

A close-up photograph of a healthcare worker, likely a nurse, wearing a white short-sleeved uniform and white gloves. She is focused on a medical procedure on a patient's arm. The patient's arm is resting on a green surface. The worker is using a small pink object, possibly a bandage or a marker, on the patient's skin. The background is blurred, showing a clinical setting.

THREE-YEAR REGIONAL PROTOTYPE PRE-SERVICE COMPETENCY-BASED NURSING CURRICULUM

PROTOTYPE CURRICULUM FOR THE AFRICAN REGION



**World Health
Organization**

REGIONAL OFFICE FOR

Africa

THREE-YEAR REGIONAL PROTOTYPE PRE-SERVICE COMPETENCY-BASED NURSING CURRICULUM 2016

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Foreword

These regional prototype curricula for nursing and midwifery education and training are in part a step towards creating a means for implementing the World Health Assembly (WHA) resolutions (the most recent being WHA 64.7, 2011) of regional interest and the global and regional strategic directions on strengthening the contribution of nursing and midwifery to health systems development. The curricula are also consistent with the “Roadmap for scaling up the Human resources for Health (HRH) for improved health service delivery in the Africa region 2012-2025” adopted at the 62nd Session of the Regional Committee for African Health Ministers held in 2012. One of the six strategic areas in road map is scaling up education and training of health workers.

A strong health workforce is the backbone of a well-functioning health system. The education, recruitment, deployment and retention of health workers including nurses and midwives, remain major challenges for many health care systems, especially those of Africa. These challenges have a negative impact on the quality of health services and, consequently, on the health of a given population as health coverage is greatly compromised.

To respond to these challenges, access by everyone to a well-trained, motivated health worker is key. To address these challenges, the World Health Organization, its Member States and other partners are putting in place mechanisms, structures and processes which include ensuring maintenance of standards and regulation for the education and practice of health workers.

The three distinct curricula for (i) general nursing; (ii) midwifery and (iii) integrated nursing and midwifery have been developed through a series of consultations that took place between 2009 and 2013. The information from the assessments was a key factor to guide the process of developing the regional curricula and provided good justification to move forward with the initiative.

Assessments of nursing and midwifery education programmes conducted by WHO and other partners, between 2008 – 2013 revealed that great variations exist among countries and especially among francophone, Anglophone and Lusophone countries with regard to curriculum orientations. Variations include lack of comprehensive written formal and approved curriculum documents which should guide implementation of planned learning experiences; varied admission requirements, names of diplomas and content areas; lack of balance between theory and practice including absence of clinical courses and related clinical competencies to link theory with practice; no clear linkages between content and programme objectives/ learning outcomes and lack/complete absence of relevant and current teaching and learning materials in most educational institutions. Also noted was lack of standardized clinical assessment tools for assessing student clinical experiences. The assessments are focused on Pass or Fail grades and not necessarily mastery of desired essential skills.

In addition, the critical shortage of well qualified nursing and midwifery teachers and lack of and/or weak nursing and midwifery regulatory bodies and accreditation systems to control and reinforce quality of nursing and midwifery education and practice are negatively affecting the quality of nursing and midwifery education and practice in the region.

To address the above stated challenges, the World Health Organization, its Member States and other partners are putting in place mechanisms, structures and processes which will support countries to enhance access to well – trained, and competent health worker including ensuring maintenance of standards and regulation for the education and practice of health workers. In particular, the competency – based approach to nursing and midwifery education is being promoted.

The developed regional curricula have focused on addressing the gaps which have been identified during the assessment. Each of the curriculum is expected to be used by countries as tools to guide improvements in their national and local educational initiatives. A Teachers Guide has been developed to facilitate the adaptation process of the developed curricula which takes into account countries' specificities

These three regional prototype curricula for training nurses and midwives are the first to be developed by the WHO Regional Office for Africa in collaboration with key stakeholders within and outside Africa to strengthen the quality of nursing and midwifery education programmes in countries in a harmonized and consistent manner with anticipated flexibility of country adaptation.

We hope that this document will serve as a useful resource for improving the quality of nursing and midwifery education and practice and in creating a momentum towards harmonized approaches in the educational preparation and practice of nurses and midwives in the African Region for improved nursing and midwifery services for our populations.



**WHO Regional Director for Africa,
Dr. Matshidiso Moeti**

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The list of individual contributors is in **Annex 2**.

Acronyms

AIDS	Acquired Immunodeficiency Syndrome
ART	Antiretroviral Therapy
ARV	Antiretroviral (Drug)
BP	Blood Pressure
CBO	Community-Based Organization
CCRS	Clinical Competence Rating Scale
CHBC	Comprehensive Community Home-Based Care
CTG	Cardiotocography
DSM	Diagnostic Statistical Manual
ECSACON	East, Central and Southern Africa College of Nursing
EHCP	Essential Health Care Package
FP	Family Planning
HIV	Human Immunodeficiency Virus
HQ	Headquarters
ICM	International Confederation of Midwives
ICN	International Council of Nurses
ICT	Information and Communication Technology
IMCI	Integrated Management of Childhood Illnesses
NGO	Non-Governmental Organization
ORS	Oral Rehydration Solution
OSCE	Objective Structured Clinical Examination
PAP	Papanicolaou Cervical Cytology Test
PEP	Post Exposure Prophylaxis
QPAU	Quality Promotion and Assurance Unit
ROS	Review of Systems
SRH	Sexual and Reproductive Health
SWOT	Strengths, Weaknesses, Opportunities, Threats
TB	Tuberculosis
TPR	Temperature, Pulse and Respiration
WACN	West African College of Nursing
WAHO	West Africa Health Organisation
WHO	World Health Organization



1. Introduction

1. Introduction

1.1 Background

In response to identified gaps in nursing education in the African Region, which include weak linkage between curriculum and priority health problems, lack of clearly defined competencies, mismatch between theory and practice, and the consequent inability to produce competent nurses to meet the health needs of the population, the WHO Regional Office for Africa (WHO/AFRO) has developed this three-year prototype competency-based pre-service nursing curriculum to serve as a tool for countries in improving the quality of nursing education in order to produce competent nurses.

The curriculum further provides nursing institutions in the Region with a useful tool for producing competent professional nurses to respond to priority health needs and emerging issues to the population across the life by providing holistic nursing care that is ethical, safe and evidence-informed to positively impact the health and quality of life of individuals, families, groups and communities.

This curriculum takes into account the primary health care approach and cross-sectoral actions to tackle the social determinants of health. It is within this framework that the curriculum encompasses disease prevention, health promotion, treatment and rehabilitation. This approach will consequently contribute to universal health coverage and strengthen health systems through the delivery of high quality and safe nursing services.

1.2 Context

Disease burden: Health trends show that new and re-emerging infectious diseases are on the rise worldwide. These include HIV/AIDS, tuberculosis, malaria, cancer, diabetes mellitus and mental health illnesses. In 2011, there were 34 million people living with HIV/AIDS, 69% of them in sub-Saharan Africa (UNAIDS, 2012). While the incidence of TB is falling in five of six WHO regions, global growth of 0.6% annually is attributed to rapid increases in infections in sub-Saharan Africa (WHO, 2007). The WHO estimates that Africa is home to about 11% of the world's population, has 3% of the world's health workers, and struggles against 24% of the global disease burden due to preventable communicable diseases especially HIV/AIDS, malaria and TB (WHO, 2006).

The continent accounts for 20% of the world's births but contributes 40% of maternal deaths, many of which are preventable if proper and accessible health care was available and accessible (WHO, 2006). Maternal, new-born and child health still remains a major public health problem in the African Region. The maternal mortality ratio in the African Region, estimated at 500 per 10 000 live births, is the highest in the world, and progress towards improving this situation is slow. The causes of maternal and new-born morbidity and mortality include haemorrhage, abortion, sepsis, eclampsia, obstructed labour, prematurity, high fertility, harmful cultural practices and malnutrition (WHO, 2010; WHO, 2012).

Health systems capacity: The WHO emphasizes strengthening health systems to improve their quality and efficiency (WHO, 2011). Major global and regional initiatives have articulated a number of commitments and programme to strengthen health systems and workforces in Africa (WHO, 2012). These programmes should be reflected in nursing curricula that enhance professional development and ensure consistent quality patient care and services. Imbalances in quantity and quality of human resources for health are increasingly recognized as the most serious impediments to scaling up interventions for achieving health outcome objectives in most African countries (USAID, 2010). Understandably, health systems in Africa rely on nurses and midwives: they comprise more than 50% of the health workforce and provide up to 90% of services in some countries (WHO, 2007).

This curriculum takes into account the primary health care approach and cross-sectoral actions to tackle the social determinants of health. It encompasses disease prevention, health promotion, treatment and rehabilitation. This approach will consequently contribute to universal health coverage and strengthen health systems through the delivery of high quality and safe nursing services.

Human resources for nursing and midwifery: Education and training of nurses and midwives in Africa vary widely in approaches, models and level of training (WHO, 2012). In some countries graduates exit with dual qualifications such as nursing and midwifery or nursing and public health; in other countries they exit with a single qualification as nurses or midwives. These qualifications are recognized as first level entry to nursing and midwifery in a number of countries. Some concerns have been raised about nursing and midwifery education programmes and these include inconsistency in the quality of education programmes; fragmented nature of curricula; content-driven rather than competency-based curricula; curricula that are predominantly hospital-oriented; content poorly aligned to the needs of the health-care system; different admission requirements and poor quality of teachers who implement the curricula (WHO, 2011; WHO, 2012; Frenk and Chen et al, 2010; WHR 2006).

Nurses and midwives form a critical part of the human resources for health in Africa; it is known that they function at all levels of care (WHO, 2011; WHO, 2012). The cost implications of training this cadre of health workers and their utilization are often debated by health system operators who attempt to lower costs by using lower categories of health workers (Buchan and Dal Poz, 2002). However, it must be recognized that health systems are labour-intensive; consequently, and in line with advancing technology, complex health problems require well-educated and experienced health workers who adequately meet the health needs (Frenk and Chen et al, 2010; WHO, 2007). Investing in the education of nurses and midwives is therefore critical (WHO, 2012).

1.3 Rationale for the competency-based curriculum

The World Health Report 2006 suggests that **“in preparing the workforce, the curriculum is expected to meet standards that are often defined as core competencies”**. Such curricula should be responsive to the changing state and knowledge in health and needs to meet the clients’ expectations.

In recognition of the important role that nurses play in the health system, and in line with the dynamic and technological changes within the health-care industry, apart from the growing complexities of diseases, the need for a competency-based curriculum is imperative. This competency – based curriculum is meant to be a standard document for countries to adapt or adopt as needed; it is not meant to undermine already-existing curricula in the Region but to improve their quality and relevance to the national health needs. This competency-based curriculum will serve as a guide for setting minimum standards for the education and training of nurses in the Africa Region. The curriculum will also serve as a valuable resource to assist nursing and midwifery educators who have not been professionally trained as curriculum developers.

The curriculum contains curriculum elements that are crucial but do not appear in a number of existing curricula in the African Region. These elements can serve as a basis for review, modification or updating of future curriculum editions.

The teaching methods in this curriculum allow for the development of skills that go beyond nursing competencies: the development of transferable life skills such as critical thinking, teamwork, problem-solving, communication skills, use of technology and lifelong learning skills.

1.4 The curriculum development process

The process of developing the curriculum was extensive and highly consultative and took place from 2009 to 2013. It included extensive review of existing curricula from twenty countries as well as the West African Health Organisation (WAHO)/West African College of Nursing (WACN) harmonized curriculum for West African countries. Six technical consultative meetings involving 98 experts from Francophone and Anglophone countries, partners and key stakeholders from WHO priority programmes were conducted focusing on setting the agenda and contextualizing the need for development of a prototype curriculum for the Region; creation of initial drafts; identification of key gaps; ensuring relevance, consistency of curriculum content in relation to expected outcomes of the programmes and technically reviewing and editing the draft before finalization of documents.

¹ Benin, Botswana, Burkina Faso, Cameroon, Cape Verde, Côte d’Ivoire, DRC, Ghana, Guinea, Liberia, Malawi, Mali, Niger, Nigeria, Senegal, Sierra Leone, South Africa, Swaziland, Zambia and Zimbabwe.

2. Structure of the Curriculum

2. Structure of the Curriculum

2.1 General description

This is a full-time generic pre-service programme for professional nurses offered for a minimum of three years or six semesters. This arrangement is reflected in **Table 1**. In line with the level and complexity of knowledge and skills, the design includes all the appropriate and relevant educational experiences to which learners are exposed during the clinical attachments. This innovative competency-based curriculum is delivered through various interactive teaching and learning approaches. The professional competencies expected on successful completion of the programme are included in the curriculum.

The modules are sequenced in such a way that during their first year learners obtain a sound foundation from biomedical and behavioural sciences which provide knowledge, skills for understanding the scientific base of the practice of nursing. Thereafter the modules are structured in a way that presents learners with opportunities to gain increasingly more analytical and critical thinking skills that can be applied to nursing practice. By their third and final year, learners are able to synthesize information, evaluate care based on available evidence and make sound judgments and decisions.

Modules are also sequenced in such a way that learners are provided with theory which is immediately followed by a clinical module to allow for adequate exposure to experiential learning. Theory and clinical modules allow students to practise some competencies in the clinical skills laboratory, a safe and comfortable environment to develop their confidence before they learn through providing care to real patients. Sequencing of modules also ensures that learners get exposure to primary care settings, including community settings where clients reside. This provides learners with a holistic view of the clients they manage and how their lives are influenced by the determinants of health. The learners are exposed to primary, secondary and tertiary health-care settings, allowing them to develop competencies required to function in all these settings.

Clinical teaching is emphasized throughout the programme and will take place in carefully selected settings that facilitate proper learning and skills acquisition for effective practice by learners. Internship is strongly recommended as part of the competency-based curriculum to facilitate the abilities of the graduates to practise more effectively and efficiently. Countries are encouraged to accommodate this requirement. The programme will be certified according to the accreditation system of the specific country.

Table 1: General Nursing Programme structure and course content

Year	Code	Semester 1	Hrs	Cr	Code	Semester 2	Hrs	Cr
1	COM 101	Information & Communication (ICT)	45	3	SOC 102	Sociology	60	4
	APH 101	Anatomy and Physiology	60	4	NSG 102	Fundamentals of Nursing, Clinical	135	3
	NSG 101	Fundamentals of Nursing, Theory	30	2	NSG 104	Professional, Ethical and Legal Aspects of Nursing	30	2
	MIP 101	Microbiology and Parasitology	45	3	PSY 102	Psychology	45	3
	BIO 101	Introduction to Biochemistry	30	2	NUD 102	Nutrition and Dietetics	30	2
			210	14			300	14
2		Semester 3				Semester 4		
	NSG 201	Health Assessment, Theory	45	3	NSG 203	Community Health Nursing, Theory	45	3
	NSG 207	Health Assessment, Clinical	135	3	NSG 205	Community Health Nursing, Clinical	135	3
	NSG 202	Paediatric Nursing, Theory	45	3	NSG 206	Introduction to Research	45	3
	NSG 204	Paediatric Nursing, Clinical	135	3	NSG 208	Medical and Surgical Nursing 1, Theory	60	4
	PHA 201	Pharmacology	45	3	NSG 210	Medical and Surgical Nursing 1, Clinical	170	4
			405	15			455	17
3		Semester 5				Semester 6		
	HSM 301	Health Service Management, Theory	30	2	NSG 302	Mental Health/Psychiatric Nursing, Theory	45	3
	HSM 303	Health Service Management, Clinical	45	1	NSG 304	Mental Health/Psychiatric Nursing, Clinical	135	3
	NSG 305	Sexual and Reproductive Health and Rights	30	2	NSG 306	Obstetrics and Gynaecology, Theory	45	3
	NSG 301	Medical and Surgical Nursing 2, Theory	60	4	NSG 308	Obstetrics and Gynaecology, Clinical	135	3
	NSG 303	Medical and Surgical Nursing 2, Clinical	170	4				
			335	13			360	12

2.2 Vision and mission statements

The WHO Regional Office for Africa envisions that this prototype curriculum will guide countries to produce competent nurses who are able to provide comprehensive quality integrated services to individuals, families, groups and communities at all levels of the health-care delivery system to improve the health and well-being of populations in a rapidly changing environment.

The mission is to develop broadly prepared competent and confident graduates who will be leaders in providing safe, compassionate, quality care in response to the nursing, midwifery and health needs of individuals, families, groups and communities.

The programme goal is to produce competent professionals who will respond to priority health needs and emerging issues by providing holistic nursing care that is ethical, safe and evidence-informed to positively affect health and quality of life of individuals, families, groups and communities. Thus, the competency-based curriculum is responding to the health needs of the African Region.

2.3 Philosophy

The philosophy of the Regional Office is based on the beliefs that:

1. Learning is motivating adult learners to learn in a self-directed manner, with the teacher facilitating the learning process through innovative strategies that create a highly engaging, relevant learning experience;
2. Competency-based teaching and learning are based on a positive learning environment that accommodates cognitive, affective and psychomotor domains of learning;
3. Education and learning take place in an environment that supports and promotes the growth and self-sufficiency of individual learners as beginning professionals and lifelong learners; it is a multifaceted process that results in the acquisition and integration of knowledge, skills and attitudes;
4. Professional nurses respond appropriately and efficiently to regional, national and global health mandates and challenges;
5. Health is the state of mental, physical, spiritual and social well-being and not merely the absence of disease or infirmity and is a fundamental human right for individuals, families and communities.
6. Nursing is an integral part of the health-care system which encompasses the promotion of health, prevention of illness and care of the physically and mentally ill, people with different abilities and the dying of all ages in all health-care and community settings regardless of colour, sex, race, creed and social standing; nurses perform independent, dependent and interdependent functions as members of a health-care team;
7. The client is a bio-psycho-social and spiritual human being interacting with others in the environment and the environment is a setting where the nurse and the the client interact to promote the health of individuals, families and communities.

2.4 Conceptual Framework

The conceptual framework (**Figure 1**) for this prototype curriculum presents a set of concepts, content material and meaningful interrelated units. These organizing principles identify what should be included in a nursing programme, describe how learning units relate to each other, and provide a logical sequence for instruction. The framework shows how curriculum content and educational experiences are organized in terms of input, structure, process and achievement of competencies. *Curriculum content* refers to the facts, concepts, theories, principles, laws, skills and attitudes to be learned by students; *learning experiences* are the ways in which learners engage with curriculum content.

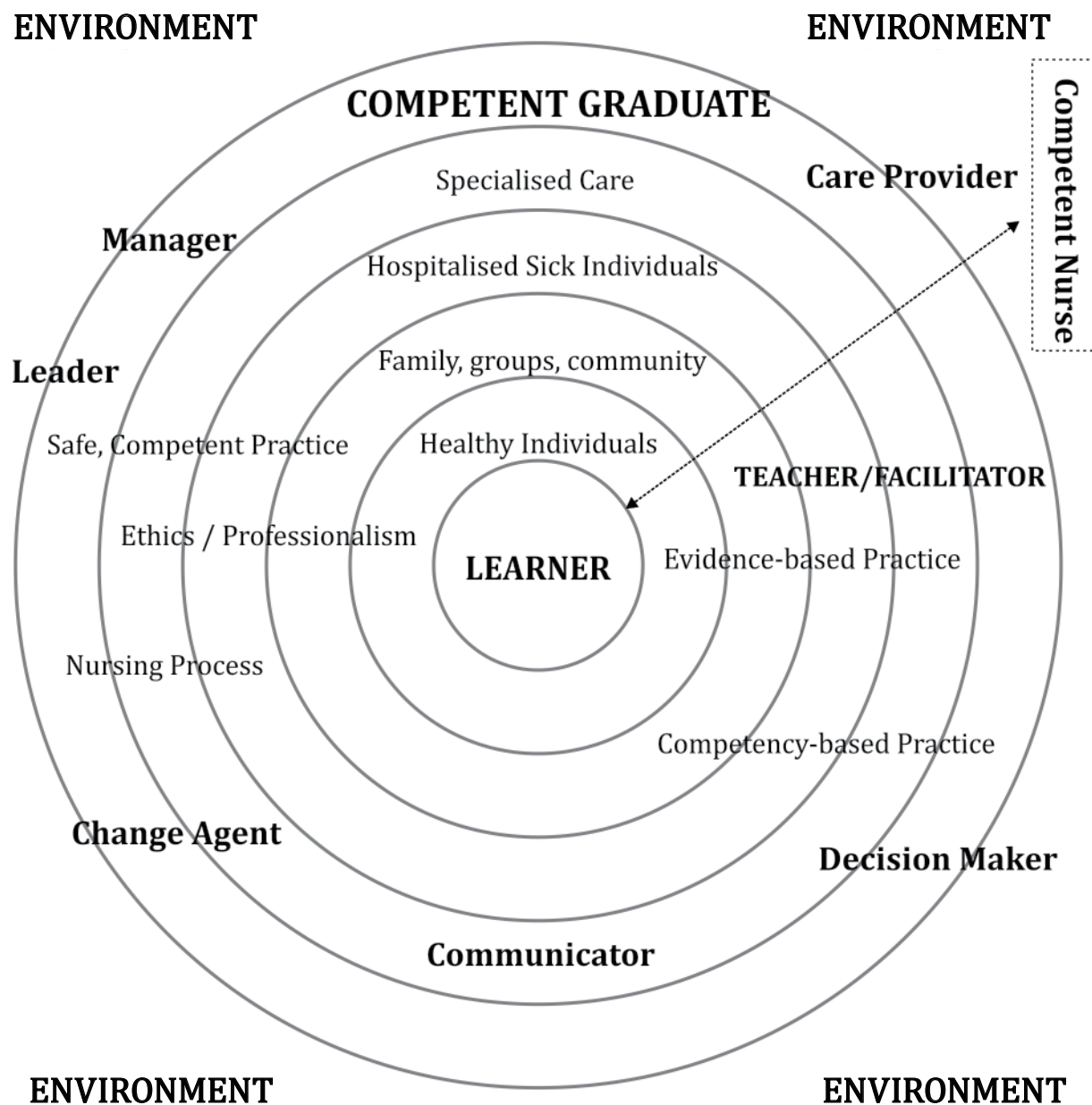
The conceptual framework shows the logical coherence and sequence of the set of modules or courses in a curriculum. It shows modules or a combination of modules that form the building blocks. It shows the sequence: what is dealt with first and how the programme progresses to the final level. Modules may be independent, interchangeable or progressive; some are prerequisites for others.

The learner is at the centre of all aspects of the curriculum. The learning environment and the teacher are key players which influence the various learning experiences. The courses that are introduced early in the programme are applied in almost every subsequent learning experience. The courses cover: (i) the nursing process (assess, plan, implement and evaluate); (ii) the health-care system (primary, secondary and tertiary settings); (iii) primary health care (health promotion and illness prevention, curative and rehabilitative care, client-focused and integrated approach); (iv) ethics (nursing core values, professionalism and advocacy); and (v) evidence-based practice (access, gather, synthesize and utilize information, and generate information).

Other aspects in the framework are concerned with progress in the programme and reflect how curriculum unfolds over time. They reflect the theory and knowledge that students acquire over the course of their educational experience. These develop progressively over different levels of the curriculum so that the requirements for the learning experiences and from the student change according to level and exposure. In this curriculum, students first learn about the daily activities of healthy individuals, families, groups and communities across the lifespan, the emphasis being on preventative health care. This is followed by the care of hospitalized sick individuals and later by care of clients with specialized needs such as nursing for mental health.

All aspects of this nursing programme, including the theoretical and clinical aspects, are integrated to give cohesiveness to the entire curriculum. This integration is articulated in various ways, including course content, learning outcomes, graduate characteristics, as well as the teaching, learning and assessment strategies employed.

Figure 1: Conceptual framework



2.5 Entry and graduates profiles

This three-year competency-based pre-service general nursing curriculum is for a post-secondary educational programme. Prerequisites are knowledge of basic life sciences, information technology and communication skills. Admission to this programme will be aligned to country-specific criteria for entry to post-secondary or higher education institutions. For candidates who do not meet this entry requirement, alternative entry such as mature age exemption and recognition of qualifications consideration by each individual country as equivalent qualifications will be considered. Entry may also be based on formal accreditation of prior learning and/or relevant experience, provided this is one of the routes of entry to the education institution concerned and is acceptable to the nursing and midwifery statutory body.

2.6 Characteristics of the graduate of this programme

The graduate from this programme will be a competent, safety-conscious, responsible, accountable, compassionate and self-directed nursing care provider, leader, manager and educator. He or she should be a critical thinker, relying on evidence and functioning effectively in a variety of health-care settings within the context of primary health care.

2.7 Programme outcomes

At the end of the three-year programme, graduates should be able to:

1. Apply theoretical knowledge, skills and attitudes from basic nursing, social and biomedical sciences, and humanities in the provision of care across the lifespan within the context of the primary health care approach;
2. Provide culturally-sensitive quality nursing care to clients while following ethical, legal and professional principles;
3. Communicate effectively with clients, members of the health-care team and other stakeholders using current technologies in education and delivery of health-care services;
4. Collaborate with members of the multidisciplinary health team, communities and other sectors in the provision of quality nursing care and in quality improvement of services;
5. Demonstrate responsibility and accountability in the provision of nursing care;
6. Respond effectively to emerging and priority health needs across the lifespan;
7. Take responsibility for own and others' continuing professional development needs to maintain competencies and improve quality of care;
8. Provide leadership in nursing practice, management, education and governance;
9. Conduct and utilize research and existing health information to provide nursing and midwifery service delivery to individuals, families and communities.

2.8 Expected competencies

The competencies developed in this programme include knowledge, skills and attitudes crucial for the professional nurse-midwife to function adequately within all health-care systems and the community. These competencies, which will be progressively developed in different levels of the programme, are:

- Interpersonal relationships and communication
- Professionalism
- Ethical and legal health-care practice
- Teamwork and collaboration
- Accountability
- Continued competence development
- Evidence-based practice
- Quality improvement
- Safety
- Patient- and client-centred care
- Health promotion
- System-based approach to nursing and midwifery
- Integration of basic sciences in nursing and midwifery
- Integration of clinical knowledge and skills in patient care
- Leadership

These competencies are based on information from various African and international nursing practice competency frameworks, including the East, Central and Southern Africa College of Nursing (ECSACON)³, WHO⁴⁵⁶, the International Council of Nurses (ICN)⁷ and the International Confederation of Midwives (ICM)⁸. In addition, relevant documents from the colleges of medicine of Wayne and Massachusetts universities, USA, the University of British Columbia School of Nursing, Canada and the Australian College of Nursing⁹ were consulted.

To draw up the competencies list, several national health strategic documents and WHO regional strategies were reviewed, and discussions were held on key interventions with representatives from WHO priority programmes such as those on HIV/AIDS, Sexual Reproductive Health, tuberculosis and malaria, and maternal, child and adolescent health, as well as other relevant regional partners. Cross-validation of the competencies was undertaken comparing the list with existing curricula from 20 countries in the African Region representing francophone and anglophone countries.¹⁰

3. ECSACON

4. WHO Regulatory Framework

5. WHO, IMCI

6. WHO,SRH

9. ICN Framework of Nursing competencies

9. ICM Essential Midwifery Competencies

9. All other - Wayne, Mass, B. Col, etc.

10. Benin, Botswana, Burkina Faso, Cameroon, Cape Verde, Côte d'Ivoire, Democratic Republic of Congo, Ghana, Guinea, Liberia, Malawi, Mali, Niger, Nigeria, Senegal, Sierra Leone, South Africa, Swaziland, Zambia and Zimbabwe.

2.9 Teaching and learning methods

The methods chosen are those that best promote self-directed learning, critical thinking and acquisition of required essential competencies. Therefore, a combination of teaching and learning methods has been adopted to ensure adequate and appropriate information flow and learner participation. The teaching and learning methods suggested include lectures, case presentations, visual aids, individual and group assignments, seminar presentations, skills laboratory work, group learning, problem-based learning, demonstrations, artificial models and simulations, role play, standardized clinical experience with patients, case studies or projects, e-learning, readings, discussions, reflection on experience, and feedback on learning and performance.

Clinical teaching and learning should take place in carefully selected clinical settings with rich and diverse learning experiences in line with the curriculum outcomes and the graduate's competencies. It should be facilitated by both the classroom teachers and clinicians serving as mentors or preceptors.

The availability of reading resource materials and an adequately stocked library will enhance the teaching and learning experiences of learners.

2.10 Assessment methods and strategies

A range of formative and summative assessment strategies should be used for theoretical and clinical aspects of the programme. They should include assignments and projects, tests, clinical reflection, clinical practice, checklists, observation, skills portfolios, case presentations, peer reviews, patient assessments and reviews, logbooks, written and practical final examinations using the objective structured clinical examination (OSCE) structure, and other relevant assessment measures. Evaluation and assessment should use objective and credible tools.

