

FUNDAMENTALS OF NURSING SYLLABUS

FOR ASSOCIATE NURSING PROGRAM

SENIOR 4 - 6

KIGALI, 2024

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FOREWORD

The Ministry of Education, through the Rwanda Basic Education Board (REB) has initiated the Associate Nursing Program at the second cycle of secondary education. The underlying principle behind the introduction of this program is to ensure that the curriculum responds to the needs of the learners, the society, and the labour market.

Fundamentals of Nursing is one of subjects of Associate Nursing Program that emphasizes on equipping the learners with required knowledge, skills, and attitudes and values required for high-quality nursing care. This aligns with Rwanda Vision 2050, which focuses on improving the country's socio-economic status through health care.

It is only the healthy people who can significantly play a major role in this socio-economic transformation journey. Fundamentals of nursing subject teach the theories, principles, and procedures on which the nursing practice depends.

I extend my sincere appreciation to all those involved in developing this syllabus, especially the Ministry of Health in collaboration with REB, who coordinated the entire process from start to the end. Feedback and suggestions for future revisions of this syllabus are welcome.

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1. GENERAL INTRODUCTION

1.1. Background to the introduction of the Associate Nursing Program in secondary schools

For a long time ago, nursing education around the World has taken different steps from the traditional apprenticeship, vocational, and hospital-based training model to a higher education academic model of teaching and learning (Gaberson & Oemann, 2010). This paradigm shift was driven by the increased demand of the professionalization of nursing, the changing illness patterns, and the expansion of the knowledge-based society requiring more improved and innovative education preparation of nursing professionals that is adapted to the context and specific health needs (Yam, 2004).

In Rwanda, the above-mentioned transformations in nursing education evolved overtime. Healthcare education in general started in 1933 with medical assistants “Assistants Médicaux” program, followed by the assistant midwives “Auxiliaires accoucheuses” in 1949 (Harelimana, et., 2015). From 1954 up to 1979, the A2 and A3 programs were established at secondary level. From the academic year 1979 to 2004, the program of nursing education was exclusively “A2” secondary level (Kabgayi School of Nursing and Midwifery, 2013). Nurses were mostly prepared for hospitals and health center-based health care provision, leaving out the community. This gap was later addressed by introduction of the Community Health Workers (CHWs) in 1995 (MoH, 2012).

The Cabinet resolution of October 27th, 2004 phased out the A2 nursing program. A transition period was decided upon to move from nursing program A2 to Nursing Program A1 up to 2007. This was in the purpose to train nursing professionals at a tertiary level in order to produce highly-qualified professionals, thus improving the quality health care delivery. However, gaps in providing basic nursing care at different levels were continually observed.

Fourteen years later after the closure of Secondary school level for nursing education program, the Government of Rwanda has decided to introduce in second cycle of secondary education level the Associate Nursing Program as provided by the Article 58 of the Rwandan Law Determining Organization of Education N10/20216/02/2021 (MoE, 2021).

Therefore, the associate nurse program is being introduced to provide the support needed in basic nursing care provision, with capacity to progress in different advanced health care professions. This decision aims to meet the current and contextual health needs that present high demand to provide the basic nursing care at different levels of the Rwanda healthcare system, particularly in the community.

1.2. Associate nurse leaver's profile

Upon completion of the associate nursing program, learner should have acquired knowledge, skills and attitudes to:

1. Provide support to individuals, families, groups, and communities when faced with unwelcome news and life changing diagnoses;
2. Provide health education within her/his scope of practice;
3. Demonstrate understanding of the determinants of health that affect individuals, families, groups, and communities;
4. Demonstrate understanding of basic common health conditions affecting individuals of all age groups and their basic nursing care;
5. Assess individuals, families, groups and community needs and provide basic nursing care using evidence-based practice;
6. Collaborate effectively with multidisciplinary team members, clients and stakeholders in the provision of basic nursing care;
7. Demonstrate values of responsibility, accountability and patriotism in serving the nation;
8. Ensure the privacy, dignity and safety of individuals is maintained at all times;
9. Provide support on basic care in reproductive, maternal, neonatal and child health ;
10. Explain scientific phenomena using correct scientific terminologies;
11. Demonstrate knowledge and skills required to progress to higher learning education;
12. Express themselves fluently, and with confidence, in speaking and writing using correct vocabulary and grammar appropriately;
13. Perform experiments using a range of scientific and medical tools and equipment and draw appropriate conclusions;
14. Demonstrate ability to manage data (collect, recording, processing, analysis, synthesis, and reporting) for appropriate decision.

2. TEACHING AND LEARNING FUNDAMENTALS OF NURSING

2.1. Rationale of Teaching and Learning Fundamentals of nursing

Fundamentals of nursing subject teaches the theories, basic principles and procedures required to provide basic nursing care to patients with different health conditions taking into consideration of their psychosocial health conditions. As the learners start their journey to healthcare professions, they must first learn the basic foundations of the Fundamentals of nursing subject. Fundamental of nursing aims also to equip the learner with knowledge, skills, and attitudes for assessment of the health of the patients of all ages. It helps the learner to recognize abnormalities in the client and formulate clinical and nursing diagnosis, making it the cornerstone of nursing care. Fundamentals of nursing subject empowers the associate nurse with critical thinking skills that are needed to identify patient health problems and take appropriate decision to resolve client problems. This helps the learner to function in a health care facility setting, household, and community levels.

The subject introduces also the learner to the concepts and theories of psychology, and sociology with an emphasis on growth and development, as well as factors that influence behavior across all stages of the lifespan. It equips the learners with awareness of patients' cultural and religious beliefs, customs and taboos, family structure, gender and other social determinants of health, in order to appropriately promote healthy behaviors among clients, families and communities, including special populations, and people with disability.

2.1.1. Fundamentals of nursing and Society

Fundamentals of nursing subjects taught in the associate nurse program will contribute to producing new cadres in the society who will be able to perform basic nursing care procedures for the provision of basic nursing care to individuals, families, groups, and communities within the Primary Health Care (PHC) approach with the aim to provide curative services, prevent diseases, and promote health at different levels of the healthcare system.

2.1.2. Fundamentals of nursing and learners

Fundamentals of nursing subject equips learners with knowledge and skills to perform basic nursing care procedures and it is a pre-requisite to the learner's career path to different Healthcare professions such as Nursing, Medicine, Pharmacy and Medical Laboratory Sciences. It helps learners to become competent associate nurses who will be able to provide basic nursing care and advance in different health care professions. Fundamentals of nursing enables Associate nurses to understand their social responsibility as agents of change in healing capacity or making patients feel better, not only treating illnesses; but also improving the quality of patients and clients' lives. Learners will also gain insight into the minds and hearts of their patients. That may not be manifested on initial diagnosis, but with sociology and Psychology, to understand that the healing of a person is a process and more than just the giving of medicine.

2.2. Competences

A competence is the ability to perform a particular task successfully, resulting from having gained an appropriate combination of knowledge, skills and attitudes. The national policy documents, based on the national aspirations, identify 'Basic Competences' alongside the 'Generic Competences' that will develop higher order thinking skills. Basic Competences are addressed in the stated broad subject competences and in objectives highlighted on yearly basis and in each unit of learning. The selection of types of learning activities must focus on how learners are able to demonstrate such competences throughout and at the end of the learning process. A Generic Competence is a competence that is not specific to a particular subject or situation. Generic Competences are transferrable and applicable to a range of subjects and situations including employment.

The generic competencies that must be emphasized and reflected in the learning process are briefly described below and teachers will ensure that learners are exposed to tasks that help the learners acquire the skills.

2.2.1. Generic competences

Critical thinking and problem-solving skills: The acquisition of such skills will help learners think imaginatively and broadly to evaluate and find solutions to problems encountered in all situations.

Creativity and innovation: The acquisition of such skills will help learners take initiative and use imagination beyond the knowledge provided to generate new ideas and construct new concepts.

Research: This will help learners find answers to questions based on existing information and concepts and to explain phenomena based on findings from information gathered.

Communication in official languages: Teachers, irrespective of not being teachers of language, will ensure the proper use of the language of instruction by learners. This will help learners communicate clearly and confidently and convey ideas effectively through speaking and writing and use the correct language structure and relevant vocabulary.

Cooperation, inter personal management and life skills: This will help the learner to cooperate with others in a team in whatever tasks are assigned and to practice positive ethical moral values and respect for the rights, feelings and views of others. Learners will perform practical activities related to environmental conservation and protection. They will also advocate for personal, family and community health, hygiene and nutrition and respond creatively to the variety of challenges encountered in life.

Lifelong learning: The acquisition of such skills will help learners to update their knowledge and skills with minimum external support and to cope with the evolution of advances in knowledge for personal fulfillment in areas that need improvement and development.

2.2.2. Broad Fundamentals of nursing Competences

Upon successful completion of the Fundamentals of nursing subject the learners will be able to:

- Execute independently the basic nursing care to clients in respect of care principles and the scope of practice.
- Integrate the principles of nursing care and other scientific -humanistic disciplines while caring for individuals, groups and families.
- Promote house hygiene and environmental sanitation
- Demonstrate responsibility and accountability when providing safe and quality care to patients
- Develop ability to provide first aid promptly and efficiently in emergency cases to avert health complications and preventable deaths

- Demonstrate safe practice in executing designated basic nursing skills.
- Promote health of the individuals, groups, families and communities.
- Promote healthy diets for different age groups of people (children, adolescents, pregnant women, elderly)
- Apply principles of basic palliative care to alleviate pain and suffering
- Accompany the dying person psychologically and spiritually
- Execute nursing care to the dying person
- Perform the post-mortem care
- Apply the legal, ethical and moral professional standards during patient care delivery.
- Carry out a comprehensive and systemic assessment of client
- Conduct Specific Nursing Assessment of Respiratory, Cardiovascular, Digestive, Urinary, Endocrine, Sensory, and Neurology systems.
- Document the client's health assessment findings
- Analyze and take the appropriate decision from the client health assessment findings to resolve the client's problems
- Adopt an appropriate behavior while caring for individuals, families, groups of people and communities considering their psychological diversities.
- Apply knowledge on the psycho-social determinants of health and family structure in health promotion, disease prevention and health-care provision.

2.2.3. Fundamentals of nursing and developing competencies

The national policy document based on National aspirations identify some 'basic Competencies' alongside the 'Generic Competencies' that will develop higher order critical thinking skills and help student learn Fundamentals of nursing, as an important component of patient care. The nature of learning activities which are mainly inquiry oriented contribute to the achievement of those competences.

Through observations, experimentation, and presentation of information during the learning process, the learner will not only develop deductive and inductive skills but also acquire caring skills from case-based learning, exposure to skills laboratory and performance of specific tasks prior to actual patient care. This will equip the learners with cooperation and communication skills, critical thinking and problem-solving skills in this regard.

This will be achieved through learner group work and cooperative learning of Fundamentals of nursing, which in turn will promote interpersonal relations and teamwork. The manipulation of apparatus and data during class presentations and undertaking of simulated nursing care practice by learners will involve analytical and problem-solving skills directed towards Fundamentals of nursing, identifying patient health needs, plan, implement, and evaluate required intervention.

The acquired knowledge and skills in Fundamentals of nursing should develop a responsible and accountable Associate nurse who adapts to scientific reasoning and attitudes and develops confidence in reasoning independently. The learner should show concern of individual attitudes, environmental protection and comply with the scientific method of reasoning. The scientific method should be applied with the necessary rigor and intellectual honesty to promote critical thinking while systematically pursuing the line of thought.

2.3. Pedagogical Approach

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production.

At the same time, each learner is an individual with their own needs, pace of learning, experiences and abilities. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons. Learner centered education does not mean that the teacher no longer has the responsibility for seeing that learning takes place properly.

2.3.1. Role of the learner

The activities of the learner are indicated against each learning unit and they all reflect appropriate engagement of the learner in the learning process.

The teaching and learning processes will be tailored towards creating a learner friendly environment based on the learner's capabilities, needs, experience and interests.

The learning activities will be organized in a way that encourages learners to construct knowledge either individually or in groups in an active and engaging way.

Learners work on one-unit competence at a time in the form of concrete units with specific learning outcomes broken down into knowledge, skills and attitudes.

