

CHILD HEALTH NURSING II

PLACEMENT: VI SEMESTER

THEORY: 20 Hours

Clinical: 80 Hours

DESCRIPTION: This course is designed for developing an understanding of the modern approach to child-care, identification, prevention and nursing management of common health problems of neonates and children.

COMPETENCIES

On completion of the course, the students will be able to

1. Apply the knowledge of pathophysiology and provide nursing care to children with orthopedic disorders, eye, ear and skin disorders and communicable diseases
2. Provide care to children with common behavioural, social and psychiatric problems
3. Manage challenged children
4. Identify the social and welfare services for challenged children

COURSE OUTLINE

| UNIT NO. | TIME (HRS) | LEARNING OUTCOMES | CONTENT | TEACHING LEARNING ACTIVITIES | ASSESSMENT METHODS |
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| VII | T110 | Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with Orthopedic disorders, eye, ear and skin disorders Explain the preventive measures and strategies for children with communicable diseases | Orthopedic disorders: <ul style="list-style-type: none"> • Club foot • Hip dislocation and • Fracture Disorder of eye, ear and skin: <ul style="list-style-type: none"> • Refractory errors • Otitis media and • Atopic dermatitis Communicable diseases in children, their identification/diagnosis, nursing management in hospital, in home, control & prevention: <ul style="list-style-type: none"> • Tuberculosis • Diphtheria • Tetanus • Pertussis • Poliomyelitis • Measles | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Practice session • Clinical practice | <ul style="list-style-type: none"> • Short answers • Objective type • Assessment of skills with checklist |

| UNIT NO. | TIME (HRS) | LEARNING OUTCOMES | CONTENT | TEACHING LEARNING ACTIVITIES | ASSESSMENT METHODS |
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| | | | <ul style="list-style-type: none"> • Mumps, and • Chickenpox • HIV/AIDS • Dengue fever | | |
| VIII | T 10 | <p>Describe the management of children with behavioral & social problems</p> <p>Identify the social & welfare services for challenged children</p> | <p>Management of behavior and social problems in children.</p> <ul style="list-style-type: none"> • Child Guidance clinic • Common behavior disorders in children and management <ul style="list-style-type: none"> ○ Enuresis and Encopresis ○ Nervousness ○ Nail biting ○ Thumb sucking ○ Temper tantrum ○ Stealing ○ Aggressiveness ○ Juvenile delinquency ○ School phobia ○ Learning disability • Psychiatric disorders in children and management <ul style="list-style-type: none"> ○ Childhood schizophrenia ○ Childhood depression ○ Conversion reaction ○ Posttraumatic stress disorder ○ Autistic spectrum disorders • Eating disorder in children and management <ul style="list-style-type: none"> ○ Obesity ○ Anorexia nervosa ○ Bulimia • Management of challenged children. <ul style="list-style-type: none"> ○ Mentally ○ Physically ○ Socially ○ Child abuse, ○ substance abuse • Welfare services for challenged children in | <ul style="list-style-type: none"> • Lecture • Discussion • Field visits to child guidance clinics, school for mentally & physically, socially challenged | <ul style="list-style-type: none"> • Short answers • Objective type • Assessment of field reports |

| UNIT NO. | TIME (HRS) | LEARNING OUTCOMES | CONTENT | TEACHING LEARNING ACTIVITIES | ASSESSMENT METHODS |
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CHILD HEALTH NURSING II

PLACEMENT: VI SEMESTER

1 Credit (80 Hrs)

THEORY: 20 Hours

Clinical: 80 Hours

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| Pediatric Medical Ward | VI Sem- 1 Week | <ul style="list-style-type: none"> • Counsel & educate parents | <ul style="list-style-type: none"> • Application of restraints • Administration of O₂ inhalation by different methods • Collection of specimens for common investigations • Assisting with common diagnostic procedures | <ul style="list-style-type: none"> • Case study/ presentation – 1 | <ul style="list-style-type: none"> • Assess performance with rating scale • Assess each skill with checklist OSCE/ OSPE • Evaluation of case study/ presentation & health education session • Completion of activity record. |
| Pediatric Surgical Ward | VI Sem- 1 Weeks | <ul style="list-style-type: none"> • Recognize different pediatric surgical conditions/ malformations • Provide pre & post operative | <ul style="list-style-type: none"> • Bowel wash, insertion of suppositories • Care for ostomies: <ul style="list-style-type: none"> ❖ Colostomy Irrigation ❖ Ureterostomy ❖ Gastrostomy ❖ Enterostomy • Urinary catheterization & | <ul style="list-style-type: none"> • Nursing care plan- 1 | <ul style="list-style-type: none"> • Assess performance with rating scale • Assess each skill with checklist OSCE/ |

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| | | <p>care to children with common paediatric surgical conditions/ malformation</p> <ul style="list-style-type: none"> • Counsel & educate parents | <p>drainage</p> | | <p>OSPE</p> <ul style="list-style-type: none"> • Evaluation of case study/ presentation • Completion of activity record. |
| NICU & PICU | VI Sem-1 Week | <ul style="list-style-type: none"> • Provide nursing care to critically ill children | <ul style="list-style-type: none"> • Care of a baby in incubator / warmer • Care of a child on ventilator, CPAP • Endotracheal Suction • Chest Physiotherapy • Administration of fluids with infusion pumps • Total Parenteral Nutrition • Phototherapy • Monitoring of babies • Recording & reporting • Cardiopulmonary Resuscitation (NALS,PLS,PALS) | <ul style="list-style-type: none"> • Newborn assessment-1 • Nursing Care Plan-1 | <ul style="list-style-type: none"> • Assess performance with rating scale • Evaluation of observation report • Completion of activity record. |

MENTAL HEALTH NURSING II

PLACEMENT: VI SEMESTER

TEORY: 1 credit (20 Hours)

PRACTICAL:

Clinical: 2 Credits (160 Hours)

DESCRIPTION: This course is designed to provide the students with basic understanding and skills essential to meet psychiatric emergencies and perform the role of community mental health nurse.

