

**CURRICULUM**  
Technical School Leaving Certificate  
**Auxiliary Nursing Midwifery**  
(18 months program)



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

**Sanothimi, Bhaktapur**

**Developed in 1998**

**First Revision, 2008**

**Updated August 2016**

## Table of Contents

<b>Introduction</b> .....	3
<b>Title</b> .....	3
<b>Aim</b> ....	3
<b>Objectives</b> .....	3
<b>Program Description</b> .....	4
<b>Program Duration:</b> .....	4
<b>Entry criteria:</b> .....	4
<b>Group size:</b> .....	4
<b>Medium of Instruction:</b> .....	4
<b>Pattern of Attendance:</b> .....	4
<b>Instructors' Qualification:</b> .....	4
<b>Teacher and Student Ratio:</b> .....	5
<b>Instructional Media and Materials</b> .....	5
<b>Teaching Learning Methodologies:</b> .....	5
<b>Evaluation Details:</b> .....	5
<b>Grading System:</b> .....	6
<b>Certificate Awarded:</b> .....	6
<b>Job Opportunity:</b> .....	6
<b>Allocation of Weeks and hours for Theory and Practical</b> .....	6
<b>Course Structure</b> .....	7
<b>Master Plan</b> .....	8
<b>Anatomy &amp; Physiology (Theory)</b> .....	9
<b>Fundamentals of Nursing (Theory)</b> .....	20
<b>Fundamentals of Nursing (Practical)</b> .....	34
<b>Reproductive Health (Theory)</b> .....	40
<b>Community Health Nursing (Theory)</b> .....	50
<b>Epidemiology and Communicable Disease (Theory)</b> .....	70
<b>Treatment of Simple Disorder (Theory)</b> .....	77
<b>Health Management (Theory)</b> .....	85
<b>Community Health Nursing: Practical</b> .....	93
<b>Midwifery "A" (Theory)</b> .....	100
<b>Midwifery "A" (Practical)</b> .....	108
<b>Midwifery "B" (Theory)</b> .....	110
<b>Midwifery 'B' (Practical)</b> .....	120
<b>Midwifery "C" Theory</b> .....	123
<b>Midwifery "C" (Practical)</b> .....	130
<b>On the Job Training (OJT)</b> .....	136

## **Introduction**

Nepal Government, Ministry of Education implemented the letter grading system in SLC from 2072 B.S. The door of TSLC programme is open for those students who have appeared in SLC exam and achieved any GPA and any grade in each subject. Focusing on such students the curriculum of TSLC of 29 months and 15 months have been converted into 18 months to create uniformity among different TSLC programme.

This curriculum is designed to produce basic level human resources in the field of Auxiliary nursing midwifery services equipped with knowledge, skills and attitude necessary for this level of technicians so as to meet the demand of such technician in the country.

## **Title**

The title of the programme is TSLC in Auxiliary nursing midwifery

## **Aim**

The aim of the course is to produce competent ANMs who provide Primary Health Care Services for individuals, family, groups and communities through various level of health delivery systems (Health Post, Primary Health Care Centre, and District Hospitals) in the Nepal.

## **Objectives**

After the completion of this program, ANM graduates will be able to:

- Provide basic preventive, promotive, restorative, and rehabilitative and maintenance aspects of individuals, families, groups and communities.
- Support in providing basic nursing care to the clients through nursing procedure by applying nursing process.
- Plan and conduct different activities of health clinics such as reproductive health and nutrition.
- Identify the simple health disorders and their treatment.
- Examine the pregnant mothers and provide proper antenatal care to mothers as per need.
- Identify common problems and high-risk conditions of antenatal mothers and take an appropriate action.
- Conduct normal delivery.
- Provide postnatal care to mothers, new born and children according to their needs.
- Identify basic health needs of the community people through community diagnosis on drinking water, nutrition, and environmental condition and take appropriate action by multi-sectorial approaches.
- Identify the couples who need family planning services and counsel them for informed choice of family planning devices as their need.
- Visit the home for identifying the health need of individuals and family and take action appropriately.
- Examine postnatal mothers and newborn babies and provide care as necessary.
- Recognize major health problems of mothers and children and make them proper referral as needed.
- Educate and supervise FCHV in health post, sub-health post and community.
- Maintain reports and records of activities considering HIMS.
- Maintain communication with the individual, family and community in understandable way.

## **Program Description**

This course is designed to prepare competent ANM especially in midwifery, reproductive health (MCH/FP) and community health, in order to work in Health Post, Primary Health Care Centre and District Hospital (HP, PHCC and DH) as indicated in National Health Care System in the area of promotive, preventive, restorative and rehabilitative health services to the individual, family, groups and communities.

This course is based on practical exposure in different areas as required. Duration of this course is 18 months (78 weeks), out of those 16 weeks are allocated for study block and 36 weeks are allocated for practical experiences. The detail time allocation of the course is given in operational calendar. Additionally, 12 weeks are allocated for On-the-Job Training (OJT). Trainees will be placed in different areas of health care settings after completing final examination as an OJT. Trainees must complete the OJT training under the supervision of concerned supervisor.

Varieties of teaching learning methodologies such as illustrated lecture, discussion, case study, demonstration, re-demonstration, practical exercise, role play will be used in classroom and demonstration according to prescribed hours of theory. Similarly students must be exposed in various clinical and field areas for prescribed period of time for practical experience to develop the skill on the concerned subjects. Demonstration applied in classroom teaching will be considered as theory class.

## **Program Duration:**

This course will be completed within 18 months/78 weeks/2560 hours; including 12 weeks (480 hrs) on the job training (OJT) with supervision. The 3 months (480 hours) OJT will be compulsory after completing final exam.

## **Entry criteria:**

Individuals with following criteria will be eligible for this program:

- SLC with any grade and any GPA (Since 2072 SLC).
- SLC appeared (Before 2072 SLC)
- Pass entrance examination administered by CTEVT

## **Group size:**

The group size will be maximum 40 (forty) in a batch.

## **Medium of Instruction:**

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

## **Pattern of Attendance:**

The students should have minimum 90% attendance in theory classes and practical/performance to be eligible for internal assessments and final examinations.

## **Instructors' Qualification:**

- Instructors should have bachelor degree in nursing or PCL in nursing with minimum 5 years practical based experiences.
- The demonstrator should have PCL in nursing with minimum 2 years practical based experiences.
- Good communicative/instructional skills

### **Teacher and Student Ratio:**

- Overall at institutional level: 1:10
- Theory: 1:40
- Practical: 1:10
- Minimum 75% of the teachers must be fulltime

### **Instructional Media and Materials**

The following instructional media and materials are suggested for the effective instruction, demonstration and practical.

- Printed media materials (assignment sheets, handouts, information sheets, procedure sheets, performance check lists, textbooks, newspaper etc.).
- Non-projected media materials (display, models, photographs, flip chart, poster, writing board etc.).
- Projected media materials (multimedia/overhead transparencies, slides etc.).
- Audio-visual materials (films, videodiscs, videotapes etc.).
- Computer-based instructional materials (computer-based training, interactive video etc.)

### **Teaching Learning Methodologies:**

The methods of teaching for this curricular program will be a combination of several approaches such as;

- Theory: lecture, discussion, assignment, group work, question-answer.
- Practical: demonstration, observation, simulation, role play, guided practice and self-practice.

### **Evaluation Details:**

- The ratio between the theory and practical tests will be as per the marks given in the course structure of this curriculum for each subject. Ratio of internal and final evaluation is as follows:

S.N.	Particulars	Internal Assessment	Final Exam	Pass %
1.	Theory	50%	50%	40%
2.	Practical	50%	50%	60%

- There will be three internal assessments and one final examination in each subject. Moreover, the mode of assessment and examination includes both theory and practical or as per the nature of instruction as mentioned in the course structure.
- Every student must pass in each internal assessment to appear the final exam.
- Continuous evaluation of the students' performance is to be done by the related instructor/trainer to ensure the proficiency over each competency under each area of a subject specified in the curriculum.
- The on-the-job training is evaluated in 300 full marks. The evaluation of the performance of the student is to be carried out by the three agencies; the concerned institute, OJT provider industry/organization and the CTEVT Office of the Controller of Examinations. The student has to score minimum 60% for successful completion of the OJT.

### Grading System:

The grading system will be as follows:

<u>Grading</u>	<u>Overall marks</u>
Distinction	80% or above
First division	75% to below 80%
Second division	65% to below 75%
Third division	Pass aggregate to below 65%

### Certificate Awarded:

The council for technical education and vocational training will award certificate in “**Technical School Leaving Certificate in Auxiliary Nursing Midwifery**” to those graduates who successfully complete the requirements as prescribed by the curriculum.

### Job Opportunity:

The graduate will be eligible for the position equivalent to Non-gazetted 2nd class/level 4 (technical) as Auxiliary Nursing Midwifery or as prescribed by the Public Service Commission. The graduate is eligible for registration with the Nepal Nursing Council in the grade as mentioned in the NNC Act.

### Allocation of Weeks and hours for Theory and Practical

S.N.	Particulars	Weeks	Hours
1.	Study Block	16	640
2.	Practical experience of Fundamentals of nursing	7	280
3.	Practical experience of Midwifery	14	560
4.	Community health practical experiences (field)	15	600
5.	Vacation:		
	Dashain/Tihar	8	
	Winter	2	
	Summer	2	
6.	Final examination	2	
7.	On the Job Training (OJT)	12	480
	<b>Total Weeks:</b>	<b>78</b>	2560

*Note: The individual technical schools can manage their vacation plan according to their climatic situation.*

## Course Structure

S.N.	Subject	Nature	Class Hours		Full Marks	
			Theory	Practical	Theory	Practical
1.	Anatomy and Physiology	T	60		30	
2.	Fundamental of Nursing	T	110		60	
3.	Fundamental of Nursing	P		280	0	150
4.	Reproductive Health	T	51		30	0
5.	Community Health Nursing	T	106		50	0
6.	Epidemiology and Communicable Diseases	T	51		30	0
7.	Treatment of Simple Disorders	T	51		30	0
8.	Health Management	T	51		30	0
9.	Community Health Nursing (Reproductive Health, Community Health Nursing, Epidemiology and Communicable Diseases, Treatment of Simple Disorders and Health Management)	P		600	0	340
10.	Midwifery A	T	55		30	0
11.	Midwifery A	P		200	0	130
12.	Midwifery B	T	55		30	0
13.	Midwifery B	P		200	0	130
14.	Midwifery C	T	50		30	0
15.	Midwifery C	P		160	0	100
<b>Sub total</b>			<b>640</b>	<b>1440</b>	<b>350</b>	<b>850</b>
<b>Total</b>			<b>2080</b>		<b>1200</b>	
<b>On the Job Training</b>			<b>480</b>		<b>300</b>	
<b>Grand total</b>			<b>2560</b>		<b>1500</b>	

## Master Plan

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
STUDY BLOCK				DASHAIN + TIHAR VACATION				STUDY BLOCK		Fundamentals of Nursing Practical						

18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Winter Vacation		STUDY BLOCK					Community Health Practical									

35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Summer Vacation		STUDY BLOCK		Community Health Practical				STUDY BLOCK			Midwifery Practical				

51	52	53	54	55	56	57	58	59	60	61	62	63	64	
Midwifery Practical			Dashain + Tihar Vacation					STUDY BLOCK			Midwifery Practical			

65	66	67	68	69	70	71	72	73	74	75	76	77	78
Final Exam		On the Job Training (OJT) with supervision											

### OJT placement:

Related institutions should have Midwifery A, B, C, child health and Family Planning services

- Health Post = 3 weeks
- PHC = 3 weeks
- Hospital = 6 weeks

## Anatomy & Physiology (Theory)

**Total Hours: 60**

**Total Marks: 30**

<b>Course Description</b>	<b>Objectives</b>
<p>This course provides knowledge of anatomy and physiology, so that students can apply this knowledge while using the nursing process for providing care to individual/family and community.</p>	<p>At the end of this course, the student will be able to:</p> <ul style="list-style-type: none"><li>• Describe the different structure of human body including various system</li><li>• Explain the normal functions of different systems of human body</li></ul>





Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
3.	<b>Explain the muscular system and its function</b>	<p><b>Muscular System</b></p> <p>a. Introduction of muscular system</p> <p><b>Types and importance of muscles</b></p> <p>a. Voluntary</p> <p>b. Involuntary</p> <p>c. Cardiac muscles</p> <p><b>Functions of muscle.</b></p> <p><b>Important muscles, its location and structure</b></p> <p>a. Deltoid</p> <p>b. Gluteal</p> <p>c. Pelvic Muscles</p>	4	<ul style="list-style-type: none"> <li>• Illustrative lecture.</li> <li>• Poster, chart.</li> <li>• Model</li> </ul>	Assignment of drawing various parts of muscles	
4	<p><b>Describe the different organs of alimentary canal contributing to digestion</b></p> <p><b>Explain mechanism of digestion.</b></p>	<p><b>Digestive system: Organs of digestive system and their structure and function.</b></p> <p><b>Main Organs</b></p> <p>a. Mouth</p> <p>b. Esophagus</p> <p>c. Stomach</p> <p>d. Small intestine</p> <p>e. Large intestine</p> <p>f. Rectum.</p> <p><b>Accessory organs</b></p> <p>a. Liver</p> <p>b. Gall bladder</p> <p>c. Pancreas</p> <p><b>Mechanism of digestion</b></p>	6	<ul style="list-style-type: none"> <li>• Illustrative lecture</li> <li>• Poster, chart</li> <li>• Model</li> </ul>	<p>Question and answer</p> <p>Assignment for drawing of Alimentary canal including liver, gall bladder and pancreas.</p>	

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
5.	<p><b>Identify different organs of respiratory system, their functions and importance.</b></p> <ul style="list-style-type: none"> <li>• List the muscles contributing to respiration and their importance.</li> <li>• Explain mechanism of respiration.</li> </ul>	<p><b>Respiratory System:</b></p> <p><b>Organs of respiratory system</b></p> <ol style="list-style-type: none"> <li>a. Nose</li> <li>b. Pharynx</li> <li>c. Larynx</li> <li>d. Trachea</li> <li>e. Lungs <ul style="list-style-type: none"> <li>• Bronchi</li> <li>• Bronchioles</li> <li>• Alveoli</li> </ul> </li> </ol> <p><b>Muscle contributing respiration and their importance.</b></p> <ol style="list-style-type: none"> <li>a. Intercostal muscles</li> <li>b. Diaphragm</li> </ol> <p><b>Mechanism of respiration</b></p> <ol style="list-style-type: none"> <li>a. Expiration</li> <li>b. Inspiration</li> <li>c. Exchange of gas</li> </ol>	6	<ul style="list-style-type: none"> <li>• Brain Storming</li> <li>• Model</li> <li>• Chart</li> <li>• Illustrative lecture</li> <li>• Lecture</li> <li>• Chart</li> </ul>	Draw a diagram of different organs of respiratory system	

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
6.	<p><b>Explain the characteristics and functions of blood</b></p> <ul style="list-style-type: none"> <li>• Explain the various organs of circulatory system including their structure and function.</li> <li>• Explain the type of the circulation.</li> </ul>	<p><b>Circulatory System</b>  <b>Introduction.</b>  <b>Characteristics and functions of blood.</b>  a. Volume  b. Composition of blood and the normal values.  c. Blood grouping and cross matching.  d. Clotting mechanism.  <b>Structure and function of organs involve circulatory system.</b>  a. Blood vessels  b. Heart    <b>Type of circulation</b>  a. Systemic  b. Pulmonary</p>	8	<ul style="list-style-type: none"> <li>• Model</li> <li>• Chart</li> <li>• Illustrative lecture</li> </ul>	<p>Draw a diagram of heart  Blood vessels  Circulation  Pathological form for blood test.  Written test.</p>	
7.	<p><b>Explain the main functions of lymphatic system and lymph nodes.</b></p>	<p><b>Lymphatic system.</b>  <b>Organs of lymphatic system.</b>  <b>Function and location</b>  a. Tonsil  b. Thymus  c. Spleen</p>	2	<ul style="list-style-type: none"> <li>• Model</li> <li>• Chart</li> <li>• Illustrative lecture</li> </ul>		

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
8.	<p><b>Explain structure, position and function of different organs involved in urinary system.</b></p> <ul style="list-style-type: none"> <li>Describe the formation and composition of urine.</li> <li>Explain fluid and electrolyte its importance in body.</li> </ul>	<p><b>Urinary System</b>  <b>Organs involved in urinary system and its function.</b></p> <ol style="list-style-type: none"> <li>Kidney</li> <li>Ureters</li> <li>Bladder</li> <li>Urethra</li> </ol> <p><b>Urine</b></p> <ol style="list-style-type: none"> <li>Composition</li> </ol> <p><b>Electrolyte balance.</b></p> <ol style="list-style-type: none"> <li>The body water contain</li> <li>Electrolyte level</li> <li>Importance</li> </ol>	6	<ul style="list-style-type: none"> <li>Model</li> <li>Chart</li> <li>Illustrative lecture</li> </ul>	<p>Draw a diagram of kidney</p> <p>Ureter</p> <p>Bladder</p> <p>Pathological form for urine test</p>	
9	<p><b>Explain Reproductive System and organs</b></p> <ul style="list-style-type: none"> <li>List the male reproductive organ and explain their structure position and function.</li> </ul>	<p><b>Reproductive system</b>  Introduction</p> <p><b>Male reproductive organ (structure, position and function)</b></p> <ol style="list-style-type: none"> <li>Scrotum</li> <li>Testes</li> <li>Epididymis</li> <li>Spermatogenesis</li> <li>Spermatic cords.</li> <li>Seminal vesicles.</li> <li>Ejaculatory ducts.</li> <li>Prostate gland</li> <li>Urethra</li> <li>Penis</li> </ol>	8	<ul style="list-style-type: none"> <li>Model</li> <li>Chart</li> <li>Illustrative lecture</li> <li>Draw diagrams of reproductive organs and menstrual cycle</li> </ul>	<p>Draw a diagram of male reproductive organ.</p>	

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
	<ul style="list-style-type: none"> <li>• Explain the external and internal organs of female reproductive organs including structure, position and function.</li>   <li>• Explain the physiology of reproduction.</li>   <li>• Explain the menstrual cycle and associate hormone regarding reproduction.</li> </ul>	<p><b>Female reproductive organ (structure, position and function)</b></p> <p><b>External organ</b></p> <ol style="list-style-type: none"> <li>a. Perineum</li> <li>b. Vulva</li> <li>c. Mons veneries</li> <li>d. Labia majora</li> <li>e. Labia minora</li> <li>f. Clitoris</li> <li>g. Bartholin gland</li> <li>h. Urethral orifice</li> </ol> <p><b>Internal Organ:</b></p> <ol style="list-style-type: none"> <li>a. Vagina</li> <li>b. Uterus</li> <li>c. Fallopian tubes (uterine tube)</li> <li>d. Ovary</li> </ol> <p><b>Physiology of reproduction.</b></p> <ol style="list-style-type: none"> <li>a. Menarche</li> <li>b. Conception</li> <li>c. Fertilization</li> <li>d. Menopause/Climetric</li> </ol> <p><b>Menstrual Cycle.</b></p> <ol style="list-style-type: none"> <li>a. Phase of menstrual cycle.</li> <li>b. Hormones <ul style="list-style-type: none"> <li>• Progesterone</li> <li>• Estrogen</li> <li>• Testosterone</li> </ul> </li> </ol> <p><b>Breast:</b></p> <ol style="list-style-type: none"> <li>a. Structure</li> <li>b. Function</li> </ol>		<ul style="list-style-type: none"> <li>• Model</li> <li>• Chart</li> <li>• Illustrative lecture</li>   <li>• Illustrative lecture</li>   <li>• Model</li> <li>• Chart</li> <li>• Illustrative lecture</li> </ul>	<p>Draw a diagram of female reproductive organ.</p>	

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
	<ul style="list-style-type: none"> <li>Explain the structure and function of breast (mammary gland).</li> </ul>			<ul style="list-style-type: none"> <li>Model</li> <li>Chart</li> <li>Illustrative lecture</li> </ul>	<p>Draw a diagram of menstrual cycle showing phases.</p> <p>Draw a diagram of breast.</p>	

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
10.	<b>Explain endocrine system and main endocrine glands including its structure location and functions.</b>	<b>Endocrine System</b> <b>Introduction.</b> <b>Location, structure and function of main endocrine glands</b> <ol style="list-style-type: none"> <li>Pituitary gland.</li> <li>Thyroid gland.</li> <li>Parathyroid</li> <li>Adrenal gland (supra renal).</li> <li>Islet of Langerhans in the pancreas</li> <li>Pineal gland.</li> <li>Ovary (female)</li> <li>Testes (male)</li> </ol>	4		Draw a diagram of pituitary gland.	<b>Book</b> <ul style="list-style-type: none"> <li>Kamala Tuladhar, Integrated science related to health.</li> <li>Ross and Wilson, Anatomy and physiology in health and illness, ELBS Pub.</li> </ul>

11.	<p><b>Describe nervous cells and its types</b></p> <ul style="list-style-type: none"> <li>• Explain the type and organs of nervous system including its structure and function.</li> <li>• List the special sensory organ and its structure and functions.</li> </ul>	<p><b>Nervous system</b>  <b>Introduction</b>  <b>Nerve cell</b></p> <ol style="list-style-type: none"> <li>Sensory nerve</li> <li>Motor nerve</li> <li>Mixed nerve</li> </ol> <p><b>Types of nervous system</b></p> <ol style="list-style-type: none"> <li>Central nervous system <ul style="list-style-type: none"> <li>• Brain</li> <li>• Spinal cord</li> </ul> </li> <li>Peripheral nervous system <ul style="list-style-type: none"> <li>• Cranial nerve</li> <li>• Spinal nerve</li> </ul> </li> <li>Autonomic nervous system <ul style="list-style-type: none"> <li>• Sympathetic</li> <li>• Parasympathetic</li> </ul> </li> </ol> <p><b>Special sensory organs.</b></p> <ol style="list-style-type: none"> <li>Skin</li> <li>Eye</li> <li>Ear</li> <li>Nose</li> <li>Tongue</li> </ol>	6	<ul style="list-style-type: none"> <li>• Illustrative lecture and discussion</li> </ul>	<p>Draw a diagram of nervous system.</p>	
-----	---	--	---	---	--	--

**Reference books:**

1. Wilson K. Ross and Wilson Foundations of Anatomy and Physiology, English Language Society 1981.
2. Winwood. Rs Sear's Anatomy and Physiology for Nurses, English Language society 1985
3. Parker M. Microbiology for nurses, London, Billiere Tindall. 1978
4. Dixit. H. Kafle, K. and Shrestha A. Nepal Formulary, Kathmandu, Nepal: Institute of medicine 1980.
5. Anatomy and physiology for Nurses 16th edition 1993;Jaypee brothers Medical Publishers (P)Ltd.
6. Inderbir Singh Anatomy and physiology for Nurses ; 1st edition 2005
7. Tuladhar, K. and Shrestha, U. (2007). Integrated science related to health. Kathmandu: Suraj printing press.
8. Shrestha, Dr. D., 2013. Understanding human anatomy and physiology, Vol I & II.
9. Tuitui, R., 2011. Human anatomy & physiology.
10. श्रेष्ठ, गुप्त बहादुर, शरीर रचना तथा क्रिया विज्ञान, मकालु बुक्स एण्ड स्टेशनर्स, पुतलीसडक, काठमाडौं
11. BD Chaurasia's Human Anatomy;Regional And Applied Dissection and clinical 3rd edition re-printed 2008
12. Gerard J.Tortora;Bryan H.Derrickson Principles of Anatomy and physiology12th edition copyright 2009;
13. Anatomy and physiology for Nurses 16th edition 1993;Jaypee brothers Medical Publishers (P)Ltd.

