

**HARMONISED CURRICULUM  
FOR  
STATE REGISTERED  
NURSING**

**SIERRA LEONE**

FEBRUARY 2022

FORWARD

## ACKNOWLEDGEMENT

This National curriculum for State Registered Nursing has been developed in collaboration with a network of national, regional and international experts who provided guidance throughout the development process, supplied the required data, and reviewed the draft document at every stage of its preparation. The Sierra Leone Nurses and Midwives Board Secretariat would like to give special thanks to the following personalities and organizations:

NO	NAME	DESIGNATION	INSTITUTION
1.	Ms. Mary Fullah	CNMO	Directorate of Nursing and Midwifery Services- MOHS
2.	Mrs. Amba R. Coker	Dep. CNMO	Directorate of Nursing and Midwifery Services- MOHS
2.	Mrs. Christianna Massalay	Registrar	Nursing and Midwifery Board
3.	Prof. Mohamed Samai	Director	Directorate of training & research, MoHS
4	Mrs. Elizabeth N. Tucker	Dep. Registrar	Nursing and Midwifery Board
5.	Mrs. Evelyn Abie Bangura	Head of Nursing Department	EBK University
6.	Mr. Amara K. Fornah	Head of Nursing Department	TDCHS, Masanga
7.	Mrs. Daphne Cummings-Wray	Head of Nursing Department	NJala University
8.	Ms. Gifty F. Massaquoi	Participant	Directorate of Nursing and Midwifery Services- MOHS
9.	Br. Nestore Bamboye	Participant	St. John of God Hospital
10.	Bro. Michael Koroma	Principal	St. John of God Catholic School of Nursing
11.	Br. Francis Kabia	Lecturer	St. John of God Catholic School of Nursing
12.	Mr. Sahr James	Facilitator	Department of Nursing Njala University, Bo campus
13.	Mr. Mustapha Kamara	Lecturer	St. John of God Catholic School of Nursing
14.	Mr. Saed Fuad Thoronka	Lecturer	Department of Nursing, EBK University, Makeni
15.	Mrs. Ann Marie Rhoda	Participant	EPSON

16.	Mrs. Frederica Kella	Director	Seed Global Health
17.	Cornelia P. Macauley	Lecturer	Faculty of Nursing, COMAHS
18.	Dr. Joseph Eden Hotah	Lecturer	Faculty of Nursing, COMAHS
19.	Mr. Mohamed S. Kamara	Lecturer	St. John of God Catholic School of Nursing
20.	Mr. Bassajor Bailor	Lecturer	Faculty of Nursing, COMAHS
21.	Mrs. Frances Forna	Head of School	School of Midwifery, Makeni (SOMM)
22.	Mrs. Rebecca Amara	Lecturer	Faculty of Nursing, COMAHS
23.	Mr. Senesie Margao	Participant	Directorate of Nursing and Midwifery Services- MOHS
24.	Jenny Rose Wilson	Lecturer	School of Midwifery, Makeni (SOMM)
25.	Jennifer Neezypor	Lecturer	School of Midwifery, Makeni (SOMM)
26.	Mary Joseph	Lecturer	Department of Nursing Njala University, Bo campus
27.	Charlse Mamboi	Director	HFAC-SL
28.	Gibril S. Conteh	Lecturer	St. John of God Catholic School of Nursing
29.	Edwin Jestus Jombla		
30.	Patricia Mokuwa	Head of Midwifery School-Bo	
31.	Fonti Kargbo	Nursing officer	
32.	Mary Joseph	Nurse Tutor	
33.	Kemoh Rogers	Associate Professor	
34.	Frida Barg	WHO Representative	
35.	Safula Mansaray	DCNMO 2	
36.	Dora S. Kargbo	Nurse Tutor	
37.	Beatrice Bangalie	Retired Nurse Tutor	
38.	Elvis M. Smaba	Administrative officer	
39.	Ken M. Ngebeh	Finance Officer	
40.	Rebecca Amara	Lecturer, COMAHS	
41.	Prince Gevao	Lecturer, COMAHS	
42.	Joan H. Shepherd	Principal, SOM freetown	
43.	Foday Kanu	Nurse Tutor	
44.	Lawrence Sao Babawo	Head of Nursing School Matru	
45.	Mustapha Kamara	Nursing Officer Ass. Lecturer	
46.	Jessicca Konoppa	Lecturer	
47.	Aminata Fofanah	Nurse Tutor	

48	Cecilia Amador	Midwifery Tutor	
49	Adama Alice Taylor		
50	Mohamed James Koroma	Lecturer	
51	Georgina Whyte	Nurse Tutor	
52	Hawah Daramy	Lecturer	

## TABLE OF CONTENT

FORWARD	
ACKNOWLEDGEMENT-----	3
ACRONYMS-----	6
<b>1.0. INTRODUCTION-----</b>	<b>8</b>
1.1. Background and Context-----	8
1.2. Rationale for RN Harmonised Curriculum Development-----	9
1.3. Development process of the RN Curriculum-----	9
1.4. What is new in the Curriculum-----	10
<b>2.0. MISSION-----</b>	<b>11</b>
<b>3.0. PHILOSOPHY-----</b>	<b>11</b>
<b>4.0. COMPETENCES OF THE GRADUATES-----</b>	<b>12</b>
<b>5.0. PROGRAMME AIM-----</b>	<b>12</b>
<b>6.0. PROGRAMME OUTCOMES -----</b>	<b>13</b>
<b>7.0. PROGRAMME STRUCTURE AND COURSES-----</b>	<b>13</b>
<b>8.0. ADMISSION POLICIES-----</b>	<b>17</b>
<b>9.0. TEACHING AND LEARNING METHODS-----</b>	<b>17</b>
<b>10. ASSESMENT AND EVALUATION METHODS-----</b>	<b>18</b>
<b>11. COURSE DESCRIPTION AND CURRICULUM-----</b>	<b>19</b>

Content Outline: Year 1

•

Content Outline: Year 2

Course Outline : Year 3

## ACRONYMS

AIDS	Acquired immunodeficiency syndrome
AMTSL	Active Management of the Third Stage of Labour
ARVs	Antiretroviral Virus
ARDS	Acute Respiratory Distress Syndrome
BAS	Basic Sciences
BEmONC	Basic Emergency Obstetric and Newborn Care
EmONC	Emergency Obstetric Newborn Care
BFHI	Baby Friendly Health Initiative
BTL	Bilateral Tubal Ligation
BPH	Benign prostrate Hypertrophy
CBDA	Community Based Distributing Agent
CPR	CardioPulmonary Resucitation
CV	Cardio Vascular
EENT	Ear, Eye, Nose and Throat
FAO	Food and Agriculture Organisation
GCE	General Certificate of Education
GIT	Gastro Intestinal Tract
HLD	High Level Disinfectant
HIV	Human immunodeficiency virus
HRH	Human Resource for Health
IBS	Irritable Bowel Syndrome
IPC	Infection, Prevention and Control
ICU	Intensive care Unit
ICM	International Conference of Midwives
ICN	International Council of Nurses
ICT	Information and Communication Technology
IMCI	Integrated Management of Childhood Illness
IV	Intravenous
ICT	International Confederation of Midwives
ICT	Information, Communication and Technology
IUD	Intra Uterine Device
M&E	Measurement and Evaluation
MCHA	Maternal and Child Health Aides
MCH	Maternal and Child Health
MDR	Maternal Death Review
MDSR	Maternal Death Surveillance Response

MICS	Multiple Indicator Cluster Survey
MMR	Maternal Mortality Rate
MoHS	Ministry of Health and Sanitation
MCQs	Multiple Choice Questions
MVA	Manual Vacuum Aspiration
NTD	Neglected Tropical Disease
NANDA	North American Nursing Diagnosis Association
NHSSP	National Health Sector Strategic Plan
NMB	Nurses and Midwives Board
NGO	Non-governmental organization
NURCS	Nursing Clinical Sciences
NURSS	Nursing Specialty Sciences
OSCE	Objective structural clinical examination
OSPE	Objective Structured Practical Examination
PHU	Peripheral Health Unit
PMCT	Prevention of Mother to Child Transmission
PNC	Postnatal Care
PBL	Problem-based learning
PEP	Post exposure prophylaxis
PHC	Primary Health Care
PMTCT	Prevention of Mother to Child Transmission
PPE	Personal Protective Equipment
PEM	Protein Energy Malnutrition
POP	Plaster of Paris
RVF	Retro Vaginal Fistula
SCM	State Certified Midwife
SECHN	State Enrolled Community Health Nurses
SLDHS	Sierra Leone Demographic Health Survey
SRH	Sexual and Reproductive Health
SOCS	Social Sciences
STI'S	Sexually Transmitted Infection
SLNA	Sierra Leone Nurses Association
SLMA	Sierra Leone Midwives Association
TB	Tuberculosis
TPR	Temperature Pulse and Respiration
TBA	Traditional Birth Attendant
UNAIDS	The Joint United Nations Programme on HIV/AIDS
UNFPA	United Nations Population Fund
VCT	Voluntary Counselling and Testing
WACN	West African College of Nursing
WASCE	West African Secondary Certificate of Education
WHO	World Health Organization

## 1.0. INTRODUCTION

### 1.1 BACKGROUND AND CONTEXT

### 1.2 RATIONALE FOR RN CURRICULUM HARMONISATION

### 1.3. DEVELOPMENT PROCESS OF THE RN CURRICULUM HARMONISATION

### 1.4. WHAT IS NEW IN THE CURRICULUM?

<b>New Courses</b>	<b>Courses that have been removed but amalgamated</b>
Introduction to Biochemistry	Introduction to Traditional and Herbal Medicine to Pharmacology
Foundations in Oncology Nursing and Palliative care	Seminar in Nursing



## **2.0. Mission**

---

*To open windows of opportunities for all to access functional knowledge, skills and attitudes in nursing, and make meaningful contribution to national development in all nursing ramifications.*

## **3.0. Vision**

*To create a resilient workforce that can respond to national health needs utilising evidenced based practice to positively influence the quality of healthcare delivery in Sierra Leone and the world.*

## **4.0. Philosophy**

---

The philosophy of the programme is underpinned by the philosophy of the nurses and midwives board of the sierra leone, whose aim is 'to ensure that nursing and midwifery services are provided at all levels countrywide' (2021).

The philosophy of the programme is supported and linked to the following:

- *The provision of higher level education for nurses*
- *Improve knowledge and skills*
- *Encourage the development, identification of emerging issues and critical thinking skills*
- *Facilitate collaborative working through developed communication skills and increased understanding*
- *Raise the profile of research within the wider nursing arena*
- *Improve the status of nursing as a profession within Sierra Leone.*
- *Intended to prepare students for further study*
- *Nursing is essentially evidence and practice-based whose body of knowledge is grounded in the biological, physical and social sciences and therefore requires continuous learning and research to support theory and practice*
- *In order to meet the changing pattern of healthcare demands, nursing requires innovation to offer creative responses while working within ethical and legal frame work.*
- *The client as an individual with basic ideas, beliefs and values is an active partner that participates in crucial decision making regarding his care and environment*

- *The nurse should be capable of performing independent, dependent, interdependent professional functions and take responsibility for actions(team work)*
- *Train cadre of nurses that can proffer the necessary competent nursing care to patients/clients in all referral hospitals nation wide.*
- *This will contribute to the overall objective of nursing within Sierra Leone, which aims to facilitate access to quality health care for all, whilst supporting the key aims of the National Health Policy and Health Sector Strategic Plan.*

## **5.0. Competencies of the Graduates**

---

The curriculum is competency-based, involving learners in their own learning throughout the education programme to ensure that graduates will be skilled providers of Nursing care. The graduate will:

- Provide quality, holistic, person centred nursing services to meet the health needs of individuals, families and communities using the nursing process approach and nursing models.
- Assess client/patient through history taking, physical assessment, monitoring of vital signs and review of relevant records.
- Identify actual and potential risk for nursing diagnosis.
- Treat and manage simple medical and surgical conditions.
- Communicate in at least one international language
- Write quality reports
- Practice reflective nursing
- Plan and implement nursing actions to minimize individual, family and community problems through the holistic care approach.
- Assume responsibility and plan for delivery of independent, dependent and interdependent health activities.
- Understand the research process and apply the knowledge to inform patient care and management.
- Utilize research findings for evidence-based practice.
- Evaluate care through stated objectives to ascertain effectiveness of nursing actions.

- Maintain accurate records relating to patient's condition, medication and treatment.
- Use modern technology in providing nursing care
- Demonstrate social skills in advocacy for the profession and client needs.
- Carry out budgeting and management of resources.
- Participate in the formulation of health plans and policies.
- collaborate in community diagnosing, planing, implementing and evaluating community programmes towards prevention, promotive and rehabilitative services.
- Supervise and mentor nursing students and other allied health workers.
- Participate in the maintenance of a 2-way referral system.
- Engage in continuous professional growth and development programmes to maintain professional competence
- Engage in collaboration activities with local, sub-regional and international organization (WHOP, ICN, WACN, etc) to improve practice and education

## **6.0. Programme Aim**

---

The aim of this programme is to prepare competent polyvalent professional nurse who will use problem-solving skills in providing safe, acceptable, effective and quality health services to meet the health needs of individuals, families and communities at diverse settings of care.

## **7.0. Programme Outcomes**

---

At the end of the programme, the Learner will:

- be a professional nurse that has the competency with knowledge, skills, and experiences to deliver care.

- be capable to apply the knowledge of biological, behavioural & nursing sciences to provide safe and quality care to individuals, families and communities.
- utilize the nursing process approach in providing holistic care to individuals, families and communities.
- be an autonomous practitioner that makes effective clinical decision in delivering care.
- be able to show empathy, kindness and good interpersonal skills to client/patient, colleagues and families.
- be able to work in a multi-disciplinary teams and being an effective team player.
- initiate and participate in basic research to improve service delivery in their facilities
- have effective record keeping skills and to maintain confidentiality in patient care.
- deliver care that is evidence-based to all patients/clients.
- be responsible and accountable for individual practices and actions in their professions.
- be competent in supervising and precepting nursing students and other allied health professionals.
- apply critical thinking and problem-solving ability in the provision of nursing interventions.
- be able to provide effective leadership and management of human and material resources.
- plan and implement community programs that ensure disease prevention, health promotion/education and rehabilitation.
- demonstrate ability to monitor and evaluate nursing activities.
- have an understanding of the National Health Policies and their relevance to nursing.
- be able to contribute towards the formulation of health plans and policies.

- be able to work in partnership with communities, NGOs, INGOs activities to improve practice and education.

### 7.0. Programme Structure and Courses

The programme is a pre-service programme for Registered Nursing for a minimum of three(3) years. The RN curriculum is for a period of three years divided into six semesters. It consists of thirty six(36) Modules arranged in semesters.

- Year 1(Semester 1=26 weeks, Semester 2=26weeks),
- Year 2( Semester 3=26 weeks, Semester 4=26 weeks),
- Year 3( Semester 5=26 weeks, Semester 6=26 weeks)

One credit hour is equivalent to **15** hours of classroom teaching and **45** hours of practice and **90** hours of clinical practice. The theory/practice ratio is 1:3; which means, one hour of lecture is equivalent to 3 hours of clinical experience.

Total hours per week per Learner shall be 40 including classroom instruction and clinical field practice

1st Year 50(Weeks) x 40 (Hours/week) 2,000 Hours  
 2nd Year 50(Weeks) x 40(Hours/week) 2,000 Hours  
 3rd Year 50(Weeks) x 40(Hours/week) 2,000 Hours

### TOTAL 6,000 Hours

The Programme will run through six (6) semesters for three years, two semesters per year.

Item	Duration
Total Number of Weeks for entire programme(3yrs)	153 Weeks
Total Number of Hours	<b>6,000</b> hours
Total Numbers of semesters	Six (6)
Total Number of Months Per semesters	6 Months

Theory(60 Weeks)	2,400 hours
Practicum(72 Weeks)	2,880 hours
Vacation	3 weeks
Examination Preparation	6 weeks
Examination	12 weeks

### **INTRODUTORY PRE-NURSING**

<b>Year</b>	<b>Code</b>	<b>PRE-NURSING- 75 Hours</b>	<b>Hrs.</b>	<b>Skills Lab</b>
<b>INTRO</b>	INTRO-001	Applied Chemistry	10	5
<b>INTRO</b>	INTRO-002	Applied Physics	10	5
<b>INTRO</b>	INTRO-003	Human Biology	15	
<b>INTRO</b>	INTRO-004	Nursing Ethics and Law	30	
<b>INTRO</b>	INTRO-005	First Aid	15	
<b>INTRO</b>	INTRO-006	Basic Mathematics	30	
<b>INTRO</b>	INTRO-007	English Language and Communication Skills	15	

*1 credit= 45 hours of Practice, 1 credit = 15 hours of theory*

## **YEAR 1 SEMESTER 1**

<b>1</b>	<b>Code</b>	<b>MODULES</b>	<b>Hrs.</b>	<b>Skills Lab</b>	<b>Cr</b>
1.	RNP111	<b>Anatomy &amp; Physiology I</b> Anatomy & Physiology Practical I	30	45	3
2.	RNP112	<b>Fundamentals of Nursing I</b> Fundamentals of Nursing Practical I	30	45	3
3.	RNP113	<b>Public Health Nursing I</b> <b>Public Health Nursing Practical I</b>	45		3
4.	RNP114	<b>Introduction to Sociology</b>	30		2
5.	RNP115	<b>Nutrition &amp; Dietetics</b>	30		2
6.	RNP116	Clinical Practice		180	2
		<b>TOTAL = 435</b>	<b>165</b>	<b>270</b>	<b>15</b>

## YEAR 1 SEMESTER 2

1	Code	MODULES	Hrs.	Skills Lab	Cr
	RNP121	<b>Anatomy &amp; Physiology II</b> Anatomy & Physiology Practical-II	30	45	3
	RNP122	<b>Sexual and Reproductive Health Nursing</b> <b>Sexual and Reproductive Health Nursing Practical</b>	30	45	3
	RNP123	<b>Fundamentals of Nursing II</b> <i>(including First Aid &amp; Basic Life Support)</i> Fundamentals of Nursing Practical II	15	90	3
	RNP124	<b>Introduction to Psychology</b>	30		2
	RNP125	<b>Microbiology &amp; Parasitology</b> Microbiology & Parasitology Practical	30	45	3
	RNP126	<b>Information, Communication &amp; Technology &amp; Nursing Informatics</b> Information, Communication & Technology & Nursing Informatics Practical	15	45	2
	RNP127	<b>Pharmacology &amp; Therapeutics I</b>	45		3
	RNP128	<b>Introduction to Biochemistry</b>	15		1
	RNP129	<b>Clinical Practice</b>		180	2
		<b>TOTAL 760</b>	<b>210</b>	<b>540</b>	<b>22</b>



## YEAR 2 SEMESTER 3

2	CODE	MODULES	Hrs.	Skills Lab	Cr
	RNP211	<b>Anatomy and Physiology III</b> Anatomy & Physiology Practical III	30	45	3
	RNP212	<b>Medical Nursing I A</b> Medical Nursing Practical I	30	45	3
	RNP213	<b>Surgical Nursing I A</b> Surgical Nursing Practical I	30	45	3
	RNP214	<b>Gerontology &amp; Geriatric Nursing</b>	30		2
	RNP215	<b>Public Health Nursing II</b> Public Health Nursing Practical II	30	45	3
	RNP216	<b>Paediatric &amp; Child Health Nursing I</b> Paediatric & Child Health Nursing Practical	30	45	3
	RNP217	<b>Pharmacology &amp; Therapeutics II</b>	45		3
	RNP218	<b>Introduction to Obstetric Nursing and Midwifery</b>  <b>Introduction to Obstetric Nursing and Midwifery Practical</b>	30	45	3
	RNP219	<b>Surgical Nursing I B</b>  (Disaster & Emergency Nursing)	15		1
	RNP2110	<b>Clinical Practice</b>		180	2
		<b>TOTAL=720</b>	<b>270</b>	<b>450</b>	<b>26</b>

## YEAR 2 SEMESTER 4

	CODE	MODULES	Hrs.	Skills Lab	Cr
	RNP221	<b>Medical Nursing II</b> Medical Nursing Practical II	30	45	3
	RNP222	<b>Surgical Nursing II</b> Surgical Nursing Practical II	30	45	3
	RNP223	<b>Public Health Nursing III</b> Public Health Nursing Practice III	30	45	3
	RNP224	<b>Mental Health Nursing I</b> Mental Health Nursing Practical I	30	45	3
	RNP225	<b>Pediatric &amp; Child Health Nursing II</b> Pediatric Nursing II	15	45	2
	RNP226	<b>Introduction to Statistics</b>	15		1
	RNP227	<b>Introduction to Research Methodology</b> Research Methods practical	30	45	3
	RNP228	<b>Clinical Practice</b>		180	2
		<b>TOTAL=630</b>	<b>180</b>	<b>450</b>	<b>20</b>

## YEAR 3 SEMESTER 5

3	Code	Semester 5- 510 Hours	Theory Hrs.	Skills lab	Cr.
	RNP311	<b>Medical Nursing III</b> Medical Nursing Practical III	15	45	2
	RNP312	<b>Surgical Nursing III</b> Surgical Nursing Practical III	15	45	2
	RNP313	<b>Public Health Nursing III (Communicable/Infectious Disease Nursing)</b> Communicable/Infectious Disease Nursing practical- Public Health Nursing Practice III	15	45	2
	RNP314	<b>Mental Health Nursing II</b> Mental Health Nursing Practical II	15	45	2
	RNP315	<b>Pediatric &amp; Child Health Nursing II</b> Pediatric & Child Health Nursing II	15	45	2
	RNP316	<b>Foundtaions in Oncology Nursing and Palliative Care</b>	15		1
	RNP317	<b>Introduction to Nursing Administration and Management</b>	15		1
	RNP318	<b>Clinical Practice</b>		180	2
		<b>TOTAL-510</b>	<b>105</b>	<b>405</b>	<b>14</b>

## **YEAR 3 SEMESTER 6**

YEA R 3	Code	Semester 6- 390 Hours	Theory Hrs.	Skills lab	Cr.
	RNP321	<b>Patient Care Study</b>	15	180	3
	RNP322	<b>Clinical Practice</b>		180	2
		<b>TOTAL- 375</b>	<b>15</b>	<b>360</b>	<b>5</b>

## **8.0. ADMISSION POLICIES**

---

### **8.1. Entry Requirement**

---

Prospective candidates for the RN Programme must have reached the age of eighteen (18) years and does not exceed the age of forty (40) years.

The candidates must possess WASCE with at least five (5) credits under the following options-

**1<sup>ST</sup> OPTION** – Generics/Direct entry- Age- 18-30 years

Minimum credit C6 or better in not more than 2 sittings in English Language, Mathematics or further mathematics, Biology/Health science, Chemistry plus any other subject

**2<sup>nd</sup> Option** -Mature candidates( SECHN/MCH assistant-Age- Not more than 40 Years

Minimum credit C6 or better in not more than 2 sittings in English Language, Mathematics or further mathematics, Biology/Health Science, plus any other 2 subjects

### **8.2. Indexing, termination, re-entry, and completion of the course**

The Learners shall be indexed in accordance with the provisions of the Nursing and Midwifery Council of Sierra Leone.