COMPETENCIES

On completion of the course, the students will be able to

1. Apply nursing process in providing care to patients with organic brain disorders
2. Identify and respond to psychiatric emergencies
3. Carry out crisis interventions during emergencies under supervision
4. Perform admission and discharge procedures as per MHCA 2017
5. Explore the roles and responsibilities of community mental health nurse in delivering community mental health services

| UNIT | TIME (HRS) | LEARNING OUTCOMES | CONTENT | TEACHING LEARNING ACTIVITIES | ASSESSMENT METHODS |
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| XII | 5 | Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of organic brain disorders. | Nursing management of organic brain disorders (Delirium, Dementia, amnestic disorders) <ul style="list-style-type: none"> • Prevalence and incidence • Classification • Etiology, psychopathology, clinical features, diagnosis and Differential diagnosis • Nursing Assessment-History, | <ul style="list-style-type: none"> • Lecture discussion • Case discussion • Case presentation • Clinical practice | <ul style="list-style-type: none"> • Essay type • Short answers • Assessment of patient management problems |

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| | | | Physical, mental and neurological assessment <ul style="list-style-type: none"> • Treatment modalities and nursing management of organic brain disorders • Follow-up and home care and rehabilitation | | |
| XIII | 6 | <ul style="list-style-type: none"> • Identify psychiatric emergencies and carry out crisis intervention | Psychiatric emergencies and crisis intervention <ul style="list-style-type: none"> • Types of psychiatric emergencies (Attempted suicide, violence/aggression, stupor, delirium tremens and other psychiatric emergencies) and their managements • Maladaptive behaviour of individual and groups, stress, crisis and disaster(s) • Types of crisis • Crisis intervention: Principles, Techniques and Process -Stress reduction interventions as per stress adaptation model -Coping enhancement -Techniques of counseling | <ul style="list-style-type: none"> • Lecture discussion • Case discussion • Case presentation • Clinical practice | <ul style="list-style-type: none"> • Short answers • Objective type |

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| XI V | 4 | <ul style="list-style-type: none"> • Explain legal aspects applied in mental health settings and role of the nurse | <p>Legal issues in Mental Health Nursing</p> <ul style="list-style-type: none"> • Overview of Indian Lunacy Act and The Mental Health Act 1987 • (Protection of Children from Sexual Offence) POSCO Act • Mental Health Care Act (MHCA) 2017 • Rights of mentally ill clients • Forensic psychiatry <ul style="list-style-type: none"> • Acts related to narcotic and psychotropic substances and illegal drug trafficking • Admission and discharge procedures as per MHCA 2017 • Role and responsibilities of nurses in implementing MHCA 2017 | <ul style="list-style-type: none"> • Lecture discussion • Case discussion | <ul style="list-style-type: none"> • Short answers • Objective type |
| XV | 5 | <ul style="list-style-type: none"> • Describe the model of preventive psychiatry • Describes Community Mental health services and role of the nurse | <p>Community Mental Health Nursing</p> <ul style="list-style-type: none"> • Development of Community Mental Health Services: <ul style="list-style-type: none"> • National mental health policy viz. National Health Policy • National Mental Health Programme | <ul style="list-style-type: none"> • Lecture discussion • Clinical/field practice • Field visits to mental health service agencies | <ul style="list-style-type: none"> • Short answers • Objective type • Assessment of the field visit reports |

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| | | | <ul style="list-style-type: none"> • Institutionalization Versus Deinstitutionalization • Model of Preventive psychiatry • Mental Health Services available at the primary, secondary, tertiary levels including rehabilitation and nurses' responsibilities • Mental Health Agencies: Government and voluntary, National and International • Mental health nursing issues for special populations: Children, Adolescence, Women Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS etc. | | |
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CLINICAL - MENTAL HEALTH NURSING - II

SEMESTER V & VI

MENTAL HEALTH NURSING I & II-PRACTICAL: 3 Credits (240 Hours) - 35 hrs 7 weeks

(MENTAL HEALTH NURSING I – 2 Credits (160 Hours) & MENTAL HEALTH NURSING II – 1 Credit (80 Hours)

PRACTICE COMPETENCIES:

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

1. Assess patients with mental health problems/disorders
2. Observe and assist in various treatment modalities or therapies
3. Counsel and educate patients and families
4. Perform individual and group psycho-education
5. Provide nursing care to patients with mental health problems/disorders
6. Motivate patients in the community for early treatment and follow up
7. Observe the assessment and care of patients with substance abuse disorders in deaddiction centre

CLINICAL POSTINGS

| Areas | Duration (in weeks) | Learning Outcomes | Skills/Procedural competencies | Clinical requirements | Assessments Methods |
|-----------------|---------------------|--|---|---|--|
| Psychiatric OPD | 1 | <ul style="list-style-type: none"> • Assess patients with mental health problems • Observe and assist in therapies • Counsel and educate patients, and families | <ul style="list-style-type: none"> • History taking • Perform mental status examination (MSE) • Observe/practice Psychometric assessment • Perform Neurological examination • Observing and assisting in therapies • Individual and group psycho-education <ul style="list-style-type: none"> ▪ Mental hygiene practice | <ul style="list-style-type: none"> • History taking and Mental status examination-2 • Health education-1 • Observation report of OPD | <ul style="list-style-type: none"> • Assess performance with rating scale • Assess each skill with checklist • Evaluation of health education • Assessment of observation report • Completion of activity |

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| | | | <p>education</p> <ul style="list-style-type: none"> ▪ Family psycho-education | | record |
| Child Guidance clinic | 1 | <ul style="list-style-type: none"> • Assessment of children with various mental health problems • Counsel and educate children, families and significant others | <ul style="list-style-type: none"> • History & mental status examination • Observe/practice psychometric assessment • Observe and assist in various therapies • Parental teaching for child with mental deficiency | <ul style="list-style-type: none"> • Case work-1 • Observation report of different therapies-1 | <ul style="list-style-type: none"> • Assess performance with rating scale • Assess each skill with checklist • Evaluation of the observation report |
| Inpatient ward | 4 | <ul style="list-style-type: none"> • Assess patients with mental health problems • To provide nursing care for patients with various mental health problems • Assist in various therapies • Counsel and educate patients, families and significant others | <ul style="list-style-type: none"> • History taking • Mental status examination (MSE) • Neurological examination • Assisting in psychometric assessment • Recording therapeutic communication • Administration of medications • Assist Electroconvulsive Therapy (ECT) • Participating in all therapies • Preparing patients for Activities of Daily living (ADL) • Conducting admission and discharge counselling • Counseling and teaching patients and families | <ul style="list-style-type: none"> • Give care to 2-3 patients with various mental disorders • Case study-1 • Care plan- 2 • Clinical presentation1 • Process recording 2 • Maintain drug book | <ul style="list-style-type: none"> • Assess performance with rating scale • Assess each skill with checklist • Evaluation of the case study, care plan, clinical presentation, process recording • Completion of activity record |