2.11 Clinical placement

Clinical experience for nurses and midwives should take place in hospitals; clinics, schools, industries, workplaces; and community settings under the supervision of educators and the mentors (clinical staff) who are nurses or midwives and with the cooperation and assistance of other qualified health professionals. It is essential that the placement settings be carefully selected to ensure not only the quality of the environment but also the ability and motivation of clinical staff who mentor and supervise the learners at the various stages of the programme. The placement should take place only after or concurrently with classroom teaching. The learner should be supervised in a way that provides opportunities for the learner to integrate theory and practice. There should be agreement between the educational institution and the clinical placement institution on how the internship will be conducted.

2.12 Module evaluation

Training Institutions should recognize the importance of regular and continuous evaluation of the modules to ensure consistency and appropriateness of the expected outcomes to the graduates of the programme. Mechanisms for continuous and systematic evaluation of the module content should be put in place to ensure continued improvement and effectiveness of the curriculum. Recommendations made or adopted from the module evaluation should be used to effect the appropriate modifications to the curriculum.

2.13 Curriculum Timescale

The 36-month nursing curriculum comprises six semesters with four to six modules per semester which will take place in an 18-week period. The last semester has two modules only to create space for additional support for the students. The first 16 weeks are for teaching and learning activities and the last two weeks of each semester are for evaluation and academic administration. **Table 2** does not reflect the student leave period of two weeks after the first semester and six weeks after the second semester. See **Annex 1** for a sample timetable and class schedule.

- One semester = 15 weeks; examination/administration 3 weeks
- 1 credit = 45 hours for practical (clinical)
- 1 credit = 15 hours for theory
- Vacation: First semester, 2 weeks; Second semester, 6 weeks
- Theory: Practice ratio 1:2
- Total modules = 29
- Three-year programme will be implemented in six semesters.

Table 2: Curriculum Timescale

Semester	Module		Year 1		Year 2	
			Oct-Jan	Mar-Jun	Oct-Jan	Oct-Jan
1	1	Introduction to Biochemistry	5			
	2					
	3					
	4					
	5					
2	6	Sociology Fundamentals of Nursing, Clinical Professional, Ethical and Legal Aspects Psychology Nutrition and Dietetics		5		
	7					
	8					
	9					
	10					
3	11	Health Assessment, Theory Health Assessment, Clinical Paediatrics, Theory Paediatrics, Clinical Pharmacology			5	
	12					
	13					
	14					
	15					
4	16	Community Health Nursing, Theory Community Health Nursing, Clinical Introduction to Research Medical-Surgical Nursing 1, Theory Medical-Surgical Nursing 1, Clinical				5
	17					
	18					
	19					
	20					
			Year 3			
			Mar-Jun	Mar-Jun		
5	21	Health Service Management, Theory Health Service Management, Clinical Sexual and Reproductive Health and Rights Medical-Surgical Nursing 2, Theory Medical-Surgical Nursing 2, Clinical	5			
	22					
	23					
	24					
	25					
6	26	Mental Health and Psychiatric Nursing, Theory Mental Health and Psychiatric Nursing, Clinical Obstetrics and Gynaecological Nursing, Theory Obstetrics and Gynaecological Nursing, Clinical		4		
	27					
	28					
	29					



3. Curriculum Content and Resources

3. Curriculum Content and Resources

3.1 Introduction

The main content in this curriculum focuses on the theory and practice of nursing. The curriculum also contains foundation courses in nursing as well as more general education courses. This section describes the curriculum content and the resources required for a successful nursing programme.

Biomedical sciences provide an understanding of the scientific knowledge, concepts and methods fundamental to acquiring and applying nursing science. The courses include anatomy, physiology, introduction to biochemistry, microbiology, parasitology, pharmacology, nutrition and dietetics.

Behavioural sciences, social sciences and nursing ethics provide the knowledge, concepts, methods, skills and attitudes necessary for understanding socioeconomic, demographic and cultural determinants of the causes, distribution and consequences of health problems. Behavioural and social sciences in this curriculum include psychology, sociology as well as the professional ethics and legal aspects of nursing.

Nursing sciences provide the core content of the nursing curriculum. These courses include medical and surgical nursing, paediatric nursing, psychiatric nursing, community nursing, sexual and reproductive health, obstetrics and gynaecology.

General education provides experience in research, communications, management and evidence-based practice. Courses include research, information management and information technology, and health services management including leadership in nursing.

Various resources are required for a successful nursing programme. These include physical, economic, human and technological resources. *Physical facilities* include lecture halls, tutorial rooms, laboratories, libraries, information technology facilities and recreational facilities. Physical facilities also include specialized clinical training facilities such as hospitals (an adequate mix of primary, secondary and tertiary care settings), ambulatory services, health-care clinics or centres, and other community health-care settings (occupational health-care settings, schools, old-age homes and crèches).

Information technology is a critical resource in any training curriculum. Teachers and students should be enabled to use information and communication technology (ICT) for self-learning, accessing information, managing patients and working in health-care systems. They must have access to computers, the Internet, e-Health, digital medical libraries and other forms of social media. Information and communication technology should be used to educate learners in evidenced-based nursing and midwifery and to prepare them for continuing nursing education and professional development.

Human resources, including both teaching staff and professional mentors, form a valuable component in the nursing programme. Competency-based curriculum utilizes a variety of teaching and assessment strategies which may be a challenge to those without special credentials in teaching. Instructors should hold at least a qualification (degree) or a higher qualification (degree) in nursing and midwifery in addition to a teaching qualification. Mentors should have an additional qualification in the field where they are mentoring, for example a specialization in medical surgical nursing.

3.2 Year One

3.2.1 Introduction

The general emphasis in Year One is to introduce learners to the basic courses that expose them to the human individual (client/patient), society, health needs and the context within which health care is provided. They gain knowledge, skills and understanding of nursing based on theory and clinical exposure. Learners are able to build on this knowledge in subsequent years.

3.2.2 Learning outcomes

At the end of **Year One** of the nursing programme, the learners will be able to:

1. Integrate and apply the knowledge of biological, medical and behavioural sciences into nursing care;
2. Utilize a systematic approach in assessing, planning, implementing and evaluating the health status of patients for provision of nursing care and services;
3. Initiate and maintain adequate communication with patients, families and other health workers ;
4. Utilize knowledge on family structures, culture, religion and other factors to positively influence the health of individuals, families and communities;
5. Engage in health promotion activities;
6. Understand and apply the infection control measures and other methods of prevention and control of diseases and infections;
7. Function as a member of the multidisciplinary health team;
8. Understand the ethical and legal principles of nursing and provide nursing care within the professional, ethical and legal frameworks guiding practice;
9. Take responsibility and accountability for delegated work and own actions;
10. Recognize personal needs for continual learning and utilize appropriate learning resources and opportunities.

3.2.3 Semester Modules

3.2.3.1 Information and Communication Technology (ICT)

Programme	Three-year Prototype Diploma in Nursing
Module Title	Information and Communication Technology (ICT)
Module Code	COM 101
Year	One
Total Credits	3

Module Description

This module equips learners to communicate effectively within academic contexts, in the nursing profession and in social-cultural settings. This includes interpersonal, inter-group, intercultural, global, therapeutic and nonviolent communication. It also develops learner competency in the use of information communication technologies (ICT). This module is a prerequisite for all nursing modules.

Module Aim

This module aims to equip learners with appropriate knowledge and skills for effective academic and therapeutic communication, utilizing various modes of communication.

Learning Outcomes

On completion of the module learners will be able to:

1. Demonstrate understanding of the relationship between language and communication;
2. Demonstrate competency in effective academic and therapeutic communication;
3. Demonstrate proficiency in using the computer as a learning support tool;
4. Demonstrate proficiency in using the computer as a communication tool;
5. Demonstrate ability to identify, gather and communicate information from a range of resources appropriate to the task at hand.

Content

Unit 1: Communication

- Communication model
- Types of communication (therapeutic and inter-group communication)
- Effective communication (principles, barriers)
- Interpersonal skills
- Communication skills: questions, silence, active listening, non-verbal communication, assertiveness, giving and accepting feedback

Unit 2: Computer-mediated communication

- Basic ICT concepts
- Components of a computer system
- Computer hardware and software
- Basic computer programs and applications
- Using various computer software
- Managing files, word processing, generating spreadsheets
- Presentations: PowerPoint
- Accessing and using Internet, email, web browsers, search engines, file transfer, news groups

Unit 3: Academic communication

- Learning and study skills, analytical and critical reading, note-taking and reading skills
- Applying sources of evidence
- Originality of work and evidence of original thought
- Organizational, rhetorical and presentational skills

Competencies

Competency 1: Communication

Use clear, concise and effective written, electronic and verbal communication for interaction with patients, families, colleagues and other health professionals.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand key concepts in computer operations• Use information and communication technology to enhance communication and management of patients	<ul style="list-style-type: none">• Recognize importance of computer technology in nursing• Recognize needs to manage information before its use in provision of care	<ul style="list-style-type: none">• Demonstrate competency in basic computer operations: Word, spreadsheets, Internet, email• Access needed information efficiently; use appropriate technology for creating, storing and managing patient data

Competency 2: Information and technology

Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand importance of computerized systems and data to patient care• Choose appropriate means of communication for specific situations; differentiate between effective and ineffective communication with patients and families• Define the impact of computerized information management on the role of the nurse• Describe patients' rights as they pertain to computerized information management	<ul style="list-style-type: none">• Value the application of computer technology in nursing• Appreciate own role in ensuring choice of appropriate communication means and effective information relay to and from patients and families• Appreciate own role in influencing the attitudes of other nurses toward computer use for nursing practice and education• Value the privacy and confidentiality of protected health information in electronic health records	<ul style="list-style-type: none">• Access, enter, retrieve data used for patient care; use data for plan of care, implementation• Access needed information effectively and efficiently; apply the information to care for patients and families• Seek education and use information to manage the care setting before providing care• Maintain privacy and confidentiality of patient information; encourage methods to protect patient data

Teaching /Learning Methods

The teaching/learning methods will include lecture, discussion, simulation, demonstration, interactive class sessions that encourage active learner participation, computer application and use in health care, projects, presentations. Self-directed learning is encouraged.

Assessment Methods

Formative

Assignments, mid module examination.

Summative

Theory examination, practical examination (computer skills).

Reading Materials

1. Habraken J, 2007, Microsoft Office 2007: All in one. Indiana: Que Publishing.
2. Nkambule TS, 2011, Computing for health sciences manual. Mbabane: University of Swaziland.

Teachers and learners are encouraged to access the most current reading materials to ensure availability of current information.

3.2.3.2 Anatomy and Physiology

Programme	Three-year Prototype Diploma in Nursing
Module Title	Anatomy and Physiology
Module Code	APH 101
Year	Year One
Total Hours/Credits	60/4

Module Description

This module is designed to equip learners with knowledge of the structure and functioning of the human body and an understanding of the interrelationship between the systems of the body. The systems approach is utilized to address the interaction, regulating mechanisms and functioning of organs and body systems. This knowledge will form the basis for understanding pathophysiology and will be further utilized in providing comprehensive quality nursing care to clients.

Module Aim

The aim of the module is to provide learners with knowledge of normal anatomy and physiology as the basis for recognizing abnormality; this knowledge will allow nurses to provide comprehensive quality nursing care and health promotion information to individuals, families and communities.

Learning Outcomes

On successful completion of this module, learners should be able to:

1. Demonstrate basic understanding of specific components of the human body structure;
2. Demonstrate knowledge of anatomical locations, structures and physiological functions of the main components of each major system of the human body;
3. Demonstrate knowledge of the major human body systems and relate their functions;
4. Demonstrate understanding of physiologic mechanisms involved in cell, tissue, and organ function.

Content

Structure of the Human Body

Unit 1: Introduction to the human body

- Macroscopic and microscopic structure of the body
- Cells
- Tissues
- Organs
- Human body systems and their functions

Unit 2: Respiratory system

- Structure of the respiratory system
- Functions of the respiratory system
- Mechanism of breathing
- Pulmonary circulation
- Disorders of the respiratory system

Unit 3: Haematopoietic system

- Composition and functions of blood
- Formation of blood
- Blood groups
- Blood coagulation
- Immune system
- Inflammatory process

Unit 4: Cardiovascular system

- Structure of the heart
- Systemic circulation
- Cardiac conducting system
- Mechanics of the heart
- Lymphatic system
- Immunity/defence mechanism

Unit 5: Fluids and electrolytes

- Tissue fluids
- Fluid compartments
- Water balance
- Electrolyte balance
- Acid base balance
- Water, electrolyte and acid base imbalances

Unit 6: Integumentary system

- Structure of the integumentary system
- Physiology and function of the skin
- Homeostatic action
- Regulatory mechanism
- Skin diseases and disorders

Unit 7: Digestive system

- Structures of the gastrointestinal system and accessory organs
- Functions of the gastrointestinal tract
- Gastrointestinal secretions of the accessory organs
- Digestion
- Absorption
- Metabolism
- Disorders of the gastrointestinal system

Unit 8: Urinary system

- Structure of the urinary system
- Functions of the urinary system
- Regulation and composition of extracellular fluid
- Diseases and disorders of the urinary system

Unit 9: Locomotor system

- Skeletal system
- Macroscopic and microscopic skeletal structure
- Bone formation (osteogenesis)
- Skeleton functions and divisions
- Joint classification, types and movements
- Diseases and disorders of the skeletal system
- Muscular system
- Macroscopic and microscopic muscular structure
- Muscle types
- Muscle physiology
- Diseases and disorders of the muscular system

Unit 10: Integration, protection and control systems

- Nervous system
- Structure of the nervous system
- Central nervous system
- Peripheral nervous system
- Autonomic nervous system
- Endocrine system
- Structure and functions of glands
- Senses

Unit 11: Reproductive System

- Female reproductive organs and their functions
- Male reproductive organs and their functions

Competencies

Competency 1: Integration of basic science into nursing.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Know the normal anatomy and physiology of the human body (cells, tissues, organs, systems)	<ul style="list-style-type: none">• Recognize abnormalities in structure and functions of the human body	<ul style="list-style-type: none">• Describe the structure and functions of the human body; demonstrate ability to draw body parts including systems
<ul style="list-style-type: none">• Understand body mechanics and their importance in patient care	<ul style="list-style-type: none">• Promote proper safety and comfort measures to ensure normalcy of human body	<ul style="list-style-type: none">• Identify potential risks to patient through abnormalities and take appropriate action; demonstrate ability to assess and examine the patient correctly

Teaching / Learning Methods

Lecture; problem-based learning; e-learning; discussions; laboratory activities.

Assessment Methods

Formative

Assignments; laboratory practice; quizzes/mid module examination.

Summative

Final examination (written and laboratory skills).

Reading materials (journals, textbooks, web sites)

1. Drake R, Vogl W, Mitchell AWM, 2005, Gray's anatomy for students. Toronto: Elsevier.
2. Fox S, 2008, Human physiology, 10th Ed. New York: McGraw-Hill.
3. Fox S, 2008, Laboratory guide to human physiology. New York: McGraw-Hill.
4. Marieb EN, 2005, Anatomy and physiology. San Francisco: Pearson.
5. Marieb EN, 2006, Essentials of anatomy and physiology, 10th Ed. New York: Benjamin Cummings.
6. Saladin KS, 2008, Human anatomy, 2nd Ed. New York: McGraw-Hill.
7. Tortora GJ, Grabowski SR, 2003, Principles of anatomy and physiology, 10th Ed. London: Wiley.

3.2.3.3 Fundamentals of Nursing (Theory)

Programme	Three-year Prototype Diploma in Nursing
Module Title	Fundamentals of Nursing (Theory)
Module Code	NUR 101
Year	One
Total Hours/Credits	30/2

Module Description

This module forms the basis for all other nursing modules. It will enable learners to deal with self-care needs, basic health needs and activities of daily living in sick or well individuals and families of all ages. The module also deals with the process and requirements of health education which lead to positive health behaviour.

Module Aim

The aim of the module is to prepare learners in the basic nursing competencies required for clinical care.

Learning Outcomes

At the end of this module, learners will be able to:

1. Discuss the history of nursing as a profession;
2. Build comfortable interpersonal relationships with patients, peers and health-care team members using recommended communication techniques;
3. Understand the roles and responsibilities of regulatory bodies and professional nursing associations;
4. Implement the nursing process;
5. Utilize standard precautions with patients;
6. Apply principles of biophysics in the provision of nursing care.

Content

Unit 1: The nurse in health-care settings

- General concepts and definitions (nurse, nursing, nursing practice, fundamentals of nursing)
- Profession of nursing
- Nursing philosophy
- Roles and functions of the nurse
- The nurse and health-care team in hospital and community settings
- Ethics and values

Unit 2: Health perceptions

- Health and illness: concepts, health continuum, determinants
- Effects of hospitalization and illness

Unit 3: Health-care delivery system

- Organization of the health-care delivery system in the country
- Health-care services
- National and global health policies

Unit 4: Theories, models and interaction

- Introduction to theories, models and the nursing process
- Nursing process
- Interaction: helping and communicating with clients, documentation and reporting

Unit 5: Provision of safe environment

- Hospital environment
- Ward environment, equipment and linen
- Principles of infection control
- Bed making
- Body mechanics: principles, lifting and moving clients, positions

Unit 6: Basic client needs

- Activities of daily living
- Hygiene
- Mobility
- Respiratory needs
- Nutritional needs
- Fluid therapy
- Elimination of urine and faeces
- Rest and sleep
- Safety

Unit 7: Assessment and management of selected signs and symptoms

- Fever
- Hypothermia
- Nausea and vomiting
- Diarrhoea
- Transfer, discharge and referral of a client

Unit 8: First aid and emergency care

- Aims and principles of first aid
- Bandaging and splinting
- Methods of lifting and transporting
- Management of clients with emergency conditions: asphyxia, cardiac arrest, haemorrhage, shock, unconsciousness, injury, fracture, sprain, dislocation, spinal and chest injury, drowning, wound, burn or scald, epileptic fit, infantile convulsions, fainting and exhaustion, fire and ward accidents, poisoning

Unit 9: Death and dying

- Pain management
- Managing relatives of a dying patient
- Grieving process

Competencies

Competency 1: Professionalism

Understand the need to function within the legal provisions in the country.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand medical and nursing hazards in clinical practice including medication and other errors• Understand the concept of accountability for own nursing practice;• Describe legal and regulatory factors that apply to nursing practice;• Understand ethical principles, values, concepts and decision-making that apply to nursing and patient care	<ul style="list-style-type: none">• Recognize the complexity of practice and need for sensitivity by all health team members especially nurses• Value professional standards of practice• Value and upholds legal and regulatory principles;• Value the application of ethical principles in daily practice	<ul style="list-style-type: none">• Use safety measures to protect patients, self and colleagues from injury and hospital acquired infections;• Report adverse client findings or errors in performance to the nursing care team leader• Use recognized professional standards of practice• Implements plan of care within legal, ethical and regulatory framework of nursing practice; participate in efforts to resolve ethical issues in daily practice

Competency 2: Communication

Understand communication and the need to maintain effective communication patterns with patients and other health team members.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understands the nurse's role and responsibility in applying the principles of verbal and nonverbal communication• Understand the principles of effective communication through various means• Identify problems related to nurse/patient communication	<ul style="list-style-type: none">• Appreciate the different methods of communication: touch, visual, auditory, etc.• Value different means of communication: touch, visual, auditory• Provide care and communicate with patients, families and others in a respectful manner	<ul style="list-style-type: none">• Demonstrate the ability to communicate with patients, families, colleagues, health team members• Make appropriate adaptations in own communication based on patient and other assessments• Actively communicate, collaborate and consult with nurses and other members of the health-care team about patient care; document and communicate appropriate information on patient in written and oral forms

Competency 3: Safety

Understand the principles of safety and infection control in patient care.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand concepts and theories of safety and risk management• Understand infection control, infection prevention and control measures	<ul style="list-style-type: none">• Appreciate patient safety and measures• Value measures to control and prevent infection	<ul style="list-style-type: none">• Demonstrate ability to assess client for any potential risk (pressure sores, injury)• Apply universal precautions in the provision of care; take appropriate safety precautions according to patient risk, assessment and history (skills lab based)

Teaching / Learning Methods

Lecture; discussion; demonstration/simulation; interactive video; reflective diaries; medication computation worksheets; self-directed learning, etc.

Assessment Methods

Formative

Assignments, mid module examination (theory), practical examination.

Summative

Final examination (theory and practical).

Reading Materials

1. Lynn P, 2011, Taylor's clinical nursing skills: A nursing process approach. 3rd ed. Philadelphia: Lippincott, Williams, Wilkins, & Wolters Kluwer.
2. Philadelphia: Lippincott, Williams, Wilkins, & Wolters Kluwer.
3. Smeltzer S, Bare B, Hinkl, J, & Cheever K, 2010, Brunner and Suddarth's textbook of medical-surgical nursing. 12th ed. Philadelphia: Lippincott, Williams, Wilkins, & Wolters Kluwer.
4. Taylor C, Lillis C, LeMone P, & Lynn P, 2011, Fundamentals of nursing. 7th ed. Philadelphia: Lippincott, Williams, Wilkins, & Wolters Kluwer.
5. Van Leeuwen A, & Poelhuis-Leth D, 2011, Davis's comprehensive handbook of laboratory and diagnostic tests with nursing implications. 4th ed. Philadelphia: F. A. Davis Co.
6. Sanoski C, & Vallerand A, 2012, Davis's drug guide for nurses. 13th ed. Philadelphia: F. A. Davis Co.
7. Doenges M, Moorhouse M, & Murr A, 2010, Nurses pocket guide: Diagnoses, prioritized interventions and rationales. 12th ed. Philadelphia: F. A. Davis Co.
8. Venes D, 2009, Taber's cyclopedic medical dictionary. 21st ed. Philadelphia: F. A. Davis Co

3.2.3.4 Microbiology and Parasitology

Programme	Three-year Prototype Diploma in Nursing
Module Title	Microbiology and Parasitology
Module Code	MIP 101
Year	Year 1
Total Credits	3

Module Description

The module introduces learners to different types of microorganisms and the immune system. The module also introduces the subject of parasitology and its relationship to illness and health.

Module Aim

The module enables learners to apply knowledge of microbiology and parasitology in disease prevention and control in nursing practice.

Learning Outcomes

On successful completion of this module the learners will:

1. Demonstrate knowledge of disease-causing microorganisms and parasites;
2. Demonstrate knowledge of harmful microorganisms and parasites;
3. Demonstrate ability to interpret results of laboratory investigations to improve the provision of care.

Content

Unit 1: Microbiology, microorganisms and parasitology

- Microbiology
- Classification of microorganisms
- Microorganisms and disease: viruses, bacteria, fungi
- Other microorganisms: chlamydia, algae, rickettsia, mycoplasmas
- Physical and chemical methods of microbial growth control
- Determinants of microbial disease
- Parasitology
- Protozoa and human health
- Nematodes and human health: cestodes (tapeworms)
- Trematodes (flukes)
- Arthropods as vectors
- Immunity: adaptive and innate
- Vaccination and immunization
- Body cells and the immune response
- The lymphoid system
- Cell-mediated immune response
- Immune disorders

Unit 2: Infection, host resistance and infection control

- The chain of infection
- Host response to infection; specific and non-specific host resistance
- Microbiological hazards in institutions and at home
- Nosocomial infections
- Infection control and universal precautions
- Reservoirs of infection
- Modes of transmission of infection
- Surgical and Medical asepsis
- Institution and community care policies for prevention of infection: cleaning, disposal of waste, use of protective clothing, isolation
- Screening and other control measures

Unit 3: Laboratory investigations

- Basic laboratory equipment and procedures
- Microscopy and staining procedures
- Culture media and growth requirements
- Normal human microbial flora: symbiosis, opportunistic microorganisms
- Protozoan and helminthic diseases
- Interpreting simple laboratory investigations

Competencies

Competency 1: Integration of biological sciences to nursing

Know the role of microbiology and principles for control of microorganisms in the clinical setting.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Know the principles of infection prevention and control and methods of laboratory investigations• Articulate principles and issues related to the use of infection control practices• Discuss the role of immunization in the control of communicable and infectious disease• Identify a range of resources and systems that are available to identify current practices in infection control	<ul style="list-style-type: none">• Value the safety initiatives and protocols and the rationale for each• Recognize and promote use of universal precautionary and other infection control measures in practice• Appreciate the role of immunization and preventive measures; encourage and promote their implementation• Recognize the contributions of others to infection control and interpret data accordingly	<ul style="list-style-type: none">• Demonstrate skills that reflect infection control measures and encourage other staff to do the same• Apply principles of infection control to minimize or prevent the spread of infection when performing routine care• Plan and implement immunization and other measures for control of diseases• Consult with agencies and collaborate in the use of infection control practices for health of communities

Competency 2. Health promotion

Understand the importance of infection control measures and other methods for prevention and control of diseases and infections.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Explain the pathophysiology of various parasitic and other infections• Know the use of laboratory techniques for identification of various microorganisms• Identify situations in which the use of various infection measures or barrier precautions is indicated• Make appropriate referrals based on laboratory findings	<ul style="list-style-type: none">• Recognize the importance of immunizations and other measures in the control of infections• Promote safe practice of infection control measures• Recognize situations and patients at risk of different infections• Seek appropriate assistance in relevant situations	<ul style="list-style-type: none">• Assess patient and implement necessary measures including immunization based on patient needs• Carry out interventions in accordance with appropriate policies, guidelines and standards• Adapt the use of infection control measures and precautions based on patient conditions• Demonstrate correct application of medical and surgical asepsis

Teaching / Learning Methods

Lectures, case presentations, ICT, visual aids, e-learning, individual/group assignments, seminar presentations and laboratory practicals.

Assessment Methods

Formative

Assignments, tests.

Summative

Final examination.

Reading Materials

1. Roberts LS, Janovy J, Schmidt P, 2004, Foundations of Parasitology, 7th Ed. New York: McGraw-Hill Science.
2. Van Leeuwen, A. and Poelhuis-Leth, D. (2011), Davis's comprehensive handbook of laboratory and diagnostic tests with nursing implications, 4th ed. Philadelphia: F. A. Davis Co.
3. Rajan TV, 2008, Textbook of Medical Parasitology, BI Publications

3.2.3.5 Introduction to Biochemistry

Programme	Three-year Prototype Diploma in Nursing
Module Title	Introduction to Biochemistry
Module Code	BIO 101
Year	One
Total Hours/Credits	30/2

Module Description

The module introduces learners to the biochemistry of structures and functions of carbohydrates, lipids and proteins. Discussions focus on normal and abnormal biochemical values in several organs of the body.

Module Aim

The aim is to enable learners to understand the normal and abnormal biochemical food processes as they relate to the functioning of the human body.

Learning Outcomes

At the end of the module, learners will be able to:

1. Demonstrate an understanding of food processes in relation to the functioning of the human body;
2. Demonstrate an understanding of metabolism in relation to the functioning of the human body;
3. Demonstrate understanding of how to manage clients with homeostatic imbalances in the human body.

Content

- Basic concepts of biochemistry
- Bio-macromolecules: composition and principles of organization
- Energy and principles of bioenergetics
- Water and its properties
- Acids, bases and buffers
- Protein structure and stability
- Function and chemistry of proteins
- Enzymes
- Carbohydrates and glycobiology
- Food nutrients
- Intermediary and lipid metabolism
- Lipids and membranes
- Biological membranes and transportation
- Nucleotides and nucleic acids
- Digestion and absorption
- Specimen collection and renal function tests
- Electrolyte imbalance

Competencies

Competency 1: Integration of basic sciences into nursing

Demonstrate an understanding of biochemistry of food processes and their relationship with human body, including metabolism.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Know the biochemistry of food processes and its relationship to the human body• Explain the importance of human metabolism in relation to health• Differentiate between catabolism and anabolism in the body	<ul style="list-style-type: none">• Recognize the importance of biochemistry in health• Value the process of metabolism and encourage patient feeding times that promote optimum metabolism• Value the importance of anabolism and catabolism in care	<ul style="list-style-type: none">• Apply the knowledge of various food processes in the care of patients• Assess dietary needs and plan relevant and appropriate diets in collaboration with nutritionists• Ensure proper dietary practice for patients to minimize antagonism to metabolic processes

Competency 2. Health promotion

Understand the nutritional values of the different classes of foods and related dietary modifications in nutritional deficiencies and diseases.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Explain the different classes of food, dietary modifications and rationale in different disorders• Discuss the roles of carbohydrates, fats, proteins, vitamins and minerals in a healthy diet	<ul style="list-style-type: none">• Value the role of dietary modifications in care of patients and families and support compliance by patients• Value the importance of dietary modifications and counselling of patients for compliance	<ul style="list-style-type: none">• Collaborate with health team to integrate knowledge of patient nutritional needs and required dietary modifications in care provision• Implement appropriate nursing care interventions based on dietary and other modifications

Teaching / Learning Methods

Lectures, discussions, demonstrations, self-directed learning, readings, laboratory experience, small group work, practical demonstrations, observations, audio-visuals.

