

# **CURRICULUM**

## **Proficiency Certificate Level**

### **Midwifery**

**(Three-year program-yearly system)**



**Council for Technical Education and Vocational Training**  
**Curriculum Development and Equivalence Division**  
**Sanothimi, Bhaktapur**

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## **Introduction**

The global shortage of midwives and others with midwifery skills has been widely recognized and discussed for many years. Midwives and the care they provide to women, babies and families are of the utmost importance to society. Across the globe, midwives are key professionals in ensuring that women have a safe and emotionally satisfying experience during their pregnancy, childbirth and postnatal period. The role of the midwife is as practitioners, partners and leaders in delivering and shaping the maternity services. Since Nepal has geographical difficulties and reaching to health facility is quite challenging for women. It is of utmost importance to mobilize the midwives closer to the community where the women will have access to such services. The country needs around 9,102 (Medical Education Commission 2023, Nepal Health Human Resource Projection 2023-2030) midwives at present to provide quality reproductive health services to the woman and their newborns. The role of the midwife is as a practitioner, partner with the women and leader in delivering and shaping the maternity services wherever they reside and work.

The vision of this course is to develop community level midwife cadre to provide holistic reproductive health care services to every woman, leaving no one behind. They can fulfill women's health and social needs and expectations if they are well trained and educated by the institutions and backed up by the government of Nepal with good retention and rotation policy. This midwifery curriculum outlined as per the International Confederation of Midwives' (ICM) guidelines and expanded the contents with the existing SBA competencies in order to meet the changing health care needs of women and childbearing families in Nepal. The course also offers the basic knowledge in English, Nepali and social sciences applied to midwifery.

## **Rationale of Revision**

Proficiency Certificate in Midwifery curriculum was developed in 2018. This is the first updating after the implementation of its development. The rationales behind its updating are as follows:

- It crossed the 5 years maturity period of its implementation after its development in 2018 and similarly the implementing agencies/college have requested to update this curriculum based on their expertise.
- It is needed to revisit its weightage in both theory and practical marks contents to make it more practical oriented.
- The technologies invented in this field seem necessary to be incorporated.

To cope with the national and international demands, the knowledge and skills of this curricular program has to be updated to make the skills relevant and pertinent to the related sector.

## **Curriculum Title**

The title of this program is **Proficiency Certificate Level in Midwifery**.

## **Aim**

The program aims to produce middle level technical personnel in the field of Midwifery with sound academic knowledge equipped with perfect technical skills.

## **Objectives**

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

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

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

## **Group Size**

The group size is a maximum of 40.

## **Entry Qualification**

- SLC pass with minimum 45 percent with Mathematics, Science and English or SEE or equivalent with minimum 2.0 Grade Point out of 4.0 with Mathematics, Science and English and as per the provisions mentioned in the admission guidelines of Office of the Controller of Examinations, CTEVT.
- Auxiliary Nurse Midwifery (A.N.M.) or equivalent with minimum 68.33 %.
- Pass entrance examination administered by CTEVT.

## **Duration**

The total duration of this curricular program is three academic years. The program is based on the Yearly system. of 35 academic weeks including evaluation period.

## **Medium of Instruction**

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

## **Pattern of Attendance**

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

## **Teacher (Instructor) and Student Ratio**

The ratio between teachers and students must be:

- Overall ratio of teacher and student must be 1:10 (at the institution level)
- 1:40 for theory and tutorial classes
- 1:10 for practical/demonstration
- 75 % of the technical teachers must be full timer

## **Qualification of Instructional Staff**

- Minimum Bachelor of Midwifery
- Bachelor of nursing (midwifery Elective)
- Bachelor of Nursing with SBA (Recent three-year experience in Maternity Field)
- Registered with the Nepal Nursing Council and license holder.

## **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, handouts, performance checklists, textbooks.
- **Non-project media materials:** Displays, models, photographs, flipchart, poster, writing board.
- **Projected media materials:** Slides, Multimedia Projector.
- **Audio-visual materials:** Audiotapes, films, slide-tapes, videodisc.
- **Computer based instructional materials:** Computer based training, interactive video.
- **Web-Based Instructional Materials** (Online learning)
- **Radio/Television/Telephone**
- **Education-focused social media platform**

## **Teaching learning methodologies**

The methods of teaching will be a combination of several approaches, such as Illustrated talk, Lecture, Tutorial, Group Discussion, Demonstration, Simulation, Guided 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.
- Practical: Demonstration, Observation, Guided practice, Self-practice, Project work.
- Internship: Hospital/Community practice

## **Approach of Learning**

There will be inductive, deductive and learner-centered approaches of learning.

## **Examinations and Marking Scheme**

### **a. Internal assessment**

- There will be a transparent/fair evaluation system for each subject in both theory and practical exposure.
- Each subject will have internal assessment at regular intervals and students will get the feedback about it.
- Weightage of theory and practical marks are mentioned in curriculum structure.
- Continuous assessment format will be developed and applied by the evaluators for evaluating student's performance in the subjects related to the practical experience.

### **b. Final examination**

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

### **c. Requirement for final practical examination**

- Professional of relevant subject teacher must evaluate final practical examinations.
- One evaluator in one setting can evaluate not more than 20 students.
- Practical examination should be administered in actual situation on relevant subject with the provision of at least one internal evaluator from the concerned constituent or affiliated institute led by external evaluator nominated by CTEVT.
- Provision of re-examination will be as per CTEVT policy.

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

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

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



## Provision of Back Paper

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

## Disciplinary and Ethical Requirements

- Intoxication, insubordination or rudeness to peers will result in immediate suspension followed by the review of the disciplinary review committee of the institute.
- Dishonesty in academic or practical activities will result in immediate suspension followed by administrative review, with possible expulsion.
- Illicit drug use, bearing arms in institute, threats or assaults to peers, faculty or staff will result in immediate suspension, followed by administrative review with possible expulsion.

## Grading System

The grading system will be as follows:

<u>Grading</u>	<u>Overall marks</u>
• Distinction:	80% and above
• First division:	65% to below 80%
• Second division:	50% to below 65%
• Pass division:	Pass marks to Below 50%

## Certificate Awarded

- Students who pass all the components of all subjects of all years are considered to have successfully completed the course.
- Students who successfully complete the curricular program will be awarded with a degree of “**Proficiency Certificate in Midwifery**”

## Career Path

The graduates will be eligible for the position equivalent to Non- gazetted 1st class/Level 5 (technical) as prescribed by the Public Service Commission of Nepal and other related agencies.

## General Attitudes Required

A student should demonstrate following general attitudes for effective and active learning. Acceptance, Affectionate, Ambitious, Aspiring, Candid, Caring, Change, Cheerful, Considerate, Cooperative, Courageous, Decisive, Determined, Devoted, Embraces, Endurance, Enthusiastic, Expansive, Faith, Flexible, Gloomy, Motivated, Perseverance, Thoughtful, Forgiving, Freedom, Friendly, Focused, Frugal, Generous, Goodwill, Grateful, Hardworking, Honest, Humble, Interested, Involved, Not jealous, Kind, Mature, Open minded, Tolerant, Optimistic, Positive, Practical, Punctual, Realistic, Reliable, Distant, Responsibility, Responsive, Responsible, Self-confident, Self-directed, Self-disciplined, Self-esteem, Self-giving, Self-reliant, Selfless, Sensitive, Serious, Sincere, Social independence, Sympathetic,

Accepts others points of view, Thoughtful towards others, Trusting, Unpretentiousness, Unselfish, Willingness and Work-oriented.

### Question Patterns for Final Written Exam

The question patterns for the written exam are suggested as follows.

#### For subject with full marks 80

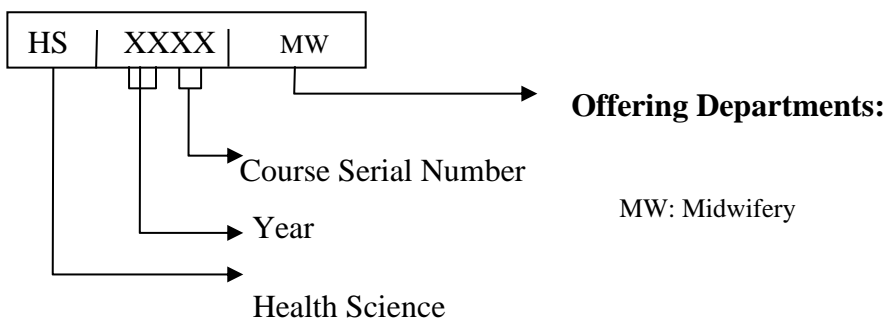
S.N.	Type of question	No of Question	Weightage marks	Full marks	Time distribution	Optional questions
1	Long	2	10	20	60 min	1
2	Short	4	5	20	60 min	2
3	Very short	10	2	20	40 min	2
4	Multiple	20	1	20	20 min	
	Total	23		80	180min	

#### For subject with full marks 40

S.N.	Type of question	No of Question	Weightage marks	Full marks	Time distribution	Optional questions
1	Long	1	10	10	30 min	1
2	Short	2	5	10	30 min	1
3	Very short	5	2	10	20 min	1
4	Multiple	10	1	10	10 min	
	Total	18		40	120 min	

### Subjects Codes

Each subject is coded with a unique number preceded and followed by certain letters as mentioned in following chart



**Curriculum Structure**  
**Proficiency Certificate Level in Midwifery**

**Year: I**

S.N.	Code No.	Subject	Teaching Scheme						Examination Scheme						Total Marks	Remarks
			Mode (Hour per week)				Weekly Hours	Credit Hours	Theory			Practical				
			L	T	P	Lab			Assmt. Marks	Final Marks	Time (Hrs.)	Assmt. Marks	Final Marks	Time (Hrs.)		
1	HS0101MW	Nepali	3	-	-	-	3	3	20	80	3	-	-	-	100	*continuous assessment
2	HS0102MW	English	3	-	-	-	3	3	20	80	3	-	-	-	100	
3	HS0103MW	Anatomy and Physiology	2.5	-	-	-	2.5	3	20	80	3	-	-	-	100	
4	HS0104MW	Basic Science	1.5	-	-	-	1.5	2	10	40	1.5	-	-	-	50	
5	HS0105MW	Foundation of Midwifery	3	-	6	-	9	6	20	80	3	90	60	3	250	
6	HS0106MW	Healthy Pregnancy	3	-	4	-	7	5	20	80	3	60	40	3	200	
7	HS0107MW	Physiological Labor and Child Birth	3	-	4	-	7	5	20	80	3	60	40	3	200	
8	HS0108MW	Healthy Postpartum and newborn	3	-	4	-	7	5	20	80	3	60	40	3	200	
		Total	22	-	18	-	40	32	150	600	-	270	180	-	1200	

*Note:*

*P: Clinical*

Academic week per year: 35 weeks (Theory: 17 weeks; Clinical (P): 18 weeks)

Academic Hour per year: 1,368(Theory: 678 Hours; Clinical (P): 690 Hours)

Revision (2 weeks) and Skill practice in Simulation Lab (7 weeks)- (9x40 hours: 360 hours)

- Basic Science: 1 week (40 hours)
- Foundation of Midwifery I: 2weeks (80 hours)
- Healthy Pregnancy: 2 weeks(80 hours)
- Physiological Labor and Childbirth: 2 weeks(80 hours)
- Healthy Postpartum and Newborn: 2weeks (80 hours)

Total Hours for 1<sup>st</sup> Year (including revision and skill practice):1,728 (Theory: 1038; Clinical: 690)

**Course Structure**  
**Proficiency Certificate Level in Midwifery**

**Year: II**

S.N.	Code No.	Subject	Teaching Scheme						Examination Scheme						Total Marks	Remarks
			Mode (Hour per Week)				Weekly Hours	Credit Hours	Theory			Practical				
			L	T	P	Lab			Assmt Marks	Final		Assmt. Marks	Final			
							Marks	Time (Hrs.)		Marks	Time (Hrs.)					
1	HS0201MW	Nutrition	1	-	-	-	1	1	10	40	1.5	-	-	-	50	*continuous assessment
2	HS0202MW	Pharmacology for Midwifery	1	-	-	-	1	1	10	40	1.5	-	-	-	50	
3	HS0203MW	Social Science and Health Promotion	1	-	-	-	1	1	10	40	1.5	-	-	-	50	
4	HS0204MW	Foundation of Midwifery	3	-	-	-	3	3	20	80	3	-	-	-	100	
5	HS0205MW	Public Health for midwifery	4	-	6	-	10	7	20	80	3	90	60	3	250	
6	HS0206MW	Psychology and Mental Health	3	-	2	-	5	4	20	80	3	30	20	3	150	
7	HS0207MW	Complex Pregnancy	1.5	-	5	-	6.5	5	10	40	1.5	60	40	3	150	
8	HS0208MW	Complex labor and Childbirth	1.5	-	5	-	6.5	5	10	40	1.5	60	40	3	150	
9	HS0209MW	Complex Postpartum and newborn	1	-	5	-	6	4	10	40	1.5	60	40	3	150	
		Total	17	-	23	-	40	31	120	480		300	200		1100	

*Note:*

Academic week per year: 35 weeks (Theory: 12 weeks; Clinical (P): 23 weeks)

Academic Hour per year: 1,295 (Theory: 479 Hours; Clinical (P): 816 Hours)

Revision (2 weeks) and Skill practice in Simulation Lab (7 weeks) (9x40 hours/week: 360 hours)

- Foundation of Midwifery: 1 week (40 hours)
- Public Health for Midwifery: 2 weeks (80 hours)
- Complex Pregnancy: 2 weeks (80 hours)
- Complex Labor and Childbirth: 2 weeks (80 hours)
- Complex Postpartum and Newborn: 2 weeks (80 hours)

Total Hours for 2<sup>nd</sup> Year (including revision and skill lab): 1,655 (Theory: 839; Clinical: 816)

**Course Structure**  
**Proficiency Certificate Level in Midwifery**

**Year: III**

S.N	Code No.	Subject	Teaching Scheme						Examination Scheme						Total Marks	Remarks
			Mode (Week)				Weekly Hours	Credit Hours	Theory			Practical				
			L	T	P	Lab			Assmt. Marks	Final		Assmt. Marks	Final			
							Marks	Time (Hrs.)		Marks	Time (Hrs.)					
1	HS0301MW	Professional Development for Midwifery	2.5	-	2.5	-	5	5	20	80	3	30	20	1.5	150	*continuous assessment
2	HS0302MW	Sexual and Reproductive Health for Midwives	2.5	-	5.5	-	8	6	20	80	3	60	40	3	200	
3	HS0303MW	Leadership and Management for Midwives	2.5	-	4.5	-	7	6	20	80	3	60	40	3	200	
4	HS0304MW	Internship		-	20	-	20	10	-	-	-	150	100	4	250	
		Total	7.5	-	32.5	-	40	27	60	240	-	300	200	-	800	

*Note:*

Academic week per year: 35 weeks (Theory: 3 weeks; Clinical (P): 32 weeks)

Academic Hour: 1,308 (Theory: 120 Hours; Clinical (P): 1188 Hours)

Revision (2 weeks) and Skill practice in Simulation Lab (7 weeks)- (9x40 hours/week=360 hours)

- Professional Development for Midwifery: 2weeks (40 hours)
- Sexual and Reproductive Health for Midwifery: 5 weeks (200 hours)
- Leadership and Management for Midwives: 2weeks(40 hours)

Total Hours for 3<sup>rd</sup> year (including revision and skill lab):1,668 (Theory: 480; Clinical: 1188)

Total Hours for 3 years: 5,061 Hours (Theory: 2,357 Hours-47%; Clinical: 2,694 Hours-53%)

1<sup>st</sup> Year: 1,728 (Theory: 1138 Hours; Clinical: 690 Hours)

2<sup>nd</sup> Year: 1,665 (Theory: 839 Hours; Clinical: 816 Hours)

3<sup>rd</sup> Year: 1,668 (Theory: 480 Hours; Clinical: 1188 Hours)

### 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
Study Block													Foundation of Midwifery I <i>(Study Day-1 per week)</i>					Healthy Pregnancy <i>(Study Day-1 per week)</i>				Vacation			
27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
Vacation			Study Block				Physiological Labor and Childbirth <i>(Study Day-1 per week)</i>				Healthy Postpartum and Newborn <i>(Study Day-1 per week)</i>				Revision <i>(Skill practice in Simulation Lab)</i>						Final Exam				

S.N.	Subject	Weeks	Shift	Hours	Weeks Distribution
1.	Foundation of Midwifery I	6	Morning (2weeks x 5days x 6hrs) Evening(2weeks x5daysx6hrs) Night (2 weeks x 5 nights x 12 hrs)	60 60 120	Study Block:17 weeks Clinical Field = 18 weeks Vacation = 6 weeks Revision/Skill practice in Simulation Lab= 9 weeks Final exam= 2 weeks
2.	Healthy Pregnancy	4	Morning(2weeksx5 daysx6hrs) Evening(1week x5days x6 hrs) Night (1 week x 5 nights x 12 hrs)	60 30 60	
3.	Physiological Labor and Childbirth	4	Morning(2 weeksx5 daysx6hrs) Evening(1week x5days x6 hrs) Night (1 week x 5 nights x 12 hrs)	60 30 60	
4.	Healthy Postpartum and Newborn	4	Morning(2 weeksx5 daysx6hrs) Evening(1week x5 daysx6hrs) Night (1 week x 5 nights x 12 hrs)	60 30 60	

Total Clinical Hours (First Year): 690

### Master Plan for Second Year

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Study Block								Complex Pregnancy <i>(Study Day-1 per week)</i>					Complex Labor and Childbirth <i>(Study Day-1 per week)</i>					Complex Postpartum and Newborn <i>(Study Day-1 per week)</i>				Vacation			
27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
Vacation			Study Block				Psychology and Mental Health <i>(Study Day-1 per week)</i>		Public Health for Midwives						Revision <i>(Skill practice in Simulation Lab)</i>							Final Exam			

S.N.	Subject	Weeks	Shift	Hours	Weeks Distribution
1.	Public Health and Midwives	6	2weeksx6daysx6hrs (Concurrent) 4 weeks x 6 days x 6 hrs (Residential)	72 144	Study Block= 12 weeks Clinical Field=23 weeks Vacation=6weeks Revision/Skill practice in Simulation Lab= 9 weeks Final exam= 2weeks
2.	Psychology and Mental Health	2	Morning(2 weeksx5 daysx6hrs)	60	
3.	Complex Pregnancy	5	Morning(2weeksx5 daysx6hrs) Evening(2weeksx5daysx6hrs) Night (1 week x 5 days x 12 hrs)	60 60 60	
4.	Complex Labor and Childbirth	5	Morning(2 weeksx5 daysx6hrs) Evening(2weeksx5daysx6hrs) Night (1 week x 5 days x 12 hrs)	60 60 60	
5.	Complex Postpartum and Newborn	5	Morning(2 weeksx5 daysx6hrs) Evening(2weeksx5daysx6hrs) Night (1 week x 5 days x 12 hrs)	60 60 60	

Total Clinical Hours (Second Year): 816

### Master Plan for Third Year

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

S.N.	Subject	Weeks	Shift	Hours	Weeks Distribution
1.	Leadership and Management for Midwives	5	Morning(3 weeks x 6 days x 6 hrs) Evening(1 week x6 days x 6 hrs) Night (1week x 6 nights x 12 hrs)	108 36 72	Study Block: 3 weeks Clinical Field = 32 weeks  Vacation = 6 weeks Revision/Skill practice in Simulation Lab = 9 weeks Final exam = 2 weeks
2.	Professional Development for Midwives	2	2 weeks x 6days x 6 hrs	72	
3.	Sexual and Reproductive Health for Midwives	5	Morning (3weeks x 6 days x 6 hrs) Evening (2 weeks x 6 days x 6 hrs)	108 72	
4.	Internship	20	Morning (10 weeks x 6 days x 6 hrs) Evening (6 weeks x 6 days x 6 hrs) Night (4 weeks x 3 nights x 12 hrs)	360 216 144	