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| Community psychiatry & Deaddiction centre | 1 | <ul style="list-style-type: none"> • To identify patients with various mental disorders • To motivate patients for early treatment and follow up • To assist in follow up clinic • Counsel and educate patient, family and community • Observe the assessment and care of patients at deaddiction centre | <ul style="list-style-type: none"> • Conduct home visit and case work • Identifying individuals with mental health problems • Assisting in organizations of Mental Health camp • Conducting awareness meetings for mental health & mental illness • Counseling and Teaching family members, patients and community • Observing deaddiction care | <ul style="list-style-type: none"> • Case work-1 • Observation report on field visits • Visit to deaddiction centre | <ul style="list-style-type: none"> • Assess performance with rating scale • Evaluation of case work and observation report • Completion of activity record |
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INTERNSHIP

| Area | Duration | Objective | Skills | Assessment |
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| Psychiatry ward | 4 weeks | <ul style="list-style-type: none"> • Provide comprehensive care to patients with mental health problems • Carry out Specific Nursing interventions for the clients with different mental disorders | <ul style="list-style-type: none"> • Integrated Practice | <ul style="list-style-type: none"> • Assess clinical performance with rating scale |

COMMUNITY HEALTH NURSING -I INCLUDING EPIDEMIOLOGY

PLACEMENT: VI SEMESTER

THEORY: 5 Credits (100 Hours)

Clinical: 2 Credits (160 Hours)

DESCRIPTION: This course is designed to help students to practice Community Health Nursing for the individuals, family and groups at rural, urban and tribal settings by applying principles of community health nursing and epidemiological approach. It also helps the students to develop knowledge and competencies required to screen, assess, diagnose, manage and refer clients appropriately in various health care settings. It prepares the students to provide primary healthcare to clients of all ages in the community, DH, PHC, CHC, SC/HWC and develop beginning skills in participating in all the National Health Programs.

COMPETENCIES

On completion of the course, the students will be able to

1. Describe community health nursing approaches and concepts
2. Describe the role and responsibilities of community health nursing personnel
3. Utilize the knowledge and skills in providing comprehensive primary health care across the life span at various settings
4. Make effective home visits applying principles and methods used for home visiting
5. Use epidemiological approach in community diagnosis
6. Utilize the knowledge of epidemiology, epidemiological approaches in caring for people with communicable and non-communicable diseases
7. Describe the methods of collection and interpretation of demographic data
8. Investigate an epidemic of communicable diseases
9. Assess, diagnose, manage and refer clients for various communicable and non-communicable diseases appropriately at the primary health care level
10. Provide maternal, newborn and child care, and reproductive health including adolescent care in the urban and rural health care settings
11. Demonstrate beginning practice competencies/skills relevant to provide comprehensive primary health care/community-based care to clients with common diseases and disorders including emergency and first aid care at home/clinics/centres as per predetermined protocols/drug standing orders approved by MOH&FW
12. Identify and perform the roles and responsibilities of nurses in implementing various national health programs in the community for the prevention, control and management of communicable and non-communicable diseases particularly in screening, identification, primary management and referral to a health facility/First Referral Unit (FRU)
13. Explain population control & its impact on the society and describe the approaches towards limiting family size

COURSE OUTLINE

| UNIT | TIME (Hours) | LEARNING OUTCOMES | CONTENT | TEACHING/LEARNING ACTIVITIES | ASSESSMENT METHODS |
|------|--------------|--|---|---|--|
| I | 7 T | <p>Describe community health nursing approaches and concepts</p> <p>Describe and identify the activities of community health nurse to promote and maintain family health through home visits</p> | <p>Community health nursing approaches, concepts, roles and responsibilities of community health nursing personnel</p> <ul style="list-style-type: none"> • <i>Approaches:</i> <ul style="list-style-type: none"> ○ Nursing process ○ Epidemiological approach ○ Problem solving approach ○ Evidence based approach ○ Empowering people to care for themselves • <i>Review</i> -Primary health care and Comprehensive Primary Health Care (CPHC) <p>Home Visits:</p> <ul style="list-style-type: none"> • Concept, Principles, Process, & Techniques: Bag technique • Qualities of Community Health Nurse • Roles and responsibilities of community health nursing personnel in family health services • <i>Review:</i> Principles & techniques of counseling | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role plays <p>Supervised field practice</p> | <ul style="list-style-type: none"> • Short answers • Essays <p>Assessment of supervised field practice</p> |
| II | 10 T | <p>Explain the specific activities of community health nurse in assisting individuals and groups to promote and maintain their health</p> | <p>Assisting individuals and families to promote and maintain their health</p> <p><i>A. Assessment of individuals and families</i> (Review from Child health nursing, Medical surgical nursing and</p> | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role plays | <ul style="list-style-type: none"> • Short answers • Essay type • Assessment of clinical performance in the field practice area |

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| | | <p>Provide primary care at home/health centers (HWC) using standing orders/protocols as per public health standards/approved by MOH&FW and INC regulation</p> <p>Develop skill in maintenance of records and reports</p> <p>Develop beginning skills in handling social issues affecting the health and development of the family</p> | <p>OBG Nursing)</p> <ul style="list-style-type: none"> • Assessment of children, women, adolescents, elderly etc • Children-Monitoring growth and development, milestones • Anthropometric measurements, BMI • Social development • Temperature and Blood pressure monitoring • Menstrual cycle • Breast self examination (BSE) and testicles self examination (TSE) • Warning Signs of various diseases • Tests:Urine for sugar and albumin, blood sugar, Hemoglobin <p><i>B. Provision of health services/ primary health care:</i></p> <ul style="list-style-type: none"> • Routine check- up, Immunization, counseling, and diagnosis • Management of common diseases at home and health centre level ○ Care based on standing orders/protocols approved by MOH&FW ○ Drugs dispensing and injections at health centre <p><i>C. Continue medical care and follow up in community for various</i></p> | <p>Document and maintain:</p> <ul style="list-style-type: none"> • Individual records • Family records • Health center records | <ul style="list-style-type: none"> • Assessment of procedural skills in lab procedures • Evaluation of records and reports • Evaluation of field visit reports |
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| | | <p>Identify and assist the families to utilize the community resources appropriately</p> | <p>diseases/ disabilities</p> <p><i>D. Carry out therapeutic procedures as prescribed/required for client and family</i></p> <p><i>E. Maintenance of health records and reports</i></p> <ul style="list-style-type: none"> • Maintenance of client records • Maintenance of health records at the facility level • Report writing and documentation of activities carried out during home visits, in the clinics/centers and field visits <p><i>F. Sensitize and handle social issues affecting health and development of the family</i></p> <ul style="list-style-type: none"> • Women empowerment • Women and child abuse • Abuse of elders • Female foeticide • Commercial sex workers • Substance abuse <p><i>G. Utilize community resources for client and family</i></p> <ul style="list-style-type: none"> • Trauma services • Old age homes • Orphanages • Homes for physically challenged individuals • Homes for destitute • Palliative care centres • Hospice care centres • Assisted living facility | <ul style="list-style-type: none"> • Field visits | |
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| III | 10 T | <p>Describe the concepts, approaches and methods of epidemiology</p> <p>Investigate an epidemic of communicable disease</p> | <p>Introduction to Epidemiology-Epidemiological Approaches, and Processes</p> <ul style="list-style-type: none"> • Epidemiology-Concept and Definition • Distribution and frequency of disease • Aims & uses of epidemiology • Epidemiological models of causation of disease • Concepts of disease transmission • Modes of transmission-Direct, Indirect and chain of infection • Time trends or fluctuations in disease occurrence • Epidemiological approaches-Descriptive, analytical and experimental • Principles of control measures/ levels of prevention of disease • Investigation of an epidemic of communicable disease • Use of basic epidemiological tools to make community diagnosis for effective planning and intervention | <ul style="list-style-type: none"> • Lecture, • Discussion • Demonstration • Role play • Field visits-communicable disease hospital & Entomology office • Investigation of an epidemic of communicable disease | <ul style="list-style-type: none"> • Short answers • Essay type • Report on visit to communicable disease hospital • Report on visit to entomology office • Report and presentation on Investigating an epidemic of communicable disease |
| IV | 15 T | <p>Explain the epidemiology of specific communicable diseases</p> <p>Describe the</p> | <p>Communicable diseases and National health programs</p> <p>1. <i>Communicable Diseases – Vector borne diseases (Every disease will be dealt under the following headlines)</i></p> | <ul style="list-style-type: none"> • Lecture • Discussion, • Demonstration • Role play • Suggested field | <ul style="list-style-type: none"> • Field visit reports • Assessment of family |