### **8.3. Recruitment Process**

Selection of prospective candidates is carried out by NMC in collaboration with the various accredited Institutions and the selection committee;

---

### **8.4. Intake**

---

Intake shall be done once every year and the enrolment shall be based on the Learner teacher ratio of 1:15

### **8.5. Duration of Training**

---

The RN programme will last for thirty-six(36) academic calendar Months. The exiting Learner after qualifying through a successful State final examination by the Nursing and Midwifery Council, of Sierra Leone shall be awarded the status “**State Registered Nurse**”.

## 8.6. Dress Code

Uniforms prescribed by the institution must be worn. Students are not allowed to cover heads or face.

## 9. TEACHING AND LEARNING METHODS

Training institutions are expected to adopt an integrative approach to learning that involves theory, demonstration and return demonstration, and clinical experiences for Learners to maximize their learning during training. The Learners will be required to spend much of their time in the clinical settings

The teaching/learning methods therefore include the following:

- a) Lecture and Discussion
- b) Ward Round & Ward Clinical Practice
- c) Structured Interview
- d) Feedback
- e) Reflective Practice
- f) Demonstration and Return Demonstration
- g) Role Plays, Simulations
- h) Case Studies and Case Presentations
- i) Seminars/workshops
- j) Clinical placements
- k) Clinical Conferences; clinical teaching and Ward rounds
- l) Brainstorming
- m) Study groups
- n) Tutorials
- o) Field Trips and Home visits
- p) Computed Assisted Learning (HIS).

## 10. TEACHING AND LEARNING RESOURCES

Training institutions are expected to use various teaching resources in order to deliver knowledge to the learners and the learners would need to have at their disposal learning materials to facilitate them gaining new knowledge and participate in the classroom teaching.

The teaching/learning resources therefore include the following:

- Spacious classroom (3 rooms) 60 per class
- Well equipped skills lab
- Well furnished computer lab with a minimum of ten (10) computers and accessories
- Models and simulation devices/Patient
- Real life objects and specimens, Teachers guide eg urine specimen
- Text Books and handouts
- Graphics(drawing) Flow Charts,(step by step) Diagrams, Schematic Drawings (decision trees or algorithms)
- Photographs
- Slide Projectors/Overhead Projects or Film Strips, Power Point and Accessories.
- White Board, Flip Charts
- Open and Close Circuit Television ( Closed camera CCTV )
- Other Audio-Visual Aids e.g. Computers/Internet
- Observed Field Experience (students observes a situation that is not direct patient care)
- Puppets
- A library facility containing a number of nursing texts books
- Competent Human Resource

## 11. ASSESMENT AND EVALUATION OF STUDENT LEARNING

### **Dimensions of knowledge**

In general, a dimension of knowledge is a psychological term for describing a particular type(usually demonstrated through a student's learning behaviour). In this curriculum, the dimensions of knowledge used have been based on the classifications in the cognitive domain of bloom's taxonomy. The use of

Bloom's(1956) classification of knowledge allows the different types of learning behaviour expected to be elicited by student nurse to be identified, classified and assessed. In addition, using Bloom's classification of learning in the cognitive domain allows emphasis to be placed, at the nursing training Institutions/departments on teaching for higher order thinking skills instead of over-emphasis on lower order thinking skills alone. Consequently, it is recommended that the dimensions of knowledge, comprehension, Application, Analysis, Synthesis, and Evaluation should be the focus of teaching and assessment of students-nurses learning.

### **Prescribed Method of Assessment**

The Nursing and Midwifery Board for Sierra Leone, suggests that major learning outcomes to be assessed must be performance-based on the cognitive and affective domains. In addition , the major student outcomes must be identified using the module objectives as the basis for assessing student learning and must be assessed both formative and summative. Emphasis must be placed on the following student outcomes:

- Critical Thinking(instead of limiting items to those that elicit rote memorisation of materials)
- Clinical competence (by using contextual items/items based on clinical scenarios)

### **Assessment procedures and grading**

The following assessment procedures are recommended:

class tests, group presentations, term papers/assignments, clinical placement assessment, and end-of semester examinations.

Each of these must be developed using a sample of the key objectives covered within a specified period. In addition, the quantum of each of the formative assessments(i.e., **class tests, group presentations, term papers/assignment, clinical placement assessment and any others that will be used by any Institution/department**) to be conducted in each semester should be aligned with the assessment policies of the Institution.

Continuous assessment from the formative evaluation will form **30%** of the summative evaluation.

Summative evaluation at the end of the programmes shall consist of an end of module examination, which contribute **70%** to the final grades in each module.

Furthermore, it is recommended that the final grade of students in each semester must be the aggregate of scores/marks on the formative and summative assessments conducted during the semester. However, the weight of each of them must be aligned to what prevails in the current curriculum.

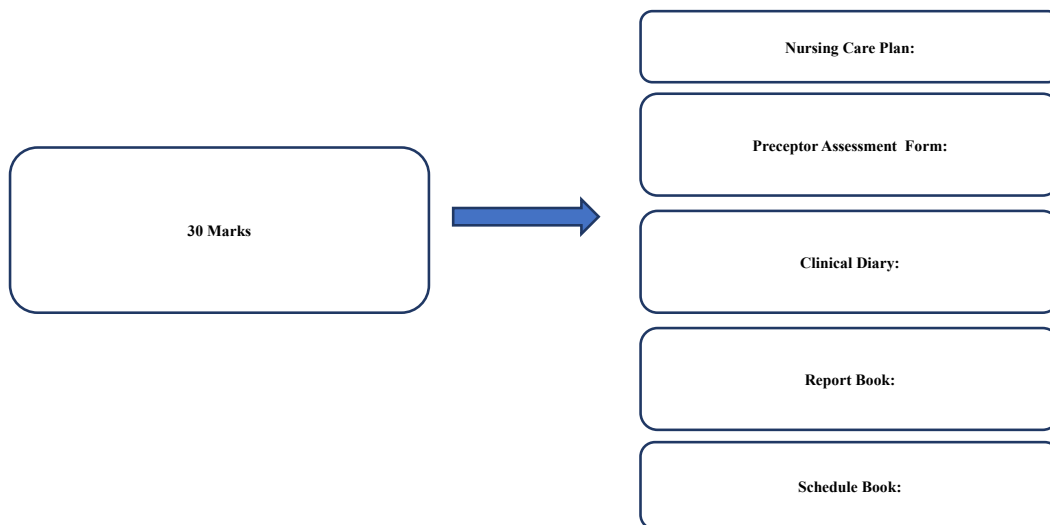
The final examination shall consist of:

- a. Written (term paper, essay and objective items – 70%), and
- b. Practical examination (100%).

The practical examination shall consist of:

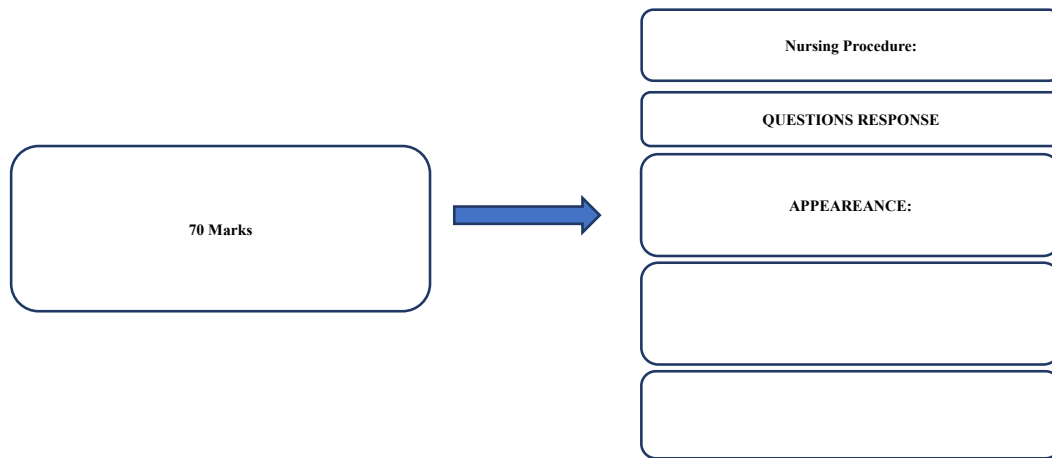
- i. 30% of clinical placement assessment and
- ii. 70% of practical examinations.

## ASSESSMENT- PLACEMENT





# ASSESEMENT- CLINICAL EXAMINATIONS



## 12. COURSE DESCRIPTION AND CURRICULUM CONTENT

### PRE-NURSING/INTRODUCTORY

#### **Introduction**

The pre nursing phase shall last for a duration of six(6) weeks. The first four(4) weeks shall be dedicated to Nursing foundation modules. Candidates shall be examined and the successful candidates would continue with the programme in year 1.

The general emphasis during this period is to introduce the Learner to basic sciences, communication and ethics courses that would enhance understanding of the foundation sciences in the preceding year.

The Learner will acquire knowledge, skills and attitudes through exposure to theory, demonstration in the skills laboratory. The Learner will be able to build on these in subsequent years.

#### **Year 1 Learning Outcomes**

At the end of the introductory phase, the Learner will be able to:

1. Demonstrate knowledge and skills from basic sciences and communication skills which forms the foundation for practice.

## INTRODUCTORY

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>APPLIED CHEMISTRY</b>
<b>MODULE CODE:</b>	<b>INTRO-001</b>
<b>YEAR:</b>	1
<b>SEMESTER:</b>	1
<b>HOURS:</b>	THEORY- 10 Hours LABORATORY -5 hours

### MODULE DESCRIPTION

The Module is designed to provide applied knowledge in chemistry for application in nursing practice

**MODULE AIM:** is designed to equip the learner to acquire and apply important basic concepts, principles and laws of chemistry to the care of patients

### MODULE LEARNING OUTCOMES:

At the end of the module, the learner will be able to;

1. Explain the basic concepts and principles in chemistry that are applicable to Nursing care.
2. Demonstrate an understanding of the application of knowledge of carbons and hydrocarbons to nursing practice.
3. Explain the classification and structure of organic and inorganic compounds and their impact on nursing practice.
4. Identify basic biochemical compound/substances used in health care.
5. Describe precautionary measures against biochemical substances used in health care.

### MODULE CONTENT

#### UNIT I: Introduction

- a. Definition of science and chemistry
- b. Branches of science- chemistry and their relevance to nursing practice.
- c. Nature of scientific enquiry and its importance to nursing practice.

#### UNIT II: Nature of matter

- a. Physical and chemical properties of matter.
- b. Physical and chemical change, separation of mixtures
- c. Application: blood, air.
- d. Chemical symbols of elements.
- e. Simple formulae and equations.

- f. Classification of elements, compounds and mixtures.
- g. Particulate nature of matter: atoms, molecules, ions.
- h. Symbols, formulae of elements and compounds.
- i. Atomic structure and chemical combinations.

### **UNIT III: Acids, bases and salts**

- a. Definition, properties, and uses
- b. Measurement of acidity and alkalinity
- c. Types of salts, uses
- d. Hydrolysis of salts
- e. Acid/base titration
- f. Efflorescent, deliquescent, Hygroscopic
- g. Simple volumetric analysis
- h. Metals and non-metals: examples and properties

### **Unit IV: Electrolysis**

- a. Definition of electrolysis, electrolytes and non-electrolytes
- b. Ionic theory, ionization
- c. Electrolysis, electrolytes, non-electrolytes
- d. Air composition, pollution and purification
- e. Water pollution and purification

### **Unit V: Carbon and carbon compounds**

- a. Carbons, properties of elements and its allotropes
- b. Introduction to organic chemistry
  - Hydrocarbons (saturated).
  - Hydrocarbons (unsaturated), alkenes and alkynes
  - Introduction to functional group chemistry e. g. alcohols, amines, carbonyls, carboxylic acids etc.

### **Unit VI: Organic and inorganic compounds**

- a. Organic compounds: definition, classification, examples and structures
- b. Examples of oxidation products of alcohol
- c. Aldehydes: examples and uses in nursing practice
- d. Carbohydrates, proteins, fatty acids, lipids.
- e. Biological importance of some inorganic substances
- f. Inorganic compounds: definition, classification, structures and examples.
- g. Application to nursing practice

### **Unit VII: Practical**

- a. Application of principles of chemistry to clinical nursing practice

### **TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration;  
Simulations  
Study groups; presentations, e-learning, etc

### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

### **RESOURCES:**

Marieb, E.N. (2009). *Essentials of Human Anatomy and Physiology* (9th ed.).  
Harlow:

Pearson Education.

Tortora, G.K. & Derrickson, B.H. (2011). *Introduction to The Human Body*. New  
York: John Wiley & Sons

Waugh, A., & Grant, A. (2006). *Ross and Wilson Anatomy And Physiology in  
Health and Illness* (13<sup>th</sup> ed.). Oxford: Churchill Livingstone.

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>APPLIED PHYSICS</b>
<b>MODULE CODE:</b>	<b>INTRO-002</b>
<b>YEAR:</b>	1
<b>SEMESTER:</b>	1
<b>HOURS:</b>	THEORY- 10 Hours LABORATORY -5 hours

### **MODULE DESCRIPTION**

The Module is designed to provide applied knowledge in physics for application in clinical nursing practice.

**MODULE AIM:** to provide applied knowledge in physics for the application in clinical nursing practice

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

1. Discuss basic concepts in physics as applicable to nursing care.
2. Describe specifically the principles of light, heat, sound, electricity, magnetism etc. in health care interventions.
3. Explain the nature of radio-activity in relation to x-ray, radiological procedures and radiotherapy.
4. Describe precautionary measures in the protection of clients, staff and the community in general during radiological procedures.

### **MODULE CONTENT**

#### **Unit I: Introduction**

- a. Definition of science.
- b. Branches of science- physics and their relevance to nursing practice.
- c. Nature of scientific enquiry and its importance to nursing practice.

#### **Unit II: Molecular phenomena and applications**

- a. Concept of surface tension.
- b. Definition and common examples of molecular phenomenon.
- c. States of matter.
- d. Concept of osmosis.
- e. Concept of capillarity
- f. Application in nursing practice.

#### **Unit III: Measurements and Units**

- a. Types of measurements commonly carried out by nurses: pressure, density, .
- b. Specific gravity measurement.
- c. Hydrostatic pressure in fluid

- d. Characteristic of pressure in fluid
- e. Measurement of pressure in fluid
- f. Pascals law application e. g. water mattress
- g. Boyle's law application
- h. Bouyancy and Archimede's principle applications e.g. CSF, Amniotic Fluid.
- i. Viscosity and applications.

**Unit IV: Forces and their application in nursing practice**

- a. Force, work, energy and power.
- b. Application in nursing practice.

**Unit V: Machines**

- a. Definition, types and examples.
- b. Levers: definition, classification and examples.
- c. Pulleys: definition, classification and examples.
- d. Application to nursing practice.

**Unit VI: Heat**

- a. Definition, terminology and sources of heat.
- b. Methods of providing heat for the body.
- c. Definition and measurement of temperature.
- d. Types of thermometer and uses.
- e. Heat transfer

**Unit VII: Elasticity**

- a. Definition
- b. Stress and strain
- c. Types of stress
- d. Hook's law
- e. Young's modulus
- f. Bulk's modulus
- g. Shear modulus
- h. Applications – blood vessels, spring balance, shearing force in decubitus ulcer etc

**Unit VIII: Optics and Waves**

- a. Definitions of optics and waves
- b. Concept of light and its properties.
- c. Mechanical waves:
  - Characteristics of sound
  - Production and transmission
  - Forced vibrations
  - Application in nursing
- d. Electromagnetic waves and properties
- e. Light waves
  - Sources of light
  - Transmission of light
  - Propagation of light

- Lenses
- Reflection of light through lenses
- Dispersion of light
- f. Application: simple lens, human eyes, microscope, common eye defects and corrective mechanism.

**Unit IX: Electricity, magnetism and sound waves**

- a. Definition of terms
- b. Basic principles of electricity, magnetism, sound and waves
- c. Properties of magnet
- d. Electromagnetism
- e. X-ray: prediction, properties and nature in healthcare
- f. Precautionary measures in radiological procedures
- g. Application of radiological investigations: Computed Topography (CT) Scan, Magnetic Resonance Imaging (MRI), Ultrasound.

**Unit X: Practical: Measurement of physical properties**

- a. Application of the principles of physics to clinical nursing practice
  - a. Visit to radiology and radiotherapy departments.

**TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations  
 Study groups; presentations etc

**METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>HUMAN BIOLOGY</b>
<b>MODULE CODE:</b>	<b>INTRO-003</b>
<b>YEAR:</b>	1
<b>SEMESTER:</b>	1
<b>HOURS:</b>	THEORY- 15 Hours LABORATORY -N/A

**MODULE DESCRIPTION**

This module deals with the organisation of the normal human body. This is essential for better understanding of the functional units of the human body. It is important for the student nurse to understand that the functions of each part of human body are interdependent.



**MODULE AIM:** At the end of the module, the learner must be able to describe the basic structures and functions of the human body

**MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Describe the living cells and tissues.
- Describe the general structure of the body, its basic needs and associate systems.
- Identify the various regions of the body and name the organs hat they contain.

**MODULE CONTENT**

**Unit I: Introduction to Anatomy and Physiology**

- a. Organization of the human body
- b. Anatomical positions – Planes
- c. Body cavities
- d. Regions of the body
- e. Basic unit of the body (The Cell)
- f. Cell theory, Cell properties, Cell division
- g. Tissues and membranes – types, characteristics, special adaptation
- h. Organs and Systems

**TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations  
Study groups; presentations etc

**METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments;Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

**PROGRAMME:** STATE REGISTERED NURSING PROGRAMME  
**MODULE TITLE:** NURSING ETHICS AND LAW  
**MODULE CODE:** INTRO-004  
**YEAR:** 1  
**SEMESTER:** 1  
**HOURS:** THEORY- 30 Hours  
LABORATORY -N/A

### **MODULE DESCRIPTION**

This Module provides a foundation for the practice of nursing. It explores the development, legal, ethical aspects and role expectations of the nursing profession.

**MODULE AIM:** Enables the student to understand the ethicolegal aspects in nursing, and apply them for professional practice

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Describe the ethical code of conduct to meet the needs of the profession
- Identify the roles and functions of the nurse in the health team
- Professionally adjust to meet the need of the profession
- Internalize the Nurse's Pledge
- Describe the functions of Nursing organizations, Nursing council and other related councils.
- Describe legal obligations and responsibilities of the nurse
- Define legal aspects of nurse-client, nurse-physician, nurse-nurse, and nurse-employer relationships.
- Describe the educational programmes for nurses

### **MODULE CONTENT**

#### **Unit I- Frameworks governing conduct of nursing and ethical principles in development of appropriate attitudes for nursing practice**

- a. Ethics, morals, values and beliefs (Definition, Types)
- b. Code of Ethics (Code of Ethics (ICN/ICM/Sierra Leone)
- c. Nursing Pledges
- d. Nursing etiquettes/Professional Adjustment in Nursing

- e. Ethics and standard of practice (confidentiality, informed consent, care of patients properties, controlled substances, clinical trial, signing of legal document, etc..)
- f. Principles of Ethics
- g. Common ethical dilemmas in nursing

## **Unit II- Professionalism**

- a. Nursing, as a Profession
- b. Qualities of a Professional Nurse
- c. Job Description/Scope of Practice of State Registered General Nurse
- d. Professional conduct in nursing
- e. Educational programs in nursing
- f. Professional Organizations: National and International(Sierra Leone Nurses' Association, International Council of Nurses, The Commonwealth Nurses' and Midwife Federation, the West African College of Nursing, etc.) membership criteria, and functions.

## **Unit III: Legal Aspects of Nursing**

- a. Legal roles of the nurse as:
  - Provider of services
  - Employer
  - Private citizen
- b. Human Rights and Patients' Bill of rights.
- c. Nursing Legislation in Sierra Leone
  - Nursing and Midwifery Board of Sierra Leone; structure and functions, decrees (Regulation of Nursing Practice in Sierra Leone, Nurse Practice Act, Standard and Regulation of training and practice, Licensure requirements and disciplinary measures, continuing professional development etc.).
- d. Common Offences-(Tort, Negligence, Malpractice, Assault and Battery, False imprisonment, invasion of privacy, vicarious liability etc.).
- e. Criminal Offences- Manslaughter, Infanticide.
- f. Legal safe-guards in Nursing Practice (viz: Record keeping and incident report, providing competent care, Good Samaritan act, Professional Liability Insurance etc.

## **TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations  
Study groups; presentations etc

## **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments;Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>FIRST AID</b>
<b>MODULE CODE:</b>	<b>INTRO-005</b>
<b>YEAR:</b>	<b>1</b>
<b>SEMESTER:</b>	<b>1</b>
<b>HOURS:</b>	<b>THEORY- 15 Hours</b> <b>LABORATORY -N/A</b>

### **MODULE DESCRIPTION**

This Module will equip students with knowledge and skills to enable them recognize the need for First Aid and provide prompt and competent care for the victims

### **MODULE AIM:**

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Describe the importance and principle of first aid
- Demonstrate skill in first aid techniques
- Describe first aid in common emergencies

### **MODULE CONTENT**

#### **Unit I- Introduction**

- a. Definition, Aims and Importance of first aid- Rules/General principles of First Aid
- b. Concept of emergency

#### **Unit II- Procedures and Techniques in First Aid**

- a. Preparation of First Aid kit.
- b. Dressing, bandaging and splinting(spiral, reverse spiral, figure of 8 spica, shoulder, hip, ankle, thumb, finger, stump, single and double eye, single and double ear, breast, jaw, capelin), triangle bandages uses, abdominal binder and bandage, breast binder, T and many tail bandage, knots reef, clove.
- c. Transportation of the injured
- d. CPR : Mouth to mouth, Sylvester, Schafer, External cardiac massage

### **Unit III- First Aid in emergencies**

- a. Asphyxia, drowning, shock
- b. Wounds and Bleeding
- c. Injuries to the Bones, Joints and Muscle- fractures, sprains, strains, hanging, falls
- d. Burns and scalds
- e. Poisoning – ingestion, inhalation, bites and stings f) Foreign body in eye, ear nose and throat.

#### **TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations  
Study groups; presentations etc

#### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments;Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

**PROGRAMME:** STATE REGISTERED NURSING PROGRAMME  
**MODULE TITLE:** BASIC MATHEMATICS  
**MODULE CODE:** INTRO-006  
**YEAR:** 1  
**SEMESTER:** 1  
**HOURS:** THEORY- 30 Hours  
LABORATORY -N/A

### **MODULE DESCRIPTION**

This module exposes the student to the mathematical calculations applied in nursing

**MODULE AIM:** To provide learners with the requisite knowledge in basic mathematics which they will use to accurately calculate drug dosage

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Translate Arabic numbers to Roman numerals.
- Translate Roman numerals to Arabic numbers.
- Add, subtract, multiply and divide whole numbers.
- Add, subtract, multiply and divide fractions.
- Add, subtract, multiply and divide decimals.
- Convert decimals to percent.
- Convert percent to decimals.
- Set up and solve ratio and proportion problems.
- Convert from one system of measure to another using:
  - metric system
  - apothecary system

- household system
- Solve drug problems involving non-parenteral and parental medications utilizing metric, apothecary, and household systems of measurement.
- Solve Intra Venous drip rate problems.

