been in the surrounding environment. The student will be equipped to enter autonomous midwifery practice, confidently and competently as an added value. They will gain supervised experience across a range of clinical placements in birth centers and community based maternity services, advancing to gaining complex care experience in hospital settings. Simulation based education is the core of the education for their clinical practice and support the consolidation of skills as the course progresses. An internship period in the final year will begin the transition to practicing midwife and personal and professional development will empower the student to achieve and sustain high quality midwifery care in Nepal.



## **Programme Objectives**

The main aim/objective of this curriculum is to prepare competent and proficient midwives who work independently at the community (Birthing center, home) and maternity units of the hospitals to provide care in her own responsibilities and make autonomous decision. The midwifery education programme will focus on developing interpersonal skills, enabling the graduate to fulfill the lead practitioner role, to be the first point of contact for women, to promote and enhance the management of normal birth, and to coordinate and provide care in high-risk and complex pregnancies and along with whole maternity pathway including respectful maternity care.

The curriculum outlines include the organization of ICM essential competencies within a three-year time frame built upon prior health professional education such as ANM mixed with direct entry after school education examination (SEE).

1. To produce the certificate level professional midwives in the country for SRMNH, who will work as independently to provide care to the childbearing women and their families in partnership of women.
2. To equipped knowledge, skill and behavior that demonstrate independent care to the woman during pregnancy, birth and post-partum including newborns who are low risk in her own.
3. Designed to prepare midwife students to practice safely and effectively so that they can assume full responsibility and accountability to practice as midwives.
4. To collaborate with other health institutions and clinical placement sites for effective learning.
5. To develop conducive teaching and learning (T/L) environment for the student learn better in adult learning principles.

The role includes pregnancy care, education and counseling, assist birth, and care during post partum including newborns and other RH services preventive, promotive, curative, rehabilitative and holistic care of women, newborn and family.

## **Expected Outcome**

At the end of the course, an independent midwife will be able to provide full scope of practice to care of the pregnant woman, assist in birth, and provide care to the post natal woman and newborns in her own leadership.

She will be able to work in peripheral health care system of Nepal as an autonomous decision maker in the field of SRMNAH including abortion related care as a qualified Midwife including referral activities and provide necessary interventions for life saving.

## **Program Description**

This three years PCL Midwifery course is based on theory and practical learning based on global standards based on national context. The course will introduce to students from simple to complex learning environment including internship in district/primary and community level health facilities. The programme will build on knowledge, skill and professional behaviour to midwifery. The fundamentals of this shift focus on birth as a normal physical, physiological and psychosocial life event in which the midwife is a skilled, autonomous and insightful practitioner, working in relationship with the women, and families for whom she cares. She is skilled in both normal and complex birth including life saving skills in rural areas.

## Curriculum Title and Duration

The curriculum entitled Proficiency Certificate Level (PCL) midwifery with total duration is three years which are arranged in each academic calendar for its smooth operation.

## Student Enrollment and Development

- **Entry qualification**

- ANM : SLC passed or SEE with minimum C grade (GPA 2.0) with compulsory Mathematics, English & Science plus TSLC in Auxiliary Nurse Midwife (ANM) with minimum 70% Score in aggregate.
- Direct entry intake (30%): School Leaving Certificate (SLC) in 2<sup>nd</sup> division (50%) in aggregate with English, Science, and Mathematics or SEE with minimum C<sup>+</sup> grade (GPA 2.4) with Compulsory Mathematics, English & Science.

Student's selection is the responsibility of the academy/institution as per demand of the MOHP. If quota is not fulfilled from one stream intake then it can be fulfilled by another stream.

- **Number of Student**

The maximum number of students will be 30 (Thirty) in a group at a time.

- **Admission policy**

- Admission should be on the basis of merit list of the entrance examination.
- Series of attitude and aptitude test will be conducted by the institution if needed.
- Registered with the Nepal Nursing Council for ANMs.

- **Pattern of attendance:**

- Minimum of 90% attendance in each theory and 100% in practical subject is required to appear in the respective final examination.

- **Student Development**

- Participation in extracurricular activities at local/ national level.
- Organization of educational exhibitions related to midwifery at least once during the whole academic program.
- Participation in professional/social activities related to midwifery

Teaching/Learning media and materials, Midwifery Clinical Requirements, Facilities for Clinical and community Practicum, and Teaching Learning Facilities: As per minimum requirement of NNC.

- **Medium of instruction**

The medium of instruction will be in English and/or Nepali.

## Examination and Marking Scheme:

### a. Internal assessment

- Each subject will have internal assessment at regular intervals and students will get the feedback about it.

- Weightage of theory and practical marks are mentioned in evaluation scheme.
- Continuous assessment format will be developed and applied by the evaluators for evaluating student's performance in the subjects related to the practical experience.
- Student who fails in the internal assessment will not be allowed to sit in the final yearly examination and will also be not allowed continuing the following year.

**b. Final examination**

- Weightage of theory and practical marks are mentioned in evaluation scheme.
- Students must pass in all subjects both in theory and practical for certification. If a student becomes unable to succeed in any subject, s/he will appear in the re-examination administered by CTEVT.
- Students will be allowed to appear in the final examination only after completing the internal assessment requirements.

**c. Requirement for final practical examination**

- Professional of relevant subject instructor must evaluate final practical examinations.
- One evaluator in one setting can evaluate not more than 6 students.
- Practical examination should be administered in actual situation on relevant subject with the provision of at least one internal evaluator from the concerned or affiliating institute led by external evaluator nominated by CTEVT.
- Provision of re-examination will be as per CTEVT policy.

**d. Final practicum evaluation will be based on:**

- Institutional practicum attendance - 10%
- Logbook/Practicum book maintenance - 10%
- Spot performance (assigned task/practicum performance/identification/arrangement preparation/measurement) - 40%
- Viva voce :
  - Internal examiner - 20%
  - External examiner - 20%

**e. Pass marks:**

- The students must secure minimum 40% marks in theory and 50% marks in practical. Moreover, the students must secure minimum pass marks in the internal assessment and in the final examination of each subject to pass the subject.

**f. Provision of Back Paper**

- There will be the provision of back paper but a student must pass all the subjects of all year within six years from the enrollment date; however there should be provision of chance exam for final year students as per CTEVT rules.

## **Grading System**

The following grading system will be adopted:

- Distinction: 80% and above
- First division: 65% to below 80%
- Second division: 50 % to below 65%
- Pass division: Pass marks to Below 50%

## Certification:

- Students who have passed all the components of all subjects of all three years are considered to have successfully completed the course.
- Students who have successfully completed the course will be awarded with a degree of "**Proficiency Certificate Level in Midwifery**".

## Question Patterns for Final Written Exam

The question patterns for written exam are suggested as follows;

### A. For subject with full marks 80

S. N.	Type of question	No of question	Weightage marks	Full marks	Time distribution	Optional questions
1	Long	3	8	24	54 min	1
2	Short	8	4	32	72 min	2
3	Very short	12	2	24	54 min	2
	<b>Total</b>	<b>23</b>		<b>80</b>	<b>180 min</b>	

### B. For subject with full marks 40

	Type of question	No of question	Weightage marks	Full marks	Time distribution	Optional questions
1	Long	2	6	12	27 min	1
2	Short	4	4	16	36 min	1
3	Very short	6	2	12	27 min	1
	<b>Total</b>	<b>12</b>		<b>40</b>	<b>90 min</b>	

## Course Structure

FIRST YEAR						
SN	Code No.	Subject	Theory		Practical	
			Hours	Marks	Hours	Marks
1	PCLG101	Nepali	120	100		
2	PCLG102	English	120	100		
3	PCLB103	Anatomy and physiology	100	100		
4	PCLB104	Basic science	50	50		
5	PCLM105	Foundation of midwifery I (T)	120	100		
6	PCLM106	Foundation of midwifery I (P)			240 (8 weeks)	100
7	PCLM107	Healthy pregnancy (T)	100	100		
8	PCLM108	Healthy pregnancy (P)			120 (4 weeks)	100
9	PCLM109	Physiological labor and child birth (T)	100	100		
10	PCLM110	Physiological labor and child birth (P)			120 (4 weeks)	100
11	PCLM111	Healthy Postpartum and newborn (T)	100	100		
12	PCLM112	Healthy Postpartum and newborn (P)			120 (4 weeks)	100
		<b>Total</b>	<b>810</b>	<b>750</b>	<b>20 weeks</b>	<b>400</b>

SECOND YEAR						
SN	Code No	Subject	Theory		Practical	
			Hours	Marks	Hours	Marks
1	PCLB201	Nutrition	50	50		
2	PCLB202	Pharmacology for midwives	50	50		
3	PCLG203	Social Science and Health Promotion	50	50		
4	PCLM204	Foundation of midwifery II	100	100		
5	PCLM205	Public health for midwives (T)	150	100		
6	PCLM206	Public health for midwives (P)			180 (6 weeks)	100
7	PCLM207	Psychology and mental health (T)	100	100		
8	PCLM208	Psychology and mental health (P)			60 (2 weeks)	50
9	PCLM209	Complex pregnancy (T)	75	50		
10	PCLM210	Complex pregnancy (P)			150 (5 weeks)	100
11	PCLM211	Complex labor and child birth (T)	75	50		
12	PCLM212	Complex labor and child birth (P)			150 (5 weeks)	100
13	PCLM213	Complex post partum and newborn (T)	75	50		
14	PCLM214	Complex post partum and newborn (P)			150 (5 weeks)	100
		<b>Total</b>	<b>725</b>	<b>600</b>	<b>23 weeks</b>	<b>450</b>

<b>THIRD YEAR</b>						
<b>SN</b>	<b>Code No.</b>	<b>Subject</b>	<b>Theory</b>		<b>Practical</b>	
			<b>Hours</b>	<b>Marks</b>	<b>Hours</b>	<b>Marks</b>
1	PCLM301	Professional development for midwives (T)	100	100		
2	PCLM302	Professional development for midwives (P)			72 (2 weeks)	50
3	PCLM303	Sexual and Reproductive Health for midwives (T)	150	100		
4	PCLM304	Sexual and Reproductive Health for midwives (P)			180 (6 weeks)	100
5	PCLG305	Leadership and management for midwives (T)	150	100		
6	PCLG306	Leadership and management for midwives (P)			240 (6 weeks)	100
7	PCLM307	Internship	-		720 (20 weeks)	200
			<b>400</b>	<b>300</b>	<b>34 weeks</b>	<b>450</b>

## Evaluation Scheme

### FIRST YEAR

S. N.	Subject	Theory Course					Practical Course					Total Hours	Total Mark
		Total Hours	Total Mark	Marks Distribution			Total Hours	Total Mark	Marks Distribution				
				Internal	Final	Exam Hours			Internal	Final	Exam Hours		
1	English	120	100	20	80	3						120	100
2	Nepali	120	100	20	80	3						120	100
3	Anatomy and Physiology	100	100	20	80	3						100	100
4	Basic Science	50	50	10	40	1.5						50	50
5	Foundation of Midwifery I	120	100	20	80	3	240	100	50	50	3	360	200
6	Healthy Pregnancy	100	100	20	80	3	120	100	50	50	3	220	200
7	Physiological Labour and Childbirth	100	100	20	80	3	120	100	50	50	3	220	200
8	Healthy Postpartum and Newborn	100	100	20	80	3	120	100	50	50	3	220	200
<b>First Year Total</b>		<b>810</b>	<b>750</b>	<b>150</b>	<b>600</b>		<b>600</b>	<b>400</b>	<b>200</b>	<b>200</b>		<b>1410</b>	<b>1150</b>

### SECOND YEAR

S. N.	Subject	Theory Course					Practical Course					Total Hours	Total Mark
		Total Hours	Total Mark	Marks Distribution			Total Hours	Total Mark	Marks Distribution				
				Internal	Final	Exam Hours			Internal	Final	Exam Hours		
1	Nutrition	50	50	10	40	1.5						50	50
2	Pharmacology for Midwives	50	50	10	40	1.5						50	50
3	Social Science and Health Promotion	50	50	10	40	1.5						50	50
4	Foundation of Midwives II	100	100	20	80	3						100	100
5	Public Health for Midwives	150	100	20	80	3	180	100	50	50	3	330	200
6	Psychological and Mental Health	100	100	20	80	3	60	50	25	25	2	160	150
7	Complex Pregnancy	75	50	10	40	1.5	150	100	50	50	3	255	150
8	Complex Labour and Childbirth	75	50	10	40	1.5	150	100	50	50	3	255	150
9	Complex Postpartum and Newborn	75	50	10	40	1.5	150	100	50	50	3	255	150
<b>Second Year Total</b>		<b>725</b>	<b>600</b>	<b>120</b>	<b>480</b>		<b>690</b>	<b>450</b>	<b>225</b>	<b>225</b>		<b>1505</b>	<b>1050</b>

**THIRD YEAR**

S. N.	Subject	Theory Course					Practical Course					Total Hours	Total Marks
		Total Hours	Total Mark	Marks Distribution			Total Hours	Total Mark	Marks Distribution				
				Internal	Final	Exam Hours			Internal	Final	Exam Hours		
1	Professional Development for Midwives	100	100	20	80	3	72	50	25	25	3	172	150
2	Sexual and Reproductive Health for Midwives	150	100	20	80	3	180	100	50	50	3	330	200
3	Leadership & Management for midwives	150	100	20	80	3	240	100	50	50	3	390	200
4	Internship						720	200	100	100		720	200
	<b>Third year Total</b>	<b>400</b>	<b>300</b>	<b>60</b>	<b>240</b>		<b>1212</b>	<b>750</b>	<b>375</b>	<b>375</b>		<b>1612</b>	<b>750</b>



## Master Plan for First Year

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Study Block																					Vacation					
28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52		
Foundation of Midwifery I								Healthy Pregnancy				Physiological Labour and Childbirth				Healthy Postpartum and Newborn				Revision Class		Final Exam				

S.N.	Subject	Weeks	Shift	Hours	<u>Weeks Distribution</u>
1.	Foundation of Midwifery	8	Morning (6 weeks x 5 days x 6hrs) Evening (2 weeks x 5 days x 6hrs)	180 60	Study Block = 21 weeks Clinical Field = 20 weeks Vacation = 6 weeks Revision = 2 weeks Final exam = 3 weeks
2.	Health Pregnancy	4	Morning (2 weeks x 5 days x 6 hrs) Evening (2 week x 5 days x 6 hrs)	60 60	
3.	Physiological Labour and Childbirth	4	Morning (2 weeks x 5 days x 6 hrs) Evening (2 week x 5 days x 6 hrs)	60 60	
4.	Healthy Postpartum and Newborn	4	Morning (2 weeks x 5 days x 6 hrs) Evening (2 week x 5 days x 6 hrs)	60 60	

# नेपाली

कोर्स कोड नं.: पिसिएलजी १०१

पाठ्यघण्टा: १२०

क्रेडिट घण्टा : ८

वर्ष: प्रथम

पूर्णाङ्क: १००

उतिर्णाङ्क: ४०

## पाठ्यांशको बिबरण

यो पाठ्यांश प्रवीणता प्रमाणपत्र तहमा अध्ययन गर्ने विद्यार्थीहरूका लागि नेपाली भाषाको व्याकरणात्मक ज्ञान र सुझको विकासका साथै पठनबोध र अभिव्यक्ति क्षमताको विकास गर्ने दृष्टिले राखिएको हो । यसलाई मुख्यतः दुई खण्डमा बाडिएको छ: व्याकरण खण्ड र बोध (अभिव्यक्ति) खण्ड । व्याकरण अन्तर्गत वर्ण, वर्णविन्यास, शब्दवर्ग, रूपायन, शब्द निर्माण र वाक्यसम्बन्धी पाठ्यवस्तुहरू राखिएका छन् भने बोध-अभिव्यक्ति अन्तर्गत सामान्य बोध र प्रयोजनपरक बोधका साथै अभिव्यक्ति रचनाका लागि अपेक्षित सीपहरू र समीक्षाका लागि साहित्यिक विधाका पाठहरू समाविष्ट छन् ।

## पाठ्यांशको उद्देश्य:

यो पाठ्यांश पूरा गरेपछि विद्यार्थीहरू निम्नलिखित कुरामा सक्षम हुनेछन् :

१. कथ्यभाषा र लेख्यभाषाका बीचको भिन्नता पहिल्याउन ।
२. अभिव्यक्तिमा प्रयोग हुने शब्दहरूको उपयुक्त वर्णविन्यास लेखन ।
३. शब्दहरूका स्रोत, बनोट र वर्ग-पहिचान गर्न, रूपायन गर्न र निर्माण गर्न ।
४. वाक्यतत्व र वाक्यान्तरणका कडीहरू बुझेर आफ्ना अभिव्यक्तिमा तिनको उपयुक्त प्रयोग गर्न ।
५. खास वाक्यतत्वसंग सम्बद्ध ढाँचा र सन्दर्भका आधारमा अनुच्छेद रचना गर्न ।
६. स्तर अनुरूप पाठ्यसामग्रीमा प्रयुक्त शब्दहरूका आधारमा शब्दभण्डारको विस्तार गर्न ।
७. बोध र संक्षेपीकरणका पाठ्यसामग्रीमा प्रयुक्त शब्दहरूका आधारमा शब्दभण्डारको विस्तार गर्न ।
८. ज्ञान-विज्ञानका विभिन्न शीर्षकहरूमा स्वतन्त्र रूपमा अनुच्छेद र निबन्ध रचना गर्न ।
९. तोकिएका आधारमा साहित्यिक कृतिहरूको समीक्षा गर्न ।

खण्ड १: नेपाली व्याकरण

पाठ्यघण्टा : ६०

पूर्णाङ्क : ५०

एकाइ	पाठ्य विषयको विवरण	पाठघण्टा	अङ्क
१.	<p><b>वर्ण र वर्णविन्यास :</b></p> <p>(क) <u>उच्चार्य वर्णहरूको परिचय :</u></p> <ul style="list-style-type: none"> <li>स्वर र व्यञ्जन वर्णहरू</li> <li>देवनागरी लिपि र उच्चार्य नेपाली वर्णहरू</li> <li>नेपाली अक्षरहरूको संरचना, अक्षरीकरण र अक्षरसंख्या निर्धारण</li> </ul> <p>(ख) वर्ण विन्यास :</p> <ul style="list-style-type: none"> <li>कथ्य र लेख्य नेपाली भाषामा भिन्नता</li> <li>ह्रस्व-दीर्घ (इ, उ), स/श/ष, ब/व, व/ओ, य/ए, ऋ/रि, क्ष/छे, क्ष्य/क्ष्य, शिरविन्दु र चन्द्रविन्दु, हलन्त, पदयोग र पदवियोग तथा लेख्य चिन्ह सम्बन्धी अशुद्धि संशोधन अभ्यास</li> </ul>	८ ४	८
२.	<p><b>शब्द भण्डार:</b></p> <p><b>शब्दवर्ग, शब्दरूपायन र शब्दनिर्माण</b></p> <ul style="list-style-type: none"> <li>स्रोतका आधारमा शब्दहरूको परिचय, पहिचान र प्रकार</li> <li>व्युत्पादनका आधारमा शब्दहरूको परिचय, पहिचान र प्रकार</li> <li>शब्दवर्ग-नाम, सर्वनाम विशेषण, क्रियापद, नामयोगी, क्रियायोगी, संयोजक, विस्मयादिवोधक र निपातहरूको पहिचान- अभ्यास</li> <li>शब्दरूपायन-नाम, सर्वनाम र विशेषणको लिङ्ग, वचन, आदर, कारकका आधारमा तथा क्रियापदको लिङ्ग, वचन, पुरुष, आदर, काल, पक्ष, भाव, वाच्य र अकरणका आधारमा शब्द रूपायनको अभ्यास ।</li> <li>शब्द निर्माण अभ्यास</li> <li>निम्नलिखित उपसर्गहरूको शब्दनिर्माणको अभ्यास प्र, अप, सम्, अनु, वि, अधि, उत्, प्रति, परि, उप, सु, नि, निर, दुर्, अ, अन, कु ।</li> <li>निम्नलिखित कृत् प्रत्ययहरूको शब्दनिर्माणको अभ्यास : आइ, ओट, ओ, आउ, आहा, अक्कड, उवा, इलो । अक, अन ई इत, य, तव्य ।</li> <li>निम्नलिखित तद्धित प्रत्ययहरूको शब्दनिर्माणको अभ्यास : आइ, आली, इया, इलो, ई, ए, एली, ली, ले । इक, ई, ईय, इत, ता, त्व, मान, वान, आलु ।</li> <li>समस्त शब्दहरूको पहिचान र तत्पुष, कर्मधारण, िगू, िफ अव्ययीभाव, र वह्व्रीहिको प्रक्रियाबाट समस्त शब्दहरूको निर्माण गर्ने अभ्यास</li> </ul>	१९	१२
३.	<p><b>वाक्यतत्त्व, वाक्यान्तरण</b></p> <p>(क) वाक्यतत्त्व: उद्देश्य र विधेयको पहिचान</p> <ul style="list-style-type: none"> <li>क्रिया र यसका प्रकार</li> </ul>	१९	२०

	<ul style="list-style-type: none"> <li>• वाक्यका प्रकार: सरल र जटिल वाक्यको पहिचान</li> <li>• वाक्य संश्लेषण र विश्लेषण</li> <li>• लि, वचन, पुष र आदरका आधारमा कर्ता र क्रियापदका बीचको सति सम्बन्धी अभ्यास</li> <li>• विशेष्य र विशेषण र नाम र सर्वनामको बीचको सति सम्बन्धी अभ्यास</li> <li>• विभक्तिनियम तथा ले, लाई, देखि, बाट, ारा, को, का, की, रो, रा, री, नो, ना, नी, मा आदि विभक्ति प्रयोगको अभ्यास</li> <li>• सरल र तिर्यक् विभक्ति नियमको अभ्यास</li> </ul> <p>(ख) वाक्यान्तरण :</p> <ul style="list-style-type: none"> <li>• विभिन्न काल, पक्ष, भाव, अकरण, वाच्य, प्रेरणार्थक, उक्ति आदिमा वाक्यान्तरण गर्ने अभ्यास</li> </ul>	१०	१०
--	--	----	----

### खण्ड ख: बोध तथा अभिव्यक्ति

पाठ्यघण्टा : ६०

पूर्णाङ्क : ५०

एकाइ	पाठ्य विषयको विवरण	पाठघण्टा	अङ्क
१.	<p><b>बोध र शब्दभण्डार</b> चिकित्सा विज्ञानसम्बन्धि गद्यांशहरूको बोध र शब्दभण्डारको अभ्यास</p> <p>चिकित्सा, शल्य चिकित्सा तथा स्वास्थ्य विज्ञानसम्बन्धी प्राविधिक शब्दहरूको ज्ञान अभ्यास (अर्थ लेख्ने र अर्थ खूल्ने गरी वाक्यमा प्रयोग गर्ने)</p> <p>इन्द्रलुप्त, उत्क्लेस, ज्वर, पाण्डुरोग, प्रमेह, मधुमेह, पित्तदोस, प्रदर (१. रक्तपदर, २. स्वेतप्रदर) क्षयरोग, नशच्छेदन, रक्तचाप, उच्च रक्तचाप, न्यून रक्तचाप, गर्भपात/पतन, हृदयरोग, पाचनक्रिया, पित्तविकार, रक्तविकार, चिकित्सा, निदान, परिचारिका, प्रसववेदना, प्रसुति, औषधालय, चिरफार, बहिरंग, हिकका, हरिताल पार्नु, हरिनाश, हियो उठ्नु, वातज्वर, सिफर पल्टिनु, सिङ्गारू, सेपाउनु, सप्को गर्नु, सन्निपात, सभिपात, शल्य चिकित्सा, शूल, शल्योपचार, मासु फरफराउनु, माथा विग्रनु, माटे, माई, भूग्रेज्वरो, बेनु निस्कनु, बालतोड, बाथ, बान लाग्नु, बाउडिनु, बहलागनु, बमन, विरेचन, फुसिनु, फुलो पर्नु, फाकफुक, पौठा बस्नु, पेट बटारिनु, पेट काट्नु, पेट पोल्नु, पिनाश, पाछ्नु, निसलोठ, धम्की, दोख, दमै खटिरो, दम, डकारु, ठेउला, भुसिलो डकार आउनु, भिजो मान्नु, भाडा, जिरिङ्ग गर्नु, जल गडा, जनै खटिरा, जगाउनु, छोप्नु, छेर्नु, चिलचिलाउनु, चिप्रा बस्नु, चस्का पर्नु, घमौरा, गला लाग्नु, गलगण्ड, गलफुलो (हांडे), गोला चल्नु, गानो चल्नु, खरापानी लाग्नु, कण्डु, कुण्ठ, कोर, कोख, कैठिनु, कुंजो, कांसा लाग्नु, कास, काम्नु, कामज्वर, कांडो, कांध लाग्नु, काई लाग्नु, कब्जियत, औसनी लाग्नु, औडाहा चल्नु, ओछ्यान पर्नु, ओखत मुलो, ओइलाउनु, ऐंठन, उभर्को लाग्नु, उदररोग, उपर्तली, उकुच पल्टनु, अर्बुद, अजीर्ण, अपस्मार, आन्द्रा बटार्नु, आंत, आंठी गांठी, आंठे, आड् चल्नु, आक्तो, आउं, अरूची, अम्मल, अमल पित्त, अमन हुनु, अग्नी जागनु, अतिसार, अंधो खटिरा, स्वेदन ।</p>	१२	१२

२	<b>संक्षेपीकरण :</b> <ul style="list-style-type: none"> <li>• बुंदा टिपोट तथा संक्षेपीकरण गर्ने अभ्यास</li> <li>• अनुच्छेद, पत्र, निवेदन, विज्ञापन र प्रतिवेदन लेखन</li> <li>• ज्ञान विज्ञान र प्रविधिसंग सम्बन्धित विभिन्न विषय शीर्षकहरूमा अनुच्छेद लेख्ने अभ्यास</li> </ul>	४	४
३	<b>निबन्ध लेखन :</b> <ul style="list-style-type: none"> <li>• निबन्ध योजना र सोसंग सम्बन्धित बुंदा अनुरूप अनुच्छेद गठनको अभ्यास</li> <li>• वस्तुपरक र भावपरक निबन्ध लेखनको अभ्यास</li> </ul>	१०	८
४	<b>कृति समीक्षा :</b> विषयवस्तु, कथानक, पात्र, परिवेश, सन्देश, शीर्षक र भाषा शैलीका आधारमा निम्नलिखित रचनाहरूको समीक्षात्मक अभ्यास: <b>कथा :</b> <ul style="list-style-type: none"> <li>• गुरू प्रसाद मैनाली छिमेकी</li> <li>• विश्वेश्वरप्रसाद कोइराला सिपाही</li> <li>• इन्द्रबहादुर राई रातभरि हुरी चल्यो</li> <li>• रमेश विकल मधुमालतीको कथा</li> </ul> <b>निबन्ध :</b> <ul style="list-style-type: none"> <li>• लक्ष्मी प्रसाद देवकोटा पहाडी जीवन</li> <li>• शंकर लामिछाने एक पत्र सम्पादकलाई</li> <li>• भैरव अर्याल महापुरुषको संगत</li> </ul> <b>कविता :</b> <ul style="list-style-type: none"> <li>• लेखनाथ पौडेल नैतिक दृष्टान्त</li> <li>• पारिजात मानूषी</li> <li>• गोपाल प्रसाद रिमाल आमाको सपना</li> <li>• माधव प्रसाद घिमिरे नेपालै नरहे</li> </ul> <b>नाटक :</b> <ul style="list-style-type: none"> <li>• विजय मल्ल बहुला काजीको सपना</li> </ul>	३४	२६

द्रष्टव्य :

२० प्रतिशत अङ्क आन्तरिक मूल्याङ्कनका लागि छुट्याइएको छ भने ८० प्रतिशत अङ्क अन्तिम मूल्याङ्कनका लागि छुट्याइएको छ।

**सहायक पुस्तकहरू (सम्बद्ध अंश मात्र):**

- मोहनराज शर्मा, शब्द रचना र वर्ण-विन्यास वाक्यतत्त्व र अभिव्यक्ति, काठमाण्डौ बुक सेन्टर, काठमाण्डौ
- चित्र कुमार गुरुङ्ग एम्.एस्सी.र केदार न्यौपाने एम्.ए., प्राविधिक शब्दार्थावली (चिकित्सा तथा विज्ञान खण्ड), त्रिभुवन विश्वविद्यालय, चिकित्सा शास्त्र अध्ययन संस्थान, अनुसन्धान शाखा, महाराजगंज, काठमाण्डौ ।
- त्रि.वि. पाठ्यक्रम विकास केन्द्र, अनिवार्य नेपाली शिक्षण निर्देशन, काठमाण्डौ
- सागरमणि पाण्डेय, ईश्वरी पाण्डेय, अनिवार्य नेपाली, रत्नसागर प्रा.लि., काठमाण्डौ
- टीकाहरि बराल र अन्य, सीटीइभीटी अनिवार्य नेपाली ।

## ENGLISH

**Course Code No.: PCLG102**

**Theory: 120 hours**

**Credit Hour: 8**

**Placement: First Year**

**Full Marks: 100**

**Pass Marks: 40**

### Course Description

This is an integrated general English course, which treats English as a medium for communication and as a means to knowledge and skill related to health. It provides a remedial refresher course including basic English grammar and structures and use of a dictionary, tools for receiving and imparting information effectively, and exposure to poems, essays and stories which are interesting and informative topics of global interest. This course provides a bridge between secondary and university English.

### Course Objectives

On completion of the course student will be enabled to:

- Use English for academic and communicative purposes.
- Demonstrate functional, notional and grammatical skill in English language usage.
- Use English structures in informal communication.
- Analyze the prescribed texts related to different literary genres.
- Answer the questions based on the reading texts.
- Produce different types of free compositions

### Contents:

#### Part 1: Grammar

<b>Unit 1: Link English</b>	<b>Theory Time Hrs. 10</b>
Objectives:	Contents
<ul style="list-style-type: none"><li>• Use English dictionary appropriately</li><li>• Differentiate American and British English spelling</li><li>• Enrich English vocabulary</li><li>• Form English sentences correctly</li></ul>	<ul style="list-style-type: none"><li>• Dictionary Skills: Alphabetic order, dictionary quarter system, guide words, head words etc.</li><li>• British and American English: spelling differences</li><li>• Word formation process through affixes (prefix and suffix), vocabulary</li><li>• Sentence formation</li></ul>
<b>Unit 2: Comparison</b>	<b>Theory Time Hrs. 5</b>
Objectives	Contents
<ul style="list-style-type: none"><li>• Apply the structures for making comparisons using adjectives and adverbs</li></ul>	<ul style="list-style-type: none"><li>• Comparatives and superlatives forms of Adjectives</li><li>• Comparative and superlatives and there uses</li><li>• Other ways of comparing things</li></ul>
<b>Unit 3: Prepositions</b>	<b>Theory Time Hrs. 5</b>

Objectives	Contents
<ul style="list-style-type: none"> <li>Apply the prepositions ‘in’, ‘on’ and ‘at’ in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions of Place: on, in, at</li> <li>Prepositions of Time: on, in, at</li> <li>Prepositions with forms of transport</li> </ul>
<b>Unit 4: Tenses</b>	<b>Theory Time Hrs. 8</b>
Objectives	Contents
<ul style="list-style-type: none"> <li>Use present tenses, past tenses and perfect tenses in different situations.</li> <li>Talk about the future using ‘will’ and ‘going to’</li> <li>Talk about the future using present tense</li> </ul>	<p>Auxiliary verbs: be, have, do</p> <ul style="list-style-type: none"> <li>The Present Tenses</li> <li>The past tenses</li> <li>The perfect tense</li> <li>Talking about the present tense</li> <li>Talking about the past</li> <li>Reporting the past</li> <li>Talking about the future using ‘will’ and ‘going to’</li> <li>Talking about the future using present tense</li> </ul>
<b>Unit 5: Mood</b>	<b>Theory Time Hrs. 7</b>
Objectives	Contents
<ul style="list-style-type: none"> <li>Apply the structures for making yes/no questions beginning with auxiliary or modal.</li> <li>Use Question tags</li> <li>Use indirect questions to ask for information or help.</li> <li>Use negative sentence with “not”</li> </ul>	<p>Questions</p> <ul style="list-style-type: none"> <li>Wh – words</li> <li>Question tags- forms</li> <li>Question tags – uses</li> <li>Indirect and reported questions</li> <li>Negative sentence with “not”</li> </ul>
<b>Unit 6: Modals</b>	<b>Theory Time Hrs. 7</b>
Objectives	Contents
<ul style="list-style-type: none"> <li>Introduce modals</li> <li>Use modals for probability, certainty, permission, instructions, request and suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>Instructions to modals</li> <li>Modal negative and questions</li> <li>Can/ could, may/ might- possibility</li> <li>Cannot, can’t, must, ought, should, will- probability and certainty.</li> <li>Can , could , may – permission</li> <li>Can/could, will/ would – Instructions and requests</li> <li>Can/could,might, shall - suggestions</li> </ul>
<b>Unit 7: The Passive</b>	<b>Theory Time Hrs. 4</b>
Objectives	Contents
<ul style="list-style-type: none"> <li>Transform the active voice into passive.</li> <li>Use ‘it’ and ‘there’ as impersonal subjects</li> </ul>	<ul style="list-style-type: none"> <li>The passive voice</li> <li>“It” as impersonal subject</li> <li>‘There’ as impersonal subject</li> </ul>

<b>Unit 8: Reporting</b>	<b>Theory Time Hrs. 4</b>
Objectives	Contents
<ul style="list-style-type: none"> <li>• Make reporting structures using ‘that clause’.</li> <li>• Perform reporting and order, request and advise.</li> </ul>	<ul style="list-style-type: none"> <li>• Reporting structures- ‘that clause’</li> <li>• Other report structures</li> </ul>
<b>Unit 9: Sentence Structures</b>	<b>Theory Time Hrs. 10</b>
Objectives	Contents
<ul style="list-style-type: none"> <li>• Use time clauses in various situations.</li> <li>• Make conditional clauses with ‘if’ and ‘unless’.</li> <li>• Use defining and non-defining relative clauses.</li> </ul>	Time clauses <ul style="list-style-type: none"> <li>• Conditional clauses using ‘If’</li> <li>• Conditional clauses using modals and ‘unless’</li> <li>• Defining Relative clauses</li> <li>• Non- Defining Relative clauses</li> <li>• Changing the focus of a sentence</li> <li>• Cohesion: Making connection in speech and writing</li> </ul>
<b>Unit 10: Free Writing</b>	<b>Theory Time Hrs. 07</b>
Objectives	Contents
<ul style="list-style-type: none"> <li>• Write free paragraphs</li> <li>• Write free and guided essays</li> <li>• Write Letters</li> <li>• Write technical and academic report</li> <li>• Compose Dialogues</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraph Writing</li> <li>• Essay Writing</li> <li>• Letter Writing</li> <li>• Report Writing (Technical and academic report)</li> <li>• Making Dialogues</li> </ul>
<b>Unit 11: Comprehension Passage and Terminologies</b>	<b>Theory Time Hrs. 03</b>
Objectives	Contents
<ul style="list-style-type: none"> <li>• Answer the short questions based on the passage.</li> <li>• Define Common Medical Terminologies</li> </ul>	<ul style="list-style-type: none"> <li>• Passages related to Medical Issues</li> <li>• Common Medical Terminologies</li> </ul>

## Part 2: Extensive reading (Literature)

<b>The Magic of Words (collection of poetry, essays, prose)</b>	<b>Theory Time Hrs. 50</b>
Objectives	Contents
<b>Unit 1: Poems</b>	<b>Theory hrs. (4*3 = 12)</b>
	<ul style="list-style-type: none"> <li>• My Heart Leaps Up When I Behold, William Wordsworth</li> <li>• The Poplar Field, William Cowper</li> <li>• Keeping Things Whole, Mark Strand</li> <li>• On the Vanity of Earthly Greatness, Arthur Guiterman</li> </ul>



<b>Unit 2: Supernatural Stories</b>	<b>Theory hrs. (4*3 = 12)</b>
	<ul style="list-style-type: none"> <li>• The Recurring Dream</li> <li>• The Lost Doll</li> <li>• The House Call</li> <li>• The Loving Mother</li> </ul>
<b>Unit 3: Stories</b>	<b>Theory hrs. (2*3 = 06)</b>
	<ul style="list-style-type: none"> <li>• A Worn Path, Eudora Welty</li> <li>• The Gardener</li> </ul>
<b>Unit 4: Essays</b>	<b>Theory hrs. (4*4 = 16)</b>
	<ul style="list-style-type: none"> <li>• Speaking of Children, Barbara Holland</li> <li>• The Nightmare Life Without Fuel, Isaac Asimov</li> <li>• Oops! Hows' That Again, Roger Rosen Blatt</li> <li>• The Six Million Dollar Man, Harold J. Morowitz</li> </ul>
<b>Unit 5: Drama/Play</b>	<b>Theory hrs. 4</b>
	<ul style="list-style-type: none"> <li>• Malini, Rabindra Nath Tagore,</li> </ul>

***Recommended texts***

1. Link English, Sajhaprakashan,
2. The Magic of Words (collection of poetry, essays, prose)
3. W. Dave (2011), Students Grammar, the University of Brigham, London; Harper Collins Publishers.

**Evaluation Scheme:**

Assessment method: Written Examination

Total Mark: 100

- Internal assessment: 20 (20% of total marks)
- Final Examination: 80 (80 % of total marks)

The final assessment 80 marks will be divided as follows;

- Magic of Words: 25 Marks
- Link English: 10 Marks
- Student Grammar: 20 Marks
- Free Writing : 15 Marks
- Passage : 10 Marks

## ANATOMY AND PHYSIOLOGY

**Course Code No.: PCLB103**

**Total Hours: 100 (Theory 64 hours + Skill lab 36 hours)**

**Total Credit Hours: 6**

**Placement: First Year**

**Full Marks: 100**

**Pass Marks: 40**

### Course Description

This course provides the student with a basic knowledge and understanding of the normal structure and function of the human body. The contents prepare for the midwifery student to understand the application of this knowledge to the physiological adaptation in pregnancy, birth, postnatal, fetal and neonatal period.

### Course Objectives

Upon the completion of the course, the students will be able to:

- Explain about the structures of different organs of human body systems.
- Describe the functions of the organs of different human body systems.
- Discuss about the functions of various male and female reproductive hormones.
- Explain the reproductive physiology of male and female.