Assessment Methods

Formative

Class participation, mid-module test.

Summative

Final examination (theory); practical examination (skills, lab-based).

Reading Materials

1. Bhardwaj U, & Bhardwaj R, 2011, Biochemistry for Nurses. India: Pearson Education
2. Murray, RK, Bender DA, Botham KM, Kennelly PJ, Rodwell VW, & Weil PA, 2009 Harper's Illustrated Biochemistry, 28 Ed. New York: McGraw Hill Medical
3. Kumar J A, 2007, Textbook of biochemistry for nurses.
4. Venkatraman S, 2011, Nutrition and Biochemistry for Nurses. India: Elsevier

3.2.3.6 Sociology

Programme	Three-year Prototype Diploma in Nursing
Module title	Sociology
Module code	SOC 102
Year	One
Total Hours/Credits	45/3

Module Description

This module prepares learners to understand and apply sociology concepts to nursing care. Learners will gain knowledge about societal characteristics, norms, customs and beliefs, family structures, gender, social determinants of health and their effect on health-seeking behaviours and eventual health outcomes. The module also considers the effects of health on special populations including vulnerable and marginalized groups.

Module Aim

This module aims to develop learner's awareness of patients' cultural and religious beliefs, customs and taboos, family structures, gender, social determinants of health in order to appropriately promote healthy behaviours among clients, families and communities including special populations and marginalized groups.

Learning Outcomes

On successful completion of the module, learners will be able to:

1. Understanding the cultural beliefs and practices of a given society;
2. Understand the concepts of sociology, socialization beliefs and their relationship to health;
3. Demonstrate an understanding of social units (family structures, special groups) and their effects on health;
4. Understand the social determinants of health (gender, culture, religion, social problems, violence, etc.) in health promotion, disease prevention and care provision;
5. Describe the effects of different factors, such as culture and religion on health promotion and health-seeking behaviours in communities;
6. Explain how to integrate social determinants of health related to customs, social norms and gender in the promotion of health and care provision to individuals, families and communities.

Content

Unit 1: Introduction to sociology

- Definition of sociology
- Concepts: socialization, culture, subculture, social norms, beliefs, values, customs and practices, social units
- Health beliefs and practices and their influence on health
- Sociology of illness and health
- Traditional societies, customs, taboos and religion

Unit 2: Social units and groups

- Families: functions, roles and relationships, health
- Social groups
- Marginalized groups
- Vulnerable groups

Unit 3: Social determinants

- Definition
- Gender: roles, health, girl/boy health
- Culture and health
- Health beliefs
- Religion and health
- Demography

Unit 4: Social problems

- Violence: definition, theories, prevalence, quality of life
- Rape: definition, theories, quality of life
- Crime: definition, theories, quality of life

Competencies

Competency 1: Integration of basic sciences in nursing

Utilize knowledge of family structures, culture, religion and other factors to positively influence the health of individuals, families and communities.

Knowledge	Attitudes	Skills
<ul style="list-style-type: none">• Know family structures, culture, religion and other factors that influence health of individuals, families and communities• Understand the social determinants of health• Identify contributions of health team members, families and others to reach goals	<ul style="list-style-type: none">• Recognize the importance of family structure, culture, religion, etc., on health of individuals and others• Respect patients' culture, religion and family contributions to health and health practices• Value perspectives and expertise of all health team members and their contributions to patient care	<ul style="list-style-type: none">• Base and adapt patient care provision on relevant culture, gender, religious and other factors• Incorporate information on culture, family structure, religion in the provision of relevant care• Integrate contributions of others in assisting patients, families and others to achieve optimal health

Competency 2: Health promotion

Understand the use of advocacy as a means of health promotion.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand the importance of advocacy for health promotion activities• Identify patient care activities that ensure involvement of patient and engender trust	<ul style="list-style-type: none">• Value importance of information from different sources as vital for adequate planning and advocacy for patient health• Respond to patient needs in a manner that fosters respect, trust and collaboration with other team members	<ul style="list-style-type: none">• Engage in advocacy in partnership/ collaboration with other health and relevant groups for positive health outcomes• Coordinate care activities and maintain collegial inter-professional relationships

Competency 3: Ethical and legal practice

Practice in accordance with ethical and legal standards respecting patient rights.

Knowledge	Attitudes	Skills
<ul style="list-style-type: none">• Explain the principles of patient rights including non-discrimination	<ul style="list-style-type: none">• Value different religious or cultural beliefs	<ul style="list-style-type: none">• Demonstrate respect for religious or cultural preferences in patient care through role plays

Competency 4. Interpersonal and communication

Effectively communicate with patients and other health team members.

Knowledge	Attitudes	Skills
<ul style="list-style-type: none">• Understand the importance of using interpreters and same-sex care providers• Understand the importance of informed consent and self-determination	<ul style="list-style-type: none">• Appreciate the need for patient to accept care provider• Value patients' preferences for care	<ul style="list-style-type: none">• Provide language interpretation for patients who need it, using same-sex personnel• Demonstrate use of informed consent forms in role plays

Teaching / Learning Methods

Lectures, discussions, teaching demonstrations, role plays, simulations, community project, field visits

Assessment Methods

Formative

Continuous assessment, mid-term exam, course project.

Summative

Final examination.

Reading Materials

1. Groves E, 2007, An Introduction to Sociology, Longmans, Green and Company
2. Marmot M, Wilkinson RG, 2003, Social determinants of health, Oxford: Oxford University Press.
3. Nettleton S, 2006, The Sociology of Health and Illness Polity Press
4. White K, 2009, An Introduction to the Sociology of Health and Illness, California: Sage Publications
5. WHO documents on gender and health care; and health care for displaced, refugee and marginalized groups

3.2.3.7 Fundamentals of Nursing (Clinical)

Programme	Three-year Prototype Diploma in Nursing
Module Title	Fundamentals of Nursing (Clinical)
Module Code	NUR 102
Year	One
Total Hours/Credits	45/3

Module Description

This module is the clinical component of the fundamentals of nursing course. The module offers learners the basic skills in clinical nursing that will enable them to progress to more complex skills.

Module Aim

The aim of this module is to equip learners with the knowledge, skills and attitudes required to provide basic nursing to care to patients across the lifespan. The module allows for the integration of basic sciences into fundamental nursing and integrates fundamental nursing theory and practice. Learners apply basic nursing theory in clinical settings and are able to acquire basic clinical nursing skills through experience in a variety of health-care settings.

Learning Outcomes

On completion of this module, learners will be able to:

1. Obtain comprehensive history from a patient in a respectful and culturally sensitive manner;
2. Conduct comprehensive assessment of the health needs of clients using a wide range of technology;
3. Integrate clinical knowledge and skills with patient care;
4. Develop and implement individualized care for patients across the lifespan;
5. Provide first aid to clients in emergency situations;
6. Observe principles of safety and infection control in the provision of care to patients;
7. Build working relationships with individuals and families with regard to self-care;
8. Demonstrate safe practice in executing designated basic nursing skills;
9. Function effectively as a member of the health team;
10. Accurately document information obtained from clients and interventions.

Content

Unit 1: Admission procedure

- Taking of height and weight
- Taking and recording TPR and BP
- Physical assessment
- Practice in filling in nursing care plan template

Unit 2: Basic in-patient care

- Hand washing
- Bed making
- Bathing: bed, shower, assisted
- Oral care
- Moving, lifting and positioning patients
- Care of hair and nails
- Serving meals
- Feeding clients
- Insertion of naso-gastric tube
- Oxygen administration
- Suctioning
- Decontamination
- Bandaging and splinting
- Artificial respiration
- Cardiac massage
- Fire drill
- Transfer and discharge procedures
- Last offices

Unit 3: Laboratory skills

- Measuring and recording fluids
- Sputum collection and disposal
- Urinalysis
- Examination of specimens
- Gloving
- Use of protective clothing
- Passing of flatus tube

Competencies

Competency 1: Professionalism

Function within the legal provisions in the country.

Knowledge	Attitude	Skills
<ul style="list-style-type: none"> • Understand medical and nursing hazards in clinical practice including medication and other errors • Understand the concept of accountability for own nursing practice; describe legal and regulatory factors that apply to nursing practice; understand ethical principles, values, concepts and decision-making that apply to nursing and patient care 	<ul style="list-style-type: none"> • Recognize the complexity of practice and need for sensitivity by all health team members especially nurses • Value professional standards of practice; value and upholds legal and regulatory principles; value the application of ethical principles in daily practice 	<ul style="list-style-type: none"> • Use safety measures to protect patients, self and colleagues from injury and hospital acquired infections; report adverse client findings or errors in performance to the nursing care team leader • Use recognized professional standards of practice; implement plan of care within legal, ethical and regulatory framework of nursing practice; participate in efforts to resolve ethical issues in daily practice

Competency 2: Communication

Communicate and maintain effective communication patterns with patients and other health team members.

Knowledge	Attitude	Skills
<ul style="list-style-type: none"> • Understands the nurse's role and responsibility in applying the principles of verbal and nonverbal communication • Understand the principles of effective communication through various means • Identify problems related to nurse/patient communication 	<ul style="list-style-type: none"> • Appreciate the different methods of communication: touch, visual, auditory, etc. • Value different means of communication: touch, visual, auditory • Provide care and communicate with patients, families and others in a respectful manner 	<ul style="list-style-type: none"> • Demonstrate the ability to communicate with patients, families, colleagues, health team members • Make appropriate adaptations in own communication based on patient and other assessments • Actively communicate, collaborate and consult with nurses and other members of the health-care team about patient care; document and communicate appropriate information on patient in written and oral forms

Competency 3: Safety

Observe principles of safety and infection control in patient care.

Knowledge	Attitude	Skills
<ul style="list-style-type: none"> • Understand concepts and theories of safety and risk management • Understand infection control, infection prevention and control measures 	<ul style="list-style-type: none"> • Appreciate patient safety and measures • Value measures to control and prevent infection 	<ul style="list-style-type: none"> • Assess client for any potential risk (pressure sores, injury) • Apply universal precautions in the provision of care; take appropriate safety precautions according to patient risk, assessment and history

Competency 4: Patient-centred care

Understand the concept of patient-centred care and the roles of other members of the health team in patient care.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand the multiple dimensions of patient-centred care: patient preferences, values, coordination and care integration, physical and emotional support• Explain the use of the nursing process in patient care; understand the principles of record keeping and documentation• Articulate a process for selecting goals and developing plans of care based on theoretical knowledge as well as cultural, socioeconomic and other factors	<ul style="list-style-type: none">• Respect and encourage individual expression of patient values, preferences, and needs; respect and encourage patient's input into decisions about health care; value expertise and roles of other health team members• Value use of scientific inquiry as demonstrated in the nursing process as an essential tool for provision of nursing care; appreciate the need for adequate and appropriate records in patient care• Respect and encourage individual expression of patient values, culture, spiritual preferences and needs that promote health	<ul style="list-style-type: none">• Seek information from appropriate sources on behalf of patient when necessary; integrate the contributions of others in assisting patient and family to achieve health goals• Utilize the nursing process in care provision; provide priority-based patient-centred care to individuals, families and groups through independent and collaborative application of the nursing process; maintain adequate records for patient care• Implement nursing care to meet holistic needs of patient based on socioeconomic, cultural, ethnic and spiritual values and beliefs that may affect care

Competency 5: Integration of clinical knowledge and skills to patient care

Provide individualized and safe care to patients according to their needs and nursing and other assessments.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Identify information that needs to be collected from client's health history prior to physical assessment• Differentiate normal from abnormal vital signs and physical assessment finding; Integrate understanding of activities of daily living in the provision of client-centred care• Demonstrate knowledge of general principles of elementary first aid	<ul style="list-style-type: none">• Value needs-informed nursing diagnosis that is generated in partnership with the client; value proper record keeping in the provision of health care• Accept responsibility for own behaviour; value patient's knowledge of own health and symptoms• Recognize the importance of treating the patient with respect and dignity even in emergency situations	<ul style="list-style-type: none">• Conduct safe and effective basic head-to-toe assessment, including history, vital signs and physical assessment• Document client information, interventions and nursing outcomes according to professional standards and work unit policy• Consider patient comfort and safety in delivering care with respect to possible limitations commonly found in older patients; recognize, promptly assesses and act in an emergency situation

Teaching / Learning Methods

Observation, clinical conferences, clinical teaching, simulations, clinical practice

Assessment Methods

Formative

Demonstrations, workbooks/logbooks, case studies, clinical assessments.

Summative

Objective Structured Clinical Evaluation (OSCE).

Reading Materials

1. Doenges M, Moorhouse M, Murr A, 2010, Nurses pocket guide: diagnoses, prioritized interventions and rationales, 12th Ed. Philadelphia: F. A. Davis Co.
2. Lynn P, 2011, Taylor's clinical nursing skills: a nursing process approach, 3rd Ed. Philadelphia: Wolters Kluwer/Lippincott, Williams & Wilkins
3. Sanoski C, Vallerand A, 2012, Davis's drug guide for nurses, 13th Ed. Philadelphia: Davis Co.
4. Taylor C et al, 2011, Fundamentals of nursing, 7th Ed. Philadelphia: Wolters Kluwer/Lippincott, Williams & Wilkins.
5. Van Leeuwen A, Poelhuis-Leth D, 2011, Davis's comprehensive handbook of laboratory and diagnostic tests with nursing implications, 4th Ed. Philadelphia: F. A. Davis.
6. Venes D, 2009, Taber's cyclopedic medical dictionary, 21st Ed. Philadelphia: F. A. Davis.

3.2.3.8 Professional, Ethical and Legal Aspects of Nursing

Programme	Three-year Prototype Diploma in Nursing
Module title	Professional, Ethical and Legal Aspects of Nursing
Module Code	NUR 102
Year	One
Total Hours/Credits	45/3

Module Description

This module is designed to introduce learners to the professional, legal and ethical concepts used in decision-making in nursing. It provides learners with skills to help them deal with ethical dilemmas. The module highlights the principles of professional practice and professional regulation in nursing as a foundation upon which to build practice. It is a basis for all modules in the nursing curriculum.

Module Aim

This module provides learners with knowledge of ethical, legal and professional practice frameworks underlying the everyday execution of nursing duties to clients across the lifespan.

Learning Outcomes

Upon successful completion of the module, learners will be able to:

1. Apply ethical theories and principles when addressing ethical issues in the practice of nursing;
2. Demonstrate awareness of nursing implications when faced with ethical dilemmas;
3. Understand professional practice principles that guide nursing practice;
4. Practise within the scope of health care as provided for in law and the code of conduct for nursing;
5. Demonstrate awareness of rights and obligations in the delivery of nursing care;
6. Understand the roles of professionalism, professional associations and regulatory bodies in the practice of nursing.

Content

Unit 1: Ethics

- Definitions
- Ethics versus Law
- Ethical theories: utilitarianism, deontology, egoism, faith-base
- Ethical principles: beneficence and non-maleficence, autonomy and respect for persons, justice (distributive)
- Ethical duties: confidentiality (disclosure), privacy, fidelity, veracity, informed consent, self-determination, non-discrimination
- Ethical dilemmas in health care: Use of ethical decision-making models

Unit 2: Rights and health care

- Nurse rights and responsibilities
- Patient rights and responsibilities (International patient bill of rights)

Unit 3: Professional bodies and resources

- Nursing legislature
- Professional regulation for nursing
- Professionalism and value clarification
- Professional organizations
- Codes of professional conduct
- Scope of practice for nursing
- Regulation of nursing education and professional regulatory bodies

Unit 4: Legal issues in nursing practice

- Implications of law on nursing practice
- Negligence
- Misconduct
- Malpractice

Competencies

Competency 1: Professionalism

Understand the ethical theories and principles as applicable to nursing and nursing practice.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Know professional code of ethics and its application to clinical practice• Understand the role of ethics and regulation in the practice of nursing	<ul style="list-style-type: none">• Value patients as humans and their expectations of the nurse• Recognize importance of ethics and regulation in clinical practice	<ul style="list-style-type: none">• Apply professional nursing code of ethics and professional guidelines to clinical practice• Implement plan of care within legal, ethical and regulatory framework of nursing practice

Competency 2: Ethical and legal practice

Understand the professional standards of practice and use the knowledge in care that ensures the rights and obligations of patients.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Identify professional nursing roles and responsibilities• Describe the interdependent roles of the various health team members and their contributions to patient care	<ul style="list-style-type: none">• Value professional standards of practice• Promote positive image of nursing; uphold and support ethical and legal standards of nursing; advocate for and protect patients from discriminating attitudes	<ul style="list-style-type: none">• Use recognized professional standards in practice; make ethical sound decisions• Function as a team member interdependently and collaboratively with others; obtain consultations from other team members as applicable

Competency 3: Accountability

Understand the legal and regulatory frameworks applied to nursing.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Describe legal and regulatory factors that apply to nursing;• Understand factors that promote professional development• Understand the role of the professional organization in development of nursing	<ul style="list-style-type: none">• Value and uphold legal and regulatory statutes at all times;• Value the mentoring relationship for professional development• Recognize the responsibility to function within acceptable behavioural norms appropriate to the discipline of nursing and the health care organization	<ul style="list-style-type: none">• Implement care within expected standards and regulatory framework; Demonstrate accountability for own nursing practice• Practise in a manner that promotes professional discipline; actively participate in professional programmes; encourage acceptable norms of behaviour; apply a professional nursing code of ethics and professional guidelines to clinical practice

Teaching / Learning Methods

Lecture/discussion, problem-based learning, role plays, case presentations, critique of newspaper articles, field trips, incident reports/records, readings of key documents (scope and standards of practice, regulatory frameworks).

Assessment Methods

Formative

Continuous assessment, midterm exam, course project.

Summative

Final examination.

Reading Materials

1. Mellish JM, Paton F, 2004, An introduction to the ethos of nursing, 2nd Ed. Portsmouth, NJ: Heinemann.
2. Searle C, Pera SA, 2005, Professional practice: a Southern African nursing practice, 4th Ed. Portsmouth, NJ: Heinemann.
3. WHO 2013, Regional Professional Regulatory Framework for Nursing and Midwifery;
4. ECSACON 2002, Professional Regulatory Framework
5. Swaziland Nursing Association, 2010, Code of conduct for professional nursing in Swaziland. Mbabane: Government Printer.
6. Various publications of ICN, ICM, WHO

3.2.3.9 Psychology

Programme	Three-year Prototype Diploma in Nursing
Module title	Psychology
Module code	PSY 102
Year	One
Total Hours/Credits	45/3

Module Description

The module will enable learners to assimilate concepts and theories of psychology with emphasis on growth and development as well as factors influencing behaviour across the lifespan.

Module Aim

The module aims to facilitate learners' understanding of the principles of human behaviour in providing psychological support to individuals and families.

Learning Outcomes

At the end of this module, learners will:

- Explain the basic theories of psychology;
- Explain the relevance of psychology to nursing practice;
- Analyse critical factors of growth and development throughout the lifespan;
- Describe factors that influence human behaviour;
- Apply psychological concepts in the counselling of clients;
- Collaborate with individuals, families and communities to influence positive health behaviour.

Content

Unit 1: Introduction to psychology

- Definition of terms
- Behaviour
- Theories and concepts

Unit 2: Importance of psychology in nursing

- Definitions
- Developmental psychology and related theories: Piaget, Freud, Skinner, Ericson
- Growth and development across the lifespan
- Factors influencing growth and development: genetics constitution, environment

Unit 3: Motivation

- Motivation and human needs
- Definition of motivation
- Motivation theories: Maslow, Herzberg

Unit 4: Personality development

- Definition
- Psychological, physiological and socio cultural factors
- Characteristics and traits
- Temperament and emotional state
- Adjustment and defence mechanisms
- Stress

Unit 5: Psychological effects of being a patient or client

- Anxiety
- Fear
- Withdrawal

Unit 6: Educational psychology

- Definitions
- Learning theories
- Memory
- Intelligence
- Forms of learning: conditioning, trial-and-error
- Psychosocial counselling
- Psychological assessment

Competencies

Competency 1: Integration of basic sciences in nursing

Utilize the knowledge of principles of psychology and motivational theories in the care of patients.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand the principles of psychology and its application to health• Understand the diversity and uniqueness of each individual and need for care that addresses those needs	<ul style="list-style-type: none">• Recognize the importance of psychological and emotional needs of patients• Appreciate uniqueness of individual patients and their own views and choices	<ul style="list-style-type: none">• Provide for and include psychosocial counselling in care of patients• Adapt care provision to patient's psychosocial frame; maintain positive relationships with all health team members

Competency 2: Interpersonal and communication

Effectively communicate with patients and other health team members.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Identify communication types and counselling needs of patients• Explain communication techniques based on psychology	<ul style="list-style-type: none">• Recognize differences in communication styles among patients and families, nurses and other health team members	<ul style="list-style-type: none">• Provide for and include psychosocial counselling in care of patients; adapt care provision to the patient's psychosocial frame; maintain positive relationships with all health team members

Competency 3: Health promotion

Actively engage in health promotion activities through patient education for positive outcomes.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Know the motivational, teaching and learning theories and their role in health promotion	<ul style="list-style-type: none">• Recognize the importance of psychological and emotional needs of patients	<ul style="list-style-type: none">• Adapt care provision to the patient's psychosocial frame; maintain positive relationships with all health team members

Teaching / Learning Methods

Lectures, discussions, demonstrations, role plays, simulations, community project, field visits.

Assessment Methods

Formative

Continuous assessment; midterm exam, course project.

Summative

Final examination.

Reading Materials

1. Upton D, 2009, *Introducing Psychology for Nurses and Health Care Professionals*, New York: Pearson Education.
2. Payne S, Smith P, & Jarrett N, 2007, *Psychology for Nurses and the Caring Professions*, New York: McGraw-Hill International.
3. Niven N, 2006, *The Psychology of Nursing Care*, Palgrave: Macmillan.

3.2.3.10 Nutrition and Dietetics

Programme	Three-year Prototype Diploma in Nursing
Module Title	Nutrition and Dietetics
Module Code	NUD 102
Year	One
Total Hours/Credits	30/2

Module Description

This module enables learners to acquire knowledge of nutritional elements and needs of persons across their lifespan. Discussions focus on the psychosocial factors influencing eating habits as well as their importance in the promotion of health, and in the provision of therapeutic diet in health and illness. The module emphasizes the role of nutrition in all aspects of patient treatment and management throughout the lifespan.

Module Aim

This module aims to help learners understand the importance of nutrition to various stages of human development as well as health promotion, recovery and maintenance.

Learning Outcomes

Upon successful completion of this module, learners will be able to:

- Explain nutritional elements and nutrients to assist clients and families in making the right choices of readily available and affordable healthy foods for various age groups;
- Demonstrate an understanding of psychosocial factors that influence eating habits to promote healthy lifestyle for health promotion;
- Demonstrate an understanding of the different nutritional disorders and their management;
- Demonstrate an understanding of specific diets for the treatment and management of sick patients.

Content

Unit 1: Food and nutrition: organic and inorganic foods and their functions

- Organic: carbohydrates, proteins, fats and oils, vitamins
- Inorganic: mineral salts
- Food sources and optimal nutrition for the promotion and maintenance of health and prevention of non-communicable diseases

Unit 2: Metabolism

- Anabolism, catabolism, basal metabolic rate
- Metabolism in relation to gender, activity and special conditions
- Absorption, digestion, and vital functions of macronutrients (protein, carbohydrate and fat) and micronutrients (vitamins and minerals)

Unit 3: Nutritional needs of various age groups

- Infant feeding: breastfeeding, breast milk, formula, exclusive breast feeding(EBF), supplementary feeding, introduction to family diet /complementary feeding; influencing factors - poverty, taboos, ignorance
- Children and adolescents: special considerations, nutritional disorders in adolescence (anorexia nervosa, bulimia)
- Pregnant women: special nutrition in pregnancy and during lactation
- The elderly: special geriatric nutritional needs

Unit 4: Food security and availability

- Preservation and storage of foods
- Effects of food processing on basic nutrients
- Hand and environmental hygiene
- Factors influencing food consumption: economic, social, physical, natural disaster and conflict

Unit 5: Behavioural and cultural aspects of nutrition

- Food habits: harmful, harmless and good habits
- Factors affecting the choice of food: body needs, cultural and ethnic background, religion, socioeconomic status, availability of food, geographical area and health status

Unit 6: Dietary management of deficiency and over-nutrition conditions

- Protein-energy malnutrition (kwashiorkor)
- Marasmus
- Mineral & Vitamin deficiencies.
- Dietary management of diabetes mellitus, peptic ulcer, hypertension, obesity
- Interventions to maintain nutritional status in illness
- The role of the nurse in nutrition education
- Nutrition as an interdisciplinary approach to health care and disease prevention

Unit 7: Clinical and practical aspects of nutrition and dietetics

- Assessment of nutritional status of a client
- Calculation of dietary requirements for clients of different age groups
- Inserting, checking and removing a nasogastric tube
- Nutrition plans for patients across the lifespan
- Healthy methods of food preparation

Competencies

Competency 1: Health promotion

Understand the role of nutrition in health, illness and disease prevention.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand the role of carbohydrates, fats, protein, vitamins and minerals in a healthy diet, and deviations in disease conditions• Describe diseases that could be prevented and controlled through proper nutrition	<ul style="list-style-type: none">• Value the importance of different food groups and their roles in normal and abnormal body functioning• Recognize the need for nutritional modifications and control for different disease conditions	<ul style="list-style-type: none">• Explain the different food groups and promote their use by different patients• Promote healthy diet by ensuring balance in the food groups; assess patient's understanding and information about nutrition; provide relevant information when needed

Competency 2: Integration of basic sciences in nursing

Understand nutritional changes throughout the lifespan and during health, illness and other specific human situations.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand nutritional changes that could result at various life stages and in disease situations	<ul style="list-style-type: none">• Recognize the nutritional changes during specific life cycles, and with disease conditions (infancy, childhood, pregnancy, etc.)	<ul style="list-style-type: none">• Apply nutritional information to promote proper nutritional practices in all health settings

Competency 3: Safety

Understand the role of the nurse in assessment, planning and meeting the special nutritional needs of individuals, families, communities and special groups.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Explain special dietary considerations for special groups, disease conditions and physiological situations; understand nutritional assessment of patient in line with psychosocial and cultural considerations; articulate patient and family roles in maintenance of adequate nutrition at different stages	<ul style="list-style-type: none">• Value the role of the nurse in nutritional assessment, planning and implementation of care using the nursing process• Appreciate the cultural, social and belief systems of patients and their influence on nutrition;• Appreciate the contribution of patients, families and significant others in nutritional management	<ul style="list-style-type: none">• Utilize the nursing process in nutritional assessment of patients and in planning and provision of necessary nutritional needs of patients• Accurately adhere to special diet regimens for hospitalized patients; develop individualized nutrition plan for patients according to needs and conditions• Encourage involvement of patients and their families and significant others in ensuring adequate nutrition to meet the needs of patients

Teaching / Learning Methods

Problem-based learning, lecture/discussion, case studies, simulation and demonstration of skills, reflection, role play, e-learning, practical experiences, health education, clinical conferences and seminar presentations

Assessment Methods

Formative

Continuous assessment, mid-term exam, course project.

Summative

Final examination.

Reading Materials

1. Barasi ME, 2003, Human Nutrition, London: Oxford University Press.
2. Best C, 2008, Nutrition: A Handbook for Nurses
3. Grodner M, Long S, & DeYoung S, 2004, Foundations and Clinical Applications of Nutrition: A Nursing Approach, Mosby.
4. Susan G, & Dudek RD, 2010, Nutrition Essentials for Nursing Practice. 6th ed. Philadelphia: Lippincott Williams & Wilkins.
5. Turker S, 2011, Nutrition and Diet Therapy for Nurse, Prentice Hall.
- 6.Sizer FS, & Whitney EN, 2003, Nutrition concepts and controversies, 9th ed. Australia: Thomson Wadsworth.

3.3 Year Two

3.3.1 Introduction

The modules in Year Two will build on the Year One modules and facilitate the development of analytical and critical thinking skills that can be applied to nursing practice. Clinical practicum opportunities will enable the learners to integrate theory into practice in a progressive manner.

3.3.2 Learning Outcomes

At the end of Year Two, learners will be able to:

- Integrate and apply nursing sciences in the provision of nursing care to adult and paediatric patients with common acute and chronic conditions;
- Develop, implement and evaluate individualized nursing care plans for adult and paediatric patients with common and acute conditions;
- Apply a systematic health assessment of patients in the provision of care to clients in communities and primary health care centres;
- Practise and act in accordance with prescribed legal, professional and ethical codes of conduct of nursing and midwifery recognizing and acknowledging rights of clients across the lifespan;
- Communicate effectively and therapeutically with children and their families as well as adult patients with medical and surgical conditions;
- Evaluate patient response to medications and other therapeutic agents and institute appropriate education and counselling interventions as necessary;
- Utilize appropriate media, community resources and social marketing techniques to mobilize and disseminate information to individuals, families, groups and communities;
- Collect and critically appraise and utilize sourced information on paediatric, medical, surgical and community health issues to inform decision-making, execution and evaluation of care;
- Build partnerships with clients and members of the health team, in addressing the needs of paediatric, medical and surgical patients at a community level;
- Advocate for the rights of hospitalized patients and clients in the community to access quality health care;
- Evaluate own performance in the provision nursing care to client and own learning, and take appropriate action as well as responsibility and accountability for own actions.

