

PEMBA SCHOOL OF HEALTH SCIENCES CURRICULUM OF NTA LEVEL FOUR, FIVE AND SIX FOR NURSING





LIST OF ABREVIATION

ADR - Adverse Drugs Reaction

ARV - Antiretroviral

BScN - Bachelor of Science in Nursing

CAS - Central Admission System

CBHC - Community Based Health Care

CCF- - Congenital Cardiac Failure

CORPs - Community Owned Resource Persons

CSEE - Certificate of Secondary Education

CVA - Cardio vascular Accident

DHMT - District Health Management Team

DSM - Diagnostic and Statistical Manual

EmOC - Emergency Obstetric Care

EPI - Expanded Programme of Immunization

FANC - Focused Antenatal Care

GDR - German Democratic Republic

GPA - Grade Point Average

HIMS - Health Information Management System

HIV - Human Immunodeficiency Virus

AIDS - Acquire Immune Deficiency Syndrome

ICD - International Classification of Diseases

ICN - International Council of Nurses

ICM - International Confederation of Midwives

ICT - Information Communication Technology

IMCI - Integrated Management of Childhood Illnesses

LSS - Life Saving Skill

MOH - Ministry of Health

MOHSW - Ministry of Health and Social Welfare

NCD - Non Communicable Disease

NACTE - National Council for Technical Education

NM - Nurse Midwives

NTA - National Technical Award

PEP - Post Exposure Prophylaxis

PHC - Primary Health Care

PSHS - Pemba School of Health Sciences

PMTCT - Prevention of Mother to Child Transmission

RN - Registered Nurse

RM - Registered Midwife

RCH - Reproductive and Child Health

SUZA- - State University of Zanzibar

TNMC - Tanzania Nursing and Midwifery Council

UNICEF - United National International Children's Emergency Fund

UTI - Urinary Tract Infection

VCT - Voluntary Counseling Test

WHO - World Health Organization

ZAC - Zanzibar AIDS Commission

ZNMC - Zanzibar Nursing and Midwifery Council

EXECUTIVE SUMMARY

Pemba school of health and sciences reviewed the nursing curriculum leading to the award of ordinary diploma in nursing and midwifery. Adoption and implementation of the nation technical award (NTA) System is a mandatory requirement for technical training programme to be accredited by the National Council for Technical Education (NACTE).

The Ordinary Diploma in Nursing and Midwifery is a sex semester programme, which has been developed to suit the needs of the health sector. The first two semester is designed to the NTA level 4, while the 3^{rd} and 4^{th} semesters is for NTA level 5^{th} for technicians or certificate level when the 5^{th} and 6^{th} semesters are NTA level 6^{th} equal to ordinary diploma . It is one of initiatives by the Government to modernize qualifications within the health sector based on the labour market demands, legal and professional needs that exist in our country .

Development of this programme is aimed at rewarding individual achievements in leaning and competence gained in a variety of different ways and contexts. The introduction of this programme is geared towards increasing productivity in training institutions, provide a climbing ladder for higher learning skills opportunities and competencies, and achieving more responsive education and training system, aligned with health sector employment needs.

The philosophy of NTA Nursing programme at level 6 is to provide for a fairly well developed 'stairway' that opens for further education with the possibility for moving around and within the NTA qualification framework and receive appropriate recognition, which is currently limited. It is thus intended for producing creative, innovative and flexible ordinary diploma nurse who will contribute in the national development schemes in the health sector by utilizing their competence-based skills.

This programme comprises a total of 30 Modules that are spread over six semesters. Each semester has 22 weeks which includes class study and clinical practice.

Students will be required to work in clinical areas under supervision as an important learning method and gaining hands on experience. They will write reports using practical/skill books noting clearly on what they will have learnt in their clinical practice.

The students will be exposed to research methodology and will be required to conduct mini research at the hospital, community or training institutions for which the findings will improve the quality of health care services. In addition students will also be placed at the community for community diagnosis to gain skills and gaps of the community based on health care system. These include cultural competence, diversity in nursing and midwifery care, life style, nutrition, school health programmers, communicable and non-communicable diseases.

1.0 BACKGROUND INFORMATION

Pemba School of Health Sciences, Pemba, Zanzibar, Tanzania REG/HAS/160, Private institution with partial registration, Pemba. Its train nurses in order to produce adequate number of skilled and competent human resources to provide the much needed health services in Zanzibar. The training conducted in a manner that include competence in all aspects(theoretical and practical) to meet the requirements of the Nation Council for Technical Education (NACTE), Ministry of Health Zanzibar (MoHZ) and Midwives Council(ZNMC).

2.0 Programs Offered

Ordinary Diploma in nursing pre service for 3 years

Programme duration

The whole program has a total of 132 weeks of study, which are divided in six semesters. Forty four (44) week are set aside for theoretical training and 88 week are designed for clinical practice.

ABOUT US

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Pemba School of Health Sciences, established in 2015 as a constitute college of the Zanzibar polytechnic, prepares the most highly qualified health personnel for the Tanzania nation.

2.1. Our Mission

To deliver high quality and cost effective health related programs to students and other stakeholder through teaching, research, consultancy and outreach, advance professional growth and promote the health of the people of Tanzania and beyond

2.2 Our Vision

To be academic institution providing relevant world class education, research and service for sustainable development of Tanzania and the world.

2.3 Our Core Values

- Caring
- Integrity
- Diversity
- Advocacy
- Lifelong learning

Research

• Participation and team spirit

0.3 Assurance

The office of quality assurance (Q A) is responsible for all collage system quality issues. The department oversees adherence to profession set standard, ethical issues and ensures that quality issues are main streamed all collage services and systems.

4.0 Academic profile

Pemba School of Health Sciences being an institute of higher learning focuses its resources and goal in provision quality of academic services. Equality all support services of Administration, Finance, ICT, Library and Procurement aim at insuring quality academic services. All academic staff member are expected to contribute to four academic goals namely:

Teaching

Research

Publication

• Community engagement and outreach services

The department of Nursing has a secretary who is responsible for all department day to day Secretarial services and office management. Through the secretaries you should have access to the following:

• Office supplies

• Secretarial offices

Access to all collage form and process like transport and allowances claims

• Information on collage committees and calendar of event

Departmental record

0.5 Library

The library is one of the key departments in the students learning experience and is used by staff, student and general public.

Opening hours for the library are:

When collage is in session

Monday to Friday: 8:00am - 9:30pm

Saturday: 8.00a.m-12.00p.m

During Holidays

Public Holidays and Sundays

Closed

The Library has a membership that is categorized into the following:-

Staff: By virtue of being a bona fide staff member of PSHS

Students: By virtue of being a bona fide of PSHS

The Library is headed by the College Librarian

6.0 PSHS Systems

We have a number of web systems that can be used by both lecturers and students to assist in the learning process as well as systems that can be used by other members of staff to perform various administrative tasks.

6.1. STUDENT ACADEMIC REGISTER INFORMATION SYSTEM (SARIS)

SARIS stand for Student Academic Register Information System and it is a web system that can be used by students to create user accounts that will enable them to register for courses, view exam results, book accommodation and elect student body representatives amongst other function

6.2 CURRICULUM MANAGEMENT SYSTEM (CMS)

CMS stands for Curriculum Management System and is an online environment that provides materials to support teaching as well as learning. CMS can be used by lecturers to manage and plan teaching and students can use it to plan their studies as well as find the most up to date information related to their courses.

6.3 OPEN PUBLIC ACCESS CATALOG (OPAC)

OPAC stands for Open Public Access Catalog and it is a library solution that can assist with getting around the library instead of having to walk down aisles searching for where a book you're interested in is located .Using OPAC, you'll known whether or not a book you want is available in the library physically, or electronically.

2.0 PROGRAMME RATIONALE AND PHILOSOPHY

2.1 Programme rationale

Nursing is a profession which goes together with scientific changes that occur in the world. Hence the Pemba School Of Health Sciences as a part and parcel of Health institute in Tanzania which has recognized by NACTE has to improve its academic standards to diploma level that will enable graduate to provide quality nursing care to individuals, family and community.

2.2 Programme Philosophy

Philosophy describes set of values and beliefs that guide all leaning experiences of the curriculum. It is the basic foundation that directs all further planning, organization, implementation and evaluation of the curriculum. This programme is geared towards producing innovative, creative and flexible nurses who will cope with the dynamic changes of the profession, technology and socio-economic needs. We believe that.

- Nursing is concerned with services that take human into account as physiological, psychological and sociological organisms regardless to colour, race, and religion, social, political or economic status.
- The school of Nursing believes in the dignity and worth of man as an individual member of the family and a community. Man is a dynamic bio-psychosocial and spiritual being who responds to life experiences with potentials to learn, make decision and assume responsibility for his/her own health and self care needs.
- Society is a social structure of individuals and groups whose interaction results in the transmission of values, customs, norms and cultural beliefs that have implication for the provision of health care.
 - Nursing profession is responsible for setting and maintaining standards for nursing practice in its commitments to the well-being of the people. The systematic use of the nursing process and holistic approach facilitates the student' performance in decision making and accountability for his/her nursing care of a patient/client towards wellness or to peaceful dignified death.
- The professional nursing puts emphasis on stimulating students in analytical thinking seeks further learning, deepens his/her understanding and that of other people, makes individual,

- personal and professional judgments through the synthesis of knowledge gained from the physical, social and behavioral humanities and nursing sciences.
- Learning is an independents life long process which is manifested in change of behavior. The teaching and learning process includes the setting of objectives by the teacher and student's the selection and evolution of learning experiences and appraisal of student's progress.
- The acceptable approach in health Education is to involve and empower the community in identifying and solving their own health problems. Therefore, the notion of health experts imparting knowledge to the "ignorant" has to make way for a concept of true dialogue based on reciprocity. The main qualities of effective health education are perceptiveness, and ability to allow people speak, listen and to establish contacts without a preconceived agenda. Also be able to built trust and sensitize the community.
- Learning is a mental and physical activity, self active which results in changes of behavior through efforts brought about by the student him/herself.

4.2. Objectives

- 1. Asses and plan the nursing care based on standard s of practice to the individuals, groups and community at large.
- 2. Provide adequate knowledge, skills and attitude appropriate for nursing practice and to cope with the new trend scientific advancements.
- 3. Proactive and emphasize evidence based care.
- 4. Provide Reproductive Health Services to individuals, families and community during the pre-conception, ante-natal, post-natal periods including infertility and menopause/ pen pause.
- 5. Encourage continuous learning and professional development in nursing.
- 6. Collaborate with health care team member, stake- holders and other sectors to increase capacity in meeting the individual, family and community health needs.
- 7. Utilize psychosocial knowledge, skills and attitude to change the community myths, rumors and misconception that influence health.
- 8. Promote mental health in preventing, treating, caring and rehabilitating mentally ill patients through involving the community.
- 9. Utilize managerial and leadership skills in managing client/ patient and resources within working area.
- 10. Utilize knowledge, skills and attitudes in preventing and controlling the spread of infections.
- 11. Promote healthy living styles amongst the community members.

5.0 ADMISSION REQUIREMENTS

Admission to the programme will be open to candidates who have a minimum of certificate of Secondary Education Examination (CSEE). The following pre-requisite are essential for the candidate joining nursing course:

- a) Have completed form VI with at least two principal in science subject or form IV with 3 credits passes C biology ,C chemistry, C physics /mathematic and pass in English at ordinary level as an added advantage.
- b) Age from 18 years being male or female
- c) Must pass pre- entrance selection examination set by the (College of Health Sciences) Zanzibar
- d) Must undergo a Medical examination and revealed and revealed Medically (Physical, mental and social) fit

5.1 Mode of Application

Individuals who wish to be admitted into the nursing programme at the College of Health

Sciences should

- Fill the application form provided by the College to the specified requirements.
- Submit his/ her application from to the Nacte though cas and attach educational certificates or statement of result

5.2. Selection procedures

The selected candidates will be informed to join the course after the selection procedure of the NACTE

The student who has been selected to join the course of studies to school of nursing should report within note more than 15 days after the commencement of the study.

6.0 PROGRAMME DURATION

- The whole programme has a total of 132 weeks of study, which are divided in six semesters. Forty four (44) weeks arrest aside for theory training and 88 weeks are designated for clinical practice (Ratio of theory to practice is 1:3). The Programme will last for 3 academic years divided into 6 semesters all of which must be attended.
- The first semester is meant to provide basic nursing knowledge, skills and appropriate attitudes to students. ALL modules are fundamental and are intended to build student's knowledge, skills and appropriate attitude necessary for acquiring competence for the practice of nursing.
- → The second semester is meant to consolidate knowledge and build technical and practical skills, consequently enable students to gain appropriate clinical exposure and the application of basic concepts in this field of study.
- The third semester is meant to expose students in clinical setting for more opportunities which will enable them practice clinical decision making skills, use scientific approaches in solving nursing problems and gains the nursing standards as required by the Zanzibar

Nurses and Midwives Council.

- The forth semester will be used to cement practical and problem solving skills of students while preparing them to more responsible in case they exit.
- → The fifth and sixth semesters will prepare the students to acquire more scientific knowledge and skills in various nursing aspects. During these semesters students are expected to recognize the relationship between health and correlating social issues. The student will also learn different approaches in assessing community health problems and how to develop interventions.

7.0 STUDY METHODS AND TEACHING AIDS

7.1. Teaching methods

A range of study methods and approaches are utilized in both the fundamental modules and the clinical practice. These include lecture discussion, role play, group work, presentation, discussion, case studies, gallery walk, coaching, clinical nursing conference, supervised practice, simulation and demonstration brain storming, lecture, buzzing, mapping, project, tutorial, drama/games and LePSA.

7.2. The teaching aids

TV,DVD,VCD,C.D,LCD sets, sound projectors ,camera, charts and models, video camera, films, radio cassette, textbooks, journal, anatomical models, slide projector and slide, overhead projector and screen, computer with accessories, flip chart, bulletin boards, pointer, black board rules, marker pens, felt pens, camera, photocopier and flannel board, transparencies, chalk board, and skill laboratory

7.0 ASSESSMENT PHILOSOPHY

The programme provides a sound and balanced training system with appropriate underlying principles of assessment as follows:

- 8.1 It enables students to focus in gaining the required competences and realizing the skills sought by employers of nurses and society;
- 8.2 It allows flexibility in response to changing health care need and the technological and scientific advancements; and
- 8.3 Provides opportunity and preparation for advancing to higher level of training.

9.0 **OBJECTIVES OF ASSESSMENT**

The main objective of assessment is to set a comprehensive system of measuring the achievement of the learning outcomes. It provides a yardstick for which the expected outcomes and benchmarking items are evaluated. This aspect has two major components, one for measuring performance and achievement while the other is for evaluating the achievement of the goal as well as ascertaining whether the teaching and learning processes are efficiently and adequately attained.