## Fundamentals of Nursing (Theory)

Total Hours: 110

Total Marks: 60

Course Description	Objectives
<p>This course is designed to provide knowledge and skill in fundamentals concept of nursing applied science, social science and procedures of nursing practice to the students that should be practiced in the care of individual/family and community within hospital as well as out of hospital setting.</p>	<p>At the end of this course the students will be able to:</p> <ul style="list-style-type: none"><li>• Define nurse, auxiliary nurse midwife and the roles &amp; responsibilities of ANM in hospital and in community.</li><li>• Explain the brief history of nursing in Nepal.</li><li>• Discuss different hospitals of Nepal.</li><li>• Describe the roles and responsibilities of Nursing Association of Nepal and Nepal Nursing Council.</li><li>• Explain nursing process: assessment, nursing diagnosis, plan, implement and evaluation.</li><li>• Describe different routes of drug administration and nurses responsibilities.</li><li>• Explain about different nursing measures (procedure).</li><li>• Describe the patient's need and measure to fulfillment of need.</li><li>• Explain the ethical and legal responsibility of ANM's.</li></ul>

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
1.	<b>Define nurse, ANM and nursing.</b>  <ul style="list-style-type: none"> <li>Describe qualities of good ANM and her roles and responsibilities in HP, PHC, Hospital and in community</li> </ul>	<b>Introduction &amp; concept of nursing:</b> a. History of Nursing in Nepal b. Definition of <ul style="list-style-type: none"> <li>Nurse</li> <li>Auxiliary Nurse Midwife (ANM)</li> <li>Nursing</li> </ul> c. Qualities of good ANM d. Roles and responsibilities of ANM in SHP, HP, PHC, Hospital and Community	4	<ul style="list-style-type: none"> <li>Illustrative lecture</li> <li>Brain Storming</li> <li>Discussion</li> </ul>	Question and Answer	TNAN paricharika 1-25 <ul style="list-style-type: none"> <li>Constitution of NAN 2047, 2057</li> <li>NNC Act 2052.</li> <li>UMN Program Silver Jubilee.</li> </ul>
2	<b>Describe national and international professional nursing organization.</b>  <ul style="list-style-type: none"> <li>Explain ethical and legal responsibilities of nurses.</li> </ul>	<b>Professional organization</b> a. International council of Nursing (ICN) b. Nursing Association of Nepal (NAN) c. Nepal Nursing Council (NNC) d. Others health related councils. <b>Ethical and legal responsibilities of Nurse in Nepal.</b> a. Nursing ethics. b. Other health related law and acts	2	<ul style="list-style-type: none"> <li>Illustrative lecture</li> </ul>	Question and answer	<ul style="list-style-type: none"> <li>Fundamentals of Nursing</li> <li>Nursing Journal (NAN)</li> </ul>
3.	<b>Describe hospital, its types, purpose and functions including rules and regulation, admission and discharge procedure</b>	<b>Introduction to hospital</b> a. Types b. Purposes c. Functions d. Admission/discharge procedure e. Rules and regulation	2	<ul style="list-style-type: none"> <li>Illustrative lecture and discussion</li> <li>Admission/discharge forms</li> <li>Investigation form</li> <li>Visit to Hospital</li> </ul>	Report of the hospital visit	

4.	<p><b>Discuss nursing process and its components in brief</b></p> <ul style="list-style-type: none"> <li>• Prepare nursing care plan</li> </ul>	<p><b>Nursing process</b></p> <ol style="list-style-type: none"> <li>a. Definition</li> <li>b. Components</li> <li>c. Assessment of need</li> <li>d. Nursing diagnosis</li> <li>e. Planning</li> <li>f. Implementation</li> <li>g. Evaluation</li> </ol> <p><b>Nursing care plan</b></p>	8	<ul style="list-style-type: none"> <li>• Atkinson</li> <li>• Shrestha, S. Practice nursing process in simulation</li> </ul>	Check the Nursing care plan.	
----	---	--	---	---	------------------------------	--

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
5	<p><b>Perform Physical examination</b></p> <p><b>Define cardinal (vital) signs</b></p> <ul style="list-style-type: none"> <li>• Explain body temperature (normal and abnormal), its regulation, types of high body temperature</li> <li>• Describe different grades of fever and the method of checking temperature</li> </ul>	<p><b>History taking</b> <b>Exam head to toes</b></p> <p><b>Nursing measures to assess client's vital signs</b></p> <p><b>Vital Signs (Cardinal) :</b> <b>Definitions of</b></p> <ul style="list-style-type: none"> <li>• Temperature</li> <li>• Pulse</li> <li>• Respiration</li> <li>• Blood Pressure</li> </ul> <p><b>a. Body temperature:</b></p> <ul style="list-style-type: none"> <li>• Normal and abnormal</li> <li>• Regulation body temperature</li> <li>• Types of fever</li> </ul> <p><b>Method and site of checking temperature</b></p> <ul style="list-style-type: none"> <li>• Oral</li> <li>• Axilla</li> <li>• Rectal</li> </ul> <p><b>Conversion of temperature from Centigrade to Fahrenheit and vice versa.</b></p> <p><b>Nursing care of patient with high fever</b></p>	15	<p>Illustrative lecture, skill lab demo</p> <ul style="list-style-type: none"> <li>• Illustrative lecture, poster, chart</li> <li>• Illustrative lecture</li> <li>• Demonstration of temperature recording</li> <li>• Chart</li> <li>• Illustrative lecture and demonstration</li> <li>• Students practice different method of checking temperature and convert them in different scales and record report on each other.</li> </ul>	<p>Question /answer</p> <p>Check the accuracy of temperature recording in chart (at least 5 persons).</p>	

	<ul style="list-style-type: none"> <li>• Discuss nursing care of patient with high fever</li> <li>• Define pulse and state the purpose, types, methods and sites of checking pulse.</li> <li>• Discuss the factors affecting pulse.</li> <li>• Define respiration, types, characters and factors affecting respiration as well as method of checking them.</li> <li>• Describe blood pressure, its types, characters and factors affecting blood pressure as well as method of checking them.</li> </ul>	<p><b>b. Pulse</b></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Types of pulse</li> <li>• Purpose of checking pulse</li> <li>• Sites of checking pulse</li> <li>• Method of checking pulse.</li> </ul> <p><b>Factors affecting pulse</b></p> <p><b>c. Respiration:</b></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Types</li> <li>• Factors affecting respiration</li> <li>• Method of checking respiration</li> </ul> <p><b>d. Blood Pressure:</b></p> <ul style="list-style-type: none"> <li>• Definition of terms</li> <li>• Blood pressure; systolic and diastolic pressure.</li> <li>• Hypertension/Hypotension</li> <li>• Pulse pressure</li> </ul> <p><b>Sites of checking BP</b> <b>Factors affecting BP</b></p>		<ul style="list-style-type: none"> <li>• Illustrative lecture and brain storming</li> <li>• Illustrative lecture and demonstration different types of pulse in a chart</li> <li>• Methods of checking and recording and reporting.</li> <li>• Have students practice on each other.</li> <li>• Illustrative lecture and demonstration on checking respiration, recording and reporting.</li> <li>• Have students practice on each other</li> </ul>	<p>Re-demonstrations checking the accuracy of recording and reporting of pulse</p> <p>Re-demonstration on checking respiration and in recording and reporting system.</p> <p>Question and Answer</p>	
--	--	---	--	--	--	--

6.	<p><b>Discuss basic needs and the different ways and means of meeting them.</b></p>	<p><b>Basic Needs</b>  <b>Maslow's Hierarchy of basic needs in relation to</b>  a. Physiological need  b. Safety and security need  c. Love and belonging need  d. Self-esteem need.  e. Self-actualization need</p>	1	<ul style="list-style-type: none"> <li>• Lecture and discussion.</li> <li>• Sorensen and Atkinson ch-2</li> <li>• Brainstorming</li> </ul>	Question and answer	
7	<p><b>Describe the procedures step by step with its purpose, principles and articles required</b></p> <ul style="list-style-type: none"> <li>• Mouth care</li>   <li>• Sponge bath and back care</li>   <li>• Nail care</li>   <li>• Hair Wash</li> </ul>	<p><b>Nursing measures to meet the physical needs of client</b>  <b>Personal hygiene needs</b>  <b>a. Mouth care</b>  <ul style="list-style-type: none"> <li>• Purpose.</li> <li>• Principle of mouth care.</li> <li>• Articles required.</li> <li>• Step by step procedure</li> <li>• Health education</li> <li>• Recording and reporting</li> </ul> <b>b. Sponge bath and back care</b>  <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Principle</li> <li>• Articles required</li> <li>• Step by step procedure</li> <li>• Recording and reporting</li> </ul> <b>c. Nail care</b>  <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Principle</li> <li>• Article required</li> <li>• Step by step procedure</li> <li>• Recording and reporting</li> </ul> <b>d. Hair wash, pediculosis treatment and hair combing</b>  <ul style="list-style-type: none"> <li>• Purposes and Principle</li> </ul> </p>	16	<ul style="list-style-type: none"> <li>• Lecture and demonstration</li> <li>• Nursing procedure manual</li>   <li>• Illustrative lecture and demonstration</li>   <li>• Demonstration</li>   <li>• Illustrative lecture and demonstration</li> </ul>	<p>Re-demonstration</p> <p>Re-demonstration</p> <p>Re-demonstration</p>	

	<ul style="list-style-type: none"> <li>• Explain various ways of providing comfort to the patient</li> <li>• Discuss different position</li> <li>• Discuss different measures to relieve in preventing bed sore.</li> </ul>	<ul style="list-style-type: none"> <li>• Article required</li> <li>• Step by step procedure</li> <li>• Recording and reporting</li> </ul> <p><b>e. Comfort measures for rest and sleep</b></p> <p><b>Bed making</b></p> <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Types of mattress used in health facilities</li> <li>• Different types of bed used in hospital for different purposes <ul style="list-style-type: none"> <li>- Occupied bed</li> <li>- Unoccupied bed</li> <li>- Fowler bed/cardiac bed</li> <li>- Orthopedic bed</li> <li>- Postoperative bed</li> </ul> </li> </ul> <p><b>Position:</b></p> <ul style="list-style-type: none"> <li>• Dorsal /Supine.</li> <li>• Lateral</li> <li>• Prone</li> <li>• Fowler's</li> <li>• Lithotomy.</li> </ul> <p><b>f. Pressure relief measures to prevent bed sore by using:</b></p> <ul style="list-style-type: none"> <li>• Air ring</li> <li>• Cradle</li> <li>• Foot board</li> <li>• Pillows</li> <li>• Air mattress</li> <li>• Back rest.</li> <li>• Cardiac table</li> <li>• Sand bag.</li> </ul>		<ul style="list-style-type: none"> <li>• Illustrative lecture and demonstration</li> <li>• Have students practice making bed.</li> <li>• Illustrative lecture and demonstration by participation of students.</li> <li>• Illustrative lecture and demonstration of different pressure relief measure and ways to use on them.</li> </ul>	<p>Re-demonstration</p> <p>Re-demonstration</p> <p>Re-demonstration</p> <p>Re-demonstration</p>	
--	---	---	--	--	---	--

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
8	<b>Discuss nutritional need and different ways of meeting nutritional needs of patients.</b>	<b>Nutritional need</b> <ol style="list-style-type: none"> <li>Nutritional need of client</li> <li>Serving food in different ways</li> <li>Feeding helpless/unconscious patient</li> <li>Inserting Ryle's tube</li> <li>Caring clients with IV infusion</li> <li>Maintaining intake output</li> </ol>	4	<ul style="list-style-type: none"> <li>Illustrative lecture</li> <li>Discussion</li> </ul>	Question and answer	
9.	<b>Describe elimination need of patients and conditions of constipation's distention and retention with the relief of measures.</b> <ul style="list-style-type: none"> <li>Define purpose, types and methods of giving enema.</li> <li>State simple measures to relieve abdominal distention and full bladder</li> </ul>	<b>Elimination needs</b> <p><b>Definition of constipation:</b></p> <ol style="list-style-type: none"> <li>Relief measures of constipation</li> <li>Oral fluid intake</li> <li>Food with fibers intake</li> <li>Abdominal exercise</li> </ol> <p><b>Enema</b></p> <ol style="list-style-type: none"> <li>Definition</li> <li>Purpose</li> <li>Types</li> <li>Articles required</li> <li>Method of giving enema</li> <li>Record and report</li> </ol> <p><b>Abdominal Distention and Full Bladder</b></p> <ol style="list-style-type: none"> <li><b>Abdominal Distention:</b> <ul style="list-style-type: none"> <li>Definition</li> <li>Ways of relieving distention               <ul style="list-style-type: none"> <li>Ambulating</li> <li>Aspiration/gastric lavage</li> </ul> </li> </ul> </li> </ol>	8	<ul style="list-style-type: none"> <li>Illustrative lecture and demonstration</li> <li>Discussion.</li> </ul>	Re-demonstration.  Re-demonstration of giving enema.	<ul style="list-style-type: none"> <li>Nursing procedure manual.</li> </ul>

	<ul style="list-style-type: none"> <li>Describe catheterization with its purpose, type, principle and procedures in female and male patients including care of catheter for prevention of infection.</li> </ul>	<p><b>b. Full Bladder</b></p> <ul style="list-style-type: none"> <li>Stimulation of bladder by pouring hot and cold water</li> <li>Catheterization</li> <li>Maintain intake output chart</li> </ul> <p><b>c. Catheterization of female and male:</b></p> <ul style="list-style-type: none"> <li>Definition</li> <li>Purposes</li> <li>Principles</li> <li>Types</li> <li>Articles required</li> <li>Step by step procedures</li> </ul> <p><b>d. Catheter care:</b></p> <ul style="list-style-type: none"> <li>Care of Foley's catheter.</li> <li>Ways of preventing ascending infection.</li> </ul>		<ul style="list-style-type: none"> <li>Lecture and demonstration.</li> <li>Illustrative lecture</li> </ul>	<p>Demonstration</p> <p>Re-demonstration</p>	
10.	<ul style="list-style-type: none"> <li>Describe methods of keeping environment clean and protecting patients in different conditions.</li> <li>Discuss the safe technique of lifting and moving the patient.</li> </ul>	<p><b>Measures to fulfillment of human safety needs:</b></p> <p><b>a. Keeping environment safe</b></p> <ul style="list-style-type: none"> <li>Provision of safe water</li> <li>Adequate ventilation</li> <li>Adequate lighting</li> <li>Floor -free of slippery object and sharp instrument</li> </ul> <p><b>b. Protective measures:</b></p> <ul style="list-style-type: none"> <li>Use of side rails to prevent patient's fall from bed</li> <li>Use of restrains</li> </ul> <p><b>c. Technique of lifting and moving patient from</b></p> <ul style="list-style-type: none"> <li>Wheel chair to bed and vice versa</li> </ul>	4	<ul style="list-style-type: none"> <li>Lecture and Discussion</li> <li>Demonstration</li> </ul>	<p>Re-Demonstration</p>	

11.	<p><b>Define purpose and importance of infection prevention practice.</b></p> <ul style="list-style-type: none"> <li>Explain various methods of protective barriers including instrument processing and waste disposal</li> </ul>	<p><b>a. Infection Prevention and control.</b></p> <ul style="list-style-type: none"> <li>Definitions</li> <li>Purpose Importance</li> </ul> <p><b>b. Universal precaution</b></p> <p><b>c. Protective Barriers</b></p> <ul style="list-style-type: none"> <li>Hand washing techniques <ul style="list-style-type: none"> <li>Simple (6 steps)</li> <li>Surgical</li> </ul> </li> <li>Use of various types of gloves</li> <li>Use of Antiseptics and its selection</li> <li>Decontamination of instrument</li> <li>Cleaning</li> <li>HLD <ul style="list-style-type: none"> <li>Boil or steam</li> <li>Chemical</li> </ul> </li> <li>Sterilization <ul style="list-style-type: none"> <li>Chemical</li> <li>Autoclave</li> <li>Dry heat</li> </ul> </li> <li>Storage of HLD and sterilized instruments</li> <li>Health care waste management</li> </ul> <p><b>d. Dressing:</b></p> <ul style="list-style-type: none"> <li>Definition</li> <li>Types</li> <li>Purpose</li> <li>Procedure</li> <li>Recording and reporting</li> </ul>	4	<ul style="list-style-type: none"> <li>Lecture and discussion,</li> <li>Use flow charts, Demonstration of IP</li> </ul>	Performance evaluation (FP clinic) Written examination	
			4	<ul style="list-style-type: none"> <li>Demonstration of hand washing</li> <li>Lecture and Discussion</li> <li>Visit to IP unit and waste disposal area in any health institution</li> </ul>	Performance evaluation (FP clinic/health institute)  Demonstration	
			2	<ul style="list-style-type: none"> <li>Demonstration dressing procedure.</li> <li>Dressing set.</li> </ul>	Re-demonstration.  Re-demonstration.	

	types of bandaging procedure with its purpose.	e. <b>Bandaging and splints:</b> <ul style="list-style-type: none"> <li>• Definition of bandaging and splints</li> <li>• Types</li> <li>• Purpose of bandaging</li> <li>• Step by step procedure</li> <li>• Recording and reporting</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstration.</li> <li>• Practice bandaging among students.</li> </ul>		
12.	<ul style="list-style-type: none"> <li>• Define different terms used in administration of drugs</li> <li>• Explain rules of administrating drugs</li> <li>• Describe different routes and methods of administration and method of calculating drugs</li> </ul>	<b>Administration of drugs, Terms used for abbreviations used:</b> AC, PC, OD, BD, TDS, QID, PRN, HS, SOS  <b>Rules of administrating drugs:</b> <ol style="list-style-type: none"> <li>Right medicine</li> <li>Right time</li> <li>Right dose</li> <li>Right patient</li> <li>Right route</li> <li>Right record, etc.</li> </ol> <b>Route of administrating drugs:</b> <ol style="list-style-type: none"> <li><b>Oral.</b> <ul style="list-style-type: none"> <li>• Emulsion extracts</li> <li>• Mixture syrupy</li> <li>• Tablets (pills, capsules)</li> </ul> </li> <li><b>Parenteral (Injections.)</b> <ul style="list-style-type: none"> <li>• Intradermal</li> <li>• Subcutaneous</li> <li>• Intra muscular</li> <li>• Intravenous (IV) infusion</li> </ul> </li> <li><b>Per rectum</b></li> <li><b>Per vagina</b></li> <li><b>Inhalation.</b></li> </ol>	1  2  6	<ul style="list-style-type: none"> <li>• Lecture and discussion.</li> <li>• Handouts.</li> <li>• Illustrative lecture.</li> <li>• Lecture and demonstration.</li> <li>• Instruct students to practice injection in model or in orange or Dummy</li> <li>• Arm Model</li> </ul>	Question and answer.  Re-demonstration.	

	<ul style="list-style-type: none"> <li>Discuss nurse's responsibilities in administration &amp; special care require in relation to dangerous drugs</li> </ul>	<ul style="list-style-type: none"> <li>Oxygen</li> <li>Steam/nebulization</li> </ul> <p><b>f. Tropical Application</b> <b>g. Instillation</b></p> <p><b>Responsibilities of nurses in administrating different drugs</b></p> <p><b>Care of dangerous drugs</b></p>	1	<ul style="list-style-type: none"> <li>Demonstration students should be instructed to practice inhalation.</li> <li>Illustrative lecture.</li> <li>Brain storming</li> </ul>	Written exam.	
13.	<ul style="list-style-type: none"> <li>Identify conditions requiring hot and cold application and its purpose.</li> <li>Discuss different types of methods of applying hot and cold application with precautionary measures and nurses responsibilities.</li> </ul>	<p><b>Hot and cold application:</b></p> <ol style="list-style-type: none"> <li>Definition</li> <li>Purposes</li> <li>Indication</li> <li>Methods</li> <li>Precautionary measures</li> <li>Nursing responsibility</li> </ol>	2	<ul style="list-style-type: none"> <li>Illustrative lecture and demonstration.</li> </ul>	Re-demonstration.	
14.	<ul style="list-style-type: none"> <li>Describe different types of exercises used for clients with its purpose and procedure.</li> <li>Describe meaning, purpose and procedures of deep breathing</li> <li>Explain purpose and procedures of postural drainage</li> </ul>	<p><b>Exercise:</b></p> <p><b>Active and passive exercise (Range of motion exercise):</b></p> <ol style="list-style-type: none"> <li>Definition.</li> <li>Purpose.</li> <li>Procedure.</li> </ol> <p><b>Deep breathing and coughing exercise:</b></p> <ol style="list-style-type: none"> <li>Definition</li> <li>Purpose</li> <li>Procedure</li> </ol> <p><b>Postural drainage:</b></p> <ol style="list-style-type: none"> <li>Definition</li> <li>Purpose</li> <li>Procedure</li> <li>Recording and reporting</li> </ol>	4	<ul style="list-style-type: none"> <li>Illustrative lecture and demonstration.</li> <li>Have student's exercise active and passive exercise deep breathing and coughing exercise and postural drainage.</li> </ul>		

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
15.	<ul style="list-style-type: none"> <li>Discuss first aid, its principles and methods of asserting situation and referring system.</li> <li>Describe the conditions requiring first aid and their signs and symptoms and method of treating victim.</li> <li>Explain the cardiopulmonary resuscitation methods for rescuing victims.</li> </ul>	<p><b>First aid:</b></p> <ol style="list-style-type: none"> <li>Definition.</li> <li>Principle.</li> <li>Assessing the situation.</li> <li>Referring system.</li> </ol> <p><b>Conditions requiring first aid and their sign and symptoms including their first aid treatment:</b></p> <ol style="list-style-type: none"> <li><b>Bites.</b> <ul style="list-style-type: none"> <li>Snake bite.</li> <li>Insects bite</li> <li>Dog bite.</li> <li>Scorpion bite.</li> </ul> </li> <li><b>Burn/scalds.</b> <ul style="list-style-type: none"> <li>Acid/alkali/fire/heat.</li> <li>Electric.</li> </ul> </li> <li><b>Hemorrhage.</b></li> <li><b>Choking.</b></li> <li><b>Poisoning.</b></li> <li><b>Drowning.</b></li> <li><b>Fracture.</b></li> <li><b>Foreign body - nose, ear, eyes, throat.</b></li> </ol> <p><b>Cardiopulmonary resuscitation method</b></p> <ol style="list-style-type: none"> <li>Cleaning airway/give mouth to mouth respiration.</li> <li>Clearing breathing.</li> <li>Cardiac massage.</li> <li>Drugs</li> </ol>	<p>2</p> <p>10</p> <p>6</p>	<ul style="list-style-type: none"> <li>Lecture and Discussion</li> <li>Demonstration</li> <li>Have students practice with one another.</li> <li>Demonstration.</li> <li>Practice C.R.P. in dummy.</li> </ul>	<p>Re-demonstration.</p> <p>Re-demonstration</p>	

16.	<ul style="list-style-type: none"> <li>• Discuss care of dead body and provide psychological support to the family members.</li> </ul>	<b>Care of dead body</b> e. Nursing management of the dead body f. Psychological support to family g. Cultural aspect during care of dead body	2	Illustrative lecture and discussion.  Practice care of dead body in a dummy in classroom.	Re-demonstration.	
-----	--	---	---	---	-------------------	--

## Fundamentals of Nursing (Practical)

Total Hours: 280

Location for practical experience: Hospital

Total Marks: 150

<b>Course Description</b>	<b>Objectives</b>
<p>This clinical course provides opportunity for the students to practice basic skills in nursing by applying knowledge and attitude learned from social, physical science and nursing.</p> <p>Clinical weeks: 7</p>	<p>At the end of this clinical period, the students will be able to:</p> <ul style="list-style-type: none"><li>• Assess the needs of the patients by using history taking, physical examination and diagnostic assessment.</li><li>• Plan &amp; provide care of patients in hospital as well as in community by relating knowledge from social and physical science through nursing process.</li><li>• Demonstrate skill in performing different procedures required in the care of patients in hospital as well as in community.</li><li>• Report and record proper information about patient's condition and refer if needed.</li><li>• Evaluate the care provided to the patient and interprets towards care of the patient/family in hospital as well as in community and re-plan if needed.</li></ul>

Unit	Clinical Tasks	Evaluation
1	<p><b>Take orientation about health facilities</b></p> <p>a. Orient the hospital units and their rules and regulations as well as activities.</p> <p>b. Orient about the roles and responsibilities of ANM in hospital/community.</p>	Written report of orientation program
2	<p><b>Carry out admission and discharge procedures</b></p> <p>a. Provide information regarding rules and regulations of health facilities to the patients/family</p> <p>b. Perform initial assessment of the patients</p> <p>c. Complete admission and discharge process</p>	Admission and discharge procedures by using checklist
3.	<p><b>Assessment of patients</b></p> <p><b>a. Perform history taking</b></p> <p><b>b. Take vital signs and anthropometric measurement</b></p> <ul style="list-style-type: none"> <li>• Temperature.</li> <li>• Pulse.</li> <li>• Respiration.</li> <li>• Blood pressure</li> <li>• Height</li> <li>• Weight</li> </ul> <p><b>c. Perform Physical assessment</b></p> <p><b>d. Recording and reporting of findings</b></p> <p><b>e. Collect specimens</b></p> <ul style="list-style-type: none"> <li>• Collect, label and dispatch specimen of urine, blood, stool, sputum to laboratory</li> <li>• Perform urine testing for albumin and sugar</li> <li>• Collect report and reporting</li> </ul>	<p>Demonstrate history taking technique and physical assessment of patient</p> <p>Performance evaluation Procedure checklist</p> <p>Maintain procedure logbook</p>