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| | | <p>various methods of prevention, control and management of communicable diseases and the role of nurses in screening, diagnosing, primary management and referral to a health facility</p> | <ul style="list-style-type: none"> • Epidemiology of the following vector born diseases • Prevention & control measures • Screening, and diagnosing the following conditions, primary management, referral and follow up <ul style="list-style-type: none"> ○ Malaria ○ Filaria ○ Kala-azar ○ Japanese encephalitis ○ Dengue ○ Chickungunya <p>2. Communicable diseases: Infectious diseases (Every disease will be dealt under the following headlines)</p> <ul style="list-style-type: none"> • Epidemiology of the following infectious diseases • Prevention & Control measures • Screening, diagnosing the following conditions, primary management, referral and follow up <ul style="list-style-type: none"> ○ Leprosy ○ Tuberculosis ○ Vaccine preventable diseases-Diphtheria, whooping cough, tetanus, poliomyelitis and measles ○ Enteric fever ○ Viral hepatitis ○ HIV/AIDS/RTI infections- ○ HIV/AIDS, and Sexually Transmitted Diseases/Reproductive | <p>visits</p> <ul style="list-style-type: none"> • Field practice • Assessment of clients with non-communicable diseases | <p>case study</p> <ul style="list-style-type: none"> • OSCE assessment • Short answers • Essay type |
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| | | <p>Identify the relevant national health programmes and explain the role of nurses in implementation of these programmes</p> | <p>tract infections (STIs/R TIs)</p> <ul style="list-style-type: none"> ○ Diarrhoea ○ Respiratory tract infections ○ Helminthic –soil & food transmitted and parasitic infections- Scabies and pediculosis <p>3. <i>Communicable diseases: Zoonotic diseases</i></p> <ul style="list-style-type: none"> • Epidemiology of Zoonotic diseases • Prevention & control measures • Screening and diagnosing the following conditions, primary management, referral and follow up <ul style="list-style-type: none"> ○ Rabies: Identify, suspect, primary management and referral to a health facility <ul style="list-style-type: none"> • Role of a nurses in control of communicable diseases <p>National Health Programmes</p> <ol style="list-style-type: none"> 1. UIP-Universal Immunization Programme (Diphtheria, Whooping cough, Tetanus, Poliomyelitis, Measles and Hepatitis B) 2. National Leprosy Eradication Programme (NLEP) 3. Revised National Tuberculosis Control | | |
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| | | | <p>Programme (RNTCP)</p> <p>4. Integrated Disease Surveillance Programme (IDSP)- Enteric fever, Diarrhea, Respiratory infections and Scabies</p> <p>5. National Aids Control Organization (NACO)</p> <p>6. National Vector Borne Disease Control Programme</p> <p>7. National Air Quality Monitoring Programme</p> <p>8. Any other newly added programmes</p> | | |
| V | 15 T | Describe the national health programmes for the control of non-communicable diseases and the role of nurses in screening, identification primary management and referral to a health facility | <p>Non- Communicable diseases and National Health programmes(NCD)</p> <ul style="list-style-type: none"> • National response to NCDs <p>(Every disease will be dealt under the following headlines</p> <ul style="list-style-type: none"> • Epidemiology of specific diseases • Prevention and control measures • Screening, diagnosing/ identification and primary management, referral and follow up care <p>NCD-1</p> <ul style="list-style-type: none"> ○ Diabetes Mellitus ○ Hypertension ○ Cardiovascular diseases ○ Stroke & Obesity ○ Blindness-Categories of visual impairment and national programme for control of blindness ○ Deafness- national | <ul style="list-style-type: none"> • Lecture, • Discussion, • Demonstration • Role play • Suggested field visits • Field practice • Assessment of clients with non-communicable diseases | <ul style="list-style-type: none"> • Field visit reports • Assessment of family case study • OSCE assessment • Short answers • Essay type |