Unit	Objectives	Contents	Time	T/L Methods	T/L Media	Evaluation
			Theory/Skill Lab			
<b>1. Systems Approach to the Human Body</b>	Define the suffix and prefix used in anatomy and physiology, and different terms.	1.1 Definition: Anatomy, physiology; various suffix and prefix used in anatomy and physiology 1.2 Define: Different terminologies used in various systems 1.3 Content of main cavities	6 hours (4 hours theory, 2 hours Skill lab)	Interactive lecture, Brain storming	Anatomical model charts  Multi-media	Class test: oral, written (Multiple Choice Question,

Unit	Objectives	Contents	Time	T/L Methods	T/L Media	Evaluation
			Theory/Skill Lab			
	Demonstrate an understanding of the cavities and anatomical position of the body.  Describe the range of motion exercise.	<ul style="list-style-type: none"> <li>Cranial, thoracic, abdominal, and pelvic.</li> </ul> 1.4 Anatomical position of the body <ul style="list-style-type: none"> <li>Anterior, posterior superior, inferior, proximal, distal, dorsal, ventral, palmer, lateral, supine, prone.</li> </ul> 1.5 Range of motion <ul style="list-style-type: none"> <li>Flexion, extension, abduction, adduction, rotation, circumduction, supination, pronation, opposition,</li> </ul>		Demonstration and practice		Short Answer Question)
<b>2. Introduction to cells and tissues</b>	Explain the structure and function of cells, membranes, glands, cartilage.  Describe the mitosis and meiosis cell division process and its significance.	2.1 The structure and functions of human cell 2.2 Cell division <ul style="list-style-type: none"> <li>Mitosis, Meiosis</li> <li>Signification of mitosis and meiosis</li> </ul> 2.3 The structure and function of tissues <ul style="list-style-type: none"> <li>Epithelial tissue, connective tissue, muscular tissue, nervous tissue</li> </ul> 2.4 Functions of membranes(meninges, pleura, pericardium, peritonium), glands (exogland and endocrine), cartilage	6 hours	Interactive lecture, Brain storming	Anatomical model, charts  Multimedia	Questions and answers (Multiple Choice Question, Short Answer Question)
<b>3. Body fluid and electrolyte</b>	Explain the fluid and electrolyte distribution in human body.  Explain the acid and base balance	3.1 Fluid and electrolyte distribution <ul style="list-style-type: none"> <li>Intracellular fluid and electrolytes</li> <li>Extracellular fluid and electrolytes</li> <li>Important function of body fluid</li> <li>Body fluid and electrolyte balance</li> <li>Importance of fluid and electrolyte balance in health</li> </ul>	8 hours	Interactive lecture, Brain storming	Anatomical model, charts  Multimedia Videos	Questions and answers (Multiple Choice Question,

Unit	Objectives	Contents	Time	T/L Methods	T/L Media	Evaluation
			Theory/Skill Lab			
	<p>mechanism in human body.</p> <p>Explain conditions related to fluid and electrolyte imbalance and its management.</p>	<p>3.2 Acid base balance</p> <ul style="list-style-type: none"> <li>• Definition of acid and base</li> <li>• Mechanism to maintain acid base balance</li> <li>• Respiratory system</li> <li>• Urinary system</li> <li>• Buffer mechanism</li> <li>• Acidosis and alkalosis</li> </ul> <p>3.3 Fluid and electrolyte imbalances</p> <p>Different conditions related to fluid and electrolyte imbalance</p> <ul style="list-style-type: none"> <li>• Dehydration/ Over hydration</li> <li>• Hypo/Hyperkalemia</li> <li>• Hypo/Hyponatremia</li> <li>• Hypo/Hypercalcemia</li> <li>• Hypo/Hypermagnesemia</li> </ul> <p>3.4 Ways of replacement</p> <ul style="list-style-type: none"> <li>• Oral rehydration therapy</li> <li>• Naso-gastric replacement</li> <li>• Intravenous replacement</li> </ul> <p>3.5 Types of rehydration solution</p> <ul style="list-style-type: none"> <li>• Hypertonic</li> <li>• Hypotonic</li> <li>• Isotonic</li> </ul>				Short Answer (Question)
<b>4. Introduction to Blood and</b>	Describe the composition of blood.	<p>4.1 Blood</p> <ul style="list-style-type: none"> <li>• Composition of blood: Cells, Plasma, Coagulation factors</li> </ul>	10 hours	Interactive lecture,	Anatomical model, charts	Class test oral written

Unit	Objectives	Contents	Time	T/L Methods	T/L Media	Evaluation
			Theory/Skill Lab			
<b>cardiovascular system</b>	<p>Explain the coagulation mechanism.</p> <p>Describe the structure and function of heart, blood vessels</p> <p>Innumerate the different branches of main blood vessels</p>	<ul style="list-style-type: none"> <li>• Types of cells and function</li> <li>• Functions of blood</li> <li>• Blood grouping and Rhesus factor</li> <li>• Mechanism of haemostasis</li> <li>• Rh incompatibility in pregnancy</li> </ul> <p>4.2 Heart</p> <ul style="list-style-type: none"> <li>• Structure and functions of heart</li> <li>• External and internal structure of heart</li> <li>• Cardiac cycle</li> <li>• Conducting system of heart</li> <li>• Heart sound</li> <li>• Normal blood flow in heart</li> <li>• Stroke volume</li> <li>• Cardiac out put</li> </ul> <p>4.3 Blood Vessels</p> <ul style="list-style-type: none"> <li>• Structure and Function of blood vessels</li> <li>• Main blood vessels and their branches: Aorta, circle of willis, coronary artery , upper limb(brachial, radial ),and lower limb( femoral, popliteal )</li> </ul> <p>4.4 Blood Pressure(systolic pressure, diastolic pressure, pulse pressure, mean pressure )</p>	( theory: 6 hours+ skill lab: 4 hours)	<p>Brain storming</p> <p>Demonstration and practice</p>	<p>Multimedia</p> <p>Videos</p>	Question and answer

Unit	Objectives	Contents	Time	T/L Methods	T/L Media	Evaluation
			Theory/Skill Lab			
	Explain difference between adult and fetal circulation.	4.5 Pulse: different types and common sites to take pulse 4.6 Types of circulation <ul style="list-style-type: none"> <li>• Pulmonary circulation</li> <li>• Systematic circulation</li> <li>• Portal circulation</li> <li>• Fetal circulation</li> </ul>				
<b>5. Introduction to Lymphatic System</b>	Explain the structure and function of lymphatic system. Describe different defense mechanism of human body. Describe the function of different immunoglobulin	5.1 Structure and function of lymphatic system 5.2 Lymphatic vessels 5.3 Lymphatic organs and tissues <ul style="list-style-type: none"> <li>• Lymph nodes (major lymph nodes: cervical, axillary, inguinal, mesenteric )</li> <li>• Spleen</li> <li>• Thymus</li> <li>• Tonsils/ Peyer's patches</li> </ul> 5.4 Defense mechanism of body: specific and non- specific) 5.5 Immunoglobulin: Types and function <ul style="list-style-type: none"> <li>• IgG, IgA, IgM, IgE</li> </ul>	5 hours Theory : 3 hours + skill lab: 2 hours)	Interactive lecture, Brain storming demonstration	Anatomical model, charts  Multimedia	Questions and answers
<b>6. Introduction to Muscular System</b>	Explain the types, structure and function of muscles	6.1 Muscles: Types, structure and functions <ul style="list-style-type: none"> <li>• Voluntary</li> <li>• Involuntary</li> <li>• Cardiac</li> </ul> 6.2 Principal skeletal muscle	6 hours (theory: 4 hours+ Skill lab: 2 hours)	Interactive lecture, Brain storming	Anatomical model, charts	Questions and answers

Unit	Objectives	Contents	Time	T/L Methods	T/L Media	Evaluation
			Theory/Skill Lab			
		<ul style="list-style-type: none"> <li>• Strenocledomastiod, trapezeus, bicep, triceps, deltoid ,gluteal ,quadriceps , calf muscles and pelvic floor muscle, rectus muscles, diaphragm</li> <li>• Action of the muscles in relation to force</li> </ul> <p>6.3 Physiology of muscle contraction and relaxation</p>		Demonstration	Multimedia	(Multiple Choice Question, Short Answer Question)
<b>7. Introduction to Skeletal System</b>	<p>Explain the development of bone, joints, cartilages and ligaments</p> <p>Innumerate different bones of human body</p> <p>Explain regulation of calcium in body</p>	<p>7.1 Definition: Bone, Joint, cartilage and ligament</p> <p>7.2 Development of bone</p> <p>7.3 Suture and fontanelles</p> <p>7.4 Bones: Types and function</p> <ul style="list-style-type: none"> <li>• Long/short/flat/irregular/sesamoid</li> </ul> <p>7.5 Skeleton</p> <ul style="list-style-type: none"> <li>• Name Axial/ Appendicular bones</li> </ul> <p>7.6 Joint: Types and function</p> <ul style="list-style-type: none"> <li>• Fixed/cartilaginous/synovial</li> <li>• Mechanism of joint movement and its relation to the principles of lever</li> </ul> <p>7.7 Role of bone in calcium regulation in blood</p>	8 hours (theory: 4 hours + Skill lab: 4 hours)	<p>Interactive lecture, Brain storming</p> <p>Demonstration</p>	<p>Anatomical model, charts</p> <p>Multimedia</p>	<p>Questions and answers (Multiple Choice Question, Short Answer Question)</p>
<b>8. Introduction to Respiratory System</b>	Explain the structures and functions of different	8.1 Structure and function of different parts of respiratory organs	8 hours (theory: 4+ skill lab: 4 hours)	Interactive lecture, Brain storming	Anatomical model, charts	Questions and answers

Unit	Objectives	Contents	Time	T/L Methods	T/L Media	Evaluation
			Theory/Skill Lab			
	<p>respiratory organs.</p> <p>Describe the mechanism of respiration.</p> <p>Explain the exchange of gases</p> <p>Explain the physiology of voice production</p>	<ul style="list-style-type: none"> <li>Nose and nasal cavity, Sinuses, Pharynx, Larynx, Trachea, Lungs, Bronchi and Bronchioles, Alveoli</li> </ul> <p>8.2 Respiratory muscles</p> <ul style="list-style-type: none"> <li>Intercostal muscle and Diaphragm</li> <li>Accessory muscles: sternocleidomastoid, abdominal muscles</li> </ul> <p>8.3 Mechanism of respiration( inspiration, expiration and pause )</p> <p>8.4 Lung sounds: normal and abnormal( vesicular, bronchial, wheeze and crepitation)</p> <p>8.5 Exchange of gases (O<sub>2</sub> and CO<sub>2</sub>):</p> <ul style="list-style-type: none"> <li>External respiration</li> <li>Internal respiration</li> <li>Respiration in relation to Boyle's law</li> </ul> <p>8.6 Physiology of voice production</p> <p>8.7 Capacity of lung</p> <ul style="list-style-type: none"> <li>Tidal volume, inspiratory reserve volume, Inspiratory capacity, functional residual capacity, Expiratory reserve volume, residual volume, vital capacity, total lung capacity, dead space</li> </ul>		Demonstration	Multimedia Videos	



Unit	Objectives	Contents	Time	T/L Methods	T/L Media	Evaluation
			Theory/Skill Lab			
<b>9. Introduction to Digestive System</b>	<p>Name the different digestive organs.</p> <p>Explain the structure and functions of each digestive organ.</p> <p>Describe the physiology of digestion of foods.</p>	<p>9.1 Definition</p> <ul style="list-style-type: none"> <li>Digestive system</li> <li>Ingestion, Digestion , Absorption, Excretion</li> </ul> <p>9.2 Structure and function</p> <ul style="list-style-type: none"> <li>Digestive organs involved in digestive system: Mouth, tongue, Esophagus, Stomach, Small intestine, Large intestine, Rectum, Anus</li> </ul> <p>9.3 Structure and function</p> <ul style="list-style-type: none"> <li>Accessory organs: Pairs of salivary glands, pancreas, liver, gall bladder and biliary duct</li> </ul> <p>9.4 Teeth: Types, structure and functions:</p> <ul style="list-style-type: none"> <li>Temporary and Permanent</li> <li>Age of eruption</li> </ul> <p>9.5 Physiology of digestion of foods( carbohydrate, protein ,and fat )</p> <p>9.6 Bowel sounds</p>	6 hours (theory: 4 hours+ skill lab: 2 hours)	<p>Interactive lecture, Brain storming</p> <p>Demonstration</p>	<p>Anatomical model, charts</p> <p>Multimedia</p>	Questions and answers
<b>10. Introduction to Urinary System</b>	<p>List out the organs of urinary system.</p> <p>Explain the structure and</p>	<p>10.1 Structure and function of urinary system</p> <ul style="list-style-type: none"> <li>Kidney(external and internal structure – Nephron )</li> <li>Ureter</li> <li>Urinary bladder</li> <li>Urethra</li> </ul>	4 hours (theory: 2 hours + skill lab: 2 hours)	<p>Interactive lecture, Brain storming</p> <p>Demonstration</p>	<p>Anatomical model, charts</p> <p>Multimedia</p>	Questions and answers

Unit	Objectives	Contents	Time	T/L Methods	T/L Media	Evaluation
			Theory/Skill Lab			
	functions of urinary system.  Discuss the mechanism of urine formation.	10.2 Composition of urine and mechanism of urine formation <ul style="list-style-type: none"> <li>• Glomerular filtration</li> <li>• Selective reabsorption</li> <li>• Tubular secretion</li> </ul> 10.3 Mechanism of micturition				
<b>11. Introduction to Nervous System</b>	Explain the structure and function of different parts of nervous system.	11.1 Introduction: neuron Nerve, neuroglia, synapse, nerve transmission 11.2 Types of nerves- sensory, motor, mixed 11.3 Mechanism of stimuli transmission 11.4 The central nervous system <ul style="list-style-type: none"> <li>• Covering membrane (meninges)</li> <li>• Cerebrum</li> <li>• Cerebellum</li> <li>• Brain stem(Mid brain, pons, medulla oblongata )</li> <li>• Ventricles</li> <li>• Spinal cord</li> </ul> 11.5 Cerebrospinal fluid: composition, regulation and functions. 11.6 The peripheral nervous system <ul style="list-style-type: none"> <li>• Spinal nerve</li> <li>• Cranial nerve</li> <li>• Autonomic nervous system</li> </ul>	6 hours (theory: 4 hours + Skill lab: 2 hours)	Interactive lecture and discussion  Brain storming	Anatomical model, charts  Multimedia Videos	Questions and answers

Unit	Objectives	Contents	Time	T/L Methods	T/L Media	Evaluation
			Theory/Skill Lab			
<b>12. Introduction to Reproductive System</b>	<p>Explain the structure and functions of different female reproductive organs.</p> <p>Explain the physiology of menstruation and lactation.</p> <p>Explain the structure and functions of different male reproductive organs.</p> <p>Discuss about the physiology of reproduction.</p>	<p>12.1 Female reproductive organ</p> <ul style="list-style-type: none"> <li>• Growth and development of female reproductive organs</li> <li>• Structure and functions of external and internal reproductive organs</li> <li>• Blood and nerve supply to these organs</li> <li>• Uterus support – ligaments and muscles</li> <li>• Female reproductive hormones</li> <li>• Primary and secondary sex characteristics: puberty</li> </ul> <p>12.2 Physiology : Menstruation cycle and Menopause</p> <p>12.3 Mammary gland : Mammogenesis, structure and functions, physiology of lactation</p> <p>12.4 Male reproductive organs</p> <ul style="list-style-type: none"> <li>• Growth and development of male reproductive organs</li> <li>• Structure and function of male reproductive organs</li> <li>• Blood and nerve supply to these organs</li> <li>• Male reproductive hormones</li> <li>• Primary and secondary sex characteristics: Puberty</li> </ul>	16 hours (theory: 8 hours + skill lab: 8 hours)	<p>Interactive lecture, Brain storming</p> <p>Demonstration</p>	<p>Anatomical model, charts</p> <p>Multimedia</p>	Class test: (oral, written)

Unit	Objectives	Contents	Time	T/L Methods	T/L Media	Evaluation
			Theory/Skill Lab			
		12.5 Physiology of reproduction: gamatogenesis, fertilization, implantation				
<b>13. Introduction to Endocrine System</b>	Describe the hormones produced by different gland and their functions.	13.1 Structure and function of endocrine glands and their hormones <ul style="list-style-type: none"> <li>Hypothalamus, pituitary, thyroid, parathyroid gland islets of Langerhans, gonads-ovary and testes, adrenal gland,</li> </ul> 13.2 Hormone produced by different glands and its functions	6 hours (theory: 4 hours + skill lab: 2 hours)	Interactive lecture, Demonstration	Anatomical model, charts  Multimedia	Questions and answers
<b>14. Introduction to Special Sensory Organ</b>	Explain the structure and functions of different sensory organs	14.1 Structure and function of the sensory organs <ul style="list-style-type: none"> <li>Skin- dermis, epidermis, nail,</li> <li>Eyes- eye ball , vision , visual pathway , accommodation , refraction error</li> <li>Ears- external ear, middle ear, inner ear, physiology of hearing</li> <li>Nose</li> <li>Tongue</li> </ul>	5 hours (theory: 3 hours + Skill lab: 2 hours)	Interactive lecture, Brain storming  Demonstration	Anatomical model, charts  Multimedia	Questions and answers

## **EVALUATION SCHEME**

### **Evaluation Scheme:**

Assessment method: Written Examination

Total Mark: 100

- Internal assessment: 20 (20% of total marks)
- Final Examination: 80 (80 % of total marks)

## **REFERENCES**

- Tuitui R, Suwal SN. (2018). Human Anatomy and Physiology. Vidharthi Publication, Bhotahity, Kathmandu.
- Wangh & Grant, A, Ross and Wilson. (2018). Anatomy and Physiology in Health and Illness 13th ed.: Churchill Livingstone Elsevier.
- Macdonald, S, and Johnson, G Mayes Midwifery. 15th edition. (2017): Elsevier.
- Chevalking H, Tuladhar K, Shrestha U. Integrated Science Related to Health, (2005); HLMC, IOM.

## BASIC SCIENCE

**Course Code No.: PCLB104**

**Total Hours: 50 (Theory: 36 hours; skill lab: 14 hours)**

**Total Credit Hours: 3**

**Placement: First year**

**Full Marks: 50**

**Pass Marks: 20**

### Course Description

This course provides an introduction to basic science for student midwives. This course will provide an introduction to basic chemistry. This course includes biochemistry relevant to midwifery knowledge and practice. Students will then develop an understanding of the basic concepts of microbiology, including bacteriology, parasitology and virology related to midwifery in Nepal. The students will develop an understanding of prevention of infection, including universal precautions, control, sterilization, and disinfection. Clinical specimen collection and laboratory testing will also be included within this course.

### Course Objectives

At the completion of the course, the students will be able to:

- Define the meaning of chemistry, biochemistry and microbiology in relation to healthcare.
- Describe the elements and compounds of the human body.
- Outline the processes of metabolism within the human body.
- Discuss micro-organisms within the context of risk to health.
- Outline the organisms and parasites most commonly occurring.
- Explain nosocomial infection and ways of reducing the risk to health within a health facility environment.
- Describe the steps necessary in the collection and transportation of the clinical specimens for identification of clinically important pathogens.
- Explain the techniques involved in culture and sensitivity tests of clinical specimens.

Unit	Objectives	Contents	Time allocation	T/L Methods	T/L Media	Evaluation
			Theory			
<b>1. Introduction to basic sciences for midwifery practice</b>	Define the meaning of chemistry, biochemistry and microbiology in relation to healthcare.	1.1 Definition of: <ul style="list-style-type: none"> <li>• Chemistry</li> <li>• Biochemistry</li> <li>• Microbiology</li> </ul>	2 hours	Interactive Lecture and discussion	Power-point presentation	Question and answer
<b>2. Basic Chemistry</b>	Define and explain the basic concepts of biochemistry	2.1 Basic concepts of matter, atomic structure, chemical bonds, gases, liquid, and solids, solutions, chemical reactions, acid, bases, and salt; organic and biochemistry including hydrocarbons and their derivatives, carbohydrates, lipids, proteins, enzymes, vitamins, and minerals, nucleic acids;	8 hours (6 hours theory, 2 hours skill lab)	Interactive Lecture and discussion	Power-point presentation	Question and answer MCQ
<b>3. Elements and compounds of the human body</b>	Describe the elements and compounds of the human body.	3.1 Acidity, Alkalinity, pH, Diffusion, Buffers, Osmosis and osmotic pressure, solution (normal, molar, percentage)	6 hours (4 hours theory, 2 hours skill lab)	Interactive Lecture and discussion	Power-point presentation	MCQ

Unit	Objectives	Contents	Time allocation	T/L Methods	T/L Media	Evaluation
			Theory			
		3.2 Cell membrane, structure and function 3.3 Cellular compartmentalization and metabolic pathway				
<b>4 Bio-molecules</b>	Outline the processes of metabolism within the human body.  Explain different types of enzymes	4.1 Carbohydrate: Definition, Classification, composition, Function, metabolism 4.2 Protein: Definition, Classification, Composition, Function, metabolism 4.3 Lipid: Definition, Classification, composition, Function, metabolism 4.4 Enzymes: Definition, Classification, Factors affecting enzymatic activity, Co-enzymes, Iso-enzymes significance of Enzymes (AST, ALT, CPK, CPK-MB, Amylase, Lipase, ALP, gamma GT, LDH)	10 hours (6 hours theory, 4 hours skill lab)	Interactive Lecture and discussion Demonstration	Power-point presentation Models	Question and answer MCQ
<b>5 Metabolism</b>	Explain the physiology of metabolism	5.1 Glycolysis and tricarboxylic acid (TCA) cycle or the Krebs cycle 5.2 Glycogen metabolism 5.3 Lipid metabolism	8 hours (6 hours theory, 2 hours skill lab)	Interactive Lecture and discussion	Power-point presentation	MCQ



Unit	Objectives	Contents	Time allocation	T/L Methods	T/L Media	Evaluation
			Theory			
		5.4 Cholesterol synthesis and breakdown 5.5 Urea cycle 5.6 Ketone body formation				
<b>6. Microbiology: Micro-organisms</b>	Describe organisms and parasites affecting health	6.1 Definition of organisms and types of micro-organisms <ul style="list-style-type: none"> <li>• Bacteria</li> <li>• Virus</li> <li>• Protozoa</li> <li>• Fungi</li> <li>• Algae</li> <li>• Helminth</li> <li>• Rickettsia</li> </ul> 6.2 Factors affecting micro-organisms: <ul style="list-style-type: none"> <li>• Environment for growth</li> <li>• Aerobic, anaerobic</li> <li>• Temperature</li> <li>• Humidity</li> <li>• Nutrients</li> </ul> 6.3 Environment to suppress growth of microbes 6.4 Survival of microbes under unfavorable environment:	8 hours (6 hours theory, 2 hours skill lab)	Interactive Lecture and discussion  Group Discussion	Power-point Presentation Slides of microorganisms	Question and Answers, Presentation of slides

Unit	Objectives	Contents	Time allocation	T/L Methods	T/L Media	Evaluation
			Theory			
		<ul style="list-style-type: none"> <li>• Cysts</li> <li>• Spores</li> <li>• Endospores</li> </ul>				
<b>7. Nosocomial Infection</b>	Explain the source of nosocomial infection and ways for prevention	<p>7.1 Introduction, prevalence and importance</p> <p>7.2 Mechanism of infection</p> <p>7.3 Microbial causes of nosocomial infection</p> <p>7.4 Sources and mode of spread of nosocomial infection</p> <p>7.5 Diagnosis and control of nosocomial infection: sterilization, disinfection and standardized safety precaution</p>	4 hours	<p>Interactive Lecture and discussion</p> <p>Group Work</p>	PowerPoint Presentation	Class test Presentation in group on nosocomial infection and its prevention
<b>8. Clinical specimen collection and testing</b>	Explain the techniques of collecting different types of specimens	<p>8.1 Outline the steps necessary in the collection and transportation of the clinical specimens for identification of clinically important pathogens.</p> <p>8.2 Techniques involved in culture and sensitivity tests of clinical specimens.</p>	4 hours (2 hours theory, 2 hours skill lab)	Interactive Lecture and discussion, Skills based education	<p>Power-point presentation</p> <p>Skills lab simulation</p>	Question and answer Demonstration

## Evaluation Scheme:

Assessment method: Written Examination

Total Mark: 50

- Internal assessment: 10 (20% of total marks)
- Final Examination: 40 (80 % of total marks)

## References

- Anthikad J. (2004). Biochemistry for nurses (2nd ed.) Jaypee, New Delhi.
- Manandhar, M; Tamrakar A (2017). Text book of basic sciences for nurses, Samikshya Publication.
- Bhatta CP. (2011). Microbiology: Allied Health Sciences and Nurses. (1<sup>st</sup>ed.). A.K. books and educational enterprises.
- Chakraborty P. (2005). A text book of Microbiology, (2<sup>nd</sup>ed.)New Central Book Agency (P) Ltd.
- Nester EW, Anderson DG, Roberts CE, Nester MT. (2007). Microbiology: A human perspective, (5<sup>th</sup>ed.). McGraw Hill Publication.
- Satyannarayan V. (2003).Essentials of biochemistry, Books and allied P. Ltd India.
- Sood S. (2002). Microbiology for Nursing students and Nurses, (1<sup>st</sup>ed). B. I. Churchill Livingstone.
- Tortora GJ, Funke BR, Case CL. (2001). Microbiology: An Introduction, (7<sup>th</sup>ed.). Addison, Wesley and Longman.

## FOUNDATION OF MIDWIFERY I (THEORY)

**Course Code No.: PCLM105**

**Total Hours: 120 (Theory 74 hrs+ Skill lab 46 hrs)**

**Credit Hours: 8**

**Placement: First Year**

**Full Marks: 100**

**Pass Marks: 40**

### **Course Description**

This course will enable midwifery students to develop basic skills to perform clinical midwifery practice. The students will develop an understanding of the role and responsibilities of a midwife. An introduction to the midwifery related knowledge, skills and expected behaviours will be provided within this course.

### **Course Objectives**

At the completion of the course, the students will be able to:

- Discuss the Midwifery model of care and its application in caring for women and newborn.
- Identify the midwifery care process including critical thinking and clinical decision making.
- Discuss the history of midwifery and identify the scope of midwifery practice in Nepal.
- Explain respectful maternity care, recognising the importance of developing cultural awareness.
- Explain the health service provision in Nepal, with a focus on maternity care services.
- Recognise the importance of effective communication in midwifery practice.
- Identify the necessary knowledge and skills for providing health education
- Develop self awareness and skills to support reflective practice.
- Demonstrate the basic procedure of personal hygiene management
- Describe knowledge and skills required to perform health assessment of women.
- Identify the comfort measures and devices including moving and turning of the women.
- Discuss awareness of safe use of equipment and maintaining a safe environment for the mother, newborn and families.

- Identify safe moving and handling techniques in clinical practice.
- Discuss the basic caring skill needed during clinical practice.
- Explain the different types of exercise.
- Discuss the appropriate technique of drug administration.
- Discuss the different emergency conditions and their first aid management.

### Course Contents

Unit	Objectives	Contents	Time (Theory/ Skill Lab)	T/L Methods	T/L Media	Evaluation
<b>1. Midwifery Model of Care</b>	Discuss the Midwifery model of care and its application in caring for women and newborn	1.1 Definition: Midwife, Midwifery 1.2 Midwifery model of care 1.3 Philosophy of midwifery care 1.4 ICM core competences	4 hours	Interactive lecture and discussion  Brain storming	White board/ Marker  LCD/ PPT slides	Question and answer  MCQ  Written examination
<b>2. Midwifery Care process</b>	Identify the midwifery care process including critical thinking and clinical decision making	2.1 Midwifery Care Process <ul style="list-style-type: none"> <li>• Definition</li> <li>• Importance</li> </ul> 2.2 Steps <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Decision making</li> <li>• Planning</li> <li>• Implementation</li> <li>• Evaluation</li> </ul>	4 hours  (2 hours theory + 2 hours Skill lab)	Interactive lecture and discussion  Simulation  Reflective quiz  Case studies	LCD/ PPT slides  Simulation scenario  Checklist	Question and answer  Reflective quiz

<b>Unit</b>	<b>Objectives</b>	<b>Contents</b>	<b>Time (Theory/ Skill Lab)</b>	<b>T/L Methods</b>	<b>T/L Media</b>	<b>Evaluation</b>
<b>3. History and Scope of Midwifery Practice</b>	Discuss the history of midwifery  Identify the scope of midwifery practice in Nepal	3.1 History of midwifery: global, regional and national 3.2 Provision of midwifery care: <ul style="list-style-type: none"> <li>• Skilled birth attendants</li> <li>• Enabling environment</li> </ul> 3.3 Scope of midwifery practice	4 hours	Interactive lecture and discussion  Group discussion	White board/Marker  LCD/ PPT slides	Question and answer MCQ
<b>4. Respectful maternity care (RMC)</b>	Explain respectful maternity care, recognizing the importance of developing cultural awareness	4.1 Introduction 4.2 Importance 4.3 Disrespect and abuse 4.4 Obstetric violence 4.5 Universal Rights of child bearing women (White Ribbon Alliance)	4 hours  (2 hours Theory + 2 Skill lab)	Interactive lecture and discussion  Role play  Video (Break the Silence)	White board/Marker LCD / PPT slides  Simulation scenario  Checklist	Question and Answers  Written examination
<b>5. National Maternity Service Provision in Nepal</b>	Explain the health service provision in Nepal, with a focus on	5.1 Health service provision in Nepal <ul style="list-style-type: none"> <li>• Public sector and private sector</li> </ul> 5.2 Maternity service provision in Nepal <ul style="list-style-type: none"> <li>• The development of maternity services in Nepal</li> <li>• Incentives for using maternity services</li> </ul>	6 hours	Interactive lecture and discussion  Group discussion  Simulation	White board/Marker  LCD/ PPT slides	Question and Answers  Written examination

Unit	Objectives	Contents	Time (Theory/ Skill Lab)	T/L Methods	T/L Media	Evaluation
	maternity care services	5.3 Hospital <ul style="list-style-type: none"> <li>• Definition, Purposes, Types and functions</li> <li>• Admission and Discharge procedure of the women</li> <li>• Recording and reporting</li> <li>• Transfer of women: Unit to unit, hospital to hospital</li> </ul> 5.4 Birthing Centre /home setting <ul style="list-style-type: none"> <li>• Birthing center: Introduction criteria and guidelines for admission, referral and Protocol for delivery</li> </ul>			Simulation scenario	
<b>6. Effective Communication and Counselling</b>	Recognise the importance of effective communication in midwifery practice	6.1 Communication <ul style="list-style-type: none"> <li>• Definition</li> <li>• Elements</li> <li>• Importance</li> <li>• Skills</li> <li>• Tools</li> <li>• Factors affecting communication</li> <li>• Barriers</li> </ul> 6.2 Qualities of a good communicator 6.3 Effective communication for midwives 6.4 Counselling <ul style="list-style-type: none"> <li>• Definition</li> <li>• Basic elements</li> <li>• Types</li> </ul>	8 hours  (6 hours Theory + 2 hours skill lab)	Interactive Lecture and discussion  Simulation  Role play	White board/ Marker  LCD/ PPT slides  Simulation scenario	Question and answer  MCQ  Written examination

<b>Unit</b>	<b>Objectives</b>	<b>Contents</b>	<b>Time (Theory/ Skill Lab)</b>	<b>T/L Methods</b>	<b>T/L Media</b>	<b>Evaluation</b>
		<ul style="list-style-type: none"> <li>Steps</li> <li>Skills of counsellor</li> </ul>				
<b>7. Health Education</b>	Identify the necessary knowledge and skills for providing health education	7.1 Health Education <ul style="list-style-type: none"> <li>Definition</li> <li>Principles and practice of health education</li> </ul>	2 hours	Interactive lecture and discussion  Group discussion	White board/ Marker  LCD/ PPT slides	Question and Answer  MCQ
<b>8. Self-awareness development</b>	Develop self-awareness and skills to support reflective practice	8.1 Definition – self - awareness development 8.2 Skills for self-awareness 8.3 Introduction to reflection	2 hours	Interactive lecture and discussion  Group discussion  Reflective Quiz	White board/ Marker  LCD/ PPT slides	Question and answer MCQ  Reflective Quiz
<b>9. Personal Hygiene Management</b>	Demonstrate the basic procedure of personal hygiene management	9.1 Personal Hygiene: Definition, Purpose and Principles 9.2 Procedure of: <ul style="list-style-type: none"> <li>Oral care</li> <li>Skin care: Sponge bath, Bed bath, perineal care</li> <li>Back care</li> <li>Hair care</li> </ul> 9.3 Pressure area care <ul style="list-style-type: none"> <li>Definition</li> </ul>	8 Hours (4 hours theory + 4 hours skill lab)	Interactive lecture and discussion  Group Discussion  Demonstration  Simulation	White board/ Marker  LCD/ PPT slides  Simulation scenario	Question and Answers  Written examination



Unit	Objectives	Contents	Time (Theory/ Skill Lab)	T/L Methods	T/L Media	Evaluation
		<ul style="list-style-type: none"> <li>Relationship between friction and pascal's law</li> <li>Common sites</li> <li>Preventive measure and care</li> </ul>			Checklist	
<b>10. Health Assessment</b>	Describe knowledge and skills required to perform health assessment of women.	<p>10.1 Vital signs: Definition and Purposes</p> <p>10.2 Temperature</p> <ul style="list-style-type: none"> <li>Sites: Oral and Axillary</li> <li>Alteration in body temperature: different types of fever.</li> </ul> <p>10.3 Pulse</p> <ul style="list-style-type: none"> <li>Definition and type</li> <li>Characteristics of normal pulse</li> <li>Factor affecting pulse rate</li> <li>Sites of taking pulse (review from physiology)</li> <li>Principle and method of taking pulse</li> </ul> <p>10.4 Respiration</p> <ul style="list-style-type: none"> <li>Definition and Types</li> <li>Characteristics of normal respiration</li> <li>Factors affecting respiration</li> <li>Method of checking respiration</li> </ul> <p>10.5 Blood Pressure</p> <ul style="list-style-type: none"> <li>Definition and Types</li> <li>Factors affecting Blood pressure</li> <li>Characteristics of Blood pressure</li> </ul>	14 Hours (8 hours theory + 6 hours skill lab)	<p>Interactive lecture and discussion</p> <p>Group discussion</p> <p>Demonstration and return demonstration</p> <p>Simulation</p>	<p>White board/ Marker</p> <p>LCD/PPT slides</p> <p>Checklist</p> <p>Simulation scenario</p> <p>TPR Sheet</p> <p>Real objects</p>	<p>Question and answer</p> <p>MCQ</p> <p>Written examination</p>

Unit	Objectives	Contents	Time (Theory/ Skill Lab)	T/L Methods	T/L Media	Evaluation
		<ul style="list-style-type: none"> <li>• Sites and technique of measuring BP</li> <li>• Relationship between blood pressure and Pascal's law</li> </ul> 10.6 Pain Assessment <ul style="list-style-type: none"> <li>• Definition of Pain</li> <li>• Type of pain,</li> <li>• Assessment of pain and management</li> </ul> 10.7 Laboratory investigation: <ul style="list-style-type: none"> <li>• Collection, labeling and dispatch of specimen               <ul style="list-style-type: none"> <li>- Blood</li> <li>- Urine</li> <li>- Stool</li> <li>- Sputum</li> <li>- Pus and Throat Swab</li> <li>- High vaginal swab</li> </ul> </li> </ul> 10.8 Radiological investigation and preparation of women <ul style="list-style-type: none"> <li>• X-ray examinations</li> <li>• Ultrasonography (USG)</li> </ul>				
<b>11. Comfort Measures</b>	Identify the comfort measures and devices including	11.1 Rest, sleep and exercise 11.2 Bed making <ul style="list-style-type: none"> <li>• Introduction, Purposes and Principles</li> <li>• Types of bed and bed making               <ul style="list-style-type: none"> <li>- Unoccupied Bed</li> </ul> </li> </ul>	10 hours (4 hours theory + 6 hours skill lab)	Interactive lecture and discussion  Demonstration and redemonstration	White board/Marker  LCD/ PPT slides	Question and Answer  MCQ

Unit	Objectives	Contents	Time (Theory/ Skill Lab)	T/L Methods	T/L Media	Evaluation
	moving and turning of the women.	<ul style="list-style-type: none"> <li>- Occupied Bed</li> <li>- Post –operative</li> <li>- Birth bed</li> <li>- Cardiac Bed</li> <li>- Air and water bed</li> </ul> <p>11.3 Position: different positions and their uses</p> <p>11.4 Comfort devices</p> <ul style="list-style-type: none"> <li>• Definition, Purpose and Importance</li> <li>• Different devices used in hospital: Birthing Ball, Bed cradle, foot board, side rails, bed lifter, cardiac table, back rest, air cushion, sand bag, pillow, bed block, hot water bag</li> </ul> <p>11.5 Body Mechanics</p> <ul style="list-style-type: none"> <li>• Principles of body mechanics</li> <li>• Technique of maintaining body mechanics</li> </ul> <p>11.6 Moving and turning a women</p> <ul style="list-style-type: none"> <li>• Moving a women up in a bed</li> <li>• Turning a women to the lateral position and prone position</li> <li>• Assisting a woman to sitting position</li> <li>• Transferring woman between Bed and stretcher</li> </ul>			Video  Checklist	Written examination

Unit	Objectives	Contents	Time (Theory/ Skill Lab)	T/L Methods	T/L Media	Evaluation
		<ul style="list-style-type: none"> <li>• Transferring woman between Bed and chair</li> <li>• Ambulation</li> </ul>				
<b>12. Infection Prevention and Control</b>	Discuss awareness of safe use of equipment and maintaining a safe environment for the mother, newborn and families	12.1 Infection prevention and control: Definition and Importance 12.2 Medical Asepsis: Definition <ul style="list-style-type: none"> <li>• Hand hygiene</li> <li>• Universal precaution</li> <li>• Equipment cleaning</li> <li>• Environment cleaning Safe handling and disposal of infectious waste</li> <li>• Housekeeping and management of spillage</li> <li>• Isolation: Transmission based precautions</li> </ul> 12.3 Surgical asepsis <ul style="list-style-type: none"> <li>• Instrument processing and sterilization</li> </ul> 12.4 Instrument storage 12.5 Handling of Cheattle forceps 12.6 Hospital waste management 12.7 Wound care <ul style="list-style-type: none"> <li>• Definition, Types of wound, Process of wound healing</li> </ul> 12.8 Dressing	12 hours (8 hours theory and 4 hours Skill lab)	Interactive Lecture and discussion  Demonstration and redemonstration  Observation visit	LCD/ PPT slides  Protective barrier devices  Video  Checklist	Question and answer  MCQ  Written examination