Unit	Clinical Tasks	Evaluation
4	<p><b><u>Perform comfort measures</u></b></p> <ol style="list-style-type: none"> <li>a. Make occupied bed.</li> <li>b. Make unoccupied, bed.</li> <li>c. Make postoperative bed.</li> <li>d. Keep patient in different position as per their need to provide comfort               <ul style="list-style-type: none"> <li>• Supine.</li> <li>• Prone.</li> <li>• Dorsal.</li> <li>• Lateral</li> <li>• Lithotomy</li> <li>• Fowler.</li> </ul> </li> <li>e. Apply different pressure relief appliances during care of patient.               <ul style="list-style-type: none"> <li>• Air Ring.</li> <li>• Sand bag.</li> <li>• Cradles</li> <li>• Pillow.</li> </ul> </li> <li>f. Perform, pressure relief measures to prevent bed sore to patient               <ul style="list-style-type: none"> <li>• Position change</li> <li>• Back care.</li> </ul> </li> </ol>	Procedure checklist
5	<p><b><u>Maintain hygienic needs</u></b></p> <p><b>Assess/assist/perform the following procedure to meet hygienic needs</b></p> <ol style="list-style-type: none"> <li>a. Oral care</li> <li>b. Sponge bath</li> <li>c. Back care and relief of pressure area</li> <li>d. Nail care</li> <li>e. Hair care</li> <li>f. Pediculosis treatment</li> </ol>	Procedure checklist

6	<p><b><u>Meet nutritional needs</u></b></p> <ol style="list-style-type: none"> <li>a. Feeding helpless patient</li> <li>b. Recognizing daily food habits likes/dislikes</li> <li>c. Assisting with gastric (Ryle's) tube feeding</li> <li>d. Preparation of rehydration solution</li> <li>e. Caring patient with I/V infusion</li> <li>f. Maintaining intake and output chart</li> </ol>	
---	--	--

Unit	Clinical Tasks	Evaluation
7.	<p><b><u>Maintain standard precaution</u></b></p> <ol style="list-style-type: none"> <li>a. <b>Perform the following activities</b> <ul style="list-style-type: none"> <li>• Hand washing</li> <li>• Decontamination</li> <li>• Isolation/aseptic</li> <li>• Gloving/gowning/mask/goggles/boots/cap</li> </ul> </li> <li>b. <b>Observe the sterilization of following articles</b> <ul style="list-style-type: none"> <li>• Sharp instruments and goods</li> <li>• Metal instruments</li> <li>• Rubber goods and linen</li> </ul> </li> <li>c. <b>Practice following precaution to prevent ascending urinary infection in case of patient with urinary catheter:</b> <ul style="list-style-type: none"> <li>• Use aseptic technique</li> <li>• Catheter care</li> <li>• Health education related to perineal hygiene</li> </ul> </li> </ol>	<p>Checklist Procedures</p>
8	<p><b><u>Relief distension of bladder and bowel</u></b></p> <ol style="list-style-type: none"> <li>a. Ambulating.</li> <li>b. Stimulation by pouring cold or hot water over Perineum area and over bladder area.</li> <li>c. Catheterization of patient.</li> <li>d. Measures, to relive Constipation. <ul style="list-style-type: none"> <li>• Find out daily elimination habit.</li> <li>• Encourage e fluid intake.</li> </ul> </li> </ol>	

	<ul style="list-style-type: none"> <li>• Encourage food containing fibers.</li> <li>• Encourage abdominal exercise.</li> <li>• Give suppository.</li> <li>• Enema</li> </ul>	
--	--	--

Unit	Clinical Tasks	Evaluation
9.	<p><b><u>Therapeutic needs</u></b></p> <p>a. Inhalation therapy</p> <ul style="list-style-type: none"> <li>• Oxygen inhalation; catheter, mask, tent</li> <li>• Steam inhalation/nebulization</li> </ul> <p>b. Administer injection and medication by observing rules</p> <ul style="list-style-type: none"> <li>• Right patient</li> <li>• Right dose (dose calculation)</li> <li>• Right route</li> <li>• Right time</li> <li>• Right medication</li> <li>• Right documentation etc.</li> </ul> <p>c. Practice dressing and bandaging</p> <ul style="list-style-type: none"> <li>• Dressing simple wound and bed sore.</li> <li>• Bandaging simple, spiral and figure of eight bandage.</li> </ul>	<p>Procedure evaluation at least five.</p> <p>Performance evaluation.</p> <p>Procedure evaluation.</p>
10	<p><b>Provide health education according to patient's needs</b></p> <p>a. Deep breathing &amp; coughing exercise.</p> <p>b. Active and passive exercise.</p> <p>c. Early ambulating.</p> <p>d. Postural drainage.</p> <p>e. Steam inhalation (Tincture benzoin)</p> <p>f. Catheter care</p> <p>g. All other care</p>	<p>Procedure evaluation.</p>

**Reference books:**

1. Prakash, R., 2007. Manual of nursing procedures (fundamental of nursing) VI I & II.
2. Devkota R & Pathak S., 2010. A textbook of fundamental of nursing.
3. Giri M & Sharma P., 2013. Essential fundamental of nursing.
4. Pathak, S and Devkota, R. (2012). A textbook of fundamentals of nursing. Kathmandu: Vidyarthi Prakashan (P) Ltd.
5. Thappa, B.T. (2004). Fundamentals of nursing. New Deli: Jaypee brothers' medical publisher.
6. Perry P.A. and Potter A. G. (2005). Fundamentals of nursing. Mosby Missouri.
7. Fundamental of Nursing, 6th edition, Lippincott Williams and Wilkins
8. Medical and Surgical nursing Joyce M.Black,Jane Hokanson Hawks;7th edition
9. Medical and surgical Nursing, Brunner's and Suddharta
10. NAN constitution booklet, 1047, 2057 and 2062.
11. TUTH nursing procedure manual, Kathmandu, HLMC, 1987
12. Ethics in nursing practice, ICN, 2002
13. Mehta, R.S. & Mandal G.N., Nursing Concept, Makalu Books and Stationers, Putali Sadak, Kathmandu. 2005

## Reproductive Health (Theory)

Total Hours: 51

Total Marks: 30

Course Description	Objectives
<p>This course will provide the students basic knowledge and skill needed to provide reproductive health care to the person through the life cycle regarding adolescence and women's health, family planning, sub fertility and safe motherhood service.</p> <p><i>Note:</i> Practical experience of this subject is incorporated in Community Health Nursing.</p>	<p>At the end of this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe reproductive system</li> <li>• Define reproductive health.</li> <li>• Explain the reproductive health including life cycle of reproductive health.</li> <li>• Explain the concept of reproductive health and National policy, planning and scope.</li> <li>• Explain the population composition and family planning.</li> <li>• Identify the various temporary and permanent family planning methods.</li> <li>• Describe the adolescence and women's health issues and factors affecting the reproductive health of women's.</li> </ul>

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
1	<ul style="list-style-type: none"> <li>Describe anatomy and physiology of male/ female reproductive organ.</li> </ul>	<b>Reproductive system (Review)</b> a. Male reproductive organ. b. Female reproductive organ. c. Menstrual cycle.	1	<ul style="list-style-type: none"> <li>Discussion.</li> <li>Illustrative lecture</li> </ul>	Draw a diagram of reproductive organs and menstrual cycle.	Ref. to Mid A
2	<ul style="list-style-type: none"> <li>Describe the reproductive health and its policy, scope, strategy &amp; components.</li> </ul>	<b>Reproductive health</b> <b>Introduction of reproductive health</b> a. Scope/components of RH b. National RH policy c. RH strategy	1	<ul style="list-style-type: none"> <li>Illustrative lecture</li> <li>Discussion on RH.</li> </ul>	Question and answer.	RH protocol for ANM.
3.	<ul style="list-style-type: none"> <li>Describe adolescence's reproductive health and problems including its' cause, signs and symptoms, prevention and management.</li> <li>Describe the importance of adolescence service delivery.</li> </ul>	<b>Adolescence reproductive health</b> <b>Introduction.</b> <b>Adolescence problem in Nepal</b> <b>a. Social problem</b> <ul style="list-style-type: none"> <li>Early marriage</li> <li>Early pregnancy</li> <li>Abortion</li> <li>Sexual abuse</li> <li>Rape</li> <li>Drug abuse</li> </ul> <b>b. Physical problem</b> <ul style="list-style-type: none"> <li>Menorrhagia</li> <li>Dysmenorrhea</li> <li>Delay menarche</li> <li>Mastalgia</li> <li>Anemia</li> <li>STI, HIV</li> <li>Secondary amenorrhea</li> </ul>	6	<ul style="list-style-type: none"> <li>Brain storming.</li> <li>Illustrative lecture.</li> <li>Discussion.</li> </ul>	Question and answer.	Discussion WHO documents on RH  National medical standard

		<b>Adolescence RH service</b> a. Counseling and Education b. Adolescence Friendly Service (AFS) c. Contraception d. Emergency contraception				ASRH strategies and guideline (FHD)
Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
4	<ul style="list-style-type: none"> <li>List the problems of women their causes, signs and symptoms, prevention and management.</li> <li>Explain the factors affecting women's health.</li> </ul>	<b>Women's health problem</b> <b>a. Social problem:</b> <ul style="list-style-type: none"> <li>Gender bias/discrimination</li> <li>Too early pregnancy</li> <li>Too close pregnancy</li> <li>Too many pregnancies</li> <li>Violence</li> </ul> <b>b. Physical problem</b> <ul style="list-style-type: none"> <li>Prolapse</li> <li>VVF</li> <li>RVF</li> <li>Cervicitis</li> <li>Breast cancer</li> <li>Cervical cancer</li> <li>Menopausal syndrome</li> </ul> <b>Factors affecting women's health</b> <ol style="list-style-type: none"> <li>Perception of women's and illness</li> <li>Socio, economic condition</li> <li>Political commitment</li> <li>Cultural practices</li> <li>Religious belief</li> <li>Legal condition</li> </ol>	10	<ul style="list-style-type: none"> <li>Discussion.</li> <li>Illustrative lecture.</li> </ul>	Question and answer.	Booklet Women in SEARO. National safe motherhood package.  National safe motherhood service guideline.

5	<ul style="list-style-type: none"> <li>Explain safe motherhood program in Nepal including its objectives, components policy strategy and action plan.</li> </ul>	<b>Safe motherhood</b> <ol style="list-style-type: none"> <li>Introduction</li> <li>Objectives</li> <li>Components</li> <li>National strategy, policy and plan of action of safe motherhood program in Nepal.</li> </ol>	2	<ul style="list-style-type: none"> <li>Illustrative lecture</li> </ul>	Questions and answer	WHO SM documents State of women and children in Nepal (UNICEF) Women in SEARO. SM package
6.	<ul style="list-style-type: none"> <li>Explain impacts of population growth in Nepal</li> </ul>	<b>Population</b> <ol style="list-style-type: none"> <li>Population in Nepal</li> <li>Impact of rapid population growth</li> </ol>	1	<ul style="list-style-type: none"> <li>Brainstorming followed by lecture</li> </ul>	Written examination	

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
7	<ul style="list-style-type: none"> <li>Explain counseling process, benefits, principles and responsibility of effective counselor and ABHIBADAN Approach</li> <li>Explain informed choice and its importance, principles, barriers and consent.</li> </ul>	<b>Counseling and Informed Choice</b> <p><b>Counseling</b></p> <ol style="list-style-type: none"> <li>Definition of family planning counseling</li> <li>Principles of family planning counseling</li> <li>Client's right</li> <li>Responsibilities/skills of effective counselor</li> <li>ABHIBADAN approach</li> </ol> <p><b>Informed Choice</b></p> <ol style="list-style-type: none"> <li>Definition of informed choice</li> <li>Principles of informed choice</li> <li>Importance of informed choice</li> <li>Barrier to informed choice</li> <li>Informed consent</li> </ol>	6	<ul style="list-style-type: none"> <li>Discussion &amp; interaction</li> <li>Lecture,</li> <li>Role-play, followed by discussion</li> </ul>	Written examination Performance evaluation (FP clinic) Feedback	

8.	<ul style="list-style-type: none"> <li>Explain about client assessment and examination</li> </ul>	<b>Client Assessment</b> a. History taking b. Physical assessment: Head to toe examination including PV and breast examination c. Purpose of client assessment and PV examination	6	<ul style="list-style-type: none"> <li>Lecture and demonstration</li> <li>Demonstration of real objects</li> <li>Exercise</li> </ul>	Written examination, performance evaluation	Zoe model, breast model, use flowcharts
----	---	--	---	--	---	---

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
	Describe different methods of family planning and manage minor complications.	<b>Family Planning</b> <b>Define Family Planning</b> <b>Benefits/scopes of family planning</b> <b>Methods of family planning</b> <b>a. Condom</b> <ul style="list-style-type: none"> <li>Types</li> <li>Indications, mode of action, effectiveness, precaution</li> <li>Advantages (contraceptive &amp; non contraceptive)/disadvantages</li> <li>Client instruction</li> </ul> <b>b. Spermicide</b> <ul style="list-style-type: none"> <li>Indication, mode of action, effectiveness, precaution</li> <li>Advantage/disadvantages</li> <li>Client instruction</li> </ul>	15	<ul style="list-style-type: none"> <li>Brainstorming</li> <li>Illustrative lecture</li> <li>Demonstration</li> </ul>	Questions to the students after session, Re-demonstration	

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
		<p><b>c. Combine Oral contraceptives</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Types of COCs</li> <li>• Mode of action, effectiveness, precaution</li> <li>• Indications/contraindications</li> <li>• Advantages/disadvantages</li> <li>• Common side effects/management</li> <li>• Warning signs</li> <li>• Client instruction /return to fertility</li> </ul> <p><b>d. DMPA (Depo)</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Mode of action, effectiveness, precaution</li> <li>• Indications/contraindications</li> <li>• Advantages/disadvantages</li> <li>• Common side effects/management</li> <li>• Warning sign</li> <li>• Client instruction /return to fertility</li> </ul>		<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Illustrative lecture</li> <li>• Demonstration</li> <li>•</li> </ul>	<p>Questions to the students after session, Re-demonstration</p>	

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
	Explain different types of natural family planning methods	<p><b>e. IUCD</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Mode of action, effectiveness, precaution</li> <li>• Indication /contraindication</li> <li>• Advantages/disadvantages</li> <li>• Common side effects/management</li> <li>• Warning sign</li> <li>• Client instruction/return to fertility</li> </ul> <p><b>f. Implant</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Mode of action, effectiveness, precaution</li> <li>• Indication /contraindication</li> <li>• Advantages/disadvantages</li> <li>• Common side effects/management</li> <li>• Warning sign</li> <li>• Client instruction/return to fertility</li> </ul>		<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Illustrative lecture</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	Questions to the students after session Re - demonstration	

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
		<p><b>g. Natural Methods of Family Planning</b></p> <ul style="list-style-type: none"> <li>• <b>Lactational Amenorrhea Method (Modern method)</b> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Counseling for LAM</li> <li>- Criteria</li> <li>- Effectiveness</li> <li>- Advantages/Disadvantages</li> <li>- Client instruction</li> <li>- Contraceptive and non-contraceptive benefits of this method</li> </ul> </li> <li>• <b>Fertility Awareness Method</b> <ul style="list-style-type: none"> <li>- Safe period method</li> <li>- Withdrawal method</li> <li>- Basal body temperature method</li> <li>- Cervical mucosa method</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Illustrative lecture</li> <li>• Demonstration</li> <li>• Group work</li>   <li>• Brainstorming</li> <li>• Illustrative lecture</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	<p>Questions to the students after session Re - demonstration</p>	
	<ul style="list-style-type: none"> <li>• Explain the permanent methods of Family Planning</li> </ul>	<p><b>Permanent FP (VSC) Male/female Introduction Methods</b></p> <p>a. Female</p> <p>b. Male</p> <p><b>Female Sterilization</b></p> <ul style="list-style-type: none"> <li>• Laparoscopy</li> <li>• Minilap</li> </ul>		<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Group work</li> <li>• Illustrated lecture with question</li> <li>• Group presentation</li> </ul>	<p>Summary of the session with question to the students</p>	<p>Model</p> <p>Vasectomy</p> <p>Minilap</p>

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
	<ul style="list-style-type: none"> <li>• Discuss about emergency contraceptive.</li> </ul>	<ul style="list-style-type: none"> <li>a. Action/effectiveness</li> <li>b. Time</li> <li>c. Client instruction</li> <li>d. Advantages/disadvantages</li> <li>e. Post-operative care and follow-up</li> <li>f. Identification of post-operative complication and referral.</li> <li>g. Facts and reversal</li> </ul> <p><b>Male sterilization</b></p> <ul style="list-style-type: none"> <li>• <b>Vasectomy</b></li> <li>a. Action/effectiveness</li> <li>b. Time</li> <li>c. Clients instruction</li> <li>d. Advantages/disadvantages</li> <li>e. Post-operative care and follow-up</li> <li>f. Identification of post-operative complication and referral.</li> <li>g. Facts and reversal</li> </ul> <p><b>Emergency contraception</b></p> <ul style="list-style-type: none"> <li>a. Introduction</li> <li>b. Types <ul style="list-style-type: none"> <li>• <b>Pills</b></li> <li>• <b>IUCD</b></li> </ul> </li> <li>c. Dose and timing</li> <li>d. Effectiveness, precaution</li> <li>e. Client information</li> <li>f. Identification of complications and referral</li> </ul>				

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
10	<ul style="list-style-type: none"> <li>State causes, signs and symptoms, management and complications of abortion.</li> </ul>	<b>Abortion</b> <ol style="list-style-type: none"> <li>Definition</li> <li>Causes</li> <li>Types</li> <li>Signs and symptoms</li> <li>Management (PAC/CAC)</li> <li>Complications</li> <li>Post Abortion family planning</li> </ol>	2	<ul style="list-style-type: none"> <li>Discussion.</li> <li>Illustrative lecture.</li> </ul>	Ref. to Mid A	
11	<ul style="list-style-type: none"> <li>Define sub-fertility and explain the causes, prevention, management and counseling of sub-fertility.</li> </ul>	<b>Sub-fertility</b> <ol style="list-style-type: none"> <li>Definition</li> <li>Causes</li> <li>Prevention</li> <li>Management (male and female)</li> </ol>	1	<ul style="list-style-type: none"> <li>Discussion.</li> <li>Illustrative lecture.</li> </ul>		

#### Reference books:

- Standards for midwifery practice for safe motherhood, vol. 1, 2, 3 and 4 WHO, Regional Office for SEA, New Delhi, 1999.
- Reproductive Health Protocol for ANM, HMG, Family Health Division.
- अ.न.मी. विद्यार्थीहरूका लागि परिवार नियोजन सन्दर्भ पुस्तिका, प्रा.शि. तथा व्या. ता. परिषद् र नेपाल परिवार स्वास्थ्य कार्यक्रम, २००४
- तुइतुई, रोशनी तथा डा. सुवाल एस.एन. मातृशिशु तथा प्रजनन स्वास्थ्य, मकालु बुक्स एण्ड स्टेशनर्स, पुतलीसडक, काठमाडौं, २०६२।
- Shrestha DR., 2008. Reproductive Health, national and international perspectives.
- Family Health Division, 2008. Reproductive Health.
- Family Health Division, 2010. National Medical standard for Reproductive Health. Vol I & III

## Community Health Nursing (Theory)

Total Hours: 106

Total Marks: 50

<b>Course Description</b>	<b>Objectives</b>
<p>This course offers the knowledge on basic concepts of community health nursing including the importance of Nutrition, Environmental Sanitation, Immunization and Health Education to the students for the promotive and preventive health that the knowledge will apply in the practice of community health nursing in home visit and other various health care settings.</p> <p>This course also offers the knowledge to the students on Basic Primary Health Care Concept, Child Health Nursing, Community Diagnosis and Domiciliary Midwifery (ANC &amp; PNC).</p>	<p>At the end of course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe about community health nursing.</li> <li>• Describe the purpose, principles, advantages and steps of home visiting.</li> <li>• Describe the balance diet and relationship between nutrition and health.</li> <li>• Explain the components of environmental sanitation.</li> <li>• Recognize the different types of immunization according to the need of mother and child.</li> <li>• Explain the principles, importance, methods and media of health education.</li> <li>• Describe the primary health care concept including its principles and elements.</li> <li>• State the role of ANM in PHCC/HP/SHP.</li> <li>• Explain child health nursing including growth and development, child health problems and their care.</li> <li>• Identify the various method of community diagnosis.</li> </ul>

Chapter 1: Introduction of Community Health Nursing						Total hours: 9
Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
1	<ul style="list-style-type: none"> <li>Define various terms related to Community Health</li> </ul>	<p><b>Define various terms related to community health:</b></p> <ol style="list-style-type: none"> <li>Health</li> <li>Optimum health</li> <li>Community</li> <li>Community health</li> <li>Community health nursing</li> <li>Family health</li> </ol> <p><b>History of Community Health Nursing</b></p>	1	<ul style="list-style-type: none"> <li>Discussion.</li> <li>Illustrative lecture.</li> </ul>	Question and answer.	White Board Board Marker Community Health Nursing by Ambika Rai.
2	<ul style="list-style-type: none"> <li>Describe the factors influencing health of society.</li> </ul>	<p><b>Factors influencing health</b></p> <p><b>Internal Factors</b></p> <ol style="list-style-type: none"> <li>Genetics</li> <li>Biological</li> </ol> <p><b>External Factors</b></p> <ol style="list-style-type: none"> <li>Environment</li> <li>Socio economic status</li> <li>Political factors</li> <li>Cultured</li> <li>Health services</li> </ol>	2	<ul style="list-style-type: none"> <li>Discussion.</li> <li>Illustrative lecture.</li> </ul>	Question and answer.	White Board Board Marker
3.	<ul style="list-style-type: none"> <li>Describe purpose, principles, advantages and steps of home visiting.</li> </ul>	<p><b>Home visiting</b></p> <ol style="list-style-type: none"> <li>Introduction</li> <li>Purposes</li> <li>Principles</li> <li>Advantages</li> <li>Steps               <ul style="list-style-type: none"> <li>Fact finding</li> <li>Data analysis</li> <li>Planning action with family</li> <li>Action and health education</li> <li>Follow-up</li> </ul> </li> </ol>	3	<ul style="list-style-type: none"> <li>Illustrative lecture</li> <li>Demonstration</li> <li>Discussion</li> <li>Role play</li> </ul>	Re-demonstration. Role-play.	White Board Board Marker Poster



<b>Chapter 2: Nutrition</b>						<b>Total hours: 21</b>	
<b>Unit</b>	<b>Task/Objective</b>	<b>Content</b>	<b>Hour</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation</b>	<b>Resource Materials</b>	
1	<ul style="list-style-type: none"> <li>Describe nutrition and its relationship to health.</li> </ul>	<b>Nutrition Definition</b> <b>Relationship to health:</b> a. Growth and development b. Specific deficiencies c. Resistance to infection	1	<ul style="list-style-type: none"> <li>Illustrative lecture</li> <li>Discussion</li> </ul>			
2	<ul style="list-style-type: none"> <li>Explain about nutritional status of women and children in Nepal.</li> </ul>	<b>Nutritional status of women and children in Nepal.</b>	1	<ul style="list-style-type: none"> <li>Illustrative lecture</li> <li>Discussion</li> </ul>		Report of DOHS.	
3	<ul style="list-style-type: none"> <li>Explain the different categories of food and their source functions and daily requirement for a person.</li> </ul>	<b>Categories of food</b> (Source, function and amount needed to human body) a. <b>Energy food</b> <ul style="list-style-type: none"> <li>Carbohydrates</li> <li>Fat</li> </ul> b. <b>Body building food: protein</b> c. <b>Protective food &amp; Micronutrients:</b> <ul style="list-style-type: none"> <li>Vitamins</li> <li>Minerals</li> </ul>	2	<ul style="list-style-type: none"> <li>Group discussion on local resources for the different categories of food available in their locality.</li> </ul>	Exhibition of various local food stuffs containing various nutrition.	Real food Poster Flipcharts	
4	<ul style="list-style-type: none"> <li>Explain various nutritional deficiency diseases, their causes, signs and symptoms, prevention and care.</li> </ul>	<b>Nutritional deficiency diseases</b> Causes, Sign and symptoms, Prevention and Care of; a. Malnutrition (PEM, kwashiorkar). b. Night blindness c. Ricketsia d. Osteoporosis e. Anemia f. Scurvy g. Goitre h. Cretinism	4	<ul style="list-style-type: none"> <li>Illustrative lecture</li> <li>Discussion</li> <li>Group work</li> </ul>	List the causes of different nutritional deficiencies  Differentiate between PEM and kwashiorker.	Red food Poster Flipcharts	

