

Semester Plan: -

Total weeks per semester: 26 weeks semester

Number of weeks per semester for instruction: 20 weeks (40 hours per week x 20 weeks=800 hours)

Number of working days: Minimum of 100 working days (5 days per week x 20 weeks)

Vacation, Holidays, Examination and Preparatory Holidays; 6 weeks

Vacation 3 Weeks

Holidays 1 week

Examination and Preparatory Holidays; 2 Weeks

**COURSES OF INSTRUCTION WITH CREDIT STRUCTURE**

7	<b>Seventh</b>	N-COMH(II) 401	Community Health Nursing II	5	100		2	160	260	
		NRST 405	Nursing Research & Statistics	2	40	2	80		120	
		N-MIDW(II)/ OBGN 410	Midwifery/Obstetrics and Gynaecology (OBG) Nursing II including Safe delivery app module	3	60	1	40	4	320	420
			Self-study/Co-curricular							
			<b>Total</b>	<b>10</b>	<b>200</b>	<b>3</b>	<b>120</b>	<b>6</b>	<b>480</b>	<b>10+3+ 6=19</b>

## VII SEMESTER

### Scheme of Examination

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College Exam	End Semester University Exam	Hours	Total marks
<b>Theory</b>						
1	Community Health Nursing II	25		75	3	100
2	Nursing Research & Statistics	25		75	3	100
2	Midwifery/Obstetrics and Gynecology (OBG) Nursing (I & II)	25 Sem VI-25 & Sem VII-25 (with average of both)		75	3	100
<b>Practical</b>						
3	Community Health Nursing II	50		50		100
4	Midwifery/Obstetrics and Gynecology (OBG) Nursing (I & II)	50 (Sem VI-25 & Sem VII-25)		50		100

## **COMMUNITY HEALTH NURSING – II**

**PLACEMENT:** VII SEMESTER

**THEORY:** 5 Credits (100 hours) – includes lab hours also

**PRACTICUM:** Clinical: 2 Credit (160 hours)

**DESCRIPTION:** This course is designed to help students gain broad perspective of specialized roles and responsibilities of community health nurses and to practice in various specialized health care settings. It helps students to develop knowledge and competencies required for assessment, diagnosis, treatment, and nursing management of individuals and families within the community in wellness and illness continuum.

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

1. 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
2. Provide maternal, newborn and child care, and reproductive health including adolescent care in the urban and rural health care settings
3. Describe the methods of collection and interpretation of demographic data
4. Explain population control and its impact on the society and describe the approaches towards limiting family size
5. Describe occupational health hazards, occupational diseases and the role of nurses in occupational health programs
6. Identify health problems of older adults and provide primary care, counseling and supportive health services
7. Participate in screening for mental health problems in the community and providing appropriate referral services
8. Discuss the methods of data collection for HMIS, analysis and interpretation of data
9. Discuss about effective management of health information in community diagnosis and intervention
10. Describe the management system of delivery of community health services in rural and urban areas
11. Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management and maintenance of records & reports
12. Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs)
13. Identify the roles and responsibilities of health team members and explain their job description
14. Demonstrate initiative in preparing themselves and the community for disaster preparedness and management
15. Demonstrate skills in proper bio-medical waste management as per protocols
16. Explain the roles and functions of various national and international health agencies