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| | | | <p>programme for prevention and control of deafness</p> <ul style="list-style-type: none"> ○ Thyroid diseases ○ Injury and accidents- Risk factors for Road traffic injuries and operational guidelines for trauma care facility on highways <p>NCD-2 Cancers</p> <ul style="list-style-type: none"> ○ Cervical Cancer ○ Breast Cancer ○ Oral cancer ○ Epidemiology of specific cancers, Risk factors/Causes, Prevention, Screening, diagnosis- signs, Signs & symptoms, and early management & referral ○ Palliative care ○ Role of a nurse in non-communicable disease control programme <p>National Health Programmes</p> <ul style="list-style-type: none"> ● National programme for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS) ● National programme for control of blindness ● National programme for prevention and control of deafness ● National tobacco control programme ● Standard treatment protocols used in National Health Programmes | | <ul style="list-style-type: none"> ● Participation in national health programmes |
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| VI | 10 T | <p>Explain nurses' role in identifying, primary management and referral of clients with common disorders/ conditions and emergencies including first aid</p> | <p>Management of common conditions and emergencies including first aid</p> <ul style="list-style-type: none"> • Standing orders: Definition, uses <p>Screening, diagnosing/identification, primary care and referral of</p> <p>Gastrointestinal system:</p> <ul style="list-style-type: none"> ○ Abdominal pain ○ Nausea and vomiting ○ Diarrhea ○ Constipation ○ Jaundice ○ GI bleeding ○ Abdominal distension ○ Dysphagia and dyspepsia ○ Aphthous ulcers <p>Respiratory System:</p> <ul style="list-style-type: none"> ○ Acute upper respiratory infections- Rhinitis, Sinusitis, Pharyngitis, Laryngitis, Tonsillitis ○ Acute lower respiratory infections- ○ Bronchitis, pneumonia and bronchial asthma ○ Hemoptysis, Acute chest pain <p>Heart & Blood</p> <ul style="list-style-type: none"> ○ Common heart diseases- Heart attack/coronary artery disease, heart failure, arrhythmia ○ Blood-anemia, blood cancers, bleeding disorders <p>Eye & ENT conditions</p> <p>Eye-local infections, redness of eye, conjunctivitis, stye, trachoma and refractive errors</p> <p>ENT-Epistaxis, ASOM, sore throat, deafness</p> | <ul style="list-style-type: none"> • Lecture, • Discussion, • Demonstration • Role play • Suggested field visits • Field practice • Assessment of clients with common conditions and provide referral | <ul style="list-style-type: none"> • Short answers • Essay type • Field visit reports • OSCE assessment |
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| | | | <p>Urinary system Urinary tract infections- cystitis, pyelonephritis, prostatitis, UTIs in children</p> <p>First aid in common emergency conditions - Review High fever, low blood sugar, minor injuries, fractures, fainting, bleeding, shock, stroke, bites, burns, choking, seizures, RTAs, poisoning, drowning and foreign bodies</p> | | |
| VII | 20 T | Provide reproductive, maternal, newborn and child care, including adolescent care in the urban and rural health care settings | <p>Reproductive, maternal, newborn, child and adolescent Health (Review from OBG Nursing and application in community setting)</p> <ul style="list-style-type: none"> • Present situation of reproductive, maternal and child health in India <p>Antenatal care</p> <ul style="list-style-type: none"> • Objectives, antenatal visits and examination, nutrition during pregnancy, counseling • Calcium and iron supplementation in pregnancy • Antenatal care at centre level • Birth preparedness • High risk approach- Screening/early identification and primary management of complications- Antepartum hemorrhage, pre-eclampsia, eclampsia, Anemia, Gestational diabetes mellitus, Hypothyroidism, Syphilis • Referral, follow up | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Suggested field visits, and field practice • Assessment of antenatal, postnatal, newborn, infant, preschool child, school child, and adolescent health | <ul style="list-style-type: none"> • Short answers • Essay type • OSCE assessment |

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| | | Promote adolescent health | <p>and maintenance of records and reports</p> <p>Intra natal care</p> <ul style="list-style-type: none"> • Normal labour-process, onset, stages of labour • Monitoring and active management of different stages of labour • Care of women after labour • Early identification, primary management, referral and follow up-preterm labour, fetal distress, prolonged and obstructed labour, vaginal & perennial tears, ruptured uterus • Care of newborn immediately after birth • Maintenance of records and reports • Use of Safe child birth check list • SBA module-Review • Organization of labour room <p>Postpartum care</p> <ul style="list-style-type: none"> • Objectives, Postnatal visits, care of mother and baby, breast feeding, diet during lactation, and health counseling • Early identification, primary management, referral and follow up of complications, Danger signs-postpartum hemorrhage, shock, puerperal sepsis, breast conditions, post partum depression • Postpartum visit by health care provider <p>Newborn and child care</p> | | <ul style="list-style-type: none"> • Screen, manage and refer adolescents • Counsel adolescents |
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| | | | <ul style="list-style-type: none"> • <i>Review:</i> Essential newborn care • Management of common neonatal problems • Management of common child health problems: Pneumonia, Diarrhoea, Sepsis, screening for congenital anomalies and referral • <i>Review:</i> IMNCI Module • Under five clinics <p>Adolescent Health</p> <ul style="list-style-type: none"> • Common health problems and risk factors in adolescent girls and boys • Common Gynecological conditions- dysmenoorhea, Premenstrual Syndrome (PMS), Vaginal discharge, Mastitis, Breast lump, pelvic pain, pelvic organ prolapse • Teenage pregnancy, awareness about legal age of marriage, nutritional status of adolescents National Menstrual Hygiene scheme • Counseling for parents and teen agers <p>National programmes</p> <ul style="list-style-type: none"> • RMNCH +A Approach- Aims, Health systems strengthening, RMNCH+A strategies, Interventions across life stages, programme management, | |
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| | | | <p>monitoring and evaluation systems</p> <ul style="list-style-type: none"> • Universal Immunization Programme as per Government of India guidelines-Review • Rashtriya Bal Swasthya Karyakaram (RSBK) -children • Rashtriya Kishor Swasthya Karyakram (RKSK) -adolscents • Other new programmes | | |
| VIII | 4 T | Enumerate the school health activities and the role functions of a school health nurse | <p>School Health Services</p> <ul style="list-style-type: none"> • Objectives • Health problems of school children • Components of school health services • Maintenance of school health records • Initiation and planning of school health services • Role of a school health nurse | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice | <ul style="list-style-type: none"> • Short answers • Essay type • Evaluation of health counseling to school children • Screen, diagnose, manage and refer school children • OSCE assessment |
| IX | 3 T | Discuss the concepts and scope of demography | <p>Demography, Surveillance and Interpretation of Data</p> <ul style="list-style-type: none"> • Demography and vital statistics-demographic cycle, world population trends, vital statistics • Sex ratio and child sex ratio, trends of sex ratio in India, The causes and social implications • Sources of vital statistics- Census, registration of vital events, sample | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice | <ul style="list-style-type: none"> • Short answers • Essay type |

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| | | | <p>registration system</p> <ul style="list-style-type: none"> • Morbidity and mortality indicators: Definition, calculation and interpretation • Surveillance, Integrated disease surveillance project (IDSP), Organization of IDSP, flow of information and mother and child tracking system (MCTS) in India • Collection, analysis, interpretation, use of data • <i>Review-</i> Common sampling techniques- random and nonrandom techniques <p>Disaggregation of data</p> | | |
| X | 6 T | <p>Discuss population explosion and its impact on social and economic development of India</p> <p>Describe the various methods of population control</p> | <p>Population and its Control</p> <ul style="list-style-type: none"> • Population Explosion and its impact on Social, Economic development of individual, society and country. • Population Control – Women Empowerment; Social, Economic and Educational Development • Limiting Family Size – Promotion of small family norm, Temporary Spacing Methods (natural, biological, chemical, mechanical methods etc), Terminal Methods (Tubectomy, Vasectomy) • Emergency Contraception • Counseling in | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice | <ul style="list-style-type: none"> • Short answers • Essay type • OSCE assessment • Counseling on family planning |