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
5	<ul style="list-style-type: none"> <li>Explain the role and, responsibilities of ANM for maintaining nutritional status of women and children.</li> </ul>	<b>Role and responsibilities of ANM</b> <ol style="list-style-type: none"> <li>Selection of food</li> <li>Preservation of nutrient in food</li> <li>Health education about kitchen garden</li> </ol>	1	<ul style="list-style-type: none"> <li>Discussion</li> <li>Illustrative lecture</li> </ul>	Question and answer.	Poster
6	<ul style="list-style-type: none"> <li>Explain the traditional practices of food habit among various cultures and its effect on health in Nepal.</li> </ul>	<ol style="list-style-type: none"> <li>Traditional practices of food habit</li> <li>Taboos</li> <li>Impact on health</li> </ol>	2	<ul style="list-style-type: none"> <li>Discussion between different cultural groups of student.</li> <li>Sum up with Illustrative lecture.</li> <li>Discussion</li> </ul>	Question and answer.	
7	<ul style="list-style-type: none"> <li>Identify the additional requirement of food during the various stages of life.</li> </ul>	<b>Additional requirement of food during</b> <ol style="list-style-type: none"> <li>Pregnancy</li> <li>Lactation</li> <li>Adolescence</li> </ol>	1	<ul style="list-style-type: none"> <li>Illustrative lecture</li> <li>Discussion</li> </ul>		
8	<ul style="list-style-type: none"> <li>Explain balance diet and its importance to health.</li> </ul>	<b>Balance diet</b> <ol style="list-style-type: none"> <li>Definition</li> <li>Importance</li> <li>Meal plan for a family</li> <li>Factors influencing meal planning</li> </ol>	1	<ul style="list-style-type: none"> <li>Illustrative lecture</li> <li>Discussion.</li> </ul>		Exhibition of real food
9	<ul style="list-style-type: none"> <li>Explain the importance and advantage of breast-feeding for baby including Colostrum.</li> </ul>	<b>Breast-feeding</b> <ol style="list-style-type: none"> <li>Terminology <ul style="list-style-type: none"> <li>Colostrum</li> <li>Baby friendly hospital</li> <li>Exclusive breast-feeding</li> </ul> </li> <li>Importance/advantage of breast feeding</li> <li>Expressed breast milk and its storage</li> <li>Disadvantage of bottle-feeding</li> </ol>	3	<ul style="list-style-type: none"> <li>Illustrative lecture.</li> <li>Discussion</li> </ul>	Written test.	Poster

10	<ul style="list-style-type: none"> <li>Explain the weaning food and method of preparing sarbottam pitho</li> </ul>	<b>Weaning food</b> <ol style="list-style-type: none"> <li>Definition of weaning food</li> <li>Age specific complimentary feeding</li> <li>Composition and method of preparing sarbottam pitho</li> </ol>	2	<ul style="list-style-type: none"> <li>Discussion on traditional practices of weaning in various ethnic groups (pasni).</li> <li>Demonstration of preparing sorbottam pitho.</li> </ul>	Demonstration	Real food IYCF package (CHD)
----	--	---	---	---	---------------	------------------------------

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
11	<ul style="list-style-type: none"> <li>Explain food adulteration and its impact on health.</li> </ul>	<b>Food adulteration</b> <ol style="list-style-type: none"> <li>Introduction</li> <li>Impact on health</li> </ol> <b>Food hygiene</b> <ol style="list-style-type: none"> <li>Introduction</li> <li>Basic measures to maintain food hygiene</li> <li>Process/ways of food contamination</li> <li>Health hazard of food contamination</li> </ol>	1	<ul style="list-style-type: none"> <li>Discussion</li> <li>Illustrative lecture</li> </ul>		Posters Book  Women and children in Nepal, UNICEF  Park & Park, Preventive and social medicine. Community health nursing, HLMC, IOM
12	<ul style="list-style-type: none"> <li>Explain various methods for preparing and preserving the food to maintain nutritional contents.</li> </ul>	<b>Food preservation</b> <ol style="list-style-type: none"> <li>Definition</li> <li>Conditions of nutritional loss from food</li> <li>Methods for preserving nutrition in various foods</li> </ol>	2	<ul style="list-style-type: none"> <li>Discussion on practice of preparing food in various cultural groups</li> <li>Illustrative lecture</li> </ul>		

Chapter 3: Environmental Sanitation						Total hours: 17
Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
1	<ul style="list-style-type: none"> <li>Define environmental sanitation.</li> <li>Explain major component of environment.</li> </ul>	<p><b>Environmental sanitation</b></p> <p><b>Definition</b></p> <ol style="list-style-type: none"> <li>Environment</li> <li>Sanitation</li> <li>Environmental sanitation</li> </ol> <p><b>Component of environment</b></p> <ol style="list-style-type: none"> <li>Physical environment.</li> <li>Biological environment.</li> <li>Social environment.</li> </ol>	2	<ul style="list-style-type: none"> <li>Illustrative lecture</li> <li>Discussion</li> </ul>	Question and answer.	
2	<ul style="list-style-type: none"> <li>Define the terms used in refuse dispose.</li> <li>Describe the various, type of refuse.</li> <li>Explain the health hazard caused by environmental pollution</li> </ul>	<p><b>Refuse</b></p> <p><b>Definition</b></p> <ol style="list-style-type: none"> <li>Refuse/waste</li> <li>Refuse disposal</li> </ol> <p><b>Classification of refuse</b></p> <ol style="list-style-type: none"> <li>Domestic waste</li> <li>Business/market/cosmetic waste</li> <li>Industrial waste</li> <li>Health care waste</li> </ol> <p><b>Types of solid waste</b></p> <ol style="list-style-type: none"> <li>Organic</li> <li>Inorganic:Mercury (Broken thermometer)</li> </ol> <p><b>Health hazard</b></p> <ol style="list-style-type: none"> <li>Air pollution.</li> <li>Water pollution.</li> <li>Environment pollution: <ul style="list-style-type: none"> <li>Fly breeding.</li> <li>Rodents.</li> <li>Dust.</li> <li>Aesthetic.</li> </ul> </li> </ol>	6	<ul style="list-style-type: none"> <li>Illustrative lecture</li> <li>Discussion</li> <li>Illustrative lecture</li> <li>Discussion</li> <li>Discussion</li> </ul>	<p>Question and answer</p> <p>Question and answer.</p> <p>Question and answer</p> <p>Poster presentation.</p>	<p>Posters</p> <p>Posters</p>

	<ul style="list-style-type: none"> <li>Explain the various methods and steps of waste disposal</li> </ul>	<p><b>Waste management at community and health care facilities</b></p> <p><b>Steps for disposal</b></p> <ol style="list-style-type: none"> <li>Proper collection</li> <li>Disposal</li> </ol> <p><b>Method of disposal</b></p> <ol style="list-style-type: none"> <li>Burning</li> <li>Dumping/ Burial</li> <li>Composting</li> <li>Controlled tipping or sanitary landfill</li> <li>Recycling</li> </ol>		<ul style="list-style-type: none"> <li>Illustrative lecture</li> <li>Film show</li> <li>Poster show</li> </ul>		
3	<ul style="list-style-type: none"> <li>Explain about importance, method, and health implication of excreta disposal.</li> <li>Describe the method of excreta disposal and various type of latrine</li> </ul>	<p><b>Excreta disposal</b></p> <p><b>Introduction.</b></p> <p><b>Health hazard due to improper disposal of excreta</b></p> <ol style="list-style-type: none"> <li>Water pollution.</li> <li>Contamination of food.</li> <li>Breeding of flies.</li> <li>Air pollution.</li> </ol> <p><b>Mode of transmission of diseases</b></p> <ol style="list-style-type: none"> <li>Fluid</li> <li>Finger</li> <li>Flies</li> <li>Faces</li> <li>Food</li> </ol> <p><b>Latrines, method of excreta disposal</b></p> <ol style="list-style-type: none"> <li>Types of Latrines <ul style="list-style-type: none"> <li>Borehole latrine</li> <li>Dug well</li> <li>Water seal</li> </ul> </li> <li>Method of construction</li> <li>Location</li> <li>Advantage of various latrines</li> </ol>	4	<ul style="list-style-type: none"> <li>Discussion</li> <li>Show the model</li> <li>Demonstration</li> <li>Illustrative lecture</li> </ul>	Question and answer.	<p>Poster</p> <p>Book Park and Park, Preventive and social medicine.</p>

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
4	<ul style="list-style-type: none"> <li>Explain the safe and wholesome water and its uses.</li> <li>List the sources of water in Nepal and its character.</li> <li>Describe how the water can be polluted</li> <li>Explain about health hazard due to water pollution</li> <li>Explain the various methods of water purification.</li> </ul>	<p><b>Water</b></p> <p><b>Introduction</b></p> <ol style="list-style-type: none"> <li>Meaning of safe and wholesome water</li> <li>Uses of water</li> <li>Characteristic of safe water</li> </ol> <p><b>Sources of water</b></p> <ol style="list-style-type: none"> <li>Rain water</li> <li>Surface water</li> <li>Ground water</li> </ol> <p><b>Characteristic of water from different source</b></p> <p><b>Water pollution</b></p> <ol style="list-style-type: none"> <li>Meaning</li> <li>Causes of water pollution</li> <li>Water borne diseases</li> </ol> <p><b>Purification of water</b></p> <p><b>Methods</b></p> <ol style="list-style-type: none"> <li>Large scale. <ul style="list-style-type: none"> <li>Storage</li> <li>Filtration</li> <li>Chlorination</li> </ul> </li> <li>Small scale/household <ul style="list-style-type: none"> <li>Boiling</li> <li>Chemical</li> <li>Filtration</li> </ul> </li> </ol> <p><b>Disinfection of well</b></p>	5	<ul style="list-style-type: none"> <li>Illustrative lecture</li> <li>Illustrative lecture</li> <li>Group division</li> <li>Discussion.</li> <li>Group discussion</li> <li>Demonstration</li> <li>Observation of waters Treatment plant</li> </ul>	<p>Question and answer.</p> <p>Feedback on group work</p> <p>Report presentation after visit in-group.</p>	<p>Poster</p> <p>Photography</p> <p>Posters</p>

Chapter 4: Health Education						Total Hours: 11
Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
1	<ul style="list-style-type: none"> <li>Define health education.</li> <li>List the importance, principle, and objective of health education.</li> <li>Explain various methods of health education used in various setting and their advantage and disadvantage.</li> </ul>	<p><b>Health education</b></p> <ol style="list-style-type: none"> <li>Definition</li> <li>Importance</li> <li>Principle</li> <li>Objective</li> </ol> <p><b>Methods</b></p> <ol style="list-style-type: none"> <li>Individual methods; counselling</li> <li>Small group methods; Illustrative lecture, Mini group discussion, Workshop, Panel discussion, Demonstration, Role play, Symposium, Brainstorming</li> <li>Large group methods; Role play, Exhibition, Drama, Puppet show, classroom lecture, Brainstorming</li> </ol> <p><b>Advantages and disadvantages of different methods</b></p>	6	<ul style="list-style-type: none"> <li>Lecture</li> <li>Role play</li> <li>Group divide and exercise</li> <li>Demonstration</li> </ul>	<p>Question and answer</p> <p>Re-demonstration of role play</p>	
2	<ul style="list-style-type: none"> <li>Explain the media and materials used in health education</li> <li>Explain the principles of developing teaching learning materials.</li> </ul>	<p><b>Media and material</b></p> <p><b>Types</b></p> <ol style="list-style-type: none"> <li>Visual: slide, projector, transparency, multimedia, Pamphlet, Poster, Flipchart, Flannel board, Flash card</li> <li>Audio: Radio, Cassette player</li> <li>Audio visual: TV, Film</li> <li>Principles of developing teaching learning materials.</li> </ol>	2	<ul style="list-style-type: none"> <li>Lecture</li> <li>Group discussion</li> <li>Show real object and model</li> </ul>	<p>Question and answer.</p> <p>Individual assignment for developing T/L material.</p> <p>Question and answer</p> <p>Check the prepared A/V aid.</p>	<p>K. Park, Textbook of preventive and social medicine.</p> <p>R.R. Saxena, Social and preventive medicine.</p>

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
3	<ul style="list-style-type: none"> <li>Explain meaning, principles, importance and types of health teaching.</li> </ul>	<b>Health teaching</b> <ol style="list-style-type: none"> <li>Definition</li> <li>Importance</li> <li>Principle</li> <li>Types <ul style="list-style-type: none"> <li>Formal</li> <li>Informal</li> </ul> </li> </ol>	1	<ul style="list-style-type: none"> <li>Brain storming</li> <li>Illustrative lecture</li> </ul>	Role play Feedback	
4	<ul style="list-style-type: none"> <li>Describe the planning of health teaching for given situation</li> <li>Conduct health teaching</li> </ul>	<b>Planning of health teaching</b> <ol style="list-style-type: none"> <li>Assessment of problem.</li> <li>Plan of teaching (lesson plan) <ul style="list-style-type: none"> <li>Setting objective</li> <li>Writing contents</li> <li>Planning of time allocation</li> <li>Planning method and media of teaching</li> <li>Evaluation</li> <li>Summarize</li> </ul> </li> </ol> <b>Conduct health teaching</b>	2	<ul style="list-style-type: none"> <li>Individual assignment to develop lesson plan in a given topic</li> <li>Classroom teaching demonstration</li> </ul>	Evaluation of lesson plan. Feedback Re-demonstration	

Chapter 5: Family Health					Total Hours: 6	
Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
1	<p><b>Primary health care (PHC).</b></p> <ul style="list-style-type: none"> <li>Define primary health care.</li> <li>Explain the basic principles of PHC.</li> </ul> <p>• Describe the elements of PHC</p>	<p><b>Primary health care (PHC)</b></p> <p><b>Definition</b></p> <p><b>Basic principles of PHC</b></p> <ol style="list-style-type: none"> <li>Accessibility of health services to all population.</li> <li>Maximum individual and community involvement in the planning and operation of health care services.</li> <li>Emphasis on services that are preventive and promotive rather than curative services only.</li> <li>Use of appropriate -technology.</li> <li>Integration of health development with total overall social and economic development.</li> </ol> <p><b>Elements/components of PHC</b></p> <ol style="list-style-type: none"> <li>Preventing and controlling health</li> <li>Promotion of food supply and proper nutrition.</li> <li>Basic sanitation and safe water.</li> <li>Maternal child health/family planning.</li> <li>Immunization against major infectious diseases.</li> <li>Prevention and control of endemic diseases.</li> <li>Treatment of common diseases and injuries.</li> </ol>	4	<ul style="list-style-type: none"> <li>Discussion.</li> <li>Illustrative lecture.</li> <li>Illustrative lecture</li> </ul>	<p>Question and answer.</p> <p>Question and answer.</p>	<p>White Board</p> <p>Board Marker</p> <p>Poster</p>

	<ul style="list-style-type: none"> <li>Describe the role of the ANM in primary health facilities.</li> </ul>	<ul style="list-style-type: none"> <li>h. Provision of essential drugs</li> <li>i. Prevention and treatment of mental health</li> <li>j. Prevention and treatment of dental health</li> </ul> <p><b>Role of ANM in PHCC/HP/SHP:</b></p> <ul style="list-style-type: none"> <li>a. Health education.</li> <li>b. Motivator.</li> <li>c. Care provider.</li> <li>d. Counselor.</li> <li>e. Supervisor.</li> <li>f. Researcher</li> <li>g. Evaluator</li> </ul>		<ul style="list-style-type: none"> <li>Discussion</li> <li>Interactive Lecture</li> </ul>		
2	<ul style="list-style-type: none"> <li>Explain antenatal care needed for women in the community.</li> <li>Describe the birth preparedness of mother.</li> <li>Describe the care needed for mothers and new born after delivery</li> </ul>	<p><b>Domiciliary midwifery</b></p> <p><b>Antenatal care</b></p> <ul style="list-style-type: none"> <li>a. Antenatal checkup (as per national policy)</li> <li>b. Health education</li> <li>c. Birth preparation and complication readiness</li> <li>d. Referring patient with danger sign <ul style="list-style-type: none"> <li>Edema of head and feet.</li> <li>Fits.</li> <li>High BP.</li> <li>Headache.</li> <li>Bleeding from vagina.</li> <li>Rapid weight gain.</li> <li>Blurred vision.</li> </ul> </li> </ul> <p><b>Postpartum care</b></p> <ul style="list-style-type: none"> <li>a. <b>For new born</b> <ul style="list-style-type: none"> <li>Warmth</li> <li>Breathing</li> <li>Cleaning</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>Practicing ANC</li> <li>Group discussion</li> <li>Group discussion and assigned for group work</li> <li>Role play on health teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Re-demonstration</li> <li>Feedback on role</li> <li>Play</li> <li>Drama</li> <li>Simulation</li> </ul>	<ul style="list-style-type: none"> <li>White Board</li> <li>Board Marker</li> <li>Poster</li> <li>Dummy (Pregnant women)</li> <li>National maternity guideline by MOHP</li> </ul>

		<ul style="list-style-type: none"> <li>• Immunization</li> <li>• Referring new born with danger sign</li> </ul> <p><b>b. For mother</b></p> <ul style="list-style-type: none"> <li>• Follow up visit according to national guideline</li> <li>• Health education (hygiene, nutrition, family planning)</li> <li>• Referring mother with danger sign</li> </ul>				
--	--	--	--	--	--	--

Chapter 6: Child Health Nursing					Total Hours: 29	
Unit	Task/Objective	Contents	Hour	Teaching Learning Activities	Evaluation	Resource Materials
1	<ul style="list-style-type: none"> <li>• Define Terminology used in child health</li> </ul>	<p><b>Definition of following terms</b></p> <ul style="list-style-type: none"> <li>a. Pediatrics</li> <li>b. Pediatric nursing</li> <li>c. Pediatrician</li> <li>d. Child Health</li> <li>e. Milestone</li> <li>f. Growth</li> <li>g. Development</li> <li>h. Neonate</li> <li>i. Infant</li> <li>j. Toddler</li> <li>k. Preschool</li> <li>l. School age</li> <li>m. Adolescence</li> </ul>	2	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Brain storming</li> </ul>	Questions and Answers	Reference Manual  Posters of different age group children. (Shrestha, S. ch.I)  Flip chart  Hand outs  Use of posters
2	<ul style="list-style-type: none"> <li>• Explain growth and development/milestone of child up to school age</li> </ul>	<p><b>Growth and development/Milestone of child from infancy to school age</b></p>	6	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Illustrative lecture</li> </ul>	Questions and Answer	Growth and Development chart

	<ul style="list-style-type: none"> <li>Describe different factors affecting growth and development of children</li> </ul>	<ul style="list-style-type: none"> <li>a. Physical</li> <li>b. Psychological</li> <li>c. Intellectual</li> <li>d. Social/language</li> </ul> <p><b>Factors affecting growth and development</b></p> <ul style="list-style-type: none"> <li>a. Genetics</li> <li>b. Immunization (review)</li> <li>c. Nutrition and feeding</li> <li>d. Parent child relationship</li> <li>e. Sleep, rest, exercise, protection</li> <li>f. Stimulation of child/Child to child program</li> </ul>		<ul style="list-style-type: none"> <li>Brain storming</li> </ul>	<p>Question/answer</p> <p>Question/answer</p>	<p>Reference Manual</p> <p>Poster</p>
3.	<ul style="list-style-type: none"> <li>Explain various changes occurs during adolescence period</li> <li>Explain the common problems of adolescence</li> </ul>	<p><b>Adolescence</b></p> <p><b>Adolescent changes</b></p> <ul style="list-style-type: none"> <li>a. Physical /Anatomical changes</li> <li>b. Physiological</li> <li>c. Psychological and emotional changes (Adolescents reaction to puberty)</li> <li>d. Cultural changes</li> </ul> <p><b>Common problems of adolescents (Review from RH)</b></p> <ul style="list-style-type: none"> <li>a. Skin problem: acne</li> <li>b. Dysmenorrhea/ menorrhagia</li> <li>c. Abuse: drugs, alcohol</li> <li>d. Juvenile delinquency</li> <li>e. Sexual abuse</li> <li>f. Early pregnancies</li> <li>g. Risk of STI/HIV</li> </ul> <p><b>Adolescents reaction to sickness</b></p>	<p>3</p> <p>2</p> <p>1</p>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Share own experiences</li> <li>Illustrative lecture and discussion</li> <li>Case Study</li> </ul>	<p>Make notes of their own problems faced as adolescent</p>	<p>Reference Manual</p> <p>Participant Handbook</p> <p>Trainer Notebook (Adolescence – developed by NESOG)</p> <p>Information booklet (MOH)</p>

4	<ul style="list-style-type: none"> <li>Identify signs and symptoms, causes and management of major killers' diseases of children</li> </ul>	<p><b>Major killer diseases</b>  <b>Introduction, signs and symptoms, causes and management including preventive measures of following diseases</b></p> <ol style="list-style-type: none"> <li>Measles</li> <li>Diarrhea</li> <li>Tuberculosis</li> <li>Tetanus</li> <li>Acute Respiratory Infections (Pneumonia, Diphtheria, Pertussis)</li> <li>Malnutrition</li> </ol>	6	<ul style="list-style-type: none"> <li>Illustrative lecture</li> <li>Discussion</li> </ul>	Questions and answer	<p>Community Health Worker Training and Working Manual -HMG, USAID, 2054</p> <p>Poster</p> <p>Dixit, NEPAS handouts Refer NEPAS journal</p> <p>Community Health Nursing-HLMP 2052</p>
5	<ul style="list-style-type: none"> <li>Describe common health hazards and their prevention and management</li> </ul>	<p><b>Common health hazards (Review from FoN)</b>  <b>Introduction, signs and symptoms, prevention and management of following hazards</b></p> <ol style="list-style-type: none"> <li>Burn</li> <li>Falls</li> <li>Drowning</li> <li>Poisoning</li> <li>Accidents/ fracture</li> <li>Injury from sharp instrument</li> <li>Foreign body in ear, nose, throat, eye</li> <li>Asphyxia</li> <li>Choking</li> <li>Bites: dog/snake/insects</li> </ol>	3	<ul style="list-style-type: none"> <li>Lecture and discussion</li> <li>Role play</li> </ul>	Questions and Answers	<p>Reference Manual</p> <p>Posters</p>

6	<ul style="list-style-type: none"> <li>Describe community based integrated management of childhood illness.</li> </ul>	<p><b>Community Based Integrated Management of Childhood Illness</b></p> <ol style="list-style-type: none"> <li>Introduction</li> <li>Importance</li> <li>Assessment of Child from 2 months to 5 years</li> </ol> <p><b>Major Childhood Illness:</b> Classification, signs and symptoms, management, treatment, follow up and referral system</p> <ol style="list-style-type: none"> <li>ARI</li> <li>Diarrhea</li> <li>Malaria</li> <li>Measles</li> <li>Fever</li> <li>Ear Problem</li> <li>Malnutrition/Anemia</li> </ol>	6	<ul style="list-style-type: none"> <li>Mini-lecture</li> <li>Video show</li> <li>Self-reading of IMCI model</li> <li>Discussion</li> <li>Demonstration of use of chart, booklet along with the text</li> <li>Demonstration of case assessment</li> <li>Demonstration of use of OPD register</li> <li>Clinical session</li> </ul>	Feedback on demonstration	<p>Participant handbook along with chart booklet</p> <p>Facilitator manual IMCI register Timer Video cassette Transparency OHP CBIMCI Model</p>
---	--	--	---	--	---------------------------	---

Chapter 7: Community Diagnosis					Total Hours: 13	
Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
1	<ul style="list-style-type: none"> <li>Define community diagnosis</li> <li>Explain the process of community diagnosis.</li> </ul>	<p><b>Community Diagnosis</b></p> <p>a. Definition and purposes</p> <p><b>Process of community diagnosis</b></p> <p><b>Assessment of community by survey</b></p> <p>a. Demographic data</p> <p>b. Vital statistics</p> <p>c. Socio-cultural characteristics of people of community</p> <p>d. Pattern of leadership/ gender</p> <p>e. Local resources available in the community.</p> <p>f. Epidemiological trait and environmental health</p> <p><b>Analysis</b></p> <p><b>Interpretation</b></p> <p><b>Recommendations</b></p>	4	<ul style="list-style-type: none"> <li>Lecture</li> <li>Brain storming</li> <li>Discussion in group</li> </ul>	Question and Answer	Reference books
2	<ul style="list-style-type: none"> <li>Explain the process of solving problems after community diagnosis.</li> </ul>	<p><b>Problems solving after community diagnosis</b></p> <p>a. Prioritize the problems according to need.</p> <p>b. Plan and implement the solution.</p> <p>c. Feedback/follow up</p>	3	<ul style="list-style-type: none"> <li>Illustrative lecture</li> <li>Group assignment</li> <li>Role play</li> </ul>	Written test	Reference books
3	<ul style="list-style-type: none"> <li>Describe the traditional believes/ cultural practices and their impact on health.</li> </ul>	<p><b>Traditional Belief</b></p> <p>a. Definition: Traditional belief</p> <p>b. Traditional practices: Taboos.</p> <p>c. Cultural practices and their impact on health of the individuals, community</p>	3	<ul style="list-style-type: none"> <li>Group discussion among students.</li> <li>Illustrative lecture</li> </ul>	Written test.	Book of Dor Bahadur Bista

4	<ul style="list-style-type: none"> <li>Identify the community resources and their roles and responsibilities in solving the community health problems.</li> </ul>	<b>Community Resources and their roles and responsibilities</b> <ol style="list-style-type: none"> <li>Community leader</li> <li>Volunteer</li> <li>Traditional healer</li> <li>Female community health volunteers (FCHV)</li> </ol>	3	<ul style="list-style-type: none"> <li>Group discussion.</li> <li>Interactive lecture.</li> <li>Group division.</li> </ul>	Written test.	
---	---	--	---	--	---------------	--

**Reference books:**

1. Park. I.E.and Park. K. Text book of preventive and social medicine, Jahalpur, India: Messrs Bhanaridas Bhatat, 2005.
2. Shrestha. D.B. and Pradhananga, An Outline of Community Health Education, third edition. Kathmandu, Nepal HLMP. 1986.
3. Byrne, M. and Bannett, J.J. Community Nursing in Developing Countries, India, ELBS 1987 (Nepali).
4. Shrestha, DB An Outline of Community Health Education. Kathmandu, Nepal: HLMP. 2043 (Nepali).
5. Roa. K. S. An introduction to community health nursing, Madras, India: B.I: Publications, 1984.
6. Bensenson, A Control of communicable diseases in Man. 14th ed. Washington D.C: APHA, 1985.
7. प्रजापति, लक्ष्मीमैया, समुदाय स्वास्थ्य नर्सिङ्ग, मकालु बुक्स एण्ड स्टेशनर्स, पुतलीसडक, काठमाडौं, २०६१ ।
8. Paediatrics Nursing caring for children and their families ;Nicki L.Potts; Barbara L.Mandles
9. Dahal, K. and Rai, A. (2012). Textbook of community health nursing. Kathmandu: Makalu Publication.
10. Bhattarai, S., 2010. Community Health Nursing.
11. Kaphle, M., 2010. A textbook of community diagnosis.
12. Ghimire, B., 2001. Community Health nursing.
13. Tuitui R & SUwal SN., 2008. A textbook of community health nursing.
14. Rao, KS., 2004. Community Health nursing.
15. Dhakal K & Poudel C, 2013. A textbook of nutrition and dietetics.
16. Singh, J., 2008. Handbook of nutrition and dietetics.
17. AITBS publisher India, 2007. Vitamin & mineral requirements in human nutrition.

