

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



Council for Technical Education and Vocational Training

**Curriculum Development Division**

Sanothimi, Bhaktapur

2013

## Few words



Nepal produces a number of SLC students every year but after passing SLC they are often puzzled for the selection of higher education. So to eliminate the problem of their amazement, CTEVT has been established from the common efforts of the government and experts of education. Learners can learn higher education in different institutions and organizations but for them their also lies the problems of job opportunity since the curriculum of general education is not concerned with skills. So attempt of CTEVT can be taken as a milestone for the impartment of technical and vocational training. There is the access of all levels of people for the achievement of technical education since CTEVT has been trying to fulfill quota best on equity.

As a demand of time changed CTEVT has formulated its goals and objectives. In order to meet those goals and achieve all the objectives curriculum is being designed by collecting the feedback of different educators and students based on their day to day experiences. I hope all the concerned educators and instructors will be involved to conduct the assessment and examination in flexible and modern way for achieving better outcome in future.

I would like extend my special thanks to the Directors of Curriculum Development Division of CTEVT for his initiation to develop this curriculum.

I am fully assured that this curriculum will be beneficial and helpful for the learners to compete in this global market of science and technology. Nothing has its end therefore feedback after its successful implementation should always be valued for its timely revision and achieve the par excellence in Nursing Education in Nepal.

.....

Dr. Gopal Khanal  
Vice Chairperson, CTEVT

## Few words



The concept of technical education was emerged by Rana Prime Minister Bir Shamsheer Rana. Then, continuously the necessity of technical education and vocational training was realized by the concern people and educators. As a result, CTEVT as a pioneer organization was established in 2045 B.S. to quench the thirst of learners to have technical and vocational training and education since its establishment. CTEVT has been imparting the quality education to the students by designing its own curriculum. Curriculum is known as road map and plan of learning which includes all the activities, practices to be done both inside and outside the classroom. It is well known that no plan remains constant. So curriculum also must be developed with the passage of time along with development of science and technology. Once the Curriculum is designed educators are to implement it. So educators and designers of curriculum are encouraged to collect their experiences and share with the Curriculum Development Division of CTEVT. Therefore, educators with their own vision for the improvement of curriculum are always welcomed for their valuable feedbacks to the CTEVT Curriculum Development Division before its implementation.

I believe that this curriculum will be sufficient to bestow the technical education and vocational training with a view to producing skilled human resources who will be pillar of national economic development. Similarly this curriculum will be not only useful in national level but also will be sufficient and adequate for the globalized world. Finally I would like to extend my special thanks to entire Curriculum Development team and all the educators for their endless devotion as well as contribution for developing this curriculum. I am confident that this curriculum will help achieve quality graduate for nursing services in Nepal



.....

Dr. Ram Hari Lamichhane  
Member Secretary, CTEVT

## Director's Message



Every year a number of SLC students are produced in Nepal but after passing their SLC they are amazed as well as puzzled for the selection of higher education. So to eliminate the problem of their amazement, CTEVT has been established from the common efforts of concerned authorities and experts. Learners can learn higher education in different institutions and organizations but for them there also lies the problems of job opportunity since the curriculum of general education is not concerned with skills. So attempt of CTEVT can be taken as a milestone for the impartment of technical and vocational training. There is the access of all levels of people for the achievement of technical education since CTEVT has been trying in fulfilling its quotas best on equity.

As per demand of changing time CTEVT has formulated its goals and objectives. In order to meet those goals and achieve all the objectives curriculum is designed by collecting the feedback of different educators and students based on their day to day experiences who have been involving in teaching learning activities. I hope all the concerned educators and instructors will be involved to conduct the assessment and examination in flexible and modern way.

Similarly, I would like to thank all the Experts of different fields and departments as well as different subjects who have contributed a lot to select the relevant subject matter for this curriculum. Besides I would like to express my hearty thanks to members of the Nepal Nursing Council for their endless support for development of this curriculum. Apart from this, I would like to extend special thanks to Dr. Menu Acharya, Dr. Sakuntala Thanju, Sita Devi Joshi, Shanti Malla, Kalpana Shrestha and Gita Dhungana and others for their invisible support to finalize the framework of this curriculum. I would also like to express my hearty thanks to Mr. Wakil Jha for editing the text of the curriculum.

At last but not the least I would like to acknowledge the strong support of Ministry of Health, Family Health Division, TU, IoM, Nursing Department, Nepal Nursing Association (NAN), KU and Members of Forum for Health and Sciences.

Ultimately I expect this curriculum will help the learners to meet the apex of their target and it would be easier and friendly for the instructors since it is designed by their common efforts as well as co-operation.

I would like extend my special thanks to the Directors of Policy Formulation and Planning Division, Administration and Head of Account, CTEVT for providing budget to accomplish the noble task and many thanks to CTEVT management for providing necessary guidance.

I am fully confident that this curriculum will be beneficial and helpful for the learners to compete in this global market of science and technology.



.....  
Chandra Bhakta Nakarmi  
Director, Curriculum Development Division  
CTEVT

# Acknowledgement



To produce only educated unemployed is not great but to produce the skilled and saleable human resources in this competitive world is the matter of pride. So to produce such kind of skilled human resources, CTEVT was established in 2045 B.S. which can be taken as a mile stone in the field of technical education. Being established 2045, it has been providing the technical education and vocational training by designing its curriculum as well as based on the curriculum of TU. So presently curriculum of CTEVT has been the road map to which instructors and learners are following while removing their appetite of learning. It is obvious that nothing remains constant. So, even the curriculum also can't be remained untouch from the influence of changing time. As a result it must be changed and improved with the demand of time. The issue of curriculum change and improvement has been initiated by the CTEVT curriculum development division. For this genuine initiation, I would like to extend my sincere gratitude to curriculum development division director Mr. Chandra Bhakta Nakarmi as well as CTEVT Nursing expertise for their dedication in team spirit.

Similarly, I would like to thank all the Experts of different field and departments as well as different subjects who have contributed a lot to select the relevant subject matter to develop this curriculum. Besides I would like to express my hearty thanks to members of the nursing council for their endless support for development of this curriculum. Apart from this, I would like to extend special thanks to Dr. Sakuntala Thanju, Sita Devi Joshi, Shanti Malla, Kalpana Shrestha and Gita Dhungana to provide certain framework of this curriculum.

Likewise I would like to thank Mr. Hari Shankar Bhandari and Durga Chapagai for supporting the computer work throughout the curriculum development process.

Last but not the least I would like to acknowledge the strong support of IOM, Nursing department, Nepal Nursing Association (NAN), KU and forum for health members. Ultimately I expect this curriculum would help the learners to meet the apex of their target and it would be easier for the instructors since it is designed by their common efforts as well as co-operation.

.....  
DR. Menu Acharya  
Curriculum Development Health Consultant  
CDD/CTEVT

# Table of Contents

1. Introduction: .....	1
2. Curriculum title:.....	1
3. Program objectives:.....	1
4. Program description: .....	2
5. Duration: .....	2
6. Target group:.....	2
7. Group size: .....	2
8. Target location: .....	2
9. Entry qualification: .....	2
10. Entry criteria:.....	2
11. Selection:.....	2
12. Medium of instruction: .....	3
13. Pattern of attendance:.....	3
14. Teacher and student ratio:.....	3
15. Teachers and demonstrators: .....	3
16. Instructional media and materials:.....	3
17. Teaching Learning Methodologies: .....	3
18. Mode of Education: .....	3
19. Examination and Marking Scheme: .....	3
20. Provision of Back Paper (Back Exam):.....	4
21. Disciplinary and Ethical Requirements: .....	4
22. Pass Marks: .....	4
23. Grading System: .....	4
24. Certification:.....	4
25. Career Path:.....	4
28. Conceptual Framework of the Program .....	6
Course Structure of PCL Nursing .....	7
Evaluation Schedule .....	8
First Year .....	10
Master Plan for first year .....	11
Fundamental of Nursing (Theory) .....	12
Fundamental of Nursing (Practicum) .....	21
COMMUNITY HEALTH NURSING I (Theory) .....	24

Community Health Nursing – I (Practicum) .....	37
Anatomy and Physiology .....	40
Basic Science Applied to Nursing .....	46
Compulsory English .....	55
Second Year .....	60
Master Plan for 2nd year .....	61
Medical and Surgical Nursing I (Theory).....	62
Medical and Surgical Nursing I (Practicum) .....	71
Medical and Surgical Nursing II (Theory).....	74
Medical and Surgical Nursing II (Practical).....	77
Nursing Care of Children (Theory).....	78
Nursing Care of Children (Practicum).....	84
Geriatric Nursing (Theory) .....	86
Geriatric Nursing (Practicum) .....	89
Community Health Nursing II.....	90
Community Health Nursing- II (Practicum).....	95
Behavioral Science.....	97
Mental Health (Theory) .....	100
Mental Health (Practicum) .....	103
अनिवार्य नेपाली नयाँ पाठ्यक्रम .....	104
Third Year.....	110
Master Plan for 3rd year.....	111
Leadership and Management (Theory) .....	112
Leadership and Management (Practical).....	116
Midwifery & Gynecological Nursing-I (Theory).....	119
Midwifery & Gynecological Nursing – I (Practicum).....	125
Midwifery & Gynecological Nursing - II (Theory) .....	127
Midwifery & Gynecological Nursing - II (Practicum).....	132
Midwifery & Gynecological Nursing - III (Theory) .....	133
Midwifery & Gynecological Nursing - III (Practicum) .....	138
नेपाल परिचय .....	139

## Abbreviation

USAID:	United States Agency for International Development
WHO:	World Health Organization
IUCD:	Inter Uterine Cervical Devices
VSC:	Vasectomy Sterilization Conspective
IQ:	Intelligence Quetient
UNDP:	United National Development Programme
UNICEP:	United Nation Children Fund
JICA:	Japan International Cooperation Agency
CARE:	Cooperative for Assistance and Relief Everywhere
SCF:	Save the Children Fund
US:	United State
VHW:	Village Health Worker
MCHW:	Maternal Child Health Worker
CMA:	Community Medical Assistant
FCHV:	Female Community Health Volunteer
RH:	Reproductive Health
EDD:	Expected Date of Delivery
EOC:	Emergency Oral Contraceptive
BEOC:	Before Emergence Obstruct Care
CEOC:	Curative Emergence Obstruct Care
CPD:	Cephalo Pelvic Disproportion
SBA:	Skill Birth Attendant
IVD:	Inter Uterine Dealth
IUGR:	Intra Uterine Growth Retadation
MVA:	Manual Vacuum Aspiration
CAC:	Curative Abortion Care
PAC:	Post Abortion Care
PHCC:	Primary Health Care Centre
CTEVT:	Council for Technical Education and Vocational Training
WKS:	Weeks
OT:	Operation Theater
T:	Theory
P:	Practical
ICN:	International Council Nurse
NNC:	Nepal Nursing Association Course
NAN:	Nepal Nursing Association
AFB:	Acid Test Bacillus
B.P.:	Blood Pressure
CHN:	Community Health Nurse
HB:	Hemoglobin
VDRL:	Venerall Diseases Research Laboratory
ESR:	Erythrocyte Sedimentation Rate
R/E:	Route Examination
O <sub>2</sub> :	Oxygen
AST:	Aspartate Thansminase

## **1. Introduction:**

The CTEVT started PCL Nursing in 1999 AD (2056 BS). However, to provide vertical and horizontal access to PCL nursing graduates, with kind permission of TU IOM, CTEVT started using the TU IOM curriculum for PCL nursing. With the changing health needs as well as Nepal government's health policy, CTEVT took action to respond to these needs; as result CTEVT has developed a curriculum for PCL nursing. PCL nursing is one of the prominent and popular disciplines within the Nursing profession. The nursing profession has been helping the world for the all-round development of health and it has also been creating salary base employment and self employment opportunities in public and private sectors. This curriculum is designed with the purpose of producing middle level technical nursing workforce equipped with knowledge and skills related to the field of nursing so as to meet the demand of such workforce in the country to contribute in the national economic development of Nepal. The knowledge and skills incorporated in this curriculum will be helpful to deliver the individual needs as well as national needs in the field of Nursing Profession.

Nepal Government has adopted a national policy for the attainment of "Health for All beyond the Year 2000 A.D" through the use of the primary health care approach. As a result CTEVT got the mandate to produce middle level trained workforce through CTEVT as well as CTEVT affiliated institutions.

During the process of curriculum development the Nepal Government has endorsed the concept of gerontology care, because the PCL nursing graduates are prominent service providers; the Department of Health has suggested incorporating this new emerging health issues in the curriculum. Likewise the psychiatric nursing theory and clinical hours has increased, similarly a new subject called Basic Science Applied to Nursing has been added that consists of Biochemistry (Microbiology, Parasitology & Virology) and Pharmacology. Some portions of oncology nursing is also has been added in the curriculum. The course is conducted both in theoretical and practical sessions.

## **2. Curriculum title:**

Proficiency Certificate Level in Nursing (PCL Nursing)

## **3. Program objectives:**

To produce a middle level nursing work force who is independent and competent to assume the responsibility to carry out the function of preventive, primitive, curative, rehabilitative and holistic care of an individual/group at hospital and in community settings.

### **This curriculum has following objectives to:**

Upon completion of the program the graduate will be able to:

- Utilize a sound knowledge base in giving care to well and sick individuals, families and communities.
- Perform preventive and therapeutic measure directed toward promotion, maintenance and restoration of health.
- Utilize communication skills effectively with individuals and groups in a variety of settings.
- Utilize the nursing process in providing and improving health care.
- Assume leadership for planning and improving health care.
- Teach and supervise individuals, families and groups including health care workers.

- Collaborate with multispectral groups to develop a healthful environment, including safe drinking water, sanitation and other holistic approach of the community.
- Mobilize the community to participate in the activities of the village health post.
- Demonstrate a positive attitude and respect for cultural values in working to meet needs and solve problems.
- Continue to seek new knowledge for personal and professional growth.

#### **4. Program description:**

This course is based on the job required to perform by the Staff Nurse at different levels in public and private sector's health field in relation to nursing jobs in Nepal. Therefore, this curriculum is designed to provide knowledge and skills focusing on nursing related occupation. In total of three years; the first year course is offered focusing on basic nursing care in hospital and in the community, provides foundational nursing practices; the second year course is focuses on preventive, primitive as well as therapeutic nursing care of sick. Similarly, the third year the course comprise of the obstetrics and gynecology as well as leadership and management.

#### **5. Duration:**

The total duration of this curricular program is three years. The program is based on yearly system. Moreover, one year consist of around 45 academic weeks including evaluation period. Actual teaching learning hours will be not less than 40 weeks in each year.

#### **6. Target group:**

The target group for this program will be all interested individuals who passed School Leaving Certificate (SLC) in 2<sup>nd</sup> division (45%) with English, Science, and Mathematics or SLC passed with Auxiliary Nurse Midwife (ANM)/TSLC passed with minimum scoring of 68.33%.

#### **7. Group size:**

The group size will be maximum of 40 (Forty) students in a batch.

#### **8. Target location:**

The target location will be all over Nepal.

#### **9. Entry qualification:**

Entry qualification of the applicant for proficiency certificate level in nursing programme should be SLC passed in 2<sup>nd</sup> division with English, Science, and Compulsory Mathematics or SLC passed in 3<sup>rd</sup> division plus Auxiliary Nurse Midwife (ANM) with 68.33% or as per provisions mentioned on CTEVT admission guidelines.

#### **10. Entry criteria:**

- The candidate should submit the SLC or equivalent certificate
- The candidate should pass the entrance examination as administered by CTEVT

#### **11. Selection:**

Applicants fulfilling the entry criteria will be selected for admission on the basis of merit.

## **12. Medium of instruction:**

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

## **13. Pattern of attendance:**

Minimum of 90% attendance in each subject is required to appear in the respective final examination.

## **14. Teacher and student ratio:**

- For theory: 1:40
- For demonstration: 1:10
- Clinical: 1:6-8 (Hospital)
- Field Practice: 1:10-12 (Community)

## **15. Teachers and demonstrators:**

- The disciplinary subjects' related teachers should be a bachelor's degree holder in the related area with three years experience in the related field.
- The demonstrators should be bachelor's degree holder in the related area with two years experiences in training activities.

## **16. Instructional media and materials:**

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

- **Printed Media Materials** (Assignment sheets, Case studies, Case presentation, Handouts, Information sheets, Individual training packets, Procedure sheets, Performance Check lists, Textbooks etc.).
- **Non-projected Media Materials** (Display, Models, Flip chart, Poster, Writing board etc.).
- **Projected Media Materials** (Opaque projections, Multimedia, Overhead transparencies, Slides etc.).
- **Audio-Visual Materials** (Audiotapes, Films, Slide-tape programs, Videodiscs, Videotapes etc.).
- **Computer-Based Instructional Materials** (Computer-based training, Interactive video etc.).

## **17. Teaching Learning Methodologies:**

The methods of teachings for this curricular program will be a combination of several approaches. Such as Illustrated Lecture, Tutorial, Group Discussion, Demonstration, Simulation, Guided practice, Independent practice, Practical experiences, Fieldwork, Report writing, Term paper presentation, Case analysis, Tutoring, Role-playing, Heuristic, Project work and Other Independent learning.

- Theory: Lecture, Discussion, Seminar, Interaction, Assignment, Group work, paper presentation.
- Practical: Clinical, Demonstration, Observation visit, Guided practice, Self-practice, Project work, institutional clinical practices (mental health, geriatric home, school health, hospice care etc.)

## **18. Mode of Education:**

There will be inductive and deductive mode of education

## **19. Examination and Marking Scheme:**

- The subject teacher will internally assess the students' achievement in each subject during the course followed by a final examination at the end of each year.
- A weight age of 20% for the internal assessment and 80% for the year wise final examination will be allocated for theoretical components of a subject.

- The final yearly examinations of all theory components will be administered through written tests.
- Generally the method of continuous assessment will be adopted for practical components.
- Student who fails in the internal assessment will not be allowed to sit in the final yearly examination and will also be not allowed continuing the following year.

## **20. Provision of Back Paper (Back Exam):**

There will be the provision of back paper but the student must pass all the subjects of all three years within six years from the enrolment.

## **21. Disciplinary and Ethical Requirements:**

- Intoxication, insubordination or rudeness to peers (bullying), or any seriously breakage of the institutional rules will result in immediate suspension followed by review by the disciplinary review committee of the institution with possible expulsion.
- Dishonesty academic or practice activities will result in immediate suspension followed by administrative review with possible expulsion.
- Illicit drug use, bearing arms in institution, threats or assaults to peers, faculty or staff will result in immediate suspension, followed by administrative review with possible expulsion.

## **22. Pass Marks:**

The students must secure minimum of 40% marks in theory and 50% in practical (Lab). Moreover, the students must secure minimum of 40% marks in the internal assessment and 40% in the final yearly examination of each subject to pass all subjects except in practical (50%) offered in each year.

## **23. Grading System:**

The overall achievement of each student will be measured by a final aggregate percentage of all final semester examinations and graded as follow: -

- Distinction : > or =80 %
- First division : 65 % to < 80 %
- Second division : 50 % to < 65 %
- Pass : 40 % to < 50 %

## **24. Certification:**

- Students who have passed all the components of all subjects of all three years are considered to have successfully completed the course.
- Students who have successfully completed the course will be awarded with a Proficiency Certificate Level in nursing certificate by CTEVT.

## **25. Career Path:**

- The graduates will be eligible for the position equivalent to Non-gazetted 1st class (technical) as Staff Nurse or as prescribed by the Public Service Commission of Nepal. The graduate will be eligible for registration/take examination with the related Council in the grade as provisioned in the related Council Act (if any).
- The graduates are eligible to go for Bachelor of Nursing or equivalent Course as per university rule.

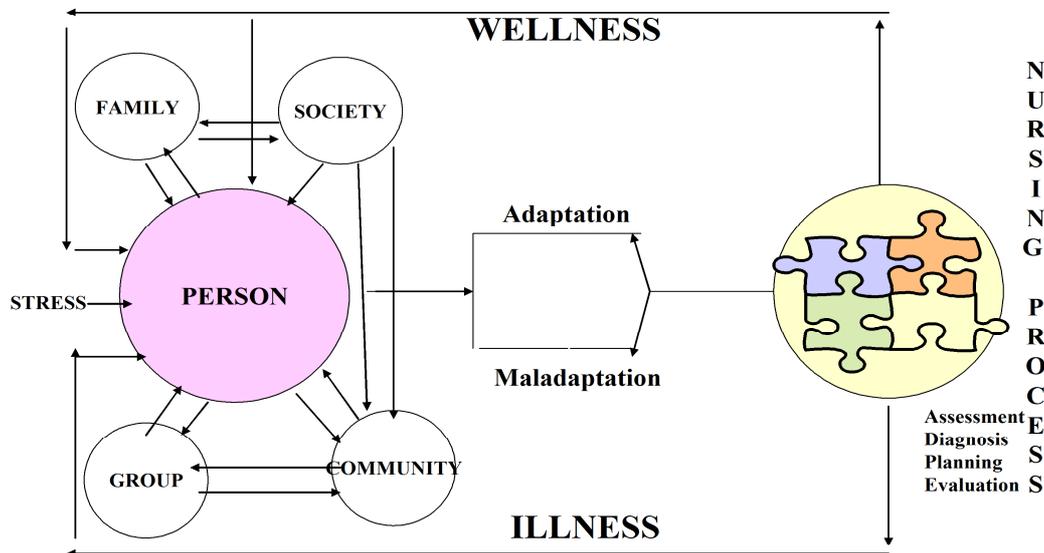
**26. Curriculum and Credits:**

In this curriculum each subject has its code; full marks; and credit hours divided into lecture hours, tutorial hours, and practical hours.

**27. Provision of Specialization:**

There will be no provision of specialization.

## 28. Conceptual Framework of the Program



### DEFINITIONS

**PERSON** – in this Model, a Person is identified as a Behavioral System involving actions and behaviors responding to Stress from the internal and external environment as it attempts to maintain or restore equilibrium within the system. As a Behavioral System, a Person is made up of interrelated subsystems which influence how the person reacts to the environment. These actions are regulated or controlled by biological, psychological and sociological factors.

**ENVIRONMENT**- is made up of internal factors in the physical and psychological makeup of the person which attempts to maintain and restore balance within the system as the person reacts to external factors such as family, community and social influences.

**HEALTH**- the dynamic state of the human life and development which involves continuous adjustment to stressors in the internal and external environment through optimum use of one's resources to achieve the maximum potential for living and internal equilibrium.

**NURSING** –is a Bio-Psycho-Social science which focuses on the person/family/community attempting to restore or maintain balance and adapt to stress in the environment. The nurse practitioner is involved in an interpersonal relationship which utilizes the Nursing Process in order to meet the person's basic needs and achieve and maintain a stable state of equilibrium.

**STRESS** –any demand made on the individual which causes imbalance within the system. This may be due to problems in development, breakdown of internal control mechanisms, exposure to harmful influences or accidents, inadequate stimulation or lack of environmental input.

## Course Structure of PCL Nursing

### First Year

S.N.	Course Number	Name of Subjects	Theory Hours	Practical Hours
1	501	Fundamental of Nursing (T)	150	
2	502	Fundamental of Nursing (P)		726
3	503	Community Health Nursing I (T)	150	
4	504	Community Health Nursing I (P)		210
5	505	Anatomy and Physiology	100	
6	506	Basic Science Applied to Nursing	100	
7	507	English	150	
		<b>Total</b>	<b>650</b>	<b>936</b>

### Second Year

S.N.	Course Number	Name of Subjects	Theory Hours	Practical Hours
1	508	Medical and Surgical I (T)	100	
2	509	Medical and Surgical I(P)		376
3	510	Medical and Surgical II (T)	50	
4	511	Medical and Surgical II (P)		140
5	512	Nursing Care for Children (T)	100	
6	513	Nursing Care for Children (P)		165
7	514	Geriatric Nursing (T)	35	
8	515	Geriatric Nursing (P)		35
9	516	Community Health Nursing II (T)	75	
10	517	Community Health Nursing II (P)		180
11	518	Behavioral Science	50	
12	519	Mental Health/Psychiatric Nursing (T)	50	
13	520	Mental Health/Psychiatric Nursing (P)		70
14	521	Nepali	150	
		<b>Total</b>	<b>610</b>	<b>966</b>

### Third Year

S.N.	Course Number	Name of Subjects	Theory Hours	Practical Hours
1	522	Leadership and Management (T)	75	
2	523	Leadership and Management (P)		285
3	524	Midwifery and Gynecology I (T)	100	
4	525	Midwifery and Gynecology I (P)		312
5	526	Midwifery and Gynecology II (T)	100	
6	527	Midwifery and Gynecology II (P)		312
7	528	Midwifery and Gynecology III (T)	100	
8	529	Midwifery and Gynecology III (P)		312
9	530	Nepal Parichaya	50	
		<b>Total</b>	<b>425</b>	<b>1221</b>

## Evaluation Schedule

S.N.	Subject	Theory Course					Practical Course				Final Exam Pass Mark (50%)	Total Hours	Total Mark
		Total Hours	Total Mark	Marks Distribution		Final Exam Pass marks (40%)	Total Hours	Total Mark	Marks Distribution				
				Internal Exam	Final Exam				Internal	Final			
1	<b>First Year</b> Fundamental of Nursing	150	100	20	80	40%	726	100	50	50	50%		
2	Community Health Nursing I	150	100	20	80	40%	210	100	50	50	50%		
3	Anatomy and Physiology	100	100	20	80	40%							
4	Basic Science Applied to Nursing	100	100	20	80	40%							
5	English	150	100	20	80	40%							
	<b>First Year Total</b>	<b>650</b>	<b>500</b>	<b>100</b>	<b>400</b>		<b>936</b>	<b>200</b>	<b>100</b>	<b>100</b>		<b>1586</b>	<b>700</b>
1	<b>Second Year</b> Medical and Surgical Nursing I	100	100	20	80	40%	376	150	75	75	50%		
2	Medical and Surgical Nursing II	50	50	10	40	40%	140	100	50	50	50%		
3	Nursing Care of Children	100	100	20	80	40%	165	100	50	50	50%		
4	Geriatric Nursing	35	50	10	40	40%	35	50	25	25	50%		
5	Community Health Nursing II	75	100	20	80	40%	180	100	50	50	50%		
6	Behavioral Science	50	50	10	40	40%	-	-	-	-	-		
7	Mental Health/Psychiatric Nursing	50	50	10	40	40%	70	50	25	25	50%		
8	Nepali	150	100	20	80	40%	-	-	-	-	-		
	<b>2nd Year Total</b>	<b>610</b>	<b>600</b>	<b>130</b>	<b>520</b>		<b>966</b>	<b>550</b>	<b>275</b>	<b>275</b>		<b>1576</b>	<b>1150</b>

1	<b>Third Year</b> Leadership & Management	75	100	20	80	40%	285	100	50	50	50%		
2	Midwifery & gynecology I	100	100	20	80	40%	312	100	50	50	50%		
3	Midwifery & Gynecology II	100	100	20	80	40%	312	100	50	50	50%		
4	Midwifery & Gynecology III	100	100	20	80	40%	312	100	50	50	50%		
5	Nepal Parichaya	50	50	10	40	40%	-	-	-	-	-		
	<b>Third Year Total</b>	<b>425</b>	<b>450</b>	<b>90</b>	<b>360</b>		<b>1221</b>	<b>400</b>	<b>200</b>	<b>200</b>		<b>1646</b>	<b>850</b>

# First Year

### Master Plan for first year

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Study Block										Fundamental Nursing Clinical										Vacation		Study Block		Fundamental of Nursing/ Community Health Nursing Field			

29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
Fundamental of Nursing/ Community Health Nursing Field							Study Block		Fundamental of Nursing/ Community Health Nursing Field										Revision Class		Final Exam		

S.N.	Subject	Weeks	Shift	Hours		Weeks Distribution
1.	Fundamental of Nursing	20	Morning (10 weeks x 5days x 7hrs)	350		Study Block= 14 weeks Clinical Field=26 weeks Vacation=7 weeks Revision=2 weeks Final exam=3 weeks
			Evening (8 weeks x 5days x 7hrs)	280		
			Night (2 weeks x 4 night x 12 hrs)	96		
2.	Community Health Nursing	6	6 weeks x 5days x 7hrs	210		

**Note: Study Hour 8 hours/day\*6 days\*14weeks=650 hours**

**Clinical Hours = 936 hours  
Theory Hours = 650 hours  
Total = 1586 hours**

# Fundamental of Nursing (Theory)

**Course Number: 501**  
**Placement: First Year**

**Total Hours: 150**  
**Total Marks: 100**

## Course Description

The Fundamental of Nursing course is designed to introduce the students the basic concept of nursing and the skills of basic nursing practice which is a foundation for nursing education.