Total Clinical Hours (Third Year): 1,188



# **First Year**

## HS0101MW नेपाली

जम्मा: ३घण्टा /हसा

लेक्चर: ३घण्टा /हसा

टुटोरियल: ०घण्टा /हसा

प्राक्टिकल: ०घण्टा /हसा

ल्याब: ०घण्टा /हसा

### पाठ विवरण

यो पाठ्यांश प्रवीणता प्रमाणपत्र तहमा अध्ययन गर्ने विद्यार्थीहरूका लागि नेपाली भाषाको व्याकरणात्मक ज्ञान र सूझको विकासका साथै पठनबोध र अभिव्यक्ति क्षमताको विकास गर्ने दृष्टिले राखिएको हो। यसलाई मुख्यतः दूई खण्डमा बाँडिएको छः व्याकरण खण्ड र बोध (अभिव्यक्ति) खण्ड। व्याकरण अन्तरगत वर्ण, वर्णविन्यास, शब्दवर्ग, रूपायन, शब्द निर्माण र वाक्यसम्बन्धी पाठ्यवस्तुहरू राखिएका छन् भने बोध (अभिव्यक्ति अन्तरगत सामान्यबोध र प्रयोजनपरक बोधका साथै अभिव्यक्ति रचनाका लागि अपेक्षित सीपहरू र समीक्षाका लागि साहित्यिक विधाका पाठहरू समाविष्ट छन्।

### पाठ्यांशको उद्देश्यः

यो पाठ्यांश पुरा गरेपछि विद्यार्थीहरू निम्नलिखित कुरामा सक्षम हुनेछन्ः

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

### १. वर्ण र वर्णविन्यासः

१० घण्टा

(क) उच्चार्य वर्णहरूको परिचयः स्वर र व्यञ्जन वर्णहरू, देवनागरी लिपि र उच्चार्य नेपाली वर्णहरू, नेपाली अक्षरहरूको संरचना

(ख) वर्ण विन्यासः कथ्य र लेख्य नेपाली भाषामा भिन्नता

ह्रस्व-दीर्घ (इ, उ), स/श/ष, ब/व, व/ओ, य/ए, ऋ/रि, क्ष/छे, क्ष्य/छ्य, शिरविन्दू र चन्द्रविन्दू, हलन्त, पदयोग र पदवियोग तथा लेख्य चिन्ह सम्बन्धी अशूद्धि संशोधन अभ्यास

## शब्दवर्ग, शब्दरूपायन र शब्द निर्माण

- स्रोतका आधारमा शब्दहरूको परिचय, पहिचान र प्रकार
- व्यूत्पादनका आधारमा शब्दहरूको परिचय, पहिचान र प्रकार
- शब्दवर्गनाम, सर्वनाम विशेषण, क्रियापद, नामयोगी, क्रियायोगी, संयोजक, विस्मयादिवोधक र निपातहरूको पहिचान अभ्यास
- शब्दरूपायननाम, सर्वनाम र विशेषणको लिङ्ग, वचन, आदर, कारकका आधारमा तथा क्रियापदको लिङ्ग, वचन, पूरुष, आदर, काल, पक्ष, भाव, वाच्य र अकरणका आधारमा शब्दरूपायनको अभ्यास।
- शब्द निर्माण अभ्यास  
निम्नलिखित उपसर्गहरूद्वारा शब्दनिर्माणको अभ्यास  
प्र, अप, सम्, अनू, वि, अधि, उत्, प्रति, परि, उप, सू, नि, निर, दूर, अ, अन, कू।  
निम्नलिखित कृत् प्रत्ययद्वारा शब्दनिर्माणको अभ्यासः
- आइ, ओट, ओ, आउ, आहा, अक्कड, उवा, इलो।
- अक, अन ई इत्, य, तव्य।  
निम्नलिखित तद्धित प्रत्ययहरूद्वारा शब्दनिर्माणको अभ्यासः  
आइ, आली, इया, इलो, ई, ए, एली, ली, ले।  
इक, ई, ईय, इत्, ता, त्व, मान, वान, आलू।
- समस्त शब्दहरूको पहिचान र तत्पूरुष, कर्मधारण, द्विगु, द्वन्द्व, अव्ययीभाव, र बहुव्रीहिको प्रक्रियाबाट समस्त शब्दहरूको निर्माण गर्ने अभ्यास

## ३. वाक्यतत्त्व, वाक्यान्तरण

## (क) वाक्यतत्त्वः उद्देश्य र विधेयको पहिचान

- क्रिया र यसका प्रकार
- वाक्यका प्रकारः सरल र जटिल वाक्यको पहिचान
- वाक्य संश्लेषण र विश्लेषण
- लिङ्ग, वचन, पूरुष र आदरका आधारमा कर्ता र क्रियापदका बीचको सङ्गति सम्बन्धी अभ्यास
- विशेष्य विशेषण र नामसर्वनामको बीचको सङ्गति सम्बन्धी अभ्यास
- विभक्तिनियम तथा ले, लाई, देखि, बाट, द्वारा, को, का, की, रो, रा, री, नो, ना, नी, मा आदि विभक्ति प्रयोगको अभ्यास
- सरल र तिर्यक् विभक्तिनियमको अभ्यास

## (ख) वाक्यान्तरणः

- विभिन्न काल, पक्ष, भाव, अकरण, वाच्य, प्रेरणार्थक आदिमा वाक्यान्तरण गर्ने

४. बोध र शब्दभण्डार

१० घण्टा

- चिकित्सा विज्ञानसम्बन्धी गद्यांशको बोध र शब्दभण्डारको अभ्यास
- चिकित्सा, शल्य चिकित्सा तथा स्वास्थ्य विज्ञान सम्बन्धी प्राविधिक शब्दहरूको ज्ञान अभ्यास (अर्थ लेख्ने र अर्थ खूल्ने गरी वाक्यमा प्रयोग गर्ने)

इन्द्रलूप्त, उत्क्लेस, ज्वर, पाण्डुरोग, प्रमेह, मधुमेह, पित्तदोस, प्रदर (१. रक्तपदर, २. स्वेतप्रदर) क्षयरोग, नशच्छेदन, रक्तचाप, उच्च रक्तचाप, न्युन रक्तचाप, गर्भपात/पतन, हृदयरोग, पाचनक्रिया, पित्तविकार, रक्तविकार, चिकित्सा, निदान, परिचारिका, प्रसववेदना, प्रसूति, औषधालय, चिरफार, बहिरंग, हिक्का, हरिताल पार्नू, हरिनाश, हियो उठ्नु, वातज्वर, सिफर पल्टिनु, सिङ्गरु, सेपाउनु, सप्को गर्नु, सन्निपात, सभिपात, शल्य चिकित्सा, शूल, शल्योपचार, मासू फरफराउनु, माथा विग्रनु, माटे, माई, भुंग्रेज्वरो, बेर्नू, निस्कनु, बालतोड, बाथ, बान लागनु, बाउंडिनु, बहलागनु, बमन, विरेचन, फूसिनु, फूलो पर्नु, फाकफूक, पौंठा बस्नु, पेट बटारिनु, पेट काट्नु, पेट पोल्नु, पिनाश, पाछनु, निसलोठ, धम्की, दोख, दमै खटिरो, दम, डकार्नु, ठेउला, झूसिलो डकार आउनु, झिजो मात्रू, झाडा, जिरिङ्ग गर्नु, जल गडा, जनै खटिरा, जगाउनु, छोप्नु, छेर्नु, चिलचिलाउनु, चिप्रा बस्नु, चस्का पर्नु, घमौरा, गला लागनु, गलगण्ड, गलफूलो (हांडे), गोला चलनु, गानो चलनु, खरापानी लागनु, कण्डू, कूण्ठ, कोर, कोख, कैठिनु, कूजो, कांसो लागनु, कास, काम्नु, कामज्वर, कांडो, कांध लागनु, काई लागनु, कब्जियत, औसनी लागनु, औडाहा चलनु, ओछ्यान पर्नु, ओखत मूलो, ओइलाउनु, ऐंठन, उभर्को लागनु, उदररोग, उपर्तली, उकूच पल्टनु, अर्बूद, अजीर्ण, अपस्मार, आन्द्रा बटार्नु, आंत, आंठी गांठी, आंठे, आङ् चलनु, आक्तो, आउं, अरुची, अम्मल, अमल पित्त, अमन हूनु, अग्नी जागनु, अतिसार, अंधो खटिरा, स्वेदन।

५. संक्षेपीकरण:

४ घण्टा

- बूदा टिपोट गरी संक्षेपीकरण गर्ने अभ्यास
- अनूच्छेद, पत्र, निवेदन, विज्ञापन, तमसूक, बैठक निर्णय र प्रतिवेदन लेखन
- ज्ञान विज्ञान र प्रविधिसंग सम्बन्धित विभिन्न विषय शीर्षकमा अनूच्छेद लेख्ने अभ्यास
- प्रश्नावली तयार गर्ने
- टिप्पणी तथा प्रतिवेदन तयार गर्ने

६. निबन्ध लेखन:

८ घण्टा

- निबन्ध योजना र सोसंग सम्बन्धित बूदा अनुरूप अनूच्छेद गठनको अभ्यास
- वस्तुपरक र भावपरक निबन्ध लेखनको अभ्यास

७ कृति समीक्षा:

३३ घण्टा

- विषयवस्तु, कथानक, पात्र, परिवेश, सन्देश, शीर्षक र भाषा शैलीका आधारमा निम्नलिखित रचनाहरूको समीक्षात्मक अभ्यास

कथा:

गुरु प्रसाद मैनाली छिमेकी  
विश्वेश्वरप्रसाद कोइराला सिपाही  
इन्द्रबहादुर राई रातभरि हूरी चल्यो  
रमेश विकल मधूमालतीको कथा

निबन्ध:

लक्ष्मीप्रसाद देवकोटा पहाडी जीवन  
सूधा त्रिपाठी संस्कृतिको नयां यात्रा  
भैरव अर्याल महापुरुषको संगत

कविता:

लेखनाथ पौडेल नैतिक दृष्टान्त  
पारिजात मानूषी  
गोपाल प्रसाद रिमाल आमाको सपना  
माधव प्रसाद घिमिरे नेपालै नरहे

नाटक:

विजय मल्ल बहूला काजीको सपना

द्रष्टव्य:

सहायक पुस्तकहरु (सम्बद्ध अंश मात्र):

- मोहनराज शर्मा, शब्दरचना र वर्ण(विन्यास वाक्यतत्त्व र अभिव्यक्ति, काठमाण्डौ बूक सेन्टर, काठमाण्डौ।
- चित्र कूमार गुरुङ्ग एम्.एस्सी. र केदार न्यौपाने एम्.ए., प्राविधिक शब्दार्थावली (चिकित्सा तथा विज्ञान खण्ड, त्रिभुवन विश्वविद्यालय, चिकित्सा शास्त्र अध्ययन संस्थान, अनूसन्धान शाखा, महाराजगंज, काठमाण्डौ।
- हेमाङ्गराज अधिकारी, समसामयिक नेपाली व्याकरण, विद्यार्थी पुस्तक भण्डार, भोटाहिटी, काठमाण्डौ।
- त्रि.वि. पाठ्यक्रम विकास केन्द्र, अनिवार्य नेपाली शिक्षण निर्देशन, काठमाण्डौ।
- लालानाथ सूवेदी र डा. हरि प्रसाद पराजूली, नेपाली वर्णविन्यास, साझा प्रकाशन, ललितपुर।
- लालानाथ सूवेदी, अनिवार्य नेपाली अभ्यास पुस्तिका।

अन्तिम लिखित परीक्षा मूल्यांकन योजना

एकाई	१	२	३	४	५	६	७	जम्मा
एकाई घण्टा	१०	२०	२०	१०	४	८	३३	१०५
अंकभार	८	१५	१५	८	३	६	२५	८०

## HS0102MW English

**Total: 3 hours /week**  
**Lecture: 3 hour/week**  
**Tutorial: 0 hours/week**  
**Practical: 0 hours/week**  
**Lab: 0 hours/week**

### Course Description:

This course is designed with a view to provide students techniques in using English for academic and communicative purposes, train them in the comprehending varieties of texts, terminologies, grammatical and communicative areas of English language, make them see the relationship between structure and meaning. This guides the students from general to comprehensive understanding of language.

### Course Objectives:

On completion of the course the students will be enabled to:

1. Construct sensible sentences applying the grammatical structures.
2. Answer the questions given after the comprehension passage.
3. Use terminologies vocabularies to construct sensible sentences.
4. Perform the communicative functions in given situation.
5. Write paragraphs on people, place and events correctly and meaningfully.
6. Analyze the literary texts.

### Section One: Language Development 63 Hrs.

#### Unit 1: What are you like? 4 Hrs.

- 1.1 Reading Comprehension: Finding the real you
- 1.2 Vocabulary: Character Adjectives (Mature, decisive, motivated, etc)
- 1.3 Grammar: Review of Tenses
- 1.4 Writing a formal letter
- 1.5 Project Work: Write a formal letter of application for a vacancy of health worker precisely describing yourself.

#### Unit 2: Health Matters 6 Hrs.

- 2.1 Reading Comprehension: An Unhealthy Obsession
- 2.2 Vocabulary: Health and Wellbeing
- 2.3 Grammar: Direct and Indirect Speech
- 2.4 Writing an academic essay: Introduction
- 2.5 Project work: Write the first paragraph of academic essay on assigned topic

#### Unit 3: Looking Ahead 4 Hrs.

- 3.1 Reading Comprehension: Destination Mars!
- 3.2 Vocabulary: Phrasal Verbs with *Up* and *Down*
- 3.3 Grammar: Future Forms
- 3.4 Writing: Body Paragraph of an academic essay
- 3.5 Project work: Write body paragraphs for assigned topic

#### Unit 4: It's a crime 8 Hrs.

- 4.1 Reading Comprehension: Writing crime fiction
- 4.2 Vocabulary: Crime and Punishment
- 4.3 Grammar: Passives
- 4.4 Writing: Conclusion of an academic essay using linking phrases

4.5 Project work: Write a five paragraph academic essay on assigned topic	
<b>Unit 5: Buying and Selling</b>	<b>6 Hrs.</b>
5.1 Reading Comprehension: The appeal of eBay	
5.2 Vocabulary: Expressions with business and shopping	
5.3 Grammar: Making Wishes	
5.4 Writing: A Report	
5.5 Project Work: Write a report of a recent excursion from your college	
<b>Unit 6: Family</b>	<b>4 Hrs.</b>
6.1 Reading Comprehension: Family	
6.2 Vocabulary: Family related terminologies	
6.3 Grammar: Root words and prefixes	
6.4 Writing: An Informal Letter / Email / Correspondence letter	
6.5 Project Work: Write an email to your brother/ sister living abroad	
<b>Unit 7: Sports</b>	<b>7 Hrs.</b>
7.1 Reading Comprehension: Euro 2020	
7.2 Use of sports related terminologies	
7.3 British and American Pronunciation	
7.4 Writing a news story	
7.5 Write a news story on the assigned topic	
<b>Unit 8: Education</b>	<b>8 Hrs.</b>
8.1 Reading Comprehension: A Story of My Childhood	
8.2 Use of terminologies of Education	
8.3 Expressing the degrees of Certainty	
8.4 Writing a Memo	
8.5 Project Work: Write a memo for your college friends reminding them about participation in sports week.	
<b>Unit 9: Humor</b>	<b>8 Hrs.</b>
9.1 Reading Comprehension: Why do we laugh inappropriately?	
9.2 Synonyms and antonyms of verb: 'laugh'	
9.3 Giving Advice: Models (Should/ would / could)	
9.4 Writing advice slips/ prescription	
9.5 Project Work: Write an advice slip on first aid of a deep cut.	
<b>Unit 10: Hobbies</b>	<b>4 Hrs.</b>
10.1 Reading Comprehension: On Walking	
10.2 Finding words in dictionary	
10.3 Arranging words in alphabetical order	
10.4 Keeping a daily diary/ Journal	
10.5 Project Work: Share your daily journal to the class friends	
<b>Unit 11: Globalization, Diaspora and Diversity</b>	<b>4 Hrs</b>
11.1 Reading-Identity Crisis in <i>Seasons of Flight</i>	
11.2 Vocabulary: Homophones (Principal/ Principle, etc)	
11.3 Writing: Book Review	
11.4 Grammar: Prepositions of Time and Place	
11.5 Project Work: Write a review of a book you have recently read and present it in the class.	
<b>Section Two: Literature</b>	<b>42 Hrs.</b>
<b>Unit 12: Short Stories</b>	<b>12 Hrs.</b>
1. The Use of Force – William Carlos Williams	
2. A Respectable Woman - Kate Chopin	
3. A Devoted Son - Anita Desai	

4. The Last Lesson - Alphonse Daudet
5. Birth- A. J. Cronin

**Unit 13: Poems**

**12 Hrs.**

1. New Nepal- Siddhicharan Shrestha
2. A Day - Emily Dickinson
3. Every Morning I Wake - Dylan Thomas
4. The Parrot in the Cage- Lekhanath Poudyal
5. Childhood- Kevin Young
6. Lunatic – Laxmiprasad

**Unit 14: Essays**

**12 Hrs.**

1. On Libraries - Oliver Sacks
2. Marriage as a Social Institution - Stephen L. Nock
3. Journey to the End of the Earth- Tishani Joshi
4. The Six-Million Dollar Man- Harold J. Morowitz
5. Stay Hungry, Stay Foolish!- Steve Jobs

**Unit 15: Play**

**6 Hrs.**

1. Malini- Rabindranath Tagore

**References:**

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2. Panday, Ram Kumar. *Yeti Tells*. SajhaPrakashan.3<sup>rd</sup> edition. Kathmandu, 2050.
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4. Grade 11 English. Centre for Curriculum Development, Government of Nepal: Sano Thimi, 2077.
5. Poudel, R.C., A Manual to Communicative English, K.P. Pustak Bhandar, Kathmandu, 1956/57.
6. Shah, B.L., A text book of writing skills in English, First edition Hira Books Enterprises, Kathmandu,
7. Fruehling, R. T. and Oldham N. B., Write to the point, McGraw- Hill, Inc. New York NY 10020
8. Taylor, G., English conversation practice, 1975.
9. Maharjan L. B., A textbook of English sounds and Structures, Vidyarthi Pustak Bhandar, Kathmandu,2000.
10. Blundell, Jon, Higgins, Jonathan & Middlemiss, Nigel, Function of English, Oxford University Press
11. Better English Pronunciation, Cambridge University Press, New edition
12. Link English, Central Department of English, Tribhuvan University
13. References to be selected by the related lecturer(s) from among the texts available in the market that meet the content needs of this subject.

**Final written exam marking scheme**

Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Unit hours	4	6	4	8	6	4	7	8	8	4	4	12	12	12	6	105
Marks	3	5	3	6	5	3	5	6	6	3	3	9	9	9	5	80



## HS0103MW Anatomy and Physiology

**Total: 2.5 hours /week**  
**Lecture: 2.5 hours/week**  
**Tutorial: 0 hour/week**  
**Practical: 0 hours/week**  
**Lab: 0 hours/week**

### Course Description

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

### Course Objectives

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

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

### 1. Systems Approach to the Human Body 4hrs

1.1 Definition: Anatomy, physiology; various suffix and prefix used in anatomy and physiology

1.2 Define: Different terminologies used in various systems

1.3 Content of main cavities

- Cranial, thoracic, abdominal, and pelvic.

1.4 Anatomical position of the body

- Anterior, posterior superior, inferior, proximal, distal, dorsal, ventral, palmer, lateral, supine, prone.