9.1. PRINCIPLES OF ASSESSMENT

Principally, assessment will:

- i. Reflect the aims and objectives of the overall programme.
- ii. Be designed to assist student learning, in particular their development as self directed learners and the acquisition of essential nursing and midwifery skills.
- iii. Be varied, to facilitate motivation and in recognition of the need to adopt approaches, which enable students to demonstrate that they have fulfilled learning objectives.
- iv. Reflect progression through studying modules and semesters, with increasingly more complex assessment methods being associated with higher order skills.

9.2. ASSESSMENT METHODS

The following assessment methods will be used:

9.2.1 Assignments

The aim of assignments is to reinforce the learning process by involving the participation of the students in finding the solution to a give question or problem with require decision-making. They include tasks given to students apart from written tests and examination, e.g. case study so as to enhance self-development. Assignments may be administered in form of written work or practical exercises that are done individually or in a group.

9.2.2. Skills laboratory

Practical laboratory work is intended to allow the student to participate in undertaking a particular activity individually or in a group. The learner should demonstrate the ability to take observations and carry out basic nursing procedures. It generally reinforces the learning process and develops the learners practical ability

The MOH PSHS ZNMC and NACTE will provide for the required assessment instrument and decide upon the number of laboratory work clinical practice for given module in a semester.

9.2.3 Continuous assessment

The intention of continuous assessment is two measure the theoretical ability and practical performance of student. There will be a minimum of one written test for each module during a semester, which will be supervised by institutional tutor(s) for duration not lees then two (2) hours.

9.2.4. End of Semester Examinations

There shall be end of semester examination for each module, which shall be conducted for duration not exceeding three (3) hours (excluding practical examination), but not less than two (2) hours. Examination for all modules administered at the end of semester 1 and 3 shall be supervised by institutional tutors; while examination for modules administrated at the end of semester 2, 4 and 6 shall be externally supervised. The modalities will be those agreed jointly by the MOH/PSHS. ZNMC and NACTE.

9.2.5 Research practice

Research will be conducted during the fifth semester. The research shall be assessed by oral presentation and a report should be submitted by each student.

9.2.6. Community field practice

Community field practice shall be conducted during six semesters. The field practice shall be assessed by group presentation and individual report to be submitted by each student respectively.

9.2.7. Clinical Practice

Clinical practice will take place in all six semesters and it requires a minimum of 1860 hours. Clinical practice will be monitored and assessed through the use of record of practical institutions and experiences book and midwifery/ mental health care registers. In addition, oral presentations and demonstrations will be used to build and assess students' acquisition of practical competence and appropriate attitudes.

10.0 REGULATION FOR EXAMINATION/ MANAGEMENT OF ASSESSMENT

10.1 Assessment and Evaluation

Assessment shall be based on the ability of the student to meet the declared as related task started in the curriculum course outline. There are:

- i. Continues (Progressive) assessment
- ii. End of semester examination

10.1.1 Continues Assessment

- i. There will be continues assessment in each module taught.
- ii. The continuous assessment marks of each module will contribute 45% to each semester examination score.

10.1.2 Semester examination

- i. Semester examination mark will contribute 55% of total semester score in each module.
- ii. The students obtaining less than 50% of the semester examination score in each module shall be considered to have failed the module in that semester.
- iii. Any student who failed the module will do supplementary examination for that module.

10.1.3 Supplementary examination

- i. Any student who misses studies in the class and practical area for 21 days (140 hours) or more in a semester with justifiable reasons such as illness, family and official affairs will re-sit the semester.
- ii. Any student who misses studies in the class and practical area for 21days (140 hours) or more in a semester without justifiable reasons such as illness, social and family matters will be discontinued from studies.
- iii. Any student who is unable to sit or complete examination in a specified time with justifiable reason such as illness and family problem will be given a chance to sit the semester examination during supplementary examination.

10.2 Conduct of examination

- ❖ All examinations shall take place at the college. Under special circumstances and arrangements examination can be held outside the campus.
- ❖ All examinations shall take place at the time and venue published by the college.
- ❖ Invigilators shall ensure that examinations are conducted in accordance with college regulations.
- ❖ Student is eligible to sit for the semester examination after fulfilling the college requirements.
- Every student must attend at least 75% of the entire period of each semester allocated for the courses of study.
- ❖ Candidates must act in accordance with any instruction issued by an invigilator.
- ❖ Cheating or attempt to cheat, copying or attempt to copy is an offence. Unauthorized materials will not be allowed in the examination room. Candidates are allowed to bring with them, pen(s), pencil, compass boxes, calculator, ruler and rubber only. A legal action will be taken against any candidate who will be found quality of the offence.
- ❖ If the offence mentioned above will be committed, case shall be heard by disciplinary organ.
- ❖ A candidate who will be proven quality of that offence will be dismissed from the college. Re admission for such candidate will not be entertained until after the lapse of two year for the semester of dismissal.
- ❖ Any candidate, who will be found guilty and not satisfied with the decision of disciplinary organ, will have the right to appeal to the Appellate Committee of the College.
- ❖ Communication between candidates, or between a candidate and anyone other than an examiner or invigilator, is forbidden during an examination.
- ❖ Candidates are required to place their student identity card on their examination desks on such a manner that the invigilators may verify each candidate. Candidate failing to

present their student card may be required by an invigilator to complete and sign an examination attendance form and be identified by the heads of departments of the course offered.

- All candidates must sign the attendance sheet before examination and on submission of examination paper.
- Candidates shall not be admitted into the examination room five minutes after the exam has started.
- A candidate found using unfair means during an examination might be required by invigilator to withdraw from the examination. In that event the invigilator shall send the candidate's answer-book directly to the Course Coordinator, Chief Academic Officer or Principal under signed cheating form with details of the circumstance.
- A candidate whose conduct is in the view of an invigilator disturbing to other candidates and who persists in this conduct after receiving a warning from an invigilator shall be required to withdraw from the examination room. In that event the invigilator shall send the candidate's answer-book directly to the Course Coordinator, Academic officer or Principal with full details of the circumstances.

10.3 Passing of semester examinations

- 10.2.1 A student will be considered to have passed the module if she/he scores 50% and above in all modules including continuous assessment and Endof Semester Examination.
- 10.2.2 For the student to pass an examination needs an overall average GPA of 2.0 or more in semester.

10.4 Failing of Examination

- ❖ A student who fails to attain 50% of the continuous assessment of any module shall not be allowed to attempt the semester examination.
 - 10.2.3 A student is considered to be failed in a module, if he/she gets a score of below 50% in continuous assessment and Semester Examination.
 - 10.2.4 A student who obtains an overall GPA less than 2.0 at the end of semester examination shall be discontinued from the studies.
 - 10.2.5 Any student who obtains an overall GPA of 2.0 or more, but has failed any module shall be required to re-sit the module(s).
 - 10.2.6 The student who fails the theory or practical examination for any module will be allowed to sit for supplementary examination not later than 4 weeks after the first attempt.

- 10.2.7 Any student who failed to re-sit module(s) shall be required to repeat the semester.
- 10.2.8 Any student who scored above 50% after supplementary examination shall be counted at 50% regardless the actual score.
- ❖ Any student who failed supplementary examination of semester I or II of NTA Level 6 shall be awarded a course transcript of NTA Level 5.

10.5 Condition for discontinuations.

- 10.2.9 Any candidate who is absent from a semester/Supplementary Examination without a written permission by the Principal/Chief Academic Offer shall be discontinued from the course.
- 10.2.10 Any candidate who has committed an offence under College Student regulations shall be dismissed from the College.
- 10.2.11 A candidate proved to have violated examination regulations or to have committed any act of dishonesty or gross indiscipline even if unrelated to academic matters shall be discontinued from the college.
- 10.2.12 A candidate discontinued from any course on academic performance shall not be re-admitted for the same course until after the lapse of two years.
- 10.2.13 Chief Examination Officer/or any other Academic staff authorized on this work soon after the Board of Academy Meeting shall publish the provisional results of candidates in every examination, but these results shall not be officially regarded as final until the College Governing Council confirms them.

10.6 Appeals against Examination Results

Candidates may be allowed to appeal against examination results under the following conditions:-

- i. Any appeal shall be lodged to the appeal committee by using appropriate forms, within 14 days from the date on which the results are official released. The filled form shall then put into the appeal committee of the college, so as to certify that an appeal has been lodged.
- ii. All appeal should be accompanied by appeal fees, which is non-refundable (Tsh. 30,000).

10.7 Postponement of studies.

10.2.14 A student may be allowed to postpone her/his studies due to health problems supported by a medical officer's certificate, or for any other reasonable cause, which on the eyes of the College Management seem to be strong enough to prevent one from pursuing studies effectively.

10.2.15. The postponement shall be for a semester or an academic year depending on the problem. The maximum period for a student to postpone his/her studies will be two academic years, however on the expiry of the first academic year a student must seek for a second postponement a fresh.

10.8 CONDITIONS FOR END OF SEMESTER EXAMINATION.

The learner should complete all modules successfully.

She/he should have met all of the requirements for end of semester examinations.

At the end of NTA Level 6 Semester II Examination exit, each candidate must have covered at 100% of:

Midwifery Practice

- ➤ 10 antenatal cares.
- > PV examination: 10 normal and 5 abnormal cases.
- ➤ 10 normal deliveries.
- > 5 abnormal deliveries.
- ➤ 10 new born.
- > 10 post-natal care (5 within 24hrs and 5 during first or second visit).
- Research report (individual work)
- Community field work
 - ➤ Community report (group work)
 - ➤ Home visiting report (individual work)
- Mental health practice (10 cases)
 - Schizophrenia: Catatonic I patient and Paranoid I patient.
 - Affective disorders: Mania I patients and Depression I patient.
 - > Organic psychosis: Epilepsy I patients and Dementia I patient
 - > Neurosis I patients
 - > Substance abuse 2 patients.
 - > Children with disturbed behavior I patient.

10.9 EXAMINATION COMPONENTS CONTRIBUTION

Contribution of every component of the assessment to the final mark shall be as follows:

Continuous Assessment

Theory 20% (15% written test and 5% assignment) Practical 25% (distribution as per each module) Subtotal 45%

End of semester examination

Theory 20%
Practical 35%
Subtotal 55%
Grand total 100%

11.0 MINIMUM CREDIT REQUIREMENT

These levels have 30 modules, which are assigned a total of 360 credits.

11.1 MODULE CODING

The system of coding has adopted a combination of letters and numbers, which have specific meaning. For example Anatomy and Physiology module is coded as NM 04102 where:

NM - Represents the first two letters of the department "Nurse Midwife"

- 04 Represents the respective NTA Level.
- 1 Indicates the first semester in which the module is conducted.
- 02 Represents the serial number to which a particular module is assigned in the respective department.

12.0 SCORE RANGES AND GRADING SYSTEM

Marks will be awarded out of 100 percent. The marks so obtained from different assessment components will be clustered and graded as follows:

S/N	SCORE RANGE	GRADE	DEFINITION
1.	75-100	A	Excellent
2.	70-74	B+	Very good
3.	60-69	В	Good
4.	50-59	С	Satisfactory
5.	0-49	F	Failure
6.	-	Ι	Incomplete
7.	0	Q	Disqualification

13.0 GRADE POINT AVERAGE (GPA) COMPUTATION

For examinations conducted by school of Nursing results will be computed as follows:-

a) A cumulative grade point average (cum GPA) for each candidate shall be computed by dividing the total number of grade points earned for all modules by the total number of credits for the award examined.

i.e. Cumulative
$$GPA = Sum \ of \ (P \times N)$$

$$Sum \ of \ N$$

Where P represents grade point assigned to a letter grade scored by the student in a module N represents number of credits associated with module.

b) The Grade Point Average (GPA) shall be computed and truncated to single decimal point.

14.0 AWARD CLASSIFICATION

i. Grades for the different score ranges are assigned points as follows:

A		5
B+	4	
В		3
C		2
F		0

ii. The Grade Point Average (GPA) shall be computed from credits and grade weights and classified as shown below:

CLASS OF AWARD	CUMMULATIVE GPA
First class	4.4 - 5.0
Upper second class	3.5 – 4.3
Lower second class	2.7 - 3.4
Pass	2.0 - 2.6

- iii. Students shall be declared qualified after successful completion of all modules prescribed for this level.
- iv. Achievement of a minimum cumulative Grade Point Average (GPA) equivalent to a pass.
- v. GPA shall be computed from grades achieved by students using the NACTE guidelines.

15.0 TEACHING PRESONNEL

Teachers/ Tutors for this programme will be required to have a qualification of at least one level higher than diploma.

Full time teachers/tutors with:-

- i. PhD Holder in Nursing and related field.
- ii. MSc Degree in Nursing with teaching methodology and related field.
- iii. MA Degree in Nursing with teaching methodology and related field.
- iv. BSc Degree in Nursing with teaching methodology.
- v. BA Degree with Nursing Education.
- vi. ADNE and any other specialization in nursing sciences.

Part time teachers/tutors

- i. Resource persons with specialty in relevant subjects.
- ii. Preceptors/ Mentors/ Clinical Instructor with such skills.
- iii. Registered Nurses/Midwives.