In practical lessons learners will work individually as well as in groups. They will also do practical lessons in simulation labs as well as in real contexts (Health care settings namely health posts, health centers and district hospitals)

2.3.2. Role of the teacher

The change to a competence-based curriculum is about transforming learning and ensuring that learning is deep, enjoyable and habit-forming. Teachers ought to shift from the traditional method of instruction to that of a facilitator in order to value the individual needs and expectations of learners.

The teacher must identify the needs of the learners, the nature of the learning to be done, and the means to shape the learning experiences accordingly. A Teacher's role is to organize the learners, both in the classroom or outside, and engage them through participatory and interactive methods through the learning processes as either individuals, in pairs or in groups. This ensures that learning is personalized, active, participative, and co-operative.

The teacher will develop cases studies and ask learners to analyze them by individuals as well as by group. The teacher will also select subject topics and introduce them to the class for immediate discussion as well as later prepared group discussion and presentation. The role of the teacher will be to facilitate the discussion and presentation; add the missing content.

Learners are taught how to use textbooks and other resource materials in different ways for example to search for and make use of information in writing their own notes. The teacher must select and develop appropriate materials such as correct books related to Fundamentals of nursing; videos and case studies.

In practical lessons, the teacher will first expose learners to different basic nursing care procedures through videos; then the teacher, will demonstrate these techniques before allowing students, individual by individual to learn techniques by doing. This will be done in simulation labs. Then after learners will be exposed to the real contexts (health posts, health centers and district hospitals).The teacher must ensure these learners keep pace with the rest of the group in acquiring the required competences. The teacher has to ensure that cross cutting issues are addressed in teaching and learning process.

2.3.3. Special needs education and inclusive approach

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of special needs education. The critical issue is that we have persons/ learners who are totally different in their ways of living and learning as opposed to the majority. The difference can either be emotional, physical, sensory and intellectual learning challenged traditionally known as mental retardation.

These learners equally have the right to benefit from the free and compulsory basic education in the nearby ordinary/mainstream schools. Therefore, the schools' role is to enroll them and also set strategies to provide relevant education to them. The teacher therefore is requested to consider each learner's needs during teaching and learning process. Assessment strategies and conditions should also be standardized to the needs of these learners. Detailed guidance for each category of learners with special education needs is provided for in the guidance for teachers.

2.4. Assessment Approaches

Assessment evaluates the teaching and learning methods through the collection and interpretation of evidence of and individual learner's progress in learning and makes a judgment about the learner's achievements measured against a set of defined standards. Assessment is an integral part of the teaching learning processes. In the new competence-based curriculum assessment must also be competence-based. The learner is given a complex situation related to his/her everyday life and asked to try to overcome the situation by applying what he/she learned.

Assessment will be organized at the following levels: school-based assessment, district examinations, national assessment (LARS) and national examinations.

2.4.1. Types of assessment

a) Formative and continuous assessment (assessment for learning)

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning his/her lesson, he/she should establish criteria for performance and behavioral changes at the beginning of a unit. At the end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competences based on the criteria stated before going to the next unit. The teacher will assess how well each learner masters both the subject content and the generic competences described in the syllabus. From this, the teacher will gain a picture of the all-round progress of the learner. The teacher will use one or a combination of the following: (a) observation (b) pen and paper (c) oral questioning and tests (d) OSCE during or at the end of one or more learning units.

b) Summative assessment (assessment of learning)

When assessment is used to record a judgment of the competence or performance of the learner it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether learning objectives have been achieved and to use the results for the ranking or grading of learners. The results of summative assessment are also used for deciding on progression, for selection into the next level of education and for certification. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competences.

Summative assessment can be internally school based assessment or external assessment in the form of national examinations. School based summative assessment should take place once at the end of each term and once at the end of the year. School summative assessment average scores for each subject will be weighted and included in the final national examinations grade. School based assessment average grade will contribute a certain percentage as teachers gain more experience and confidence in assessment techniques. In the third year of the implementation of the new curriculum it will contribute 10% of the final grade, but will be progressively increased. Districts will be supported to continue their initiatives to organize a common test per class for all the schools to evaluate the performance and the achievement level of learners in each individual school. This is the comprehensive assessment that takes place at all levels of studies. This subject will be part of the External National Examination. External summative assessment will be done at the end of S6 and this will be for both theory and practical examination.

2.4.2. Record keeping

This is gathering facts and evidence from the assessment instruments and using them to judge the learner's performance by assigning an indicator against the set criteria or standard. Assessment procedures generate data in the form of scores which will be carefully recorded and stored in a portfolio. These scores will contribute to remedial actions and alternative instructional strategies. They will also be used to provide feedback to the learner and their parents to check learning progress and to provide advice, as well as be used in the final assessment of the learners.

This portfolio is a folder (or binder or even a digital collection) containing the learner's work as well as the learner's evaluation of the strengths and weaknesses of the work. Portfolios reflect not only work produced (such as papers and assignments), but also it is a record of the activities undertaken over time as part of student learning. The portfolio output (formative assessment) will be considered only as enough for three years of the Advanced level. It will serve as a verification tool for each learner that he/she attended the whole learning before he/she undergoes the summative assessment for the subject.

2.4.3. Item writing in summative assessment

Before writing a question paper, a plan or specification of what is to be tested or examined must be created. This will show the units or topics to be tested on, the number of questions in each level of Bloom's taxonomy and the marks allocation for each question. In a competence based curriculum, questions from higher levels of Bloom's taxonomy should be given more weight than those from the knowledge and comprehension level.

Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards competence based assessment by doing the following:

- **Identify topic areas to be tested on from the subject syllabus. Outline subject-matter content to be considered as the basis for the test.**
- **Prepare a table of specifications.**
- **Ensure that the verbs used in the formulation of questions do not require memorization or recall answers only but test for broad competences as stated in the syllabus.**

2.4.4. Structure and format of the examination

There will be two papers in Fundamentals of nursing subject. Paper 1: measures theory and from lower higher levels of Bloom's taxonomy and paper 2 will measure practical skills. Time will depend on the paper's items, weight of the paper and learner's special education needs.

Paper	Component	Weighting
Paper 1	The paper will measure both knowledge of the subject matter and acquisition of competences. The paper will assess the first two (low) levels of Bloom's taxonomy, which is Knowledge and understanding. (100marks) The paper will assess skills; it will consist questions from higher levels of Bloom's taxonomy (Application, analysis, evaluation and synthesis). (100marks)	60%
Paper 2	Practical skills: This paper will measure practical skills (Observation, Recording & report writing, Manipulation of different tools, Measurement/calculations of some drug doses, Planning & implementation basic nursing care procedures)	40%

Assessment of Subject objectives (AO)

The assessment objectives listed below reflect those parts of the syllabus competences that will be assessed in the examination.

Knowledge with understanding

Scientific vocabulary, terminology and conventions (including symbols, quantities and units).

Scientific instruments/tools and apparatus used in Fundamentals of nursing, including techniques of operation and aspects of safety and asepsis.

Candidates should be able to demonstrate knowledge and understanding of:

- Fundamentals of nursing concepts including Fundamentals of nursing care concepts, community health nursing concepts, environmental sanitation concepts; first aid and palliative care concepts

- Selected nursing theories
- Principles and approaches of environmental and hospital sanitation;
- Nutritional needs for patients with different conditions
- Psychological and spiritual needs of the dying person
- Principles of palliative care nursing

Questions testing these assessment objectives will often begin with one of the following words: define, state, name, describe, explain (using your knowledge and understanding) or outline.

Handling information and solving problems

Candidates should be able to handle information and solve problems using, written, symbolic, graphical and numerical forms of presentation to:

- Locate, select, organize and present information from a variety of sources.
- Translate information from one form to another.
- Manipulate numerical and other data.
- Use information to identify patterns, report trends and draw conclusions.
- Give reasoned explanations for phenomena, patterns and relationships.
- Make predictions and hypothesis.
- Apply knowledge, including principles, to new situations.
- Demonstrate an awareness of the limitations of biological theories and models.
- Solve problems.

These assessment objectives cannot be precisely specified in the syllabus content because questions testing such skills may be based on information which is unfamiliar to the candidate. In answering such questions, candidates are required to use principles and concepts that are within the syllabus and apply them in a logical, reasoned or deductive manner to a new situation.

Questions testing these assessment objectives will often begin with one of the following words: *discuss, predict, suggest, calculate, and explain (give reasoned explanations and explain the processes of using information and solving problems) or determine.*

Practical skills

Candidates should be able to:

- Perform the basic nursing care procedures
- Ensure the hygiene and comfort of patients in different conditions
- Practice standard precautions of nosocomial infection control
- Carry out correctly the first aid care for the emergency situations
- Perform health education to prevent diseases and promote health
- Develops individualized nutrition plans for clients of all ages and those with special needs
- Carry out correctly the nursing care of the dying person
- Perform the post mortem care
- Record the patients' information
- Reporting by writing in the patient's file the performed nursing technique
- Referring the patients depending on the patient's tatus

2.5. Reporting to parents

The wider range of learning in the new curriculum means that it is necessary to think again about how to share a learners' progress with their parents. A single mark is not sufficient to convey the different expectations of learning which are in the learning objectives. The most helpful method of reporting is to share what students are doing well and where they need to improve.

2.6. Resources

2.6.1. Material resources

Teaching and learning of Fundamentals of nursing necessitates both theory and practical activities for better understanding of facts. The successful implementation of this curriculum requires a simulation laboratory (containing the equipment needed to perform basic nursing care procedures; the list is attached as appendix A), the school and Health facilities, textbooks, videos and ICT tools like computers and projectors.

2.6.2. Human resources

The effective implementation of this curriculum requires a joint collaboration of educators at all levels with experience in education holding, at least a Bachelor's degree in Nursing or in Midwifery and registered in the National council of nurses and midwives. The following are detailed skills required for Fundamentals of nursing teacher in the Associate Nursing program:

- **Animated and engaging personality, patient and tolerant attitude, passion for sharing knowledge, excellent verbal and written communication abilities, creativity and diverse methodologies for imparting ideas and knowledge.**
- **Knowledge of educational software, programs for recording, grading, and evaluating students' work and progress**
- **Ability to use a range of teaching tools for example, overhead projectors and other media-sharing devices. Experience of two years in teaching or practicing nursing /midwifery to be able to coach learners in simulation lab and health settings.**
- **Able to motivate students and keep the classroom on task, a passion for Nursing /Midwifery**

3. SYLLABUS UNITS' DEVELOPMENT

3.1. Presentation of the structure of the syllabus

The subject of Fundamentals of nursing is taught and learned in upper secondary education as a core subject, i.e. in S4, S5 and S6 respectively. At every grade where it is taught, the syllabus of Fundamentals of nursing for upper secondary is structured in the following topic areas (1) Topic area of Foundations of Nursing practice which is subdivided into nine (9) subtopic areas namely the Theoretical Foundation of Nursing, Lifting and patient comfort, Assessment of physiological function and parameters, Patient safety, infection prevention and control, Medication administration, Skin integrity and wound healing, First aid, Diagnostic testing and Palliative care (2) Topic area of Health Assessment is subdivided into two (2) subtopic areas namely Comprehensive assessment and Body systems assessment (3) Topic area of Behavioural Sciences is subdivided into two (2) subtopic areas named Psychology and Sociology (4) Topic area of Community Health with one subtopic area named Fundamentals of Community Health Nursing. All subtopic areas are made up of 31 units: 10 in S4, 13 in S5 and 8 in S6. Each unit has the following common components:

1. Each unit is aligned with the periods or number of lessons/periods.
2. Each unit has a key unit competence whose achievement is pursued by all teaching and learning activities undertaken by both the teacher and the learners.
3. Each unit key competence is broken into three types of Learning Objectives as follows:
 - a) Type I: Learning Objectives relating to Knowledge and Understanding (Type I Learning Objectives are also known as Lower Order Thinking Skills or LOTS)
 - b) Type II and Type III: These Learning Objectives relate to the acquisition of Skills, Attitudes and Values (Type II and Type III Learning Objectives are also known as Higher Order Thinking Skills or HOTS).
4. Each unit has content that indicates the scope of coverage of what should be taught and learnt in line with stated Learning Objectives.
5. Each unit suggests learning activities that are expected to engage learners in an interactive learning process as much as possible (learner-centered and participatory approach).

6. Finally, each unit is linked to other subjects, its Assessment criteria and the materials (or resources) that are expected to be used in the teaching and learning process.