## **MODULE CONTENT**

### **Unit I: Basic Mathematics review**

- a. Roman Numerals
- b. Decimals
- c. Fractions
- d. Ratio
- e. Percentages
- f. Simple proportion
- g. Simple statistics

### **Unit II: Measurement systems**

- a. The metric system
- b. The apothecary system
- c. The household system

### **Unit III: Units Conversions**

- a. Temperature
- b. Weight
- c. Volume
- d. Length

### **Unit IV: Dosage Calculations**

- a. Dilution of solutions
- b. Oral drug calculation
- c. Parenteral drug calculation
- d. Paediatric drug calculation
- e. Infusion and transfusion calculations
- f. Fluid balance chart calculation

**TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration;  
Simulations  
Study groups; presentations etc

**METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%



<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>ENGLISH LANGUAGE AND COMMUNICATION SKILLS</b>
<b>MODULE CODE:</b>	<b>INTRO-007</b>
<b>YEAR:</b>	<b>1</b>
<b>SEMESTER:</b>	<b>1</b>
<b>HOURS:</b>	<b>THEORY- 15 Hours</b> <b>LABORATORY -N/A</b>

### **MODULE DESCRIPTION**

The Module is designed to equip learners to read, understand and communicate effectively in English language.

**MODULE AIM:** To enhance the ability of students to read, understand and effectively use English language for communication.

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Communicate effectively in English Language both in written and oral.
- Develop the habit of reading and writing.
- Develop academic writing skills.
- Communicate effectively with clients, patients, families and communities

### **MODULE CONTENT**

#### **Unit I- Grammatical Convention**

- a. Spelling – some useful rules
- b. Punctuation; use of the commas, colons, semi-colons, quotation marks, question marks, exclamation signs, the full stops; capitals, abbreviations and acronyms.

#### **Unit II- Developing Reading Skills**

- a. Different ways of reading and their uses( Skimming, scanning, close reading of prescribed texts)
- b. Develop faster reading; the value of motivation and concentration, eye movements; reading content and structural works; vocalization.
- c. Summary writing
- d. Lexis and Structure
- e. Debates
- f. Correct referencing

#### **Unit III- Developing Writing Skills (sentences):**

- a. Basic sentence patterns; co-ordination and sub-co-ordination
- b. Agreement of subject and verb and tenses.
- c. Sources of ambiguity in the sentence and how to avoid ambiguity; use of pronouns and modifiers, word order.
- d. Sequence of tenses and subject – verb complement.

#### **Unit IV -Developing Writing Skills II (Paragraph level)**

- a. The paragraph as a miniature composition: paragraph content.
- b. Expressing the main controlling idea in a topic, sentence: supporting sentences and different ways of developing the paragraph, use of detail, definition, classification, examples, anecdotes, comparison and contrast, cause and effect, combination of methods.
- c. Subject/verb agreement and punctuation.

#### **Unit V- Note making:**

- a. The value of making good notes from books and academic journal articles.
- b. Methods of making notes from books.
- c. The summary, paragraphing, outlining, numbering notes, newspaper headlines and technique.
- d. Making notes from lectures.
- e. Use of abbreviations (standard and personal), signs, symbols, diagrams, letters, underlying, quotation marks, etc.

#### **Unit VI- Developing Writing Skills III**

- a) Essays
- b) Reflective writing
- c) Evidence based learning
- d) Case report
- e) Written exams
- f) Dissertation
- g) Writing styles
  - I. Documenting information
  - II. Headnotes, headings and footnotes;
  - III. Plagiarism – different forms and how to avoid them.

#### **Unit VII- Report Writing**

- a. Types of writing
- b. Main parts of a report
- c. Techniques/process of report writing
- d. Characteristics of a good report; pre-writing, drafting, editing, revision, proof-reading

**TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration;  
Simulations  
Study groups; presentations etc

**METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

**YEAR 1**  
**SEMESTER 1 & 2**

**Introduction**

The general emphasis in Year 1 is to introduce the Learner to basic courses that would enhance understanding of the holistic nature of the individual (client/patient), the society, health needs and the context within which health care is provided. The Learner will acquire knowledge, skills and attitudes through exposure to theory, demonstration in the skills laboratory and part clinical experiences. The Learner will be able to build on these in subsequent years.

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>ANATOMY &amp; PHYSIOLOGY I</b>
<b>MODULE CODE:</b>	<b>RNP 111</b>
<b>YEAR:</b>	<b>1</b>
<b>SEMESTER:</b>	<b>1</b>
<b>HOURS:</b>	<b>THEORY- 30 Hours</b> <b>LABORATORY -45Hours</b>

### **MODULE DESCRIPTION**

The Module in Human Anatomy & Physiology deals with the structures and functions of the normal human body. This is essential for better understanding of deviations from normal. It is important for the student nurse to understand that the functions of each part of the human body are interdependent. The Module recognizes the influence of environmental and technological changes on the normal structure, development and functions of the body.

**MODULE AIM:** At the end of this Module, the student should be able to:

- Describe the structures and functions of the listed systems.
- Utilize the knowledge of these systems in patient care.

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Describe the living cells and tissues.
- Describe the general structure of the body, its basic needs and associate systems.
- Describe the systems that maintain homeostasis.
- Identify the various regions of the body and name the organs hat they contain.
- Identify and describe the various types of bones that make up the skeleton, their formations, structure and functions.
- Describe the formation of joints, as well as muscles associated with them.
- Identify and name various types of muscles.
- Describe the major muscles, their positions, origins, insertions and functions.
- Describe the structure and functions of the Male and Female Reproductive systems.
- Relate the structural adaptation of the organs of reproduction to their functions in normal and pathological conditions.

- Utilize the knowledge of anatomy and physiology in the care of clients during the pre-natal, intra-natal and post-natal periods of life.
- Relate congenital mal-formations with the vulnerable period of human development.
- Describe the role of predisposing factors in the development of congenital malformations.

## **MODULE CONTENT**

### **1.Introduction- definitions**

Organization of the human body

- a. Cells, tissues, organs and system
- b. Anatomical positions, directions and planes
- c. Cell structure and functions
- d. Tissues: types and functions
- e. Cavities of the body and their contents

### **2. The Skin**

- a. Epidermis, dermis, appendages
- b. Role of skin in fluid/electrolyte balance

### **3.The skeletal system**

- a. Anatomical terms
- b. Bone formation
- c. Bones of the skeleton
- d. Axial skeleton, appendicular skeleton
- e. Functions of the skeleton system
- f. Joints: structure, types and movement

### **5..The muscular system**

- a. Names and types of muscular tissue
- b. Membranes and the membrane potential, action potential
- c. Excitation of nerve and muscle, muscle contraction and relaxation
- d. Major muscles of the body

### **6. Reproductive System**

#### **➤ The Female Reproductive System**

- a. The structure of the female reproductive system: External, Internal and accessory organs.

➤ **The Male Reproductive System**

- a. The structure of the male reproductive system: External, Internal, and accessory organs.
- b. The male sexual act (mechanism of erection/ejaculation)
- c. Spermatogenesis
- d. Influence of reproductive hormones at puberty

➤ **Foetal Development**

- a. Fertilization and implantation
- b. Embryonic development

**7. Genetics and man**

- Heredity
  - i. Cells - genes and chromosomes (sex chromosomes)
  - ii. Chromosomal aberrations: down's syndrome (trisomy 21), Turner's syndrome, Klinefelters syndrome; (XXY), XXV syndrome, XXX syndrome, mosaicism, Williams syndrome

**8. Reproduction**

- i. Gametes, zygotes, meiosis, mitosis
  - ii. Twining: monozygotic and dizygotic
- Sex determination and selection
- Artificial insemination
  - i. Test tube babies (in-vitro fertilization)
  - ii. Controversies, emotional, moral and religious issues about in-vitro fertilization
- Genetics and parenthood

**9. Urinary organs**

- a. Organs – kidney, ureters, bladder and urethra
- b. Physiology of urine formation
- c. Role of the kidney in fluid and electrolyte balance
- d. Fluid, electrolyte and acid-base dynamics/pH buffer system

**10. Homeostasis**

- a. Concept/maintenance

**TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration;  
Simulations  
Study groups; presentations etc

### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

### **Reading Resources:**

1. Campbell J (2011) Campbell's Physiology Notes. Lorimer Publication, Carlisle
2. Springhouse (2008) Anatomy and Physiology Made Incredibly Easy, 3rd.ed. Lippincott Williams and Wilkins
3. Watson R. (2005) Anatomy and Physiology for Nurses, 12th.edn. Edinburgh: Elsevier
4. ROSS AND WILSON



**PROGRAMME:** STATE REGISTERED NURSING PROGRAMME  
**MODULE TITLE:** FUNDAMENTALS OF NURSING I  
**MODULE CODE:** RNP 112  
**YEAR:** 1  
**SEMESTER:** 1  
**HOURS:** THEORY- 30 Hours  
LABORATORY -45Hours

### **MODULE DESCRIPTION**

The Module is designed to equip the student nurse with the basic nursing skills to meet the physical, psychological, social and spiritual needs of the patient in the home, community and health institutions

**MODULE AIM:** At the end of this module students should be able to perform basic nursing procedures in clinical practice

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Perform basic nursing procedures including bed making.
- Demonstrate principles of asepsis.
- Apply principles of homeostasis to care for the individual sick or well.
- Demonstrate understanding of theories and models relevant to nursing practice.
- Apply basic principles underlying health and disease to give nursing care using the nursing process and nursing models.
- Demonstrate skills to meet supportive needs of the dying.
- Provide appropriate support during the grieving process for the patient and their relatives.
- The hospital setting

### **MODULE CONTENT**

**1.Introduction to** Selected theories and models relevant to nursing practice:-

- a. Maslow's Hierarchy of Needs,
- b. Erickson's Development Theory,
- c. Roy's Adaptation Theory,

- d. Orem's Self Care Model
- e. Florence Nightingale's Environmental Theory
- f. Henderson Theory of basic needs

## 2. Tools of Nursing

- a. Family and patient care through the nursing process; goal /purpose of the nursing process, benefits and characteristics of the nursing process, **steps** /phases/components of the nursing process, admission and discharge of the patient, transfer of patients/referral, rehabilitation and continuity of care,
- b. Interviewing and Counseling
- c. Principles of reporting and recording
- d. Taking and handing over

## 3. Basic Nursing Care and Needs of the patient

- a. Care of hospital equipment and diagnostic instruments
- b. Care and Sterilization of:
  - Linen, bed, mattress, floor, walls, cupboard and other articles.
  - Rubber goods, dressings, instruments, needles, syringes, enamel articles.
- c. Body mechanics- Methods of lifting of patient, moving, lifting, transferring, Safety measures: safety devices, restraints and splints
- d. Positions used in nursing patients- Body support/posture maintenance in Nursing,
- e. Bed making- Simple bed making: occupied and unoccupied beds, types and care of bed linen, Special bed making – admission, operation, cardiac beds, etc.,Use of bed accessories: cradle, air-ring, etc..
- f. **Physical needs-**
  - I. Comfort, rest, Sleep and exercise. –Importance and its promotion
  - II. Exercises – Active and Passive
  - III. Nurses responsibilities in promoting rest and sleep
- g. **Hygienic needs**
  - I. Personal and environmental hygiene - Nurses role in maintaining personal and environmental hygiene.
  - II. Bed bath, care of eyes, nose, ears, hands and feet.
  - III. Care of mouth, skin, hair and genitalia
  - IV. Care of skin, mucuos membrane, pressure areas, bed sores: causes, signs, symptoms, prevention and nursing care
  - V. Tepid Sponging
  - VI. Cold application: Ice cap, cold packs, use of evaporating lotion.
  - VII. -Hot application: use of hot water bottle, dry fomentation, moist fomentation, medicated fomentation.
- h. **Nutritional needs**
  - I. Diet in health and disease

- II. Factors affecting nutrition in illness,
- III. Nurse's role in meeting patients nutritional needs.
- IV. Diet planning and serving.
- V. Feeding helpless patients including artificial methods of feeding.

**i. Elimination needs**

- I. Problems in health and sickness – constipation and diarrhea, retention and incontinence of urine.
- II. Nurse's role in meeting elimination needs.
- III. serving bedpan and urinal, -observing and recording abnormalities.
- IV. Preparation and giving of laxative, suppositories, enemas, bowel wash, flatus tube.
- V. Perineal care, care of patient with urinary catheter, diapers.
- VI. Observation and recording: Height, weight and anthropometric measures, vital signs(temperature, pulse, respiration) and blood pressure, fluid intake and output, urine, stool and sputum

**4. Principles of Asepsis and Therapeutic Nursing Care**

**Aseptic techniques**

- a. Introduction/principles of aseptic techniques
- b. Hand washing, use of masks/gloves, gowns
- c. Isolation techniques/barrier nursing

**5. Last offices**

- a) Dying patient
  - Signs and symptoms of approaching death, needs of the dying patient and his relatives, care of the dying(Kubler-Ross's stages of dying), last offices, packing of dead bodies in non-communicable and communicable diseases.
  - Grief and the grieving process

**TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations  
Study groups; presentations etc

**METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments;Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

**Reading resources:**

- 1. Alexander M, Fawcett J, Runciman P (2006) Nursing Practice Hospital and Home: The Adult, 3rd. ed. (or earlier), Churchill Livingstone Elsevier
- 2. Delves-Yates, C. (2015) Essentials of Nursing Practice, Sage, London

3. Dougherty L. (2015) The Royal Marsden Manual of Clinical Nursing Procedures (Royal Marsden Manual Series)
4. Huband S, Hamilton-Brown P, Barber G (2006) Nursing and Midwifery: a practical approach, Basingstoke: Macmillan/TALC ch. 13
5. Taylor P., CR., Lillis, C., LeMone, P. (2010) Fundamentals of Nursing: The Art and Science of Nursing Care 7th (seventh). Lippincott Williams & Wilkins, London

**PROGRAMME:** STATE REGISTERED NURSING PROGRAMME  
**MODULE TITLE:** PUBLIC HEALTH NURSING I  
**MODULE CODE:** RNP 113  
**YEAR:** 1  
**SEMESTER:** 1  
**HOURS:** THEORY- 30 Hours  
LABORATORY -45 Hours

**MODULE DESCRIPTION**

This Module is designed to enable the student to be more efficient in promoting and maintaining the health status of the community. In particular, it exposes the students to the rationale for the choice of Primary Health Care as the global option for making healthcare available to all. It is designed to equip students with the knowledge, skills and attitudes essential for teamwork and to efficiently assist individuals, families and community in identifying, prioritizing and attending to their health needs in a responsible and sustainable manner

**MODULE AIM: At the end of the module the learners should be able to Get in-depth understanding of the community felt and unmet health care needs and work with the communities to address those needs**

**MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Describe the roles of individuals, groups and agencies in the community.
- Assess community resources and needs and make appropriate community diagnoses.
- Collaborate with community to prioritise their needs and select appropriate actions.
- Mobilize the community for effective participation in health activities to ensure sustainability and self-reliance

## **MODULE CONTENT**

### **1. Introduction to Public Health Nursing**

- Historical perspectives, philosophy, concepts and principles of Primary Health Care and Public Health Nursing.
- Structure and functions of the Ministry of Health and Sanitation, Related Historical perspectives, philosophy, concepts and principles of Primary Health Care and Public Health Nursing.
- Structure and functions of the Ministry of Health and Sanitation, Related Organizations and Agencies
- Health and disease patterns in the community.
- Organization and scope of primary healthcare services.
- Multidisciplinary and inter-sectoral team approach.
- Bamako Initiatives
- Alma Ata declaration,
- Sustainable Development Goals,

### **2. Community structure and functions of groups and people within the community**

- Community structure: Leadership and decision making within a community.
- Family patterns
- Health and disease patterns
- Staffing in primary healthcare system

### **3. Primary Health Care (PHC) workers**

- The Alma-Ata Declaration on Health and PHC - the Health for All concept and nursing
- The impact of change on health and health services: demographics, environments, climate, food and water security, conflict, poverty, discrimination
- District health management team
- Community Health officers (CH0); Community health asst. (CHA); Public Health Nurses; Midwives; MCH aides; SECHN/midwives; Traditional Birth Attendants

- The role of voluntary and non-governmental agencies in primary healthcare
- Functions and responsibilities of the nurse in relation to other workers within the primary healthcare setting

#### **4. Community Diagnosis**

- Rationale for Community Diagnosis
- Methods and steps used in Community Diagnosis

#### **5. Situation Analysis**

- Instruments used in situation analysis
- Steps in conducting situation analysis

#### **6. Community Mobilization**

- Rationale for community mobilization in primary healthcare.
- Steps in community mobilization process
- Advocacy skills

#### **7. Composition and Functions of Development Committees in Primary Health Care Services**

- Village/ Community Committees; Health Facilities; District health Committee; Local Government District Councils

#### **8. Introduction to Health Education and Communication**

- Health Education – Definition, Principles, Methods
- Guidance and Counselling
- Communication Skills and group dynamic in Primary Healthcare.
- Teaching methods/use of audio visual aids

#### **9. Clinical Skills in Primary Health Care**

- History taking, reporting and recording; Physical examination; Diagnosis techniques; Nutritional assessment; Weighing and charting of weight data; Use of mid-upper air circumference strip (MUAC strip); Socio-economic assessment; Diagnostic skills; Use of Standard Operating Procedures; Surveillance and identification of high-risk groups

#### **TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations

Study groups; presentations, field trips etc

#### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;

- Summative - End of course examination (Essay MCQ) 70%

**Reading resources:**

1. Coles L, Porter E (2008) Public Health Skills: A practical guide for nurses and public health practitioners, Wiley Blackwell Conant J, Fadem P(2008) A Community Guide to Environmental Health, Hesperian (available from TALC)
2. Hertenstein T. M. (1997) Community Health Nursing: a case study approach, New York: Lippincott
3. WHO Alma-Ata Declaration on Primary Health Care [www.who.int/occupational\\_health/publications/declaration/en/](http://www.who.int/occupational_health/publications/declaration/en/)
4. WHO Declaration on Occupational Health for All [www.who.int/occupational\\_health/publications/declaration/en/](http://www.who.int/occupational_health/publications/declaration/en/)
5. WHO materials [www.who.int](http://www.who.int) on: primary health care, environmental health and pollution, health impact assessment, disabilities and rehabilitation, school and adolescent health, refugees, travel, poverty, substance abuse, tobacco, alcohol.

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>INTRODUCTION TO SOCIOLOGY</b>
<b>MODULE CODE:</b>	<b>RNP 114</b>
<b>YEAR:</b>	1
<b>SEMESTER:</b>	1
<b>HOURS:</b>	THEORY- 30 Hours LABORATORY -N/A

**MODULE DESCRIPTION**

The Subject is planned to provide the students with the knowledge of sociological concepts and their influence on health and disease. It stresses the role of individuals as members of the society and how their status and behaviour influence the health of the family members and the community

**MODULE AIM:**

The module will equip the learner with understanding of the principles of human behavior in understand their social responsibilities as agents of change

## **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

1. Explain the concepts of Sociology,
2. Explain the roles of social institutions in the overall wellbeing of individuals, families and communities.
3. Describe socio cultural determinants of diseases and health-illness behaviour.
4. Discuss the relationship within the healthcare market place and between the health practitioners and their clients.
5. Discuss the role of adjustment mechanisms and emotions in health and illness.
6. Apply behavioural science principles in nursing practice
7. Collaborate with individuals, families and community with social problems to influence positive health behaviour.

## **MODULE CONTENT**

### **Nature and scope of sociology**

- Definition of concepts and relevance to nursing.
- History of sociology–
- Relationships between social class and health status.
- Social change and population dynamics

### **1. Social/Adaptive Process**

- Socialization
- Social institutions – families, schools, religious institutions and their effects on individuals
- Total institutions; prisons, barracks, psychiatric asylums
- Organization of healthcare institutions
- Hospital as a social system/healthcare delivery system

### **2. Society**

- Definition and meaning.
- Social groups - Types, Structure, intergroup relationship group cycle, group behavior and group morale.
- Social change -Meaning, factors affecting and effect on society and institution leading to social problems.
- Social control
- Social stratification
- Social problems- Prostitution, crime divorce, dowry system, juvenile delinquency, drug addiction alcoholism, handicapped, over population



and slum, single mothers; drug delinquency, physically challenged/ handicapped, child abuse, violence against women and persons etc.

- Social agencies and remedial measures

### **3. Health/Illness Behaviour**

- Culture and belief system; Tradition
- Relationship between culture, society and nursing
- Influence of culture on health and illness
- Cultural factors affecting acceptance and utilization of healthcare services.

### **4. Relationship in Healthcare Organizations**

- Sociology and hospital organizations and impact of Doctor, Nurse, Patient relationship
- Inter and Intra professional relationship.
- Nurse/patient relationship
- Role functions; independent, interdependent and dependent functions globalization and its effect
- conflict management strategies

### **6. National Health Policies**

- Poverty and healthcare delivery
- Current national health service strategies /plans
- National health insurance policy
- External drivers of health care delivery

### **TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations

Study groups; presentations, Role play, Field trip, etc

### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

### **Reading resources:**

Barry AM, Yuill C (2008) Understanding the Sociology of Health and Illness: an introduction, London: Sage

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>NUTRITION &amp; DIETETICS</b>
MODULE CODE:	RNP 115
YEAR:	1
SEMESTER:	1
HOURS:	THEORY- 30 Hours SKILLS LABORATORY -6 Hours

### **MODULE DESCRIPTION**

This module is to help the student nurse to relate the importance of nutrition to the various stages of human development, health recovery and maintenance, recognize the role of the dietitian in the health team and identify specific diets recommended for the treatment of various diseases

**MODULE AIM:** The module will equip the learner with understanding of the principles of nutrition and dietetics in providing therapeutic diet to the sick and promoting good nutrition habits to individuals and families.

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Describe the role of nutrition in health and disease.
- Identify local food substances and the nutrients they contain.
- Explain factors that influence the nutritional state of different age groups.
- Describe methods of food supply, storage, preparation and distribution and how these contribute to health disease.
- Describe the different nutrients and their importance to health.
- Describe the different nutritional disorders and their management.
- Assess the nutritional problems of clients and their families and educate them on the promotion of health through good nutrition.
- Describe the role of the dietitian in the health team.
- Describe specific diets for the treatment of specific diseases

## **MODULE CONTENT**

### **UNIT I- Introduction**

- a) Meaning of food, nutrition, nutrients etc.
- b) Food Habits and customs
- c) Factors affecting nutrition
- d) Changing concepts in food and nutrition.
- e) Relation of Nutrition to Health

### **UNIT II- Classification of food groups**

#### **a) Classification by origin:**

Plant and animal

#### **b) Classification by chemical composition and sources**

- carbohydrates
- proteins
- fats
- minerals
- vitamins
- water

#### **c) Classification by predominant functions**

- body building food
- energy giving food
- protective food

#### **d) Local food substances and source and nutrients they contain**

- cereals and millets
- pulses and legumes
- vegetables
- nuts and oil seeds
- fruits
- animal food
- fats and oils
- sugar and jiggery
- condiments and spices
- miscellaneous food.