16.0 PROGRAMME MODULES

NTA Level 4 Semester 1 Modules

Code	Module title		Scheme of Study (Hours per week)					
		Class	Tutorials	Practical	Assignment	Total hours	Semester	
NM 04 101	Communication Skills	2	0.5	2	0.5	5	11	
NM 04 102	Infection Prevention and Control incl. Microbiology	2.5	1	6.5	1	11	16	
NM 04 103	Nursing Ethics and Practice 1	1	-	3		4	8	
NM 04 104	Anatomy and Physiology	8	1.5	-	1.5	11	21	
NM 04 105	Nutrition	0.5.	-	1	0.5	2	3	
NM 04 106	Information Management in Nursing	1	-	1	-	2	4	
	SUB TOTAL	15	3	13.5	35	35	63	

Total hours / Week = 35

Code		Module title	Scheme o	f Study (Ho	Total	Credits/		
			Class	Tutorials	Practical	Assignments	Hours	Semester
NM	04	Medical and	3	1	11	1	16	27
207		Surgical						
		Nursing 1						
NM	04	Pharmacology	1.5	-	3	0.5	5	8
208								
NM	04	Nursing	2	0.5	7	0.5	10	16
209		Ethics and						
		Practical 11						
NM	04	Emergency	1	0.5	2	0.5	4	6
210		Care						
		SUB TOTAL	7.5	2	23	2.5	35	57

Total hours/weeks=35

NTA Level 5 Semester 1 Modules

Code	Module	Scheme o	Total	Credits			
	title	Class	Tutorials	Practical	Assignment	hours	Semester
NM 05 111	Health Education and Counseling	0.5	0.5	1	-	2	4
NM 05112	Midwifery 1 Inc. FANC	3	1	7	1	12	20
NM 05 113	Child Health incl. IMCI	3	1	7	1	12	19
NM 05114	Mental Health I	2	-	6.5	0.5	9	14
	SUB TOTAL	8.5	2.5	21.5	2.5	35	57

Total hours/weeks=35

NTA Level 5 Semester 2 Modules

Code	Module title	Scheme	of Study (H	Hours per w	eek)	Total	Credits
		Class	Tutorial	Practical	Assignment	Hours	Semester
NM	Family	1		1.5	0.5	3	5
05215	planning						
NM	Midwifery II	2	0.5	6	0.5	9	15
05216							
NM	Communicable	1.5	-	2	0.5	4	8
05217	Diseases						
NM05218	HIV and AIDS	1		3	-	4	8
NM05219	Community	2		5.5	0.5	8	15
	Health incl.						
	PHC						
NM	Leadership	2	-	4.5	0.5	7	12
05220	and						
	Management I						
	SUB TOTAL	11	1.5	22.5	2.5	35	63

Total hours/weeks=35

NTA Level 6 Semester 1 Modules

Code	Module title	Scheme of	f Study(Hou	Total	Credits		
		Class	Tutorial	Practical	Assignme	Hours	Semester
					nt		
NM 06121	Basic	1	0.5	3	0.5	5	8
	Parasitology						
	and						
	Entomology						
NM 06122	Elementary	1	-	2	0.5	3.5	6
	Biochemistry						
NM 06123	Elementary	2	-	5.4	0.5	7.9	14
	Epidemiolog						
	y and						
	Biostatistics						
NM 06124	Medical	2	0.5	6.5	1	10	18
	Surgical						
	Nursing II						
NM 06125	Research	1.5	-	6.1	1	16	14
	Methodology						
	SUB	7.5	1	23	3.5	35	60
	TOTAL						

Total hours/weeks=35

NTA Level 6 Semester 2 Modules

Code	Module title	Schem	e of Study()	Total	Credits		
		Class	Tutorials	Practical	Assignment	hours	Semester
NM	Midwifery III	2	0.5	6	1.5	10	18
06226							
NM	Introduction to	1	0.5	1	0.5	3	5
06227	Teaching and						
	Learning						
NM	Mental Health II	2	-	9	1	12	20
06228							
NM	Leadership and	1.5	0.5	6.5	0.5	9	15
06229	Management II						
NM	Basic	0.5	-	0.5	-	1	2
06230	Entrepreneurship						
	SUB TOTAL	7	1.5	23	3.5	35	60

Total hours/weeks =35

Note: The assignment hours indicated above are for theory while hours for practical assignment will be deducted from the practical hours

Code	Module	LE	VEL 4				
				LEVE	L 5	LEVE	6
		Semes	Semes	Seme	Semest	Seme	Semes
		ter I	ter II	ster I	er II	ster I	ter II
NM 04101	Communication Skills						
NM 04102	Infection Prevention and Control incl. Microbiology						
NM 014103	Nursing Ethics and Practice I						
NM 014104	Anatomy and Physiology						
NM 014105	Nutrition						
NM 014106	Information Management in Nursing						
NM 014207	Medical and Surgical Nursing I						
NM 014208	Pharmacology						
NM 014209	Nursing Ethics and Practice II						
NM 014210	Emergency Care						
NM 05 111	Health Education and Counselling						
NM 05 112	Midwifery I Incl. FANC						
NM 05 113	Child Heath Incl. IMCI						
NM 05 114	Mental Health I						
NM 0 5215	Family planning						
NM 05216	Midwifery II						
NM 05217	Communicable Disease						
NM 05218	HIV and AIDS						
NM 05219	Community Health I incl.PHC						
NM 05220	Leadership and Management I						
NM 06121	Basic Parasitology and Entomology						
NM 06122	Introduction to Biochemistry						
NM 06123	Elementary Epidemiology and						
	Biostatistics						
NM 06124	Medical and Surgical Nursing II						
NM 06125	Introduction to Research						
NM 06226	Midwifery III						
NM 06227	Introduction to Teaching and						
	Learning						
NM 06228	Mental Health II						
NM 06229	Leadership and Management II						
NM 06230	Basic Entrepreneurship						

17.1 Qualification: Basic Certificate in Nursing.

17.2 Purpose of Qualification

Attainment of the qualification will provide basic for progression to level 5.

17.3 Competence Descriptor

The holder of the qualification will be able to apply skills and knowledge at routine level under supervision of a licensed nurse as a learner.

17.4 Entry Requirements

As indicated in the preamble

- 17.6 Credits at this Level: 120
- 17.7 Cumulative Credits from Lowest Level: NIL
- 17.8 Maximum Number of Credit that Could be Considered From Lowest Level: NIL
- 17.9 Date the Qualification Standard was Last Reviewed: November 2013

18.1 Principle Outcome, Credit Value and Assessment Criteria

SN	Principle Outcome	Credit	Assessment Criteria
1.	Utilize basic Communication principles and techniques in provision of nursing care to patients/clients in collaboration with health professional /colleagues	10	 Communication is done in effective way taking into account, physical, emotional & cultural back ground of patient. Clients are provided relevant information Relevant technical terms are well explained to clients Non-verbal and verbal languages correctly interpreted. Reasons for patient's visits are obtained and recorded.
2.	Apply basic principles of Infection prevention and control (IPC) in health setting	35	 Different techniques of hygiene and sanitation correctly described and demonstrated Different methods of waste disposal are well described and demonstrated Procedure for cleaning and handling of equipment and instruments are described and Adhered Different micro-organisms causing diseases are correctly differentiated
3.	Demonstrate awareness of nursing, ethical and legal principles in nursing practice	8	 Ethical and legal principles in nursing practice correctly described Professional responsibilities elaborated and carried out

			Basic nursin	ng procedures	are
			correctly expla	ained and perform	ned
4	Apply concept and principles of basic	40	Knowledge	and skills	in
	sciences in providing nursing care to		counseling	client/patient	on

	patients/ client		nutrition correctly utilized
			Basic principle of drug administration are correctly
5	Utilize effectively the nursing process approaches in providing nursing care to patients with medical and surgical conditions including HIV/AIDS	17	applied Diagnostic procedure in different medical and surgical conditions are correctly identified. Approaches of medical and surgical asepsis correctly described and demonstrated. Observation skills correctly demonstrated and applied in identifying needs of medical and surgical conditions.
6	Demonstrate abilities of using the basic principles of records keeping in patient/ client care	10	Methods of record and keeping patients records are well recalled. Basic ICT applications are well described and demonstrated. Different ways of filling system are defined.

19.0. Principal Outcome and Enabling Outcome

Principal Outcomes	Enabling Outcome

communication	1.1 Utilize the concepts of communication in nursing care.		
	1.2 Communicate appropriately with patients/clients, relatives and		
in provision of nursing care to patients/clients	other staff members. 1.3 Demonstrate appropriate skills in receiving and giving feedback		
and relatives in	1.5 Deliving the appropriate skins in receiving the giving received		
collaboration with other			
health care professionals 2. Apply basic principles	2.1 Differentiate types of microorganisms causing diseases.		
of Infection prevention			
±	2.2 Describe ways in which infection in transmitted within various settings.		
	2.3 Utilize the principles of standard precautions in infection prevention and control in clinical setting.		
3. Demonstrate awareness of nursing, ethical legal principles in nursing	3.1 Explain professional, legal and ethical issues relevant to nursing practice.		
practice.	3.2 Describe the types of written and verbal confidential information maintained at work place.		
	3.3 Provide care which demonstrates sensitivity to the diversity of patients and client.		
4. Apply concept and principles of basic sciences	of care.		
in providing nursing care to patients/clients.	4.2 Describe principle of drug administration and other therapeutic agents to patients/clients.		
	4.3 Utilize knowledge and skills on nutrition in counseling client/patient.		
nursing process approaches	5.1 Describe the basic concepts of nursing process in giving care to patients.		
in proving nursing care to patients with medical and	5.2 Differentiate medical and surgical conditions in the provision of		
surgical conditions	nursing care.		
including HIV and AIDS	5.3 Comprehend measures for prevention and management of HIV and AIDS.		
6. Demonstrate abilities of using the basic principles of			
record keeping in patient/client care.	6.2 Describe legal implications of patient/client records.		
	6.3 Utilize basic computer skills in managing health records.		

20.0 Enabling Outcomes and Sub-enabling Outcomes

Enabling Outcomes	Sub-Enabling Outcomes
1.1 Utilize the concepts of communication in nursing care.	1.1.1 Describe the components of communication process.
	1.12 Explain the factors influencing communication.
	1.1.3 Establish and maintain good relationship with patient/clients and coworkers.
1.2 Communicate appropriately with patients/clients, relatives and other staff.	1.2.1 Identify various ways in which people communicate verbal and non-verbally.
	1.2.2 Demonstrate proper use of verbal and non-verbal communication.
	1.2.3 Utilize listening, observing and questioning skills in clinical setting.
1.3 Demonstrate appropriate skills in receiving and giving feedback.	1.3.1 Select and utilize appropriate ways of giving and receiving feedback.
	1.3.2 Give and receive feedback to patients/clients appropriately.
2.1 D'ff d' 4	1.3.3 Describe factors influencing feedback in communication.
2.1 Differentiate types of microorganisms and parasites	
causing disease.	2.1.2 Classify the various types of microorganisms causing diseases.
	2.1.3 Explain basic concept of parasitology and entomology in relation to client care.
22 5 7	2.1.3 State the relationship between the parasite and host.
2.2 Describe ways in which infection is transmitted within	2.2.1 Explain the mode of disease transmission.2.2.2 Describe the basic factors in prevention and control
various settings.	of infection.
	2.2.3 Describe principles of disease prevention and control.
2.3 Utilize the principles of standard precautions in infection	2.3.1 Describe the principles of standard precaution in infection prevention and control.
prevention and control in clinical setting.	2.3.2 Perform hand washing before and after every procedure.
	2.3.3 Select appropriate aseptic technique in clinical setting.
	2.3.4 Use principles of disposing hazardous and non-hazardous material.

3.1 Explain professional, legal and ethical issues relevant to nursing practice.	3.1.1 Describe history of Nursing worldwide, Tanzania and Zanzibar.		
	3.1.2 Describe the concepts and composition of Zanzibar Nurses and Midwives Council(ZNMC)		
	3.1.3 Explain the process used in nursing registration enrolment and licensure.		
	3.1.4 Explain the components of nursing ethics and etiquettes.		
	3.1.5 Explain the concepts of nursing profession.		
	3.1.6 Describe basic nursing procedure in health care setting.		
3.2 Describe the types of written	3.2.1 Recognize moral conduct in working station.		
and verbal confidential information maintained at work place.	3.2.2 Demonstrate trust worthiness towards patients/clients.		
	3.2.3 Utilize the principles of confidentiality in rendering health services.		
	3.2.4 Observe patient and service provider rights.		
	3.2.5 Demonstrate abilities in maintaining professional qualities.		
	3.2.6 Describe basic nursing procedures in health care settings.		
	3.2.7 Describe the concepts of nursing process.		
	3.2.8 Utilize nursing process in providing care to		
	client/patient.		
	3.3.1 Apply the principles and measures first aid in clients/patients/family care.		
	3.3.3 Provide care to clients/patients during disaster and emergency.		
	3.3.4 Participate with health team member in giving care.		
	4.1.1 Describe basic anatomy and physiology of human		
anatomy and physiology in			
provision of care.	4.1.2 Identify various parts of human body structure and		
	functions.		
	4.1.3 Apply knowledge and skills in managing clients		
	with minor anatomical and physiological functions of human body system.		
4.2 Describe principle of drug	4.2.1 Describe different routes used in drug		
administration and other therapeutic	administration.		
agents to patients/clients.	4.2.2 Describe the principle of drug administration.		
	4.2.3 Describe different classes of drugs/medications		
	commonly used.		
	4.2.4 Identify the effects and side effects of common		
	drugs.		

	4.2.5 Utilize mathematical principles in calculating drug		
40 11.7	doses.		
4.3 Utilize knowledge and skills on	1		
nutrition in counseling	4.3.2 Utilize dietary pattern in serving meals to		
client/patient.	patient/clients.		
	4.3.3 Explain common nutritional deficiencies.		
	4.3.4 Educate clients/family members in planning a		
	balance diet.		
5.1 Explain the basic concepts of			
nursing process in giving care to	5.1.2 Utilize nursing process in proving care to		
patient.	client/patient.		
5.2 Differentiate medical and	5.2.1 Provide care to patients with medical conditions.		
surgical conditions in the provision	5.2.2 Provide care to patient with surgical conditions.		
of nursing care.	5.2.3 Provide care to patients/clients with common		
	nutritional deficiencies.		
5.3 Apply measures for prevention	5.3.1 Apply knowledge and skills in HIV and AIDS		
and management of HIV and AIDS	prevention.		
	5.3.2 Provide appropriate care to HIV and AIDS		
	Clients/patients.		
	5.3.3 Utilize principles of Post exposure Prophylaxis		
	(PEP) in case of accidental exposure.		
6.1 Explain different methods of	6.1.1 Identify the different methods of keeping patients		
keeping health records.	health records.		
Recping health records.	6.1.2 Describe the tools used in keeping patients health		
	records.		
	6.1.3 Describe the advantages and disadvantages of		
	different methods of keeping health record.		
6.2 Explain legal implications of			
patient/client records.	clients/patients medical records.		
r	6.2.2 Apply ethical principle of confidentiality in		
	managing patients/clients records.		
	6.2.3 Explain legal limitations in managing patients/clients records.		
6.3 Utilize basic computer skills in	6.3.1 Describe the basic concepts of computer application.		
managing health records.	6.3.2 Organize health records using computer		
managing near records.	applications.		
	6.3.3 Use computers in performing simple data analysis		
	for planning and implementation of care.		
	6.3.4 Use HMIS (MTUHA) tools/computer software		
	organizing health records.		
	6.3.5 Utilize word/spreadsheets computer applications in		
	producing report		