## Course Objectives:

After successfully completing this course the student will be able to:

- Define nurse/nursing
- Describe the different roles of a nurse in the hospital and community
- Discuss the ethical/legal responsibilities of the nurse
- Discuss the consumer/professional protection of the client
- Explain concepts of health, illness, sickness and cultural value of health and illness.
- Describe the nursing process.
- State the basic human needs.
- Describe the common nursing procedures used in the care of client at hospital and at community settings.
- Explain the role of the nurse in drug administration.
- Describe pre and post operative nursing care of client.
- Discuss the pain management and patient comfort.
- Explain the nurse's role in care of a dead body.

## Unit: 1 Introduction to Nursing

**8 Hrs**

### 1.1 Nursing

- Definition of Nurse, Nursing
- Qualities of a good nurse
- Roles and Responsibilities of the nurse
- Nursing through time and space: History of Nursing in Nepal before 1972 and after 1972, 1999 (CTEVT).

### 1.2 Ethics & Legal Terms in Nursing

- Ethics
- Code of Ethics (Ethical and legal responsibilities of the nurse)
- Professional Organization
- (ICN, NNC NAN)

### 1.3 Consumer/Professional Protection

- Patients' bill of right/consumer's right
- Nurses' bill of Right/Health professional protection right

## Unit: 2 Introductions to Hospital Nursing

**4 Hrs**

### 2.1 Hospital Nursing

- Hospital- definition, purpose, types.
- **Function of Hospital**

2.2 Admission, discharge and inter and intra transfer of a patient in hospital.

2.3 Orientation of the ward.

**Unit: 3 Basic Needs Of Client**

**6 Hrs**

- **Basic Human Need**

3.1 Maslow's hierarchy of needs in relation to:

- Physiological needs
- Safety and security needs
- Love and affection needs
- Self-esteem needs
- Self actualization needs

**Unit: 4 Client Nurse Interaction**

**6 Hrs**

- **Stress and Adaptation**

4.1 Stress and stressors, characteristics of stressors, response to stress

- Coping with stress –modes of stress, stress management.
- Common effects of stress.
  - Positive
  - Negative

**Unit: 5 Introduction to the Nursing Process**

**12 Hrs**

5.1 The Nursing Process

- Definition
- Purpose
- Components/steps of Nursing Process
- Assessment of the problem
- Collection and organization of data
  - Types of data
  - Methods of data collection- history taking, physical assessment, diagnostic and laboratory data
- Documentation of data

5.2 Nursing Diagnosis

- Definition
- Nursing diagnosis statement (NANDA)
- Difference between nursing diagnosis and medical diagnosis

5.3 Planning of care

- Setting priorities
- Establishing client's goal/desired outcome
- Selecting appropriate interventions

#### 5.4 Implementation

- Implementing nursing action

#### 5.5 Evaluation

- Evaluate the goal achieved/ Reassessing the client
- Care plan revision: continue/discontinue of care plan, modify the care plan

### **Unit: 6 Nursing Measures to Assess the Client**

**14 Hrs**

#### 6.1 Vital Signs (Cardinal Signs): definition, purpose

#### 6.2 Temperature

- Regulation of body temperature.
- Factors affecting body temperature.
- Alterations in body temperature.
- Techniques of measurement and recording.
- Types of fever
  - Constant
  - Intermittent
  - Relapsing
- Grading of fever
  - Hyper pyrexia
  - Pyrexia
  - Sub normal
  - Hypothermia
- Principles and methods of measuring temperature: oral, axilla, groin.
- Conversion of temperature from centigrade to Fahrenheit and vice versa
- Care of client with pyrexia

#### 6.3 Pulse

- Definition
- Types of pulse
- Characteristics of normal pulse
- Factors affecting pulse
- Sites of checking pulse
- Relationship among pulse temperature and Respiration

#### 6.4 Respiration

- Definition
- Types of respiration
- Characteristics of normal respiration
- Factors affecting respiration

#### 6.5 Blood Pressure (BP)

- Definition
- Types of BP
- Systolic and Diastolic

- Purpose of checking BP
- Factors affecting BP
- Sites of measuring BP
- Relationship between BP and Pascal's law

#### 6.6 Nurses' responsibilities in Laboratory/radiology diagnosis

- Patient preparation, collection, labeling, and dispatch of the specimen;
- Urine for routine / 24 hours urine collection / Mid stream urine collection / Urine testing for sugar and albumin
- Blood: routine/biochemistry/culture
- Sputum: routine/culture/AFB
- Lumber Puncture
- Electrocardiogram
- Ultrasonography
- Endoscopy
- X-ray

### **Unit: 7 Nursing measures related to physical needs of the client**

**14 Hrs**

#### 7.1 Personal hygiene

##### 7.2 Definition

- Bathing and skin care
- Purpose and principles
- Procedure

##### 7.3 Nail and foot care

- Purpose and principles
- Procedure

##### 7.4 Oral hygiene

- Purpose and principles
- Procedure (conscious and unconscious client)

##### 7.5 Hair wash/ Hair care

- Purpose and principles
- Procedure
- Pediculosis treatment-purpose, dangers, medications

##### 7.6 Back Care/Pressure area care

- Definition
- Purpose
- Principles

### **Unit: 8 Comfort Measures**

**12 Hrs**

#### 8.1 Comfort Measures

- Bed making
- Introduction

- Purpose and principles
- Types of bed and bed making procedures

### 8.2 Pressure Sore

- Definition
- Stages of pressure sore
- Major sites for pressure sore
- Clients at risk for developing pressure sore

### 8.3 Preventive measures and care of pressure sore

- Positioning: different positions and their uses
- Back care
- Use of different devices

## **Unit: 9 Measures related to meeting nutritional need of the client      6 Hrs**

### 9.1 Nutritional Need

- Types of nutrient (*Review from CHN I*)
- Feeding helpless client
- Responsibilities of nurses in meeting nutritional needs of the client
- Insertion of Ryles tube and feeding
- Maintaining fluid and electrolyte balance (review)
- Maintaining intake and output chart
- Care of client with IV infusion and blood transfusion

## **Unit: 10 Measures related to elimination needs      12 Hrs**

### 10.1 Elimination Needs

- Constipation / Diarrhea / Distension of bladder and abdomen
  - Definition
  - Causes
  - Signs / symptoms
- Ways of relieving conditions
  - Treatment / measures
  - ORS-composition, method of preparation
  - Intake and output monitoring
- Catheterization
  - Definition
  - Purpose and principles
  - Types of catheter
  - Catheterization of child, adult male / female / elderly
  - Catheter care, maintaining drainage
  - Hazards of catheterization
  - Prevention of ascending infection
- Enema
  - Definition and types
  - Purpose and principles
  - Procedure

**Unit: 11 Pain Management**

**6 Hrs**

11.1 Comfort Measures

- Pain- definition, types and Characteristics
- Physiology of pain
- Pain assessment: subjective, objective method (pain scale)
- Management: pharmacological and non –pharmacological

**Unit: 12 Hot and Cold application**

**4 Hrs**

- Application of Hot and Cold
- Definition
- Effects of hot and cold application
- Purposes (Condition for hot and cold application)
- Methods of application
- Sitz bath
- Definition and purpose
- Procedure
- Precautionary measures
- Nursing responsibilities

**Unit: 13 Safety Needs**

**4 Hrs**

13.1 Hazards in hospital

- Medical hazards
- Chemical hazards
- Biological hazards
- Radiological hazards
- Electrical hazards
- Fire hazards
- Liquid hazards
- Sharp hazards
- Physical hazard (slippery floor, fall)

13.2 Protective and Preventive Measures

- Use of side rails
- Restraints (Physical, chemical)
- Care of environment
- Adequate water supply/cleaness
- Adequate ventilation
- Adequate lighting
- Avoid slippery floor
- Floors free of sharp instruments
- Temperature and humidity
- Infection control

**Unit: 14 Infection Prevention**

**10 Hrs**

14.1 Infection Prevention

- Terms and definition

- Disease transmission cycle
- Medical asepsis
- Definition and principles
  - Hand washing techniques
  - Universal Precautions
- Surgical asepsis
  - Instrument processing (decontamination of articles)
  - Cleaning
  - High level disinfection
  - Sterilization: purpose, principles, method

14.2 Hospital waste disposal

14.3 Isolation

- Definition
- Isolation techniques
- Precautionary measures while caring patient

**Unit: 15 Wound Care**

**12 Hrs**

15.1 Wound care

15.2 Wound –definition, classification

15.3 Process of wound healing

15.4 Complication of wound healing

15.5 Dressing

- Definition
- Purpose and principles
- Procedures and special consideration
- Suture- definition, purpose, types, suturing /removal procedure
- Bandaging
- Definition, purpose and principles
- Types, procedures

**Unit: 16 Pre-operative and Post –operative care**

**6 Hrs**

16.1 Operative Care

- Types of operation
- Preoperative care
- Client preparation (physical, psychological, informed consent, medication)
- Post operative care
- Post operative complications

**Unit: 17 Drug Administration**

**8 Hrs**

17.1 Administration of Drug (Review from Pharmacology)

- Prescription (definition and parts of description)

17.2 Drugs

- Drugs- definition and purpose
- Different between drugs and medicine
- Abbreviation used in drug administration
- Types
- Anesthesia, Analgesia, Antipyretic, Antibiotic, NSAID

- Sedative, Tranquilizers, Hypnotic, Expectorant
- Histamine, Antihistamine
- Chemotherapeutic drugs
- Emetic, Bronchodilators
- Corticosteroids
- Drug used for heart disease
- Anti-tuberculosis drug
- Drug used for diabetics

17.3 Various effects of drugs

17.4 Nursing responsibilities in drug administration

17.4 Six rights of drug administration

17.5 Routes of drug administration – oral, parental, inhalation, topical, instillation, rectal, sublingual

- Care of clients of Intravenous infusion

17.6 Medication Calculation and Measurement

- Metric system
- Household system

### **Unit: 18 Oxygen Therapy**

**2 Hrs**

18.1 Oxygen Therapy

- Definition and purpose
- Indication of Oxygen therapy
- Methods of oxygen therapy
- Safety precaution
- Oxygen toxicity

### **Unit: 19 Exercise**

**4 Hours**

19.1 Exercise

- Definition and purpose
- Types of exercise
  - Active and passive exercises: definition, purpose, procedure
  - Deep breathing and coughing exercise: purpose, procedure
  - Postural drainage- purpose, procedure

19.2 Lifting and transferring patient

- From stretcher to bed and vice versa, from wheel chair to bed and vice versa.

### **Unit: 20 First Aid and Triages**

**6 Hrs**

20.1 First Aid

- Definition and purpose
- Quality of a first aider, Responsibility of a first aider
- First aid Management of
  - Hemorrhage
  - Shock
  - Poisoning
  - Chocking
  - Fracture

- Burn
- Drowning
- Dog bite
- Snake bite
- Epistaxis

## 20.2 Triage

- Introduction and concept of triage

## **Unit: 21 Care of dead body**

**4 Hrs**

### 21.1 Care of Dead body

### 21.2 Nursing management of dead body

- Cultural aspect during care
- Body changes after death
- Post mortem care
- Psychological support to the family

## **References**

- Atkinson, L. & Murray M, Understanding the Nursing Process (1980), New York: MacMillan Pub. Co.
- Dixit, H., Kafle, K. & Shrestha, A. (1997) Nepal National Formulary, Kathmandu: Dept. of Drug Administration.
- Jaypee, B.T. (1997) Principal and Practice of Nursing. Jaypee Brothers Medical Publishers (P) New Delhi.
- Jaypee, B.T. (2004) Fundamental of Nursing. Jaypee Brothers Medical Publishers (P) New Delhi.
- Koizer B. et al, Fundamental of Nursing, 7<sup>th</sup> ed. (2006), Pearson Education
- Perry, P.A. & Potter, A.G. (2005) Fundamentals of Nursing, 6<sup>th</sup> ed. Mosby, Missouri.
- Nursing Procedure Manual: Difference organization
- UMHT (2000) Nursing Procedure Manual: UMHT

# **Fundamental of Nursing (Practicum)**

**Course Number: 502**

**Placement: First year**

**Total Hours: 726**

**Total Marks: 100**

## **Course description**

This course provide opportunity for the students to practice basic nursing skill in applying knowledge learnt in the theory while providing nursing care to the clients.

## **Course Objectives**

At the end of this clinical period the student will be able to

- Use the nursing process while technic care of patients with minor health disorder in the Hospital
- Demonstrate skill in performing procedure required.
- Demonstrate attitude of concern and interest toward patients and families.
- Administrate medication safely and correctly to a given patient.
- Develop basic laboratory skills in related hospital lab.
- Report and record patient information about the patient's condition and progress.
- Provide discharge teaching health teaching to the clients

## **Introduction to clinical practice**

- Orientation to different units in a hospital including clinical lab and pharmacy.
- Routine activities of the unit

## **Application of the nursing process**

- Taking history through interview
- Head to toe physical examination using
- Inspection
- Palpatation
- Percussion
- Auscultation
- Vital signs
- Height and weight
- Other sources of information
- Medical history
- Diagnostic test
- Urine testing for sugar and albumin
- Collecting labeling and sending specimen of urine blood and sputum to the laboratory
- Identification of problems

## **Planning**

- Student will write nursing care plains based on her/his assessment of the patients
- Nursing care plain including problem of the patient action needed to solve the problem and the evaluation of the actions

## Implementation

- Students will take responsibility of direct care and provide environment conduction to health and recovery .the students will be responsibility for proper use of food water ventilation light supplies and equipment
- Assisting in feeding helpless patients
- Recognizing his daily food habits, his likes and dislikes
- Gastric (Ryle's) tube feeding
- Caring the patients with intravenous infusion
- Preparing dehydration solution
- Maintaining intake and output
- Measures to relieve alimentations problems such as constipation
- Find out daily alimentation habits of patients
- Encourage food containing fibers (Students can make a poster or display of foods containing fibers)
- Encourage abdominal exercises
- Giving anemia and glycerin suppository
- Nursing measures to relieve distention of bladder
- Ambulation
- Stimulation by pouring cold or hot water over perineal area and over bladder area
- Opening tap
- Catheterization  
Prevention of infection and complication by
- Practicing hand washing technique
- Observing different methods of sterilization (Student spends one week in central supplies dept)
- While taking care of a patient with urinary drainage, the student will use aseptic technique to prevent ascending infection of the urinary tract  
Provision of comfort measures by
- Making different types of comfortable beds
- Keeping the environment clean
- Placing patients in different comfortable positions  
Use of pressure relief rings  
Students will be responsible for meeting the hygienic needs of the patient
- Mouth care
- Sponge bath
- Back care and relief of pressure areas
- Nail cutting hair wash and hair combing
- Pediculosis treatment
  
- Teaching to prevent chest complication
- Deep breathing and coughing exercises
- Active and passive exercises
- Early ambulation
- Postural drainage
- Steam inhalation  
Using nasal catheter, mask and tent for O2 administration  
Application of heat and cold to body parts by;

- Hot and cold compresses
- Ice cap Cold sponging
- Hot water bag

Students will be exposed to the surgical ward and the dressing rooms to perform 5 dressings and bandaging on the units.

- Dressing for simple wound and bedsore
- Bandaging (Simple spiral and figure of eight etc)

Students also will be exposed hospital clinical Laboratory for a week.

- Urine specimen (Blood, Urine, Sputum, Stool) for culture, R /E for 24 hr
- Test for albumin/Sugar
- Blood grouping .cross matching, Rh factor Hb % clotting factor ,VDRL,ESR bed site clotting
- Students will calculate give medication injections on the units by observing the five rules
- Right patient
- Right dose Right route
- Right time
- Right medication

### **Evaluation**

- Students will evaluate the progress outcome of nursing care on discharge. Students will give discharge teachings, and report and record pertinent information about the patient's condition

# COMMUNITY HEALTH NURSING I (Theory)

**Course Number: 503**

**Placement: First year**

**Total Hours: 150**

**Total marks: 100**

## Course Description

This course provides the students with basic knowledge in community health nursing regarding behavior and social science, nutrition, epidemiology environmental sanitation, occupational health hazards pollution hazards .This course focuses on the primary health care approach in providing care to individual, family and community people.

## Course Objectives

By the end of course, the student will be able to:

- Describe communication skills effectively in providing Primary Health Care to the individual client, family and group.
- Explain the scope of nursing outside the hospital.
- Illustrate population problem and the need for Family Planning (FP) in Nepal.
- Identify the influence of social, political and cultural factors on health and illness.
- Describe the function of nutrition in health promotion and disease prevention of the individual, family and community.
- Discuss the use of epidemiological approach to solve health problems in community.
- Explain the immunization programme in Nepal.
- Explain different types of environmental sanitation.
- Explain the safety measures for the prevention of occupational health hazards.
- Explain community diagnosis.
- Describe the ways in attaining optimum health of the individual, family and community.
- Give health educations related to MCH and family planning.

## Unit: 1 Introduction to Health

**6 Hrs**

1.1 Define health and optimum health

1.2 Definition of health by WHO and optimum health.

1.3 Factors influencing health in Nepal:

- Biological factors
- Environment
- Behavioral and socio-cultural condition(Lifestyles)
- Socio economic status
- Health services
- Gender
- Others factors

1.4 Definition of terms used in community health

- Community health/Public health
- Community health nursing/Public health nursing

- Goals of community health nursing

### 1.5 Roles and functions of community health nurse

## **Unit: 2 Introduction Primary Health Care (PHC)**

**6 Hrs**

### 2.1 Primary health care

### 2.2 Definition of primary health care

### 2.3 Elements of primary health care

- Preventing and controlling health problems
- Promotion of food supply and nutrition
- Basic sanitation and safe water
- Maternal and child health/family planning
- Immunization against major infectious diseases.
- Prevention and control of endemic disease.
- Treatment of common diseases and injuries
- Provision of essential drugs
- Mental health
- Dental health

### 2.4 Basic principles of Primary Health Care

- Accessibility of health service to all populations
- Maximum individual and community involvement in the planning and implementation of health care services
- Emphasis on service that are preventive and promotive rather than curative only
- Use of appropriate technology
- Integration of health development with overall social and economic development
- Role of the nurse in primary health care

## **Unit: 3 Nursing outside the hospital**

**2 Hrs**

### 3.1 Describe the scope of nursing outside the hospital

### 3.2 Nursing in the community

- Home care- nursing home
- MCH/FP
- School health
- Public health nursing service
- Industrial nursing service
- Domiciliary nursing service
- Family planning centers
- Rehabilitation centers
- Mental health nursing service
- Ageing people home/center
- Discuss the role of community health nurse in outside the hospital

**Unit: 4 Communications****10 Hrs**

4.1 Definition of communication

4.2 Describe different types of communication and counseling

4.3 Types of communication

- Verbal & Non-verbal
- Listening & Interviewing
- Counseling
- Teaching /health education
- Human caring (empathy)

4.4 Elements of communication

- Discuss the different communication barriers in establishing effective human relationship

4.5 Different barriers of communication

4.6 Keys to overcoming barriers of communication

4.7 Importance of interpersonal relationships with

- Clients
- Health personnel
- Community

4.8 Interviewing in community

- Definition, aims and types of interview
- Technique for successful interview in community situation

**Unit: 5 Home visiting****6 Hrs**

5.1 Home visiting

- Introduction
- Principles of home visiting
- Advantages of home visiting
- Purpose of home visiting

5.2 Steps in home visiting

- Fact finding
- Data finding
- Planning action with family
- Action and health education
- Follow through
- Evaluation of service
- Explain the use of home visiting bag

5.3 Bag technique (home visiting bag)

- Use and care
- Equipments /materials in home visiting bag

## **Unit: 6 Culture and Health**

**10 Hrs**

### 6.1 Terminology used in sociology

- Sociology/Medical sociology
- Society
- Social structure
- its role and status

### 6.2 Definition of socialization

- Factors that influence socialization
- Family
- School
- Friends
- Religious organization
- The states
- Process of socialization
- Imitation
- Identification
- Suggestion

### 6.3 Definition of culture

- Characteristics of culture
- Functions of culture
- Elements of culture
- Tradition
- Customs
- Norms and Values
- Folkways
- Superstitions
- Beliefs on Traditional practices

### 6.4 Culture and Health

### 6.5 Definition of perception

### 6.6 Factors effecting perception

- Physical circumstances
- Emotional circumstances
- Mental circumstances
- Socio-environmental circumstances
- Spiritual circumstances

### 6.7 Role of perception in forming health beliefs

**Unit: 7 Nutrition****14 Hrs**

- 7.1 Review of digestive system (Integrated science)
- 7.2 Definition of nutrition
- 7.3 Explain the relationship between nutrition and health
  - Growth and development
  - Specific deficiencies
  - Resistance to infection
  - Mortality and morbidity
- 7.4 Main function of food
  - Provision of energy
  - Body building and repair
  - Maintenance and regulations of tissue functions
- 7.5 Types of nutrients (definition, functions, classification, sources, deficiencies desases)
  - Macro nutrient (protein, fats and carbohydrate)
  - Micro nutrient (vitamins and minerals)
- 7.6 Meaning of balanced diet
- 7.7 Kitchen garden
- 7.8 Home garden
  - The importance of kitchen garden/home garden
- 7.9 Food security- Policy of Government
- 7.10 Milk pasteurization
  - Definition of milk pasteurization
  - Methods of milk pasteurization
  - Test for pasteurized milk
- 7.11 Food adulteration
  - Define food adulteration
  - Various food adulteration practices
  - Public health significance of food adulteration
  - Food act and laws

**Unit: 8 Health Education****16 Hrs**

- 8.1 Describe the concept of health education
  - Introduction
  - Definition
  - Objectives
  - Principles

## 8.2 Explain the different methods of health education

- Methods of health education
- Individual Method
- Interview
- Counseling
- Group Methods
  - Small group discussion
  - Focused group discussion
  - Role play
  - Demonstration
  - Field trips
  - Brain storming
  - Panel discussion
  - Problem solving
  - Symposium
  - Seminar
  - workshop
- Mass methods
  - Health campaign
  - Advertisement
  - Display board as teaching board
  - Electronic projected aid
  - Lectures
  - Exhibition

## 8.3 Explain the media of Health Education

- **Media**
  - Definition, purpose
- **Type**
  - Auditory aids
  - Visual aids
  - Audiovisual aids
  - OHP
  - Multimedia Projector
  - Black/white board with chalk with marker
  - Bulletin board

## 8.4 Describe the methods and media use for health education

- Criteria for selecting methods and media of health education
  - Feasibility and practicability
  - Nature of audience
  - Peoples attitude and belief
  - Acceptability
  - Subject or purpose of teaching

## 8.5 Describe way to evaluate health education

- Evaluation of health education
  - Importance

- Subject matter
- Time
- Technique

8.6 Explain the roles of community health nurse in providing health education in the school

- School Health Program Introduction
  - Objectives
  - Activities(Aspects)
  - Components of School Health Program
  - Role of community health nurse in school health

## **Unit: 9 Family Planning**

**14 Hrs**

9.1 Introduction to family planning

9.2 Health aspects of family planning

- Women's health and women's empowerment
- Fetal health
- Infant and child health

9.3 Population problems and need for family planning in Nepal

- Definition of F/P
- Types/methods
- Mechanism of action
- Impact of high fertility
- Advantages/disadvantages
- Family planning centre available in Nepal

9.4 Recall the concept of family planning

- Health aspects of FP (Review from CHNI)
  - Women's health, Fetal health
  - Infant and child health
- Family planning Services in Nepal
  - Government and non- government agencies
  - International and bilateral assistance in FP

9.5 Describe the programme of family planning services available in Nepal

9.6 Use of "ABHIBADAN" for family planning counseling

- Definition of FP counseling
- Principles, Benefits
- ABHIBADAN Process (GATHER)

9.7 Approach for FP counseling

- Explain the process of counseling using ABHIBADAN process
- Explain the counseling skill in informed choices process
- Describe temporary and permanent methods of family planning.