Unit	Objectives	Contents	Time (Theory/ Skill Lab)	T/L Methods	T/L Media	Evaluation
		<ul style="list-style-type: none"> <li>Definition, types, purpose, principles and Techniques</li> </ul> 12.9 Drainage: Definition, Care of women with types of drainage tube				
<b>13. Clinical Hazards and safety measures</b>	Identify safe moving and handling techniques in clinical practice	13.1 Hazards in clinical setting <ul style="list-style-type: none"> <li>Medical hazards</li> <li>Chemical hazards</li> <li>Biological hazards</li> <li>Radiological hazards</li> <li>Electrical hazards</li> <li>Fire hazards</li> <li>Sharp hazards</li> <li>Physical hazards</li> </ul> 13.2 Safety Measures <ul style="list-style-type: none"> <li>Maintaining safe environment: water, fire , ventilation, lighting, floors, room temperature, fall</li> <li>Use of side rails</li> <li>Use of Restraints: physical</li> </ul>	6 hours (4 hours theory + 2 hours skill lab)	Interactive lecture and discussion  Demonstration  Simulation	LCD/ PPT slides  Video  Checklist	Question and Answer  MCQ  Written examination
<b>14. Basic caring skills</b>	Discuss basic caring skill needed during clinical practice.	14.1 Distension of Bladder and abdomen <ul style="list-style-type: none"> <li>Definition, Causes and sign and symptoms</li> <li>Ways of relieving distension</li> </ul> 14.2 Constipation <ul style="list-style-type: none"> <li>Definition</li> </ul>	12 hours (6 hours theory+6 hours skill lab)	Interactive lecture and discussion  Group discussion	White board/ Marker  LCD/ PPT slides  Checklist	Question and Answers  Written examination

Unit	Objectives	Contents	Time (Theory/ Skill Lab)	T/L Methods	T/L Media	Evaluation
		<ul style="list-style-type: none"> <li>• Sign and symptoms</li> <li>• Ways of relieving constipation</li> </ul> <p>14.3 Enema</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Purposes</li> <li>• Principles</li> <li>• Types</li> <li>• Method of administering enema</li> <li>• Rectal Suppository</li> <li>• Use of bedpan</li> </ul> <p>14.4 Catheterization</p> <ul style="list-style-type: none"> <li>• Definitions, Purpose , Principles and Types of catheterization</li> <li>• Catheterization procedure</li> <li>• Care of women with an indwelling catheter</li> <li>• Removal of the indwelling catheter</li> </ul> <p>14.5 Ryle’s Tube</p> <ul style="list-style-type: none"> <li>• Purposes</li> <li>• Sizes and types</li> <li>• Indication</li> <li>• Method of insertion</li> <li>• Ryle’s tube feeding</li> <li>• Removal of nasogastric tube</li> </ul> <p>14.6 Maintaining intake and output chart</p>		Demonstation and redemonstration		

<b>Unit</b>	<b>Objectives</b>	<b>Contents</b>	<b>Time (Theory/ Skill Lab)</b>	<b>T/L Methods</b>	<b>T/L Media</b>	<b>Evaluation</b>
		14.7 Suctioning to women: Indication, purpose, principle and procedure. 14.8 Hot and Cold applications <ul style="list-style-type: none"> <li>• Definition, purposes and principles and Effects</li> <li>• Types and methods</li> <li>• Care of women</li> </ul> 14.9 Sitz Bath: Definition, Purpose and Methods				
<b>15. Exercise</b>	Explain the different types of exercise	15.1 Definition 15.2 Types of Exercise <ul style="list-style-type: none"> <li>• Range of motion exercise: Definition, purpose, principles, and step by step procedure</li> <li>• Deep breathing and coughing exercise: Purpose, principle and procedure</li> <li>• Pelvic floor exercise</li> </ul>	4 Hours (2 hours theory + 2 hours skill lab)	Interactive lecture and discussion  Group discussion  Demonstration and return demonstration	White board/Marker  LCD/ PPT slides	Question and answer  Written test
<b>16. Drug Administration</b>	Discuss the appropriate technique of drug administration	16.1 Administration of drug <ul style="list-style-type: none"> <li>• Definition and purpose</li> <li>• Abbreviations used in drug administration</li> <li>• Right of drug administration</li> <li>• Medicine calculation and measurement</li> <li>• Routes for drug administration: Types, purpose, principles , preparation, procedure of</li> </ul>	16 Hours (6 hours theory + 10 hours skill lab)	Interactive lecture and discussion  Group discussion  Demonstration and return demonstration	White board/Marker  LCD/ PPT slides Checklist	Question and answer  Written test

Unit	Objectives	Contents	Time (Theory/ Skill Lab)	T/L Methods	T/L Media	Evaluation
		<p>administration of Oral, Parental, Topical, Instillation and Inhalation, vaginal and rectal</p> <p>16.2 Care of women with intravenous infusion</p> <ul style="list-style-type: none"> <li>• Responsibilities of a midwife in drug administration</li> <li>• Emergency drugs</li> </ul> <p>16.3 Blood transfusion</p> <ul style="list-style-type: none"> <li>• Introduction, indications and contraindications</li> <li>• Methods of blood transfusion</li> <li>• Care of women with blood transfusion</li> </ul> <p>16.4 Oxygen Therapy</p> <ul style="list-style-type: none"> <li>• Definition, Purposes, Indications and Procedure</li> <li>• Care of accessories used for oxygen therapy</li> <li>• Care of women with oxygen therapy</li> <li>• Safety precaution</li> </ul> <p>16.5 Steam inhalation: purpose, principles, procedure</p> <p>16.6 Nebulization: purpose, principles and procedure</p>				



<b>Unit</b>	<b>Objectives</b>	<b>Contents</b>	<b>Time (Theory/ Skill Lab)</b>	<b>T/L Methods</b>	<b>T/L Media</b>	<b>Evaluation</b>
<b>17. First Aid</b>	Discuss the different emergency conditions and their first aid management	17.1 Definition, Purpose, Principle 17.2 Quality and Responsibilities of a first aider 17.3 Different emergency conditions and their first aid management <ul style="list-style-type: none"> <li>• Burn</li> <li>• Epistaxis</li> <li>• Hemorrhage</li> <li>• Poisoning</li> <li>• Fracture</li> <li>• Snake bite</li> <li>• Foreign bodies in eye, ear and nose</li> <li>• Drowning</li> <li>• Chocking</li> </ul>	4 Hours	Interactive lecture and discussion  Group discussion	White board/ Marker  LCD/ PPT slides	Question and answer  Written test

**Evaluation Scheme:**

Assessment method: Written Examination

Total Mark: 100

- Internal assessment: 20 (20% of total marks)
- Final Examination: 80 (80 % of total marks)

## References

- Carter AG, Creedy DK, Sidebotham M. (2017). Critical thinking skills in midwifery practice: Development of a self-assessment tool for students. *Midwifery* 50: 184-192.
- Carter AG., Creedy DK. & Sidebotham M., (2015) Evaluation of tools used to measure critical thinking development in nursing and midwifery undergraduate students: A systematic review. *Nurse Education Today*. Accessed from [http://www.nurseeducationtoday.com/article/S0260-6917\(15\)00099-4/fulltext](http://www.nurseeducationtoday.com/article/S0260-6917(15)00099-4/fulltext).
- Fullerton JT., & Thompson JB., (2005). Examining the evidence for the International Confederation of Midwives' essential competencies for midwifery practice. *Midwifery*, 21(1), 2-13.
- International Confederation of Midwives (2015). *Midwifery Services Framework: Guidelines for developing SRMNAH services by midwives*, Accessed from <http://internationalmidwives.org/assets/uploads/documents/Manuals%20and%20Guidelines/MSF%20for%20field-testing,%2017Mar15.pdf>.
- International Confederation of Midwives. (2014). *International Code of Ethics for Midwives*, Adopted at Glasgow International Council meeting, 2008; Reviewed and adopted at Prague Council meeting, 2014. Accessed from [http://internationalmidwives.org/assets/uploads/documents/CoreDocuments/CD2008\\_001%20V2014%20ENG%20International%20Code%20of%20Ethics%20for%20Midwives.pdf](http://internationalmidwives.org/assets/uploads/documents/CoreDocuments/CD2008_001%20V2014%20ENG%20International%20Code%20of%20Ethics%20for%20Midwives.pdf).
- International Confederation of Midwives. (2011). *Midwifery: An Autonomous Profession*, Adopted at Brisbane International Council meeting, 2005 Revised and adopted at Durban International Council meeting, 2011. Accessed from [http://internationalmidwives.org/assets/uploads/documents/Position%20Statements%20-%20English/PS2011\\_011%20ENG%20Midwifery%20an%20Autonomous%20Profession.pdf](http://internationalmidwives.org/assets/uploads/documents/Position%20Statements%20-%20English/PS2011_011%20ENG%20Midwifery%20an%20Autonomous%20Profession.pdf)
- Jacob A. (2012). *A Comprehensive Textbook of Midwifery and Gynecological Nursing*, 3<sup>rd</sup> Edition, Jaypee Brothers Medical Publishers, New Delhi.
- Johnson, R and Taylor W. (2016). *Skills for midwifery practice*, 4<sup>th</sup> Edition, Edinburgh.
- Keleher KC. (1998). Collaborative Practice: Definition, Characteristics, Barriers, Benefits and Implications for Midwifery, *Journal of Midwifery and Women's Health*, 43(1):8-11.
- King TL. (2015). Inter-professional Collaboration: Changing the Future, *Journal of Midwifery and Women's Health*, 60(2):117-119.

- King TL, Laors RK and Parer JT. (2012). Inter-professional Collaborative Practice in Obstetrics and Midwifery, *Journal of Obstetrics and Gynaecology Clinics* 39(3):411-422.
- Scholes J., Endacott R., Biro M., Bulle B., Cooper S., Miles M., Gilmour C., Buykx P., Kinsman L., Boland R., Jones J., Zaidi F., (2012). Clinical decision-making: midwifery students' recognition of, and response to, postpartum haemorrhage in the simulation environment. *BMC Pregnancy and Childbirth* 12, 19.
- Smith DC. (2014). Midwife–Physician Collaboration: A Conceptual Framework for Inter-professional Collaborative Practice, *Journal of Midwifery and Women's Health*, 60(2):128-139.
- Tharpe NL, Farley CL, Jordan RG. (2017). *Clinical Practice Guidelines for Midwifery & Women's Health*, 5<sup>th</sup> Edition, Jones & Bartlett Learning, London.
- Walsh CM., & Seldomridge LA., (2006). Measuring critical thinking: one step forward, one step back. *Nurse Educator*, 31(4), 159-162.
- Warnick B., & Inch E. (1994). *Critical Thinking and Communication*. (2nd ed.). New York: Macmillan.
- Windau-Melmer, Tamara. (2013). *A Guide for Advocating for Respectful Maternity Care*. Washington, DC: Futures Group, Health Policy Project.
- WHO (2011). *Strengthening midwifery toolkit*, World Health Organization, Geneva.

## FOUNDATION OF MIDWIFERY I (CLINICAL)

**Course Code No.: PCLM106**

**Total Hours: 240 (8 weeks)**

**Credit Hours: 8 hours**

**Placement: First Year**

**Full Marks: 100**

**Pass Marks: 50**

### Course Description

This course is designed to develop competency in providing basic care to women. The students will be supervised at all time. Students will do morning and evening duty in medical, surgical, gynecological and maternity units.

### Course objectives

At the end of this course students will be able to:

- Use midwifery care process for the care of the women.
- Demonstrate skill in basic procedures used in midwifery.
- Perform admission and discharge procedure.
- Apply the principles of infection prevention by using universal precaution, medical asepsis and surgical asepsis.
- Perform simple wound care and bandaging.
- Apply safety measures, principle of body mechanics.
- Administrate medication safely and correctly to the women.
- Record and report women's condition and progress adequately.
- Provide health education according to need of the women.

### Learning Activities

1. Use midwifery care process to provide care to women.
2. Develop midwifery care plan before caring the woman.
3. Develop knowledge and skill of drugs administration safely and correctly.
4. Develop competency in basic nursing/ midwifery skill according to women's need in the following procedure:
  - Hygienic needs such as Oral care, Hair care, Skin care, Nail care - 5 (each)
  - Bed making - 5
  - Different comfortable positioning - 5
  - Back care and relief of pressure areas - 5
  - Active and Passive exercise - 5

- Deep breathing and coughing exercise - 5
- Postural drainage - 2
- Hot and cold application - 3
- Insertion of nasogastric tube and feeding - 3
- Feeding helpless patient - 5
- Oxygen Therapy - 5
- Maintaining intake output -10
- I/V cannulation and venepuncture -10
- Care of I/V fluid and site -10
- Catheterization and enema -5 each
- Infection prevention and control -Each procedure
- Practice hand washing technique properly -Each procedure
- Practice different methods of sterilization -
- Dressing and bandaging -5
- Collection and labeling of specimen -5

## Evaluation scheme for fundamental of midwifery

**Total marks:** 100

- Internal assessment: 50
- Final examination: 50

<b>Internal marks allocation</b>		
<b>Activities</b>	<b>Items</b>	<b>Marks</b>
Student's Daily Performance	1 overall in an area	10
Procedure log book	1	5
Health teaching	1	5
Pregnant women's assessment (History taking/ physical and obstetric examination)	5	5
Drug plan card	50 drugs	5
Procedure evaluation	2	10
Midwifery care plan	10	10
<b>Total</b>		<b>50</b>

### **Final Exam:**

Total Marks: 50

- OSPE/OSCE: 30 Marks
- VIVA: 20 Marks

## HEALTHY PREGNANCY (THEORY)

**Course Code No.: PCLM107**

**Total Hours: 100 (Theory 70 hours + Skill lab 30 hours)**

**Total Credit Hours: 6**

**Placement: First Year**

**Full marks: 100**

**Pass marks: 40**

### Course Description

This course provides the knowledge on care of the well women during pregnancy which includes review of anatomy and physiology including pre-conception counselling, diagnosis of pregnancy, and physiological changes during pregnancy. The course also assist to learn about assessment of the pregnant woman, minor disorders of pregnancy, midwifery model of antenatal care, health promotion and preparation for birth. The skill lab practice is allocated during theory classes wherever it is applicable.

### Course Objectives

Upon the completion of the course, the students will be able to:

- Review anatomy and physiology of male and female reproductive system.
- Discuss about culturally sensitive health promotion and health education in sexual and reproductive health.
- Explain about pre-conception care and counselling.
- Explain the fetal development in different stages including Placenta, membrane and fetal circulation.
- Explain the physiological changes during pregnancy.
- Describe comprehensive initial antenatal health assessment and examination of the pregnant woman.
- Describe the screening tests advised in the antenatal period and interpret their results.
- Explain birth preparedness and complication readiness, including referral.
- Discuss common minor disorders of pregnancy and their management.

## Course Contents

Unit	Objectives	Contents	Time (Theory+ Skill Lab)	T/L Methods	T/L Media	Evaluation
<b>1. Anatomy and Physiology of male and female reproductive organs</b>	Review the anatomy and physiology of both male and female reproductive system  Explain the pelvic bones and its landmarks for labor.	1.1 Anatomy and Physiology of male and female reproductive organs (Review) <ul style="list-style-type: none"> <li>• Male and female reproductive system</li> <li>• Mammary glands</li> <li>• Menstruation cycle</li> </ul> 1.2 Pelvis: Types, Diameters, landmarks, joints, ligaments, muscle and its effect on labour.	12 hours  (8 hours theory+4 hours skill lab)	Interactive lecture and discussion  Skill lab practice	Anatomical models : Breast models Reproductive systems Male and Female.  White board, LCD/PPT slides , Female Pelvis.	Question and Answer  Written test
<b>2. Well women health care</b>	Explain about well women health development and care.	2.1 Healthy Family development 2.2 Sexual development and sexual activity 2.3 Pre-conception care and genetic counseling 2.4 Culturally sensitive health promotion and health education related to sexual and reproductive health	12 hours	Interactive lecture and discussion  Group discussion Role play	White board, LCD/PPT slides  Role play scenario	Question and Answer  Written test



Unit	Objectives	Contents	Time (Theory+ Skill Lab)	T/L Methods	T/L Media	Evaluation
<b>3. Fetal Development</b>	<p>Explain the process of fetal development during intra uterine life.</p> <p>Explain Fetal circulation and</p>	<p>3.1 Terminologies: Organogenesis, Oogenesis Spermatogenesis, Gametogenesis, Fertilization.</p> <p>3.2 Embryology</p> <p>3.3 Fetal development</p> <ul style="list-style-type: none"> <li>• Placenta, amniotic fluid, membrane and cord development</li> <li>• Fetal circulation</li> <li>• <u>Fetal growth and wellbeing</u></li> </ul>	16 hours (12 hours theory + 4 hours skill lab)	<p>Interactive lecture and discussion</p> <p>Quiz</p>	<p>White board, LCD/PPT slides</p> <p>Model of fetal development</p>	<p>Question and answer</p> <p>Multiple Choice questions (MCQ)</p>
<b>4. Fetal Skull</b>	<p>Define the fetal skull and enumerate the landmarks and its fetopelvis relationship.</p>	<p>4.1 Bones, Sutures, Fontanelle and measurements.</p> <p>4.2 Fetopelvis relationship:</p> <ul style="list-style-type: none"> <li>• Fetal presentations and positions</li> <li>• Engagement</li> </ul>	8 hours (4 hours theory + 4 hours skill lab)	<p>Illustrative lecture and discussion</p> <p>Skill lab practice.</p>	<p>White board, LCD/PPT slides,</p> <p>Fetal skull and female pelvis</p>	<p>OSCE</p> <p>Written Test</p>
<b>5. Diagnosis of Pregnancy</b>	<p>Discuss the various diagnostic methods of pregnancy.</p>	<p>5.1 Confirmation of pregnancy</p> <ul style="list-style-type: none"> <li>• Sign and symptoms</li> <li>• Menstrual history and LMP</li> <li>• Calculation of EDD and gestational age</li> </ul> <p>5.2 Pregnancy confirmation tests</p> <ul style="list-style-type: none"> <li>• Urine test</li> <li>• USG</li> </ul>	6 hours (4 hours theory + 2 hours skill lab)	<p>Interactive Lecture and discussion</p> <p>Demonstration of UPT strip</p> <p>Role play</p>	<p>White board, LCD/PPT Slides</p> <p>Urine Pregnancy kits (UPT)</p>	<p>Question and Answer</p> <p>Written Test</p>

<b>Unit</b>	<b>Objectives</b>	<b>Contents</b>	<b>Time (Theory+ Skill Lab)</b>	<b>T/L Methods</b>	<b>T/L Media</b>	<b>Evaluation</b>
					Role play scenarios and checklist	
<b>6. Physiological changes during pregnancy and minor disorders</b>	Describe the physiological changes during pregnancy in different body systems  Explain minor disorders of pregnancy and their management	6.1 Changes in reproductive system and other body systems. 6.2 Maternal weight gain 6.3 Minor disorders of pregnancy <ul style="list-style-type: none"> <li>• Gastro- intestinal system</li> <li>• Musculoskeletal system</li> <li>• Nervous system</li> <li>• Respiratory system</li> <li>• Genito-urinary system</li> <li>• Integumentary system</li> <li>• Circulatory system</li> <li>• Metabolic and endocrine system</li> </ul> 6.4 Non-pharmacological measures to relief common discomforts	10 hours  (8 hours theory+2 hours skill lab)	Interactive lecture and discussion  Group discussion  Role play	White board, LCD/PPT slides  Role play scenarios and checklist	Question and answer.  Written Test Individual and group presentations
<b>7. Antenatal Assessment</b>	Explain the importance of antenatal booking of a woman in clinic.  Discuss the history taking and	7.1 Midwife led Antenatal booking- first and consecutive contacts <ul style="list-style-type: none"> <li>• Purposes</li> <li>• History taking and screening for risk woman</li> <li>• Schedule of contacts (WHO 2016)</li> </ul> 7.2 Calculation of Expected Date of Delivery (EDD) and gestational age	22hours  (10 hours theory+12 hours skill lab)	Interactive lecture discussion,  Case studies Demonstration and return	White board  Flip chart focused visits  Checklist  Laboratory sheets	Question and Answer  OSCE  Written Test

Unit	Objectives	Contents	Time (Theory+ Skill Lab)	T/L Methods	T/L Media	Evaluation
	comprehensive examination of the pregnant women.	<p>7.3 Physical examination and antenatal examination</p> <ul style="list-style-type: none"> <li>• Head to toe examination</li> <li>• BMI (at 1st contact)</li> <li>• Blood pressure assessment</li> <li>• Abdominal palpation</li> <li>• Auscultation of fetal heart rate</li> <li>• Assessment of fetal growth, liquor volume and fetal movements.</li> </ul> <p>7.4 Psychological assessment</p> <p>7.5 Screening and testing</p> <ul style="list-style-type: none"> <li>• Urinalysis</li> <li>• USG</li> </ul> <p>7.6 Nutritional advice and supplements</p> <p>7.7 Immunization</p> <p>7.8 Education and counselling – one to one and group antenatal counselling</p> <ul style="list-style-type: none"> <li>• Pre and post-test PMTCT counselling</li> <li>• Prepare for early initiation and continuation of breastfeeding</li> </ul> <p>7.9 Culturally sensitive continuity of care during pregnancy</p> <p>7.10 Birth preparedness and complication readiness</p> <ul style="list-style-type: none"> <li>• Birth plan</li> <li>• Danger signs during pregnancy</li> <li>• Referral</li> </ul>		<p>demonstration</p> <p>Role play of the booking history</p> <p>Simulation</p>	<p>Simulation models: ‘MamaBirthe’</p> <p>Simulation scenario with checklist</p>	

Unit	Objectives	Contents	Time (Theory+ Skill Lab)	T/L Methods	T/L Media	Evaluation
<b>8. Assessment of fetal wellbeing</b>	Identify the various methods of assessing the fetal wellbeing	8.1 Daily Fetal Movement Count 8.2 Fetal heart rate auscultation using Pinards and Doppler. 8.3 Biophysical profile and Cardiotocograph in higher center 8.4 USG: Amniotic fluid assessment, fetal growth	6hours  (4 hours theory + 2 hours Skill lab)	Interactive lecture and discussion  Demonstration and practice	Pinards/ Fetoscope  Hand held Doppler Simulation models: 'MamaBirthie'	Question and Answer  Written examination
<b>9. Drugs commonly used in pregnancy</b>	Explain the principle of pharmacokinetics of drug and maternal and fetus effect during pregnancy	9.1 Hematinic agent and calcium 9.2 Tocolytic agent 9.3 Anticonvulsant agents 9.4 Uterotonic agents	8 hours	Interactive lecture and Discussion,  Demonstration Group discussion	White board, LCD/PPT slides  Drug cards	Written examination,  Individual/group presentation

### Evaluation Scheme:

Assessment method: Written Examination

Total Mark: 100

- Internal assessment: 20 (20% of total marks)
- Final Examination: 80 (80 % of total marks)

## References

- Coad J., Pedley K., &Dunstall M. (2012). *Anatomy and physiology for Midwives* (4th ed.), London, UK: Churchill Livingstone.
- Daftary, S.N., Pai, M.V., Chakravarti, S., Kustagi, P. (2016). *Holland and Brews Manual of Obstetrics*(4th ed.) India: Read Elsevier.
- GoN (2016) *Maternal and Newborn Care: Learning Resource Package for Skilled Birth Attendant Reference Manual for Trainers/Participants*.Kathmandu, Nepal: National Health Training Centre and Family Health Division
- Marshall, J. &Raynor, M. (2014). *Myles Textbook for Midwives* (16th ed.), London, UK: Churchill Livingstone.
- TuiTui R. (2018). *Manual of Midwifery Part I* (13th ed.)Bhotahity, Nepal:Vidhrathi Publication.
- Stables, D., & Rankin, J., (2010). *Physiology in Childbearing: With Anatomy and Related Biosciences* (3rd ed.)London, UK: Elsevier Health Sciences.
- WHO (2017). *Managing complications in pregnancy and childbirth: a guide for midwives and doctors* (2nd ed.) Geneva, Switzerland: World Health Organization
- WHO (2016). *Recommendations on Antenatal Care for a Positive Pregnancy Experience*. Geneva, Switzerland: World Health Organization
- WHO (2016). *Standards for improving quality of maternal and newborn care in health facilities*, Geneva, Switzerland: World Health Organization
- WHO (2015). *Pregnancy, Childbirth, Postpartum and New Born Care: A Guide for essential practice* (3rd ed.) Geneva, Switzerland: WHO Library Catalogue.
- WHO 2012 Meeting to develop a global consensus on preconception care to reduce maternal and childhood mortality and morbidity. Meeting ReportGeneva, Switzerland: World Health Organization
- WHO (2008). *Education material for teachers of midwifery: midwifery education modules* (2nd ed.) Geneva, Switzerland: World Health Organization

## **HEALTHY PREGNANCY (PRACTICUM)**

**Course Code No.: PCLM108**

**Total Hours: 120 hours (4 weeks)**

**Total Credit Hours: 4**

**Placement: First year**

**Full marks: 100**

**Pass mark: 50**

### **Course Description**

This course has been designed to develop necessary knowledge, skills, and understanding in care of the woman with healthy pregnancy in health facilities. The students will work together with their supervisors to develop skill from acquisition to competency level during the clinical posting. The collaborative care approach will be maintained through out the placement.

The simulation corner at the clinic will be used by the students for development of clinical skills.

### **Course Objectives**

Upon the completion of the clinical placement, the students will be able to:

- Set up and run midwifery led antenatal clinics in different levels of healthcare facilities.
- Provide culturally sensitive women centred-care, education and counseling to the pregnant woman.
- Carry out comprehensive initial antenatal health assessment of the woman.
- Monitors fetal growth and well-being during follow up contacts.
- Identify the pregnant women with risk factors and be able to refer in appropriate health care facilities.
- Conduct antenatal individual and group education and counselling.
- Manage minor disorders of pregnancy.
- Make birth preparedness and complication readiness plans with women and her family

### Teaching Learning Activities

- Antenatal clinic set up
- Antenatal examination
- Group education and counselling with women and their companions - in different topics
- Screening tests and follow up of results
- Use Pinard/fetoscope and other methods of fetal assessment.
- Use of Birth preparedness package
- Prepare educational materials and also collect from NHEICC
- Identify the risk woman and provide inter professional collaborative care
- Provide pre and post-test PMTCT counseling.

S. N.	Activity	No. of Cases	Marks
1.	Perform Antenatal examination	100	10
2.	Case study and presentation	1	10
3.	Group antenatal education and counseling	5	5
4.	Calculation of EDD and POG	50	5
5.	Use of Birth preparedness package	50	5
6.	Provide pre and post-test PMTCT counseling	50	5
7.	Observation visit- birth center, women center care and psychological counseling center	2	5
8.	Performance evaluation		5
	<b>Total Marks</b>		<b>50</b>

### Evaluation Scheme

Internal assessment (50%): Clinical assessment

Final Examination (50%): OSCE and viva

## PHYSIOLOGICAL LABOUR AND CHILDBIRTH (THEORY)

**Course Code No.: PCLM109**

**Total hours: 100 hours (Theory 48 hrs +Skill lab 52 hrs)**

**Credit Hours: 6 hours**

**Placement: First Year**

**Full Marks: 100**

**Pass marks: 40**

### Course Description

This course covers physiological labor and childbirth. This course focuses on developing midwifery knowledge, skills and behaviors in providing safe and effective care for women and newborn in Nepal.

### Course Objectives

Upon completion of the course, the students will be able to:

- Discuss the principles of respectful maternity care during the provision of intrapartum care.
- Explain the principles of assessment of maternal and fetal well-being and progress during the different stages of labour.
- Explain the mechanism of labour and relate this to the provision of safe care during the labour and birth.
- Identify risk factors during labour and birth and how refer for medical assistance.
- Assess progress of labour with use of the partograph including action to be taken as guided by the partograph.
- Describe fetal wellbeing during labour, including how to interpret findings and respond appropriately.
- Explain how to facilitate birth safely, including repair of the perineum.
- Outline the provision of immediate newborn care, including newborn resuscitation.
- Identify the importance of skin to skin contact at birth and the initiation of breastfeeding in the first hour following birth.
- Explain the care of the mother and newborn during the first hour after birth.



## Course Contents

Unit	Objectives	Contents	Time (Theory + Skill Lab)	T/L Methods	T/L Media	Evaluation
<b>1. Physiological labor / birth</b>	<p>Describe physiology of labor.</p> <p>Differentiate true and false labor.</p> <p>Describe the stages and duration of labor.</p> <p>Explain the factors affecting in labour.</p> <p>Explain the management of labor.</p>	<p>1.1 Labour</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Physiology of labor /birth</li> <li>• Causes of onset of labor</li> <li>• True and false labour</li> <li>• Stages and duration of labour</li> </ul> <p>1.2 Factors affecting labour: passage, passenger, power, position of mother, psyche of mother</p> <p>1.3 Psychological and cultural aspects of labor/ birth</p> <p>1.4 Measures to natural secretion of oxytocin by non-pharmacologic agents.</p> <p>1.5 General aspects of Care in labour</p> <ul style="list-style-type: none"> <li>• Assessing the Well-being of the Woman during labour</li> <li>• Routine Procedures</li> <li>• Nutrition</li> <li>• Place of Birth               <ul style="list-style-type: none"> <li>- Support in Childbirth</li> <li>- Cleanliness</li> </ul> </li> </ul> <p>1.6 Management of labour Pain:</p> <ul style="list-style-type: none"> <li>• Non-pharmacological methods: birthing positions, massage, birth companionship, aroma therapy, TENS.</li> </ul>	<p>20 hours (14 hours theory+6 hours skill lab)</p>	<p>Interactive lecture and discussion</p> <p>Demonstration and returned</p> <p>Case studies</p> <p>Simulation</p>	<p>White Board and marker</p> <p>Checklist</p> <p>LCD/PPT slides</p> <p>Birthing ball/tools</p> <p>Safe birth check list (WHO 2015)</p>	<p>Question and Answer</p> <p>Individual/group presentation</p> <p>Written test</p> <p>Skill test</p>

Unit	Objectives	Contents	Time (Theory + Skill Lab)	T/L Methods	T/L Media	Evaluation
	Describe methods of monitoring the fetus during labor.	<ul style="list-style-type: none"> <li>• Pharmacological methods: Systematic agents and Epidural analgesia</li> </ul> 1.7 Monitoring the Fetus during labour: <ul style="list-style-type: none"> <li>• Assessment of amniotic fluid</li> <li>• Monitoring fetal heart rate, Fetal scalp blood examination, and</li> <li>• Comparison of auscultation and electronic fetal monitoring</li> </ul> 1.8 Use of the WHO Safe Childbirth Checklist				
<b>2. Care during First Stage of labour</b>	Describe physiology of first stage of labor.  Demonstrate the mechanism of labor in simulated situation.  Explain care and management of first stage of labor.	2.1 Physiology of the first stage of labour 2.2 Mechanism of labour. 2.3 Management of first stage of labour: Introduction and Principles 2.4 Assessing the Start of Labour <ul style="list-style-type: none"> <li>• Vaginal examination</li> </ul> 2.5 Admission procedure 2.6 Care and Management during the first stage of labour <ul style="list-style-type: none"> <li>- Position and Movement during the First Stage of Labour</li> <li>- Rest</li> <li>- Nutrition</li> <li>- Fluid intake</li> <li>- Bladder and Bowel care</li> <li>- Relief of pain</li> </ul> 2.7 Progress of Labour:	24 hours  (10 hours theory+ 14 hours skill lab)	Brain storming  Interactive lecture and discussion  Demonstration and practice  Simulation  Case studies	White board and marker  MamaBirth ie  Partograph sheet  Checklist  video	Question and Answer  Written test  Skill test

Unit	Objectives	Contents	Time (Theory + Skill Lab)	T/L Methods	T/L Media	Evaluation
	Explain the partograph and its use during labour.	<ul style="list-style-type: none"> <li>• Abdominal Findings-Uterine contraction, Abdominal Palpation for descent of head</li> <li>• Vaginal Examination</li> </ul> 2.8 Monitor the Fetal and Maternal condition 2.9 Prevention of Prolonged Labour 2.10 Factors that support physiological labour 2.11 Involvement of family members to support laboring women 2.12 Use of Partograph <ul style="list-style-type: none"> <li>• Importance of partograph</li> <li>• Plotting of partograph</li> <li>• Monitor Maternal condition</li> <li>• Monitor Fetal condition</li> <li>• Check Progress of labour</li> <li>• Decision making: Indicators of need for timely intervention</li> </ul> 2.13 Principles of prevention of pelvic floor damage and perineal tear.				
<b>3. Physiology of the second stage of labour</b>	Describe the physiology of second stage of labor.	3.1 Onset of the Second Stage of Labour <ul style="list-style-type: none"> <li>• Signs and symptoms of second stage of labor.</li> </ul> 3.2 Onset of expulsive phase 3.3 Preparation of midwife, mother and newborn, delivery room and equipment	24 hours (10 hours theory+ 14 hours skill lab)	Interactive Lecture and discussion  Demonstration and practice	White board and marker  MamaBirth ie	Question and Answer MCQ OSCE Skill test

Unit	Objectives	Contents	Time (Theory + Skill Lab)	T/L Methods	T/L Media	Evaluation
	<p>State the signs and symptoms of second stage of labor.</p> <p>Prepare delivery room, equipment and herself as a midwife in simulated situation</p> <p>Discuss the care during second stage of labor</p> <p>Conduct normal delivery in Simulated situation</p> <p>State the danger signs during labor.</p>	<p>3.4 Care management during second stage of labour</p> <ul style="list-style-type: none"> <li>• Facilitation of birth in different positions</li> <li>• Monitoring maternal and foetal condition</li> <li>• Monitor for danger signs of labour: <ul style="list-style-type: none"> <li>- Prolong latent phase</li> <li>- Non-progress of labour.</li> <li>- Heavy show or bleeding in labour.</li> <li>- Cephalo-pelvic disproportion.</li> <li>- Shoulder/Hand/footling/compound presentations.</li> <li>- Excessive bleeding</li> <li>- Less or loss of fetal movement</li> <li>- Fever</li> </ul> </li> <li>• Nutrition</li> <li>• Hydration</li> <li>• Assisting in Breathing Techniques</li> <li>• Progress of labour and bearing down effort</li> <li>• Comfort and support</li> <li>• Care of the Perineum: Guarding the perineum, Perineal tear and episiotomy</li> <li>• Prevention of infection</li> <li>• Attendance of birth: conduct normal delivery, care nuchal cord</li> </ul>		<p>Simulation</p> <p>Case studies</p>	<p>Neonatalie with equipments</p> <p>Learning guide</p> <p>Checklist</p> <p>video</p>	<p>Written test</p>

Unit	Objectives	Contents	Time (Theory + Skill Lab)	T/L Methods	T/L Media	Evaluation
	Describe the APGAR score.	3.5 Immediate care of mother and new born 3.6 APGAR score 3.7 Newborn Resuscitation				
<b>4. Management of Third and Fourth Stage of Labour</b>	<p>Explain physiology of third stage of labor.</p> <p>Differentiate between methods of placenta separation.</p> <p>Discuss the active and physiological management of third stage of labor.</p> <p>Write on recording and reporting after delivery.</p> <p>Explain Standard infection</p>	<p>4.1 Definition: Third and fourth stage of Labour</p> <p>4.2 Physiology of third stage</p> <ul style="list-style-type: none"> <li>• Mechanism and methods of placenta separation</li> <li>• Signs and symptoms of separation of placenta</li> <li>• Control of bleeding</li> </ul> <p>4.3 Types of third stage management of labour</p> <ul style="list-style-type: none"> <li>• Active management: Definition, advantages and disadvantages</li> <li>• Physiological management: Definition, advantages and disadvantages</li> </ul> <p>4/4 Assessment of perineum/vagina and repair if needed</p> <p>4.5 Principles underpinning technique for repair of perineal tears and episiotomy</p> <p>4.6 Assessment of blood loss</p> <p>4.7 Examination of placenta</p> <p>4.8 Post-partum Intrauterine Contraceptive Device (PPIUCD)</p>	22 hours  (10 hours theory+12 hours skill lab)	<p>Interactive Lecture and discussion</p> <p>Demonstration and practice</p> <p>Simulation</p> <p>Reflective quiz</p> <p>Case studies</p>	<p>White board and marker</p> <p>Checklist</p> <p>Placenta module</p> <p>Mama Natalie</p> <p>Mama "U"</p> <p>Condom temponade</p> <p>Learning guide</p>	<p>Question and Answer</p> <p>MCQ</p> <p>Written test</p> <p>Skill test</p>

Unit	Objectives	Contents	Time (Theory + Skill Lab)	T/L Methods	T/L Media	Evaluation
	prevention and control practices including waste disposal.	4.9 Management of fourth stage of labour <ul style="list-style-type: none"> <li>• Assessment of mother and baby :Danger signs of mother and newborn</li> <li>• Breast feeding</li> <li>• Health education</li> <li>• Recording and reporting- maternal condition, estimating total blood loss, newborn condition and placenta including HMIS and EOC monitoring.</li> <li>• Standard infection prevention and control practices including waste disposal.</li> </ul>				
<b>5. Immediate Care of Newborn</b>	Explain the steps of Immediate Care of Newborn.  Explain the care of mother during the first two hours after childbirth	5.1 Immediate care of the newborn 5.2 Newborn care principles 5.3 Newborn care with urgent problems 5.4 Early and exclusive breast feeding 5.5 Full assessment of the newborn including gestation and normal variations 5.6 Standard Infection prevention and control practices when caring for a newborn. 5.7 Assessment of condition and care of mother during the first two hours after childbirth	10 hours  (6 hours theory+4 hours skill lab)	Interactive lecture  Demonstration and practice  Simulation	White board and marker  LCD/PPT slides  Simulation scenario  Checklist  Global Health Media Video	Question and answer  OSCE

## Evaluation Scheme:

Assessment method: Written Examination

Total Mark: 100

- Internal assessment: 20 (20% of total marks)
- Final Examination: 80 (80 % of total marks)

## References

- Tui Tui R. (2018). Manual of Midwifery Part II, (9<sup>th</sup> edition). Vidhrathi Publication, Bhotahity.
- Gautum, S. And Subedi, D. (2011). Midwifery Part –I,II,III
- Jacob, A. (2008). Textbook of Midwifery. (2<sup>nd</sup>ed.). India: Jaypee Brothers Pvt. Ltd.
- Marshall, J. Raynor, M. (2014) Myles Textbook for Midwives. 16<sup>th</sup> ed. Churchill Livingstone, Elsevier.
- WHO (2107) Managing complications in pregnancy and childbirth: a guide for midwives and doctors – 2<sup>nd</sup> ed. Geneva: World Health Organization.
- WHO (2018) WHO recommendations: intrapartum care for a positive childbirth experience. WHO. Geneva.
- Dutta D.C. (2004). Text book of obstetrics. 6<sup>th</sup> edition. Calcutta.
- Enkin MW, Keirse M, Neilson J, Crowther C, Duley L, Hodnett E, Hofmeyr J. (2000) *A guide to effective care in pregnancy and child-birth. 3<sup>rd</sup> edition.* Oxford University Press: Oxford.
- GoN. Maternal and Newborn Care: Skilled birth attendant in-service training course outline for staff nurses. USAID Nepal.
- MCPC 2017. WHO clinical guide for Nurses.
- Newborn care Training Package for Nursing program. Save the Children.2009
- Royal College of Midwives UK 2012. Evidence Based Guidelinesfor Midwifery-Led Care in Labour, London.
- WHO 1997. Care in Normal Birth: A Practical Guide, Report of a Technical Working Group, World Health Organisation, Geneva.
- WHO, Health Research, Kangaroo Mother Care. WHO Library Catalog
- WHO, Pregnancy, Childbirth, Postpartum and New Born Care: A Guide to midwives, 2<sup>nd</sup> edition, WHO Library Catalogue
- WHO, Standards of Midwifery Practice for Safe Motherhood, volume 1-4, New Delhi.