3.3.3 Year Two, Semester One Modules

3.3.3.1 Health Assessment (Theory)

Programme	Three-year Prototype Diploma in Nursing
Module Title	Health Assessment (Theory)
Module Code	NUR 201
Year	Two
Total Hours/Credits	45/3

Module Description

This module builds on the knowledge gained in the previous courses in fundamentals of nursing, anatomy and physiology, basic sciences, communication and ICT. The module provides learners with knowledge and skill in normal health assessment findings with recognition of abnormal variations across the lifespan. The module emphasizes the utilization of assessment findings in clinical decision-making. The curriculum is designed to incorporate health assessment theory in all the clinical modules on a continuing basis.

Module Aim

The aim of this module is to equip learners with knowledge, skills and attitudes in the health assessment of patients across the lifespan.

Learning Outcomes

At the end of this module, learners will be able to:

1. Conduct a comprehensive health history of a patient taking into consideration psychosocial, cultural, spiritual dimensions;
2. Conduct systematic physical assessment of clients across the lifespan using appropriate technologies;
3. Analyse and interpret findings from comprehensive health history and physical assessment for clinical decision-making;
4. Communicate assessment findings verbally and in writing;
5. Utilize appropriate safety measures during physical assessment of clients to minimize risk.

Content

Unit 1: Comprehensive health history

- Health history and documentation

Unit 2: Physical assessment

- Assessment modalities
- Technologies used in assessment
- Systematic physical assessment
- Safety measures
- Detailed assessment of various systems: integument, HEENT/neck, cardiovascular, abdominal, breast, genitalia/anal/rectal, musculoskeletal, neurological

Unit 3: Assessment of special groups

- Paediatric
- Geriatric
- Pregnant women

Unit 4: Clinical investigations

- Laboratory
- Radiological

Competencies

Competency 1: Integration of basic sciences into patient care

Understand the basic physical assessment methods in patient care and the importance of proper interpretation of collected data

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Describes the use of the nursing process and benefits in care of patients• Understand the patient differences and variations in assessment and findings; formulate appropriate nursing diagnosis and plan of care based of assessment	<ul style="list-style-type: none">• Values the use of the nursing process steps in assessment, planning and implementing patient care• Recognizes individual patient differences and preferences based on patient conditions; appreciate various plans of care possible for different patients	<ul style="list-style-type: none">• Conduct comprehensive health history and physical assessment of patient using the nursing process• Apply various patient data in analysing and interpreting the available patient information; develop and implement plan of care for patients in collaboration with other health team members

Competency 2: Safety

Understand the importance of safety and comfort measures applicable during assessment of patients.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Know the role of safety during physical assessment of patient	<ul style="list-style-type: none">• Recognizes individual patient differences/ preferences; appreciate safety as a concern in patient care	<ul style="list-style-type: none">• Provide for patient safety at all times

Competency 3. Interpersonal and communication

Understand the importance of communication with patients and other health team members

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand the rationale for proper documentation and communication of findings; integrates comprehensive patient education into plan of care based on patient condition and evidence based findings	<ul style="list-style-type: none">• Recognize the need for proper documentation and communication of findings /patient changes in care progression/ modification; appreciate the need for patient education, involvement and use of evidence based findings available for better care	<ul style="list-style-type: none">• Develop and implement plan of care for patients in collaboration with other health team members; document and communicate relevant data on patient to appropriate members of the team; Report adverse findings appropriately and refer as necessary; evaluate patient situations and/or institute patient education and that of family members as appropriate

Teaching / Learning Methods

Observation, discussions, role plays, lectures, demonstrations, assignments, audio visuals, case studies and presentations, clinical simulation lab.

Assessment Methods

Formative

Assignments, review of systems (ROS), health history and data recording, quiz.

Summative

Final examination (theory), practical examination (OSCE).

Reading Materials

1. D'Amico D, Barbarito C, 2007, An introduction to health and physical assessment in nursing. New York: Pearson Education.
2. Estes ME, Estes Z, 2006, Health assessment and physical examination, 3rd Ed. Stamford, Connecticut: Delmar Learning.
3. Prabhu FR, Bickey SL, 2007, Guide to physical examination. Philadelphia: Lippincott, Williams & Wilkins.
4. Weber J, Kelley J, 2007, Health assessment in nursing 3rd Ed. Philadelphia: Lippincott-Raven.

3.3.3.2 Health Assessment (Clinical)

Programme	Three-year Prototype Diploma in Nursing
Module Title	Health Assessment (Clinical)
Module Code	NUR 207
Year	Two
Total Hours/Credits	45/3

Module Description

This clinical module provides learners with an opportunity to enhance their basic nursing skills. The clinical experience gives learners an opportunity to carry out assessment of patients in a hospital, clinical setting on the wards and in the outpatient department to develop relevant skills. The practicum allows for collaboration and consultation with members of the health team.

Module Aim

The aim of this clinical module is to equip learners with the basic appropriate assessment skills required to inform patient care in a variety of health care setting. It also prepares the learner to function as a member of the health team. Learners will be placed in outpatient departments, primary health care clinics, general wards, crèches, and old age homes and work under the supervision and mentorship of trained nurses.

Learning Outcomes

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

1. Conduct a comprehensive health assessment of a patient taking into consideration socio-cultural and other factors that affect health;
2. Integrate clinical knowledge and skills into patient health assessment and in reaching a final nursing diagnosis;
3. Utilize a range of assessment tools and technology in conducting a health assessment;
4. Make a nursing diagnosis that is based on information gathered from the patient;
5. Formulate a management plan based on the assessment and include appropriate referrals;
6. Collaborate with the client, in all aspects of the consultation, to include (but not limited to) initial and follow-up patient assessment, discussion of differential diagnoses, actual diagnosis and plan of care;
7. Work collaboratively with clients, families and members of the health team;
8. Appropriately and accurately document findings taking into consideration record keeping principles;

Content

Unit 1: Comprehensive health history

- Obtain a comprehensive Health history;

Unit 2: Physical assessment

- Conduct Systematic physical assessment
- Utilize different Assessment modalities
- Perform a Detailed assessment: integument, HEENT/neck, cardiovascular, abdominal, breast, genitalia/anal/rectal, musculoskeletal, neurological
- Maintain safety measures

Unit 3: Practical skills

- Weighing patients
- Measuring with tape line
- Measurement of vital signs
- Documentation of findings
- Interpretation of findings

Unit 4: Assessment and practice tools

- Tuning fork
- Snellen chart
- Hammer
- Stethoscope
- Tongue blade
- BP indicator
- Ophthalmoscope
- Tape line
- Clinical simulations in a nursing arts laboratory
- Appropriate technology/multimedia

Competencies

Competency 1: Integration of clinical knowledge and skills to patient care

Conduct comprehensive physical assessment of patient and integrate clinical knowledge and skills into care based on findings.

Knowledge	Attitude	Skills
<ul style="list-style-type: none"> • Demonstrate knowledge of basic scientific methods and processes utilized in collecting information from clients • Understand client differences and variations in assessment and findings • Understand the rationale for proper documentation and communication of findings 	<ul style="list-style-type: none"> • Appreciate the importance of the scientific process in collecting information from clients • Value the use of procedural nursing steps in assessment, planning and implementing patient care • Recognize individual patient differences and conditions; recognize the need for proper documentation and communication of findings (patient changes in care progression, modification); Appreciate the need for patient education, involvement and use of evidence-based findings for better health care 	<ul style="list-style-type: none"> • Conduct comprehensive health history and physical assessment of patient using the nursing process and other appropriate tools and techniques (observation, inspection, palpation, auscultation and percussion) • Collect information on the client's health status (interview, history taking, interpretation of laboratory data) • assess patient's vital signs (temperature, pulse, respiration, blood pressure) • Analyse and interpret data obtained in the client assessments to draw conclusions and make a nursing diagnosis • document and communicate relevant patient data for members of the health team

Competency 2: Teamwork and collaboration

Function effectively as a member of the health team.

Knowledge	Attitude	Skills
<ul style="list-style-type: none"> • Understand own role and roles and responsibilities of different members of the health team 	<ul style="list-style-type: none"> • Value the roles and expertise of other members of the health team; appreciate the importance of collaboration in health care 	<ul style="list-style-type: none"> • Develop and implement plan of care for patients in collaboration with other health team members; consult with other health team members for expert care of patient; report adverse findings appropriately with referral as necessary

Competency 3: Patient-centred care

Provide holistic and individualized care that recognizes patient needs, values, preferences and contributions to care.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Provide basic explanations of assessment findings to patients/clients in terms they can understand; Integrate comprehensive patient education into plan of care based on patient condition, input and evidence-based findings	<ul style="list-style-type: none">• Recognize the importance of patient differences and individualized care; Value the uniqueness of each patient and need for patient-centred care	<ul style="list-style-type: none">• Actively communicate, collaborate and consult with nurses and other members of the health team about specific aspects of the patient's care; Adapt technical and procedural skills to patient needs and situation; implement care based on patient input, and institute education for patient and family members as appropriate

Competency 4: Ethical and legal practice

Articulate ethical and legal standard of practice in the clinical areas.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Know the role of safety during physical assessment of patient; articulate ethical and legal standards of practice	<ul style="list-style-type: none">• Appreciate safety and patient's human rights as concerns in patient care; recognize the cognitive and physical limitations of human performance; value patient's comfort and uphold ethical practice in care delivery	<ul style="list-style-type: none">• Obtain informed consent before conducting health history and physical assessment and support safe practice; follow guidelines and policies for practice

Teaching / Learning Methods

Observation, discussions, presentations, demonstrations, assignments, audio visuals, independent laboratory practice.

Assessment Methods

Formative

Clinical assessments, clinical reports, clinical quiz.

Summative

Practical examination (OSCE).

Reading Materials

1. D'Amico D, Barbarito C, 2007, An introduction to health and physical assessment in nursing. New York: Pearson Education.
2. Estes ME, Estes Z, 2006, Health assessment and physical examination, 3rd Ed. Stamford, Connecticut: Delmar Learning.
3. Prabhu FR, Bickey SL, 2007, Guide to physical examination. Philadelphia: Lippincott, Williams & Wilkins.
4. Weber J, Kelley J, 2007, Health assessment in nursing 3rd Ed. Philadelphia: Lippincott-Raven.

3.3.3.3 Paediatric Nursing (Theory)

Programme	Three-year Prototype Diploma in Nursing
Module Title	Paediatric Nursing (Theory)
Module Code	NUR 202
Year	Two
Total Hours/Credits	90/6

Module Description

This module will enable learners to acquire knowledge, skills and appropriate attitudes for management of well and sick children. It also includes the management of children with acute and chronic diseases. The course work emphasizes the use of the nursing process and selected nursing theories in the care of infants and children up to age 12 (twelve). Learner will also apply the knowledge gained in biomedical sciences and fundamentals of nursing.

Module Aim

This module aims to equip learners with knowledge, attitudes and skills required in the provision of care to well and sick children and their families.

Learning Outcomes

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

1. Demonstrate understanding of the key landmarks and developments in the field of paediatric nursing;
2. Demonstrate the roles and responsibilities of a nurse in the provision of care to children;
3. Demonstrate an understanding of child growth and development;
4. Demonstrate an understanding of children's responses to and perception of illness and hospitalization;
5. Demonstrate an understanding of comprehensive nursing care provided to children taking into consideration their stages of growth and development;
6. Demonstrate an understanding of the integration of the concept of family-centred paediatric nursing with related areas such as genetic disorders, congenital malformations and other conditions requiring long-term care;
7. Demonstrate knowledge of legal and ethical frameworks applicable to paediatric nursing.

Content

Unit 1: Introduction to paediatric nursing

- Historical development of paediatric nursing
- Role of family in child and adolescent care
- Special considerations in paediatric nursing care
- Role of the paediatric nurse
- Ethical and cultural issues in paediatric care
- National health programmes related to child health

Unit 2: Growth and development of children

- Principles of childhood growth and development
- Factors affecting growth and development
- Concepts and theories of growth and development
- Developmental milestones
- Developmental tasks and special needs
- Growth monitoring
- Role play in growth and development of children

Unit 3: Assessment of the paediatric patient

- Nursing process in the care of children
- History taking
- Developmental assessment
- Assessment of growth and development of the paediatric client
- Physical assessment
- Nutritional assessment

Unit 4: Preventive paediatric nursing

- Immunization, expanded programme on immunization, universal immunization programme, cold chain
- Nutrition and nutritional requirements of children
- Fluid and electrolyte balance in children
- Patterns of feeding, breastfeeding, artificial feeding, weaning
- Role of the paediatric nurse in the hospital and community
- Health education, nutritional education for children

Unit 5: Care of the hospitalized child

- Hospitalization of the child
- Stressors and reactions related to developmental stages, death and dying for ill or hospitalized child
- Play activities and safety precautions for the hospitalized child
- Principles and practices in nursing care of the hospitalized child and the family

Unit 6: Use and administration of medicines in paediatric nursing

- Methods of administration
- General principles
- Common paediatric medications: oral, rectal, nose/eye/ear drops, injections
- Common measurements
- Safe calculation of paediatric drug doses

Unit 7: Integrated Management of Childhood Illness (IMCI)

- Expanded Programme on Immunization

Unit 8: Nursing care of children with respiratory disorders

- Bronchitis
- Lower respiratory tract
- Bronchiolitis
- Pneumonia
- Whooping cough
- Tuberculosis
- Asthma
- Carbon dioxide poisoning
- Sudden infant death syndrome
- Acute respiratory infection

Unit 9: Nursing care of children with cardiac conditions

- Congenital heart disease (SVT)
- Heart failure
- Endocarditis
- Rheumatic fever
- Hypertension

Unit 10: Nursing care of children with gastrointestinal disorders

- Cleft lip
- Cleft palate
- Inflammation
- Appendicitis
- Peptic ulcer
- Bowel obstruction
- Pyloric stenosis
- Intussusceptions
- Malrotation
- Abdominal hernia
- Gastrointestinal bleeding

Unit 11: Nursing care of children with genitourinary disorders

- Renal dysfunction
- Urinary tract infection
- Polycystic kidney disease
- Nephrotic syndrome
- Hydronephrosis
- Glomerulonephritis
- Schistosomiasis
- Testicular torsion

Unit 12: Nursing care of children with haematological or immunological disturbances

- Anaemia
- Sickle-cell anaemia
- HIV/AIDS
- Leukaemia
- Wilm's tumour
- Lymphoma
- Burkitt's lymphoma
- Haemophilia

Unit 13: Nursing care of children with nervous system disturbances

- Brain tumour
- Cerebral disturbance
- Intracranial infection
- Bacterial meningitis
- Encephalitis
- Rabies
- Brain abscess
- Seizure, epilepsy, or febrile seizure

Unit 14: Nursing care of children with musculoskeletal disorders

- Fracture
- Amputation
- Contusion
- Dislocation, sprain, strain
- Osteomyelitis
- Skeletal tuberculosis
- Muscular dystrophy
- Club foot
- Congenital hip dysplasia
- Juvenile rheumatoid arthritis
- Bone osteosarcoma

Unit 15: Nursing care of children with neuromuscular disturbances

- Spinal cord injuries
- Cerebral palsy

Unit 16: Nursing care of children with communicable diseases

- HIV
- Pneumonia
- Tetanus
- Malaria
- Measles
- Polio
- Diphtheria
- Pertussis

Unit 17: Nursing care of children with reproductive system disorders

- Undescended testes (cryptorchidism)
- Hydrocele
- Hypospadias
- Inguinal hernia
- Testicular torsion
- Menorrhagia
- Conditions or disorders resulting from sexual abuse (pregnancy, sexually transmitted infections, HIV)

Unit 18: Nursing care of children with ENT disorders

- Tonsillitis
- Otitis media
- Laryngitis
- Acute viral laryngitis
- Conjunctivitis
- Myopia, retinal detachment, pressure in eyes, refraction errors
- Dental disorders

Competencies

Competency 1: Integration of basic sciences to patient care

Understand the important assessment needs of sick and well children

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Identify information that needs to be collected from a paediatric patient health history prior to the physical assessment• Differentiate normal from abnormal vital signs and physical assessment findings• Differentiate normal from abnormal basic laboratory and diagnostic findings; demonstrate understanding of assessment used in IMCI	<ul style="list-style-type: none">• Respond to questions in a manner that demonstrates accountability and responsibility for safe practice• Appreciate need for respect for paediatric patient and family choices and preferences• Appreciate the IMCI approach in care of paediatric patients	<ul style="list-style-type: none">• Identify abnormal vital signs and physical assessment findings for acutely ill paediatric patients• Document abnormal findings with appropriate forms and records• Identify trends or changes in patient vital signs and assessments• Know and recognize the general danger signs (IMCI)• Assess and classify main symptoms (cough, difficult breathing, diarrhoea, fever)• Identify any child with severe malnutrition or anaemia• Assess a young infant (0 to 2 months) for signs of very severe disease, or local infections including dengue fever• Assess a young infant for signs of diarrhoea and then classify, treat or refer• Assess a child for sore throat and then classify, treat or refer (IMCI)• Check a child for HIV infection and then classify for HIV status, treat or refer

Adapted from IMCI competencies (WHO, 2008)

Teaching / Learning Methods

Lectures, demonstrations, simulation in clinical skills lab, group discussions, case studies, portfolio, observation.

Assessment Methods

Formative

Work book completion, case presentation and tests.

Summative

Final examination (OSCE) and case presentation.

Reading Materials

1. Hockenberry MJ, Wilson D (eds.), 2009, Wong's essentials of paediatric nursing, 8th Ed. St Louis: Mosby.
2. Hockenberry MJ, Wilson D (eds.), 2010, Wong's nursing care of infants and children, 9t Ed. St Louis: Mosby.
3. Kyle T, 2008, Essentials of paediatric nursing.
4. Morley D, Road-to-Health Chart.
5. Pilliteri A, 2010, Maternal and child health nursing: care of the childbearing and childrearing family.
6. WHO, 2008, Report of technical consultation on IMCI training approaches and pre-service IMCI. Geneva: World Health Organization.
7. WHO/UNICEF, 2005, Integrated Management of Childhood Illness. Geneva: World Health Organization, United Nations Children's Fund.

3.3.3.4 Paediatric Nursing (Clinical)

Programme	Three-year Prototype Diploma in Nursing
Module Title	Paediatric Nursing (Clinical)
Module Code	NUR 204
Year	Two
Total Hours/Credits	135/3

Module Description

This module will help learners develop competencies necessary for managing children in a hospital setting and in the community. Learners will work with sick children, well children and families at all levels of health-care facilities and in the community. The module enhances the skills and knowledge acquired during the clinical experiences in the fundamentals of nursing course.

Module Aim

The aim of this module is to assist learners in developing the competencies necessary in providing safe and effective care to children and their families.

Learning Outcomes

Upon completion of this module, learners will be able to:

1. Develop individualized nursing care plans;
2. Deliver appropriate nursing care to the paediatric client based on diagnosis, age and developmental stage;
3. Work effectively with other members of the health team to improve the care of children and their families;
4. Educate the client and family about available support that can help with difficulties concerning child diagnosis and treatment;
5. Use relevant cultural norms and practices to communicate with clients, families and the health team;
6. Demonstrate efficient documentation of patient care.

Content

Unit 1: Management of sick children

- Admission of the child to a health-care facility
- Perform a comprehensive health assessment;
- Preparing nursing care plans based on identified needs;
- Provide care to the well and sick child utilizing the nursing process;
- Collaborate and communicate with the client, family and other members of the health team in delivering the care
- Document the care provided

Unit 2: Clinical skills

- Bathing a child
- Calculations of IV fluids
- Oxygen administration
- Passing nasogastric tube
- Passing a urine catheter
- Pre-operation preparation
- Bed-making

Competencies

Competency 1: Integration of clinical knowledge and skills to patient care

Understand the important assessment needs of sick and well children, and plan care accordingly.

Knowledge	Attitude	Skills
<ul style="list-style-type: none"> • Identify information that needs to be collected from a paediatric patient health history prior to the physical assessment; • differentiate normal from abnormal vital signs and physical assessment findings; • Differentiate normal from abnormal basic laboratory and diagnostic findings; • demonstrate understanding of assessment used in IMCI 	<ul style="list-style-type: none"> • Respond to questions in a manner that demonstrates accountability and responsibility for safe practice; • Respect paediatric patient and family choices and preferences; appreciate the IMCI approach 	<ul style="list-style-type: none"> • Identify abnormal vital signs and physical assessment findings for acutely ill paediatric patients; Document abnormal findings with appropriate forms and records; • Identify trends or changes in patient vital signs and assessments; • Know and recognize the general danger signs (IMCI); • assess and classify main symptoms (cough, difficult breathing, diarrhoea, fever); identify any child with severe malnutrition or anaemia; • Assess a young infant (0 to 2 months) for signs of very severe disease, or local infections including dengue fever; • Assess a young infant for signs of diarrhoea and then classify, treat or refer; • Assess a child for sore throat and then classify, treat or refer (IMCI); • Check a child for HIV infection and then classify for HIV status, treat or refer

Adapted from IMCI competencies (WHO, 2008)

Competency 2: Communication

Understand and utilize therapeutic communication and interpersonal relationship skills in the care of the paediatric patient.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Articulate key concepts regarding paediatric clients' cognitive, developmental and functional levels when selecting most appropriate communication techniques (storytelling, drawing); Understand behavioural manifestations of anxiety in the paediatric patient• Describe behavioural manifestations of depression in the paediatric patient (children, adolescents)	<ul style="list-style-type: none">• Value inclusive communication when dealing with paediatric clients• Recognize importance of psychological and emotional needs of patients	<ul style="list-style-type: none">• Communicate with patient using developmentally appropriate language• Incorporate age-appropriate educational and information technology in providing health promotion and education• Allow children to ask questions about procedures and provide honest answers at the child's level of understanding• Counsel caretakers on urgent referral and when to return the child immediately and for follow-up (IMCI)• Counsel mothers on infant/ young child feeding (IMCI)• Counsel children and caretakers on adherence to ART• Initiate ART; counsel an HIV-positive mother on feeding her infant; counsel children on health care for growth and development

Competency 3: Safety

Understand the importance of safety and comfort measures applicable to paediatric patients.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand the paediatric patient's comfort needs based on the specific developmental age and stage; Describe the principles for providing comfort measures for a variety of health problems in children; Articulate rationale for adapting comfort measures and nursing care for children based on theories, concepts and research-informed evidence	<ul style="list-style-type: none">• Positively promote safe practices in paediatric nursing care	<ul style="list-style-type: none">• Consider patient comfort and safety in delivering care with respect to possible limitations commonly found in paediatric patients; Encourage parents and caregivers to help deliver non-pharmaceutical comfort measures;• Encourage parents and caregivers to remain with child, providing support and comfort as required;• Apply principles of infection control to minimize or prevent the spread of infection when performing routine nursing care

Competency 4: Teamwork and collaboration

Function effectively as a member of the health team.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand the roles of different members of the health team in the provision of care to paediatric patients/clients	<ul style="list-style-type: none">• Collaborate with patients/clients to achieve mutually agreed health outcomes	<ul style="list-style-type: none">• Communicate abnormal findings to appropriate members of the health-care team in a timely manner; Participate in the planning and delivery of patient care in collaboration with the health-care team including the patient, family and health-care providers

Teaching / Learning Methods

Observation, discussions, presentations, demonstrations, assignments, audio visuals, independent laboratory practice.

Assessment Methods

Formative

Clinical assessments, clinical reports, work book completion.

Summative

Practical examination (OSCE), Case presentations.

Reading Materials

1. Hockenberry MJ, Wilson D (eds.), 2009, Wong's essentials of paediatric nursing, 8th Ed. St Louis: Mosby.
2. Hockenberry MJ, Wilson D (eds.), 2010, Wong's nursing care of infants and children, 9th Ed. St Louis: Mosby.
3. Kyle T, 2008, Essentials of paediatric nursing.
4. Morley D, Road-to-Health Chart.
5. Pilliteri A, 2010, Maternal and child health nursing: care of the childbearing and childrearing family.
6. WHO, 2008, Report of technical consultation on IMCI training approaches and pre-service IMCI. Geneva: World Health Organization.
7. WHO/UNICEF, 2005, Integrated Management of Childhood Illness. Geneva: World Health Organization, United Nations Children's Fund.

3.3.3.5 Pharmacology

Programme	Three-year Prototype Diploma in Nursing
Module Title	Pharmacology
Module Code	PHA 201
Year	Two
Total Hours/Credits	45/3

Module Description

This module will provide learners with the necessary knowledge and skills for the safe administration of medicines. The module includes the concepts of pharmacology, medicine preparation and medicine classification. Emphasis is on safety precautions for medicine storage, medicine administration and dual or multiple prescription as well as key observations necessary in the process of administering medicines. Learners will acquire knowledge and skills in drug calculation, observing for desired effects and managing any adverse effects of medicines.

Module Aim

The aim of the module is to equip learners with the required knowledge and skills for safe administration and monitoring of medicines to patients across the lifespan.

Learning Outcomes

On successful completion of this module, the learners will be able to:

1. Demonstrate knowledge of the implications of mechanisms such as pharmacokinetics, pharmacodynamics, pharmacotherapeutics and adverse effects of medicines on clients of all ages;
2. Correctly calculate dosages based on age and weight of patients;
3. Demonstrate knowledge of risk factors and patient conditions that make administration of a particular medicine inappropriate;
4. Differentiate between adverse and side effects and appropriately manage reactions to medicines;
5. Display knowledge of pertinent considerations when storing, reconstituting and administering medicines;
6. Demonstrate knowledge of drug interactions of the various classes of medicines.

Content

Unit 1: Introduction to pharmacology

- Medicines control legislation
- Nomenclature for medicines
- Terminology used in medicine administration

Unit 2: Pharmacological action of medicines

- Pharmacokinetics
- Pharmacodynamics
- Pharmacotherapeutics
- Adverse effects of drugs

Unit 3: Preparation and classification of medicines

- Dosage calculation for medicines
- Storage: cold chain, protection from direct sunlight and moisture, containers
- Principles in diluting medicines
- Frequency of and routes for administration of medicines
- Rational use of drugs

Unit 4: Classes of medicines, therapeutic uses and nursing implications

- Analgesics
- Anti-inflammatory
- Fluids and electrolytes
- Anticonvulsants
- Antihypertensive agents
- Anaesthetics
- Muscarinic agonists and antagonists
- Anti-infective agents
- Antineoplastic agents
- Antidepressants and depressants
- Antipsychotic agents
- Sedatives and hypnotics
- Antidiabetic agents
- Vitamins and minerals
- Antihistamines
- Antiretroviral drugs

Competencies

Competency 1: Integration of basic medical sciences unto nursing care.

Understand the action, metabolism and therapeutic use of drugs.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand the terms and uses of drugs and other therapeutic agents in health and illness and conditions for storage of drugs• Explain actions, mode of use, side/adverse effects of different drugs including nursing implications• Identify factors or issues in drug administration relating to specialized patients and patient conditions (dosages based on weight, age, and other factors: polypharmacy, self-medications, non-compliance)	<ul style="list-style-type: none">• Appreciate the use of medicines in the management of patient health conditions• Report any unusual observations and effects as necessary• Value the importance of patient and family contributions about drug use information and patient responses (allergies)	<ul style="list-style-type: none">• Safely and accurately complete medication dosage calculations and preparations under supervision• Apply the nursing process in administration of drugs including monitoring of effects and reporting of adverse/side effects• Prepare, check, administer and record all drugs with nurse supervision for all routes (oral, sublingual, topical, suppository, intramuscular, subcutaneous, intravenous) for non-controlled drugs and with extra caution for controlled drugs

Competency 2: Accountability

Understand the concept of accountability in practice and apply to the administration of medicines and patient protection.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Describe national and institutional legislation on drug schedules and specific agency policy regarding drug administration;• Understand the need for caution in drug administration and ensuring proper documentation and records	<ul style="list-style-type: none">• Value the regulations and other policies regarding drugs, especially controlled drugs, alcohol and other substances;• Appreciate the importance of ensuring the 5 R's and the need for proper and timely documentation and reporting	<ul style="list-style-type: none">• Ensure proper storage of drugs; inform patients of each drug name, purpose, action and potential side effects;• Recognize and report near misses and errors (own and others), and take action to minimize the harm arising from adverse events; Demonstrate accountability for own nursing practice

Competency 3: Quality improvement

Develop and contribute to measures that promote quality through monitoring and evaluation.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Identify different evaluation models and frameworks applicable in care provision;• Understand the role of other health team members in quality and safe practice in drug administration	<ul style="list-style-type: none">• Recognize that quality improvement is an essential part of nursing;• Acknowledge own limitations in knowledge and clinical expertise before modifying clinical practice;• Value and respect patients' views;• Report on effects of drugs and encourage appropriate actions	<ul style="list-style-type: none">• Monitor implemented interventions for quality using identified frameworks;• Use current evidence and clinical experience to consult and decide when to modify clinical practice;• Evaluate patient response to medications on ongoing basis and take appropriate actions;• Discuss with superiors and other health team members

Competency 4: Health promotion

Demonstrate ability to maximize opportunity for patient education on drugs based on individual needs and conditions.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand the importance of patient education in the use of drugs for treatment of different conditions	<ul style="list-style-type: none">• Appreciate the contribution of patient education to compliance with medications;• Value the roles of patient's family and significant others in compliance	<ul style="list-style-type: none">• Institute patient education as necessary for individuals• Encourage involvement of other health team members

Teaching / Learning Methods

Lecture, demonstration, role play, simulation in the skills laboratory, individual and group assignments, practical administration of medicines in clinical setting.