1.5 Range of motion

- Flexion, extension, abduction, adduction, rotation, circumduction, supination, pronation, opposition,

### 2. Introduction to cells and tissues 4hrs

2.1 The structure and functions of human cell

2.2 Cell division

- Mitosis, Meiosis
- Signification of mitosis and meiosis

2.3 The structure and function of tissues

- Epithelial tissue, connective tissue, muscular tissue, nervous tissue

2.4 Functions of membranes(meninges, pleura, pericardium, peritonium), glands (exogland and endocrine), cartilage

### 3. Body fluid and electrolyte 6hrs

3.1 Fluid and electrolyte distribution

- Intracellular fluid and electrolytes
- Extracellular fluid and electrolytes
- 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 and base
  - Mechanism to maintain acid base balance
  - Respiratory system
  - Urinary system
  - Buffer mechanism
  - Acidosis and alkalosis
- 3.3 Fluid and electrolyte imbalances
- Different conditions related to fluid and electrolyte imbalance
- Dehydration/ Over hydration
  - Hypo/Hyperkalemia
  - Hypo/Hyponatremia
  - Hypo/Hypercalcemia
  - Hypo/Hypermagnesemia
- 3.4 Ways of replacement
- Oral rehydration therapy
  - Naso-gastric replacement
  - Intravenous replacement
- 3.5 Types of rehydration solution
- Hypertonic
  - Hypotonic
  - Isotonic
- 4. Introduction to Blood and cardiovascular system 8hrs**
- 4.1 Blood
- Composition of blood: Cells, Plasma, Coagulation factors
  - Types of cells and function
  - Functions of blood
  - Blood grouping and Rhesus factor
  - Mechanism of haemostasis
  - Rh incompatibility in pregnancy
- 4.2 Heart
- Structure and functions of heart
  - External and internal structure of heart
  - Cardiac cycle
  - Conducting system of heart
  - Heart sound
  - Normal blood flow in heart
  - Stroke volume
  - Cardiac out put
- 4.3 Blood Vessels
- Structure and Function of blood vessels
  - Main blood vessels and their branches: Aorta, circle of willis, coronary artery , upper limb(brachial, radial) and lower limb( femoral, popliteal )
- 4.4 Blood Pressure(systolic pressure, diastolic pressure, pulse pressure, mean pressure )
- 4.5 Pulse: different types and common sites to take pulse
- 4.6 Types of circulation
- Pulmonary circulation

- Systematic circulation
  - Portal circulation
  - Fetal circulation
- 5 Introduction to Lymphatic System** **6hrs**
- 5.1 Structure and function of lymphatic system
- 5.2 Lymphatic vessels
- 5.3 Lymphatic organs and tissues
- Lymph nodes (major lymph nodes: cervical, axillary, inguinal, mesenteric )
  - Spleen
  - Thymus
  - Tonsils/ Peyer's patches
- 5.4 Defense mechanism of body: specific and non- specific)
- 5.5 Immunoglobulin: Types and function  
IgG, IgA, IgM, IgE
- 6 Introduction to Muscular System** **5hrs**
- 6.1 Muscles: Types, structure and functions
- Voluntary
  - Involuntary
  - Cardiac
- 6.2 Principal skeletal muscle
- Strenocledomastiod, trapezeus, bicep, triceps, deltoid ,gluteal ,quadriceps , calf muscles and pelvic floor muscle, rectus muscles, diaphragm
  - Action of the muscles in relation to force
- 6.3 Physiology of muscle contraction and relaxation
- 7 Introduction to Skeletal System** **6hrs**
- 7.1 Definition: Bone, Joint, cartilage and ligament
- 7.2 Development of bone
- 7.3 Suture and fontanelles
- 7.4 Bones: Types and function
- Long/short/flat/irregular/sesamoid
- 7.5 Skeleton
- Name Axial/ Appendicular bones
- 7.6 Joint: Types and function
- Fixed/cartilaginous/synovial
  - Mechanism of joint movement and its relation to the principles of lever
- 7.7 Role of bone in calcium regulation in blood
- 8. Introduction to Respiratory System** **8hrs**
- 8.1 Structure and function of different parts of respiratory organs
- Nose and nasal cavity, Sinuses, Pharynx, Larynx, Trachea, Lungs, Bronchi and Bronchioles, Alveoli
- 8.2 Respiratory muscles
- Intercostal muscle and Diaphragm
  - Accessory muscles: sternocleidomastoid, abdominal muscles
- 8.3 Mechanism of respiration( inspiration, expiration and pause )
- 8.4 Lung sounds: normal and abnormal( vesicular, bronchial, wheeze and crepitation)
- 8.5 Exchange of gases (O<sub>2</sub> and CO<sub>2</sub>):
- External respiration
  - Internal respiration
  - Respiration in relation to Boyle's law

8.6 Physiology of voice production

8.7 Capacity of lung

Tidal volume, inspiratory reserve volume, Inspiratory capacity, functional residual capacity, Expiratory reserve volume, residual volume, vital capacity, total lung capacity, dead space

## **9. Introduction to Digestive System**

**8hrs**

9.1 Definition

- Digestive system
- Ingestion, Digestion , Absorption, Excretion

9.2 Structure and function

- Digestive organs involved in digestive system: Mouth, tongue, Esophagus, Stomach, Small intestine, Large intestine, Rectum, Anus

9.3 Structure and function

- Accessory organs: Pairs of salivary glands, pancreas, liver, gall bladder and biliary duct

9.4 Teeth: Types, structure and functions:

- Temporary and Permanent
- Age of eruption

9.5 Physiology of digestion of foods( carbohydrate, protein ,and fat )

9.6 Bowel sounds

## **10. Introduction to Urinary System**

**5 hrs**

10.1 Structure and function of urinary system

- Kidney(external and internal structure – Nephron )
- Ureter
- Urinary bladder
- Urethra

10.2 Composition of urine and mechanism of urine formation

- Glomerular filtration
- Selective reabsorption
- Tubular secretion

10.3 Mechanism of micturition

## **11. Introduction to Nervous System**

**8hrs**

11.1 Introduction: neuron Nerve, neuroglia, synapse, nerve transmission

11.2 Types of nerves- sensory, motor, mixed

11.3 Mechanism of stimuli transmission

11.4 The central nervous system

- Covering membrane (meninges)
- Cerebrum
- Cerebellum
- Brain stem(Mid brain, pons, medulla oblongata )
- Ventricles
- Spinal cord

11.5 Cerebrospinal fluid: composition, regulation and functions.

11.6 The peripheral nervous system

- Spinal nerve
- Cranial nerve
- Autonomic nervous system

## **12. Introduction to Reproductive System**

**8hrs**

12.1 Female reproductive organ

- Growth and development of female reproductive organs

- Structure and functions of external and internal reproductive organs
  - Blood and nerve supply to these organs
  - Uterus support – ligaments and muscles
  - Female reproductive hormones
  - Primary and secondary sex characteristics: puberty
- 12.2 Physiology : Menstruation cycle and Menopause
- 12.3 Mammary gland : Mammogenesis, structure and functions, physiology of lactation
- 12.4 Male reproductive organs
- Growth and development of male reproductive organs
  - Structure and function of male reproductive organs
  - Blood and nerve supply to these organs
  - Male reproductive hormones
  - Primary and secondary sex characteristics: Puberty
- 12.5 Physiology of reproduction: gametogenesis, fertilization, implantation

**13. Introduction to Endocrine System** **6 hrs**

- 13.1 Structure and function of endocrine glands and their hormones
- Hypothalamus, pituitary, thyroid, parathyroid gland islets of Langerhans, gonads-ovary and testes, adrenal gland,
- 13.2 Hormone produced by different glands and its functions

**14. Introduction to Special Sensory Organ** **5 hrs**

- 14.1 Structure and function of the sensory organs
- Skin- dermis, epidermis, nail,
  - Eyes- eye ball , vision , visual pathway , accommodation , refraction error
  - Ears- external ear, middle ear, inner ear, physiology of hearing
  - Nose
  - Tongue

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- Chevalking H, Tuladhar K, Shrestha U. Integrated Science Related to Health, (2005); HLMC, IOM.

Final written exam marking scheme

Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Unit hours	4	4	6	8	6	5	6	8	8	5	8	8	6	5	87
Marks	3	3	6	7	6	5	6	7	7	5	7	7	6	5	80

## HS0104MW Basic Science

**Lecture: 1.5 hours/week**

**Tutorial: 0 hour/week**

**Practical: 0hours/week**

**Lab: 0 hours/week**

### Course Description

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

### Course Objectives

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

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

### Course Contents

- |  |                |
|--|----------------|
| <b>1. Introduction to basic sciences for midwifery practice</b>  | <b>2 hours</b> |
| 1.1 Definition of: <ul style="list-style-type: none"><li>• Chemistry</li><li>• Biochemistry</li><li>• Microbiology</li></ul>   |                |
| <b>2. Basic Chemistry</b>  | <b>7 hours</b> |
| 2.1 Basic concepts of matter, atomic structure, chemical bonds, gases, liquid, and solids, solutions, chemical reactions, acid, bases, and salt; organic and biochemistry including hydrocarbons and their derivatives, carbohydrates, lipids, proteins, enzymes, vitamins, and minerals, nucleic acids; |                |
| <b>3. Elements and compounds of the human body</b>   | <b>6 hours</b> |
| 3.1 Acidity, Alkalinity, pH, Diffusion, Buffers, Osmosis and osmotic pressure, solution (normal, molar, percentage)  |                |
| 3.2 Cell membrane, structure and function<br>Cellular compartmentalization and metabolic pathway   |                |
| <b>4 Bio-molecules</b>   | <b>10hours</b> |
| 4.1 Carbohydrate: Definition, Classification, composition, Function, metabolism  |                |
| 4.2 Protein: Definition, Classification, Composition, Function, metabolism   |                |
| 4.3 Lipid: Definition, Classification, composition, Function, metabolism   |                |

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

**5 Metabolism** **8hours**

5.1 Glycolysis and tricarboxylic acid (TCA) cycle or the Krebs cycle

5.2 Glycogen metabolism

5.3 Lipid metabolism

5.4 Cholesterol synthesis and breakdown

5.5 Urea cycle

5.6 Ketone body formation

**Microbiology:**

**6 Micro-organisms** **10hours**

6.1 Definition of organisms and types of micro-organisms

- Bacteria
- Virus
- Protozoa
- Fungi
- Algae
- Helminth
- Rickettsia

6.2 Factors affecting micro-organisms:

- Environment for growth
- Aerobic, anaerobic
- Temperature
- Humidity
- Nutrients

6.3 Environment to suppress growth of microbes

6.4 Survival of microbes under unfavorable environment:

- Cysts
- Spores
- Endospores

**7 Nosocomial Infection** **4hours**

7.1 Introduction, prevalence and importance

7.2 Mechanism of infection

7.3 Microbial causes of nosocomial infection

7.4 Sources and mode of spread of nosocomial infection

7.5 Diagnosis and control of nosocomial infection: sterilization, disinfection and standardized safety precaution

**8. Clinical specimen collection and testing** **5hours**

8.1 Outline the steps necessary in the collection and transportation of the clinical specimens for identification of clinically important pathogens.

8.2 Techniques involved in culture and sensitivity tests of clinical specimens.

**References**

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- Manandhar, M; Tamrakar A (2017). Text book of basic sciences for nurses, Samikshya Publication.
- Bhatta CP. (2011). Microbiology: Allied Health Sciences and Nurses. (1<sup>st</sup>ed.). A.K. books and educational enterprises.

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- Sood S. (2002). Microbiology for Nursing students and Nurses, (1<sup>st</sup>ed). B. I. Churchill Livingstone.

**Final written exam marking scheme**

Unit	1	2	3	4	5	6	7	8	Total
Unit hours	2	7	6	10	8	10	4	5	52
Marks	2	5	4	8	6	8	3	4	40



## HS0105MW Foundation of Midwifery I (Theory)

**Total: 9 hours /week**  
**Lecture: 3 hours/week**  
**Tutorial: 0 hour/week**  
**Practical: 6 hours/week**  
**Lab: 0 hours/week**

### Course Description

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

### Course Objectives

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

- Describe the Midwifery model of care and its application in caring for woman and newborn.
- Describe the history of midwifery and identify the scope of midwifery practice in Nepal.
- Identify the essential competencies for midwifery practice
- Describe the Maslow's Hierarchy of needs.
- Identify the midwifery care process including critical thinking and clinical decision making.
- Explain respectful maternity care, recognizing the importance of developing cultural awareness.
- Explain the health service provision in Nepal, with a focus on maternity care services.
- Recognize the importance of effective communication in midwifery practice.
- Identify the necessary knowledge and skills for providing health education.
- Describe self-awareness to support reflective practice.
- Demonstrate the basic procedure used in midwifery.
- Describe knowledge and skills required to perform health assessment of woman.
- Identify the comfort measures and devices including moving and turning of the woman.
- Describe the safe use of equipment and maintaining a safe environment for a woman, newborn and families.
- Identify safe moving and handling techniques in clinical practice.
- Describe the basic caring skill needed during clinical practice.
- Explain the different types of exercise.
- Describe the appropriate technique of drug administration. Course Contents

### **Unit 1: Midwifery Model of Care** **2 hours**

- 1.1 Definition: Midwife, Midwifery
- 1.2 Midwifery model of care
- 1.3 Philosophy of midwifery care
- 1.4 ICM essential competences

### **Unit 2: History and Scope of Midwifery Practice** **2 hours**

- 2.1 History of midwifery: global, regional and national

2.2 Provision of midwifery care:	
• Skilled birth attendants	
• Enabling environment	
2.3 Scope of midwifery practice	
<b>Unit 3: Midwifery ethics and laws</b>	<b>5 hours</b>
3.1. ICM code of ethics for midwives	
• Midwifery Relationships	
• Standards of practice for Midwifery	
• The Professional Responsibility of Midwives	
• Advancement of Midwifery Knowledge and Practice	
3.2 Ethics in Midwifery	
• Ethical values and norms	
• Ethical guidelines	
• Ethical issues and dilemma in midwifery	
• Process of ethical decision making	
<b>Unit 4 Maslow's Hierarchy of Needs</b>	<b>1 hours</b>
4.1 Maslow's hierarchy of needs of woman	
• Physiological needs	
• Safety and security needs	
• Love and belongings needs	
• Self-esteem needs	
• Self-actualization needs	
<b>Unit 5 Midwifery Care process</b>	<b>3 hours</b>
5.1 Midwifery Care Process	
• Definition	
• Importance	
5.2 Steps	
• Assessment	
• History taking	
• Physical examination	
• Review reports	
• Laboratory Findings	
• Decision making	
• Planning	
• Implementation	
• Evaluation	
<b>Unit 6 Respectful maternity care (RMC)</b>	<b>4 hours</b>
6.1 Introduction	
6.2 Importance	
6.3 Disrespect and abuse	
6.4 Obstetric violence	
6.5 Respectful Maternity Care, Universal Rights of childbearing women and Newborn (White Ribbon Alliance)	
<b>Unit 7 National Maternity Service Provision in Nepal</b>	<b>2 hours</b>
7.1 Health service provision in Nepal	
• Public sector and private sector	
7.2 Maternity service provision in Nepal	
• The development of maternity services in Nepal	
• Incentives for using maternity services.	

### 7.3 Hospital

- Definition, Purposes, Types, and functions
- Admission and Discharge procedure of the woman
- Recording and reporting
- Transfer of woman: Unit to unit, hospital to hospital

### 7.4 Birthing Centre/home setting

- Birthing center: Introduction, criteria and guidelines for admission, referral, and Protocol for childbirth

## **Unit 8. Effective Communication and Counseling**

**4 hours**

### 8.1 Communication

- Definition
- Elements
- Importance
- Skills
- Tools
- Factors affecting communication.
- Barriers

### 8.2 Qualities of a good communicator

### 8.3 Effective communication for midwives

### 8.4 Counseling

- Definition
- Basic elements
- Types
- Steps
- Skills of counselor

## **Unit 9 Personal Hygiene Management**

**12 Hours**

### 9.1 Personal Hygiene: Definition, Purpose, and Principles

### 9.2 Procedure of:

- Oral care
- Skincare: Sponge bath, Bed bath,
- Perineal care
- Back care
- Hair care

### 9.3 Pressure area care

- Definition
- Relationship between friction and pascal's law
- Common sites
- Preventive measures and care

## **Unit 10. Health Assessment**

**16 Hours**

### 10.1 Vital signs: Definition and Purposes

- Temperature
- Sites: Oral and axillary
- Alteration in body temperature: different types of fever.

### 10.2 Pulse

- Definition and type
- Characteristics of normal pulse
- Factors affecting pulse rate.
- Sites of taking pulse (review from physiology)

- Principle and method of taking pulse.
- 10.3 Respiration
  - Definition and Types
  - Characteristics of normal respiration
  - Factors affecting respiration.
  - Method of checking respiration
- 10.4 Blood Pressure (BP)
  - Definition and Types
  - Factors affecting BP
  - Characteristics of BP
  - Sites and technique of measuring BP
  - Relationship between BP and Pascal's law
- 10.5 Pain Assessment
  - Definition of Pain
  - Type of pain,
  - Assessment of pain and management
- 10.6 Laboratory investigation:
  - Collection, labeling and dispatch of specimen.
    - Blood
    - Urine
    - Stool
    - Sputum
    - Pus and Throat Swab
    - High vaginal swab
- 10.7 Radiological investigation and preparation of woman
  - X-ray examinations
  - Ultrasonography (USG)

**Unit 11. Comfort Measures**

**12 Hours**

- 11.1 Rest, sleep and exercise
- 11.2 Bed making
  - Introduction, Purposes and Principles
  - Types of bed and bed making
    - Unoccupied Bed
    - Occupied Bed
    - Post-operative
    - Birth bed
    - Cardiac Bed
    - Air and water bed
- 11.3 Position: different positions and their uses
- 11.4 Comfort devices
  - Definition, Purpose, and Importance
  - Different devices used in hospital: Birthing Ball, Bed cradle, foot board, side rails, bed lifter, cardiac table, backrest, air cushion, sandbag, pillow, bed block, hot water bag
- 11.5 Body Mechanics
  - Principles of body mechanics
  - Technique of maintaining body mechanics
- 11.5 Moving and turning a woman
  - Moving a woman up in a bed

- Turning a woman to the lateral position and prone position
- Assisting a woman to sitting position
  - Transferring woman between Bed and stretcher
  - Transferring woman between Bed and chair
  - Ambulation

**Unit12. Infection Prevention and Control**

**8 Hours**

12.1 Infection prevention and control: Definition and Importance

12.2 Medical Asepsis: Definition

- Hand hygiene
- Universal precaution
- Equipment cleaning
- Environment cleaning, safe handling, and disposal of infectious waste
- Housekeeping and management of spillage
- Isolation: Transmission based precautions

12.3 Surgical asepsis

- Instrument processing and sterilization

12.4 Instrument storage

12.5 Handling of Cheattle forceps

12.5 Hospital waste management

12.6 Wound care

- Definition, Types of wounds, Process of wound healing

12.7 Dressing and bandaging

- Definition, types, purpose, principles and Techniques

12.8 Drainage: Definition, Care of woman with types of drainage tube

**Unit 13. Clinical Hazards and safety measures**

**4 Hours**

13.1 Hazards in clinical setting

- Medical hazards
- Chemical hazards
- Biological hazards
- Radiological hazards
- Electrical hazards
- Fire hazards
- Sharp hazards
- Physical hazards

13.2 Safety Measures

- Maintaining safe environment: water, fire, ventilation, lighting, floors, room temperature, fall
- Use of side rails
- Use of Restraints: physical

**Unit 14. Basic caring skills**

**23 Hours**

14.1 Distension of Bladder and abdomen

- Definition, Causes and sign and symptoms.
- Ways of relieving distension

14.2 Constipation

- Definition
- Sign and symptoms
- Ways of relieving constipation

14.3 Enema

- Definition
- Purposes
- Principles
- Types
- Method of administering enema
- Rectal Suppository
- Use of bedpan

#### 14.4 Catheterization

- Definitions, Purpose, Principles and Types of catheterizations
- Catheterization procedure
- Care of woman with an indwelling catheter
- Removal of the indwelling catheter

#### 14.5 Ryle's Tube

- Purposes
- Sizes and types
- Indication
- Method of insertion
- Ryle's tube feeding/ aspiration.
- Removal of Ryle's tube

#### 14.6 Blood transfusion

- Introduction, indications, and contraindications
- Procedure of blood transfusion
- Care of women with blood transfusion

#### 14.7 Oxygen Therapy

- Definition, Purposes, Indications and Procedure
- Care of accessories used for oxygen therapy.
- Care of woman with oxygen therapy
- Safety precaution

#### 14.8 Steam inhalation: purpose, principles, procedure

#### 14.9 Nebulization: purpose, principles and procedure

#### 14.10 Suctioning to women: Indication, purpose, principle, and procedure.

#### 14.11 Hot and Cold applications

- Definition, purposes and principles and Effects
- Types and methods
- Care of woman

#### 14.12 Sitz Bath: Definition, Purpose, and Methods

#### 14.13 Maintaining intake and output chart.

### **Unit 15 Exercise**

**2 Hours**

#### 15.1 Definition

#### 15.2 Types of Exercise

- Range of motion exercise: Definition, purpose, principles, and step by step procedure
- Deep breathing and coughing exercise: Purpose, principle and procedure
- Pelvic floor exercise

### **Unit 16. Drug Administration**

**5 Hours**

#### 16.1 Administration of drug

- Definition and purpose

- Abbreviations used in drug administration.
- Right of drug administration
- Medicine calculation and measurement
- Routes for drug administration: Types, purpose, principles, preparation, procedure of administration of Oral, Parental, Topical, Instillation and Inhalation, vaginal and rectal

#### 16.2 Care of woman with intravenous infusion

- Responsibilities of a midwife in drug administration
- Emergency drugs

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### Final written exam marking scheme

Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total
Unit Hours	2	2	5	1	3	4	2	4	12	16	12	8	4	23	2	4	105
Marks	2	2	4	1	2	3	2	3	9	12	9	5	3	18	2	3	80

## Foundation of Midwifery I (Clinical)

Practical 210 hrs

### Course Description

This course is designed to develop competency in providing basic care to woman. The students will be supervised at all time. Students will have clinical placement in medical, surgical, gynecological, and maternity and CSSD units.