- Global health media project video
- Bobak. M. Irene and Jense D. Mangael (1993). "Maternity and Gynaecological Care" fifth edition, Mosby Company, central book agency (P) ltd.
- Family Health Division (2055), MOH, Reproductive Health Program.
- Family Health Division 1998., National Reproductive Health Strategy dept of Health Service, MOH, HMG, Nepali
- Kinzie B & Gomez P (2004). Basic Maternal and Newborn care: A guide for skilled providers. United states of America: JHPIEGO
- Newborn care Training Package for Nursing program. Save the Children. 2009
- MOHP (2006). SBA Policy and Strategy.



## **PHYSIOLOGICAL LABOR AND CHILD BIRTH (PRACTICUM)**

**Course Code No.: PCLM110**

**Total hours: 120 hours (4 weeks)**

**Credit Hours: 4**

**Placement: First year**

**Full Marks: 100**

**Pass marks: 50**

### **Course Description**

This course has been designed to develop necessary knowledge, skills and behavior of midwifery students in caring the women with physiological labour and childbirth. This course also make them competent to work independently to manage normal birth and identify, manage and refer complicated birth.

### **Course Objectives**

Upon the completion of the course, students will be able to:

- Maintain a respectful, kind manner in all interactions.
- Enabling the woman and her family to be involved in decision making for the woman to have her chosen person with her as she gives birth.
- Take a specific History and vital signs in Labour focused physical examination in labour
- Provide physical and psychological support for woman and family and promote normal birth and facilitate the presence of birth companion during labor and birth
- Plot partograph and interpret the findings and take appropriate action.
- Monitor normal progress of labour and find out any deviation.
- Provide adequate nutrition and non-pharmacological and pharmacological measure during labor and birth.
- Provide bladder care including performance of urinary catheterization when indication.
- Monitor fetal well-being and identify the deviation during labour.
- Administration of local anesthesia to the perineum and perform episiotomy

- Conduct deliveries and manage the third stage of labour actively to prevent complications.
- Manage the cord around the baby's neck at birth.
- Provide immediate essential newborn care and take various actions as required.
- Perform neonatal resuscitation when needed.
- Repair the episiotomy and perineal tear as needed.
- Perform examination of placenta.
- Estimate and record maternal blood loss
- Provide the safe environment for mother and infant to promote attachment
- Identify the women with complications during labour, manage and refer in appropriate health care facilities where further service is available
- Maintain Inter-professional collaboration and team work

### **Teaching/Learning Activities**

1. Collect health history and examine the pregnant women during labour in different setting.
2. Formulate nursing/midwifery care plans
3. Provide counselling to the woman about pushing and breathing technique during labor
4. Provide counselling to the woman about pushing and breathing technique during labor
5. Monitors fetal well being by various methods during labour.
6. Perform vaginal examinations and interpret the findings.
7. Assist the woman for intranatal exercise, encourage for different position according to her choice
8. Plot the partograph and interpret the findings.
9. Conduct normal delivery in real situation in different position as her choice.
10. Provide immediate Newborns care.
11. Perform newborn resuscitation.
12. Repairs Perineal tear /episiotomy as required.

13. Provide care of the women during intrapartum period.
14. Facilitate parent infant bonding for breast feeding.
15. Document all the events.
16. Establish inter-professional collaboration and team work

### **Clinical placement**

- Antenatal unit: Latent labour and active labour wards.
- Labor room /birthing center
- Postnatal unit
- Maternity Emergency ward
- Community health centers (HP, Birthing Centers)

### **Evaluation Scheme**

Internal assessment (50%): 50 marks (Clinical assessment)

### **Final Exam:**

Total Marks: 50

- OSPE: 30 Marks
- VIVA: 20 Marks

**Clinical assessment**

<b>SN</b>	<b>Activity</b>	<b>No. of Cases</b>	<b>Marks</b>
1.	Collect health history and assess the pregnant women during labour in different setting.	20	2.5
2.	Formulate midwifery care plans.	10	2.5
3.	Perform the Per vaginal examination	20	2.5
4.	Plot Partograph	60	5
5.	Perform/assist physiological child birth	50	10
6.	Perform of episiotomy and suturing	10	5
7.	Perform Placenta examination	60	2.5
8.	Provide immediate newborn care	20	2.5
9.	Perform Examination of newborn	20	2.5
10.	Perform Neonatal resuscitation with bag and mask	6	2.5
11.	Perform perineal tear repair	20	2.5
12.	Perform active management of third stage of labour	50	2.5
13.	Observe/assist manual remover of placenta	2	2.5
14.	Performance evaluation		5
	<b>Total Marks</b>		<b>50</b>

## HEALTHY POSTPARTUM AND NEWBORN (THEORY)

**Course Code No.: PCLM111**

**Theory: 100 hours (Theory 70 hours + Skill lab 30 hours)**

**Credit Hours: 6**

**Placement: First Year**

**Full Marks: 100**

**Pass marks: 40**

### **Course Description**

This course will provide in depth knowledge on the care of mother and newborn in the postpartum period focusing mainly on normal puerperium and newborn. It will also enable students to use knowledge, skill and attitude for the total care of mother and newborn in the hospital, birthing center and home setting. Students will understand normal physiological involution, physiology of lactation, care and support of new family, encouragement and support of exclusive breastfeeding, bonding.

### **Course objectives**

After completion of the course the students will be able to:

- Describe puerperium.
- Explain postpartum care.
- Discuss minor disorder of puerperium and their management.
- Explain lactation management.
- Identify common breast problem and their management.
- Discuss care of newborn baby.
- Explain growth and development of normal newborn.
- Describe minor disorder of newborn and their management.
- Explain care of large and small babies including low birth weight.
- Describe family planning.

## Course Contents

Unit	Objectives	Contents	Time Theory + Skill Lab	T/L Method	T/L Media	Evaluation
<b>1. Puerperium</b>	Explain the anatomical, physiological and psychological changes during puerperium.	1.1 Puerperium <ul style="list-style-type: none"> <li>• Definition</li> <li>• Phase of puerperium</li> <li>• Physiology and characteristics</li> </ul> 1.2 Changes during puerperium <ul style="list-style-type: none"> <li>• Anatomical changes during puerperium               <ul style="list-style-type: none"> <li>- Involution of uterus</li> <li>- Involution of other pelvic structure</li> </ul> </li> <li>• Physiological changes during puerperium               <ul style="list-style-type: none"> <li>- Endocrine changes</li> <li>- Involution of uterus</li> <li>- Lochia</li> <li>- Vital signs</li> <li>- Lactation</li> <li>- Urinary system</li> <li>- Weight loss, fluid loss</li> <li>- Menstruation and ovulation</li> <li>- Changes in blood values</li> <li>- Psychological and Emotional changes</li> </ul> </li> </ul>	12 hours	Brain storming  Interactive lecture and discussion  Group Discussion	White board and marker  LCD/PPT slides	Question and answers  Presentation : individual, group  Written test
<b>2. Postpartum care</b>	Describe Postpartum care and its goals,	2.1 Introduction, Goals, components and principles of postpartum care.	20 hours (12 hours Theory+8	Interactive lecture and discussion	White board and marker	Question and answers

Unit	Objectives	Contents	Time Theory + Skill Lab	T/L Method	T/L Media	Evaluation
	<p>components and principle. Explain postnatal assessment</p> <p>List the daily assessment of mother</p> <p>Describe recommended Postnatal visit with components</p> <p>Explain general care to mother</p> <p>Discuss community based postpartum services</p> <p>Discuss postnatal danger signs and its management</p>	<p>2.2 Postnatal assessment of mother</p> <ul style="list-style-type: none"> <li>• History</li> <li>• Physical examination</li> </ul> <p>2.3 Daily assessment of mother</p> <p>2.4 Recommended Postnatal visit with components</p> <p>2.5 General care to mother</p> <ul style="list-style-type: none"> <li>• Rest and sleep</li> <li>• Nutrition</li> <li>• Care of bowel and bladder</li> <li>• Perineal care</li> <li>• Breast care</li> <li>• Clothing</li> <li>• Postnatal exercise</li> <li>• Psychological and Emotional support</li> </ul> <p>2.6 Community based postpartum care and services</p> <p>2.7 Postnatal danger signs</p>	hours Skill Lab)	<p>Group discussion</p> <p>Demonstration</p> <p>Simulation in skill lab</p>	<p>LCD/PPT slides</p> <p>Checklist</p> <p>video</p>	<p>Presentation : individual, group</p> <p>Written test</p> <p>Skill test</p>
<b>3. Minor disorders of puerperium and their management</b>	Explain the minor disorders of puerperium and their management	<p>3.1 Minor disorders of puerperium and management</p> <ul style="list-style-type: none"> <li>• After pain</li> <li>• Sub involution of uterus</li> <li>• Retention of urine</li> <li>• Maternal blue/4th day blue</li> </ul>	5 hours	<p>Brain storming</p> <p>Interactive lecture and discussion</p>	<p>White board and marker</p> <p>LCD/PPT slides</p>	Question and answers

Unit	Objectives	Contents	Time Theory + Skill Lab	T/L Method	T/L Media	Evaluation
		<ul style="list-style-type: none"> <li>• Constipation and Hemorrhoids</li> <li>• Anemia</li> </ul>		Group Discussion Case study		Presentation : individual, group Written test
<b>4. Lactation management</b>	<p>Review anatomy and physiology of breast</p> <p>Explain the physiology of lactation</p> <p>Explain advantages of breast feeding</p> <p>Explain early breast feeding and successful breast feeding techniques</p> <p>Describe express breast milk technique</p> <p>Discuss different methods of feeding in special conditions</p>	<p>4.1 Anatomy and physiology of breast (review from Anatomy and Physiology))</p> <p>4.2 Physiology of lactation</p> <ul style="list-style-type: none"> <li>• Mammogenesis</li> <li>• Lactogenesis</li> <li>• Galactokinesis</li> <li>• Galactopoiesis</li> </ul> <p>4.3 Composition of breast milk</p> <p>4.4 Advantages of breast feeding- early and exclusive breast feeding</p> <p>4.5 Early breast feeding and successful breast feeding techniques</p> <p>4.6 Encouragement and support of exclusive breastfeeding.</p> <p>4.7 Express breast milk - technique and storage</p> <p>4.8 Suppression of lactation</p> <p>4.9 Different method of feeding in special conditions (baby with HIV positive mother, cleft lip/palate etc)</p>	24 hours (12 hours theory +12 hours Skill Lab)	<p>Interactive lecture and discussion)</p> <p>Group discussion</p> <p>Demonstration</p> <p>Simulation in skill lab</p>	<p>White board and marker</p> <p>LCD/PPT slides</p> <p>video</p>	<p>Question and answers</p> <p>Presentation : individual, group</p> <p>Written test</p> <p>Skill test</p>



Unit	Objectives	Contents	Time Theory + Skill Lab	T/L Method	T/L Media	Evaluation
		4.10 Breast milk substitute acts and regulation 4.11 Baby friendly hospital initiative 4.12 Breast feeding Act				
<b>5. Common breast problem and their management</b>	Identify the common disorders of breast and their management	5.1 Introduction, Causes, Sign and symptoms, prevention and management of common breast problems <ul style="list-style-type: none"> <li>Abnormal nipple (abnormally large nipple, inverted and flat nipple)</li> <li>Cracked nipple</li> <li>Breast engorgement</li> <li>Plugged duct</li> </ul>	6 hours	Interactive lecture and discussion  Group discussion	White board and marker  LCD/PPT slides	Question and answers  Presentation : individual, group  Written test
<b>6. Care of newborn</b>	Explain physical features and characteristics of healthy newborn  Explain the physiological changes of newborn  Explain basic needs of the newborn	6.1 Introduction of newborn 6.2 Characteristics of healthy newborn 6.3 Physiological changes in newborn 6.4 Basic needs of the newborn <ul style="list-style-type: none"> <li>Established breathing</li> <li>Warmth-(including skin-to-skin)</li> <li>Attachment (bonding)</li> <li>Sleep</li> <li>Feeding</li> <li>Infection prevention</li> <li>Safety and security</li> <li>Elimination</li> <li>Protection from injury and Accident</li> </ul>	18 hours (10 hours Theory+ 8 hours Skill Lab)	Interactive lecture and discussion)  Group discussion  Demonstration and re demonstration	White Board/ Marker  LCD/PPT slides  Newborn Model  Checklist	Question and answers  Skill test  Written test

Unit	Objectives	Contents	Time Theory + Skill Lab	T/L Method	T/L Media	Evaluation
	<p>State the steps of newborn examination</p> <p>Discuss essential newborn care</p> <p>Explain danger signs of newborn</p> <p>Discuss traditional and cultural practices related to newborn care</p>	<ul style="list-style-type: none"> <li>• Immunization</li> <li>• Care of newborn</li> </ul> <p>6.5 Examination of newborn</p> <ul style="list-style-type: none"> <li>• General appearance</li> <li>• Vital signs</li> <li>• Measurements</li> <li>• Head to toe examination</li> <li>• Reflexes</li> </ul> <p>6.6. Essential newborn care</p> <p>6.7 Danger signs of newborn</p> <p>6.8. Traditional and cultural practices related to newborn care</p>				
<b>7. Normal newborn growth and development</b>	<p>Explain normal newborn growth and development</p>	<p>7.1 Normal newborn</p> <ul style="list-style-type: none"> <li>• Growth</li> <li>• Development</li> </ul>	2 hours	<p>Interactive lecture and discussion</p> <p>Group discussion</p>	<p>White Board/Marker</p> <p>LCD/PPT slides</p> <p>Videos</p>	<p>Question answer</p> <p>Written examination</p>
<b>8. Minor Disorder of newborn and their management</b>	<p>Explain the minor disorders of newborn with their management</p> <p>Discuss the referral or transfer system for selected newborn disorders</p>	<p>8.1 Common minor disorders of newborn and their management</p> <ul style="list-style-type: none"> <li>• Sore buttocks/ Napkin rashes</li> <li>• Skin rashes</li> <li>• Dehydration fever</li> <li>• Physiological jaundice</li> <li>• Vomiting</li> <li>• Oral Thrush</li> <li>• Constipation</li> <li>• Engorged breast</li> </ul>	5 hours	<p>Interactive lecture and discussion</p> <p>Group discussion</p>	<p>White board and marker</p> <p>LCD/PPT slides</p>	<p>Question and answers</p> <p>Presentation : individual, group</p> <p>Written test</p>

Unit	Objectives	Contents	Time Theory + Skill Lab	T/L Method	T/L Media	Evaluation
		<ul style="list-style-type: none"> <li>• Stuffy nose</li> <li>• Pseudo-menstruation</li> <li>• Pre-deciduous teeth</li> <li>• Meteorism/ baby colic</li> <li>• Excessive crying</li> </ul> 8.2. Referral or transfer system				
<b>9. Methods of family planning in postpartum period.</b>	Describe the methods of family planning in postpartum period.	9.1 Methods of family planning appropriate for use in postpartum period <ul style="list-style-type: none"> <li>• Definition</li> <li>• Methods</li> <li>• advantages</li> <li>• Family planning counseling</li> </ul>	6 hours	Brain storming Interactive lecture and discussion Group discussion Simulation	Power Point slides  White board  Real articles	Question and Answers Simulation
<b>10. Discharge teaching</b>	Discuss the discharge teaching of postnatal mother and newborn.	10.1 Discharge Teaching <ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Personal Hygiene</li> <li>• Postpartum visit</li> <li>• Immunization</li> <li>• Sexual education</li> <li>• Danger signs (mother and newborn)</li> <li>• Family planning</li> </ul>	2 hours	Interactive lecture and discussion  Group discussion Role play	White board and marker  LCD/PPT slides  Scenario	Question and answers Presentation : individual, group Written test

### Evaluation Scheme:

Assessment method: Written Examination

- Internal Assessment: 20 (20% of total marks)
- Final Examination: 80 (80 % of total marks)

## References

- Daftary SN., Chakravarti, S., Pai MV &Kustagi, P. (2016). Holland &Brews Manual of Obstetrics. (4<sup>th</sup>ed.). India: Reed Elsevier. India Pvt. Ltd.
- Family Health Division, Ministry Of Health and Population. Government of Nepal. (2007). National Medical standard for Reproductive Health, Vol.III. Kathmandu: Author.
- Family Health Division, Ministry of Health Government of Nepal. (2007). Medical Standard for Reproductive Health; Maternal and Neonatal Care. Kathmandu: Author.
- Ghimire, B. (2018). Textbook of Community Health Nursing Part I. (2<sup>nd</sup>ed.). Kathmandu: Vidhyarthi Publication
- Government of Nepal, Ministry of Health and Population. (2016). Maternal and Newborn Care, Learning Resource Package for Skilled Birth Attendants. Kathmandu.
- King T. L., Bruker, M.C., Kriebs, J.M., Fasey, J.O., Gegor, C. L., & Varney, H. (2016). Varney's Midwifery. (5<sup>th</sup>ed.). India: Jones and Bartlett Pvt. Ltd.
- Konar, H. (2018). D.C. Dutta's Textbook of Obstetric. 9<sup>th</sup> ed. India: Jaypee Brothers Pvt. Ltd.
- Marshall, J., Raynor, M. (2014) Myles Textbook for Midwives. 16<sup>th</sup> ed. Churchill Livingstone, Elsevier.
- Ranabhat, R.D., & Niraula, H. (2017). A Textbook of Midwifery & Reproductive Health. (1<sup>st</sup>ed.). Kathmandu: National center for Health Profession Education.
- Save the Children, (2004). Care of newborn: Reference Manual, Saving Newborn Lives, Washington DC.
- Subedi, D., & Gautam, S. (2014). Midwifery Nursing I, II and III. (2<sup>nd</sup>ed.). Kathmandu: Madhavi Publication.
- Tuitui, R. (2018). Manual of Midwifery and gynecological Nursing III. Kathmandu: Vidharthi Pustak Vandar.
- WHO (2007) Midwifery Standards. Volume 1, 2, 3 and 4. WHO Publications.
- WHO, UNICEF, (2016). Guidelines: updates on HIV and Infant Feeding: the duration of breast feeding, and support Health services to improve feeding practices among mothers living with HIV, Geneva.
- World Health Organization. (2017) Integrated Management of Pregnancy and Childbirth.

## HEALTHY POSTPARTUM AND NEWBORN (PRACTICUM)

**Course Code No.: PCLM112**

**Theory: 120 hours (4 weeks)**

**Credit Hours: 4**

**Placement: First Year**

**Full Marks: 100**

**Pass marks: 50**

### **Course Description**

This practicum is designed to provide practical skills from the theory courses of healthy postnatal and newborn. This course will enable students to use knowledge, skill and professional behaviors for the total care of mother and newborn in the hospital, birthing center and home setting. This course mainly focused on normal conditions of postnatal mother and the care of healthy newborns. Students will provide holistic care to postnatal mother and newborn.

### **Clinical Objectives**

On completion of the clinical placement, the learners will be able to:

- Identify and arrange the equipment needed for the postnatal ward in any situation.
- Take a selective history, including details of pregnancy, labour and birth.
- Perform a focused physical examination of the postnatal mother.
- Assess for uterine involution and healing of lacerations and/or repairs.
- Initiate and support early breastfeeding (within the first hour).
- Teach mothers how to express breast milk, and how to handle and store expressed breast milk.
- Educate mother on care of self and newborn after childbirth.
- Educate mother on care of self and newborn after childbirth including signs and symptoms of impending complications, and community-based resources
- Educate a woman and her family on sexuality and family planning following childbirth
- Promote and maintain normal newborn body temperature through covering (e.g., blanket, cap), environmental control, and promotion of skin-to-skin contact
- Give appropriate care including kangaroo mother care to the low birth weight baby, and arrange for referral if potentially serious complications arise, or very low birth weight
- Perform a screening physical examination of the newborn for conditions incompatible with life

- Provide routine care of the newborn, in accord with local guidelines and protocols (e.g., identification, eye care, screening tests, administration of Vitamin K, birth registration)
- Educate parents about danger signs in the newborn and when to bring infant for care
- Educate parents about normal growth and development of the newborn infant and, and how to provide for day-to-day needs of the normal newborn

**Teaching/Learning Activities:**

1. Collect health history and examine the postnatal mother and newborn.
2. Formulate nursing/midwifery care plans.
3. Provide discharge teaching to the woman and family.
4. Provide routine care to postnatal woman and newborn.
5. Provide baby bath to eligible babies.
6. Give health teaching according to need of mother and baby.
7. Facilitate parent infant bonding for breast feeding.
8. Document all the events.
9. Establish inter-professional collaboration and team work

**Clinical Placement**

- Postnatal ward                      4 weeks

**Evaluation Scheme**

- Internal assessment (50%):    50 marks (Clinical assessment)
- Final examination (50%):    50 mark (OSPE and viva)

**Final Exam:**

- Total Marks: 50
- OSPE: 30 Marks
- VIVA: 20 Marks

**Requirements:**

After completion of the clinical placement the students will be able to achieve the following requirements:

- Post natal history and examination- 50 cases
- Post natal procedures: As per NNC requirement

- New born assessments: as per the NNC requirement
- Post natal visits at home- 5 minimum visits at home and submission of report.

S. N.	Activity	No. of Cases	Marks
1	Daily clinical performance		2.5
2	Perform health teaching	1	2.5
3	Examine postnatal mother	50	5
4	Perform newborn examination of baby	30	5
5	Perform baby bath	5	2.5
6	Support in newborn breast feeding	50	5
7	Perform peri care	5	2.5
8	Assist for helping mother survive (management of postpartum hemorrhage)	10	2.5
9	Provide essential newborn care	50	5
10	Condom Tamponade	5	2.5
11	Implant Insertion	5	2.5
12	Implant Remover	5	2.5
13	IUCD Insertion	5	2.5
14	IUCD Remover	5	2.5
15	Logbook	1	5
	<b>Total Marks</b>		<b>50</b>

# **SECOND YEAR**



## Master Plan for 2nd year

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Study Block												Public health for midwives						Vacation						Psychology & mental health	
27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
Study Block						Complex pregnancy					Complex Labour and Childbirth					Complex P.P. and Newborn				Revision		Final Exam			

S.N.	Subject	Weeks	Shift	Hours	<u>Weeks Distribution</u>
1.	Public Health & Midwives	6	6 weeks x 5 days x 6 hrs	180	Study Block = 18 weeks Clinical Field = 23 weeks Vacation = 6 weeks Revision = 2 weeks Final exam = 3 weeks
2.	Psychology & Mental Health	2	Morning (2 weeks x 5 days x 6 hrs)	60	
3.	Complex Pregnancy	5	Morning (3 weeks x 5 days x 6 hrs) Evening (2 weeks x 5 days x 6 hrs)	90 60	
4.	Complex Labour & Child Birth	5	Morning (3 weeks x 5 days x 6 hrs) Evening (2 weeks x 5 days x 6 hrs)	90 60	
5.	Complex P.P. & New Born	5	Morning (3 weeks x 5 days x 6 hrs) Evening (2 weeks x 5 days x 6 hrs)	90 60	

## NUTRITION (THEORY)

**Course Code No.: PCLB201**

**Total Hours: 50 (Theory 40 hours + Skill lab10 hours)**

**Credit Hours: 3**

**Placement: Second Year**

**Full Marks: 50**

**Pass Marks: 20**

### **Course Description**

This course discusses nutrition; role of nutrition in health; human needs of nutrients across life span; dietary patterns of the Nepalese population and factors affecting nutritional deficits within the Nepalese culture; food preservation; nutritional assessment, nutritional related-health problems including malnutrition and nutrient deficiency diseases and treatments; and nutritional support with modification based on individual differences, family and community context. Students will have an understanding of normal nutrition in relation to maintenance of health and prevention of nutritional deficits and nutritional related health problems within the Nepalese culture.

### **Course Objectives**

At the completion of the course, the students will be able to:

- Describe essential nutrients and consumptions.
- Explain the significance/roles of nutrition on health.
- Determine human needs of nutrients throughout the life span mostly during pregnancy and peripartum period.
- Determine nutrition standards and methods used to calculate food requirements.
- Describe elements of nutritional assessment.
- Identify signs, symptoms, causes and management and prevention of nutritional related health problems.
- Analyze factors influencing nutritional related health problems in Nepal.
- Explain about the measures for food safety and food security.
- Describe the impact of food adulteration on health of mother and fetus as well as newborn.
- Explain process of food preparation and preservation.
- Explain about various nutrition programmes of Nepal.

## Course contents

Unit	Objectives	Contents	Time Theory + Skill Lab	T/L Methods	T/L Media	Evaluation
<b>1. Food and Nutrition</b>	Describe relationship between nutrition and health.  List the significance/roles of nutrition on health.	1.1 Definition of nutrition, diet, dietetics 1.2 Relationship between nutrition and health <ul style="list-style-type: none"> <li>• Growth and development</li> <li>• Specific deficiencies</li> <li>• Resistance to infection</li> <li>• Mortality and morbidity</li> </ul> 1.3 Main function of food <ul style="list-style-type: none"> <li>• Provision of energy</li> <li>• Body building and repair</li> <li>• Maintenance and regulations of tissue functions</li> </ul>	4 hours	Interactive lecture and discussion  Group discussion	White board  LCD/PPT slides	Question and answer  Written examination
<b>2. Nutrients and balanced diet</b>	Describe essential nutrients and consumptions.	2.1 Definition, functions, classification, sources, deficiencies ) <ul style="list-style-type: none"> <li>• Macro nutrient: Protein, fats and carbohydrate</li> <li>• Micro nutrient: Vitamins and minerals</li> </ul> 2.2 Balanced diet: <ul style="list-style-type: none"> <li>• Definition,</li> <li>• Food Pyramid,</li> <li>• Constituent for balanced diet</li> </ul>	6 hours	Brain storming  Interactive lecture and discussion Group Discussion	White board  LCD/PPT slides	Question and Answers  Written examination Group presentation
<b>3. Nutritional requirements at different stages of life</b>	Determine human needs of nutrients throughout the life span. Determine nutrition standards	3.1 Recommended dietary Allowances (RDA) for different age groups 3.2 Nutritional requirement for different age group, Pre-pregnancy, Pregnant, lactating mother and children,	10 hours (Theory 6 hours+ Skill lab 4 hours)	Interactive lecture and discussion Group discussion	White board  LCD/PPT slides	Question and Answers  Group presentation

Unit	Objectives	Contents	Time Theory + Skill Lab	T/L Methods	T/L Media	Evaluation
	and method used to calculate food requirements.	3.3 Breast feeding Importance of breast milk and alternatives 3.4 Weaning and supplementary food, Preparation, packaging storage and shelf life of weaning food super flour (Sarbotam Pitho)		Simulation	Real materials  Simulation scenario	
<b>4. Nutritional status deficiency disorders</b>	Describe elements of nutritional assessment. List common nutrition related health problems of Nepal. Identify signs, symptoms, causes and management of nutritional related health problems.	4.1 Nutritional Assessment: <ul style="list-style-type: none"> <li>• Anthropometric: Height, Weight, MUAC etc.</li> <li>• Biochemical</li> <li>• Clinical</li> <li>• Dietary</li> </ul> 4.2 Factors influencing nutrition related health problems: <ul style="list-style-type: none"> <li>• Biological factors <ul style="list-style-type: none"> <li>- Age</li> <li>- Gender</li> <li>- Growth</li> <li>- Disease status</li> <li>- Genetic makeup</li> <li>- Food preferences</li> </ul> </li> <li>• Non-biological factors: <ul style="list-style-type: none"> <li>- Socio-economic: Poverty, social status, food adulteration/fortification</li> <li>- Socio-cultural factors: Religion , Culture, rituals, customs</li> </ul> </li> <li>• Environmental:</li> </ul>	10 hours (6 hours Theory +4 hours Skill lab)	Interactive lecture and discussion  Group discussion  Simulation	White board/ marker  LCD/ PowerPoint Presentation  Real materials: weighing machine, height measuring device, MUAC tapes.	Question and answer  Written examination

Unit	Objectives	Contents	Time Theory + Skill Lab	T/L Methods	T/L Media	Evaluation
	Analyze factors influencing nutritional related health problems in Nepal.	<ul style="list-style-type: none"> <li>- Availability and distribution of food</li> <li>- Sanitation and cleanliness</li> </ul> 4.3 Nutritional deficiencies: <ul style="list-style-type: none"> <li>• Malnutrition:               <ul style="list-style-type: none"> <li>- Underweight</li> <li>- Overweight</li> <li>- Stunting</li> <li>- wasting</li> <li>- Protein energy Malnutrition: kwashiorkor and marasmus</li> </ul> </li> <li>• Iron Deficiency Anemia</li> <li>• Vitamin A deficiency Disorders</li> <li>• Vitamin D deficiency Disorder</li> <li>• Iodine Deficiency Disorders</li> <li>• Calcium Deficiency Disorder</li> </ul>				
<b>5. Nutrition in community</b>	Explain about importance of kitchen garden.	5.1 Kitchen and Home garden 5.2 Food taboos 5.3 Food storage	2 hours	Interactive lecture and discussion  Group discussion	LCD/ Power-point Presentation	Question and Answers Written examination Group presentation
<b>6. Food safety and food security</b>	Explain about the measures for food safety food security.	6.1 Food hygiene and safety <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Methods</li> <li>• Food Enrichment and fortification</li> <li>• Practices in Nepal and its impact on health</li> </ul>	4 hours	Interactive lecture and discussion	LCD/ PPT Slides  White Boards	Question and Answers  Group presentation

Unit	Objectives	Contents	Time Theory + Skill Lab	T/L Methods	T/L Media	Evaluation
	Describe the impact of food adulteration.	6.2 Food adulteration <ul style="list-style-type: none"> <li>Define food adulteration and fortification</li> <li>Various food adulteration practices</li> <li>Public health significance of food adulteration</li> <li>Food act and laws</li> </ul>		Group discussion	Posters/Charts	
<b>7. Food preparation and food preservation</b>	Explain process of food preparation and preservation.	7.1 Diet Planning: based on Food guide pyramid, my pyramid, My Plate, Activity of daily living and RDA , Food intake 7.2 Preparation of special diet: <ul style="list-style-type: none"> <li>Normal Diet,</li> <li>Semisolid Diet</li> <li>Liquid Diet</li> </ul> 7.3 Methods of Food preservation : <ul style="list-style-type: none"> <li>Traditional techniques: Curing, Cooling, Freezing, Boiling, Heating, Sugaring, Pickling, Lye, Canning, Jellying, Jugging, Burial, and Fermentation</li> </ul> 7.4 Modern industrial techniques <ul style="list-style-type: none"> <li>Pasteurization</li> <li>Vacuum packing</li> <li>Artificial food additives</li> <li>Irradiation</li> <li>High-pressure food preservation</li> <li>Bio-preservation</li> <li>Hurdle technology</li> </ul>	8 hours ( 6 hours theory + 2 hours Skill lab)	Brain storming  Interactive lecture  Group discussion	LCD/PPT slides  White board/Marker  Video	Question and Answers at the end of the class  Unit test

Unit	Objectives	Contents	Time Theory + Skill Lab	T/L Methods	T/L Media	Evaluation
<b>8. Various nutrition programmes of Nepal</b>	Explain about various nutrition programmes of Nepal.	8.1 National Nutrition Policy and Strategy <ul style="list-style-type: none"> <li>• Multisectoral Nutrition Plan</li> <li>• Life cycle approach nutrition /Golden 1000 days</li> </ul> 8.2 National Nutrition programme <ul style="list-style-type: none"> <li>• Goals, Objectives and Targets</li> <li>• Programme Strategies               <ul style="list-style-type: none"> <li>- Control of protein energy malnutrition (PEM)</li> <li>- Household food security</li> <li>- Improved dietary practices</li> <li>- Infectious disease prevention and control</li> <li>- Control of vitamin A deficiency</li> <li>- Nutrition in emergencies</li> <li>- Low birth weight</li> </ul> </li> </ul>	6 hours	Interactive lecture and discussion	LCD/Power-point slides White board/ Markers Posters/Charts Handouts National protocols books	Question and answers

**Evaluation Scheme:**

Assessment method: Written Examination

Total Mark: 50

- Internal assessment: 10 (20% of total marks)
- Final examination: 40 (80 % of total marks)

## PHARMACOLOGY FOR MIDWIVES (THEORY)

**Course Code No.:PCLB202**

**Total Hours: 50 hours**

**Total Credit Hours: 3**

**Placement: Second Year**

**Full marks: 50**

**Pass marks: 20**

### **Course Description**

This course offers basic knowledge on pharmacology in relation to the fundamental concept of different drugs and the effects on different body systems. The course prepares the students for rational use of drugs in pregnancy, labor, childbirth, postpartum, breastfeeding and abortion services as per the pharmacokinetics, pharmacodynamics, contraindications and side-effects. The legal, ethical and professional frameworks underpinning drug administration and management are discussed in relation to midwifery practice.

### **Course objectives**

Upon completion of the course, the students will be able to:

- Explain the different terms and terminology of Pharmacology.
- Outline and discuss the legislative and regulatory frameworks that govern the use of medications by Midwives in Nepal.
- Explain the principles of absorption, metabolism, distribution and excretion of drugs
- Describe the mechanisms of action, interactions, contraindications, side effects, rational use of commonly used drugs in midwifery practice
- Describe the administration, storage and doses of drugs commonly used in midwifery practice
- Demonstrate proficiency in performing drug dose calculations.
- Describe essential and emergency drugs list and blood products.



## Course contents

Unit	Objectives	Content	Time allocation	T/L methods	T/L Media	Evaluation
<b>1. Introduction to Pharmacology</b>	Explain the concept of pharmacodynamics and pharmacokinetics.	1.1 Introduction 1.2 Terminology related to pharmacology Pharmaceutical <ul style="list-style-type: none"> <li>• Pharmacokinetics</li> <li>• Pharmacodynamics</li> </ul>	5 hours	Interactive lecture	White Board LCD/PPT slides	Question and answer
<b>2. Legislative and regulatory frameworks</b>	Outline and discuss the legislative and regulatory frameworks that govern the use of medications by Midwives in Nepal	2.1. Introduction <ul style="list-style-type: none"> <li>• Legislation governing drug use in health care in Nepal</li> <li>• Regulation of drug supply and use.</li> </ul>	3 hours	Interactive Lecture and discussion  Group Discussion	White Board LCD/PPT slides Posters/charts National protocols books	Written test
<b>3. Physiology</b>	Explain the principles of absorption, metabolism, distribution and excretion of drugs	3.1 Absorption 3.2 Metabolism 3.3 Distribution 3.4 Excretion of drugs	6 hours	Interactive Lecture  Group Discussion	White board, LCD/PPT Posters/charts National protocols books	Quiz  MCQ
<b>4. Commonly used drugs in midwifery practice.</b>	Describe the mechanisms of action, interactions, contraindications, side effects, rational use of	4.1 Drugs in pregnancy <ul style="list-style-type: none"> <li>• Nutritional supplements</li> <li>• Laxatives and management of gastric acidity</li> </ul> 4.2 Drugs and the immune system <ul style="list-style-type: none"> <li>• Immunisation</li> <li>• Antimicrobial agents</li> </ul>	20 hours	Interactive Lecture  Group Discussion	White board, LCD/PPT slides	Written test  Group presentation

	commonly used drugs in midwifery practice	<p>4.3 Pre-existing and medical disease in pregnancy</p> <ul style="list-style-type: none"> <li>• Hypertension</li> <li>• Diabetes</li> <li>• Coagulation disorders</li> <li>• Cardiovascular disorders</li> <li>• Asthma</li> <li>• Thyroid disorders</li> <li>• Epilepsy</li> <li>• Malaria</li> <li>• TB</li> </ul> <p>4.4 Drugs in labour</p> <ul style="list-style-type: none"> <li>• Pain relief</li> <li>• Antiemetics</li> <li>• Uterotonics</li> <li>• Tocolytics</li> <li>• Anaesthesia</li> <li>• Corticosteroids for preterm labor</li> </ul> <p>4.5 Drugs and mental health</p> <ul style="list-style-type: none"> <li>• Antidepressants</li> <li>• Antipsychotics</li> </ul> <p>4.6 Contraceptives</p>			Simulation scenario and checklist  Case studies	
<b>5. Administration, storage and doses of Drugs</b>	Describe the administration, storage and doses of drugs commonly used in midwifery practice	<p>5.1 Drugs Names: types (generic and trade name)</p> <p>5.2 Storage of drugs and vaccines: Cold chain</p> <p>5.3 Route of drug administration</p> <p>5.4 Principles of drug administration (10Rs)</p> <p>5.5 Documentation</p>	6 hours	Interactive Lecture  Group Discussion	White board, LCD/PPT slides  Posters/charts National protocols books	Written test  Group presentation

		5.6 Medication error : definition and prevention				
<b>6. Drug calculations</b>	Demonstrate proficiency in performing drug dose calculations.	6.1 Method of drug calculation: 6.2 Oral medicines 6.3 Injections 6.4 Intravenous administration 6.5 Vaginal administration	4 hours	Interactive Lecture  Group Discussion	White board, LCD/PPT slides	Quiz MCQ
<b>7. Essential and emergency drugs list and blood products</b>	Describe essential and emergency drugs list and blood products	7.1 Introduction: <ul style="list-style-type: none"> <li>• List of National essential drugs</li> <li>• List of Emergency Drugs</li> </ul> 7.2 Blood and blood components (review) <ul style="list-style-type: none"> <li>• Different types of blood products</li> <li>• Blood transfusion</li> </ul>	6 hours	Interactive Lecture  Group presentation	White Board LCD/PPT Slides  National guidelines/ protocols	Question and answer

### Evaluation Scheme

**Assessment method:** Written Examination

**Total Mark:** 50

- Internal assessment: 10 (20% of total marks)
- Final Examination: 40 (80 % of total marks)

### References

- Tripathi, K.D. (2018). *Essentials of pharmacology* (8th ed.) India: Jaypee Brothers Medical Publishers.
- Marshall, J., & Raynor, M. (2014) *Myles Textbook for Midwives* (16th ed.) London, UK: Churchill Livingstone.
- Macdonald, S. & Johnson, G. (2017) *Mayes Midwifery* (15<sup>th</sup>ed.) Edinburgh, London, UK: Elsevier.
- TuiTui, R, Suwal SN (2018) *Pocket book of drugs* (7th edition) Makalu publication.
- TuiTui, R *Manual of Midwifery Part I, II & III* (13th ed.) Bhotahity, Nepal: Vidhrathi Publication.
- WHO (2017) *Managing complications in pregnancy and childbirth: a guide for midwives and doctors* (2nd ed.) Geneva, Switzerland: WHO.