## COURSE OUTLINE

### T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
I	10 (T)	Explain nurses' role in identification, primary management and referral of clients with common disorders/ conditions and emergencies including first aid	<p><b>Management of common conditions and emergencies including first aid</b></p> <ul style="list-style-type: none"> <li>• Standing orders: Definition, uses</li> </ul> <p><b>Screening, diagnosing/ identification, primary care and referral of Gastrointestinal System</b></p> <ul style="list-style-type: none"> <li>○ Abdominal pain</li> <li>○ Nausea and vomiting</li> <li>○ Diarrhea</li> <li>○ Constipation</li> <li>○ Jaundice</li> <li>○ GI bleeding</li> <li>○ Abdominal distension</li> <li>○ Dysphagia and dyspepsia</li> <li>○ Aphthous ulcers</li> </ul> <p><b>Respiratory System</b></p> <ul style="list-style-type: none"> <li>○ Acute upper respiratory infections – Rhinitis, Sinusitis, Pharyngitis, Laryngitis, Tonsillitis</li> <li>○ Acute lower respiratory infections – Bronchitis, pneumonia and bronchial asthma</li> <li>○ Hemoptysis, Acute chest pain</li> </ul> <p><b>Heart &amp; Blood</b></p> <ul style="list-style-type: none"> <li>○ Common heart diseases – Heart attack/coronary artery disease, heart failure, arrhythmia</li> <li>○ Blood anemia, blood cancers, bleeding disorders</li> </ul> <p><b>Eye &amp; ENT conditions</b></p> <ul style="list-style-type: none"> <li>• Eye – local infections, redness of eye, conjunctivitis, stye, trachoma and refractive errors</li> <li>• ENT – Epistaxis, ASOM, sore throat, deafness</li> </ul> <p><b>Urinary System</b></p> <ul style="list-style-type: none"> <li>• Urinary tract infections – cystitis, pyelonephritis, prostatitis, UTIs in children</li> </ul> <p><b>First aid in common emergency conditions – Review</b></p> <ul style="list-style-type: none"> <li>• High fever, low blood sugar, minor injuries, fractures, fainting, bleeding, shock, stroke, bites, burns, choking, seizures, RTAs, poisoning, drowning and foreign bodies</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits</li> <li>• Field practice</li> <li>• Assessment of clients with common conditions and provide referral</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Field visit reports</li> <li>• OSCE assessment</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
II	20 (T)	Provide reproductive, maternal, newborn and childcare, including adolescent care in the urban and rural health care settings	<p><b>Reproductive, maternal, newborn, child and adolescent Health (Review from OBG Nursing and application in community setting)</b></p> <ul style="list-style-type: none"> <li>• Present situation of reproductive, maternal and child health in India</li> </ul> <p><b>Antenatal care</b></p> <ul style="list-style-type: none"> <li>• Objectives, antenatal visits and examination, nutrition during pregnancy, counseling</li> <li>• Calcium and iron supplementation in pregnancy</li> <li>• Antenatal care at health centre level</li> <li>• Birth preparedness</li> <li>• High risk approach – Screening/early identification and primary management of complications – Antepartum hemorrhage, pre-eclampsia, eclampsia, Anemia, Gestational diabetes mellitus, Hypothyroidism, Syphilis</li> <li>• Referral, follow up and maintenance of records and reports</li> </ul> <p><b>Intra natal care</b></p> <ul style="list-style-type: none"> <li>• Normal labour – process, onset, stages of labour</li> <li>• Monitoring and active management of different stages of labour</li> <li>• Care of women after labour</li> <li>• Early identification, primary management, referral and follow up – preterm labour, fetal distress, prolonged and obstructed labour, vaginal &amp; perennial tears, ruptured uterus</li> <li>• Care of newborn immediately after birth</li> <li>• Maintenance of records and reports</li> <li>• Use of Safe child birth check list</li> <li>• SBA module – Review</li> <li>• Organization of labour room</li> </ul> <p><b>Postpartum care</b></p> <ul style="list-style-type: none"> <li>• Objectives, Postnatal visits, care of mother and baby, breast feeding, diet during lactation, and health counseling</li> <li>• Early identification, primary management, referral and follow up of complications, Danger signs-postpartum hemorrhage, shock, puerperal sepsis, breast conditions, post-partum depression</li> <li>• Postpartum visit by health care provider</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits and field practice</li> <li>• Assessment of antenatal, postnatal, newborn, infant, preschool child, school child, and adolescent health</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• OSCE assessment</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
		Promote adolescent health and youth friendly services	<p><b>Newborn and child care</b></p> <ul style="list-style-type: none"> <li>• <i>Review:</i> Essential newborn care</li> <li>• Management of common neonatal problems</li> <li>• Management of common child health problems: Pneumonia, Diarrhoea, Sepsis, screening for congenital anomalies and referral</li> <li>• <i>Review:</i> IMNCI Module</li> <li>• Under five clinics</li> </ul> <p><b>Adolescent Health</b></p> <ul style="list-style-type: none"> <li>• Common health problems and risk factors in adolescent girls and boys</li> <li>• Common Gynecological conditions – dysmenorrhoea, Premenstrual Syndrome (PMS), Vaginal discharge, Mastitis, Breast lump, pelvic pain, pelvic organ prolapse</li> <li>• Teenage pregnancy, awareness about legal age of marriage, nutritional status of adolescents National Menstrual Hygiene scheme</li> <li>• Youth friendly services: <ul style="list-style-type: none"> <li>○ SRH Service needs</li> <li>○ Role and attitude of nurses: Privacy, confidentiality, non judgemental attitude, client autonomy, respectful care and communication</li> </ul> </li> <li>• Counseling for parents and teenagers (BCS – balanced counseling strategy)</li> </ul> <p><b>National Programs</b></p> <ul style="list-style-type: none"> <li>• RMNCH+A Approach – Aims, Health systems strengthening, RMNCH+A strategies, Interventions across life stages, program management, monitoring and evaluation systems</li> <li>• Universal Immunization Program (UIP) as per Government of India guidelines – Review</li> <li>• Rashtriya Bal Swasthya Karyakaram (RSBK) -children</li> <li>• Rashtriya Kishor Swasthya Karyakram (RKSK) – adolescents</li> </ul> <p>Any other new programs</p>	<ul style="list-style-type: none"> <li>• Screen, manage and refer adolescents</li> <li>• Counsel adolescents</li> </ul>	