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| | | | reproductive, sexual health including problems of adolescents <ul style="list-style-type: none"> • Medical Termination of pregnancy and MTP Act • National Population Stabilization Fund/JSK (Jansankhya Sthirata Kosh) • Family planning 2020 • National Family Welfare Program • Role of a nurse in Family Welfare Program | | |
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COMMUNITY HEALTH NURSING I

CLINICAL POSTINGS:

4 Weeks x 40 hours/week

Total hours: 160 hours

| CLINICAL AREA/UNIT | DURATION IN WEEKS | LEARNING OUTCOMES | PROCEDURAL COMPETENCIES/ CLINICAL SKILLS | CLINICAL REQUIREMENTS | ASSESSMENT METHODS |
|--------------------|--------------------|---|---|--|--|
| Urban Rural | 2 weeks 2 Weeks | <p>Identify prevalent communicable and non-communicable diseases</p> <p>Perform health assessment for clients of various age groups</p> <p>Screen, diagnose, manage and refer clients with common health problems in the community and refer high risk clients</p> <p>Assess and provide antenatal, intrapartum, postnatal and new- born care</p> <p>Participate in school health programme</p> | <ul style="list-style-type: none"> • Investigating an epidemic - Community health survey • Health assessment including nutritional assessment for clients of different age groups • Screening, diagnosing, primary management of common health problems in the community and referral of high-risk clients to FRUs | <ul style="list-style-type: none"> • Community health survey to investigate an epidemic-1 • Health assessment of woman-1, infant/under five-1, adolescent-1, adult-1 • Growth monitoring of under- five children- 1 <p>Screening, diagnosing and primary management and referral:</p> <ul style="list-style-type: none"> • Communicable disease- 1 • Non-communicable diseases- 1 • Dental problems- 1 • Eye problems- 1 • Ear, nose, and throat problems- 1 • High risk | <ul style="list-style-type: none"> • Clinical performance assessment • OSCE during posting • Final clinical examination (University) |

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| | | <p>Counsel and educate individual, family and community</p> <p>Provide family welfare services</p> <p>Participate in implementation of national health programmes</p> <p>Maintain records and reports</p> | <ul style="list-style-type: none"> • Assessment (physical & nutritional) of antenatal, intrapartum, postnatal and newborn • Conduction of normal delivery at health center • Newborn care • Participation in school health programme • Health counselling to different clients • Group health education • Family planning counselling • Insertion and removal of IUCD • Participation in National Health Programmes • Documentation skills | <p>pregnant woman- 1</p> <ul style="list-style-type: none"> • High risk neonate- 1 • Emergencies- 1 • Minor ailments- 2 • Primary management and care based on standing orders/protocols approved by MOH&FW • Assessment of antenatal-1, intrapartum-1, postnatal-1 and newborn-1 • Conduction of normal delivery at health center and documentation- 2 • Immediate newborn care and documentation- 1 • Participation in school health programme-1 • Health counseling for <ul style="list-style-type: none"> ○ Adult with Communicable diseases/NCD-1 ○ Adolescent • Group health Education - 1 (Rural/Urban) • Family planning counselling- 1 • Insertion of | <ul style="list-style-type: none"> • Evaluation of Group health education • Family Case study evaluation |
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| | | | | <p>IUCD-1</p> <ul style="list-style-type: none"> • Removal of IUCD-1 • Family case study- 1 (Rural/Urban) • Participation in any two National Health programmes • Document and maintain: <ul style="list-style-type: none"> ○ Individual record ○ Family record ○ Health center record • Writing report on Health center activities | |
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Reference: Modules used in Certificate programme for community Health for nurses (Bridge Programme)

MIDWIFERY / OBSTETRIC AND GYNECOLOGY NURSING- I

PLACEMENT: VI SEMESTER

THEORY: 2 Credits (40 Hours)

Skill lab : 1 Credit (40 Hours)

Clinical : 2 Credits (160 Hours)

DESCRIPTION: This course is designed for students to develop knowledge and competencies on the concepts and principles of midwifery. It helps them to acquire knowledge and skills in rendering respectful maternity care to woman during antenatal, natal and postnatal periods in hospitals and community settings. It further helps to develop skills in managing normal neonates and participate in family welfare programme.

COMPETENCIES

On completion of the program, the students will be able to:

1. Demonstrate professional accountability for the delivery of nursing care as per INC standards/ICM competencies that are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles in midwifery practice.
2. Communicate effectively with individuals, families and professional colleagues fostering mutual respect and shared decision making to enhance health outcomes.
3. Recognize the trends and issues in midwifery/obstetrical nursing.
4. Review and describe the anatomy and physiology of human reproductive system and conception
5. Describe and apply the physiology in the management of normal pregnancy, birth and puerperium.
6. Demonstrate competency in providing respectful maternity care for the women during the antenatal, intranatal and postnatal period.
7. Conduct normal deliveries and provide essential newborn care
8. Apply nursing process in caring for women and their families

COURSE OUTLINE

| UNIT | TIME (Hours) | LEARNING OUTCOMES | CONTENT | TEACHING/ LEARNING ACTIVITIES | ASSESSMENT METHODS |
|------|--------------|---|--|-------------------------------|--------------------|
| I | T- 4 | Identify the trends and issues in midwifery | Introduction to midwifery <ul style="list-style-type: none">• History of midwifery in India• Current scenario: Midwifery in India- Transformative education for relationship based and transformative midwifery practice in India, National health programs related to RMNCH | | |

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| | | | <ul style="list-style-type: none"> • Current trends in midwifery and gynecology nursing: <ul style="list-style-type: none"> ○ Respectful maternity and newborn care (RMNC) ○ Midwife led care units (MLCU) ○ Birthing centers, water birth, lotus birth ○ Essential competencies for basic midwifery practice (ICM) ○ Universal rights of child-bearing women ○ Sexual and reproductive health and rights • Legal provisions in midwifery practice in India: INC/MOH&FW regulations • Ethical issues in maternal and neonatal care • Adoption laws, MTP act, Pre-Natal Diagnostic Test (PNDT)Act, Surrogate mothers -Roles And responsibilities of a midwife in different settings (hospital / community) | <ul style="list-style-type: none"> • Discussion • Demonstration • Role play • Directed reading and assignment: ICM competencies • Scenario based learning | <ul style="list-style-type: none"> • Short answers • Objective type • Essay • Quiz |
| II | T- 4 L- 4 | Describe / Review the anatomy and physiology of human reproductive system | <p>Maternal, Fetal & Newborn physiology: Anatomy and physiology of human reproductive system and conception <i>Review:</i></p> <ul style="list-style-type: none"> • Female organs of reproduction • Female pelvis –bones, joints, ligaments, planes, diameters, landmarks, inclination, variations in pelvis shape • Foetal skull- bones, sutures, fontanelles, diameters, moulding • Fetopelvic relationship • Physiology of menstrual cycle, | <ul style="list-style-type: none"> • Lecture • Discussion • Self-directed learning • Models • Videos & films | <ul style="list-style-type: none"> • Quiz • Simulation • Short answers • OSCE |