3.2. Fundamentals of nursing program for S 4

3.2.1. Key competences at the end of S 4

- **Integrate the principles of nursing theories during modern-day nursing practice**
- **Perform the Nursing care procedures related to hygiene and comfort of the client/patient**
- **Interpret correctly the vital signs and parameters**
- **Apply correctly the infection control techniques to prevent nosocomial infections**
- **Administer correctly drugs through enteral, topical routes**
- **Carry out a comprehensive data collection of clients**
- **Take appropriate action based on findings of nursing assessment of Respiratory system**
- **Analyze the concepts and theories of growth and development in interpersonal relationships**
- **Explain the concepts of personality and behavior development**
- **Explain the concepts of sociology in health promotion and wellbeing**

3.2.2. Fundamentals of nursing Table units for S4

Topic area: Foundations of Nursing Practice			Sub-topic area: Theoretical Foundation of Nursing	
S4 Fundamentals of nursing			Unit 1. Nursing Theories	Number of Periods: 20
Key Unit Competence: Integrate the principles of nursing theories during modern-day nursing practice				
Learning Objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> Define Nursing Explain the history of nursing profession Define the concepts of Nursing theories Describe the selected nursing theories 	<ul style="list-style-type: none"> Apply selected nursing theories while providing nursing care 	Respect the principles of nursing theories in nursing practice	<ul style="list-style-type: none"> Nursing theories Definition of Nursing Historical overview of Nursing Nursing Theories: <p>Major Concepts of Nursing Theory Importance of Nursing Theories Selected Nursing Theories:</p> <ol style="list-style-type: none"> Florence Nightingale Virginia Henderson Hildegard Peplau Dorothea Orem Jean Watson 	<ul style="list-style-type: none"> Search and discuss selected nursing theories in pairs or in groups Describe the selected nursing theories through group Presentation Apply different nursing theories based on prepared case studies and later in the Health setting
			Application of selected Nursing theories in nursing education and practice	

Links to other subjects: Nursing Ethics and Professional Code of Conduct

Assessment criteria: The learners apply correctly the selected nursing theories into nursing practice

Materials: Videos, projector, computers, screen

Topic area: Foundations of Nursing Practice			Sub-topic area: Lifting and patient comfort	
S4 Fundamentals of Nursing	Unit 2. Hygiene and comfort care of the client/patient		Number of periods: 50	
Key Unit Competence: Perform the Nursing care procedures related to hygiene and comfort of the client/patient.				
Learning Objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> • Explain the importance of hand washing • List the required equipment for hand washing-Identify the WHO 5 moments of washing hands 	<ul style="list-style-type: none"> • Perform correctly hand washing technique • Apply correctly the techniques of gloves wearing 	<ul style="list-style-type: none"> • Demonstrate empathy and respect of client during the nursing care practice 	<p>Nursing care procedures related to hygiene and comfort of the client</p> <ul style="list-style-type: none"> – Hand washing: – Importance of Hand washing <ul style="list-style-type: none"> • Techniques of hand washing 	<ul style="list-style-type: none"> • Explain the importance of hand washing and identify the 5 moments of hand washing after watching a Video on hand washing
<ul style="list-style-type: none"> • Explain the purpose of bed making • List the equipment for bed making 	<ul style="list-style-type: none"> • Make patients 'bed according to their specific status and conditions Move and 	<ul style="list-style-type: none"> • Demonstrate safety precautions to prevent injuries • Maintain a grooming appearance 		

<ul style="list-style-type: none"> - Outline the principles of bed making -Explain the types of bed making • Explain different types of patient's positions in bed , their indications/ contra indications and importance • Explain the principles of patient bath • Explain the categories of bath given to clients and their purposes • Define bed sores • Enumerate the risk factors for developing bed sores • Describe different stages of bed sores development 	<ul style="list-style-type: none"> • Position patients according to their status and conditions Carry out techniques of patient bath • Apply preventive measures of bed sores • Carry out techniques of local cold and heat application • Perform correctly the techniques of enema; bed pan placement, urinal, and manual removal of fecaloma 	<ul style="list-style-type: none"> - Demonstrate communication and collaboration skills towards patients, care givers and staff - Respect patient's privacy during nursing care provision Demonstrate responsibility and accountability - Demonstrate self- control while caring for patients 	<ul style="list-style-type: none"> • Technique of Clean gloves wearing • Technique of Sterile gloving • Bed making: • The purpose of bed making • Principles of bed making • Techniques of bed making (Occupied and unoccupied) • Moving and Positioning Patients in bed: 	<ul style="list-style-type: none"> • List the required equipment for hand washing after watching a video on hand washing - Perform hand washing technique after watching a video on hand washing technique - Perform gloving techniques of proper hand gloving and sterile hand gloving after watching a video on gloving
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<ul style="list-style-type: none"> • Explain the prevention of bed sores • Define local heat and cold application • Explain the goals of local heat and cold application • Identify guidelines for local heat and cold application 	<ul style="list-style-type: none"> • Perform correctly hygiene of stomies 		<ul style="list-style-type: none"> • Different patients positions; their indications and contra-indications • Manual handling techniques of moving and positioning the client/patient 	<ul style="list-style-type: none"> – Perform body hygiene and comfort care on simulators in the simulation laboratory – Perform manual handling and positioning techniques in the simulation lab and later in the health setting
<ul style="list-style-type: none"> • Describe the techniques of local heat and cold application, their indications and contraindications • Define Enema • Explain the types of enema • Identify indications and contra-indications of enema • Describe the complications of enema 			<ul style="list-style-type: none"> – Client/ patient bath: – Principles of bathing the client/patient – Categories of patient bath: – Cleaning bath: (Complete bed bath; Partial bath (Perineal genital care, Oral care, shampoo – Risk factors of bed sores, – Stages of bed sores development – Prevention of bed sores 	<ul style="list-style-type: none"> – Perform hygiene and comfort care on real patient in different health care settings. – Apply bedsores prevention techniques during case – based scenario – Apply cold and hot appropriate ly in the hospital setting – Assist patient/client with placing a bedpan and urinal – Perform gastrostomy, ileostomy and colostomy care in the simulation center and later on real patients

			<ul style="list-style-type: none"> - Application of the local heat and the cold: - Definition of local heat and cold application - The goals and guidelines of local heat and cold application - Indications and Contra-indications of local heat and cold application - Techniques of Local health and Cold application <p>Assisting a client/ patient to eliminate</p> <ul style="list-style-type: none"> - Placement of Urinal - Placement of a bed pan - Enema: - Definition and Types of enema - Indications and Contra-indications of enema 	<ul style="list-style-type: none"> - reform Enema in the simulation lab after watching a video on enema evacuation technique and perform it later on real patients/ client in the hospital setting
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			<ul style="list-style-type: none"> - Complications of enema - Administering enema - Placement of bed pan - Assisting patients in using diapers - Performing manual removal of fecaloma - Hygiene Care of stomies (gastrostomy, ileostomy, colostomy). 	
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Links to other subjects: Nursing Ethics and Professional Code of Conduct

Assessment criteria: The learner performs nursing care procedures related to hygiene and comfort care of the patient

Materials: Teaching videos, simulation lab materials, mannequins, projectors, screen, bed bath and bed making equipment(basins, soap, water, towel, bed linens ,pillow cases, blanket), complete enema kit, water boiler, none sterile gloves and sterile gloves

Topic area: Foundations of Nursing Practice			Sub-topic area: Assessment of physiological function and parameters	
S4 Fundamentals of nursing		Unit 3. Vital signs and parameters		Number of periods: 30
Key Unit Competence: Interpret correctly the vital signs and parameters				
Learning Objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> Define vital signs and parameters Explain the guidelines for measuring vital signs 	<ul style="list-style-type: none"> Take and interpret vital signs and parameters Provide basic nursing 	<ul style="list-style-type: none"> Demonstrate empathy and respect of client during the nursing care practice Demonstrate safety precautions to prevent injuries Maintain a grooming appearance 	Vital signs and parameters: <ul style="list-style-type: none"> Definition: Body Temperature Pulsation (Pulse) Blood pressure 	<ul style="list-style-type: none"> Define and explain different vital signs and vital parameters after watching a video on vital signs taking Use different techniques during simulation sessions to take vital signs and parameters and therefore interpret results after the facilitator's demonstration of vital signs and parameters taking procedures.

<ul style="list-style-type: none"> • Understand normal and abnormal values of vital signs • Understand Pathological variations of vital signs • Explain the factors influencing physiological and pathological variations of vital signs 	<ul style="list-style-type: none"> – Interventions during abnormal vital signs 	<ul style="list-style-type: none"> • Demonstrate communication and collaboration skills towards patients, care givers and staff • Respect patient’s privacy during nursing care provision • Demonstrate responsibility and accountability 	<ul style="list-style-type: none"> • Respirations • Oxygen saturation (pulse oximetry) • Weight <p>Size / height</p> <p>Guidelines of measuring vital signs</p> <p>Normal and abnormal values of vital signs and parameters</p>	<ul style="list-style-type: none"> – Take vital signs and parameters correctly on real patients/clients in Health settings and manage findings within his/her scope of practice
<ul style="list-style-type: none"> • List different body temperature taking methods , their indications and contra- indications • Identify the sites of pulse palpatio 	<ul style="list-style-type: none"> • Demonstrate self-control while caring for patients 		<p>Pathological variations of vital signs</p> <p>Risk factors influencing physiological and pathological variations of vital signs</p>	

			Different methods of body temperature taking, their indications and contra-indications Sites of Pulse palpation Basic nursing interventions during abnormal vital signs	
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Links to other subjects: Nursing Ethics and Professional Code of Conduct

Assessment criteria: The learner measures and interprets correctly vital signs and parameters.

Materials: Computer and teaching videos (CD), projectors, screen

Medical equipment (Medical stethoscope, blood pressure machine, pulse oximeter, thermometer, weighing scale tape measure, a watch, dustbin and height scale)

Topic area: Foundations of Nursing Practice			Sub-topic area: Patient safety, infection prevention and control	
S4 Fundamentals of Nursing	Unit 4. Nosocomial Infections Prevention and Control			Number of Periods: 40
Key Unit Competence: Apply correctly the infection prevention and control techniques for nosocomial infections				
Learning Objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> Define nosocomial infections Explain the causes; risk factors and mode of transmission of nosocomial infections Explain the causes; risk factors and mode of transmission of nosocomial infections Describe the standard precautions of infection control 	<ul style="list-style-type: none"> Apply correctly the techniques of infection control and prevention 	<ul style="list-style-type: none"> Demonstrate safety precautions to prevent injuries and infection transmission Demonstrate empathy while caring for the patient Respect patient 'privacy Maintain a groom in appearance 	<p>Nosocomial infections:</p> <ul style="list-style-type: none"> Definition of Nosocomial infections Risk factors for nosocomial infections Causes of nosocomial infections Transmission of nosocomial infections <p>Concepts of Asepsis and Antisepsis:</p> <ul style="list-style-type: none"> Definition of Asepsis and Antisepsis 	<ul style="list-style-type: none"> Perform correctly different techniques of hand hygiene and use of PPE in the simulation lab after watching a video on hand hygiene and PPE protocols, Practice respiratory hygiene and cough etiquette in daily practice

<ul style="list-style-type: none"> • Explain the concepts of asepsis and antisepsis • Differentiate Medical and Surgical asepsis • Discuss the principles of Asepsis 	<ul style="list-style-type: none"> • Apply correctly the techniques of infection control and prevention 	<ul style="list-style-type: none"> • Demonstrate safety precautions to prevent injuries and infection transmission • Demonstrate empathy while caring for the patient <p>Respect patient 'privacy</p> <ul style="list-style-type: none"> • Maintain a groom in appearance 	<ul style="list-style-type: none"> • Medical and Surgical asepsis Principles of Asepsis Levels of asepsis (Cleaning, Disinfection and Sterilization) <p>Prevention and control of nosocomial infections; WHO Standard precautions of infection control</p> <ul style="list-style-type: none"> - Hand hygiene - Personal protective equipment - Respiratory hygiene and cough etiquette - Sharps Safety/ Safe Injection Practices - Sterilization and Disinfection of Patient-Care Items and Devices - Clean and disinfected environmental surfaces. - Safe handling of linens - Hazardous wastes management (collection, recycling, treatment, transportation and disposal) 	<ul style="list-style-type: none"> • Practice Sharps Safety/ Safe Injection Practices in daily activities; • Perform Sterilization and Disinfection of Patient-Care Items and Devices; • Perform correctly different techniques of hand hygiene and use of PPE in the simulation lab after watching a video on hand hygiene and PPE protocols,
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				<ul style="list-style-type: none">• Practice respiratory hygiene and cough etiquette in daily practice• Practice Sharps Safety/ Safe Injection Practices in daily activities;• Perform Sterilization and Disinfection of Patient-Care Items and Devices;
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				<ul style="list-style-type: none"> • Safe handling of linens and Waste management after watching video on standard precautions of infection control. • Performs the levels of asepsis in a simulation lab and real health care settings • Perform the standard precautions of infection control in simulation lab and real healthcare settings
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Links to other subjects: medical pathology

Assessment criteria: The learners apply correctly the techniques of infection control during nursing care provision.