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
III	4 (T)	Discuss the concepts and scope of demography	<b>Demography, Surveillance and Interpretation of Data</b> <ul style="list-style-type: none"> <li>• <i>Demography and vital statistics</i> – demographic cycle, world population trends, vital statistics</li> <li>• Sex ratio and child sex ratio, trends of sex ratio in India, the causes and social implications</li> <li>• <i>Sources of vital statistics</i> – Census, registration of vital events, sample registration system</li> <li>• <i>Morbidity and mortality indicators</i> – Definition, calculation and interpretation</li> <li>• Surveillance, Integrated disease surveillance project (IDSP), Organization of IDSP, flow of information and mother and child tracking system (MCTS) in India</li> <li>• Collection, analysis, interpretation, use of data</li> <li>• <i>Review</i>: Common sampling techniques – random and nonrandom techniques</li> <li>• Disaggregation of data</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits</li> <li>• Field practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> </ul>
IV	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>	<b>Population and its Control</b> <ul style="list-style-type: none"> <li>• Population Explosion and its impact on Social, Economic development of individual, society and country.</li> <li>• Population Control – Women Empowerment; Social, Economic and Educational Development</li> <li>• Limiting Family Size – Promotion of small family norm, Temporary Spacing Methods (natural, biological, chemical, mechanical methods etc.), Terminal Methods (Tubectomy, Vasectomy)</li> <li>• Emergency Contraception</li> <li>• Counseling in reproductive, sexual health including problems of adolescents</li> <li>• Medical Termination of pregnancy and MTP Act</li> <li>• National Population Stabilization Fund/JSK (Jansankhya Sthirata Kosh)</li> <li>• Family planning 2020</li> <li>• National Family Welfare Program</li> <li>• Role of a nurse in Family Welfare Program</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits</li> <li>• Field practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• OSCE assessment</li> <li>• Counseling on family planning</li> </ul>
V	5 (T)	Describe occupational health hazards, occupational diseases and the role of nurses in	<b>Occupational Health</b> <ul style="list-style-type: none"> <li>• Occupational health hazards</li> <li>• Occupational diseases</li> <li>• ESI Act</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Clinical performance</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
		occupational health programs	<ul style="list-style-type: none"> <li>• National/ State Occupational Health Programs</li> <li>• Role of a nurse in occupational health services – Screening, diagnosing, management and referral of clients with occupational health problems</li> </ul>	<ul style="list-style-type: none"> <li>• Suggested field visits</li> <li>• Field practice</li> </ul>	Evaluation
<b>VI</b>	6 (T)	Identify health problems of older adults and provide primary care, counseling and supportive health services	<b>Geriatric Health Care</b> <ul style="list-style-type: none"> <li>• Health problems of older adults</li> <li>• Management of common geriatric ailments: counseling, supportive treatment of older adults</li> <li>• Organization of geriatric health services</li> <li>• National program for health care of elderly (NPHCE)</li> <li>• State level programs/Schemes for older adults</li> <li>• Role of a community health nurse in geriatric health services – Screening, diagnosing, management and referral of older adults with health problems</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Visit report on elderly home</li> <li>• Essay</li> <li>• Short answer</li> </ul>
<b>VII</b>	6 (T)	Describe screening for mental health problems in the community, take preventive measures and provide appropriate referral services	<b>Mental Health Disorders</b> <ul style="list-style-type: none"> <li>• Screening, management, prevention and referral for mental health disorders</li> <li>• <i>Review:</i> <ul style="list-style-type: none"> <li>○ Depression, anxiety, acute psychosis, Schizophrenia</li> <li>○ Dementia</li> <li>○ Suicide</li> <li>○ Alcohol and substance abuse</li> <li>○ Drug deaddiction program</li> <li>○ National Mental Health Program</li> <li>○ National Mental Health Policy</li> <li>○ National Mental Health Act</li> </ul> </li> <li>• Role of a community health nurse in screening, initiation of treatment and follow up of mentally ill clients</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Health counseling on promotion of mental health</li> <li>• Suggested field visits</li> <li>• Field practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Counseling report</li> </ul>
<b>VIII</b>	4 (T)	Discuss about effective management of health information in community diagnosis and intervention	<b>Health Management Information System (HMIS)</b> <ul style="list-style-type: none"> <li>• Introduction to health management system: data elements, recording and reporting formats, data quality issues</li> <li>• <i>Review:</i> <ul style="list-style-type: none"> <li>○ Basic Demography and vital statistics</li> <li>○ Sources of vital statistics</li> <li>○ Common sampling techniques, frequency distribution</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits</li> <li>• Field practice</li> <li>• Group project on community diagnosis – data</li> </ul>	<ul style="list-style-type: none"> <li>• Group project report</li> <li>• Essay</li> <li>• Short answer</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>○ Collection, analysis, interpretation of data</li> <li>● Analysis of data for community needs assessment and preparation of health action plan</li> </ul>	management	