### Course objectives

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

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

### Learning Activities

1. Use midwifery care process to provide care to woman.
2. Develop midwifery care plan before caring the woman.
3. Develop knowledge and skill of drugs administration safely and correctly.
4. Develop competency in basic nursing/midwifery skill according to women's need in the following procedure:
  - Hygienic needs such as Oral care, Hair care, Skin care, Nail care -5(each)
  - Bed making -5
  - Different comfortable positioning -
  - Back care -5
  - Active and Passive exercise -5
  - Deep breathing and coughing exercise -5
  - Postural drainage -2
  - Hot and cold application -3
  - Insertion of nasogastric tube and feeding/aspiration -3
  - Oxygen Therapy -5
  - Maintaining intake output -10
  - I/V cannulation and venipuncture -10
  - Care of I/V fluid and site -10
  - Catheterization - 5
  - Enema- -5 each
  - Infection prevention and control procedure - Each
  - Hand hygiene procedure - Each
  - Methods of sterilization -5
  - Dressing and bandaging -5
  - Collection and labeling of specimen -5



**Evaluation scheme**

Internal Marks Allocation		
Activities	Items	Marks
Student's Daily Performance	1 overall in an area	10
Procedure log book	1	5
Health teaching	1	5
Women's assessment (History taking/ physical examination)	2	10
Drug plan card	1	5
Procedure evaluation	2	10
Midwifery care plan	5	5
Total		50

## HS0106MW Healthy Pregnancy (Theory)

**Total: 7 hours /week**  
**Lecture: 3 hours/week**  
**Tutorial: 0 hour/week**  
**Practical: 4 hours/week**  
**Lab: 0 hours/week**

### Course Description

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

### Course Objectives

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

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

### Course Contents

#### **Unit1. Anatomy and Physiology of male and female reproductive organs      12 Hours**

##### 1.1 Anatomy and Physiology of male and female reproductive organs (Review)

- Male and female reproductive system
- Mammary glands
- Menstruation cycle

##### 1.2 Pelvis: Types, Diameters, landmarks, joints, ligaments, muscle and its effect on labour.

#### **Unit 2. Well women health care      10 hours**

##### 2.1 Healthy Family development

##### 2.2 Sexual development and sexual activity

##### 2.3 Pre-conception care and genetic counseling

##### 2.4 Culturally sensitive health promotion and health education related to sexual and reproductive health

#### **Unit 3. Diagnosis of Pregnancy      8 Hours**

##### 3.1 Confirmation of pregnancy

- Sign and symptoms

- Menstrual history and LMP
- 3.2 Pregnancy confirmation tests
- Urine test
  - USG

**Unit 4. Fetal Development** **14 Hours**

- 4.1 Terminologies: Organogenesis, Oogenesis, Spermatogenesis, Gametogenesis, Fertilization.
- 4.2 Embryology
- 4.3 Fetal development
- Placenta, amniotic fluid, membrane and cord development
  - Fetal circulation
  - Fetal growth and wellbeing

**Unit 5. Fetal Skull** **7 Hours**

- 5.1 Bones, Sutures, Fontanelle and measurements.
- 5.2 Feto-pelvis relationship:
- Fetal presentations and positions
  - Engagement

**Unit 6. Physiological and physical changes during pregnancy and minor disorders** **12 hours**

- 6.1 Changes in reproductive system and other body systems.
- 6.2 Maternal weight gain
- 6.3 Minor disorders of pregnancy
- Gastro-intestinal system
  - Musculoskeletal system
  - Nervous system
  - Respiratory system
  - Genito-urinary system
  - Integumentary system
  - Circulatory system
  - Metabolic and endocrine system
- 6.4 Non-pharmacological measures to relief common discomforts

**Unit 7. Antenatal Assessment** **28 Hours**

- 7.1 Midwife led Antenatal booking-first and consecutive contacts
- Purposes
  - History taking and screening for risk woman
  - Schedule of contacts (WHO2016, and ANC PNC Continuum of care guideline, 2079)
  - WHO recommendations on antenatal care for a positive pregnancy experience
- 7.2 Calculation of Expected Date of Delivery (EDD) and gestational age
- 7.3 Physical examination and antenatal examination
- Head to toe examination
  - BMI (at1stContact)
  - Blood pressure assessment
  - Abdominal palpation
  - Auscultation of fetal heart sound
  - Assessment of fetal growth, liquor volume and fetal movements.
- 7.4 Psychological assessment
- 7.5 Screening and testing
- Urinalysis

- USG
- 7.6 Nutritional advice and supplements
- 7.7 Immunization
- 7.8 Education and counseling – one to one and group antenatal counseling to promote and support health behaviors that improve wellbeing of the mother and fetus
  - Personal Hygiene
  - Rest and sleep
  - Comfort measures
  - Antenatal exercise
  - Safer sex
  - Effects of inadequate nutrition and heavy physical work
  - Postpartum family planning
  - Prepare for early initiation and continuation of breastfeeding
  - Labor and birth position
  - Effects of tobacco use, alcohol and addictive drugs
  - Gentle birth method
- 7.9 Strategies to prevent risk of mother to child transmission of HIV infection (PMTCT)
  - Pre and post-test counseling
- 7.10 Culturally sensitive continuity of care during pregnancy
- 7.11 Birth preparedness and complication readiness
  - Birth plan
  - Danger signs during pregnancy
  - Referral

**Unit 8. Assessment of fetal wellbeing 6 Hours**

- 8.1 Components of assessment of fetal wellbeing
  - Biophysical
  - Clinical
  - Biochemical

**Unit 9. Drugs commonly used in pregnancy 8 Hours**

- 9.1 Hematinic agent and calcium
- 9.2 Tocolytic agent
- 9.3 Anticonvulsant agents
- 9.4 Uterotonic agents

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**Final written exam marking scheme**

Unit	1	2	3	4	5	6	7	8	9	Total
Unit Hours	12	10	8	14	7	12	28	6	8	105
Marks	9	8	6	11	5	9	21	5	6	80

## Healthy Pregnancy (Practicum)

Practical 140 hrs

### Course Description

This course has been designed to develop necessary knowledge, skills, and understanding in care of the woman with healthy pregnancy in health facilities. The students will work together with their supervisors to develop skills from acquisition to competency level during the clinical posting. The collaborative care approach will be maintained throughout the placement. The simulation corner at the clinic will be used by the students for development of the clinical skills.

### Course Objectives

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

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

### Teaching Learning Activities

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

### Clinical placement

- Antenatal unit: Latent labour and active labour wards.
- Antenatal clinic/ Midwife led antenatal clinic
- Community health centers (HP, Birthing Centers)

S.N.	Activities	No. of Cases	Marks
1.	Perform Antenatal examination	40	10
2.	Case study and presentation	1	5
3.	Group antenatal education and counseling	5	5
4.	Calculation of EDD and WOG	40	5
5.	Use of Birth preparedness package	40	5
6.	Provide pre and post-test PMTCT counseling	20	5
7.	Observation visit-birth center, woman center care and psychological counseling center	2	5
8.	Performance evaluation		10
	Total Marks		50

## HS0107MW Physiological Labour and Childbirth (Theory)

**Total: 7 hours /week**  
**Lecture: 3 hours/week**  
**Tutorial: 0 hour/week**  
**Practical: 4 hours/week**  
**Lab: 0 hours/week**

### Course Description

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

### Course Objectives

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

- Explain physiological labour and childbirth.
- Describe the physiological changes of different stages of labour.
- Identify the progress during the different stages of physiological labour.
- Explain the mechanism of physiological labour and relate this to the provision of safe care during the physiological labour and childbirth.
- Assess progress of physiological labour with use of the labour care guide.
- Explain the management of a safe spontaneous vaginal birth; prevent, detect and stabilize complications. assisting
- Describe management of third stage of labour.
- Outline the provision of immediate newborn care, including newborn resuscitation.
- Explain the care of the mother and newborn during the first hour after birth.
- Identify and analyze the deviation from physiological labour and birth and way of referring if complication arises

### Course Contents

#### Unit 1. Physiological labour/birth 21 hours

##### 1.1 Physiological Labour

- Definition
- Principle of physiological labour
- Physiology of labor /birth
- Causes of onset of labor
- True and false labour
- Stages and duration of labour

##### 1.2 Factors affecting physiological labour: passage, passenger, power, position of mother, psyche of mother

##### 1.3 Psychosocial and cultural aspects of labor/birth

##### 1.4 Measures to natural secretion of oxytocin

##### 1.5 Pain relief and comfort measures

- Physiology of pain during childbirth
- Non-pharmacological methods: counter pressures, hydro-therapy, hypnobirthing, birthing positions, massage, birth companionship, aroma therapy, TENS.
- Pharmacological methods: Systematic agents and Epidural analgesia

#### Unit 2. First Stage of labour 25 hours

##### 2.1 First stage of labour

- Introduction
  - Physiology of the first stage of labour
  - Mechanism of labour.

Management of first stage of labour:

- Assessing and monitoring the well being of woman and fetus.

Per Vaginal examination

- Introduction
  - purpose and indications
  - procedures
  - interpretation of findings

Admission procedure including all the components of Respectful Maternity Care.

Care during the first stage of labour

- Position and Movement during the First Stage of Labour
- Rest
- Nutrition
- Fluid intake
- Bladder and Bowel care
- Relief of pain
- Companion of choice

2.5 Progress of Labour:

- Factors that supports and promotes physiological labour
- Uterine contraction, descent of fetal head, Cervical dilataion
- Labour Care Guide (LCG)
  - Introduction
  - Importance of Labour care guide
  - Components
  - Plotting of labour care guide
  - Decision making: Indicators of need for timely intervention
- Preventive measures of perineal trauma.

### **Unit 3. Second stage of labour**

**25 hours**

3.1 Second Stage of Labour

- Physiological changes
- Signs and symptoms of second stage of labor.

3.2 Phases of Second Stage of Labour (propulsive and expulsive)

3.3 Preparation for assisting physiological birth

- Environment: birthing area and equipment
- 3.4 Midwife
- 3.5 Woman

3.5 Care and management during second stage of labour

- Prevention of infection
- Facilitation of birth in different positions
- Monitoring maternal and fetal condition
- Monitor and identify any deviation from physiology of second stage of labour.
- Nutrition
- Hydration
- Assisting in Breathing Techniques
- Progress of labour and bearing down effort
- Comfort and support
- Care of the Perineum: Guarding the perineum, perineal massage, hot compression
- Episiotomy
- Management of nuchal cord.



- 3.6 Immediate care of mother and newborn
- 3.7 APGAR score
- 3.8 Delayed cord clamping
- 3.9 Newborn Resuscitation (Helping Baby Breathe)

**Unit 4. Third and Fourth Stage of Labour**

**23 hours**

- 4.1 Definition: Third and fourth stage of Labour
- 4.2 Physiology of third stage
  - Mechanism and methods of placenta separation
  - Signs and symptoms of separation of placenta
  - Control of bleeding
- 4.3 Types of third stage management of labour
  - Active management: Definition, advantages and disadvantages
  - Physiological management: Definition, advantages and disadvantages
- 4.4 Assessment of perineum and repair if needed
- 4.5 Principles underpinning technique for repair of perineal tears and episiotomy
- 4.6 Assessment of blood loss
- 4.7 Examination of placenta
- 4.8 Post-partum family planning (PPFP)
- 4.9 Management of fourth stage of labour
  - Assessment of mother and baby: Danger signs of mother and newborn
  - Breastfeeding
  - Health education
  - Recording and reporting- maternal condition, estimating total blood loss, newborn condition and placenta including HMIS and EOC monitoring.
  - Infection prevention and control practices including waste disposal.
  - WHO recommendation on Intrapartum cares for positive childbirth experience.

**Unit 5. Care of Newborn**

**11 hours**

- 5.1 Immediate care of the newborn
- 5.2 Newborn Examination
- 5.3 Infection prevention and control practices when caring for a newborn.

**References**

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**Final written exam marking scheme**

Unit	1	2	3	4	5	Total
Unit Hours	20	24	24	22	10	105
Marks	16	19	19	18	8	80

## Physiological Labour and Child birth (Practicum)

Practical 140 hrs

### Course Description

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

### Course Objectives

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

- Apply respectful maternity care components in all aspects of care.
- Provide care to woman and her newborn based on midwifery model (Social Model) of care.
- Involve woman and her family in decision making in all aspects of care .
- Obtain comprehensive History.
- Perform physical examination in labour.
- Provide physical and psychosocial support for woman and family.
- Plot labour care guide/ and interpret the findings and take appropriate action.
- Monitor normal progress of labour and find out any deviation.
- Promote and assist physiological labour and birth
- Monitor fetal well-being and identify the deviation during labour.
- Provide immediate newborn care Perform neonatal resuscitation when needed.
- Repair the episiotomy and perineal tear as needed.
- Perform examination of placenta.
- Provide the safe environment for mother and infant to promote attachment
- Identify the women with complications during labour, manage and refer in appropriate healthcare facilities where further service is available
- Maintain Inter-professional collaboration and teamwork

### Teaching/Learning Activities

1. Collect health history and examine the pregnant women during labour in different setting.
2. Formulate midwifery care plans
3. Provide counseling to the woman about pushing and breathing technique during labor
4. Provide counseling to the woman about pushing and breathing technique during labor
5. Monitors fetal well-being by various methods during labour.
6. Perform vaginal examinations and interpret the findings.
7. Assist the woman for intranatal exercise, encourage for different position according to her choice
8. Plot the labour care guide and interpret the findings.
9. Conduct normal delivery in real situation in different position as her choice.
10. Provide immediate Newborn care.
11. Perform newborn resuscitation (helping baby breathe).
12. Repairs perineal tear/episiotomy as required.
13. Provide care of the women during intrapartum period.
14. Facilitate parent infant bonding for breast feeding.
15. Document all the events.

16. Establish inter-professional collaboration and teamwork

**Clinical placement**

- Antenatal unit: Latent labour and active labour wards.
- Labourroom /birthingUnit/ center/ Midwife led onsite birthing unit (OMBU)
- Postnatal unit
- Community health centers (HP, BirthingCenters)

**Clinical assessment**

SN	Activities	No. of Cases	Marks
1.	Collect health history and assess the pregnant woman during labour in different setting.	20	2.5
2.	Formulate midwifery care process	5	2.5
3.	Perform the Per vaginal examination	20	2.5
4.	Plot labour care guide	30	2.5
5.	Assist physiological childbirth	30	10
6.	Perform episiotomy and suturing (Simulation lab)	5	5
7.	Perform Examination of newborn	10	2.5
8.	Perform newborn resuscitation with bag and mask (simulation lab)	5	2.5
9.	Perform perineal tear repair	10	2.5
10.	Perform active management of third stage of labour	30	2.5
11	Assist/ perform PPIUCD in clinical/ skill lab	5	5
12	Performance evaluation	1	10
	Total Marks		50

## HS0108MW Healthy Postpartum and Newborn (Theory)

**Total: 7 hours /week**  
**Lecture: 3 hours/week**  
**Tutorial: 0 hour/week**  
**Practical: 4 hours/week**  
**Lab: 0 hours/week**

### Course Description

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

### Course objectives

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

- Describe puerperium.
- Explain postpartum care.
- Describe minor disorder of puerperium and their management.
- Explain lactation management.
- Identify common breast problem and their management.
- Describe care of newborn baby.
- Explain growth and development of normal newborn.
- Describe minor disorder of newborn and their management.
- Describe family planning.
- Explain discharge teaching of postpartum mother and newborn

### Course Contents

#### Unit 1.Puerperium

**10 hours**

##### 1.1 Puerperium

- Definition
- Phase of puerperium
- Physiology and characteristics

##### 1.2 Changes during puerperium

###### 1.2.1 Anatomical changes during puerperium

- Involution of uterus
- Involution of other pelvic structure

###### 1.2.2 Physiological changes during puerperium

- Reproductive system
  - Lochia
  - Involution of uterus
- General physiological changes
  - Vital signs
  - Respiratory system
  - Urinary system
  - GI system
  - Integumentary system
  - Cardiovascular system( Blood volume)

- Weight loss
  - Menstruation and Ovulation
  - Lactation
  - Change in endocrine system
- 1.3 Psychological and Emotional changes
- Taking in
  - Taking hold
  - Letting go

**Unit 2. Postpartum care**

**20 hours**

- 2.1 Introduction, goals, components and principles of postpartum care
- 2.2 Postnatal assessment of mother
- History
  - Physical examination
- 2.3 Daily assessment of mother
- 2.4 Recommended Postnatal visit with components
- 2.5 General care to mother
- Vital signs
  - Care of bowel, bladder and uterus
  - Perineal care (Perineal tear/ Episiotomy)
  - Personal Hygiene ( Breast)
  - Rest and sleep
  - Nutrition
  - Rooming in
  - Clothing
  - Postnatal exercise
  - Psychological and Emotional support
- 2.6 Community based postpartum care and services
- 2.7 Postnatal danger signs
- 2.8 WHO recommendation on maternal and newborn care for a positive postnatal experience

**Unit 3. Minor disorders of puerperium and their management**

**4 hours**

- 3.1 Minor disorders of puerperium and management
- After pain
  - Sub involution of uterus
  - Retention of urine
  - Maternal blue/4th day blue
  - Constipation and Hemorrhoids
  - Perineal pain

**Unit 4. Lactation management**

**20 hours**

- 4.1 Anatomy and physiology of breast (review from Anatomy and Physiology)
- 4.2 Physiology of lactation
- Mammogenesis
  - Lactogenesis
  - Galactokinesis
  - Galactopoiesis
- 4.3 Composition of breast milk
- 4.4 Advantages of breast feeding- early and exclusive breastfeeding
- 4.5 Early breastfeeding and successful breastfeeding techniques and positions

- 4.6 Encouragement and support of exclusive breastfeeding.
- 4.7 Express breast milk- technique and storage
- 4.8 Contraindication of breastfeeding
- 4.9 Indications and contraindications to use of drugs and substance during lactation
- 4.10 Suppression of lactation
- 4.11 Alternative methods of feeding (Cup, spoon, palladia, or gastric tube, bottle feeding)
- 4.12 Different method of feeding in special conditions (baby with HIV positive mother, cleft lip/palate, multiple birth, caesarean section.
- 4.13 Advocate for breastfeeding in family and community
- 4.14 Breast milk substitute act and regulation (National)
- 4.15 Baby friendly hospital initiative and Mother Baby friendly hospital initiative

**Unit 5. Common breast problem and their management** **3 hours**

- 5.1 Introduction, Causes, Sign and symptoms, prevention and management of common breast problems
  - Abnormal nipple (abnormally large nipple, inverted and flat nipple)
  - Cracked nipple
  - Breast engorgement
  - Plugged duct

**Unit6. Care of newborn** **24 hours**

- 6.1 Introduction of newborn
- 6.2 Adaptation to extra uterine life
- 6.3 Characteristics of healthy newborn
- 6.4 Physiology of newborn
- 6.5 Essential newborn care
- 6.6 needs of newborn
  - Established breathing
  - Warmth-(including skin-to-skin)
  - Attachment(bonding)
  - Sleep
  - Feeding
  - Infection prevention and control
  - Safety and security
  - Elimination
  - Protection from injury and Accident
  - Immunization (protocol guideline)
  - Care of newborn (umbilical cord, baby bath)
- 6.7 Examination of newborn
  - General appearance
  - Vital signs
  - Measurements
  - Head to toe examination
  - Reflexes
- 6.8 Danger signs of newborn
- 6.9 Traditional and cultural practices related to newborn care

**Unit 7. Normal newborn growth and development** **2 hours**

- 7.1 Normal newborn (28 days of life)
  - Growth

- Development

**Unit 8 Minor Disorder of newborn and their management** **5 hours**

8.1 Introduction, Causes, Sign and symptoms, prevention and management of minor disorders of newborn

- Sore buttocks/Napkin rashes
- Skin rashes
- Dehydration fever
- Physiological jaundice
- Vomiting
- Oral Thrush
- Constipation
- Engorged breast
- Stuffy nose
- Pseudo-menstruation
- Pre-deciduous teeth
- Meteorism/baby colic

8.2 Referral or transfer system

**Unit 9. Methods of family planning in postpartum period** **15 hours**

9.1 Methods of family planning appropriate for use in postpartum period ( Implant and Intrauterine Contraceptive Device IUCD)

- Definition
- Methods : Long Acting , Short Acting
- Mechanism of Action
- Advantages
- Side-effects
- Family planning counseling [Medical eligibility criteria wheel for contraceptive use (MEC Wheel) 2022 reprint]

**Unit 10. Discharge teaching** **2 hours**

10.1 Discharge Teaching

- Nutrition
- Rest and sleep
- Personal Hygiene
- Breastfeeding
- Newborn care
- Postpartum visit
- Immunization
- Sexual education
- Danger signs (mother and newborn)
- Family planning

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- Mother's milk substitute (control of sale and distribution) Act. (2049), Nepal law commission
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#### **Final written exam marking scheme**

Unit	1	2	3	4	5	6	7	9	10	Total
Unit Hours	10	20	4	20	24	2	5	15	2	105
Marks	8	16	3	16	18	2	4	11	2	80



## Healthy Postpartum and Newborn (Practicum)

Practical 140 hrs

### Course Description

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

### Clinical Objectives

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

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

### Teaching/Learning Activities:

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

9. Establish inter-professional collaboration and teamwork

**Clinical Placement**

- Postnatal ward + FP/ MCH clinic 4weeks

**Requirements:**

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

- Postnatal history and examination-50 cases
- Postnatal assessment: As per NNC requirement
- Newborn assessments: As per the NNC requirement
- Postnatal visits at home-5 minimum visits at home and submission of report.