Materials: Teaching videos, simulation lab materials, mannequins, sterilization devices, hand washing facilities, projectors, screen

Topic area: Foundations of Nursing Practice			Sub-topic area: Medication administration	
S4 Fundamentals of Nursing	Unit 5. Drugs administration through enteral and topical routes			Number of periods : 50
Key Unit Competence: Administer correctly drugs through enteral, topical routes				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> • Explain the rights of drug administration 	<ul style="list-style-type: none"> – Perform the techniques of enteral and topical drug administration 	<ul style="list-style-type: none"> Demonstrate empathy and respect of client during the nursing care practice 	<ul style="list-style-type: none"> Drugs administration: <ul style="list-style-type: none"> – The rights of drug administration 	<ul style="list-style-type: none"> – Differentiate routes of enteral and topical drug administration after watching video on drug administration.
<ul style="list-style-type: none"> – Describe the routes of enteral and topical drug administration; their indications and contra-indications – Explain advantages and disadvantages of different enteral and topical drug administration routes 	<ul style="list-style-type: none"> – Calculate correctly doses of drugs – Apply the techniques of enteral routes of drug administration: oral route, buccal route, sublingual, rectal route. – Topical skin application 	<ul style="list-style-type: none"> – Demonstrate safety precautions to prevent injuries – Maintain a grooming appearance – Demonstrate communication and collaboration skills towards patients, care givers and staff – Respect patient's privacy during nursing care provision 	<ul style="list-style-type: none"> – Different routes of enteral and topical drug administration; their indications and Contra-indications – Advantages and Disadvantages of different drug enteral and topical drugs administration routes – Drug doses calculations – Techniques of administering drugs through enteral routes: <ul style="list-style-type: none"> – Oral (Buccal) 	<ul style="list-style-type: none"> – Performs techniques of enteral and topical routes of drug administration after the facilitator's demonstration and watching specific video on drug administration. – Performs drug administration techniques on models in the simulation laboratory with the guidance of the facilitator.

	Topical eye medication administration, Topical ear medication administration, Topical nasal drug administration, Topical vaginal drug administration	Demonstrate responsibility and accountability Demonstrate self-control while caring for patients	<ul style="list-style-type: none"> – Sublingual – Rectal – Techniques of administering Drugs through topical application: eye, ear and nose drops, skin application and vaginal drug administration 	<ul style="list-style-type: none"> • Performs drug administration techniques on real patient in health care settings
Links to other subjects: Pharmacology, Biology, Nursing Ethics and Professional Code of Conduct				
Assessment criteria: The learner performs the techniques of enteral, topical drug administration				
Materials: Teaching videos, simulation lab materials, mannequins, projectors, screen				

Topic Area: Health assessment			Subtopic: Comprehensive assessment	
S4 Fundamental of nursing		Unit 6: Data collection		Number periods: 18
Key Unit Competence: Carry out a comprehensive data collection of clients				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Define what is history taking in client assessment Describe the different components of history taking Explain different vital parameters Describe different techniques of physical examination 	<ul style="list-style-type: none"> Collect relevant information of client from different sources Interpret information collected Use different techniques to conduct client physical exam 	<ul style="list-style-type: none"> Appreciate the relevant information 	<ul style="list-style-type: none"> Biographical data (names, age, sex, marital status, religion, address of client) Use of BIO-PSYCHO-SOCIAL MODEL to collect holistic client data (physiological, psychological, socioeconomic, social determinants of health, spiritual, and lifestyle information) Reason for consultation Current health status Past health history: <ul style="list-style-type: none"> Medical surgical, Gynecological past history Family History Review of body systems Psychosocial profile Investigations done and medication received 	<ul style="list-style-type: none"> Identify relevant questions asked in interview of client during admission after watching video on client history taking. Use different techniques on mannequin to perform physical exam after watching a video on client physical examination. Document relevant data collected from client.

			<ul style="list-style-type: none"> • Vital parameters (Temperature, respiration, saturation, pulse, • blood pressure, weight, height, pain scale, head circumference, Mild upper arm circumference) • Four techniques: Inspection, palpation, percussion and auscultation • Investigations done • Treatment received 	
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Links to other subjects: Fundamentals of nursing, Biology, Medical- Surgical pathologies

Assessment criteria:

- Learner can collect relevant data from the client
- Learner can explain all components of client history taking, interpret the client answers related to the relevant questions and identify different abnormalities basing on physical examination and other investigations

Materials: Client assessment tool, computer and video CD, Client file

Medical equipment (thermometer, medical stethoscope, blood pressure machine, weighing scale, pulse oximeter machine, watch, tape measure and Height scale, MUAC tape, otoscope, ophthalmoscope, Tongue depressor, Pen light, trolley, gloves, cotton wool sharps container and dustbin).

Topic Area: Health assessment			Subtopic: Body systems assessment	
S4 Fundamental of nursing		Unit 7: Nursing Assessment of Respiratory system	Number of periods: 10	
Key Unit Competence: Take appropriate action based on findings of nursing assessment of Respiratory system				
Learning Objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> • Outline relevant questions to assess respiratory system • Describe different techniques of physical examination applied to respiratory systems. • Analyze data collected from the client health assessment 	<ul style="list-style-type: none"> • Collect relevant information specific to respiratory system • Use different techniques to conduct client physical exam on respiratory system 	<ul style="list-style-type: none"> • Appreciate the relevant information on respiratory system 	<ul style="list-style-type: none"> • Specific history taking on Respiratory system, • Specific physical examination of respiratory system: • General examination(appearance, pallor, cyanosis, clubbing, venous pulse, lymph node enlargement) • Focused examination of respiratory system(inspection, palpation percussion, auscultation) • Interpretation of specific findings on respiratory system 	<ul style="list-style-type: none"> • Identify key questions asked in interview with client during admission after watching a • video on health assessment of respiratory system. • Use different techniques on mannequin to perform physical exam after watching a video on client physical examination.

			<ul style="list-style-type: none"> • Identification of client problems • Nursing intervention based on patient's problem. 	<ul style="list-style-type: none"> • Document relevant data collected from client.
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Links to other subjects: Fundamentals of nursing, Biology, Medical pathology and Surgical pathology

Assessment criteria:

- Learner can collect relevant data from the client on respiratory system
- Learner can interpret the key client answers related to the relevant questions on respiratory system and identify different health problems basing on general and physical examination and other investigations.

Materials: Client assessment tool, computer and video CD, Client file

Medical equipment (thermometer, medical stethoscope, blood pressure machine, pulse oximeter, watch, trolley, gloves and dustbin).

Topic area: Behavioral Sciences			Sub-topic area: Psychology	
S4 Fundamental of Nursing		Unit 8: Growth and Development		No. of periods: 12
Key Unit Competence: Analyze the concepts and theories of growth and development in interpersonal relationships				
Learning Objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> Define the term “psychology” Define the developmental psychology Identify the deviation in development and growth. Explain the concepts of growth and development Describe the factors affecting human development Explain the theories of lifespan developments 	<ul style="list-style-type: none"> Compare growth and development Analyze data related to growth and development Apply principles of human development and theories of growth and developments in clinical practice 	<ul style="list-style-type: none"> Demonstrate understanding of growth and development in nurse-client interaction Acknowledge the importance of growth and development patterns in human behavior 	<ul style="list-style-type: none"> Definition of psychology Definition of developmental Psychology Growth and development Growth: concept and definition 	<ul style="list-style-type: none"> Compare and contrast growth and development using chart on growth and development in groups. Discuss the factors that influence growth and development after watching video on growth and development in groups.

		<ul style="list-style-type: none"> • Relate the personal behavior and his/ her development process 	<ul style="list-style-type: none"> - Development: concept and definition • Principles of human development • Comparison of Growth and Development • Characteristics of normal and abnormal growth and development • Biological influences on human growth and Behaviors - Factors affecting human development - Theories of life span development 	<ul style="list-style-type: none"> • Make a research on characteristics of growth and development using library Textbooks serving with given reference. • By watching a video on different stages of growth and development discuss the patterns that contribute to the human behavior • Community visiting of different socio cultural behaviors discuss on normal and abnormal human behavior
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			<ul style="list-style-type: none"> - Cognitive theories of child development - Psychosocial theories of development - Socio cultural theories of development 	<ul style="list-style-type: none"> • In role play, demonstrate how you can apply socio- cultural theories of development to successfully interact with people
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Links to other subjects: Biology

Assessment criteria: Learner will be able to analyze correctly data related to the concepts and theories of growth and development.

Materials: Psychology book, internet connectivity, video, and computers.

Topic Area: Behavioral Sciences			Sub-topic area: Psychology	
S4 Fundamental of nursing		Unit 9: Personality		No. of periods: 12
Key Unit Competence: Explain the concepts of personality and behavior development				
Learning Objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> • Define personality • Define term behavior • Explain the defense mechanisms • Differentiate topographical aspects of mind and dynamic aspects of mind • Discuss the five factors model of personality • Explain the determinants of human behavior • Describe the Stages of Behavior Change 	<ul style="list-style-type: none"> • Compare the theories of personality • Analyze factors model of personality in dealing with people • Apply the stages of behavior change in influencing behavior of people • Participate in behavior change campaigns to promote health and wellbeing 	<ul style="list-style-type: none"> • Recognize the importance of defense mechanism in promoting socially accepted behavior • Consider determinants of human behavior in behavior change communication • Appreciate the contributions of motivation and motivation 	<ul style="list-style-type: none"> • Personality: concept and definition • Definition of behavior • Theories of personality <ul style="list-style-type: none"> – Trait theories – Psychodynamic theories – Behavioral theories – Humanistic theories • Comparison of personality theories • Structuring personality <ul style="list-style-type: none"> – Topographical aspects of mind – Dynamic aspects of mind • Defense mechanisms • Types of defense mechanisms • Developing personality 	<ul style="list-style-type: none"> • Class role play on Personality, • Discuss successful and unsuccessful defense mechanism • Searching in library on personality, compare theories of personality • In role play, simulate the Five- Factors Model of Personality. • In role play, simulate the stages of behavior change in changing bad behavior.

		<ul style="list-style-type: none"> • theories in influencing human behavior • Demonstrate positive human behavior 	<ul style="list-style-type: none"> • The Five-Factors Model of Personality • Determinants of behavior (prewriting (nature), formative years (nurture), contemporary society, and creativity) 	
			<ul style="list-style-type: none"> • The six Stages of Behavior Change 	
			<ul style="list-style-type: none"> • Motivation and motivationtheories 	

Links to other subjects: citizenship

Assessment criteria: Learners will be able to explain effectively the concepts of personality and behavior development

Materials: Psychology book, internet connectivity, computers, sociology books

Topic area: Behavioral Sciences			Sub-topic area: Sociology	
S4 Fundamental of nursing		Unit 10: Sociology of health and illness		No. of periods: 10
Key Unit Competence: Explain the concepts of sociology in health promotion and wellbeing				
Learning Objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Define health and illness in social context Explain the basic concepts of sociology and their effect on health and nursing practice Discuss the meaning of health and illness in social context Differentiate the bio-chemical model and-holistic approach of health and illness Discuss the social determinants of health. 	<ul style="list-style-type: none"> Adapt patient-care based on relevant factors relating to culture, gender, and religion Participate in prevention of health risk behavior and promotion of enhancing health behavior 	<ul style="list-style-type: none"> Value health beliefs of people in promoting behavior change Consider the cultural avalues and beliefs in provision of healthcare Respect the religion, beliefs culture, social norms and customs in interpersonal collaboration 	<ul style="list-style-type: none"> Definition of sociology characteristics of society Definition of health and illness in social context Difference between bio-chemical model and Holistic approach Sociology and nursing practices Demography and determinants of health 	<ul style="list-style-type: none"> Defines the characteristics of society and discuss on determinants health and illness context of the society after watching a video on characteristics of society Discuss on importance of culture, religion, social norms, beliefs, values, customs and practice on health and illness continuum after reading the case study

<ul style="list-style-type: none"> • Discuss health enhancing and risk-taking behaviors; 		<ul style="list-style-type: none"> • Recognize health the social determinants of health of health in diseases prevention and health promotion 	<ul style="list-style-type: none"> • Religion, culture, social norms, beliefs, values, customs and practice, and implications to health • Health beliefs and practices and their influence on health, health promotion and illness prevention • Health enhancing versus risk-taking behaviors; smoking, alcohol abuse, drugs and other substance abuse 	
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Links to other subjects: Biology

Assessment criteria: Learners will be able to appropriately explain the concepts of sociology.