IX	12 (T)	Describe the system management of delivery of community health services in rural and urban areas	<p><b>Management of delivery of community health services:</b></p> <ul style="list-style-type: none"> <li>● Planning, budgeting and material management of CHC, PHC, SC/HWC</li> <li>● <b>Manpower planning as per IPHS standards</b></li> <li>● <b>Rural:</b> Organization, staffing and material management of rural health services provided by Government at village, SC/HWC, PHC, CHC, hospitals – district, state and central</li> <li>● <b>Urban:</b> Organization, staffing, and functions of urban health services provided by Government at slums, dispensaries, special clinics, municipal and corporate hospitals</li> <li>● Defense services</li> <li>● Institutional services</li> <li>● Other systems of medicine and health: Indian system of medicine, AYUSH clinics, Alternative health care system referral systems, Indigenous health services</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Discussion</li> <li>● Visits to various health care delivery systems</li> <li>● Supervised field practice</li> </ul>	<ul style="list-style-type: none"> <li>● Essay</li> <li>● Short answer</li> <li>● Filed visit reports</li> </ul>
X	15 (T)	<p>Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management</p> <p>Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs)</p>	<p><b>Leadership, Supervision and Monitoring</b></p> <ul style="list-style-type: none"> <li>● Understanding work responsibilities/job description of DPHN, Health Visitor, PHN, MPHW (Female), Multipurpose health Worker (Male), AWWs and ASHA</li> <li>● Roles and responsibilities of Mid-Level Health Care Providers (MLHPs)</li> <li>● Village Health Sanitation and Nutrition Committees (VHSNC): objectives, composition and roles &amp; responsibilities</li> <li>● Health team management</li> <li>● <i>Review:</i> Leadership &amp; supervision – concepts, principles &amp; methods</li> <li>● Leadership in health: leadership approaches in healthcare setting, taking control of health of community and organizing health camps, village clinics</li> <li>● Training, Supportive supervision and monitoring – concepts, principles and process e.g. performance of frontline health workers</li> </ul> <p><b>Financial Management and Accounting &amp; Computing at Health Centers (SC)</b></p> <ul style="list-style-type: none"> <li>○ Activities for which funds are received</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Discussion</li> <li>● Demonstration</li> <li>● Role play</li> <li>● Suggested field visits</li> <li>● Field practice</li> </ul>	<ul style="list-style-type: none"> <li>● Report on interaction with MPHWS, HVs , ASHA, AWWs</li> <li>● Participation in training programs</li> <li>● Essay</li> <li>● Short answer</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>○ Accounting and book keeping requirements – accounting principles &amp; policies, book of accounts to be maintained, basic accounting entries, accounting process, payments &amp; expenditure, fixed asset, SOE reporting format, utilization certificate (UC) reporting</li> <li>○ Preparing a budget</li> <li>○ Audit</li> </ul> <p><b>Records &amp; Reports:</b></p> <ul style="list-style-type: none"> <li>● <i>Concepts of records and reports</i> – importance, legal implications, purposes, use of records, principles of record writing, filing of records</li> <li>● <i>Types of records</i> – community related records, registers, guidelines for maintaining</li> <li>● <i>Report writing</i> – purposes, documentation of activities, types of reports</li> <li>● <i>Medical Records Department</i> – functions, filing and retention of medical records</li> <li>● <i>Electronic Medical Records (EMR)</i> – capabilities and components of EMR, electronic health record (EHR), levels of automation, attributes, benefits and disadvantages of HER</li> <li>● <b>Nurses' responsibility in record keeping and reporting</b></li> </ul>		
XI	6 (T)	Demonstrate initiative in preparing themselves and the community for disaster preparedness and management	<p><b>Disaster Management</b></p> <ul style="list-style-type: none"> <li>● Disaster types and magnitude</li> <li>● Disaster preparedness</li> <li>● Emergency preparedness</li> <li>● Common problems during disasters and methods to overcome</li> <li>● Basic disaster supplies kit</li> <li>● Disaster response including emergency relief measures and Life saving techniques</li> </ul> <p>Use disaster management module</p>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Discussion</li> <li>● Demonstration</li> <li>● Role play</li> <li>● Suggested field visits, and field practice</li> <li>● Mock drills</li> <li>● Refer Disaster module (NDMA) National Disaster/INC – Reaching out in emergencies</li> </ul>	
XII	3 (T)	Describe the importance of bio-medical waste management, its process and management	<p><b>Bio-Medical Waste Management</b></p> <ul style="list-style-type: none"> <li>● Waste collection, segregation, transportation and management in the community</li> <li>● Waste management in health center/clinics</li> <li>● Bio-medical waste management guidelines – 2016, 2018 (Review)</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture cum Discussion</li> <li>● Field visit to waste management site</li> </ul>	<ul style="list-style-type: none"> <li>● Field visit report</li> </ul>
XIII	3 (T)	Explain the roles and functions of	<b>Health Agencies</b>	<ul style="list-style-type: none"> <li>● Lecture</li> </ul>	<ul style="list-style-type: none"> <li>● Essay</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
		various national and international health agencies	<ul style="list-style-type: none"> <li>• <b>International:</b> WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, European Commission, Red Cross, USAID, UNESCO, ILO, CAR, CIDA, JHPIEGO, any other</li> <li>• <b>National:</b> Indian Red Cross, Indian Council for Child Welfare, Family Planning Association of India, Tuberculosis Association of India, Central Social Welfare Board, All India Women's Conference, Blind Association of India, any other</li> <li>• <b>Voluntary Health Association of India (VHA)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Field visits</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> </ul>