20.4 Sub-enabling Outcomes, related Tasks, Assessment

20.4.1 Related tasks, Assessment criteria and assessment Instrument

Sub- enabling	Related Tasks	Assessment	Assessment
Outcomes		Criteria	Instrument
1.1.1 Describe the components of communication	Define communication	Communication correctly defined	Continues assessment and end of semester examination
process	Explain the components of communication process	The components of communication process correctly explained	Continues assessment and end of semester examination
	Utilize the components of communication during patients/ client care	The components of communication during patients/ client care correctly utilized	and end of semester
1.1.2. Explain the factors influencing communication	Identify the factor influencing communication	Factors influencing communication correctly identified	Continues assessment and end of semester examination
	Explain factors influencing effective communication	Factors influencing effective communication correctly explained	Continues assessment and end of semester examination
	Explain the advantages of proper communication at work place	Advantages of proper communication at work place correctly explained	Continues assessment and end of semester examination
1.1.3 Establish and maintain good relationship with patient/ clients and co workers	Explain the importance of good relationship with patient/ clients and co workers	The importance of good relationship with patient/ clients and co workers correctly explained	Continues assessment and end of semester examination
	Explain the factors which create and maintain good relationship with patient/ client and co workers	Factors which create and maintain good relationship with patients/ clients workers correctly explained	Continues assessment and end of semester examination
	Utilize the steps of creating and maintaining good relationship (customer care) with patient / clients and co workers	Steps the creating and maintaining good relationship with patients/ clients and co workers correctly utilized	Continues assessment and end of semester examination

1.2.2 Utilize listening, observing and questioning skills in clinical setting	Define listening, questioning and observing skills	Listening, questioning and observing skills correctly defined	Continues assessment and end of semester examination
	Explain the importance of good listening, questioning and observing skills	Importance of good listening, questioning and observing skills correctly defined	Continues assessment and end of semester examination
	Demonstrate skills in listening, questioning and observation during communication	Skills in listening, questioning and observation during communication correctly defined demonstrated	Continues assessment and end of semester examination
1.2.3 Identify the various ways in which people communicate non verbally	List the cues of non verbal communication	Cues of non verbal communication correctly listed	Continues assessment and end of semester examination
	Explain the importance of non verbal communication with patients/ client	Importance of non verbal communication with patients/ client correctly explained	Continues assessment and end of semester examination
	Interpret the non-verbal communication from patients/ clients	Non-verbal communication from patients/ clients correctly explained	Continues assessment and end of semester examination
1.3.1 Select and utilize appropriate ways of giving and receiving feedback	Define the term of feedback in communication	Importance of using feedback in communication correctly explained	Continues assessment and end of semester examination
	Explain the importance of using feedback in communication	Importance of using feedback in communication correctly explained	Continues assessment and end of semester examination
1.3.2 Give and receive feedback to patients/ clients accordingly	Explain the principles of giving and receiving feedback	The principles of giving and receiving feedback correctly explained	Continues assessment and end of semester examination

	T '	A .1	C- winner
	List the advantages	C	Continues
	of giving and	giving and	
	receiving feedback	receiving feedback	of semester
	of clients/patient	of clients/patient	examination
	77.11	correctly listed	
	Utilize the principle	Principle of giving	
	of giving and	and receiving	
	receiving feedback	feedback correctly	of semester
		utilized	Examination
1.3.3 Describe	Explain the factors	Factors influencing	Continues
factors influencing	influencing	effective feedback	assessment and end
feedback in	effective feedback	in communication	of semester
communication	in communication	correctly explained	Examination
	Explain the barrios		Continues
	for feedback in		
	communication	communication	of semester
	Communication	correctly explained	Examination
	Utilize tips on how	Tips on how to	~ .
	to overcomes	overcomes barriers	
	barriers of feedback	of feedback in	
	in communication	communication	Examination
			Examination
011 F 1: 1 :	D.C. d.	correctly utilized	<i>C</i> :
2.1.1 Explain basic		The term	
concept of	microbiology	microbiology	assessment and end
microbiology		correctly defined	of semester
			Examination
	Explain history of	3	
	microbiology	microbiology	assessment and end
		correctly defined	of semester
			Examination
	Explain the	Importance of	Continues
	importance of	microbiology	assessment and end
	microbiology	correctly explained	of semester
			Examination
2.1.2 Classify	List different types	Types of	Continues
various types of	• • •	microorganisms	assessment and end
microorganisms	8.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1	correctly listed	of semester
causing diseases			Examination
Cadonig aboutors	Enumerate the	characteristics of	Continues
	characteristics of	different micro-	assessment and end
	different micro-	organisms correctly	
	organisms	enumerated	Examination
		Different shapes of	
	shapes of	microorganisms are	assessment and end
	microorganisms	correctly drawn	of semester
			Examination

	Explain the function	Function of	Continues assessment
	of microorganisms	microorganisms	and end of semester
	of microorganisms	correctly explained	Examination
221 5 1: 4	F 1: 4 1: 6	Ÿ Ž	
2.2.1 Explain the	Explain the chain of	The chain of infection	
mode of disease	infection process	process correctly	and end of semester
transmission		explained	Examination
	Identify the routes of	The routes of disease	Continues assessment
	disease transmission	transmission correctly	and end of semester
		explained	Examination
	Explain the spread of	The spread of	Continues assessment
	infection	infection correctly	and end of semester
		explained	Examination
	Recognized the	Nosocomial infection	Continues assessment
	nosocomial infection	correctly recognized	and end of semester
		, c	Examination
2.2.2 Utilize	Identify components	The components of	Continues assessment
appropriate measures	of infection	infection correctly	and end of semester
to break the cycle of		identify	Examination
infection transmission	Explain the ways of	•	Continues assessment
	interrupting the	the transmission cycle	and end of semester
	transmission cycle	correctly explained	Examination
	=	Disease transmission	
	Explain disease		Continues assessment
	transmission cycle	cycle correctly	and end of semester
	~~	explained	Examination
	Utilize appropriate	Measure to break the	Continues assessment
	measures to break the	cycle of infection	and end of semester
	cycle of infection	transmission correctly	Examination
	transmission	utilized	
2.2.3 Describe the	List the source of	Sources of infection	Continues assessment
basic factors in the	infection	correctly listed	and end of semester
prevention and control			Examination
of infection	Explain the body	Body defense	Continues assessment
	defense mechanisms	mechanisms correctly	and end of semester
		explained	Examination
	Explain the basic	The basic factors in	Continues assessment
	factors in the	the prevention and	and end of semester
	prevention and control	control of infection in	Examination
	of infection in	hospital setting	
	hospital setting	correctly explained	
	nospitai setting	correctly explained	

2.2.4 Describe principles of disease preventing and control	List the principle and levels of disease prevention and control	Principles and levels of disease prevention and control correctly listed	Continues assessment and end of semester Examination
	Explain the principles and levels of disease prevention and control	Principles and levels of disease prevention and control correctly explained	Continues assessment and end of semester Examination
	Utilize the principles and levels of disease prevention and control	Principles and levels of disease prevention and control correctly utilized	Continues assessment and end of semester Examination
2.3.1 Describe the principles of standard precaution of infection prevention	_	Term standard precaution correctly define	Continues assessment and end of semester Examination
and control	Explain principles of standard precaution of IPC	Principles of standard precaution of IPC correctly explained	Continues assessment and end of semester Examination
	Explain purpose of having standard precaution in prevention and control of infection	Purpose of having standard precaution in prevention and control of infection correctly explained	Continues assessment and end of semester Examination
	Utilize the principles of standard precaution in prevention and control of infection	Principles of standard precaution in prevention and control of infection correctly utilized	Continues assessment and end of semester Examination
2.3.2 Perform hand washing before and after every procedure	Define the term hand washing	The term hand washing correctly defined	Continues assessment and end of semester Examination
	Explain the importance of hand washing	Importance of hand washing correctly explained	Continues assessment and end of semester examination

typ	emonstrate various pes of hand hygiene chnique.	Various types of hand hygiene correctly demonstrated.	Continuous assessment and end of semester examination
appropriate principles teco	efine aseptic chnique	Aseptic technique correctly defined	Continuous assessment and end of semester examination.
typ	xplain different pes of aseptic chnique	Different types of aseptic technique correctly explained.	Continuous assessment and end of semester examination.
ase	escribe principles of septic technique in orking area	Principles of aseptic technique correctly described.	Continuous assessment and end of semester examination.
pro ma cle	emonstrate the rocedures of aintaining eanliness in clinical ettings	Procedure for cleaning the clinical setting correctly demonstrated	Continuous assessment and end of semester examination.
of disposing has	efine the terms azardous and non- azardous materials	Hazardous and non- hazardous materials correctly defined	Continuous assessment and end of semester examination.
Lis ha: ha:	ist different types of nzardous and non- nzardous materials bund in work place	Different types of hazardous and non- hazardous materials correctly listed	Continuous assessment and end of semester examination.
of	xplain the principles f hazardous and non- nzardous materials	Principles of hazardous and non-hazardous materials correctly explained	Continuous assessment and end of semester examination.
pri dis and	aterials at working	Procedure for disposing hazardous and non-hazardous materials correctly demonstrated	Continuous assessment and end of semester examination.
legislation guidelines pro in providing nursing	escribe legislation cocess legal	Legislation process correctly described Legal regulations and	Continuous assessment and end of semester examination. Continuous

	regulations and omissions in nursing and midwifery practice Explain the types of laws in nursing and midwifery	omissions and midwifery practice correctly described The types of laws in nursing and midwifery correctly	assessment and end of semester examination. Continuous assessment and end of semester examination.
	Explain the meaning of accountability and consent	explained The meaning of accountability and consent correctly explained	Continuous assessment and end of semester examination.
	Explain the importance of accountability.	The importance of accountability correctly explained	Continuous assessment and end of semester examination.
	Demonstrate abilities in accountability	Abilities in accountability correctly demonstrated	Continuous assessment and end of semester examination.
3.1.2 Explain the concepts of Zanzibar Nurses and Midwives	Define ZNMC	ZNMC correctly defined	Continuous assessment and end of semester examination.
Council (ZNMC)	Explain the importance of ZNMC	The importance of ZNMC explained correctly	Continuous assessment and end of semester examination.
	Explain the relationship between ZNMC and other health and educational councils	The relationship between ZNMC and other health and educational councils correctly explained	Continuous assessment and end of semester examination.
3.1.3 Explain the roles and functions of ZNMC	Explain the roles of ZNMC	The roles of ZNMC correctly explained	Continuous assessment and end of semester examination.
	Explain the function of ZNMC	The function of ZNMC correctly identified	Continuous assessment and end of semester examination.
	Identify the members of the ZNMC	The members of ZNMC correctly identified	Continuous assessment and end of semester examination.
	Explain the different committee of ZNMC	The different committee of ZNMC correctly explained	Continuous assessment and end of semester examination.
	Explain the functions of different committee		Continuous assessment and end of

	The functions of different committees correctly explained		semester examination.
	Enumerate responsibilities of each level	Responsibilities for each level correctly enumerated	Continuous assessment and end of semester examination.
3.1.5 Explain proceused in nursi registration, enrolment au licensure	registration, enrolment and	The terms registration, enrolment and licensure correctly defined	Continuous assessment and end of semester examination.
	Explain the importance of registration, enrolment and licensure	enrolment and	Continuous assessment and end of semester examination.

	Explain the steps used in registration, enrolment and licensure in nursing profession	The steps used in registration, enrolment and licensure in nursing profession correctly explained	assessment and end of semester examination
3.1.6 Describe the components of nursing ethics and etiquettes	Define the terms nursing ethics and nursing etiquette	The terms nursing ethics and etiquettes correctly defined	Continuous assessment and end of semester examination
	Explain the nursing ethics	The nursing ethics correctly explained	Continuous assessment and end of semester examination
	Explain the nursing etiquettes	The nursing etiquettes correctly explained	Continuous assessment and end of semester examination
3.2.1 Recognize moral conduct in working station	Define the term moral conduct	Term moral conduct correctly defined	Continuous assessment and end of semester examination
	Explain the moral issues in health care setting	Moral conduct in health care setting correctly explained	Continuous assessment and end of semester examination
	Adhere to the nurses moral conduct during practice	Nurses moral conduct during practice correctly adhered to	assessment and end of semester examination
3.2.2 Demonstrate trust worthiness towards clients	Explain the trustworthiness and its implication in nursing practice	Trustworthiness and its implication Correctly explained	Continuous assessment and end of semester examination
	Practice openness during delivering of health care	Openness during delivery of health care correctly practiced	Continuous assessment and end of semester examination
	Demonstrate trustworthiness to patients /co workers during	Trustworthiness to patients/ co- workers	Continuous assessment and end of semester examination

	Care delivery	During care delivery correctly demonstrated	End of semester examination
3.2.3 Utilize the principles of confidentiality in rendering health	Define the term confidentiality	Confidentiality correctly defined	Continuous assessment and end semester examination
services	Explain the importance of patients confidential information properly	Importance of patients confidential information correctly explained	Continuous assessment and end semester examination
	Practice confidentiality in health care services	Confidentiality in health care services correctly practiced	Continuous assessment and end semester examination
3.2.4 observe patients and service provider rights	Define patient's right and service provider's right	Patient's right and client's right correctly defined	Continuous assessment and end semester examination
	Explain patient's right and service provider's right	patient's right and service provider's rights correctly explained	Continuous assessment and end semester examination
	Demonstrate ability to adhere to the patient rights and service provider's right	The ability to adhere to the patient rights and service provider's right correctly demonstrated	Continuous assessment and end semester examination
3.2.5 Demonstrate ability in maintaining professional qualities	Maintain the nursing ethics and etiquette	The nursing ethics and etiquette correctly maintained	Continuous assessment and end semester examination
processional quantes	Explain the qualities of a good nurse	Qualities of a good nurse correctly explained	Continuous assessment and end semester examination
	Practice and maintain qualities of a nurse	The good qualities of a nurse correctly	Continuous assessment and end

		practiced	semester examination
3.3.1 Describe basic nursing procedures in health care settings			
3.3.2 Apply the principles and measures of First Aid in clients/ patients / family care	Define the terms commonly used in First Aid	The common terms used in first aid correctly defined	Continuous assessment and end of semester examination
	Identify the various tools/ equipment in first aid kit	Various equipment in the first aid kit correctly identified	Continuous assessment and end of semester examination
	Explain principles of first aid	Principles of first aid correctly explained	Continuous assessment and end of semester examination
	Explain principles of First Aid and kit in managing common accidents and injuries	Principles of first aid and kit in managing common conditions correctly utilized	Continuous assessment and end of semester examination
3.3.3 Provide care to clients /patients during disaster and emergency	Define disaster and emergence preparedness in nursing practice	Disaster and emergency preparedness in nursing correctly defined	Continuous assessment and end of semester examination
	Identify conditions which Require emergency nursing care	Conditions which Required emergency nursing care correctly identified	Continuous assessment and end of semester examination