S.N.	Activity	No. of Cases	Marks
1	Daily clinical performance	-	10
2	Perform health teaching	1	5
3	Examine postnatal mother	50	5
4	Perform newborn examination of baby	30	5
5	Perform baby bath	5	5
6	Support in newborn breastfeeding	50	5
7	Perform Peri-care	5	5
8	Provide essential newborn care	50	5
9	Implant Insertion	5	-
10	Implant Removal	5	-
11	IUCD Insertion	5	-
12	IUCD Removal	5	-
13	Logbook	1	5
Total Marks			50

## **Second Year**

## HS0201MW Nutrition (Theory)

**Total: 1 hours /week**  
**Lecture: 1 hours/week**  
**Tutorial: 0 hour/week**  
**Practical: 0 hours/week**  
**Lab: 0 hours/week**

### Course Description

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

### Course Objectives

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

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

### Course contents

#### 1. Food and Nutrition

**2hours**

- 1.1 Definition of nutrition, diet, dietetics
- 1.2 Relationship between nutrition and health
  - Growth and development
  - Specific deficiencies
  - Resistance to infection
  - Mortality and morbidity
- 1.3 Main function of food
  - Provision of energy
  - Body building and repair
  - Maintenance and regulations of tissue functions

#### 2. Nutrients and balanced diet

**3hours**

- 2.1 Definition, functions, classification, sources, deficiencies )
  - Macro nutrient: Protein, fats and carbohydrate
  - Micro nutrient: Vitamins and minerals
- 2.2 Balanced diet:

- Definition,
  - Food Pyramid,
  - Constituent for balanced diet
- 3. Nutritional requirements at different stages of life** **8 hours**
- 3.1 Recommended dietary Allowances (RDA) for different age groups
- 3.2 Nutritional requirement for different age group, Pre-pregnancy, Pregnant, lactating mother and children,
- 3.3 Breast feeding Importance of breast milk and alternatives
- 3.4 Weaning and supplementary food, Preparation, packaging storage and shelf life of weaning food super flour (Sarbotam Pitho)
- 4. Nutritional status deficiency disorders** **8 hours**
- 4.1 Nutritional Assessment:
- Anthropometric: Height, Weight, MUAC etc.
  - Biochemical
  - Clinical
  - Dietary
- 4.2 Factors influencing nutrition related health problems:
- Biological factors
    - Age
    - Gender
    - Growth
    - Disease status
    - Genetic makeup
    - Food preferences
  - Non-biological factors:
    - Socio-economic: Poverty, social status, food adulteration/fortification
    - Socio-cultural factors: Religion , Culture, rituals, customs
  - Environmental:
    - Availability and distribution of food
    - Sanitation and cleanliness
- 4.3 Nutritional deficiencies:
- Malnutrition:
    - Underweight
    - Overweight
    - Stunting
    - wasting
    - Protein energy Malnutrition: kwashiorkor and marasmus
  - Iron Deficiency Anemia
  - Vitamin A deficiency Disorders
  - Vitamin D deficiency Disorder
  - Iodine Deficiency Disorders
  - Calcium Deficiency Disorder
- 5. Nutrition in community** **2 hours**
- 5.1 Kitchen and Home garden
- 5.2 taboos
- 5.3 Food storage
- 6. Food safety and food security** **4 hours**
- 6.1 Food hygiene and safety
- Introduction

- Methods
- Food Enrichment and fortification
- Practices in Nepal and its impact on health

#### 6.2 Food adulteration

- Define food adulteration and fortification
- Various food adulteration practices
- Public health significance of food adulteration
- Food act and laws

### 7. Food preparation and food preservation

**5 hours**

7.1 Diet Planning: based on Food guide pyramid, my pyramid, My Plate, Activity of daily living and RDA , Food intake

7.2 Preparation of special diet:

- Normal Diet,
- Semisolid Diet
- Liquid Diet

7.3 Methods of Food preservation :

- Traditional techniques: Curing, Cooling, Freezing, Boiling, Heating, Sugaring, Pickling, Lye, Canning, Jellying, Jugging, Burial, and Fermentation

7.4 Modern industrial techniques

- Pasteurization
- Vacuum packing
- Artificial food additives
- Irradiation
- High-pressure food preservation
- Bio-preservation
- Hurdle technology

### 8. Various nutrition programmes of Nepal

**3 hours**

8.1 National Nutrition Policy and Strategy

- Multisectoral Nutrition Plan
- Life cycle approach nutrition /Golden 1000 days

8.2 National Nutrition programme

- Goals, Objectives and Targets
- Programme Strategies
  - Control of protein energy malnutrition (PEM)
  - Household food security
  - Improved dietary practices
  - Infectious disease prevention and control
  - Control of vitamin A deficiency
  - Nutrition in emergencies
  - Low birth weight

Final written exam marking scheme

Unit	1	2	3	4	5	6	7	8	Total
Unit hours	2	3	8	8	2	4	5	3	35
Marks	2	3	9	9	2	5	7	3	40

## HS0202MW Pharmacology for Midwives (Theory)

**Total: 1 hours /week**  
**Lecture: 1 hours/week**  
**Tutorial: 0 hour/week**  
**Practical: 0 hours/week**  
**Lab: 0 hours/week**

### Course Description

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

### Course objectives

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

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

### Course contents

<b>1 Introduction to Pharmacology</b>	<b>3 hours</b>
1.1 Introduction	
1.2 Terminology related to pharmacology Pharmaceutical	
• Pharmacokinetics	
• Pharmacodynamics	
<b>2. Legislative and regulatory frameworks</b>	<b>2 hours</b>
2.1 Introduction	
• Legislation governing drug use in health care in Nepal	
• Regulation of drug supply and use.	
<b>3. Physiology</b>	<b>3 hours</b>
3.1 Absorption	
3.2 Metabolism	
3.3 Distribution	
3.4 Excretion of drugs	
<b>4. Commonly used drugs in midwifery practice.</b>	<b>15 hours</b>
4.1 Drugs in pregnancy	
• Nutritional supplements	
• Laxatives and management of gastric acidity	
4.2 Drugs and the immune system	
• Immunization	
• Antimicrobial agents	

#### 4.3 Pre-existing and medical disease in pregnancy

- Hypertension
- Diabetes
- Coagulation disorders
- Cardiovascular disorders
- Asthma
- Thyroid disorders
- Epilepsy
- Malaria
- TB

#### 4.4 Drugs in labour

- Pain relief
- Antiemetics
- Uterotonics
- Tocolytics
- Anaesthesia
- Corticosteroids for preterm labor

#### 4.5 Drugs and mental health

- Antidepressants
- Antipsychotics
- Contraceptives

### **5. Administration, storage and doses of Drugs 4 hours**

5.1 Drugs Names: types (generic and trade name)

5.2 Storage of drugs and vaccines: Cold chain

5.3 Route of drug administration

5.4 Principles of drug administration (10Rs)

5.5 Documentation

5.6 Medication error : definition and prevention

### **6 Drug calculations 3 hours**

6.1 Method of drug calculation:

6.2 Oral medicines

6.3 Injections

6.4 Intravenous administration

6.5 Vaginal administration

### **7 Essential and emergency drugs list and blood products 5 hours**

7.1 Introduction:

- List of National essential drugs
- List of Emergency Drugs

7.2 Blood and blood components (review)

- Different types of blood products

### **References**

- Tripathi, K.D. (2018). *Essentials of pharmacology* (8th ed.) India: Jaypee Brothers Medical Publishers.
- Marshall, J., & Raynor, M. (2014) *Myles Textbook for Midwives* (16th ed.) London, UK: Churchill Livingstone.
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- TuiTui, R, Suwal SN (2018) *Pocket book of drugs* (7th edition) Makalu publication.



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- WHO (2017) *Managing complications in pregnancy and childbirth: a guide for midwives and doctors* (2nd ed.) Geneva, Switzerland: WHO.

**Final written exam marking scheme**

Unit	1	2	3	4	5	6	7	Total
Unit Hours	3	2	3	15	4	3	5	35
Marks	3	2	3	18	5	3	6	40

## **HS0203MW Social Science and Health Promotion (Theory)**

**Total: 1 hours /week**  
**Lecture: 1 hours/week**  
**Tutorial: 0 hour/week**  
**Practical: 0 hours/week**  
**Lab: 0 hours/week**

### **Course Description**

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

### **Course Objectives**

After completion of this course, students will be able to

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

### **Course Contents**

#### **Unit 1:Introduction to Sociology, Anthropology and social determinants of health 7 hours**

1.1 Sociology and Anthropology: Definition and its importance in midwifery

1.2 Concept of health and disease

- Definition of health, wellness, well-being, disease and illness (WHO)
- Health and illness
- Family structure and functions of family

1.3 Dimensions of health

- Physical, Mental, Social, Psychological, Spiritual, Emotional and Vocational

1.4 Social determinants of health (WHO 2011)

- Individual lifestyle factors: Age, sex and hereditary factors
- Social and community networks
- General socio-economic, cultural and environmental conditions
- Agriculture and food production
- Education
- Living and working conditions
- Unemployment
- Water and sanitation
- Access to health care service
- Housing

1.5. Importance of social determinants of health

- Social determinants predict the greatest proportion of health status variance (health inequity)
- Social determinants of health structure health behaviors
- Social determinants of health interact with each other to produce health

**Unit2: Introduction to culture and health practices**

**5 hours**

2.1. Introduction to culture and health practices

- Local culture and beliefs
- Culture and religious beliefs,
- Health care seeking practices of women for maternal health care
- Traditional and modern health practices (beneficial and harmful)

2.2. Culture norms and practices in women's health needs

- Cultural norms and practices related to sexuality
- Culture and beliefs related to birth, family planning and childrearing
- Traditional practices –Useful and harmful (e.g.- During Menstruation, pregnancy, delivery and postpartum period)
- Food taboo during pregnancy, delivery, post-partum period and lactation

**Unit3: Introduction to women status in family life and gender issues in maternal healthcare**

**6 hours**

3.1 Introduction to family life in Nepal

- Women's status and gender values in Nepalese society and its relationship between the status of women in family and their childbirth

3.2 Terminologies

- Gender, Sex, Sexuality, Gender equity, Gender equality, Gender relation, Gender orientation, Gender identity, Gender Characteristics: Femininity, Masculinity, Gender roles, Sex roles, Gender discrimination

3.3 Status and role of women/Adolescence and girl child in Nepal and its impact in the various life stages:

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

3.4 Gender barriers to accessing health care services

- Economic barriers: inability to afford health care services;
- Social barriers such as stigma that attaches to certain illnesses such as HIV/AIDS and deters people from accessing health services; and
- Health system barriers such as a shortage of health services and health care workers across the country)
- Geography barrier and social group (caste ethnic group)

**Unit4: Professional skills and ethics, values and human rights**

**5 hours**

4.1 Communication skill (verbal, nonverbal)

- Courteous, non-judgmental, Non-discriminatory,
- Respectful maternity care recognizing culture and customs, regardless of status, ethnic origin or religious belief
- Listening skill
- Feedback skill

**4.2. Professional ethics**

- Informed choices about women's health,
- Referral or transfer to other health care providers or facilities for continued care
- Referral methods and resources relating to women's rights and health (e.g., domestic violence, obstetric violence)

- Maintains the confidentiality of all information shared by the woman;
- Communicates essential information between/among other health providers or family members only with explicit permission from the woman and compelling need
- Respect right to refuse testing or intervention

**Unit5: Leadership and team work in service delivery** **2 hours**

- 5.1 Networking with health and non-health stakeholders
- 5.2 Coordination meeting organization
- 5.3 Advocacy to bring policy with local authority and concerned health authority
- 5.4 Report writing and sharing to stakeholders

**Units6: Health Promotion and Education** **10 hours**

- 6.1 Definition: Health promotion and Health education
- 6.2 Importance of Health promotion and health education in midwifery

- Objectives
- Principles
- Contents

- 6.3. Methods of health promotion and education: Introduction, purposes, advantages, disadvantages and process

- Individual
- Group
- Mass

6.3.1 Individual Method

- Interview
- Counseling

6.3.2 Group Methods

- Small group discussion
- Focused group discussion
- Role play
- Demonstration
- Field trips
- Brain storming
- Panel discussion
- Problem solving
- Symposium
- Seminar
- Workshop

6.3.3. Mass methods

- Health campaign
- Advertisement
- Display board as teaching board
- Electronic projected aid
- Lectures
- Exhibition

- 6.4 Media of health promotion and education

Media: Definition, purpose and type

- Auditory aids
  - Radio,
  - Mobile phone
- Visual aids

- Black/white board with chalk/marker
  - Bulletin board
  - Over Head Projector (OHP)
  - Audio-visual aids
    - Multimedia Projector
    - Television
    - Video
- 6.5 Use of methods and media for health promotion and 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
- 6.6 Evaluation of health promotion and education
- Importance
  - Methods/Ways
  - Subject matter
  - Time
  - Technique
- 6.7 Behavior Change Communication
- Introduction
  - Planning, implementation and evaluation of BCC program in health institution
  - Health education content related to sexual and reproductive health using National BCC strategy
- 6.8 Communication and counseling
- Definition
  - Inter and intrapersonal communication

### References

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

### Final written exam marking scheme

Unit	1	2	3	4	5	6	Total
Unit Hours	7	5	6	5	2	10	35
Marks	8	6	7	6	2	11	40

## HS0204MW Foundation of Midwifery II (Theory)

**Total: 3 hours /week**  
**Lecture: 3 hours/week**  
**Tutorial: 0 hour/week**  
**Practical: 0 hours/week**  
**Lab: 0 hours/week**

### Course Description

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

### Course Objectives

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

- Discuss the development of the professional midwife's role in supporting maternal and newborn health services in Nepal.
- Review the effective communication to enhance teamwork and inter-professional collaboration.
- Describe the development of continued self-awareness and ability to be a reflective practitioner.
- Explain the assessment of needs in client care applying midwifery care process.
- Describe the ethics in midwifery and its principles.
- Explain the legal issues in midwifery within the context of Nepal.
- Describe cardio-pulmonary resuscitation.
- Explain perioperative care.
- Identify stress and strategies for managing stress in professional and personal development.
- Describe the different emergency conditions and their first aid management.

### Course Contents

#### **Unit1. Role of professional Midwife in the national health care delivery system 6 hours**

##### 1.1 Role of the professional midwives in national health care delivery system

- HP with Birthing Centre
- PHCCs
- Primary Hospitals-A, B
- Onsite Midwife led Birthing Unit
- Secondary hospitals
- Tertiary hospitals

##### 1.2 Role of the Midwife

- Partnership with women,
- Educator and counselor,
- Care provider,
- Manager,
- Collaborator
- Researcher,
- Enumerator

#### **Unit 2 Global Standards for Midwifery**

**6 hours**

##### 2.1 ICM Global Standards for:

<ul style="list-style-type: none"> <li>• Education</li> <li>• Regulation</li> <li>• Association</li> <li>• Service provision</li> </ul>	
<b>Unit 3. Midwifery in Nepal and South East Asia</b>	<b>6 hours</b>
3.1 Status of Professional midwifery in Nepal and South East Asia	
3.2 Challenge to the development of the midwifery profession	
<b>Unit 4. Effective Communication and counseling</b>	<b>10 hours</b>
4.1 Communication: (Review from Foundation of midwifery I)	
4.2 Communication and relationship with woman /spouse, family and team. Process:	
<ul style="list-style-type: none"> <li>• Respectful</li> <li>• Non-violence</li> <li>• Therapeutic</li> </ul>	
4.3 Documentation: Definition, Purposes, principles and importance	
4.4 Communication skills in breaking the bad news	
4.5 Communication in challenging circumstances	
<ul style="list-style-type: none"> <li>• Violent situations and clients experiencing bereavement</li> </ul>	
<b>Unit 5. Self-awareness Development</b>	<b>4 hours</b>
5.1 Self-awareness development skills	
<ul style="list-style-type: none"> <li>• Definition and skills for self-awareness</li> <li>• Models of reflection</li> <li>• Developing a reflective portfolio</li> </ul>	
<b>Unit 6. Midwifery Care Process</b>	<b>15 hours</b>
6.1 Midwifery Care Process (review)	
Steps of Midwifery Process	
<ul style="list-style-type: none"> <li>• Assessment of woman <ul style="list-style-type: none"> <li>- History taking</li> <li>- Physical examination</li> <li>- Review reports</li> <li>- Laboratory Findings</li> </ul> </li> <li>• Decisions-making: <ul style="list-style-type: none"> <li>- Organization of data for midwifery diagnosis <ul style="list-style-type: none"> <li>• Decision making</li> <li>• Models of clinical decision making</li> <li>• Clinical cues</li> <li>• Hypothesis development</li> <li>• Midwifery diagnosis</li> </ul> </li> </ul> </li> <li>• Planning: <ul style="list-style-type: none"> <li>- Prioritizing Need for action</li> <li>- Determining which needs will be resolved</li> <li>- Need for consultation or referral</li> </ul> </li> <li>• Implementation: <ul style="list-style-type: none"> <li>- Timely, appropriate, safe midwifery care provided with compassion and cultural sensitivity,</li> </ul> </li> <li>• Evaluation: <ul style="list-style-type: none"> <li>- Assessing the impact of decision making in achieving improvement in woman well being</li> </ul> </li> </ul>	
<b>Unit 7. Fundamental Human Right</b>	<b>4 hours</b>
7.1 Fundamental Human Rights	

<ul style="list-style-type: none"> <li>• Professional Right (Midwives)</li> <li>• Reproductive Rights</li> <li>• Constitutional Rights</li> </ul>	<b>6 hours</b>
<b>Unit 8 Legal issues in Midwifery</b>	
8.1 Legal protection for midwives	
<ul style="list-style-type: none"> <li>• Concept of Law</li> <li>• Common Legal terminologies               <ul style="list-style-type: none"> <li>- Liability</li> <li>- Negligence</li> <li>- Malpractices</li> <li>- Assault</li> <li>- Battery</li> <li>- Bill</li> <li>- Crime</li> <li>- Tort</li> </ul> </li> </ul>	
8.2 Legal protection for midwife	
<b>Unit 9. First Aid</b>	<b>15 hours</b>
9.1 Definition, Purpose, Principle	
9.2 Quality and Responsibilities of a first aider	
9.3 Different emergency conditions and their first aid management	
<ul style="list-style-type: none"> <li>• Burn</li> <li>• Epistaxis</li> <li>• Hemorrhage</li> <li>• Poisoning</li> <li>• Fracture</li> <li>• Snakebite</li> <li>• Foreign bodies in eye, ear and nose</li> <li>• Drowning</li> <li>• Chocking</li> </ul>	
<b>Unit 10. Cardio Pulmonary Resuscitation</b>	<b>6 hours</b>
10.1 Cardio Pulmonary Resuscitation:	
<ul style="list-style-type: none"> <li>• Definition,</li> <li>• Purposes,</li> <li>• Principles</li> <li>• Procedure.</li> </ul>	
<b>Unit 11 Perioperative care</b>	<b>20 hours</b>
11.1 Perioperative care for obstetric operations	
11.2 Women preparation:	
<ul style="list-style-type: none"> <li>• Physical, psychological</li> <li>• Pre-operative medication</li> <li>• Inform written consent</li> <li>• Pre-operative teaching</li> <li>• Pre-operative checklist</li> </ul>	
11.3 Intra-operative care	
<ul style="list-style-type: none"> <li>• Role and responsibilities of midwives in operation theatre</li> </ul>	
11.4 Post-operative care	
<ul style="list-style-type: none"> <li>• Immediate care: Care at recovery room</li> <li>• Post-operative checklist</li> </ul>	



- Care during 24 hour
- Care in surgical ward
- Discharge teaching/follow up care

**Unit 12. Stress and crisis**

**7 hours**

12.1 Definition: Stress, stressor, crisis, coping mechanism and adaptation

- Causes and effects of stress for midwife and woman

12.2 Crisis and loss

- Definition, Phases
- Crisis of separation and loss
- Methods of dealing with crisis-midwives role in stress and crisis reduction
- Adaptation mechanism

**References**

- Carter, A.G., Creedy, D.K., & Sidebotham, M. (2017). Critical thinking skills in midwifery practice: Development of a self-assessment tool for students. *Midwifery* 50: 184-192. Carole, E., & Ransolina, M. (2012)
- Foster, I.R., and Lasser, J. (2010). *Professional Ethics in Midwifery Practice*, Jones & Bartlett Learning
- Jacob, A. (2012). *A Comprehensive Textbook of Midwifery and Gynecological Nursing*. (3<sup>rd</sup> Edition), Jaypee Brothers Medical Publishers, New Delhi.
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**Final written exam marking scheme**

Unit	1	2	3	4	5	6	7	8	9	10	11	12	Total
Unit hours	6	6	6	10	4	15	4	6	15	6	20	7	105
Marks	5	5	5	8	3	10	3	5	11	5	15	5	80

## HS0205MW Public Health for Midwives (Theory)

**Total: 10 hours /week**

**Lecture: 4 hours/week**

**Tutorial: 0 hour/week**

**Practical: 6 hours/week**

**Lab: 0 hours/week**

### Course Description

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

### Course Objectives

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

- Explain dimension and determinants of health
- Explain the concept, elements and principle of PHC
- Describe the global strategy in maternal and newborn health and universal health coverage.
- Describe the global strategy in maternal and newborn health and universal health coverage.
- Explain the importance of community based care in relation to maternal and neonatal health.
- Describe on various types vaccines under NIP programme in Nepal
- Explain environmental health and sanitation including water and waste management.
- Describe the various epidemiological approach used in community midwifery.
- Describe the vital and health statistics including its sources and uses.
- Explain the community participation
- Describe the process of community diagnosis.
- Explain the concept of health education including methods and media used for health education.