## COMMUNITY HEALTH NURSING II

Clinical practicum – 2 credits (160 hours)

CLINICAL POSTINGS (4 weeks × 40 hours per week)

Clinical Area	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Urban Rural	2 weeks 2 Weeks	<p>Screen, diagnose, manage and refer clients with common conditions/ emergencies</p> <p>Assess and provide antenatal, intrapartum, postnatal and new- born care</p> <p>Promote adolescent health</p>	<ul style="list-style-type: none"> <li>• Screening, diagnosing, management and referral of clients with common conditions/ emergencies</li> <li>• Assessment (physical &amp; nutritional) of antenatal, intrapartum, postnatal and newborn</li> <li>• Conduction of normal delivery at health center</li> <li>• Newborn care</li> <li>• Counsel adolescents</li> <li>• Family planning counselling</li> <li>• Distribution of temporary contraceptives – condoms, OCP's, emergency contraceptives</li> </ul>	<ul style="list-style-type: none"> <li>• Screening, diagnosing, Primary management and care based on standing orders/protocols approved by MOH&amp;FW</li> <li>• Minor ailments – 2</li> <li>• Emergencies – 1</li> <li>• Dental problems – 1</li> <li>• Eye problems – 1</li> <li>• Ear, nose, and throat problems – 1</li> <li>• High risk pregnant woman – 1</li> <li>• High risk neonate – 1</li> <li>• Assessment of antenatal – 1, intrapartum – 1, postnatal – 1 and newborn – 1</li> <li>• Conduction of normal delivery at health center and documentation – 2</li> <li>• Immediate newborn care and documentation – 1</li> <li>• Adolescent counseling – 1</li> <li>• Family planning counselling –</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical performance assessment</li> <li>• OSCE during posting</li> <li>• Final clinical examination (University)</li> <li>• Clinical performance assessment</li> <li>• OSCE</li> </ul>

Clinical Area	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
		<p>Provide family welfare services</p> <p>Screen, diagnose, manage and refer clients with occupational health problem</p> <p>Screen, assess and manage elderly with health problems and refer appropriately</p> <p>Screen, diagnose, manage and refer clients who are mentally unhealthy</p> <p>Participate in community diagnosis – data management</p> <p>Participate in health centre activities</p> <p>Organize and conduct clinics/health camps in the community</p> <p>Prepare for disaster preparedness and management</p> <p>Recognize the importance and observe the biomedical waste management process</p>	<ul style="list-style-type: none"> <li>• Screening, diagnosing, management and referral of clients with occupational health problems</li> <li>• Health assessment of elderly</li> <li>• Mental health screening</li> <li>• Participation in Community diagnosis – data management</li> <li>• Writing health center activity report</li> <li>• Organizing and conducting clinics/camp</li> <li>• Participation in disaster mock drills</li> </ul>	<p>1</p> <ul style="list-style-type: none"> <li>• Family case study – 1 (Rural/Urban)</li> <li>• Screening, diagnosing, management and referral of clients with occupational health problems – 1</li> <li>• Health assessment (Physical &amp; nutritional) of elderly – 1</li> <li>• Mental health screening survey – 1</li> <li>• <b>Group project:</b> Community diagnosis – data management</li> <li>• Write report on health center activities – 1</li> <li>• Organizing and conducting Antenatal/under-five clinic/Health camp – 1</li> <li>• Participation in disaster mock drills</li> <li>• Field visit to bio-medical waste management site</li> <li>• Visit to AYUSH clinic</li> </ul>	<ul style="list-style-type: none"> <li>• Family Case study evaluation</li> <li>• Clinical performance evaluation</li> <li>• OSCE</li> <li>• Project evaluation</li> </ul>



**MIDWIFERY/OBSTETRIC AND GYNECOLOGY NURSING - II**  
**including Safe Delivery App Module**

**PLACEMENT:** VII SEMESTER

**THEORY:** 3 Credits (60 hours)

**PRACTICUM:** Skill Lab: 1 Credit (40 Hours) Clinical: 4 Credits (320 Hours)

**DESCRIPTION:** This course is designed for students to develop knowledge and competencies on the concepts and principles of obstetric and gynecology nursing. It helps them to acquire knowledge and skills in rendering respectful maternity care to high risk woman during antenatal, natal and postnatal periods in hospitals and community settings and help to develop skills in initial management and referral of high risk neonates. It would also help students to gain knowledge, attitude and skills in caring for women with gynecological disorders.

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

1. Describe the assessment, initial management, referral and respectful maternity care of women with high risk pregnancy.
2. Demonstrate competency in identifying deviation from normal pregnancy.
3. Describe the assessment, initial management, referral and nursing care of women with high risk labour.
4. Assist in the conduction of abnormal vaginal deliveries and caesarean section.
5. Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions.
6. Demonstrate competency in the initial management of complications during the postnatal period.
7. Demonstrate competency in providing care for high risk newborn.
8. Apply nursing process in caring for high risk women and their families.
9. Describe the assessment and management of women with gynecological disorders.
10. Demonstrate skills in performing and assisting in specific gynecological procedures.
11. Describe the drugs used in obstetrics and gynecology.
12. Counsel and care for couples with infertility.
13. Describe artificial reproductive technology.