3.3.4 Participate with health team member in giving care	members involved in rendering health services	Skills of disaster and emergency preparedness in nursing practice correctly applied Health team members involved in rendering health services correctly identified	Continuous assessment and end of semester examination Continuous assessment and end of semester examination Continuous
	Explain the importance of having health team members	Importance of having team members correctly explained	assessment and end of semester examination
	Apply principles of team work in collaboration with other health workers	Principles of team work in collaboration with other health workers correctly applied	Continuous assessment and end of semester examination
4.1.1 Describe basic anatomy and physiology of human body	Define common terms used in anatomy and physiology	Common terms used in anatomy and physiology correctly defined	Continuous assessment and end of semester examination
	Describe the level structural organization of the body Explain different human body systems	Organization of the human body correctly identified Different human body systems correctly explained	Continuous assessment and end of semester examination Continuous assessment and end of semester examination
	Describe internal environment and homeostasis Explain various body	Internal environment and homeostasis correctly described Various body cavity	Continuous assessment and end of semester examination Continuous
parts of human body structure and functions	Describe structure and functions of different human body system	and region correctly explained The structure and functions of different human body system	assessment and end of semester examination Continuous assessment and end of semester examination
	Describe the structure and functions sense organs	The structure and functions of sense organs correctly described	Continuous assessment and end of semester examination

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4.1.3 Apply	Identify common	Common causes of	Continuous
knowledge and skills	causes of anatomical	anatomical and	assessment and end of
in managing clients	and physiological	physiological	semester examination
with minor anatomical	dysfunctions of	dysfunctions of	
and physiological	human body systems	human body systems	
functions of human	5 5	correctly identified	
body system	Demonstrate abilities	Abilities in providing	Continuous
	in providing care to	care to patients with	
	patients with minor	minor anatomical and	semester examination
	anatomical and	physiological	Seriester Cadriniation
	physiological	dysfunctions of	
	dysfunctions of	•	
		•	
401	human body systems	demonstrated	G t
4.2.1 Describe	Explain basic	Basic terminologies	
different routes used	terminologies used in	used in drug	assessment and end of
in drug administration	drug administration	administration	semester examination
		correctly explained	
	Differentiate drug	Drug administration	Continuous
	administration routes	routes correctly	assessment and end of
		differentiated	semester examination
	Explain advantages	Advantages and	
	and disadvantages of	disadvantages of	Continuous
	different drugs	different drugs	assessment and end of
	administration routes	administration routes	semester examination
	delimination routes	correctly explained	SCHIESTEL CAMPILLATION
	Identify abbreviation	Abbreviation and	Continuous
	and symbols used in	symbols used in drug	assessment and end of
	drug administration	administration	semester examination
	drug administration		Semester examination
4.2.2 Describe the	Identify the mainsingles	Correctly identified	Continuous
	Identify the principles	Principles of drug	
principle of drug	of drug administration	administration	assessment and end of
administration		correctly identified	semester examination
	E1-1- 4 1 C	Ttl 1	Cti
	Explain the role of a	The role of a nurse in	Continuous
	nurse in drug	drug administration	assessment and end of
	administration	correctly explained	semester examination
	Explain basic factors	Basic factors to	Continuous
	to consider in drug	consider in drug	assessment and end of
	administration	administration	semester examination
		correctly explained	
	Describe safety	Safety measures in	Continuous
	Describe Safety	Salety libeasures in	Continuous
	measures in	administering drug correctly described	assessment and end of

	D C		- C
	Perform safety	Safety measures in	Continuous
	measures in	administering drug	assessment and end of
	administering drugs	correctly performed.	semester examination
4.2.3 Describe	List commonly used	Commonly used	Continuous
different classes of	antibiotics and	antibiotics and	assessment and end of
commonly used	chemotherapeutic	chemotherapeutic	semester examination
drugs/medications	agents	agents correctly listed	
	Differentiate drugs	Drugs acting on	Continuous
	acting on various	various body systems	assessment and end of
	body systems	correctly	semester examination
		differentiated	
	List anesthetics and	Anesthetics and their	Continuous
	their adjuncts	adjuncts correctly	assessment and end of
	,	listed	semester examination
4.24 Identify the	Define the terms	The terms effects and	Continuous
effects and side	effect and side effect	side effects correctly	assessment and end of
effects of common		defined	semester examination
drugs	Explain the effects	Effects and side	Continuous
	and side effects of	effects of common	assessment and end of
	common drugs	drugs correctly	semester examination
		explained	
	Provide care to	Care of	Continuous
	patients/client with	patients/clients with	assessment and end of
	common drugs side	side effects of	semester examination
	effect	common drugs	
		correctly provided	
4.2.5 Utilize	Establish validity of	Validity of drug doses	Continuous
mathematical	drug doses and dosage	and dosage forms	assessment and end of
principles in	forms	correctly established	semester examination
calculating drug doses	Fill appropriate	Appropriate	Continuous
	documents in relation	documents in relation	assessment and end of
	to drug doses	to drug doses	semester examination
	Establish legal	Legal limitations and	Continuous
	limitations and	approval procedures	assessment and end of
	approval procedures	of drug doses	semester examination
	of drug doses	correctly established	
	Describe units of	Units of	Continuous
	measurements/weights	measurements/weights	assessment and end of
		correctly described	semester examination
	Convert units of	Units of	Continuous
	measurements/weights	measurements/weights	assessment and end of
	I	correctly converted	semester examination
		correctly converted	SCHESTEL CAMERICATION
	Perform enlarging or	Enlarging or reducing	Continuous
	Perform enlarging or reducing calculations	· ·	

	Calculate amount of drugs for administration and frequency Determine	Amount of drugs for administration and frequency correctly calculated	Continuous assessment and end of semester examination Continuous assessment
	ratios/percentages of solids in liquid solution weight for volume (w/v)	Ratios/percentages of solids in liquid solution weight for volume (w/v) correctly determined	Continous assessment and end of semester examination
	Determine ratios/percentages of liquid in liquid solution volume (v/v)	Ratio/percentages of liquid in liquid solution volume for volume (v/v) correctly determined	Continuous assessment and end of semester examination
4.3.1 Explain common basic concept in nutrition	Define the term of nutrition and nutrient	The terms nutrition and nutrient correctly defined	Continuous assessment and end of semester examination
	Explain the importance of nutrients in body cells	Importance of nutrient in the body cells correctly explained	Continuous assessment and end of semester examination
	Describe the essential types of food groups	Essential types of food groups correctly described	Continuous assessment and end of semester examination
4.3.2 Utilize dietary pattern in serving meals to patient/clients	Identify relevant nutritional needs to client/patient	Relevant nutritional needs to client/patient correctly identified	Continuous assessment and end of semester examination
	Identify patients with special nutritional needs	correctly identified	assessment and end of semester examination
	Explain different dietary needs of patients/clients based on their health problem	Different dietary needs of patients/clients based on their health problem correctly explained	Continuous assessment and end of semester examination
	Demonstrate abilities in serving meals to patient/clients based on their nutritional needs	Abilities in serving meals to patient/clients based on their nutritional needs correctly demonstrated	Continuous assessment and end of semester examination

4.3.3 Explain common nutritional	Define common nutritional deficiencies	Common nutritional deficiencies correctly	Continuous assessment and end of		
deficiencies		defined	semester examination		
	Explain common nutritional deficiencies	Common nutritional deficiencies correctly	Continuous assessment and end of		
		explained	semester examination		
	Explain causes of common nutritional	Causes of common nutritional	Continuous assessment and end of		
	deficiencies	deficiencies correctly explained	semester examination		
	Provide care to patients with nutritional	Care to patients with nutritional	Continuous assessment and end of		
	deficiencies	deficiencies correctly provided	semester examination		
4.3.4 Educate clients/family	Explain the meaning of balanced diet	The meaning of balanced diet	Continuous assessment and end of		
members in planning a balanced diet		explained	semester examination		
	Identify clients' available types of food	Available clients' types of food correctly	Continuous assessment and end of		
		identified	semester examination		
	Involve client/family in planning balanced diet	Client/family in planning balanced diet	Continuous assessment and end of		
		correctly involved	semester examination		
5.1.1 Describe the concept of nursing	Define the term of nursing process	The term of nursing process correctly	Continuous assessment and end of		
process		defined	semester examination		
	Explain the characteristics of	The characteristics of nursing process	Continuous assessment and end of		
	nursing process	correctly explained	semester examination		
	Explain the steps of nursing process	The steps of nursing process correctly	Continuous assessment and end of		
	nationing process	explained	semester examination		
5.1.2 Utilize nursing process in providing	Formulate the nursing diagnosis	The nursing diagnosis properly formulated	Continuous assessment and end of		
quality care to patients/clients	- C	property romanded	semester examination		
r	Prioritize patient problems and needs	Patient problems and needs prioritized and	Continuous assessment and end of		

	then plan care	care correctly planned	semester examination
	Implement planned care	Planned care correctly implemented	Continuous assessment and end of semester examination
	Evaluate care given to patient	Care given to the patient correctly evaluated	Continuous assessment and end of semester examination
5.1.3			
5.2.1 Provide care to patients with medical conditions	Define common terms related to medical conditions	The common terms related to medical conditions correctly defined	Continuous assessment and end of semester examination
	Explain different medical conditions	Different medical conditions explained	Continuous assessment and end of semester examination
	Provide care to patients with medical conditions	Care to patients with medical conditions	Continuous assessment and end of semester examination
5.2.2 Provide care to patients with surgical conditions	Define common term related to surgical conditions in nursing	The common term related to surgical conditions in nursing correctly defined	Continuous assessment and end of semester examination
	Explain different surgical conditions	Different surgical conditions explained	Continuous assessment and end of semester examination
	Provide care to patients with surgical conditions	Care to patients with surgical conditions correctly provided	Continuous assessment and end of semester examination
5.2.3 Apply nursing process in providing care to patent with medical and surgical	Implement planned care	Planned care correctly implemented	Continuous assessment and end of semester examination
condition	Evaluate care given to patient	Care given to the patient correctly evaluated	Continuous assessment and end of semester examination
5.3.1 Apply knowledge and skills in HIV and AIDS	Identify mode of transmission of HIV and AIDS	Mode of transmission of HIV and AIDS correctly identified	Continuous assessment and end of semester

prevention			examination
	Identify risk factor in	Risk factor in	Continuous
	acquiring HIV and	acquiring HIV and	assessment and end of
	AIDS	AIDS correctly	semester
		identified	examination
	Utilize measures to	Measures to prevent	Continuous
	prevent HIV and AIDS	HIV and AIDS to	assessment and end of
	to patients, co-workers	patients, co-workers	semester
	and self	and self correctly	examination
		utilized	
	Utilize life skills in	Life skills in	Continuous
	prevention of HIV and	prevention of HIV and	assessment and end of
	AIDS	AIDS correctly	semester
		utilized	examination

Provide Information appropriate Provide information about Continuous care to about adherence of adherence of ARV assessment and end of HIV and AIDS ARV drugs drugs correctly semester examination Patients/clients provided Indentify Opportunistic Continuous opportunistic infection assessment and end of Infections in relation in relations to HIV semester examination to HIV correctly identified Provide holistic care Holistic care to Continuous to patients/clients with patients with HIV and assessment and end of HIV and AIDS **AIDS** semester examination properly provided guidelines 5.3.3 Utilize Identify the Policy for Continuous policy principles of PPE in guidelines reporting accidental assessment and end of for accidental and exposure case reporting accidental semester exposure exposure examinations Explain measures Measures to be taken Continuous to be taken in care of in care of accidental assessment and end of accidental exposure exposure semester examination correctly explained Demonstrate Measures of Continuous of accidental measures exposure assessment and end of accidental exposure by adhering to the set semester examination of standard precaution prevention by adhering to correctly the set standard precaution demonstrated 6.1.1 Identify Differentiate between Manual and electronic Continuous different methods manual and electronic methods of record assessment and end of keeping health record methods of keeping semester examination record correctly differentiated keeping

6.12 Describe the various tools used in	Demonstrate the advantages and disadvantages of manual and electronic record keeping Identify different forms used in keeping	Advantages and disadvantages of manual electronic record keeping correctly described Different forms used in keeping patient	Continuous assessment and end of semester examination Continuous assessment and end of
keeping patient's health record	Practice filling of various tools used in medical record	records correctly identified Filling of various tools used in medical records correctly practiced	Continuous assessment and end of semester examination
(12 D 1 4	Use computer application in keeping patient's record	Computer application in keeping patient's record correctly used	Continuous assessment and end of semester examination
6.1.3 Describe the advantages an and disadvantage of different methods of keeping patient's health record	Enumerate the advantages of different methods of keeping patient's health record appropriately	The advantages of different methods keeping patient's health record appropriately correctly enumerated	Continuous assessment and end of semester examination
	Enumerate the disadvantages of different methods of keeping patient's health record appropriately	The disadvantages of different methods of keeping patient's health record appropriately enumerated	Continuous assessment and end of semester examination
6.1.4 Manage patient's health record	Document health record according to legal and professional guidelines		
	Utilize patient health records in provision of nursing care	Patient health records in provision of nursing care correctly utilized	Continuous assessment and end of semester examination
6.2.1 Explain legal limitation in managing	Describe the legal importance of patients health record	Legal importance of patient's health records correctly	Continuous assessment and end of semester examination

Assessment criteria	В	enchmarking			
	Satisfactory	Good	Excellent		
Communication defined correctly	Has knowledge of defining communication	H as knowledge and understanding of defining communication	Has wide knowledge and understanding of defining communication		
The components of communication process explained correctly	Has knowledge of explaining components of communication process	Has knowledge and understanding of explaining components of communication process			
The components of communication are utilized properly during patient/ client care	Has knowledge of utilizing components of communication process during patient /client care	Has knowledge and understanding of utilizing components of communication process during patient/client care	the components of		
Factors influencing communication identified correctly	Has knowledge of identifying factors influencing communication	Has knowledge and understanding of identifying factors influencing communication	Has wide knowledge and understanding of factors influencing communication		
Advantages of proper communication at work place correctly explained	Has knowledge of explaining advantages of proper communication at work place	Has knowledge and understanding of explaining advantages of proper communication at work place	and understanding of advantages of proper communication at work place		
The importance of good relationship with patient/client and co-workers correctly explained	Has knowledge of explaining importance of good relationship with patient/client and co-workers	Has knowledge and understanding of explaining the importance of good relationship with patient/client and co-workers	Has wide knowledge and understanding of the importance of good relationship with patient/client and coworkers		
Factors which create and maintain good relationship with patient/client and coworkers clearly explained	Has knowledge of explaining factors which create and maintain good	Has knowledge and understanding of explaining factors which create and	Has wide knowledge and understanding of factors which create and maintain good relationship with		