9.8 Temporary FP methods (Introduction, advantages, disadvantages, action, side effect, management referral)

- Behavioral method for contraception
  - Coitus interrupt
  - Safe period
  - Basal body temperature
  - Calendar method
  - LAM
- Chemical Methods
  - Foam tab
  - Jelly and Paste
- Mechanical methods
  - Condom (male + female)
  - Diaphragm and cervical caps
  - Intrauterine contractive devices(IUCD)
- Mechanical and chemical combination
- Physiological
  - Combination pills
  - Depo-Provera injection
  - Norplant implant

9.9 Permanent FP me, Minilaphods (introduction, advantages, disadvantages, action side effects etc.)

- Vasectomy, Tubectomy
- Laparoscopy

9.10 Emergency Contraception

- Indication and Type
- Administration and follow up

9.11 Post abortion contraception

9.12 Contraception for women of above 35 Years

9.13 Client assessment

- Breast exam
- Bimanual pelvic examination

9.14 Role of nurse in family planning clinic

- Preparation of physical set up of FP clinic (use of antiseptics and disinfectants-infection prevention concept)
- Preparation and sterilization of equipments and supplies
- Preparation of clients (Pelvic exam, breast exam, general screening exam)
- Post procedure responsibilities
- Record and report
- Health education

**Unit: 10 Immunizations**

**8 Hrs**

10.1 Immunity (Review from Integrated Science Related to Health)

- Definition
- Classification of immunity

- Natural immunity
- Acquired immunity

#### 10.2 EPI program

- Different types of immunization
- DPT, Hip influenza, Hepatitis B" T.T., BCG, Polio, Measles, Rubella, combo vaccine
- Health teaching
- Indication/contraindication of immunization
- Explain the concept of National Immunization Program

#### 10.3 Concept of national Immunization Program

### **Unit: 11 Epidemiology**

**10 Hrs**

#### 11.1 Definition of epidemiology

#### 11.2 Epidemiological terms

- Infection
- Epidemic
- Endemic
- Sporadic
- Communicable diseases
- Non-communicable diseases
- Incubation period
- Isolation
- Carrier
- Fomites
- Virulence
- Disinfection
- Sterilization
- Contamination
- Zoonosis
- Nosocomial infection
- Eradication
- Infestation
- Infectious disease
- Contagious
- Pandemic
- Exotic
- Epizootic
- Enzootic
- Opportunity infection
- Surveillance
- Pollution

#### 11.3 Concept of disease

- Agent, Host, Environment

#### 11.4 Modes of disease transmission

- Direct transmission
- Indirect transmission

#### 11.5 The epidemiological approach to solve community health problems

- Asking questions
- Making comparison

#### 11.6 Steps of investigation of epidemic diseases

- Verification of diagnosis
- Confirmation of the existence of an epidemic
- Defining the population at risk
- Rapid search
- Evaluation of the ecological factors
- Further investigation of the population at risk
- Formulate the hypothesis
- Data analysis
- Writing the reports

### **Unit: 12 Health indicators and statistics**

**8 Hrs**

#### 12.1 Definition of various health indicators

- Crude birth rate
- Crude death rate
- Infant mortality rate
- Morbidity rate
- Perinatal mortality rate
- Neonatal mortality rate
- Maternal mortality rate
- Incidence rate Prevalence rate
- Life expectancy
- General fertilization rate
- Total fertility rate
- Contraceptive prevalence rate

#### 12.2 Use of vital and health statistics

- Comparison of health status
- Planning
- Evaluation
- Research

#### 12.3 Sources of vital and health statistics

- Census
- Registration
- Notification
- Records
- Health survey

**Unit: 13 Environmental Sanitation****8 Hrs**

## 13.1 Environmental sanitation and its components

- Definition of environmental sanitation
- Component of environment

## 13.2 Define refuge

## 13.3 The different methods of refuse disposal

- Burning & tipping
- Controlled tipping
- Composting & Burial
- Manure pit
- Earth worm plant

## 13.4 The method of human excreta disposal

- Service type
- Non-service type

## 13.5 Transmission of fecal-borne diseases through

- Definition of sewage
- Methods of sewage disposal
- Sea outfall, River outfall, Land treatment, Oxidation ponds and Open drainage

## 13.6 Definition of rodents

## 13.7 Types of rodents

- Domestic rodents
- Wild rodents
- Control of rodents
- Trapping
- Rat poisons or rodenticides
- Fumigation

**Unit: 14 Water****10 Hrs**

## 14.1 Define safe and wholesome water

## 14.2 The uses of water

- Domestic uses, Public uses, Industrial uses and Agricultural uses

## 14.3 Daily requirement of water for a person

## 14.4 Sources of water and its impurities

- Rain water
- Surface water
- Ground water

#### 14.5 The water-borne diseases

- Biological
- Chemical

#### 14.6 Discuss the purification of water

- Large scale
  - Slow sand or biological filter
  - Rapid sand or mechanical Filter
- Small scale
  - Household method
  - Disinfection of well
  - Filter
  - Boiling

### **Unit: 15 Housing**

**14 Hrs**

#### 15.1 Housing

- Introduction of housing
- Criteria for healthful housing

#### 15.2 Different housing needs for human being

- Physical needs
- Psychological needs
- Health needs and
- Protective need

#### 15.3 Standards of housing

- Site, open space, walls floor, roof, rooms, floor space, doors and windows & facilities

#### 15.4 Effects of poor housing on health

- Respiratory infections
- Skin infections
- Accidents
- Mortality and morbidity
- Rat infestation
- Psychological effects
- Arthropods

### **Unit: 16 Community Diagnosis**

**4 Hrs**

#### 16.1 The process of community diagnosis

- Introduction and definition
- Purposes
- Procedure of doing community diagnosis
- Analysis, interpretation and recommendation

**Unit: 17 Occupational Health****2 Hrs**

17.1 The safety measures regarding occupational health in work place

17.2 Occupational health

- Definition
- Occupational health hazards
- Safety measures in work place

**Unit: 18 Pollution Hazards****2 Hrs**

18.1 The different types of pollution hazards on health

- Noise, air, water & land

## **Community Health Nursing – I (Practicum)**

**Course Number: 504**  
**Placement: First Year**

**Total hours: 210**  
**Total marks: 100**

### **Course Description**

This course helps the students to work in different community field and institutions. It provides opportunities to apply the concepts or primary health care while identifying health problems of individuals, families and communities.

The students will be divided into two groups: one group will be in the hospital setting and another group in the community. During their training period each student will conduct a small community survey and provide comprehensive care to at least two families. Total community field experience period is of 6 weeks, which will include visits to local institutions, families and apply the epidemiological approach to solve the identified problem. One community level health action will be conducted in a selected community. Weekly small group seminars will be held to discuss the problems faced during the field practice.

### **By the end of the course, students will be able to:**

- Identify the different places, besides hospitals where nursing care is provided.
- Use the theoretical knowledge of primary health care in the community setting.
- Identify the problems of clients in home situation.
- Identify the problem & needs of community through community diagnosis.
- Use the nursing process in dealing with individuals, families and the community in order to solve their health problems.
- Plan and conduct community level health action to the groups of people by using the epidemiological approaches.
- Use appropriate communication skills while helping clients in the community
- Utilize the local resources in solving the problem in the community.
- Advise the preservation of the nutrient values in the foodstuffs for the sake of good health.
- Refer clients to appropriate places according to their needs.
- Explain the gender status in the community/health facilities and provide gender friendly services to maintain the quality of care.

### **Unit: 1 Nursing in the community**

- Visit to different local institutions
- Industrial nursing (Brick, iron, textile, cement)
- Institution for the disabled, Rehabilitation center, Geriatric center, S.O.S. Center, Milk pasteurization center, Water plant, Nagar Palika
- Maintain log book

### **Unit: 2 Communication skills**

- 2.1 Select two families with problems
- 2.2 Make home visits
- 2.3 Collect information about family

2.4 Maintain inter-personal relationship

**Unit: 3 Primary health care**

3.1 Observation of home environment

- Sanitation, water supply, nutrition
- Disposal of waste material, latrine

3.2 Assessing the health need of children and refer to appropriate center, if necessary

3.3 Helping families become more self-reliant regarding health by teaching them

**Unit: 4 Vital and health statistics**

4.1 Source of vital and health statistics:

- Census, registration, notification, records, health survey

4.2 Analysis of data for statistical representation and recommendation for improvement

- Recommendation for improvement

**Unit: 5 Environmental sanitation**

5.1 Assessing water supply, garbage, sewage disposal

- Excreta disposal

5.2 Methods of Improving Environment

- Trapping
- Rat poisons or rodenticides
- Fumigation
- Improving sanitation
- Controlling of vermin (Rodents)

**Unit: 6 Local resources**

6.1 Utilization of local resources such as:

- Nutrition-food stuffs
- Home equipment-supply
- Manpower: parents/family members/others

**Unit: 7 Community diagnosis and Health action**

7.1 Community diagnosis

- Select 5 families for community survey in defined area.
- Collect the data by using prescribed survey format.
- Analyze data for statistical presentation.

7.2 Carrying out health action by

- Setting objectives, planning and implementing
- Date, time, place, client, subject matter, AV Aids and physical set up etc.

7.3 Community-level health action of one selected problem in community setting

**Unit: 8 Gender and health**

- 8.1 Identification of GBV cases and refers to appropriate centers
- 8.2 Providing gender friendly services
- 8.3 Providing health education/actions for the family/community based on the identified needs with gender sensitive approach

**Unit: 9 Recording and report**

- 9.1 Write daily log book, observation visit reports and submit final survey report

# Anatomy and Physiology

**Course Number: 505**  
**Placement: First Year**

**Total Hours: 100**  
**Total Marks: 100**

## Course description

This course provides basic knowledge of the normal structure and function of the systems of the human body. The content prepares the student to understand how the body system works together and the pathology and clinical features of medical and surgical conditions, diseases and disorders, as well as the rationale for nursing care.

## Objectives

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

- Identify the different parts of the human body.
- Describe the function of different parts of human body.
- Explain the interrelationship of the body systems.
- Transfer knowledge of anatomy and physiology of the body to medical and surgical circumstances.
- Explain the mechanisms of body repair and resistance to disease.
- Describe the physical changes that occur during normal growth and development, from conception to adulthood.

## Unit: 1 System Approach to the Human Body

**6 Hrs**

- 1.1 Definition of Anatomy, physiology
- 1.2 Define different terminologies used in various systems
- 1.3 Position of the body: anterior, posterior superior, inferior superior, inferior, proximal, distal, dorsal, ventral, palmer, suffix, lateral, supine, prone prefix etc.
- 1.4 Main cavities: Cranial, thoracic, abdominal, and pelvic.
- 1.5 Range of motion

## Unit: 2 Introduction to cells and tissues

**4 Hrs**

- 2.1 The structure & function of Tissues, membranes, cartilage and their types
  - Epithelial tissue, connective tissue, muscular tissue, nervous tissue
- 2.1 The structure & functions of human cell
  - Mitosis, Meiosis

## Unit: 3 Body Fluid and Electrolyte

**12 Hours**

- 3.1. Body fluid and electrolyte
  - Fluid distribution
    - Intracellular fluid
    - Extracellular fluid
    - Fluid distribution
  - Important function of body fluid
  - Body fluid and electrolyte balance
  - Importance of fluid and electrolyte balance in health
- 3.2. Acid base balance
  - Definition of acid base

- Mechanism of acid base balance theory
  - Respiratory system
  - Urinary system PH
  - Buffer mechanism of PH

### 3.3. Fluid and electrolyte imbalances

- Ways of replacement
- Oral rehydration therapy
- Nasogastric feeding
- Intravenous therapy

### 3.4 Types of rehydration solution

- Hypertonic
- Hypotonic
- Isotonic

## **Unit: 4 Introduction to Circulatory System**

**6 Hrs**

### 4.1 Circulatory system

- Structure of Heart
- Functions
  - Cardiac cycle
  - Conduction system
  - Heart sound
- Normal blood flow
  - Composition of blood
  - Functions of blood
  - Blood grouping rhesus factor
  - Hb%

### 4.2 Blood Vessels

- Structure
- Function
- Blood Pressure
- Pulse

### 4.3 Different kinds of circulation

- Pulmonary circulation
- Systematic circulation
- Portal circulation
- Fetal circulation

## **Unit: 5 Introduction to Lymphatic System**

**7 Hrs**

### 5.1 Structure and function of lymphatic system

### 5.2 Lymphatic vessels

### 5.3 Lymphatic organs and tissue

- Lymph nodes
- Spleen
- Thymus
- Tonsils/ Peyer's patches

**Unit: 6 Introduction to Muscular System****8 Hrs**

## 6.1 Types, structure and functions of muscles

- Voluntary
- Involuntary
- Cardiac

## 6.2 Principal skeletal muscle

- Muscles of the face, neck, trunk, shoulder and upper limb, hip and lower limb, pelvic floor
- Action of the muscles in relation to force

## 6.3 Disorders (introduction only)

## 6.4 Myasthenia gravis/Muscular dystrophy

**Unit: 7 Introduction to Skeletal System****8 Hrs**

## 7.1 Definition

- Bone, joint

## 7.2 Development of bone

## 7.3 Suture and fontanelles

- Mechanism of joint movement and its relation to the principles of lever

## 7.4 Types and function of Bones

- Long/short/flat/irregular/sesamoid

## 7.5 Classification of skeleton

- Axial/ Appendicular

## 7.6 Types and function of joints

- Fixed/cartilaginous/synovial

## 7.7 Types/structure/functions of teeth

- Temporary/ Permanent

## 7.8 Types of movement of bones

- Types of sinuses
- Frontal/sphenoid/Ethmoid /Maxillary
- Disorders (Introduction only)
- Osteoporosis, Rickets, Osteomalasia, Osteomyelitis, Piget's disease, Tumors of bone, Arthritis, Carpel Tunnel syndrome
- Fracture

**Unit: 8 Introduction to Respiratory System****8 Hrs**

## 8.1 Definition

- Respiration, tidal volume, inspiratory reserve volume, Inspiratory capacity, functional residual capacity, Expiratory reserve volume, residual volume, vital capacity,

8.2 Structure and function of different parts of respiratory organs

8.3 Nose and nasal cavity, Pharynx, Larynx, Trachea, lungs, Bronchi and bronchioles, Alveoli

- Respiratory muscles- Intercostals muscle and Diaphragm

8.4 Physiology of respiration

- External respiration
- Internal respiration
- Exchange of gases
- Respiration in relation to Boyle's law

**Unit: 9 Introduction to Digestive System**

**8 Hrs**

9.1 Definition

- Digestion
- Digestive system

9.2 Structure and function of digestive organs involved in digestive system & its accessory organs:

- Pairs of salivary glands, pancreas, liver, biliary duct

9.3 Functions of digestive system

9.4 Physiology of digestion

**Unit: 10 Introduction to Urinary System**

**5 Hrs**

10.1 Structure and function of urinary system

- Kidney
- Ureter
- Urinary bladder
- Urethra

10.2 Composition and mechanism of urine formation

- Glomerular filtration
- Selective reabsorption
- Tubular secretion

**Unit: 11 Introduction to Nervous System**

**7 Hrs**

11.1 Neurones

- Mechanisms of stimuli transmitted in the nervous system –Reflex action
- CNS- Brain and Spinal cord
- PNS-Spinal cord and cranial nerves
- ANS- Sympathetic and parasympathetic system

**Unit: 12 Introduction to Reproductive System**

**8 Hrs**

12.1 Female reproductive organ

- Structure of external and internal reproductive organs.

- Primary and secondary sex organs
- Puberty
- Function of internal and external reproductive organs
- Menstruation cycle.

#### 12.2 Fertilization

- Spermatogenesis, Oogenesis, Conception

#### 12.3 Menopause

#### 12.4 Structure and function of mammary gland

#### 12.5 Male reproductive organs

- Structure and function of male reproductive organs
- Primary and secondary sex organs
- Puberty

### **Unit: 13 Introductions to Endocrine System**

**8 Hrs**

#### 13.1 Structure and function of endocrine glands and hormones and list glands

#### 13.2 Hormone produced by different glands and its uses

#### 13.3 Male and female sex hormones

- Oestrogen
- Progesterone
- Testosterone
- Other hormones

### **Unit: 14 Introductions to Special Sensory Organ**

**5 Hrs**

#### 14.1 Structure and function of the skin

- Sensation
- Regulation of body temperature:
  - Conduction
  - Convection
  - Radiation
- Excretion
- Protection of body structure and immunity

#### 14.2 Sensory organ: Eye

- Location of the eye
- Structure and function of the eye
- Eye accommodation

#### 14.3 Structure and function of Ear (Adult and Child)

- Location of the ear
- Structure of the ear
- Function of the ear

14.4 Nose and Throat: its structure and function (Review from respiratory system)

14.5 Skin: its structure and function (review from Lymphatic system)

14.6 Tongue: its structure and function (review from digestive system)

**References:**

- Chevalking H, Tuladhar K, Shrestha U. Integrated Science Related to Health, (2005); HLMC, IOM.
- Ghimire R.K & Gurung G. Basic Anatomy and Physiology, HLMC, IOM.
- Wangh & Grant, A, Ross and Wilson. Anatomy and Physiology in Health and Illness 2<sup>nd</sup> ed. (2006): Churchill Livingstone Elsevier.
- Windood, R.S., Sear's. Anatomy and Physiology for Nurses (1985): English Language Book Society.

## Basic Science Applied to Nursing

**Course Number: 506**  
**Placement: First Year**

**Total Hours: 100**  
**Total Marks: 100**

### **Bio-Chemistry**

**Total Hours: 30**

#### **Unit: 1 Introduction**

**8 Hrs**

- 1.1 Definition, Scope and importance of Biochemistry in Health science
- 1.2 Types of solution:
  - Normal solution
  - Molar solution,
  - Percentage solution,
- 1.3 Osmosis
- 1.4 Diffusion

#### **Unit: 2 Bio-molecules**

**8 Hrs**

- 2.1 Carbohydrate
  - Definition, Classification, composition, Function
  - Protein- definition, Classification, Composition, Function
- 2.2 Lipid
  - Definition, Classification, composition, Function

#### **Unit: 3 Enzymes**

**4 Hrs**

- 3.1 Definition, Classification, Factors affecting enzymatic activity, Co-enzymes, Iso-enzymes significance of Enzymes (AST, ALT, CPK, CPK-MB, Amylase, Lipase, ALP, GGT, LDH)

#### **Unit: 4 Blood Coagulation mechanism**

**4 Hrs**

- 4.1 Coagulation Factors, Intrinsic and Extrinsic pathways

#### **Unit: 5 Organ Function Test**

**6 Hrs**

- 5.1 Liver function test (Bilirubin, ALT, ALP, and GGT)
- 5.2 Renal function tests (Urea, Creatinine, Na +and K+)
- 5.3 Pancreas function test (Amylase and Lipase)
- 5.4 Cardiac Profile (Troponin, CPK, CPK-MB, LDH, AST)

### **Microbiology Parasitology/Virology**

**Total Hours: 30**

#### **Unit: 1 An Introduction of Microbiology**

**6 Hrs**

- 1.1 Introduction to microbial world
  - Introduction of Microbiology
  - Branches of microbiology
  - Definition of medical microbiology
  - Types of Microorganisms

- Characteristics of microorganisms

#### 1.2 Classification of microbial diseases

#### 1.3 Microscopy

- Introduction of microscope
- Types of microscope
- Handle and care of microscope

### **Unit: 2 Parasitology**

**6 Hrs**

#### 2.1 Parasites

- Introduction
- Classification and characteristics of human parasite
- Routes of transmission of parasitic infestation

#### 2.2 Introduction of parasitic diseases associated with poor and public hygiene

#### 2.3 Blood parasites (Malaria parasite, Kalazar Microfilaria)

- Life cycle and mode of infection
- Collection of sample, processing and identification
- Treatment, prevention and control

#### 2.4 Intestinal protozoa (Entamoeba histolytica, Giardia lamblia and Cryptosporidia)

- Life cycle and mode of infection
- Collection of sample, procession and identification
- Treatment, prevention and control

#### 2.5 Intestinal Worms (Roundworm, Hook worm, Pinworm, Whipworm, Tapeworm, Echinococcus granulose, H. nana)

- Life cycle and mode of infection
- Collection of sample, processing and identification
- Treatment, prevention and control

### **Unit: 3 Bacteriology**

**6 Hrs**

#### 3.1 Bacteria

- Introduction
- Classification based on shape, arrangement, temperature requirement and oxygen requirement
- Nutritional requirements of bacteria
- Bacterial cell anatomy
- Bacterial division
- Bacterial growth cycle

#### 3.2 Culture media

- Composition of media
- Types of media

### 3.3 Staining Techniques

- Introduction
- Smear preparation
- Types of staining
- Gram staining and AFB staining in identifying bacteria

### 3.4 Collection and transport of specimen for identification of common bacterial communicable diseases

### 3.5. Normal flora

### 3.6 Concept of opportunistic and pathogenic organisms

### 3.7 Drug Resistance

- Types of drug resistance
- Mechanism of Drug resistance

### 3.8 Antibiotic sensitivity Tests

## **Unit: 4 Virology**

**4 Hrs**

### 4.1 Introduction of Virus

- Characters of virus
- Morphology of virus
- Chemical constituent of virus

### 4.2 Replication of virus

### 4.3 Classification of medically important virus

### 4.4 Introduction to viral diseases of community concern

### 4.5 Collection and preservation of viral specimen for laboratory study

### 4.6 Prevention and control of viral diseases

## **Unit: 5 Immunology**

**6 Hrs**

### 5.1 Introduction to immunology

### 5.2 Cells and organs of the immune system

- Primary Lymphoid organs
- Secondary Lymphoid organs

### 5.3 Defense mechanism of the body

- Non specific defense mechanism
- Specific defense mechanism

### 5.3 Antigen and antibody

### 5.4 Hypersensitivity reaction

5.5 Immunodeficiency disorder

5.6 Basic concept of immunology in diagnosis of viral diseases

**Unit: 6 Mycology**

**2 Hrs**

6.1 Introduction

6.2 Structure and classification of medically important fungi

- Fungal infections
- Prevention and control of fungal infection

**Pharmacology**

**Total Hours: 40**

**Course Description**

This course offers basic knowledge on pharmacology in relation to the fundamental concept different drugs and to their effects on different body systems.

**Course objectives**

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

- Explain the basic pharmacological concepts
- Explain different terms and terminology of Pharmacology
- Describe antimicrobial agents and anti-neoplastic drugs, their effects, mechanism of action, adverse effects.
- Explain the actions and effects of drugs in different body systems.

**Unit: 1 Introduction to Pharmacology**

**2 Hrs**

1.1 Introduction

1.2 Braches of Pharmacology

1.3 Pharmacokinetics

1.4 Pharmacodynamics

1.5 Some commonly used terminology referring to drugs

1.6ween human body and drugs

**Unit: 2 Drug action on gastrointestinal system**

**6 Hrs**

2.1 Antacid: Magnesium hydroxide, magnesium trisilicate, sodium bicarbonate

- Drug reducing gastric acid secretion

2.2 H<sub>2</sub> receptor antagonistic – cimetidine, ranitidine, famotidine and nizatidine

- Proton pump inhibitors- omeprazole , pantoprazole, lansoprazole
- Anti emetic drug- promethazine, metoclopramind, domperidone
- Anti spasmodic – atropine sulphate, belladonna, dicyclomine, propenthaline bromide, hyocine, butyl bromine
- Laxatives and purgatives – bisacodyl, phenolphalein, castor oil, milk of magnesia, magnesium sulphate, liquid paraffin
- Rehydration therapy and anti diarrhoeal – oral rehydration, ringer's lacate solution
- Anti diarrhoeal - diphenoxylate and atropin, loperamind,

- Mechanism of action
- Indication
- Doses
- Contraindication
- Side effect
- Nursing management of adverse drugs reactions

### **Unit: 3 Drug acting on respiratory system**

**6 Hrs**

3.1 Bronchodilator -Ephedrine, salbutamol, terbutaline, isoprenaline, oriprenaline, adrenaline

3.2 Anticholinergics- expectorants- ammonium chloride, vasaka, sodium or potassium citrate, terpin hydrate

3.3 Drugs used in cough

- Pharyngeal demulcents: -menthol, thymol, eucalyptus, etc.
- Expectorants: -ammonium, vasaka, guaiphenesin, sodium, potassium citrate terpin hydrate , potassium iodide
- Ectmucolytic agents: - bromhexine, carbocysteine etc.
- Antitussives:- codine, pholcodine, ethylmorphine, noscapine, dextromethorphan
- Mechanism of action
- Indication
- Doses
- Contraindication
- Side effect
- Nursing management of adverse drug reaction

### **Unit: 4 Drug used in cardiovascular system**

**6 Hrs**

4.1 High blood pressure –

- Calcium channel blocker drug – nifedipine, verapamil, amlodipine, diltiazem
- ACE (angiotensin converting enzyme) inhibitor:-captopril, lisinopril etc.
- B –blockers – Atenolol, metoprolol, propranolol
- Diuretics

4.2 Anti arrhythmic drugs:-

- Membrane stabilizing :- quinidine, lidocaine, disopyramide, procainamide
- B –blockers – Atenolol, metoprolol, propranolol

4.3 Anti anginal drug-

- Nitrate – glyceryl trinitrate (nitroglycerin), Isosorbide dinitrate and isosorbide mononitrate
- B –blockers – Atenolol, metoprolol, propranolol
- Calcium channel blockers – diltiazem, nifedipine, verapamil, nimodipine, amlodipine
- cardiac glycosides- digoxin
- Drug used in CV shock - dopamine

- Anti coagulants & antagonist-warfarin, phytomennadione
- Lipid lowering drugs - nicotinic acid, biazafibrate, gemfibrozil, simvastatin, pravastatin, atorvastatin.
- Anti platelet drugs: - asprine, dipyridamole, sulfinpyrazone etc.
- Mechanism of action
- Indication
- Doses
- Contraindication
- Side effect
- Nursing management of adverse drug reactions

## **Unit: 5 Drug used in infection**

**6 Hrs**

### 5.1 Classification of antibiotics

- Bactericidal- Penicillin, cephalosporins, aminoglycosides (gentamicin, amikacin), rifampin
- Bacteriostatic – tetracycline, chloramphenicol, sulphonamides, erythromycin, ethambutol

### 5.2 Spectrum

- Broad spectrum: - Tetracycline, ampicillin, ciprofloxacin
- Narrow spectrum: - Procain penicillin, benzyl penicillin

### 5.3 Antibacterial- penicillin, cephalosporin, aminoglycosides, macrolides, Fluoroquinolones, sulphonamides, tetracyclins

### 5.4 Antifungal – griseofulvin, nystatin, ketoconazole, clotrimazole, miconazole, fluconazole

### 5.5 Antiviral – acyclovir, idoxuridine

### 5.6 Antiprotozoal – metronidazole, tinidazole, chloroquine

### 5.7 Antihelminthics- albendazole, mebendazole, pyrantel, pamoate, piperazine, niclosamide

### 5.8 Anti tubercular drugs:- isoniazid, rifampicin, pyrazinamide, ethambutol inj streptomycin

### 5.9 Anti leprotic drugs:- dapsone, clofazimine rifampicin

### 5.10 Anti malarial drugs:- chloroquin, quinine, mefloquin,

### 5.11 Antifilarial drugs:- diethylcarbamazine, eosinophilla

### 5.12 Anti leishmaniasis:- pentamidine, sodium stibogluconate

- Mechanism of action
- Indication
- Doses

- Contraindication
- Side effect
- Nursing management of adverse drug reactions

## **Unit: 6 Drug acting on the central nervous system**

**4 Hrs**

### 6.1 General Anaesthetics

- Inhalation anaesthetics- haloethene, enflurane, ether, nitrous oxide
- Injectable anaesthetics- thiopetone sodium, ketamine

### 6.2 Local anaesthetics-lidocaine (lignoanine), bupivacaine and procaine

### 6.3 Analgesic – morphine, pholcodine, pethidine, codine, methadone, pentazocine, buprenorphine, dextropoxyphen

### 6.4 Anti inflammatory – aspirin, indomethacin, naproxen, diclofenace, ketorolac, phenylbutazone, ibuprofen, mephenamic acid, piroxicam

### 6.5 Sedative & hypnotics:- barbiturate

### 6.6 Anti psychotics:- chlorpromazine, haloperidol, pimozide, triflupromazine , thiothixene

### 6.7 Anti depressants:- imipramine, nortriptyline, doxepin,

### 6.8 Anti epileptic:- phenytoin, carbamazepine

- Mechanism of action
- Indication
- Doses
- Contraindication
- Side effect
- Nursing management adverse of drug reactions

## **Unit: 7 Endocrine & hormonal drugs**

**4 Hrs**

### 7.1 Diabetes:- insulin,

- Short acting:- soluble insulin, prompt insulin, insulin zine suspension
- Intermediate:- lente, isophane insulin
- Long acting:-ultralente, protamin zinc insulin

### 7.2 Oral hypoglycemic:-

- Sulphonylureas:- Tolbutamide, chlorpropamide, glibenclamide, gliclazide, glimepride,
- Biguanides:- metformin

### 7.3 Female contraceptive

- Oral contraceptives-combined pill, sequential pill, phased pill, mini phase, postcoital pill
- Injectable contraceptives:- depotmedoxprogesterone
- Implantable contraceptive:- levonorgestrol

7.4 Uterine stimulants:-oxytocin, ergometrine,

7.5 Corticosteroids:-

- Mineral corticoids:- aldosterone
- Glucocorticoids :- hydrocortisone, trimcinolone, betamethaone, prednisolon dexamethasone, fluocinolone, clobetasol
  - Mechanism of action
  - Indication
  - Doses
  - Contraindication
  - Side effect
  - Nursing management adverse of drug reactions

**Unit: 8 Drugs acting on kidney**

**3 Hrs**

8.1 Anti histamine:- Conventional histamine,

8.2 Sedative

- Highly sedative:-diphennydramine,. Promethazine
- Moderately sedative:- pheniramine , cyproheptadine , mecolzine
- Mild sedative :- chlorpheniramine, triproline
- Newer histamine:-terfenadine, astemizole, fexofenadine, cetirizine
  - Mechanism of action
  - Indication
  - Doses
  - Contraindication
  - Side effect
  - Nursing management of adverse drug reactions

**Unit: 9 Drugs acting on the skin**

**2 Hrs**

9.1 Antibacterial:- Bacitracin, sliver sulphadiazine, polymyxin, framycetin, neomycin, nitrofurazone, chloramphenical, tetracycline, gentamycin

9.2 Antifungal:- whitefield's ointment, clotrimazole, econazole, ketoconazole, tolnaftate, Zinundecanoate, miconazole etc.