## COURSE OUTLINE

T – Theory, SL/L – Skill Lab, C – Clinical

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	12 (T) 10 (L) 80 (C)	Describe the assessment, initial management, and referral of women with problems during pregnancy  Support women with complicated pregnancy and facilitate safe and positive birthing outcome	<p><b>Recognition and Management of problems during Pregnancy</b></p> <ul style="list-style-type: none"> <li>• Assessment of high-risk pregnancy</li> </ul> <p><b>Problems/Complications of Pregnancy</b></p> <ul style="list-style-type: none"> <li>• Hyper-emesis gravidarum,</li> <li>• Bleeding in early pregnancy – abortion, ectopic pregnancy, vesicular mole</li> <li>• Unintended or mistimed pregnancy</li> <li>• Post abortion care &amp; counseling</li> <li>• Bleeding in late pregnancy placenta previa, abruption placenta, trauma</li> <li>• Medical conditions complicating pregnancy – Anemia, PIH/Pre-eclampsia, Eclampsia, GDM, cardiac disease, pulmonary disease, thyrotoxicosis, STDs, HIV, Rh incompatibility</li> <li>• Infections in pregnancy – urinary tract infection, bacterial, viral, protozoal, fungal, malaria in pregnancy</li> <li>• Surgical conditions complicating pregnancy – appendicitis, acute abdomen</li> <li>• COVID-19 &amp; pregnancy and children</li> <li>• Hydramnios</li> <li>• Multiple pregnancy</li> <li>• Abnormalities of placenta and cord</li> <li>• Intra uterine growth restriction</li> <li>• Intra uterine fetal death</li> <li>• Gynaecological conditions complicating pregnancy</li> <li>• Mental health issues during pregnancy</li> <li>• Adolescent pregnancy</li> <li>• Elderly primi, grand multiparity</li> <li>• Management and care of conditions as per the GoI protocol</li> <li>• Policy for the referral services</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Video &amp; films</li> <li>• Scan reports</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Drug presentation</li> <li>• Health talk</li> <li>• Simulation</li> <li>• Role play</li> <li>• Supervised Clinical practice</li> <li>• WHO midwifery toolkit</li> <li>• GoI guideline – screening for hypothyroidism, screening for syphilis, deworming during pregnancy, diagnosis and management of GDM</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• OSCE</li> </ul>

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Drugs used in management of high-risk pregnancies</li> <li>• Maintenance of records and reports</li> </ul>		
<b>II</b>	20 (T) 15 (L) 80 (C)	Identify, provide initial management and refer women with problems during labour within the scope of midwifery practice.	<p><b>Recognition and management of abnormal labour</b></p> <ul style="list-style-type: none"> <li>• Preterm labour – Prevention and management of preterm labour; (Use of antenatal corticosteroids in preterm labour)</li> <li>• Premature rupture of membranes</li> <li>• Malposition's and abnormal presentations (posterior position, breech, brow, face, shoulder)</li> <li>• Contracted Pelvis, Cephalo Pelvic Disproportion (CPD)</li> <li>• Disorders of uterine action – Prolonged labour, Precipitate labour, Dysfunctional labour</li> <li>• Complications of third stage – Retained placenta, Injuries to birth canal, Postpartum hemorrhage (bimanual compression of the uterus, aortic compression, uterine balloon tamponade)</li> <li>• Obstetric emergencies – Foetal distress, Ruptured uterus, Cord prolapse, Shoulder dystocia, Uterine inversion, Vasa previa, Obstetrical shock, Amniotic fluid embolism</li> <li>• Episiotomy and suturing</li> <li>• Obstetric procedures – Forceps delivery, Vacuum delivery, Version</li> <li>• Induction of labour – Medical &amp; surgical</li> <li>• Caesarean section – indications and preparation</li> <li>• Nursing management of women undergoing</li> <li>• Obstetric operations and procedures</li> <li>• Drugs used in management of abnormal labour</li> <li>• Anesthesia and analgesia in obstetrics</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Case discussion/ presentation</li> <li>• Simulation</li> <li>• Role play</li> <li>• Drug presentation</li> <li>• Supervised clinical practice</li> <li>• WHO midwifery toolkit</li> <li>• GoI guidelines – use of uterotonics during labour, antenatal corticosteroids</li> <li>• GoI guidance note on prevention and management of PPH</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• OSCE</li> </ul>
<b>III</b>	9 (T) 5 (L) 40 (C)	Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions.	<p><b>Recognition and Management of postnatal problems</b></p> <ul style="list-style-type: none"> <li>• Physical examination, identification of deviation from normal</li> <li>• Puerperal complications and its management <ul style="list-style-type: none"> <li>○ Puerperal pyrexia</li> <li>○ Puerperal sepsis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Case discussion/ presentation</li> <li>• Drug presentation</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Simulation</li> <li>• Short answer</li> <li>• OSCE</li> </ul>