Steps of creating and maintaining good relationship with patient/client and co-workers correctly utilized	relationship with patient/client and co-workers Has knowledge of explaining steps of creating and maintaining good relationship with patient/client and co-workers	maintaining good relationship with patient/client and co-workers Has knowledge and understanding of explaining steps of creating and maintaining good relationship with client/patient and co-workers	patient/client and co-workers Has wide knowledge and understanding of explaining steps of creating and maintaining good relationship of client/patient and co-workers
Verbal and non-verbal communication correctly explained	Has knowledge of explaining verbal and non-verbal communication	Has knowledge and understanding of explaining verbal and non- verbal communication	Has wide knowledge and understanding of verbal and non-verbal communication
Advantages and disadvantages of verbal and non-verbal communication correctly explained	Has knowledge of explaining advantages and disadvantages of verbal and non-verbal communication	Has knowledge of and understanding of explaining advantages and disadvantages of verbal and nonverbal communication	Has wide knowledge and understanding of explaining advantages and disadvantages of verbal and non-verbal communication
Verbal and non-verbal communication with patient/client and co-workers correctly utilize	Has knowledge of utilizing verbal and non-verbal communication with patient/client and co-workers	Has knowledge and understanding of utilizing verbal and non-verbal communication with patient/client and co-workers	verbal communication with patient/client and co-workers
Listening and questioning and observing skills correctly defined	Has knowledge of defining listening, questioning and observation skills	Has knowledge of defining listening, questioning and observation skills	Has wide knowledge and understanding of listening, questioning and observation skills
Importance of good Listening, questioning and observing skills correctly explained	Has knowledge of explaining Importance of	Has knowledge and understanding of explaining	Has wide knowledge and understanding of Importance of good

	good Listening, questioning and observation skills	Importance of good Listening, questioning and observation skills	Listening, questioning and observation skills
Skills in Listening, questioning and observation during communication correctly demonstrated	Has knowledge of skills in Listening, questioning and observation during communication	Has knowledge and understanding of skills in Listening, questioning and observation during communication	Has wide knowledge of using of skills in Listening, questioning and observation during communication
Cues of non-verbal communication correctly listed	Has knowledge of listing cues of non-verbal communication	Has knowledge and understanding of listing cues of non-verbal communication	Has wide knowledge and understanding of listing cues of non verbal communication
Importance of non-verbal communication correctly explained	Has knowledge of explaining the Importance of non-verbal communication	Has knowledge and understanding of explaining the Importance of non-verbal communication	Has wide knowledge and understanding of explaining the Importance of non-verbal communication
Non-verbal communication from patients correctly interpreted	Has knowledge of interpreting non-verbal communication from patients	Has knowledge and understanding of interpreting non-verbal communication from patients	Has wide knowledge and understanding of interpreting non-verbal communication from patients
The term feedback correctly defined	of defining the term feedback	Has knowledge and understanding of defining the term feedback	Has wide knowledge and understanding the term feedback
Importance of using feedback in communication correctly explained	Has knowledge of explaining the Importance of using feedback in communication	Has knowledge and understanding of explaining the Importance of using feedback in communication	Has wide knowledge and understanding of explaining the Importance of using feedback in communication
The principles of giving and receiving feedback correctly explained	Has knowledge of explaining principles of giving and	Has knowledge and understanding of principles of giving and	Has wide knowledge and understanding of principles of giving and receiving feedback

	receiving feedback	receiving feedback	
Advantages of giving and	Has knowledge	feedback Has	Has wide knowledge
receiving feedback to	of listing the	knowledge and	and understanding of
patients/clients correctly listed	advantages of	understanding of	listing the advantages of
	giving and	listing the	giving and receiving
	receiving	advantages of	feedback
	feedback	giving and	
		receiving	

Principles of giving		Has knowledge and	Has wide knowledge		
and receiving	utilizing the principle	understanding of	and understanding of		
feedback correctly	giving and receiving	utilizing the principle	utilizing the principle		
utilized	feedback	giving and receiving	giving and receiving		
		feedback	feedback		
Factors influencing	Has knowledge of	Has knowledge and	Has wide knowledge		
effective feedback in	explaining factors	understanding of	and understanding of		
communication	influencing effective	explaining factors	factors influencing		
correctly explained	feedback in	influencing effective	effective in		
	communication	communication	communication		
Barrier of feedback in	Has knowledge of	Has knowledge and	Has wide knowledge		
communication	explain barriers of	understanding of	and understanding of		
correctly explained	feedback in	explain barriers of	barriers of feedback in		
	communication	feedback in	communication		
		communication			
Tips on how to	Has knowledge of	Has knowledge and	Has wide knowledge		
overcome barriers of	utilizing tips on how	understanding of	and understanding of		
feedback in	to overcome barrier of	utilizing tips on how	tips on how to		
communication	feedback in	to overcome barrier of	overcome barrier of		
correctly utilized	communication	feedback in	feedback in		
		communication	communication		
The term	Has knowledge of	Has knowledge and	Has wide knowledge		
microbiology	defining	understanding of	and understanding of		
correctly defined	microbiology	defining	defining		
		microbiology	microbiology		
History of	Has knowledge	Has knowledge and	Has wide knowledge		
microbiology	explain history of	understanding of	and understanding of		
correctly explained	microbiology	history of	history of		
		microbiology	microbiology		
Importance of	Has knowledge of	Has knowledge and	Has wide knowledge		
microbiology	explain the	understanding of	and understanding of		
correctly explained	importance of	importance of	importance of		
	microbiology	microbiology	microbiology		
		~ .	~ *		

Types of microorganisms correctly listed Characteristics of different microorganisms correctly	Has knowledge of listing types of microorganism Has knowledge of enumerating characteristics of different microorganism	Has knowledge and understanding of listing types of microorganism Has knowledge and understanding of enumerating characteristics of different microorganism	Has wide knowledge and understanding of types of microorganism Has wide knowledge and understanding of characteristics of different microorganism
Different shapes of microorganisms are drawn correctly Functions of microorganisms	Has knowledge of drawing different shapes of microorganisms Has knowledge explaining functions	Has knowledge and understanding of drawing different shapes of microorganisms Has knowledge and understanding of	Has wide knowledge and understanding of drawing different shapes of microorganisms Has wide knowledge and understanding
The chain of infection process explained correctly	of microorganisms Has knowledge of explaining the chain of infection process	explaining functions of microorganisms Has knowledge and understanding of explaining the chain of	functions of microorganisms Has wide knowledge and understanding
The routes of disease transmission correctly identified	Has knowledge of identifying the routes of disease transmission	Has knowledge and understanding of identifying the routes of disease transmission	Has wide knowledge and understanding of the routes of disease transmission
The spread of infection correctly explained	Has knowledge of explaining the spread of infection	Has knowledge and understanding of explaining the spread of infection	Has wide knowledge and understanding of the spread of infection

Nosocomial infection	Has knowledge	of	Has	knowledge	and	Has	wide	Knowledge
properly organized	recognized		Unde	rstanding	of	and	u	inderstanding
	nosocomial infection	ı	recognizing		nosocomial infection		infection	
			nosocomial infection					

The component of infection identified correctly	identifying the component of infection transmission cycle	Has knowledge and understanding of identifying the component of infection cycle	and understanding component of infection cycle
Ways of interrupting the transmission cycle correctly explained	Has knowledge of explaining ways of interrupting the transmission cycle	Has knowledge and understanding explaining ways of interrupting the infection cycle	and understanding
Measure to break the cycle of infection transmission properly utilized	Has knowledge of utilizing the measure to break the cycle of infection transmission	Has knowledge and understanding of utilizing the measure to break the cycle of infection transmission	and understanding the measure to break the
Sources of infection correctly listed	Has knowledge of listing sources of infection	Has knowledge and understanding listing sources of infection	Has wide knowledge and understanding sources of infection
Body defense mechanisms correctly explained	explaining body defense mechanisms	Has knowledge and understanding of explaining body defense mechanisms	
The basic factor in prevention and control of infection in hospital setting correctly explained	Has knowledge of explaining the basic factor in prevention and control of infection in hospital setting	Has knowledge and understanding of explaining the basic factor in prevention and control of infection in hospital setting	and understanding the basic factor in prevention and control

Principles and levels of	Has knowledge of	Has knowledge	Has wide knowledge
disease prevention and	listing the principles	understanding of	and understanding the
control correctly listed	and levels of disease	listing the principles	principles and levels
	prevention and	and levels of disease	of disease prevention
	control	prevention and control	and control

Principles and levels of disease prevention and control correctly explained	Has knowledge of explaining the principles and levels of disease prevention and control	Has knowledge and understanding of the principles and levels of disease prevention and control	and understanding principles and levels
Principle and level of disease prevention properly utilized	Has knowledge of utilizing principles and level disease prevention	Has knowledge and understanding of utilizing principles and level of disease prevention	and understanding principles and level of
Principles of standard precautions in prevention and control of infection correctly utilized	utilizing principles of standard precaution in prevention and	Has knowledge and understanding of utilizing principles of standard precaution in prevention and control of infection	and understanding principles of standard precaution in
The term, had washing correctly defined	Has knowledge of defining the term hand washing	Has knowledge and understanding of defining the term hand washing	
Importance of hand washing correctly explained	Has knowledge of explained importance of hand washing	Has knowledge and understanding of explained importance of hand washing	Has wide knowledge and understanding importance of hand washing
Hand washing	Has knowledge of	Has knowledge and	Has wide

Procedure properly	Demostrating hand	Understand of	Knowlagde and
demostrated	washing procedure	demonstrating hand	understanding hand
		washing procedure	washing procedure
Aseptic technique	Has knowledge of	Has knowledge and	Has wide knowledge
defined correctly	defining aseptic	understanding of	andf understanding
	techniques	defining aseptic	aseptic techniques
		techniques	
Different types of	Has knowledge of	Has khnowladge and	Has khnowladge and
aseptic technique	defining aseptic	understanding of	understanding of
correctly explaimed	techniques	explaining different	explaining different
		types of aseptic	types of aseptic
		techniques	techniques
		-	-
Principles of aseptic	Has knowledge of	Has wide khnowladge	Has wide khnowladge

technique are correctly described	describing principles of aseptic techniques	principles of aseptic techniques	techniques
Procedures for cleaning the clinical setting correctly performed	Has khnowladge iof performing procedures for cleaning the clinical setting	understanding of performing procedure for cleaning clinical setting	of understanding of performing procedure for cleaning clinical setting
Hazardous and non hazardous materials correctly defined	Has knowledge of defining hazardous and non hazardous materials	understanding of defining hazardous and hazardous materials	Has wide knowledge and understanding of defining hazardous and hazardous materials
-different types of hazardous and non hazardous materials correctlt listed	Has knowledge of listing diffent types of hazardous and non hazardous materials	Has knowledge and understanding of listing different types of hazardous and non hazardous materials	understanding of listing different types
Principles of disposing hazardous and non hazardous materials correctly demonstrated	Has knowledge of demonstrating principles of disposing hazardous and non hazardous materials	Has knowledge and understanding of Principles of disposing hazardous materials	and understanding of
The term legal in nursing correctly defined	defining the term legal in nursing	understanding of defining the term legal in nursing	and understanding of defining the term legal in nursing
The importance of legal issues in nursing and midwifery care correctly explained	Has knowledge of explaining legal issues in nursing and midwifery care	Has knowledge and understanding of explaining legal issues in nursing and midwifery care	Has wide knowledge and understanding of explaining legal issues in nursing and midwifery care
The legislation guidelines in nursing and midwifery care appropriately applied	understanding the legislation guidelines in nursing and midwifery care	Has knowledge and understanding of the legislation guidelines in nursing and midwifery care	and understanding of the legislation guidelines in nursing and midwifery care
Legislation process correctly described	Has knowledge of describing legislation process	understanding of describing legislation process	and understanding of describing legislation process
Legal regulation and omissions in nursing and midwifery practice correctly described	Has knowledge of legal regulations and omissions in nursing and midwifery	Has knowledge and understanding of legal regulations and omissions in nursing	Has wide knowledge and understanding of legal regulations and omissions in nursing

	practice	and midwifery practice	and midwifery practice
The type of law in nursing and midwifery correctly explained	Has knowledge of explaining the types of law in nursing and midwifery	Has knowledge and understanding of explaining the types of law in nursing and midwifery	Has wide knowledge and understanding of explaining the types of law in nursing and midwifery
International and national nursing associations correctly	Has knowledge of the national and international nursing associations	Has knowledge and understanding of the national and international nursing associations	Has wide knowledge and understanding of the national and international nursing associations
The international and national roles of nursing associations explained correctly	Has knowledge of international and national of nursing associations roles	understanding of international and national of nursing associations roles	Has wide knowledge understanding of international and national of nursing associations roles
The networking between international and national nursing associations correctly explained	Has knowledge of explaining the networking between international and national nursing associations	Has knowledge and understanding of explaining the networking between international and national nursing associations	Has wide knowledge and understanding of explaining the networking between international and national nursing associations
The meaning of accountability and consent correctly explained	Has knowledge of the meaning of accountability and consent	Has knowledge and understanding of the meaning of accountability and consent	Has wide knowledge and understanding of the meaning of accountability and consent
The importance of accountability and consent correctly explained	importance of	Has knowledge and understanding of the importance of accountability and consent	
Proper accountability correctly demonstrated	Has knowledge of demonstrating Proper accountability	Has knowledge and understanding of demonstrating accountability	accountability
Terms law, code of conduct and standard relation to midwifery correctly defined	defining the Terms law, code of conduct and standard relation to midwifery	Has knowledge and understanding of defining the Terms law, code of conduct and standard relation to midwifery	Has wide knowledge and understanding of defining the Terms law, code of conduct and standard relation to midwifery
Relationship of law, code of conduct and	Has knowledge of explaining the	Has knowledge and understanding of	Has wide knowledge and understanding of