- Factors affecting availability of foods, food policies and programmes
- **Factors that influence nutritional state**  
Body needs i.e. weight and height; Age; General metabolism (basal metabolic rate); Sex; Cultural and ethnic factors; Socio-economic status; Health status ; Religion

### **UNIT III- Normal Dietary Requirements**

### **UNIT IV- Methods of Food Supply, Storage, Preparation and Distribution**

- Principles of cooking, methods of cooking and the effect of cooking on food and various nutrients. Safe food handling, health of food handlers.
- Food production, preservation and storage
- Food preparation and handling
- Food distribution, pricing and effect on consumption for individuals and family
- Education and supervision of food handlers in homes, hospitals and public places.
- Planning a balanced diet for individuals and families
- Role of government, organizations, community and families in food supply/sufficiency
- 

### **UNIT V- Dietary Management of Specific Conditions**

a) Diet modification in relation to medical and surgical condition of the individual such as Protein Energy Malnutrition (PEM), Diabetes, Cardio Vascular disease, Hepatitis, Renal, Gouts, Irritable Bowel Syndrome (IBS), Obesity, cholecystectomy, partial gastrectomy, gastrostomy, bariatric surgery and colostomy etc.

c) Special diet – low sodium diet, fat free diet, diabetic diet, bland diet, high protein diet, low protein diet, low calorie diet, geriatric diet, iron rich diet, liquid diet, semi-solid diet, soft diet and high fiber dietetic

c) Factors affecting diet acceptance, feeding the helpless patient.

d) Health education on nutrition needs and methods in diet modification .

### **TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations, practicals demonstration and report writing

Study groups; presentations etc

### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

### **Reading resources:**

1. Bender D. (2007) Introduction to Nutrition and Metabolism, 4th.ed. CRC Press
2. Burgess A, Bijlsma M, Ismael C. (2009) Community Nutrition: a handbook for health and development workers, Basingstoke: Macmillan (TALC)
3. Carter I (2003) Healthy Eating, Tearfund
4. Martyn K (2003) Nutrition, ch.11 in Brooker C, Nicol M eds. Nursing Adults: the practice of caring, Edinburgh: Mosby
5. Savage King F, Burgess A (1993) Nutrition for Developing Countries, 2nd. edn. Oxford: Oxford University Press (available from TALC)
6. Truswell A.S. (2003) ABC of Nutrition. 4th. Ed. London

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>CLINICAL PRACTICE</b>
MODULE CODE:	RNP 116
YEAR:	1
SEMESTER:	1
HOURS:	THEORY- N/A Clinical Practice -180 Hours

### **MODULE DESCRIPTION**

In this module the use of the nursing process will be expanded upon and applied to additional selected basic and potential human needs. The students will have demonstrations and return demonstrations in the skills

laboratory. Students will be expected to spend 8 hours in the clinical site per week and 8 weeks at the clinical placement site as part of this module.

**MODULE AIM:** At the end of this module students should be able to apply/translate theory to practice

**MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to acquire the following competencies;

**Knowledge:**

1. **Critical Thinking:** The student should be able to know and explain the nursing procedures and techniques performed during clinical practice.
2. **Critical Thinking:** The student should be able to know and explain the symptomatology and pathologies most frequents at the workplace.
3. **Nursing Process:** The student should be able to understand the rationale & apply the Nursing Process at the workplace.

**Attitudes/Behaviour:**

1. Responsibility
  - a. Time management (Attendance & punctuality)
  - b. Adequate personal appearance (Uniform & well groomed)
  - c. Use of items of prospectus list. e.g Thermometer, B/P machine, etc
2. Teamwork
  - a. Adaptability to teamwork (Designed task & Participation in unit decision-making)
  - b. Respect and tolerance for all
3. Ethical commitment
  - a. Safe Practice
  - b. Confidentiality
  - c. Professionalism
4. Ability to learn:
  - a. Personal limitations
  - b. Ask question & show interest
  - c. Personal initiative

**Skills:**

1. Use of clinical documentation while performance

2. Communication skills:
  - a. Communication skills and relationships in the working environment (Staff)
  - b. Communication skills and relationships in the working environment (Students)
  - c. Communication skills with patient and relatives
3. Demonstration of organizational ability (ability for work planning.
4. Reporting and handing over

## **MODULE CONTENT**

### **Clinical Skills expected:**

#### **ASEPTIC TECHNIQUE CONTINUE**

- a. Principles of aseptic techniques
- b. Use of PPE.
- c. Hand washing, use of masks/gloves, gowns
- d. Isolation techniques/barrier nursing

#### **Nursing Process**

- a. Patient's assessment according to Nursing Process methodology: Taking vital signs, general examination from head to toe, diagnostic instruments.
- b. Nursing Care Plan and Nursing Report

#### **Patient Care**

- a. Patient positioning and body mechanics: lifting, moving and transferring patients.
- b. Bedmaking: simple unoccupied, occupied, special beds
- c. Collection/observation of specimen.
- d. Patient care techniques: bed bath, care of eyes, nose, mouth, skin, hair, genitalia...
- e. Prevention and care of bed sores.
- f. Serving meals and feeding helpless patients
- g. Serving bedpans and urinals.

#### **Last Offices**

- a. Care of the Dying
- b. Management of Grieving Process in relatives.

## **TEACHING/LEARNING METHODS:**

### **Hospital Area:**

- General Ward

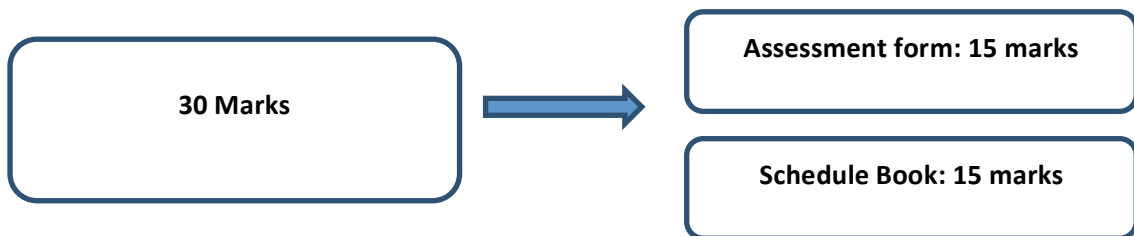
- OPD
- Emergency Ward

**Teaching Methodology:**

- Seminars/Workshops
- Bedside teaching
- Student's Follow-up

**METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%





## SEMESTER 2

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>ANATOMY &amp; PHYSIOLOGY II</b>
<b>MODULE CODE:</b>	RNP 121
<b>YEAR:</b>	1
<b>SEMESTER:</b>	2
<b>HOURS:</b>	THEORY- 30 Hours LABORATORY -45 Hours

### **MODULE DESCRIPTION**

The course describes the structure and functions of the organs and systems of the body, the body's power of adaptation to the environment and genetics

### **MODULE AIM: At the end of the module, the learner must be able to**

- describe the structures and functions of all the systems
- utilise the knowledge in patient care

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Describe the anatomical characteristics and functions of the control systems of the body.

- Describe the structure and functions of the organs of the digestive system.
- Explain how nutrients are digested, absorbed and metabolized in the body.
- Describe the structure and functions of the respiratory and excretory systems.
- Describe the structure and functions of the lymphatic system and circulation of lymph.
- Describe the structure and functions of the reproductive system.
- Explain the genetic basis of man.

## **MODULE CONTENT**

### **Cardiovascular System**

#### **Describe the structure and functions of heart and blood vessels**

- a) Heart : Structure, functions including conduction system and cardiac cycle
- b) Blood vessels : Types, Structure and position
- c) Circulation of blood
- d) Blood pressure and pulse

#### **Describe the composition of blood and its functions.**

- a) Composition and formation of blood
- b) Functions of blood
- c) Blood clotting, blood grouping and cross matching
- d) Blood products and their use.
- e) Demonstration of blood grouping and cross matching, Hb estimation

### **Structure and functions of the Respiratory System**

- Respiratory system
- Nose, pharynx, larynx, trachea, bronchi, bronchioles, lungs
- Transport of gases
- Mechanism of respiration
- Respiratory muscles – diaphragm, intercostals muscles

### **Lymphatic System**

- Lymph nodes, lymph tissues, lymphatic vessels, lymphatic circulation.
- Immune system.

**TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations  
Study groups; presentations etc

**METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>SEXUAL &amp; REPRODUCTIVE HEALTH/GYNAECOLOGICAL NURSING</b>
MODULE CODE:	RNP 122
YEAR:	1
SEMESTER:	2
HOURS:	THEORY- 30 Hours LABORATORY -45 Hours

**MODULE DESCRIPTION**

The course is designed to equip the student with knowledge, skills and attitude to provide quality gynaecological care to women and girls including their families.

**MODULE AIM:** To enable students acquire knowledge, skills and appropriate attitudes in the provision of gynaecological services to women and girls including their families.

## **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Apply the concept of reproductive health, human sexuality including its principles in giving care
- Promote adolescent and young peoples' sexual health
- Understand the roles of individual family members in reproductive health
- Identify gynaecological and Sexual deviations and problems in adolescents and young people
- Understand/appreciate her role in the delivery of reproductive and sexual health services
- Utilize sexual and reproductive health principles in a respectful manner to women, girls and their families

## **MODULE CONTENT**

### **Family and Reproductive Health Concepts**

- Philosophy and concepts of reproductive health
- Concept of human sexuality
- Promotion of sexual health, adolescent and young adult sexuality.
- Roles of the father, mother, children, significant others in reproductive health.
- Health status of women, girl-child education and gender discrimination effects.
- Sexual deviations and problems of adolescent sexuality.
- Family Life Education, responsible and safe sex.
- Factors that could influence reproductive health: cultural, socio-economical, religious, educational, political, etc.
- Influence of culture, norms and values.
- The role of the nurse in Reproductive Health.

### **The Female Reproductive system**

- Overview of the female reproductive system

- Review of menstrual cycle.
- 

### **Abnormalities of the Female Reproductive System**

- Congenital abnormalities – imperforate vagina/hymen bicornuate uterus and hermaphrodite.
- Disturbances of menstruation, menopause. Etc
- Vulva: inflammation, cyst, tumour, varicose veins
- Vagina: inflammation, abnormalities, vesicovaginal and rectovaginal fistulae.
- Cervix: inflammation, polyp, irritation, erosion, cancers.
- Uterus: abnormalities, endometritis, endometriosis, fibroids, cancers
- Fallopian tubes: inflammation, abnormalities – long and short tube; cul-de-sac in the tube, absence. Ectopic pregnancy, salpingitis, etc.
- Ovary, inflammation, cyst, cancer.
- Pelvic floor: displacement – uterine cystocele, rectocele and prolapsed.
- Pelvic cavity: pelvic inflammatory diseases, etc.
- Breast inflammation, abnormalities, engorgement and cancer.
- Breast Self Examination (BSCE)

### **Abnormalities of the Male Reproductive System**

- Undescended testis
- Hypospadias
- Epispadias
- Oligospermia
- Azospermia
- Hermaphrodite
- Investigations, procedures and surgical interventions

### **Gynaecological positions and procedures**

- Examinations and diagnostic investigations – swab, pap smear, ultrasonography abdominal, transvaginal, etc.
- Interpretation of radiological and laboratory results

- Surgical procedures – dilation and curettage, hysterectomy, myomectomy, hysterotomy, Salpingectomy, oophorectomy, mastectomy, etc.
- Role of the nurse in the care of clients undergoing sexual and reproductive surgical procedures.

### **Reproductive Tract Infections and Infertility:**

- Sexually Transmitted Infections (STI): Male and Female
- Comprehensive syndromic STIs case management with the 7 syndromes identified in the WHO Protocol.
- Prevention and control of STI among women, men, adolescents and young adults.

### **Infertility:**

- Causes: Male and Female
- Prevention and management
- Sexual dysfunctions: prevention and management in male and female.

### **Issues in Reproductive Health**

- Harmful traditional Practices
- Definition and types (cutting, early/child marriage)
- Consequences of harmful practices
- Strategies of elimination
- Domestic and sexual violence against women and men

### **TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations, role plays, case studies  
Study groups; presentations etc

### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

**PROGRAMME:** STATE REGISTERED NURSING PROGRAMME  
**MODULE TITLE:** FUNDAMENTALS OF NURSING II  
**MODULE CODE:** RNP 123  
**YEAR:** 1  
**SEMESTER:** 2  
**HOURS:** THEORY- 15 Hours  
LABORATORY -90 Hours

**MODULE DESCRIPTION**

**MODULE AIM:** At the end of this module students should be able to apply/translate theory to practice

## **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

## **MODULE CONTENT**

### **Administration of drugs**

- a. Calculation of dosages, dilution of lotions, correct handling and assembling of equipment for preparation and administration of drugs.
- b. Routes of administration: oral, topical, subcutaneous intradermal, intramuscular, intrathecal, intraosseous (into joints), intravenous injections.
- c. Inhalation – moist and dry, oxygen therapy.
- d. Local applications: hot and cold Abbreviations used in prescriptions
- e. Interpretation of a prescription
- f. Dangerous drugs**
- g. Preparation for and Administration of Intravenous therapy: blood transfusion, infusion, Total Parenteral Nutrition.
- h. General principles, equipment and procedure
- a. Recording and reporting of medications administered.
- b. Storage of drugs and nurses responsibility
- c. Nurses responsibility in administration of drugs

### **Preparing patients and Setting trays and trolleys for special Diagnostic examinations and therapeutic procedures**

- Neurological Examination.
- Endoscopic Examinations: Autoscopy, Laryngoscopy, Laparoscopy, sigmoidoscopy, Proctoscopy, Ophthalmoscopy.
- Lumbar puncture
- Gastric and Chest aspirations
- Bladder irrigation
- Liver Biopsy/Liver function tests
- Fasting blood sugar.
- Barium swallow/meal.
- Preparing patients for radiological examinations.
- Gynaecological procedures e.g. Vulval swabbing, Salpingogram, Pap smear, insufflations, high vaginal swab, examination of breast.
- Application and removal of P.O.P., splints and tractions, etc.



- Intravenous pyelography
- Thoracocentesis, under water seal drainage
- paracentesis abdominis

### **Nursing care of the patient with gastro-intestinal disorders**

- Preparation of the patient for barium meal and enema, liver biopsy, endoscopy examination: gastro-intestinal tract, passing NG tube and NG tube feeding
- Preparation of the patient, setting of trays, carrying out and assisting with the following procedures: gastric lavage, gastrostomy feeding, fractional test meal, ileostomy and colostomy care, paracentesis abdominis

### **Nursing care of patients with urinary problems**

- Identification of various catheters: catheters
- Preparation of patients for intravenous pyelogram and urogram
- Preparation of the patient for haemodialysis and peritoneal dialysis
- Preparation for cystoscopy and urethroscopy
- Catheterization

### **TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations

Study groups; presentations etc

### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

**PROGRAMME:** STATE REGISTERED NURSING PROGRAMME

**MODULE TITLE:** INTRODUCTION TO PSYCHOLOGY

**MODULE CODE:** RNP 124

**YEAR:** 1

SEMESTER: 2  
HOURS: THEORY- 30 Hours  
LABORATORY -N/A

## **MODULE DESCRIPTION**

### **MODULE AIM:**

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

## **MODULE CONTENT**

### **UNIT I- Introduction**

- a) Definition, nature and scope of psychology
- b) Importance of psychology for Nurses

### **Trends in human growth and development**

- Growth cycle (from prenatal to old age)
- Factors influencing growth and development

### **UNIT II- Structure of the mind**

- a) Conscious, pre-conscious
- b) Id, ego and super ego

### **UNIT III- Personality**

- a) Meaning, nature and development, types of personality

### **Theories of personality**

- Personality – types and traits
- Theories – Psycho analytic (Freud)
- Psychosocial (Erikson)

b) Assessment of personality importance of knowledge of personality for the nurse.

- c) Characteristics of various age groups – child adolescent, adult and aged
- d) Will and character.

### **UNIT IV- Intelligence**

- a) Definition, Meaning, individual differences in intelligence
- b) Mental ability, nature of intelligence and development
- c) Assessment of intelligence

#### **UNIT V- Behaviour dynamics**

- a) Motivation, Motivation theory of Maslow's, adjustment, mal adjustments etc
- b) Frustration: sources and nature of frustration, measures to overcome frustration.
- c) Conflicts: types, conflict resolution, conflict and nursing.
- d) Defense mechanism - types and importance
- e) Emotions, emotional situations, control of emotions, effect of emotional reactions on health.
- f) Attitudes and Behaviour- meaning, development, changes in attitude, attitude and nursing.
- g) Cognitive theory (Piaget, etc)

#### **Learning**

- Memory, perception, forgetting
- Theories – classical conditioning, operant conditioning and cognitive social learning
- Psychological methods on healthcare management
- Interpersonal relationship
- Counseling
- Group dynamics

#### **Behavior therapy**

- Group individual
- Psychotherapy

#### **TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations  
Study groups; presentations etc

#### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

**PROGRAMME:** STATE REGISTERED NURSING PROGRAMME  
**MODULE TITLE:** MICROBIOLOGY & PARASITOLOGY  
**MODULE CODE:** RNP 125  
**YEAR:** 1  
**SEMESTER:** 2  
**HOURS:** THEORY- 30 Hours  
LABORATORY -45 Hours

**MODULE DESCRIPTION**

This module is designed to help students gain knowledge and understanding of the characteristics and activities of micro- organisms, how they react under different conditions and how they cause different disorders and diseases. Knowledge of these principles will enable student to understand and adopt practices associated with preventive and promotive health care.

**MODULE AIM:** Learners to acquire and apply basic knowledge and principles in infection prevention and control

**MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

1. Describe the classifications and characteristics of micro-organisms
2. List the common disease producing micro-organisms
3. Explain the activities of micro-organism in relation to the environment and the human body.
4. Enumerate the basic principles of control and destruction of micro-organisms.
5. Apply the principles of microbiology in nursing practice.
6. Describe HAIs and means by which HAIs are reduced
7. Describe Standard & Transmission based Precautions

**MODULE CONTENT**

**Introduction**

- Definition of microbiological terms
- History and development of microbiology
- Relevance of microbiology to nursing
- Classification of microorganisms: protozoa, fungi, viruses, bacterial infections, other microbial infections,
- Habitat, conditions suitable for microbes, aerobes and anaerobes.

**Infectious Process and Infectious Disease Control**

- Source, transmission and Mode of infection
- Chain of spread (causative agent, reservoirs, carriers, Portal of exit, mode of transmission, portal of entry and susceptible hosts).
- Lesions produced by infective agents in the body
- General signs and symptoms of infectious process

## **Laboratory**

- Methods for study of microbes, culture & isolation of microbes.
- Methods of taking specimen(urine, blood)
- Staining procedures,
- Sterilisation and decontamination
- Interpretation of common laboratory results
- Blood grouping, cross matching and transfusion
- Normal Flora and Pathogens

## **Infection, Prevention and Control(IPC)**

- Overview of Infection, Prevention and Control
- Hand hygiene
- Standard and Transmission based Precautions
- Decontamination(environment, linen, equipment, etc.)
- Waste management
- Sharps safety

## **TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations

Study groups; presentations etc

## **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments;Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>INFORMATION, COMMUNICATION, TECHNOLOGY &amp; NURSING INFORMATICS</b>
MODULE CODE:	RNP 126
YEAR:	1
SEMESTER:	2
HOURS:	THEORY- 15 Hours LABORATORY -45 Hours

### **MODULE DESCRIPTION**

The increasing need for application of Information Communication Technology (ICT) to all spheres of human endeavour makes it important that the nurse keeps abreast of ICT and its application to healthcare. The course is designed to introduce the student to nursing informatics in order to enhance clinical care and its importance to healthcare delivery

**MODULE AIM: Students will demonstrate computer literacy and denote knowledge and understanding combined with the ability to use them effectively**

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Describe and classify computers.
- Explain the components of computer system.
- Identify computer files.
- Demonstrate basic concepts and computer skills
- Discuss the use of computer for data creation and processing.
- Explain the use of computer in Nursing care.
- Develop excellent writing and communication skills



## **MODULE CONTENT**

### **Description and classification of computer**

- By function – analog, digital, hybrid
- Purpose
- Size – mainframe, microcomputer, laptop, palmtop, desktop, organizer, calculator, etc.
- Age 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> 4<sup>th</sup>, 5<sup>th</sup>, etc generation computers.
- Components of computer system

### **Hardware**

- Input, output, processing & storage devices

### **Software**

- System (software) programme
- Application (software) programme
- Utility (software) programme
- Translation (software) programme

### **Input devices**

- Keyboard
- Computer mouse
- Document reader
- Scanner
- Terminals and optical marker reader, etc

### **Output devices**

- Printer
- Visual display unit (VDU)
- Plotters, etc

### **Processing devices**

- Central Processing Unit (CPU) i.e. Processor

- Control Unit – Arithmetic Logical Unit (ALU)
- Memory (Read Only Memory (ROM) & Random Access Memory (RAM))

### **Storage devices**

- Hard or fixed drive
- CD ROM drive
- Secondary or auxiliary storage

### **Main memory**

- Function of main storage
- Input storage area
- Working storage area
- Programme area
- Output area

### **Computer file management**

- Logical files, physical files, reference files
- File arrangement
- Random, access, sequential, index sequential
- File processing
- Batch processing, online processing, real-time processing, multi-user
- Storage (Secondary or auxiliary storage)
- Hard disk
- Storage capacities
- USB Flash Drive, CDs, etc

### **Basic concepts and analytical skill**

- Word processing, Window Excel, PowerPoint, desktop publishing, Corel draw, etc.
- Networking, Internet and email

### **Computer use for data creation and processing**

- Data creation
- Data transmission

- Data procession and analysis
- Computer packages e.g. Minitab, SPSS, Epi-info.

### **ICT in Healthcare**

- Electronic/digital devices
- Diagnostic devices: Ultrasound scan, CT scan, MRI, Fluoroscopy, etc.
- Monitoring devices – Oxymeter, Cardiac monitor, etc.
- Treatment devices: Radiotherapy, Physiotherapy, Surgery, Chemotherapy.
- Telemedicine
- Information search – research evidence-based care, etc.
- Effect of ICT on quality nursing care

### **Nursing Informatics**

- Define nursing informatics
- Demonstrate how NI supports nursing process
- Explain the value of NI to nursing practice and healthcare
- Identify roles for NI practice
- Identify practice areas and settings

### **Seminar Presentation**

- Types of Seminar papers
- Principles of writing a good seminar paper

### **Development and validation of Seminar Papers**

- Selection of a Seminar topic
  - Current trends in Nursing Practice
  - Critical thinking
- Writing stage
- Referencing in Paper Presentation
- Public speaking
- Presentation of Seminar Paper
- Application of ICT in seminar presentation

### **Ethical and Legal frameworks in Seminar Papers**

- Crediting sources of materials
- Citation of authors
- Laws on plagiarism

### **TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration;  
Simulations  
Study groups; presentations etc

### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>PHARMACOLOGY &amp; THERAPEUTICS I</b>
MODULE CODE:	RNP 127
YEAR:	1
SEMESTER:	2
HOURS:	THEORY- 45Hours

## LABORATORY -N/A

### **MODULE DESCRIPTION**

This module will enable the student to acquire knowledge in metabolism, administration, adverse effects, contraindications and nursing responsibility in drug administration.