Assessment Methods

Formative

Tests, assignments, presentations, role plays, clinical assessments.

Summative

Final examination (theory), practicals.

Reading Materials

1. Karch A, 2012, Lippincott drug guide. Philadelphia: LWW.
2. Lehne RA, 2012, Pharmacology for nursing care, 8th Ed. New York: Saunders.
3. Stringer JL, ed., 2006, Basic concepts in pharmacology. New York: McGraw Hill.
4. Trounce J, 2004, Clinical pharmacology for nurses. Edinburgh: Churchill Livingstone.
5. Country-specific guidelines for nurses

3.3.4 Year Two, Semester Two

3.3.4.1 Community Health Nursing (Theory)

Programme	Three-year Prototype Diploma in Nursing
Module Title	Community Health Nursing (Theory)
Module Code	NUR 203
Year	Two
Total Hours/Credits	45/3

Module Description

This module equips learners with knowledge of nursing in the community, including patients' homes, schools, health centres, and other health and social agencies. It introduces the learners to concepts used in community health nursing, the legal and theoretical frameworks guiding community health nursing practice, and the functioning of the national health-care system. The course provides application of the concepts of primary health care (PHC), epidemiology and family-centred care as approaches to health-care delivery and the nursing process. This module also prepares learners for school health nursing, disaster management, home-based care, forensic health, health in the workplace and correctional institution health services. The module emphasizes primary health care, health promotion and disease prevention, and it builds on the fundamentals of nursing, health assessment, bio-psychosocial and communication modules.

Module Aim

This module aims to equip learners with knowledge, attitudes and skills required to function effectively in various health-care settings in the community.

Learning Outcomes

At the end of this module, learners will be able to:

1. Conduct a comprehensive assessment of a community;
2. Generate an informed community diagnosis and an appropriate plan of interventions in partnership with clients;
3. Demonstrate knowledge of appropriate community-based and client-centred nursing care in a variety of community settings to all clients taking into account their cultural differences;
4. Demonstrate understanding of the importance of collaborating with community residents and representatives, community-based organizations and community health providers in addressing prevalent health care issues and problems;
5. Promote suitable health strategies for all clients;
6. Demonstrate knowledge of epidemiological concepts, principles and methods in community health nursing practice to improve and enhance the delivery of care.
7. Promote community participation;

Content

Unit 1: Theoretical basis of community health nursing

- Theories and models for community health nursing practice
- Historical development of community health nursing
- Basic concepts of community health, public health, primary health care and community health nursing
- Roles and functions of a community health nurse
- Legal, professional and ethical frameworks relevant to community health (national health policy, essential health packages, etc.)

Unit 2: The art and science of community health nursing

- The community as a client
- Assessment of the community and making a community diagnosis
- Approaches to assessing community health status
- Application of the nursing process in community health assessment, diagnosis, planning, implementation and evaluation
- Levels of prevention in the community (primary, secondary and tertiary)
- Community mobilization and participation

Unit 3: Introduction to epidemiology

- Basic terminology and principles
- Outbreak investigation, surveillance, interpreting data, screening and natural history of diseases
- Disease control and prevention
- Emerging and re-emerging diseases (and epidemics) nationally, regionally and globally
- National integrated disease surveillance programmes
- Managing health information
- Conducting an epidemiology study and compiling an epidemiological report

Unit 4: Communicable diseases: prevention and intervention

- Disease transmission
- Reportable diseases
- Malaria and other common communicable diseases: national policy
- Reporting process and information required
- Controlling the spread of disease
- Health promotion: frameworks, communication and behaviour change theories, strategies, culture and gender, mobilizing and managing resources, community mobilization
- Determinants of health and illness

Unit 5: Environmental health

- Public health legislation
- Environmental public health issues
- Eco health
- Water supply (in both urban and rural areas)
- Management of solid and liquid waste (waste disposal)
- Environmental pollution and control
- Food hygiene

Unit 6: Family health

- The family as a client
- Theoretical frameworks guiding the family assessment process (structural-functional framework, interactional approach, developmental approach, systems approach, etc.)
- Family needs assessment
- Family health interventions

Unit 7: School health

- History of school health nursing
- The role of a community health nurse in school health
- Health assessment, screening, identification, referral and follow-up in a school setting;
- School health programmes: challenges of implementation, services, plans, first aid, treatment of minor ailments
- School health policy
- Guidance and counselling
- School health records: maintenance and importance

Unit 8: Community home-based care and palliative care

- Concepts of home-based care, comprehensive community home-based care (CHBC) and palliative care
- Roles and responsibilities of home-based care providers
- Policy on home-based care, nursing and palliative care
- Different levels of CHBC
- Models of CHBC
- Issues in palliative care and home-based care and nursing
- Discharge planning and continuity of care
- Multi-sectoral approach in CHBC nursing

Unit 9: Occupational health nursing

- The role of community health nursing in work settings
- Occupational health and safety legislation
- Health and safety in the workplace
- Ergonomics and ergonomic solutions
- Categories of occupational hazards: physical, chemical, biological, mechanical, accidental, foreign bodies
- Health screening in occupational health settings
- Current occupational health issues
- Health promotion in the workplace: prevention and control of occupational diseases and hazards, disability, limitation and rehabilitation
- Women and occupational health
- Occupational education and counselling
- Violence in the workplace
- Legal issues including child labour and its implications to the health of children

Unit 10: Disaster nursing

- Concepts of disaster management
- The scope and nature of disaster and emergency
- Assessing the effects of a disaster
- Roles and responsibilities of nurses, disaster teams and stakeholders in disaster management
- Disaster preparedness plan
- Principles of triage in managing a disaster

Competencies

Competency 1: Teamwork and collaboration

Understand the need to collaboratively with other health stakeholders to promote the health of individuals, families and communities.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Demonstrate understanding of various intervention strategies for promoting health and preventing illness in the community• Describe how diverse cultural, ethnic, social and economic factors influence health and health practices of individuals, families and communities	<ul style="list-style-type: none">• Recognize the role and responsibility for providing health education to patients and families• Appreciate importance of individual, cultural and personal diversity as well as diverse cultural, social and other factors that influence health and health practice	<ul style="list-style-type: none">• Plan and implement community-based health promotion interventions in collaboration with patients and members of the health-care team• Develop culturally sensitive health promotion intervention plans and programmes based on agreed priority health needs• Demonstrate ability to mobilize members of the community to represent the community and clients in the project team

Teaching / Learning Methods

Group discussions, problem-based learning, community-based learning, case presentations, reflective journals, lectures, role plays, group and individual projects, assignments, self-directed learning.

Assessment Methods

Formative

Assignments, midterm examination.

Summative

Final examination.

Reading Materials

1. Clark DMJ, 2008, Community health nursing: advocacy for population health, 5th Ed. New Jersey: Pearson.
2. Clark MJ, 2008, Community health nursing: caring for populations, 5th Ed. Upper Saddle River, New Jersey: Prentice Hall.
3. Clark MJ, 2008, Nursing in the community: dimensions of community health. Stamford, Connecticut: Appleton & Lange.
4. McEwen M, Nies AM, 2007, Community/public health nursing: promoting the health of populations, 4th Ed. New York: Saunders.
5. Van Wyk N, Leech R, 2011, Nursing in the community. Pretoria: Pearson Education.

3.3.4.2 Community Health Nursing (Clinical)

Programme	Three-year Prototype Diploma in Nursing
Module Title	Community Health Nursing (Clinical)
Module Code	NUR 205
Year	Two
Total Hours/ Credits	135/3

Module Description

The focus of this practicum module is to provide learners with an opportunity to strengthen their basic nursing skills. The practicum provides an opportunity for learners to carry out client assessments in a variety of community-based settings so as to develop relevant and appropriate interventions to promote health and prevent disease in individuals, families and communities. The practicum allows for collaboration, consultation and forging of partnerships with various stakeholders as well as referral and continuity of care.

Module Aim

This module aims to equip learners with basic community health nursing competencies required to function in different community-based settings. It trains learners to function as members of the health team and to build partnerships.

Learning Outcomes

At the end of the module, learners will be able to:

1. Build effective partnerships with clients in the community;
2. Conduct a comprehensive assessment of the health needs of all the clients using a number of community assessment frameworks;
3. Appraise information gathered from a variety of sources;
4. Collaborate with individuals, families, groups and communities in planning, implementing, monitoring and evaluating health promotion or illness prevention as courses of action;
5. Work as an advocate for improved and needed health resources;
6. Mobilize individuals, families, groups and communities by using appropriate media, community resources and social marketing techniques;
7. Act as resource persons to communities, groups and individuals;
8. Plan for sustainability of implemented health promotion programmes.

Contents

Unit 1: Clinical placements

Settings for clinical placement include health clinics and centres, communities, patient homes, schools, crèches, workplaces, industries, water works and sewerage facilities, information offices in hospitals and clinics, community-based organizations such as rehabilitation centres, centres for abused victims, orphanages, hospices, prisons, victim support units.

Unit 2: Community health nursing skills

- Community health assessment
- Documentation and reporting
- Health planning and implementation
- Family health assessment
- Community mobilization
- Building community partnerships
- Community project/health planning and implementation
- Programme evaluation
- Planning a lesson for health education
- Micro teaching
- Use of visual aids
- Compiling weekly/monthly statistics
- Outreach services/home visits
- Case finding and case management
- Care of terminally-ill patients in the community

Competencies

Competency 1: Teamwork and collaboration

Work collaboratively with other health stakeholders to promote the health of individuals, families and communities.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Demonstrate understanding of various intervention strategies for promoting health and preventing illness in the community• Describe how diverse cultural, ethnic, social and economic factors influence health and health practices of individuals, families and communities	<ul style="list-style-type: none">• Accept the role and responsibility for providing health education to patients and families• Value individual, cultural and personal diversity as well as diverse cultural, social and other factors that influence health and health practices	<ul style="list-style-type: none">• Plan and implement community-based health promotion interventions in collaboration with patients and members of the health-care team• Develop culturally sensitive health promotion intervention plans and programmes based on agreed priority health needs• Mobilize members of the community to represent the community and clients in the project team

Competency 2: Accountability

Accept the role and responsibility of providing health education to families and communities for health promotion.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand the factors that promote health and wellness of individuals, families, groups and communities• Demonstrate understanding of legal and ethical frameworks guiding the practice of community health nursing	<ul style="list-style-type: none">• Recognize the influence of cultural, ethnic, social, religious and economic factors on the health of individuals, groups and communities;• Appreciate types of data, sources and assessment methods in community health; recognize the need for reflection in practice	<ul style="list-style-type: none">• Implement community-based health promotion interventions that are based on an understanding of a variety of world views, cultures and needs of different age groups• Engage patients and community in planning and assessing health needs to ensure their involvement and contributions• Manage resources properly for implementing health promotion programmes and other community-based health projects• Conduct health screening in the workplace using appropriate tools and technology and maintain appropriate records

Competency 3: Organization- and system-based approach to nursing

Demonstrate understanding of school health nursing, importance of health screening, emergency management and appropriate follow-up services.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand the relevance of school health in promotion of adequate health for children and communities;• Articulate health assessment, screening and interventions with referrals to appropriate health team members; Follow up on school children with identified health issues;• Demonstrate understanding of disasters management theories, principles and prevention measures at community level	<ul style="list-style-type: none">• Appreciate the importance of school health services as aspects of community health• Value the role of the school nurse• Appreciates the role of the nurse in dealing with crisis situations and relieving suffering	<ul style="list-style-type: none">• Conducts health screening using available and appropriate tools, including technology• Solicits input from other team members in addressing the identified health need• Makes follow up on those school children with health-related issues• Design, implement and evaluate a school health programme• Intervenes in a disaster situation according to the nature of the disaster, and as determined by the role in disaster management team;• Adjusts the surrounding environment to be in line with the needs of special vulnerable groups and shares/ distributes relevant information on disasters

Competency 4: Professionalism

Function within ethical and legal frameworks in community health nursing.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Demonstrate understanding of legal and ethical framework guiding the practice of community health nursing	<ul style="list-style-type: none">• Respect patients' rights to make decisions in planning their care; encourage patient input into decisions about interventions to be implemented	<ul style="list-style-type: none">• Provide care of patients in the community as stipulated in the ethical and legal frameworks of community health nursing

Competency 5: Quality improvement

Develop mechanisms to monitor and improve quality of community health nursing services.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Identify and apply the various programme evaluation models and frameworks in community health• Understand and utilize factors that promote community mobilization and participation in monitoring quality and effectiveness, e. g., village and community groups and associations	<ul style="list-style-type: none">• Values critique of work done, new ideas and interventions to improve client care• Recognizes the importance of quality improvement in community health through different models and frameworks	<ul style="list-style-type: none">• Monitors effectively implemented community intervention using appropriate frameworks• Evaluates community-based programmes for their quality and effectiveness in consultation with others using available frameworks• Strengthens partnerships and networks among community groups and other sectors for program sustainability

Competency 6: Communication

Gather and manage information for quality community health nursing practice.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Demonstrate understanding of health information management system at a community level	<ul style="list-style-type: none">• Values effective communication and information sharing with relevant audiences• Values the importance of nursing data to improve nursing practice	<ul style="list-style-type: none">• Engages in gathering health information by participating in investigation of health problems/ disease and outbreaks (epidemiological studies)• Interprets gathered information and compiles a reports on morbidity and mortality rates, incidence and prevalence rates to inform health promotion and illness prevention strategies• Disseminates compiled health information and statistics to appropriate role players using different modes of communication, including technology

Teaching / Learning Methods

Lecture, demonstration, role play, simulation, clinical assignments, field trips.

Assessment Methods

Formative

Group projects, community needs assessment, epidemiological study, evaluation of a health promotion programme, individual project, family case study.

Summative

Final examination (theory), practical.

Reading Materials

1. Clark DMJ, 2008, Community health nursing: advocacy for population health, 5th Ed. New Jersey: Pearson.
2. Clark MJ, 2008, Community health nursing: caring for populations, 5th Ed. Upper Saddle River, New Jersey: Prentice Hall.
3. Clark MJ, 2008, Nursing in the community: dimensions of community health. Stamford, Connecticut: Appleton & Lange.
4. McEwen M, Nies AM, 2007, Community/public health nursing: promoting the health of populations, 4th Ed. New York: Saunders.
5. Van Wyk N, Leech R, 2011, Nursing in the community. Pretoria: Pearson Education.

3.3.4.3 Introduction to Research

Programme	Three-year Prototype Diploma in Nursing
Module title	Introduction to Research
Module code	NUR 206
Year	Two
Total Hours/Credits	45/3

Module Description

This module introduces learners to scientific enquiry, critical appraisal and research processes in nursing. The learners acquire basic fundamental knowledge and skills to ethically participate in the conduct of research in nursing; consequently, they appreciate the importance of research in professional nursing.

Module Aim

The module aims at encouraging learners to participate in scientific enquiry, critical thinking and appraisal. Learners develop the basic skills of research and systematic enquiry and appreciate the importance of research in nursing.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. Demonstrate understanding of the importance of research in nursing and midwifery;
2. Demonstrate an understanding of the research process;
3. Demonstrate understanding of the role of the nurse/midwife in research;
4. Demonstrate understanding of the concepts of scientific evidence and evidence-based practice;
5. Identify relevant nursing research articles using various databases;
6. Critique and summarize selected nursing and midwifery research articles;
7. Apply the steps of the research process in practice;
8. Utilize research findings in nursing practice to render evidence-based care.

Content

Unit 1: Foundations of nursing research and evidence-based practice

- Introduction to nursing research
- Sources of evidence in nursing practice
- Purposes of nursing research
- Nursing research process;
- Importance of evidence-based practice.

Unit 2: Conceptualizing research problems, questions, and hypotheses

- Basic terminology
- Problem statement
- Sources of research
- Research question
- Research hypothesis
- Study aims and questions
- Literature review
- Developing a research proposal
- Designing quantitative and qualitative studies
- Measurement and data collection
- Developing a sampling plan
- Data collection methods
- Data analysis and report writing
- Dissemination of findings
- Application of evidence to practice

Unit 3: Ethics in research

- Ethical principles
- Confidentiality
- Autonomy
- Veracity
- Beneficence
- Non-maleficence
- Justice
- Informed consent

Competencies

Competency 1: Integration of basic sciences in nursing

Understand the importance and role of research in nursing and evidence-based practice.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand and explain the role of research in nursing and the utilization of findings for evidence-based care;• Understand and discuss the steps in the research process	<ul style="list-style-type: none">• Appreciate the importance of research to nursing• Value the logical progression of research• Support the conduct of research in nursing	<ul style="list-style-type: none">• Review research articles in nursing as a prelude to participating in research activities;• Adhere to the proper methods and steps for identification of research problems in nursing

Competency 2: Professionalism

Understand the importance of conducting research in an ethical manner and respecting the rights of human subjects.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Articulate ethical principles in conducting research	<ul style="list-style-type: none">• Appreciate the ethical considerations necessary for research in human subjects	<ul style="list-style-type: none">• Critique and discuss selected research papers using different databases as a means to develop research skills

Competency 3: Teamwork and collaboration

Conduct individual or group research as a project course requirement and method of actualizing the steps of the research process.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Apply steps in the conduct of research for course project (individual or group work)	<ul style="list-style-type: none">• Collaborate with other nurses or learners in the conduct of a research project as course requirement	<ul style="list-style-type: none">• Conduct research in selected problem area in nursing in collaboration with others as a course requirement

Competency 4: Quality improvement and evidence-based practice

Understand the importance of quality in research and demonstrate ability to utilize research findings in collaboration with other health team members for evidence-based practice.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Explain the role of evidence in determining best clinical practice	<ul style="list-style-type: none">• Value the need for continuous improvement in clinical practice based on new knowledge	<ul style="list-style-type: none">• Facilitate integration of new evidence into standards of practice, policies and nursing practice guidelines

Teaching / Learning Methods

Lecture, group discussion, tutorials, projects.

Assessment Methods

Formative

Assignments, quizzes, tests, mid-module test.

Summative

Critique of research articles, final examination, research project.

Reading Materials

1. Fitzpatrick J, Kazer M, 2011, Encyclopaedia of nursing research, 3rd Ed. New York: Springer Publications.
2. Foster RI, Lasser, 2011, Professional ethics in midwifery practice, 3rd Ed. Sudbury, Massachusetts: Jones and Bartlett Publications.
3. Polit FD, Beck C, 2007, Is the CVI an acceptable indicator of content validity? Research in nursing and health, 30(4): 459–67.Valid
4. Polit FD, Beck C, 2006, The Content Validity Index: are you sure you know what's being reported? Research in nursing and health, 29(5): 489–97.Validity Index: Are
5. Schneider Z, Whitehead D, Elliot D, 2009, Nursing and midwifery research methods and appraisal for evidence-based practice, 3rd Ed. St Louis: Mosby.
6. Shaibu S, 2006, Evidence-based practice in community health nursing: issues, challenges and globalization, Primary health care research and development, 7: 309–13.

3.3.4.4 Medical and Surgical Nursing 1 (Theory)

Programme	Three-year Prototype Diploma in Nursing
Module Title	Medical and Surgical Nursing 1 (Theory)
Module Code	NSG 208
Year	Two
Total Credits	4

Module Description

This module builds on knowledge and skills from fundamentals of nursing, basic sciences (chemistry, physics, microbiology), anatomy and physiology. It enables learners to gain knowledge and skills to effectively manage adults with medical and surgical problems affecting the respiratory, cardiovascular, haematopoietic, gastrointestinal and endocrine systems. The remaining body systems will be covered in the third-year module: Medical and Surgical Nursing 2. The module emphasizes utilization of knowledge of the human needs theory and the nursing process in the professional and ethical provision of comprehensive quality nursing management. The module will focus on priority health conditions in the WHO African Region.

Module Aim

The aim of this module is to equip learners with knowledge, appropriate skills and attitudes for the management of adult patients with medical and surgical diseases and conditions affecting the respiratory, cardiovascular, haematopoietic, gastrointestinal and endocrine systems.

Learning Outcomes

Upon completion of this module, learners will be able to:

1. Demonstrate competence in assessing adult patients with medical and surgical diseases and conditions;
2. Demonstrate competence in analysis of assessment data in identifying nursing problems of adult patients with medical and surgical diseases and conditions;
3. Skilfully perform diagnostic assessments of adults with medical and surgical diseases and conditions;
4. Generate individualized evidence-based nursing diagnoses;
5. Manage adult patients with medical and surgical diseases and conditions based on the essential health package utilizing the nursing process and primary health care approach;
6. Demonstrate knowledge of pharmacological agents used in the treatment of adults with medical and surgical diseases and conditions based on the essential health care package;
7. Demonstrate competence in identifying nutritional requirements of adult patients with medical and surgical diseases and conditions;
8. Apply psychosocial, cultural, spiritual knowledge in the nursing management of adult patients with medical and surgical diseases and conditions.

Content

Unit 1: Nursing management of clients with respiratory conditions and disorders

- Respiratory assessment
- Upper respiratory tract disorders
- Pneumonia
- Tuberculosis
- Asthma
- Chronic obstructive pulmonary disease
- Pneumothorax and hemothorax
- Pleural effusion
- Chest surgery
- Closed chest drainage
- Tracheostomy
- Lung cancer

Unit 2: Nursing management of clients with cardiovascular disorders and conditions

- Assessment of the cardiovascular system
- Pathophysiology and electrophysiology of the heart
- Valvular heart diseases
- Vascular problems: hypertension

- Function problems: angina pectoris, myocardial infarction, congestive heart failure, dysrhythmia
- Ischemic diseases: coronary artery disease
- Haemorrhoids
- Varicose veins
- Epistaxis

Unit 3: Nursing management of clients with gastrointestinal system diseases and conditions

- Assessment of gastrointestinal system: diagnostic tests, aetiology, pathophysiology of common GIT diseases and conditions
- Tonsillitis and tonsillectomy
- Gingivitis
- Dental caries
- Constipation
- Diarrhoea
- Dysentery
- Cholera
- Typhoid fever
- Vomiting
- Peritonitis
- Gastritis
- Duodenal and gastric ulcers
- Appendicitis and appendectomy
- Hernia and herniorrhaphy
- Intestinal obstruction
- Gall bladder and liver disorders

Unit 4: Nursing management of clients with endocrine system diseases and conditions

- Assessment of the endocrine system
- Diabetes
- Thyroid dysfunction
- Thyroidectomy
- Cushing's syndrome
- Addison's disease
- Nursing implications of steroid therapy

Unit 5: Nursing management of patient with blood and immune system disorders

- Assessment of blood and immune system
- Blood coagulation disorders
- Blood transfusion
- Anaemia (sickle-cell disease)

- Malaria
- Immune response, immunosuppressant, immunodeficiency
- Allergies and anaphylactic shock
- HIV and AIDS
- Haemophilia Leukaemia
- Haemorrhagic diseases (Ebola, dengue)

Unit 6: Nursing management of clients taking pharmacologic agents

- Anticoagulants
- Antibiotics
- Antithyroid medications
- AIDS medications
- Bronchodilators
- Electrolyte supplements
- Steroids
- Thyroid supplements
- Anticancer drugs

Competencies

Competency 1: Integration of basic sciences into patient care

Understand the use of the nursing process and primary health care approach to plan and implement care for patients with medical and surgical conditions.

Knowledge	Attitude	Skills
<ul style="list-style-type: none"> • Identify components of the nursing process appropriate to individual health care needs • Demonstrate understanding of the diversity of the human condition 	<ul style="list-style-type: none"> • Recognize the importance of the nursing process in assessment and care of patients • Value patient's participation in decisions about health and self-care 	<ul style="list-style-type: none"> • Conduct a health assessment on patients using the nursing process • Demonstrate caring attitude towards patients, significant others and communities

Competency 2: Professionalism

Demonstrate accountability and standard professional practice in patient care delivery.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand the concept of accountability in the provision of medical surgical nursing care• Understand the principles of effective communication with patients with medical surgical needs	<ul style="list-style-type: none">• Show commitment to provision of high quality, safe and effective patient care• Accept responsibility for communicating effectively with patients with surgical medical needs	<ul style="list-style-type: none">• Safely perform learned skills to adult clients with medical and surgical conditions; Adhere to health facility and agency policies and principles regarding ethical behaviour and patient confidentiality appropriate in medical surgical units (Skills lab based)• Demonstrate caring behaviour towards patients and significant others; demonstrate effective communication skills in the process of obtaining data, assessing the needs of patients in medical surgical units and in sharing pertinent information

Competency 3: Teamwork and collaboration

Understand the need to function effectively within a multidisciplinary team fostering mutual respect, shared decision-making, team learning and development.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Identify contributions of other individuals and groups in helping medical surgical patients and their families achieve health goals• Understand the various dimensions of care and integrate in patients' plans of care in consideration of the individual patient diagnosis	<ul style="list-style-type: none">• Respect the centrality of the patient and family as core members of the medical surgical care team• Value the contributions of other members of the health team and expertise in the care of patients and their families	<ul style="list-style-type: none">• Demonstrate ability to communicate effectively with other members of the health team and families• Incorporate contributions of other team members and families to care and apply empathy in the provision of care patients• Modify patient plan of care based on assessed needs and in consultation with other health team members, patients and families

Teaching / Learning Methods

Lecture, group discussions, enquiry-based learning, directed and self-directed learning, role play, simulations, seminars, case presentations.

Assessment Methods

Formative

Quizzes, tests, mid module examination, case studies, seminars.

Summative

Final examination (theory), practicals.

Reading Materials

1. Gray JAM, 2012, Evidence-based health care. Edinburgh: Churchill Livingstone.
2. Hargrove-Huttel RA, 2001, Medical-surgical nursing, 3rd Ed. Philadelphia: Lippincott. ICN, 2010, Nursing competencies. Geneva: International Council of Nurses.
3. Ignatavicius DD, Workman ML, 2012, Medical and surgical nursing: patient-centred collaborative care, 7th Ed. Philadelphia: Saunders.
4. Kozier B et al, 2004, Fundamentals of nursing: concepts, processes and procedures, 7th Ed. Upper Saddle River, New Jersey: Prentice Hall Health.
5. Smeltzer S et al, 2010, Brunner and Suddarth's textbook of medical-surgical nursing, 12th Ed. Philadelphia: Wolters Kluwer/Lippincott, Williams & Wilkins.
6. WHO, 2011, Regional professional regulatory framework for the African Region.
7. Geneva: World Health Organization.

3.3.4.5 Medical and Surgical Nursing 1 (Clinical)

Programme	Three-year Prototype Diploma in Nursing
Module Title	Medical and Surgical Nursing 1, Clinical
Module Code	NSG 210
Year	Two
Total Hours/Credits	180/4

Module Description

This module provides learners with opportunities to develop skills and competencies necessary for managing adult patients with medical and surgical diseases and conditions of the respiratory, cardiovascular, haematopoietic, gastrointestinal and endocrine systems. Learners will be able to apply the human needs theory, nursing process and the primary health care approach in the provision of care to adult patients with medical and surgical diseases and conditions.

Module Aim

The aim of this module is to equip learners with appropriate competencies for the nursing management of adult patients with medical and surgical diseases and conditions of the respiratory, cardiovascular, haematopoietic, gastrointestinal and endocrine systems.

Learning Outcomes

Upon completion of this module, learners will be able to:

1. Demonstrate competence in assessment of patients (adults and the elderly) with medical and surgical diseases and conditions;
2. Demonstrate ability to perform diagnostic assessments on patients with medical and surgical diseases and conditions;
3. Identify nursing needs and problems of patients with medical and surgical diseases and conditions;
4. Demonstrate competence in the management of patients with medical and surgical diseases and conditions based on the Essential Health Care Package (EHCP), utilizing the nursing process and primary health care approach;
5. Demonstrate competence in managing patients (adults and the elderly) who are receiving pharmacologic agents used in the treatment of medical and surgical diseases and conditions;
6. Identify nutritional requirements of adult patients with medical and surgical diseases and conditions;
7. Apply psychosocial, cultural, spiritual, ethical and professional values in provision of nursing management of patients with medical and surgical diseases and conditions and support for their families.