Materials: psychology book, sociology book, internet connectivity, computer, teaching video

3.3. Fundamentals of nursing program for S 5

3.3.1. Key competences at the end of S 5

- Perform the techniques of simple wound dressing
- Perform venipuncture and basic laboratory investigations for common conditions
- Provide first aid in case of emergencies
- Administer correctly drugs through parenteral route
- Apply correctly the techniques of victim's evacuation during emergencies
- Apply correctly the techniques of bandaging
- Take appropriate action based on findings of nursing assessment of cardiovascular, digestive, urogenital and endocrine system
- Apply concepts of sociology in health promotion and wellbeing
- Relate society, family, and special group to health and illness
- Participate in managing Gender Based Violence cases in community and healthcare setting

3.3.2. Fundamentals of nursing Table units for S5

Topic area: Foundations of Nursing Practice			Sub-topic area: Skin integrity and wound healing	
S5 Fundamentals of nursing		Unit 1. Simple Wound care		Number of periods : 18
Key Unit Competence: Perform the techniques of simple wound dressing				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Describe different principles of simple wound care 	<ul style="list-style-type: none"> Apply the techniques of simple wound dressing 	<ul style="list-style-type: none"> Demonstrate empathy of clients during nursing care practice 	<ul style="list-style-type: none"> Simple wound care Principles of simple wound care Factors affecting simple wound healing Phases of wound healing process Types of simple wound dressing techniques: Aseptic dry wound dressing Sterile wet wound dressing 	<ul style="list-style-type: none"> Watch a video on simple wound care and discuss in pairs or in groups different principles of simple wound care and present what you learnt from it Search the factors affecting simple wound healing in pairs and present to class the findings Read the phases of wound healing process in the provided resource book and elaborate an essay of at 150 words.

<ul style="list-style-type: none"> • Explain Phases of wound healing process 		<p>Maintain a grooming appearance</p> <ul style="list-style-type: none"> • Demonstrate communication and collaboration skills towards patients, care givers and staff • Respect patient's privacy during nursing care provision 		<ul style="list-style-type: none"> • Perform self- practice on simple wound care on mannequins in the skills laboratory to improve dexterity • Perform simple wound dressing techniques on patient in health settings
		<ul style="list-style-type: none"> • Demonstrate responsibility and accountability • Demonstrate self-control while caring for patients 		

Links to other subjects: Surgical pathology, Nursing Ethics and Professional Code of Conduct

Assessment criteria: The learners perform the techniques of wound care

Materials: Teaching videos, simulation lab materials, mannequins, projectors, screen

Topic area: Foundations of Nursing Practice			Sub-topic area: First aid	
S5 Fundamentals of nursing		Unit 2. Bandaging techniques		Number of periods: 26
Key Unit Competence: Apply correctly the techniques of bandaging				
Learning Objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> • Explain the purpose of bandaging • Recall rules of applying bandages • Describe the types of bandages 	<ul style="list-style-type: none"> • Perform different techniques of bandaging 	<ul style="list-style-type: none"> • Demonstrate empathy and respect of client during the emergency care practice • Demonstrate collaboration and communication skills • Be responsible and accountable • Demonstrate Self- control and promptness • Demonstrate a critical thinking • Respect the privacy of patients 	<p>Bandaging</p> <ul style="list-style-type: none"> • Purpose of bandaging • Rules of applying bandages • Types of bandages (Roller bandages; Triangular bandage; tubular bandages) • Techniques of bandaging (Spiral bandage, Earlobe bandage; Cranial bandage; Left/Right monocular bandage, binocular bandage, Hand gloved bandage, Triangle Bandage, Stump bandage) 	<ul style="list-style-type: none"> • Perform different techniques of bandaging after watching videos on bandaging • Perform self-practice on different types of bandaging in skills laboratory

		<ul style="list-style-type: none"> • Respect time management Respect the code of conduct in team work 		<ul style="list-style-type: none"> • Perform different types of bandaging on patient in different health care settings
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Links to other subjects: Biology, Surgical pathology, Health assessment, Nursing Ethics and Professional Code of Conduct

Assessment criteria: : The learners can perform the techniques of bandaging

Materials: Teaching videos, , mannequins, projectors, screen, simulation lab materials of bandaging

Topic area: Foundations of Nursing Practice			Sub-topic area: Diagnostic testing	
S5 Fundamentals of nursing	Unit 3. Basic Laboratory investigations for common conditions and vein puncture		Number of periods : 16	
Key Unit Competence: Perform basic Laboratory investigations for common conditions and vein puncture				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> • Identify the basic laboratory investigations for common conditions • Explain the principles of measuring Glycemia 	<ul style="list-style-type: none"> • Carryout simple laboratory investigations (RTDL, Glycemia, Glucose and albumin) 	<ul style="list-style-type: none"> • Demonstrate empathy and respect of client 	<ul style="list-style-type: none"> • Basic Laboratory investigations for common conditions: 	<ul style="list-style-type: none"> • Performs correctly the techniques of basic common laboratory investigations and interprets them using a role play

<ul style="list-style-type: none"> List the equipment for basic laboratory investigations for common conditions Illustrate and perform the process of the vein puncture 		<ul style="list-style-type: none"> Demonstrate safety precautions to prevent injuries Maintain a grooming appearance Demonstrate communication and collaboration skills towards patients, care givers and staff Respect patient's privacy Demonstrate responsibility and accountability 	<ul style="list-style-type: none"> Rapid Test Diagnosis for Malaria (RTD) Glycemia test Urine test (Glucose, Albumin) <p>Techniques of performing basic laboratory investigations for common conditions :</p> <ul style="list-style-type: none"> Rapid Test Diagnosis for Malaria (RTD) Glycemia test Urine test (Glucose, Albumin) Introduction to vein puncture Indications for vein puncture Equipment and supplies for vein puncture Anatomy and site selection Procedure of vein puncture Complications of vein puncture 	<ul style="list-style-type: none"> Performs correctly the techniques of basic common laboratory investigations on patient and interprets them in health care settings, movies and video showing how to perform the technique of vein puncture on youtube.
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Links to other subjects: Biology, Nursing Ethics and Professional Code of Conduct

Assessment criteria: The learners perform the basic laboratory investigations for common conditions

Materials: projectors, screen, simulation lab materials for Rapid Test Diagnosis for Malaria (RTD) Glycemia test, Urine test (Glucose, Albumin), disposable gloves, alcohol swabs, rubber tourniquet, sterile 2x2 gauze pads, adhesive tape, blood collection tubes, completed laboratory request forms and sharps container

Topic area: Foundations of Nursing Practice			Sub-topic area: Medication administration	
S5 Fundamentals of Nursing	Unit 4. Drugs administration through parenteral routes		Number of periods : 22	
Key Unit Competence: Administer correctly drugs through parenteral routes				
Learning Objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
– Describe the parenteral routes of drug administration; their indications and contra-indications	Perform the techniques of parental drugs administration:	Demonstrate empathy and respect of client during the nursing care practice	Parenteral drugs administration: <ul style="list-style-type: none"> • Intramuscular(IM), • Intravenous (IV), • Sub cutaneous (SC) and • Intradermal (ID) 	<ul style="list-style-type: none"> • Performs techniques of parenteral routes of drug administration after the facilitator’s demonstration and watching specific video on drug administration.
– Explain advantages and disadvantages of different parenteral drug administration routes	Intramuscular(IM), Intravenous (IV), Subcutaneous (SC) and intradermal (ID)			<ul style="list-style-type: none"> • Performs drug administration techniques on models in the simulation laboratory with the guidance of the facilitator. • Performs drug administration techniques on real patient in health care setting

Links to other subjects: Pharmacology, Biology, Nursing Ethics and Professional Code of Conduct

Assessment criteria: The learner performs the techniques of parenteral drugs administration

Materials: Teaching videos, simulation lab materials, mannequins, projectors, screen

Topic area: Foundations of Nursing Practice			Sub-topic area: First aid	
S5 Fundamentals of nursing		Unit 5. First aid care in emergency situations	Number of periods: 20	
Key Unit Competence: Provide first aid in case of emergencies				
Learning Objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> Define the concepts of First aid Explain the principles of First aid care Explain ABCD approach used in first aid Describe the first aid care in selected common emergency situations 	<ul style="list-style-type: none"> Apply correctly and appropriately ABCDE approach in emergency situations Apply first aid techniques in selected common emergency situations 	<ul style="list-style-type: none"> Demonstrate empathy and respect of client during the emergency care practice Demonstrate collaboration and communication skills Be responsible and accountable Demonstrate Self-control and promptness 	<p>First Aid</p> <ul style="list-style-type: none"> Concepts of first aid, triage in emergency care Principles of First aid care Quality of First aid worker Emergency gestures : 	<ul style="list-style-type: none"> Perform ABCDE approach on mannequins after watching videos on emergency gestures

		<ul style="list-style-type: none"> • Demonstrate a critical thinking • Respect the privacy of patients 	<ul style="list-style-type: none"> • A : «Airway» management and cervical spine stabilization • B : « Breathing » • C : « Circulation and bleeding » • D : « Disability » • E : « Exposures » 	<ul style="list-style-type: none"> • Perform first aid care of selected common emergency situations; on mannequins after watching videos on those emergency situations
		<ul style="list-style-type: none"> • Respect time management • Respect the code of conduct in team work 	<p>First aid in the selected common emergency situations:</p> <ul style="list-style-type: none"> - Burns - Drowning - Chocking - Cardio respiratory distress - Fractures - Hemorrhages - Loss of consciousness - Snake bites - Epilepsy 	

Links to other subjects: Biology, and Nursing Ethics and Professional Code of Conduct

Assessment criteria: The learners can provide correctly the first aid in emergency situations

Materials: Teaching videos, , mannequins, projectors, screen and simulation lab materials for emergency conditions(Burns, Drowning, Chocking, Cardio respiratory distress, Fractures, Hemorrhages, Loss of consciousness, Snake bites, and Epilepsy)

Topic area: Fundamentals of nursing		Sub-topic area: First aid		
S5 Fundamentals of nursing	Unit 6. First aid care of the selected emergency conditions of selected body systems		Number of periods: 49	
Key Unit Competence: Provide first aid care for the selected emergency conditions of selected body systems				
Learning Objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> Define Asthma attack Understanding signs and symptoms of asthma attack Explain emergency nursing care interventions during asthma attack Define Acute Respiratory distress (ARD) Understand signs and symptoms of ARD Understand causes of ARD 	Perform first aid Care during asthma attack, hypertensive crisis, heart attack, stroke, acute hypotension and epileptic seizures.	<ul style="list-style-type: none"> Demonstrate empathy and respect of client during the emergency care practice Demonstrate collaboration and communication skills Be responsible and accountable Demonstrate Self-control and promptness Demonstrate a critical thinking Respect the privacy of patients 	Respiratory system pathologies: <ul style="list-style-type: none"> Asthma attack: Definition of asthma attack Signs and symptoms of asthma attack 	<ul style="list-style-type: none"> In groups Learner will identify the specific emergencies after reading the cases studies of related to those emergencies. Perform first aid and emergency nursing care for the patients with selected emergencies after watching video related to those emergencies