standard guiding midwifery practices on Zanzibar correctly explained	code of conduct and standard guiding midwifery practices on Zanzibar correctly	explaining the Relationship of law, code of conduct and standard guiding midwifery practices on Zanzibar correctly	Zanzibar correctly
Importance of using law, code of conduct and standard guiding midwifery practice in Zanzibar correctly described	_	Has knowledge and understanding of describing Importance of using law, code of conduct and standard guiding midwifery practice in Zanzibar	Has wide knowledge and understanding of describing Importance of using law, code of conduct and standard guiding midwifery practice in Zanzibar
Level of licensure correctly identified	Has knowledge of identifying levels of licensure	Has knowledge and understanding of identifying levels of licensure	Has wide knowledge and understanding of identifying levels of licensure
Responsibilities for each level correctly enumerated	Has knowledge of enumerating responsibilities of each level	understanding of enumerating	Has wide knowledge and understanding of enumerating responsibilities of each level
Term moral conduct correctly defined	Has knowledge of defining term moral conduct	Has knowledge and understanding of defining term moral conduct	Has wide knowledge and understanding of defining term moral conduct
Moral conduct in health care setting correctly demonstrated	Moral conduct in	Has knowledge and understanding of Moral conduct in health care setting	Has wide knowledge and understanding of Moral conduct in health care setting
Nurses moral conduct during delivery of care correctly adhered	_	9	Has knowledge and understanding of adhering to moral conduct during care delivery
Trustworthiness and its implication correctly explained	Has knowledge of explaining Trustworthiness and its implication	Has knowledge and understanding of explaining Trustworthiness and its implicatiom	Has wide knowledge and understanding of explaining Trustworthiness and its implication
Openness during care delivery correctly practiced	practicing Openness during care delivery	Has knowledge and understanding of practicing Openness during care delivery	Has wide knowledge and understanding of practicing Openness during care delivery
Trustworthiness to patients/co workers	Has knowledge of Trustworthiness to	Has knowledge and understanding of	Has wide knowledge and understanding of

demonstrated during care delivery	patients/co workers demonstrated during care delivery	Trustworthiness to patients/co workers demonstrated during care delivery	Trustworthiness to patients/co workers demonstrated during care delivery
Confidentiality correctly defined	Has knowledge of the term confidentiality	Has knowledge and understanding of the term confidentiality	Has wide knowledge and understanding of the term confidentiality
Patients confidential information properly kept	Has knowledge of keeping patients confidential information	Has knowledge and understanding of keeping patients confidential information	Has wide knowledge and understanding of keeping patients confidential information
Confidentiality is practiced during delivery of services correctly	Has knowledge of practicing Confidentiality during delivery of services	Has knowledge and understanding of practicing Confidentiality during delivery of services	Has wide knowledge and understanding of practicing Confidentiality during delivery of services
The terms nursing ethics and etiquettes correctly defined	Has knowledge of defining nursing ethics and etiquette	Has knowledge and understanding of defining nursing ethics and etiquette	Has wide knowledge and understanding of defining nursing ethics and etiquette
The nursing ethics correctly explained	Has knowledge of explaining the nursing ethics	Has knowledge and understanding of explaining the nursing ethics	O .
The nursing etiquettes correctly explained	explaining the nursing etiquettes	Has knowledge and understanding of explaining the nursing etiquettes	Has wide knowledge and understanding of explaining the nursing etiquettes
Patients rights and clients rights correctly defined	_	Has knowledge and understanding of defining patients and services providers rights	<u> </u>
Patients rights and service providers rights correctly explained	Has knowledge of explaining patients and services providers rights	Has knowledge and understanding of explaining patients and services providers rights Providers rights	Has wide knowledge and understanding of explaining patients and services providers rights Providers rights

The ability to adhere	Has knowledge of	Has knowledge and	Has wide knowledge
to the patient's and	demonstrating the	understanding of	and understanding of
service provider's	ability to adhere to the	demonstrating the	demonstrating the
right properly	patients and service	ability to adhere to the	ability to adhere to the

demonstrated	providers rights	patients and service providers rights	patients and service providers rights
The nursing ethics and etiquette correctly maintained	Has knowledge of maintaining the nursing ethics and etiquettes	Has knowledge and understanding of maintaining the nursing ethics and etiquettes	
Terms used in NTA system correctly defined	defining the terms NTA system	Has knowledge and understanding of defining the terms NTA system	and understanding of the term NTA system
The different NTA levels nursing cadre correctly described	defining different nursing cadre	Has knowledge and understanding of defining different nursing cadre	Has wide knowledge and understanding of different nursing cadre
The importance of NTA system in nursing correctly explained	importance of NTA system in nursing	Has knowledge and understanding of the importance NTA system in nursing	and understanding the importance of NTA system in nursing
The terms registration, enrolment and licensure correctly defined	Has knowledge of defining terms registration, enrolment and licensure	Has knowledge and understanding of defining terms registration, enrolment and licensure	Has wide knowledge and understanding of defining terms registration, enrolment and licensure
The importance of registration enrolment and licensure correctly explained	Has knowledge of the importance of registration, enrolment and licensure	Has knowledge and understanding of the importance of registration, enrolment and licensure	Has wide knowledge and understanding of the importance of registration, enrolment and licensure
The steps used in registration, enrolment and licensure in nursing profession correctly explained	Has knowledge of steps used in registration, enrolment and licensure in nursing profession		Has wide knowledge and understanding of the steps used in registration, enrolment and licensure in nursing profession
The term organogram defined correctly	Has knowledge of defining the term organogram	Has knowledge and understanding of defining the term organogram	Has wide knowledge and understanding of the term organogram
Importance of organogram correctly recognized	Has knowledge of recognizing the importance of organogram	Has knowledge and understanding of recognizing importance of	Has wide knowledge and understanding of recognizing importance of

		organogram	organogram
Organization structure	Has knowledge of		Has wide knowledge
of Ministry of health		understanding of	
correctly explained	of Ministry of health	l ————————————————————————————————————	Organization structure
		of ministry of Health	of the Ministry of
		,	health
The term duties	Has knowledge of	Has knowledge and	Has wide knowledge
correctly defined	defining the term	understanding of	and understanding of
	duties	defining the term	the term duties
		duties	
Various nursing cadre	Has knowledge of	Has knowledge and	Has wide knowledge
correctly identified	identifying various	understanding of	and understanding of various nursing cadre
	nursing cadre	identifying various	various nursing cadre
		nursing cadre	
Duties of nursing		Has knowledge and	
cadre correctly	listing duties of	understanding of	and understanding Of
	nursing cadre	listing duties of	listing duties of
		nursing cadre	nursing cadre
The term scheme of	Has knowledge of	Has knowledge and	listing duties of nursing cadre Has wide knowledge
service correctly	defining scheme of	understanding of	and understanding of
defined	service	defining scheme of	defining scheme of
		service	service
	Has knowledge of	Has knowledge and	Has wide knowledge
remunerations in	identifying various	understanding of identifying various	and understanding of
nursing professional	current remunerations		
properly identified	in nursing	current remuneration	
	professional	I — — — — — — — — — — — — — — — — — — —	nursing professional
		professional	
The various current	Has knowledge of	Has knowledge and	Has wide knowledge
remuneration in	applying current various remuneration	understanding of	and understanding of
nursing are applied	various remuneration	applying current	applying current
	in nursing in daily life		
situation	** 1 1 1 0	in nursing in daily life	Ť Š
ZNMC correctly	_	Has knowledge and	0
defined	defining ZNMC	understanding of	and understanding of
TTI C	TT 1 1 1 C	defining Z NMC	defining ZNMC
The importance of	C	Has knowledge and	0
ZNMC correctly	explained the	understanding of	and understanding of
explained	importance Of ZNMC	explaining the	importance of ZNMC
TT1 1 1	II 1 1 1 C	importance of ZNMC	TT '1 1 1 1
The relationship	Has knowledge of	Has knowledge and	Has wide knowledge
between ZNMC and	explaining the	understanding of	and understanding of
other health and	relationship between	explaining	relationship between
education councils	ZNMC and other	relationship between	
correctly explained	health and education	ZNMC and other	
	councils	health and education	councils

		councils	
The roles of ZNMC currently explained	Has knowledge of the roles of ZNMC	Has knowledge and understanding of the roles of ZNMC	Has wide knowledge and understanding of the roles of ZNMC
The function of ZNMC ordinance correctly explained	ZNMC ordinance	Has knowledge and understanding of the ZNMC ordinance	and understanding of the ZNMC ordinance
The ZNMC ordinance currently explained	Has knowledge of the ZNMC	Has knowledge and understanding of the ZNMC ordinance	and understanding of the ZNMC ordinance
The member of ZNMC correctly identified	Has knowledge of the members of the ZNMC	Has knowledge and understanding of the member of the ZNMC	Had wide knowledge and understanding of the members of the ZNMC
The different committee of ZNMC correctly explained	Has knowledge of different committees of the ZNMC	Has knowledge and understanding of the different committees of the ZNMC	Has wide knowledge and understanding of the different committees of the ZNMC
The function of different committees correctly explained	Has knowledge of the functions of different committees of the ZNMC	Has knowledge and understanding of the functions different committees of the ZNMC	Has wide knowledge and understanding of the functions of different committees of the ZNMC
Common terms used in anatomy and physiology correctly defined	Has knowledge of defining the terms used in anatomy and physiology	Has knowledge and understanding of defining the terms used in anatomy and physiology	Has wide knowledge and understanding the terms used in anatomy and physiology
Organization of the human body correctly identified	identifying organization of the human body	organization of the human body	and understanding organization of the human body
Different human body systems correctly explained	identifying of different of human body system	Has knowledge and understanding of recognizing human body system	and understanding of human body system
Various parts of human body structure correctly identified	Has knowledge of identifying various parts of human body structure	understanding of identifying various parts of human body structure	and understanding of various parts of human body structure
Various functions of the body parts correctly identified	identifying various	Has knowledge and understanding of identifying various	

		functions	human body functions
human body structure and functions correctly explained	Has knowledge of interaction between human body structure and functions	Has knowledge and understanding of interaction between human body structure functions	Has wide knowledge and understanding interaction between human body structure and functions
	Has knowledge of identifying common anatomical and physiological functions	Has knowledge and understanding of identifying common anatomical and physiological functions	Has wide knowledge and understanding common anatomical and physiological functions
anatomical and physiological dysfunction of human	Has knowledge of identifying common causes of anatomical and physiological dysfunction of human body system	Has knowledge of understanding common causes of anatomical and physiological dysfunction of human body system	Has wide knowledge and understanding common causes of anatomical and physiological dysfunction of human body system
anatomical and physiological	Has knowledge of managing minor anatomical and physiological dysfunction of human body system	Has knowledge and understanding of management of minor anatomical and physiological dysfunction of human body system	Has wide knowledge and understanding of management of minor anatomical and physiological dysfunction of human body system
	Has knowledge of explained the qualities of a good nurse	Has knowledge and understanding of explaining the qualities of a good nurse	Has wide knowledge and understanding of the qualities of a good nurse
correctly practiced	Has knowledge of practicing the qualities of a good nurse	understanding of practicing the	=
in nursing correctly defined	Has knowledge of defining the common terms used in nursing	Has knowledge and understanding of defining the common terms used in nursing	and understanding of the common terms used in nursing
explained	Has knowledge of explaining the functions and roles of a nurse Has knowledge of the	Has knowledge and understanding of the functions and roles of a nurse Has knowledge and	and understanding of the functions and roles of a nurse

nursing a profession correctly explained	characteristics of nursing profession	understanding of the characteristics of nursing profession	and understanding of the characteristics of nursing profession
background of nursing worldwide correctly explained	of nursing in worldwide	Has knowledge and understanding of nursing in worldwide	Has wide knowledge and understanding of the historical background of nursing in worldwide
background of nursing in Tanzania correctly explained	of nursing in Tanzania	Has knowledge and understanding of the historical background of nursing in Tanzania	and understanding of the historical background of nursing in Tanzania
Health service delivery system in Zanzibar correctly explained	Has knowledge of explaining health services in Zanzibar	Has knowledge and understanding of explaining health services in Zanzibar	and understanding of
common terms used in fundamentals of nursing currently defined	Has knowledge of defining common terns used in fundamentals of nursing	Has knowledge and understanding in defining common terms used in fundamentals of nursing	Has wide knowledge and understanding common terms used in fundamentals of nursing
Basic nursing procedures currently performed	Has knowledge of performing basic nursing procedures	Has knowledge and understanding of perfoming basic nursing procedures	_
common terms used in first Aid currently defined	Has knowledge of defining common terns used in first Aid	Has knowledge and understanding in defining common terms used in first Aid	Has wide knowledge and understanding of common terms used in first Aid
Various equipment in the First Aid Kit currently identified	Has knowledge of identifying various equipment in First Aid Kit	understanding of identifying various equipment in First Aid Kit	and understanding various equipment in First Aid Kit
Principles of First Aid currently explained	Has knowledge of explaining the principles of First Aid	understanding of explaining the principles of First Aid	the principles of First Aid
Assisted appropriately in managing common conditions using the First Aid Kit		Has knowledge and understanding of assisting in managing common conditions using the First Aid Kit	and understanding in managing common conditions using the
Dissaster and	Has knowledge of	Has knowledge and	Has wide knowledge

emergence preparedness in nursing currently defined		disaster and emergence	and understanding of disaster and emergence preparedness in nursing
Conditions which require emergency nursing care currently identified	Has knowledge of identifying conditions which require emergency nursing care		and understanding of Conditions which
Skills in Disaster and emergency preparedness in nursing practice currently applied	skills in disaster and	Has knowledge and understanding of skills in disaster and emergency preparedness in nursing practice and understanding of	skills in disaster and emergency preparedness in
Health members are identified properly and classified Importance of having a team members currently explained	identifying health team members	Has knowledge identifying health team members	and understanding of health team members Has wide knowledge and understanding of importance of having
Principles of team work in collaboration with other health workers currently applied	applying Principles of team work in collaboration with other health workers	Has knowledge and understanding of applying Principles of team work in collaboration with other health workers	applying Principles of team work in collaboration with other health workers
Basic terminologies used in drug administration correctly identified	identifying basic terminologies used in drug administration	Has knowledge and understanding of identifying basic terminologies used in drug administration	and understanding of identifying basic terminologies used in drug administration
The Basic terminologies used in drug administration correctly defined	Has knowledge of defining the Basic terminologies used in drug administration	Has knowledge and understanding defining the Basic terminologies used in drug administration	Has wide knowledge and understanding of basic terminologies used in drug administration
The basic terminologies correctly applied	Has knowledge of applying basic terminologies in drug administration	Has knowledge and understanding of applying basic terminologies in drug administration	Has wide knowledge and understanding of applying basic terminologies in drug administration