9.3 Antiviral:-

- Acyclovir
- Corticosteroids:- betamethasone, trimcinolone, dexamethasone , clobetasone hydrocortisone, fluocinolone, beclomethasone

9.4 Anti inflammatory:- ibuprofen, piroxicam, diclofenac

9.5 Antiparasitics :- benzyl benzoate, sulphur, crotamiton

9.6 Antipruritis :- calamine lotion

9.7 Antiseptics& disinfectants:- phenol, cresol, chloroxylenol(dettol), potassium permagnate, hydrogen peroxide, iodine, iodophores(povidone iodine) chlorine, chlohexidine, cetrimide, ethanol(alcohol), formaldehyde, gention violet

- Mechanism of action
- Indication
- Doses
- Contraindication
- Side effects
- Nursing management of adverse drug reactions

**Unit: 10 Essential drugs used in**

**1 Hrs**

10.1 Health post level

10.2 PHC level

10.3 District hospital level

**References**

- "Clinical Pharmacology for Nurses"
- Essential Pharmacology, K.D Tripathi Latest edition
- Pharmacology and pharmaco Therapeutices", Satoskar R.S. Bhandarkar S.D.
- Seth, UK. Probllem Oriented Pharmacology and Terapeutics, Kathmandu, Nepal ,IOM
- Roshani TuTuti, Pharmacology for nurses

## Compulsory English

**Course Number: 507**  
**Placement: First Year**

**Total Hours: 150**  
**Total Marks: 100**

### **The specific objectives for this level are:**

- To expose the students with the language functions they encounter in their academic setting in their higher studies.
- To equip them with the study skills required for their academic and professional lives.
- To make them able to use language in different serial and professional lives
- To provide students with interesting reading materials for pleasure, information and knowledge about the structure and function of English
- To make them able to derive knowledge, information and pleasure from the wealth of the English language
- To make them use language accurately
- To make them able to express their feelings, thoughts and opinions in the appropriate register of the English language both in speech and in writing
- To enable students to write/ produce tests that are needed for general purposes

To fulfill all the above objectives, such textbooks should be prescribed that provide the reading materials, writing exercises, structural and communicative components that address to the general needs of the students. The reading should address the modern problems that arise from individual's relationship with the society, community and environment. It should also include materials on the socio economic problems, gender and migration issues, modern political discourse, information technology and cultural topics. The committee emphasized on the choice of authentic English test for this purpose.

To meet the overall objectives of the syllabus, the committee proposes to prescribe the following books at PCL first year.

### **Prescribed Text Books:**

- New Head Way English Course Intermediate Level (Oxford University Press)
- Academic Encounters: Life in Society (Cambridge University Press)
- Chinar I (Anthology) (Cambridge University Press)

### **Weight given to each text book for examination as well as class load (150 Hours)**

New Headway	is provided	30% marks
Academic Encounters	is provided	50% marks
Chinar (Anthology)	is provided	20% marks

**Academic Encounter – 75 Hours**  
**(Per unit approximately 7.5 hours)**

<b>Unit</b>	<b>Content</b>	<b>Teaching Activities</b>	<b>Learning</b>
• <b>Belonging to a Group</b>	-Marriage, Family and The Home -The Power of the Group	Interaction, Question and Lecture	Group work, Answer and
• <b>Gender and Sexuality</b>	Gender and Sexuality -Gender Issue Today	Interaction, Question and Lecture	Group work, Answer and
• <b>Media and Society</b>	-Mass Media Today -The Influence of Media	Interaction, Question and Lecture	Group work, Answer and
• <b>Breaking the Rules</b>	-Crime and Criminals -Controlling Crimes	Interaction, Question and Lecture	Group work, Answer and
• <b>Changing Society</b>	Cultural Change and Global Issue	Interaction, Question and Lecture	Group work, Answer and

**2. New Head Way – 45 Hours**  
**Per Unit approximately 3.5 Hours**

<b>Unit</b>	<b>Content</b>	<b>Teaching Activities</b>	<b>Learning</b>
• <b>It's a Wonderful World</b>	Grammar, Vocabulary, Everyday English like: Social Expression, Different Language Skills	Interaction, Question and Lecture	Group work, Answer and
• <b>Get Happy</b>	Grammar, Vocabulary, Everyday English like: Social Expression, Different Language Skills	Interaction, Question and Lecture	Group work, Answer and
• <b>Telling Tales</b>	Grammar, Vocabulary, Everyday English like: Social Expression, Different Language Skills	Interaction, Question and Lecture	Group work, Answer and
• <b>Doing the Right Thing</b>	Grammar, Vocabulary, Everyday English like: Social Expression, Different	Interaction, Question and Lecture	Group work, Answer and

	Language Skills	
• <b>On the Move</b>	Grammar, Vocabulary, Everyday English like: Social Expression, Different Language Skills	Interaction, Group work, Question Answer and Lecture
• <b>I just Love It</b>	Grammar, Vocabulary, Everyday English like: Social Expression, Different Language Skills	Interaction, Group work, Question Answer and Lecture
• <b>The World of Work</b>	Grammar, Vocabulary, Everyday English like: Social Expression, Different Language Skills	Interaction, Group work, Question Answer and Lecture
• <b>Just Imagine</b>	Grammar, Vocabulary, Everyday English like: Social Expression, Different Language Skills	Interaction, Group work, Question Answer and Lecture
• <b>Relationship</b>	Grammar, Vocabulary, Everyday English like: Social Expression, Different Language Skills	Interaction, Group work, Question Answer and Lecture
• <b>Obsession</b>	Grammar, Vocabulary, Everyday English like: Social Expression, Different Language Skills	Interaction, Group work, Question Answer and Lecture
• <b>Tell Me about It</b>	Grammar, Vocabulary, Everyday English like: Social Expression, Different Language Skills	Interaction, Group work, Question Answer and Lecture
• <b>Life's Great Events</b>	Grammar, Vocabulary, Everyday English like: Social Expression, Different Language Skills	Interaction, Group work, Question Answer and Lecture

**Chinar 1**  
**An Anthology of Prose and Poems;**  
**30 hours (Per Unit approximately 2 hours)**

Unit	Content	Teaching Learning Activities
• <b>The Suitor and Papa</b>	Comprehensive Questions, Vocabulary, Listening, Speaking, Reading and Writing Skill	Interaction, Group work, Question Answer and Lecture, Loud Reading
• <b>The Star Ducks</b>	Comprehensive Questions, Vocabulary, Character Study, Synonym, Antonym	Interaction, Group work, Question Answer and Lecture, Loud Reading
• <b>The Daffodils</b>	Simile and Metaphor, Reference to Context, Listening, Speaking Reading and Writing Skills	Interaction, Group work, Question Answer and Lecture, Loud Reading
• <b>Quality</b>	Evaluative Comprehension, Expressing Personal responses to a questionnaire, Listening, Speaking Reading and Writing Skills	Interaction, Group work, Question Answer and Lecture, Loud Reading
• <b>The Listener</b>	Evaluative Comprehension, Listening, Speaking Reading and Writing Skills	Interaction, Group work, Question Answer and Lecture, Loud Reading
• <b>The Sniper</b>	Evaluative Comprehension, Listening, Speaking Reading and Writing Skills	Interaction, Group work, Question Answer and Lecture, Loud Reading
• <b>The Rule of the Road</b>	Conditional Clause, Comprehensive Question, Listening, Speaking Reading and Writing Skills	Interaction, Group work, Question Answer and Lecture, Loud Reading
• <b>Once Upon a Time</b>	Comprehensive Question, Listening, Speaking Reading and Writing Skills	Interaction, Group work, Question Answer and Lecture, Loud Reading
• <b>The Surgeon</b>	Comprehensive	Interaction, Group work,

	Question, Evaluating Multiple of Words	Question Answer and Lecture, Loud Reading
• <b>National Prejudice</b>	Personal Expression, Evaluative Comprehension, Listening, Speaking Reading and Writing Skills	Interaction, Group work, Question Answer and Lecture, Loud Reading
• <b>A Handful of Dates</b>	Vocabulary Similes, Evaluative Comprehension, Listening, Speaking Reading and Writing Skills	Interaction, Group work, Question Answer and Lecture, Loud Reading
• <b>Mosquito</b>	Comprehension Questions, Metaphor and Simile, Listening, Speaking Reading Skills	Interaction, Group work, Question Answer and Lecture, Loud Reading
• <b>Machine and Emotion</b>	Comprehension, Antonyms and Prefix, Listening, Speaking Reading and Writing Skills	Interaction, Group work, Question Answer and Lecture, Loud Reading
• <b>Personal Helicon</b>	Comprehension, Antonyms and Allusion, Listening, Speaking Reading and Writing Skills	Interaction, Group work, Question Answer and Lecture, Loud Reading
• <b>The New Hangman</b>	Comprehension, Allusion, Pun, Speaking, Reading and Writing Skills	Interaction, Group work, Question Answer and Lecture, Loud Reading

# **Second Year**

## Master Plan for 2nd year

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Study Block										Vacation		Medical and Surgical Nursing I & II										Medical and Surgical I & II			Study Block		

29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
Nursing care of Children				Gerontological Nursing		Mental Health/ Psychiatric Nursing		Community Health Nursing II					Vacation					Revision		Final Exam			

S.N.	Subject	Weeks	Shift	Hours	Weeks Distribution
1.	Medical & Surgical Nursing I	10	Morning (4 weeksx5daysx7hrs) Evening (4 weeksx5daysx7hrs) Night (2weeksx4 x12 hrs)	140 140 96	Study Block= 12 weeks Clinical Field=27 weeks Vacation=8 weeks Revision=2 weeks Final exam=3 weeks
2.	Medical & Surgical Nursing II	4	OT=2 weeksx5daysx7hrs ENT=2 weeks x5daysx7hrs	70 70	
3.	Nursing care of children	4	Morning(2 weeksx5daysx7 hrs) Evening (1 weekx5daysx7hrs) Night(1 weekx5 nightx12hrs)	70 35 96	
4.	Gerontological Nursing	1	1 weekx5daysx7hour	35	
5.	Mental Health/Psychiatric Nursing	2	2weeksx5daysx7 hrs	70	
6.	Community Health Nursing	6	6 weeksx5daysx6 hrs	180	

**Clinical Hour- 966**  
**Theory Hour- 610**  
**Total - 1576**

# Medical and Surgical Nursing I (Theory)

**Course Number: 508**

**Placement: Second Year**

**Total Hours: 100**

**Total Marks: 100**

## Course Description

This course places emphasis on disease and disorder of adult patient who is admitted to the hospital with the disease condition. It covers the care individual with difference problems related to the musculoskeletal, respiratory, cardiovascular & hematological, gastrointestinal, urinary, neurological, integumentary, endocrinal, and oncology. It provides students an opportunity to apply the nursing process in the care of adult patients with common medical- surgical conditions in a variety of settings.

## Objectives

At the end of the course the student will be able to:-

- State the common health problem of adult patients of different age groups in Nepal which require hospitalization.
- Explain the physiological and emotional responses of the body to stress and crisis
- Describe the etiology, pathophysiology, signs & symptoms and diagnostic procedures needed to investigate the cause of the specific disease condition and their treatment and nursing care.
- Describe the special nursing procedure used in the care of ill adult patient.
- Describe the rehabilitation of patient with chronic disease condition.

### Unit: 1 Introduction to nursing care of adults

**2 Hrs**

1.1 Developmental needs and tasks of:

- Young adults
- Middle aged adult
- Older adult

1.2 Major health problems of adults requiring hospitalization of:

- Young adults
- Middle aged adult
- Older adult

### Unit: 2 Stress and crisis

**6 Hrs**

2.1 Definition of stress and crisis

2.2 Body's response to stress and crisis

- General adaptation syndrome
- Alarm reaction
- Stage of resistance
- Stage of exhaustion

### 2.3 Phase of crisis

- Shock, defensive retreat
- Recoil or acknowledgement
- Adaptation and change

### 2.4 Ways of helping the individuals and families in stress and crisis

## **Unit: 3 Rehabilitation**

**6 Hrs**

### 3.1 Meaning of disability and rehabilitation

### 3.2 Concept of rehabilitation

### 3.3 Type of disability

- Primary disability
- Secondary disability
- Progressive

### 3.4 Goals of rehabilitation

- To restore potential functions
- To maximize existing capabilities
- To prevent deterioration

### 3.5 Rehabilitation services

- Social service
- Physical therapy
- Occupational therapy
- Speech therapy
- Nursing therapy
- Medical therapy
- Orthotics and prosthetics
- Psychotherapy
- Volunteer service
- Others

### 3.6 Nurse's role in rehabilitation process:

- Providing support
- Maintaining self –esteem of the individual
- Preventing secondary disabilities
- Evaluating patients progress

## **Unit: 4 Nursing care of patients with disorders of the respiratory system 12 Hrs**

### 4.1 Terminologies used in respiratory system

### 4.2 Etiology, patho physiology, signs and symptoms, investigation, treatment, nursing management of patient following disorders:

### 4.3 Disorders of pleura and pleural spaces

- Pleurisy , thoracic empyema
- Hemothorax , pneumothorax pleural effusion
- Bronchopleural fistula

#### 4.4 Disorders the trachea ,bronchial tree and lungs

- Atelectasis , influenza ,bronchitis
- Bronchiectasis , lung abscess,
- lung tumor ,pneumonia ,
- Pulmonary Tuberculosis,
- Chronic obstructive pulmonary disease, (COPD) bronchial asthma
- Pulmonary emphysema , pulmonary embolism, COPD ,
- Chest injury,

#### 4.5 Preparation of patients for diagnostic investigations

- Bronchoscopy
- Thoracocentesis
- Branchogram,
- Pulmonary function test
- Sputum test
- Pulse oximetry
- Blood test

#### 4.6 Nursing care of patient with

- Under water seal drainage
- Tracheotomy
- Oxygen therapy
- Postural drainage

#### 4.7 Drug used for the disorder of respiratory system

### **Unit: 5 Nursing care of patient with gastrointestinal and nutritional problem 12 Hrs**

#### 5.1 Review anatomy and physiology of the gastrointestinal system

#### 5.2 Etiology, pathophysiology, signs and symptoms, investigation, treatment, nursing management of patient following disorders:

- Disorders of upper gastrointestinal tract
- Esophageal inflammation and stricture, gastro esophageal reflux disease
- Peptic ulcer , pyloric stenosis, hernia (hiatus , inguinal)
- Disorders of lower gastrointestinal tract
- Appendicitis , intestinal obstruction ( acute and chronic)
- Tuberculosis of the abdomen, peritonitis, ulcerative colitis
- Hemorrhoids , fistula and fissure in ano, tumors
- Disorders of related organs gastrointestinal tract
  - Hepatitis, hepatic coma
  - Cirrhosis of liver, liver abscess
  - Cholecystitis, cholelithiasis
  - Pancreatitis, tumour

- Investigation of gastrointestinal disorders liver tumor,
  - X-ray
  - Barium meal, and enema, oral cholecystogram
  - Cholangiogram, endoscopy ERCP
  - Gastroscopy, gastric analysis
  - CT scanning, MRI
  - Aspiration and liver biopsy
  - Abdominal paracentesis
  - Liver function test
- Specific nursing management for individuals with gastro intestinal disorder
- Meeting the nutritional need by nasogastric tube feeding by insertion and care of nasogastric tube
- Colostomy care and feeding including meeting psychological need of the individual
- Therapeutic diets
- Drugs used for the disorder of gastrointestinal system

**Unit: 6 Anatomy and physiology of the musculo-skeletal system      10 Hrs**

6.1 Etiology, path physiology, signs and symptoms, investigation, treatment, nursing management of patient following disorders

- Injuries: soft tissue injury, dislocation, fracture
- Inflammation / infection – Arthritis (rheumatoid and pyogenic) osteomyelitis , osteoarthritis/gout
- Bone tumor and muscle tumor
- Osteoporosis and osteomalacia
- Other musculoskeletal disorders
- Investigation of musculo-skeletal system
  - x-ray, arthroscopy, biopsy (aspiration of fluid and bone marrow)
- Drug used for the disorder of musculo-skeletal system
  - Medical treatment
  - Surgical treatment
    - Closed and open reduction
    - Amputation
- Care of patients with immobility problem
- Problem caused by immobility
  - pressure sore
  - respiratory complication
  - urinary stasis, calculi
  - contracture deformities and cardiovascular problems
- Prevention of immobility
  - proper positioning and turning
  - deep breathing exercises
  - range of the motion
  - Fluid and nutrition therapy
- Used of special orthopedic equipments
  - Bed and frames, traction
  - Splints , plaster , cradles

- Sand bag, crutch, walker, bars
- Nursing care of the patient with traction and plaster cast

**Unit: 7 Anatomy and physiology of the cardiovascular and hematologic systems**  
**8 Hrs**

7.1 Anatomy and physiology of the cardiovascular and hematologic systems

7.2 Etiology, path physiology, signs and symptoms, investigation, treatment, nursing management of patient following disorders

- Cardiac problem
  - Coronary artery disease :- Atherosclerosis, angina pectoris, myocardial infarction,
  - Valvular disorder:- steno sis and incompetency of vulvas'
  - Cardiomyopathy :- heart failure , cardiac arrest
  - Inflammatory cardiac disorder :- rheumatic hearts disease , infective endocardiac, myocarditis , pericarditis
  - Cardiac rhythm disorder:- arrhythmia
- Vascular problem
  - Hypertension, arteriosclerosis, cerebrovascular accident, thrombophlebitis, thrombosis, embolism, aneurysm, varicose vein, gangrene,
  - Blood disorder :- anemia, leukemia, Hodgkin's disease hemophphilia, purpura ,agranulocytosis

7.3 Specific diagnosis investigation

- Electrocardiogram, angiogram, TMT, holter monitoring
- Arterial blood gas analysis , blood analysis including cardiac enzyme
- Bone marrow aspiration

7.4 Special nursing management of the patients with

- Blood transfusion
- Cardiopulmonary resuscitation

7.5 Drug used for the disorder of cardiovascular system

- Drug used for cardiac failure
- Drug used for cardiac arrhythmic
- Drug used for hypertension
- Drug used for angina pectoris
- Anticoagulants

**Unit: 8 Nursing care of patients with disorders of the renal system**     **10 Hrs**

8.1 Anatomy and physiology of the renal system

8.2 Terminologies used in the renal system

8.3 Nursing care of clients with:-

- Disturbances of chemical balance (homeostasis) change in volume and composition of body fluid

- Dehydration/Over hydration
- Sodium, potassium, calcium and phosphorus imbalance
- Changes in PH of body fluid
- Fluid replacement
  - Type of solution used
  - Intravenous therapy

#### 8.4 Nursing management of patients

- Shock, acidosis, alkalosis
  - Etiology, path physiology , signs and symptoms ,investigation, treatment, nursing management of patient following disorders
- Disorder of ureter, bladder, and urethra
  - Urinary tract infection, bladder injury, bladder stone
  - Benign prostate hyperplasia, tumor
- Disorder of kidney
  - Acute and chronic renal disease
  - Pyeloneohritis, glomerulonephratis
  - Hydronephrosis, nephritic syndrome
  - Renal calculus, renal neoplasm

#### 8.5 Specific diagnostic investigation

- Intravenous pyelogram,
- Renal function test, urinalysis
- X-ray, KUB
- Cystoscopy, retrograde pyelography

#### 8.6 Special nursing management for :

- Hemaodialysis, peritoneal dialysis, bladder irrigations
- Drug used for the disorder of renal system

### **Unit: 9 Nervous systems**

**10 Hrs**

#### 9.1 Anatomy and physiology of the nervous systems

#### 9.2 Terminology used in nervous system disorder

#### 9.3 Etiology, path physiology, signs and symptoms, investigation, treatment, nursing management of patient following disorders

- Accidents/ injuries
  - Head injuries, spinal cord injuries
  - Rupture of intravenous disc
- Inflammation and infection
  - Meningitis (viral, pyogenic, tuberculosis) and encephalitis
  - Polyneuritis and trigeminal neuralgia
  - Poliomyelitis & tetanus

#### 9.4 Other nervous system disease

- Parkinson's disease

- Epilepsy
- Brain tumor

#### 9.5 Special diagnosis and investigation

- Myelogram and lumbar puncture
- Electro encephalogram (EEG)
- CT scan and MRI

#### 9.6 Special nursing management

- The paralyzed individual
- The patient's conscious patient with convulsions
- The anticonvulsive therapy

### **Unit: 10 Anatomy and physiology of the skin**

**2 Hrs**

#### 10.1 Anatomy and physiology of the skin

#### 10.2 Etiology, path physiology, signs and symptoms, investigation, treatment, nursing management of patient following disorders

- Acne vulgaris, herpes simplex and, dermatitis impetigo
- Eczema psoriasis leprosy
- Scabies

#### 10.3 Injuries of the skin

- Burns, gas gangrene,

#### 10.4 Neoplasm of skin

- Basal cell carcinoma
- Melanoma

#### 10.5 Special nursing management of the skin disorder

### **Unit: 11 Nursing care of patient with endocrine disorder**

**10 Hrs**

#### 11.1 Anatomy and physiology of the endocrine system

#### 11.2 Etiology, path physiology, signs and symptoms, investigation, treatment, nursing management of patient following disorders

- Thyroid disorders
  - Hyper and hypothyroidism
- Pituitary disorders
  - Hypopituitarism (dwarfism)
  - Hyperpituitarism (acromegaly and gigantism)
  - Diabetes Insipidus
- Adrenal disorders
  - Hypo function (Addison's disease)
  - Hyper function (Cushing's syndrome)
- Pancreatic disorders (diabetes mellitus)
- Special investigation

- Glucose tolerance test (GTT)
- Blood analysis T3, T4, TSH
- Blood sugar fasting blood sugar (Fasting and random)
- Basal metabolic rate
- Urinalysis
- Thyroid scan
- Special nursing procedures
  - Administration of insulin
  - Administration of cortisone therapy

**Unit: 12 Communicable disease**

**2 Hrs**

12.1 Care of patient with communicable disease

12.2 Review the concept of communicable disease from CHNI AND C HN II

12.3 Care of patient with malaria, dengue fever, kala-azar, typhoid, paratyphoid and cholera, chickenpox, measles, rubella, influenza, leishmaniasis, hepatitis a, b, and c, lymphatic filariasis, encephalitis, viral meningitis, bacterial meningitis, HIV, Dengue fever, rabies, brucellosis

**Unit: 13 Oncology nursing**

**20 Hrs**

13.1 Define

- oncology
- Cancer
- Tumor
- Carcinogenic

13.2 Introduction of oncology at the national level (Nepal)

- Risk factors
- Warning sign
- Etiology,
- Types
- Primary, secondary and tertiary prevention and control
- Different diagnosis investigation and patient preparation
  - biopsy (histopathology)
  - x-ray
  - pap smear/VIA, VILI
  - Mammogram/BS

13.3 Cancer treatment modalities with nursing management

- Chemotherapy
- Radiotherapy
- Immunotherapy
- Hormonal therapy
- Surgery
- Rehabilitation and occupational therapy

#### 13.4 Palliative care

- Introduction/definition
- Pain management
  - Definition pain
  - Type of pain
- Nursing management in pain relief
  - Pharmacologic pain management (WHO Ladder)
  - Non Pharmacologic pain management

#### 13.5 Psychosocial aspects of terminally ill patient

- Patient
- Family

#### 13.5 Spiritual care

#### 13.6 Grieve and bereavement

#### 13.7 End of life care -hospice

- Introduction of end of life care
- Signs and symptoms
- Care and management of patient at the end stage of life including last 48 hours
- Ethical issues in end stage life care.

#### Refe-rence

- HLM (1997) adulating nursing 1<sup>st</sup> edition health learning materials ,Katmandu.
- Smeltzer S.C. Bare B.G. ,Hinkle J.I. and Cheever K.H.(2009) Brunner and Suddhart's text book of medical and surgical nursing 11<sup>th</sup> edition , Lippincott Williams and Wilkins, a wolters kluwer, New Delhi
- Kozier B ,Erb G Berman A et al (2005) Fundamental of nursing 7<sup>th</sup> edition, Pearson Education Singapore
- Black J M and Hawks JH (2001) medical and surgical nursing 10<sup>th</sup> edition Lippincott Williams and Wilkins Baltimore
- Basayan thappa B.T. (2003) medical surgical nursing New Delhi Jaypee Brothers.
- Lippincott Williams and Wilkins (2006) Lippincott manual of nursing practice. 8<sup>th</sup> edition , Jaypee Brothers India.
- Christensen and Koekrow (1999) Adult health nursing 4<sup>th</sup> edition Mosby
- Guyton and Hall (2001) Text book of medical physiology 10<sup>th</sup> edition Harcourt publication India.
- Rusell R William N Chiastopher JK Bulstrode. (2004) Bailey and Love's Short practice of surgery 20<sup>th</sup> edition Arnold publication London
- Sayami J and Ashidachi N (2006) ICU/CCU Nursing Manual TUTH
- Fauci Braunwald etal (2001) Harrison's principal of internal medicine 15<sup>th</sup> edition, Mc Graw-Hill publisher. New York.
- TuituiR (2008) Pocket book of Drugs 4<sup>th</sup> edition Makalu Publication Katmandu.
- Tripathi KD (2001) Essential Pharmacology 4<sup>th</sup> edition jaypee Brother New Delhi.

## **Medical and Surgical Nursing I (Practicum)**

**Course Number: 509**

**Placement: Second Year**

**Total Hours: 376**

**Total Marks: 150**

### **Course Description**

This course provides opportunity for students to apply knowledge from nursing care of the I and II (theory) to the clinical situation. The student will use the nursing process in the care of patient with the medical, surgical, ear, eye, nose, throat and oncological unit of the hospital. In addition the student will gain the experience in working in operation theatre.

### **Course Objectives**

At the end of this course, the student will be able to:-

- Use the nursing processing giving comprehensive care to the adult and elderly patients with medical and surgical problem.
- Apply knowledge from the physical & social science in planning and implementing the care of physically & mentally ill patients.
- Teach individual and family for self care.
- Provide preoperative, intraoperative, and postoperative nursing care for patients undergoing surgery.
- Assist the scrub and circulating nurses in the activities of meeting the needs of patients in operation theatre.

### **Activities**

#### **Nursing care of adult patients**

- Each student is assigned medical and surgical units will assess the patients for present and potential problem prioritize problem for according to the patients needs and condition, write goals and nursing actions to meet these problems, implement her plan of care and evaluate the outcome of care.
- Each student will master those procedures as per requirement of the second year nursing programs and maintain a checklist of all the procedures supervised and passed by the responsible faculty of the unit.
- Students end pre and post- conferences held by the concerned teachers at the clinical area to enhance student's learning.

#### **Nursing care of patients with orthopedic and neurological disorders:-**

- Preparation and care of patients with:
  - Traction, plaster, frames, braces and crutches
- Use of bed cradle assessing in application of skin/skeletal traction and plaster preparation and assist on the specific orthopedic investigation.
- Teaching individual and family about the possible of temporary and permanent disabilities as a result of illness
- Maintaining reports and records of patient's condition.
- Providing nursing care by using nursing process.
- Preparing neurological tray for neurological examination of clients

### **Nursing care of patient with respiratory disorder**

- Providing care to patients with respiratory disorders by using nursing process.
- Prepared and provide nursing care of clients receiving specific investigation and treatments
- Practicing postural drainage on patients with respiratory disorder under supervision.
- Providing care for clients with under water seal drainage and closed chest tube drainage.
- Administering oxygen therapy

### **Nursing care of patients with renal disorders**

- Providing care to the patients with elimination problems by using nursing process.
- Preparing and care for clients receiving specific investigation and treatment.
- Performing procedures e. g. bladder irrigation, catheterizations, enema etc.
- Post –operative care of clients undergoing genitourinary tract operation.