**MODULE AIM: Students to understand the significance of medication in patient care**

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Explain the history of Pharmacology.
- Identify the various sources of drugs and their classifications.
- Explain the principles of Pharmacology and drug metabolism.
- Explain the rules and regulations, guiding use and administration of drugs.
- Explain and apply the current drug policies in the country and Essential Drugs List
- Describe the role of traditional/alternative medical practitioner in the healthcare delivery system.
- 

### **MODULE CONTENT**

- History of Pharmacology, including definitions, terminologies and abbreviations.
- Sources and classification of drugs
- Plant, animal, synthetics, bacteria, fungi.

#### **Principles of Pharmacology and drug metabolism and excretion**

- Generic and brand names
- Drug action, absorption, distribution, metabolism and excretion.
- Pharmacodynamics – action, interactions, adverse drug reactions.

- Pharmacokinetics – idiosyncrasies (effect of age, diet, disease, etc)
- Drug overdose, abuse and addiction.
- Antidotes.

### **Rules and regulations guiding use of drugs**

- Acts/legislation on drugs
- Nursing responsibility in drug administration, documentation, reporting
- Handling and storage of drugs, including dangerous drugs.
- Dangerous Drugs Act
- Patient education and counselling on use of drugs, self-medication, compliance, non-compliance

### **Current National Drug Policies and Essential Drugs**

- National Drug Policy
- Essential Drugs
- Drug Revolving Fund (DRF)
- Nurses' role in implementation of essential drug programme and Drug Revolving Fund (DRF).

### **INTRODUCTION TO TRADITIONAL & HERBAL MEDICINE**

- **Basis, scope and operation**
- Organization of traditional and alternative medical practice.
- Types and modes of operation; divination (prayer, etc) herbalists, bonesetters, spiritualists, traditionalists, etc.
- Role of TM in healthcare delivery system.
- Advantages and disadvantages of Orthodox, Traditional and Alternative medicine.
- Psychological; financial, social, emotional, scientific, access, availability and personnel
- Relevance of traditional medicine in nursing
- Policies governing traditional medicine practice in Sierra Leone

**TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations  
Study groups; presentations etc

**METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>INTRODUCTION TO BIOCHEMISTRY</b>
MODULE CODE:	RNP 128
YEAR:	1
SEMESTER:	2
HOURS:	THEORY- 15 Hours LABORATORY -N/A

**MODULE DESCRIPTION**

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

**MODULE AIM:** Enable learners acquire knowledge on carbohydrates, lipids and proteins, and also to know a deviation from their normal values in the human body

**MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Demonstrate an understanding of food processes in relation to the functioning of the human body

- Demonstrate an understanding of metabolism in relation to the functioning of the human body
- Demonstrate understanding of how to manage clients with homeostatic imbalances in the human body

## **MODULE CONTENT**

### **1. Basic concepts of biochemistry**

- Bio-macromolecules: composition and principles of organization
- Energy and principles of bioenergetics
- the biochemistry of food processes and its relationship to the human body
- the importance of human metabolism in relation to health
- Differentiate between catabolism and anabolism in the body
- Bio-macromolecules: composition and principles of organization
- Energy and principles of bioenergetics
- Water and its properties
- Acids, bases and buffers
- Protein structure and stability
- Function and chemistry of proteins
- Enzymes
- Carbohydrates and glycobiology
- Food nutrients
- Intermediary and lipid metabolism
- Lipids and membranes
- Biological membranes and transportation
- Nucleotides and nucleic acids
- Digestion and absorption
- Specimen management 1

### **2. Integration of basic science of biochemistry into nursing**

- The importance of biochemistry in health
- The value of the process of metabolism
- Valuing the importance of anabolism and catabolism in care
- Assessing dietary needs and plan relevant and appropriate diets in collaboration with nutritionists
- Ensuring proper dietary practice for patients to minimize antagonism to metabolic processes
- Specimen management 2 (collection, separation, timing)
- **Case studies – diabetes, kidney function,**



### **TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration;  
Simulations  
Study groups; presentations etc

### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

### **Reading resources**

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

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>CLINICAL PRACTICE</b>
MODULE CODE:	RNP 129
YEAR:	1
SEMESTER:	2
HOURS:	THEORY- N/A LABORATORY -180 Hours

### **MODULE DESCRIPTION**

This module is a practical module built upon RNP 116. In this module the use of the nursing process will be expanded upon and applied to additional selected basic and potential human needs. The students will have demonstrations and return demonstrations in the skills laboratory. Students will be expected to spend 8 hours in the clinical site per week and 12 weeks at the clinical placement site as part of this module.

**MODULE AIM:** At the end of this module students should be able apply/translate theory to practice

**MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to acquire ;

**Knowledge:**

8. **Critical Thinking:** The student should be able to know and explain the nursing procedures and techniques performed during clinical practice.
9. **Critical Thinking:** The student should be able to know and explain the symptomatology and pathologies most frequent at the workplace.
10. **Nursing Process:** The student should be able to understand the rationale & apply the Nursing Process at the workplace.

**Attitudes/Behaviour:**

1. Responsibility
  - a. Time management (Attendance & punctuality)
  - b. Adequate personal appearance (Uniform & well groomed)
  - c. Use of items of prospectus list.
2. Teamwork
  - a. Adaptability to teamwork (Designed task & Participation in unit decision-making)
  - b. Ethical commitment
  - c. Safe Practice
  - d. Confidentiality
  - e. Respect and tolerance for all
3. Ability to learn:
  - a. Personal limitations
  - b. Ask question & show interest
  - c. Personal initiative

**Skills:**

1. Use of clinical documentation while performance
2. Communication skills:
  - a. Communication skills and relationships in the working environment (Staff)
  - b. Communication skills and relationships in the working environment (Students)
  - c. Communication skills with patient and relatives
  - d. Reporting and handing over
  - e.
3. Demonstration of organizational ability (ability for work planning)

## **MODULE CONTENT**

### **Clinical Skills expected:**

#### **Administration of drugs**

- a. Calculation of dosages, dilution of lotions, correct handling and assembling of equipment for preparation and administration of drugs.
  - b. Preparation for and Administration of Intravenous therapy: blood transfusion, infusion, Total Parenteral Nutrition.
  - c. Routes of administration: oral, topical, subcutaneous intradermal, intramuscular, intrathecal, intraosseous (into joints), intravenous injections.
  - d. Inhalation – moist and dry, oxygen therapy.
  - e. Local applications: hot and cold Abbreviations used in prescriptions
  - f. Interpretation of a prescription
- Recording and reporting of medications administered.  
Preparation, calculation, administration (all routes) DDA.
- g.** Oxygen management and administration.
  - h.** Fluids & electrolyte balance management.

#### **Aseptic techniques**

- a. Care of wounds
  - i. Setting trays and trolleys for wound dressing
  - ii. removing stitches & clips from surgical wound.
  - iii. Care of drainage tubes and wound irrigation.

#### **Sterilization techniques:**

- a. Disinfections, decontamination and Sterilization techniques
- b. Central sterilizing supply department (CSSD)

- I. packing of sterile packages.

### **Preparation of patients for special diagnosis examination**

- Neurological Examination.
- Endoscopic Examinations: Autoscopy, Laryngoscopy, Laparoscopy, sigmoidoscopy, Proctoscopy, Ophthalmoscopy.
- Lumbar puncture
- Gastric and Chest aspirations
- Bladder irrigation
- Liver Biopsy/Liver function tests
- Fasting blood sugar.
- Barium swallow/meal.
- Preparing patients for radiological examinations.
- Gynaecological procedures e.g. Vulval swabbing, Salpingogram, Pap smear, insufflations, high vaginal swab, examination of breast.
- Application and removal of P.O.P., splints and tractions, etc.
- Intravenous pyelography
- Thoracocentesis, under water seal drainage
- paracentesis abdominis

### **Hospital Area:**

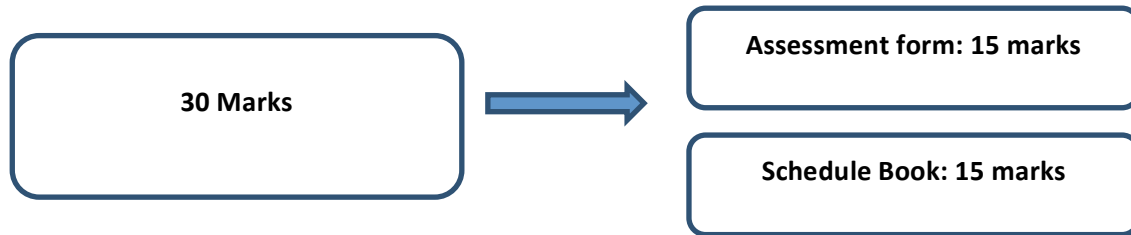
- General Ward (Specialized unit: Digestive/Urinary/Pneumology), etc...
- Therapeutic Feeding Units (District/Hospital nutritionist)
- OPD: X-ray Unit
- Emergency Ward
- Theatre Nursing
- IPC Ward/Sterilization Unit
- Dressing Room

### **TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations  
Study groups; presentations etc

### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%



## **YEAR 2**

### **SEMESTER 3 & 4**

#### **YEAR 2 LEARNING OUTCOMES**

At the end of Year 2, the learner will be able to;

### SEMESTER 3

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>ANATOMY &amp; PHYSIOLOGY III</b>
<b>MODULE CODE:</b>	RNP 211
<b>YEAR:</b>	2
<b>SEMESTER:</b>	3
<b>HOURS:</b>	THEORY- 30 Hours LABORATORY -45 Hours

#### **MODULE DESCRIPTION**

#### **MODULE AIM:**

#### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

#### **MODULE CONTENT**

##### **1. Anatomical characteristics and function of the control system of the body**

##### **Classification of the Nervous System**

- Central nervous system – the brain, spinal cord.

- Autonomic nervous system – special senses – structure and functions – smell, taste, hearing, sight, touch, physiology of sight and refraction, physiology of hearing.
- Peripheral nervous system – spinal nerves, sensation, sensory pathways, motor pathways, mixed pathways, etc.

### **The Special Sense Organs**

- Organs of the special senses
  - The Eye, The Ear, Nose, The tongue
  - Physiology of sight and hearing, balance, smell, taste, touch etc.

### **Organs of the Endocrine System**

- Endocrine glands, pituitary, pineal, thyroid, parathyroid, adrenal, pancreas, gonads, thymus location structure and function.
- Hormones, secretion and control mechanism

## **2. Structure and functions of the organs of the Digestive System**

- Mouth, teeth, tongue, salivary glands
- Colon, rectum, pancreas, liver and biliary tract

### **Digestion, absorption and metabolism of nutrients**

- Carbohydrate, protein, fat digestion
- Minerals, vitamins and water
- Absorption and post absorption sites
- Carbohydrates, protein and fat metabolism
- Kreb's cycle.

### **TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations  
Study groups; presentations etc

### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments;Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>MEDICAL NURSING 1 A</b>
MODULE CODE:	RNP 212
YEAR:	2
SEMESTER:	3
HOURS:	THEORY- 30 Hours LABORATORY -45 Hours

### **MODULE DESCRIPTION**

This module is intended to prepare students to perform assessment of patients. It will also enable students to describe the causes, manifestations, and medical management of disease conditions within the community and health institutions

### **MODULE AIM:**

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Explain the basic concepts and terms in medical nursing.



- Conduct and assist in physical assessment of patients including diagnostic procedure measure.
- Describe the principles and practice of rehabilitation.
- Explain the causes, manifestations and pathophysiology of common disorders that threaten adaptation.
- Apply the nursing process/nursing models in the management of various disorders.
- Describe the management of patients with communicable diseases.

## **MODULE CONTENT**

- **Concepts in Medical Nursing**

- Concepts and terms
- Holistic Care
- Primary Nursing
- Team Nursing
- Health Illness continuum
- Adaptation, homeostasis and stress
- Behaviour in illness

- **Principles and practice of rehabilitation**

- Objectives of rehabilitation
- Concepts and process of rehabilitation
- Specific rehabilitation situations
- Techniques of rehabilitation
- Roles of individuals, family, community, government and non-governmental organizations in rehabilitation

- **Common disorders that threaten adaptation**

- Definition, causes, signs and symptoms, pathophysiology, relevance, implication for nursing.
- Pain
- Fatigue

- Haemorrhage
- Shock
- Fever
- Fluid and electrolyte imbalance
- Asphyxia
- Unconsciousness
- Anxiety
- Fear
- Dyspnoea
- Oedema
- **Physical assessment of patients and diagnostic measurement**
  - Assessment
  - History taking
  - Physical examination
  - Vital signs, weight, height, apex heat, and foetal heart beat.
  - Health screening preparation
  - Gastrointestinal contents
  - Urine testing
  - Stool culture
  - Sputum
  - High vaginal swab
  - Blood: hepatitis, Hb, PCV, etc, grouping and cross-matching
  - Urea and electrolytes
  - X-ray
  - ECG
  - Ultrasound
  - Magnetic Resonance Imaging (MRI), CT Scan, etc

### **Management of patients with communicable diseases**

1. Review body defense mechanism

2. The infectious process

3. **Diseases caused by contact and droplet**

- Nasal catarrh, influenza, pulmonary tuberculosis, mumps, diphtheria, cerebrospinal meningitis, chicken pox, small pox.
- **4. Water and food related diseases** – typhoid fever, paratyphoid, cholera, dysenteries, food poisoning, etc.
- **5. Diseases spread by insects and other animals** – Yellow Fever, plague, rabies trypanosomiasis, typhus, Filariasis, anthrax, etc.

**1. Preventing infections in the hospital.**

**2. Emerging infectious diseases – HIV/AIDS, Ebola. COVID-19, Marburg**

**3. Nursing process.**

#### **TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations

Study groups; presentations etc

#### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

**PROGRAMME:** STATE REGISTERED NURSING PROGRAMME  
**MODULE TITLE:** SURGICAL NURSING 1 A  
MODULE CODE: RNP 213  
YEAR: 2  
SEMESTER: 3  
HOURS: THEORY- 30 Hours  
LABORATORY -45 Hours

**MODULE DESCRIPTION**

The module aims at equipping students with knowledge and skills to identify and manage patients with wounds inflammation, cardio-thoracic conditions and Peri-operative patient centred Nursing Care. The concept and work environment of the operating theatre is introduced.

**MODULE AIM:** The aim of the module is to introduce nursing students to general surgical nursing. The student understands the workplace operating theatre, are able to manage different types of wounds and their healing and offer comprehensive care to patients with cardio- thoracic conditions.

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Describe inflammation wound and healing process.
- Identify and manage surgical shock.
- Describe the role of the nurse in peri-operative care/theatre nursing.
- Describe and manage cardio-thoracic conditions.

### **MODULE CONTENT**

- **Workplace: Operating Theatre**
  - Members and their roles
  - General pre and operative management
  - Theatre techniques: scrubbing, gowning, and gloving
  - Knowledge of surgical instruments
  - Setting of trolleys e.g. Mayor's table
  - Receiving, positioning, skin preparation, draping of patient
  - Assisting the surgeon
  - Prevention of complications
- **Inflammation and healing process.**
  - Definition – boils, carbuncles, wounds.
  - Wounds – types and classification and complication
  - Healing process: resolution, first intention, second intention
  - Treatment and nursing care of wounds
  - Soft Tissue injuries
  - Fractures
  -

- **Ulcers (buruli, diabetic, etc)**

### **Cardiothoracic conditions-**

- Constrictive pericarditis/cardiac tamponade
- Valvular stenosis – mitral, aortic
- Chronic arterial disease – varicose veins, deep vein thrombosis
- Trauma, Road Traffic Accident, penetrating wounds, chest injuries e.g. fractured rib

### **TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations

Study groups; presentations etc

### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>GERONTOLOGY AND GERIATRIC NURSING</b>
<b>MODULE CODE:</b>	RNP 214
<b>YEAR:</b>	2
<b>SEMESTER:</b>	3
<b>HOURS:</b>	THEORY- 30 Hours LABORATORY -N/A

### **MODULE DESCRIPTION**

The course is designed to enable the student identify the strengths and weaknesses of the elderly, and equip him to utilize the nursing process and nursing models to manage and teach clients/patients at home using available resources

**MODULE AIM:** The aim of the module is to ensure Nursing students understand the patient- centered care concepts and needs of elderly people To provide the care the individual patient needs related to the one biography.

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Define Gerontology and home nursing.
- Describe changes and problems associated with ageing.
- Demonstrate skills to care for the aged.
- Explain the rationale for home nursing: special homes for the aged.
- Explain the role of the nurse in caring for the elderly

### **MODULE CONTENT**

- **Definitions – Gerontology, home nursing**
- **Changes and problems associated with ageing**
  - Theories of ageing
  - Changes and problems, physical, emotional and social
- **Management and care of the aged**
  - Physical care – movement, personal hygiene
  - Feeding and nutrition
  - Safety and protection
  - Medication
  - Emotional care – group therapy, role play, privacy, counselling, recreation
  - Social care – financial support, family and government
  - Rehabilitation
  - Communication

Common Disease Condition:

- Stroke
- Dementia

- Arthritis
- Osteoporosis
- Incontinence

- **Home nursing and in special homes**

- Types of home nursing
- Resources for home nursing
- Nurse, relatives, friends, etc
- Equipment, facilities for sterilization, dressings
- Drugs and disinfectants
- Special beds, beddings and finance
- The role of the home nurse
- Physical and emotional care
- Administration of drugs
- Collection of specimen
- Management of emergencies
- Recording and reporting
- Collaboration with community and health agencies
- Nurses' role when deaths occur in the house

**TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration;  
 Simulations  
 Study groups; presentations etc

**METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%



<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>PUBLIC HEALTH NURSING II</b>
MODULE CODE:	RNP 215
YEAR:	2
SEMESTER:	3
HOURS:	THEORY- 30 Hours LABORATORY -45 Hours

### **MODULE DESCRIPTION**

This module is a follow-up to Community & Public Health and focuses on the implementation of components (elements) of Primary Health Care by the nurse

**MODULE AIM:** At the end of this module the learner will be able to identify and promote the implementation of the components of primary health care to achieve the objective of universal health coverage (UHC).

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Describe the components of Primary Health Care.
- Provide promotive, preventive, curative and rehabilitative services to individual, families and the community.
- Utilize relevant information on the two-way referral system for effective continuity of client/patient care.
- Demonstrate skill in intersectoral and interdisciplinary collaboration in the provision of health care.

- Educate individuals, families and communities in the promotion of eye health and implement measures for the prevention of blindness in the country.
- Demonstrate basic skills in diagnosing and treating simple ophthalmic conditions and referral.
- Train Voluntary Health Workers in Primary Health Care (PHC) activities at the community level

### **MODULE CONTENT**

- Information, Education and Communication (IE&C) on prevailing health problems.
- Malaria
- HIV/AIDS
- Pulmonary tuberculosis and leprosy
- Onchocerciasis
- Diabetes mellitus
- Hypertension
- Sickle cell anaemia, etc
- Harmful traditional practices
- Methods of prevention and control

### **Promotion of food supply and proper nutrition**

#### **Community Nutrition**

- a) Nutritional problems and programs in Sierra Leone
- b) Community food supply, food hygiene and commercially prepared and grown food available locally.
- c) National and international food agencies –, Food and agriculture organization (FAO), Food Safety and Standards Bureau of Sierra Leone, CARE

#### **Food Consumption**

- Patterns of food consumption
- Factors influencing food consumption; economic, social and physical
- Food habits – harmful/good habits

### **Nutrition Education of Families**

- The role of dieticians/nutritionist in the health team.
- The role of the nurse in nutrition education
- Parental Nutrition feeding

### **Adequate supply of safe water and basic sanitation.**

- Sources of water, uses
- Water treatment, distribution and storage
- Water pollution and hazard
- Basic sanitation
- Refuse disposal, treatment, hazard of improper refuse disposal and recycling

### **Medical waste management**

- Excreta disposal
- Prevention of air pollution
- Prevention of noise pollution-
- Identification and management of environmental health hazard in the home and community.
- Accidents, radiation, poisoning, global warming, etc.
- Housing, lighting, ventilation and drainage
- **Maternal and child health care, including family planning**
  - Concept of safe motherhood
  - School health – Family Life Education, girl child education
  - Adolescent/Youth friendly programmes
  - Antenatal, Intranatal, and postnatal care
  - Care of the newborn

- Family Planning
- Infant Welfare Clinics
- Growth monitoring
- Control of diarrhoeal diseases (Oral Rehydration Therapy), etc
- Male involvement in family health
- Women empowerment in family health
- Women empowerment and decision making
- Prevention of maternal, newborn and infant morbidity/mortality.
- **Immunization against major communicable diseases**
  - Diseases preventable by immunizations
  - Universal Child Immunization
  - Cold chain system
  - Care of equipment – review of aseptic techniques, sterilization of instruments, etc.
  - Factors affecting immunization coverage and effectiveness
  - Strategies for improved immunization coverage
  - National Immunization Day/State Immunization Day
  - Market-based Immunization Programme
  - School-based Immunization Programme
  - House-to-house Immunization Programme
  - Follow-up defaulters
  - Evaluation of immunization services
- **Prevention and control of locally endemic and epidemic diseases**
  - Identification of locally endemic and epidemic diseases
  - Epidemiology and control of communicable diseases
- **Definition of Terms**
  - Epidemiology, agent, host, reservoir, mode of transmission, source of infection, immunity, incubation period, outbreak, incidence, prevalence

communicable, endemic, epidemic, control, prevention, resistance, surveillance, etc.