### Course Contents

#### Unit 1.Introduction to Health

**6 hours**

##### 1.1 Concept of health and disease

- Definition of health, disease and illness
- Spectrum of health and illness

##### 1.2 Dimension of health

- Physical
- Mental
- Psychological
- Social
- Spiritual

##### 1.3 Social determinants of health

- Individual life style factors: Age, sex and hereditary factors
- Social and community networks
- General socio-economic, cultural and environmental conditions
  - Agriculture and food production
  - Education
  - Work environment

- Living and working conditions
  - Unemployment
  - Water and sanitation
  - Health care services
  - Housing
  - Importance of social determinants of health
- 1.4 Responsibility to maternal and newborn health promotion
- Individual/family responsibility
  - Community responsibility
  - State/National responsibility
- 1.5 Public and community health
- Definition community health, public health, population health
  - Definition of community midwife
  - Goals/Job description of community midwife (*Details in third year, Leadership and management for midwives*)
  - Essential competencies for community midwives in Nepal
- 1.6 Major role and function of midwife in community/public health setting
- Planner
  - Clinician as a care/service provider
  - Educator/ trainer
  - Advocate
  - Collaborator
  - Leader
  - Researcher
  - Change agent
  - Counselor
  - Coordinator
  - Motivator
  - Leader
  - Manager
  - Facilitator
  - Evaluator
  - Supervisor

## **Unit 2.Primary Health Care**

**6 hours**

Definition of primary health care

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

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 midwife in primary health care in addressing needs of childbearing women and newborn and their families

**Unit 3 Basic Health Service and Sustainable Development Goals 6 hours**

Basic Health Service, Universal Health Coverage

Types of services included in basic health services

Introduction to Sustainable Development Goals

3.4 National health policy and plan (recent)

**Unit 4. Environmental Health and Sanitation 22 hours**

Environmental sanitation and its components

- Definition: Environmental health, Environmental sanitation, Eco health
- Component of environment

4.2 Solid Waste

- Definition
- Methods of solid waste management
  - Burning and tipping
  - Controlled tipping
  - Composting and burial
  - Manure pit
  - Earth worm plant
- Method of human excreta disposal
  - Service type
  - Non-service type

4.3 Transmission of faecal-borne diseases through

- Water, food, finger, soil and flies

4.4 Sewage

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

4.5 Health Care Waste and its Management

- Introduction
- Types
- Current practices in Nepal and its effect on public health
- National Guidelines

4.6 Rodents

- Definition
- Types of rodents
  - Domestic rodents
  - Wild rodents
- Control of rodents
  - Trapping
  - Rat poisons or rodenticides
  - Fumigation
- Improvement of sanitation

#### 4.7 Water

- Define safe and wholesome water
- Uses of water
  - Domestic uses
  - Public uses
  - Industrial uses
  - Agricultural uses
- Daily requirement of water for a person
- Sources of water and its impurities
  - Rainwater
  - Surface water
  - Groundwater
- Water-borne diseases
  - Biological
  - Chemical
- Purification of water
- Large scale
  - Slow sand or biological filter
  - Rapid sand or mechanical
  - Filter
- Small scale
  - Filter
  - Boiling
  - Disinfection of well

#### Housing

- Criteria for healthful housing
- Housing needs for human being
  - Physical needs
  - Psychological needs
  - Health needs and
  - Protective need
- Standards of housing: Site, open space, walls floor, roof, rooms, floor space, doors and windows and facilities
- Effects of poor housing on health
  - Respiratory infections
  - Skin infections
  - Accidents
  - Mortality and morbidity
  - Rat infestation
  - Psychological effects
  - Arthropods
- Standard of living and Quality of life

### **Unit 5. Maternal and Child Health Services**

**14 hours**

5.1 Evolution of maternal and child health services in Nepal

5.2 Goals of maternal and child health services

5.3 Status of Maternal and Child Health of Nepal

5.4 Maternal and child health programme of Government of Nepal

- National Immunisation programme
- Nutrition

- Integrated Management of Neonatal and Childhood Illness(IMNCI)
- Family planning
- Safe motherhood and new-born health
- FCHV programme
- Primary health care outreach
- Adolescent sexual and reproductive health

Needs for MCH/CBIMNCI services

Maternal and Child mortality and morbidity and its causes

- Maternal, perinatal, neonatal
- Physical assessment
- Vital signs

### **Unit 6. Midwifery Practice in community setting**

**8 hours**

6.1 Concept of Midwifery in Community Setting

6.2 Birth Preparedness and complication readiness

6.3 Antenatal, intranatal, postnatal and newborn care

6.4 Concept of physiological/natural birth in community setting

6.5 Emergency obstetric and newborn care(Obstetrical first aid, BEmONC,CEmONC)

6.6 MidwiferyCareexcellence6"C":Caring, communication, courage, commitment, compassion, and competent in practice

6.7 Midwifery service in birthing centre

### **Unit 7. Immunization**

**16 hours**

Immunity

- Definition
- Classification of immunity
  - Natural immunity
  - Acquired immunity

7.2 National Immunization Programme (NIP)

- Introduction, types of immunization, target, indication/contraindication, dose, route, side effects and management and national immunization schedule
  - BCG, DPT-HepB-Hib, Oral polio vaccine (OPV),
  - Injectable polio vaccine (IPV), Pneumococcal conjugate vaccine (PCV),Measles-Rubella (MR), Japanese Encephalitis(JE),
  - Low dose Diphtheria Toxoid (Td),
  - Human Papilloma Virus (HPV)
  - Influenza vaccine, Rotavirus vaccine, Typhoid conjugated vaccine(TCV)

7.3 Preservation of vaccine

- Cold chain maintenance mechanism in Nepal

7.4 Steps of Vaccines Administration

- Checking the vaccine
- Vaccine containers
- Name of vaccines site, dose/frequency
- Preparing baby/client
- Counseling to mother and families.
- Checking vaccine for potency(VVM, others)

7.5 Midwife responsibility in immunization program/coverage

- Clinic management: lay out management, queue management, service management
- Logistic management, vaccine preservation and supply
- Staff management

## Unit 8. Community Diagnosis

20 hours

8.1 Definition, aims and purpose of community diagnosis

8.2 Steps of the community health diagnosis process

- Preparation of tools, techniques and work plan
- Pre-testing of instruments
- Rapport building
- Data collection (Primary, secondary data)
- Data processing, analysis and interpretation
- Community presentation
- Planning and Prioritization of health needs/problems
- Implementation of the Micro Health Project
- Evaluation, feedback and recommendation
- Report writing

8.3 Components of community diagnosis

- Demographic characteristics
- Social, economic and geographic characteristics
- Environmental health and sanitation
- Knowledge, attitude and practice(KAP)on health and health issue
- Maternal and child health
- Morbidity and disability
- Availability of health services and its utilization
- Community resources
- Community leaders
- Culture and tradition

Difference between community and clinical diagnosis

8.5 Community participation

- Concept, approach, types, importance and level of community participation

8.6 Home visit for the care of childbearing women, newborn and family applying midwifery process

- a. Introduction, purpose, principles and advantages of home visiting
- b. Steps in home visiting
  - Fact finding
  - Data finding
  - Planning action with family
  - Action and health education
  - Follow up
  - Evaluation of services
- c. Bag technique (home visiting bag)
  - Use and care
  - Equipment /materials in home visiting bag

8.7 Micro health project (MHP)

- Health needs assessment
  - Felt health needs
  - Observed health needs
  - Real health needs
- Principles of needs assessment
- Introduction of a micro maternal and newborn health project
- Steps of a micro health project
  - Planning of the MHP

- Implementing of the MHP
- Evaluation of the MHP
- Report Writing
  - a. Importance/benefits of report writing
  - b. Components of project report writing
    - Title/Title page
    - Acknowledgement
    - Preface/Forward
    - Abstract/Summary
    - Contents
    - Map/Study Area
    - Project Summary
  - c. Brief introduction
  - d. Major findings and discussion
  - e. Conclusion and recommendations
    - References/Bibliography Annex

## **Unit 9. Epidemiology**

**12 hours**

### 9.1 Definition of epidemiology

### 9.2 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

### 9.3 Concept of disease causation

- Germ theory
- Epidemiological triad: Agent, Host, Environment
- Multi-factorial causation
- Web of causation

### 9.4 Natural history of disease

- Modes of disease transmission



- Direct transmission
- Indirect transmission

#### 9.5 Epidemiological approach to solve community health problems

- Asking questions
- Making comparison

#### 9.6 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

#### 9.7 Level of prevention

- Primordial prevention
- Primary prevention
- Secondary prevention
- Tertiary prevention

#### 9.8 Level of intervention

- Individual-focused (personal health)
- Community-focused (population or sub-group)
- System-focused (policy and law, rules, regulations, procedures, guidelines)

### **10. Health indicators and statistics**

**8 hours**

#### 10.1 Definition of various health indicators

- Fertility indicators
  - Crude birth rate
  - General fertility rate
  - Total fertility rate
  - Contraceptive prevalence rate
- Morbidity rate
  - Incidence rate
  - Prevalence rate
- Life expectancy
- Mortality Rate
  - Crude death rate
  - Perinatal mortality rate
  - Still birth rate
  - Neonatal mortality rate
  - Infant mortality rate
  - Maternal mortality ratio
  - Under 5 mortality rate

#### 10.2 Use of vital and health statistics

- Measurement of state of health
- Comparison of health status
- Planning, Evaluation, Research

#### 10.3 Sources of vital and health statistics

- Census

- Registration(Birth, Death, Marriage, Migration)
- Notification
- Records
- Health survey

#### 10.4 Maternal and neonatal mortality and morbidity audit

- Maternal and Perinatal Death Surveillance Review(MPDSR)  
Verbal Audit/Autopsy

### **Unit 11. Health Promotion and Education**

**22 hour**

#### 11.1 Concept of health promotion and education

- Introduction, Definition, Objectives, Principles, Contents

#### 11.2 Methods of health promotion and education: Introduction, purposes, advantages, disadvantages and process

- Individual
- Group
- Mass

##### 11.2.1 Individual Method

- Interview
- Counseling

##### 11.2.2 Group Methods

- Small group discussion
- Focused group discussion
- Role play
- Demonstration
- Fieldtrips
- Brainstorming
- Panel discussion
- Problem solving
- Symposium
- Seminar
- Workshop

##### 11.2.3 Mass methods

- Health campaign
- Advertisement
- Display board as teaching board
- Electronic projected aid
  - Lectures
  - Exhibition

#### 11.3 Media of health education media: Definition, purpose and type

- Type: Auditory aids (Radio, Mobile phone)
- Visual aids
  - Black/whiteboard with chalk/marker
  - Bulletin board
  - Audio-visual aids
  - Over Head Projector(OHP)
  - Multimedia Projector
  - Television

#### 11.4 Use of methods and media 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

#### 11.5 Evaluation of health education

- Importance
- Methods/Ways
- Subject matter
- Time
- Technique

#### 11.6 Behavior Change Communication

- Concept
- Model

#### 11.7 Communication and counseling

- Definition
- Types
- Techniques: Inter and intra personal communication
- Influence of cultural and other factors in communication

### References

- Integrated Management of Pregnancy and Childbirth, managing complication in pregnancy and childbirth: A guide form idwives and Doctors,2003,WHO.
- CecyCorreia, Comprehensive Community Health Nursing, Jaypee, 1<sup>st</sup>edition 2011.
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- Mary A. Nies, Melanie, McEwen, Community Health Nursing Promoting the health of Population, Third edition, Saunders/Elsevier.
- Nepal safe motherhood roadmap 2019. FWD, MOHP
- National Maternal & neonatal Healthcare package,2006. Family Health Division.
- National Medical standard for Reproductive health: Volume III Maternal and Neonatal Care, 2007, FHD, DoHS
- National Neonatal Health Strategies, 2004, FHDDOHS.
- National nutritional Health Policies and Strategies, 2004, CDH, DoHS, MOHP.
- National reproductive health strategy, 1988, FHD, DOHS.

#### Final written exam marking scheme

Unit	1	2	3	4	5	6	7	8	9	10	11	Total
Units	6	6	6	22	14	8	16	20	12	8	22	140
hours												
Marks	3	3	3	13	8	5	9	11	7	5	13	80

## Public Health for Midwives (Practicum)

Practical 210

### Course Description

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

### Course Objectives

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

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

### Teaching/learning Activities

- Prepare a work plan.
- Collect data by using family folder.
- Analyze data to find out health problems and needs.
- Conduct case study.
- Examine pregnant woman and postnatal mothers in the community.
- Plan, implement and evaluate health action and present reports.
- Provide holistic health care to individuals and families by utilizing the local available resources.
- Prepare lesson plan and provide health teaching to community people.
- Empower the community participation including service utilization, planning, implementation and evaluation of health program.
- Coordinate with the clinic and nearest health institution for maternal health, child health and family planning services.
- Present field report in group.
- Prepare report writing

S.N	Assessment Scheme	Cases	Marks
1.	Work plan	Group	2.5
2.	Family case study (one family) including family care plan	1	5
3.	Perform antenatal examination	10	5
4.	Perform postnatal mothers examinations	5	5
5.	Perform newborn assessment	5	5
6.	Health teaching(One)	1	5
7.	Community diagnosis and Health Action	Group	5
8.	Field report presentation	Group	5
9.	Counseling (Family Planning, breast feeding, pre-conception)	5	2.5
10.	Observe/Assist birth in birthing center (health institution)	5	5
11.	Performance evaluation		5
	Total		50

## HS0206MW Psychology and Mental Health (Theory)

**Total: 5 hours /week**  
**Lecture: 3 hours/week**  
**Tutorial: 0 hour/week**  
**Practical: 2 hours/week**  
**Lab: 0 hours/week**

### Course Description

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

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

### Course Objectives

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

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

### Course Contents

#### Unit1: Psychology theory 4 hours

- 1.1 Psychology
  - Define psychology
  - History and origin of science of psychology
- 1.2 Branches of psychology
  - Clinical psychology
  - Developmental psychology
  - Child psychology
  - Social psychology
  - Applied psychology
- 1.3 Implications of psychology in midwifery

#### Unit2:Related physiology 4 hours

- 2.1 Application of physiology
  - Central nervous system (review)
  - Neuron, synapse, and neurotransmitter (re-view)
  - Peripheral nervous system
  - Autonomic nervous sys-tem (review)

<b>Unit3: Human behavior</b>	<b>4 hours</b>
3.1 Factors affecting behavior	
• Physiological factors-heredity/nature	
• Environment	
• Intrauterine environment	
• Physical Environment	
• Psychosocial Environment	
• Personal habit, interest, will power, conscience	
3.2 Body and mind relationship	
<b>Unit4: Sensation, attention and perception</b>	<b>6 hours</b>
4.1 Definition of sensation, attention and perception	
4.2 Differentiate between sensation and perception	
4.3 Factors affecting perception	
• Effect of perception during pregnancy and childbirth	
4.4 Factors affecting attention	
<b>Unit5: Emotion and motivation</b>	<b>6 hours</b>
5.1 Physiological and behavioral changes in emotion	
• Internal changes	
• External changes	
• Behavioral changes	
• Emotional development throughout lifespan	
• Measures to control emotion	
5.2 Emotion and its effect on health	
5.3 Motivation	
• Achievement	
• Affiliation	
• Aggression	
• Power	
• Curiosity	
• Need for status	
• Need for actualization	
<b>Unit6: Theory of learning</b>	<b>4 hours</b>
6.1. Definition, characteristics of learning	
6.2. Factors affecting effective learning	
<b>Unit7: Personality and intelligence</b>	<b>7 hours</b>
7.1 Definition of personality	
7.2 Factors affecting personality	
• Physiological factors	
• Psychological factors	
• Social factors	
7.3 Assessment of personality	
• Interview	
• Observation	
• Projective technique (Ror-schach's ink blot test, The-matic Apperception Test)	
7.4 Definition of Intelligence	
7.5 Characteristics of intelligence	
7.6 Factors affecting intelligence:	
• Heredity	

- Environment
- Unit8: Mental Health** **10 hours**
- 8.1 Terminology used in psychiatry and mental health
  - 8.2 Characteristics of mentally healthy person/individual (Normalcy).
  - 8.3 Myths and misconceptions of mental illness
  - 8.4 Historical development of psychiatry
  - 8.5 History of mental health services in Nepal
  - 8.6 Causes of mental illness
  - 8.7 Major classification of mental disorder /illness: DSM-V and ICD-10 (with major sub-classification)
  - 8.8 Components of mental health assessment
    - History Taking
    - Mental status examination (MSE)
- Unit9: Psychiatric disorders** **10 hours**
- 9.1 Acute psychosis and Chronic psychosis (Schizophrenia)
    - Definition and Prevalence
    - Etiology
    - Clinical feature
    - Treatment modalities and management
  - 9.2 Definition, prevalence, etiology, classification, diagnostic criteria, clinical features, treatment modalities:
    - Bipolar and Affective Disorder (BPAD)
    - Depression/ Major depressive disorder
    - Mania
    - Generalized anxiety disorder
    - Phobic anxiety disorder
    - Dissociative (Conversion) disorder
    - Post traumatic stress disorder
    - Obsessive compulsive disorders
- Unit10: Substance misuse** **10 hours**
- 10.1 Terminologies related to substance use disorder:
    - Abuse, dependence, intoxication, withdrawal, alcoholism,
  - 10.2 Sign and symptoms of substance use disorders
    - acute intoxication symptoms
    - withdrawal symptoms
  - 10.3 Alcohol use disorder, alcohol withdrawal includes delirium tremors
  - 10.4 Drug use disorder:
    - Opioid, Cannabis/ Marijuana and cocaine use disorder
  - 10.5 Prevention and rehabilitation of substance abuse
    - Treatment modalities
    - detoxification,
    - deterrent therapy,
    - psychological management: counseling, skills training, individual, group and family therapy, Behaviour therapy, cue exposure, behavioural self-control training, CBT, self-help groups
  - 10.6 Effect of substance abuse during pregnancy and childbirth
- Unit 11: Maternal mental health** **20 hours**
- 11.1 Perinatal mental health:
    - Definition

- Prevalence
- 11.2 Range of perinatal mental health:
- Pre-existing mental health disorder
  - Depression: antenatal and postnatal
  - Anxiety disorder
  - Tocophobia
  - Postnatal blues
  - Postnatal psychosis
  - Suicide

11.3 Midwife's role in detection, immediate management and referral

**Unit12: Psychiatric clinical management**

**10 hours**

12.1 Somatic Therapies

- Psychopharmacology
- Antipsychotic
- Antidepressant
- Anti-anxiety
- Anti-manic drug (Mood stabilizer)
- ECT (Electro convulsive therapy)

12.2 Psychological Therapies

- Individual and Group therapy
- Behaviour therapy
- Occupational therapy
- Restraining
- Counselling
- Therapeutic community/ Milieu therapy

**Unit13: Legal aspects.**

**4 hours**

13.1 Mental health policy and strategies of Nepal

13.2 Mental health Act

13.3 Rights of the mentally ill person

**Units14: Community services.**

**6 hours**

14.1 Definition, purpose of community mental health

14.2 Role of midwives in community in prevention of mental health problems

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**Final written exam marking scheme**

Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Unit hours	4	4	4	6	6	4	7	10	10	10	20	10	4	6	105
Marks	3	3	3	4	4	3	5	8	8	8	16	8	3	4	80

## Psychology and Mental Health (Practicum)

Practical 70 hours

### Course Description

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

### Course of Objectives

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

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

### Teaching and learning activities

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

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

## HS0207MW Complex Pregnancy (Theory)

**Total: 7 hours /week**  
**Lecture: 1.5 hours/week**  
**Tutorial: 0 hour/week**  
**Practical: 5 hours/week**  
**Lab: 0 hours/week**

### Course Description

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

### Course objectives

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

- Identify woman at risk during pregnancy associated with medical diseases and pregnancy complication, their management and referral
- Detect, manage and refer woman with complicated pregnancy
- Describe hypertensive disorders in pregnancy and the principles of clinical management.
- Discuss bleeding in early and late pregnancy including referral and subsequent management.
- Identify multiple pregnancies including referral and subsequent management.
- Explain fetal compromise, growth restriction, malposition, malpresentation, preterm labour requiring advanced care.
- Describe the obstetric emergencies during pregnancy and basic life saving measures with BEmONC and CEmONC.