18. Shrestha P.L. Nutrition, Kathmandu, Nepal HLMP, 1980.
19. Basavanhappa, B.T. (2003). Medical/Surgical Nursing. India: Jaypee Brothers Medical Publishers.
20. Black, J.M. and Hawks, J.H. (2003). Medical/Surgical Nursing. New Delhi: Elsevier Company.
21. HLMC, Reprint 2010. Adult Nursing.
22. Thapa, U., 2010. Common Health problems of Adulthood
23. Uprety, K. (2011). Child health nursing. Kathmandu: Hema Uprety.
24. Shrestha, T. (2012). Essential child health nursing. Kathmandu: Medhavi publication.
25. Adhikari, T. (2014). Essential pediatric nursing. Kathmandu.
26. Datta, P. (2009). Pediatric nursing (2<sup>nd</sup> ed). New Delhi: Jaypee Brother Medical Publishers.
27. Gupta, P. (2007). Essential pediatric nursing (2<sup>nd</sup> ed). New Delhi: CBS Publishers and Distributors.
28. अ.न.मी. विद्यार्थीहरूका लागि बाल स्वास्थ्य सन्दर्भ पुस्तिका, प्रा.शि. तथा व्या. ता. परिषद् र नेपाल परिवार स्वास्थ्य कार्यक्रम, २००४
29. Essential child Health Nsg.(Nursing)1st.edition2012 by Tumala Shrestha
30. CB-IMCI Chart booklet, 2013, CHD
31. Shrestha, S. Child Health Promotion, Kathmandu: HLMP, 1987.
32. Immunization in practice, Geneva: WHO, 1982
  - i. Vaccines and when to give them (1)
  - ii. Syringes, needles and sterilization (2)
  - iii. How to give vaccines (3)
  - iv. Prepare for an immunization session (4)
  - v. How to conduct an outreach immunization session (5)
  - vi. Health education in an immunization program
  - vii. How to evaluate your immunization program

## Epidemiology and Communicable Disease (Theory)

Total Hours: 51

Total Marks: 30

<b>Course Description</b>	<b>Objectives</b>
<p>This course will provide the students about basic knowledge need to epidemiological study of diseases/health conditions and its prevention and management in the community.</p>	<p>At the end of this course the students will be able to:</p> <ul style="list-style-type: none"><li>• Define the terms use in epidemiology-</li><li>• List the aim of epidemiology.</li><li>• Explain the epidemiological method used in health.</li><li>• Explain about communicable disease including prevention cause and management.</li><li>• Describe community survey and method of data presentation.</li><li>• Describe the role and responsibility of ANM in epidemiology and communicable disease.</li></ul>

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
1	<ul style="list-style-type: none"> <li>Define terms used in epidemiology</li> </ul>	<p><b>Epidemiology</b>  <b>Definition of Epidemiology</b>  <b>Terms used in Epidemiology</b></p> <ol style="list-style-type: none"> <li>Endemic</li> <li>Epidemic</li> <li>Pandemic</li> <li>Sporadic</li> <li>Communicable</li> <li>Non-communicable</li> <li>Infection</li> <li>Incubation</li> <li>Virulence</li> <li>Quarantine</li> <li>Fomites</li> <li>Prevention</li> <li>Control</li> <li>Eradication</li> <li>Vector</li> <li>Isolation</li> <li>Immunity</li> <li>Contamination</li> <li>Carrier</li> <li>Zoonosis</li> </ol>	2	<ul style="list-style-type: none"> <li>Discussion</li> <li>Illustrative lecture.</li> </ul>	<p>Questions answers</p> <p>Written test.</p>	Provide hand out
	<ul style="list-style-type: none"> <li>Explain the methods of epidemiological study</li> </ul>	<p><b>Methods of epidemiological study</b></p> <ol style="list-style-type: none"> <li>Descriptive</li> <li>Analytical</li> </ol>	2			
	<ul style="list-style-type: none"> <li>State the aim of epidemiology</li> </ul>	<p><b>Aim of epidemiology</b></p>				

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
2	<ul style="list-style-type: none"> <li>Explain the epidemiological concept of disease</li> <li>Explain immunity and its classification.</li> </ul>	<p><b>Concept of disease</b>  <b>Epidemiological triad/cause of disease</b>  <b>Host</b>  a. Age  b. Gender  c. Hereditary  d. Occupation  e. Nutrition  f. Socio-economic  g. Condition  <b>Agent</b>  a. Biological  b. Chemical  c. Physical  <b>Environment</b>  a. Culture (customs belief habit)  b. Sanitation  c. Housing  d. Climate (weather)  e. Season of year  <b>Level of disease prevention</b></p>	6	<ul style="list-style-type: none"> <li>Illustrative lecture</li> <li>Illustrative lecture</li> </ul>	<p>Question and answer.</p> <p>Question and answer.</p>	
3.	<ul style="list-style-type: none"> <li>Describe the basic measurement of epidemiological health and its calculation</li> </ul>	<p><b>Epidemiological indicators</b>  a. Mortality rate  b. Crude death rate/birth rate  c. Incidence rate  d. Prevalence rate  e. Morbidity rate  f. IMR  g. MMR  h. Fertility rate</p>	5	<ul style="list-style-type: none"> <li>Lecture</li> <li>Practice calculation of different measurement.</li> </ul>	<p>Prepare demographic chart.</p> <p>Question and answer.</p>	

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials	
4	<ul style="list-style-type: none"> <li>Explain about health information and basic statistic.</li> <li>Differentiate between data and information.</li> <li>Explain briefly about the sources of health information.</li> <li>Explain the methods and tool of data collection.</li> <li>Explain briefly on different statistical methods of data presentation.</li> </ul>	<b>Health information and statistics</b> <b>Define the terms used in medical statistics</b> <ol style="list-style-type: none"> <li>Information</li> <li>Statistics</li> <li>Medical statistics</li> <li>Data</li> <li>Census</li> <li>Record</li> <li>Survey</li> <li>Registration</li> <li>Demography</li> </ol>	2	Illustrative lecture. Discussion.	Question and answer.		
		<b>Sources of information</b> Census, registration of vital events, sample registration system, notification of disease, record of health institution and epidemiological surveillance/population survey	2	<ul style="list-style-type: none"> <li>Group discussion</li> <li>Group work</li> </ul>	Group Work	Prepare diagram/table and chart	
		<b>Method and tools of data collection</b> <ol style="list-style-type: none"> <li>Data collection method</li> <li>Tools for data collection</li> </ol>	2	<ul style="list-style-type: none"> <li>Individual work to prepare tool</li> </ul>	Display of diagram, chart and table		
		<b>Methods of data presentation</b> <ol style="list-style-type: none"> <li>Tabulation</li> <li>Chart and diagram</li> <li>Reporting</li> </ol>	5		Presentation of prepared tool		



Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
	<ul style="list-style-type: none"> <li>Explain the role and responsibility of ANM in prevention, control and management of communicable diseases in HP, PHC and district</li> </ul>	k. Rabies l. Filariasis m. Malaria n. STI-HIV o. Influenza p. Kalazars q. Mumps r. Food poisoning s. Japanese Encephalitis t. Dengue u. Bird flu v. Swine flu w. Yellow fever <b>(Review from Treatment of simple disorders)</b> x. Diarrhea y. Hepatitis z. German's measles aa. Dysentery (Bacillary dysentery and amoebic dysentery) bb. common cold cc. Meningitis dd. Encephalitis ee. Skin infection  <ul style="list-style-type: none"> <li>Role and responsibilities of ANM in PHC, SHP, HP and District Hospital level in prevention, control and management of communicable disease</li> </ul>	3	<ul style="list-style-type: none"> <li>Group discussion and presentation</li> </ul>		

**Reference books:**

1. Ramtel, T., 2012. A textbook of Epidemiology.
2. Adhikari, S., 2008. Fundamentals of epidemiology.
3. Gartoula, P., 2011. A textbook on epidemiology

## Treatment of Simple Disorder (Theory)

Total Hours: 51

Total Marks: 30

Course Description	Objectives
<p>This course will provide the students about basic knowledge needed to diagnose and treat common diseases, provide the concept of pharmacology and essential drug list used in Nepal.</p>	<p>At the end of this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the concept of pharmacology and categories of drugs used in Nepal.</li> <li>• Describe the different types of drugs, their uses, indications, contraindications, side effects and nursing implications.</li> <li>• Explain different kinds of minor diseases, causes, signs and symptoms, courses, their management and treatment.</li> </ul>

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
1	Define terminologies used health, illness, diagnosis and treatment of diseases	<p><b>Definition of terms</b></p> <ol style="list-style-type: none"> <li>a. Health</li> <li>b. Illness</li> <li>c. Sign, symptoms</li> <li>d. Examination</li> <li>e. Test/investigation</li> <li>f. Chief complain</li> <li>g. Diagnosis:                             <ul style="list-style-type: none"> <li>• Provisional diagnosis</li> <li>• Final diagnosis</li> <li>• Nursing diagnosis</li> </ul> </li> <li>h. Prescription</li> <li>i. Treatment</li> <li>j. Referral</li> <li>k. Follow up</li> <li>l. Advice</li> </ol>	2	<ul style="list-style-type: none"> <li>• Illustrative lecture.</li> </ul>	Test.	<p><b>Book.</b> Textbook K.K. Kafle.</p> <p>Rg Pinniger, Diagnostic &amp; treatment.</p> <p>Manual for primary health care in the district, HLMC, IOM, Maharajgunj</p> <p>Hand out</p>

2	<ul style="list-style-type: none"> <li>Define the terms used in microbiology</li> </ul>	<b>Definition of microbiology</b> <b>Microorganism.</b> <ul style="list-style-type: none"> <li><b>Virus,</b></li> <li><b>Bacteria</b></li> <li><b>Protozoa</b></li> <li><b>Fungus</b></li> <li><b>Helminthes (worms)</b></li> </ul>	1	<ul style="list-style-type: none"> <li>Illustrative lecture</li> </ul>	Draw diagrams of different micro-organisms	<b>Posters</b>
3	<ul style="list-style-type: none"> <li>Describe different methods of collecting, labeling and dispatching different specimen to the lab (blood, stool, urine, sputum, etc).</li> <li>Explain various methods of testing and collecting urine for special purposes.</li> <li>State the method of preparing slide of blood sample for malaria and hemoglobin.</li> </ul>	<b>Lab diagnosis</b> <b>Method of collection</b> <ol style="list-style-type: none"> <li>Sputum</li> <li>Urine</li> <li>Stool</li> <li>Blood</li> </ol> <b>Methods</b> <ol style="list-style-type: none"> <li>24 hrs. urine collection</li> <li>urine testing for sugar</li> <li>albumin</li> <li>prepare slide for malaria test</li> <li>Hemoglobin test</li> </ol>	3	<ul style="list-style-type: none"> <li>Discussion.</li> <li>Demonstration.</li> </ul>	Re-demonstration.	
4	<ul style="list-style-type: none"> <li>Define different terms used in pharmacology</li> </ul>	<b>Terms used in pharmacology</b> <ol style="list-style-type: none"> <li>Pharmacology</li> <li>Pharmacy</li> <li>Pharmacologist</li> <li>Pharmacist</li> <li>Therapy</li> <li>Drugs</li> <li>Dose</li> <li>Generic/trade name</li> <li>Potency</li> <li>Side effect</li> </ol> <ul style="list-style-type: none"> <li>Hypersensitivity</li> <li>Tolerance</li> </ul>	2	<ul style="list-style-type: none"> <li>Illustrative lecture</li> </ul>	Question and answer	Hand out

		<ul style="list-style-type: none"> <li>• Sign and symptoms</li> <li>k. Toxic effect</li> <li>l. Indication</li> <li>m. Contraindication</li> <li>n. Drug sensitivity</li> <li>o. Drug resistance</li> <li>p. Anaphylactic shock</li> <li>q. Drug custody</li> <li>r. Essential drugs</li> <li>s. Dialysis</li> </ul>				
	<ul style="list-style-type: none"> <li>• State the different forms of drugs</li> </ul>	<b>Forms of drugs</b> <ol style="list-style-type: none"> <li>a. Tablet</li> <li>b. Capsules</li> <li>c. Pills.</li> <li>d. Powder.</li> <li>e. Ointment, lotion.</li> <li>f. Emulsion.</li> <li>g. Solution, suspension.</li> <li>h. Syrup</li> <li>i. Spirit, tinctures.</li> <li>j. Gel, suppositories.</li> <li>k. Expectoant.</li> </ol>	1	<ul style="list-style-type: none"> <li>• Illustrative lecture</li> <li>• Practice students maintaining drug bank book.</li> </ul>	Check drug bank book.	<p>P. Sayam, Medical problem for health post workers</p> <p>Fundamental of nursing, HLMC</p> <p>Real object Hand out</p>
	<ul style="list-style-type: none"> <li>• List and explain the classification of drugs according to their action</li> </ul>	<b>Classification of drugs according to action</b> <ol style="list-style-type: none"> <li>a. Antibacterial</li> <li>b. Analgesic</li> <li>c. Antacid</li> <li>d. Antipyretic</li> <li>e. Anesthetic</li> <li>f. Antiepileptic/anticonvulsant</li> <li>g. Antiemetic</li> <li>h. Hypnotic</li> <li>i. Tranquilizer</li> </ol>	4	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>		Hand out

		<ul style="list-style-type: none"> <li>j. Antihistamine</li> <li>k. Sedative</li> <li>l. Rehydration</li> <li>m. Diuretic</li> <li>n. Anthelmintic</li> <li>o. Anti-inflammatory</li> <li>p. Laxative</li> <li>q. Anti-tubercular drugs</li> <li>r. Antifungal drugs</li> <li>s. Antihypertensive drugs</li> <li>t. Anti-diabetic drugs</li> <li>u. Chemotherapeutic agent.</li> </ul>				
	<ul style="list-style-type: none"> <li>• Explain how to calculate the drugs</li> <li>• Explain the essential drugs used in primary health facilities in Nepal (PHCC, HP, SHP)</li> </ul>	<p><b>Calculation of drugs</b></p> <ul style="list-style-type: none"> <li>a. Factors for deciding the dose of drugs</li> <li>b. Method for calculation</li> </ul> <p><b>Essential drugs used in primary health facilities</b></p> <ul style="list-style-type: none"> <li>a. Definition, effect, side effect, dose, indication and contraindication of drugs supplied by Governments of Nepal</li> <li>b. Role and responsibility of ANM during prescribing those drugs</li> </ul>	2	<ul style="list-style-type: none"> <li>• Illustrative lecture</li> <li>• Discussion</li> </ul>	Calculate the drug	Hand out of formula.
	<ul style="list-style-type: none"> <li>• Explain the different types of antibiotic its action, dose, indication, side effect, contraindication metabolism precaution, and responsibility of ANMs during the use of their antibiotics</li> </ul>	<p><b>Antibiotics</b></p> <p><b>Classification of antibiotic</b></p> <p><b>Some categories of antibiotic used in Nepal.</b></p> <ul style="list-style-type: none"> <li>a. Cotrimaxazole</li> <li>b. Amoxicillin</li> <li>c. Cefalosporin</li> <li>d. Gentamycin</li> <li>e. Quinolone derivatives</li> <li>f. Fluroquinolone derivatives</li> </ul>	2	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Illustrative lecture</li> <li>• Visit to pharmacy</li> </ul>	Re-demonstration	Drug book Hand out

		g. Tetracycline. h. Chloramphenicol. i. Sulfa drugs				
	<ul style="list-style-type: none"> <li>Explain the role and responsibility at ANMs including other health workers, in pharmaceutical service in peripheral level of health care system (SHP, HP, PHCC)</li> <li>Define drug/alcohol dependence, its causes and prevention.</li> </ul>	<p><b>Role and responsibility of ANM</b></p> <ol style="list-style-type: none"> <li>Selection of drugs</li> <li>Drug supply</li> <li>Drug storage</li> <li>Preparation of simple drugs</li> </ol> <p><b>Drug/alcohol dependence (addiction)</b></p> <ol style="list-style-type: none"> <li>Definition</li> <li>Cause.</li> <li>Withdrawal symptoms</li> <li>Prevention</li> <li>Counseling.</li> <li>Rehabilitation.</li> </ol>	1  2	<ul style="list-style-type: none"> <li>Illustrative lecture.</li> <li>Discussion.</li> </ul>	Question and answer.	
5	<ul style="list-style-type: none"> <li>Explain various minor medical problems including their causes, signs and symptoms, treatment and management</li> <li>Explain various disease conditions related to different system including cause, sign and symptoms, treatment and management</li> </ul>	<p><b>Minor diseases condition</b> Definition, cause, signs &amp; symptoms, treatment and management of following medical diseases/conditions</p> <p><b>Medical disease</b></p> <ol style="list-style-type: none"> <li>Disease related to G.I. tract <ul style="list-style-type: none"> <li>Diarrhea/Dysentery</li> <li>Jaundice/hepatitis</li> <li>Peptic ulcer/hyper acidity</li> </ul> </li> <li>Disease related to circulatory system <ul style="list-style-type: none"> <li>Hypertension (Diet)</li> <li>Rheumatic fever</li> <li>Rheumatic heart disease (CCF)</li> </ul> </li> </ol>	2  2	<p>Illustrative lecture</p> <ul style="list-style-type: none"> <li>Illustrative lecture</li> </ul>	Question and answer	
			2	<ul style="list-style-type: none"> <li>Illustrative lecture</li> <li>Discussion</li> </ul>	Question and answer	Byorn, Brekk, RN Ingegerd Karlson, RN

	<ul style="list-style-type: none"> <li>Anemia</li> </ul> <p>c. Disease of respiratory system</p> <ul style="list-style-type: none"> <li>Tuberculosis (revise only)</li> <li>Asthma</li> <li>Bronchitis</li> <li>Pneumonia</li> <li>Tonsillitis.</li> <li>Common cold</li> <li>Sinusitis</li> <li>COPD</li> </ul> <p>d. Disease of endocrine system</p> <ul style="list-style-type: none"> <li>Diabetes Mellitus</li> <li>Hypothyroidism</li> <li>Hyperthyroidism</li> </ul>	4	<ul style="list-style-type: none"> <li>Illustrative lecture</li> </ul>	Question and answer Test	JWR Harding and P. Sayami "Medical problems for health post workers" (a guide to systematic clinical assessment and appropriate management) HLMC, IOM.	
	<ul style="list-style-type: none"> <li>Explain different disease related to urinary system including cause, sign and symptoms, treatment, management complication.</li> </ul>	<p><b>Disease of urinary system</b></p> <ol style="list-style-type: none"> <li>UTI.</li> <li>Cystitis.</li> <li>Nephritis.</li> <li>Renal failure</li> <li>Renal Calculi</li> </ol>	2	<ul style="list-style-type: none"> <li>Illustrative lecture.</li> </ul>	Question and answer.	Dr. Ugra Narayan Pathak, "Bedside differential diagnosis in clinical medicine"
	<ul style="list-style-type: none"> <li>Explain different disease condition regarding nervous system including cause, sign and symptoms, complication, prevention, treatment and management.</li> </ul>	<p><b>Disease of nervous system</b></p> <ol style="list-style-type: none"> <li>Meningitis.</li> <li>Encephalitis.</li> <li>Cerebro-Vascular Accident (CVA)</li> <li>Head injury</li> <li>Spinal Cord injury</li> </ol>	4			
	<ul style="list-style-type: none"> <li>Explain the type of parasite</li> </ul>	<p><b>Worm infestation (Parasites):</b> Life cycle, Prevention, Treatment and</p>	4			

	found in human body, its cause, sign and symptoms of life cycle, prevention, treatment and management including prevention.	management of: - Round worm. - Hook worm. - Tape worm. - Pin worm.				
	<ul style="list-style-type: none"> <li>List some common eye problem in Nepal and explain its prevention, cause, signs &amp; symptoms, simple treatment and management</li> <li>Explain various mental illness, its causes, signs &amp; symptoms, treatment, management including counseling and rehabilitation</li> <li>Explain common skin problems of Nepal including their causes, signs and symptoms treatment and management</li> </ul>	<p><b>Some common eye problems</b></p> <ol style="list-style-type: none"> <li>Conjunctivitis.</li> <li>Corneal ulcer.</li> <li>Stye</li> <li>Cataract</li> <li>Bitot's spot</li> <li>Trachoma</li> <li>Glaucoma</li> </ol> <p><b>Mental illness</b></p> <ol style="list-style-type: none"> <li>Anxiety</li> <li>Depression/Mania</li> <li>Convulsion disorder</li> <li>Psychosis</li> <li>Schizophrenia</li> <li>Neurosis</li> <li>Mental retardation</li> <li></li> </ol> <p><b>Common skin problems</b></p> <ol style="list-style-type: none"> <li>Scabies</li> <li>Impetigo</li> <li>Skin lesions</li> <li>Herpes zoster</li> <li>Herpes simples.</li> <li>Ring worm (Fungal infection)</li> <li>Leprosy</li> </ol>	2	<ul style="list-style-type: none"> <li>Illustrative lecture</li> <li>Discussion</li> </ul>	Question and answer	Park & Park "Preventive & social medicine."
			3			
			2			

**Reference books:**

1. Essential Drugs used in Health post NHTC, Kathmandu.
2. Biddle, H. and Sitler. D. The Mathematics of Drugs and Solutions, Philadelphia, F, A. Davis Company 1963.
3. Werner. D. Where there is no Doctor. Kathmandu HLMP. 1987.
4. Dixit, H. and Kafle, R. Manual of drugs and solution, Kathmandu, Department of Drug Administration, 1997.
5. TB Guidelines, International Council of Nurses, Geneva, 2004.
6. Koirala, S., 2013. Operating room technique and management.
7. Chaudhuri KD & PK, reprint 2006. PHarmacology for nurses and allied professions.
8. Udaykumar, P., 2008. Pharmacology for nurses, 2<sup>nd</sup> edition.
9. Kumar, N., 2010. A textbook of pharmacology.
10. Jain, NC., 2011. First Aid and emergency care.