### **Nursing care of patients with fluid and electrolyte imbalance**

- Providing care to the patients with fluid and electrolyte imbalance by using nursing process.
- Observing for signs and symptoms of shock, provide immediate care as indicated, recognize the cause of shock and take appropriate action and preventive measures.
- Give I/V fluid, including blood transfusion.
- Providing rehydration therapy.

### **Nursing care of patients with gastrointestinal and nutritional disorders**

- Providing care to the patients with gastrointestinal and nutritional problem by using nursing process.
- Preparing and caring for clients with specific investigations and treatments
  - Insertion of Ryle's tube
  - Care of Ryle's tube and aspiration
  - Ryle's tube feeding
  - Care of the patient with colostomy

### **Nursing care of patients with skin problems**

- Providing care for the patients with skin problem by using nursing process.
- Providing necessary treatment and dressing
- Burn treatment and dressing
- Provide psychological support

### **Nursing care of patients with cardiovascular problems**

- Providing care for the patients with cardiovascular problem by using nursing process.
- Preparing and caring the clients for specific investigations and treatment.
- Managing hemorrhage.

- Demonstrating cardiac massages on dummy and resuscitation procedures if possible in real clients

#### **Nursing care of patients with sensory overload and deficit**

- Providing care for the patients with sensory disorder by using nursing process
- Preparing and caring for patients receiving specific investigation and treatment.
- Inserting of nasal packing
- Caring of the patient with tracheotomy.
- Performing suctioning
  - nasal, oral, tracheal

#### **Nursing care of patients with endocrine problems**

- Providing care to the patients with endocrine problem by using nursing process
- Preparing and care for patients –receiving specific investigations and treatment.
- Recording sleeping pulse rate for patients with thyrotoxicosis.
- Administration of
  - Insulin therapy
  - Cortisone therapy
- Teaching patients for self administration of insulin, urine test, diet, exercise and complications of diabetes

#### **Nursing care of patients with cell metabolism alteration**

- Providing care to the clients with alteration in cell metabolism by using nursing process
- Preparing and care for receiving specific investigation and treatment including radiation and chemotherapy.

## Medical and Surgical Nursing II (Theory)

**Course Number: 510**  
**Placement: Second Year**

**Total Hours: 50**  
**Total Mark: 50**

### Course Description

This course is designed, focusing on the care of adult clients with the disorders of the special senses (Eye, ear, nose and throat) clinical problems. It also includes operation theatre nursing technique.

### Course Objectives

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

- Describe the etiology, clinical features, complication, investigation & treatment and nursing care of adult and elderly patients with eye, ear, nose, throat and dental problems.
- Discuss the nursing responsibilities in carrying out the different diagnostic procedure
- Describe the role & responsibilities of a nurse and anesthesiologist in operation theater(OT)
- Describe various types of anesthesia, it's route of administration, dose, indications, contraindications, side effects, complications
- Dose, indications, contraindications, side effects, complications

### Unit: 1 Disorders of Eye

**10 Hrs**

1.1 Review anatomy and physiology

1.2 Etiology, pathophysiology, sign and symptoms, investigation, treatment, Nursing management of patient with following disorders:

- Eye Lids: Blepharitis, chalazion Stye, Hordeolum, Trachoma Entropion, ectropion
- Cornea : Corneal ulcer, foreign body
- Conjunctiva: Conjunctivitis, Pterygium, Pinguecula,
- Retina: Retinopathy(Diabetic, Hypertensive) ,Retinal detachment,
- Squint, Strabismus
- Lens: cataract
- Glaucoma
- Pre and post up care of the patients with eye surgery
- List and state the complication of vitamin deficiency eg. Xerophthalmia, Blindness

### Unit: 2 Disorder of Ear

**10 Hrs**

2.1 Review anatomy & physiology

2.2 Etiology, pathophysiology, sign and symptoms, investigation, treatment, Nursing management of patient with following disorders:

- Foreign body, impacted wax or cerumen, otitis media

- Mastoiditis, Menier's disease
- Deafness, tumors of ear
- Assessment, nursing care & diagnostic investigations used in client with ear disorder
- Pre and post up care of the patients with ear surgery

### **Unit: 3 Disorder of nose and throat**

**10 Hrs**

3.1 Etiology, pathophysiology, sign and symptoms, investigation, treatment, Nursing management of patient with following disorders:

3.2 Nose disorder

- Foreign body at nose
- Sinusitis, rhinitis,
- Deviated nasal septum,
- Epistaxis,
- Polyps and tumors

3.3 Oral and throat problems

- Etiology, pathophysiology, sign and symptoms, investigation, treatment, Nursing management of patient with following disorders: Foreign body at throat
- Sore throat
- Glossitis, laryngitis, Tonsillitis, pharyngitis
- Tumours of larynx
- Assessment & diagnostic investigations used in clients with nose & throat disorders.
- Tracheostomy
- Oral suctioning
- Care of clients with endotracheal tube
- Special nursing care

### **Unit: 4 Operation Theatre Nursing**

**20 Hrs**

4.1 History of surgery

4.2 Qualities of the OT nurse

4.3 Introduction to intra-operative nursing

4.4 Medicolegal & ethical consideration in nursing activities

- Operation theatre technique
- Basic instruments used in OT
- Care of patient in anesthesia
- Pre-operative nursing cares
- Post-operative nursing care

4.5 Objectives and management of OT

- Operation consent
- Counting instrument & swabs

- Labeling and dispatch of specimens in time
- Sterilization
- Maintenance of aseptic technique, sterilization of equipment and supplies
- Techniques of scrubbing, gowning and gloving
- Responsibilities of the scrub nurse, circulating nurses and recovery nurse
- Prevention of accident and fire hazards, positioning and draping of patients
- For general surgery including : sutures, needles, drains and catheters
- Care of supplies and equipment
- Preparation of surgical packs for sterilization
- Types & routes of anesthesia, Stages of anesthesia and anesthetic complications
- Nursing care of anesthetic patient
- Assessment of physical and mental status of patients
- Psychological preparation of the patient for surgery
- Physical preparation of skin for various operations
- Taking consent for operation Pre-operative counseling
- Care of the post anesthetic patients,
- Care of recovery room and ward
- Post-operative analgesics and other relevant drugs,
- Care of Post-operative complication: Shock, Hemorrhage, infection

## References

- Dhingra PL (2005) Disease of Ear, Nose and Throat, 3rd edition, Arnold publication, India.
- Sihota Ramanjit, Tandon Radhika (2007) Disease of the eye, 20th edition, Elsevier publication, India
- Jogi Renu (2005) Basic ophthalmology, 3rd edition, Jaypee brothers medical publishers, new Delhi
- Khurana A.K (2003) Ophthalmology, 3rd edition, new age int publishers, India
- Tuli (2005) Textbook of ear, nose and throat, 1st edition, Jaypee brothers medical publishers, New Delhi
- Thresyamma, C.P (2002), operating Room Technique and Anaesthesia for General Nursing Course, 2<sup>nd</sup> edition, Jaypee brothers.

## **Medical and Surgical Nursing II (Practical)**

**Course Number: 511**

**Total Hours: 140**

**Placement: Second Year**

**Total Marks: 100**

### **Pre and post operative care of the patients undergoing surgery**

- Each student will give comprehensive care that is care of the clients' pre operatively, following the clients to the operation theater and take care of the clients postoperatively for one patient.
- Per operative teaching to the patients undergoing surgery.
- Preparing pre operative checklist
- Preventing potential postoperative problems and complication.
  - Mediate postoperative care and
  - Later care of the postoperative clients.

### **Intra operative care of patients in OT**

- Each student will be assigned in operation theatre to observe various kinds of operations and to learn the role of the scrub and circulating nurse. They will carry out the following activities
- Performing surgical scrub, gowning and gloving.
- Watching the patients with an aesthesia and prevent them from potential problems.
- Observing operative and positioning of clients incisions used for different operations.
- Observing basis instruments suture needles drains that are used in the operation.
- Developing skill on packing linens and other equipments and sterilization of instruments, equipment and supplies.
- Taking safety precautions in operation theatre before during and after operation.
- Preparing the clients for different type of aesthesia.
- Prepared report of common OT gadgets and their use.

## **Nursing Care of Children (Theory)**

**Course Number: 512**  
**Placement: Second Year**

**Total Hours: 100**  
**Total Marks: 100**

### **Course Description**

This course helps to describe the child health, specially focusing on the normal growth and development from birth till the adolescent. It is also encouraged the students to focus on the prevention of disease, and provide care during the sickness which also includes the family as well in the care of the sick children by using the nursing process.

### **At the end of the course the students will be able to:**

- Discuss the process of growth and development of children from neonate to adolescence.
- Describe the methods of assessing the health status of children.
- Explain the measures to be taken for reducing mortality among children from the major killer diseases.
- Describe the common childhood morbidity conditions and their nursing management.

### **Unit: 1 Introduction to child health nursing 4 Hrs**

1.1 Definition of terminology used in child care:

- Child, pediatrics, pediatrician, pediatric nursing

1.2 Historical development of child care at national and international levels

1.3 Differences between a child and an adult care

1.4 Role of nurse in the care of children

### **Unit: 2 Growth and development 16 Hrs**

2.1 Definition

- Growth, development

2.2 Different stages of childhood:

- Neonatal, infancy, toddler, preschooler, school-age and adolescence stages

2.3 Factors affecting growth and development

2.4 Major developmental characteristics and milestones of different age groups

- Physical , physiological, social, psychological and emotional

2.5 Developmental tasks

2.6 Promotion of growth and development at different age groups

- Nutrition, Immunization, Play therapy

- Dental care
- Rest and sleep

2.7 Prevention of accidents parental concerns

2.8 Child-to-child programme

2.9 Health education

**Unit: 3 Illness and hospitalization of sick children 4 Hrs**

3.1 Admission and discharge procedure for sick children

3.2 Stress of illness and hospitalization:

- Reaction to hospitalization according to age group
- Child, parents & Siblings
- Coping mechanism and factors promoting coping
- Pain assessment
  - Expression of pain according to the age group
  - Pain Rating Scale

3.3 Pediatric Medication

- Calculation of medication dosage
- Calculation of drops per minute for those who uses micro chamber

**Unit: 4 Communicating with Children 2 Hrs**

4.1 Importance of good communication and trust

4.2 Methods of improving communication with children

- Touch, listening, and tone of voice
- Body language
- Visual communication

**Unit: 5 Basic and special needs of sick child 4 Hrs**

5.1 Preterm infant

5.2 Teenagers with STI/HIV

5.3 Children with disabilities

5.4 Family facing the unexpected death of a child

**Unit: 6 Physical assessments: History taking and physical examination 8 Hrs**

6.1 History taking

6.2 Approaches according to age group for physical examination

6.3 Physical assessment (head to toe) with Identifying problems and planning for nursing care

- Head/chest circumferences

- Skin, hair, and nails
- Head, eyes, and ears
- Mouth, nose and throat
- Neck, thorax and lungs
- Cardiovascular system
- Abdomen
- Musculoskeletal
- Back and extremities
- Genitalia and anus
- Neurological
- Cranial nerve function
- Reflex action

### **Unit: 7 Childhood mortality conditions**

**6 Hrs**

7.1 Major killer diseases: Definition, sign and symptoms, treatment, prevention and nursing management

- Diarrheal diseases, Measles, Tetanus, Tuberculosis & Malnutrition
- Acute respiratory infections (ARI): Pneumonia, pertussis, diphtheria
- HIV / AIDS

7.2 Role of nurse in reducing less than five mortality & morbidity rate in fewer than five children

### **Unit: 8 Childhood morbidity condition and their Nursing Management 6 Hrs**

8.1 Common Respiratory Disorders

- Respiratory distress syndrome
- Birth, neonatal sepsis, Muconium aspiration syndrome
- Cold and cough, bronchitis/bronchopneumonia
- Asthma, allergy, croup & pleurisy

8.2 Gastrointestinal disorders

**6 Hrs**

- Thrush & hare lip and cleft palate, dental carries
- Trachea-esophageal atresia
- Pyloric stenosis
- Hirsch prong's diseases
- Ano-rectal malformations
- Intussusceptions
- Hernia: umbilical and inguinal
- Parasitic infestations
- Malabsorption syndrome
  - Lactose intolerance
  - Celiac disease (Gelatin enteropathy)
- Intestinal obstruction
- Jaundice
  - Physiological
  - Hemolytic

- 8.3 Cardio-vascular disorders **8 Hrs**
- Anemia
    - Iron deficiency
    - Sickle cell
    - Thalassemia
  - Leukemia
  - Hodgkin's disease & purapura
  - Hemophilia
  - Congenital heart diseases: cyanotic and acyanotic
  - Rheumatic heart disease/rheumatic fever
  - Ductous-arterious
- 8.4 Genito-urinary disorders **6 Hrs**
- Glomerulo-nephritis
  - Nephrotic syndrome
  - Bladder stone
  - Hydrocele
  - Undescended testis
  - Phimosis
  - Wilm's tumor
- 8.5 Endocrine disorders **6 Hrs**
- Anterior and posterior pituitary disorders:
    - Gigantism and acromegary (Hyperpituitarism)
    - Dwarfism, diabetes insipidus
  - Thyroid disorders
  - Cretinism
    - Hypothyroidism (congenital)
    - Hyperthyroidism
  - Pancreatic disorder: Juvenile diabetes
  - Adreno-cortical disorder: Cushing's syndrome
- 8.6 Neurological/psychological disorders **8Hrs**
- Febrile convulsion
  - Epilepsy
  - Meningitis/ Encephalitis
  - Mental retardation
  - Down's syndrome
  - Brain tumor
  - Behavioral problems (enuresis, ADHD)
- 8.7 Congenital disorders
- Spina bifida
    - Meningocoele
    - Myelomeningocele
  - Hydrocephaly
  - Anencephaly

8.8 Musculo-skeletal disorders

4 Hrs

- Club foot and talipes equinovarus
- Scoliosis, lordosis
- Hip dysplasia
- Cerebral palsy
- Muscular dystrophy

8.9 Skin, eye, ear, nose, throat and dental disorders

10 Hrs

- Skin disorders:
  - Scabies
  - Eczema, rashes
  - Boils
  - Impetigo
  - Herpes simplex
  - Herpes zoster
  - Cellulites
- Eye disorders
  - Strabismus
  - Conjunctivitis
  - Stye,
  - Glaucoma
  - Vision defect
  - Bitot's spot, xerophthalmia
  - Corneal Xerosis
- Ear disorders
  - Otitis media
  - Mastoiditis
  - Hearing defect
  - Sinusitis
  - Tonsillitis
- Dental disorders
  - Malocclusion & Dental caries

**Unit: 9 Common emergency conditions**

6 Hrs

- Falls
- Hyperpyrexia
- Burns
- Drowning
- Suffocation (Asphyxiation)
- Poisoning
  - Acetaminophen poisoning
  - Petroleum distillate poisoning
  - Corrosive chemical poisoning (Strong acids/alkalis)
  - Lead poisoning (Plumbism)
- Road accident
- Injury from sharp instrument
- Foreign bodies in the ear, nose throat and eye
- Hypothermia
- Cardiac arrest; cardiopulmonary resuscitation

**Unit: 10 Introduction to the concept of IMCI goals and objectives of CBIMCI 6 Hrs**

- The concept of IMCI
- Goals and objectives of IMCI
- Process of screening of childhood diseases/ conditions
- The management of childhood diseases/ conditions using IMCI guidelines

**References:**

- Annual reports, Department of Health Services, Ministry of Health, Kathmandu, Nepal
- Kim, Esther: (2070). Nursing Care of Children 2nd ed., Kathmandu, Unique Educational Publishers Pvt. Ltd.
- Berk, L. E. Child Development 5th ed. New Delhi: Tata McGraw
- Shrestha S. et al. Nursing Care of Children: HLMC
- Save the Children Federation (2004): Care of the new born
- Whaley L.F. & Wong, D.L. Nursing Care of Infants and Children. St. Louis: Mosby Co.
- Marlow, D.R. Textbook of Pediatric Nursing, Philadelphia: W.B. Saunders Co.

## **Nursing Care of Children (Practicum)**

**Placement: Second Year**  
**Course Number: 513**

**Total Hours: 165**  
**Total Marks: 100**

### **Course Description**

The clinical practice course offers students the opportunity to develop skills and attitudes in the care of new born and children (well or sick). This course also provides opportunity to develop in-depth understanding about the various disease conditions of children.

### **Course Objective**

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

- Provide competent nursing care to the children according to their needs
- Apply the concept of integrated management of childhood illness (IMCI) in assessing children with different health challenges
- Utilize the nursing process in providing nursing care to children with different health problems in different settings.
- Give medication and injection confidently using proper medication (rights) techniques.
- Provide psychological support to the children and their families.
- Give health education to parents/care givers for prevention of diseases and promotion of health of children

### **Clinical Experience**

Clinical experience will include a total of 165 hours in pediatric nursing. Students will apply knowledge, skills in developing positive attitudes and competency in the holistic care of children and families. This will include using the nursing process to assess, plan implement and evaluate care to children with medical /surgical health problems. Promotion of health and prevention of diseases concept will be adopted and measures will be utilized in pediatric nursing care from infancy to adolescence.

### **Clinical Activities**

Each student will perform the following assignments:

- Health assessment and physical examination of children
- Nursing care plan
- Case study presentation
- Develops a toy project

**Evaluation**

- Internal Evaluation
  - Daily clinical performance
  - Health teaching
  - Nursing care plan
  - Case study presentation
  - Toy project
- Final Examination
  - Practical examination
  - Viva

# Geriatric Nursing (Theory)

**Course Number: 514**  
**Placement: Second Year**

**Total Hours: 35**  
**Total Marks: 50**

## **Course Description:**

This course focuses on the study of aging population. The physiological and psychological problem requiring nursing care, and some policies regarding their rights has also been incorporated.

## **Objectives:**

- Explain the concept and theory of aging.
- Discuss the physiological, cognitive and psychological changes of aging.
- Explain common health problems among elderly client.
- Demonstrate knowledge regarding the resources available for meeting the health need of aging people.
- Identify increasing demand for nursing care in parallel with the increase of life expectancy of aging people

## **Unit: 1 Introduction of Gerontology and Geriatric Nursing** **6 Hrs**

- 1.1 Definition of Gerontology, Geriatric Nursing
- 1.2 Theory of Aging
- 1.3 Physiological, Cognitive and Psychological changes of aging
- 1.4 Alteration in mental processing and nursing management of the following conditions:
- 1.5 Sleep disturbance, Confusion, depression, suicidal tendency, and dementia
- 1.6 Nursing roles and responsibilities for elderly

## **Unit: 2 Common Geriatric Problems** **18 Hrs**

- 2.1 Cardiovascular
- 2.2 Respiratory
- 2.3 Gastro Intestinal
- 2.4 Musculo Skeletal
- 2.5 Genito Urinary
- 2.6 Prostate Gland
- 2.7 Neurological
- 2.8 Endocrine
- 2.9 Sensory deficit
- 2.10 Dermatologic
- 2.11 Condition affecting mood and cognition
- 2.12 Reproductive System
  - Uterus prolaps
- 2.13 Aging and mental health
- 2.14 Promoting mental health
- 2.15 Alzheimer's disease

**Unit: 3 National and International Concern and declaration and aging 4 Hrs**

- 3.1 ICPD on aging – 1994
- 3.2 National Policies and strategic

**Unit: 4 Nursing care of the terminally ill 8 Hrs**

- 4.1 Terms related to terminally ill
  - Chronic illness
  - Holistic care
  - Hospice care
- 4.1 Grief
- 4.2 Care of dying elderly
- 4.3 Responsibility of nurse regarding terminally ill patient
- 4.4 Family and community support/responsibility
- 4.5 Community Home based care

**Unit: 5 The common needs of elderly 2 Hrs**

- 5.1 Nutrition
- 5.2 Sleep and activity
- 5.3 Safety
- 5.4 Psychological

**Unit: 6 Safe Medication use for elderly people (introduction only) 4 Hrs**

- 6.1 Response of older adults to drug
- 6.2 Pharmacokinetics
- 6.3 Pharmacodynamics
- 6.4 Promoting the safe use of drug
- 6.5 Alternatives to drug

**Unit: 7 Different facilities for Health Care Services: National and international 8 Hrs**

- 7.1 Senior citizen home/hospital
- 7.2 Home base health care
- 7.3 Daycare center
- 7.4 Social services
- 7.5 Community base rehabilitation centers
- 7.6 Nutrition/Foods service

**References:**

- Gerontol Nursing Competence for care, Editor, Kristen, L. Mauk, Jone and Baries Publishers
- Wallace Meredith, and Grossman Sherila., 2008 Gerontological Nursing certification Review, Springer publishing company
- George Jule B. Nursing Theories: A Base for professional Nursing Practices – Prentic- Hall inc 1980
- Glorai Wold, 2012 basic Geriatric nursing.st. Louis, Mo. Elseiver/mosby
- Hand Book of Gerontology Nursing
- Gerontological Nursing Charlotte Eliopoulous
- Gerontological Nursing – Sue E. Meiner
- Theris A Touhy, Patricia Hess, Kathleen, F Jett, and Ann Schmidt Luggen 2007 toward health Aging: Human needs and Nursing Response. 7<sup>th</sup> Edition Mosby
- Chalise HN.Sajto, T.Kai J. 2010, Social Support and its correlation: A cross cultural study Nepalese older adult. International Journal of Aging and Human Development, 71 (2) 115.132
- Chalise HN. 2006 Demographic Situation of Population aging in Nepal, Kathmandu University Medical Journal 4(3): 354:362
- Measuring Health: A guideline to .....

## **Geriatric Nursing (Practicum)**

**Course Number: 515**  
**Placement: Second Year**

**Total Hours: 35**  
**Total Marks: 50**

### **Course Description**

This course is designed to apply Geriatric nursing concepts theories principles apply holistic Nursing approaches in medical surgical ward and geriatric center. The physiological and psychological problems requiring nursing care and some policies regarding their rights will be identified during their practical..

### **OBJECTIVES:**

- Provide holistic nursing care to the clients using nursing process.
- Identify common health problem
- Plan and implementation nursing care applying nursing theories.
- Educate individual, family and community on care of clients.

### **ACTIVITES:**

- The common Geriatric problem and its nursing management.
  - Cardiovascular problem
  - Respiratory problem
  - Gastro intestinal problem
  - Musculo skeletal problem
  - Genitor urinary problem
  - Endocrine problem
  - Sensory problem
- Nursing care of the terminally ill
  - Chronic illness
  - Holistic care
  - Hospice care
- The common needs of elderly
  - Nutrition
  - Sleep and activity
  - Safety
  - Psychological

## Community Health Nursing II

**Course Number: 516**  
**Placement: Second year**

**Total Hours: 75**  
**Total Marks: 100**

### **Unit: 1 Family health nursing**

**6 Hrs**

- 1.1 Definition of family and its characteristics
- 1.2 Role and functions of family
- 1.3 Family as a basic unit of community
- 1.4 Definition of family health
- 1.5 Objectives of family health
- 1.6 Principle of family health
- 1.7 Nursing process in family health
- 1.8 Social and cultural factors affecting family health
- 1.9 Family health practices guidelines
- 1.10 Role and responsibility of the nurse in family health

### **Unit: 2 Maternal and child health services**

**8 Hrs**

- 2.1 Introduction of maternal and child health services
- 2.2 Development of maternal and child health services in Nepal
- 2.3 Needs for MCH services
- 2.4 Goals of maternal and child health services
  - Antenatal care
    - Objectives of ANC
    - Activities of ANC
- 2.5 Indicators
  - Maternal indicators
  - Morbidity indicators
  - Fertility indicators
  - Social and mental health indicators
  - Health policy indicators
  - Quality of life indicators
  - Nutritional status indicators
- 2.6 Morbidity and its causes
  - Maternal, perinatal, neonatal
  - Physical assessment
  - Vital signs
- 2.7 Growth Chart
  - Anthropometric measurement

### **Unit: 3 Sexually transmitted diseases/ Infections**

**8 Hrs**

- 3.1 Definition
- 3.2 Types host factors, environment factors affecting STDs
- 3.3 High risk behavior

### 3.4 Epidemiological traits of STDs

- Gonorrhoea: causes, incubation period, sign and symptom, investigation and treatment
- Syphilis: definition, Types, Sign and symptom, investigation, treatment
- HIV and AIDs: definition, diagnostic test, prevention and treatment, voluntary counseling and tests

### 3.5 Sexually transmitted infections

- Definition
- Types and their respective infection
- Prevention: Behavioral change, communication, harm reduction, prevention of mother to child transmission
- Management & control of STIs
- ARV therapy

## **Unit: 4 Under fives clinic**

**8 Hrs**

### 4.1 Registration in child health clinic

### 4.2 Growth chart use of IMCI guidelines (review) to detect abnormalities and common health problems of the children including treatment, referral and teaching:

- Concept
- Objectives
- Take history
- Record vital signs
- Physical assessment
- Height/weight
- Maintain growth chart
  - Introduction
  - Uses
  - Plotting and interpretation of growth chart
  - Interpret the centile chart for height and weight
- Gastro-intestinal problems
  - Diarrhea, dysentery, vomiting
  - Worm infestation (roundworm, hookworm, thread worm, tapeworm)
- Nutritional problems
  - Marasmus, Kwashiorkor
  - Anemia, Goiter and night blindness. Xerophthalmia
- Respiratory problems
  - Pneumonia, Diphtheria
  - Pertussis, Common cold, cough and pulmonary tuberculosis
- Viral Infections
  - Measles, German measles
  - Mumps, Chickenpox
  - Meningitis
- Skin infections
  - Scabies, Rashes, Impetigo
  - Ringworm, Lice infestation
  - Heat rashes, Leprosy
- Eye Infection
  - Trachoma, conjunctivitis
- Ear Infection
  - Otitis media

- Protozoal infection
  - Malaria
- Medication
- Motivation to family Recording, reporting and follow up care
- Responsibilities and activities of a nurse in child health clinic

## **Unit: 5 Nutrition of family and community**

**16 Hrs**

5.1 Definition of Meal planning

5.2 Factors affecting meal planning

- Family structure
- Income, customs and eating habits
- Availability of food
- Nutritive value of foods
- Diabetics diet
- HTN diet
- Renal diet
- Lactating mother diet
- Expected mothers diet

5.3 Introduction of solid food to the infant

5.4 Nutritional needs of infants

5.5 Common practices and attitudes and their influences on infant nutrition

- Use and preparation of local food resources for infants

5.6 Appropriate supplementary food for different age group of children

- Age 6 months- 1 years
- Aged 1-3 Years,
- Aged 3-5 Years
- Protein calorie malnutrition
- Types-Kwashiorkor
- Marasmus
- Marasmic kwashiorkor
- Sign and symptoms
- Prevention and management
- Use of pitho

5.7 Vitamin deficiencies

- Vitamin A
- Vitamin D deficiency (Early and late stage)
- Vitamin B 1, B2, B3 B6 ,B12
- Vitamin C deficiency
- Signs and symptoms
- Prevention and management.
- Nutritional anemia
- Endemic goiter

5.8 Mineral deficiencies

- Calcium deficiency
- Signs and symptoms

- 5.9 Family and family centered care
- Prevention and Management
  - Roles and functions of the nurse in the family health care
  - Types of nurse family contact
  - Home visit & Family contact
  - Group conference
  - Written communication

5.10 Industrial and School visit

5.11 Purpose and principles of nurse- family contact

5.12 Criteria for selection of nurse family contact

5.13 Nursing Process application (review)

5.14 Assessment of family health problems

5.10 Types of family health problems and nursing problems

- Health threats , Health deficits, foreseeable crisis
- Difference between health problems and nursing problems -
- Typology of problems (Freeman)

5.11 Ranking problems

5.12 Planning nursing care and setting objectives

5.13 Choosing alternative nursing action

5.14 Evaluate the care given

5.15 PRA/RRA tools and orientation

## **Unit: 6 Gender and health**

**16 Hrs**

6.1 Terminologies

- Gender
- Sex
- Gender equity
- Gender equality

6.2 Gender discrimination

6.3 Factors contributing in construction of Gender roles

- Socio-cultural
- Religious
- Economical
- Educational
- State

6.4 Impact of gender on health in the various life stages

- Intrauterine
- Neonatal
- Infancy and childhood
- Adolescence
- Adulthood
- Elderly

6.5 Gender analysis framework

- Gender roles and norms

- Gender based division of labor
- Access and control over resources
- Power and decision making

#### 6.6 Basic concepts of gender mainstreaming

- Gender friendly services (concept, rationale, methods and process)

#### 6.7 Gender based violence-Definition, types, causes and the consequences.

### **Unit: 7 Global Health Issue**

**8 Hrs**

- 7.1 TB, malaria, dengue fever, kala-azar, typhoid, paratyphoid and cholera, chickenpox, measles, rubella, influenza, leishmaniasis, hepatitis a, b and c, lymphatic filariasis, encephalitis, viral meningitis, bacterial meningitis, HIV, Dengue fever, rabies, brucellosis
- Definition
  - PHC issue

#### 7.2 Health issue in South Asia

- Health education Issues
- Cultural Health issue

#### 7.3 Health issues in Nepal

Reproductive Health issues( medical abortion, malaria, dengue fever, kala-azar, typhoid, paratyphoid and cholera, chickenpox, measles, rubella, influenza, leishmaniasis, hepatitis a, b and c, lymphatic filariasis, encephalitis, viral meningitis, bacterial meningitis, HIV, Dengue fever, rabies, brucellosis,

- Domestic violence, rape
- Future health concern
- Holistic health issue
- Roles of the nurse in holistic health issue
- Current health issues
- Roles of the government
- Roles of the health care provider
- Role of individual/ family

### **References**

- Rao, K. S.(2004) An Introduction to community Health Nursing, Madras,India:B:1 Publications
- Shrestha, D.B and Pradhanang Y. (1986), An Outline of community Health Education, Kathmandu, Nepal: Health Learning Materials Project (Nepali). Latest
- Adhikari RK.(2009).Nutrition and health, Educational Publishing House, (Nepali)
- Community Health nursing,HLMC,1995
- Adhikari, R.K & Krants ME. (1997) Child Nutrition & Health 2<sup>nd</sup> edition ,HLMC
- Park J.E and Park K. (1982)..Textbook of Preventive and Social Medicine, 21 edition

## **Community Health Nursing- II (Practicum)**

**Course Number: 517**

**Placement: Second Year**

**Total Hours: 180**

**Total Marks: 100**

### **Course Description**

This course provides opportunity for students to be exposed in the family planning clinic, immunization, under fives clinic and child health clinic in order to gain the practical experiences, to develop skills in providing FP/MCH at the clinic settings.