- Explain the first aid in difficult breathing due to ARD
- Define Hypertensive crisis
- Understand the signs and symptoms of hypertensive crisis
- Understand the signs and symptoms of heart attack
- Explain the signs and symptoms of stroke
- Understand the first steps in dealing with stroke
- Explain the signs and symptoms of acute hypotension
- Understand immediate interventions in acute Hypotension

- Respect time management
- Respect the code of conduct in team work

- Emergency nursing care interventions in asthma attack:
 - Asthma first aid.
- Acute Respiratory Distress:
 - Definition of ARD
 - Signs and symptoms of ARD
 - First aid in difficult breathing due to ARD

Cardiovascular system:

- Hypertensive crisis
- Definition of Hypertensive crisis
- Signs and symptoms of Hypertensive crisis
- First aid in hypertensive crisis and heart attack
- Definition of stroke
- Signs and symptoms of stroke

- Perform first aid and emergency nursing care on patient presenting emergencies conditions in the health care settings

<ul style="list-style-type: none"> • Define epileptic seizure • Causes of epileptic seizures • Understand epileptic seizure signs and symptoms; • First aid in epileptic seizure 			<ul style="list-style-type: none"> - First steps in stroke : Clearing the airway and breathing Cardiopulmonary Resuscitation (CPR) • Acute Hypotension: <ul style="list-style-type: none"> - The signs and symptoms of acute hypotension Immediate interventions in acute hypotension Neurological system: <ul style="list-style-type: none"> • Epileptic seizures <ul style="list-style-type: none"> - Definition of epileptic seizures - Causes of epileptic seizures - Signs and symptoms of epileptic seizures - First aid in epileptic seizures 	
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Links to other subjects: Biology, , Nursing Ethics and Professional Code of Conduct

Assessment criteria: : The learners provide correctly the first aid care for the selected emergency conditions

Materials: Teaching videos, simulation lab materials, mannequins, projectors, screen

Topic area: Foundations of Nursing Practice			Sub-topic area: First aid	
S5 Fundamentals of Nursing	Unit 7. Victims' evacuation techniques			Number of periods: 33
Key Unit Competence: Apply correctly the techniques of victim's evacuation during emergencies				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Understand the basic concepts, aims, and elements of emergency response management, including Search and Rescue Understand the basic concepts, types and various stages involved in evacuation before or during disasters and emergencies and the health needs that may arise Understand the need for coordination with health service providers and local authorities in the area, and know strategies for coordination 	<ul style="list-style-type: none"> Apply correctly the principles of search and rescue Perform victim's evacuation techniques 	<ul style="list-style-type: none"> Demonstrate empathy and respect of client during the emergency care practice Demonstrate collaboration and communication skills Be responsible and accountable Demonstrate Self-control and promptness Demonstrate a critical thinking 	<ul style="list-style-type: none"> Understanding Emergency Response Management, including Search and Rescue and First Aid: Basic concepts of ERM (Emergency, Response) <ul style="list-style-type: none"> Local level search and rescue techniques: Components of search and rescue operation Principles of search and rescue Basic rescue Victims evacuation techniques: <ul style="list-style-type: none"> Ankle pull Shoulder pull One-person lift 	<ul style="list-style-type: none"> Perform victims evacuation techniques after watching video on evacuation of victims

<ul style="list-style-type: none"> • Explain different victim evacuation techniques 		<ul style="list-style-type: none"> • Respect the privacy of patients • Respect time management • Respect the code of conduct in team work 	<ul style="list-style-type: none"> - Pack-strap car - Two person arm carry - Two person carry by arms and legs - Chair carry - Improvised stretcher - Fireman's carry - Blanket drag 	
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Links to other subjects: Biology, Nursing Ethics and Professional Code of Conduct

Assessment criteria: The learners will apply correctly the techniques of victims 'evacuation during emergencies.

Materials: Teaching videos, simulation lab materials, mannequins, projectors, screen

Topic Area: Health assessment			Subtopic: Body systems assessment	
S5 Fundamental of nursing	Unit 8: Nursing Assessment of cardiovascular system			Number of periods: 12
Key Unit Competence: Take appropriate action based on findings of nursing assessment of cardiovascular system				
Learning Objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> Outline relevant questions to assess cardiovascular system Describe different techniques of physical examination applied to cardiovascular systems. Analyze data collected from the client health assessment 	<ul style="list-style-type: none"> Collect relevant information specific to respiratory system 	<ul style="list-style-type: none"> Appreciate the relevant Information on cardiovascular system 	<ul style="list-style-type: none"> Specific history taking on cardiovascular system, Specific physical examination of cardiovascular system: <ul style="list-style-type: none"> – History – Physical assessment (Inspection, Palpation, Percussion, Auscultation) – Laboratory test (Cardiac enzyme, Lipid profile, Coagulation studies) 	<ul style="list-style-type: none"> Identify key questions on asked in interview with client during admission after watching a video on health assessment of cardiovascular system. Use different techniques on mannequin to perform physical exam after watching a video on client physical examination. Document relevant data collected from client.

			<ul style="list-style-type: none"> • Interpretation of specific findings on cardiovascular system • Identification of client problems • Nursing intervention based on patient's problem. 	
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Links to other subjects: Fundamental of nursing, Biology, Medical pathology and Surgical pathology

Assessment criteria:

- Learner can collect relevant data from the client on cardiovascular system
- Learner can interpret the key client answers related to the relevant questions on cardiovascular system and identify different health problems basing on general and physical examination and other investigations

Materials: Client assessment tool, computer and video CD, Client file
 Medical equipment (Medical stethoscope, blood pressure machine, pulse oximeter, watch, trolley, gloves and dustbin).

Topic Area: Health assessment			Subtopic: Body systems assessment	
S5 Fundamental of nursing	Unit 9: Nursing Assessment of digestive system			Number of periods: 12
Key Unit Competence: Take appropriate action based on findings of nursing assessment of digestive system				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> • Outline relevant questions to assess digestive system • Describe different techniques of physical examination applied to digestive system • Analyze data collected from the client health assessment 	<ul style="list-style-type: none"> • Collect relevant information specific to digestive system • Use different techniques to conduct client physical exam on digestive system 		<ul style="list-style-type: none"> • Appreciate the relevant information on digestive system • Specific history taking on digestive system, • Specific physical examination of digestive system: History collection (past health history, medications, surgery or other treatments, nutritional pattern, elimination pattern sleep pattern) Physical assessment (Inspection, Palpation, Percussion, Auscultation) • Interpretation of specific findings on digestive system • Identification of client problems • Nursing intervention based on patient's problem. 	<ul style="list-style-type: none"> • identify key questions on asked in interview with client during admission after watching a video on health assessment of digestive system • use different techniques on mannequin to perform physical exam after watching a video on patient/client physical examination. • Document relevant data collected from client.

Links to other subjects: Fundamental of nursing, Biology, Medical pathology and Surgical pathology

Assessment criteria:

- Learner collects relevant data from the client on digestive system
- Learner interprets the key client answers related to the relevant questions on digestive system and identify different health problems basing on general and physical examination

Materials: Client assessment tool, computer and video CD, Client file

Medical equipment (Medical stethoscope, blood pressure machine, pulse oximeter, thermometer, watch, Tongue depressor).
Appreciate the relevant information on digestive system

Topic Area: Health assessment			Subtopic: Body systems assessment	
S5 Fundamental of nursing	Unit 10: Nursing Assessment of Urogenital system		Number of periods: 10	
Key Unit Competence: Take appropriate action based on findings of nursing assessment of Urogenital system				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Outline relevant questions to assess Urogenital system Describe different techniques of physical examination applied to Urogenital system Analyze data collected from the client health assessment 	<ul style="list-style-type: none"> Collect relevant information specific to Urogenital system Use different techniques to conduct client physical exam on Urogenital system 	<ul style="list-style-type: none"> Appreciate the relevant information on Urogenital system 	<ul style="list-style-type: none"> Specific history taking on Urogenital system, Specific physical examination of Urogenital system: History collection (Reason for seeking health care, the onset of the problem location, past treatment or hospitalization for present urogenital problems) 	<ul style="list-style-type: none"> Identify key questions on asked in interview with client during admission after watching a video on health assessment of Urogenital system Use different techniques during simulation session to perform physical examination after watching a video on client physical examination.

			Physical assessment (Inspection, Palpation, Percussion, Auscultation) <ul style="list-style-type: none"> • Interpretation of specific findings on Urogenital system • Identification of client problems • Nursing intervention based on patient's problem. 	<ul style="list-style-type: none"> • Document relevant data collected from client.
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Links to other subjects: Fundamentals of nursing, Biology, Medical pathology, Surgical pathology..

Assessment criteria:

- Learner collects relevant data from the client on Urogenital system
- Learner interprets the key client answers related to the relevant questions on Urogenital system and identify different health problems basing on general and physical examination

Materials: Client assessment tool, computer and video CD, Client file

Medical equipment (Medical stethoscope, blood pressure machine, pulse oximeter, thermometer, watch, trolley, gloves, cotton wool and dustbin).

Topic area: Behavioral Sciences		Sub-topic area: Sociology		
S5 Fundamental of nursing	Unit 11: Society and health		Nº. of periods: 12	
Key Unit Competence: Relate society, family, and special group to health and illness				
Learning Objectives				Learning activities
Knowledge and understanding	Skills	Attitudes and values	Content	
<ul style="list-style-type: none"> Define the term” society” Discuss the implication of society in healthcare Explain the structure of family, special groups 	<ul style="list-style-type: none"> Apply theories of family in provision of healthcare to the family Provide healthcare to the family and special population 	<ul style="list-style-type: none"> Respect the structure, norms and values of the family during clinical interaction Involve the family in provision of healthcare 	<ul style="list-style-type: none"> Definition of society, family and special group Society and health Social distribution of diseases Family structure 	<ul style="list-style-type: none"> define the family; compare the impact of society to health, discuss on family structure and their implication to health <p>Using a video, Books, Cases, seminars</p>

<ul style="list-style-type: none"> • Discuss the approaches to family Nursing • Explain the theories useful for family care • Identify the role of family in health promotion and diseases prevention 	<ul style="list-style-type: none"> • Interact effectively with special groups in the community 	<ul style="list-style-type: none"> • Demonstrate understanding of impacts of illness on family • Consider social distribution of diseases in prevention of diseases and health promotion 	<ul style="list-style-type: none"> • Special groups: Sex workers, prisoners, disabled persons; elderly persons and homosexual persons • Approaches to family Nursing: Family as the Context for Care Family as the Unit of Care Family as a System • Theories related to family: 	<ul style="list-style-type: none"> • Discuss the impact of family situation on health promotion and diseases, the role of society on the family situation, • Describe how family life style affect the health of the society and explain the approaches , nurses can use to promote health in society and family using a role play of a family with disputes, in group discussions • In group brainstorming, explain the relationship between family and the diseases; • Outline diseases that are prevalent in poor, middle and rich families and identify the role of a nurses in health promotion and diseases prevention in the family and community
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			<p>General systems theory structural–functional theories, family interactional theory, developmental theories</p> <ul style="list-style-type: none"> • Role of family in health promotion and diseases prevention • Social distribution of diseases 	<p>Using case studies of special groups like sex workers, homosexual persons, etc.</p> <p>Explain how special groups form in the society;</p> <p>Discuss about health and illness in the special groups and outline how special groups are cared for.</p>
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Links to other subjects: Citizenship

Assessment criteria: learners acknowledge the role of society, family, and special group in health promotion and diseases prevention

Materials: psychology book, internet connectivity, computer, teaching video

Topic area: Behavioral sciences			Sub-topic area: Psychology	
S5 Fundamental of nursing		Unit 12: Communication and counseling		No. of periods: 10
Key Unit Competence: Provide an appropriate counseling for individual, group, and family				
Learning Objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Define communication Discuss the elements of the communication process. List the characteristics of verbal and nonverbal communication. Analyze factors that influence the communication process. Communication process. 	<ul style="list-style-type: none"> Compare and contrast techniques that enhance communication to techniques that hinder communication Communicate effectively with clients 	<ul style="list-style-type: none"> Show the characteristics of good communicator Demonstrate the collaborative professional communication Appreciate the importance of counseling 	<ul style="list-style-type: none"> Definition of communication Communication process Technique of communication Comparison of verbal and nonverbal communication 	<p>Using role play,</p> <ul style="list-style-type: none"> Discuss on effective communication Counseling and communication Simulate different techniques of communication