## **SOCIAL SCIENCE AND HEALTH PROMOTION (THEORY)**

**Course Code No.: PCLG203**

**Total hours: 50 hours**

**Credit Hours: 3**

**Placement: Second Year**

**Full Marks: 50**

**Pass marks: 20**

### **Course Description**

This course offers an introduction to sociology applied in midwifery. It provides basic information about various dimension of health, wellbeing, social determinants of health, culture and midwife practices, professional skills and ethics, values and human rights relationship between midwife in service delivery and service users and team work and health promotion education in midwifery profession.

### **Course Objectives**

After completion of this course, students will be able to

- Describe concept of Sociology and Anthropology and social determinants of health
- Discuss and analyze the culture and its relation to health and maternal health care practices
- Explain the women status in family life, gender issues in its effects in maternal health
- Describe professional skills and ethics, values and human rights in midwife practices in both community and clinical setting
- Describe the process to lead health service with team work
- Discuss concept and importance of Health Promotion and Education
- Describe various types of methods and media use in health promotion and education program in various setting
- Plan, implement and evaluate behavior change communication program and health education program in various setting.

## Course Contents

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Aids	Evaluation
<b>1. Introduction to Sociology, Anthropology and social determinants of health</b>	<p>Define sociology and anthropology and its importance in midwifery</p> <p>Explain the concept of health and disease</p> <p>Describe dimensions of health</p> <p>Explain social determinants of health</p>	<p>1.1 Sociology and Anthropology: Definition and its importance in midwifery</p> <p>1.2 Concept of health and disease</p> <ul style="list-style-type: none"> <li>• Definition of health, wellness, well-being, disease and illness (WHO)</li> <li>• Health and illness</li> <li>• Family structure and functions of family</li> </ul> <p>1.3 Dimensions of health</p> <ul style="list-style-type: none"> <li>• Physical, Mental, Social, Psychological, Spiritual, Emotional and Vocational</li> </ul> <p>1.4 Social determinants of health (WHO 2011)</p> <ul style="list-style-type: none"> <li>• Individual lifestyle factors: Age, sex and hereditary factors</li> <li>• Social and community networks</li> <li>• General socio-economic, cultural and environmental conditions</li> <li>• Agriculture and food production</li> <li>• Education</li> <li>• Living and working conditions</li> <li>• Unemployment</li> <li>• Water and sanitation</li> <li>• Access to health care service</li> <li>• Housing</li> </ul> <p>1.5. Importance of social determinants of health</p>	10 hours	<p>Interactive lecture and discussion</p> <p>Group discussion</p> <p>Brain storming</p> <p>Demonstration</p>	<p>LCD/PPT slides</p> <p>White boards</p> <p>Handouts</p>	<p>Question and answers</p> <p>Group presentation</p>

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Aids	Evaluation
	Explain importance of social determinants of health	<ul style="list-style-type: none"> <li>• Social determinants predict the greatest proportion of health status variance (health inequity)</li> <li>• Social determinants of health structure health behaviors</li> <li>• Social determinants of health interact with each other to produce health</li> </ul>				
<b>2. Introduction to culture and health practices</b>	<p>Explain culture and health practices</p> <p>Describe cultural norms and practices in women's health needs</p>	<p>2.1. Introduction to culture and health practices</p> <ul style="list-style-type: none"> <li>• Local culture and beliefs</li> <li>• Culture and religious beliefs,</li> <li>• Health care seeking practices of women for maternal health care</li> <li>• Traditional and modern health practices (beneficial and harmful)</li> </ul> <p>2.2. Culture norms and practices in women's health needs</p> <ul style="list-style-type: none"> <li>• Cultural norms and practices related to sexuality</li> <li>• Culture and beliefs related to birth, family planning and childrearing</li> <li>• Traditional practices –Useful and harmful (e.g.- During Menstruation, pregnancy, delivery and postpartum period)</li> <li>• Food taboo during pregnancy, delivery, post-partum period and lactation</li> </ul>	5 hours	<p>Interactive lecture</p> <p>Group work</p> <p>Interactive lecture</p> <p>Brain storming</p> <p>Group work</p> <p>Demonstration</p>	PPT slides White boards handouts	<p>Question and answer</p> <p>Discussion and presentation in group</p>
<b>3. Introduction to women</b>	Explain women's status and gender	3.1. Introduction to family life in Nepal	10 hours	Interactive lecture	PPT slides	Question and answers

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Aids	Evaluation
<b>status in family life and gender issues in maternal healthcare</b>	value in Nepalese society and its relationship between family members.	<ul style="list-style-type: none"> <li>• Women’s status and gender values in Nepalese society and its relationship between the status of women in family and their childbirth</li> </ul> <p>3.2. Terminologies</p> <ul style="list-style-type: none"> <li>• Gender, Sex, Sexuality, Gender equity, Gender equality, Gender relation, Gender orientation, Gender identity, Gender Characteristics: Femininity, Masculinity, Gender roles, Sex roles, Gender discrimination</li> </ul> <p>3.3. Status and role of women/Adolescence and girl child in Nepal and its impact in the various life stages:</p> <ul style="list-style-type: none"> <li>• Intrauterine, Neonatal, Infancy and childhood, Adolescence, Adulthood and Elderly</li> </ul> <p>3.4. Gender barriers to accessing health care services</p> <ul style="list-style-type: none"> <li>• Economic barriers: inability to afford health care services;</li> <li>• Social barriers such as stigma that attaches to certain illnesses such as HIV/AIDS and deters people from accessing health services; and</li> <li>• Health system barriers such as a shortage of health services and health care workers across the country)</li> </ul>		Group work  Interactive lecture  Brain storming Group work Demonstration	White boards handouts	Discussion and presentation in group

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Aids	Evaluation
		<ul style="list-style-type: none"> <li>Geography barrier and social group (caste ethnic group)</li> </ul>				
<b>4. Professional skills and ethics, values and human rights</b>	<p>Explain communication skills</p> <p>Describe professional ethics</p>	<p>4.1. Communication skill (verbal, nonverbal)</p> <ul style="list-style-type: none"> <li>Courteous, non-judgmental, Non-discriminatory,</li> <li>Respectful maternity care recognizing culture and customs, regardless of status, ethnic origin or religious belief</li> <li>Listening skill</li> <li>Feedback skill</li> </ul> <p>4.2. Professional ethics</p> <ul style="list-style-type: none"> <li>Informed choices about women's health,</li> <li>Referral or transfer to other health care providers or facilities for continued care</li> <li>Referral methods and resources relating to women's rights and health (e.g., domestic violence, obstetric violence)</li> <li>Maintains the confidentiality of all information shared by the woman;</li> <li>Communicates essential information between/among other health providers or family members only with explicit permission from the woman and compelling need</li> <li>Respect right to refuse testing or intervention</li> </ul>	5hours	<p>Interactive lecture and discussion</p> <p>Group discussion</p> <p>Brain storming Demonstration on communication and listening skill</p>	<p>LCD/ PPT slides</p> <p>White board/ Markers</p> <p>handouts</p>	<p>Question and answers</p> <p>Group presentation</p> <p>Unit test</p>



<b>Unit</b>	<b>Objectives</b>	<b>Contents</b>	<b>Time allocation</b>	<b>T/L Method</b>	<b>T/L Aids</b>	<b>Evaluation</b>
<b>5. Leadership and team work in service delivery</b>	Illustrate different components needed for leadership and team work in service delivery.	5.1 Networking with health and non-health stakeholders 5.2 Coordination meeting organization 5.3 Advocacy to bring policy with local authority and concerned health authority 5.4 Report writing and sharing to stakeholders	5 hours	Interactive lecture and discussion Group discussion Brain storming Demonstration	PPT slides White boards handouts	Question and answers Unit test
<b>6. Health Promotion and Education</b>	Explain different methods of health promotion and educations	6.1 Definition: Health promotion and Health education 6.2 Importance of Health promotion and health education in midwifery <ul style="list-style-type: none"> <li>• Objectives</li> <li>• Principles</li> <li>• Contents</li> </ul> 6.3. Methods of health promotion and education: Introduction, purposes, advantages, disadvantages and process <ul style="list-style-type: none"> <li>• Individual</li> <li>• Group</li> <li>• Mass</li> </ul> 6.3.1 Individual Method <ul style="list-style-type: none"> <li>- Interview</li> <li>- Counseling</li> </ul> 6.3.2 Group Methods <ul style="list-style-type: none"> <li>- Small group discussion</li> <li>- Focused group discussion</li> </ul>	15 hours	Interactive lecture Group work Interactive lecture Brain storming Group work Demonstration	PPT slides White boards handouts	Question and answers Unit test

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Aids	Evaluation
		<ul style="list-style-type: none"> <li>- Role play</li> <li>- Demonstration</li> <li>- Field trips</li> <li>- Brain storming</li> <li>- Panel discussion</li> <li>- Problem solving</li> <li>- Symposium</li> <li>- Seminar</li> <li>- Workshop</li> </ul> <p>6.3.3. Mass methods</p> <ul style="list-style-type: none"> <li>- Health campaign</li> <li>- Advertisement</li> <li>- Display board as teaching board</li> <li>- Electronic projected aid</li> <li>- Lectures</li> <li>- Exhibition</li> </ul> <p>6.4 Media of health promotion and education</p> <p>Media: Definition, purpose and type</p> <ul style="list-style-type: none"> <li>• Auditory aids <ul style="list-style-type: none"> <li>- Radio,</li> <li>- Mobile phone</li> </ul> </li> <li>• Visual aids <ul style="list-style-type: none"> <li>- Black/white board with chalk/marker</li> <li>- Bulletin board</li> <li>- Over Head Projector (OHP)</li> </ul> </li> <li>• Audio-visual aids <ul style="list-style-type: none"> <li>- Multimedia Projector</li> <li>- Television</li> </ul> </li> </ul>				

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Aids	Evaluation
		<p style="text-align: center;">- Video</p> <p>6.5 Use of methods and media for health promotion and education</p> <ul style="list-style-type: none"> <li>• Criteria for selecting methods and media of health education</li> <li>• Feasibility and practicability</li> <li>• Nature of audience</li> <li>• Peoples attitude and belief</li> <li>• Acceptability</li> <li>• Subject or purpose of teaching</li> </ul> <p>6.6 Evaluation of health promotion and education</p> <ul style="list-style-type: none"> <li>• Importance</li> <li>• Methods/Ways</li> <li>• Subject matter</li> <li>• Time</li> <li>• Technique</li> </ul> <p>6.7 Behavior Change Communication</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Planning, implementation and evaluation of BCC program in health institution</li> <li>• Health education content related to sexual and reproductive health using National BCC strategy</li> </ul> <p>6.8 Communication and counseling</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Inter and intrapersonal communication</li> </ul>				

## Evaluation Scheme:

Assessment method: Written Examination

Total Mark: 50

- Internal assessment: 10 (20% of total marks)
- Final Examination: 40 (80 % of total marks)

## References

- Bista, Dor Bahadur, *People of Nepal* (1972), Kathmandu: Ratna Pustak Bhandar
- पाण्डेय, मधुसूदन, नेपालका जनजातिहरू (२०६०), काठमाडौं : पैरवी प्रकाशन
- खत्री, प्रेमकुमार, नेपालमा मावनशास्त्र तथा समाज शास्त्र (), काठमाडौं : भुँडी पुराण प्रकाशन
- न्यौपाने, गोविन्द, नेपालको जातीय प्रश्न : सामाजिक बमोट र साभेदारीको सम्भावना (२००५), काठमाडौं : सेन्टर फर डेभलपमेन्ट स्टडिज
- Pradhan HB. (2003). A Textbook of health education, 4th Edition, Educational enterprises.
- Social behavioural change communication skills
- Gartaula RP (1998). An introduction to medical sociology and anthropology, first edition.
- Dixit M. Culture and taboos on care of mother after delivery among different ethnic group in Nepal.

## FOUNDATION OF MIDWIFERY II (THEORY)

**Course Code No: PCLM204**

**Total Hours: 100 (Theory 90 hours+10 skill lab)**

**Total Credit Hours: 6**

**Placement: Second Year**

**Full Marks: 100**

**Pass Marks: 40**

### **Course Description**

This course is designed to further development of midwifery student's knowledge, skills and behaviours in providing safe and effective midwifery care for women and their newborn. Additionally, this course enables the student to strengthen an understanding of the role of the midwife, within the community and facility based maternity services, regionally and globally. The student will gain further skills in clinical decision making and reflective practice.

### **Course Objectives**

At the completion of the course, the students will be able to:

- Discuss the development of the professional midwife's role in supporting maternal and newborn health services in Nepal.
- Review the effective communication to enhance team work and inter-professional collaboration.
- Discuss the development of continued self-awareness and ability to be a reflective practitioner.
- Describe the ethics in midwifery and its principles.
- Identify the values and professional behaviors of the midwife.
- Explain the legal issues in midwifery within the context of Nepal.
- Identify stress and strategies for managing stress in professional and personal development.
- Explain the assessment of needs in client care.
- Discuss the regulatory mechanism for midwives in Nepal
- Explore the role of the midwives association in Nepal.
- Describe the ICM global standard for midwifery and its essential competencies for basic midwifery practice.

## Course Contents

Unit	Objectives	Contents	Time allocation	T/L methods	T/L media	Evaluation
<b>1. Role of professional Midwife in the national health care delivery system</b>	<p>Discuss the professional midwife's role in supporting maternal and newborn health services in Nepal</p> <p>Explain the importance of national RH protocols and other tools for MNH.</p>	<p>1.1. Role of the professional midwives in national health care delivery system</p> <ul style="list-style-type: none"> <li>• HP with Birthing centre</li> <li>• PHCCs</li> <li>• Primary Hospitals- A, B</li> <li>• Secondary hospitals</li> <li>• Tertiary hospitals</li> </ul> <p>1.2 Role of the Midwife</p> <ul style="list-style-type: none"> <li>• Partnership with women,</li> <li>• Education and counselling,</li> <li>• Care provider,</li> <li>• Manager,</li> <li>• Collaborator</li> <li>• Researcher,</li> <li>• Enumerator etc</li> </ul> <p>1.3 National RH clinical protocol for nurses and midwives and MNH Quality Improvement Tools (QI) – move to L/M 3rd year group decides</p>	6 hours	<p>Interactive Lecture and discussion</p> <p>Discussion</p> <p>Experience sharing</p>	<p>LCD and Power-point</p> <p>Hands out</p> <p>Copy of protocol and tools</p>	<p>Question and answer</p>
<b>2. Effective Communication and counselling</b>	<p>Review the skills for effective communication in midwifery practice.</p>	<p>2.1 Communication: ( Review from Foundation of midwifery I)</p> <p>2.2. Communication and relationship with women /spouse, family and team.</p> <p>Process:</p> <ul style="list-style-type: none"> <li>• Respectful</li> <li>• Non-violence</li> </ul>	<p>8 hours</p> <p>(4 hours theory+4 skill lab)</p>	<p>Lecture and discussion,</p> <p>Simulation</p> <p>Role Play</p>	<p>Power-point</p> <p>Simulation scenario</p>	<p>Question and Answer</p> <p>MCQ</p>

Unit	Objectives	Contents	Time allocation	T/L methods	T/L media	Evaluation
	Explain the various method of documentation and its importance.	<ul style="list-style-type: none"> <li>• Therapeutic</li> </ul> 2.3 Documentation: Definition, Purposes, principles and importance 2.4 Communication skills in breaking the bad news 2.5 Communication in challenging circumstances <ul style="list-style-type: none"> <li>• Violent situations and clients experiencing bereavement etc</li> </ul>		Documentation practice in the class room  Example from OCMC unit	Checklist  Interactive lecture  Discussion  Video show	
<b>3. Inter-professional Collaboration and team work</b>	Explain the importance of inter-professional collaboration for maternity care.	3.1 Inter-professional Collaboration; Co-ordination and Team work <ul style="list-style-type: none"> <li>• Definition</li> <li>• Importance</li> </ul> 3.2 Team work: <ul style="list-style-type: none"> <li>• Definition</li> <li>• Team membership</li> <li>• Benefits of team working</li> <li>• Challenges to building an effective team</li> </ul>	8 hours  (6 hours theory+2 hours skill lab)	Iterative Lecture and discussion	Power-point  Simulation scenario  Checklist	Question and Answer  MCQ
<b>4. Self-awareness Development</b>	Discuss the development of continued self-awareness and ability to be a	4.1 Self-awareness development skills <ul style="list-style-type: none"> <li>• Definition</li> <li>• Reflection on practice</li> <li>• Developing a reflective portfolio</li> <li>• Models of reflection</li> </ul>	6 hours	Interactive lecture  Group work	Power point  Video	Question and Answers

Unit	Objectives	Contents	Time allocation	T/L methods	T/L media	Evaluation
	reflective practitioner.			Case studies		
<b>5. Midwifery Care Process</b>	<p>Discuss the steps of midwifery care process.</p> <p>Demonstrate clinical decision making and be accountable for the use of evidence to inform practice.</p>	<p>5.1 Midwifery Care Process(review)</p> <p>Steps of Midwifery Process</p> <ul style="list-style-type: none"> <li>• Assessment of woman <ul style="list-style-type: none"> <li>- History taking</li> <li>- Physical examination</li> <li>- Review reports</li> <li>- Laboratory Findings</li> </ul> </li> <li>• Decisions-making: <ul style="list-style-type: none"> <li>- Organization of data for midwifery diagnosis <ul style="list-style-type: none"> <li>▪ Decision making:</li> <li>▪ Models of clinical decision making</li> <li>▪ Clinical cues</li> <li>▪ Hypothesis development</li> <li>▪ Midwifery diagnosis</li> </ul> </li> </ul> </li> <li>• Planning: <ul style="list-style-type: none"> <li>- Prioritizing Need for action</li> <li>- Determining which needs will be resolved</li> <li>- Need for consultation or referral</li> </ul> </li> <li>• Implementation: <ul style="list-style-type: none"> <li>- Timely, appropriate, safe midwifery care provided with compassion and cultural sensitivity,</li> </ul> </li> <li>• Evaluation:</li> </ul>	<p>12 hours</p> <p>(8 hours theory+4 hours skill lab)</p>	<p>Interactive lecture</p> <p>Group Work</p> <p>Simulation</p>	<p>PowerPoint</p> <p>Simulation scenario</p> <p>Checklist</p>	<p>Question and answer</p> <p>Written test</p>



Unit	Objectives	Contents	Time allocation	T/L methods	T/L media	Evaluation
		- Assessing the impact of decision making in achieving improvement in client wellbeing				
<b>6. Midwifery ethics and laws</b>	Describe midwifery code of ethics and its principles.  Explain the ethical issues related to maternity care.	6.1 ICM code of ethics for midwives <ul style="list-style-type: none"> <li>• Midwifery Relationships</li> <li>• Standards of practice for Midwifery</li> <li>• Accountability</li> </ul> 6.3 The Professional responsibilities of Midwives <ul style="list-style-type: none"> <li>• Advancement of midwifery knowledge and practice</li> </ul> 6.4 Midwifery code of ethics <ul style="list-style-type: none"> <li>• Ethical values and norms</li> <li>• Ethical guidelines</li> <li>• Ethical issues and dilemma in midwifery</li> <li>• Process of ethical decision making</li> </ul>	12 hours	Lecture and discussion  Simulation	Power-point presentation  Simulation scenario  Checklist	Question and answer
<b>7. Legal issues in Midwifery</b>	Explain the legal issues in midwifery within the context of Nepal	7.1 Legal protection for midwives <ul style="list-style-type: none"> <li>• Concept of Law</li> <li>• Common Legal terminologies <ul style="list-style-type: none"> <li>- Liability</li> <li>- Negligence</li> <li>- Malpractices</li> <li>- Assault</li> <li>- Battery</li> <li>- Bill</li> <li>- Crime</li> <li>- Tort</li> </ul> </li> </ul>	6 hours	Lecture and discussion  Case scenario	Power-point presentation	Question and Answer  MCQ

Unit	Objectives	Contents	Time allocation	T/L methods	T/L media	Evaluation
		7.2 Types of law (Constitutional Laws, civil law, Good Samaritan law and others) 7.3 Legal protection for midwife				
<b>8. Cardio Pulmonary Resuscitation</b>	Describe the adult cardio-pulmonary resuscitation (CPR),	8.1 Cardio Pulmonary Resuscitation: <ul style="list-style-type: none"> <li>• Definition,</li> <li>• Purposes,</li> <li>• Principles</li> <li>• Procedure.</li> </ul>	4 hours	Interactive Lecture and discussion  Simulation	PPT slides/ LCD  Simulation scenario  Checklist	Peer evaluation  Written test
<b>9. Perioperative care</b>	Explain the perioperative care of a woman undergoing for operative procedure.	Perioperative care for obstetric operations 9.1 Women preparation: <ul style="list-style-type: none"> <li>• physical, psychological</li> <li>• Pre- operative medication</li> <li>• Inform written consent</li> <li>• Preoperative teaching</li> <li>• Pre-operative checklist</li> </ul> 9.2 Intra-operative care <ul style="list-style-type: none"> <li>• Role and responsibilities of midwives in operation theatre</li> </ul> 9.3 Post-operative care <ul style="list-style-type: none"> <li>• Immediate care: Care at recovery room</li> <li>• Post- operative checklist</li> <li>• Care during 24 hour</li> <li>• Care in surgical ward</li> <li>• Discharge teaching/follow up care</li> </ul>	(10 hours theory + 2 hours skill lab)		Hands out	

<b>Unit</b>	<b>Objectives</b>	<b>Contents</b>	<b>Time allocation</b>	<b>T/L methods</b>	<b>T/L media</b>	<b>Evaluation</b>
<b>10. Stress and crisis</b>	Identify stress and strategies for managing stress in professional and personal development	10.1 Definition: Stress, stressor, crisis, coping mechanism and adaptation <ul style="list-style-type: none"> <li>• Causes and effects of stress for midwife and women</li> </ul> 10.2 Crisis and loss <ul style="list-style-type: none"> <li>• Definition, Phases</li> <li>• Crisis of separation and loss</li> <li>• Methods of dealing with crisis- midwives role in stress and crisis reduction</li> <li>• Adaptation mechanism</li> </ul>	6 hours	Interactive Lecture  Discussion	Power-point presentation  Role play scenario	Question and answer
<b>11. Fundamental Human Right</b>	Identify the fundamental human rights and woman's right.	11.1 Fundamental Human Rights <ul style="list-style-type: none"> <li>• Professional Right (Midwives)</li> <li>• Reproductive Rights</li> <li>• Constitutional Rights( review from 3rd year)</li> </ul>	4 hours	PPT	Leaflets  Hands out	
<b>12. Maslow's Hierarchy of Needs</b>	Explain the assessment of needs in client care	12.1 Maslow's hierarchy of needs of women <ul style="list-style-type: none"> <li>• Physiological needs</li> <li>• Safety and security needs</li> <li>• Love and belongings needs</li> <li>• Self - esteem needs</li> <li>• Self-actualization needs</li> </ul>	4 hours	Interactive lecture  Group Discussion	Power-point	Question and Answers
<b>13. Global Standards for Midwifery</b>	Appreciate the ICM global standard for midwifery	13.1 ICM Global Standards for: <ul style="list-style-type: none"> <li>• Education</li> <li>• Regulation</li> <li>• Association</li> <li>• Service provision</li> </ul>	6hours	Interactive lecture  Group Discussion	Power-point Poster Leaflets	Question and Answers

Unit	Objectives	Contents	Time allocation	T/L methods	T/L media	Evaluation
					ICM New letter	
<b>14. Midwifery in Nepal and South Asia</b>	Recognise the challenges for the development of the midwifery profession in Nepal and Asia.	15.1 Status of Professional midwifery in Nepal and South Asia 15.2 Challenge to the development of the midwifery profession <ul style="list-style-type: none"> <li>Nationally, regionally and globally. Addressed in Foundation I , so delete from here.</li> </ul> 15.3 Future opportunities for midwifery in Nepal- need to move to Professional development, group to decide	6 hours	Interactive lecture Group work	Power point	Question and Answers
		<b>TOTAL HOURS</b>	<b>100 hours</b>			

### Evaluation Scheme:

Assessment method: Written Examination

Total Mark: 100

- Internal assessment: 20 (20% of total marks)
- Final Examination: 80 (80 % of total marks)

### References

- Carter, A.G., Creedy, D .K, & Sidebotham, M. (2017). Critical thinking skills in midwifery practice: Development of a self-assessment tool for students. *Midwifery* 50: 184-192.
- Carole, E., & Ransolina, M. (2012)
- Communication skill for midwives. 1st edition. Open University Press.
- Foster, I.R., and Lasser, J. (2010). *Professional Ethics in Midwifery Practice*, Jones & Bartlett Learning

- Fullerton, J.T., & Thompson J.B., (2005). Examining the evidence for the International Confederation of Midwives' essential competencies for midwifery practice. *Midwifery*, 21(1), 2-13.
- International Confederation of Midwives. (2015). *Midwifery Services Framework: Guidelines for developing SRMNAH services by midwives*.
- International Confederation of Midwives. (2014). *International Code of Ethics for Midwives*, Prague..
- International Confederation of Midwives. (2011). *Midwifery: An Autonomous Profession*, Adopted at Brisbane International Council meeting, 2005 Revised and adopted at Durban International Council meeting. Accessed from <http://internationalmidwives.org/assets/uploads/documents>.
- Jacob, A. (2012). *A Comprehensive Textbook of Midwifery and Gynecological Nursing*. (3<sup>rd</sup> Edition), Jaypee Brothers Medical Publishers, New Delhi.
- Johnson, R., and Taylor, W. (2016). *Skills for midwifery practice*, 4<sup>th</sup> Edition. Edinburgh.
- King, T.L., Laors R.K., & Parer, J.T. (2012). Inter-professional Collaborative Practice in Obstetrics and Midwifery. *Journal of Obstetrics and Gynecology Clinics*, 39(3):411-422.
- Smith, D.C. (2014). Midwife–Physician Collaboration: A Conceptual Framework for Inter-professional Collaborative Practice. *Journal of Midwifery and Women's Health*, 60(2):128-139.
- Tharpe, N.L., Farley, C.L., Jordan, R.G. (2017). *Clinical Practice Guidelines for Midwifery & Women's Health*. (5<sup>th</sup> Edition). Jones & Bartlett Learning, London. Jacob, A. (2012).
- White ribbon alliance (2012) *respectful maternity care: the universal rights of child bearing women*. White ribbon alliance, Washington.
- *A Comprehensive Textbook of Midwifery and Gynecological Nursing*. (3rd Edition).Jaypee Brothers Medical Publishers, New Delhi.
- Johnson, R., and Taylor, W. (2016). *Skills for midwifery practice*, (4th Edition). Edinburgh.
- King, T.L., Laors R.K., & Parer, J.T. (2012). Inter-professional Collaborative Practice in Obstetrics and Midwifery. *Journal of Obstetrics and Gynaecology Clinics*, 39(3):411-422.
- Windau, M., & Tamara. (2013). *A Guide for Advocating for Respectful Maternity Care: Futures Group, Health Policy Project*. Washington DC.

## **PUBLIC HEALTH FOR MIDWIVES (THEORY)**

**Course Code No: PCLM205**

**Total hours: 150 hours (Theory 126 hours + Skill lab 24 hours)**

**Total credit hours: 10**

**Placement: Second year**

**Full marks: 100**

**Pass marks: 40**

### **Course Description**

This course has been designed to develop necessary knowledge and skills in midwifery practices and make them competent to work independently in public health setting according to the country context to provide care to mother and newborn and refer them to for complication related management.

### **Course Objectives**

After successful completion of this course, the students will be able to:

- Explain dimension and determinants of health
- Explain the concept, elements and principle of PHC including its revitalization after 2000 AD
- Discuss the importance of community based care in relation to maternal and neonatal health.
- Discuss on various types vaccines under NIP program in Nepal and ways of providing these vaccines.
- Describe the various epidemiological approach used in community midwifery.
- Describe the vital and health statistics including its sources and uses.
- Discuss the community participation and process of community diagnosis.
- Explain the concept of health education including methods and media used for health education.
- Explain environmental health and sanitation including water and waste management.
- Describe the global strategy in maternal and newborn health and universal health coverage.
- Explain about disaster management cycle and reproductive health services in crisis.

## Course Contents

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
<b>1. Introduction to Health</b>	Explain the concept and determinants of health and responsibility on health	<p>1.1 Concept of health and disease</p> <ul style="list-style-type: none"> <li>• Definition of health, disease and illness by WHO</li> <li>• Spectrum of health and illness</li> </ul> <p>1.2 Dimension of health</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Mental</li> <li>• Psychological</li> <li>• Social</li> <li>• Spiritual</li> </ul> <p>1.3 Social determinants of health (WHO, 2011)</p> <ul style="list-style-type: none"> <li>• Individual lifestyle factors: Age, sex and hereditary factors</li> <li>• Social and community networks</li> <li>• General socio-economic, cultural and environmental conditions               <ul style="list-style-type: none"> <li>- Agriculture and food production</li> <li>- Education</li> <li>- Work environment</li> <li>- Living and working conditions</li> <li>- Unemployment</li> <li>- Water and sanitation</li> <li>- Health care services</li> <li>- Housing</li> </ul> </li> <li>• Importance of social determinants of health               <ul style="list-style-type: none"> <li>- Social determinants of health have a direct impact on health</li> </ul> </li> </ul>	12hours	<p>Brain storming</p> <p>Interactive lecture and discussion</p> <p>Small Group Discussion</p>	<p>LCD/Power point slides</p> <p>White board/markers</p>	<p>Question and answers</p> <p>Written test</p> <p>Group presentation</p>

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
		<ul style="list-style-type: none"> <li>- Social determinants predict the greatest proportion of health status variance (health inequity)</li> <li>- Social determinants of health structure health behaviours</li> <li>- Social determinants of health interact with each other to produce health</li> </ul> <p>1.4 Public and community health</p> <ul style="list-style-type: none"> <li>• Definition community health, public health, population health</li> <li>• Definition of community midwife</li> <li>• Goals/Job description of community midwife (<i>Details in third year, Leadership and management for midwives</i>)</li> <li>• Essential competencies for community midwives in Nepal</li> </ul> <p>1.5 Level of prevention</p> <ul style="list-style-type: none"> <li>• Primary prevention</li> <li>• Secondary prevention</li> <li>• Tertiary prevention</li> </ul> <p>1.6 Level of intervention</p> <ul style="list-style-type: none"> <li>• Individual-focused (personal health)</li> <li>• Community-focused (population or sub-group)</li> <li>• System-focused (policy and law, rules, regulations, procedures, guidelines)</li> </ul> <p>1.7 Responsibility to maternal and newborn health promotion</p>				



Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
		<ul style="list-style-type: none"> <li>• Individual/family responsibility</li> <li>• Community responsibility</li> <li>• State/National responsibility</li> </ul> 1.8 Major roles and functions of midwife in community/public health setting <ul style="list-style-type: none"> <li>• Clinician as a care/service provider</li> <li>• Educator</li> <li>• Advocate</li> <li>• Collaborator</li> <li>• Leader</li> <li>• Researcher</li> <li>• Change agent</li> </ul>				
<b>2. Primary Health Care</b>	Discuss the elements, principles and role of midwife in Primary Health Care.	2.1 Definition of primary health care 2.2 Elements of primary health care <ul style="list-style-type: none"> <li>• Preventing and controlling health problems</li> <li>• Promotion of food supply and nutrition</li> <li>• Basic sanitation and safe water</li> <li>• Maternal and child health/family planning</li> <li>• Immunization against major infectious diseases</li> <li>• Prevention and control of endemic disease</li> <li>• Treatment of common diseases and injuries</li> <li>• Provision of essential drugs</li> <li>• Mental health</li> <li>• Dental health</li> </ul>	8hours	Interactive lecture and discussion  Group discussion	Power Point Slides  White Board/ Markers	Question and answers  Unit test

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
		<p>2.3 Basic principles of primary health care</p> <ul style="list-style-type: none"> <li>• Accessibility of health service to all populations</li> <li>• Maximum individual and community involvement in the planning and implementation of health care services</li> <li>• Emphasis on service that are preventive and promotive rather than curative only</li> <li>• Use of appropriate technology</li> <li>• Integration of health development with overall social and economic development</li> </ul> <p>2.4 Role of midwife in primary health care in addressing needs of childbearing women and newborn and their families</p> <ul style="list-style-type: none"> <li>• Service provider</li> <li>• Manager</li> <li>• Educator</li> <li>• Supervisor</li> <li>• Trainer</li> <li>• Motivator</li> <li>• Leader</li> <li>• Change agent</li> <li>• Facilitator</li> <li>• Counsellor</li> </ul>				
<b>3. Midwifery Practice in</b>	Discuss the importance of community	3.1 Concept Of Midwifery in Community Setting	10 hours (6hours theory + 4	Interactive lecture	Power point slides	Question and answers

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
<b>Community Setting</b>	based care in relation to maternal and neonatal health	3.2 Birth Preparedness and complication readiness 3.3 Antenatal, intranatal, postnatal and newborn care 3.4 Basic emergency obstetrical and newborn care (BEONC) 3.5 Midwifery Care excellence 6 "C": Caring, communication, courage, commitment, compassion, and competent in practice 3.6 Midwifery service in birth centre	hours skill lab)	Group discussion	White board & marker	class test
<b>4. Immunity and immunization</b>	Discuss on various types vaccines available in Nepal.	4.1 Immunity <ul style="list-style-type: none"> <li>• Definition</li> <li>• Classification of immunity               <ul style="list-style-type: none"> <li>- Natural immunity</li> <li>- Acquired immunity</li> </ul> </li> </ul> 4.2 National Immunization Programme (NIP) <ul style="list-style-type: none"> <li>• Introduction, types of immunization, target, indication/contraindication, dose, route, side effects and management and national immunization schedule               <ul style="list-style-type: none"> <li>- BCG, DPT-HepB-Hib, Oral polio vaccine (OPV), Injectable polio vaccine (IPV), Pneumococcal conjugate vaccine (PCV), Measles-Rubella (MR), Japanese Encephalitis (JE), Low dose</li> </ul> </li> </ul>	16 hours (10 hrs theory + 6 hours skill lab)	Interactive lecture Small Group discussion Demonstration	Power point slides White boards Real objects/vaccination on model	Question and answers Unit test

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
		<p>Diphtheria Toxoid (Td), Human Papilloma Virus (HPV), Influenza vaccine</p> <p>4.3 Preservation of vaccine</p> <ul style="list-style-type: none"> <li>• Cold chain maintenance mechanism in Nepal</li> </ul> <p>4.4 Steps of Vaccines Administration</p> <ul style="list-style-type: none"> <li>• Checking the vaccine</li> <li>• Vaccine containers</li> <li>• Name of vaccines site, dose/ frequency</li> <li>• Preparing baby/client</li> <li>• Counseling to mother and families.</li> <li>• Checking vaccine for potency (VVM, others)</li> </ul> <p>4.5 Midwife responsibility in immunization program/coverage</p> <ul style="list-style-type: none"> <li>• Clinic management: lay out management, queue management, service management</li> <li>• Logistic management, vaccine preservation and supply</li> <li>• Staff management</li> </ul>				
<b>5. Epidemiology</b>	Describe the various epidemiological approach used in community midwifery	<p>5.1 Definition of epidemiology</p> <p>5.2 Epidemiological terms</p> <ul style="list-style-type: none"> <li>• Infection</li> <li>• Epidemic</li> <li>• Endemic</li> <li>• Sporadic</li> <li>• Communicable diseases</li> </ul>	10 hours	Interactive lecture Group work	Power point slides White board & marker	Question and answers  Written test

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
		<ul style="list-style-type: none"> <li>• Non-communicable diseases</li> <li>• Incubation period</li> <li>• Isolation</li> <li>• Carrier</li> <li>• Fomites</li> <li>• Virulence</li> <li>• Disinfection</li> <li>• Sterilization</li> <li>• Contamination</li> <li>• Zoonosis</li> <li>• Nosocomial infection</li> <li>• Eradication</li> <li>• Infestation</li> <li>• Infectious disease</li> <li>• Contagious</li> <li>• Pandemic</li> <li>• Exotic</li> <li>• Epizootic</li> <li>• Enzootic</li> <li>• Opportunity infection</li> <li>• Surveillance</li> <li>• Pollution</li> </ul> <p>5.3 Concept of disease causation</p> <ul style="list-style-type: none"> <li>• Germ theory</li> <li>• Epidemiological triad: Agent, Host, Environment</li> <li>• Multi-factorial causation</li> <li>• Web of causation</li> </ul> <p>5.4 Natural history of disease</p> <p>5.5 Modes of disease transmission</p>				

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
		<ul style="list-style-type: none"> <li>• Direct transmission</li> <li>• Indirect transmission</li> </ul> 5.6 Epidemiological approach to solve community health problems <ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Making comparison</li> </ul> 5.7 Steps of investigation of epidemic diseases <ul style="list-style-type: none"> <li>• Verification of diagnosis</li> <li>• Confirmation of the existence of an epidemic</li> <li>• Defining the population at risk</li> <li>• Rapid search</li> <li>• Evaluation of the ecological factors</li> <li>• Further investigation of the population at risk</li> <li>• Formulate the hypothesis</li> <li>• Data analysis</li> <li>• Writing the reports</li> </ul>				
<b>6. Health indicators and statistics</b>	Describe the vital health statistics.	6.1 Definition of various health indicators <ul style="list-style-type: none"> <li>• Crude birth rate</li> <li>• Crude death rate</li> <li>• Morbidity rate               <ul style="list-style-type: none"> <li>- Incidence rate</li> <li>- Prevalence rate</li> </ul> </li> <li>• Life expectancy</li> <li>• Fertility Rate               <ul style="list-style-type: none"> <li>- General fertilization rate</li> <li>- Total fertility rate</li> <li>- Contraceptive prevalence rate</li> </ul> </li> </ul>	8 hours	Interactive lecture and discussion  Brain storming	Power point slides White boards	Question and answers Presentation of latest health indicators with formula