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| | | | <p>menstrual hygiene</p> <ul style="list-style-type: none"> • Fertilization, conception and implantation • Embryological development • Placental development • Placental function: blood brain barrier • Fetal growth and development <p>Fetal circulation & Fetal nutrition</p> | | |
| III | T – 10 L - 10 C - 40 | <p>Provide preconception care to eligible couples</p> <p>Describe the physiology, assessment and management of normal pregnancy including pre pregnancy care</p> <p>Demonstrate knowledge of midwifery practice throughout 1st, 2nd and 3rd trimesters</p> | <p>Assessment and management of normal pregnancy(antenatal)</p> <p>Pre pregnancy Care</p> <ul style="list-style-type: none"> • Review of sexual development (Self Learning) • Socio-cultural aspects of human sexuality (Self Learning) • Preconception care • Pre-conception counseling (including awareness regarding normal births), Genetic counseling (Self Learning) • Planned parenthood <p>Pregnancy assessment and antenatal care (I, II & III Trimesters)</p> <p>Normal pregnancy</p> <ul style="list-style-type: none"> • Assess and confirm pregnancy: Diagnosis of pregnancy - Signs, differential diagnosis and confirmatory tests • Review of maternal nutrition & malnutrition • Building partnership with women following RMC protocol • Fathers engagement in maternity care • Physiological changes during pregnancy. - Reproductive system, Cardio-vascular system Respiratory system Urinary system, Gastro | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Health talk • Role play • Counselling session • Case discussion/ presentation • Simulation • Supervised Clinical practice <ul style="list-style-type: none"> • Refer SBA module & Safe motherhood booklet | <ul style="list-style-type: none"> • Short answers • Objective type • Assessment of skills with check list • Case study evaluation • OSCE |

intestinal system, Metabolic changes, Skeletal changes, Skin changes Endocrine system & psychological changes

Ante-natal care:

I Trimester

- Antenatal assessment: History taking, physical examination, breast examination laboratory investigation
- Identification and management of minor discomforts of pregnancy
- Antenatal care and counseling (lifestyles in pregnancy, nutrition, shared decision making, risky behavior in pregnancy, counseling regarding sexual life during pregnancy etc)
- Danger signs during pregnancy
- Birth preparedness and complication readiness (including promoting normalcy during pregnancy)
- Respectful care and compassionate communication
- Recording and reporting: Clinical procedures as per the GoIs guideline
- GoI current model of ANC provision
- Role of Doula/ASHAs

II Trimester

- Education and management of physiological changes and discomforts of 2nd trimester
- Rh negative and prophylactic anti D
- Second trimester tests and health education

- Lab tests- performance, and interpretation
- Refer Guidelines for calcium supplementation

- Demonstration of birthing positions
- Scenario based learning
- Workshop on alternative birthing

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| | | <ul style="list-style-type: none"> • Interpreting screening results • Health education on IFA, calcium and vitamin D supplementation, glucose tolerance test, immunization etc • Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate -Doppler and pinnard's stethoscope, • Assessment of fetal well-being:, DFMC, biophysical profile, Non stress test, cardiotocography, USG, Vibro acoustic stimulation, biochemical tests. • Antenatal care • Women centered care • Respectful care and compassionate communication • Referral and collaboration, empowerment • Ongoing risk assessment Maternal Mental Health <p>III Trimester</p> <ul style="list-style-type: none"> • Education and management of physiological changes and discomforts of 3rd trimester • Third trimester tests and screening • Fetal engagement in late pregnancy • 3rd trimester antenatal education classes • Birth preparedness and complication readiness • Health education on exclusive breastfeeding • Danger signs of pregnancy- recognition of ruptured membranes • Ongoing risk assessment • Cultural needs • Women centered care • Respectful and compassionate communication • Alternative birthing positions- | positions | |
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| | | | women's preferred choices | | |
| | | | <ul style="list-style-type: none"> • Role of Doula / ASHA's | | |
| IV | T - 10 L - 12 C - 60 | <p>Apply the physiology of labour</p> <p>Describe the management and care during labour</p> <p>Discuss how to maintain an environment for labour in which the woman feels safe</p> <p>Work effectively with pain during labour</p> <p>Discuss how the midwife provides care and support for the women</p> | <p>Physiology, management and care during labour</p> <p>Review of</p> <ul style="list-style-type: none"> • Normal labour and birth • Onset of birth/ labour • Per vaginal examination • Stages of labour • Organization of labor room- Triage, preparation for birth • Positive birth environment • Respectful care and communication • Drugs used in labour <p>Fist Stage</p> <ul style="list-style-type: none"> • Physiology of normal labour • Monitoring progress of labour using Partograph • Assessing and monitoring fetal well being • Care during 1st stage of normal labour • Pain relief in labour (non-pharmacological and pharmacological) • Psychological support- Managing fear • Activity and positioning during first stage of labour • Nutrition during labour • Promote positive childbirth experience for women • Birth companion for labour • Role of Doula / ASHA's <p>Second stage</p> <ul style="list-style-type: none"> • Physiology (Mechanism of labour) • Signs of imminent labour • Intrapartum monitoring • Birth position of choice • Vaginal examination • Psychological support | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Bedside clinics • Case discussion/ presentation • Simulated practice • Supervised Clinical practice – Per vaginal examination, Conduction of deliveries • SBA module • LaQshyaguide lines • Dakshitha guidelines | <ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Case study evaluation • Assessment of skills with check list • OSCE |