<ul style="list-style-type: none"> • Define counseling • Differentiate guidance and counseling • Describe the role of a counselor • Discuss principles of counseling • Describe the Qualities of a good counselor • Explain common counseling skills • Describe the counseling process • Explain the stages of counseling process • Explain barriers to effective counseling 	<ul style="list-style-type: none"> • Apply guidance and counselling techniques to assist individuals, group, family and community • Provide effective counseling to individual, group and family 	<ul style="list-style-type: none"> • Demonstrate therapeutic communication skills during client-nurse relationship • Collaborate with individuals, families and communities to influence positive health behavior. 	<ul style="list-style-type: none"> • Factors affecting communication • Characteristics of good communicator • Collaborative professional communication • Definition of counseling and guidance • Principles of counseling • Qualities of a good counselor Counseling skills • Counseling process • Stage of counseling process • Barriers to effective counseling 	<ul style="list-style-type: none"> • In group role interaction of people, interpret verbal and nonverbal communication • Using role play of counseling, contrast and compare good and bad counseling process • Using a book, discuss on barriers of effective counseling
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<p>Links to other subjects: Biology, ethics and professional code of conduct</p>
<p>Assessment criteria: learner provides effective counseling to individuals, group and family with different health problems</p>
<p>Materials: psychology book, internet connectivity, computer, teaching video</p>

Topic area: Behavioral Sciences			Sub-topic area: Sociology	
S5 Fundamental of nursing		Unit 13: Gender based violence		No. of periods: 12
Key Unit Competence: Participate in managing Gender Based Violence cases in community and healthcare setting				
Learning Objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> • Define gender • Explain the role of gender in health promotion and diseases prevention 	<ul style="list-style-type: none"> • Participate in gender based violence prevention interventions in community 	<ul style="list-style-type: none"> • Value the role of gender in health promotion and diseases prevention 	<ul style="list-style-type: none"> • Definition of gender • Role of gender in health promotion and diseases prevention 	<ul style="list-style-type: none"> • Using role play Simulate on : .Gender in health promotion Gender based violence By using books Discuss on the causes of GBV

- Define Gender based violence (GBV)
- Explain the types of gender based violence
- Discuss the common causes of gender based violence
- Outline the primary victims and survivors
- Outline the main gender based violence perpetrators
- Describe the consequences of gender based violence

- Provide the gender based violence prevention health education to community
- Utilize the national gender based violence prevention guidelines in managing the cases of gender based violence

- Demonstrate the appropriate attitude toward caring the people involved in gender based violence
- Demonstrate professional behavior in managing gender based violence cases

- Definition of Gender based violence
- Types of gender based violence
- Common causes of GBV
- The primary victims and survivors
- The main GBV perpetrators
- Interventions for GBV
- National guidelines for GBV prevention
- Professional behavior in managing GBV cases
- The consequences of GBV

- By using case study discuss on GBV,
- Identify the victim of GBV
 - Discuss on GBV Causes
 - Discuss on consequences of GBV on Victims
 - ,perpetrator, Family and society
 - Discuss the consequences of GBV on Health.
 - Utilize the national guideline to handle the case
 - Present the nurse role to manage GBV case

Links to other subjects: Biology, ethics and professional code of conduct , maternal and child health

Assessment criteria: learners apply appropriately national guidelines in managing Gender Based Violence cases in community and healthcare settings

Materials: psychology book, sociology books, internet connectivity, computer, teaching video

3.4. Fundamentals of nursing program for S 6

3.4.1.Key competences at the end of S 6

- Assist adequately in preparation of a balanced diet to community, family and individuals
- Take appropriate action based on findings of nursing assessment of Endocrine system
- Take appropriate action based on findings of nursing assessment of Neurological system
- Take appropriate action based on findings of nursing assessment of Sensory system
- Provide basic community interventions
- Apply the principles and components of health promotion to prevent diseases and promote health of communities
- Apply house and environmental sanitation
- Apply the principles of palliative care to alleviate pain, support psychologically and spiritually the individuals, families and community during life-threatening illnesses and during end of life period

3.4.2.Fundamentals of nursing Table units for S6

Topic area: Community Health		Sub-topic area: Fundamentals of community health nursing		
S6 Fundamentals of nursing	Unit 1. Human Nutrition and dietetics		Number of periods: 48	
Key Unit Competence: Assist adequately in preparation of a balanced diet to community, family and individuals.				
Learning Objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> Describe nutritional needs of clients in all lifespan stage Discuss the factors that influence eats 	<ul style="list-style-type: none"> Apply acquired knowledge in promotion of proper nutritional practices in all age groups 	<ul style="list-style-type: none"> Appreciate the importance of different food groups and their role in normal and abnormal functioning of the body 	<p>Nutritional needs of various age groups:</p> <ul style="list-style-type: none"> Infant feeding(breastfeeding, breast milk, formula, supplementary feeding) 	<ul style="list-style-type: none"> In group discussion learners analyze and identify nutrition condition after reading case studies of nutrition

<ul style="list-style-type: none"> • ing habits to promote ahealthy lifestyle • Discuss the different nutritional disorders and theirmanagement. • Explain the specific diets for management of the sick patient. • Practice oral feeding for patients • Practice feeding for patients with nasogastric tubes 	<ul style="list-style-type: none"> • Conduct a comprehensive assessment of the nutritional status of a client in a culturally sensitive manner • Develop individualized nutrition plans for clients of all ages and those with special needs, such as children, adolescents, the elderly and pregnant women • Educate the individuals, families and community members about nutritional needs 	<ul style="list-style-type: none"> • Determine correctly an individual's daily dietary requirements 	<ul style="list-style-type: none"> • 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 <p>Food security and availability</p> <ul style="list-style-type: none"> • Preservation and storage of foods. • Behavioral and cultural aspects of nutrition • Food habits: harmful,harmless and good habits. 	
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		<ul style="list-style-type: none"> • Factors affecting the choice of food: body needs, cultural and ethnic background, religion, socioeconomic status, availability of food, geographical area and health status. <p>Dietary management of deficiency and over-nutrition.</p> <ul style="list-style-type: none"> • Protein-energy malnutrition (Kwashiorkor) • Marasmus • Mineral deficiencies • Vitamin deficiencies <p>Assessment of nutritional status of a client</p> <p>Interventions to maintain a healthy nutritional status</p>	
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Links to other subjects: Biology, Health assessment; Nursing Ethics and Professional Code of Conduct

Assessment criteria: The learner assesses the nutritional status of clients and determine dietary requirements for clients of different ages

Materials: Nutritional books (Susan G, Dudek RD. (2010) Nutrition Essentials for Nursing Practice. 6 th Edition. Lippincott Williams & Wilkins; Turker, S. (2011) Nutrition and Diet Therapy for Nurse. Prentice Hall); videos, projector, screen,

Topic Area: Health assessment			Subtopic: Body systems assessment	
S6 Fundamental of nursing	Unit 2: Nursing Assessment of Endocrine system			Number of periods: 15
Key Unit Competence: Take appropriate action based on findings of nursing assessment of Endocrine system				
Learning Objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> Outline relevant questions to assess Endocrine system Describe different techniques of physical examination applied to Endocrine system Analyze data collected from the client health assessment of Endocrine system 	<ul style="list-style-type: none"> Collect relevant information specific to Endocrine system Use different techniques to conduct client physical exam on Endocrine system 	<ul style="list-style-type: none"> Appreciate the relevant information on Endocrine system 	<ul style="list-style-type: none"> Specific history taking on Endocrine system, (History regarding illness, personnel history, family history, social history) General Survey (Facies, Build & Stature, Nutrition, Decubitus, Neck vein, Neck glands, Anemia, Cyanosis, Clubbing, Jaun 	<ul style="list-style-type: none"> Identify key questions asked in interview with client during admission after watching a video on health assessment of Endocrine system Use different techniques on mannequin to perform physical exam after watching a video on client physical examination. Document relevant data collected from client.

				<ul style="list-style-type: none"> • dice, Edema, Pulse, Respiration, Temperature, BP, Generalized skin & nail, Extremities-Specific) • -Physical examination of Endocrine system: • Physical assessment (Inspection, Palpation, Percussion, Auscultation) • Interpretation of specific findings on Endocrine system • Identification of client problems • Nursing intervention based on patient's problem.
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Links to other subjects: Fundamentals of nursing, Biology, Medical ppathology, Surgical pathology...

Materials: Client assessment tool, computer and video CD, Client file

Medical equipment (Medical stethoscope, blood pressure machine, pulse oximeter, thermometer, watch, Tongue depressor).

Topic Area: Health assessment		Subtopic: Body systems assessment		
S6 Fundamental of nursing	Unit 3: Nursing Assessment of Neurological system		Number of periods: 13	
Key Unit Competence: Take appropriate action based on findings of nursing assessment of neurological system				
Learning Objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> Outline relevant questions to assess neurological system Describe different techniques of physical examination applied to Neurological system 	<ul style="list-style-type: none"> Collect relevant information specific to Neurological system Use different techniques to conduct client physical exam on Neurological system 	<ul style="list-style-type: none"> Appreciate the relevant information on Neurological system 	<p>Specific history taking on Neurological system</p> <ul style="list-style-type: none"> Ask about the symptoms: What are they? Which part of the body do they affect? Are they localized or more widespread? When did they start? How long do they last for? Were they sudden, rapid or gradual in onset? Is there a history of trauma? Ask about any associated symptoms (other features of neurological disease): 	<ul style="list-style-type: none"> Identify during simulation session the key questions asked in interview with client during admission after watching a video on health assessment of Neurological system Use different techniques on models to perform physical exam appropriately after watching a video on client physical examination.

- Analyze data collected from the client health assessment of Neurological system

Headache, Numbness, pins and needles, cold or warmth, Weakness, unsteadiness, stiffness)

Specific physical examination of Neurological system:

- A complete neurologic assessment consists of five steps: (Mental status exam, Cranial nerve assessment, Reflex testing, Motor system assessment, Sensory system assessment, Coordination, Gait)

Interpretation of specific findings on Neurological system

Identification of client problems

Nursing intervention based on patient’s problem.

- Document relevant data collected from client.

Links to other subjects: Fundamentals of nursing, Biology, Medical pathology, Surgical pathology...

Assessment criteria:

- Learner will collect relevant data from the client on neurological system
- Learner will interpret the key client answers related to the relevant questions on neurological system and identify different health problems basing on general and physical examination

Materials: Client assessment tool, computer and video CD, Client file

Medical equipment (Medical stethoscope, blood pressure machine, pulse oximeter machine, thermometer, watch, Reflex Hammer, A Snellen Eye Chart or Pocket Vision Card, Pen Light or Otoscope, Wooden Handled Cotton Swabs, Paper Clips).

Topic Area: Health assessment		Subtopic: Body systems assessment		
S6 Fundamental of nursing	Unit 4: Nursing Assessment of Sensory system		Number of periods: 17	
Key Unit Competence: Take appropriate action based on findings of nursing assessment of Sensory system				
Learning Objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> • Outline relevant questions to assess Sensory system • Describe different techniques of physical examination applied to Sensory system • Analyze data collected from the client health assessment of Sensory system 	<ul style="list-style-type: none"> • Collect relevant information specific to Sensory system • Use different techniques to conduct client physical exam on Sensory system 	<ul style="list-style-type: none"> • Appreciate the relevant information on Sensory system 	<p>Specific history taking on Sensory system (Head, eyes, ear Nose, Mouth pharynx and skin)</p> <p>Specific physical examination of Sensory system (Inspection, Palpation, and different focused test)</p> <p>Interpretation of specific findings on Sensory system</p>	<ul style="list-style-type: none"> • Learners identify key questions during simulation session asked in interview with client during • Admission after watching a video on health assessment of Sensory system • Use different techniques on mannequin to perform physical exam appropriately after watching a video on client physical examination.

			Identification of client problems Nursing intervention based on patient's problem.	
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Links to other subjects: Fundamentals of nursing, Biology, Medical pathology, Surgical pathology...

Assessment criteria:

- Learner will be able to collect relevant data from the client on sensory system
- Learner will be able to interpret the key client answers related to the relevant questions on sensory system and identify different health problems basing on general and physical examination

Materials: Client assessment tool, computer and video CD, Client file

Medical equipment (Medical stethoscope, blood pressure machine, pulse oximeter, thermometer, watch, ophthalmoscope, Tongue depressor, otoscope).