## Health Management (Theory)

Total Hours: 51

Total Marks: 30

<b>Course Description</b>	<b>Objectives</b>
<p>This course offers to student about basic knowledge in management in relation to the nursing process.</p>	<p>At the end of this clinical, the students will be able to:</p> <ul style="list-style-type: none"><li>• Explain meaning and principles of management.</li><li>• Describe the overall structure and activities of different level of health care system.</li><li>• State the job description of different health personnel.</li><li>• Explain the components of supervision and evaluation.</li><li>• Describe the communication skill applied to practice situation.</li><li>• Explain in-service education.</li></ul>

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
1	<ul style="list-style-type: none"> <li>Define management</li> <li>Explain principles and functions of management</li> </ul>	<b>Management</b> a. Definition b. Principles of management c. Functions of management <ul style="list-style-type: none"> <li>Planning</li> <li>Organizing</li> <li>Directing</li> <li>Controlling</li> <li>Evaluating</li> </ul>	4	<ul style="list-style-type: none"> <li>Introduction of topic</li> <li>Illustrative lecture</li> <li>O.H</li> </ul>	Question and answer.	OHP Transparency Handout Different books of health system management and nursing management On being in-charge by Macmahon
2	<ul style="list-style-type: none"> <li>Explain the organogram of different areas.</li> <li>Describe the different levels of health care in Nepal.</li> </ul>	<b>Organogram</b> Meaning <b>Different areas</b> a. MOHP b. DOHS c. RHD d. DHO/DPHO e. PHCC f. HP  <b>Levels of Health care</b> a. Primary level b. Secondary level c. Territory level	4	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Discussion</li> <li>Lecture</li> </ul>	Question answer.	Organogram health care system in Nepal (MOHP)  Poster  Chart
3	<ul style="list-style-type: none"> <li>Explain employment policy of MOHP</li> </ul>	<b>Employment Policy</b> a Requirement b Transfer c Promotion d Leave e reward and paunishment	2	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	Question answer	Health Act, rules, by rules

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
4	<ul style="list-style-type: none"> <li>State the job description of ANM and key responsibilities of different health personnel</li> </ul>	<p><b>Job description</b></p> <p>a. ANM</p> <p><b>Key responsibilities of</b></p> <p>a. Staff nurse</p> <p>b. P.H.N.</p> <p>c. H.A. / Sr. AHW.</p> <p>d. A.H.W.</p> <p>e. F.C.H.V.</p>	4	<ul style="list-style-type: none"> <li>Illustrative lecture</li> <li>Discussion in small group and presentation</li> <li>Role-play.</li> </ul>	<p>Question and answer</p> <p>Giving feedback of role-play.</p>	<p>AV Aid</p> <p>Job description of health personnel (MOHP) Management division</p>
5	<ul style="list-style-type: none"> <li>Describe supervision</li> </ul>	<p><b>Supervision</b></p> <p>a. Meaning</p> <p>b. Purpose</p> <p>c. Principles</p> <p>d. Types</p> <p>e. Tools</p> <p>f. Quality of supervisor</p>	2	<ul style="list-style-type: none"> <li>Illustrative lecture</li> <li>Discussion in small group</li> <li>Sharing in group</li> <li>Practice using supervision tool (MOHP)</li> <li>Role play</li> </ul>	<p>Question and answer.</p> <p>Feeling supervision format</p>	<p>AV Aid</p> <p>Supervision tool (MOHP)</p>
6	<ul style="list-style-type: none"> <li>Explain evaluation</li> </ul>	<p><b>Evaluation</b></p> <p>a. Meaning</p> <p>b. Purposes</p> <p>c. Principles</p> <p>d. Types</p> <p>e. Tools</p> <p>f. Methods</p>	2	<ul style="list-style-type: none"> <li>Illustrative lecture</li> <li>Exercise on developing evaluation tools</li> <li>Group work</li> </ul>	<p>Question and answer.</p> <p>Feedback of exercise.</p>	<p>Sample of different evaluation tools</p>



Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
	<ul style="list-style-type: none"> <li>Explain Health Logistics Recording and Reporting System</li> </ul>	<b>Recording and Reporting System (Health Logistics)</b> <ol style="list-style-type: none"> <li>Introduction</li> <li>LMIS Reporting System</li> <li>Basic Concept of Max.-Min. Stock level (ASL and EOP)</li> <li>Process of filling of LMIS at HF</li> <li>Type and uses of Logistics related AGF 52, 47, 51, 48, 46, 45, 49, 57</li> </ol>	4	<ul style="list-style-type: none"> <li>Real LMIS and AG forms</li> <li>Text book, manual handout</li> <li>Chart</li> <li>Exercise</li> </ul>		AV Aids All form
	<ul style="list-style-type: none"> <li>Explain Physical Inventory Management</li> </ul>	<b>Inventory Management</b> <ol style="list-style-type: none"> <li>Introduction</li> <li>Purposes</li> <li>Process of physical inventory</li> <li>Classification of useable and unusable equipment and supplies</li> </ol>	2			
	<ul style="list-style-type: none"> <li>Describe the process of ordering</li> </ul>	<b>Determining Ordering Quantity</b> <ol style="list-style-type: none"> <li>Process and time of regular and emergency demand</li> </ol>	1			
10	<ul style="list-style-type: none"> <li>Identify the different types of record and reports and their importance in health field.</li> </ul>	<b>Records and reports</b> <ol style="list-style-type: none"> <li>Meaning</li> <li>Types</li> <li>Different forms</li> <li>Importance</li> <li>Storing/filling</li> </ol>	2	<ul style="list-style-type: none"> <li>Illustrative lecture</li> <li>Showing different sample</li> <li>Report writing exercise in small groups</li> </ul>	Question and answer Feedback of report writing.	

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
11.	• Describe communication and its role in health care service.	<b>Communication</b> a. Meaning b. Principles c. Elements d. Types e. Methods/media	2	<ul style="list-style-type: none"> <li>▪ Discussion</li> <li>▪ Case study</li> </ul>	Question and answer.	
	• Explain barriers of communication in working situation.	<b>Barrier of communication</b> a. Psychological. b. Social-cultural. c. Economical. d. Educational. e. Political. f. Gender. g. Environmental.	2	<ul style="list-style-type: none"> <li>• Mini-lecture</li> <li>• Role play</li> <li>• Exercise</li> <li>• Experience sharing</li> </ul>		
	• Write official letters.	<b>Write official Letters</b> <b>Write application for job, leave, resignation etc.</b>	4	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Exercise</li> </ul>		
	• Describe process of overcoming barrier of communication.	Overcome barrier of communication	2			

12	<ul style="list-style-type: none"> <li>Describe National Health Information Management System in Nepal.</li> </ul>	<p><b>Health Information System</b></p> <ol style="list-style-type: none"> <li>Introduction</li> <li>Importance</li> <li>Indicators</li> <li>Process of recording and reporting in various level of health care system (SHP, HP, PHCC, DHO/DPHO )</li> <li>Role of the ANMs maintaining health information</li> </ol>	4	Exercise filling the forms	Recording of various health service(maternal, child health and family planning) using the given format.	Recording forms No.1-35, Document from HIMS Division
----	--	---	---	----------------------------	---	--

**Reference books:**

1. Leadership in Nursing for Health for all. Geneva: WHO. 1987
2. Management of Nursing Services by Standards, Kathmandu: Division of Nursing.
3. Leadership in Nursing for Health Education, Kathmandu, Nepal: HLMP. 2043 (Nepali).
4. Job Description of ANM, NHTC Kathmandu
5. Organogram of Ministry of Health and Population
6. Job Description for Health personnel, MD, DOHS, 2061
7. Khanal, Ram Hari, Introduction to Health Mnagement, ECO, Lalitpur, 2005.
8. Leading and managing health ;Dr.Indira singh 2006
9. 13.Principles of management ;Prem R.Pant1st edition 2010
10. Bibhinna tahama karyarat nursing karmacharyharuko karya bibaran ra karyabidhi nirdeshika (2065). Nepal of Government , Ministry of Health and Population, Health Service Department, Management division
11. Tuladhar, K. and Rai B. (2003). Leadership and Management for nurses: HLMC, institute of medicine.
12. Minimum requirements for the recognition of The ANM program, Nepal Nursing Council, June 2011

## Community Health Nursing: Practical

Total Hours: 600

Total Marks: 340

Course Description	Objectives
<p>This course will introduce to the students about Home Visit/Family Planning /Maternal and Child Health clinic, residential field and health facilities. Each students will be exposed to field practice for 15 weeks</p> <ul style="list-style-type: none"> <li>• MCH/FP clinic = 6 weeks</li> <li>• Home Visit = 2 weeks</li> <li>• PHCC/HP/SHP = 3 weeks</li> <li>• Residential field = 4 weeks</li> </ul> <p style="text-align: right;">Total = 15 weeks</p> <ul style="list-style-type: none"> <li>➤ During the community visit, each student will provide opportunity to give care to the families and apply their knowledge of nursing process, communication skills, nutrition, environmental sanitation, proper waste disposal, treatment of simple diseases of family, providing formal and informal teaching, family planning and immunization knowledge for family.</li> <li>➤ During the clinical practicum in MCH/FP clinic, each student will provide opportunity to give care for mother and child individually and provide family planning counselling to individual or group.</li> </ul>	<p><b>During two weeks home visit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Assess the individual members of the family to identify the problems of clients in their home.</li> <li>• Use nursing process in caring the individuals and families.</li> <li>• Prepare sarbottam pitho if necessary.</li> <li>• Identify the content of balance diet and its relationship between nutrition and health.</li> <li>• Identify the type of water used in family, dietary pattern, waste disposals system of the family</li> <li>• Plan health education and health action according to identified problems.</li> </ul> <p><b>During six weeks MCH/FP Clinic practicum, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Assist in preparing of FP/MCH clinic.</li> <li>• Assess the antenatal /postnatal mother and child health status and compare with normal growth and development of child and mother.</li> <li>• Immunize the mother and under five children as health policy of Nepal government.</li> <li>• Provide family planning counseling to clients as required.</li> <li>• Distribute temporary family planning materials.</li> <li>• Observe IUCD and implant insertion and removal.</li> <li>• Give health teaching to client as necessary.</li> <li>• Maintain record/file in clinic.</li> <li>• Prepare equipment/supply for sterilization.</li> </ul>

Course Description	Objectives
<p>➤ During the residential field, students will stay in selected VDC and conduct community survey in group and apply knowledge of safe environment, immunization, family planning, treatment of simple disorder, maternal &amp; child health activities with caring the community in group.</p>	<p><b><u>Residential field (4 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• Conduct community survey in group.</li> <li>• Select and visit home according to individual assignment</li> <li>• Participate in the Primary Health Care Outreach Clinic.</li> <li>• Identify the major development characteristics and milestones of child.</li> <li>• Recognize major killer diseases and refer accordingly.</li> <li>• Identify the different places for waste disposal and water supply.</li> <li>• Identify the health problems in the family and try to solve it.</li> <li>• Use the epidemiological approach in order to find out the communicable disease, its prevention and management of the community in group.</li> <li>• Find out demographic and vital statistic of the community in group.</li> <li>• Give one planned health education to family according to their need.</li> <li>• Conduct health action in group.</li> </ul>
<p>➤ During the clinical practice in the PHCC/HP/SHP, the students will apply their knowledge on treatment of simple disease of the community and refer to appropriate place as required.</p>	<p><b>Treatment of Simple Disorder (PHCC/HP/SHP)</b></p> <ul style="list-style-type: none"> <li>• Identify the minor illness and treat accordingly.</li> <li>• Refer the client to appropriate places.</li> <li>• Give first aid treatment to the clients with various conditions</li> </ul>

Course Description	Objectives
<p>➤ During the clinical practice in the PHCC/HP/SHP, the students will use knowledge of management in practice by following managerial activities in health facility.</p>	<p><b>Health Management (Time include in TSD Practicum)</b></p> <ul style="list-style-type: none"> <li>• Assist the following managerial activities in health facilities: <ul style="list-style-type: none"> <li>– Draw an organogram of health facilities.</li> <li>– Observe the job description of different categories of health personnel</li> <li>– Observe &amp; conduct meeting and write minute.</li> <li>– Store and mange different inventories</li> <li>– Supervise and evaluate the work of supportive staff</li> </ul> </li> </ul> <p>Write reports and maintain records.</p>



<b>Clinical Tasks</b>	<b>Evaluation</b>
<p><b>For community residential field (4 weeks)</b></p> <ul style="list-style-type: none"> <li>• Draw a community social map as assigned.</li> <li>• Visit at least 5 families (home).</li> <li>• Present of demographic data and vital statistic of community by doing community diagnosis.</li> <li>• Give health education to the family (one) but students have to give incidental health teaching as much as possible.</li> <li>• Identify the type of water used in family, dietary pattern, waste disposals system of the family and take necessary action.</li> <li>• Identify the vital statistics of the community and compare with vital statistics data of Nepal.</li> <li>• Use the epidemiological method to find out the communicable diseases and its prevention and management.</li> <li>• Maintain 2 kitchen gardens.</li> <li>• Give immunization to the children -according to their need.</li> <li>• Perform physical assessment and history taking of mother and child.</li> <li>• Conduct first aid training.</li> <li>• Conduct health action according to need of the community.</li> <li>• Maintain logbook.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic presentation of health status of community.</li> <li>• Family folder fills up.</li> <li>• Health education – community/family.</li> <li>• Presentation of health action in community.</li> <li>• Daily performance evaluation – rating scale.</li> <li>• Physical assessment/history taking forms.</li> <li>• Evaluation of Logbook</li> </ul>

Clinical Tasks	Evaluation
<p><b><u>Treatment of Simple Disorder (Practical)</u></b></p> <ul style="list-style-type: none"> <li>• Prepare patient examination room</li> <li>• Take history of at least 5 patient under the supervision.</li> <li>• Examine at least 5 patients under the supervision including diagnosis, treatment, and management.</li> <li>• Find out number of patients/clients came to health post with indication of age, sex, health /status of clients and make graph for presentation.</li> <li>• Collect specimen for laboratory test.</li> <li>• Make a list of essential drug available in primary health care level.</li> <li>• Teach the patient/family according to their need.</li> <li>• Counsel the patients and family as need.</li> <li>• Refer the patients to appropriate health care setting as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Case study – one</li> <li>• Clinical performance - one.</li> <li>• Maintain logbook for diagnosis and treatment of simple disease at least 20 patients.</li> <li>• Maintain essential drug book.</li> <li>• Health teaching.</li> </ul>

Clinical Tasks	Evaluation
<p><b><u>Health Management (Practical)</u></b></p> <ul style="list-style-type: none"> <li>• Make organogram of health facilities including staffing pattern.</li> <li>• Observe and plan daily assignment schedule.</li> <li>• Plan and give health education to client (one).</li> <li>• Supervise FCHV in the field area and write supervision report.</li> <li>• Assist in planning and conducting outreach clinic.</li> <li>• Assist the staff in MCH/FP clinic.</li> <li>• Make plan for home visit and do home visit as required.</li> <li>• Keep record up-to-date and maintain log book - Logistic</li> <li>• Maintain environment clean and safety.</li> <li>• Participate and conduct in different meeting as required.</li> <li>• Store equipment/supply as necessary in proper place and maintain inventory Logistic.</li> <li>• Coordinate with different stakeholders and applying the principles of communication.</li> <li>• Refer all the cases to appropriate institution according to their need.</li> </ul>	<ul style="list-style-type: none"> <li>• Organogram of health facility.</li> <li>• Daily performance evaluation.</li> <li>• Health teaching (1) (By using same format criteria)</li> <li>• Log book.</li> </ul>

## Midwifery "A" (Theory)

Total Hours: 55

Total Mark-30

Course Description	Objectives
<p>This course provides basic knowledge about human reproduction and care of the woman during pregnancy following government's policy, strategies and protocol.</p>	<p>At the end of this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the anatomy and physiology of female pelvis and reproductive organs of female.</li> <li>• Describe the physiology of menstruation conception, fetal and placental development.</li> <li>• Describe the physiology and diagnosis of pregnancy.</li> <li>• Describe the minor and major disorders during pregnancy and its management.</li> <li>• Identify essential drugs (misoprostol) used in obstetric, recommended by DDA, MOHP and FHD.</li> <li>• Explains various diseases, associated with pregnancy its effects and management.</li> <li>• Discuss about importance and process of examination of pregnant women.</li> <li>• Identify the need of pregnant mother and provide health information and education accordingly to the pregnant mothers, families members and relatives in order to ensure optimal health during pregnancy.</li> </ul>

<b>Unit</b>	<b>Task/Objective</b>	<b>Content</b>	<b>Hour</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation</b>	<b>Resource Materials</b>
<b>1</b>	<ul style="list-style-type: none"> <li>• Explain history of midwifery</li> <li>• State different terminology used in midwifery</li> </ul>	<b>Introduction of midwifery</b> a. Commonly used terminology in midwifery b. Short History of Midwifery c. Midwifery Terminology	1	<ul style="list-style-type: none"> <li>• Illustrated Lecture</li> <li>• Handout or book ref.</li> </ul>	Questions/ Answers	OHP, Screen, Marker, Black Board and check, Midwifery Reference materials
<b>2</b>	<ul style="list-style-type: none"> <li>• Review female reproductive organs and the characteristics of sperm and ovum from reproductive health</li> </ul>	<b>Introduction</b> <b>Female Reproductive Organs Structure and physiology</b> a. External Genitalia b. Internal organs <b>Characteristics and functions</b> a. Sperm b. Ovum <b>Ovarian and Uterine Cycle</b> a. Physiology of menstruation b. Phases	2	<ul style="list-style-type: none"> <li>• Illustrated Lecture</li> <li>• Group work</li> </ul>	Questions/ Answers Assignment	OHP, Screen, Flip chart Paper, Marker, Black Board and check, Midwifery Reference Materials Model/Poster Wall chart
<b>3</b>	<ul style="list-style-type: none"> <li>• Explain the anatomy and physiology of female pelvis</li> </ul>	<b>Pelvis Definition Types</b> a. According to obstetrics <ul style="list-style-type: none"> <li>• True pelvis</li> <li>• False pelvis</li> </ul> b. According to anatomy <ul style="list-style-type: none"> <li>• Gynaecoid</li> <li>• Android</li> <li>• Anthropoid</li> <li>• Platypelloid</li> </ul> <b>Land marks / Measurement of pelvic and their importance/significant</b>  <b>Pelvic joins and ligaments</b>	4	<ul style="list-style-type: none"> <li>• Illustrated Lecture</li> <li>• Group work</li> </ul>	Questions/ Answers Assignment	OHP, Screen, Flip chart Paper, Marker, Black Board and check, Midwifery Reference materials Model (Pelvic bone)

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
4	<ul style="list-style-type: none"> <li>Describe structure and functions of the pelvic floor and preventive measures to reduce pelvic floor injury</li> </ul>	<p><b>Pelvic Floor</b></p> <ol style="list-style-type: none"> <li>Pelvic floor muscles and its important</li> <li>Birth canal injuries</li> <li>Prevention of injury during labour</li> </ol>	2	<ul style="list-style-type: none"> <li>Illustrated Lecture</li> <li>Group work</li> </ul>	Questions/ Answers Assignment	OHP, Screen, Flip chart Paper, Marker, white Board Midwifery Reference Materials Model
5	<p><b>The Fetal skull</b></p> <ul style="list-style-type: none"> <li>Describes the anatomy of fetal skull</li> <li>Explain the relationships of fetus to mother's uterus and pelvis.</li> </ul>	<p><b>The Fetal Skull</b></p> <ol style="list-style-type: none"> <li>Bone, fontanells, suture</li> <li>Regions and land marks measurement</li> <li>Molding</li> </ol> <p><b>Relationships of fetus to the uterus and pelvis.</b></p> <ol style="list-style-type: none"> <li>Lie.</li> <li>Attitude.</li> <li>Presentation.</li> <li>Position.</li> <li>Denominator.</li> <li>Engagement.</li> <li>Station.</li> </ol>	4	<ul style="list-style-type: none"> <li>Illustrated Lecture</li> <li>Group work</li> <li>Demonstration</li> <li>Re-demonstration</li> </ul>	Questions/ Answers Assignment	OHP, Screen, Flip chart Paper, Marker, Black Board and check, Midwifery Reference Materials Model (fetal skull and pelvis)

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
6	<ul style="list-style-type: none"> <li>• Explain the process of conception and fetal development.</li> <li>• Discuss about development of fertilize ovum fetal and placenta.</li> <li>• Explain the fetal circulation and changes that takes place in extra uterine life.</li> </ul>	<p><b>Fetal and Placental Development Fertilization/Conception</b></p> <ol style="list-style-type: none"> <li>a. Commonly used terminology in fertilization</li> <li>b. Development of fertilized ovum</li> <li>c. Sex determinations</li> <li>d. Decidua</li> <li>e. Embryo (structure) <ul style="list-style-type: none"> <li>• Endoderm</li> <li>• Mesoderm</li> <li>• Exoderm</li> </ul> </li> <li>f. Placenta <ul style="list-style-type: none"> <li>• Definition</li> <li>• Function</li> <li>• abnormalities/anatomical variation</li> </ul> </li> <li>g. Fetal membranes (amnion, chorion)</li> <li>h. Umbilical cord (Definition, composition, length, anatomical variation)</li> </ol> <p><b>Fetal Circulation</b></p> <ol style="list-style-type: none"> <li>a. Temporary Structure</li> <li>b. Change after birth</li> </ol>	8	<ul style="list-style-type: none"> <li>• Illustrated Lecture</li> <li>• Group work</li> </ul>	<p>Questions/ Answers</p> <p>Questions/ Answers</p> <p>Assignment</p>	<p>OHP, Screen, Flip chart Paper, Marker, white Board Midwifery Reference Materials Poster Model (placenta with umbilical cord) Wall chart</p>

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
7	<ul style="list-style-type: none"> <li>• Identify major physiological changes during pregnancy</li> <li>• Explain how to diagnose pregnancy</li>   <li>• Describe assessment of pregnant mother.</li> </ul>	<p><b>Diagnosing Pregnancy</b></p> <p><b>Physiological changes during pregnancy</b></p> <p><b>Sign and symptoms of pregnancy</b></p> <ol style="list-style-type: none"> <li>a. Presumptive</li> <li>b. Probable</li> <li>c. Positive</li> </ol> <p><b>Assessment of pregnant women</b></p> <ol style="list-style-type: none"> <li>a. Antenatal examination and care</li> <li>b. Importance and objectives of ANC examination and care</li> <li>c. Assessment of pregnant women <ul style="list-style-type: none"> <li>• History taking (Calculation of EDD and WOG)</li> <li>• Physical examination</li> <li>• Obstetrical examination</li> <li>• Investigation</li> <li>• Recording &amp; reporting</li> </ul> </li> </ol>	10	<ul style="list-style-type: none"> <li>• Illustrated Lecture</li> <li>• Group work</li> <li>• Exercise EDD and WOG</li> <li>• Demonstration</li> </ul>	<p>Questions/Answers</p> <p>Assignment</p> <p>Re-demonstration</p>	<p>OHP, Screen, Flip chart</p> <p>Paper, Marker, White Board and Marker, Midwifery reference materials</p> <p>Posters</p> <p>Clock</p> <p>Zoe model with pregnant uterus</p> <p>RH clinical protocol</p>