- **Control of communicable diseases**

- Elimination of the reservoir of infection
- Isolation of patients
- Quarantine
- Destruction of non-human reservoirs
- Interruption of the pathway of transmission
- Universal precautions
- Standard precautions

- **Review of Airborne Infections, Contact infections, etc**

- Precaution of the susceptible host
- Immunization, adequate nutrition, health lifestyle, etc

- **Epidemiology and control of non-communicable diseases**

- Principles of epidemiologic data collection and utilization – vital statistics, disease surveillance, and notification of diseases.
- Appropriate treatment of common diseases and injuries
- Diagnostic services and treatment of common diseases and injuries in community and primary health care settings.
- Use of standing orders and midwifery protocols
- Recognition and management of emergency situations at primary health care level
- Two way referral system

- **Provision of integrated healthcare services.**

- Prevention of home and work place accidents
- Provision of essential drugs and supplies
- Review of the National Drug Policy, Essential Drugs, Drug Revolving Fund (DRF)
- Rational drug use

- Regulation for prescribing and dispensing drugs
- Pharmacovigilance
- Herbal and other traditional remedies
- **Promotion of Mental Health**
- Promotion of mental health in the community
- Review of common mental health conditions
- Mental disabilities/handicap
- Community care and referral system
- Role of the individual, family, employers and organizations in mental health
- Community based rehabilitation
- **Promotion of Oral Health**
- Common dental problems in the community
- Causes, prevention and management of common dental problems
- Oral health methods
- Health Education on oral health
- Follow-up and referral
- **Primary Eye Care**
- Leading cause and prevention of blindness
- Examination of the patient
- Common eye disorders and their management
- Pharmacology of ophthalmic drugs
- Eye dressings
- Health education on eye care
- Rehabilitation of the blind
- **Management in Primary Health Care**
- Principles and theories of management
- Management of resources – human, money, material and time, etc
- Accounting system – budgeting, books of accounts, imprest, etc.

- Formulation of health committee, local government/primary healthcare implementation committee.
- Formulation of health plans and policies
- Mapping and numbering of houses
- Placement of home based records
- Monitoring and evaluation
- Primary Health Care Information System
- Training of Voluntary Health Workers
- Simple training needs assessment
- Principles of teaching and learning
- Training methods – advantage and disadvantages
- Planning and budgeting for training programmes
- Implementation of training programmes
- Evaluation of training – process, outcome and impact

**TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations  
 Study groups; presentations etc

**METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments;Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>PAEDIATRIC /CHILD HEALTH NURSING I</b>
MODULE CODE:	RNP 216
YEAR:	2
SEMESTER:	3
HOURS:	THEORY- 30 Hours LABORATORY -45 Hours

### **MODULE DESCRIPTION**

This module introduces the student to the growth and development of children and the management of the medical and surgical conditions common to them. Students will be given opportunities to further develop their understanding of physiology and pharmacology relevant to the care of these children, and to review their monitoring, diagnostic and multidisciplinary management. The practice component of the module will provide the student with the opportunity to apply this knowledge and to practise the related skills, in their holistic nursing care of the child patient, working individually and as a member of the multidisciplinary team.

**MODULE AIM:** at the end of the module learners should be able to apply the knowledge and skills needed in the assessment , prevention and promotion of health and care of the sick children within the context of the family, utilizing the nursing process



## **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Describe the concept of paediatrics and paediatrics nursing
- Explain the stages of growth and development of a child.
- Educate parents on proper feeding of infants and children.
- Describe the admission and discharge process for neonates and children in health institutions.
- Describe common abnormalities, diseases, and injuries of the newborn.
- Manage children suffering from childhood diseases using the Integrated Management of Neonatal and Childhood Illness (IMNCI) approach.
- Manage pre-term, small and large-for-date babies.
- Identify and manage children suffering from endocrine and nutritional disorders.
- Identify and manage childhood malignancies
- Refer children with special needs to appropriate agencies (children with disabilities, victims of child abuse, sexual abuse, and neglect, etc).

## **MODULE CONTENT**

### **1. Introduction to neonatal and paediatric nursing**

Concept of Child Health, importance of paediatric nursing, the role of a paediatric nurse, family centered care, child right, causes of childhood illness in Sierra Leone

### **2. Preventive Paediatrics**

- Concept of Preventive Paediatrics
- Under-Fives' Clinic
- School Health Service
- Gender Bias

- **Immunization schedule** ( Vaccine Preventable Diseases ,National Immunization Schedule

### 3. Assessment of the newborn

#### 4. Growth and development

- Concept of growth and development,
- Factors influencing growth and development: hereditary, environmental, social, emotional, intellectual and spiritual.
- Assessment of growth and development rates
- Types of growth and development – physical, social, emotional and intellectual.

#### 5. Feeding of infants and children

- Types of feeding – breastfeeding (exclusive, complementary, supplementary), advantages, difficulties, contraindications.
- Artificial feeding – indications, advantages/disadvantages
- Preparation of feeds – total parenteral nutrition
- Weaning and related problems
- Health education of parents and significant others in relation to feeding
- Admission process – the role of parents and significant others, anxiety, response to pain, nursing care of the hospitalized child.

#### 6.COMMON CONDITIONS AND INJURIES IN THE NEWBORN:

- **Infections of the newborn** – Ophthalmia neonatorum, pemphigus, oral Candidiasis, cord sepsis, neonatal tetanus, HIV/AIDS
- **Birth injuries** – intracranial haemorrhage, facial palsy, caput succedanium, Cephal haematoma, brachial palsy, and fractures.
- **Jaundice in the newborn** – ABO and Rheus incompatibility, haemolytic disease of the newborn, exchange transfusion, Physiological and pathological jaundice

- **Common Congenital Abnormalities**

- Congenital heart defects, Cleft lip and palate, cataract, imperforate anus, exomphalus, megacolon, oesophageal atresia.
- pyloric stenosis, atresia, imperforate vagina, spinal bifida, syndactyl, polydactyl, Talipes, hydrocephaly

### **Common childhood diseases**

- Measles, chicken pox, whooping cough, diphtheria, convulsions, poliomyelitis, tuberculosis, meningitis, worm infestations, diarrhoeal diseases, bronchopneumonia, bronchiolitis, coryza.
- Sickle cell disease, leukaemia, bronchial asthma, scabies, eczema, malaria, accidents in children – burns, foreign bodies, etc

### **Childhood Malignancies**

- Burkitt's lymphoma , nephroblasoma, retinoblastoma, etc

### **Endocrine disorders**

- Juvenile diabetes, hypertension
- Nutritional diabetes
- Kwashiorkor, Marasmus, beriberi, scurvy, pellagra, xerophthalmia, celiac disease, rickets (review Nutritional and Dietetics)

### **Integrated Management Neonatal and Childhood Illnesses (IMNCI)**

- Concept, rationale, etc
- Assessment of general danger signs
- Assessment and classification of a child 2 months – 5 years
- Treatment of sick child 2 months – 5 years
- Communication, counsel mother
- Assessment and classification of sick young infant 1 week – 2 months
- Counselling mother on home care of the sick young infant
- Follow up care for the sick child 2 months – 5 years

### **Diseases of the intergumentary system**

- Inflammatory and infective conditions affecting the skin, hair and nails.
- Dermatitis
- Eczema
- Warts
- Tinea
- Psoriasis
- Whitlow
- Paronychia
- Medical conditions of the eye
- Conjunctivitis
- Trachoma (visual impairment)

**TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations

Study groups; presentations etc

**METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>PHARMACOLGY &amp; THERAPEUTICS II</b>
MODULE CODE:	RNP 218
YEAR:	2
SEMESTER:	3
HOURS:	THEORY- 45 Hours LABORATORY -N/A

### **MODULE DESCRIPTION**

The module will equip the student with information on drugs used in clinical practice, including therapeutic doses, indications, and contraindications, routes of administration, nursing implications and management of side effects

**MODULE AIM:** Students to understand the significance of medication in patient care

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Identify drugs used for different systemic disorders.
- Explain the indications, dosages, actions, side effects, contraindication and nursing implication of drugs on the various systems of the body.

### **MODULE CONTENT**

#### **Drugs used in the respiratory system**

- Drugs used in the treatment of asthma

- Drugs used in the treatment of tuberculosis
- Antibiotics
- Antimicrobial
- Anti-infective

#### **Drugs used in the cardiovascular system**

- Drugs used in the treatment of congestive cardiac failure
- Drugs used in the treatment of hypertension
- Antiarrhythmic drugs

#### **Drugs used in the gastrointestinal system**

- Drugs used in the treatment of peptic ulcer
- Purgatives, antidiarrhoeal agents, etc
- Antispasmodics agents, anti emetics

#### **Drugs used in the central nervous system**

- Hypnotics, sedative
- Anxiolytics
- Anticonvulsants
- Antidepressants
- Drugs for psychogenic disorders

#### **Drugs used in the musculoskeletal system**

- Analgesic drugs
- Steroidal, non-steroidal
- Anti-inflammatory drugs
- Neuro muscular blockers

#### **Drugs used in Leprosy**

Topical application

#### **Drugs used in the genitourinary system**

- Diuretics (thiazides, loop, etc)
- Urinary antiseptics e.g. nitrofurantoin, nalidixic acid, etc)
- Pessaries

### **Drugs used in the endocrine system**

- Hypoglycaemics
- Drugs used in thyroid conditions

### **Drugs used in anaesthesia**

- General
- Inhalation: nitrous oxide, halothane, etc
- Intravenous: thiopentone sodium
- Local anaesthetic agents: xylocaine, etc

### **TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations

Study groups; presentations etc

### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

**PROGRAMME:** STATE REGISTERED NURSING PROGRAMME  
**MODULE TITLE:** INTRODUCTION TO OBSTETRIC NURSING AND MIDWIFERY  
**MODULE CODE:** RNP 218  
**YEAR:** 2  
**SEMESTER:** 3  
**HOURS:** THEORY- 30 Hours  
LABORATORY -45 Hours

### **MODULE DESCRIPTION**

The course is designed to equip the student with knowledge and skills appropriate attitude to provide safe and effective obstetric and midwifery care to women and their families throughout pregnancy, labour and puerperium. The student is also expected to recognize obstetric emergencies and refer appropriately. This module builds on previous knowledge in the anatomy and physiology taught in the other semesters.

**MODULE AIM:** This module equips the student with relevant competencies to care for women during pregnancy, labour and the puerperium including the newborn.

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Review the Anatomy and Physiology of the male and female reproductive organs.
- Explain the physiology of pregnancy and fetal development
- Define pregnancy and its diagnosis



- Describe the fetal skull, changes during labour and injuries to the foetal skull  
Describe the breast and physiology of lactation.
- Identify normal and abnormal progress of the mother during antenatal, Intranatal and post natal periods.
- Explain the effect of some infectious and medical and obstetrical conditions in pregnancy.
- Utilize the midwifery process and midwifery model in the provision of care.
- Demonstrate skills in the recognition of emergency obstetric situations and refer as appropriate.
- Administer specified/obstetric drugs under supervision of the midwife.
- Counsel client on family planning.

## **MODULE CONTENT**

- **Physiology of pregnancy and fetal development**
- **Diagnosis of pregnancy**
- **Fetal skull, and changes changes during and injuries to the foetal skull**
  - divisions, diameter, and molding

- The placenta at term

Abnormalities of placenta

- **Breast and physiology of lactation**
- **Review anatomy of the breast**
- Breastfeeding/exclusive breastfeeding
- Antenatal care – care – definition aims, benefits and schedule of visits
- The ANC Package (Blood tests, Health Talks, Diet, ATT Interventions)
- 
- Abnormal high risk pregnancy/complications
- Medical conditions :Anaemia, diabetes mellitus, sickle cell disease, malaria, etc.
- Obstetrical Conditions: Hyperemesis gravidarum. Antepartum haemorrhage, multiple pregnancies, hypertension, anaemia, etc.

- **Intrapartum (labour)**
- Definition labour and normal labour
- The four Stages of labour/partograph
- Management of labour, Partograph
- Safe Delivery and Essential Obstetric Care (EOC) including CPR for pregnant women
- Resuscitation and immediate care of the newborn
- Complications of Labour (Maternal distress, Fetal distress, prolonged labour, post partum haemorrhage etc).
- 
- **Post Natal**
- Normal puerperium
- Immediate and subsequent care of mother
- Postnatal follow-up visit and referral
- Complications in puerperium e.g. (breast conditions i.e. engorged breasts, , sepsis, and others.
- **Effects of infections and medical conditions**
- **Care of the neonate**
- Immediate and subsequent care of the newborn
- Feeding – exclusive breastfeeding
- HIV and infant feeding
- **Drugs used in obstetrics/ Drugs not recommended for Pregnant women, Lactating Mothers)**
- 
- **Family Planning**
- History of family planning
- Factors that affect client acceptance of family planning
- Methods of family planning
- Counselling on family planning

- Referral and follow up.

**TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration;  
Simulations  
Study groups; presentations etc

**METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>SURGICAL NURSING I B(Disaster &amp; Emergency Nursing)</b>
MODULE CODE:	RNP 219
YEAR:	2
SEMESTER:	3



- Disaster preparedness
- Agencies for disaster management – Local, National and International
- Global and local burden of disaster management
- **Interdisciplinary Emergency Medical Team – role**
  - Nurses, Doctors, Nurse Clinicians, Teachers, Armed Forces, Para Military personnel, Red Cross Society, Airport Authority, Federal Road Safety Corps (FRSC), Fire Services, Non-Governmental Organizations (NGOs), Missionaries.
- 
- 
- **Emergencies and life-threatening conditions**
  - Identification of emergency and life-threatening conditions
  - Causes of emergencies and disasters
  - Classification of emergencies and life-threatening situations
- **Management of Emergencies using Basic Life Saving and Support**
  - Triage system
  - Assessment
  - Crowd management
  - ABCDEF of resuscitation
  - Mechanical ventilation
  - Artificial respiration
  - Cardio Pulmonary Resuscitation (CPR)
  - Medical evacuation
  - Management of victim en route to the hospital
- **Management of patients in Hospital Emergency Department and Advance Life Support**
  - Tracheostomy
  - Use of electronic monitors
  - Automatic external defibrillation

- Advanced Cardiovascular Life Support
- **Disasters Management**
  - Rapid response centres
  - Disaster monitoring
  - Search and rescue
  - Medical intervention and relief
  - Physical and psychological support
  - Multi and intersectoral collaboration in disaster management
  - Public information, Education and Disaster Prevention.

**TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration;  
Simulations  
Study groups; presentations etc

**METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>CLINICAL PRACTICE</b>
MODULE CODE:	RNP 2110
YEAR:	2
SEMESTER:	3
HOURS:	THEORY- N/A LABORATORY -180 Hours

### **MODULE DESCRIPTION**

This is a practical module built upon RNP 129. In this module the use of the nursing process will be expanded upon and applied to additional selected basic and potential human needs. The students will have demonstrations and return demonstrations in the skills laboratory. Students will be expected to spend 8 hours in the clinical site per week and 12 weeks at the clinical placement site as part of this module.

**MODULE AIM:** At the end of this module students should be able apply/translate theory to practice

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to acquire ;

1. **Critical Thinking:** The student should be able to know and explain the nursing procedures and techniques performed during clinical practice.
2. **Critical Thinking:** The student should be able to know and explain the symptomatology and pathologies most frequents at the workplace.
3. **Nursing Process:** The student should be able to understand the rationale & apply the Nursing Process at the workplace.

### **Attitudes/Behaviour:**

1. Responsibility
  - a. Time management (Attendance & punctuality)
  - b. Adequate personal appearance (Uniform & well groomed)
  - c. Use of items of prospectus list.
2. Teamwork
  - a. Adaptability to teamwork (Designed task & Participation in unit decision-making)
  - b. Ethical commitment
  - c. Safe Practice
  - d. Confidentiality
  - e. Respect and tolerance for all
3. Ability to learn:
  - a. Personal limitations
  - b. Ask question & show interest
  - c. Personal initiative

### **Skills:**

- a. Use of clinical documentation while performing
- b. Communication skills:
- c. Communication skills and relationships in the working environment (Staff)
- d. Communication skills and relationships in the working environment (Students)
- e. Communication skills with patient and relatives
- f. Reporting and handing over
- g. Demonstration of organizational ability (ability for work planning)

## **MODULE CONTENT**

### **Clinical Skills expected:**

1. Wound Dressing & Care of Wounds: Setting trays & trolleys, removing stitches & clips from surgical wound. Care of drainage tubes and wound irrigation.
2. Sterilization techniques: Disinfection, decontamination & sterilization. Sterilization Units, packing of sterile packages.
3. Medication: Preparation, calculation, administration (all routes) DDA.



4. Oxygen management and administration.
5. Fluids & electrolyte balance management.
6. IPC Techniques: Isolation techniques/Nursing Barrier, Universal techniques.
7. Management of patients with special conditions: Malnourish, Gastrointestinal & Urinary disorders.
8. Preparation of patients for special diagnosis examination.
9. Health education on patients: General population and patients with special conditions.
10. Management of patients in life threatening situations.
11. Emergency and disaster management.
12. Nursing Care Plan/Nursing Report: Handing/Taking over

### Hospital Area:

- General Ward (Specialized unit: Digestive/Urinary/Pneumology) etc ect
- Therapeutic Feeding Units (District/Hospital nutritionist)
- OPD: X-ray Unit
- Emergency Ward
- Theatre Nursing
- IPC Ward/Sterilization Unit
- Dressing Room

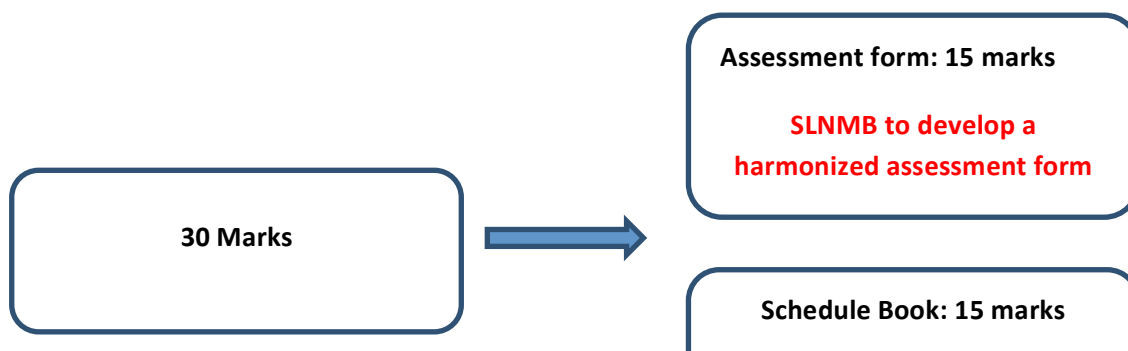
### TEACHING/LEARNING METHODS:

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations

Study groups; presentations etc

### METHODS OF ASSESSMENT

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%



#### **SEMESTER 4**

**PROGRAMME:** STATE REGISTERED NURSING PROGRAMME

**MODULE TITLE:** MEDICAL NURSING II

**MODULE CODE:** RNP 221

**YEAR:** 2

SEMESTER: 4  
HOURS: THEORY- 30 Hours  
LABORATORY -45 Hours

### **MODULE DESCRIPTION**

The module is designed to equip the student with the knowledge and skill to identify the causes, manifestations and manage diseases of the cardiovascular, respiratory, digestive and urinary systems.

### **MODULE AIM:**

#### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Describe the structures and functions of the cardiovascular, respiratory, digestive and urinary systems.
- Identify the disorders of the selected systems.
- Explain the causes, pathophysiology and clinical features of the disease conditions.
- Explain the diagnostic measures used for selected disorders.
- Utilize nursing process and model in the management of the conditions of the selected systems

### **MODULE CONTENT**

- **Review of structures and functions of selected systems.**
- Causes, pathophysiology and clinical features
- **Respiratory system** – disease condition i.e. Sinusitis, Laryngitis, Pneumonia, and TB
- Bronchitectasis, asthma, emphysema, occupational chest disease, etc.
- **Cardiovascular disease** conditions

- a. congenital abnormalities of the heart, hypertensive heart diseases, ischaemic heart diseases, myocardial infarction, heart failure, cardiac arrhythmias, etc.
- b. Diseases of the blood vessels – aneurysms, arteriosclerosis, Raynaud's disease, coronary artery disease, cardiac arrest, etc.
- **Lymphatic system** – Hodgkin's disease, lymphadenopathy, etc
- **Blood**
  - a. Anaemias, sickle cell disease, clotting disorders
  - b. Thalassemia, leukemia, haemophilia, etc.
- **Digestive system disorders**
  - a) Stomatitis, thrush, ulcers, enteritis, colic disease, Cohn's diseases, ulcerative colitis
  - b) Hepatitis, pancreatitis, etc.
  - c) Urinary system diseases – acute/chronic nephritis, pyelonephritis, nephritic syndrome, renal failure, etc.
  - d) Urinary system diseases (male)
  - e) Cystitis, urethritis, Reiter's syndrome, prostatitis, orchitis, epididymitis, etc.
- **Diagnostic measures**
  - a) Physical examination
  - b) Laboratory investigations
  - c) X-ray. Laboratory, radiological investigations
  - d) Ultrasound
  - e) Biopsy
  - f) CT Scan, etc
- **Management**
  - a) Assessment, planning, implementation and evaluation
  - b) Nurses' role in the prevention of the disorders of the selected systems (Information, Communication) Health Promotion and Education.

**TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration;  
Simulations  
Study groups; presentations etc

**METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>SURGICAL NURSING II</b>
MODULE CODE:	RNP 222
YEAR:	2
SEMESTER:	4
HOURS:	THEORY- 30 Hours

## LABORATORY -45 Hours

### **MODULE DESCRIPTION**

The module will equip the students with the knowledge and skills to manage patients with surgical conditions of the respiratory, cardiovascular, digestive, and urinary systems

**MODULE AIM:** the aim of the module is enable the students to provide patient centered surgical care for patients undergoing surgical procedures of the respiratory, cardiovascular, digestive, and urinary systems.

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Describe the surgical conditions of the respiratory tract.
- Manage surgical conditions of the respiratory tract.
- Describe surgical conditions of the cardiovascular system and the thorax.
- Manage surgical condition of the cardiovascular system and the thorax.
- Describe surgical conditions of the digestive system.
- Manage surgical conditions of the digestive system.
- Describe surgical conditions of the urinary system.
- Manage surgical conditions of the urinary system

### **MODULE CONTENT**

- **Respiratory system**
  - a) Nose – deviated septum, etc
  - b) Larynx – aelectasis, lung abscess, pneumothorax, etc
  - c) Chest injuries
  - d) Fracture of the ribs, etc
- **Thorax/cardiovascular system**
  - a) Congenital abnormalities of the heart (atrial septal defect)
  - b) Constrictive pericarditis/cardiac tamponade
  - c) Valvular stenosis (mitral, aortic)

- **Chronic arterial diseases**

- a) Embolism, thromboembolism. Varicose vein, etc

- **Insertion of pacemakers/defibrillation**

- a) Thoracotomy, etc

- **Surgical treatment of traumatic heart lesion, etc**

- **Digestive system**

- a) Cancrum oris, cleft lip, cleft palate

- b) Oesopharyngeal atresia, achylasia, oesophageal structures, pharyngeal pouch.

- c) Pyloric stenosis, perforated peptic ulcer

- d) Intestinal obstruction, hernia, intussusception, appendicitis, volvulus, acute abdomen.

- e) Diverticulitis, large bowel obstruction, haemorrhoid and fissures, fistula in ano.

- f) Hirschsprung's disease (megacolon), etc.

- **Urinary system**

- a) Diseases of the prostate (cancer, prostatic enlargement)

- b) Cystectomy, orchidopexy

- c) Crushed bladder, renal calculi, urethra stricture, etc.