### **Course objectives**

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

- Set up MCH/FP clinic in advance in order to run the clinic smoothly.
- Identify the problems of mother and child and make referrals to the appropriate agencies as needed.
- Identify the normal and abnormal growth and development in children under 5 years
- Identify treat and teach parent and significant family members to prevent the common problems of children in the respective clinic.
- Store ,prepare and administer vaccines to children and childbearing women
- Counsel about the use of various methods of FP available in Nepal
- Dispense various FP methods
- Assist in preparation for permanent FP methods
- Plan and give health teaching to the individual and family members in the clinic
- Develop and maintain public relation through use of effective communication skills.
- Follow the process of infection prevention during FP/MCH procedures.
- Maintaining accurate records of the client's information.

### **Working with the individual clients/clinic staffs**

- Develop in good rapport with client, family members and clinic staff while working in the clinic.
- Interviewing client in obtaining information
- Maintaining accurate records of the client's information.

### **Well child care**

- Conducting physical examination of under five children in the clinic by using IMCI guidelines
- Teaching families about prevention of health problems: clean water, hygiene, and accident prevention etc.
- Identification, intervene and referral of children with health problem

### **Immunizations**

- Immunization of children & childbearing women according to the need in the respective clinic.
- Evaluation of the procedures handling and storing vaccines.
- Teaching individuals family members and the group on the importance of immunization.(Use Immunization in practice, WHO

- Child health clinic Carrying out different function in the clinic Like:
- Registration
- Check vital signs
- Measure and recording height and weight
- Growth monitoring
- Physical examination of newborn, infant and child from head to toe.
- Identification and treatment minor of health problems
- Teaching family members how to prevent common childhood health problem.
- Referring cases to appropriate agency where necessary.
- Identification of children at risk for certain conditions, e.g. malnutrition, measles, skin infections
- Conducting planned health teaching to target groups.

### **Maternal and child health/ family planning clinic**

- Drawing the organizational flow pattern of the clinic
- Participating in the clinic.
- Maintaining records activities
- Counseling clients
- Teaching and demonstrating FP methods to clients.
- Providing depo, pills and condoms.
- Assisting in procedures for permanent methods of FP, e.g. Laparoscopy, mini-lap and tubectomy.
  - Preparing clients for the operation
  - Setting up the tray for FP sterilization
  - Observing FP sterilization (VSC) procedure in operating theater
  - Caring for the clients before and after operation
  - Providing health education to individual family members
- Assisting in procedures for insertion and removal of IUCD and Norplant implant.
- Performing diet assessment before giving temporary methods (Use JHPIEGO manual)
- Counseling to mothers about HIV/AIDS and importance of PMTCT
  - Effect of HIV/AIDSs in Pregnancy and during breast feeding

### **Family nursing care**

- Planning for home visit
- Set objectives
- Assessing individuals and family in home setting

### **Plan possible solution to solve the problems**

- Implementing plan of care
- Evaluating the care and preplanning if needed

### **Nutritional Problems**

- Assessing nutritional status of mothers and children
- Demonstrating the correct food preparation and feeding practices,, considering the family's' culture economic status and the local resources

# Behavioral Science

**Course Number: 518**  
**Placement: Second Year**

**Total Hours: 50**  
**Total Marks: 50**

## Course Description

This course helps student to understand the basic concept of human behavior, their responses to the illness and wellness, as well as to prepare the students to serve the client and families in better way.

### Unit: 1 Understanding Psychology

**6 Hrs**

- 1.1 Definition of psychology
- 1.2 Branches of psychology
- 1.3 Definition of psychology
- 1.4 Branches of psychology
  - General psychology
  - Clinical psychology
  - Child psychology
  - Social psychology
  - Developmental psychology
  - Terminology use in Psychology
  - Body & mind
- 1.5 Methods of Psychology
  - Observation
  - Clinical or case study
  - Scientific experimental
  - The genetic of developmental
- 1.6 Factors affecting behavior
  - Physiological
  - Social
  - Psychological
  - Personal habit, interest, will power
- 1.7 Psychology and Nursing
- 1.8 Scope of Psychology

### Unit: 2 Human Behavior

**2 Hrs**

- 2.1 Review of the central nervous system, neuron, synapse, and neurotransmitter
- 2.2 Factors influencing human behavior

### Unit: 3 Psychological Development and Theoretical Perspectives

**6 Hrs**

- 3.1 Review of psychological development across the life span: infancy, childhood
- 3.2 Psychodynamic perspectives: Erikson, Sigmund Freud
- 3.3 Behavioral perspectives: Pavlov, Watson
- 3.4 Cognitive perspective: Piaget

### Unit: 4 Sensation, Attention and Perception

**5Hrs**

- 4.1 Definition: Sensation, Attention, Perception
- 4.2 Differences between sensation & perception
- 4.3 Factors affecting perception
- 4.4 Hallucination, illusion

**Unit: 5 Motives** **6 Hrs**

- 5.1 Definition: Motive, Motivation, Drive, Incentives
- 5.2 Types of Motive: Biological (Primary), Social (Secondary), Unconscious
- 5.3 Theories of Motive
  - Drive theory, Incentive theory, optimal renal and opponent process theory

**Unit: 6 Intelligence** **8 Hrs**

- 6.1 Definition of intelligence
- 6.2 Characteristics of intelligence
- 6.3 Factor affecting intelligence
  - Heredity
  - Environment
- 6.4 Intelligence Test
  - Binet's test
  - Standard revision of Binet scale
  - Wechster adult and children intelligence test scale (WAIS)
- 6.5 Intelligent Quotient (I.Q)
  - Classification of people on the basis of I.Q

**Unit: 7 Learning** **3 Hrs**

- 7.1 Meaning of learning
- 7.2 Factors of effective learning –
  - Nature of learner
  - Environment & materials
- 7.3 Laws of learning
  - Readiness
  - Exercise
  - Effect
- 7.4 Theories of learning
  - Conditioning

**Unit: 8 Emotion & Feelings** **6 Hrs**

- 8.1 Definition of emotion, feelings
- 8.2 Different between emotion and feeling
- 8.3 Physiological and behavioral changes in emotion
- 8.4 Emotional development throughout life span
- 8.5 Emotion and its effect on health
- 8.6 Measures to control emotion

**Unit: 9 Personality** **4 Hrs**

- 9.1 Definition of personality

### 9.2 Factors affecting personality

- Physiological factors
- Psychological factor
- Heredity
- Social factors

### 9.3 Personality development pattern in different stages of life cycle

### 9.4 Assessment of personality

- Interview
- Observation
- Projective technique (Rorschach's ink blot test) (RIBT)
- Sentence completion test

### 9.5 Personality and nurse

## **Unit: 10 Social behavior**

**2 Hrs**

### 10.1 Socialization and social behavior

### 10.2 Attitudes towards illness and treatment

### 10.3 Development of attitude

## **Reference:**

- Atkinson and Hilgard (1993) Introduction to psychology 4<sup>th</sup> ed west Publication.
- Morgan and King (1993) Introduction to psychology India Pub.co
- Rao. S. Narayan (1991) Counseling and Guidance. Total McGraw Hill Publication.
- Anastasi/Urbina (1997) Psychological testing 7<sup>th</sup> edition prentice hall international, inc.
- Baron/Byrne (1991) Social psychological understanding human interaction. Allyn and Bacon.
- Coon Dennis (1996) introduction to psychology 4<sup>th</sup> edition west publication.
- Suri and Sodhi (1997) Guidance and counseling Bawa Publications.

## Mental Health (Theory)

**Course Number: 519**  
**Placement: Second Year**

**Total Hours: 50**  
**Total Marks: 50**

### Course Description

This course focuses on the common psychiatric illnesses, its causes, treatment, and nursing management of the problem and how to support individual and family at various health care settings.

#### **Unit: 1 Introduction** **4 Hrs**

- 1.1 Definition: Mental health, Mental health nursing, Mental illness
- 1.2 Historical development of psychiatric nursing
- 1.3 National mental health policy and strategy
- 1.4 Magnitude of mental health problem in Nepal
- 1.5 Characteristics of mentally healthy person
- 1.6 Causes of mental illness
- 1.7 Role of psychiatric nurse in hospital and community
- 1.8 Legal aspect in psychiatric Nursing

#### **Unit: 2 Mental Health Assessment** **2 Hrs**

- 2.1 History Taking
- 2.2 Mental status examination (MSE)

#### **Unit: 3 Psychiatric Disorder** **4 Hrs**

- 3.1 Acute psychiatric disorder
- 3.2 Chronic psychiatric disorder (Schizophrenia)
  - Causes
  - Clinical description
  - Diagnosis criteria
  - Treatment and nursing management
- 3.3 Myths and misconceptions of mental illness nursing

#### **Unit: 4 Mood Disorders** **2 Hrs**

- Definition
- Types
- Causes
- Diagnosis criteria
- Treatment and nursing management

#### **Unit: 5 Neurotic / Anxiety Disorder** **2 Hrs**

- 5.1 Generalized anxiety disorder
- 5.2 Phobic anxiety disorder
- 5.3 Conversion disorder
- 5.4 Obsessive compulsive disorders
  - Treatment and nursing management

<b>Unit: 6 Psychosomatic disorder</b>	<b>4 Hrs</b>
6.1 Introduction	
6.2 Types	
<ul style="list-style-type: none"> <li>• Peptic ulcer</li> <li>• Bronchial Asthma</li> <li>• Hypertension</li> <li>• Ulcerative colitis</li> <li>• Irritative bowel syndrome (I&amp;B)</li> <li>• Treatment and nursing management</li> </ul>	
<b>Unit: 7 Personality/Adjustment disorder</b>	<b>2 Hrs</b>
7.1 Obsessive compulsive personality disorder	
7.2 Schizoid personality disorder	
7.3 Antisocial personality disorder	
<ul style="list-style-type: none"> <li>• Treatment and nursing management</li> </ul>	
<b>Unit: 8 Substance &amp; alcohol related disorder</b>	<b>4 Hrs</b>
8.1 Definition of substance abuse	
8.2 Alcohol related disorder	
8.3 Drugs related disorder	
<ul style="list-style-type: none"> <li>• Prevention and rehabilitation of substance abuse</li> </ul>	
<b>Unit: 9 Childhood Psychiatric disorders</b>	<b>6 Hrs</b>
9.1 Mental retardation	
9.2 Attention deficit hyperactive disorders	
9.3 School phobia	
9.4 Behavioral problems-enuresis, encopresis	
9.5 Sleep disorders- nightmare, night terror	
9.6 Separation anxiety disorder	
9.7 Pica	
<ul style="list-style-type: none"> <li>• Treatment and nursing management</li> </ul>	
<b>Unit: 10 Mental health problem in old age</b>	<b>2 Hrs</b>
<ul style="list-style-type: none"> <li>• Dementia</li> <li>• Depression</li> </ul>	
<b>Unit: 11 Psychiatric emergencies</b>	<b>4 Hrs</b>
11.1 Excitement and violence	
11.2 Stupor	
11.3 Suicide	
11.4 Lithium toxicity	
11.5 Dissociative convulsive	
<b>Unit: 12 Treatment Modalities Mental Health Nursing</b>	<b>8 Hrs</b>
12.1 Psychotropic drugs (Anti-psychotic, anti depressant, anti-anxiety, anti manic)	
12.2 Psychotherapy	

- 12.3 Counseling
- 12.4 Rehabilitation
- 12.5 Occupational therapy (Diversional therapy)

**Unit: 13 Community mental health Nursing**

**6 Hrs**

- Definition
- Purpose
- Role of Nurses in community in prevention of Mental health problem

**Reference**

- Altschul, A. and, M. Psychiatric Nursing, London: English Language book Society, 1985
- Shrestha, D.B> and Pradhanang, An outline of community Health Education, Third edition, Kathmandu, Nepal; Health Learning Material Project, 1986, (2043)
- Chevalking H, Sangraula J., Mental Health Nursing in General Hospital, HLMC, 1993
- Bhatia B.D and Craig, Margarete "Elements of psychology and mental hygiene for nurses in India, Bombay, India Orient Longman Pvt. Ltd. 1958
- WHO (1959). Mental Illness in the World of Today- feature series, 7 April, 1959
- WHO (1951). Tech. Rep. Ser., No. 31, Geneva

## **Mental Health (Practicum)**

**Course Number: 520**

**Placement: Second Year**

**Total Hours: 70**

**Total Mark: 50**

### **Course Description**

This course offers the student an opportunity to provide the holistic care for the mentally ill patient by applying the principle of psychiatric nursing. This course also helps to develop skills therapeutic counseling.

### **Course of Objectives**

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

- Provide care to patients/families with mental health problems using nursing process.
- Performs history taking and mental status exams of the patient
- Prepare nursing care plans and provide individual care according to need
- Give health teaching according to need in groups and individuals.
- Communication effectively to teach/counsel client/family with focusing on their special need/s.
- Counsel the clients and families with psychiatric problems
- Find out the strategies used in treatment of methods.

### **Teaching/Learning activities**

- Case study presentation-1
- Nursing care plan-2
- Mental status examination-1
- Health teaching-1

## अनिवार्य नेपाली

कोष नं. ५२१  
वर्ष: दोस्रो (नर्सिङ)

समय : १५० घण्टा  
पूर्णाङ्क: १००

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

पाठ्यांशको उद्देश्य:

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

### खण्ड एक: व्याकरण

अङ्क ५०

- १) नेपाली वर्ण र वर्णविन्यास  
क) नेपाली वर्णहरूको पहिचान  
१) नेपाली स्वर र व्यञ्जन वर्णहरूको परिचय र वर्गीकरण  
(उच्चारणस्थान, प्रयत्न, घोषत्व र प्राणत्वका आधारमा)  
२) देवनागरी लिपि र नेपाली वर्णहरू
- ख) नेपाली अक्षरहरूको संरचना  
१) स्वर-व्यञ्जन, व्यञ्जन-स्वर, व्यञ्जन-स्वर-व्यञ्जन, व्यञ्जन-व्यञ्जन-स्वर र व्यञ्जन-व्यञ्जन-स्वर व्यञ्जनको अक्षरिक ढाँचाको पहिचान
- ग) नेपाली वर्णविन्यास (तत्सम, तद्भव र आगन्तुक शब्दका सन्दर्भमा)  
१) ह्रस्व-दीर्घसम्बन्धी नियम र अपवादहरू  
२) हलन्तसम्बन्धी नियम र अपवादहरू  
३) व/व, व/ओ, ए/य, र/ऋ, छे/क्ष, ग्याँ/ज्ञ को प्रयोग  
४) स, ष, श को प्रयोग  
५) शिरबिन्दु, चन्द्रबिन्दु र पञ्चम वर्णहरू (ङ, ञ, ण, न, म) को प्रयोग

- ६) पदयोग र पदवियोगसम्बन्धी ज्ञान र अभ्यास
- ७) तत्सम शब्दको वर्णविन्यास (उपसर्ग र प्रत्ययसम्बन्धी) को ज्ञान र अभ्यास
- ८) उपर्युक्त वर्णविन्यासको ज्ञानका लागि शब्दकोशको प्रयोग गर्ने तरिका र अभ्यास
- ९) लेख्यचिन्हहरूको प्रयोग । स : रु १ - () “ ” को ज्ञान र अभ्यास

२) शब्दवर्ग, शब्दरूपायन तथा शब्दनिर्माण

अङ्क २०, पाठघण्टा ३०

क) शब्दवर्ग

- १) स्रोत, बनोट र कार्यका आधारमा शब्दहरूको पहिचान
- २) शब्दवर्गको पहिचानसम्बन्धी अभ्यास: नाम, सर्वनाम, विशेषण, क्रियापद, क्रियायोगी, नामयोगी, संयोजक, विस्मयादिबोधक र निपात ।

ख) शब्दरूपायन (शब्दरूपावली)

- १) रूपायनको परिचय
- २) नामको रूपायन (लिङ्ग, वचन, कारक र आदरका आधारमा)
- ३) सर्वनामको अनुच्छेदगत रूपायन (वचन, पुरुष कारक र आदरका आधारमा)
- ४) विशेषणको अनुच्छेदगत रूपायन (लिङ्ग, वचन कारक र आदरका आधारमा)
- ५) क्रियापदको अनुच्छेदगत रूपायन (लिङ्ग, वचन, पुरुष र आदर, काल पक्ष, भाव, वाच्य, अकरणका आधारमा)
- ६) रूपायनका तत्वहरू (धातु: स्वरान्त, द्विस्वरान्त र व्यञ्जनान्त, प्रतिपादित: मूल र व्युत्पन्न र प्रत्ययहरू)- को पहिचान

ग) शब्दनिर्माण

- १) व्युत्पादनको परिचय
- २) व्युत्पादन र रूपायनमा फरक छुट्ट्याउने अभ्यास
- ३) उपसर्गद्वारा शब्दनिर्माण वा उपसर्ग लागेका शब्दहरूको पहिचानगत अभ्यास
  - उपसर्ग र आधारतङ्गव चिन्ने अभ्यास
  - उपसर्गहरूद्वारा विभिन्न शब्दहरूको निर्माण गर्ने अभ्यास
  - उपसर्गहरू:- अ, अन, कु, बे, बि, बद, ना, गै ।
  - प्र, परा, अप, समु, अनु, अव, निस, निर, दुस्, दुर, वि, आ, नि, अधि, अति, सु, उत्, अभि, प्रति, परि, उप ।
- ४) कृतप्रक्रियाद्वारा शब्दहरूको निर्माण
  - धातु, (आधारतङ्गव) र प्रत्यय छुट्ट्याउने अभ्यास
  - क्रियापद र कृदन्त शब्दमा फरक छुट्ट्याउने अभ्यास
  - विभिन्न प्रकारका धातुमा प्रत्यय लागी विभिन्न वर्गका शब्दहरू शब्द निर्माण गर्ने र कृदन्त प्रत्यय लागेका शब्दहरू पहिचान गर्ने अभ्यास प्रत्ययहरू: इ, ने, एको, तो/दो, एर, ई, अन, आइ, ओट, आवट, अत, ओ, आउ, आहा, अक्कड, अन्त, उवा, इलो, अक, अन, ई, इत, त, ता, ति, य, तव्य, अनीय
- ५) तद्धितप्रक्रियाद्वारा शब्दनिर्माण गर्ने र तद्धितान्त शब्दरू पहिचान गर्नेहरू अभ्यास
  - प्रतिपादिक (आधारतत्व) र तद्धित प्रत्यय छुट्ट्याउने अभ्यास
  - कृदन्त र तद्धितान्त शब्दमा फरक

- विभिन्न प्रकारका शब्दहरूमा तद्धित प्रत्यय लागी विभिन्न वर्गका शब्दहरूको निर्माण गर्ने अभ्यास
- प्रत्ययहरू: ली, आली, आलु, आहा, इया, इयार, ई, इलो, औली, औलो, ए, एको, ले, आइ, आई, /याई, पन/पना
- ६) समासद्वारा शब्दनिर्माण
  - समस्त शब्दहरूको पहिचान
  - समास र विग्रह
  - विभिन्न प्रकारका समस्त शब्दहरूको निर्माण गर्ने अभ्यास: र समस्त शब्दहरू पहिचान गर्ने र विग्रह गर्ने अभ्यास तत्पुरुष, कर्मधारय, द्विगु, अव्ययीभाव, बहुव्रीहि, द्वन्द्व
- ७) द्वित्वद्वारा, शब्दनिर्माण
  - द्वित्व र अन्य व्युत्पादनमा फरक
  - द्वित्वका विभिन्न प्रक्रिया (पूर्ण, आंशिक र आपरिवर्तित)- द्वारा शब्दनिर्माण गर्ने अभ्यास तथा द्वित्व भएका शब्दहरूको पहिचान तथा अभ्यास
- ८) सन्धिनियम
  - नेपालीमा प्रयोग हुने स्वर व्यञ्जन तथा विसर्ग सन्धिको परिचय सन्धि विच्छेद र पहिचान सम्बन्धी अभ्यास

### ३. वाक्य र वाक्यान्तरण

अङ्क २०, पाठघण्टा-३०

- क) क्रिया
  - १) क्रियाको परिचय
  - २) अकर्मक, सकर्मक, द्विकर्मक र पूरकापेक्षी क्रियाको पहिचान
  - ३) सरल र संयुक्त क्रियामा फरक
  - ४) प्रेरणार्थक क्रिया
- ख) काल
  - १) कालको परिचय
  - २) भूत र अभूत काल (वर्तमान र भविष्यत्)
- ग) पक्ष
  - १) पक्षको परिचय
  - २) काल र पक्षमा फरक
  - ३) पक्षका प्रकार: सामान्य, पूर्ण, अपूर्ण, अभ्यस्त, अज्ञात पक्ष भएका वाक्यहरू अनुच्छेदगत संरचना गर्ने अभ्यास
- घ) भाव
  - १) भावको परिचय
  - २) सामान्यार्थ, विध्यर्थ (आज्ञार्थ), सम्भावनार्थ, संकेतार्थ वुझाउने अनुच्छेदहरूलाई एउटा अर्थबाट अर्को अर्थमा अनुच्छेदगत परिवर्तन सम्बन्धी अभ्यास
- ङ) वाच्य
  - १) वाच्यको परिचय
  - २) कर्तृवाच्य, कर्मवाच्य र भाववाच्यमा आधारित अनुच्छेद रचना सम्बन्धी अभ्यास

- च) सङ्गति
- १) सङ्गतिको परिचय
  - २) लिङ्ग, वचन, पुरुष, आदर र सङ्गति बेमेलयुक्त वाक्यलाई सङ्गतियुक्त वाक्य निर्माण सम्बन्धी अभ्यास
  - ३) वाच्यपरिवर्तन र सङ्गति
  - ४) विशेषण-विशेष्यका बीचको सङ्गति
  - ५) नाम र सर्वनामका बीचको सङ्गति
- छ) कारक र विभक्ति
- १) कारकको परिचय
  - २) कर्ता, कर्म, करण, सम्प्रदान, अपादान, अधिकरणका साथै सम्बन्ध र पूरकको परिचय
  - ३) प्रत्यक्ष र अप्रत्यक्ष कर्ममा फरक
  - ४) सरल र तिर्यक् कारक तथा तत्सम्बन्धी नियम
  - ५) ले, लाई, मा, देखि, बाट विभक्तिको प्रयोग गरी निश्चित विषय घटनामा अनुच्छेद लेखन सम्बन्धी अभ्यास
- ज) पदक्रम
- १) विशेषण-विशेष्यको पदक्रम (भेदक/विशेषण र नाम, क्रियायोगी र क्रियाका बीच)
  - २) कर्ता र क्रिया, कर्ता, कर्म (अप्रत्यक्ष र प्रत्यक्ष कर्म) र क्रिया, कर्ता, कर्म र क्रियायोगीको पदक्रम
  - ३) व्याकरणात्मक र आलङ्कारिक पदक्रम
- झ) वाक्यान्तरण
- १) लिङ्ग परिवर्तन, वचन परिवर्तन, पुरुष र आदरार्थी अनुच्छेदका वाक्यलाई एकबाट अर्कोमा परिवर्तन गर्ने अभ्यास
  - २) वाच्यपरिवर्तन (कर्तृ, कर्म वा भावमध्येका कुनै एक अनुच्छेदलाई एक वाच्यबाट अर्को वाच्यमा अनुच्छेदगत परिवर्तन गर्ने अभ्यास)
  - ३) अप्रेरणार्थक अनुच्छेदलाई प्रेरणार्थक अनुच्छेदमा परिवर्तन गर्ने अभ्यास
  - ४) करणबाट अकरण, अकरणबाट करण र युगल अकरणमा परिवर्तन गर्ने अभ्यास
  - ५) सामान्यार्थकबाट आज्ञार्थक, इच्छार्थक, सम्भावनार्थक, प्रश्नार्थकमा परिवर्तन
- ञ) वाक्यविश्लेषण
- १) सरल वाक्यको उद्देश्य र विधेय चिन्ने अभ्यास
  - २) सरल, संयुक्त र मिश्र वाक्यको पहिचान र सरल संयुक्त तथा मिश्रवाक्यका अनुच्छेदलाई विश्लेषण तथा संश्लेषण गर्ने अभ्यास
  - ३) मुख्य र आश्रित उपवाक्यहरू चिन्ने अभ्यास
- ट) वाक्यसंश्लेषण
- १) सरल वाक्यबाट सरल, संयुक्त र मिश्रवाक्यमा वाक्यश्लेषण
  - २) वाक्यसंश्लेषण गर्दा हुने संयोजक, सर्वनाम र असमापिका क्रियाको प्रयोग र विभिन्न पद- पदावलीको लोप

३) सरल वाक्यको नामीकरण, विशेषणीकरण र क्रियायोगीकरण

ठ) उक्ति परिवर्तन

१) प्रत्यक्ष कथन र अप्रत्यक्ष कथनको पहिचान

२) विभिन्न प्रत्यक्ष कथनका वाक्यहरूको अप्रत्यक्ष परिवर्तन गर्ने अभ्यास

सहायक पुस्तक (सम्बद्ध अंशमात्र)