Contents

Unit 1: Nursing skills for respiratory conditions

- Assessment of lung functioning
- Suctioning
- Intubation
- Care of patients receiving oxygen therapy: nasal cannula, face mask
- Nebulizing
- Observing respirations
- Cardiopulmonary resuscitation: Ambu-Bag use
- Coughing exercises
- Administration of bronchodilators
- Care of the patient with tracheotomy

Unit 2: Nursing skills for cardiovascular conditions

- Assessment of the cardiovascular system
- Blood pressure monitoring
- Apical-radial pulse
- Auscultating for heart sounds
- Controlling epistaxis(nasal packing)
- Exercises and cardiac functioning
- Cardiac bed
- Administration of cardiovascular system drugs

Unit 3: Nursing skills for conditions of the gastrointestinal system

- Patient feeding
- Gastric lavage
- Gastric/tube feeding
- Giving an enema
- Interpreting liver function tests
- Colostomy/ileostomy care
- Flatus tube insertion
- Monitoring bowel sounds
- Administration of oral drugs
- Dental extraction
- Insertion of rectal suppository
- Paracentesis abdominis

Unit 4: Nursing skills for conditions of the endocrine system

- Administration of Insulin
- Measuring blood glucose
- Measuring glucose in urine
- Teaching patient self-injection, foot care and nutrition
- Administration of oral hypoglycaemic drugs

Unit 5: Nursing skills for conditions of the blood, blood-forming structures and the immune system

- Interpreting complete blood count laboratory results
- Collecting samples for blood culture and sensitivity tests
- Interpreting culture and sensitivity results
- Pre- and post-test counselling
- Conducting an HIV rapid test
- Interpreting results for viral load
- Safety precautions in handling blood specimens
- Post exposure prophylaxis (PEP)

Competencies

Competency 1: Integration of clinical knowledge and skills into patient care

Utilize the nursing process and primary health care approach to plan and implement care for patients with medical and surgical conditions.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Identify components of the nursing process appropriate to individual health care needs• Demonstrate understanding of the diversity of the human condition	<ul style="list-style-type: none">• Recognize the importance of the nursing process in assessment and care of patients• Value patient's participation in decisions about health and self-care	<ul style="list-style-type: none">• Conduct a health assessment on patients using the nursing process• Demonstrate caring attitude towards patients, significant others and communities

Competency 2: Professionalism

Demonstrate accountability and standard professional practice in patient care delivery.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand the concept of accountability in the provision of medical surgical nursing care• Understand the principles of effective communication with patients with medical surgical needs	<ul style="list-style-type: none">• Show commitment to provision of high quality, safe and effective patient care• Accept responsibility for communicating effectively with patients with surgical medical needs	<ul style="list-style-type: none">• Safely perform learned skills to adult clients with medical and surgical conditions• Adhere to health facility and agency policies and principles regarding ethical behaviour and patient confidentiality appropriate in medical surgical units• Demonstrate caring behaviour towards patients and significant others• Demonstrate effective communication skills in the process of obtaining data, assessing the needs of patients in medical surgical units and in sharing pertinent information

Competency 3: Safety

Minimize harm to patients through individual nursing performance.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Demonstrate knowledge of basic scientific methods and processes regarding safety, risk assessment and management in the provision of care to patients with medical surgical conditions	<ul style="list-style-type: none">• Appreciate the strength of scientific bases for practice in minimizing risk and ensuring safety in medical surgical units	<ul style="list-style-type: none">• Conduct an assessment of medical surgical patients for potential risk• Promote activity in medical surgical patients through encouraging exercise and ambulation• Apply universal precautions in the provision of medical surgical care• Use safety measures to protect patients, self and colleagues from injury and hospital-acquired infections

Competency 4: Teamwork and collaboration

Function effectively within a multidisciplinary team fostering mutual respect, shared decision-making, team learning and development.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Identify contributions of other individuals and groups in helping medical surgical patients and their families achieve health goals• Understand the various dimensions of care and integrate in patients' plans of care in consideration of the individual patient diagnosis	<ul style="list-style-type: none">• Respect the centrality of the patient and family as core members of the medical surgical care team; value the contributions of other members of the health team and expertise in the care of patients and their families	<ul style="list-style-type: none">• Demonstrate ability to communicate effectively with other members of the health team and families• Incorporate contributions of other team members and families to care and apply empathy in the provision of care patients• Modify patient plan of care based on assessed needs and in consultation with other health team members, patients and families

Competency 5: Continued professional competence

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Describe the nursing context for improving care;• Understand the role of continuous professional development in the practice of nursing	<ul style="list-style-type: none">• Recognize that quality improvement is an essential part of nursing; value the importance of continuous professional development	<ul style="list-style-type: none">• Utilize current knowledge and best practices in the care of medical surgical patients• Integrate evidence-based interventions for improving quality of care to patients

Teaching / Learning Methods

Lecture, group discussions, enquiry-based learning, directed and self-directed learning, role plays, simulations, demonstrations.

Assessment Methods

Formative

Continuous assessment, mid-module examination.

Summative

Final examination (theory), practical examination.

Reading Materials

1. Berman AJ, Snyder S, 2011, Fundamentals of nursing: concepts, process and procedures, 9th Ed. New Jersey: Prentice Hall.
2. Gray JAM, 2012, Evidence-based health care. Edinburgh: Churchill Livingstone.
3. Hargrove-Huttel RA, 2001, Medical-surgical nursing, 3rd Ed. Philadelphia: Lippincott.
4. Ignatavicius DD, Workman ML, 2012, Medical and surgical nursing: patient-centred collaborative care, 7th Ed. Philadelphia: Saunders.
5. Mogotlane SM et al, 2005, Juta's manual of nursing (Volume 4): medical surgical nursing Parts 1 and 2. Cape Town, Juta.
6. Smeltzer S et al, 2010, Brunner and Suddarth's textbook of medical-surgical nursing, 12th Ed. Philadelphia: Wolters Kluwer/Lippincott, Williams & Wilkins.

3.4 Year Three

3.4.1 Introduction

The modules in **Year Three** enable learners to progressively increase in their critical thinking, analytical and communication skills. Learners are able to synthesize knowledge, evaluate care of patients based on evidence, and make decisions that are professionally and ethically sound. The modules at this level provide opportunities to learn more complex skills for nursing practice.

3.4.2 Year Three Learning Outcomes

At the end of Year Three of the competency-based pre-service nursing programme, learners will be able to:

1. Demonstrate clinical competence in the provision of nursing care and community-based services including mental health care;
2. Practise nursing and community-based nursing according to the ethical, legal, professional and cultural frameworks guiding practice;
3. Communicate effectively and respectfully with all categories of patients using various modes of communication;
4. Collaborate with members of the multidisciplinary health team, other sectors and clients in the provision of quality mental health and community-based midwifery care in a responsible and accountable manner;
5. Provide leadership in nursing practice as well as in multidisciplinary teams;
6. Take responsibility for own and others' continuing professional development needs to maintain competencies and improve quality of nursing care;
7. Assign, direct and supervise other categories of staff in carrying out particular roles and functions aimed at achieving patient care goals;
8. Participate in quality improvement initiatives in the units to enhance health care outcomes.

3.4.3 Year Three, Semester One

3.4.3.1 Health Service Management (Theory)

Programme	Three-year Prototype Diploma in Nursing
Module Title	Health Service Management (Theory)
Module Code	HSM 301
Year	Three
Total Credits	2

Module Description

This module builds on fundamentals of nursing and on the content in the module on professional, ethical and legal nursing practice. It is designed to equip learners with knowledge and attitudes in health service management and leadership necessary for the provision of health care. The module emphasizes the management process, leadership theories, problem-solving, clinical decision-making, policy analysis, monitoring and evaluation.

Module Aim

The module aims to equip learners with the knowledge, attitudes and skills necessary to become nurse leaders, managers, educators and advocates for patients; provide quality health services; and contribute to the nursing profession and the health agenda.

Learning Outcomes

At the end of this module, learners will be able to:

1. Demonstrate understanding of health care organizations in Malawi;
2. Demonstrate the understanding of the concept health systems including organization of health care delivery systems ;
3. Understand concepts of leadership and management and their related theories essential for professional nursing practice;
4. Management of resources (human, material and financial) to achieve organizational goals;
5. Articulate an effective work team and environment through effective communication between patients, nursing staff and other health-care personnel;
6. Incorporate human resource management principles and theories related to delegation, allocation and supervision of personnel in practice;
7. Utilize staff performance appraisal methods based on recognized criteria and institutional policy;
8. Implement quality improvement initiatives in nursing services;
9. Monitor and evaluate care provision and services for quality and efficacy;
10. Participate in the public health policy formulation process and review the impact on service delivery including the contributions of nursing to the national health agenda.

Content

Unit 1: Introduction to health service management

- Health care organizations
- Health systems and the organization of health care delivery systems
- Approaches for delivering nursing and midwifery care/services
- Management and related theories of effective management
- Management process: planning, organizing, directing, controlling
- Functions of a nurse and midwife as managers
- Change management and the change process
- Nurse managers and leaders as change agents

Unit 2: Strategic planning

- Strategic planning and strategic planning process
- Thinking skills for nurse managers: strategic thinking
- Developing a unit operational plan
- Implementing an operational plan
- Strategies for building commitment to the operational plan

Unit 3: Human resource management

- Human Resource for Health(HRH) policy and planning
- Development/production of different categories of HRH workforce
- Education systems for training of health workers
- Human resources management, including recruitment, retention and motivation
- Building effective teams
- Leading and coaching a professional team
- Delegation
- Supervision and follow-up of personnel
- Conflict management

Unit 4: Performance management

- Introduction to performance management
- Key elements
- Performance evaluation

Unit 5: Finance management

- Health financing concepts
- Budget and Budgeting process
- Approaches to budgeting
- Types of budget
- Managing the budget
- Cost containment
- Role and responsibility of nurse manager in the budgeting process

Unit 6: Quality management of care services

- Total Quality Improvement
- Continuous Quality Improvement (CQI)
- Components of a CQI Programme
- Common tools for quality improvement
- Risk management and components of a Risk Management Programme
- Evidence-based practice for quality improvement

Unit 7: Leadership and management in nursing

- Leadership and related theories of effective leadership
- Types of leadership
- Key attributes/traits of a leader
- Effective Communication
- Maintaining a positive working environment
- Coaching and mentoring
- Collaboration and teamwork
- Professional development of staff
- Conflict resolution
- Succession planning

Unit 8: Public health policy formulation

- Meaning of public health policy
- Public Health Policy development process
- Policy Analysis and advocacy for policy change
- Collaborative processes to influence policy development
- Policy implementation monitoring

Competencies

Competency 1: Integration of basic sciences into patient care

Understand the basic physical assessment methods in patient care and the importance of proper interpretation of collected data

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Describe the use of the nursing process and benefits in care of patients• Understand the patient differences and variations in assessment and findings• Formulate appropriate nursing diagnosis and plan of care based on assessment• Know the role of safety during physical assessment of patient• Understand the rationale for proper documentation and communication of findings• Integrate comprehensive patient education into plan of care based on patient condition and evidence based findings	<ul style="list-style-type: none">• Value the use of the nursing process steps in assessment, planning and implementing patient care• Recognize individual patient differences and preferences based on patient conditions• Appreciate various plans of care possible for different patients• Appreciate safety as a concern in patient care• Recognize the need for proper documentation and communication of findings / patient changes in care progression/modification• Appreciate the need for patient education, involvement and use of evidence based findings available for better care	<ul style="list-style-type: none">• Conduct comprehensive health history and physical assessment of patient using the nursing process• Apply various patient data in analysing and interpreting the available patient information• Develop and implement plan of care for patients in collaboration with other health team members• Provide for patient safety at all times• Document and communicate relevant data on patient to appropriate members of the team• Report adverse findings appropriately and refer as necessary• Evaluate patient situations and/or institute patient education and that of family members as appropriate

Teaching / Learning Methods

Lectures, group work, case study, self-directed learning, role plays.

Assessment Methods

Formative

Tests, assignments, clinical practicum, logbook records.

Summative

End-of-course examinations.

Reading Materials

1. Kelly-Heidenthal P, 2003, Nursing leadership and management. Clifton Park, New York: Delmar-Thomson.
2. Swansburg RC, Swansburg RJ, 2002, Introduction to management and leadership for nurse managers, 3rd Ed. Sudbury, Massachusetts: Jones and Bartlett Publishers.
3. Tappen R, Weiss S, Whitehead D, 2004, Essentials of nursing leadership and management, 3rd Ed. Philadelphia: F.A. Davis.
4. Treas L, 2006, Nursing leadership and management, 3rd Ed. Kansas City, Missouri: Assessment Technology Institute.
5. Yoder-Wise P, 2003, Leading and managing in nursing, 3rd Ed. St Louis: Mosby.

3.4.3.2 Health Service Management (Clinical)

Programme	Three-year Prototype Diploma in Nursing
Module title	Health Service Management (Clinical)
Module Code	HSM 303
Year	Three
Total Hours/Credits	135/3

Module Description

This module enables learners to acquire attitudes and skills necessary for health service management. The module focuses on developing competencies in problem-solving, decision-making, resource management, policy analysis and interpretation, change initiation, performance appraisal, quality improvement, monitoring and evaluation. This module will enable learners to monitor and evaluate nursing practice.

Module Aim

The aim of this module is to prepare learners to be effective managers and leaders in nursing.

Learning Outcomes

At the end of this module, learners will be able to:

1. Explain how to work as a member of health-care team;
2. Describe the management of human resources for health including, policy and planning; training and management to meet national health service delivery requirements;
3. Demonstrate ability to create a positive working environment through effective communication;
4. Delegate, supervise, direct and control personnel in carrying out their roles in achieving patient care goals;
5. Develop operational plans which are based on national health strategic plans;
6. Manage financial and other health care resources based on informed understanding of issues prevailing in the specific health care system and service;
7. Appraise staff performance based on institutional policy and recognized criteria for performance appraisal;
8. Apply the fundamentals of monitoring and evaluation in the provision of health care;
9. Design, implement and evaluate nursing unit policies;
10. Contribute to quality improvement guided by available evidence;
11. Demonstrate ability to lead and manage change in health care practice with the aim of improving quality of care;
12. Facilitate continuous professional development for self and other health personnel.

Content

Clinical Skills in

- Strategic planning
- Developing and implementing operational plans

Human resource management

- Planning for human resources for health;
- Education of health personnel at departmental/unit levels
- Recruitment of personnel
- Motivating staff and retaining them using different retention strategies;
- Delegation
- Supervision and follow-up of personnel
- Managing Conflicts
- Leading and coaching a professional team
- Dealing with resignation and termination
- Continuing professional development

Finance management

- Budgeting
- Containing costs;
- Preparing a budget

Quality assurance and improvement

- Tools for quality improvement
- Risk methods
- Leading personnel in a nursing unit
- Developing public health policy

Competencies

Competency 1: Organization- and system-based approach to nursing

Demonstrate knowledge and understanding of strategic thinking principles and their application in the nursing practice environment.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand strategic thinking principles in managing a nursing unit	<ul style="list-style-type: none">• Value strategic and critical thinking processes in the management of a nursing unit	<ul style="list-style-type: none">• Use systematic approaches in addressing problems and issues; conduct a SWOT analysis to generate a unit operational plan; develop a unit operational plan which supports an organization's strategic plan

Competency 2: Teamwork and collaboration

Facilitate and enhance teamwork and collaboration of the multidisciplinary health team members for effective care provision.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand human behaviour, mental processes, and individual and group performance• Understand principles and theories applicable to providing leadership in teams	<ul style="list-style-type: none">• Recognize the centrality of a multidisciplinary team approach to patient care• Value the perspectives and expertise of each member of the health-care team	<ul style="list-style-type: none">• Participate and effectively provide leadership in multidisciplinary teams• Promote a productive culture by valuing individuals and their contributions to the team• Show tolerance for different viewpoints in the negotiation process

Competency 3: Interpersonal relationships and communication

Maintain appropriate interpersonal relationships and encourage effective communication among health team members and patients.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Identify leadership and communication skills essential to the practice of nursing• Communicate effectively with health team• Collaborate and consult with other health team members in care provision	<ul style="list-style-type: none">• Recognize the importance of teamwork and effective communication and collaboration in nursing; value individuals and their contributions• Support consultation among team members	<ul style="list-style-type: none">• Communicate effectively with health team• Collaborate and consult with other health team members in care provision• Create effective working environment• Consult and encourage other colleagues to consult and refer appropriately in care provision

Competency 4: Leadership and management

Provide effective leadership and direction for the efficient functioning of the nursing unit.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand the leadership skills essential to the practice of nursing• Understand management theories and principles applicable to nursing• Contribute to development of national, agency or local policies of health for evidence-based care standards	<ul style="list-style-type: none">• Recognize the leadership role of the nurse in health care• Recognize the value of delegation and required accountability• Appreciate the role of nursing in policy and health plans at all levels of health care	<ul style="list-style-type: none">• Provide effective leadership in a nursing/midwifery unit• Facilitate change in the nursing unit to improve health-care outcomes• Serve as a mentor to junior students• Assign, direct and supervise ancillary personnel and support staff in carrying out particular roles and functions aimed at achieving patient care goals• Delegate and assign responsibilities in line with management principles• Participate in development of national, agency or local policies of health as applicable

Competency 5: Quality improvement

Maintain quality improvement in nursing care and services through judicious management of human and material resources.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand quality improvement and quality monitoring concepts• Demonstrate understanding of the relationship between quality improvement and evidence-based practice• Appraise staff performance in accordance with policy and monitor care provision appropriate• Understand financial and human resource principles and application in health care situations in line with specific health systems	<ul style="list-style-type: none">• Value quality improvement in the nursing unit• Value the role of staff motivation and reinforcement in quality care provision• Appreciate the importance of appropriate financial and human resources use and management	<ul style="list-style-type: none">• Measure, monitor and improve safety, quality, access and delivery processes in health care institutions• Utilize evidence to support decisions on quality improvement in the nursing unit• Maintain proper staff appraisal system and ensure constant monitoring and evaluation of care activities• Manage financial and other health care resources based on situations in the specific health care system or service

Competency 6: Continued professional competence

Understand the concept of continuing professional competence and its importance in sustaining effective nursing practice.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand the importance of continuing professional development of staff and the contribution to quality patient care• Articulate staff development plans and programmes including succession plans	<ul style="list-style-type: none">• Appreciate the need for continuing professional development for self and staff• Value the need for continuity in care and service provision as well as staff progression and succession	<ul style="list-style-type: none">• Incorporate staff continuing development programmes in annual unit plan and ensure reserved time for such programmes• Develop and implement staff continuous development programmes and encourage staff mentoring practice for proper succession and quality care

Teaching / Learning Methods

Demonstrations, simulations, group work, self-directed learning, reflective diary, role plays.

Assessment Methods

Formative

Weekly case presentations, logbook/case book evaluation.

Summative

Final examination (practicals), OSCE.

Reading Materials

1. Kelly-Heidenthal P, 2003, Nursing leadership and management. New York: Delmar-Thompson.
2. Swansburg RC, Swansburg RJ, 2002, Introduction to management and leadership for nurse managers, 3rd Ed. Sudbury, Massachusetts: Jones and Bartlett Publishers.
3. Tappen R, Weiss S, Whitehead D, 2004, Essentials of nursing leadership and management, 3rd Ed. Philadelphia: F.A. Davis.
4. Treas L, 2006, Nursing leadership and management, 3rd Ed. Kansas: Assessment Technology Institute.
5. Yoder-Wise P, 2003, Leading and managing in nursing, 3rd Ed. St Louis: Mosby

3.4.3.3 Sexual and Reproductive Health

Programme	Three-year Prototype Diploma in Nursing
Module Title	Sexual and Reproductive Health (SRH)
Module Code	NUR 305
Year	Three
Total Hours/Credits	30/2

Module Description

This module equips learners with knowledge, attitudes and skills in managing the sexual and reproductive health needs and rights of individuals, families and communities. Learners will have a broad overview of issues affecting women's reproductive health throughout the lifespan. This module also equips learners with knowledge, skills and attitudes to provide family planning services to child-bearing women and their families to promote sexual and reproductive health.

Module Aim

This module aims to equip learners with appropriate knowledge, skills and attitudes in the management of clients with sexual and reproductive health needs.

Learning Outcomes

At the end of the module, learners will be able to:

6. Assess individuals, families and communities with sexual and reproductive health (SRH) to identify their needs;
7. Manage individuals, families and communities with SRH needs using the nursing process;
8. Demonstrate ability to prepare and assist with diagnosis and appropriate referral of clients with SRH problems;
9. Manage pharmacologic agents used in the treatment of SRH problems;
10. Outline and manage specific SRH needs and initiatives for youth and adolescents;
11. Articulate information, education and communication measures for positive sexual and reproductive health.

Content

Unit 1: Sexual and reproductive health

- Sexual and reproductive health services
- Sexual and reproductive health rights
- Concepts of sexuality, gender and gender roles
- Aetiology of sexual and reproductive health conditions
- Nursing assessment of clients with sexual and reproductive health problems
- Pathophysiological processes and management of sexually transmitted infections (STIs), problems and conditions
- Diagnostic tests for sexual and reproductive health conditions
- Pharmacologic agents used in the treatment of sexual and reproductive health problems and conditions
- Sexual and reproductive health needs and initiatives for the youth and adolescent;
- Communication and counselling of adolescents regarding SRH

Unit 2: Common sexual and reproductive health problems and conditions

- Sexually transmitted diseases, including HIV and AIDS
- Abortions
- Pelvic inflammatory diseases
- Breast, uterus and cervical cancer
- Abnormal genital bleeding
- Family planning and family planning methods
- Genital ulcers

Unit 3: Practical skills

This module has a practical component which allows students to practice in the clinical skills laboratory and in family planning services, either in outpatient departments or primary health care clinics.

Skills covered in this module include:

- Taking a comprehensive medical, surgical, obstetric, gynaecologic and reproductive health history;
- Engaging the woman and her family in preconception counselling, based on the individual situation, needs and interests;
- Performing a physical examination, including clinical breast examination, focused on the presenting condition of the woman;
- Ordering or performing and interpreting common laboratory tests (hematocrit, urinalysis dipstick for proteinuria);
- Requesting or performing and interpreting selected screening tests (TB, HIV, STIs);
- Organizing and executing health education sessions for clients;
- Providing care, support and referral or treatment for HIV-positive women and HIV counselling and testing for women who do not know their status;
- Providing family planning counselling and advice to help clients make informed and voluntary decisions about their fertility;
- Prescribing, dispensing or administering locally available methods of family planning (FP) including emergency contraception;
- Taking or ordering cervical cytology test (PAP);

- Inserting and removing intrauterine contraceptive devices;
- Inserting and removing contraceptive implants;
- Performing acetic acid visualization of the cervix and interpreting the need for referral and treatment;
- Keeping patient records including follow-up visits and management of side effects;
- Educating clients on the relative effectiveness, side effects, health risks and benefits of various family planning methods;
- Ordering and managing equipment and supplies for the provision of FP services (contraceptive commodities, equipment and supplies for infection prevention procedures);
- Screening clients for conditions in which use of certain contraceptive methods would carry unacceptable health risks.

Competencies

Competency 1: Integration of clinical knowledge and skills to patient care

Understand and apply the nursing process to assess, plan and implement SRH care and services for individuals, families and communities.

Knowledge	Attitude	Skills
<ul style="list-style-type: none"> • Understand the use of nursing process to conduct detailed assessment of individuals and families with SRH needs including histories and investigative procedures 	<ul style="list-style-type: none"> • Appreciate individual differences and other factors that may influence SRH needs 	<ul style="list-style-type: none"> • Take a comprehensive medical, surgical, obstetric, gynaecologic and reproductive health history • Perform a physical examination including clinical breast on the presenting condition of the female client • Order or perform and interpret common laboratory tests (hematocrit, urinalysis dipstick for proteinuria) • Request or perform and interpret selected screening tests (TB, HIV, STIs)

Competency 2: Interpersonal and communication

Communicate effectively with patients and their families fostering health relationships and satisfaction with care.

Knowledge	Attitude	Skills
<ul style="list-style-type: none"> • Articulate communication theories to engage in effective therapeutic relationships with child-bearing women, adolescents and their families • Demonstrate knowledge of relevant information, education and communication measures targeted at SRH (STIs, HIV, screenings, FP) 	<ul style="list-style-type: none"> • Value respectful and effective communication and positive interpersonal relationships with patients and families • Appreciate the need for information and SRH education for vulnerable groups 	<ul style="list-style-type: none"> • Sensitize and educate families, mothers and others about SRH issues including pregnancy, breastfeeding, screening, breast self-examination and other issues with appropriate referral as applicable • Provide appropriate information to individuals, families and others in their areas of need (FP, breastfeeding support, cervical screening)

Competency 3: Teamwork and collaboration

Function effectively with other health team members for provision of quality sexual and reproductive health care and services.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand advantages of effective teamwork and collaboration among health team members in the care of adolescents, child-bearing women and families	<ul style="list-style-type: none">• Respect the views and roles of other health professionals and patients' rights to choice and preferences	<ul style="list-style-type: none">• Collaborate effectively with health team to provide quality care and services to women, families and others as appropriate• Promote and encourage consultations and early referrals for skilled and expert care of patients

Competency 4: Professionalism

Adhere to ethical and legal frameworks applicable in sexual and reproductive health care and services.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand ethical principles, values, concepts, and decision-making as applicable in nursing in SRH• Understand nurses' roles and responsibilities as patient advocates	<ul style="list-style-type: none">• Appreciate application of ethical principles in provision of daily care to patients	<ul style="list-style-type: none">• Identify and respond to ethical concerns, issues and dilemmas that affect nursing practices in SRH;• Offer services that are confidential and promote confidentiality• Use national standards, protocols and regulations in provision of SRH care and services

Competency 5: Leadership and management

Demonstrate ability to effectively lead and manage human and material resources for quality nursing care provision in SRH.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand the application of the concepts of quality improvement• Understand how to utilize evidence to improve quality of care; manage drugs, contraceptives and other products used by clients for various SRH needs	<ul style="list-style-type: none">• Value the need for continuous improvement in clinical practice based on new knowledge; accept responsibility and accountability for role as leader and manager in the nursing unit	<ul style="list-style-type: none">• Base individualized care on best current evidence, patient values, and clinical expertise• Administer and manage drugs and other commodities for different patients with appropriate documentation and reporting as per policy

Teaching / Learning Methods

Lecture, group discussions, presentations, directed and self-directed learning, role play, simulations, clinical conferences.

Assessment Methods

Formative

Continuous assessment, quizzes, tests.

Summative

Final examination, practical examination (OSCE).

Reading Materials

1. Lewis SL et al, 2007, Medical and surgical nursing: assessment and management of clinical problems, 7th Ed. Philadelphia: Elsevier.
2. Myles M, 2009, A textbook for midwives. Edinburgh: Churchill Livingstone.
3. Robinson J, 2005, Essentials of health and wellness. Clifton Park, New York: Delmar-Thomson.
4. WHO, 2007, Family planning: a global handbook for providers. Geneva: World Health Organization, Department of Reproductive Health and Research.
5. WHO, 2011, Sexual and reproductive health core competencies. Geneva: World Health Organization.

3.4.3.4 Medical and Surgical Nursing 2 (Theory)

Programme	Three-year Prototype Diploma in Nursing
Module Title	Medical and Surgical Nursing 2 (Theory)
Module Code	NUR 301
Year	Three
Total Hours/Credits	60/4

Module Description

This module builds on the knowledge and skills from fundamentals of nursing, basic sciences, and Medical and Surgical Nursing 1 (Theory). It enables learners to gain knowledge and skills to effectively manage adults with medical and surgical diseases and conditions of the musculoskeletal, nervous, integument, genitourinary and special sensory systems. The module emphasizes utilization of knowledge of the human needs theory and the nursing process in the provision of comprehensive professional and ethical nursing management. The module focuses on priority diseases and conditions of adults in the WHO African Region.

Module Aim

The module aims to equip learners with knowledge, appropriate skills and attitudes for the management of adult patients with acute and chronic medical and surgical diseases and conditions affecting the musculoskeletal, nervous, integument, genitourinary and special sensory systems.

Learning Outcomes

Upon successful completion of the module, learners will be able to:

1. Perform an assessment of patients with medical and surgical diseases and conditions affecting musculoskeletal, nervous, integument, genitourinary and special sensory systems;
2. Identify nursing needs and problems of patients with medical and surgical diseases and conditions affecting musculoskeletal, nervous, integument, genitourinary and special sensory systems;
3. Manage of patients with medical and surgical diseases and conditions affecting musculoskeletal, nervous, integument, genitourinary and special sensory systems based on the Essential Health Care Package (EHP), and utilizing the nursing process and primary health care approach;
4. Manage patients who are receiving pharmacologic agents used in the treatment of medical and surgical diseases and conditions;
5. Identify nutritional requirements of adult patients with medical and surgical diseases and conditions affecting musculoskeletal, nervous, integument, genitourinary and special sensory systems;
6. Apply psychosocial, cultural, spiritual, ethical and professional values in providing nursing care for patients with medical and surgical diseases and conditions and support for their families.