- **Surgical procedures**

- a) Cardiac catheterization

- b) Underwater seal drainage

- c) Echocardiogram

- d) Thoracentesis

- e) Catheterization

- f) Gastric washout

- g) Bladder irrigation

**TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration;  
Simulations  
Study groups; presentations etc

### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

**PROGRAMME:**  
**MODULE TITLE:**

**STATE REGISTERED NURSING PROGRAMME**  
**PUBLIC HEALTH NURSING III**



MODULE CODE: RNP 223  
YEAR: 2  
SEMESTER: 4  
HOURS: THEORY- 30 Hours  
LABORATORY -45 Hours

### **MODULE DESCRIPTION**

This module will equip the student with the knowledge and skills to work effectively in the school health programme and industries

**MODULE AIM:** This will help the learner to be competent in providing preventive, curative and rehabilitative services in community setting.

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Provide promotive, preventive, curative and rehabilitative services to the school children.
- Demonstrate understanding of the role of the nurse in the industrial settings and organization.
- Demonstrate the role of the nurse in Primary Health Care settings

### **MODULE CONTENT**

- **School Health Programme**
  - a) Objectives and scope of school health programme
  - b) Assessment of the school children
  - c) Daily inspection of children
  - d) Treatment of minor ailments
  - e) Using standing orders
- **Environmental sanitation**
  - a) Supervision of food vendors
  - b) Child to child health education programmes
  - c) Prevention of accidents and injuries in the school environment
  - d) Immunization

- e) Importance of Parent-Teacher Association in schools
- f) Day care centers and nursery
- g) Monitoring, evaluation and feedback.

- **Occupational health**

- a) Historical evolvement of occupational health
- b) Principles and practice of occupational health nursing
- c) Workplace survey (environmental studies)
- d) Classification, recognition, prevention and control measures
- e) Accidents at workplace and management of major disasters
- f) Occupational health services including markets and agricultural settings
- g) Occupational health and safety education for individual, families and communities
- h) Rehabilitation, compensation and resettlements of ill or injured workers.
- i) The use of nursing process/models in occupational health nursing
- j) Occupational health I relation to primary healthcare.

### **TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations  
Study groups; presentations etc

### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

**PROGRAMME:** STATE REGISTERED NURSING PROGRAMME

**MODULE TITLE:** MENTAL HEALTH NURSING I

MODULE CODE: RNP 224

YEAR: 2

SEMESTER: 4

HOURS: THEORY- 30 Hours  
LABORATORY -45 Hours

### **MODULE DESCRIPTION**

This module is designed to enable the student to understand the dynamics of mental health and mental health problems and their promotion/management within and outside health institutions and the community

**MODULE AIM:** To increase the learners' wareness on early diagnosis and treatment of mental disorders and reduce stigma.

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Explain the concepts of mental health and mental health problems.
- Describe personality, development and disorders.
- Describe the factors responsible for mental health problems.
- Recognize the common mental health condition and emergencies.
- Describe the concept of therapeutic milieu.
- Describe the management of mental health problems.
- Identify the various therapies used in managing mental health conditions and nurses' role.
- Identify other facilities outside the health institutions for the management of mental health conditions.
- Identify drugs used in the management of psychiatric conditions.
- Explain the process of mental health promotion and maintenance through education.
- Explain the concept of legal aspect of psychiatry.
- Demonstrate skills in the provision of Community Mental Health Services.

## MODULE CONTENT

- **Nature and scope of mental health and mental illness**

- 

- a) Definition of Mental Health and Mental Illness
- b) Classification of mental illnesses using the DSM-IV-TR
- c)
- d) Historical review of psychiatry/psychiatric nursing
- e) Changing concept of mental health care
- f) Review of concept of personality
- g) Emotional health needs of the individual, family, group/community.

- **Factors influencing Mental Health**

- Causes of mental illness
- General signs and symptoms of mental illness
- Patterns of behaviour disorders
- Mental health theorists
  - Environmental theory ( ideal ventilation, infection control )
  - Anne Casey' s model of nursing theory ( patient, family, health, nurse )
  - Self care deficit theory ( personal hygiene / nutrition,
  -

- **Personality**

- a) Definition of personality
- b) Types of personality disorders
- c) Personality disorders and management

- **Common mental health problem and management**

- Classification of mental disorders and their clinical symptoms according to International Classification of Diseases version 10 (ICD 10)
  - **Organic Disorders** e.g. Dementia
  - **Substance use disorder**
  - **Psychotic disorders** e.g. Schizophrenia

- Mood (Affective) Disorders e.g. depression and bipolar disorder
- Behavioural syndromes associated with physiological disturbances and physical factors
- Eating Disorders (Anorexia Nervosa, Bulimia Nervosa);
- **Disorders of Adult Personality and Behaviour** e.g. Specified Personality disorders;
- **Mental retardation (intellectual disability)** e.g. Mild; Moderate; Severe; Profound; Other mental retardation; Unspecified.
- Disorders of psychological development e.g. autism spectrum Disorder
- Behavioural & Emotional Disorders with onset occurring during childhood & adolescent e.g. ADHD, conduct disorder, enuresis Hyperkinetic disorder; non- organic Enuresis; non-organic encopresis;
- Neuro-psychiatric Disorder e.g. Epilepsy
- Maternal mental health e.g. Postpartum psychosis, prenatal and postnatal depression, baby blues

### **Identify drug use and misuse in S/L**

### **Effect of Substance abuse (drug and alcohol), etc**

### **Alternative (Traditional Medicine) care**

- **Concept of Therapeutic Milieu**

### **Communication in Mental health Nursing**

- a) Definition of communication/therapeutic milieu
- b) Types of communication
- c) Factors influencing effective communication
- d) Barriers to effective of communication
- e) Therapeutic communication
- f) Creating a therapeutic environment
- g) Nurse-patient relationship

h) Inter/Intra professional relationship (interpersonal)

- **Management of Mental Health Conditions**

- a) Types of Admissions in mental health
- b) Holistic assessment of mental health status
- c) Neurological examination
- d) Types and management of psychiatric emergencies
- e) Management of acute mental disorders
- f) Management of chronic mental disorders

- **Somatic therapies in psychiatric: electroplexy, insulin therapy, etc.**

- a) Other therapies used in the management of mental illness.
- b) Activity/occupational therapies, psychotherapy, etc.

- **Drugs used in the management of psychiatric conditions**

- **Discharges – Family, halfway home, community, etc**

- **Other Mental Health Care Facilities**

- a) Psychiatric units attached to other health facilities
- b) Traditional psychiatric
- c) Community mental health settings
- d) Naïve Doctors, Spiritualists.

- **Community Mental Health**

- a) Definition of Community Mental Health
- b) Components of Community Mental Health
- c) Community Mental Health settings
- d) Community Mental Health Team
- e) Role of the Psychiatric Nurse
- f) Advantages and Disadvantages of Community Mental Health
- g) Organizing two-way referral system
- h) Follow-up care/home visit
- i) Community mobilization for promotion of mental health

- **Concept of Legal Aspect of Psychiatry**

- a) Definition of legal aspect of psychiatry
- b) Mental Health Laws and Acts
- c) Voluntary and Involuntary Admission
- d) Testamentary capacity
- e) Patient's Bill of Rights, etc
- f) Ethical codes
- g) Misconduct in the provision of care, etc

- **Rehabilitation of the Mentally Ill**

- a) Concept of rehabilitation and process of rehabilitation
- b) Family/community-oriented nursing care
- c) Paroles/occasional leave
- d) Halfway homes
- e) Day and night hospital
- f) Sheltered workshop
- g) Self-reliant focused occupational therapy
- h) Effective health counselling/education towards compliance with treatment plan, check-up programmes, etc.

- **Psychopharmacology**

- a) Concepts of drugs used in psychiatry
- b) Classification of drugs used in psychiatry
- c) Anti depressants
- d) Antipsychotic neuroleptics, etc
- e) Hypnotics
- f) Anticonvulsants
- g) Muscle relaxants
- h) Anti-Parkinsonics, (drugs used in extra pyramidal reactions) Anxiolytics (anti-anxiety drugs)

**TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration;  
Simulations  
Study groups; presentations etc

### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

**PROGRAMME:** STATE REGISTERED NURSING PROGRAMME  
**MODULE TITLE:** PAEDIATRIC/CHILD HEALTH NURSING II  
**MODULE CODE:** RNP 225



YEAR: 2  
SEMESTER: 4  
HOURS: THEORY- 15 Hours  
LABORATORY -45 Hours

### **MODULE DESCRIPTION**

The module is designed to equip the students with the skill necessary for the care of children with various emergency conditions, psycho-behavioural disorders, and disorders of musculoskeletal and nervous systems

### **MODULE AIM:**

To equip learners to utilize the nursing process to administer care for paediatric patient/families with clearly defined, commonly occurring health care needs and problems

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Describe medical and surgical emergencies in children.
- Utilize nursing process and models in the management of children with medical and surgical emergencies
- Identify and manage children with musculoskeletal disorders.
- Identify and manage children with psycho behavioural disorders.
- Utilize nursing process and models in the management of children with malabsorption syndrome.

### **MODULE CONTENT**

#### **1. Common Health Problems during Childhood**

- Introduction
- Fever
- Excessive Cry
- Vomiting
- Diarrhoea
- Constipation

- Abdominal Pain
- Abdominal Distension
- Allergies
- Poisoning
- Bites and Stings
- Foreign Bodies
- Multiple Injuries
- Failure to Thrive
- Developmental Disorders

### **Paediatric Medical Emergencies**

- a) Convulsive disorders or seizures
- b) Obstructive airway
- c) Shock
- d) Chemical poisoning i.e. drug, kerosene ingestion, soda etc
- e) Biological poisoning i.e. food poisoning
- f) Allergies – e.g. Asthma, etc
- g) Perinatal asphyxia

### **Paediatric Surgical Emergencies**

- a) acute abdomen
- b) Trauma e.g. fractures, etc

### **3. Congenital Anomalies**

- a. Concepts of Congenital Anomalies
- b. Aetiology of Congenital Anomalies
- c. Diagnostic Approaches
- d. Common Congenital Anomalies
- e. Prevention of Congenital Anomalies
- f. Genetic Counselling

g. Nursing Responsibilities towards Congenital Anomalies

**Disorders of Musculoskeletal System**

- a) Rickets
- b) Atrophy
- c) Hypertrophy, etc

**Malabsorption Disorders**

- a) Lactose intolerance
- b) Phenylketonurea disorder, etc

**Nutritional Deficiency Disorders**

- a. Introduction
- b. Ecology of Malnutrition
- c. Assessment of Nutritional Problems
- d. Protein-energy Malnutrition
- e. Vitamins and their Deficiency Disorders
- f. Minerals and their Deficiency Disorders
- g. Community Nutrition Programs

**5. Fluids, Electrolytes and Acid-base Disturbances**

- a. Body Fluids
- b. Electrolyte Composition of Body Fluids
- c. Acid-base Balance
- d. Fluid Imbalance
- e. Electrolyte Imbalance
- f. Acid-base Imbalance
- g. Clinical Conditions Requiring Fluid Therapy
- h. Monitoring of Fluid and Electrolyte Imbalance

**6. Common Communicable Diseases in Children**

- a. Introduction
- b. Common Viral Infections

- c. Common Bacterial Infections
- d. Common Parasitosis in Children

## **7. Respiratory Diseases**

- a. Introduction
- b. Acute Respiratory Infections
- c. Bronchiectasis
- d. Emphysema
- e. Atelectasis
- f. Pleural Effusion
- g. Empyema
- h. Pneumothorax
- i. Lung Abscess
- j. Bronchial Asthma
- k. Drowning and Near Drowning

## **8. Diseases of Gastrointestinal System and Liver**

- a. Introduction
- b. Diarrheal Diseases
- c. Dysentery
- d. Malabsorption Syndrome
- e. Ulcerative Colitis
- f. Hypertrophic Pyloric Stenosis
- g. Oesophageal Atresia with Tracheo-oesophageal Fistula
- h. Gastro-oesophageal Reflux Disease
- i. Intestinal Obstruction
- j. Acute Abdomen
- k. Appendicitis
- l. Hirschsprung's Disease
- m. Anorectal Malformations
- n. Umbilical Malformations

- o. Hernia
- p. Rectal Prolapse
- q. Pancreatitis
- r. Jaundice
- s. Hepatomegaly
- t. Extrahepatic Biliary Atresia
- u. Liver Abscess
- v. Childhood Cirrhosis

### **Behavioural Disorders in children**

- a. Introduction
- b. Behavioural Problems of Infancy
- c. Behavioural Problems of Childhood
- d. Behavioural Problems of Adolescence
- e. Nursing Responsibilities in Behavioural Disorders of Children

### **TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration;  
Simulations

Study groups; presentations etc

### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

**PROGRAMME:** STATE REGISTERED NURSING PROGRAMME  
**MODULE TITLE:** INTRODUCTION TO STATISTICS  
**MODULE CODE:** RNP 226  
**YEAR:** 2  
**SEMESTER:** 4  
**HOURS:** THEORY- 15 Hours  
LABORATORY -N/A

**MODULE DESCRIPTION**

This module will introduce the students to understand key principles of basic statistics

**MODULE AIM:**

The aim of the module is to introduce students to understand and apply the basic statistical concepts and methods commonly used in medical and public health research

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Define statistics.
- Recognize statistical symbols.
- Explain the levels (scales) of measurement.
- Explain the role of statistics in science and health care
- Describe the various types of statistics.
- Utilize appropriate statistical methods to analyze and present data.
- Interpret simple statistical data in graphic or numerical forms

### **MODULE CONTENT**

- Definitions – Statistics and other terminologies.
- Statistical symbols – mean, median, mode summation/ $\Sigma$ , variance and standard deviation, etc.
- Levels of measurement – nominal, ordinal, interval, ratio
- Role of statistics in science and healthcare.
- Epidemiological surveys, birth and death statistics, population demographics, etc.
- Types of statistics.

#### **i. Descriptive Statistics**

- a) Measures of central tendency - mean, median, mode
- b) Measures of dispersion – range, variance, standard deviation
- c) Frequency distribution
- d) Histogram, bar chart, pie chart, frequency polygon, etc.

- **Presentation of data**

- a) Numerical, tables, figures, graphs, charts, etc.

b) Interpretation of data.

**TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration;  
Simulations  
Study groups; presentations etc

**METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments;Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>INTRODUCTION TO RESEARCH METHODOLOGY</b>
MODULE CODE:	RNP 227
YEAR:	2
SEMESTER:	4
HOURS:	THEORY- 30 Hours LABORATORY -45 Hours

**MODULE DESCRIPTION**

The module is designed to introduce the student to the concepts and principles of research. The knowledge and skills acquired will enable the student to conduct simple research, as well as utilize the findings of research in practice

**MODULE AIM:** To understand the relevance of evidenced based practice in nursing



## **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Define and explain the concept of research.
- Explain the importance of research to nursing.
- Describe the types of research.
- Describe the steps in the research process.
- Explain the ethical principles in the conduct of human research
- Utilize research findings in practice.
- Write research reports

## **MODULE CONTENT**

- **Definition and Concept of research**
  - a. Definition of research
  - b. Historical overview
  - c. Sources of knowledge and characteristics of the scientific methods
- **Importance of research in Nursing**
  - a. Relevance to the profession
  - b. Importance to education
  - c. Practice
  - d. Administration
  - e. Public and Community Health
- **Concept of Evidence Based Practice in nursing**
- **Ethical Principles in the conduct of Human Research**
  - a. Participants/respondents for research
  - b. Ethics and regulations in human research
  - c. Ethics committees/review boards
  - d. Consent/Informed consent
  - e. Confidentiality
  - f. Privacy/anonymity, etc

- **Types of research**
  - a. Basic and applied
  - b. Non-experimental – survey, exploratory historical, etc
  - c. Experimental – Explanatory, two group, etc
- **Steps in Research Process**
  - a. Problem – sources, identification, statement, criteria for selecting problems
  - b. Objectives, purpose, significance.
  - c. Literature review – sources - existing literature; primary and secondary sources; manual/electronic search/database; presentation of literature review
- **Research Variable, Hypothesis and Research Questions**
  - a. Definition of research variables, characteristics, types
  - b. Definition of research questions, characteristics and types
- **Research Design**
  - a. Experimental – various types
  - b. Quasi experimental
  - c. Non-experimental – various types
  - d. Quantitative vs. qualitative designs
- **Population, Sample and sampling techniques**
  - a. Definitions
  - b. Scientific probability sampling
  - c. Non-scientific probability sampling
  - d. Sample size and calculation
- **Data collection**
  - a. Methods of data collection – observation, interview, psychological tests, mechanical instruments, questionnaires, etc
  - b. Development of data collection instruments
  - c. Characteristics of instruments – validity, reliability,

- d. Pilot testing
- e. Levels of measurement – nominal, ordinal, interval, ratio

- **Data analysis and presentation of findings**

- a. Organization of data
- b. Frequency distribution/frequency distribution table
- c. Descriptive statistics – measures of central tendency, measures of dispersion

- **Interpretation and discussion of findings**

- a. Interpretation of findings
- b. Discussion – relationship with existing literature and other studies
- c. Conclusion, recommendations

- **Utilization of research findings**

- a. Application to practice, education, clinical practice, etc
- b. Dissemination/communication of findings

**TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration;  
Simulations  
Study groups; presentations etc

**METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

**PROGRAMME:** STATE REGISTERED NURSING PROGRAMME  
**MODULE TITLE:** CLINICAL PRACTICE  
**MODULE CODE:** RNP 228  
**YEAR:** 2  
**SEMESTER:** 4  
**HOURS:** THEORY- N/A  
CLINICAL PRACTICE -180 Hours

### **MODULE DESCRIPTION**

**MODULE AIM:** At the end of this module students should be able to apply/translate theory to practice

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;  
CONTINUE FROM SEMESTER 3

### **MODULE CONTENT**

CONTINUE FROM SEMESTER 3 RNP 2110

### **TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration;  
Simulations  
Study groups; presentations etc

### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments;Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

**YEAR 3**  
**SEMESTER 5 & 6**

**Introduction**

The general emphasis in the third year of the student nurse

**LEARNING OUTCOMES**

At the end of year 3, the learner will be able to:

## SEMESTER 5

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>MEDICAL NURSING III</b>
MODULE CODE:	RNP 311
YEAR:	3
SEMESTER:	5
HOURS:	THEORY- 15 Hours LABORATORY -45 Hours

### **MODULE DESCRIPTION**

This module is designed to equip the students with the knowledge and skills to identify the courses clinical features and management of diseases of some selected systems.

### **MODULE AIM:**

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Describe the structure and functions of the selected systems.
- Identify the disorders of the selected systems.
- Explain the causes, pathophysiology and clinical features of the condition.

- Describe the diagnostic measures used for the selected disorders.
- Utilize nursing process/models in the management of patients with the selected conditions.
- Care for the patients with oncological conditions

## **MODULE CONTENT**

- **Review of structure and functions of the selected systems/organs.**
- **Causes, pathophysiology and clinical features of the disease conditions.**
- **Musculoskeletal system** – infections of the bones and muscles e.g. osteomyelitis, arthritis, etc, metabolic bone disorders (e.g. gout, rheumatoid arthritis, osteoporosis), etc.
- Bone tumours
- **Endocrine system** – hyperactivity and hypoactivity of the endocrine glands – pituitary, thyroid, parathyroid, adrenals, pancreas, gonads.
- **Nervous system** – Review of congenital problems – spine bifida, meningocoele, anencephaly, myelomeningocoele.
- Enccephalitis, meningitis, cerebrovascular accident, cerebral thrombosis and haemorrhage, cerebral aneurysm, subarachnoid haemorrhages, epilepsy, general paralysis of the insane (GPI), fits and convulsions, tetanus, tuberculosis, herpes zoster, multiple sclerosis, Parkinson's disease, etc.
- Neoplasm – intracranial tumours, intravertebral tumours, etc
- **Ear, Nose and Throat**
- Inflammatory conditions
- Furunculosis, rhinitis, nasal polyps, laryngitis, tonsillitis/adenoiditis
- Foreign bodies, epistaxis, etc
- Meniere's Syndrome.
- Otitis external, Otitis media
- Hearing impairments/deafness, etc
- **Eye Conditions**
- Infections – Keratitis, Conjunctivitis, Blepharitis, etc

- Uveal tract disease, trachoma, cataract glaucoma, Buphthalmos, retinal detachment
- Tumours/growths – chalazion, pterygium, retinoblastoma, etc
- Myopia, Hypermetropia, astigmatism, etc
- Care of the visually handicapped/blind
- Rehabilitation
- **Skin conditions**
- Skin lesions (macules, papules, pustules, etc)
- Non-infectious – Acne vulgaris, seborrheic dermatitis, etc
- Allergic disorders, psoriasis, pemphigus, etc
- Infectious skin conditions - viral, bacterial (furuncles), leprosy, etc
- Fungal infections – e.g. tinea, etc
- Parasitic conditions e.g. scabies, etc
- Tumours – benign (warts, moles, keloids, etc)
- Malignant e.g. epithelioma, squamous cell carcinoma, melanoma, etc
- **Oncology (cell proliferation)**
- Review of related structure and functions
- Concepts and terminologies
- Types and characteristics of oncological conditions
- Related pathophysiology
- Management – chemotherapy, radiotherapy, etc
- Role of the Nurse in Oncology.

#### **TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations

Study groups; presentations etc

#### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%



<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>SURGICAL NURSING III</b>
MODULE CODE:	RNP 312
YEAR:	3
SEMESTER:	5
HOURS:	THEORY- 15 Hours LABORATORY -45 Hours

### **MODULE DESCRIPTION**

This module is designed to equip the student with the skills to manage patients with surgical conditions of the selected systems and organs in a patient centered approach. The systems covered are Musculoskeletal system, Endocrine system, Endocrine system, Nervous system, Ear, Nose and Throat, Eye, skin.

### **MODULE AIM:**

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Describe the structure and functions of the selected systems.
- Identify the disorders of the selected systems.