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| | <p>during birth to enhance physiology and promote normal birth</p> <p>Assess and provide care of the newborn immediately following birth</p> <p>Discuss the impact of labour and birth as a transitional event in the woman's life</p> <p>Ensure initiation of breast feeding and adequate latching</p> | <ul style="list-style-type: none"> • Non-directive coaching • Management of birth/Conduction of delivery-preparation and supporting physiological birthing • Essential newborn care (ENBC) • Assessment and care of the newborn immediately following birth • Role of Doula / ASHA's <p>Third Stage</p> <ul style="list-style-type: none"> • Physiology - placental separation and expulsion, homeostasis • Physiological management of third stage of labour • Active management of third stage of labour • Examination of placenta, membranes and vessels • Assess perineal, vaginal tear / injuries and suture if required • Insertion of postpartum IUCD • Immediate perineal care • Initiation of breast feeding • Skin to skin contact • Vitamin K prophylaxis • Newborn resuscitation <p>Fourth Stage</p> <p>Care during 4th Stage of labour <i>Observation, Critical Analysis and Management of mother and newborn</i></p> <ul style="list-style-type: none"> • Maternal assessment, observation fundal height, uterine consistency, urine output, blood loss • Documentation and Record of birth • Breastfeeding and latching • Managing uterine cramp • Alternative/complementary therapies • Role of Doula / ASHA's | <ul style="list-style-type: none"> • Demonstration • Group work • Scenario based learning | |
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| | | | <ul style="list-style-type: none"> • Various childbirth practices • Safe environment for mother and newborn to promote bonding • Maintaining records and reports | | |
| V | T- 6 L- 6 C- 30 | Describe the physiology, management and care of normal puerperium | <p>Postpartum care/Ongoing care of women</p> <ul style="list-style-type: none"> • Normal puerperium- Physiology, duration • Physiology of puerperium • Post-natal assessment and care- facility and home-based care • Perineal hygiene and care • Bladder and bowel function • Minor disorders of puerperium and its management • Physiology of lactation and lactation management • Postnatal counseling and psychological support • Normal postnatal baby blues and recognition of post-natal depression • Transition to parenthood • Care for the mother from 72 hours to 6 weeks after the delivery ○ Cultural competence (Taboos related to postnatal diet and practices) • Diet during lactation-review • Post-partum family planning • Follow – up of postnatal mothers. • Drugs used in the postnatal period <p>Records and reports</p> | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Health talk • Simulated practice • Supervised Clinical practice • Refer SBA module • ENBC module | <ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with checklist • OSCE |
| VI | T- 6 L- 8 C- 30 | Discuss the need for compassionate, family centered midwifery care of the newborn and how this is | <p>Assessment and ongoing care of normal neonates</p> <ul style="list-style-type: none"> • Family centred care • Respectful care and communication • Normal Neonate - | <ul style="list-style-type: none"> ▪ Lecture ▪ Discussion ▪ Demonstration ▪ Simulated practice session | <ul style="list-style-type: none"> ▪ Essay type ▪ Short answers ▪ Objective type ▪ Assessment of skills with checklist |

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| | | <p>provided</p> <p>Describe the assessment and management of normal neonate</p> | <p>Physiological adaptation</p> <ul style="list-style-type: none"> • Newborn assessment and care • Screening for congenital anomalies • Care of newborn from 72 hours to 6 weeks after the delivery (Routine care of newborn) • Skin to skin contact and thermoregulation • Infection prevention (asepsis and hand washing) • Immunization • Minor disorders of newborn and its management | <ul style="list-style-type: none"> ▪ Supervised clinical practice ▪ Refer safe deliver app module- newborn management | <ul style="list-style-type: none"> ▪ OSCE |
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(Skill lab & Clinical)

PLACEMENT: VI SEMESTER

Total Hours: 200hrs

Skill Lab: 1 Credit (40 Hours)

Clinical: 2 Credits (160 Hours)

Practice Competencies:

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

1. Counsel women and their families on pre-conception care
2. Demonstrate lab tests Eg. urine pregnancy test
3. Perform antenatal assessment of pregnant women
4. Assess and care for normal antenatal mothers
5. Assist and perform specific investigations for antenatal mothers
6. Counsel mothers and their families on antenatal care and preparation for parenthood
7. Conduct childbirth education classes
8. Set up and manage a delivery unit
9. Prepare and provide respectful maternity care for mothers in labour
10. Perform per-vaginal examination for a woman in labour if indicated
11. Conduct normal delivery with essential newborn care
12. Demonstrate skills in resuscitating the newborn
13. Assist women in the transition to motherhood
14. Assess and care for normal postnatal mothers
15. Provide care for postnatal mothers and their newborn
16. Perform postnatal and newborn assessment
17. Counsel mothers on postnatal and newborn care

SKILL LAB:

Procedures/ Skills for demonstration and return demonstration:

1. Urine pregnancy test
2. Calculation of EDD, Obstetrical score, gestational weeks
3. Antenatal assessment
4. Counseling antenatal mothers – micro birth planning
5. PV examination
6. Plotting and interpretation of partograph
7. Preparation for delivery – setting up labour room, articles, equipment
8. Mechanism of labour – normal
9. Conduction of delivery with essential newborn care
10. Active management of third stage of labour
11. Placental examination
12. Newborn resuscitation
13. Monitoring during fourth stage of labour
14. Postnatal assessment
15. Newborn assessment
16. Kangaroo mother care

CLINICAL POSTINGS 4 weeks x 40hours/week

| CLINICAL AREA | DURATION IN WEEKS | CLINICAL LEARNING OUTCOMES | PROCEDURAL COMPETENCIES /CLINICAL SKILLS | CLINICAL REQUIREMENTS | ASSESSMENT METHODS |
|---|--------------------------|---|---|---|---|
| Antenatal OPD and Antenatal ward | 1 week | <p>Perform antenatal assessment</p> <p>Perform laboratory tests for antenatal women and assist in selected antenatal diagnostic procedures</p> <p>Counsel antenatal women</p> | <ul style="list-style-type: none"> • History collection • Physical examination • Obstetric examination • Pregnancy confirmation test • Urine testing • Blood testing for Hemoglobin • Blood test for malaria • Blood test for grouping and typing • Kick chart /DFMC /NST / CTG / USG • Antenatal counseling • Preparation for childbirth • Birth preparedness and complication readiness | <ul style="list-style-type: none"> • Antenatal palpation • Health talk • Case study | <ul style="list-style-type: none"> • OSCE • Case presentation |
| Post-partum clinic / PTCT Centre and Postnatal Ward | 1 week | <p>Perform postnatal assessment</p> <p>Provide care to normal postnatal mothers and newborn</p> <p>Postnatal counseling</p> <p>Provide family welfare services</p> | <ul style="list-style-type: none"> • Postnatal assessment • Care of postnatal mothers – normal • Care of normal newborn • Lactation management • Postnatal counselling | <ul style="list-style-type: none"> • Postnatal assessment • Newborn assessment • Case study • Case presentation • Cu-T insertion and removal | <ul style="list-style-type: none"> • Assignment • case study • case presentation |