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
		<ul style="list-style-type: none"> <li>• Mortality Rate <ul style="list-style-type: none"> <li>- Perinatal mortality rate</li> <li>- Stillbirth rate</li> <li>- Neonatal mortality rate</li> <li>- Infant mortality rate</li> <li>- Maternal mortality rate</li> </ul> </li> </ul> <p>6.2 Use of vital and health statistics</p> <ul style="list-style-type: none"> <li>• Measurement of state of health</li> <li>• Comparison of health status</li> <li>• Planning</li> <li>• Evaluation</li> <li>• Research</li> </ul> <p>6.3 Sources of vital and health statistics</p> <ul style="list-style-type: none"> <li>• Census</li> <li>• Registration (Birth, Death, Marriage, Migration)</li> <li>• Notification</li> <li>• Records</li> <li>• Health survey</li> </ul> <p>6.4 Maternal and neonatal mortality and morbidity audit</p> <ul style="list-style-type: none"> <li>• Maternal and Perinatal Death Surveillance Review (MPDSR)</li> <li>• Verbal Audit/Autopsy</li> </ul>				
<b>7. Health Promotion and Education</b>	Explain about the concept of health education.	<p>7.1 Concept of health promotion and education</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Definition</li> <li>• Objectives</li> </ul>	22 hours (18hrs theory + 4 hrs skill lab)	Interactive lecture Group work Demonstration	Power point slides White boards	Question and answers Unit test

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
	List out the various health promotional medias.	<ul style="list-style-type: none"> <li>• Principles</li> <li>• Contents</li> </ul> <p>7.2 Methods of health promotion and education: Introduction, purposes, advantages, disadvantages and process</p> <ul style="list-style-type: none"> <li>• Individual</li> <li>• Group</li> <li>• Mass</li> </ul> <p>7.2.1 Individual Method</p> <ul style="list-style-type: none"> <li>- Interview</li> <li>- Counselling</li> </ul> <p>7.2.2 Group Methods</p> <ul style="list-style-type: none"> <li>- Small group discussion</li> <li>- Focused group discussion</li> <li>- Role play</li> <li>- Demonstration</li> <li>- Field trips</li> <li>- Brain storming</li> <li>- Panel discussion</li> <li>- Problem solving</li> <li>- Symposium</li> <li>- Seminar</li> <li>- Workshop</li> </ul> <p>7.2.3. Mass methods</p> <ul style="list-style-type: none"> <li>- Health campaign</li> <li>- Advertisement</li> <li>- Display board as teaching board</li> <li>- Electronic projected aid</li> </ul>				



Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
		<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Exhibition</li> <li>7.3 Media of health education media: Definition, purpose and type               <ul style="list-style-type: none"> <li>• Type:                   <ul style="list-style-type: none"> <li>- Auditory aids                       <ul style="list-style-type: none"> <li>▪ Radio, Mobile phone</li> </ul> </li> </ul> </li> <li>• Visual aids                   <ul style="list-style-type: none"> <li>- Black/white board with chalk/marker</li> <li>- Bulletin board</li> <li>- Audio-visual aids</li> <li>- Over Head Projector (OHP)</li> <li>- Multimedia Projector</li> <li>- Television</li> </ul> </li> </ul> </li> <li>7.4 Use of methods and media for health education               <ul style="list-style-type: none"> <li>• Criteria for selecting methods and media of health education</li> <li>• Feasibility and practicability</li> <li>• Nature of audience</li> <li>• Peoples attitude and belief</li> <li>• Acceptability</li> <li>• Subject or purpose of teaching</li> </ul> </li> <li>7.5 Evaluation of health education               <ul style="list-style-type: none"> <li>• Importance</li> <li>• Methods/Ways</li> <li>• Subject matter</li> </ul> </li> </ul>				

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
		<ul style="list-style-type: none"> <li>• Time</li> <li>• Technique</li> </ul> 7.6 Behavior Change Communication <ul style="list-style-type: none"> <li>• Concept</li> <li>• Model</li> </ul> 7.7 Communication and counselling <ul style="list-style-type: none"> <li>• Definition</li> <li>• Types</li> <li>• Techniques: Inter and intrapersonal communication</li> <li>• Influence of cultural and other factors in communication</li> </ul>				
<b>8. Environmental Health and Sanitation</b>	Describe about the health care waste management.  Describe solid waste management	8.1 Environmental sanitation and its components <ul style="list-style-type: none"> <li>• Definition: Environmental health, Environmental sanitation, Eco health</li> <li>• Component of environment</li> </ul> 8.2 Solid Waste <ul style="list-style-type: none"> <li>• Definition</li> <li>• Methods of solid waste management               <ul style="list-style-type: none"> <li>- Burning and tipping</li> <li>- Controlled tipping</li> <li>- Composting and burial</li> <li>- Manure pit</li> <li>- Earth worm plant</li> </ul> </li> <li>• Method of human excreta disposal               <ul style="list-style-type: none"> <li>- Service type</li> <li>- Non-service type</li> </ul> </li> </ul>	20 hours ( 14 hours theory + 6 hours skill lab)	Interactive lecture and discussion  Brain storming  Group discussion	Power point slides  White boards & marker	Question and answers  Class test  Group presentation

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
	<p data-bbox="465 783 665 858">Discuss rodent and its control</p> <p data-bbox="465 1182 665 1305">Describe water and water purification</p>	<p data-bbox="710 252 1254 327">8.3 Transmission of faecal-borne diseases through</p> <ul data-bbox="763 339 1227 371" style="list-style-type: none"> <li>• Water, food, finger, soil and flies</li> </ul> <p data-bbox="710 379 862 411">8.4 Sewage</p> <ul data-bbox="763 424 1254 603" style="list-style-type: none"> <li>• Definition of sewage</li> <li>• Methods of sewage disposal               <ul data-bbox="801 496 1254 603" style="list-style-type: none"> <li>- Sea outfall, River outfall, Land treatment, Oxidation ponds and Open drainage</li> </ul> </li> </ul> <p data-bbox="710 611 1272 643">8.5 Health Care Waste and its Management</p> <ul data-bbox="763 655 1227 834" style="list-style-type: none"> <li>• Introduction</li> <li>• Types</li> <li>• Current practices in Nepal and its effect on public health</li> <li>• National Guidelines</li> </ul> <p data-bbox="710 842 862 874">8.6 Rodents</p> <ul data-bbox="763 887 1209 1209" style="list-style-type: none"> <li>• Definition</li> <li>• Types of rodents               <ul data-bbox="801 954 1086 1023" style="list-style-type: none"> <li>- Domestic rodents</li> <li>- Wild rodents</li> </ul> </li> <li>• Control of rodents               <ul data-bbox="801 1066 1209 1209" style="list-style-type: none"> <li>- Trapping</li> <li>- Rat poisons or rodenticides</li> <li>- Fumigation</li> <li>- Improvement of sanitation</li> </ul> </li> </ul> <p data-bbox="710 1217 840 1249">8.7 Water</p> <ul data-bbox="763 1262 1243 1401" style="list-style-type: none"> <li>• Define safe and wholesome water</li> <li>• Uses of water               <ul data-bbox="801 1329 1041 1401" style="list-style-type: none"> <li>- Domestic uses</li> <li>- Public uses</li> </ul> </li> </ul>				

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
	Describe housing and effects of poor housing	<ul style="list-style-type: none"> <li>- Industrial uses</li> <li>- Agricultural uses</li> <li>• Daily requirement of water for a person</li> <li>• Sources of water and its impurities               <ul style="list-style-type: none"> <li>- Rain water</li> <li>- Surface water</li> <li>- Ground water</li> </ul> </li> <li>• Water-borne diseases               <ul style="list-style-type: none"> <li>- Biological</li> <li>- Chemical</li> </ul> </li> <li>• Purification of water               <ol style="list-style-type: none"> <li>1. Large scale                   <ul style="list-style-type: none"> <li>➤ Slow sand or biological filter</li> <li>➤ Rapid sand or mechanical</li> <li>➤ Filter</li> </ul> </li> <li>2. Small scale                   <ul style="list-style-type: none"> <li>➤ Filter</li> <li>➤ Boiling</li> <li>➤ Disinfection of well</li> </ul> </li> </ol> </li> </ul> <p>8.8 Housing</p> <ul style="list-style-type: none"> <li>• Criteria for healthful housing</li> <li>• Housing needs for human being               <ul style="list-style-type: none"> <li>- Physical needs</li> <li>- Psychological needs</li> <li>- Health needs and</li> <li>- Protective need</li> </ul> </li> <li>• Standards of housing: Site, open space, walls floor, roof, rooms, floor space, doors and windows and facilities</li> </ul>				

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
		<ul style="list-style-type: none"> <li>• Effects of poor housing on health               <ul style="list-style-type: none"> <li>- Respiratory infections</li> <li>- Skin infections</li> <li>- Accidents</li> <li>- Mortality and morbidity</li> <li>- Rat infestation</li> <li>- Psychological effects</li> <li>- Arthropods</li> </ul> </li> </ul> <p>8.9 Standard of living and Quality of life</p>				
<b>9. Maternal and Child Health Services</b>	Explain goals, objectives, targets, indicators, strategies, major activities, and constraints regarding national family and child health programme.	<p>9.1 Evolution of maternal and child health services in Nepal</p> <p>9.2 Components of Child and Family health programme of the government of Nepal</p> <ul style="list-style-type: none"> <li>• Child health               <ul style="list-style-type: none"> <li>- National Immunisation programme</li> <li>- Nutrition</li> <li>- Community based Integrated Management of Neonatal and Childhood Illness (CBIMNCI)</li> </ul> </li> <li>• Family health               <ul style="list-style-type: none"> <li>- Family planning</li> <li>- Safe motherhood and new-born health</li> <li>- FCHV programme</li> <li>- Primary health care outreach</li> <li>- Demography and reproductive health Research</li> </ul> </li> </ul>	14 hours (10hours theory + 4hours skill lab)	Interactive lecture  Group discussion	PowerPoint slides White boards	Question and answers

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
		<ul style="list-style-type: none"> <li>- Adolescent sexual and reproductive health</li> </ul> 9.3 Needs for MCH/CBIMNCI services 9.4 Goals of maternal and child health services <ul style="list-style-type: none"> <li>• Perinatal Service (ANC, Labour, PNC)</li> <li>• Neonatal Service</li> </ul> 9.5 Status of Maternal and Child Health of Nepal 9.6 Maternal and Child mortality and morbidity and its causes <ul style="list-style-type: none"> <li>• Maternal, perinatal, neonatal</li> <li>• Physical assessment</li> <li>• Vital signs</li> </ul> 9.7 Growth Chart <ul style="list-style-type: none"> <li>• Anthropometric measurement</li> </ul>				
<b>10. Basic Health Service and Sustainable Development Goals</b>	Describe the global strategy in maternal and newborn health and universal health coverage	10.1 Basic Health Service, Universal Health Coverage 10.2 Types of services included in basic health services 10.3 Introduction to Sustainable Development Goals <ul style="list-style-type: none"> <li>• 17 goals for Sustainable Development</li> </ul>	4hours	Interactive lecture	Power point slides White boards	Question and answers
<b>11. Community Diagnosis</b>	Discuss the community	11.1 Definition, aims and purpose of community diagnosis	26 hours	Interactive lecture	Power point slides	Question and answers

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
	participation and process of community diagnosis.	<p>11.2 Steps of the community health diagnosis process</p> <ul style="list-style-type: none"> <li>• Preparation of tools, techniques and work plan</li> <li>• Pre-testing of instruments</li> <li>• Rapport building</li> <li>• Data collection</li> <li>• Data processing, analysis and interpretation</li> <li>• Community presentation</li> <li>• Planning and implementation of the Micro Health Project</li> <li>• Evaluation and recommendation</li> </ul> <p>11.3 Components of community diagnosis</p> <ul style="list-style-type: none"> <li>• Demographic characteristics</li> <li>• Social, economic and geographic characteristics</li> <li>• Environmental health and sanitation</li> <li>• Knowledge, attitude and practice (KAP) on health and health issue</li> <li>• Maternal and child health</li> <li>• Morbidity and disability</li> <li>• Availability of health services and its utilization</li> <li>• Community resources</li> <li>• Community leaders</li> <li>• Culture and tradition</li> </ul> <p>11.4 Difference between community and clinical diagnosis</p> <p>11.5 Community participation</p>			White boards	

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
		<ul style="list-style-type: none"> <li>• Conception, approach, types and level of community participation</li> <li>11.6 Data Collection               <ul style="list-style-type: none"> <li>• Functions and characteristics of primary and secondary data</li> <li>• Functions and characteristics of qualitative and quantitative data</li> <li>• Purposes and characteristics of census and sample survey</li> <li>• Methods of sampling                   <ul style="list-style-type: none"> <li>a. Probability sampling                       <ul style="list-style-type: none"> <li>- Simple random sampling</li> <li>- Systematic (random) sampling</li> <li>- Stratified sampling</li> <li>- Cluster sampling</li> <li>- Multistage sampling</li> </ul> </li> <li>b. Non-probability sampling                       <ul style="list-style-type: none"> <li>- Purposive/convenience sampling</li> <li>- Judgemental sampling</li> <li>- Snowball sampling</li> </ul> </li> </ul> </li> <li>• Methods of data collection                   <ul style="list-style-type: none"> <li>- Use of questionnaire</li> <li>- Observation with checklist</li> <li>- Interview</li> <li>- Focus group discussion</li> <li>- Participatory Rural Appraisal (PRA)</li> <li>- Rapid Rural Appraisal (RRA)</li> </ul> </li> </ul> </li> </ul>				



Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
		<ul style="list-style-type: none"> <li>• Home visit for the care of childbearing women, newborn and family applying midwifery process               <ul style="list-style-type: none"> <li>a. Introduction, purpose, principles and advantages of home visiting</li> <li>b. Steps in home visiting                   <ul style="list-style-type: none"> <li>- Fact finding</li> <li>- Data finding</li> <li>- Planning action with family</li> <li>- Action and health education</li> <li>- Follow up</li> <li>- Evaluation of services</li> </ul> </li> <li>c. Bag technique (home visiting bag)                   <ul style="list-style-type: none"> <li>- Use and care</li> <li>- Equipments /materials in home visiting bag</li> </ul> </li> </ul> </li> <li>• Ethical issues in community diagnosis</li> <li>• Data processing               <ul style="list-style-type: none"> <li>a. Application of data processing steps                   <ul style="list-style-type: none"> <li>- Data editing</li> <li>- Data coding</li> <li>- Data tabulation</li> <li>- Data analysis and interpretation</li> <li>- Data presentation</li> </ul> </li> <li>b. Community presentation                   <ul style="list-style-type: none"> <li>- Important functions of a community presentation</li> <li>- Steps of community presentation</li> </ul> </li> </ul> </li> </ul> <p>11.7 Micro Health Project (MHP)</p>				

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
		<ul style="list-style-type: none"> <li>• Health needs assessment               <ul style="list-style-type: none"> <li>- Felt health needs</li> <li>- Observed health needs</li> <li>- Real health needs</li> </ul> </li> <li>• Principles of needs assessment</li> <li>• Introduction of a micro maternal and newborn health project</li> <li>• Steps of a micro health project               <ul style="list-style-type: none"> <li>- Planning of the MHP</li> <li>- Implementing of the MHP</li> <li>- Evaluation of the MHP</li> </ul> </li> <li>• Report Writing               <ol style="list-style-type: none"> <li>a. Importance/ benefits of report writing</li> <li>b. Components of project report writing                   <ul style="list-style-type: none"> <li>- Title/Title page</li> <li>- Acknowledgement</li> <li>- Preface/Forward</li> <li>- Abstract/Summary</li> <li>- Contents</li> <li>- Map/Study Area</li> <li>- Project Summary</li> </ul> </li> <li>c. Brief introduction</li> <li>d. Major findings and discussion</li> <li>e. Conclusion and recommendations                   <ul style="list-style-type: none"> <li>- References/Bibliography</li> <li>- Annex</li> </ul> </li> </ol> </li> </ul>				

## Evaluation Scheme:

Assessment method: Written Examination

Total Mark: 100

- Internal assessment: 20 (20% of total marks)
- Final Examination: 80 (80 % of total marks)

## References

- Ghimire. B. (2013). A text book of community health nursing. 2<sup>nd</sup> edition, Heritage Publishers & Distributors P.LTD: Kathmandu
- DoHS. Annual Report 2073/2074, Department of Health Services, Teku, Kathmandu.
- Integrated Management of Pregnancy and Childbirth, managing complication in pregnancy and childbirth: A guide for midwives and Doctors, 2003, WHO.
- Cecy Correia, Comprehensive Community Health Nursing, Jaypee, 1<sup>st</sup> edition 2011.
- CWISH.2009.Clinical response on child sexual abuse, 1<sup>st</sup> edition.
- I clement, Manual of Community Health Nursing, Jaypee, first edition 2012.
- Mary A. Nies, Melanie, McEwen, Community Health Nursing Promoting the health of Population, Third edition, Saunders/Elsevier.
- National Maternal & neonatal Health care package, 2006. Family Health Division.
- National Medical standard for Reproductive health: Volume III Maternal and Neonatal Care, 2007, FHD, DoHS
- National Neonatal Health Strategies, 2004, FHDDOHS.
- National nutritional Health Policies and Strategies, 2004, CDH, DoHS, MOHP.
- National reproductive health strategy, 1988, FHD, DOHS.

## **PUBLIC HEALTH FOR MIDWIVES (PRACTICUM)**

**Course Code No.: PCLM206**

**Total hours: 180 (6 weeks)**

**Total credit hours: 6**

**Placement: Second Year**

**Full marks: 100**

**Pass marks: 50**

### **Course Description**

This practicum offers opportunities to the students for the application of their theoretical knowledge to provide comprehensive health care approach in community level to the individual, family and community. The major focus of the course is on maternal child health and family planning services, environmental health in community setting by emphasizing the principles of primary health care.

### **Course Objectives**

At the completion of the course, students will be able to:

- Collect data by using family folder then analyze data to find out health problems and needs.
- Plan, implement and evaluate health action and present reports.
- Provide holistic health care to individuals and families by utilizing the local available resources.
- Empower the community participation including service utilization, planning, implementation & evaluation of health program.
- Coordinate with the clinic and nearest health institution for maternal health, child health and family planning services.

### **Teaching/learning Activities**

- Prepare a work plan.
- Collect data by using family folder.
- Analyze data to find out health problems and needs.
- Conduct case study.

- Examine antenatal and postnatal mothers in community.
- Plan, implement and evaluate health action and present reports.
- Provide holistic health care to individuals and families by utilizing the local available resources.
- Provide health teaching to community people.
- Empower the community participation including service utilization, planning, implementation & evaluation of health program.
- Coordinate with the clinic and nearest health institution for maternal health, child health and family planning services.
- Present field report in group.

Assessment Scheme	Cases	Marks
1. Work plan	group	5
2. Family case study (one families) including family care plan	1	5
3. Perform antenatal examination	10	5
4. Perform postnatal mothers examinations	5	5
5. Perform newborn assessment	5	5
6. Health teaching (One)	1	2.5
7. Community diagnosis and Health Action	group	5
8. Field report presentation	group	5
9. Counselling (Family Planning, breast feeding, pre-conception)	5	5
10. Assist birth in birthing center (health institution)	5	5
11. Performance evaluation		2.5
<b>Internal Evaluation</b>		<b>50</b>
<b>Final Examination (Viva)</b>		<b>50</b>
<b>Total</b>		<b>100</b>

## **PSYCHOLOGY AND MENTAL HEALTH (THEORY)**

**Course Code No.: PCLM207**

**Total hours: 100 hours**

**Total credit hours: 6**

**Placement: Second Year**

**Full Marks: 100**

**Pass marks: 40**

### **Course Description**

This course is designed to provide the knowledge related to basic concept of psychology and human behavior and its implication in midwifery. It also focuses on the various components of behavioral science and its application so that the students can provide effective care to the clients in different settings.

This course focuses on the common psychiatric illness, its causes, treatment and collaborative management of the problem and how to support individual and family at various health care settings. This course provides an understanding of perinatal mental health and prepares the student to be able to identify perinatal mental health concerns and refer pregnant and newly delivered women to the appropriate services.

### **Course Objectives**

Upon the completion of the course, the students will be able to:

- Explain Psychology and its different branches.
- Review the anatomy of nervous system and its linkage with stress, emotion and mental health.
- Describe Sensation, Attention, Perception
- Discuss emotion, motivation.
- Explain learning, factors of effective learning.
- Describe mental health illness, including different psychiatric disorders and their management.
- Explain substance and alcohol related disorders and their management.
- Describe the maternal mental health problems and the role of the midwife.
- Explain the common treatment modalities for psychiatric illnesses.
- Explain the legal aspects related to mental health in Nepal
- Explain the importance of community mental health services

## Course Contents

Unit	Objective	Contents	Time allocation	T/L Methods	T/L Media	Evaluation
<b>1. Psychology theory</b>	Explain Psychology and its different branches.	1.1 Psychology <ul style="list-style-type: none"> <li>• Define psychology</li> <li>• History and origin of science of psychology</li> </ul> 1.2 Branches of psychology <ul style="list-style-type: none"> <li>• Clinical psychology</li> <li>• Developmental psychology</li> <li>• Child psychology</li> <li>• Social psychology</li> <li>• Applied psychology</li> </ul> 1.3 Implications of psychology in midwifery	4 hours	Interactive lecture and discussion,  Group discussion	White board, LCD/PPT slides	Question and Answer  MCQ  Written test  Group presentation
<b>2. Related physiology</b>	Review the anatomy of nervous system and its linkage with stress, emotion and mental health.	2,1 Application of physiology <ul style="list-style-type: none"> <li>• Central nervous system (review)</li> <li>• Neuron, synapse, and neurotransmitter (re-view)</li> <li>• Peripheral nervous system</li> <li>• Autonomic nervous system (review)</li> </ul>	4 hours	Interactive lecture  Discussion, Individual/group presentation	White board, LCD/PPT slides	Question and Answer  Written test
<b>3. Human behaviour</b>	Understanding human behaviour	3.1 Factors affecting behavior <ul style="list-style-type: none"> <li>• Physiological factors-heredity/nature</li> <li>• Environment</li> <li>• Intrauterine environment</li> <li>• Physical Environment</li> <li>• Psychosocial Environment</li> <li>• Personal habit, interest, will power, conscience</li> </ul>	4 hours			

Unit	Objective	Contents	Time allocation	T/L Methods	T/L Media	Evaluation
		3.2 Body and mind relationship				
<b>4. Sensation, attention and perception.</b>	Describe Sensation, Attention, Perception	4.1 Definition of sensation, attention and perception 4.2 Differentiate between sensation and perception 4.3 Factors affecting perception <ul style="list-style-type: none"> <li>• Effect of perception during pregnancy and childbirth</li> </ul> 4.4 Factors affecting attention	6 hours	Interactive lecture  Discussion, Individual/group presentation	White board, LCD/PPT slides,	Question and Answer  Written test
<b>5. Emotion and motivation</b>	Discuss emotion, motivation.	5.1 Physiological and behavioral changes in emotion <ul style="list-style-type: none"> <li>• Internal changes</li> <li>• External changes</li> <li>• Behavioral changes</li> <li>• Emotional development throughout lifespan</li> <li>• Measures to control emotion</li> </ul> 5.2 Emotion and its effect on health 5.3 Motivation <ul style="list-style-type: none"> <li>• Achievement</li> <li>• Affiliation</li> <li>• Aggression</li> <li>• Power</li> <li>• Curiosity</li> <li>• Need for status</li> <li>• Need for actualization</li> </ul>	6 hours	Interactive lecture  Discussion,	White board, LCD/PPT slides,	Question and Answer  Written Test



<b>Unit</b>	<b>Objective</b>	<b>Contents</b>	<b>Time allocation</b>	<b>T/L Methods</b>	<b>T/L Media</b>	<b>Evaluation</b>
<b>6. Theory of learning</b>	Explain learning, factors of effective learning	6.1. Definition, characteristics of learning 6.2. Factors affecting effective learning	4 hours	Interactive lecture Discussion, Individual/ group presentation	White board, LCD/PPT slides,	Question and Answer  Written Test
<b>7. Personality and intelligence</b>	Describe personality and intelligence	7.1 Definition of personality 7.2 Factors affecting personality <ul style="list-style-type: none"> <li>• Physiological factors</li> <li>• Psychological factors</li> <li>• Social factors</li> </ul> 7.3 Assessment of personality <ul style="list-style-type: none"> <li>• Interview</li> <li>• Observation</li> <li>• Projective technique (Ror-schach's ink blot test, The-matic Apperception Test)</li> </ul> 7.4 Definition of Intelligence 7.5 Characteristics of intelligence 7.6 Factors affecting intelligence: <ul style="list-style-type: none"> <li>• Heredity</li> <li>• Environment</li> </ul>	6 hours	Interactive lecture  Discussion,  Individual/ group presentation	White board, LCD/PPT slides,	Question and Answer  Written test
<b>8. Mental Health</b>	Describe mental health illness	8.1 Terminology used in psychiatry and mental health 8.2 Characteristics of mentally healthy person/individual (Normalcy).	10 hours	Interactive lecture  Discussion,	White board, LCD/PPT slides,	Question and Answer  Written test

Unit	Objective	Contents	Time allocation	T/L Methods	T/L Media	Evaluation
		8.3 Myths and misconceptions of mental illness 8.4 Historical development of psychiatry 8.5 History of mental health services in Nepal 8.6 Causes of mental illness 8.7 Major classification of mental disorder /illness: DSM-V and ICD-10 (with major sub-classification) 8.8 Components of mental health assessment <ul style="list-style-type: none"> <li>• History Taking</li> <li>• Mental status examination (MSE)</li> </ul>		Individual/group presentation		
<b>9. Psychiatric disorders</b>	Describe different psychiatric disorders and their management.	9.1 Acute psychosis and Chronic psychosis (Schizophrenia) <ul style="list-style-type: none"> <li>• Definition and Prevalence</li> <li>• Etiology</li> <li>• Clinical feature</li> <li>• Treatment modalities and management</li> </ul> 9.2 Definition, prevalence, etiology, classification, diagnostic criteria, clinical features, treatment modalities: <ul style="list-style-type: none"> <li>• Bipolar and Affective Disorder (BPAD)</li> <li>• Depression/ Major depressive disorder</li> <li>• Mania</li> </ul>	10 hours	Interactive lecture  Discussion,  Demonstration  Individual/group presentation	White board, LCD/PPT slides	Question and Answer  Written test

Unit	Objective	Contents	Time allocation	T/L Methods	T/L Media	Evaluation
		<ul style="list-style-type: none"> <li>Generalized anxiety disorder</li> <li>Phobic anxiety disorder</li> <li>Dissociative (Conversion) disorder</li> <li>Post traumatic stress disorder</li> <li>Obsessive compulsive disorders</li> </ul>				
<b>10. Substance misuse</b>	Explain substance and alcohol related disorders and their management.	<p>10.1 Terminologies related to substance use disorder:</p> <ul style="list-style-type: none"> <li>Abuse, dependence, intoxication, withdrawal, alcoholism,</li> </ul> <p>10.2 Sign and symptoms of substance use disorders</p> <ul style="list-style-type: none"> <li>acute intoxication symptoms</li> <li>withdrawal symptoms</li> </ul> <p>10.3 Alcohol use disorder, alcohol withdrawal includes delirium tremors</p> <p>10.4 Drug use disorder:</p> <ul style="list-style-type: none"> <li>Opioid, Cannabis/ Marijuana and cocaine use disorder</li> </ul> <p>10.5 Prevention and rehabilitation of substance abuse</p> <ul style="list-style-type: none"> <li>Treatment modalities</li> <li>detoxification,</li> <li>deterrent therapy,</li> <li>psychological management: counseling, skills training, individual, group and family therapy, Behaviour therapy, cue exposure, behavioural self-control training, CBT, self-help groups</li> </ul>	10 hours	<p>Interactive lecture</p> <p>Discussion,</p> <p>Demonstration</p> <p>Individual/group presentation</p>	White board, LCD/PPT slides,	<p>Question and Answer</p> <p>Written test</p>

Unit	Objective	Contents	Time allocation	T/L Methods	T/L Media	Evaluation
		10.6 Effect of substance abuse during pregnancy and childbirth				
<b>11. Maternal mental health</b>	Describe the maternal mental health problems and the role of the midwife.	11.1 Perinatal mental health: <ul style="list-style-type: none"> <li>• Definition</li> <li>• Prevalence</li> </ul> 11.2 Range of perinatal mental health: <ul style="list-style-type: none"> <li>• Pre-existing mental health disorder</li> <li>• Depression: antenatal and postnatal</li> <li>• Anxiety disorder</li> <li>• Tocophobia</li> <li>• Postnatal blues</li> <li>• Postnatal psychosis</li> <li>• Suicide</li> </ul> 11.3 Midwife's role in detection, immediate management and referral	16 hours	Interactive lecture  Discussion,  Individual/group presentation  Simulation	White board, LCD/PPT slides, Simulation checklist  OSCE related to assessment of mental health of a pregnant woman	Question and Answer  Written test  OSCE
<b>12. Psychiatric clinical management</b>	Explain the common treatment modalities for psychiatric illnesses.	12.1 Somatic Therapies <ul style="list-style-type: none"> <li>• Psychopharmacology</li> <li>• Antipsychotic</li> <li>• Antidepressant</li> <li>• Anti-anxiety</li> <li>• Anti-manic drug (Mood stabilizer)</li> <li>• ECT (Electro convulsive therapy)</li> </ul> 12.2 Psychological Therapies <ul style="list-style-type: none"> <li>• Individual and Group therapy</li> <li>• Behaviour therapy</li> <li>• Occupational therapy</li> <li>• Restraining</li> <li>• Counselling</li> </ul>	10 hours	Interactive lecture  Discussion,  Demonstration  Individual/group presentation	White board, LCD/PPT slides,	Question and Answer  Written test

Unit	Objective	Contents	Time allocation	T/L Methods	T/L Media	Evaluation
		<ul style="list-style-type: none"> <li>Therapeutic community/ Milieu therapy</li> </ul>				
<b>13. Legal aspects.</b>	Explain the legal aspects related to mental health in Nepal	13.1 Mental health policy and strategies of Nepal 13.2 Mental health Act 13.3 Rights of the mentally ill person	4 hours	Interactive lecture  Discussion,	White board, LCD/PPT slides,	Question and Answer  Written test
<b>14. Community services.</b>	Explain the importance of community mental health services	14.1 Definition, purpose of community mental health 14.2 Role of midwives in community in prevention of mental health problems	6 hours	Interactive lecture  Discussion, Individual/group presentation	White board, LCD/PPT slides,	Question and Answer  Written test

### Evaluation Scheme:

Assessment method: Written Examination

Total Mark: 100

- Internal assessment: 20 (20% of total marks)
- Final Examination: 80 (80 % of total marks)

### References

- Fernald, F. (2018) *Munn's Introduction to Psychology*, India: AITBS Publishers,
- Marshall, J. & Raynor, M. (2014). *Myles Textbook for Midwives* (16th ed.), London, UK: Churchill Livingstone.
- Sreevani R. (2016) *A Guide to Mental Health and Psychiatric Nursing* (2<sup>nd</sup> ed.) New Delhi, India: Jaypee Brothers.
- Sharma, R. (2015). *Mental Health Nursing* (1st edi.). Medhavi Publication: Jamal Kathmandu.
- Sharma, R. (2014). *Behavioural Science and General Psychology* (2nd edi.). Medhavi Publication: Jamal Kathmandu.

- Ahuja N. (2002). A short textbook of psychiatry (5th edition). New Delhi, Jaypee.
- Basavanthappa BT. (2007). Psychiatric Mental Health nursing (1st edition). Jaypee Brothers Medical Publishers (p) LTD, Newdelhi: pp 522-524.
- Bhatia BD. and Craig M. (2005).Elements of Psychology and Mental Hygiene for Nurses in India (1st Edition). Haidarabad, Orient Longman.
- Gelder, Michael G., Lopez-Ibor, Juan J., and Andreasen.(2000). New Oxford Textbook of Psychiatry, volume 1 (1st edition). Oxford University press, New York: 956-957.
- Kaplan Harold I. and Sadock, Benjamin J. (1995).Comprehensive Textbook of Psychiatry/VI, Volume 1, (6th edition). Williams and Wilkins, USA: pp 512-516.
- Kapoor B. (2003). Textbook of psychiatric nursing.Volume I. New Delhi, Kumar Publishing House.
- Kendell, R. E. and Zealley, A.K., 1995Companion to Psychiatric Studies (5th edition). Churchill Livingstone, UK: pp 60-65
- Mary C.Townsend. (2007). Psychiatric mental health nursing (5th edition).page no 19-22.
- Mehta M. (1998). Behavioural Sciences in Medical Practice (1st edition). Jaypee Brothers medical publishers (P) LTD: Page no: 34-46.
- Morgan C.T, King R.A, Weisz JR, Schpler J. Introduction to Psychology (7th edition). Tata McGraw-Hill Publishing Limited. New Delhi, Page no: 137-179.
- Murray RB. Zenter JP. (1997). Health Promotion Strategies through the Life Span (6th edition). Stamford, Connecticut. Appleton and Lange
- Neeraja KP. (2008). Essential of Mental Health and Psychiatric Nursing, Volume I, Jaypee Brothers Medical Publishers, New Delhi.
- Sadock BJ, Sadock VA.(2007). Synopsis of psychiatry (10th edition). New Delhi, Lippincott.
- Saxton D. F., Nugent P. M. and Pelikan P. K. (2009). Mosby's Comprehensive Review of Nursing for the NCLEX-RN Examination, nineteenth edition, Printed in India, Published by Elsevier, India: pp 406-408.
- Singh I.(2006). Essentials of Education; A textbook for Nurses and Other Health Professionals (1st edition). Published by Mr. J.B. Singh,
- Sreevani R. (2013). Psychology for Nurses (2nd Edition)., Jaypee Brothers Medical Publishers (P) LTD, New Delhi.
- Stuart GW, Laraia MT. (2005).Principles and practice of psychiatric nursing (8th edition). New Delhi, ELESVIER;
- Townsend. M. C.Psychiatric (2007). Mental Health nursing (1st Indian Edition).Jaypee Brothers Medical Publishers New Delhi.

## **PSYCHOLOGY AND MENTAL HEALTH (PRACTICUM)**

**Course Code No.: PCLM208**

**Total Hours: 60 hours (2 weeks)**

**Total Credit Hours: 2**

**Placement: Second Year**

**Total Marks: 50**

**Pass Marks: 25**

### **Course Description**

This course offers the student an opportunity to provide the holistic care for the mentally ill patients. This course also helps to develop skills in taking care of the mentally ill patients. The students are posted in the mental hospital and care the mothers with postnatal mental health problems.

### **Course of Objectives**

On completion of this course the student will be able to:

- Provide care to patients/ families with mental health problems.
- Performs history taking and mental status exams of the patients
- Prepare care plans and provide individual care according to need
- Give health teaching to the mothers according to needs in groups and individuals
- Communicate effectively to teach/ counsel client/ family with focusing on their special needs
- Provide care to the mothers having mental health problems

### **Teaching and learning activities**

- Case study presentation-1 (priority to the mothers with mental health problems)
- Care plan- 2
- Mental status examination- 2
- Health teaching-1

<b>S. N.</b>	<b>Activity</b>	<b>Number of cases</b>	<b>Marks</b>
1	Mental health history taking , Mental state examination	2	10
2	Case study and presentation	1	5
3	Health Teaching	1	5
4	Care plans	2	5
	<b>Total Marks</b>		<b>25</b>

Internal assessment (50%): Clinical assessment 25 marks

Final examination (50%): OSCE (15 marks) and viva (10 marks)



## COMPLEX PREGNANCY (THEORY)

**Course Code No.: PCLM209**

**Total Hours: 75 (Theory 61 hrs + Skill lab 14 hrs)**

**Total Credit Hours: 5**

**Placement: Second year**

**Full marks: 50**

**Pass marks: 20**

### Course Description

This course provides the in-depth knowledge on care of the pregnant women with risk factors requiring comprehensive maternity care in collaboration with nurses, doctors and other health team members for further management with advance screening test.

### Course objectives

Upon the completion of the course, the students will be able to:

- Identify women at risk during pregnancy associated with medical diseases and pregnancy complications, including the related management.
- Describe hypertensive disorders in pregnancy and the principles of clinical management.
- Discuss bleeding in early and late pregnancy including referral and subsequent management.
- Identify multiple pregnancies including referral and subsequent management.
- Explain fetal compromise, growth restriction, malposition, preterm labour requiring advanced care.
- Describe the obstetrical emergencies during pregnancy and basic life saving measures with BEmONC and CEmONC.