१) सोमनाथ शर्मा, मध्यचन्द्रिका, साभा प्रकाशन, काठमाडौं ।

२) मोहनराज शर्मा, शब्दरचना र वर्णविन्यास, वाक्यतद्भव र अभिव्यक्ति (चौथो संस्करण) काठमाडौं बुक सेन्टर, काठमाडौं ।

३) त्रि.वि.पाठक्रम विकास केन्द्र, अनिवार्य नेपाली शिक्षण निर्देशन, काठमाडौं ।

४) कृष्णप्रसाद पराजुली, राम्रो रचना मीठो नेपाली सहयोगी प्रकाशन, काठमाडौं ।

५) टंकप्रसाद न्यौपाने, व्यावहारिक अनिवार्य नेपाली व्याकरण (दोस्रो संस्करण)

६) लालानाथ सुवेदी, हरिप्रसाद पराजुली, नेपाली वर्णविन्यास, साभा प्रकाशन, काठमाडौं ।

७) हेमाङ्गराज अधिकारी, समसामयिक नेपाली व्याकरण, कुञ्जन प्रकाशन, काठमाडौं ।

८) हेमनाथ पौडेल, अनिवार्य नेपाली व्याकरण र अभिव्यक्ति, पैरवी प्रकाशन, काठमाडौं ।

## खण्ड दुई: बोध र अभिव्यक्ति

अङ्क: ५०

१) बोध तथा प्रयोजनपरक नेपाली

अङ्क १५, पाठघण्टा २२.५

नेपालीको बोध क्षमता बढाउने दृष्टिले ज्ञान-विज्ञानका विभिन्न क्षेत्रबाट सङ्कलित पाठ्यसामग्रीहरूबाट पाठनबोध अभ्यासका साथै शब्दभण्डार र व्याकरणको समेत अभ्यास । (यस्तो अभ्यास गराउँदा सङ्कायगत विशिष्टता-अनुसारका पाठ्यसामग्रीहरूबाट जोड दिने)

२) बुँदाटिपोट, सङ्क्षेपीकरण र अनुच्छेदलेखन

अङ्क ५, पाठघण्टा ७.५

१) सुनेका, सोचेका र पढेका विषयवस्तुहरूका मुख्य-मुख्य बुँदाहरू ठम्याउने र टिप्ने अभ्यास

२) विस्तारित र संक्षेपीकृत अभिव्यक्ति पाइने भिन्नताको साथै गद्यांशमा व्यक्त विचारको संक्षेपीकरण गर्ने अभ्यास

३) विभिन्न किसिमका अनुच्छेदहरूको पहिचान र रचनाको अभ्यास

३) पत्ररचना

अङ्क ५, पाठघण्टा ७.५

१) चिठी, निवेदन, निमन्त्रणा र विज्ञापनका अङ्ग-प्रत्यङ्ग समानताको पहिचान

२) चिठी, निवेदन, वधाई पत्र विज्ञापन पत्र, शुभ कामना पत्र, संवेदना पत्र, निमन्त्रणा र विज्ञापनको अभ्यास

४) निबन्ध लेखन

अङ्क १०, पाठघण्टा १५

१) निबन्धयोजना तथा बुँदाअनुरूप अनुच्छेदगठनको अभ्यास

२) निबन्धलेखनको अभ्यास कृतिसमीक्षा

अङ्क १५, पाठघण्टा २२.५

१) निर्धारित साहित्यिक कृति तथा पाठहरूको विभिन्न आकार

(विषयवस्तु, कथानक पात्र, परिवेश, सन्देश, मूलभाव, शीर्षक)- मा सामान्य समीक्षा गर्ने अभ्यास:

क) कविता

- |                          |                      |
|--------------------------|----------------------|
| १) लेखनाथ पौड्याल        | - नैतिक दृष्टान्त    |
| २) लक्ष्मीप्रसाद देवकोटा | - वन                 |
| ३) सिद्धिचरण श्रेष्ठ     | - माग्नेको गीत       |
| ४) गोपालप्रसाद रिमाल     | - परिवर्तन           |
| ५) माधवप्रसाद घिमिरे     | - यही हो मेरो मिथिला |
| ६) भूपि शेरचन            | - मेरो देश           |

ख) एकाङ्की

- १) बालकृष्ण सम - नालापानीमा
- २) विजय मल्ल - बहुला काजीको सपना

ग) निबन्ध

- १) लक्ष्मीप्रसाद देवकोटा - भलादमी
- २) श्यामप्रसाद शर्मा - आइमाई साथी
- ३) भैरव अर्याल - महापुरुषको सङ्गत

घ) कथा

- १) गुरुप्रसाद मैनाली - छिमेकी
- २) विश्वेश्वरप्रसाद कोइराला - सिपाही
- ३) भवानी भिक्षु - हारजीत
- ४) इन्द्रबहादुर राई - रातभरि हुरी चल्यो
- ५) रमेश विकल - मधुमालतीको कथा

ङ) उपन्यास

पदमावती सिंह - समानान्तर आकाश

### पाठ्यपुस्तक तथा सहायक पुस्तक

- १) मोहनराज शर्मा, शब्दरचना र वर्णविन्यास, वाक्यतत्व र अभिव्यक्ति (चौथो संस्करण), काठमाडौं । बुक सेन्टर, काठमाडौं ।
- २) त्रि.वि. पाठ्यक्रम विकास केन्द्र, अनिवार्य नेपाली शिक्षण निर्देशन, काठमाडौं ।
- ३) कृष्णप्रसाद पराजुली, नेपाली अध्ययन तथा अभिव्यक्ति, रत्न पुस्तक भण्डार काठमाडौं ।
- ४) गोरखापत्र (सत्रावधिका सम्पादकीय, टिप्पणी, लेखहरू) गोरखापत्र संस्थान, काठमाडौं ।

# Third Year

## Master Plan for 3rd year

1	2	3	4	5	6	7	8	9	10	11
Study Block										

12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Midwifery and Community																				

33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
Leadership & Community Management								Vacation						Revision			Final Exam		

S.N.	Subject	Weeks	Shift	Hours		Weeks Distribution
1.	Leadership and Management (Hospital)	4	Morning (2 weeks x 5days x7hrs) Evening (1 week 5days x 7hrs) Night (1week x 5 nights x 12 hrs)	70 35 60		Study Block= 11 weeks Clinical Field=30 weeks Vacation=6 weeks Revision=2 weeks Final exam=3 weeks
2.	Leadership and Management (Community)	4	4 weeks x 5 days x 6 hrs	120		
3.	Midwifery and Gynecology I, II & III (Hospital & Community)	22	Morning (13 weeks x 6days x 7 hrs) Evening (4 week x 5days x 7 hrs) Night (3 week x 5 nights x 12 hrs)	546 140 180		
4.	Midwifery Community	2	2 weeks x 5days x 7 hrs	70		

Clinical -1221 hours  
Theory-425  
Total- 1646

# Leadership and Management (Theory)

**Course Number: 522**  
**Placement: Third Year**

**Total Hours: 75**  
**Total Marks: 100**

## Course Description

This course is designed to provide the student an opportunity to have a basic foundation of the nursing leadership and management in health care setting. The students are encouraged to explore and have a understanding about the country's health care management so that they develop an understanding of the available recourses and how Nepal government is functioning in this area.

## Objectives of the Course

After successfully completing this course the student will be able to:

- Explain leadership and management process.
- Discuss nurses' roles regarding management in the hospital and community settings.
- Explain the national health care delivery system in Nepal.
- Explain the national health planning in Nepal.
- Discuss personal and professional development.

## Unit: 1 Introduction to Leadership and Management

**15 Hrs**

### 1.1 Definition of terminologies

- Organization, administration, management, manager, leadership and leader

### 1.2 Principles of management

### 1.3 Functions of management

### 1.4 Types of leadership

- Autocratic
- Democratic
- Laissez-faire

### 1.5 Qualities of good leader

### 1.6 Factors affecting leadership

- Cultural-social background
- Education
- Experience
- Qualities of the leader
  - Knowledgeable in leadership and other areas, well-behaved
  - Flexible, adaptable, Dependable, loyalty to institution, tactful or diplomatic, Decision maker
  - Has good communication skills & motivated
- Social, political and economical environment
- Society's demand for certain types of leadership

## **Unit: 2 Management Process**

**15 Hrs**

### 2.1 Review of Nursing Process

### 2.2 Management Process

### 2.3 Assessment

- Client's needs and problems
  - In urban hospital situation
  - In rural areas
- Staff needs and problems
  - Leaves of staff, Motivation
  - Staff strengths and limitations
- Physical resources of the unit
  - Material equipment and supplies (logistic management)
  - Maintenance of unit

### 2.4 Planning

- Prioritize needs and problems
- Set goals, Plan distribution of work activities, scheduling of staff
- Assignment of client care and other activities
- Functional method, Team nursing, Patient- centered method

### 2.5 Implementation

- Nursing records and reports
- Review of communication
- Methods of communication between different levels of health team, communication problems in management
- Motivating staff
  - Recognition and reward
  - Responsibility and accountability
- In- service education programme
  - Purposes of In- service
  - Components of In service education
- Delegation of responsibility
- Co-operation, co-ordination and facilitation
- Supervision, its types and importance

### 2.6 Evaluation

- Definition of evaluation
- Types of evaluation in management
- Purposes
- Who and what to evaluation
  - Client's satisfaction
  - Staff's performance satisfaction
  - Maintenance of unit
- Methods of evaluation
- Statistical records

**Unit: 3 Nursing Professions** **15 Hrs**

- 3.1 Definition of profession and its criteria
- 3.2 Different trends, strengths and short comings of nursing profession in Nepal
- 3.3 Various regulatory mechanisms used in Nepal
  - Nepal Nursing council (NNC)
  - Professional organization
  - Nursing Association of Nepal (NAN)
  - Nepal Nursing council (NNC)
  - International council of Nursing of midwifery (ICM)
  - International council of Nursing (ICN)/International council of midwifery (ICM)
  - Various regulatory mechanisms used in Nepal
- 3.4 Responsibility for personal and professional growth
  - Professional correspondence
    - Letter of application
    - Letter of acceptance
    - Letter of resignation

**Unit: 4 Conflict Management** **3 Hrs**

- 4.1 Definition
- 4.2 Causes
- 4.3 Types of conflict
- 4.4 Principles of conflict management
- 4.5 Process of conflict management

**Unit: 5 Management in relation to delivery of health services** **12 Hrs**

- 5.1 Definition of organ gram
- 5.2 Organizational structure and function of government health services
  - Health post/ primary health care center
  - District hospital, zonal and regional hospitals
- 5.3 Co-operation and collaboration of multi pectoral groups or agencies in Nepal
  - Other national and international agencies
    - UNDP, UNICEF, JICA
    - United Mission to Nepal
    - WHO, CARE Nepal
    - Red Cross Society
    - Peace Corps, Paropkar
    - SCF, US & Others
- 5.4 Policies, rules and regulation in delivering the health services
  - Government & Non government

**Unit: 6 National health planning/policy (Latest)** **15Hrs**

- 6.1 Health plan (targets, indicators, strategies & achievement)
  - Current five year plan
  - Second long term health plan

## 6.2 Job descriptions of nurses and other personnel

- Matron
- Sister/Supervisors
- Health inspector
- PHCC chief (Medical Officer)
- Staff nurse (PHCC and hospital )
- Auxiliary nurse midwife (hospital and health post)
- Regional Public Health Nurse
- District public health nurse
- Health assistant
- Village/JAHW health worker
- Maternal child health worker (MCHW)
- Community medical auxiliary ( CMA)
- Female community health volunteer (FCHV)
- Lab technician / Lab assistance

## References

- Tuladhar K and Rai B Leadership and management for Nurses(2003) HLMC, Institute of Medicine 2nd edition
- Makon et al On Being in Charge 1987, Kathmandu, Nepal Health learning Materials Project
- Action Plan for Nursing Development in Nepal 1988- 1997 Kathmandu Nepal Division of Nursing Ministry of Health 1987.
- Barratt J Ward Management and Teaching New Delhi India Himalayan Books 1981 (New edition)
- MOH /HMG/ Nepal AnnualReport latest edition
- MOH/HGM/ Nepal, Job Description of Nursing personnel National Health Training center Latest edition
- MOH/HMG/Nepal Executive Summary Second long Teem Health Plan(1997-2017) 1999.

# Leadership and Management (Practical)

**Course No. 523**  
**Placement: Third**

**Total Hours: 285**  
**Total Marks: 100**

## Course Description

This course provides opportunity to the students to work as an Incharge of the unit/ward to hospital as well as community health facilities (PHC/DPHO) in order to develop management skills.

## Course Objectives

### Ward Management

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

- Assess, plan and implement beside nursing care according to needs of clients in the hospital.
- Maintain good interpersonal relationship, co-operation and co-ordination with different categories of health care staff and departments.
- Assign the daily work to the staff and students.
- Supervise the junior students and auxiliary staff who are working with them in the ward.

Maintain weekly /monthly supplies according to the needs of the unit.

- Identify the administrative problems in a unit and try to solve them in an effective manner with co-operation and co-ordination of the health team members.

### Community Health Nursing Administration

- Identify the structure and functions of central to grass root level health services.
- Identify the health needs of the individual clients
- Maintain good interpersonal relationship with health team member.
- Supervise the work of the health workers in the health posts and clinic.
- Identify the administrative problems at district and health post level and try to solve them in an appropriate manner by mobilizing community recourses.
- Assign daily work to the staffs and students.
- Give planned in service education to health care staff according to their need.

### Unit: 1

#### Assignment:

- Assign the staff and clients need problems
- Plan routine work in a ward/unit

#### Responsibilities

- Act as a student incharge in the ward and take full responsibilities for one shift under supervision/guidance.
- Take night report hand over of equipment and supplies, including drugs
- Visit patient: bed to bed
- Delegate and explain staff responsibilities
- Prepare for doctor's round
- Check all required articles and supplies
- Check charts in order
- Maintain cleanliness of ward/unit

### **Record and Report**

- Maintain good communication with staff and clients.
- Transfer doctor's order.
- Write daily reports.
- Send slips to different departments as necessary.
- Take and give ward's report.

### **Supplies and equipment**

- Check supplies and equipment.
- Order supplies required .
- Make list of supplies.

### **Supervision and teaching**

- Supervise auxiliary staff and junior students in ward/unit
- Give one health teaching to the clients.
- Guide them as necessary.

### **Observation visit**

- Zonal hospital
- District hospital.
- Department of health.
- Central health.
- Community development health project in district.

### **Center to peripheral level activities**

- Organ gram of Ministry of health to sub health post.
- Identify different activities of health manpower.
- Plan work schedule at district/health post level.
- Identify administrative problems and make alternative solution.
- Staff problem.
- Supply and equipment problem.

### **Communication problems**

- Delegation problem.
- Problem of accepting responsibility.
- Budget.
- Observe the supervision of health workers and teaching.  
Auxiliary nurse mid wife  
Junior auxiliary health worker  
Female community Health volunteer peon

### **Participation**

- Participate in mobile clinic.
- Identify health needs of the clients.
- Utilize local/community resources while taking care of the clients.
- Utilize the change process in order to improve the situation
- Plan health teaching for selected community health worker
- Participate in school health programme
- Analyze and present data on MCH activities.

**In service education**

- In service education.
- Set objectives
- Plan and implement
- Select date time and place
- Health worker
- Select topic/ subject matter
- AV aids
- Physical set up

# Midwifery & Gynecological Nursing-I (Theory)

**Course Number: 524**  
**Placement: Third Year**

**Total Hours: 100**  
**Total Marks: 100**

## Course Description

This course provides the students the knowledge needed to provide antenatal care to the woman in the hospital and in the community situation to have safer pregnancy. This course also focuses on management of normal and abnormal pregnancies, which requires immediate interventions.

## Course Objectives

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

- Define different terminology related to antenatal care
- Explain the concept of midwife, midwifery, safe motherhood and skilled birth attendant(SBA)
- Discuss the maternal and neonatal health status in Nepal
- Describe the physiology of menstruation, conception, and fetal and placental development
- Describe the physiology, signs, and symptoms and method of diagnosing pregnancy
- Discuss the concept of focused antenatal care, birth preparedness and complication readiness
- Perform a complete antenatal examination and discuss the meaning behind each part
- Identify the need for health teaching of a pregnant woman, family members and relatives in order to ensure safe motherhood.
- State the abnormalities arising during the pregnancy and describe their management including referral.

### Unit: 1 Introduction of Midwifery and Reproductive Health

**6 Hrs**

- 1.1 Definition of midwife, Midwifery
- 1.2 Terminologies used in midwifery
- 1.3 Short history of midwifery
- 1.4 Reproductive health (RH)
  - Introduction/Concept
  - Component of RH
- 1.5 Safe motherhood and/ skill birth attendance
  - Role and responsibilities of a midwifery nurse
  - Policy core competencies and strategies of Nepal
- 1.6 Ethical implication
  - Ethics in midwifery
  - ICN code in midwifery regulation

### Unit: 2 Anatomy and physiology reproductive system

**4 Hrs**

- 2.1 Review
  - Male and female reproductive system

- Process of fertilizations
- Female Pelvis
  - Bones
  - Joints
  - Ligaments, Parts, Measurement

### 2.3 Areas of pelvis brim and their significance

### 2.4 Types of pelvis and their effect on birth

- Gynecoid
- Android
- Anthropoid
- Platypelloid

### 2.5 Pelvic Floor

- Anatomy and Physiology
- Prevention of Injury
- Pelvic floor exercise

## **Unit: 3 Menstruation and conception**

**3 Hrs**

### 3.1 Menstrual cycle (review)

### 3.2 Conception (timing, usual site, physiology)

## **Unit: 4 Fetal and placental Development**

**12 Hrs**

### 4.1 Conception and development of fertilized ovum

### 4.2 Placenta, main branches and cord

- Development
- Functions
- Malformation

## **Unit: 5 Fetal circulation**

**2 Hrs**

### 5.1 Fetal circulation and changes at birth

### 5.2 Difference between fetal and adult circulation and reasons

## **Unit: 6 Fetal skull**

**6 Hrs**

### 6.1 Area of fetal skull and its importance

- Land marks
- Bones
- Sutures
- Fontanelles
- Molding
- Measurement of fetal skull

### 6.2 Relationship of fetus to the uterus and pelvis

- Describe the relationship of fetus to mother's uterus and pelvis
- Lie

- Presentation
- Attitude
- Denominator
- Position
- Presenting part
- Engagement
- Station

**Unit: 7 Physiological changes during pregnancy**

**10 Hrs**

7.1 Physiological Changes in

- Reproductive system
- Cardiovascular system
- Respiratory system
- Urinary system
- Gastrointestinal system
- Endocrine system and metabolism

**Unit: 8 Diagnosis of Pregnancy**

**2 Hrs**

8.1 Signs and symptoms of pregnancy.

- Presumptive signs
- Probable signs
- Positive signs

**Unit: 9 Antenatal Examinations and Care**

**10 Hrs**

9.1 Purposes of antenatal examination

9.2 History taking

- General Information
- Past and present obstetrical history
- Past and present medical and surgical history
- Family history

9.3 Physical Examination

- General Examination
- Abdominal examination
- Vaginal examination

9.4 Investigations

- Urine, Stool
- Blood
- Ultra sonogram
- X-ray

9.5 Health teaching

- Diet
- Hygiene, clothing and shoes
- Exercise

- Antenatal visit
- Immunization
- Sexual Intercourse
- Smoking
- Traveling
- Drugs
- Preparation for birth

**Unit: 10 Disorders of pregnancy and their Nursing management** **14 Hrs**

10.1 Minor disorders of pregnancy in different systems

10.2 Major disorders of pregnancy

- Hyper-emesis gravidarum
- Pregnancy induce hypertension PIH

10.3 Bleeding in early pregnancy

- Abortion (MVA, CAC, PAC)
- Ectopic pregnancy
- Hydatiform mole
- Erosion of cervix
- Cervical polyps

10.4 Bleeding in late pregnancy

- Antepartum hemorrhage (placenta previa. vasa previa, abruption placenta)

**Unit: 11 Disease associated during pregnancy** **6 Hrs**

11.1 Disease and their treatment

- Anemia
- Cardiac disease
- Tuberculosis
- Sexually transmitted disease and HIV/AIDS
- Jaundice
- Rh incompatibility
- Diabetes

11.2 Effect of disease on:

- Pregnancy, labor, puerperium

11.3 Nursing management of these disease

**Unit: 12 Medication during pregnancy** **5 Hrs**

12.1 Hematenics

12.2 Oxytocines

12.3 Antibiotics

12.4 Magnesium sulfate

12.5 Insulin

- 12.6 Antihelminthics
- 12.7 Drugs used in cardiac diseases
- 12.8 Tocolytic agents
- 12.9 Steroids (Dexamethosone)
- 12.10 Drugs allowed under SBA protocols

**Unit: 13 Mal-presentation and Genital infection** **4 Hrs**

13.1 Mal formations and Infections of Female Reproductive Organs

- Mal-position and Malformation
- Abnormal menstrual bleeding
- Dysfunctional uterine bleeding

13.2 Genital infection

- Vaginitis
- Vulvitis
- Barthokine cyst and abscess
- Cervical erosion
- Endometritis/ endometriosis
- Salphingitis
- Oophoritis

**Unit: 14 Sexually transmitted infections** **4 Hrs**

14.1 Sexually transmitted infection and their management during pregnancy

- Gonorrhea
- Syphilis
- Hepatitis B
- Chlamydia
- Monoliasis, Trichomoniasis
- HIV/ AIDS

**Unit: 15 Reproductive Neoplasm** **4 Hrs**

15.1 Neoplasm of reproductive system

- Benign growths, fibroid
- Benign tumors; Breast, Uterus, Cervix & Valve
- Malignant tumors; breast, uterus, cervix & valve

**Unit: 16 Sub-fertility /Infertility** **4 Hrs**

16.1 Problems of sub-fertility/ infertility

- Male sub-fertility
- Female sub-fertility

16.2 Treatment modalities

**Unit: 17 Investigations** **2 Hrs**

17.1 Preparation of the clients for following investigation

- Laparoscopy
- Histerosalpingiography
- Memography

- High vaginal swab, TVS, Pap smear, coloscopy, cervical biopsy, FNAC.

## **Unit: 18 Recording and Reporting**

**2 Hrs**

### 18.1 Recording and reporting

- Importance of recording and reporting
- Types of reporting
  - Written
  - Verbal

## **References**

- Bennet and Brown, myles Text for Midwifery, 14 ed.
- Ditta Dc Textbook for Obsteric, New central book agency 6th ed., 2004.
- Manging complication in pregnancy.
- And child birth a guide of midwives and doctors, IMPC, department of reproductive health and research, 2000.
- Park, K. Text book of preventive and social medicine, 18th ed.
- Chaurasia, BD. 1996, Handbook of general anatomy
- Swiet de Michael, Medical Disorders in obstetric Practice 4th ed. 2002.
- BNM. Org. Pharmacology for Nursing Practice

# Midwifery & Gynecological Nursing – I (Practicum)

**Course Number: 525**  
**Placement: Third Year**

**Total Hours: 312**  
**Total Marks: 100**

## Course Description

This course enables the student to apply knowledge in order to develop skill and attitude in managing women with the normal and abnormal pregnancy in the health facility and home setting. It also helps to develop competencies in the basic essential obstetric care in applying life save skill.

## Course objective

At the end of this clinic practice, student will be able to

- Set up the antenatal clinic in different setting
- Assess pregnant women to detect normal/abnormal condition
- Prepare women and family members to ensure healthy pregnancy, safe delivery and complication readline
- Teach and council the mother and family members based on their need to ensure optimal health of women during pregnancy
- Provide necessary care and support to women with normal and abnormal pregnancies

## Unit 1: Antenatal Assessment

- Set up the antenatal clinic in the health facility
- Take health history of the pregnant women in detailed including present and the past obstetric history, medical-surgical history, drug allegery, risk factors
- Calculate expected date of delivery (EDD) and period of gestation (POG)
- Conduct head to toe examination including abdominal examination
- Identification of lie. Presentation, position and engagement
- Monitor fetal growth and well being

## Unit 2: Antenatal screening tests

Student will prepare the pregnant women to carry out various screening tests

- Hemoglobin, blood grouping , RH-typing
- Urinalysis (Urine RE/ME)
- Random blood sugar
- VDRL
- Others (according to facility available)

## Unit 3: Health Teaching

- Selection of appropriate topics and providing health teaching to the pregnant women in ANC
- Antenatal nutrition (food taboos and beliefs)
- Danger signs during pregnancy
- Minor ailments

- Birth preparedness and complication readiness plan
- Antenatal exercise
- Return visit

#### **Unit 4: High Risk Pregnancies**

Identification and referral of:

- Vaginal bleeding (APH, abortion)
- Associated medical disorders(severe anemia, cardiac disease, diabetes, jaundice, UTI)
- Pregnancy induce hypertension (PIH)- pre-eclampsia and Eclampsia
- Hyper emesis gravidarum
- Rh. incompatibility
- Multiple pregnancy
- Malpresentations / Malposition
- Previous uterine surgery
- Other condition e.g. HIV infection, Hepatitis B

#### **Unit 5: Documentation**

- Recording and reporting of the antenatal care

## Midwifery & Gynecological Nursing - II (Theory)

**Course Number: 526**  
**Placement: Third Year**

**Total Hours: 100**  
**Total Marks: 100**

### 1 Course description

This course is designed according to the academic requirement of certificate level in nursing with the aim to provide adequate knowledge, skill and attitude in natal care focusing mainly on normal and abnormal including care for the women labor and to conduct normal delivery in home and hospital. The course standardized according WHO and maternal update including protocol for different levels.

### Course Objectives

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

- Differentiate the stage of labor and describe their physiology
- Explain management of the mother in different stage of labor.
- Discuss the mechanism of normal labor with the help of model.
- Explain the necessary steps for conducting a normal delivery and care of women and neonate in hospital or community situation.
- Explain the importance of health teaching to the mother, relatives and significant family members in order to gain their co-operation needed for a successful delivery.
- Identify the obstetrical emergencies that can arise during labor and state appropriate action in hospital or community situation.
- Explain the management of diagnosed abnormal condition during labor.
- Describe the different types of obstetrics operation and its management.

#### Unit: 1 Various terminologies related to labor

**4 Hrs**

- Gravid/Para
- Expected date of delivery
- Gestational age
- Presentation/Position
- Presenting part
- Lie
- Engagement
- Denominator

#### Unit: 2 Normal Labor

**10 Hrs**

- 2.1 Definition of labor and its stages
- 2.2 Theories and causes of onset labor
- 2.3 Onset of labor
- 2.4 True labor and false labor
- 2.4 Sign and symptoms of onset of labor
  
- 2.5 Factors of labor
  - The expulsive power

- The passages
- The passenger

#### 2.6 Vaginal Examination

- Purposes
- Procedure

### **Unit: 3 Physiological change during 1<sup>st</sup> stage of labor** **6 Hrs**

- 3.1 Contraction and retraction of uterine muscles
- 3.2 Development of retraction ring
- 3.3 Taking up the cervix
- 3.4 Dilatation of the cervix
- 3.5 Show
- 3.5 Formation of the bag of water

### **Unit: 4 Changes during 2<sup>nd</sup> stage of labor** **4 Hrs**

- 4.1 Increase uterine contraction
- 4.2 Abdominal pressure
- 4.3 Distension of pelvic floor
- 4.4 Expulsion of fetus.