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
8	<ul style="list-style-type: none"> <li>State the Needs of Pregnant Women</li> </ul>	<b>Needs of Pregnant women</b> <ol style="list-style-type: none"> <li>Nutrition</li> <li>Immunization (Tetanus Toxoid/deworming)</li> <li>Antenatal checkup (4 visit)</li> <li>Rest, sleep and exercise</li> <li>Sex education</li> <li>Birth preparedness and complication readiness <ul style="list-style-type: none"> <li>Financial arrangement</li> <li>Transportation</li> <li>Food</li> <li>Clothing</li> <li>Person for blood donation</li> </ul> </li> <li>Health Education (including postpartum family planning)</li> </ol>	4	<ul style="list-style-type: none"> <li>Discussion</li> <li>Illustrated Lecture</li> <li>Group work</li> <li>Demonstration</li> <li>Role play for Health Teaching</li> </ul>	Questions/ Answers Assignment Re-demonstration	OHP, Screen, Flip chart Paper, Marker, white board Midwifery Reference Materials Posters Supplementary reference for SBA
9	<ul style="list-style-type: none"> <li>Explain minor disorders of the pregnancy and its management.</li> </ul>	<b>Minor disorders during pregnancy and its management</b> <ol style="list-style-type: none"> <li>Morning sickness</li> <li>Heart burn</li> <li>Indigestion</li> <li>Itching</li> <li>Pruritus Vulva or Itching at vulva</li> <li>Muscular cramp</li> <li>Backache</li> <li>Varicose vein</li> <li>Pica Fainting</li> <li>Frequency of urination</li> <li>Physiological Edema</li> <li>Fatigue</li> <li>Constipation</li> </ol>	2	<ul style="list-style-type: none"> <li>Discussion</li> <li>Group work</li> <li>Illustrated Lecture</li> </ul>	Questions/ Answers Assignment	OHP, Screen, Flip chart Paper, Marker, white board Midwifery Reference Materials Posters Supplementary reference for SBA

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
10	<ul style="list-style-type: none"> <li>Describe major disorder of pregnancy and manage accordingly</li> </ul>	<b>Major disorders of pregnancy</b> <ol style="list-style-type: none"> <li>Hyperemesis gravidarum</li> <li>Pregnancy Induced hypertension</li> <li>Pre-eclampsia and Eclampsia</li> <li>Polyhydramnios</li> <li>Oligohydramnios</li> <li>Gestational diabetes</li> </ol>	6	<ul style="list-style-type: none"> <li>Brain storming</li> <li>Illustrated Lecture</li> <li>Group work</li> </ul>	Questions/ Answers Assignment	OHP, Screen, Flip chart Paper, Marker, White Board Midwifery Reference Materials Posters
11	<ul style="list-style-type: none"> <li>Explain complications of early and late pregnancy and their management.</li> </ul>	<b>Complications in Pregnancy</b> <b>Bleeding in Early Pregnancy and management</b> <ol style="list-style-type: none"> <li>Abortion (review from RH)</li> <li>Ectopic pregnancy</li> <li>Hydatidiform mole</li> </ol> <b>Bleeding in late pregnancy and management</b> <ol style="list-style-type: none"> <li>Antepartum Haemorrhage</li> <li>Placental cause <ul style="list-style-type: none"> <li>Placenta praevia,</li> <li>Abruptio placenta</li> </ul> </li> <li>Extra placental cause <ul style="list-style-type: none"> <li>Cervical erosion,</li> <li>Cervical cancer,</li> <li>Cervical polyp</li> </ul> </li> </ol>	5	<ul style="list-style-type: none"> <li>Brain storming</li> <li>Role play</li> <li>Illustrated Lecture</li> <li>Group work</li> </ul>	Questions/ Answers Assignment	OHP, Screen, Flip chart Paper, Marker, White Board Midwifery Reference Materials Posters Real objects (if available)

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
12	<ul style="list-style-type: none"> <li>Explain disease associated with Pregnancy and their effect during pregnancy, labor and puerperal period.</li> <li>Describe the management of disease associated with pregnancy by using problem solving approaches in home and health care facilities.</li> </ul>	<p><b>Diseases associated with pregnancy</b></p> <p><b>Diseases associated with pregnancy and its management</b></p> <ol style="list-style-type: none"> <li>Anemia</li> <li>Cardiac disease</li> <li>Urinary tract Infection</li> <li>Jaundice</li> <li>Sexually Transmitted Infection <ul style="list-style-type: none"> <li>Syphilis,</li> <li>Hepatitis B,</li> <li>Chlamydia,</li> <li>Mononucleosis,</li> <li>Gonorrhoea</li> </ul> </li> <li>HIV (PMTCT, VCT)</li> <li>RH incompatibility</li> </ol>	5	<ul style="list-style-type: none"> <li>Brain storming</li> <li>Illustrated Lecture</li> <li>Group work</li> </ul>	Questions/ Answers Assignment	Flip chart Paper, Marker, White Board Midwifery Reference Materials Posters
13	<ul style="list-style-type: none"> <li>Discuss the common drugs used in obstetrics.</li> </ul>	<p><b>Drugs used in obstetrics</b></p> <ol style="list-style-type: none"> <li>Hematinic agent.</li> <li>Vitamins and minerals</li> <li>Tocolytic agent</li> <li>Anti-hypertensive</li> <li>Anticonvulsive</li> <li>Oxytocin</li> <li>Misoprostol: Matri surakshya chakki</li> <li>Steroids</li> </ol>	2	<ul style="list-style-type: none"> <li>Illustrated Lecture</li> <li>Group work</li> </ul>	Questions/ Answers Assignment	Flip chart Paper, Marker White Board Midwifery Reference Materials Posters List of essential drug

## Midwifery “A” (Practical)

*Total Hours: 200*

Location for practical experience: Antenatal ward/clinic

Total Marks: 130

<b>Course Description</b>	<b>Objectives</b>
<p>This course helps students to apply knowledge and to develop skills and attitudes to practice in managing women with normal and abnormal pregnancy.</p>	<p>At the end of this clinical, the students will be able to:</p> <ul style="list-style-type: none"><li>• Set up the antenatal clinic in home, hospital or clinic.</li><li>• Assess pregnant women to detect normal/abnormal conditions and interpret the findings to mother and family, and take appropriate action as well as refer to health institutions.</li><li>• Identify the needs of pregnant women and give appropriate health teaching to mother and family in order to ensure healthy readiness of pregnancy, safe delivery and complication.</li><li>• Prioritize the institutional delivery.</li></ul>

Unit	Clinical Tasks	Evaluation
1.	<p><b>Practice examination of pregnant women in antenatal ward/clinic</b></p> <ul style="list-style-type: none"> <li>• Set up antenatal clinic</li> <li>• Perform steps of antenatal examination               <ul style="list-style-type: none"> <li>- History taking (Calculation of EDD and gestational age)</li> <li>- Physical examination</li> <li>- Obstetrical examination</li> <li>- Investigation (blood for Hb%, grouping, sugar, VDRL and HIV-Aids; urine, stool test and ultrasound)</li> <li>- Recording and reporting.</li> </ul> </li> </ul>	<p>Use evaluation tools as prescribed:</p> <ul style="list-style-type: none"> <li>• Maintain log book of Antenatal examination – 25.</li> <li>• Submit History taking format – 5.</li> <li>• Submit Physical examination format – 5.</li> <li>• Conduct Health teaching - 5</li> </ul>
2.	<p><b>Practice clinical/ward set-up</b></p> <ul style="list-style-type: none"> <li>• Observe and maintain clinic set-up and ward.</li> <li>• Assist in physical set-up for antenatal care.</li> </ul>	
3.	<p><b>Care of the pregnant women</b></p> <ul style="list-style-type: none"> <li>• Examine the pregnant women by following steps of ANC examination and refer if detect any abnormalities.</li> <li>• Provide T.T vaccine</li> <li>• Provide Health education on following topics;               <ul style="list-style-type: none"> <li>- Diet, clothing, rest, exercise, and shoe.</li> <li>- Importance of A.N.C./exclusive breast-feeding.</li> <li>- Immunization</li> <li>- Birth preparedness and complication readiness plan.</li> <li>- Personal hygiene.</li> <li>- Care and manage of minor disorder.</li> <li>- Sex education.</li> <li>- Danger signs of pregnancy.</li> <li>- Counselling on postpartum family planning</li> </ul> </li> <li>• Record/report of finding.</li> <li>• Follow up visit</li> </ul>	

## Midwifery "B" (Theory)

Total Hours: 55

Total Marks: 30

Course Description	Objectives
<p>This course provides knowledge, skill and attitude to the students regarding care to women in labour with normal and abnormal conditions by using problem solving approach in different level of health facility and home setting.</p> <p>During the course the major skills, which is essential to perform at community level with national service standard has been focused in saving life of the mother and new born.</p>	<p>At the end of this course, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the SBA.</li> <li>• Define labour its stages and duration</li> <li>• Explain the courses of onset of labour its sign and symptoms.</li> <li>• Discuss physiological changes of 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> stages of labour and their management.</li> <li>• Discuss the mechanism of normal labour (with help of a model) and abnormal labour.</li> <li>• Identify the obstetrical emergencies, which can arise during labour and management using lifesaving skill.</li> <li>• Describe the obstetrical complication that can arise during and immediate after birth and their management</li> <li>• Teach and counsel the mother, family and group to ensure safe delivery care to a new born, recognizing danger sign and action to be taken as needed.</li> <li>• complications that can arise during and immediate after labour</li> <li>• Explain the management of diagnosed abnormal condition during labour in hospital and community situation</li> </ul>



Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
	<ul style="list-style-type: none"> <li>• Explain signs and symptoms of 2nd stage of labour</li> <li>• Describe preparation to be made for conducting delivery</li> <li>• Describe the care of women during 2nd stage of labour</li> <li>• Discuss the steps of conducting normal delivery in vertex presentation</li> <li>• Describe the concept of restricted episiotomy and its repairs</li> </ul>	<p><b>Management of second stage of labour</b></p> <ol style="list-style-type: none"> <li>a. Physiological change during second stage of labour</li> <li>b. Signs and symptoms of second stage of labour</li> <li>c. Preparation for delivery <ul style="list-style-type: none"> <li>• Preparation of the environment</li> <li>• Preparation of the mother</li> <li>• Preparation of the midwife</li> <li>• Preparation of the equipment</li> </ul> </li> <li>d. Care of women in 2nd stage of labour</li> <li>e. Nursing care of the mother in second stage of labour</li> <li>f. Method of conducting delivery <ul style="list-style-type: none"> <li>• Head</li> <li>• Shoulder</li> <li>• Trunk</li> </ul> </li> <li>g. Episiotomy <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Indications</li> <li>• Types</li> <li>• Timing</li> <li>• Procedures</li> <li>• Injury to the birth canal</li> <li>• Repairing of episiotomy/tear</li> </ul> </li> </ol>		<ul style="list-style-type: none"> <li>• Illustrated lecture</li> <li>• Demonstration</li> </ul>	<p>Questions/ answers Re-demonstration</p>	<p>White Board OHP Chart papers Markers Reference Manual Posters</p> <p>Tools Pelvic model Foetus dummy Birthing model</p>

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
	<ul style="list-style-type: none"> <li>Discuss the essential care of new born including resuscitation</li> </ul>	h. Care of neonatal at birth <ul style="list-style-type: none"> <li>Physiological adaptation (APGAR score)</li> <li>Breathing, heart rate and thermoregulation</li> </ul> i. Essential newborn care <ul style="list-style-type: none"> <li>Definition and purposes</li> <li>Follow steps of immediate newborn care</li> </ul>	10		Learning guide and Check list to be used during exercise	
		<b>Neonatal resuscitation</b> <ol style="list-style-type: none"> <li>Overview of fetal hypoxia, asphyxia and meconium aspiration</li> <li>Steps of neonatal resuscitation</li> <li>Care after resuscitation</li> </ol>				
	<ul style="list-style-type: none"> <li>Explain the physiology of third stage of labour</li> <li>State the importance of examination of genital tract</li> </ul>	<b>Management of third and fourth stage of labour</b> <ol style="list-style-type: none"> <li>Physiological change in third stage of labour</li> <li>Sign and symptom of placenta separation</li> <li>Active management of the third stage of labour               <ul style="list-style-type: none"> <li>Oxytocin</li> <li>CCT</li> <li>Uterine massage</li> <li>Immediate breast feeding</li> </ul> </li> <li>Examination of genital tract for tear</li> <li>General management of the third and fourth stage of labour</li> </ol>	6	<ul style="list-style-type: none"> <li>Illustrated lecture</li> <li>Demonstration</li> </ul>	Questions/ answers Re-demonstration  Learning guide and Check list to be used during exercise	White Board OHP Chart papers Markers Reference Manual Posters  Tools Pelvic model Foetus dummy Birthing model

Unit	Task/Objective	Content	Hour	Teaching/Learning Activities	Evaluation	Resource Materials
	<ul style="list-style-type: none"> <li>• Explain the examination of placenta and membrane</li> <li>• Describe the complications which may arise in third and fourth stage of labour</li> <li>• Explain the care of mother and baby within first hour of delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Bleeding control</li> <li>• Examination of placenta, membrane, cord and birth canal</li> <li>• Repair if tear</li> <li>• Bladder care</li> <li>• Nutritional diet</li> <li>• Psychological support</li> <li>• Report and reporting</li> </ul> <p><b>Complication of the third and fourth stage of labour</b></p> <ol style="list-style-type: none"> <li>a. PPH</li> <li>b. Shock</li> <li>c. Retained placenta</li> <li>d. Inversion of the uterus</li> <li>e. Rupture of the uterus</li> <li>f. Vulval hematoma</li> </ol> <p><b>Care within one hour of delivery</b></p> <ol style="list-style-type: none"> <li>a. continue monitoring of mother and newborn condition and recording</li> <li>b. Observe amount of bleeding</li> <li>c. Provide nutrition diet to mother</li> <li>d. Provide psychological support</li> <li>e. Write delivery report and handover to postnatal ward</li> </ol>	7			

Unit	Task/Objective	Content	Hour	Teaching Learning Activities	Evaluation	Resource Materials
2	<ul style="list-style-type: none"> <li>Discuss the abnormal labour and its management.</li> <li>State the types of abnormal labour.</li> <li>Explain pre and post-term labour and their management</li> <li>State the risk associated with premature rupture and membrane</li> <li>Discuss the management of abnormal labour</li> </ul>	<p><b>Abnormal position</b></p> <p><b>Occipito Posterior Position</b></p> <ol style="list-style-type: none"> <li>Causes</li> <li>Diagnosis</li> <li>Clinical Features</li> <li>Management during Labour</li> <li>Mechanism of Right Occipito Posterior Position (Long Rotation)</li> <li>Possible Course and Outcomes of Labour</li> <li>Management of Delivery</li> <li>Deep Transverse Arrest</li> <li>Conversion to Face or Brow Presentation</li> <li>Complication Associated with Occipito Posterior Position</li> </ol> <p><b>Abnormal Labour</b></p> <ol style="list-style-type: none"> <li>Pre and post-term labour and their management</li> <li>Premature rupture of membrane</li> <li>Abnormal (hypo/hypertonic) uterine contraction</li> <li>Precipitated labour</li> <li>Prolong labour</li> <li>Obstructed labour</li> <li>Cephalopelvic disproportion</li> <li>Maternal and fetal distress</li> </ol> <p><b>Management of abnormal labour</b></p> <ol style="list-style-type: none"> <li>Trial labour</li> <li>Induction and augmentation of labour</li> <li>Instrumental delivery:- Vacuum,</li> </ol>	5	<ul style="list-style-type: none"> <li>Group Work</li> <li>Illustrative lecture</li> <li>Demonstration</li> </ul>	<p>Questions/ answers</p> <p>Learning guide and Check list</p>	<p>Black board</p> <p>White Board</p> <p>OHP</p> <p>Chart papers</p> <p>Markers</p> <p>Reference Manual,</p> <p>Models</p>

Unit	Task/Objective	Content	Hour	Teaching Learning Activities	Evaluation	Resource Materials
		Forceps delivery d. Operative delivery: Caesarean section				
	<ul style="list-style-type: none"> <li>Discuss the mal position and mal presentation of the fetus and their management</li> <li>State the technique of conducting breech delivery</li> </ul>	<b>Abnormal Presentation</b> a. Face Presentation <ul style="list-style-type: none"> <li>Type of Face presentation</li> <li>Diagnosis</li> <li>Management of Labour</li> <li>Prognosis and Complication of face presentation</li> </ul> b. Brow Presentation <ul style="list-style-type: none"> <li>Diagnosis</li> <li>Management</li> <li>Prognosis and Complication</li> </ul> c. Transverse Lie and Shoulder Presentation <ul style="list-style-type: none"> <li>Diagnosis</li> <li>Possible Outcome</li> <li>Management</li> </ul> d. Breech Presentation <ul style="list-style-type: none"> <li>Definition</li> <li>Causes</li> <li>Sign and symptoms</li> <li>Management</li> <li>Technique of delivery baby with breech presentation</li> </ul> e. Compound Presentation <ul style="list-style-type: none"> <li>Definition</li> <li>Causes</li> <li>Sign and symptoms</li> <li>Management</li> </ul>	4	<ul style="list-style-type: none"> <li>Illustrated lecture</li> <li>Demonstration</li> </ul>	Questions/ answers Learning guide and Check list	Black board White Board OHP Chart papers Markers Reference Manual Models

Unit	Task/Objective	Content	Hou	Teaching Learning Activities	Evaluation	Resource Materials
3	<ul style="list-style-type: none"> <li>Identify obstetrical emergencies, which may arise during labour and state the action to be taken</li> </ul>	<b>Obstetrical Emergency and their management</b> <ol style="list-style-type: none"> <li>Eclampsia</li> <li>Post Partum haemorrhage</li> <li>Shock</li> <li>Vulval hematoma</li> <li>Inversion of uterus</li> <li>Rupture of uterus</li> <li>Amniotic fluid embolism</li> <li>Cord presentation and cord prolapse</li> <li>Placenta Previa</li> <li>Retain placenta</li> <li>Severe vaginal and cervical tear</li> </ol>	2		Brain storming  Illustrated lecture Group Work	Questions/ answers  Assignment
4.	<ul style="list-style-type: none"> <li>Describe prolonged labour</li> </ul>	<b>Prolonged labour</b> <ol style="list-style-type: none"> <li>Definition</li> <li>Different Phases</li> <li>Causes and Diagnosis</li> <li>Management Induction and augmentation of Labour</li> <li>Trial Labour</li> </ol>	2	<ul style="list-style-type: none"> <li>Brain storming</li> <li>Illustrative lecture</li> <li>Group Work</li> <li>Case study</li> </ul>	Questions/ answers	White Board OHP Chart papers Markers Reference Manual, Model

Unit	Task/Objective	Content	Hou	Teaching Learning Activities	Evaluation	Resource Materials
5.	<ul style="list-style-type: none"> <li>Explain instrumental operational delivery and its management</li> <li>Explain obstetrical Operation and their management</li> <li>Explain caesarean section and its management</li> </ul>	<b>Obstetrical Operation Instrumental delivery</b> <ol style="list-style-type: none"> <li>Vacuum Extraction (Ventous Delivery) <ul style="list-style-type: none"> <li>Indications</li> <li>Preparation</li> <li>Responsibility</li> <li>Complications</li> </ul> </li> <li>Caesarean Section <ul style="list-style-type: none"> <li>Indications, Types</li> <li>Midwife's Responsibility</li> <li>Pre and post op. care</li> </ul> </li> </ol>	4	Brain storming  Illustrate lecture Demonstration  Group Work Demonstration the equipments	Questions/ answers Assignment	Black board White Board OHP Chart papers Markers Reference Manual, Model (if available use the real equipment)
6.	<ul style="list-style-type: none"> <li>Explain obstructed labour, causes, signs and symptoms and its management of complications.</li> </ul>	<b>Obstructed Labour</b> <ol style="list-style-type: none"> <li>Definition</li> <li>Causes</li> <li>Sign and Symptoms</li> <li>Complications</li> <li>Prevention</li> <li>Management</li> </ol>	1	<ul style="list-style-type: none"> <li>Brain storming</li> <li>Illustrated lecture</li> </ul>	Questions/ answers  Assignment	Black board White Board OHP Chart papers Markers Reference Manual, Model
7.	<ul style="list-style-type: none"> <li>Define destructive operation</li> </ul>	<b>Destructive operations</b> <ol style="list-style-type: none"> <li>Definition</li> <li>Meaning for the following: <ul style="list-style-type: none"> <li>Embryotomy</li> <li>Craniotomy</li> <li>Decapitation</li> </ul> </li> </ol>	1	<ul style="list-style-type: none"> <li>Brain storming</li> <li>Illustrated lecture</li> </ul>	Questions/ answers assignment	Black board White Board OHP Chart papers Posters Markers Reference Manual

Unit	Task/Objective	Content	Hou	Teaching Learning Activities	Evaluation	Resource Materials
8	<ul style="list-style-type: none"> <li>Explain skill birth attendance program</li> </ul>	<b>Skill Birth Attendance (SBA)</b> <ol style="list-style-type: none"> <li>Introduction</li> <li>Purpose/needs</li> <li>Importance</li> </ol>	1	<ul style="list-style-type: none"> <li>Lecture and discussion</li> </ul>	Questions/answers	Supplementary references for SBA
9	<ul style="list-style-type: none"> <li>Discuss the various drugs used in labour including their route, action and side effects</li> </ul>	<b>Drugs used in labour</b> <ol style="list-style-type: none"> <li>Sedatives</li> <li>Analgesics</li> <li>Oxytocin</li> <li>Others</li> </ol>	1	<ul style="list-style-type: none"> <li>Lecture and discussion</li> </ul>	Questions/answers	Drugs books

## Midwifery 'B' (Practical)

Total Hours: 200

Location for practical experience: Hospital, labour room

Total marks 130

<b>Course Description</b>	<b>Objectives</b>
<p>This course will help the students to apply knowledge, develop the skill and attitude to care for a woman in labour, and conduct a normal delivery immediate care of new born baby including breastfeeding in the hospital and health facilities. Focuses on the management of normal and abnormal labour.</p>	<p>At the end of this clinical practicum, the students will be able to:</p> <ul style="list-style-type: none"><li>• Care for the woman in labour and during the birth according to the nursing process in any given situation.</li><li>• Identify and arrange the equipment needed for the labour in any situation.</li><li>• Conduct normal delivery ensuring optimal health of mother and neonate.</li><li>• Immediate administration of vitamin A to mother after delivery.</li><li>• Recognize any abnormalities arising during labour and immediately after birth and take appropriate action.</li><li>• Take appropriate actions for mother with diagnosed abnormal condition.</li></ul>

Unit	Clinical Tasks	Evaluation
1.	<p><b>Care during admission of women in labour</b></p> <p>Recognize different stages of labour, manage according</p> <ul style="list-style-type: none"> <li>• Assess vital signs and perform physical examination including abdominal examinations.</li> <li>• Catheterize/empty bladder if necessary</li> <li>• Perform P.V./R.V. examination</li> <li>• Fill up partograph</li> <li>• Refer as necessary</li> <li>• Provide psychological support</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining log book</li> <li>• Recording of 5 partograph.</li> </ul>
2.	<p><b>Care during first stage of labour</b></p> <ul style="list-style-type: none"> <li>• Identify the progress of labour, maintaining partograph</li> <li>• Provide nursing care according to needs of mother</li> <li>• Record of vital sign and condition of mother/F.H.S</li> <li>• Give psychological support</li> <li>• Recognize the condition of maternal and fetal distress and appropriate action</li> </ul>	
3.	<p><b>Care during second stage of labour</b></p> <ul style="list-style-type: none"> <li>• Recognize the signs and symptoms of second stage of labour</li> <li>• Transfer women to labour room</li> <li>• Prepare for conducting normal delivery <ul style="list-style-type: none"> <li>- Prepare physical set-up for mother and baby</li> <li>- Positioning the mother</li> <li>- Perform tray set-up</li> <li>- Self-prepare</li> </ul> </li> </ul>	

Unit	Clinical Tasks	Evaluation
	<ul style="list-style-type: none"> <li>• Observe the condition of mother and fetus regularly.</li> <li>• Observe the normal delivery – 6.</li> <li>• Observe abnormal delivery – 2 (at least).</li> <li>• Observe instrumental delivery – 2.</li> <li>• Observe vacuum delivery and breech delivery – 2+2</li> <li>• Conduct normal delivery with supervision – 5</li> <li>• Conduct normal delivery without supervision – 10</li> <li>• Observe of Episiotomy and suturing – 5.</li> <li>• Perform Episiotomy with supervision – 5.</li> <li>• Perform Episiotomy without supervision – 5.</li> <li>• Observe caesarian section – 2.</li> </ul>	<ul style="list-style-type: none"> <li>• Log book of witness of normal delivery 10 cases and submit its recording.</li> <li>• Conduct normal delivery with supervision and its recording.</li> <li>• Conduct normal delivery without supervision and submit its record.</li> </ul>
4.	<p><b>Care during third and fourth stage of labour</b></p> <ul style="list-style-type: none"> <li>• Care of immediate newborn baby – 10.</li> <li>• Provide breast-feeding immediately after birth.</li> <li>• Prevent baby from hypothermia, accident.</li> <li>• Give nametag.</li> <li>• Delivery placenta.</li> <li>• Examine placenta and blood loss.</li> <li>• Suture the perineum if necessary.</li> <li>• Adminstrate of drug.</li> <li>• Observe the mother for PPH and manage accordingly.</li> <li>• Provide nursing care to mother.</li> <li>• Keep accurate records and report.</li> </ul>	<p>Maintain Practical Record Book on following activities;</p> <ul style="list-style-type: none"> <li>• Observation of 5 abnormal deliveries and submit its record.</li> <li>• Observation of 10 suturing.</li> <li>• Suturing 5 episiotomy/tear each with supervision and without supervision (5+5).</li> <li>• Evaluation of labour management.</li> <li>• Performance evaluation in labour room.</li> </ul>