### Course Contents

Unit	Objectives	Contents	Time allocation	T/L Methods	T/L media	Evaluation
<b>1. Medical diseases and pregnancy</b>	Identify women at risk during pregnancy	1.1 Medical diseases associated with pregnancy: <ul style="list-style-type: none"><li>• Anemia, including hookworm infection</li></ul>	20 hours	Interactive lecture discussion,	White board, LCD/PPT slides	Written test MCQ

Unit	Objectives	Contents	Time allocation	T/L Methods	T/L media	Evaluation
	associated with medical diseases and pregnancy complications, including the related management.	<ul style="list-style-type: none"> <li>• Diabetes mellitus</li> <li>• Epilepsy</li> <li>• Respiratory disorders</li> <li>• Cardiac disease</li> <li>• Renal disease, including UTI</li> <li>• Thyroid disorders</li> <li>• Tuberculosis</li> <li>• Malaria</li> <li>• STIs</li> <li>• HIV/AIDS</li> <li>• Hepatitis</li> </ul> 1.2 Pregnancy complications: <ul style="list-style-type: none"> <li>• Hyperemesis gravidarum</li> <li>• Thrombo-embolic disorders</li> <li>• Rh and ABO incompatibilities</li> </ul>		Case studies Group discussion  Simulation	Simulation scenario and checklist  Case studies scenario  Video	Group presentation  OSCE
<b>2. Hypertensive disorders in pregnancy</b>	Describe hypertensive disorders in pregnancy and the principles of clinical management.	2.1 Introduction 2.2 Hypertensive disorders in pregnancy: <ul style="list-style-type: none"> <li>• PIH (Gestational HTN, Pre-eclampsia and Eclampsia)</li> <li>• Essential hypertension</li> </ul> 2.3 Management of hypertensive disorders and the midwife's role.	10 hours  (8 hours theory + 2 hours skills lab)	Interactive lecture discussion, Case studies Demonstration Simulation	White board, LCD/PPT slides Simulation scenario and checklist Case studies	Written test  Question and answer OSCE
<b>3. Bleeding during pregnancy</b>	Discuss bleeding in early and late pregnancy including referral and subsequent management.	3.1 Introduction 3.2 Early pregnancy: <ul style="list-style-type: none"> <li>• Abortion</li> <li>• Ectopic pregnancy</li> <li>• Molar pregnancy</li> </ul> 3.3 Late pregnancy <ul style="list-style-type: none"> <li>• Antepartum hemorrhage:</li> </ul>	12 hours  (8 hours theory + 4 hours skills lab)	Interactive lecture discussion,  Case studies	White board, LCD/PPT slides Case studies Simulation scenario and checklist	Written test  OSCE

Unit	Objectives	Contents	Time allocation	T/L Methods	T/L media	Evaluation
		<ul style="list-style-type: none"> <li>• Placenta previa</li> <li>• Abruptio placenta</li> <li>• Vasa-previa</li> </ul> 3.4 Management of bleeding in pregnancy and the midwife's role.		Demonstration  Simulation	Simulation models: 'Mama Birthie'/Birthing model	
<b>4. Multiple pregnancy</b>	Explain multiple pregnancies including referral and subsequent management.	4.1 Multiple pregnancy <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Incidence</li> <li>• Diagnosis of multiple pregnancy</li> <li>• Referral</li> <li>• Management</li> <li>• Complications associations multiple pregnancy, including anaemia, acute polyhydramnios, twin to twin transfusion syndrome, preterm labour</li> <li>• Antenatal preparation</li> </ul>	10 hours  (8 hours theory + 2 hours skills lab)	Interactive lecture discussion, Case studies  Demonstration  Simulation	White board, LCD/PPT slides  Case studies Simulation scenario and checklist Simulation models: 'Mama Birthie'/Birthing model	Written test  Question and answer
<b>5. Fetal compromise</b>	Explain fetal compromise, growth restriction, malposition, requiring advanced care.	5.1 Fetal compromise: <ul style="list-style-type: none"> <li>• Fetal Heart rate assessment</li> <li>• Decreased or excessive Fetal movements</li> <li>• Urgent referral</li> </ul> 5.2 Fetal growth restriction <ul style="list-style-type: none"> <li>• Symphysis Fundal height &amp; documenting growth</li> <li>• Amniotic fluid volume estimation</li> <li>• Estimated fetal weight</li> </ul>	10 hours  (8 hours theory + 2 hours skills lab)	Interactive lecture discussion,  Case studies  Demonstration	White board, LCD/PPT slides  Case studies  Simulation scenario and checklist	Written test  MCQ  OSCE

Unit	Objectives	Contents	Time allocation	T/L Methods	T/L media	Evaluation
		<ul style="list-style-type: none"> <li>Referral and subsequent management, including the midwife's role.</li> </ul> 5.3 Malpresentation <ul style="list-style-type: none"> <li>Breech, transverse lie, oblique lie, unstable lie</li> <li>Referral and subsequent management, including the midwife's role.</li> </ul>		Simulation	Simulation models: 'Mama Birthie'/Birthing model	
<b>6. Obstetric Emergency during pregnancy</b>	Describe the obstetrical emergencies during pregnancy and basic life saving measures with BEmONC and CEmONC.	6.1 Obstetric emergencies during pregnancy and live saving skills <ul style="list-style-type: none"> <li>Abdominal pain</li> <li>Ectopic pregnancy</li> <li>Eclampsia</li> <li>Abruptio placenta</li> <li>Uterus rupture</li> <li>Shock</li> </ul>	13 hours (9 hours theory + 4 hours skill lab)	Interactive lecture discussion, Case studies Demonstration Simulation	White board, LCD/PPT slides Case studies Simulation scenario and checklist Simulation models: 'Mama Birthie'/Birthing model	Written test OSCE

**Evaluation Scheme:**

Assessment method: Written Examination

Total Mark: 50

- Internal assessment: 10 (20% of total marks)
- Final Examination: 40 (80 % of total marks)

## References

- Daftary, S.N., Pai, M.V., Chakravarti, S., Kustagi, P. (2016). *Holland and Brews Manual of Obstetrics* (4th ed.) India: Read Elsevier.
- Dutta, D.C. (2004). *Text book of obstetrics* (6th ed.) Calcutta, India:
- GoN (2016) *Maternal and Newborn Care: Learning Resource Package for Skilled Birth Attendant Reference Manual for Trainers/Participants*. Kathmandu, Nepal: National Health Training Centre and Family Health Division
- GoN TBC *Reproductive Health Clinical Protocol for Nurses*. Kathmandu, Nepal: Family Welfare Division.
- Marshall, J. & Raynor, M. (2014). *Myles Textbook for Midwives* (16th ed.) London, UK: Churchill Livingstone.
- Stables, D. & Rankin, J. (2010). *Physiology in Childbearing: With Anatomy and Related Biosciences* (3rd ed.) London, UK: Elsevier Health Sciences.
- TuiTui, R. (2018). *Manual of Midwifery Part I*, (13th ed.) Bhotahity, Nepal: Vidhrathi Publication.
- WHO (2017). *Managing complications in pregnancy and childbirth: a guide for midwives and doctors* (2nd ed.) Geneva, Switzerland: World Health Organization
- WHO (2016). *Recommendations on Antenatal Care for a Positive Pregnancy Experience*. Geneva, Switzerland: World Health Organization
- WHO (2016). *Standards for improving quality of maternal and newborn care in health facilities*, Geneva, Switzerland: World Health Organization
- WHO (2015). *Pregnancy, Childbirth, Postpartum and New Born Care: A Guide for essential practice* (3rd ed.) Geneva, Switzerland: WHO Library Catalogue.
- WHO (2008). *Education material for teachers of midwifery: midwifery education modules* (2nd ed.) Geneva, Switzerland: World Health Organization

## **COMPLEX PREGNANCY (PRACTICUM)**

**Course Code No.: PCLM210**

**Total hours: 150 hours**

**Total credit hours: 5**

**Placement: Second Year**

**Full marks: 50**

**Pass marks: 25**

### **Course description**

During the clinical placement, the students will be able demonstrate the application of theory to clinical practice when providing care for pregnant women. The students will be working in different health facilities, delivering care for women with complex pregnancy. The students will develop skills in applying the midwifery care process, appropriate referral and inter-professional working.

### **Course objectives**

At the completion of the course the student will be able to:

- Discuss the assessment of risk factors during pregnancy
- Demonstrate the skills to manage the woman who experience hypertensive disorders during pregnancy
- Monitor fetal well-being and identify any deviation during pregnancy
- Demonstrate competence in midwifery care when working with women whose pregnancy experience has become complicated
- Demonstrate a good quality of respect and kindness in care when the childbearing experience becomes complicated
- Demonstrate the clinical skills required to manage obstetrical emergency during pregnancy
- Work well as a member of the inter-professional health team and refer appropriately.

### **Teaching/Learning Activities:**

- Collect health history and examine the pregnant women during pregnancy in different setting.
- Identify risk factors for pregnant women when providing antenatal care and manage referral appropriately.
- Provide collaborative care to the risk women with medical disorders.
- Perform life saving skills- Mgso4, obstetric first aid, referral.

- Assist/manage the pregnant woman who is bleeding: early and late pregnancy.
- Simulation in clinical corner with preceptor.
- Maintain log book.

SN	Activity	No. of Cases	Marks
1.	Antenatal history taking and assessment	30	5
2.	Case study and presentation	1	5
3.	Health education on complication readiness, including danger signs during pregnancy	1	5
4.	Manage severe pre-eclampsia/eclampsia	2	5
5.	Performance evaluation		5
	<b>Total Marks</b>		<b>25</b>

### **Evaluation Scheme**

Internal assessment (50%): Clinical assessment 25 marks

Final examination (50%): OSCE (15 marks) and viva (10 marks)

## **COMPLEX LABOUR AND CHILDBIRTH (THEORY)**

**Course Code No.: PCLM212**

**Total hours: 75 (47 hours for theory and 28 hrs of simulation)**

**Credit Hours: 5**

**Placement: Second year**

**Full Marks: 50**

**Pass marks: 20**

### **Course Description**

This course covers complex labor and childbirth. This course also focuses on the main causes of maternal and neonatal morbidity and mortality related to childbirth in Nepal. It also help to develop the competencies of the students to identify complications, deal with obstetric emergencies and plan for early referral services as required.

### **Course Objectives**

Upon the completion of the course, the students will be able to:

- Explain the abnormal patterns of uterine contraction.
- Discuss the management of the malpostion and malpresentation in labour.
- Identify the common complications in labour and their management.
- Identify the obstetric emergencies and provide basic first aid for these emergencies and refer the clients for better treatment according to the national protocols.
- Discuss Basic Emergency Obstetric and Newborn Care (BEmONC) and Comprehensive Emergency Obstetric and Newborn. Care (CEmONC)
- Describe the various obstetrics procedures related to labour.
- Describe the birth injuries to mother and newborn and their management.



## Course Contents

Unit	Objectives	Contents	Time allocation	T/L Methods	T/L Media	Evaluation
<b>1. Abnormal Uterine Action</b>	Identify the abnormal patterns of uterine contraction.  Explain the management of dysfunctional labour.	1.1 Abnormal Uterine Action <ul style="list-style-type: none"> <li>• Definition</li> <li>• Types</li> <li>• Uterine Inertia</li> <li>• Incoordinate Uterine action</li> <li>• Spastic Lower segment</li> <li>• Constriction Ring</li> <li>• Cervical Dystocia</li> <li>• Generalized tonic contraction</li> <li>• Precipitate labour</li> <li>• Tonic uterine contraction and retraction</li> </ul> 1.2 Management of dysfunctional labour.	4 hrs (Theory)	Interactive lecture and Discussion	White board LCD Videos	Questions and answers  Written test
<b>2. Abnormal Labour</b>	Describe abnormal labour and their management.	2.1 Premature rupture of membrane (PROM) 2.3 Preterm labour 2.2 Prolonged labour 2.3 Obstructed labour: CPD (cephalopelvic disproportion, Contracted Pelvis) 2.4 Post term labour 2.5 Management of Abnormal Labour: 2.6 Induction of labour 2.7 Augmentation of labour	12 hrs (8 hours theory + 4 Hrs simulation )	Interactive Lecture and discussion  Simulation	White board and marker LCD/Power point slides  Pelvis model	Question and answer  Written test

Unit	Objectives	Contents	Time allocation	T/L Methods	T/L Media	Evaluation
		2.8 Delivery of multiple pregnancy				
<b>3. Management of Malposition and Malpresentation in labour</b>	Describe malposition and malpresentation.  Discuss the management of the Malpostion and Malpresentation in labour.	3.1 Malposition <ul style="list-style-type: none"> <li>• Transverse lie</li> <li>• Unstable lie</li> <li>• Occipito transverse</li> <li>• Occipito posterior position</li> </ul> 3.2 Malpresentation: <ul style="list-style-type: none"> <li>• Breech presentation</li> <li>• Brow presentation</li> <li>• Face presentation</li> <li>• Compound presentation</li> <li>• Shoulder presentation</li> <li>• Cord presentation</li> </ul>	16 hrs (10 hrs theory + 6 hrs simulation )	Interactive lecture Group discussion Simulation	White board and marker Power point slides LCD projector, Video, Birthing models, Learning guide	Question and answer  Group presentation  Check list
<b>4. Obstetric Emergencies and Life Saving Measures</b>	Explain obstetrics emergencies and life saving measures.	4.1 Concept of Emergency Obstetric and Newborn Care: <ul style="list-style-type: none"> <li>• Basic Emergency Obstetric and Newborn Care (BEmONC)</li> <li>• Comprehensive Emergency Obstetric and Newborn Care (CEmONC)</li> </ul> 4.2 Obstetric Emergencies <ul style="list-style-type: none"> <li>• Eclampsia (review)</li> <li>• Abruptio placenta</li> <li>• Retained placenta: Placenta Accreta, percreta and increta/</li> <li>• Fetal distress</li> </ul>	20 hours (12 hrs theory + 8 hrs simulation )	Interactive lecture and discussion  Demonstration/simulation	White board and marker Power point slide Birthing model  Mamanatalie  Emergency drugs	Question and answer Written test  Check list  Skill test

Unit	Objectives	Contents	Time allocation	T/L Methods	T/L Media	Evaluation
		<ul style="list-style-type: none"> <li>• Maternal Distress: Dehydration and ketoacidosis.</li> <li>• Cord prolapses</li> <li>• Shoulder dystocia</li> <li>• Postpartum Hemorrhage (review)</li> <li>• Shock</li> <li>• Inversion of Uterus</li> <li>• Amniotic fluid embolism</li> <li>• Ruptured uterus</li> <li>• Hematoma</li> <li>• Cervical tear</li> </ul> <p>4.3 Adult resuscitation 4.4 Referral mechanism</p>				
<b>5. Obstetric Procedures.</b>	Describe the various obstetrics procedures related to labour and peripartum	<p>5.1 Procedures during Labour</p> <ul style="list-style-type: none"> <li>• Episiotomy</li> <li>• Vacuum Delivery</li> <li>• Forceps Delivery</li> <li>• Caesarian Section</li> <li>• Destructive procedures: <ul style="list-style-type: none"> <li>○ Craniotomy</li> <li>○ Decapitation</li> <li>○ Evisceration</li> <li>○ Cleidotomy</li> <li>○ Postoperative care (bereavement and loss)</li> </ul> </li> <li>• Manual Removal of Placenta</li> </ul>	18 hours (10 theory+ 8 hrs simulation )	Interactive lecture and discussion  Demonstration simulation	White board and marker Power point slides  Birthing model  Suturing model  Video	Question Answer  Written test  Skill test

Unit	Objectives	Contents	Time allocation	T/L Methods	T/L Media	Evaluation
		<ul style="list-style-type: none"> <li>• Correcting uterine inversion</li> </ul> 5.2 Procedure during Peripartum <ul style="list-style-type: none"> <li>• Peripartum hysterectomy</li> <li>• Uterine and utero-ovarian artery ligation</li> <li>• Dilatation and curettage</li> <li>• Manual Vacuum Evacuation</li> <li>• Culdocentesis and Colpotomy</li> </ul>				
<b>6. Birth trauma and its management</b>	Identify birth injuries to mother and newborn	6.1 Injuries to birth canal: <ul style="list-style-type: none"> <li>• Vulva</li> <li>• Perineum</li> <li>• Vagina</li> <li>• Cervix</li> <li>• Perineal hematoma</li> <li>• Visceral injuries</li> <li>• Rupture of uterus</li> </ul> 6.2 Birth injuries to newborn <ul style="list-style-type: none"> <li>• Injuries to the head: Cephalohematoma, scalp injuries,</li> <li>• intracranial hemorrhage</li> <li>• Skin and subcutaneous injury</li> <li>• Muscles injury</li> <li>• Nerve injuries: brachial palsy, Erb's palsy, Klumpke's palsy,</li> <li>• Fractures/dislocation</li> <li>• Visceral injuries</li> </ul>	5 hour (3 hrs theory+ 2 hrs simulation)	Interactive lecture and discussion  Demonstration	LCD/Power point slide  White Board and marker  Poster/picture  Suturing model	Question Answer  Written test

## Evaluation Scheme:

Assessment method: Written Examination

Total Mark: 50

- Internal assessment: 10 (20% of total marks)
- Final examination: 40 (80 % of total marks)

## References:

- Tui Tui R. (2018). Manual of Midwifery Part II, (9<sup>th</sup> edition). Vidhrathi Publication, Bhotahity.
- Gautum, S. And Subedi, D. (2011). Midwifery Part –I,II,III
- Jacob, A. (2008). Textbook of Midwifery. (2<sup>nd</sup>ed.). India: Jaypee Brothers Pvt. Ltd.
- Marshall, J. Raynor, M. (2014) Myles Textbook for Midwives. 16<sup>th</sup> ed. Churchill Livingstone, Elsevier.
- WHO (2107) Managing complications in pregnancy and childbirth: a guide for midwives and doctors – 2<sup>nd</sup> ed. Geneva: World Health Organization.
- WHO (2018) WHO recommendations: intrapartum care for a positive childbirth experience. WHO. Geneva.
- Enkin MW, Keirse M, Neilson J, Crowther C, Duley L, Hodnett E, Hofmeyr J. (2000) *A guide to effective care in pregnancy and child-birth. 3<sup>rd</sup> edition.* Oxford University Press: Oxford.
- GoN. Maternal and Newborn Care: Skilled birth attendant in-service training course outline for staff nurses. USAID Nepal.
- MCPC 2017. WHO clinical guide for Nurses.
- Newborn care Training Package for Nursing program. Save the Children.2009
- Royal College of Midwives UK 2012. Evidence Based Guidelinesfor Midwifery-Led Care in Labour, London.
- WHO 1997. Care in Normal Birth: A Practical Guide, Report of a Technical Working Group, World Health Organisation, Geneva.
- WHO, Health Research, Kangaroo Mother Care. WHO Library Catalog
- WHO, Pregnancy, Childbirth, Postpartum and New Born Care: A Guide to midwives, 2<sup>nd</sup> edition, WHO Library Catalogue
- WHO, Standards of Midwifery Practice for Safe Motherhood, volume 1-4, New Delhi.
- Global health media project video
- Bobak. M. Irene and Jense D. Mangael (1993). "Maternity and Gynaecological care fifth edition, Mosby Company, central book agency (P) ltd.
- Dutta D.C. (2004). Text book of obstetrics. 6<sup>th</sup> edition. Calcutta.
- Family Health Division (2055), MOH, Reproductive Health Program.

- Family Health Division 1998., National Reproductive Health Strategy dept of Health Service, MOH, HMG, Nepali
- Kinzie B & Gomez P (2004). Basic Maternal and Newborn care: A guide for skilled providers. United states of America: JHPIEGO
- Newborn care Training Package for Nursing program. Save the Children. 2009
- MOHP (2006). SBA Policy and Strategy.

## **COMPLEX LABOR AND CHILDBIRTH (PRACTICUM)**

**Course Code No.: PCLM212**

**Total hours: 150 hrs (5 weeks)**

**Total credit hours: 5**

**Placement: Second Year**

**Full marks: 50**

**Pass marks: 25**

### **Course description**

During this practicum period, the students will be able to implicate their clinical skills in relation to review and acquire midwifery theory. They will be working in different health facilities dealing with low and high risk women. The focus of this practicum is the care of women who are experiencing complications in childbirth and on emergency obstetric care.

### **Course Objectives**

At the completion of the course the students will be able to:

- Demonstrate the competency to provide women centered midwifery care to the women throughout the childbirth experience both in normal and complicated situations.
- Plot partograph and interpret the findings, identify early complications and take appropriate action.
- Monitor normal progress of labor and find any deviation.
- Monitor fetal well-being and identify the deviation during labor.
- Conduct deliveries and manage the third stage of labor actively to prevent complications
- Perform neonatal resuscitation
- Repair the episiotomy and perineal tear as needed.
- Exhibit skills in EmONC
- Maintain a good quality of respect and kindness in care when the childbearing experience became complicated
- Provide safe peri-operative care
- Provide support and bereavement care to the women and family during maternal and perinatal loss (stillbirth)
- Counsel the mother and family
- Undertake all required documentation.
- Receive and reflect on feedback from others.

### **Teaching learning Activities**

- Collect history and examine the pregnant women during labor
- Make midwifery care plans
- Provide health education to the laboring mother about birthing positions, pushing and breathing technique
- Monitor fetal well being during labor
- Perform vaginal examination and interpret findings
- Plot partograph and interpret the findings
- Conduct normal delivery in real situation
- Provide immediate essential care to the newborns
- Perform episiotomy during assisted and complicated births as needed.
- Repair Perineal tear/ episiotomy as needed
- Provide respectful maternity care to the women during intrapartum period
- Assist/perform vacuum delivery
- Assist/Manage shoulder dystocia
- Assist/Perform Bi manual compression, Aortic compression and Uterine tamponade
- Assist/perform vaginal breech delivery
- Administer magnesium sulphate for management of Severe pre-eclampsia and eclampsia
- Provide care to the women with retained placenta for manual removal of Placenta
- Counselling bereavement (If applicable)
- Perform/assist Neonatal assessment
- Assist in cesarean birth and Care of woman with cesarean birth
- Assist in Insertion of PPIUCD (if applicable)
- Management PPH and shock

### **Clinical placement**

- Antenatal clinic
- Emergency ward
- Pre labor ward/Antenatal ward
- Delivery room
- Birthing Centre



- Postnatal ward
- Operation theatre
- Post operative ward
- Maternal ICU

S.N.	Procedures	No of Cases	Marks
1	Performance evaluation		5
2	Plot partograph and interpret the findings (normal + deviated)	10+10	2
3	Perform/Assist vacuum delivery	2	2
4	Perform/Assist breech delivery	6	2
5.	Management of shoulder dystocia	3	2
6.	Perform/assist Neonatal resuscitation (bag and mask)	6	2
7.	Assist/observe Bi manual compression	2	2
8.	Aortic compression (if possible)	2	2
9.	Assist in cesarean section	5	2
10.	Observe/assist manual removal of placenta	2	2
11.	Uterine tamponade	4	2
			25

### Evaluation scheme

#### Internal Assessment (50%)

Total Mark: 25

#### Final Exam: (50%)

Total Marks: 25

- OSPE/OSCE: 15 Marks VIVA: 10 marks

## **COMPLEX POSTPARTUM AND NEWBORN (THEORY)**

**Course Code No.: PCLM213**

**Total Hours: 75 hours (Theory 61 hours +Skill lab14 hours)**

**Credit Hours: 5**

**Placement: Second Year**

**Full Marks: 50**

**Pass marks: 20**

### **Course Description**

This course focuses on the major health problems of mother and newborn during postpartum period. This course will help students to gain in-depth knowledge and skill on the assessment and management of complications that occurs in the postpartum period to the mother and the assessment and management of the newborn including resuscitation and care of the sick newborn.

### **Course Objectives**

After completion of this course, the students will be able to:

- Explain complications of postnatal mother and newborn and their management.
- Discuss life threatening complications requiring immediate response and specialized care of postnatal mothers.
- Explain newborn major problems and their management and referral.
- Explain newborn complications and their management and referral.
- Discuss recent technology and various diagnostic, therapeutic modalities in management of complications.
- Describe the Care of premature, postmature, small and large including low birth weightbabies.
- Explain the principle of prevention of mother to child transmission of infection.
- Discuss the mourning process following perinatal death including MPDSR.

## Course Contents

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
<b>1. Postpartum Complications</b>	Explain the postpartum complications and their management	<p>1.1 Complications that need referral to more specialized facility</p> <ul style="list-style-type: none"> <li>• Hematoma</li> <li>• Thrombophlebitis</li> <li>• Deep vein Thrombosis</li> <li>• Sepsis</li> <li>• Obstetric fistula</li> <li>• Incontinence of urine</li> <li>• Urinary tract infection</li> <li>• Breast abscess</li> </ul> <p>1.2 Life threatening complications requiring immediate response and specialized care</p> <ul style="list-style-type: none"> <li>• Postpartum Hemorrhage</li> <li>• Shock(review from Labor)</li> <li>• Embolism</li> <li>• Postpartum Eclampsia</li> <li>• Stroke</li> </ul> <p>1.3 Psychological problems</p> <ul style="list-style-type: none"> <li>• Postpartum depression, anxiety</li> <li>• Postnatal psychosis</li> </ul>	28 hours (22 hrs theory + 6 hrs Skill lab)	<p>Brain storming</p> <p>Interactive lecture and discussion</p> <p>Demonstration Simulation</p> <p>Group discussion</p>	<p>White board and marker</p> <p>LCD/PPT slides</p> <p>MamaNatalie</p> <p>Video</p> <p>Check list</p>	<p>Question and answers</p> <p>Presentation : individual, group</p> <p>Written test</p> <p>Skill test</p>

<b>2. Newborn problems and complications and their management</b>	Explain newborn major problems and their management and referral	2.1 Newborn problems and their management <ul style="list-style-type: none"> <li>• Hypothermia</li> <li>• Hyperthermia</li> <li>• Hypoglycemia</li> <li>• Congenital abnormalities and Genetic conditions</li> <li>• Withdrawal problems from maternal drug use</li> <li>• Neonatal sepsis</li> <li>• Enterocolitis</li> <li>• Meningitis</li> <li>• Umbilical infection</li> <li>• Conjunctivitis</li> <li>• Skin infection</li> <li>• Respiratory infection</li> </ul> 2.2 Newborn complications and their management <ul style="list-style-type: none"> <li>• Birth asphyxia</li> <li>• Meconium aspiration syndrome</li> <li>• Respiratory distress syndrome</li> <li>• Birth injuries</li> <li>• Newborn syphilis</li> </ul>	27 hours  (23 hours theory + 4 hours skill lab)	Brain Storming  Interactive lecture  Demonstration  Simulation  Group discussion	White board and marker  LCD/PPT slides  Video  Check list  Neonatalie	Question and answers  Presentation : individual, group  Written test  Skill test
<b>3. Premature, postmature, small and large including low</b>	Describe prematurity	3.1 Prematurity and post maturity <ul style="list-style-type: none"> <li>• Definition</li> <li>• Causes</li> <li>• Characteristics</li> <li>• Management</li> <li>• Prevention of complications</li> </ul>	14 Hours  (10 hours Theory + 4hrs Skill Lab)	Interactive lecture Demonstration Simulation Group discussion	Powerpoint presentation Charts Posters Videos KMC Set	Question and answers Presentation Internal assessment class test

<b>birth weight babies</b>	<p>Explain the IUGR</p> <p>Discuss the large for date</p> <p>Describe low birth weight</p>	<p>3.2 Intrauterine growth restriction(IUGR)</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Causes</li> <li>• Types</li> <li>• Clinical features</li> <li>• Management</li> <li>• Prevention of complications</li> </ul> <p>3.4 Large for date</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Causes</li> <li>• Clinical features</li> <li>• Management</li> <li>• Prevention of complications</li> </ul> <p>3.4 Low birth weight</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Types</li> <li>• Causes</li> <li>• Clinical features</li> <li>• Management -</li> <li>• Kangaroo Mother Care</li> <li>• Prevention of complications</li> </ul>				re-demonstration
<b>4. Prevention of mother to child transmission of infection</b>	<p>Explain the prevention of mother to child transmission of infection</p>	<p>4.1 HIV</p> <p>4.2 Tuberculosis</p> <p>4.3 Hepatitis B and C</p>	4 hours	<p>Interactive lecture</p> <p>Group discussion</p>	<p>Power point presentation</p> <p>Chart paper</p> <p>National protocol and guidelines</p>	<p>Question and answers</p> <p>Presentation</p> <p>Internal assessment</p> <p>class test</p>

<b>5. Mourning process following perinatal death</b>		5.1 Maternal death audit <ul style="list-style-type: none"> <li>• MPDSR</li> </ul>	2 hours	Interactive lecture and discussion Group discussion	White board/Markers LCD/Power point presentation	Question and answers Internal assessment class test
--	--	--	---------	--	---	---

**Evaluation Scheme:**

**Assessment method:** Written Examination

**Total Mark:** 50

- Internal assessment: 10 (20% of total marks)
- Final examination: 40 (80 % of total marks)

**References**

- Daftary SN., Chakravarti, S., Pai MV &Kustagi, P. (2016). Holland &Brews Manual of Obstetrics. (4<sup>th</sup>ed.). India: Reed Elsevier. India Pvt. Ltd.
- Family Health Division, Ministry Of Health and Population. Government of Nepal. (2007). National Medical standard for Reproductive Health, Vol.III. Kathmandu: Author.
- Family Health Division, Ministry of Health Government of Nepal. (2007). Medical Standard for Reproductive Health; Maternal and Neonatal Care. Kathmandu: Author.
- Ghimire, B. (2018). Textbook of Community Health Nursing Part I. (2<sup>nd</sup>ed.). Kathmandu: Vidhyarthi Publication
- Government of Nepal, Ministry of Health and Population. (2016). Maternal and Newborn Care, Learning Resource Package for Skilled Birth Attendants. Kathmandu.
- King T. L., Bruker, M.C., Kriebs, J.M., Fasey, J.O., Gegor, C. L., & Varney, H. (2016). Varney’s Midwifery. (5<sup>th</sup>ed.). India: Jones and Bartlett Pvt. Ltd.
- Konar, H. (2018). D.C. Dutta’s Textbook of Obstetric. 9<sup>th</sup> ed. India: Jaypee Brothers Pvt. Ltd.
- Marshall, J., Raynor, M. (2014) Myles Textbook for Midwives. 16<sup>th</sup> ed. Churchill Livingstone, Elsevier.
- Ranabhat, R.D., & Niraula, H. (2017). A Textbook of Midwifery & Reproductive Health. (1<sup>st</sup>ed.). Kathmandu: National center for Health Profession Education.

- Save the Children, (2004). Care of newborn: Reference Manual, Saving Newborn Lives, Washington DC.
- Subedi, D., & Gautam, S. (2014). Midwifery Nursing I, II and III. (2<sup>nd</sup>ed.). Kathmandu: Madhavi Publication.
- Tuitui, R. (2018). Manual of Midwifery and gynecological Nursing III. Kathmandu: Vidharthi Pustak Vandar.
- WHO (2007) Midwifery Standards. Volume 1, 2, 3 and 4. WHO Publications.
- WHO, UNICEF, (2016). Guidelines: updates on HIV and Infant Feeding: the duration of breast feeding, and support Health services to improve feeding practices among mothers living with HIV, Geneva.
- World Health Organization. (2017) Integrated Management of Pregnancy and Childbirth.

## **COMPLEX POST PARTUM AND NEWBORN (PRACTICUM)**

**Course Code No.: PCLM214**

**Placement: Second**

**Year**

**Total Hours: 150 hours (5 weeks)**

**Full Marks: 50**

**Credit hours: 5**

**Pass Marks: 25**

### **Course Description**

This practicum is designed to provide practical skills from the theory courses of complex postnatal and newborn. This course will enable students to use knowledge; skill and professional behaviors for identify, manage and refer the mother and newborn with problems in the hospital, birthing center and home setting.

### **Clinical Objectives**

On completion of the clinical placement, the learners will be able to:

- Assess postnatal mother and newborn.
- Provide postpartum care postnatal mother and newborn.
- Provide care to low birth weight and premature babies.
- Give health teaching according to need of mother and baby.
- Facilitate parent infant bonding for breast feeding.
- Document all the events.
- Establish inter-professional collaboration and team work
- Identify, manage and refer postnatal mother and babies with complications.

### **Clinical Activities**

- Collect health history and examine the postnatal mother during in different setting.
- Examine the newborn.
- Provide routine care of the postnatal mother and newborn
- Plan and Give health teaching according to need of mother and baby.
- Take care of Care of low birth weight, premature babies.



- Facilitate parent infant bonding for breast feeding.
- Document all the events.
- Establish inter-professional collaboration and team work.

### **Clinical Placement**

- Postnatal ward
- MICU
- NICU
- KMC Unit

<b>S. N.</b>	<b>Activity</b>	<b>No. of Cases</b>	<b>Marks</b>
1	Daily clinical performance		5
2	Health teaching	1	2.5
3	Postnatal examination of mother with problem	10	2.5
4	Kangaroo Mother Care (KMC)	3	2.5
5	Support in breast feeding with feeding difficulties	5	2.5
6	care of mother with cesarean section	5	2.5
7	Assist abnormal child birth	10	2.5
8	Case study and presentation	1	2.5
9	Log book	1	2.5
	Toatl		25

### **Evaluation Scheme**

Internal assessment (50%): 25 marks (Clinical assessment)

Final examination (50%): 25 marks (OSPE 15 Marks and Viva 10 Marks)

# **THIRD YEAR**

### Master Plan for Third Year

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Study Block								Leadership & Management				Sexual & Reproductive Health for Midwives						Vacation							
27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
Professional Development for Midwives		Autonomous Practice (Internship)																			Revision		Final Exam		

S.N.	Subject	Weeks	Shift	Hours	<u>Weeks Distribution</u>
1.	Leadership and Management for Midwives	6	Morning (4 weeks x 5 days x 8 hrs) Evening (2 week x 5 days x 8 hrs)	160 80	Study Block = 8 weeks
2.	Professional Development for Midwives	2	2 weeks x 6 days x 6 hrs	72	Clinical Field = 34 weeks
3.	Sexual and Reproductive Health for Midwives	6	Morning (4 weeks x 5 days x 6 hrs) Evening (2 week x 5 days x 6 hrs)	120 60	Vacation = 6 weeks Revision = 2 weeks
4.	Internship	20	Morning (10 weeks x 6 days x 6 hrs) Evening (6 weeks x 6 days x 6 hrs) Night (4 weeks x 3 nights x 12 hrs)	360 216 144	Final exam = 2 weeks

## **PROFESSIONAL DEVELOPMENT FOR MIDWIVES (THEORY)**

**Course Code No.: PCLM301**

**Total Hours: 100 Hours**

**Total Credit Hours: 6**

**Placement: Third Year**

**Full Marks: 100**

**Pass Marks: 40**

### **Course Description**

This course provides knowledge about midwifery professional development in Nepal and in abroad in line with midwifery education, regulatory mechanism and professional associations and service provision. The course highlights the issues of midwifery practice and midwives role and responsibilities towards the maternity and neonatal care. It also lead the students towards more thinking about the concept of maternity care , its policies and strategies of Nepal and meet the global midwifery standards.

### **Course Objectives**

Upon the successful completion of the course, students will be able to:

- Review the history of midwifery in national and international context.
- Describe the process for development and strengthening of midwifery education, regulation, association and service provision as per ICM essential competencies for basic midwifery practice.
- Explain about various midwifery policies and Acts in Nepal
- Describe the importance of data management in midwifery.
- Discuss the application of evidence based practice in midwifery.
- Explain the ways of maintaining quality in midwifery care practice.

## Course Contents

Unit	Objective	Contents	T/ L methods	T/ L media		Evaluation
<b>1. History of midwifery in country and in region</b>	Review about history of midwifery in country and region	1.1 Review from Foundation of Midwifery I <ul style="list-style-type: none"> <li>• Midwifery development in developed countries and South Asia</li> <li>• Professional midwifery education in Nepal</li> </ul>	10 hours	Interactive lecture Group discussions	LCD/PPT slides White boards	Question and answers
<b>2. Development and strengthening midwifery profession</b>	Briefly discuss the development and strengthening of midwifery profession	2.1 Strengthening midwifery as an Profession <ul style="list-style-type: none"> <li>• Three pillars of midwifery and service provision</li> </ul> 2.2 Midwifery education <ul style="list-style-type: none"> <li>• ICM Global standards for midwifery education 2013</li> </ul> 2.3 Midwifery regulation <ul style="list-style-type: none"> <li>• ICM regulation tool kit</li> <li>• Registration, accreditation, licensing, regulation, renewing and withdrawal of membership</li> </ul> 2.4 Midwifery Associations: <ul style="list-style-type: none"> <li>• International and National organizations: Introduction, Structure, Function, Policies, Rule and Regulations, Controlling mechanism of following:</li> <li>• International confederation of midwifery (ICM)</li> </ul>	30 hours	Interactive lecture          Group work	LCD/PPT slides          White boards          Leaflets,	Question and answers

		<ul style="list-style-type: none"> <li>- Advocacy for Midwives</li> <li>- Leadership in Midwifery</li> <li>- Unification of Midwives' Voices</li> <li>• Nepal Nursing and Midwifery council (NNMC)</li> <li>• Midwifery Society of Nepal (MIDSON)</li> <li>• Nepal Nursing Association</li> </ul>			news bulletin, Annual reports	
<b>3. Midwifery Policy and Act</b>	Explain about national and international midwifery policies.	<b>3.1 Midwifery Policy and Act</b> <ul style="list-style-type: none"> <li>• Background and importance</li> <li>• Policy and politics in midwifery</li> <li>• Midwifery Act in Nepal and other countries.</li> <li>• Review of Midwifery policy reflects to SBA strategies 2006</li> </ul>	10 hours	Interactive lecture	LCD/PPT slides  Guidelines	Question and answers
<b>4. Data management in midwifery</b>	<p>Describe the importance of research and data management in midwifery</p> <p>Explain research designs, data collection techniques, analysis, report writing and critiques of research findings</p>	<b>4.1 Data management in midwifery</b> <ul style="list-style-type: none"> <li>• Define common terminologies related to research and data management</li> <li>• Registration of births and deaths</li> <li>• Literature review related to maternal health</li> <li>• Importance of evidence based practice and implementation.</li> <li>• Mini Proposal writing in the field of midwifery care</li> <li>• Data collection and analysis – very short (descriptive only)</li> <li>• Report writing (in brief)</li> </ul>	25 hours	Interactive lecture  Group works	LCD/PPT slides	Question and answers

<b>5. Quality midwifery care</b>	Explain the ways of maintaining quality in midwifery care.	5.1 Quality midwifery care <ul style="list-style-type: none"> <li>• Quality of Care in brief</li> <li>• Maternal and newborn indicators (Review from Public Health)</li> <li>• Standard of midwifery practice ICM, WHO</li> <li>• National RH protocol</li> <li>• On site coaching and monitoring</li> <li>• Continuing professional development(CPD)</li> <li>• Hindering factors for professional development</li> </ul>	25 hours	Interactive lecture AAAQ  Group work	LCD/PPT slides  White boards  Protocols  Discussion	Question and answers   Written test
----------------------------------	--	--	----------	---	---	--

**Evaluation Scheme:**

**Assessment method:** Written Examination

**Total Mark: 100**

Internal assessment: 20 (20% of total marks)

Final examination: 80 (80 % of total marks)

**References:**

- ICM International Code of Ethics for Midwives (2008)
- UNFPA, WHO and White Ribbon Alliance, Midwives Voice Midwives Realities, (2016)
- The Lancet,
- ICM Global Standards for Midwifery Education (2010): Companion guidelines
- ICM Global Standards for Midwifery Regulation (2011)
- [www.internationalmidwives.org](http://www.internationalmidwives.org) for ICM core documents

## **PROFESSIONAL DEVELOPMENT FOR MIDWIVES (PRACTICUM)**

**Course Code No.: PCLM302**  
**Total Hours: 72 Hours (2 weeks)**  
**Total Credit Hours: 2**

**Placement: Third Year**  
**Full Marks: 50**  
**Pass Marks: 25**

### **Course Description**

This course has been designed to place the students in different maternity units, primary hospitals and birthing center to observe, manage and bring changes as needed. This placement enables them to develop necessary skills, knowledge and understanding in strengthening midwifery services and build confidence to work independently in the country context.