Content

Unit 1: Nursing management of clients with musculoskeletal diseases and conditions

- Assessing the musculoskeletal system
- Diagnostic tests
- Fractures: splints, casts
- Skeletal and skin traction
- Soft tissue injury: sprains, strains
- Bone healing
- Arthritis
- Osteoporosis
- Osteomyelitis
- Lumbago
- Muscular dystrophy
- Contractures
- Decubitus ulcer
- Tendonitis
- Amputation
- Dislocations
- Cellulitis
- Skeletal TB

Unit 2: Nursing management of clients with nervous system diseases and conditions

- Assessing the nervous system
- Clinical manifestations of neurological problems
- Increased intracranial pressure
- Cardiovascular accident
- Head injuries
- Meningitis
- Epilepsy
- Unconsciousness
- Delirium
- Dementia
- Alzheimer's disease
- Parkinson's disease
- Numbness and paralysis
- Neurogenic shock
- Cerebral palsy
- Brain tumours
- Rabies

Unit 3: Nursing management of clients with genitourinary system diseases and conditions

- Assessment of the urinary system
- Urinary tract infections
- Urinary retention
- Urinary incontinence
- Cystoscopy
- Renal calculi
- Renal tumours
- Renal failure
- Nephritis
- Nephrotic syndrome
- Vesicovaginal fistulae
- Assessment of reproductive structures and their functions
- Abortion
- Uterine fibroids and hysterectomy
- Uterine prolapse
- Cervical and breast cancer
- Mastitis and mastectomy
- Sexually transmitted infections (STIs)
- Schistosomiasis
- Hydrocele
- Enlarged prostate and prostatectomy
- Fluid and electrolyte disturbances
- Body structures involved in maintaining fluid and electrolyte balance
- Assessment and nursing management of fluid and electrolyte imbalances
- Acid-base disturbances (metabolic and respiratory acidosis and alkalosis)
- Electrolyte imbalances
- Fluid imbalances and infusions
- Dehydration and hypovolemic shock

Unit 4: Nursing management of clients with Integumentary disorders and conditions

- Assessment of the integument
- Skin disorders: psoriasis, acne, rash, eczema, dermatitis
- Skin injuries: burns, cuts, abrasions, contusions, wound dressing
- Skin and mucosal infections: fungal infections (skin and nail), scabies, boils, abscesses
- Cancers of the skin: Kaposi's sarcoma
- Herpes zoster
- Herpes simplex
- Steven-Johnson's syndrome
- Allergic reactions

Unit 5: Nursing management of disorders and conditions of special sensory organs

- Assessment of sensory organs
- Ears: Otitis media, hearing disruptions
- Nose: sinusitis, smell disruptions
- Eyes: reduced visual acuity, blinding conditions, non-blinding conditions, emergency eye conditions, corneal perforation, conjunctivitis, cataract, furuncles, stye, refraction errors
- Cancer of the eye

Unit 6: Nursing management of clients taking pharmacologic agents

- Anti-inflammatory agents
- Analgesics
- Antifungal agents
- Anti-Parkinson's disease agents
- Diuretics
- Electrolyte supplements

Competencies

Competency 1: Patient-centred care

Understand the need to provide care to patients based on individual uniqueness and in line with policy to ensure safe and effective care.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Identify the components of the nursing process appropriate to the individual patient situation and condition• Plan care to meet individual patient needs• Understand the various dimensions of nursing care and integrate in patients' plans of care in consideration of individual patient diagnosis• Identify contributions of other individuals and groups in helping medical and surgical patients and their families achieve health goals	<ul style="list-style-type: none">• Value the importance of diverse health promotion in the management of medical and surgical patients and their families• Appreciate the role of proper assessment in the care plan for the patient• Demonstrate appreciation for the contributions and expertise of other team members in the care of patients and their families• Value patient's participation in decisions about health and self-care and seek clarification as appropriate	<ul style="list-style-type: none">• Demonstrate ability to conduct a health assessment of patients using the nursing process• Demonstrate the use of safety measures in the care of medical and surgical patients ensuring quality• Modify patient plan of care based on assessed needs, changes in patient conditions and ongoing assessment findings• Demonstrate a caring attitude towards patients, significant others and communities• Demonstrate ability to communicate effectively with other members of the health team

Competency 2: Professionalism

Demonstrate understanding of accountability in the delivery of quality nursing care.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand the functioning of the various systems of the human body and be able to explain pathophysiological changes and abnormalities• Understand the concept of accountability in the provision of medical and surgical nursing care	<ul style="list-style-type: none">• Value the uniqueness of each patient and the need to recognize individuals' reactions and responses to diseases• Show commitment to provision of high quality, safe and effective patient care	<ul style="list-style-type: none">• Provide holistic care to patients and families and encourage their involvement in their care• Safely perform learned skills to adult clients with medical and surgical conditions• Demonstrate ability to adhere to health facility/agency policies and principles regarding ethical behaviour and patient confidentiality

Competency 3: Quality improvement

Utilize data to monitor outcomes of care processes and to improve the quality of health care.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Describe the nursing context for improving care• Understand the importance of evidence-based practice in improving the quality of care provided	<ul style="list-style-type: none">• Recognize that quality improvement is an essential part of nursing• Value the use of evidence in making informed decisions regarding quality improvement	<ul style="list-style-type: none">• Identify recurring client problems and possible nursing interventions• Utilize current knowledge and best practices in executing medical and surgical care

Teaching / Learning Methods

Lecture, group discussion, directed and self-directed learning, role play, demonstrations and simulations.

Assessment Methods

Formative

Continuous assessment, mid-module tests.

Summative

Final examination (theory and practicals).

Reading Materials

1. Berman AJ, Snyder S, 2011, Fundamentals of nursing: concepts, process and procedures, 9th Ed. New Jersey: Prentice Hall.
2. Gray JAM, 2012, Evidence-based health care. Edinburgh: Churchill Livingstone.
3. Hargrove-Huttel RA, 2001, Medical-surgical nursing, 3rd Ed. Philadelphia: Lippincott.
4. Ignatavicius DD, Workman ML, 2012, Medical and surgical nursing: patient-centred collaborative care, 7th Ed. Philadelphia: Saunders.
5. Mogotlane SM et al, 2005, Juta's manual of nursing (Volume 4): medical surgical nursing Parts 1 and 2. Cape Town: Juta.
6. Smeltzer S et al, 2010, Brunner and Suddarth's textbook of medical-surgical nursing, 12th Ed. Philadelphia: Wolters Kluwer/Lippincott, Williams & Wilkins.

3.4.3.5 Medical and Surgical Nursing 2 (Clinical)

Programme	Three-year Prototype Diploma in Nursing
Module Title	Medical and Surgical Nursing 2, Clinical
Module Code	NUR 303
Year	Three
Total Hours/Credits	180/4

Module Description

This module provides learners the opportunity to develop skills and competencies necessary for managing adult patients with medical and surgical conditions and disorders of the musculoskeletal, nervous, integument, genitourinary and special sensory systems. It builds on clinical modules of fundamental nursing, health assessment and the first clinical module in medical and surgical nursing. Learners are able to utilize the human needs theory, primary health care approach and the nursing process in the provision of care to adult patients with medical and surgical conditions and their families.

Module Aim

This module aims to equip learners with appropriate attitudes and skills for management of adult patients with medical and surgical diseases and conditions of the musculoskeletal, nervous, integument, genitourinary and special sensory systems.

Learning Outcomes

Upon completion of this module, learners will be able to:

1. Demonstrate competence in assessment of an adult patient with medical and surgical conditions applying the human needs theory;
2. Demonstrate competence in preparation of diagnostic assessments for adult patients with chronic diseases;
3. Demonstrate competence in identifying nursing needs of adult patients with chronic diseases;
4. Demonstrate competence in nursing management of adult patients with chronic diseases utilizing the essential health care package within the primary health care approach;
5. Demonstrate competence in managing patients receiving pharmacologic agents used in the treatment of chronic diseases and conditions;
6. Demonstrate competence in identifying nutritional requirements of adult patients with medical and surgical diseases and conditions and ability to perform activities of daily living;
7. Apply psychosocial, cultural, spiritual, ethical and professional values in provision of nursing management of adult patients and support for their families.

Content

Unit 1: Nursing skills for conditions of the musculoskeletal system

- Care of pressure areas
- Positioning: recumbent, prone, Trendelenburg, lithotomy
- Bone marrow aspiration
- Wound dressing, suturing, irrigation
- Suture/clip removal
- Incision and drainage
- Administering injection
- Removal of drain from wound
- Care of the patient with amputation: stump care, psychological care, body image
- Bandaging, splinting and application of sling
- Application of plaster of Paris (POP)
- Care of the patient with POP or cast
- Removal of plaster cast
- Care of the patient with internal and external fixation and traction
- Range of motion exercises
- Ambulating a patient

Unit 2: Nursing skills for managing diseases and conditions of the nervous system

- Lumbar puncture
- Mental health assessment
- Use of Glasgow coma scale
- Neurological assessment
- Care of epileptic patients

Unit 3: Nursing skills for managing diseases and conditions of the genitourinary system

- Collection of urine specimen: catheter, ambulatory patient, clean catch midstream
- Intake and output urine measurement
- Giving and removal of bed-pan/urinal
- Interpreting urinalysis results
- Sitz bath
- Vulval swabbing
- Collection of Papanicolaou smear
- Gynaecological examination

Unit 4: Nursing skills for managing diseases and conditions of the integument

- Bathing a patient: shower, bed
- Hand washing
- Care of nails
- Hair washing
- Application of topical ointments

Unit 5: Nursing skills for managing diseases and conditions of special sensory organs

- Examination of the ear and eye
- Assessing eye acuity
- Ear wash out, swabbing
- Eye irrigation, swabbing, application of ointment or drops
- Examination of the nose and throat
- Instilling nose drops

Competencies

Competency 1: Patient-centred care

Provide nursing care to patients based on individual uniqueness and in line with policy to ensure safe and effective care.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Identify the components of the nursing process appropriate to the individual patient situation and condition• Plan care to meet individual patient needs• Understand the various dimensions of nursing care and integrate in patients' plans of care in consideration of individual patient diagnosis• Identify contributions of other individuals and groups in helping medical and surgical patients and their families achieve health goals	<ul style="list-style-type: none">• Value the importance of diverse health promotion in the management of medical and surgical patients and their families• Value the role of proper assessment in the care plan for the patient• Demonstrate appreciation for the contributions and expertise of other team members in the care of patients and their families• Value patient's participation in decisions about health and self-care and seek clarification as appropriate	<ul style="list-style-type: none">• Demonstrate ability to conduct a health assessment of patients using the nursing process• Demonstrate the use of safety measures in the care of medical and surgical patients ensuring quality• Modify patient plan of care based on assessed needs, changes in patient conditions and ongoing assessment findings• Demonstrate a caring attitude towards patients, significant others and communities• Demonstrate ability to communicate effectively with other members of the health team

Competency 2: Professionalism

Demonstrate accountability for delivery of quality nursing care.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand the functioning of the various systems of the human body and explain pathophysiological changes and abnormalities• Understand the concept of accountability in the provision of medical and surgical nursing care	<ul style="list-style-type: none">• Value the uniqueness of each patient and the need to recognize individuals' reactions and responses to diseases• Show commitment to provision of high quality, safe and effective patient care	<ul style="list-style-type: none">• Provide holistic care to patients and families and encourage their involvement in their care• Safely perform learned skills to adult clients with medical and surgical conditions• Adhere to health facility/agency policies and principles regarding ethical behaviour and patient confidentiality appropriate in medical and surgical units

Competency 3: Interpersonal relationships and communication

Communicate effectively with patients and their families fostering health relationships and satisfaction with care.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand the principles of effective communication and relationships with clients with medical and surgical needs• Understand the principles of health education for patients with medical and surgical conditions	<ul style="list-style-type: none">• Accept responsibility for communicating effectively with clients with surgical and medical needs• Accept the role and responsibility for providing health education to patients and families with medical and surgical conditions	<ul style="list-style-type: none">• Demonstrate effective communication skills in obtaining data, assessing the needs of clients in medical and surgical units and sharing pertinent information• Identify learning needs of patients and families in medical and surgical units• Formulate nursing care plans for patients with medical and surgical conditions

Competency 4: Safety

Minimize risk to patients in medical and surgical units through appropriate monitoring of pharmacological agents and other measures for infection control and health promotion.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Know the therapeutic use of drugs and diet in the management of patients with medical and surgical conditions• Demonstrate knowledge of basic scientific methods and processes regarding safety, risk assessment and risk management in the care of patients	<ul style="list-style-type: none">• Appreciate the use of drugs and diet in the management of specific medical and surgical conditions and facilitate patient compliance• Appreciate the strength of scientific bases for practice in minimizing risk and ensuring safety in medical and surgical units	<ul style="list-style-type: none">• Monitor effects of drugs and nursing interventions• Implement a patient health education plan on the use of diet in treatment• Promote activity in medical and surgical patients through encouraging exercise and ambulation• Apply universal precautions in the provision of medical and surgical care• Use safety measures to protect patients, self and colleagues from injury and hospital-acquired infections

Competency 5: Quality improvement

Utilize data to monitor outcomes of care processes and to improve the quality of health care.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Describe the nursing context for improving care• Understand the importance of evidence-based practice in improving the quality of care provided	<ul style="list-style-type: none">• Recognize that quality improvement is an essential part of nursing• Value the use of evidence in making informed decisions regarding quality improvement	<ul style="list-style-type: none">• Identify recurring client problems and possible nursing interventions• Utilize current knowledge and best practices in executing medical and surgical care

Competency 6: Continued competence

Update professional competence through continual learning and self-development.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Understand the role of continuous professional development to the practice of nursing	<ul style="list-style-type: none">• Value the importance of continuous professional development	<ul style="list-style-type: none">• Demonstrate ability to utilize current knowledge and best practices in care of patients

Teaching / Learning Methods

Group discussions, observation, presentations, directed and self-directed learning, role play, simulations, clinical conferences.

Assessment Methods

Formative

Tests, assignments, quiz, clinical practicum, log book records.

Summative

Practical examination (OSCE), case presentation.

Reading Materials

1. Berman AJ, Snyder S, 2011, Fundamentals of nursing: concepts, processes and procedures, 9th Ed. Englewood Cliffs, New Jersey: Prentice Hall.
2. Gray JAM, 2012, Evidence-based health care, Edinburgh: Churchill Livingstone.
3. Kozier B et al, 2004, Fundamentals of nursing: concepts, processes and procedures, 7th Upper Saddle River, New Jersey: Prentice Hall Health.
4. Smeltzer S et al, 2010, Brunner and Suddarth's textbook of medical-surgical nursing, 12th Ed. Philadelphia: Wolters Kluwer/Lippincott, Williams & Wilkins.

3.4.4 Year Three, Semester Two

3.4.4.1 Mental Health and Psychiatric Nursing (Theory)

Programme	Three-year Prototype Diploma in Nursing
Module title	Mental Health and Psychiatric Nursing (Theory)
Module code	NUR 302
Year	Three
Total Hours/Credits	45/3

Module Description

This module introduces learners to concepts in mental health nursing and the variety of common psychiatric conditions throughout the lifespan. The module enables learners to conduct assessments of patients with mental health or psychiatric disorders using the nursing process and primary health care approach which are taught along with relevant management modalities, requisite interpersonal skills and the attitudes necessary for performing as therapeutic agents. The module enables learners to develop competence in using the Diagnostic statistical manual for mental disorders (version four, revised text, DSM IV-TR) multi-axial diagnosis and in evaluating factors in individuals, families or communities that hinder or promote achievement of optimal mental health. The module emphasizes psychiatric nursing interventions throughout.

Module Aim

The module equips learners with knowledge and skills for the identification and management of mental health and psychiatric disorders and the necessary mental health promotion strategies to prevent or mitigate their impact on individuals, families and communities health.

Learning Outcomes

Upon successful completion of this module, learners will be able to:

1. Implement activities including undertaking assessments, for promoting the mental health of individuals, families and communities across the lifespan;
2. Utilize the nursing process and DSM IV-TR multi-axial diagnosis in managing clients with psychiatric or mental health problems in a variety of settings;
3. Prescribe a variety of treatment and management modalities to appropriately manage individuals, families and communities with mental health and psychiatric needs;
4. Demonstrate requisite interpersonal skills, attitudes, self-awareness and therapeutic skills in engaging with clients across the lifespan;
5. Collaborate with the multidisciplinary team and multi-sectoral agencies in providing care to individuals, families and communities with mental health needs.

Content

Unit 1: Introduction to mental health nursing

- Trends and issues in mental health
- Legal and professional aspects of mental health in the country
- DSM IV-TR
- Characteristics of mental health and mental ill-health
- Integration of PHC and mental health

Unit 2: Assessment of a patient with psychiatric or mental health problems

- Therapeutic nurse-client relationship
- History taking
- Physical assessment (including laboratory findings)
- Mental status assessment
- DSM IV-TR Multi-axial diagnosis

Unit 3: Pathophysiological causations of psychiatric disorders

- HIV and ARVs
- Diabetes
- Hypertension
- Hepatic disorders
- Renal disorders
- Endocrine disorders
- TB and anti-tuberculosis medications
- Febrile disorders
- Malnutrition

Unit 4: Patients with anxiety disorders

- Types
- Diagnostic criteria
- Impacts on individual, family and community
- Stress and its impact
- Nursing management (including psychopharmacology)
- Care in the community

Unit 5: Patients with mood disorders

- Depressive disorders
- Bipolar disorders
- Diagnostic criteria
- Impacts on individual, family and community
- Nursing management (including psychopharmacology)
- Care in the community

Unit 6: Patients with psychotic disorders

- Types of psychotic conditions
- Diagnostic criteria
- Schizophrenia and its subtypes
- Impacts on individual, family and community
- Management (including psychopharmacology)
- Care in the community

Unit 7: Substance use disorders

- Classification
- Diagnostic criteria
- Alcoholism
- Cannabis and other substances
- Impacts on individual, family and community
- Management (including psychopharmacology)
- Care in the community

Unit 8: Psychiatric disorders common in children and adolescents

- Elimination disorders and their management
- Learning disorders and their management
- Eating disorders and their management
- Intellectual disability types and management
- Attention-deficit hyperactivity disorders and their management
- Conduct disorders and their management

Unit 9: Personality disorders

- Types and diagnostic criteria
- Impacts on individual, family and community
- Nursing management

Unit 10: Therapeutic nursing Interventions

- Counselling
- Group therapy
- Management of aggression and violence
- Milieu therapy
- Occupational therapy

Competencies

Competency 1: Integration of basic sciences in nursing

Understand assessment methods and frameworks applicable in mental health and psychiatric nursing practice.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Identify different methods for assessing mental health status of individuals across the lifespan and for prevention of mental illness• Identify characteristics of mental health versus mental ill-health	<ul style="list-style-type: none">• Appreciate the differences between data collection and assessment and use of different methods across the lifespan• Appreciate the importance of behavioural changes in health and illness as pertaining to mental health	<ul style="list-style-type: none">• Apply different methods and strategies in assessing mental health of individuals and develop preventive mental health programmes for vulnerable groups• Conduct a comprehensive assessment of the mental status of a client• Utilize the nursing process and DSM IV TR multi-axial diagnosis approach in the care and management of persons with mental health and psychiatric needs

Competency 2: Interpersonal and communication

Understand the importance of the therapeutic environment and the need for effective communication and positive interpersonal relationships in nursing practice.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Explain the rationale for specific therapeutic communication techniques to use with patients• Understand the therapeutic roles of a nurse (educator, caregiver, advocate) in a mental health setting versus roles that may be counter-productive	<ul style="list-style-type: none">• Appreciate positive use of self and empathy when providing care• Value the significance and importance of the therapeutic relationship and how it differs from a social relationship in the mental health setting• Recognize own biases in order to provide non-judgmental care	<ul style="list-style-type: none">• Provide opportunities for the mental health patient to practise therapeutic behaviour (patient participation in verbal group or unit community meetings)• Support client and family sense of resilience, self-esteem, power, hope and recovery• Demonstrate therapeutic communication and interpersonal skills when interacting with individuals, families and communities

Competency 3: Safety

Promote safety and comfort of patients through standard nursing practice and application of protective measures.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Articulate rationale for adapting safety and comfort measures and nursing care for mental health patients based on selected theories, concepts, and research-based evidence	<ul style="list-style-type: none">• Appreciate the importance of safety and comfort measures for mentally ill individuals, especially in the acute stages; advocate for clients as appropriate	<ul style="list-style-type: none">• Demonstrate the ability to assess, critically analyse and plan ongoing safety and comfort measures for patients with a variety of mental health problems• Adapt technical and procedural skills in providing effective comfort measures based on patient condition, history and needs• Respond to patients in mental health crises (suicidal tendencies) using risk assessment and management approach

Teaching / Learning Methods

Lecture, discussion, problem-based learning, role plays, case presentations, individual and group assignments, demonstration/simulation, clinical conferences.

Assessment Methods

Formative

Continuous assessment, quizzes, tests, seminars.

Summative

Examinations (theory and practicals).

Reading Materials

1. Baker P, 2009, Psychiatric and mental health nursing: the craft of caring, 2nd Ed. Scotland: Hodder & Arnold.
2. Baumann S, 2008, Primary health care psychiatry: a practical guide for southern Africa. Cape Town: Juta.
3. Clark T, Day E, Fergusson EC, 2011, Core clinical cases psychiatry, 2nd Ed. UK: Hodder & Arnold.
4. Dogra N, Lunn B, Copper S, 2011, Psychiatry by ten teachers. UK: Hodder & Arnold.
5. George M, 2009, Mental health and psychiatric nursing. India: A.I.T.B.S Publishers.
6. Lalitha K, 2010, Mental health and psychiatric nursing. New Delhi: CBS Publishers.
7. Prymachuk S, 2011, Mental health nursing: an evidence-based introduction. Los Angeles: Sage.
8. Raj D, 2011, Textbook of mental health nursing. Bangalore: Jaypee Brothers Medical Publishers.
9. Uys LR, Middleton L, 2010, Mental health nursing: a South African perspective. Cape Town: Juta.
10. Wright B, Dave S, Dogra N, 2010, 100 cases in psychiatry. UK: Hodder & Arnold.

3.4.4.2 Mental Health and Psychiatric Nursing (Clinical)

Programme	Three-year Prototype Diploma in Nursing
Module Title	Mental Health and Psychiatric Nursing, Clinical
Module Code	NUR 304
Year	Three
Total Credits	3

Module Description

This module will assist learners to apply theoretical knowledge including psychology and develop skills and competencies in assessment and basic management of individuals with mental health and psychiatric problems using appropriate interventions and referral. The module prepares learners to work and collaborate in multidisciplinary and multi-sectoral teams.

Module Aim

The aim of the module is to equip learners with skills and competencies for assessing, diagnosing and managing persons with mental health and psychiatric disorders across the lifespan using a variety of treatment modalities including community-based rehabilitation.

Learning Outcomes

At the end of the module, learners will be able to:

1. Accurately assess, diagnose and manage a variety of mental health conditions in a variety of settings throughout the lifespan;
2. Apply principles of care provision for identified mental health and psychiatric conditions;
3. Demonstrate therapeutic communication and interpersonal skills when interacting with individuals, families and communities;
4. Collaborate with multidisciplinary and multi-sectoral teams in delivery of mental healthcare in a variety of settings;
5. Implement mental health promotion activities in supportive mental health environments;
6. Create and maintain a therapeutic milieu conducive to the management of a variety of mental health/psychiatric conditions.

Content

- Therapeutic communication in mental health
- Comprehensive assessment of the mental health status of a client
- Psychiatric assessment, diagnosis and treatment
- Use of Diagnostic statistical packages used in mental health status assessment
- Nursing process in mental health
- Commonly used drugs in mental health
- Promoting Mental health
- Family management
- Psychosocial rehabilitation of individuals and families
- Counselling and group therapy

Competencies

Competency 1: Integration of basic sciences in nursing

Understand assessment methods and frameworks applicable in mental health and psychiatric nursing practice.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Identify different methods for assessing mental health status of individuals across the lifespan and for prevention of mental illness• Identify characteristics of mental health versus mental ill-health	<ul style="list-style-type: none">• Appreciate the differences between data collection and assessment and use of different methods across the lifespan• Appreciate the importance of behavioural changes in health and illness as pertaining to mental health	<ul style="list-style-type: none">• Apply different methods and strategies in assessing mental health of individuals and develop preventive mental health programmes for vulnerable groups• Conduct a comprehensive assessment of the mental status of a client• Utilize the nursing process and DSM IV TR multi-axial diagnosis approach in the care and management of persons with mental health and psychiatric needs

Competency 2: Interpersonal and communication

Understand the importance of the therapeutic environment and the need for effective communication and positive interpersonal relationships in nursing practice.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Explain the rationale for specific therapeutic communication techniques to use with patients• Understand the therapeutic roles of a nurse (educator, caregiver, advocate) in a mental health setting versus roles that may be counter-productive	<ul style="list-style-type: none">• Appreciate positive use of self and empathy when providing care• Value the significance and importance of the therapeutic relationship and how it differs from a social relationship in the mental health setting• Recognize own biases in order to provide non-judgmental care	<ul style="list-style-type: none">• Provide opportunities for the mental health patient to practise therapeutic behaviour (patient participation in verbal group or unit community meetings)• Support client and family sense of resilience, self-esteem, power, hope and recovery; demonstrate therapeutic communication and interpersonal skills when interacting with individuals, families and communities

Competency 3: Professionalism

Provide care that is based on ethical and legal frameworks of nursing.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Describe legal and regulatory factors that apply to mental health nursing and psychiatric nursing practice	<ul style="list-style-type: none">• Value the fact that every patient is unique and hence deserves unique treatment	<ul style="list-style-type: none">• Demonstrate ability for reflection in practice• Function competently within own scope of practice and as a member of the health-care team• Facilitate the creation of therapeutic environments for the care, management and support of persons with mental health and psychiatric nursing needs

Competency 4: Safety

Promote safety and comfort of patients through standard nursing practice and application of protective measures.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Articulate rationale for adapting safety and comfort measures and nursing care for mental health patients based on selected theories, concepts, and research-based evidence	<ul style="list-style-type: none">• Appreciate the importance of safety and comfort measures for mentally ill individuals, especially in the acute stages• Advocate for clients as appropriate	<ul style="list-style-type: none">• Demonstrate the ability to assess, critically analyse and plan ongoing safety and comfort measures for patients with a variety of mental health problems• Adapt technical and procedural skills in providing effective comfort measures based on patient condition, history and needs• Respond to patients in mental health crises (suicidal tendencies) using risk assessment and management approach

Competency 5: Teamwork and collaboration

Promote effective collaboration and participation of the multidisciplinary health team, families and communities in implementation of activities for promotion of positive mental health for patients and communities.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Describe strategies for identifying and managing overlaps in team member roles and accountabilities• Describe methods of designing mental health promotion programmes and activities for individuals throughout the lifespan	<ul style="list-style-type: none">• Appreciate the importance of collaboration• Recognize the role of the family, community, CBOs, NGOs and special interest groups in the care of mentally ill persons• Appreciate the importance of mental health promotion programmes and activities for individuals and communities	<ul style="list-style-type: none">• Collaborate with multidisciplinary and multi-sectoral teams in delivery of mental health care and services in health facilities and communities• Conduct and facilitate mental health promotion activities for individuals, families and communities

Competency 6: Quality improvement

Monitor and evaluate nursing care and interventions as well as integrate evidence into practice for consistent quality in care.

Knowledge	Attitude	Skills
<ul style="list-style-type: none">• Identify situations where agreed plans of care require modification based on the needs of specific patients• Understand sources of evidence relevant to improve quality of care in mental health and psychiatric nursing	<ul style="list-style-type: none">• Appreciate the importance of quality improvement in mental health and psychiatric nursing	<ul style="list-style-type: none">• Evaluate effectiveness of care rendered to patients along the continuum of care from health institutions to the family and community• Modify care interventions and priorities appropriately in accordance with changes in individuals' conditions, needs or circumstances• Evaluate multiple data sources of evidence to develop safe and appropriate evaluations of care in patients with complex health care problems

Teaching / Learning Methods

Demonstration, observation, case study, group discussion, clinical meetings/conferences, role modelling, self-directed learning

Assessment Methods

Formative

Case presentations, logbook, case book evaluation.