- Explain the causes, pathophysiology and clinical features of the condition.
- Describe the diagnostic measures used for the selected disorders.
- Utilize nursing process/models in the management of patients with the selected conditions.
- Care for the patients with oncological conditions

## **MODULE CONTENT**

- **Review of structure and functions of the selected systems/organs**
- **Causes, pathophysiology and clinical features of the conditions.**
- **Musculoskeletal system**
  - Sprains, dislocations, fractures.
  - Plaster of Paris (POP), traction, splints, etc
  - Tumours of the bones, osteogenesis imperfect, kyphosis, lordosis, scoliosis, spondylosis, osteomyelitis, osteitis
- **Endocrine system**
  - Goitre, hypo/hyperthyroidism, thyroidectomy, tumour of the endocrine glands, etc.
- **Nervous system** – trauma – head injuries, spinal injuries, tumours – craniotomy, etc.
- **Ear, Nose and Throat**
  - Foreign bodies, mastoiditis, sinusitis, excessive earwax, mouth, nasal polyps, adenitis, tonsillitis/tonsillectomy, etc.
- **Eye – cataract, glaucoma, retinal detachment, etc**
  - Perforating injuries
  - Sympathetic Ophthalmia
- **Skin**
  - Biopsy, warts, moles, etc
  - Burns
  - Reconstructive (plastic) surgery
  - Grafts: skin and others

- Tissue transplants

**Breast surgeries** – mastectomy, etc

- **Critical Care**

- Principles and concepts of critical care nursing
- Assessment of patients and diagnostic investigations
- Care of specific patients and monitoring
- Cardio Pulmonary resuscitation (CPR)
- Use of ventilators/heart lung machines, etc
- Care of patients with pacemakers, etc

- **Procedures**

- Ear syringing
- Anthrum washout
- Eye irrigation
- Tonometry
- Suturing simple lacerations
- Incisions and drainage
- Male circumcision
- Ear piercing
- Removal of foreign bodies
- Removal of sutures/clips

**TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration;  
Simulations  
Study groups; presentations etc

**METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

**PROGRAMME:** STATE REGISTERED NURSING PROGRAMME  
**MODULE TITLE:** PUBLIC HEALTH NURSING III  
**MODULE CODE:** RNP 313  
**YEAR:** 3  
**SEMESTER:** 5  
**HOURS:** THEORY- 15 Hours  
LABORATORY -45 Hours

**MODULE DESCRIPTION**

This module is designed to help students to

- Acquire the concept of health education and develop an ability to select and/or prepare appropriate audio-visual aids and use them effectively to communicate with the individuals and community
- Understand the principles of communication and counseling, and its application in nursing practice.

**MODULE AIM:**

**MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Describe the concept of health education, communication skills including soft skills, audio – visual aids and health education agencies.
- Identify and utilize opportunities for health education.
- Describe the application of information technology in preparation and use of various health teaching aids.
- Develop effective communication and counseling skills.

## **MODULE CONTENT**

Describe the concept and different aspects of communication

### **Communication Skills**

- a) Definition, process, purposes, principles, types and importance of communication
- b) Barriers in communication
- c) Establishment of successful communication.
- d) Observing and listening skills.

Describe the aims and objectives, scope, levels, approaches and principles of health education

### **Health Education**

- a) Concept, definition, aims and objectives of health education
- b) Principles of health education
- c) Process of change/modification of health behavior
- d) Levels and approaches of health education
- e) Methods of health education
- f) Scope and opportunities for health education in hospital and community
- g) Nurse's role in health education.

Demonstrate the skills of counseling.

### **Counseling**

- a) Definition, purpose, principles, scope and types
- b) Counseling process: steps and techniques
- c) Qualities of a good counselor
- d) Difference between health education and counseling
- e) Role of nurse in counseling

Describe the types of AV aids.

Demonstrate skill in preparing and using different kinds of audio – visual aids

### **Methods and Media of Health Education**

- a) Definition, purpose and types of audio visual aids and media
- b) Selection, preparation and use of audio visual aids: graphic aids, printed aids, three dimensional aids and projected aids
- c) Advantages and limitations of different media
- d) Preparation of health education plan

### **TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations  
Study groups; presentations etc

### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>MENTAL HEALTH NURSING II</b>
MODULE CODE:	RNP 314
YEAR:	3
SEMESTER:	5
HOURS:	THEORY- 15 Hours LABORATORY -45 Hours

### **MODULE DESCRIPTION**

This module is designed to help students develop the concept of mental health and mental illness, its causes, symptoms, prevention, treatment modalities and nursing management of mentally ill for individual, family and community.

**MODULE AIM:** To enable learners outline community mental health services, identify common psychiatric emergencies, manage and make appropriate referrals.

## **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Describe the concept of mental health and mental illness and the emerging trends in psychiatric nursing.
- Explain the causes and factors of mental illness, its prevention and control.
- Identify the symptoms and dynamic of abnormal human behavior in comparison with normal human behavior.
- Demonstrate a desirable attitude and skills in rendering comprehensive nursing care to the mentally ill.

## **MODULE CONTENT**

Describe the concept of preventive community mental health services.

Enumerate the nurse's role in National mental health programme

### **Community Mental Health**

- a) Concept, importance, scope
- b) Stigma and discrimination related to the mentally ill
- c) Prevention of mental illness(Preventive Psychiatry) during childhood, adolescent, adult hood and old age.
- d) Community Mental Health Services.
- e) Role of Nurse in national mental health programme and Psychiatric care in Community

Explain different psychiatric emergencies and their management

Demonstrate skills in crisis intervention

### **Psychiatric Emergencies and Crisis Intervention**

- a) Types of Psychiatric emergencies: Over Active, under active patient, Violent behaviour,
- b) Suicide, adverse drug reactions, withdrawal symptoms, Acute psychosis etc
- c) Crisis and its intervention: AIDS, Adolescent Crisis

Describe the legal aspects to be kept in mind in the care of mentally ill patients.

### **Forensic Psychiatry / Legal Aspects**

#### **a. National Drug Policy Control Act of 2008**

- b. Narcotic Drugs and psychotropic Act 1965, 1985

- c. National mental health Act
- d. Admission and discharge procedures
- e. Standards of psychiatric nursing practice.
- f. Rights of Mentally ill patients
- g. Legal responsibilities in the care of mentally ill patients.

**TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations  
 Study groups; presentations etc

**METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>PAEDIATRIC/CHILD HEALTH NURSING III</b>
MODULE CODE:	RNP 315
YEAR:	3
SEMESTER:	5
HOURS:	THEORY- 15 Hours LABORATORY -45 Hours

**MODULE DESCRIPTION**

This module is designed to help students develop and understanding of the concept of child health, the trends in child care and the health problems of children. This shall enable the students to meet the needs of the children, in



health and sickness.

## **MODULE AIM: from previous**

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Explain the concept of child health, the principles underlying child care trends in pediatric nursing.
- Describe normal growth and development of children, so as to recognize deviations for normal health and care of healthy children
- Demonstration skills in meeting the needs of the sick infants and children based on the IMNCI guidelines of GoI

### **MODULE CONTENT**

Describe the various child welfare services provided by Governmental & non-Governmental agencies

Explain the ethical & legal implication in pediatric nursing

#### **Child welfare services**

a) Child welfare services and agencies:

- ICDS(Integrated Community development skill)
- Mid-day meal program
- Balwadi, anganwadi
- Day care centers
- Need Parent Support Program)

b) Law pertaining to Pediatrics:

- National child labour policy
- Child act.
- Juvenile justice act
- Internationally accepted rights of the child
- Rehabilitation of delinquent & destitute children
- Adoption laws and services
- Adolescent health programs
- menstrual hygiene, (Young Adult fertility and sexuality), adolescent safety program

### **TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration;  
Simulations  
Study groups; presentations etc

### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>FOUNDATIONS IN ONCOLOGY NURSING AND PALLIATIVE CARE</b>
MODULE CODE:	RNP 316
YEAR:	3
SEMESTER:	5
HOURS:	THEORY- 15 Hours LABORATORY -

MODULE DESCRIPTION: The module is introducing the students to the field of oncological nursing and palliative care. It provides the student with an understanding

of patient- centred care and the nursing management of complex oncological and palliative care patient. The nursing student get an overview about the different malignancies of various organ systems to be enabled to support the patient throughout treatment

MODULE AIM: The module aim is to emphasize on the special needs of oncological patients and gives the nursing student an understanding in this special area of care. The concept of palliative care is introduced, and nursing students develop attitudes forwards quality of life and symptom management, furthermore, nursing students reflect on life threatening conditions and reflect on ethics and values in nursing care in end of life care and symptom management

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Explain the differences between benign and malignant tumours
- Apply the nursing process in oncological and palliative care nursing
- Describe common oncological conditions and their nursing management
- Utilize the concepts of palliative care into practice
- Identify common palliative care symptoms and utilize skills to address them and increase quality of life of the patient
- Practice the counselling and therapeutic communication skills to support patients with life- threatening conditions

### **MODULE CONTENT**

#### **Unit I: Introduction to Oncological Nursing**

- Epidemiology and Terminology of malignant conditions
- Types and Characteristics of benign and malignant cells
- The role of the nurse and the nursing process in oncological nursing

#### **UNIT II: Diagnosis and Treatment of Oncological Patients and the role of nurses**

- Diagnosis of cancer and related nursing considerations
- The treatment of oncological conditions (Surgery, Chemotherapy, Radiation Therapy) and safety measures in the administration of treatment for nurses
- Side-effect of treatment of oncological conditions

#### **Unit III: Prevention, Causes, pathophysiology, clinical features and nursing management of common malignant diseases**

- Digestive System
  - Stomach
  - Colorectal Cancer

- Hepato- cellular- carcinoma
- Respiratory System
  - Lung Cancer
- AIDS- related Malignancies
  - Non- Hodgkin Lymphoma
  - Cervical Cancer
  - Kaposi Sarcoma
- Gynecological Cancer
  - Breast Cancer
  - Cervical Cancer
- Cancer of the blood building system
  - ALL
  - AML
  - CML
  - CLL
- Urological System
  - Prostate Cancer

#### **UNIT IV: Introduction to Palliative Care**

- Concepts, Ethics and Terms in Palliative Care
- Roles of the Nurse in palliative care
- Communication and Counselling for Patients with Life Threatening Conditions
- The care of the dead body

#### **UNIT V: Common palliative Care conditions and their nursing management**

- Cancer
- Neurological Diseases (ALS, MS, Parkinson Disease)
- Degenerative Conditions of the elderly
- HIV/AIDS
- Sickle Cell Anemia
- Covid- 19
- Chronic Pulmonary Conditions
- Congestive Health Failure
- Kidney Failure
- Liver Failure
- Congenital Abnormalities (metabolic disorders, heart abnormalities etc.)

#### **Unit VI: Management of common Palliative Care Symptoms**

- Pain
- Vomiting/ Nausea
- Respiratory Distress

- Diarrhoea
- Constipation
- Fatigue
- Fear & Anxiety
- Pruritus
- Delir and confusion
- Loss of appetite
- Insomnia

### **TEACHING/LEARNING METHODS:**

Visual: Projection, flipchart, presentations, videos

Auditory: Teacher's lecture/discussion, tutorials

Read Write: Handouts, textbooks, research

Kinesthetics: demonstrations/return demonstration; simulations

### **METHODS OF ASSESSMENT**

- Formative- Continuous assessment (30%) Assignments; tests; quiz, participation, class attendance;
- Summative - End of course examination written (Essay MCQ) or Nursing Care Plan or end of semester presentations 70%

### **RELATED LITERATURE**

Henke Yarbro, C., Wujcik, D. & Holmes Gobel, B. (2010). Cancer Nursing-Principles and Practice(7th ed). Sudbury: Jones and Bartlett

Libbey Johnson, B. & Gross, J. (1998)Handbook of Oncology Nursing (3rd.ed). Sudbury: Jones and Bartlett.

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>INTRODUCTION TO NURSING ADMINISTRATION, &amp; MANAGEMENT</b>
MODULE CODE:	RNP 317
YEAR:	3
SEMESTER:	5
HOURS:	THEORY- 15 Hours

## LABORATORY -N/A

### **MODULE DESCRIPTION**

The module exposes the student to the principles and techniques of teaching and management and its application to nursing. It fosters effective interpersonal mentorship and maintenance of efficient and co-ordinate activities at all levels of healthcare

**MODULE AIM:** To prepare the learner for leadership and management role in the work environment

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Utilize the principles of leadership and management in healthcare settings.
- Utilize appropriate management skills to assist individuals, family and communities take responsibility for their health.
- Discuss issues and concepts in nursing service administration.
- Apply the principles of delegation authority and responsibility to nursing service administration.
- Utilize appropriate communication techniques for effective interpersonal relationship.
- Use relevant leadership styles in accomplishing organizational goals.
- Utilize human and material resources effectively and efficiently within the healthcare system.
- Apply management audit principles to evaluate nursing activities.
- Understand administrative rules and laws relevant to nursing.
- Apply the principles of teaching in providing mentorship and care to patients, families and communities.

### **MODULE CONTENT**

- **Teaching and Learning Process**
- Theories and principles of teaching and learning

- The learning environment
- Instructional materials
- Selecting learning experiences
- Methods and techniques of teaching
- Effects of environment on the teaching/learning process – physical, social, economic and cultural factors.
- **Management**
- Philosophy – Principles and Theories of Management
- Planning – Types of Plan (operational, tactical strategic, long term, short term, etc), Characteristics of a Good Plan; Decision-making process.
- Organizing – Structure/design of organizations; Staffing; Interdepartmental relationship and communication.
- Directing – Leadership, Delegation of Responsibility, Authority, Supervision and Accountability, Motivation.
- Controlling – Establishment of Standards, Job Performance Evaluation
- Discipline, Financial Control – Accounting and Budgeting
- **Objectives in health administration**
  - Writing clearly defined objectives
  - Personal versus organizational objectives
  - Hierarchy of objectives
  - Management by Objectives (MBO)
  - Application of MBO to healthcare management
- **Leadership Dynamics**
- Concept and theories of leadership Leadership
- Leadership styles
- Motivation – theories of motivation; Application of theories of motivation to nursing; Role of motivation in healthcare services.

- **Management of Resources**
  - Personnel
  - Materials – Drugs and supplies
  - Money
  - Time
- **Ward/Unit Management**
  - Definition of hospital, department and ward
  - Classification of services in the hospital
  - Types and design of wards
  - Component of a ward
  - Hygiene requirement for a ward
  - Hygiene requirement for nursing staff
  - Functions of the ward nurse in charge
- **Conflict Management and Resolution**
  - Definition of Conflict
  - Antecedents
  - Types of conflicts
  - Management
- **Communication and group dynamic**
  - The health team
  - Community participation
  - Intersectoral and interdisciplinary collaboration
  - Meetings – Conduct and reporting
- **Evaluation**
  - Principles – purposes and importance of evaluation
  - Evaluation techniques
  - Nursing Management audit
- **Administrative Rules and Laws Relevant to Nursing**



- Rules and Regulations of Civil Service
- Nurses' Legal Status and Hospital Liabilities
- Clients' Rights and Liabilities
- Vicarious Liabilities
- Negligence and malpractice
- Current health policies in Sierra Leone
  - Health Insurance Bill
  - Reforms in nursing education and practice
  - Health Insurance Scheme
  - NHSSP, etc
- 

#### **TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations

Study groups; presentations etc

#### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

**PROGRAMME:** STATE REGISTERED NURSING PROGRAMME

**MODULE TITLE:** CLINICAL PRACTICE

MODULE CODE: RNP 318

YEAR: 3

SEMESTER: 5

HOURS: THEORY- N/A  
LABORATORY -180 Hours

### **MODULE DESCRIPTION**

This module is a continuation on the practical module built upon RNP 2110

**MODULE AIM:** At the end of this module students should be able apply/translate theory to practice

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

#### **Knowledge:**

1. **Critical Thinking:** The student should be able to know and explain the nursing procedures and techniques performed during clinical practice.
2. **Critical Thinking:** The student should be able to know and explain the symptomatology and pathologies most frequents at the workplace.
3. **Nursing Process:** The student should be able to understand the rationale & apply the Nursing Process at the workplace.

#### **Attitudes/Behaviour:**

1. Responsibility
  - a. Time management (Attendance & punctuality)
  - b. Adequate personal appearance (Uniform & well groomed)
  - c. Use of items of prospectus list.
2. Teamwork
  - a. Adaptability to teamwork (Designed task & Participation in unit decision-making)
3. Ethical commitment
  - d. Safe Practice
  - e. Confidentiality
4. Ability to learn:
  - a. Personal limitations
  - b. Ask question & show interest
  - c. Personal initiative

#### **Skills:**

1. Use of clinical documentation while performance
2. Communication skills:
  - a. Communication skills and relationships in the working environment (Staff)
  - b. Communication skills and relationships in the working environment (Students)
  - c. Communication skills with patient and relatives
3. Demonstration of organizational ability (ability for work planning).

## **MODULE CONTENT**

### **Clinical Skills expected:**

1. Pediatric Nurse: Care of the sick child. Congenital abnormalities. Nutritional deficiencies disorders. Communicable diseases. Respiratory diseases.
2. Gynecological nursing: Breast Disorders, STI.
3. Management of HIV & TB patients.
4. Ward managements.
5. Nursing Care Plan/Nursing Report

### **Hospital Area:**

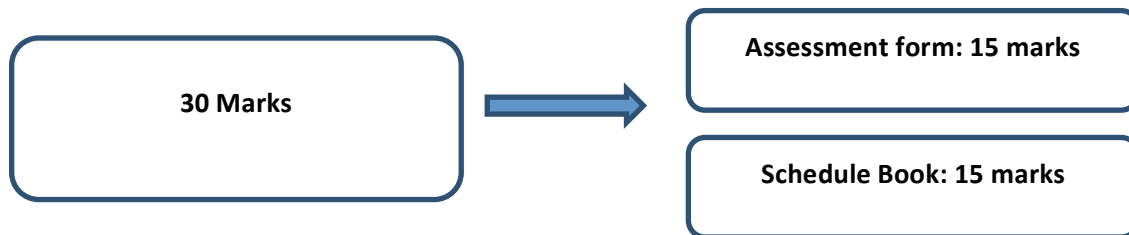
- General Ward
- OPD (PHC: HIV& TB unit)
- Pediatric Ward
- Maternity Ward

### **TEACHING/LEARNING METHODS:**

- Seminars/Workshops
- Bedside teaching
- Student's Follow-up

### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%



## SEMESTER 6

<b>PROGRAMME:</b>	<b>STATE REGISTERED NURSING PROGRAMME</b>
<b>MODULE TITLE:</b>	<b>PATIENT CARE STUDY</b>
MODULE CODE:	RNP 321
YEAR:	3
SEMESTER:	6
HOURS:	THEORY- 15 Hours LABORATORY -180 Hours

### **MODULE DESCRIPTION**

This module gives the student opportunity to apply the knowledge and skills acquired to offer continuous and comprehensive nursing care to a patient and the family and to compile the care into a written document. The students will go to the hospital facilities and select patients/families, admit them into the ward, care for them for a period of one month till full recovery, discharge them and make health visits at the patient's home to assess home situation and also

monitor progress. The written document will be submitted to the nursing board for assessment and Voce Viva.

### **MODULE AIM:**

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

- Admit patients
- Assess and analyze patient-family strengths and weaknesses
- Plan and give care to patients and relatives
- Evaluate patient care and make amendments where necessary
- Write a report.

### **MODULE CONTENT**

Unit I- Format for writing the patient/family care study (PCS)

- Preface
- Acknowledgement
- Introduction
- Table of content
- List of tables

Unit II- Assessment of patient and family on admission

- Patient's particulars
- Patient's/Family, medical and socioeconomic history
- Patient's developmental history
- Patient's lifestyle and hobbies
- Patient's past medical/surgical/obstetric history
- Patient's present medical/surgical/obstetric history
- Patient's admission
- Patient/Family's concept of the illness
- Relevant Literature review (patient's condition including treatment)
- Validation of data

Unit III- Data Analysis

- Comparison of results with standards
  - i. Investigations and tests
  - ii. Causes, clinical features, treatment and complication
- Patient's health problems
- Patient/family strengths
- Nursing diagnoses

Unit IV- Planning for patient/Family care

- Objectives/outcome criteria
- Nursing care plan

#### Unit V- Implementation

- Summary of care rendered to patient/family
- Preparation of patient and family towards discharge and rehabilitation, follow- up and home visits

#### Unit VI- Evaluation of care rendered to patient and family

- Statement of evaluation
- Amendment of nursing care plan for partially met or unmet outcomes
- Termination of care

#### Unit VII-Summary and conclusion

#### Unit VIII-Bibliography

### **TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration; Simulations

Study groups; presentations etc

### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments;Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%

**PROGRAMME:**  
**MODULE TITLE:**

**STATE REGISTERED NURSING PROGRAMME**  
**CLINICAL PRACTICE**

MODULE CODE: RNP 322  
YEAR: 3  
SEMESTER: 6  
HOURS: THEORY- N/A  
CLINICAL PRACTICE-180 Hours

### **MODULE DESCRIPTION**

**MODULE AIM:** At the end of this module students should be able apply/translate theory to practice

### **MODULE LEARNING OUTCOMES:**

At the end of the module, the learner will be able to;

### **MODULE CONTENT**

### **TEACHING/LEARNING METHODS:**

Lecture, lecture/discussion; Tutorials; demonstrations/return demonstration;  
Simulations  
Study groups; presentations etc

### **METHODS OF ASSESSMENT**

- Formative - Continuous assessment (30%) Assignments; Tests; quiz;
- Summative - End of course examination (Essay MCQ) 70%



## SCHEDULE OF CLINICAL EXPERIENCE

- SCHEDULE
- ASSESSMENT
- SCHEDULE BOOK
- INTERNSHIP

Period	Required Experience	Clinical Unit/Ward	Duration
<b>Year 1 SEMESTER 1 Nursing Practice</b>	Fundamentals of Nursing I	Medical Ward Surgical Ward Emergency Ward	(2 week) (2 week) (2 week)
	Medical and Surgical Nursing Accident and Emergency Management	Medical Ward Surgical Ward IPC	(3 week) (3 week)
<b>Year 1 SEMESTER 2 Nursing Practice</b>	Fundamentals of Nursing II	Medical Ward Surgical Ward Outpatient Dept. Operating Room/CSSD PHC-Nutrition	(2 week) (3 week) (2 week) (2 weeks) (2 week)
	<b>General Nursing, Accident and Emergency Management</b>	<b>Medical/Surgical Wards Accident/Trauma/Emergency Units Rotate students</b>	<b>(2 week)</b>
<b>Year 2 Semester 1 Nursing Practice</b>	<b>Medical/Surgical Nursing Public Health phase</b>	Surgical Wards Theatre/ Recovery ICU Out Patient Dept. Public Health Unit	(3 week) (1 week) (1 week) (1 week) (6 week)

<b>Year 2 Semester 2 Nursing Practice</b>	<b>Medical/Surgical Nursing specialties Eye, Ear Nose and Throat Nursing</b>	Mental Health ENT Dental Infectious Disease Units Eye	(4 weeks) (2 week) (2 week) (2 week) (2 week)
<b>Year 3 Nursing Practice</b>	<b>Obstetric Nursing Medical Surgical Nursing</b>	Obstetrics Paediatrics Surgical/Orthopaedic Wards	( 4weeks) (2weeks)  (2 weeks)
	<b>Medical/ Surgical Nursing Patient/Family Care study</b>	Paediatrics - Surgical Nursing Medical wards	(4 weeks) (4 weeks) (4 week)
<b>Affiliations/gap filling</b>	<b>Community/Public Health Nursing Psychiatric/Mental Health Nursing</b>	Community/Public Health field work Psychiatric Wards/Clinics	
<b>Affiliations</b>	<b>Medical/Surgical Nursing Gerontology &amp; Palliative Nursing</b>	Medical/Surgical Wards Oncology Units Family Planning Units	
<b>Affiliations</b>	<b>Reproductive Health Obstetric/Gynaecological Nursing</b>	Antenatal/Labour Wards/ Theatre Postnatal Unit Gynaecological Ward	

--	--	--	--