### **Course Objectives**

Upon the successful completion of this course, students will be able to:

- Visit and observe various professional associations and submit the reports.
- Work as a team leader in managing a birthing unit.
- Involve and arrange in CPD programmes
- Develop a mini proposal or concept note on improving maternity care within a given template.
- Implement the updated version of maternity services in the facility.

### **Evaluation Scheme**

- Internal assessment (50%): 25 marks (observation visit)
- Final examination (50%): 25 marks



Assignment/activities	Number	Marks
<p><b>Observation Visit</b> at Professional associations and govt. offices related to SRMNAH and submit the report.</p> <ul style="list-style-type: none"> <li>• Nepal Nursing and Midwifery Council (NNC)</li> <li>• Midwifery Society of Nepal (MIDSON)</li> <li>• Nursing Association of Nepal (NAN)</li> <li>• Family Welfare Division, DoHS</li> <li>• Nursing and Social Security Division, DoHS</li> <li>• MOHP-Nursing/Midwifery Unit</li> <li>• Midwives lead birthing centres</li> <li>• One stop crisis management centre (OCMC)</li> </ul>		
A. Report writing and presentation of each visit (group)	1	5
B. Mini Proposal writing (Maternity care)	1	5
C. Implementation of evidence based maternity care	1	5
D. Portfolio (Normal and abnormal) from antenatal to postnatal (Journey of pregnancy to child birth)	2	5
E. Project Work	1	5
<b>Total</b>		<b>25</b>

## **SEXUAL AND REPRODUCTIVE HEALTH FOR MIDWIFE (THEORY)**

**Course Code No.: PCLM303**

**Total hours: 150 hours (Theory 113 hours + Skill lab 37 hours)**

**Total credit hours: 6**

**Placement: Third year**

**Full marks: 100**

**Pass marks: 40**

### **Course Description**

This course has been designed to develop necessary knowledge and skills in major sexual and reproductive health issues in the context of Nepal and make them competent to provide the care to relevant sexual and reproductive health problem at various level of health facility.

### **Course Objectives**

Upon completion of the course, the students will be able to:

- Explain component of reproductive health.
- Discuss national RH policy and strategies.
- Describe menstrual disorders and their management including referral service.
- Discuss the gynecological problem and its management.
- Explain the management of subfertility/infertility due to female and male causes.
- Explain safe abortion services.
- Outline the provision of family planning services.
- Discuss the different method of family planning available and support for women in decision making.
- Discuss the common gynecological neoplasm and their management.
- Discuss pelvic organ prolapse including its prevention and management
- Explain the causes, prevention and management of obstetric fistula.
- Discuss adolescent sexual and reproductive health.
- Outline preventive recognition and treatment of sexually transmitted infections.
- Explain gender based violence including its prevention and management.

## Course Contents

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
<b>1. Introduction to sexual and reproductive health and rights</b>	List out the sexual and reproductive health rights  Explain component of reproductive health	1.1 Definition of Sexual and Reproductive Health and Right 1.2 ICPD conference 1994 and its follow on 1.3 Component of reproductive health <ul style="list-style-type: none"> <li>• Safe motherhood</li> <li>• Child Health (Newborn)</li> <li>• Prevention and management of complication of abortion</li> <li>• Family Planning</li> <li>• STI/HIV and AIDS</li> <li>• Prevention and management of infertility</li> <li>• GBV</li> <li>• ASRH</li> <li>• Problems of elderly women</li> </ul> 1.4 Sexual and reproductive health rights 1.5 Prevention and screening in life cycle approach	14 hours	Interactive lecture and discussion  Group discussion	Power point slides  White board& marker	Question and answers  Written test
<b>2. National reproductive health policy</b>	State national reproductive health policy.	2.1 National reproductive health policy, strategy, guideline and protocol	2 hours	Interactive lecture  Group discussion	Power point slides White board& marker	Question and answers
<b>3. Gynecological Examination and care</b>	State different gynecological examination method and	3.1 History taking <ul style="list-style-type: none"> <li>• detailed history</li> <li>• obstetric and gynecological history</li> </ul>	20 hours (12 hours theory+ 8	Interactive lecture	Power point slides	Question and answers Written test

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
	diagnostic procedures	<ul style="list-style-type: none"> <li>• system wise history</li> </ul> 3.2 Physical examination <ul style="list-style-type: none"> <li>• General consideration and positioning</li> <li>• Breast examination</li> <li>• Abdominal examination</li> <li>• Pelvic examination</li> <li>• Documentation</li> </ul> 3.3 Diagnostic procedure and investigation: <ul style="list-style-type: none"> <li>• Pap smear</li> <li>• Visual inspection under acetic acid (VIA)</li> <li>• Ultrasonography</li> <li>• Colposcopy</li> <li>• Endometrial biopsy</li> <li>• Cervical biopsy</li> <li>• Culdocentesis and culdoscopy</li> <li>• Hormone test</li> <li>• Tumour markers test and Others</li> </ul>	hours skill lab)	Group discussion  Simulation	White board& marker  Checklist	OSCE
<b>4. Menstrual Disorders</b>	Describe menstrual disorders and their management.	4.1 Menstrual disorders <ul style="list-style-type: none"> <li>• Dysmenorrhea</li> <li>• Menorrhagia</li> <li>• Puberty menorrhagia</li> <li>• Polymenorrhagia</li> <li>• Metrorrhagia</li> <li>• Oligomenorrhea and hypomenorrhea</li> <li>• Amenorrhoea</li> <li>• Hematometra</li> </ul>	4 hours	Interactive lecture  Illustrative lecture  Group discussion	Power point slides  White board & markers  Pictures	Question and answers

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
		<ul style="list-style-type: none"> <li>• Cryptomenorrhea</li> <li>• Delayed puberty</li> <li>• Asherman's syndrome</li> </ul>				
<b>5. Gynecological Problems</b>	Discuss the gynecological problem and its management	<p>5.1 Gynecological Problems</p> <ul style="list-style-type: none"> <li>• Premenstrual syndrome</li> <li>• Abnormal uterine bleeding: DUB</li> <li>• Climacteric changes and its problems: HRT</li> <li>• Obstetric/genital fistula</li> <li>• Urinary problem in Gynaecology</li> <li>• Genital tract injury</li> <li>• Pelvic organ prolapse</li> <li>• Endometriosis</li> <li>• Cervical polyps, erosion</li> <li>• Congenital anomaly of reproductive organs</li> </ul> <p>5.2 Pre and post operative preparation of gynaecological surgery</p> <p><b>5.2.1 Pre-operative preparation</b></p> <ul style="list-style-type: none"> <li>- Informed consent</li> <li>- Pre-operative evaluation</li> <li>- History taking and physical examination</li> <li>- Laboratory examination</li> <li>- Anesthetic and other consultation</li> <li>- Psychological preparation</li> </ul> <p><b>5.2.2 Post operative care</b></p> <ul style="list-style-type: none"> <li>- Post operative activity</li> <li>- Physiological parameters</li> </ul>	20 hours(12 hours theory + 8 hours skill lab)	<p>Interactive lecture and discussion</p> <p>Group discussion</p>	<p>Power point slides</p> <p>White boards/Markers</p>	<p>Question and answers</p> <p>Group presentation</p>

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
		<ul style="list-style-type: none"> <li>- Nutrition</li> <li>- Fluid and electrolyte management</li> <li>- Pain management</li> <li>- Incision care</li> <li>- Prevention of post operative complications</li> <li>- Follow up</li> </ul>				
<b>6. Sub-fertility and infertility</b>	Explain the management of infertility due to female and male causes.	6.1 Introduction of subfertility and infertility 6.2 Causes of male and female infertility 6.3 Investigations 6.4 Management and Assisted Reproductive Technology (ART)	6 hours	Brainstorming  Interactive lecture  Group Discussion	Power point slides  White boards  Videos	Question and answers
<b>7. Safe Abortion Care</b>	Explain safe abortion care	7.1 Introduction of safe abortion care <ul style="list-style-type: none"> <li>• Safe abortion service</li> <li>• Post abortion care (PAC) service</li> <li>• Comprehensive abortion care (CAC) services</li> </ul> 7.2 Act, policy, protocol and guidelines related to safe abortion.	6 hours (4 hrs theory + 2 hours skill lab)	Interactive lecture  Group discussion	Power point slides  White boards	Question and answers
<b>8. Common gynaecological neoplasm</b>	Discuss the common gynaecological neoplasms and their management	8.1 Cervical Cancer <ul style="list-style-type: none"> <li>• Introduction</li> <li>• National programme on cervical cancer screening and prevention</li> <li>• Diagnosis of cervical cancer</li> <li>• Management and treatment</li> </ul>	12 hours (8 hours theory + 4 hours skill lab)	Interactive lecture  Group discussion  Simulation	Power point slides	Question and answers  OSCE

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
		8.2 Breast Cancer <ul style="list-style-type: none"> <li>• Introduction</li> <li>• National programme on breast cancer screening and prevention</li> <li>• Diagnosis of breast cancer</li> <li>• Management and treatment</li> </ul>			White board& markers Checklist	
<b>9. Pelvic Organ Prolapse</b>	Discuss pelvic organ prolapse including its prevention and management	9.1 Pelvic Organ Prolapse <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Burden of the problem</li> <li>• Causes</li> <li>• Prevention: in general and during birth and postpartum period</li> <li>• Screening and grading of the PoP</li> <li>• Management and treatment at various level of health system</li> </ul> 9.2 Policy and strategy on POP (Current intervention: prevention and treatment from the Government of Nepal)	8 hours (5 hours theory + 3 hours skill lab)	Interactive lecture and discussion Group discussion	Power point slides White boards/ Markers	Question and answers
<b>10. Obstetric Fistula</b>	Explain the causes, prevention and management of obstetric fistula	10.1 Introduction and definition 10.2 Causes and burden of the problem 10.3 Prevention in general and intra partum management 10.4 Treatment and management	4 hours	Interactive lecture  Group discussion	Power point slides  White boards	Question and answers
<b>11. Adolescent Sexual and Reproductive Health</b>	Illustrate adolescent sexual and reproductive health	11.1 Introduction to adolescent sexual and reproductive health 11.2 Adolescent friendly health services	8 hours	Interactive lecture Group work	Power point slides White boards	Question and answers

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
		11.3 Quality improvement in Reproductive Health services in different settings 11.4 Reproductive Health Problems of adolescent 11.5 Male involvement in sexual and reproductive health 11.6 Prenatal counseling for adolescent health problem				
<b>12. Management of STI/RTI</b>	Explain the management of different types of STI/RTIs.	12.1 Concepts of RTI and STI 12.2 Different types of RTI/STI 12.3 Management <ul style="list-style-type: none"> <li>• Syndromic management of RTI and STI of male and female problems</li> <li>• Referral system</li> </ul>	6 hours	Interactive lecture Group work	Power point slides White boards	Question and answers
<b>13. Gender Based Violence</b>	Explain gender based violence including its prevention and management.  Explain gender mainstreaming and gender analysis.	13.1 Introduction and definition <ul style="list-style-type: none"> <li>• Gender, Sex,</li> <li>• Gender equality, Gender equity</li> <li>• Gender-based bias,</li> <li>• Gender discrimination</li> <li>• Gender mainstreaming</li> </ul> 13.2 Prevalence and burden of problems <ul style="list-style-type: none"> <li>• Types and settings of violence</li> </ul> 13.3 Global and national situation of GBV 13.4 Gender based violence (GBV) <ul style="list-style-type: none"> <li>• Factors contributing to GBV</li> <li>• Action to eliminate gender-based violence</li> <li>• Impact of gender-based violence on women's health</li> </ul>	20 hours (16 hours theory + 4 hours skill lab)	Interactive lecture Group work	Power point slides White boards	Question and answers



Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
		13.5 Gender friendly environment in health and work place 13.6 Role and responsibilities of midwife in promoting gender equity 13.7 Policy and programme related to gender-based violence 13.8 Obstetric violence <ul style="list-style-type: none"> <li>• Concept</li> <li>• Burden of obstetric violence</li> <li>• Types</li> <li>• Respectful maternity care to prevent obstetric violence</li> </ul> 13.9 One stop crisis management (OCMC) <ul style="list-style-type: none"> <li>• Concept</li> <li>• Objectives</li> <li>• Importance</li> <li>• Counselling and coordination with client and other stakeholders</li> <li>• Management of violence</li> <li>• Role of midwife in OCMC</li> </ul>				
<b>14. Family Planning</b>	<b>Describe objectives, target, indicator, strategies and major achievement of FP.</b>	14.1 Introduction and definition <ul style="list-style-type: none"> <li>• Family planning as basic human rights</li> <li>• National objectives, target, indicator, strategies and major achievement of FP</li> <li>• Current status of family planning in Nepal and the World</li> </ul>	20 hours (12 hours theory + 8 hours skill lab)	Interactive lecture	Power point slides White boards	Question and answers .

Unit	Objectives	Contents	Time allocation	T/L Method	T/L Media	Evaluation
	Discuss different types of family planning methods.	<ul style="list-style-type: none"> <li>• Unmet need of family planning: causes and measures to reduce unmet need</li> <li>• Assessment and counselling on FP (CoFP)</li> <li>• Control of fertility</li> <li>• Decision making and planning</li> <li>• Counselling for family planning</li> <li>• Access and advocacy on FP</li> </ul> <p>14.2 Methods of family planning</p> <ul style="list-style-type: none"> <li>• Temporary and permanent a methods for male and female <ul style="list-style-type: none"> <li>- Concept,</li> <li>- Indications</li> <li>- Contraindication</li> <li>- Advantages</li> <li>- Disadvantages</li> <li>- Side effects</li> <li>- Management and referral.</li> </ul> </li> <li>• Emergency contraception</li> <li>• Contraception for adolescent</li> <li>• Post abortion contraception</li> <li>• Contraception for women over 35 years (Non-hormonal contraception)</li> </ul> <p>14.3 Infection prevention in FP</p>		<p>Demonstration</p> <p>Simulation &amp; counselling practice</p>	Real objects	

**Evaluation Scheme:**

**Assessment method:** Written Examination

**Total Mark: 100**

Internal assessment: 20 (20% of total marks)

Final examination: 80 (80 % of total marks)

**References**

- FHD (2011). National adolescent sexual and reproductive health program: Program implementation guideline. MOHP and Save the children.
- DoHS (2015). Annual Report 2014-2015, Management division, MOHP
- ARROW Advocacy brief (2014) Sexual and reproductive health and rights in the post 2015 agenda: Taking their rightful place. Asian Pacific Resource and Research Centre for women, Malaysia
- Ghimire. B. (2013). A text book of community health nursing. 2<sup>nd</sup> edition, Heritage Publishers & Distributors P.LTD: Kathmandu
- DoHS. Annual Report 2073/2074, Department of Health Services, Teku, Kathmandu.
- Cecy Correia, Comprehensive Community Health Nursing, Jaypee, 1<sup>st</sup> edition 2011.
- CWISH.2009.Clinical response on child sexual abuse, 1<sup>st</sup> edition.
- I clement, Manual of Community Health Nursing, Jaypee, first edition 2012.
- Mary A. Nies, Melanie, McEwen, Community Health Nursing Promoting the health of Population, Third edition, Saunders/Elsevier.
- National Maternal & neonatal Health care package, 2006. Family Health Division.
- National Medical standard for Reproductive health: Volume III Maternal and Neonatal Care, 2007, FHD, DoHS
- National nutritional Health Policies and Strategies, 2004, CDH, DoHS, MOHP.
- National reproductive health strategy, 1988, FHD, DOHS.

## **SEXUAL AND REPRODUCTIVE HEALTH FOR MIDWIVES (PRACTICUM)**

**Course Code No.: PCLM304**

**Total hours: 180 hours (6 weeks)**

**Total credit hours: 6**

**Placement: Third year**

**Full marks: 100**

**Pass marks: 50**

### **Course Description**

This practicum offers opportunities to the students for the application of their theoretical knowledge to provide comprehensive sexual health care services to the individual, family and community. The major focus of the course is on maternal, child and family planning services according to national priority

### **Course Objectives**

At the completion of the course, students will be able to:

- Provide Community based SRH service and continue and refer SRH case per as needs.
- Provide safe abortion service
- Support and manage POP and obstetric fistula
- Provide family planning service.
- Assist Abortion service
- Provide post abortion family planning counselling service.
- Provide health teaching on SRH related issue.
- Diagnose community problems and present in group.

### **Teaching/Learning activities**

- Maintain daily record of clinical activities.
- Provide family planning counseling.
- Provide family planning service.
- Assist/observe IUCD and Implant insertion.
- Assist Abortion service
- Provide post abortion family planning counselling service.
- Provide health teaching on SRH related issue.
- Assist/ observe screening and management of POP and obstetric fistula clients.
- Diagnose community problems and present in group.

**Assignment:****Internal Assessment Scheme**

	<b>Cases</b>	<b>Marks</b>
1. Performance evaluation	15	2.5
2. Clinical diary	Individual	2.5
3. Perform Family Planning counselling	5	2.5
4. Perform IUCD and Implant insertion	5	5
5. Perform in safe abortion service	10	5
6. Perform post abortion care	5	5
7. Perform health teaching on SRH related issue.	1	2.5
8. Perform in cervical cancer screening (VIA) test	5	5
9. Observe/assist and perform postpartum IUCD implantation	5	5
10. Perform insertion of ring pessary	5	5
11. Assist safe abortion service (SAS) total	10	5
○ Medical abortion (MA) 5		
○ Assist surgical abortion (MVA) 5		
12. Case study	1	5

**Evaluation scheme****Internal assessment:** 50 marks**Final examination:** 50 marks

## **LEADERSHIP AND MANAGEMENT FOR MIDWIVES (THEORY)**

**Course Number No.: PCLM305**

**Total Hours: 150 (Theory 128 hours + Skill lab 22 hours)**

**Total Credit Hour: 10**

**Placement: Third Year**

**Full Marks: 100**

**Pass Marks: 40**

### **Course Description**

This course is designed to provide the students an opportunity to have a basic knowledge on the leadership and management for midwife. It also provides the knowledge on different level of Health Care Delivery System (national to periphery including the province). The course also focuses on national planning, policies, health information system so that they develop an understanding of the available resources and how health sector is functioning in this area.

### **Course Objectives**

After successful completion of this course, the student will be able to:

- Explain leadership, management and its principle, functions and process.
- Discuss midwives roles in relation to management in the hospital, birthing centers, and community settings.
- Explain the national health care delivery system in Nepal.
- Explain the national health planning in Nepal.
- Discuss personal and professional development.
- Explain the problems related to maternal and child health in hospital and community setting and their solution.

## Course contents

Unit	Specific objectives	Contents	Time Allocation	T/L methods	T/L aids	Evaluation
<b>1. Introduction to Leadership and Management</b>	<p>Define terminologies.</p> <p>Explain the principle of management</p> <p>Describe the function of the management</p> <p>Illustrate the different types of leadership</p> <p>Introduce the leaderships theories</p> <p>List the qualities of leader</p> <p>Explain the factors influencing leadership</p>	<p>1.1 Definition of terminologies: Organization, administration, management, manager, leadership and leader</p> <p>1.2 Principles of management</p> <p>1.3 Functions of management</p> <p>1.4 Types of leadership</p> <ul style="list-style-type: none"> <li>• Autocratic</li> <li>• Democratic</li> <li>• Laissez-faire</li> </ul> <p>1.5 Leadership Theory</p> <ul style="list-style-type: none"> <li>• Greatman</li> <li>• Trait</li> <li>• Situational</li> </ul> <p>1.6 Qualities of good leader</p> <p>1.7 Factors influencing leadership</p> <ul style="list-style-type: none"> <li>• Cultural-social background</li> <li>• Education</li> <li>• Experience</li> <li>• Social, political and economical environment</li> <li>• Society's demand for certain types of leadership</li> </ul>	16 hours	<p>Interactive lecture</p> <p>Brain storming</p> <p>Role play</p> <p>Interactive Lecture</p>	<p>Poster</p> <p>Projector</p> <p>White board and marker</p> <p>Hands out</p>	Question answer
<b>2. Management Process</b>	Explain management process	<p>2.1 Management Process</p> <p>2.2 Assessment</p>	40 hours (30 hours)	Interactive lecture	Poster	Written test

	<p>Explain the steps of planning.</p> <p>Explain the methods of patient's assignment among the staffs.</p> <p>Explain the various documents used in midwifery service</p> <p>Explain the importance of communication in midwifery practice.</p>	<ul style="list-style-type: none"> <li>• Client's needs and problems (Urban and rural situation)</li> <li>• Staff needs and problems</li> <li>• Staff strengths and limitations</li> <li>• Physical resources of the unit</li> <li>• Material equipment and supplies (logistic management)</li> <li>• Maintenance equipment and supplies</li> </ul> <p>2.3 Planning</p> <ul style="list-style-type: none"> <li>• Prioritize needs and problems</li> <li>• Set goals</li> <li>• Plan distribution of work activities, scheduling of staff</li> <li>• Assignment of client care and other activities</li> <li>• Method of assignment: Functional method, Team method, Patient-centered method (case management method)</li> </ul> <p>2.4 Implementation</p> <p>2.4.1 Information and documentation in relation to midwifery Confinement book,</p> <ul style="list-style-type: none"> <li>• Birth certificate,</li> <li>• Identification of baby and midwives</li> <li>• Registration of births and deaths</li> <li>• Maternal death audits: MPDSR</li> </ul> <p>Review Communication: Definition, methods, Process, Barriers (problems) in management</p> <p>2.4.2 Organizational communication:</p>	theory + 10 hours skill lab)	Simulation	<p>Projector</p> <p>White board and marker</p>	<p>Oral test presentation of management</p> <p>presentation on method of patient assignment</p>
--	---	--	------------------------------	------------	--	---



	<p>Describe the different forms of communication in organization</p> <p>Explain different method of personnel development.</p> <p>Explain different method of staff motivation.</p> <p>Explain the delegation of responsibility in management</p> <p>Explain the supervision and monitoring for subordinates</p> <p>Explain monitoring evaluation and controlling mechanism in management.</p>	<ul style="list-style-type: none"> <li>• Introduction, types, importance, process</li> <li>• Principles of effective communication</li> <li>• Role of manager in effective communication</li> <li>• Non violence communication</li> <li>• Behavior change communication</li> </ul> <p>2.4.3 Personnel development:</p> <ul style="list-style-type: none"> <li>• Morale: Definition, methods to enhance morale</li> <li>• Job satisfaction: ways to increase job satisfaction</li> <li>• Motivation methods of motivating staffs <ul style="list-style-type: none"> <li>➤ Recognition and reward</li> <li>➤ Responsibility and accountability</li> <li>➤ Division of work</li> <li>➤ Human resource management</li> <li>➤ Staff development program</li> </ul> </li> </ul> <p>2.4.4 Delegation of responsibility</p> <p>2.4.5 Co-operation, co-ordination</p> <p>2.4.6 Collaboration and interdisciplinary teamwork</p> <p>2.4.7 Supervision: Definition, types and importance, Coaching and mentoring</p> <p>2.4.8 Meeting: Definition, types, process and writing minute</p> <p>2.4.9 Monitoring, Controlling and Evaluation</p>		<p>Interactive lecture</p> <p>Group discussion</p>		
--	--	---	--	--	--	--

	Explain the professional development programme.	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Types</li> <li>• Purposes and importance</li> <li>• Methods of monitoring and evaluation</li> <li>• Area of evaluation <ul style="list-style-type: none"> <li>- Client's satisfaction</li> <li>- Staff's performance evaluation</li> </ul> </li> </ul> <p>2.4.10 Continue Professional Development Program : definition, importance, method</p> <ul style="list-style-type: none"> <li>• Orientation</li> <li>• Continue education</li> <li>• Staff training (in-service)</li> </ul>				
<b>3. Profession</b>	<p>List the criteria of profession</p> <p>Explain the evolution of Midwifery service in national and international level.</p>	<p>3.1 Definition and its criteria</p> <p>3.2 Professional identity; criteria for licensure/ regulation; plan for continuing professional development; business plans for professional midwifery practice, entrepreneurship in midwifery</p> <p>3.3 Advocacy and empowerment strategies for women</p> <p>3.4 Ethics and legal aspect of the midwifery practice</p> <p>3.5 Regulation of midwifery practice in Nepal</p> <p>3.6 National and International professional organization of midwives : Introduction, Structure, Function, Policies, Rule and</p>	16 hours	<p>Interactive lecture</p> <p>Discussion</p>	<p>Chart paper</p> <p>White board Marker</p> <p>LCD</p>	<p>Presentation on professional criteria</p> <p>Practice on writing professional correspondence</p>

	<p>Explain the importance of ethical behavior and legal aspect of midwifery practice to protect both client and midwives.</p> <p>Identify the different national and international organization related to midwifery service and practice of midwives.</p> <p>Practice on writing professional correspondence letters</p>	<p>Regulations, Controlling mechanism</p> <ul style="list-style-type: none"> <li>• Nepal Nursing and Midwifery council (NNMC)</li> <li>• Midwifery Society of Nepal (MIDSON)</li> <li>• Nepal Nursing Association</li> <li>• International confederation of midwifery (ICM)</li> <li>• Law and Acts: Maternal Child Health, Midwifery service and midwives. <ul style="list-style-type: none"> <li>➤ Public health act</li> <li>➤ Nepal health service act and</li> <li>➤ Nepal health service regulation,</li> <li>➤ Breast Feeding Substitute act</li> <li>➤ RH Bill</li> <li>➤ MHM Policy</li> </ul> </li> </ul> <p>3.7 Personal and professional responsibility of the midwives.</p> <ul style="list-style-type: none"> <li>• Personal growth-Career Ladder and Academic development</li> <li>• Professional Growth-welfare and Service development</li> </ul> <p>3.8 Professional correspondence</p> <ul style="list-style-type: none"> <li>• Letter of application</li> <li>• Letter of acceptance</li> <li>• Letter of resignation</li> </ul>				
<b>4. Conflict Management</b>	<p>Define the conflict</p> <p>Explain the causes of conflict</p>	<p>4.1 Definition</p> <p>4.2 Causes</p> <p>4.3 Types of conflict</p> <p>4.4 Principles of conflict management</p>	8 hours	Interactive lecture	White board & Marker	

	Explain the conflict management process	4.5 Process of conflict management				
<b>5. National Health Care Delivery System in Nepal</b>	<p>Explain national health care delivery system from central to local level</p> <p>Identify the different development partners in Nepal supporting to sexual reproductive , maternal and neonatal health</p>	<p>5.1 Organizational structure of National Health Care Delivery System</p> <p>5.2 Organogram: Definition , functions of different structure from central to local level</p> <ul style="list-style-type: none"> <li>• Local level: Health post (Birthing Centres, Janata Hospital, primary hospital</li> <li>• Province: secondary hospital, tertiary hospital</li> <li>• Federal: specialized hospital and academia.</li> </ul> <p>5.3 Developmental partners working on women, maternal and child health,: Policies, rules and regulation in delivering SRMNH services</p> <ul style="list-style-type: none"> <li>• Multilateral organizational: WHO, UNICEF, UNFPA, WFP, Jhpiego</li> <li>• Bilateral agencies: DFID, GIZ, USAID, JICA, One heart worldwide (OHW), Population Service International/Nepal (PSI/Nepal), Marie Stop International (MSI)</li> <li>• INGOS: FHI, Save the children, United Mission to Nepal (UMN)</li> <li>• Non-governmental organizations: Red Cross Society, Nick Simons Institute (NSI), Sunaulo pariwar Nepal, Nepal CRS company,</li> </ul>	20 hours (16 hours theory + 4 hours skill lab)	Illustrative lecture	LCD  Annual report, DOHS	presentation of activity done by EDPs

		Family planning association of Nepal (FPAN),				
<b>6. National health policy and planning</b>	<p>Explain national health policy and planning in relation to the women, sexual reproductive maternal and neonatal (SRMNH) health. Explain the health care social security service in Nepal</p> <p>Identify the job description of different level and category of health personnel.</p>	<p>6.1 Health plans (history, targets, indicators, strategies &amp; achievement):</p> <ul style="list-style-type: none"> <li>• Current National Health Policy</li> <li>• Nepal Health Sector Strategy (NHSS)</li> <li>• National Midwifery Policy</li> </ul> <p>6.2 Health care social security service in Nepal</p> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Policies and strategy</li> <li>• Implementation</li> </ul> <p>6.3 Job descriptions of Midwife, Nurses and other concerned personnel</p> <ul style="list-style-type: none"> <li>• Chief hospital/community/Midwife nursing administrator</li> <li>• Hospital/community /Midwife nursing administrator</li> <li>• Nursing /community/ nursing officer</li> <li>• Midwifery officer</li> <li>• Staff nurse/Public health nurse (different areas)</li> <li>• Midwife</li> <li>• Auxiliary nurse midwife</li> <li>• Medical Officer</li> <li>• Health assistant</li> <li>• Auxiliary health worker ( AHW)</li> </ul>	18 hours (14 hours theory + 4 hours skill lab)	<p>Interactive lecture</p> <p>Group discussion</p>	<p>LCD</p> <p>Posters</p> <p>Annual report, DOHS</p> <p>Meta cards</p>	<p>presentation on JD of different personnel</p>
<b>7. Organizational change/ change</b>	Describe the change process.	<p>7.1 Strategic Problem Solving</p> <ul style="list-style-type: none"> <li>• Definition, Purpose</li> </ul>	12 hours (8 hours theory +4		LCD	

<b>management</b>	<b>Discuss Strategic Problem Solving</b>	<ul style="list-style-type: none"> <li>• Process (6 Steps of strategic problem solving) <ul style="list-style-type: none"> <li>- Define the challenge</li> <li>- Analyze the challenge</li> <li>- Establish the goals</li> <li>- Generate possible solutions</li> <li>- Analyze the solution</li> <li>- Implement the solution</li> </ul> </li> </ul>	hours skill lab)	Interactive lecture  Discussion	Meta cards	
<b>8. Health Information system</b>	Identify the health information and communication system in Nepal	8.1 Introduction 8.2 Classification <ul style="list-style-type: none"> <li>• HMIS</li> <li>• DHIS</li> <li>• IMIS</li> <li>• TMIS</li> <li>• LMIS</li> </ul> 8.3 Characteristics 8.4 Components	8 hours	Group discussion  Interactive lecture	Annual report, DOHS	
<b>9. Midwifery service management in Disaster (Refer to Public Health for Midwives)</b>	Define disaster Explain the role of midwife in caring women in pregnancy and childbirth	9.1 Definition 9.2 Disaster management cycle 9.3 Role of midwives in different cycle 9.4 Disaster/mass casualty management plan	6 hours	Interactive lecture  Simulation		
<b>10 Quality improvement in midwifery</b>	Describe quality improvement in midwifery	10.1 Introduction 10.2 Process 10.3 MSS of primary, secondary and tertiary hospital 10.4 Standard of midwifery service 10.5 Quality indicators for health services	6 hours	Interactive lecture		

## Evaluation Scheme:

Assessment method: Written Examination

Total Mark: 100

- Internal assessment: 20 (20% of total marks)
- Final Examination: 80 (80 % of total marks)

## References

- Tuladhar K and Rai B Leadership and management for Nurses (2003) HLMC, Institute of Medicine 2nd edition
- Action Plan for Nursing Development in Nepal 1988- 1997 Kathmandu ,Nepal, Division of Nursing, Ministry of Health 1987.
- Barratt J. Ward Management and Teaching New Delhi India Himalayan Books 1981 (New edition)
- MOHP DOHS Annual Report latest edition
- MOHP, MD Job Description of Nursing personnel (Latest edition)
- MOHP, Executive Summary Second long Teem Health Plan (1997-2017) 1999.
- I. Singh Leading and managing in Health 5<sup>th</sup> edition 2012
- Leadership and management in Nursing 2<sup>nd</sup> edition 2014
- Indira Singh”, Leading and Managing in Health”, pub. Mr. JB Singh , 2006
- Ms. Sanu Tuladhar, Vijaya Kc, Bishnu Rai and other “History of Nursing in Nepal, Pub. Nursing Association of Nepal, 2002
- V.Ruth, Linda K Brown, ”Myles Textbook for Midwives “ 12 ed. ELBS, Churchil Livingstone.
- National Policy on Skilled Birth Attendant “Supplementary to Safe Motherhood policy, Family Health Division,1998
- Volume 4, Ministry of Health ( Health care delivery system in Federal system )
- Taking Forward the consensus from the UNFPA Regional workshop on Skill Birth Attendant, workshop report, Family Health Division,2004
- Development of a Road Map for Improving Access to Skilled Birth Attendants, follow-up to yhr join 6 WHO-UNFPA Interr-Regional workshop on Accreditation of Community based Skilled Birth Attendants, Behror, India, 205, Gokarna, Kath. FHD, 2006

## **LEADERSHIP AND MANAGEMENT FOR MIDWIVES (PRACTICUM)**

**Course Code No.: PCLM306**

**Total Hours: 240 (6 weeks)**

**Credit Hour: 8**

**Placement: Third Year**

**Total Marks: 100**

**Pass marks: 50**

### **Course Description**

This course provides opportunity to the students to apply the theoretical knowledge into practical of on leadership and management in midwifery. The students will work as midwife in-charge in the maternity unit/ward of the hospital, birthing centers and other facilities of midwifery service, as well as in community settings and local level health institutions according to Federal structure in order to develop managerial skills as midwife. Students will have observation visit before going to different places for management practice.

### **Course Objectives**

Upon the successful completion of this practicum, students will be able to:

- develop capacity of management for midwifery services either in hospital or in community setting according to their selected areas of the practice
- participate in the administrative activities in formation of policy, planning and procedures of midwifery service .
- manage the resource needed for providing SRMNH service throughout the pregnancy, child birth and puerium.
- conduct the continue professional development program (CPD) according to the need of midwifery professionals in health organization.
- maintain the quality of the provided services.
- find out the problems in working area and apply the problem solving mechanism.
- keeps accurate and correct documentation and provides information applying the appropriate methods.

### **Teaching and Learning Activities:**

#### **Hospital Management practicum: Four Weeks**

Ward management in hospital: Each student plays a role of in-charge of a ward/unit or the Birthing center as per her exposure area for at least one week and she will perform the following activities:



- Assess, plan and provide care to the mother and child according to their need.
- Maintain good interpersonal relationship, co-operation and co-ordination with different health care team and departments.
- Assign the daily work to the staff and students.
- Supervise the junior students and auxiliary staff who are working with them in the ward.
- Maintain weekly /monthly supplies according to the needs for providing care of the clients in unit.
- Identify the administrative problems in a unit and try to solve them in an effective manner with co-operation and co-ordination of the health team members.
- Identify the structure and functions of the hospital or birthing center where she is exposed for practice.
- Maintain good interpersonal relationship with health team member.
- Supervise the work of the subordinates in the team.
- Conduct planned in service education on the maternal and neonatal health care related areas to staff according to their need.

### **Community Management: Two Weeks**

Each student plays a role being in-charge at local level of health care delivery system i.e. Health post, PHC or primary, secondary, tertiary hospital or the Birthing center as per her exposure area for at least one week and she will perform the following activities:

- Assess, plan and provide care to the mother, neonate and infant according to their need.
- Maintain good interpersonal relationship, co-operation and co-ordination with different health care team and departments.
- Assign the daily work to the staff and student including the home visit for identifying the pregnant and postnatal mothers at home and provide care accordingly at home based.
- Supervise the junior students and auxiliary staff who are working with them in the ward.
- Maintain weekly /monthly supplies according to the needs for providing care of the clients in health care centre.
- Identify the administrative problems in a unit and try to solve them in an effective manner with co-operation and co-ordination of the health team members.
- Identify the structure and functions of the local health care delivery birthing center where she is exposed for practice.
- Maintain good interpersonal relationship with health team member.
- Supervise the work of the subordinates in the team
- Conduct planned in service education on maternal and neonatal health care related issues to staff according to their need.

**Evaluation Scheme:**

Total Marks:	100
Internal mark:	50
Final mark:	50

**Examination method:****Internal Assessment:****Assignment (Activities) for IA****No.****Marks****A. Hospital/Ward/Birthing center management**

• Management performance evaluation	1	10 (Individual)
• Conduct in service education	1	05 (in group )
• Change process	1	05 (in group )
• Report writing	1	05 (Individual)
• Problem solving strategy	1	05 (Individual)

**Total: 30****B. Community Management**

• Administrative /Field management performance evaluation		05 (Individual)
• Conduct in-service education		05 ( Group )
• Problem solving strategy		05 (Individual)
• Observation visit		05 (group)

**Total: 20****Final Examination:**

Total Marks:	50
OSCHE/OSPE:	30
VIVA:	20

## INTERNSHIP

**Course Code No.: PCLM307**

**Total weeks: 720 hours (20 weeks)**

**Total Credit Hours: 24**

**Placement: Third Year (Final)**

**Total marks: 200**

**Pass marks: 100**

### **Direction:**

The preparation for autonomous midwife practicers need more consolidated knowledge and learn more skills and professional behaviours for which, the students' will undertake a 20 week internship in the distant settings in the final year before they sit in the final examination. The clinical preceptor of that health facility will observe her and work collaboratively.

### **Objectives:**

- To develop hands on skill on collection of history and assessment of the pregnant women.
- To perform maternal and fetal wellbeing.
- To work collaboratively within the health team members.
- To educate and counsel the woman and her family for positive child birth.
- To assist in birth of the low risk women in her own.
- To identify the risk women and referral where appropriate.
- To perform the first line management of the women with complex pregnancy and birth.
- To provide culturally accepted care to the woman.

**Placement areas and evaluation scheme**

<b>S. N.</b>	<b>Name of the Health Facilities</b>	<b>Weeks</b>	<b>T/L activities</b>	<b>Evaluation</b>
1	<b>1. Health post with Birthing centre</b> - AN care and counselling - Birthing room /Unit - Management of BC	8 weeks	Self-directed learning in the real settings.  Establish rapport with local leaders and health facility in -charge.	Internship report – 100 marks  Submission of log book-50 marks ( follow the NNC Log Book)  Performance evaluation: 25 marks  Presentation: 25 marks (guidelines available)
2	<b>2. PHCC with Birth centre</b> - AN care and Counselling - Birthing room - Collaborative care	4 weeks	Document all success stories and near miss cases.  Other relevant activities as indicated.	
3	<b>3. Primary hospitals</b> - AN care - Birthing room - Collaborative care - Observe OCMC site	4 weeks		
4	<b>4. Maternity Hospital/ Regional hospital maternity unit</b> - AN care - Birthing room - Collaborative care - Observe OCMC site	4 weeks		
	<b>Total marks</b>	<b>20 Weeks</b>		<b>200 Marks</b>