### Course Contents

#### Unit 1 Medical diseases associated with pregnancy 20 hours

##### 1.1 diseases associated with pregnancy:

- Anemia
- Diabetes mellitus
- Epilepsy/ seizures disorder
- Respiratory disorders
- Cardiac disease
- Renal disease, including UTI
- Thyroid disorders
- Tuberculosis
- Malaria
- STIs
- HIV/AIDS
- Hepatitis

##### 1.2 Pregnancy complications:

- Hyperemesis gravidarum
- Thrombo-embolic disorders
- Rh and ABO incompatibilities

#### Unit 2. Hypertensive disorders in pregnancy 8 hours

##### 2.1 Introduction

##### 2.2 Hypertensive disorders in pregnancy:

- Essential hypertension
- Gestational hypertension,
- Pre-eclampsia

- Eclampsia
  - Chronic hypertension with superimposed preeclampsia
- 2.3 Management of hypertensive disorders and the midwife's role.
- Unit 3. Bleeding in pregnancy** **8 hours**
- 3.1 Introduction
- 3.2 Early pregnancy:
- Implantation Bleeding
  - Abortion/miscarriage
  - Ectopic pregnancy
  - Molar pregnancy
- 3.3 Late pregnancy
- Antepartum hemorrhage:
    - Placenta previa
    - Abruptio placenta
    - Vasa-previa
- 3.4 Management of bleeding in pregnancy and the midwife's role.
- Unit 4. Multiple pregnancy** **4 hours**
- 4.1 Multiple pregnancy
- Introduction
  - Incidence
  - Diagnosis of multiple pregnancy
  - Referral
  - Management
  - Complications associations multiple pregnancy, including anaemia, acute polyhydramnios, twin to twin transfusion syndrome, preterm labour
  - Antenatal preparation
- Unit 5. Fetal compromise** **6 hours**
- 5.1 Fetal compromise:
- Fetal Heart rate assessment
  - Decreased or excessive Fetal movements
  - Urgent referral
- 5.2 Fetal growth restriction
- Symphysis Fundal height and documenting growth
  - Amniotic fluid volume estimation
  - Estimated fetal weight
  - Referral and subsequent management, including the midwife's role.
- 5.3 Malposition and Malpresentation
- Breech, transverse lie, oblique lie, unstable lie
  - Referral and subsequent management, including the midwife's role
- Unit 6. Obstetric Emergency during pregnancy** **6 hours**
- 6.1 Obstetric emergencies during pregnancy and live saving skills
- Abdominal pain
  - Ectopic pregnancy
  - Eclampsia
  - Abruptio placenta
  - Uterus rupture
  - Shock

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**Final written exam marking scheme**

Unit	1	2	3	4	5	6	Total
Unit Hours	20	8	8	4	6	6	52
Marks	15	6	6	3	5	5	40

## Complex Pregnancy (Practicum)

Practical 175hours

### Course description

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

### Course objectives

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

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

### Teaching/Learning Activities

- Collect health history and examine the pregnant women during pregnancy indifferent setting.
- Identify risk factors for pregnant women when providing antenatal care and manage referral appropriately.
- Provide collaborative care to the risk women with medical disorders.
- Perform lifesaving skills-Mgso4, obstetric first aid, referral.
- Assist/manage the pregnant woman who is bleeding: early and late pregnancy.
- Simulation in clinical corner with preceptor.
- Maintain log book.

SN	Activity	No. of Cases	Marks
1.	Antenatal history taking and assessment	30	5
2.	Case study and presentation	1	5
3.	Health education on complication readiness, including danger signs during pregnancy	1	5
4.	Performance evaluation		10
	Total Marks		25

## HS0208MW Complex Labour and Childbirth (Theory)

**Total: 7 hours /week**  
**Lecture:1.5 hours/week**  
**Tutorial: 0 hour/week**  
**Practical: 5 hours/week**  
**Lab: 0 hours/week**

### Course Description

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

### Course Objectives

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

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

### Course contents:

<b>Unit 1.Abnormal Uterine Action</b>	<b>3 hours</b>
1.1 Abnormal Uterine Action	
• Definition	
• Types	
- Uterine Inertia	
- Incoordinate Uterine action	
- Spastic Lower segment	
- Constriction Ring	
- Cervical Dystocia	
- Generalized tonic contraction	
- Precipitate labour	
- Tonic uterine contraction and retraction of dysfunctional labour.	
<b>Unit 2. Abnormal Labour</b>	<b>8hrs</b>
2.1 Premature rupture of membrane (PROM)	
2.3 Preterm labour, Prolonged labour, Obstructed labour	
2.6 CPD (cephalopelvic disproportion)	
2.7 Contracted Pelvis	
2.8 Post term pregnancy	
2.9 Twin delivery	
2.10 Management of Abnormal Labour	
2.11 Induction of labour	
2.12 Augmentation of labour	
<b>Unit 3.Malposition, abnormal lie and Malpresentation in labour</b>	<b>10 hrs)</b>
3.1 Malposition and abnormal lie	
• Occipito posterior position	

- Transverse lie

### 3.2 Malpresentation:

- Breech presentation
- Brow presentation
- Face presentation
- Compound presentation
- Shoulder presentation
- Cord presentation

## **Unit 4. Obstetric Emergencies and Life Saving Measures**

**18 hrs**

### 4.1 Concept of Emergency Obstetric and Newborn Care:

- Obstetric first-aid.
- Basic Emergency Obstetric and Newborn Care (BEmONC)  
- seven signal function
- Comprehensive Emergency Obstetric and Newborn Care(CEmONC)

### 4.2 Obstetric Emergencies

- Pre eclampsia and Eclampsia management(review)
- Abruptio placenta
- Retained placenta: PlacentaAccreta, percretaandincreta
- Fetal distress
- Maternal Distress: Dehydration and ketoacidosis.
- Cord prolapses
- Shoulder dystocia
- Postpartum Hemorrhage(  
Helping mother survive bleeding after birth(HMSBAB)
- Shock management
- Bimanual compression
- aortic compression
- condom temponade
- manual removal of placenta
- Cervical exploration and tear repair
- Inversion of Uterus
- Amniotic fluidembolism
- Ruptured uterus
- Hematoma

### 4.3 Adult resuscitation

### 4.4 Referral mechanism

## **Unit 5 Obstetric procedures**

**10 hrs**

### 5.1 during Labour

- Episiotomy (review)
- Vacuum Delivery
- Forceps Delivery
- Caesarian Section
- Manual Removal of Placenta

### 5.2 Procedure during Peripartum

- Peripartum hysterectomy
- Uterine and utero-ovarian artery ligation
- Dilatation and evacuation
- Manual Vacuum Aspiration



- Culdacentesis and Colpotomy

**Unit 6 injuries to birth canal and their management**

**3 hrs**

6.1 Injuries to birth canal and its surrounding structures

- Vulva
- Perineum, Vagina
- Cervix, Pelvic hematoma
- Visceral injuries
- Urethra
- Labia, rectum

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**Final written exam marking scheme**

Unit	1	2	3	4	5	6	Total
Unit Hours	3	8	10	18	10	3	52
Marks	2	6	8	14	8	2	40

## Complex Labor and Childbirth (Practicum)

Practical 175 hours

### Course description

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

### Course Objectives

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

- Demonstrate the competency to provide women centered midwifery care to the women throughout the childbirth experience in complicated situations.
- Plot partograph/ labour care guide and interpret the findings, identify early complications and take appropriate action.
- Identify any deviation and manage accordingly
- Perform newborn resuscitation
- Exhibit skills in EmONC
- Provide safe peri –operative care
- Maintain accurate documentation
- Receive and reflect on feedback from others.

### Teaching learning Activities

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

### Clinical placement

- Emergency ward

- Pre-labor ward/Antenatal ward
- Delivery room
- Birthing Unit/Centre
- Postnatal ward
- Operation theatre
- Postoperative ward
- Maternal ICU

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

## HS0209MW Complex Postpartum and Newborn (Theory)

**Total: 6 hours /week**  
**Lecture: 1 hours/week**  
**Tutorial: 0 hour/week**  
**Practical: 5 hours/week**  
**Lab: 0 hours/week**

### Course Description

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

### Course Objectives

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

- Explain complications of postnatal mother and newborn and their management.
- Explain life threatening complications requiring immediate response and specialized care of postnatal mothers.
- Explain newborn major problems and their management and referral.
- Explain newborn complications and their management and referral.
- Describe the care of premature, postmature, small and large including low birth weight babies.
- Explain the principle of prevention of mother to child transmission of infection.
- Describe the mourning process following perinatal death including Maternal Perinatal Death Surveillance Response.

### Course contents

#### Unit 1. Postpartum Complications

**12 hours**

##### 1.1 Complications that need referral to higher center

- Anemia
- Hematoma
- Thrombophlebitis
- Deep veinThrombosis
- Puerperal pyrexia and puerperal Sepsis
- Obstetric fistula
- Incontinence of urine
- Urinary tract infection
- Breast abscess

##### 1.2 Life threatening complications requiring immediate response and specialized care

- Postpartum Hemorrhage (review)
- Shock(review from Labor)
- Pulmonary Embolism
- Postpartum Eclampsia(review)
- Stroke

##### 1.3 Psychological problems

- Postpartum depression, anxiety
- Postnatal psychosis

#### Unit 2 Newborn problems and complications and their management

**11 hours**

##### 2.1 Newborn problems and their management

- Hypothermia
- Hyperthermia

- Hypoglycemia
- Congenital abnormalities and Genetic conditions
- Withdrawal problems from maternal drug use
- Neonatal sepsis
- Enterocolitis
- Meningitis
- Umbilical infection
- Conjunctivitis
- Skin infection
- Respiratory infection
- Convulsion

#### 2.2 Newborn complications and their management

- Birth asphyxia
- Meconium aspiration syndrome
- Respiratory distress syndrome
- Birth injuries
- Newborn syphilis
- Neonatal jaundice
- Neonatal Tetanus
- Sudden Infant Death Syndrome (SIDS)

2.3 Counseling and follow up care for women and family members who experience stillbirth, neonatal death serious infant illness and congenital conditions.

2.4 Arrange referral and / or transfer as needed

### **Unit 3 Premature, postmature, and large including low birth weight babies      6 hours**

#### 3.1 Prematurity and post maturity

- Definition
- Causes
- Characteristics
- Management
- Prevention of complications

#### 3.2 Intrauterine growth restriction(IUGR)

- Definition
- Causes
- Types
- Clinical features
- Management
- Prevention of complications

#### 3.3 Large for date

- Definition
- Causes
- Clinical features
- Management
- Prevention of complications

#### 3.4 Low birth weight

- Definition
- Types
- Causes
- Clinical features

- Management-Kangaroo Mother Care
- Prevention of complications

**Unit 4 Prevention of mother to child transmission of infection** **2 hours**

- 4.1 Human Immunodeficiency Virus HIV
- 4.2 Tuberculosis
- 4.3 Hepatitis B and C

**Unit 5. Mourning process following perinatal death** **2 hours**

- 5.1 Maternal death audit
  - Maternal and Perinatal Death Surveillance Response (MPDSR)

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**Final written exam marking scheme**

Unit	1	2	3	4	5	Total
Unit hours	14	11	6	2	2	35
Marks	16	13	7	2	2	40

## Complex Postpartum and Newborn (Practicum)

Practical 175 hours

### Course Description

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

### Clinical Objectives

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

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

### Clinical Activities

- Collect health history and examine the postnatal mother during in different setting.
- Examine the newborn.
- Provide routine care of the postnatal mother and newborn
- Plan and give health teaching according to need of mother and baby.
- Take care of low birth weight and premature babies.
- Facilitate parent infant bonding for breastfeeding.
- Document all the events.
- Establish inter-professional collaboration and teamwork.

### Clinical Placement

- Postnatal ward
- MICU
- NICU
- KMC Unit
- Post-operative ward

S.N.	Activity	No. of Cases	Marks
1	Daily clinical performance		10
2	Health teaching	1	5
3	Postnatal examination of mother with problem	10	-
4	Kangaroo Mother Care(KMC)	3	2.5
5	Support in breastfeeding with feeding difficulties	5	-
6	Care of mother with cesarean section	5	-
7	Assist for healthy mother survive (Management of PPH)	10	-
8	Case study and presentation	1	5
9	Logbook	1	2.5
	Total		25

# **Third Year**



## HS0301MW Professional Development for Midwives (Theory)

**Total: 5 hours /week**

**Lecture: 2.5 hours/week**

**Tutorial: 0 hour/week**

**Practical: 2.5 hours/week**

**Lab: 0 hours/week**

### Course Description

This course provides brief additional knowledge about midwifery professional development in Nepal and in a broad in line with midwifery education, regulatory mechanism and professional associations and service provision in line with ICM framework for quality maternity care. The course highlights the understanding of research concepts and issues of midwifery practice and midwife's role in inter-professional collaboration for midwifery care.

### Course Objectives

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

- Review the history of midwifery in national and international context.
- Describe the updated ICM framework for midwifery
- Explain about various midwifery related policies and strategies in Nepal
- Describe the importance of data management in midwifery.
- Explain the evidence based practices in midwifery.
- Explain the ways of maintaining quality in midwifery care practice.
- Describe the importance of inter professional collaboration and coordination.

### Course Contents

#### Unit 1\_History of midwifery in country and in the region

**8 hours**

##### 1.1 History of midwifery in country and in the region(Review)

- Midwifery development in developed countries and South Asia
- Professional midwifery education in Nepal and its network

#### Unit 2 Development and strengthening midwifery profession

**18 hours**

##### 2.1 Strengthening midwifery as a Profession

- ICM Professional framework
- ICM Global Standards

##### 2.2 Midwifery Education

- ICM Global Standards for Midwifery Education

##### 2.3 Midwifery Regulation

- ICM regulation tool kit
- Registration, accreditation, licensing, regulation, renewing and withdrawal of membership

##### 2.4 Professional Associations:

- International and National organizations: Introduction, Structure, Function, Policies, Rule and Regulations, Controlling mechanism:
- International Confederation of Midwives (ICM)
  - Advocacy for Midwives
  - Leadership in Midwifery- young midwives' leadership
  - Unification of midwives' voices
- Nepal Nursing council (NNC)
- Midwifery Society of Nepal (MIDSON)
- Nursing Association of Nepal (NAN)

##### 2.5 Personal and Professional Responsibility of the Midwives.

- Career Ladder and Academic development
- Professional Growth-welfare and Service development

**Unit 3. Midwifery Policy and strategies** **10 hours**

3.1 Midwifery Policy and Strategies

- Background and importance
- Policy and politics in midwifery
- Review of Midwifery policy reflects to SBA policy 2006
- National Nursing and Midwifery Strategy 2077/78- 2087/88

**Unit 4. Data management in midwifery** **20hours**

4.1 Data Management in Midwifery

- Define common terminologies related to research and data management(Review)
- Registration of births and deaths
- Literature review related to maternal and newborn health
- Importance of evidence based practice and implementation.
- Mini Proposal writing in the field of midwifery care
- Data collection and analysis – very short (descriptive only)
- Report writing (in brief)

**Unit 5. Evidence Based Practice in Midwifery** **8 hours**

5.1 Evidence Based Practice

- Introduction

5.2 Updated evidences (WHO recommendations):

- Pre conception care
- Healthy pregnancy
- Childbirth
- Healthy post-partum and newborn

**Unit 6. Quality midwifery care** **16 hours**

6.1 Quality Midwifery Care

- Quality of Care in brief
- Maternal and newborn health indicators (Review from Public Health)
- Standard of midwifery practice ICM
- National RH Clinical Protocol, Quality Improvement (QI) Tool
- Self-evaluation and peer review
- On site coaching, mentorship and monitoring
- Continuing professional development(CPD)
- Hindering factors for professional development

**Unit 7 Inter professional collaboration and coordination** **7 hours**

7.1 Inter professional collaboration and coordination

- Introduction
- Importance of team building
- Benefits of team working
- Inter-professional collaboration framework: Sunnybrook framework

7.2 Challenges to build an effective team

**References:**

- ICM Global Standards for Midwifery Education (revised 2021).
- National Nursing and Midwifery Strategy 2077/78. Retrieved from <https://publichealthupdate.com/national-nursing-and-midwifery-strategy-nepal/>
- UNFPA,WHO and White Ribbon Alliance, Midwives Voice Midwives Realities, (2016)
- King TL, Laors RK and Parer JT. (2012). Inter-professional Collaborative Practice in Obstetrics and Midwifery, Journal of Obstetrics and Gynaecology Clinics 39(3):411-422. [www.internationalmidwives.org](http://www.internationalmidwives.org) for ICM core documents

- WHO (2011). Strengthening midwifery toolkit, World Health Organization, Geneva.
- ICM Global Standards for Midwifery Education (2010): Companion guidelines

**Final written exam marking scheme**

Unit	1	2	3	4	5	6	7	Total
Unit hours	8	18	10	20	8	16	7	87
Marks	7	18	9	18	7	15	6	80

## Professional Development for Midwives (Practicum)

Practical 87 hours

### Course Description

This course enables the students to implement the updated maternal and newborn health practices in the health facilities and assist to work in collaboration with inter professional team for quality maternal and newborn care. They will also able to develop mini proposal of midwifery care. The students will visit in different professional associations and regulatory body for professional development.

### Course Objectives

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

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

Assignment/activities	Number	Marks
<b>O Observation Visit</b> at Professional associations and govt. offices related to SRMNAH and submit the report. <ul style="list-style-type: none"><li>• Nepal Nursing Council (NNC)</li><li>• Midwifery Society of Nepal (MIDSON)</li><li>• Nursing Association of Nepal (NAN)</li><li>• Family Welfare Division, DoHS</li><li>• Nursing and Social Security Division, DoHS</li><li>• Midwives lead birthing centres (Two)</li><li>• One stop crisis management centre (OCMC)</li></ul>		
A. Report writing and presentation of each visit (group)	1	10
B. Mini Proposal writing (Maternity care)	1	10
C. Observe and assist the evidence based maternity care and maintain a portfolio.	1	5
<b>Total</b>		<b>25</b>

## HS0302MW Sexual and Reproductive Health for Midwife (Theory)

**Total: 8 hours /week**

**Lecture: 2.5 hours/week**

**Tutorial: 0 hour/week**

**Practical: 5.5 hours/week**

**Lab: 0 hours/week**

### Course Description

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

### Course Objectives

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

- Explain component of reproductive health.
- Discuss national RH policy and strategies.
- Describe the reproductive health services in crisis
- Describe menstrual disorders and their management including referral service.
- Discuss the gynecological problem and its management.
- Explain the management of subfertility/infertility due to female and male causes.
- Explain safe abortion services.
- Outline the provision of family planning services.
- Describe the common gynecological neoplasm and their management.
- Describe pelvic organ prolapsed including its prevention and management
- Explain the causes, prevention and management of obstetric fistula.
- Discuss adolescent sexual and reproductive health.
- Outline preventive recognition and treatment of sexually transmitted infections.
- Explain gender-based violence including its prevention and management.
- Describe methods, objectives, target, indicator, strategies and major achievement of Family Planning.