## Midwifery “C” Theory

Total Hours: 50

Total marks 30

<b>Course Description</b>	<b>Objectives</b>
<p>This course provides knowledge and attitude to the students regarding care of postnatal mother and new-born with normal and abnormal conditions of puerperium by using nursing process and situation approaches in different level of health facilities and home.</p>	<p>At the end of this course, the students will be able to:</p> <ul style="list-style-type: none"><li>• Describe the physiological changes in the women during puerperium.</li><li>• Explain the nursing care needed for a woman and neonate during puerperium.</li><li>• Identify minor and major disorders of mother and neonate, during puerperium and their management.</li><li>• Teach, counsel and ensure that the mother and the family regarding post natal and neonatal care. Counsel couple about use of postnatal family planning devices.</li><li>• Identify danger signs of mother and neonate.</li></ul>



Unit	Task/Objective	Content	Hou	Teaching Learning Activities	Evaluation	Resource Materials
2.	<ul style="list-style-type: none"> <li>Discuss minor disorders of puerperium and their management</li> </ul>	<b>Minor disorders and their management</b> <ol style="list-style-type: none"> <li>After pains</li> <li>Delay involution of uterus</li> <li>Retention of urine</li> <li>Fourth day blue's/postpartum blue's</li> </ol>	3	Brain storming  Illustrated lecture	Questions/answers	White Board OHP Chart papers Markers Reference Manual
3.	<ul style="list-style-type: none"> <li>Describe the major disorders of puerperium and their management</li> </ul>	<b>Major disorders of Puerperium and their management</b> <ol style="list-style-type: none"> <li>Puerperal pyrexia.</li> <li>Puerperal sepsis and sub involution of uterus</li> <li>Puerperal haemorrhage</li> <li>UTI</li> <li>Incontinence of urine</li> <li>Embolism/Venous thrombosis</li> <li>Psychiatric disorder               <ul style="list-style-type: none"> <li>Postpartum blues</li> <li>Depression</li> <li>Psychosis</li> </ul> </li> <li>Breast abscess</li> </ol>	6	Brain storming  Illustrated lecture	Questions/answers	White Board OHP Chart papers Markers Reference Manual A/V aids

Unit	Task/Objective	Content	Hour	Teaching Learning Activities	Evaluation	Resource Materials
4.	<ul style="list-style-type: none"> <li>Discuss about exclusive breast feeding</li> <li>Explain the causes and management of difficulties in breast feeding</li> <li>Describe the type of Abnormal Nipple.</li> </ul>	<p><b>Breast feeding</b></p> <ol style="list-style-type: none"> <li>Review anatomy and physiology of the breast and lactation</li> <li>Breast feeding within a hour of baby delivery</li> <li>Exclusive breast feeding <ul style="list-style-type: none"> <li>Advantages of breastfeeding</li> <li>Positioning / attachment</li> <li>Baby friendly hospital initiatives</li> </ul> </li> </ol> <p><b>Difficulties in breast feeding</b></p> <ol style="list-style-type: none"> <li>Expression breast milk and cup feeding</li> <li>Suppression of lactation</li> </ol> <p><b>Type of Abnormal Nipple</b></p> <ol style="list-style-type: none"> <li>Flat</li> <li>Inverted</li> <li>Depressed</li> <li>Bifid</li> <li>Cracked nipple</li> </ol>	7	<ul style="list-style-type: none"> <li>Brain storming</li> <li>Illustrated lecture</li> <li>Figure/charts</li> </ul>	Questions/ answers	White Board OHP Chart papers Markers Reference Manual
5.	<ul style="list-style-type: none"> <li>Describe the management of breast problem.</li> </ul>	<p><b>Breast Problems during Puerperium and their management</b></p> <ol style="list-style-type: none"> <li>Engorged breast</li> <li>Plugged milk tube</li> <li>Not enough milk</li> <li>Mastitis</li> </ol>	2	<ul style="list-style-type: none"> <li>Brain storming</li> <li>Illustrated lecture</li> <li>Demonstration</li> </ul>	Questions/ answers	White Board OHP Chart papers Markers Reference Manual Poster Model of breast if available

Unit	Task/Objective	Content	Hour	Teaching Learning Activities	Evaluation	Resource Materials
6	<ul style="list-style-type: none"> <li>Explain Newborn Care</li> <li>Describe common newborn problems and their management</li> </ul>	<b>Newborn Care</b> <ol style="list-style-type: none"> <li>Introduction</li> <li>Importance</li> <li>Essential new born care <ul style="list-style-type: none"> <li>Immediate newborn care</li> <li>Essential newborn care during first 24 hours</li> <li>Teaching and counseling about newborn care at home</li> <li>Essential newborn care from 2 to 28 days</li> <li>Newborn resuscitation</li> <li>Breast feeding</li> </ul> </li> <li>Common Newborn problems and their management <ul style="list-style-type: none"> <li>Newborn danger signs and referral system</li> <li>Local infection</li> <li>Possible severe bacterial infections</li> <li>Jaundice</li> <li>Low birth weight</li> <li>Kangaroo mother care</li> <li>Hypothermia</li> </ul> </li> </ol>	7	<ul style="list-style-type: none"> <li>Illustrative lecture</li> <li>Drills</li> <li>Video show</li> <li>Self-learning</li> <li>Demonstration of: <ul style="list-style-type: none"> <li>Cord cutting</li> <li>Hand washing</li> <li>Kangaroo care</li> <li>Wrapping of baby</li> <li>Breastfeeding</li> <li>Expression of breast milk</li> </ul> </li> </ul>	Demonstration Wrapping of child  Case assessment  Checklist filling	<ul style="list-style-type: none"> <li>Participant manual</li> <li>Facilitator guide</li> <li>Doll</li> <li>Wrapping cloth</li> <li>Registration forms</li> <li>Breast model</li> <li>APGAR score chart</li> <li>Posters of different congenital anomalies</li> </ul>
7.	<ul style="list-style-type: none"> <li>Explain the daily care of newborn baby</li> </ul>	<b>Daily Assessment and Care of Newborn</b> <ol style="list-style-type: none"> <li>Eye</li> <li>Cord</li> <li>Skin</li> <li>Temperature</li> <li>Weight</li> <li>Urine and stool</li> </ol>	3	Brain storming  Illustrated lecture  Demonstration	Questions/ answers   Redemonstration	Black board White Board OHP Chart papers Markers Reference Manual

Unit	Task/Objective	Content	Hour	Teaching Learning Activities	Evaluation	Resource Materials
		g. Sucking and thriving h. Under feeding <b>Bath after 24 hrs only</b>				
8	<ul style="list-style-type: none"> <li>Describe the management of minor disorders of new born babies</li> </ul>	<b>Minor Disorders and their management of new born</b> a. Sore buttock b. Skin rashes c. Physiological jaundice d. Vomiting (not projectile) e. Oral thrush f. Constipation g. Gynaecomastia	2	<ul style="list-style-type: none"> <li>Brain storming</li> <li>Illustrated lecture</li> <li>Demonstration</li> </ul>	Questions/ answers	White Board OHP Chart papers Markers Reference Manual Instruments Model
9	<ul style="list-style-type: none"> <li>Describe the signs and symptoms and nursing care of prematurity, dysmaturity and post maturity.</li> </ul>	<b>Prematurity, Dysmaturity and post maturity</b> a. Signs and symptoms b. Differentiate by Signs and symptoms c. Management /Nursing care	2	<ul style="list-style-type: none"> <li>Brain storming</li> <li>Illustrated lecture</li> <li>Demonstration</li> <li>Re-Demonstration</li> </ul>	Questions/ answers	White Board OHP Chart papers Markers Reference Manual Instruments Model
10	<ul style="list-style-type: none"> <li>Describe common birth injuries, their management and prevention.</li> </ul>	<b>Common Birth Injuries</b> a. Cephalohematoma b. Swelling on Scalp c. Caput succedaneum d. Facial palsy e. Fracture of bones f. Dislocation	2	<ul style="list-style-type: none"> <li>Brain storming</li> <li>Illustrated lecture,</li> <li>Group Work</li> </ul>	Questions/ answers Assignment	White Board OHP Chart papers Markers Reference Manual
11	<ul style="list-style-type: none"> <li>Identify common major disorders of newborn baby and their management.</li> </ul>	<b>Major Disorder of newborn and their management</b> a. Pathological jaundice b. Projectile vomiting c. Convulsion d. Infections: <ul style="list-style-type: none"> <li>Ophthalmoneonatum</li> </ul>	3	<ul style="list-style-type: none"> <li>Brain storming</li> <li>Illustrated lecture</li> </ul>	Questions/ answers	White Board OHP Chart papers Markers Reference Manual

Unit	Task/Objective	Content	Hour	Teaching Learning Activities	Evaluation	Resource Materials
		<ul style="list-style-type: none"> <li>• Septicemia</li> <li>• Neonatal tetanus</li> <li>• Omphalitis</li> </ul>				
12.	<ul style="list-style-type: none"> <li>• Identify the common congenital abnormalities and their management.</li> <li>• Teach and counsel mother and family about new-born care and their management.</li> </ul>	<b>Congenital abnormalities and their management</b> <ol style="list-style-type: none"> <li>a. Cleft lip</li> <li>b. Cleft palate</li> <li>c. Oesophageal atresia</li> <li>d. Pyloric stenosis</li> <li>e. Hydrocephaly</li> <li>f. Anencephaly</li> <li>g. Spina bifida (meningocele)</li> <li>h. Club foot</li> <li>i. Omphalocele</li> <li>j. Imperforate anus</li> <li>k. Undescended testes</li> </ol>	4	<ul style="list-style-type: none"> <li>• Brain storming</li> <li>• Illustrated lecture</li> </ul>	Questions/ answers, Assignment	White Board OHP Chart papers Markers Reference Manual

## Midwifery “C” (Practical)

Total Hours: 160

Clinical Areas: Hospital/Health facilities

Total marks: 100

<b>Course Description</b>	<b>Objectives</b>
This clinical course provides the student the opportunities to apply knowledge in developing skills and attitudes in management of postnatal mother and newborn in normal and abnormal conditions.	At the end of this course, the students will be able to: <ul style="list-style-type: none"><li>• Set up postnatal clinic.</li><li>• Assess postnatal mother and newborn in order to detect normal/abnormal conditions and management accordingly.</li><li>• Provide care to the postnatal mother and neonate by using nursing process.</li><li>• Demonstrate the ability to assist mothers to breast-feed successfully to prevent complications.</li><li>• Demonstrate the ability to recognize minor and major disorders of mother and newborn and intervene appropriately.</li><li>• Assess the newborn, detect abnormalities, disorders and infections, and intervene appropriately.</li><li>• Organize health teaching programme for mother and family members about care of mother and neonate, including prevention of complications, promotion of health of mother and neonate at home, hospital or community situation.</li></ul>

Unit	Clinical Tasks	Evaluation
1.	<p><b>Perform postpartum assessment of mothers for identifying their needs</b></p> <ul style="list-style-type: none"> <li>• History taking</li> <li>• Physical examination of postpartum mother <ul style="list-style-type: none"> <li>○ General appearance</li> <li>○ Assessment of vital signs</li> <li>○ Size and shape of nipple/milk secretion</li> <li>○ Abdominal examination: uterine contraction, fundal height measurement</li> <li>○ Vaginal/perineal examination for lochia, suture condition and any abnormal tires.</li> </ul> </li> </ul> <p><b>Provide care to postpartum mothers under supervision of teacher</b></p> <ul style="list-style-type: none"> <li>• Hygiene/perineal care/suture care</li> <li>• Support mothers for successful breast feeding</li> <li>• Assist in self-care and other healthy behaviors</li> <li>• Provide adequate nutrition for postnatal mothers including Vitamin A and iron/folic acid</li> </ul> <p><b>Assess and identify minor problems of postpartum mothers and manage appropriately.</b></p> <p><b>Assess and identify the major problems of postpartum period and intervene appropriately</b></p> <p><b>Provide care to the women with special needs during the postpartum period</b></p>	<p><b>Use evaluation tools as prescribed</b></p> <ol style="list-style-type: none"> <li>1. Postnatal performance evaluation.</li> <li>2. Neonatal examination.</li> <li>3. Postnatal examination of mother and baby.</li> <li>4. Procedure evaluation.</li> <li>5. Health teaching.</li> <li>6. Recording and reporting.</li> </ol>

Unit	Clinical Tasks	Evaluation
2.	<b>Newborn assessment and care</b>	

<p>Perform daily assessment of the newborn baby in postnatal ward</p> <ul style="list-style-type: none"><li>• Rapid assessment: Weight, color, respiration, heart rate, cord bleeding, temperature, regulation, congenital, abnormalities</li><li>• Daily assessment and care</li><li>• Birth history, newborn examination</li><li>• Identify danger signs of newborn</li><li>• Perform essential newborn care: daily eye, cord and skin care</li></ul> <p><b>Baby bath after 24 hours</b></p> <p>Assess, detect and manage minor problems of newborn: sore buttocks, diaper rashes, heat rashes, thrush, physiological jaundice etc.</p> <p>Assess and detect major problems of newborn and refer accordingly: Hypothermia, respiratory distress, pathological jaundice and congenital anomalies.</p>	
--	--

Unit	Clinical Tasks	Evaluation
3.	<p><b>Health Teaching</b></p> <p>Plan and give health teaching to the mothers and families</p> <ul style="list-style-type: none"> <li>• Personal hygiene (prevention of infection to mother and neonate)</li> <li>• Diet and fluid requirement</li> <li>• Exclusive/Breast-feeding</li> <li>• Immunization</li> <li>• Baby care</li> <li>• Family planning/HIV/AIDS</li> <li>• Clothing</li> <li>• Physical set-up – home environment</li> <li>• Discharge teaching follow-up</li> <li>• Assessment of danger signs of mother and newborn</li> <li>• Perineal hygiene, stitch care</li> <li>• Pelvic floor exercise</li> </ul>	

### **Reference Books:**

1. Practice for safe motherhood, vol.1, 2, 3 and 4 WHO Reg. Office for SEA Ojo.O.A. and Briggs, E. A text book for Midwives in the Tropics, New Delhi: ELBS, 1982
2. Bailey R. Mayes Midwifery a text book for Midwives. New Delhi: ELBS, latest edition
3. Myles. M. Text book for Midwives. edited by Ruth Bennett; Linda k. Brown 13th edition
4. Fundamental of nursing, HLMC, 2<sup>nd</sup> edition.
5. Midwifery part I *For Auxiliary Nurse Midwife*, Reference Manual, CTEVT and NFHP, 2005.
6. Midwifery part II *For Auxiliary Nurse Midwife*, Reference Manual, CTEVT and NFHP, 2005.
7. Midwifery part III *For Auxiliary Nurse Midwife*, Reference Manual, CTEVT and NFHP, 2005..
8. .Textbook of Midwifery and Reproductive Health; Jaypee; BT. Basavan Thapa 1st edition; 2006
9. Paediatrics Nursing caring for children and their families ; Nicki L. Potts; Barbara L. Mandles
10. Subedi, D. (2005). A handbook of midwifery nursing procedure. Kathmandu: Makalu Publication.
11. Subedi, D. and Gautam, S. (2010). Midwifery nursing part I, II and III. Kathmandu: Wangmaya publication and research centre.
12. Subedi, D. and Gautam, S. (2012). Gynecological nursing. Kathmandu: Medhavi publication.
13. Chitrakar, G. (2010). Family health and reproductive health. Kathmandu: Makalu publication.
14. Shakya, S. (2004). Garbhabasthaa ra Sutkeri. Kathmandu: Educational publication house.
15. Family health division, DOHS, 2006, National essential maternal and neonatal health care package.
16. Ministry of health and population 2006, national policy on skilled birth attendants, safe motherhood policy 1998, Government of Nepal.
17. Indrani, TK., 2003. Textbook of midwifery.
18. Indrani, TK., 2004. Domiciliary care in midwifery.
19. Department of Reproductive Health & Research, 2004. Managing complication in pregnancy and childbirth, A guide for midwives and doctors.
20. Department of Reproductive Health & Research, 2007. Managing Newborn problems, A guide for doctors, nurses and midwives.

## **Textbooks**

1. Maharjan, Shivsharan and Maharjan Shyam Krishna, "Community Healthy, Culture and Communication" CTEVT, 2053
2. Dr. Yogi, Kabir Nath, "Basic Medicine", CTEVT, 2052
3. Dr. K.C., Bhogendra, "Basic Surgery", CTEVT, 2051
4. Dr. K.C., Bhogendra, "Anatomy and Physiology", CTEVT, 2052
5. Dr. K.C., Bhogendra and Dr. Ojha Saroj, "Epidemiology and Communicable Disease", CTEVT, 2053.
6. Dr. K.C., Bhogendra and Dr. Das Anil Kumar, "Nursing Procedure, First Aid and Emergency care", CTEVT, 2052.
7. Dr. Pradhanang, Yogendra Bhakta, "Environment Sanitation", CTEVT, 2054.
8. Thapa Kumar, "Community Health Diagnosis" CTEVT, 2054.
9. Subedi, Bishobandhu, "Pharmacy and Pharmacology", CTEVT, 2054
10. Dr. Pradhanang, Yogendra Bhakta, "Health Management", CTEVT, 2055.
11. Khanal, Ram Hari, "Introduction of Health Management", ECHO, Lalitpur 2057.
12. Hospital procedure book HMG, Kathmandu, 2002
13. Tuitui R & SUwal SN, 2010. Manual of midwifery I, II & III.

## On the Job Training (OJT)

**Full Marks: 300**

**Practical: 12 weeks/480Hrs**

### **Description:**

On the Job Training (OJT) is a 3 months (12 weeks/72 working days) program that aims to provide trainees an opportunity for meaningful career related experiences by working fulltime in real organizational settings where they can practice and expand their classroom based knowledge and skills before graduating. It will also help trainees gain a clearer sense of what they still need to learn and provides an opportunity to build professional networks. The trainee will be eligible for OJT only after attending the final exam. The institute will make arrangement for OJT. The institute will inform the CTEVT at least one month prior to the OJT placement date along with plan, schedule, the name of the students and their corresponding OJT site.

### **Objectives:**

The overall objective of the On the Job Training (OJT) is to make trainees familiar with firsthand experience of the real work of world as well as to provide them an opportunity to enhance skills. The specific objectives of On the Job Training (OJT) are to;

- apply knowledge and skills learnt in the classroom to actual work settings or conditions and develop practical experience before graduation
- familiarize with working environment in which the work is done
- work effectively with professional colleagues and share experiences of their activities and functions
- strengthen portfolio or resume with practical experience and projects
- develop professional/work culture
- broaden professional contacts and network
- develop entrepreneurship skills on related occupation

### **Activity:**

In this program the trainees will be placed in the real work of world under the direct supervision of related organization's supervisors. The trainees will perform occupation related daily routine work as per the rules and regulations of the organization.

### **The objective of the on- the-job training**

- To make the trainees more practicable in the particular technical area.
- To match the technical skill learns in the school with the needs of the employer.
- To increase self-confidence in the student so that he/she can face the real world of work.
- To make the employers feel the trainees to be their own employees and thus supervise the trainees activities in his duty so that employer is made to pay the trainees.
- To ensure the standard of the training to keep pace with the requirement of the employer.

### **Potential OJT Placement site:**

- District Hospital, Primary Health Care Center and Health Post

### **Requirements for Successful Completion of On the Job Training:**

For the successful completion of the OJT, the trainees should;

- submit daily attendance record approved by the concerned supervisor and minimum 72 working days attendance is required
- maintain daily diary with detail activities performed in OJT and submit it with supervisor's signature
- prepare and submit comprehensive final OJT completion report with attendance record and diary
- secured minimum 60% marks in each evaluation

**Complete OJT Plan:**

SN	Activities	Duration	Remarks
1	Orientation	2 days	Before OJT placement
2	Communicate to the OJT site	1 day	Before OJT placement
3	Actual work at the OJT site	24 weeks/72 days	During OJT period
4	First-term evaluation	one week (for all sites)	After 3 to 4 weeks of OJT start date
5	Mid-term evaluation	one week (for all sites)	After 8 to 9 weeks of OJT start date
6	Report to the parental organization	1 day	After OJT placement
7	Final report preparation	2 days	After OJT completion

- First and mid-term evaluation should be conducted by the institute.
- After completion of 3 months OJT period, trainees will be provided with 3 days period to review all the works and prepare a comprehensive final report.
- Evaluation will be made according to the marks at the following evaluation scheme but first and mid-term evaluation record will also be considered.

**Evaluation Scheme:**

Evaluation and marks distribution are as follows:

S.N	Activities	Who/Responsibility	Marks
1	OJT Evaluation (should be three evaluation in 3 months –one evaluation in every one months)	Supervisor of OJT provider	200
2	First and mid- term evaluation	The Training Institute	100
	<b>Total</b>		<b>300</b>

**Note:**

- Trainees must secure 60 percent marks in each evaluation to pass the course.
- If OJT placement is done in more than one institution, separate evaluation is required from all institutions.

**OJT Evaluation Criteria and Marks Distribution:**

- OJT implementation guideline will be prepared by the CTEVT. The detail OJT evaluation criteria and marks distribution will be incorporated in the guidelines.
- Representative of CTEVT, Regional offices and CTEVT constituted technical schools will conduct the monitoring & evaluation of OJT at any time during the OJT period.

**List of Educational Materials and Equipment Required for Auxillary Nurse Midwife (ANM) Program. (Planned for 40 ANM students)**

<u>Description</u>	<u>Nos/Resource Materials</u>
<b>I. Audio-Visual AIDS</b>	
1. Black Board & Chalk	Class Room (Demonstration Room)
2. Flip Chart Clip Board	1
3. Flip Chart Paper	Enough Supply
4. Sign Pen	Enough Supply
5. Flannel Board	
6. Over Head Projector	1
7. Transparencies	Regular Supply
8. Transparency Pen	Regular Supply
9. Slide Projector	1 (Obtain within one year)
10. Screen	1
11. TV and VCR	(Obtain within one year)
12. Educational Video Cassettes	(Obtain within one year)
13. Computer	2Set
14.Zoe model	1Set
15 Resuscitation baby	1Set
<b>II. <u>Nursing Unit Demonstration Room for Student Practice</u></b>	
<b>A. Patient Examination</b>	
1. Thermometer	
- Rectal( Alchohal)	10 pieces
- Oral	2Pieces
- Digital	5Pieces
2. Sphygmomanometer	10 pieces
1. Stethoscope	10"
2. Examination Table	1 piece
3. Delivery Table	1Piece
4. Tongue Deprssor	5 pieces (If disposable regular supply)
5. Diagnostic Set	2 Sets
6. Measuring Tape	10 "
7. Muac Tape	10 pieces
8. Weighing Machine (Adult)	1 piece
9. Weighing Machine (Infant)	1 "
10. Necessary Furnitures	Enough Supply
11. Soap and Towel	
12. Decontamination material	1Set
13Hand Washing	per room
14 Resuscitation baby	1Set
15 Different fetous model	1Set
<b>B. <u>Dressing Procedures</u></b>	
1. Dressing Trolley	1
2. Tray	4
3. Bowl (Different Size)	4
4. Kidney Tray (Different Size)	4
5. Chattel Forceps Jar	2

6. Chattel Forceps	2
7. Dressing Drum	1
8. Cotton Roll	Regular Supply
9. Gauze	"
10. Bandage	"
11. Sanitary Napkin	"
12. Artery Forceps	6 pieces
13. Mosquito Forceps	4 "
14. Dissecting Forceps (Tooth)	4
15. Dissecting Forceps (non Tooth)	4
16. Foreign Body Removal Forceps	1 set
17. Dental Forceps	2 set
18. I D Set	2 set
19. Suture Set	2 set
20. Thread Catgut	Regular supply
21. Knife Holder	2
22. Scissors (Sharp, Blunt)	4
23. Sponge Holding Forceps	4
24. Surgical Blade	4 pieces (Different size)
25. Gloves	4 " (Different Pairs)
26. Local Anes Thesia (Lignocaine, xylyocaine)	Regular Supply
27. Antiseptes (Savlon, Phynol, Lysol)	Regular Supply
28. Mackintosh	4 pieces
29. Apron	2 "