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>○ Urinary complications</li> <li>○ Secondary Postpartum hemorrhage</li> <li>○ Vulval hematoma</li> <li>○ Breast engorgement including mastitis/breast abscess, feeding problem</li> <li>○ Thrombophlebitis</li> <li>○ DVT</li> <li>○ Uterine sub involution</li> <li>○ Vesico vaginal fistula (VVF), Recto vaginal fistula (RVF)</li> <li>○ Postpartum depression/psychosis</li> <li>● Drugs used in abnormal puerperium</li> <li>● Policy about referral</li> </ul>		
<b>IV</b>	7 (T) 5 (L) 40 (C)	Describe high risk neonates and their nursing management	<p><b>Assessment and management of High-risk newborn (Review)</b></p> <ul style="list-style-type: none"> <li>● Models of newborn care in India – NBCC; SNCUs</li> <li>● Screening of high-risk newborn</li> <li>● Protocols, levels of neonatal care, infection control</li> <li>● Prematurity, Post-maturity</li> <li>● Low birth weight</li> <li>● Kangaroo Mother Care</li> <li>● Birth asphyxia/Hypoxic encephalopathy</li> <li>● Neonatal sepsis</li> <li>● Hypothermia</li> <li>● Respiratory distress</li> <li>● Jaundice</li> <li>● Neonatal infections</li> <li>● High fever</li> <li>● Convulsions</li> <li>● Neonatal tetanus</li> <li>● Congenital anomalies</li> <li>● Baby of HIV positive mothers</li> <li>● Baby of Rh negative mothers</li> <li>● Birth injuries</li> <li>● SIDS (Sudden Infant Death Syndrome) prevention, Compassionate care</li> <li>● Calculation of fluid requirements, EBM/formula feeds/tube feeding</li> <li>● Home based newborn care program -</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Discussion</li> <li>● Demonstration</li> <li>● Simulation</li> <li>● Case discussion/ presentation</li> <li>● Drug presentation</li> <li>● Supervised Clinical practice</li> <li>● Integrated Management of Neonatal Childhood Illnesses (IMNCI)</li> </ul>	<ul style="list-style-type: none"> <li>● Short answer</li> <li>● Objective type</li> <li>● Assessment of skills with check list</li> <li>● OSCE</li> </ul>

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<p>community facility integration in newborn care</p> <ul style="list-style-type: none"> <li>• Decision making about management and referral</li> <li>• Bereavement counseling</li> <li>• Drugs used for high risk newborns</li> <li>• Maintenance of records and reports</li> </ul>		
V	12 (T) 5 (L) 80 (C)	Describe the assessment and management of women with gynecological disorders.	<p><b>Assessment and management of women with gynecological disorders</b></p> <ul style="list-style-type: none"> <li>• Gynecological assessment – History and Physical assessment</li> <li>• Breast Self-Examination</li> <li>• Congenital abnormalities of female reproductive system</li> <li>• Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and management of women with <ul style="list-style-type: none"> <li>○ Menstrual abnormalities</li> <li>○ Abnormal uterine bleed</li> <li>○ Pelvic inflammatory disease</li> <li>○ Infections of the reproductive tract</li> <li>○ Uterine displacement</li> <li>○ Endometriosis</li> <li>○ Uterine and cervical fibroids and polyps</li> <li>○ Tumors – uterine, cervical, ovarian, vaginal, vulval</li> <li>○ Cysts – ovarian, vulval</li> <li>○ Cystocele, urethrocele, rectocele</li> <li>○ Genitor-urinary fistulas</li> <li>○ Breast disorders – infections, deformities, cysts, tumors</li> <li>○ HPV vaccination</li> <li>○ Disorders of Puberty and menopause</li> <li>○ Hormonal replacement therapy</li> </ul> </li> <li>• Assessment and management of couples with infertility <ul style="list-style-type: none"> <li>○ Infertility – definition, causes</li> <li>○ Counseling the infertile couple</li> <li>○ Investigations – male and female</li> <li>○ Artificial reproductive technology</li> <li>○ Surrogacy, sperm and ovum donation, cryopreservation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Case discussion/ presentation</li> <li>• Drug presentation</li> <li>• Videos, films</li> <li>• Simulated practice</li> <li>• Supervised Clinical practice</li> <li>• Visit to infertility clinic and ART centers</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• OSCE</li> </ul>

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Adoption – counseling, procedures</li> <li>• Injuries and Trauma; Sexual violence</li> <li>• Drugs used in treatment of gynaecological disorders</li> </ul>		

**Note:** Complete safe delivery app during VII Semester.

## **PRACTICUM**

**SKILL LAB & CLINICAL ARE GIVEN UNDER OBG NURSING – I**

## NURSING RESEARCH AND STATISTICS

**PLACEMENT:** VII SEMESTER

**THEORY:** 2 Credits (40 hours)

**PRACTICUM:** Lab/Skill Lab: 1 Credit (40 hours) Clinical Project: 40 hours

**DESCRIPTION:** The Course is designed to enable students to develop an understanding of basic concepts of research, research process and statistics. It is further, structured to conduct/ participate in need-based research studies in various settings and utilize the research findings to provide quality nursing care. The hours for practical will be utilized for conducting individual/group research project.