### **Unit: 5 Physiological changes during 3<sup>rd</sup> stage of labor** **4 Hrs**

- 5.1 Remarkable uterine contraction
- 5.2 Separation of the placenta
- 5.3 Expulsion of the placenta
- 5.4 Control of bleeding

### **Unit: 6 Mechanism of normal labor** **6 Hrs**

- 6.1 Descent
- 6.2 Flexion of the head
- 6.3 Internal rotation of the head
- 6.4 Crowing of the head
- 6.5 Extension to the head
- 6.6 Restitution of head
- 6.7 Internal rotation of the shoulder
- 6.8 External rotation of head
- 6.9 Lateral flexion of the body

### **Unit: 7 Management of normal labor** **12 Hrs**

- 7.1 General management
  - Admission procedure
  - Close supervision of the mother
  - Emotional support
  - Maintenance of hygiene
  - Diet
  - Care of bowel and bladder
  - Posture

## 7.2 Management of 1<sup>st</sup> stage of labor

- Obstetrical management:
- Fetal monitoring:
  - Fetal heart rate
  - Colour of the liquor
- Maternal monitoring.
  - Progress of labor
  - Cervical dilation
  - Uterine contraction
  - Station

## 7.3 Active management of labor

- Use of partograph.

## **Unit: 8 Management of 2<sup>nd</sup> stage of labor**

**16 Hrs**

### 8.1 Constant supervision of maternal and fetal condition along with progress of labor

### 8.2 Preparation of delivery

- Instruments
- Mother and self

### 8.3 Mechanism of labor

### 8.4 Episiotomy

- Indication /purposes
- Time for episiotomy and its types.
- Procedure

### 8.5 APGAR scoring:

- Meaning
- Importance
- scoring technique

### 8.6 Immediate care of new born (eight steps)

### 8.7 Maternal efforts Initial new born care

### 8.8 New born resuscitation and its steps.

## **Unit: 9 Management of 3<sup>rd</sup> stage of labor**

**10 Hrs**

### 9.1 Observation of third stage of labor

- Controlled cord traction
- Fundal pressure

### 9.2 Drugs used in labor (Indication, route, action, side effects and its (management)

- Sedation.
- Oxytocic, Epidocin
- Other respiratory stimulants.

9.3 Examination of birth canal after delivery and its importance in complication prevention.

9.4 Placenta examination

- Process
- Importance

**Unit: 10 Management of fourth stage of labor** **2 Hrs**

10.1 Care of mother and new born

10.2 Recording and reporting.

**Unit: 11 Complication during 1<sup>st</sup> stage** **6 Hrs**

11.1 PPROM/PROM

11.2 Abnormal uterine contraction

11.3 Cervical dystopia

11.4 prolonged labor. (1st stage)

11.5 Maternal/Fetal distress

**Unit: 12 Complication during 2<sup>nd</sup> stage of labor** **6 Hrs**

12.1 Prolonged second stage

12.2 Fetal distress

12.3 Cord presentation

12.4 Cord prolapsed

12.5 Maternal distress

**Unit: 13 Complication during 3<sup>rd</sup> stage of labor** **6 Hrs**

13.1 Post partum hemorrhage.

13.2 Uterine inversion Retain placenta.

13.3 Obstetrical shock.

13.4 Amniotic fluid embolism.

**Unit: 14 Abnormal labor (Definition causes and nursing management) 6 Hrs**

14.1 Occipital posterior position.

14.2 Multiple/Multifetal pregnancy

14.3 Malpresentations

- Face presentation
- Brow presentation
- Breech presentation
- Shoulder presentation
- Unstable presentation

14.4 Prematurity

14.5 Post dated/maturity

14.6 Muconium staining

**Unit: 15 Surgical intervention during labor**

**4 Hrs**

15.1 Methods of surgical intervention (definition and indication)

- Vacuum delivery
- Forceps delivery
- Episiotomy
- Caesarian section

15.2 Nursing management

- Preparation of mother
- Preparation of equipment
- Post-operative care

**Unit: 16 Obstructed and prolonged labor**

**4 Hrs**

16.1 Definition

- Prolonged labor

16.2 Causes of prolonged labor

- Passenger
- Power
- Passage

16.3 Management of prolonged labor

- General management
- Obstetrical management
- During 1st stage.
- During 2<sup>nd</sup> stage.

16.4 Definition

- Obstructed labor.

16.5 Causes of obstructed labor.

16.6 Dangers of obstructed labor.

16.7 Management of obstructed labor.

**Reference:**

- Bennet and Brown, Myles Textbook for midwives, 14<sup>th</sup> ed, Churchill, Livingstone 2003
- Bobak and Jensen, Maternity nursing, 4<sup>th</sup> ed, Mobsycomopany 1995
- Dutta D.C, Textbook of obstetric, New Central book agency, 6<sup>th</sup> ed, 2004
- FHD, MOH national maternity care guideline 1996
- Tuitui Roshani, Mannual of Mid B 4<sup>th</sup> ed, 2007
- WHO standered of midwifery practice for safe motherhood, volume 1, 2, 3 and 4, New Delhi
- Midwifery manual HLMC 1996
- Fraser M. Diane, CooperA. Marget, Myles textbook for midwives, Churchill; livingtone. 14<sup>th</sup> ed, 2003

## Midwifery & Gynecological Nursing - II (Practicum)

**Course Number: 527**  
**Placement: Third Year**

**Total Hours: 312**  
**Total Marks: 100**

### **Course Objectives**

- Perform admission procedure of mother with labor pain and examine the mother thoroughly
- Care for the women in labor in hospital and in community settings.
- Identify and arrange the equipment needed for the labor in any situation.
- Conduct normal delivery ensuring optimal health of mother and neonate.
- Recognize any abnormalities arising during labor and immediately after birth ,and take appropriate action.
- Organize a health teaching program for mother, family about normal delivery, prevention of complications and promotion of health of mother and neonate at home, hospital and community settings.
- Take appropriate actions in case of emergency situation and abnormal condition.

### **Clinical experience**

Clinical experience will take place for a total of 312 hours in natal care. Students will apply knowledge skill and attitude of holistic intrapartum care to women. This will include using the nursing process to provide holistic care to mother as well as baby. Students will be supervised full time during the clinical experience.

### **Clinical Activities:**

- Observation of normal delivery
- Normal delivery conduction
- Plotting Partography
- Perform and repairing episiotomy under supervision
- Observation and assist foe abnormal delivery and caesarian section
- Provide immediate new born care
- Observation of new born resuscitation
- Provide 1<sup>st</sup>,2<sup>nd</sup>,3<sup>rd</sup> and 4<sup>th</sup> stage care to mother
- Performs vaginal examination under supervision
- Perform the duties of circulatory nurse in the labor room

## Midwifery & Gynecological Nursing - III (Theory)

**Course Number: 528**  
**Placement: Third Year**

**Total Hours: 100**  
**Total Marks: 100**

### Course Description

This course will provide in depth knowledge on the care of mother and neonate in the postpartum period focusing mainly on normal and abnormal puerperium including various condition of the new born. The students will learn how to assess the mother and baby condition so they can manage or refer appropriately. It will also enable students to use knowledge, skill and attitude for the total care of mother and newborn using the nursing process and by applying National Neonatal Health Strategies and R.H protocol in the hospital.

### Course objectives

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

- Describe physiological and psychological changes in puerperium.
- Discuss the purpose and need of nursing care during puerperium.
- Explains the goals, components and principle of post partum care.
- Explain the physiology of lactation and advantages of breast feeding.
- Identify the common disorders of breast and explains their nursing management
- Explain the minor and major disorders of mother with their management
- Discuss the congenital anomalies of newborn with their management.
- Describe the birth injuries of the newborns with their management and prevention.
- Identify the needs of mother and plan for health teaching.

### Unit: 1 Introduction to puerperium

**11 Hrs**

1.1 Review physiological changes during pregnancy and labor

1.2 Define puerperium

1.3 Anatomical changes of associated structures

- Involution of uterus
- Involution of other pelvic structures
- Lochia, lactation

1.4 Physiological changes of reproductive system

- Pulse temperature
- Urinary tract, gastrointestinal system
- Weight loss, fluid loss, blood loss
- menstruation and ovulation

1.5 Purpose of nursing care during puerperium

- Prevent infection
- Promote involution
- Promote lactation
- Provide emotional support
- Help to care the baby

**Unit: 2 Postpartum care**

**9 Hrs**

2.1 Goals, components and principles of postpartum care

2.2 Post natal examination of mother

- Vital signs height of the funds
- Lochia bladder elimination breast
- Lower extremities for signs of edema and thrombophlebitis

2.3 Daily assessment of mothers

- General well being
- Temperature , pulse and blood pressure
- Urine examination, weight
- tiredness and fatigue
- Uterus Lochia, perineum, vulva and anus
- Micturation and elimination

2.4 General care of mother

- Rest and sleep
- Diet and nutrition
- Care of bowel and bladder
- Clothing
- Emotional support
- Perineal care, breast care, postnatal care

**Unit: 3 Minor disorder of puerperium**

**4 Hrs**

3.1 After pain

3.2 Sub-involution

3.3 Retention of urine

3.4 Maternal blues/ fourth days blues

**Unit: 4 Major disorders of puerperium and their nursing management 10 Hrs**

4.1 Puerperal sepsis/ pyrexia and hemorrhage

4.2 Urinary tract infection and incontinence of urine

4.3 Vulval hematoma

4.4 Pulmonary embolism

4.5 Postnatal depression and psychosis

**Unit: 5 Lactation management**

**9 Hrs**

5.1 Review anatomy and physiology of breast

5.2 Physiology of lactation

- Mammogenesis
- Lactogenesis
- Galactokinesis
- Galactopoiesis

5.3 Properties components, composition and advantages of breast feeding

5.4 Position, Technique and frequency of breast feeding

5.5 Artificial feeding

5.6 Difficulties of breast feeding

5.7 Contraindication of breast feeding

5.8 Suppression of lactation

5.9 Different method of feedings baby with HIV positive mother.

### **Unit: 6 Common breast problems and their management**

**4 Hrs**

6.1 Disorder of breast and their nursing management

- Abnormal nipple (long nipple, short nipple, abnormality large nipple, inverted and flat nipple)
- Cracked nipple
- Breast engorgement, acute mastitis
- Breast abscess

### **Unit: 7 Care of New born Baby**

**10 Hrs**

7.1 Physiological changes in newborn baby

- Respiratory system
- Circulatory system
- Thermal adaptation
- Hemopoietic system

7.2 Physical features and characteristics of newborn

7.3 Needs of the newborn

- Warmth, sleep, feeding
- Protection from infection
- Safety and security
- Elimination

7.4 Initial assessment and care of newborn

7.5 Continuing care and observation (eyes, cord, skin, feeding, urine, stool and baby bath)

7.6 Kangaroo mother care (KMC)

7.7 Examination of Newborn baby

- Head, eyes, nose, mouth, ears, neck, chest, abdomen
- Umbilical cord
- External genitalia and anus
- Hands and feet
- Spine
- Reflexes
- Measurement

**Unit: 8 Minor Disorders of newborn and their nursing management 4 Hrs**

8.1 Common minor disorders of newborn

- Sore buttocks/ diaper rashes
- Hypothermia
- Skin rashes
- Dehydration fever
- Physiological jaundice
- Vomiting , Thrush
- Constipation, swollen breast
- Stuffy nose, pseudo- menstruation

**Unit: 9 Major disorders and their management 14 Hrs**

9.1 Common major disorders

- Asphyxia neonatrum, respiratory distress syndrome, intrauterine hypoxia
- Hypoglycemia, Hypovolemia
- Neonatal jaundice, neonatal sepsis, neonatal pneumonia, neonatal tetanus
- Gastroenteritis
- Meningitis, convulsion
- Umbilical sepsis (omphalitis)
- Ophthalmic neonatrum
- Pemphigus neonatrum (Skin Infection)

**Unit: 10 Care of large and small babies 5 Hrs**

10.1 Premature baby

- Definition
- Causes and clinical features
- Nursing management
- Complication

10.2 Dysmature/ intrauterine growth retardation (IUGR)/ small for date/ chronic placental insufficiency

- Definition
- Types
- Causes and clinical features
- Nursing management
- Complication

10.3 Post maturity/ heavy for dates/ large for gestational age

- Definition
- Causes
- Management

**Unit: 11 Birth injuries and their management 5 Hrs**

11.1 Birth injuries

- Definition of birth injuries
- Predisposing factors
- Types of injuries

- Fractures of the skull
- Nerve injuries
- Skin and subcutaneous injuries
- Muscle injuries

**Unit: 12 Congenital Anomalies and their management**

**12 Hrs**

12.1 Congenital anomalies.

- Definition and causes

12.2 Types of congenital anomalies

- Cleft lip (Hair lip)/Cleft palate
- Hydrocephalous, anencephaly, microcephaly
- Spine bifida, omphalocele
- Club foot, Congenital dislocation of the hip
- Imperforated anus
- esophageal atresia, duodenal atresia, umbilical hernia
- Phimosis, undescended testes
- Hypospadiasis and epispadies
- Down's syndrome
- Patent ducts arteriosus, pyloric stenosis

**Unit: 13 Discharge instructions**

**3 Hrs**

13.1 Health teaching

- Nutrition for mother
- Genital hygiene
- General hygiene
- Breast care / perineal care
- Rest/ sleep
- Family planning
- Care of baby (cleanliness, feeding , protection from infection, accident, warmth and immunization)

## **Midwifery & Gynecological Nursing - III (Practicum)**

**Course Number: 529**  
**Placement: Third Year**

**Total Hours: 312**  
**Total Marks: 100**

### **Objectives**

- Provide care to the postnatal mother and neonate
- Demonstration their ability to assist mothers to breast feed successfully and to prevent complication
- Demonstration the ability to recognize minor and major disorders of puerperium and intervene appropriately
- Assess the newborn, detect abnormalities, disorders and infection and take appropriate actions
- Organize health teaching programme for mother, family and community for the promotion of health of mother and baby.
- Identify and arrange the equipment needed for the postnatal ward in any situation
- Take appropriate actions in case of emergency situations and abnormal condition.

### **Clinical Experiences**

Clinical experience will take place for a total of 312 hours in postnatal ward students will apply knowledge, skill and attitude of holistic postpartum and neonatal care. This will include using the nursing process to provide holistic care to postnatal mother as well as newborn baby. Student will be supervised full time during the clinical experience.

### **Clinical Activities**

- Postnatal examination of mother
- Newborn examination of baby
- Baby bath
- Peri care
- Breast care and examination
- Daily examination and care of baby Health teaching

## नेपाल परिचय

कोर्स नं. : ५३०  
तृतीय वर्ष

पूर्णाङ्क : ५०  
घण्टा : ५०

### उद्देश्य

प्राविधिक शिक्षा तथा व्यावसायिक तालीम परिषद, पाठ्यक्रम विकास महाशाखाले निर्धारण गरेको ५० पूर्णाङ्कको नेपाल परिचय विषय एकीकृत विषय हो । नेपालबारे जानकारी दिन प्राग् इतिहासकालीन नेपाल (प्रारम्भदेखि १२०० ई.पू. सम्म) देखि हाल आधुनिककाल (वि.सं. १८२५) देखि वर्तमानसम्मको नेपालको भौगोलिक, राजनैतिक इतिहास, सामाजिक जनजीवन, आर्थिक अवस्था, परराष्ट्रनीति, शासन व्यवस्था, भाषा र साहित्य र ललितकला गरी ८ विषयलाई एकीकृत गरिएको छ । अनिवार्य रूपमा कलेजमा पढाइनाले विद्यार्थीहरूले नेपालको विविध पक्षका विषयमा जानकारी पाउने यसको उद्देश्य रहेको छ ।

### १. भौगोलिक स्थिति

पाठघण्टा : २

(क) विश्व मानचित्रमा नेपाल  
विषय वस्तु :

- विश्व र एसियाको मानचित्रमा नेपालको स्थिति,
- नेपालको भौगोलिक परिचय,
- नेपालको भूराजनीतिक वर्णन,
- भूपरिवेष्टित देश नेपाल,
- नेपालको भूमि, जनशक्ति, जलस्रोत, प्राकृतिक तथा सांस्कृतिक विशेषताको सामान्य परिचय गराउने ।

(ख) भौगोलिक विभाजन  
धरातल

पाठघण्टा : ३

#### १) हिमाली प्रदेश

विषयवस्तु : नेपालको हिमाली प्रदेशलाई मुख्य हिमाल, भित्री हिमाल (भोट प्रदेश) र सीमान्त हिमाल (तिब्बती पर्वत) मा विभाजन गरी सामान्य परिचय दिने ।

#### २) पहाडी प्रदेश

विषयवस्तु : नेपालको पहाडी प्रदेशलाई महाभारत लेक, मध्य भूमि र चुरे पर्वत श्रेणीमा विभाजन गरी सामान्य परिचय दिने ।

#### ३) तराई प्रदेश

विषयवस्तु : नेपालको तराई प्रदेशलाई तराई पेटी, भावर क्षेत्र र भित्री मधेशमा विभाजन गरी सामान्य परिचय दिने ।

(ग) नदी पाठघण्टा : १

विषयवस्तु : नेपालको कोशी, गण्डकी र कर्णाली नदीको सामान्य परिचय दिई यसका मुख्य मुख्य सहायक नदीको उल्लेख गर्ने

(घ) हावापानी पाठघण्टा : १

विषयवस्तु : नेपालको हावापानीलाई उष्ण, समशीतोष्ण र शीतप्रदेशमा विभाजन गरी सामान्य परिचय दिने ।

(ङ) प्रशासनिक पाठघण्टा : १

विषयवस्तु : नेपालको विकास क्षेत्र, अञ्चल, जिल्ला, नगरपालिका, गा.वि.स., वडा र इकाइको सामान्य परिचय दिने ।

## २. नेपालको राजनैतिक इतिहास

(क) नेपाल शब्दको उत्पत्ति पाठघण्टा : १

विषय वस्तु : नेपाल शब्दको उत्पत्ति बारे केही प्रमुख धारणाहरू उल्लेख गर्ने ।

(ख) प्राग् ऐतिहासिक काल पाठघण्टा : १

विषय वस्तु : मानव सभ्यताको विकासलाई प्राचीन ढुंगे युग, मध्य युगमा विभाजन गरी नेपालमा मानवको उद्भव र विकास बारे अति सामान्य परिचय दिने ।

(ग) प्राचीन नेपाल पाठघण्टा : २

विषय वस्तु: गोपाल, महिषपाल, किराँत कालको उल्लेख गरेर लिच्छवि कालको परिचय दिई विशेष रूपमा मानदेव, अंशुवर्मा र नरेन्द्रदेवको सामान्य परिचय दिने ।

(घ) मध्यकाल

१. त्रिशक्तिको (डोय, खस र मल्ल) उदय पाठघण्टा : १

विषय वस्तु : सिम्रौन्नाठको डोय, कर्णाली प्रदेशको खस र काठमाडौं उपत्यकाको मल्लहरूको सामान्य परिचय दिने ।

२. बाइसी, चौबिसे, पूर्वतर्फको सेन तथा उपत्यकाका मल्लहरूको सामान्य ऐतिहासिक परिचय दिने । पाठघण्टा : १

विषय वस्तु: कर्णाली प्रदेशको बाइसी, गण्डकी प्रदेशको चौबिसे, सेनद्वारा संचालित पूर्वका मकवानपुर, चौदण्डी, विजयपुर आदिको उल्लेख गरी उपत्यकाको तीन मल्लराज्यहरूको छोटो परिचय दिने ।

(ड) आधुनिक काल

१. नेपालको एकीकरण (पृथ्वीनारायण शाह, राजेन्द्रलक्ष्मी र बहादुर शाह)  
पाठघण्टा : २

विषयवस्तु : नेपालको एकीकरणमा पृथ्वीनारायण शाह, राजेन्द्रलक्ष्मी र बहादुर शाहको योगदानका साथै पाल्पा विजय तथा सुगौली सन्धि ले निर्धारण गरेको नेपालको सीमाना बारे उल्लेख गरी सामान्य परिचय दिने ।

२. राजनैतिक स्थिति र राणाशासन  
पाठघण्टा : २

विषय वस्तु :

- क) पृथ्वीनारायण शाहदेखि जंगबहादुरको उदयसम्मको राजनैतिक अवस्था बारे जानकारी दिने ।  
ख) राणा शासनको निम्नलिखित विषयमा सामान्य परिचय दिने ।  
१) जंगबहादुरको उदय                      २) राणाहरू बीच षड्यन्त्र  
३) राणाकालका सुधारहरू                      ४) प्रजातान्त्रिक आन्दोलन

३. २००७ सालको क्रान्ति र त्यसपछिको एक दशक  
पाठघण्टा : २  
विषयवस्तु : २००७ सालको क्रान्तिको कारण र महत्व बारे छोटो परिचय दिई त्यसपछिको एक दशकको छोटकरीमा परिचय दिने (संसदीय प्रजातन्त्रको अभ्यासको क्रममा विभिन्न मन्त्रीमण्डलको विस्तार)

४. सामाजिक जनजीवन

- १) नेपालका मुख्य जाति र भाषाहरू  
पाठघण्टा : १  
विषयवस्तु : हिमाली, पहाडी र तराई प्रदेशका मुख्य जातिहरू र तिनीहरूले बोल्ने भाषाहरू बारे छोटकरीमा परिचय गराउने ।
- २) धर्म  
पाठघण्टा : १  
विषयवस्तु : नेपालमा प्रचलनमा रहेको हिन्दु, बौद्ध, इस्लाम, इसाई, शिख, जैन र यहुदी धर्महरू बारे उल्लेख गर्ने ।
- ३) पेशा  
पाठघण्टा : १  
विषयवस्तु : नेपालको कृषि, पशुपालन, व्यापार, उद्योग, नोकरी आदि पेशाहरूको सामान्य परिचय दिने
- ४) चाडपर्व  
पाठघण्टा : १  
विषयवस्तु : नेपालमा मनाइने मुख्य चाडपर्वको वर्णन गरी राष्ट्रिय तथा स्थानीय र जातिगत चाडपर्वको उल्लेख गर्ने ।

## ५. आर्थिक विकासका पक्षहरू

- १) कृषि व्यवस्था र भूमिसुधार पाठघण्टा : २  
विषयवस्तु : कृषि व्यवस्थाको साधारण परिचय दिई भूमिसुधारले (२०२१) नेपालको कृषि र कृषकहरूको अवस्थामा ल्याएको परिवर्तन बारे सामान्य परिचय गराउने ।
- २) औद्योगिक विकास पाठघण्टा : १  
विषयवस्तु : नेपालको घरेलु, उद्योग, मझौला उद्योग र ठुला उद्योगहरूको चर्चा गर्ने ।
- ३) व्यापार विविधिकरण पाठघण्टा : १  
विषयवस्तु : छिमेकी मुलुकहरू र समुद्र पारिका मुलुकहरूसँग नेपालको व्यापारिक स्थिति तथा नेपालले आयात गर्ने र निर्यात गर्ने वस्तुहरूको उल्लेख गर्ने ।
- ४) मिश्रित अर्थ व्यवस्था पाठघण्टा : १  
विषयवस्तु : नेपालको आर्थिक विकासमा निजी र सरकारी क्षेत्रहरूको संलग्नता बारे चर्चा गर्ने र साभ्काको भूमिका बारे परिचय दिने ।
- ५) योजनाबद्ध विकास पाठघण्टा : १  
विषयवस्तु : योजना महत्व बारे चर्चा गरी विभिन्न योजनाहरूबाट नेपालमा हालसम्म भएका मुख्य मुख्य उपलब्धीहरू समष्टिगत रूपमा चर्चा गर्ने ।
- ६) साधन र स्रोत : मानव शक्ति, जलस्रोत, भूमि, वन सम्पदा र खनिज स्रोत ।  
पाठघण्टा : २  
विषयवस्तु : नेपालको मानव शक्ति, जलस्रोत, भूमि, वन सम्पदा र खनिजस्रोतको सामान्य परिचय दिने ।
- ७) वैदेशिक रोजगार पाठघण्टा : १  
विषयवस्तु : वैदेशिक रोजगारको महत्व बारे चर्चा गरी नेपालको अर्थतन्त्रमा यसको सकारात्मक उपलब्धीहरूको चर्चा गर्ने
- ८) पर्यटन पाठघण्टा : १  
विषयवस्तु : पर्यटनको महत्व दर्साउँदै यसलाई उद्योगको रूपमा विकास गरी राष्ट्रिय आय बढाउने उपायका विषयमा जानकारी दिने ।

## ६. परराष्ट्र नीति

- विषयवस्तु :
- क) नेपालको परराष्ट्र नीतिको मुख्य मुख्य विशेषताहरूको वर्णन गर्ने । पाठघण्टा : १
  - ख) नेपाल भारत सम्बन्ध पाठघण्टा : १  
विषयवस्तु : नेपाल भारत सम्बन्धको छोटकरीमा ऐतिहासिक परिचय दिई वर्णन गर्ने ।

- ग) नेपाल भोट चीन सम्बन्ध पाठघण्टा : १  
विषयवस्तु : नेपाल भोट चीन सम्बन्धको छोटकरीमा ऐतिहासिक परिचय दिई वर्णन गर्ने ।
- घ) संयुक्त राष्ट्र संघ र नेपाल पाठघण्टा : १  
विषयवस्तु : संयुक्त राष्ट्र संघमा नेपालले गरेको योगदान बारे छोटकरीमा चर्चा गर्ने ।
- ड) सार्क र नेपाल पाठघण्टा : १  
विषयवस्तु : सार्कको उद्देश्य वर्णन गरी नेपालको भूमिका बारे चर्चा गर्ने ।
- च) BIMSTEC र नेपाल पाठघण्टा : १  
विषयवस्तु : यस संगठनको परिचय दिई यसमा आबद्ध भई नेपालले प्राप्त गरेका र गर्न सक्ने फाइदाहरू बारे चर्चा गर्ने ।

७. शासन व्यवस्था पाठघण्टा : २

- क) न्यायपालिका  
विषयवस्तु : सर्वोच्च अदालतको गठन र कार्यको संक्षिप्त वर्णन गर्ने ।
- ख) कार्यपालिका  
विषयवस्तु : मन्त्रीपरिषद्को गठन र कार्यको संक्षिप्त वर्णन गर्ने ।
- ख) व्यवस्थापिका  
विषयवस्तु : यसको गठन र कार्यको संक्षिप्त वर्णन गर्ने ।

८. भाषा र साहित्य पाठघण्टा : ३

- विषयवस्तु :
- क) संस्कृत, नेवारी र मैथली भाषा र साहित्यको सामान्य परिचय दिने
- ख) नेपाली भाषा र साहित्यको सामान्य परिचय दिने ।

९. ललितकला पाठघण्टा : ५

- विषयवस्तु : नेपालको प्राचीन र मध्यकालीन ललितकला (वास्तुकला, मूर्तिकला र चित्रकला)का विशेषता र उदाहरणका साथ आधुनिक नेपालको ललितकलाको संक्षिप्त परिचय दिने ।

## Technical Team

- Dr. Shakuntala Thanju Principal Of Tansen Nursing School
- Ms. Kalpana Shrestha Sr. Health Instructor, CTEVT
- Dr. Menu Acharya Health Consultant, CTEVT
- Ms. Sita Devi Shrestha Sr. Health Instructor, CTEVT
- Ms. Shanti Mlla Sr. Health Instructor, CTEVT
- Ms. Gita Acharya Training Officer, TITI
- Ms. Esther Kim Vice Principal of Tansen Nursing School
- Pampha Rana Instructor
- Manju BK Instructor
- Shova Jirel Instructor
- Sharmila Koirala Instructor
- Ester Kharel Instructor
- Rebecca BK Instructor
- Prasana Bakhrel Instructor
- Apsara Gurung Instructor
- Maya Lama Sherpa Instructor
- Bindu Thapa Instructor
- Pun Maya Gurung Instructor
- Laxmi Khanal Instructor
- Gagarmani Pandey (Nepali) Instructor
- Sarita Sharma (English) Instructor