### Course Contents

#### **Unit 1. Introduction to sexual and reproductive health and rights** **8 hours**

1.1 Definition of Sexual and Reproductive Health and Right

1.2 ICPD conference 1994 and its follow on

1.3 Component of reproductive health

- Safe motherhood
- Child Health(Newborn)
- Prevention and management of complication of abortion
- Family Planning
- STI/HIV and AIDS
- Prevention and management of infertility
- GBV, ASRH
- Problems of elderly women

1.4 Sexual and reproductive health rights

1.5 Prevention and screening in lifecycle approach

#### **Unit 2. Safe motherhood and newborn care services** **4hours**

2.1 Concept of safe motherhood and newborn health

2.2. Status of mother and newborn in Nepal

2.3 Right to safe motherhood and Reproductive act

2.4 National reproductive health policy, strategy, guideline and protocol

2.5 Safe motherhood and newborn programme of government of Nepal

2.6 Reproductive health services in crisis

**Unit 3. Gynecological Examination and care 13 hours (10 hours theory+3hours skill lab)**

3.1 History taking (Detailed history, Obstetric and gynecological history, System wise history)

3.2 Physical examination

- General consideration and positioning
- Breast examination
- Abdominal examination
- Pelvic examination
- Documentation

3.3 Diagnostic procedure and investigation:

- Papsmear
- Visual inspection under acetic acid(VIA)
- Ultrasonography
- Colposcopy
- Endometrial biopsy
- Cervical biopsy
- Culdocentesis and culdoscopy
- Hormone test
- Tumour markers test and Others

**Unit 4 Menstrual Disorders**

**2 hours**

4.1 Menstrual disorders

- Dysmenorrhea
- Menorrhagia
- Puberty menorrhagia
- Polymenorrhagia
- Metrorrhagia
- Oligomenorrhea and hypomenorrhea
- Amenorrhoea
- Hematometra
- Cryptomenorrhea
- Delayed puberty
- Asherman's syndrome

**Unit 5. Gynecological Problems**

**14 hours**

5.1 Gynecological Problems

- Premenstrual syndrome
- Abnormal uterine bleeding:
- Climacteric changes and its problems: HRT
- Obstetric/genital fistula
- Urinary problem in Gynaecology
- Genital tract injury
- Pelvic organ prolapse
- Endometriosis
- Cervical polyps, erosion
- Congenital anomaly of reproductive organs

5.2 Pre and postoperative preparation of gynaecological surgery

5.2.1 Pre-operative preparation

- Informed consent

<ul style="list-style-type: none"> <li>- Pre-operative evaluation</li> <li>- History taking and physical examination</li> <li>- Laboratory examination</li> <li>- Anesthetic and other consultation</li> <li>- Psychological preparation</li> </ul>	
5.2.2 Postoperative care	
<ul style="list-style-type: none"> <li>- Postoperative activity</li> <li>- Physiological parameters</li> <li>- Nutrition</li> <li>- Fluid and electrolyte management</li> <li>- Pain management</li> <li>- Incision care</li> <li>- Prevention of post operative complications</li> <li>- Follow up</li> </ul>	
<b>Unit 6. Sub-fertility and infertility</b>	<b>3 hours</b>
6.1 Introduction of subfertility and infertility	
6.2 Causes of male and female infertility	
6.3 Investigations and diagnosis	
6.4 Management and Assisted Reproductive Technology(ART)	
<b>Unit 7. Safe Abortion Care</b>	<b>3 hours</b>
7.1 Introduction of safe abortion care	
<ul style="list-style-type: none"> <li>• Safe abortion service</li> <li>• Post abortion care (PAC) service</li> <li>• Comprehensive abortion care (CAC)services</li> </ul>	
7.2 Act, policy, protocol and guidelines related to safe abortion.	
<b>Unit 8. Common gynaecological neoplasm</b>	<b>6 hours</b>
8.1 Cervical Cancer	
<ul style="list-style-type: none"> <li>• Introduction</li> <li>• National programme on cervical cancer screening and prevention</li> <li>• Diagnosis of cervical cancer</li> <li>• Management and treatment</li> </ul>	
8.2 Breast Cancer (Introduction, National programme on breast cancer screening and prevention, Diagnosis of breast cancer, Management and treatment)	
<b>Unit 9 Pelvic Organ Prolapse</b>	<b>4 hours)</b>
9.1 Pelvic Organ Prolapse (POP)	
<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Burden of the problem</li> <li>• Causes</li> <li>• Prevention: in general, and during birth and postpartum period</li> <li>• Screening and grading of the POP</li> <li>• Management and treatment at various level of health system</li> </ul>	
9.2 Policy and strategy on POP (Current intervention: prevention and treatment from the Government of Nepal	
<b>Unit 10. Obstetric Fistula</b>	<b>2 hours</b>
10.1 Introduction and definition	
10.2 Causes and burden of the problem	
10.3 Prevention in general and intra partum management	
10.4 Treatment and management	
<b>Unit 11. Adolescent Sexual and Reproductive Health</b>	<b>2 hours</b>
11.1 Introduction to adolescent sexual and reproductive health	

- 11.2 Adolescent friendly health services
- 11.3 Quality improvement in Reproductive Health services in different settings
- 11.4 Reproductive Health Problems of adolescent
- 11.5 Male involvement in sexual and reproductive health
- 11.6 Prenatal counseling for adolescent health problem
- Unit 12 Management of STI/RTI** **2 hours**
- 12.1 Concepts of RTI and STI
- 12.2 Different types of RTI/STI
- 12.3 Management
  - Syndromic management of RTI and STI of male and female problems
  - Referral system
- Unit 13 Gender Based Violence** **12 hours**
- 13.1 Introduction and definition
  - Gender, Sex,
  - Gender equality, Gender equity
  - Gender-based bias,
  - Gender discrimination
  - Gender mainstreaming
- 13.2 Prevalence and burden of problems
  - Types and settings of violence
- 13.3 Global and national situation of Gender based violence (GBV)
- 13.4 Gender based violence (GBV)
  - Factors contributing to GBV
  - Action to eliminate gender-based violence
  - Impact of gender-based violence on women's health
- 13.5 Gender friendly environment in health and work place
  - Role and responsibilities of midwife in promoting gender equity
  - Policy and programme related to gender-based violence
- 13.6 Obstetric violence
  - Concept
  - Burden of obstetric violence
  - Types
  - Respectful maternity care to prevent obstetric violence
- 13.7 One stop crisis management(OCMC)
  - Concept
  - Objectives
  - Importance
  - Counseling and coordination with client and other stakeholders
  - Management of violence
  - Role of midwife in OCMC
- Unit 14. Family Planning (FP)** **12 hours**
- 14.1 Introduction and definition
  - Family planning as basic human rights
  - National objectives, target, indicator, strategies and major achievement of FP
  - Current status of family planning in Nepal and the World
  - Unmet need of family planning: causes and measures to reduce unmet need
  - Assessment and counseling on FP(CoFP)
  - Birth control
  - Decision making and planning



- Counseling for family planning
- Access and advocacy on FP

#### 14.2 Methods of contraception

- Temporary and permanent a method for male and female
  - Concept,
  - Types/methods
  - Indications
  - Contraindication
  - Advantages
  - Disadvantages
  - Side effects
  - Management and referral.
- Emergency contraception
- Contraception for adolescent
- Post abortion contraception
- Contraception for women over 35 years (non-hormonal contraception)
- Infection prevention in FP

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- ARROW Advocacy brief (2014) Sexual and reproductive health and rights in the post 2015 agenda: Taking their rightful place. Asian Pacific Resource and Research Centre for women, Malaysia
- Ghimire.B. (2018). A text book of community health nursing. 6<sup>th</sup> edition, Vidharthi publications: Kathmandu
- DoHS. Annual Report 2078/2079, Department of Health Services, Teku, Kathmandu.
- Cecy Correia, Comprehensive Community Health Nursing, Jaypee, 1<sup>st</sup> edition 2011.
- CWISH. 2009. Clinical response on child sexual abuse, 1<sup>st</sup> edition.
- Iclement, Manual of Community Health Nursing, Jaypee, first edition 2012.
- Mary A. Nies, Melanie, McEwen, Community Health Nursing Promoting the health of Population, Third edition, Saunders/Elsevier.
- MOHP. (2019) National health policy
- MOHP. (2018) Right to Safe motherhood and reproductive health act
- MOHP. (2021) Safe abortion service program management guidelines
- WHO (2022) Family planning: Global handbook for providers

#### Final written exam marking scheme

Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Unit hours	8	4	13	2	14	3	3	6	4	2	2	2	12	12	87
Marks	7	4	12	2	13	3	3	6	4	2	2	2	10	10	80

## Sexual and Reproductive Health for Midwives (Practicum)

Practical 192 hours

### Course Description

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

### Course Objectives

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

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

### Teaching/Learning activities

- Maintain daily record of clinical activities.
- Provide family planning counseling.
- Provide family planning service.
- Assist/observe IUCD and Implant insertion/PPIUCD
- Assist/perform safe abortion service
- Provide post abortion family planning counseling service.
- Provide health teaching on SRH related issue.
- Assist/observe screening and management of POP and obstetric fistula clients.
- Diagnose community problems and present in group
- Perform /assist in PAP smear test
- Perform/assist ring pessary

### Placement

1	Clinical diary	Individual	5
2	Perform Family Planning counseling	5	5
3	Assist/Perform IUCD and Implant insertion	5	5
4	Perform health teaching on SRH related issue.	1	5
5	Perform in cervical cancer screening(VIA)test	5	5
6	Case study	1	10
7	Perform/assist medical abortion (MA)	5	5
	Total		50

## HS0303MW Leadership and Management for Midwives (Theory)

**Total: 7 hours /week**

**Lecture: 2.5 hours/week**

**Tutorial: 0 hour/week**

**Practical: 4.5 hours/week**

**Lab: 0 hours/week**

### Course Description

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

### Course Objectives

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

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

### Course contents

#### Unit 1. Introduction to Leadership and Management

**6 hours**

- 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 Leadership Theory
  - Great man
  - Trait
  - Situational
- 1.6 Qualities of good leader
- 1.7 Factors influencing leadership
  - Cultural-social background
  - Education
  - Experience
  - Social, political and economical environment
  - Society's demand for certain types of leadership

#### Unit 2 Management Process

**30 hours**

- 2.1 Management Process
- 2.2 Assessment
  - Client's needs and problems (Urban and rural situation)
  - Staff needs and problems

- Staff strengths and limitations
- Physical resources of the unit
- Material equipment and supplies (logistic management)
- Maintenance equipment and supplies

### 2.3 Planning

- Prioritize needs and problems
- Set goals
- Plan distribution of work activities, scheduling of staff
- Assignment of client care and other activities
- Method of assignment: Functional method, Team method, Patient- centered method (case management method)

### 2.4 Implementation

#### 2.4.1 Information and documentation in relation to midwifery Confinement book,

- Birth certificate,
- Identification of baby and midwives
- Registration of births and deaths
- Maternal death audits: MPDSR
- Review Communication: Definition, methods, Process, Barriers (problems) in management

#### 2.4.2 Organizational communication:

- Introduction, types, importance, process
- Principles of effective communication
- Role of manager in effective communication
- Non violence communication
- Behavior change communication

#### 2.4.3 Personnel development:

- Morale: Definition, methods to enhance morale
- Job satisfaction: ways to increase job satisfaction
- Motivation methods of motivating staffs
  - Recognition and reward
  - Responsibility and accountability
  - Division of work
  - Human resource management

#### 2.4.4 Staff development program

#### 2.4.5 Delegation of responsibility

#### 2.4.6 Co-operation, co-ordination

#### 2.4.7 Collaboration and interdisciplinary teamwork

#### 2.4.8 Supervision: Definition, types and importance, Coaching and mentoring

#### 2.4.9 Meeting: Definition, types, process and writing minute

#### 2.4.10 Monitoring, Controlling and Evaluation

- Introduction
- Types
- Purposes and importance
- Methods of monitoring and evaluation
- Area of evaluation
  - Client's satisfaction
  - Staff's performance evaluation

#### 2.4.11 Continue Professional Development Program : definition, importance, method

- Orientation

- Continue education
- Staff training (in-service)

### **Unit 3. Profession**

**10 hours**

- 3.1 Definition and its criteria
- 3.2 Professional identity; criteria for licensure/ regulation; plan for continuing professional development; business plans for professional midwifery practice, entrepreneurship in midwifery
- 3.3 Advocacy and empowerment strategies for women
- 3.4 Ethics and legal aspect of the midwifery practice
- 3.5 Regulation of midwifery practice in Nepal
- 3.6 National and International professional organization of midwives : Introduction, Structure, Function, Policies, Rule and Regulations, Controlling mechanism
  - Nepal Nursing and Midwifery council (NNMC)
  - Midwifery Society of Nepal (MIDSON)
  - Nursing Association of Nepal
  - International confederation of midwifery (ICM)
  - International Council for nurses (ICN)
  - Law and Acts: Maternal Child Health, Midwifery service and midwives.
    - Public health act
    - Nepal health service act and
    - Nepal health service regulation,
    - Breast Feeding Substitute act
    - Right to Safe motherhood and reproductive health right act 2018
    - MHM Policy
- 3.7 Personal and professional responsibility of the midwives.
  - Personal growth-Career Ladder and Academic development
  - Professional Growth-welfare and Service development
- 3.8 Professional correspondence
  - Letter of application
  - Letter of acceptance
  - Letter of resignation

### **Unit 4. Conflict Management**

**4 hours**

- 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. National Health Care Delivery System in Nepal**

**10 hours**

- 5.1 Organizational structure of National Health Care Delivery System
- 5.2 Organogram: Definition , functions of different structure from central to local level
  - Local level: Health post (Birthing Centres, Janata Hospital, primary hospital)
  - Province: secondary hospital, tertiary hospital
  - Federal: specialized hospital and academia.
- 5.3 Developmental partners working on women, maternal and child health,: Policies, rules and regulation in delivering SRMNH services
  - Multilateral organizational: WHO, UNICEF, UNFPA, WFP, Jhpiego
  - Bilateral agencies: DFID, GIZ, USAID, JICA, One heart worldwide (OHW), Population Service International/Nepal (PSI/Nepal), Marie Stop International (MSI)

- INGOS: FHI, Save the children, United Mission to Nepal (UMN)
- Non-governmental organizations: Red Cross Society, Nick Simons Institute (NSI), Sunaulo pariwar Nepal, Nepal CRS company, Family planning association of Nepal (FPAN),

**Unit 6. National health policy and planning** **6 hours**

Health plans (history, targets, indicators, strategies & achievement):

- Current National Health Policy
- Nepal Health Sector Strategy (NHSS)
- National Midwifery Policy

6.2 Health care social security service in Nepal

- Concept
- Policies and strategy
- Implementation

6.3 Job descriptions of Midwife, Nurses and other concerned personnel

- Chief hospital/community/Midwife nursing administrator
- Hospital/community /Midwife nursing administrator
- Nursing /community/ nursing officer
- Midwifery officer
- Staff nurse/Public health nurse (different areas)
- Midwife
- Auxiliary nurse midwife
- Medical Officer
- Health assistant
- Auxiliary health worker ( AHW)

**Unit 7. Organizational change/ change management** **6 hours**

7.1 Strategic Problem Solving

- Definition, Purpose
- Process (6 Steps of strategic problem solving)
  - Define the challenge
  - Analyze the challenge
  - Establish the goals
  - Generate possible solutions
  - Analyze the solution
  - Implement the solution

**Unit 8. Health Information system** **4 hours**

8.1 Introduction

8.2 Classification

- HMIS
- DHIS
- IMIS
- TMIS
- LMIS

8.3 Characteristics

8.4 Components

**Unit 9. Midwifery service management in Disaster** **6 hours**

9.1 Definition

9.2 Disaster management cycle

9.3 Role of midwives in different cycle

9.4 Disaster/mass casualty management plan

**Unit 10 Quality improvement in midwifery**

**5 hours**

10.1 Introduction

10.2 Process

10.3 MSS of primary, secondary and tertiary hospital

10.4 Standard of midwifery service

10.5 Quality indicators for health services

**References**

- Tuladhar K and Rai B Leadership and management for Nurses (2003) HLMC, Institute of Medicine 2nd edition
- Nursing, Ministry of Health 1987.
- Barratt J. Ward Management and Teaching New Delhi India Himalayan Books 1981 (New edition)
- MOHP, MD Job Description of Nursing personnel (Latest edition)
- MOHP, Executive Summary Second long Term Health Plan(1997-2017) 1999.
- I. Singh Leading and managing in Health 5<sup>th</sup> edition 2012
- Leadership and management in Nursing 2<sup>nd</sup> edition 2014
- Indira Singh”, Leading and Managing in Health”, pub.Mr. JB Singh , 2006
- Ms. Sanu Tuladhar, Vijaya Kc, Bishnu Rai and other “History of Nursing in Nepal, Pub. Nursing Association of Nepal, 2002
- V.Ruth, Linda K Brown, “Myles Textbook for Midwives” 12 ed. ELBS, Churchill Livingstone.
- National Policy on Skilled Birth Attendant “Supplementary to Safe Motherhood policy, Family Health Division, 1998

**Final written exam marking scheme**

Unit	1	2	3	4	5	6	7	8	9	10	Total
Unit hours	6	30	10	4	10	6	6	4	6	5	87
Marks	6	27	9	3	9	6	6	3	6	5	80

## Leadership and Management for Midwives (Practicum)

Practical 157 hours

### Course Description

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

### Course Objectives

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

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

### Teaching and Learning Activities:

#### Hospital Management practicum:

Four Weeks

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

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

#### Community Management:

Two Weeks

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

- Assess, plan and provide care to the mother, neonate and infant according to their need.
- Maintain good interpersonal relationship, co-operation and co-ordination with different health care team and departments.



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

#### **Assignment (Activities) for Clinical Assignment**

<b>S.N</b>	<b>Activities</b>	<b>No. of cases</b>	<b>Marks</b>
<b>Hospital/Ward/Birthing center management</b>			
1	Management performance evaluation	1	10 (Individual)
2	Conduct in service education	1	5 (in group )
3	Change process	1	5 (in group )
4	Problem solving strategy	1	5 (Individual)
5	Report writing	1	5 (Individual)
	<b>Total</b>		<b>30</b>

<b>S.N</b>	<b>Activities</b>	<b>No. of cases</b>	<b>Marks</b>
<b>Community Management</b>			
1.	Management performance evaluation	1	5 (Individual)
2.	Conduct in service education	1	5 (in group )
3.	Problem solving strategy	1	5 (in group )
4.	Observation visit	1	5 (Individual)
	<b>Total</b>		<b>20</b>

## HS0304MW Internship

Practical 700 hours

### Direction:

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

### Objectives:

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

### Placement areas and evaluation scheme

S.N.	Name of the Health Facilities	Weeks	T/L activities	Evaluation
1	<b>Health post with Birthing centre</b> <ul style="list-style-type: none"><li>- AN care and counselling</li><li>- Birthing room /Unit</li><li>- Management of BC</li></ul>	8 weeks	Self-directed learning in the real settings. Establish rapport with local leaders and health facility in -charge.	Internship report – 100 marks Submission of log book-50 marks (follow the NNC Log Book)
2	<b>PHCC with Birth centre</b> <ul style="list-style-type: none"><li>- AN care and Counselling</li><li>- Birthing room</li><li>- Collaborative care</li></ul>	4weeks	Document all success stories and near miss cases.	Performance evaluation: 50 marks
3	<b>Primary hospitals</b> <ul style="list-style-type: none"><li>- AN care</li><li>- Birthing room</li><li>- Collaborative care</li><li>- Observe OCMC site</li></ul>	4 weeks	Other relevant activities as indicated.	Presentation: 50 marks(guidelines available)
4	<b>Maternity Hospital/ Regional hospital maternity unit</b> <ul style="list-style-type: none"><li>- AN care</li><li>- Birthing room</li><li>- Collaborative care</li><li>- Observe OCMC site</li></ul>	4 weeks		
	<b>Total marks</b>	<b>20 Weeks</b>		<b>250 Marks</b>

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