Summative

Final examination (OSCE), practical examination

Reading Materials

1. Baker P, 2009, Psychiatric and mental health nursing: the craft of caring, 2nd Ed. Scotland: Hodder & Arnold.
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5. Definition of terms

5. Definition of terms

Accreditation	Accreditation is a recognition status granted to an Institution or programme for a stipulated period of time after a Regulatory Body (Quality Council) evaluation indicates that it meets minimum standards of quality.
Assessment	Assessment is a systematic evaluation of a student's ability to demonstrate the achievement of the learning goals intended in a curriculum (CHE, 2004).
Attitude	The most important behaviour of the nurses and midwives which reflects empathy, understanding, comforting, valuing, etc., in the care of clients.
Basic Nursing and/or midwifery Education	A formally recognised program of study providing a broad and sound foundation in the behavioural, life and nursing/midwifery sciences for the general practice of nursing/ midwifery and for a leadership role and as a basis for post-basic education or specialised advanced nursing/midwifery practice.
Client	A client is a recipient of health care regardless of the state of health. It may be an individual, family, group or community with whom the nurse or midwife interacts. The word is used interchangeably with patient in this curriculum.
Clinical accompaniment	The conscious and purposeful guidance and support of students, based on their unique learning needs, by creating learning opportunities that make it possible for them to grow and become independent critical practitioners.
Clinical learning	Is the acquisition of knowledge, skills and values in the clinical practice settings or environments that stimulate clinical practice
Clinical setting/ Practice Setting	Physical surroundings or facilities where nursing and/or midwifery are practised. They may range from the hospital to the community settings.
Competent	A level of performance demonstrating the effective application of knowledge, skill and judgment.
Competency	Basic knowledge, skills, attitudes and judgment required to safely perform the prescribed role.
Competency-based curriculum	A curriculum organized around functions (or competencies) required for the practice of nursing and midwifery in specified settings. The intended output of such a competency-based curriculum is a nurse midwife who can practice at a defined level of proficiency, in accord with local conditions to meet local needs.

Comprehensive care	Health care that addresses all of the clients/patients' needs ranging from clinical nursing/ midwifery care to housing, nutrition, transportation and psychosocial support.
Content	Topic to be included in the curriculum, including depth and relevance.
Credit	Value assigned to a given number of notional hours of learning (theory and clinical).
Critical thinking	Is the mental, orderly and structured process of vigorously and dexterously applying, analysing, synthesizing, conceptualizing and/or evaluating information gathered
Curriculum	All the learning activities, processes and materials that are planned, implemented, monitored and evaluated to prepare learners to achieve specified educational objectives within a specified time, expected learning outcomes and competencies
Discipline of nursing and/or of midwifery	The subject area that comprises the art and science of nursing and/or of midwifery.
Evidence-based practice	Evidence-based practice is the integration of best research evidence with clinical expertise and patient values to provide high quality services.
Examination	A written, oral or practical assessment of learning, including supplementary examination and re-examination, continuous evaluation, and evaluation of experiential learning.
Experiential learning	Learning through experience or learning in the field- or work-based placements. Common experiential learning strategies include small group teaching, role plays, reflective diaries, problem solving, return demonstrations and simulations.
Formative assessment	Type of assessment used to improve learning and to give feedback to students on progress made. It serves needs intrinsic to the educational process (CHE, 2004).
Holistic care	Caring for the whole person including mental and psychosocial aspects rather than just the symptoms of a disease or health problems.
Integrated curriculum	A curriculum that is coherent in structure, processes and outcome and that links theory and practice in the professional education of a nurse and/or of a midwife. It attempts to fuse independent disciplines into a more unified meaningful whole
Module	A coherent unit of study or subject within a curriculum.
Notional hours of learning	The learning time that it is conceived it would take an average learner to meet defined learning objectives. It includes concepts such as contact time, time spent in structured learning in the workplace, and individual learning.

Practice Placement	The clinical area to which nurses and/or midwives are allocated in order to undertake the practice components of their education. These clinical areas may be in hospital or community settings (WHO, 2003).
Preceptor	A nurse or midwife who has demonstrated competence in practice and guides learners who are acquiring clinical competence as part of a recognised programme of training. The preceptor demonstrates nursing or midwifery practice skills, gives the learner feedback on his/her performance and evaluates the learner's mastery of clinical skills and achievement of learning objectives.
Professional regulation:	A process to establish and improve the standards of training (and professional conduct) for nurses (and) midwives (WHO, 2003).
Programme	Purposeful and structured set of learning experiences that leads to a qualification leading to qualification as a nurse or as a midwife or as a nurse midwife.
Programme evaluation	The external quality assurance processes which are undertaken in order to make an independent assessment of a programme's development, management and outcomes, through the validation of the findings of an internal programme self-evaluation (CHE, 2004).
Qualification	Formal recognition and certification of learning achievement awarded by an accredited institution and/or regulatory body (CHE, 2004).
Quality control:	An operational function, applied at all levels by an institution to the management of its activities related to teaching and learning. It is concerned with the checks and measures by which a body determines that the operations for which it is responsible are working as planned and intended, including their fitness for the purpose specified, and that resources are being optimized and identified goals achieved (WHO, 2003).
Quality assurance or quality monitoring:	The arrangements and procedures by which an institution discharges its corporate responsibility for the quality of the teaching and learning it offers, by satisfying itself that its structures and mechanisms for monitoring its quality control procedures are effective and where appropriate, that they promote the enhancement of quality (WHO, 2003).
Recognition of prior learning	Formal identification, assessment and acknowledgement of the full range of a person's knowledge, skills and capabilities acquired through formal, informal or non-formal training, on-the-job or life experience (CHE, 2004).
Summative assessment	Formalized assessment which is used to certificate the attainment of a certain level of education. It is used to serve needs extrinsic to the educational process (CHE, 2004).
Work-based learning	A component of a learning programme that focuses on the application of theory in an authentic, work-based context. It addresses specific competences identified for the acquisition of a qualification, which relate to the development of skills that will make the learner employable and will assist in developing his/her personal skills (CHE, 2004).

Annexes

Annexes

Annex 1: Sample Time Table/Class Schedule

Year 1 Semester 1

Weeks 1 - 4

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-10:00	Anatomy & Physiology APH 101 Topic Lecturer	Fundamentals Theory NSG 101 Topic Lecturer	APH 101 Topic Lecturer	APH 101 Topic Lecturer	FNS (Clinical) NURS 103 Lecturer Skills Placement: Clinical Skills Laboratory
10:00-10:30	Break	Break	Break	Break	Break
10:30-12:30	Fundamentals of Nursing NSG101 Topic Lecturer	BIO 101 Topic Lecturer	MIP101 Topic Lecturer	ICT 101 Topic Lecturer	FNS (Clinical) NURS 103 Lecturer Skills Placement: Clinical Skills Laboratory
12:30-13:00	Lunch	Lunch	Lunch	Lunch	Lunch
13:00-15:00	COM 101 ICT Topic Lecturer	MIP 101 Topic Lecturer	Introduction to Biochemistry BIO 101 Topic Lecturer	Fundamentals of Nursing(Theory) Topic Lecturer	FNS (Clinical) NURS 103 Lecturer Skills Placement: Clinical Skills Laboratory
15.00-16.00	Personal studies / self-directed learning	Personal studies / self-directed learning	Personal studies / self-directed learning	Personal studies / self-directed learning	Personal studies / self-directed learning

Weeks 5 - 12

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-10:00	Anatomy & Physiology APH 101 Topic Lecturer	Fundamentals Theory NSG 101 Topic Lecturer	APH 101 Topic Lecturer	APH 101 Topic Lecturer	FNS (Clinical) NURS 103 Lecturer Skills Placement: Clinical Skills Laboratory
10:00-10:30	Break	Break	Break	Break	Break
10:30-12:30	Fundamentals of Nursing NSG101 Topic Lecturer	BIO 101 Topic Lecturer	MIP101 Topic Lecturer	ICT 101 Topic Lecturer	FNS (Clinical) NURS 103 Lecturer Skills Placement: Clinical Skills Laboratory
12:30-13:00	Lunch	Lunch	Lunch	Lunch	Lunch
13:00-15:00	COM 101 ICT Topic Lecturer	MIP 101 Topic Lecturer	Introduction to Biochemistry BIO 101 Topic Lecturer	Fundamentals of Nursing (Theory) Topic Lecturer	FNS (Clinical) NURS 103 Lecturer Skills Placement: Clinical Skills Laboratory
15.00-16.00	Self-directed learning	Self-directed learning	Self-directed learning	Self-directed learning	Self-directed learning

Year 1 Semester 2

Weeks 1 - 4

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08:00-10:00	Prof, Ethical & Legal Aspects of Nursing NSG 104 Topic Lecturer	Sociology SOC 102 Topic Lecturer	Nutrition & Dietetics NUD 102 Topic Lecturer	Nutrition & Dietetics NUD 102 Topic Lecturer	Fundamentals of Nursing sing(Clinical) NSG 102 Placement: Clinical Settings
10:00-10:30	Break	Break	Break	Break	Break
10:30-12:30	Psychology PSY 102 Topic Lecturer	Psychology PSY 102 Topic Lecturer	Sociology SOC 102 Topic Lecturer	Prof Ethics & Legal Aspects of Nursing NSG 104 Topic Lecturer	Fundamentals of Nursing(Clinical) NSG 102 Placement: Clinical Settings
12:30-13:00	Lunch	Lunch	Lunch	Lunch	Lunch
13:00-15:00	Nutrition & Dietetics NUD 102 Skills Clinical Skills Laboratory	Prof, Ethical & Legal Aspects of Nursing NURS 100 Topic Lecturer	Nutrition & Dietetics NUD 102 Skills Clinical Skills Laboratory	Fundamentals of Nursing (Clinical) NSG 102 Placement: Clinical Settings	Fundamentals of Nursing(Clinical) NSG 102 Placement: Clinical Settings
15:00-16:00	Self-directed Learning	Self-directed Learning	Self-directed Learning	Placement: Clinical Settings	Placement: Clinical Settings

Weeks 5 - 12

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08:00-10:00	Prof, Ethical & Legal Aspects of Nursing NURS 100 Topic Lecturer	Introduction to Biochemistry BIO 106 Topic Lecturer	Nutrition & Dietetics NUD 102	Nutrition & Dietetics NUD 102	Health Assessment (Clinical) NURS104 Placement: Clinical Settings
10:00-10:30	Break	Break	Break	Break	Break
10:30-12:30	Psychology PSY 102 Topic Lecturer	Psychology PSY 102 Topic Lecturer	Introduction to Biochemistry BIO 106	Health Assessment (Theory) NURS 102 Topic Lecturer	Health Assessment (Clinical) NURS104 Placement: Clinical Settings
12:30-13:00	Lunch	Lunch	Lunch	Lunch	Lunch
13:00-15:00	Self-directed Learning	Prof, Ethical & Legal Aspects of Nursing NURS 100 Topic Lecturer	Nutrition & Dietetics NUD 102 Skills Clinical Skills Laboratory	Health Assessment (Clinical) NURS104 Placement: Clinical Settings	Health Assessment (Clinical) NURS104 Placement: Clinical Settings
15:00- 16:00	Self-directed Learning	Self-directed Learning	Self-directed Learning	Placement: Clinical Settings	Placement: Clinical Settings

Year 2, Semester 1

Weeks 1 - 4

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08:00-10:00	Community Health Nursing (Theory) NURS 201 Topic Lecturer	Medical Surgical Nursing 1 (Theory) NURS 205 Topic Lecturer	Pharmacology PHARM 201 Topic Lecturer	Medical Surgical Nursing 1 (Theory) NURS 205 Topic Lecturer	Medical Surgical Nursing 1 (Clinical) NURS 207 Skills Placement: Clinical Skills Laboratory
10:00-10:30	Break	Break	Break	Break	Break
10:30-12:30	Medical Surgical Nursing 1 (Theory) NURS 205 Topic Lecturer	Community Health Nursing (Theory) NURS 201 Topic Lecturer	Medical Surgical Nursing 1 (Theory) NURS 205 Topic Lecturer	Medical Surgical Nursing 1 (Theory) NURS 205 Topic Lecturer	Medical Surgical Nursing 1(Clinical) NURS 207 Skills Placement: Clinical Skills Laboratory
12:30-13:00	Lunch	Lunch	Lunch	Lunch	Lunch
13:00 – 15:00	Medical Surgical Nursing 1 (Theory) NURS 205 Topic Lecturer	Community Health Nursing (Theory) NURS 201 Topic Lecturer	Community Health Nursing (Clinical) NURS 203 Placement: Clinical Skills Laboratory	Pharmacology PHARM 201 Topic Lecturer	Community Health Nursing (Clinical) NURS 203 Placement: Clinical Skills Laboratory
15:00-1600	Self-directed Learning	Self-directed Learning	Self-directed Learning	Self-directed Learning	Self-directed Learning

Weeks 5 - 6

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08:00-10:00	Community Health Nursing (Theory) NURS 201 Topic Lecturer	Medical Surgical Nursing (Theory) NURS 205 Topic Lecturer	Pharmacology PHARM 201 Topic Lecturer	Medical Surgical Nursing 1 (Theory) NURS 205 Topic Lecturer)	Medical Surgical Nursing 1 (Clinical) NURS 207 [1/2 of the Group] Community Health Nursing (Clinical) NURS 203 [1/2 of the Group] Placement: Clinical Settings
10:00-10:30	Break	Break	Break	Break	Break
10:30-12:30	Medical Surgical Nursing 1 (Theory) NURS 205 Topic Lecturer)	Community Health Nursing (Theory) NURS 201 Topic Lecturer	Medical Surgical Nursing 1 (Theory) NURS 205 Topic Lecturer	Medical Surgical Nursing 1 (Theory) NURS 205 Topic Lecturer	Medical Surgical Nursing 1 (Clinical) NURS 207 [1/2 of the Group] Community Health Nursing (Clinical) NURS 203 [1/2 of the Group] Placement: Clinical Settings
12:30-13:00	Lunch	Lunch	Lunch	Lunch	Lunch
13:00-15:00	Medical Surgical Nursing 1 (Theory) NURS 205 Topic Lecturer	Community Health Nursing (Theory) NURS 201 Topic Lecturer	Community Health Nursing (Clinical) NURS 203 Placement: Clinical Skills Laboratory	Pharmacology PHARM 201 Topic Lecturer	Medical Surgical Nursing (Clinical) NURS 207 [1/2 of the Group] Community Health Nursing (Clinical) NURS 203 [1/2 of the Group] Placement: Clinical Settings
15:00-1600	Self-directed Learning	Self-directed Learning	Self-directed Learning	Self-directed Learning	Clinical Setting

Weeks 7 - 12

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08:00-16:00	Medical Surgical Nursing 1 (Clinical) NURS 207 [1/2 of the Group] Community Health Nursing (Clinical) NURS 203 [1/2 of the Group] Placement: Clinical Settings	Medical Surgical Nursing 1 (Clinical) NURS 207 [1/2 of the Group] Community Health Nursing (Clinical) NURS 203 [1/2 of the Group] Placement: Clinical Settings	Medical Surgical Nursing 1 (Clinical) NURS 207 [1/2 of the Group] Community Health Nursing (Clinical) NURS 203 [1/2 of the Group] Placement: Clinical Settings	Medical Surgical Nursing 1 (Clinical) NURS 207 [1/2 of the Group] Community Health Nursing (Clinical) NURS 203 [1/2 of the Group] Placement: Clinical Settings	Medical Surgical Nursing 1 (Clinical) NURS 207 [1/2 of the Group] Community Health Nursing (Clinical) NURS 203 [1/2 of the Group] Placement: Clinical Settings

Year 2, Semester 2

Weeks 1 - 4

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08:00-10:00	Paediatric Nursing (Theory) NURS 202 Topic Lecturer	Medical Surgical Nursing 2 (Theory) NURS 206 Topic Lecturer	Paediatric Nursing (Theory) NURS 202 Topic Lecturer	Medical Surgical Nursing 2 (Theory) NURS 206 Topic Lecturer	Medical Surgical Nursing 1 (Clinical) NURS 208 Skills Placement: Clinical Skills Laboratory
10:00-10:30	Break	Break	Break	Break	Break
10:30 – 12:30	Medical Surgical Nursing (Theory) NURS 206 Topic Lecturer	Paediatric Nursing (Theory) NURS 202 Topic Lecturer	Medical Surgical Nursing (Theory) NURS 206 Topic Lecturer	Medical Surgical Nursing (Theory) NURS 206 Topic Lecturer	Medical Surgical Nursing 1 (Clinical) NURS 208 Skills Placement: Clinical Skills Laboratory
12:30-13:00	Lunch	Lunch	Lunch	Lunch	Lunch
13:00 – 15:00	Medical Surgical Nursing (Theory) NURS 206 Topic Lecturer	Paediatric Nursing (Theory) NURS 202 Topic Lecturer	Paediatric Nursing (Clinical) NURS 204 Placement: Clinical Skills Laboratory	Medical Surgical Nursing (Theory) NURS 206 Topic Lecturer	Paediatric Nursing (Clinical) NURS 204 Placement: Clinical Skills Laboratory
15:00-1600	Self-directed Learning	Self-directed Learning	Self-directed Learning	Paediatric Nursing (Theory) NURS 202 Topic Lecturer	Self-directed Learning

Weeks 5 - 6

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08:00 - 10:00	Paediatric Nursing (Theory) NURS 202 Topic Lecturer	Medical Surgical Nursing (Theory) NURS 206 Topic Lecturer	Pharmacology PHARM 201 Topic Lecturer	Medical Surgical Nursing (Theory) NURS 206 Topic Lecturer	Medical Surgical Nursing 1 (Clinical) NURS 208 Skills [1/2 of the Group] Paediatric Nursing (Clinical) NURS 204 [1/2 of the Group] Placement: Clinical Settings
10:00-10:30	Break	Break	Break	Break	Break
10:30 – 12:30	Medical Surgical Nursing (Theory) NURS 206 Topic Lecturer	Paediatric Nursing (Theory) NURS 202 Topic Lecturer	Medical Surgical Nursing (Theory) NURS 206 Topic Lecturer	Medical Surgical Nursing (Theory) NURS 206 Topic Lecturer	Medical Surgical Nursing 1 (Clinical) NURS 208 Skills [1/2 of the Group] Paediatric Nursing (Clinical) NURS 204 [1/2 of the Group] Placement: Clinical Settings
12:30–13:00	Lunch	Lunch	Lunch	Lunch	Lunch
13:00 – 15:00	Medical Surgical Nursing (Theory) NURS 206 Topic Lecturer	Paediatric Nursing (Theory) NURS 202 Topic Lecturer	Paediatric Nursing (Clinical) NURS 204 Placement: Clinical Skills Laboratory	Pharmacology PHARM 201 Topic Lecturer	Medical Surgical Nursing 1 (Clinical) NURS 208 Skills [1/2 of the Group] Paediatric Nursing (Clinical) NURS 204 [1/2 of the Group] Placement: Clinical Settings
15:00-1600	Self-directed Learning	Self-directed Learning	Self-directed Learning	Self-directed Learning	Clinical Setting

Weeks 7 - 12

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08:00 -16:00	Medical Surgical Nursing 1 (Clinical) NURS 208 [1/2 of the Group] Paediatric Nursing (Clinical) NURS 204 [1/2 of the Group] Placement: Clinical Settings	Medical Surgical Nursing 1 (Clinical) NURS 208 [1/2 of the Group] Paediatric Nursing (Clinical) NURS 204 [1/2 of the Group] Placement: Clinical Settings	Medical Surgical Nursing 1 (Clinical) NURS 208 [1/2 of the Group] Paediatric Nursing (Clinical) NURS 204 [1/2 of the Group] Placement: Clinical Settings	Medical Surgical Nursing 1 (Clinical) NURS 208 [1/2 of the Group] Paediatric Nursing (Clinical) NURS 204 [1/2 of the Group] Placement: Clinical Settings	Medical Surgical Nursing 1 (Clinical) NURS 208 [1/2 of the Group] Paediatric Nursing (Clinical) NURS 204 [1/2 of the Group] Placement: Clinical Settings

Four weeks of clinical practice, working 7 hours per day for five days a week for four weeks will be 140 hours.

Year 3 Semester 1

Weeks 1 - 4

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08:00-10:00	Health Services Management (Theory) HSM 301 Topic Lecturer	Health Services Management (Theory) HSM 301 Topic Lecturer	Medical Surgical Nursing 2 Theory NURS 301 Topic Lecturer	Sexual Reproductive Health NURS 305 Topic Lecturer	Health Services Management HSM303 Clinical Skills Placement: Clinical Skills Laboratory
10:00-10:30	Break	Break	Break	Break	Break
10:30-12:30	Medical Surgical Nursing 2 Theory NURS 301 Topic Lecturer	Health Services Management HSM 301 Theory Topic Lecturer	Sexual Reproductive Health NURS 305 Topic Lecturer	Medical Surgical Nursing 2 Theory NURS 301 Topic Lecturer	Medical Surgical Nursing 2 Clinical NURS 303 Skills Placement: Clinical Skills Laboratory
12:30-13:00	Lunch	Lunch	Lunch	Lunch	Lunch
13:00 – 15:00	Medical Surgical Nursing 2 Theory NURS 301 Topic Lecturer	Health Services Management HSM 301 Theory Topic Lecturer	Medical Surgical Nursing 2 Theory NURS 301 Topic Lecturer	Health Services Management HSM 301 Theory Topic Lecturer	Medical Surgical Nursing 2 Clinical NURS 303 Skills Placement: Clinical Skills Laboratory
15:00-1600	Self-directed Learning	Self-directed Learning	Self-directed Learning	Self-directed Learning	Self-directed Learning

Weeks 5 - 6

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08:00-10:00	Medical Surgical Nursing 2 Theory NURS 301 Topic Lecturer	Health Services Management HSM 301 Theory Topic Lecturer	Sexual Reproductive Health NURS 305 Topic Lecturer	Medical Surgical Nursing 2 Theory NURS 301 Topic Lecturer	Health Services Management Clinical [1/2 of the Group] Medical Surgical Nursing 2 Clinical [1/2 of the Group] Placement: Clinical Settings
10:00-10:30	Break	Break	Break	Break	Break
10:30-12:30	Medical Surgical Nursing 2 Theory NURS 301 Topic Lecturer	Sexual Reproductive Health NURS 305 Topic Lecturer	Medical Surgical Nursing 2 Theory NURS 301 Topic Lecturer	Sexual Reproductive Health NURS 305 Topic Lecturer	Medical Surgical Nursing Clinical [1/2 of the Group] Health Services
12:30-13:00	Lunch	Lunch	Lunch	Lunch	Lunch
13:00-15:00	Health Services Management HSM 301 Theory Topic Lecturer	Medical Surgical Nursing 2 Theory NURS 301 Topic Lecturer	Medical Surgical Nursing 2 Theory NURS 301 Topic Lecturer	Health Services Management HSM 301 Theory Topic Lecturer	Medical Surgical Nursing Clinical [1/2 of the Group] Health Services Management (Clinical) [1/2 of the Group] Clinical Setting
15:00-1600	Self-directed Learning	Self-directed Learning	Self-directed Learning	Self-directed Learning	Clinical Setting

Weeks 7 - 12

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08:00 -16:00	Medical Surgical Nursing 2 Clinical NURS 303 [1/2 of the Group] Health Services Management (Clinical) HSM 303 [1/2 of the Group] Placement: Clinical Settings	Medical Surgical Nursing 2 (Clinical) NURS 303 [1/2 of the Group] Health Services Management (Clinical) HSM 303 [1/2 of the Group] Placement: Clinical Settings	Medical Surgical Nursing 2 (Clinical) NURS 303 [1/2 of the Group] Health Services Management (Clinical) HSM 303 [1/2 of the Group] Placement: Clinical Settings	Medical Surgical Nursing (Clinical) NURS 303 [1/2 of the Group] Health Services Management (Clinical) HSM 303 [1/2 of the Group] Placement: Clinical Settings	Medical Surgical Nursing (Clinical) NURS 303 [1/2 of the Group] Health Services Management (Clinical) HSM 303 [1/2 of the Group] Placement: Clinical Settings

Four weeks of clinical practice, working 7 hours per day for five days a week for four weeks will be 140 hours.

Year 3, Semester 2

Weeks 1 - 4

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08:00-10:00	Obstetrics & Gynaecology Theory) NURS 306 Topic Lecturer	Mental / Psychiatric Nursing Health (Theory) NURS 302 Topic Lecturer	Obstetrics & Gynaecology Theory) NURS 306 Topic Lecturer	Mental / Psychiatric Nursing Health (Theory) NURS 302 Topic Lecturer	Mental / Psychiatric Nursing Health (Clinical) NURS 304 Placement: Clinical Skills Laboratory
10:00-10:30	Break	Break	Break	Break	Break
10:30-12:30	Obstetrics & Gynaecology Theory) NURS 306 Topic Lecturer	Mental / Psychiatric Nursing Health (Theory) NURS 302 Topic Lecturer	Obstetrics & Gynaecology Theory) NURS 306 Topic Lecturer	Mental / Psychiatric Nursing Health (Theory) NURS 302 Topic Lecturer	Obstetrics & Gynaecology (Clinical) NURS 308 Placement: Clinical Skills Laboratory
12:30-13:00	Lunch	Lunch	Lunch	Lunch	Lunch
13:00-15:00	Mental / Psychiatric Nursing Health (Theory) NURS 302 Lecturer	Obstetrics & Gynaecology Theory) NURS 306 Topic Lecturer	Mental / Psychiatric Nursing Health (Theory) NURS 302 Topic Lecturer	Obstetrics & Gynaecology Theory) NURS 306 Topic Lecturer	Mental / Psychiatric Nursing Health (Clinical) NURS 304 Placement: Clinical Skills Laboratory
15:00-16:00	Self-directed Learning	Self-directed Learning	Self-directed Learning	Self-directed Learning	Self-directed Learning

Weeks 5 - 12

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08:00-16:00	Mental / Psychiatric Nursing Health (Clinical) NURS 304 [1/2 of the Group] Obstetrics & Gynaecology (Clinical) NURS 308 [1/2 the Group] Placement: Clinical Settings	Mental / Psychiatric Nursing Health (Clinical) NURS 304 [1/2 of the Group] Obstetrics & Gynaecology (Clinical) NURS 308 [1/2 the Group] Placement: Clinical Settings	Mental / Psychiatric Nursing Health (Clinical) NURS 304 [1/2 of the Group] Obstetrics & Gynaecology (Clinical) NURS 308 [1/2 the Group] Placement: Clinical Settings	Mental / Psychiatric Nursing Health (Clinical) NURS 304 [1/2 of the Group] Obstetrics & Gynaecology (Clinical) NURS 308 [1/2 the Group] Placement: Clinical Settings	Mental / Psychiatric Nursing Health (Clinical) NURS 304 [1/2 of the Group] Obstetrics & Gynaecology (Clinical) NURS 308 [1/2 the Group] Placement: Clinical Settings

Annex 2:

Lists of Contributors

LISTS OF CONTRIBUTORS AT THE VARIOUS STAGES OF THE DEVELOPMENT OF THE REGIONAL PROTOTYPE CURRICULA FOR NURSING AND MIDWIFERY EDUCATION PROGRAMMES FOR THE AFRICAN REGION (in order of timeframe)

Development of Regional Prototype/Model Curricula for Nursing and Midwifery Education programmes for the African Region; Ouagadougou, Burkina Faso, 25-29 June 2012: Participants list

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Development of Regional Prototype / Model Curricula for Nursing and Midwifery Education Programmes for the African Region, Lilongwe, Malawi; 20-31 August 2012: Participants list

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Third Expert Meeting on Development of Regional Prototype Competency-Based Curriculum for Nursing and Midwifery Education, Chrismar Hotel, Lusaka, Zambia; 29 October – 06 November 2012: Participant list

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Expert Technical Review Meeting of the Prototype Competency-Based Curricula for Nursing and Midwifery Education Programmes for the African Region, Harare, Zimbabwe; 11-15 March 2013: List of Participants

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Meeting on Validation of Prototype Competency-Based Pre-Service Curricula for Nursing and Midwifery Programmes in the African Region, Johannesburg, South Africa; 15 – 19 July 2013; Participants List

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WHO and the Global Alliance for Health Workforce (AMPS); Three-day meeting, 9-11 October 2013 on the Training of Midwives, Cotonou, Benin

Thirteen countries in Francophone Africa have been invited to this workshop: Benin, Burkina Faso, Cameroon, Congo, Côte d'Ivoire, Guinea, Mali, Mauritania, Niger, Senegal, DRC, Chad and Togo.

This workshop was organized with the French finance - Muskoka.

UNFPA financed the entire workshop.

The workshop was on improving the quality of training of midwives in Francophone countries. During this workshop status on the latest documents developed by WHO / AFRO were presented and discussed. The results of evaluations of training schools midwives conducted by UNFPA were also discussed.

The objectives of the workshop were:

1. Share the status of the current situation in the education and training of health workers with midwifery skills;
2. Share best practices to harmonize the training of health workers with midwifery skills;
3. Analyze the results of ratings of the quality of the training of midwives.

The meeting gave a go ahead to AFRO to finalise the three prototype curricula with the promise that they would be translated into French.

Notes

[illegible]



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