Topic area: Community Health			Sub-topic area: Fundamentals of community health nursing	
S6 Fundamentals of nursing	Unit 5. Introduction to Community Health Nursing			Number of periods: 32
Key Unit Competence: Provide basic community interventions				
Learning Objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> • Explain concepts used in community health • Explain health issues related to determinants of health • Describe community health needs assessment • Recognize the importance of collaborating with community members and representatives, community-based organizations, community health providers and other members of 	<ul style="list-style-type: none"> • Participate in the development of an overall health plan for the community • Apply community health care principles in assessing, diagnosing and planning for the community care education and advocating for the community 	<p>Demonstrating culture sensitivity while interacting with community members</p> <p>Respecting all age – categories of community members</p> <p>Maintain a grooming image all times</p>	<p>Overview of community health Nursing:</p> <ul style="list-style-type: none"> • Concepts definition • History of community health Nursing • Objectives of Community health nursing • Characteristics of community health nursing • Principles of community health nursing • Community Health in Rwanda • Characteristics of a community • Characteristics and functions of a healthy community 	<ul style="list-style-type: none"> • In group discussion Learner identify community needs after reading case studies

in addressing prevalent health care issues or problems.

- Educate individuals, families and community members how to prevent communicable and non communicable diseases
- Provide nursing care in the community, including disaster and community home-based nursing care.

- Purpose of community health nursing
- Factors affecting community health

Community health needs assessment

**Determinants of health
Community needs assessment**

Basic community interventions:

- .Community education
- .Advocating for the .community home based-care

- . perform community needs assessment; community health education and advocacy in real community contexts

• **Links to other subjects:** Maternal and Child health, Nursing Ethics and Professional Code of Conduct

• **Assessment criteria:** Assess community health needs and provide basic community health interventions

• **Materials:** projector, computers, screen, books on community health, online resources on community health

Topic area: Community Health			Sub-topic area: Fundamentals of community health nursing	
S6 Fundamentals of nursing	Unit 6. Primary Health Care (PHC)			Number of periods: 36
Key Unit Competence: Apply the principles and components of health promotion to prevent diseases and promote health of communities				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> • Discuss the principles of health promotion • Explain the main approaches of Health promotion • Discuss the strategies of Health promotion • Explain the concept of Primary health care and its characteristics • Describe the structure and Functioning of Health Care system in Rwanda. • Explain the component of primary health care 	<ul style="list-style-type: none"> • Apply the principles of Health promotion to promote health of individuals, families and communities • Plan and implement health education of individual, families and communities to prevent diseases 	<ul style="list-style-type: none"> • Demonstrate cultural sensitivity • Demonstrate collaboration and communication skills • Respect for age-related clients 	<p>Primary health care</p> <ul style="list-style-type: none"> • Definition of primary health care concept. • History and Evolution of PHC. • Characteristics of Primary Health Care. • Structure and Functioning of Health Care system in Rwanda. • Elements of PHC. 	<ul style="list-style-type: none"> • In discussion learner identify principles and approached of Primary health care • Learners implement principles and process of Health education using role play on health education

<ul style="list-style-type: none"> • Describe Health education principles and strategies • Explain the process of Health education 			<ul style="list-style-type: none"> • Principles of PHC. • Levels of Healthcare • Essential components of PHC. • Four Pillars in PHC. <p>Health Promotion</p> <ul style="list-style-type: none"> • Background of health promotion. • Concept definition of “Health promotion”. • The scope of health promotion. • Principles of health promotion. <p>Health Education</p> <ul style="list-style-type: none"> • Concept definition of health education. • Objectives of health education. • Principles of Health education. • Process of Health education. 	
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Links to other subjects: Nursing Ethics and Professional Code of Conduct

Assessment criteria: Apply the principles of health promotion and health education to prevent diseases and promote health

Materials: Books on Primary health care and health education, projector, screen

Topic area: Community Health			Sub-topic area: Fundamentals of community health nursing	
S6 Fundamentals of nursing	Unit 7. Introduction to Environmental Sanitation			Number of periods: 40
Key Unit Competence: Apply house and environmental sanitation				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Identify different aspects of sanitation Explain difference between sanitation and environmental sanitation Discuss the importance of animal excreta management. Discuss the five components of a sanitation system to properly manage human excreta 	<ul style="list-style-type: none"> Educate individuals, families and communities about how to improve housing hygiene and environmental hygiene Practice correctly the techniques of solid waste management 	<ul style="list-style-type: none"> Demonstrate cultural sensitivity while interacting with different community members 	<p>Introduction to environmental health</p> <ul style="list-style-type: none"> Concepts definition Different aspects of sanitation Difference between sanitation and environmental sanitation 	<ul style="list-style-type: none"> In group discussion learners apply house and environmental sanitation principles after case studies analysis

- Discuss different techniques of solid waste management
- List the three components of domestic waste water(black water,

- Practice correctly the techniques of waste water management

- Maintaining a grooming appearance
- Observing integrity and honesty
- Respect of all age- socio- economic categories of clients

Human and animal excreta management :

- Five components of a sanitation system to properly manage human excreta.
- Importance of animal excreta management
- Some good animal excreta management practices to prevent disease transmission.

Solid waste management:

- Ways to recycle solid waste
- Ways to collect and transport solid waste
- composting and its benefits
- The hazards and safety precautions of burning and burying solid waste

greywater and overflow water)

- Discuss management options of waste water.
- Describe the benefits and purpose of an environmental sanitation inspection.

- Use Environmental sanitation inspection forms to gather information.

Domestic waste water management:

- Three components of domestic wastewater: backwater, greywater and overflow water.
- The importance of properly managing greywater and overflow water.
- Management options for greywater.
- Management options for overflow water.

Environmental sanitation inspections:

- The benefits and purpose of an environmental sanitation inspection.
- Data gathering methods in environmental sanitation (observation or interview).
- Environmental sanitation inspection forms to gather information.

Links to other subjects: Nursing Ethics and Professional Code of Conduct

Assessment criteria: Promoting house and environmental sanitation through Health education of individuals, families and communities about principles and components of housing and environmental sanitation

Materials: Books related to environmental health, videos, projector, screen

Topic area: Foundations of Nursing Practice

Sub-topic area: Palliative care

S6 Fundamentals of nursing

Unit 8. Introduction to palliative care

Number of periods: 51

Key Unit Competence: Apply the principles of palliative care to alleviate pain, support psychologically and spiritually the individuals, families and community during life threatening illnesses and during end of life period.

Learning Objectives

Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none">• Define palliative care• Explain the history and current state of palliative care around the world• Define the scope and the mission of palliative care practice• Explain the components of palliative care• Explain the principles of palliative care	<ul style="list-style-type: none">• Offer psycho-spiritual support to the individuals in pain, families and community• Use non pharmacological pain management to alleviate pain• Carry out correctly the nursing care of the dying person	<ul style="list-style-type: none">• Demonstrate an attitude of self-control and resilience• Demonstrate empathy and respect of client during the palliative care practice• Be organized and proactive	<ul style="list-style-type: none">• Historical background of palliative care• Components of palliative care• Principles of palliative care• Non pharmacological Pain management techniques• Psycho-social and Spiritual Support• Ethics in Palliative Care	<ul style="list-style-type: none">• Learner discusses the principles and components of palliative care after watching videos related to palliative care.• Learner perform nursing care of the dying person and post-mortem care in skills laboratory

<ul style="list-style-type: none"> • Explain the principles of evaluation and management of pain in palliative care • Explain the basic principles of communication in context of palliative care • Explain the nursing care given to the dying person • Explain ethical aspects in palliative care 	<p>Carry out confidently the post-mortem care</p>	<ul style="list-style-type: none"> • Be communicative and collaborative with all care givers family 	<ul style="list-style-type: none"> • Communication in palliative care • End-of-Life and post-mortem care • Resiliency and Self-Care 	
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Links to other subjects: Medical pathology, Surgical Medical pathology, Nursing Ethics and Professional Code of Conduct

Assessment criteria: The learner applies correctly the principles of palliative care to alleviate pain, care for the dying person and provide post mortem care

Materials: Teaching videos, simulation lab materials, mannequins, hand washing facilities, projectors, screen

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APPENDICES

Appendix A: WEEKLY TIME ALLOCATION FOR ASSOCIATE NURSING PROGRAM

No	Subjects	Weight	WEEKLY TIME ALLOCATION		
			S4	S5	S6
1	Fundamentals of Nursing *	11	7	7	7
2	Biology*	11	7	7	7
3	Chemistry*	11	7	7	7
4	Mathematics*	5	3	3	3
5	Physics*	10	6	6	6
6	Ethics and professional code of conduct	1	1	1	0
7	Medical Pathology *	2	0	3	1
8	Surgical Pathology *	1	0	1	1
9	Pharmacology *	4	3	2	2
10	Maternal and Child health *	7	4	4	4
11	Individual learning	5	3	1	5
12	Clinical attachment*	13	6	7	10
13	Kinyarwanda	3	2	2	0
14	English*	6	4	4	4
15	French	2	1	1	1

16	Entrepreneurship	2	2	1	0
17	Citizenship	2	2	1	0
18	ICT	2	1	1	1
19	Sports/ Clubs	2	1	1	1
Total periods / week		100	60	60	60
Total number of contact periods/years			2340	2340	2340
Total number of contact hours/year (39 weeks)			1560	1560	1560

Appendix B: Fundamentals of nursing Overview

Topic area	Sub-topic area	Key competencies		
		S4	S5	S6
Foundations of Nursing Practice	Theoretical Foundation of Nursing	The learner will be able to integrate the principles of nursing theories during modern-day nursing practice		
	Lifting and patient comfort	The learner will be able to perform the Nursing care procedures related to hygiene and comfort of the client/ patient.		
	Assessment of physiological function and parameters	The learner will be able to measures and interprets correctly the vital signs and parameters		
	Patient safety, infection prevention and control	The learner will be able to apply correctly the infection control techniques to prevent nosocomial infections		
	Medication administration	The learner will be able to administer correctly drugs through enteral and topical routes.	The learner will be able to administer drugs through parenteral routes.	

	Skin integrity and wound healing		The learner will be able to perform the techniques of simple wound dressing	
	First aid		<p>The learner will be able to apply correctly the techniques of bandaging</p> <p>The learner will be able to provide first aid care in case of emergencies</p> <p>The learner will provide first aid care for the selected emergency conditions of selected body systems</p> <p>The learner will be able to apply correctly the techniques of victim's evacuation during emergencies</p>	
	Diagnostic testing		<p>The learner will be able to perform basic Laboratory investigations for common conditions</p> <p>The learner will be able to perform vein puncture technique</p>	

	Palliative care			The learner will be able to apply the principles of palliative care to alleviate pain, support psychologically and spiritually the individuals, families and community during life threatening illnesses and during end of life period
Health assessment	Comprehensive assessment	The learner will be able to carry out comprehensive data collection of clients		
	Body systems assessment	The learner will be able to take appropriate action based on findings of nursing assessment of Respiratory system	The learner will be able to take appropriate action based on findings of nursing assessment of cardiovascular system The learner will be able to take appropriate action based on findings of nursing assessment of digestive system	The learner will be able to take appropriate action based on findings of nursing assessment of Endocrine system The learner will be able to take appropriate action based on findings of nursing assessment of neurological system

			The learner will be able to take appropriate action based on findings of nursing assessment of Urogenital system	The learner will be able to take appropriate action based on findings of nursing assessment of Sensory system
Behavioral Sciences	Psychology	<p>The learner will be able to analyze the concepts and theories of growth and development in interpersonal relationships</p> <p>The learner will be able to explain the concepts of personality and behavior development</p>	The learner will be able to provide an appropriate counseling for individual, group, and family	
	Sociology	The learner will be able to explain the concepts of sociology in health promotion and wellbeing	<p>The learner will be able to relate society, family, and special group to health and illness</p> <p>The learner will be able to participate in managing Gender Based Violence cases in community and healthcare setting</p>	

Community Health	Fundamentals of community health nursing			<p>The learner will be able to assist adequately in preparation of a balanced diet to community, family and individuals</p> <p>The learner will be able to provide basic community interventions</p> <p>The learner will be able to apply the principles and components of health promotion to prevent diseases and promote health of communities</p> <p>The learner will be able to apply house and environmental sanitation</p>
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