**COMPETENCIES:** On completion of the course, students will be competent to

1. Identify research priority areas
2. Formulate research questions/problem statement/hypotheses
3. Review related literature on selected research problem and prepare annotated bibliography
4. Prepare sample data collection tool
5. Analyze and interpret the given data
6. Practice computing, descriptive statistics and correlation
7. Draw figures and types of graphs on given select data
8. Develop a research proposal
9. Plan and conduct a group/individual research project

### COURSE OUTLINE

T – Theory, P – Practicum

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	6		Describe the concept of research, terms, need and areas of research in nursing  Explain the steps of research process  State the purposes and steps of Evidence Based Practice	<b>Research and Research Process</b> <ul style="list-style-type: none"> <li>• Introduction and need for nursing research</li> <li>• Definition of Research &amp; nursing research</li> <li>• Steps of scientific method</li> <li>• Characteristics of good research</li> <li>• Steps of Research process – overview</li> <li>• Evidence Based Practice – Concept, Meaning, Purposes, Steps of EBP Process and Barriers</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Narrate steps of research process followed from examples of published studies</li> <li>• Identify research priorities on a given area/ specialty</li> <li>• List examples of Evidence Based Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
II	2	8	Identify and state the research problem and objectives	<b>Research Problem/Question</b> <ul style="list-style-type: none"> <li>• Identification of problem area</li> <li>• Problem statement</li> <li>• Criteria of a good research problem</li> <li>• Writing objectives and hypotheses</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Exercise on writing statement of problem and objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Formulation of research questions/ objectives/ hypothesis</li> </ul>

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
III	2	6	Review the related literature	<b>Review of Literature</b> <ul style="list-style-type: none"> <li>• Location</li> <li>• Sources</li> <li>• On line search; CINHAL, COCHRANE etc.</li> <li>• Purposes</li> <li>• Method of review</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Exercise on reviewing one research report/ article for a selected research problem</li> <li>• Prepare annotated Bibliography</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of review of literature on given topic presented</li> </ul>
IV	4	1	Describe the Research approaches and designs	<b>Research Approaches and Designs</b> <ul style="list-style-type: none"> <li>• Historical, survey and experimental</li> <li>• Qualitative and Quantitative designs</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Identify types of research approaches used from examples of published and unpublished research</li> <li>• Studies with rationale</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
V	6	6	Explain the Sampling process  Describe the methods of data collection	<b>Sampling and data Collection</b> <ul style="list-style-type: none"> <li>• Definition of Population, Sample</li> <li>• Sampling criteria, factors influencing sampling process, types of sampling techniques</li> <li>• Data – why, what, from whom, when and where to collect</li> <li>• Data collection methods and instruments               <ul style="list-style-type: none"> <li>○ Methods of data collection</li> <li>○ Questioning, interviewing</li> <li>○ Observations, record analysis and measurement</li> <li>○ Types of instruments, Validity &amp; Reliability of the Instrument</li> </ul> </li> <li>• Research ethics</li> <li>• Pilot study</li> <li>• Data collection procedure</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Reading assignment on examples of data collection tools</li> <li>• Preparation of sample data collection tool</li> <li>• Conduct group research project</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Developing questionnaire/ Interview Schedule/ Checklist</li> </ul>
VI	4	6	Analyze, Interpret and summarize the research data	<b>Analysis of data</b> <ul style="list-style-type: none"> <li>• Compilation, Tabulation, classification, summarization, presentation, interpretation of data</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Preparation of sample tables</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Analyze and interpret given data</li> </ul>
VII	12	8	Explain the use of statistics, scales of measurement	<b>Introduction to Statistics</b> <ul style="list-style-type: none"> <li>• Definition, use of statistics, scales of measurement.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Practice on</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Computation of</li> </ul>

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			and graphical presentation of data  Describe the measures of central tendency and variability and methods of Correlation	<ul style="list-style-type: none"> <li>• Frequency distribution and graphical presentation of data</li> <li>• Mean, Median, Mode, Standard deviation</li> <li>• Normal Probability and tests of significance</li> <li>• Co-efficient of correlation</li> <li>• Statistical packages and its application</li> </ul>	graphical presentations  <ul style="list-style-type: none"> <li>• Practice on computation of measures of central tendency, variability &amp; correlation</li> </ul>	descriptive statistics
<b>VIII</b>	4	5  40 Hrs (Clinical Project)	Communicate and utilize the research findings	<b>Communication and utilization of Research</b> <ul style="list-style-type: none"> <li>• Communication of research findings</li> <li>• Verbal report</li> <li>• Writing research report</li> <li>• Writing scientific article/paper</li> <li>• Critical review of published research including publication ethics</li> <li>• Utilization of research findings</li> <li>• Conducting group research project</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Read/ Presentations of a sample published/ unpublished research report</li> <li>• Plan, conduct and Write individual/group research project</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Oral Presentation</li> <li>• Development of research proposal</li> <li>• Assessment of research Project</li> </ul>

## References

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