Principles of drug explained correctly	Has knowledge of explaining Principles of drug administration	Has knowledge and understanding of explaining Principles of drug administration	and understanding of Principles of drug
Common route of drug administration correctly explained	\mathcal{E}	Has knowledge and understanding of explaining Common route of drug administration	and understanding of
Principles of drugs administration correctly utilized	utilizing Principles of drugs administration	Has knowledge and understanding of utilizing Principles of drugs administration	and understanding of Principles of drugs administration
Legal limitation and approval procedure doses correctly established		Has knowledge and understanding of establishing legal limitation and approval procedure of drug dose	establishing legal limitation and
Correctness of drug dosage correctly checked	_	Has knowledge and understanding of checking Correctness of drug doses	and understanding of
Amount of drugs for administration and frequency correctly calculated	Has knowledge of calculating amount of drugs for administration and frequency	Has knowledge and	and understanding of calculating amount of drugs for
_	Has knowledge of describing units of measurements/weight content	Has knowledge and understanding of	C
Ratio/percentage of solids in liquids correctly determined	Has knowledge of determining ratios/percentage of solids in liquids	Has knowledge and understanding of determining ratios/percentage of solids in liquids	Has wide knowledge and understanding of determining ratios/percentage of solids in liquids
ratio/percentage of liquid in liquid correctly determined	Has knowledge of determining ratio/percentage of liquid in liquid	Has knowledge and understanding of determining ratio/percentage of liquid in liquid	Has wide knowledge and understanding of determining ratio/percentage of liquid in liquid
The term effect and side effect correctly	Has knowledge of defining The term	Has knowledge and understanding of	Has wide knowledge and understanding of

defined	effect and side effect of drug	defining The term effect and side effect of drug	\mathbf{c}
Effect and side effect correctly identified	identifying effect and side effect of drugs	Has knowledge and understanding of identifying effect and side effect of drugs	identifying effect and side effect of drugs
Care of patients/clients with common drug side effect correctly provided	Has knowledge of providing care to patients/clients with common drug side effects	Has knowledge and understanding of providing care to patients/clients with common drug side effects	and understanding of providing care to
Common nutritional deficiencies correctly explained	Has knowledge of common nutritional deficiencies	understanding of common nutritional deficiencies	Has wide knowledge and understanding of common nutritional deficiencies
Causes of common nutritional deficiencies correctly explained	Has knowledge of explaining the causes of common nutritional deficiencies	Has knowledge and understanding of explaining the causes of common nutritional deficiencies	and understanding of explaining the causes
The meaning of balance diet correctly explained	Has knowledge of the meaning of balanced diet	Has knowledge and understanding of the meaning of balanced diet	Has wide knowledge and understanding of the meaning of balanced diet
Available client's type of food correctly identified	identifying available type of food for clients	Has knowledge and understanding of identifying available type of food for clients	and understanding of available type of food for clients
Client/family involved in planning balanced diet correctly	involving in planning balanced diet to client/family	understanding of involving in planning balanced diet to client/family	involving in planning balanced diet to client/family
Mode of transmission of HIV/AIDS correctly identified	identifying mode of transmission of HIV/AIDS	Has knowledge and understanding of identifying mode of transmission of HIV/AIDS	and understanding of identifying mode of transmission of HIV/AIDS
Risk factors in acquiring HIV/AIDS correctly identified	Has knowledge of identifying risk factors in acquiring HIV/AIDS	Has knowledge and understanding of identifying risk factors in acquiring HIV/AIDS	and understanding of identifying risk

Measures to prevent HIV/AIDS to patient, co-workers and self correctly utilized	utilizing measures to prevent HIV/AIDS to patient, co-workers and self	Has knowledge and understanding of utilizing measures to prevent HIV/AIDS to patient, co-workers and self	and understanding of utilizing measures to prevent HIV/AIDS to patient, co-workers and self
Life skills in prevention of HIV/AIDS correctly utilized	Has knowledge of utilizing life skills in prevention of HIV/AIDS	Has knowledge and understanding of utilizing life skills in prevention of HIV/AIDS	Has wide knowledge and understanding of utilizing life skills in prevention of HIV/AIDS
Information about adherence of ARV drugs correctly provided	Has knowledge of providing information about adherence of ARV drugs	Has knowledge and understanding of providing information about adherence of ARV drugs	Has wide knowledge and understanding of providing information about adherence of ARV drugs
Opportunistic infection in relation to HIV correctly identified	Has knowledge of identifying opportunistic infection in relation to HIV	Has knowledge and understanding of identifying opportunistic infection in relation to HIV	and understanding of identifying opportunistic
Holistic care to patients/clients with HIV/AIDS properly provided	to patients/clients with HIV/AIDS	understanding of providing holistic care to patients/clients with HIV/AIDS	and understanding of providing holistic care to patients/clients with HIV/AIDS
Policy guidelines for reporting accidentally exposure correctly identified	identifying policy guidelines for reporting accidental exposure	Has knowledge and understanding of identifying policy guidelines for reporting accidental exposure	and understanding of identifying policy guidelines for reporting accidental exposure
Measures to be taken in care of accidental exposure correctly explained	Has knowledge of explaining measures to be taken in care of accidental exposure	Has knowledge and understanding of explaining measures to be taken in care of accidental exposure	Has wide knowledge and understanding of explaining measures to be taken in care of accidental exposure
Preventive measures of accidental exposure adhering to the set standard precaution correctly demonstrated	Has knowledge of demonstrating preventive measures of accidental exposure by adhering to the set standard precaution	Has knowledge and understanding of demonstrating preventive measures of accidental exposure by adhering to the set standard precaution	Has wide knowledge and understanding of demonstrating preventive measures of accidental exposure by adhering to the set standard precaution
The preventive	Has knowledge of	Has knowledge and	Has wide knowledge

HIV/AIDS correctly identified	measures of HIV/AIDS	identifying preventive measures of HIV/AIDS	measures of HIV/AIDS
Knowledge in providing information on HIV/AIDS preventive measures correctly applied	Has knowledge of applying provided information on HIV/AIDS preventive measures	Has knowledge and understanding of applying provided information on HIV/AIDS preventive measures	and understanding of applying provided information on
The skills to prevent HIV/AIDS correctly demonstrated	Has knowledge of demonstrating the skills to prevent HIV/AIDS	Has knowledge and understanding of demonstrating the skills to prevent HIV/AIDS	and understanding of demonstrating the
Life skills correctly defined	Has knowledge of defining life skills	Has knowledge and understanding of defining life skills	
Various components of life skills correctly explained	Has knowledge of explaining various components of life skills	Has knowledge and understanding of explaining various components of life skills	Has wide knowledge and understanding of explaining various components of life skills
Life skills in daily life correctly applied	Has knowledge of applying life skills properly in daily life	Has knowledge and understanding of applying life skills properly in daily life	Has wide knowledge and understanding of applying life skills properly in daily life
The common opportunistic infections correctly listed	Has knowledge of listing the common opportunistic infections	Has knowledge and understanding of listing the common opportunistic infections	Has wide knowledge and understanding of listing the common opportunistic infections
Patients/clients with opportunistic infection correctly identified	Has knowledge of identifying patients/clients with opportunistic infection	Has knowledge and understanding of identifying patients/clients with opportunistic infection	Has wide knowledge and understanding of identifying patients/clients with opportunistic infection

Care to patient/clients	Has knowledge of	Has knowledge and	Has wide knowledge
with opportunistic	providing Care to	understanding of	and understanding
infections correctly	patient/clients with	providing Care to	Care to patient/clients
provided	opportunistic	patient/clients with	with opportunistic
	infections	opportunistic	infections
		infections	

The term holistic care correctly defined	Has knowledge of defining the term holistic care	Has knowledge and understanding of defining the term holistic care	Has wide knowledge and understanding the term holistic care
The importance of holistic care for patients with HIV/AIDS correctly explained	Has knowledge of explaining The importance of holistic care for patients with HIV/AIDS	Has knowledge and understanding of explaining The importance of holistic care for patients with HIV/AIDS	Has wide knowledge and understanding the importance of holistic care for patients with HIV/AIDS
Holistic care to patient/clients with HIV/AIDS correctly provided	Has knowledge holistic care to patient/clients with HIV/AIDS	Has knowledge and understanding of holistic care to patient/clients with HIV/AIDS	Has wide knowledge and understanding of holistic care to patient/clients with HIV/AIDS
The term PEP correctly defined	Has knowledge of defining the term PEP	Has knowledge and understanding of defining the term PEP	Has wide knowledge and understanding of defining the term PEP
The importance of PEP correctly explained	Has knowledge explaining the importance of PEP	Has knowledge and understanding of explaining the importance of PEP	Has wide knowledge and understanding the importance of PEP
The principles of PEP correctly explained	Has knowledge explaining the principles of PEP	Has knowledge and understanding of explaining the principles of PEP	Has wide knowledge and understanding the principles of PEP
Type of accidental exposure in relation to HIV/AIDS correctly defined	Has knowledge of identifying type of accidental exposure in relation to HIV/AIDS	Has knowledge and understanding of identifying type of accidental exposure in relation to HIV/AIDS	Has wide knowledge and understanding type of accidental exposure in relation to HIV/AIDS

The steps to be followed incase of accidental exposure in relation to HIV/AIDS correctly explained The PEP principles correctly adhered	Has knowledge of explaining the steps to be followed in case of accidental exposure in relation to HIV/AIDS Has knowledge of the adhering PEP principles	Has knowledge and understanding of explaining the steps to be followed in case of accidental exposure in relation to HIV/AIDS Has knowledge and understanding of adhering PEP principles	Has wide knowledge and understanding of explaining the steps to be followed in case of accidental exposure in relation to HIV/AIDS Has wide knowledge and understanding of PEP principles
The set standards precautions of IPC correctly revised	Has knowledge of revising on set standards of IPC	Has knowledge and understanding of revising on set standards of IPC	Has wide knowledge and understanding on set standards of IPC
Information's on set standards correctly provided	Has knowledge of demonstrating standard precautions	Has knowledge and understanding of demonstrating standard precautions	Has wide knowledge and understanding of demonstrating standard precautions
The standards precautions correctly demonstrated	Has knowledge of describing standards precautions	Has knowledge and understanding of describing standards precautions	Has wide knowledge and understanding of standards precautions
The common terms related to medical conditions defined correctly	Has knowledge of defining terms related to medical conditions	Has knowledge and understanding of defining terms related to medical conditions	Has wide knowledge and understanding terms related to medical conditions
Different medical conditions correctly explained	Has knowledge of explaining different medical conditions	Has knowledge and understanding of explaining different medical conditions	Has wide knowledge and understanding different medical conditions
Care to patients with medical conditions provided	Has knowledge of providing care to patients with medical conditions	Has knowledge and understanding of providing care to patients with medical conditions	Has wide knowledge and understanding providing care to patients with medical conditions

The common terms related to surgical conditions correctly defined	to surgical conditions	Has knowledge and understanding of defining terms related to surgical conditions	and understanding of defining terms related to surgical conditions
Different surgical conditions correctly explained	explaining different surgical condition	Has knowledge and understanding of explaining different surgical condition	and understanding different surgical condition
Care to patients with surgical conditions correctly provided	providing care to patients with surgical conditions	understanding of providing care to patients with surgical conditions	
Common nutritional deficiencies correctly listed	defining Common nutritional deficiencies	Has knowledge and understanding of defining Common nutritional deficiencies	_
Common nutritional deficiencies correctly explained	Has knowledge of Common nutritional deficiencies	Has knowledge and understanding of Common nutritional deficiencies	· ·
Care to patients with nutritional deficiencies correctly provided	providing care to	Has knowledge and understanding of providing care to nutritional deficiencies patient	Has wide knowledge and understanding caring to nutritional deficiencies patient
The term nursing process correctly defined	defining nursing process	Has knowledge and understanding of defining nursing process	and understanding nursing process
The characteristics of the nursing process correctly explained	Has knowledge of explaining characteristics of the nursing process	Has knowledge and understanding of explaining characteristics of the nursing process	Has wide knowledge and understanding characteristics of the nursing process
The steps in nursing process correctly explained	Has knowledge of explaining steps in nursing process	Has knowledge and understanding of explaining steps in nursing process	Has wide knowledge and understanding steps in nursing process
The nursing diagnosis correctly formulated	Has knowledge of formulating nursing diagnosis	Has knowledge and understanding of formulating nursing diagnosis	Has wide knowledge and understanding formulating nursing diagnosis

Patients problems	Has knowledge of	Has knowledge and	Has wide knowledge
Patients problems		_	
prioritized and care	planning and	understanding of	and understanding
correctly planned	prioritizing patients	planning and	planning and
	problems and care	prioritizing patients	prioritizing patients
		problems and care	problems and care
Planned care	Has knowledge of	Has knowledge and	
implemented	implementing	understanding of	and understanding of
correctly	planned care	implementing	implemention of
		planned care	planned care
Care given to the	Has knowledge of	Has knowledge and	Has wide knowledge
patient based on their	evaluating care given	understanding of	and understanding of
dietary needs	to the patient based	evaluating care given	_
correctly evaluated	on their dietary needs	to the patient based	
		on their dietary needs	on their dietary needs
Common nutritional	Has knowledge of	Has knowledge and	Has wide knowledge
deficiencies correctly	explaining common	understanding of	and understanding
explained	nutritional	explaining common	explaining common
explained	deficiencies	nutritional	nutritional
	deficiencies	deficiencies	deficiencies
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Care to patients with	_	Has knowledge and	•
nutritional	providing Care to	understanding of	and understanding
deficiencies correctly	_	providing Care to	providing Care to
provided	nutritional	patients with	patients with
	deficiencies	nutritional	nutritional
		deficiencies	deficiencies
Manual and	Has knowledge of	Has knowledge and	Has wide knowledge
electronic method of	differentiating	understanding of	and understanding
record keeping	manual and	differentiating	differentiating
correctly	electronic method of	manual and	manual and
differentiated	record keeping	electronic method of	electronic method of
		record keeping	record keeping
Advantages and	Has knowledge of	Has knowledge and	1 0
disadvantages	describing the		and understanding of
Manual and	1	C	describing the
electronic record	manual and	disadvantages of	<u> </u>
keeping correctly	electronic record	manual and	manual and
described	keeping	electronic record	
described	Kechnig	keeping	keeping
Types of tool used in	Has knowledge of	Has knowledge and	1 0
	_	•	
maintaining patients	explaining types of	understanding	and understanding of
health record	tool used in	explaining the types	
correctly explained	maintaining patients	of tool used in	
	health record	maintaining patients	maintaining patients
		health record	health record

The advantage of	Has knowledge of	Has knowledge and	Has wide knowledge
_		•	•
keeping patients	\mathcal{C}	understanding of	
health recoed		enumerating the	enumerating the
appropriately	patients health recoed	advantage of keeping	
corectly enumerated	appropriately	1	patients health recoed
		appropriately	appropriately
Principles of	Č	Has knowledge and	Has wide knowledge
counseling skills in	utilaizing the	understanding of	and understanding of
educating client on	Principles of	utilaizing the	utilaizing the
the advantages of	counseling skills in	Principles of	Principles of
keeping health record	educating patients on	counseling skills in	counseling skills in
safe correctly	the advantages of	educating patients on	educating patients on
utilaized	keeping health record	the advantages of	the advantages of
	safe	keeping health record	keeping health record
		safe	safe
Legal importance of	Has knowledge of	Has knowledge and	
patient's health		understanding of	and understanding of
records correctly	importance on	describing legal	describing legal
described	patient's health	importance on	importance on
deseried	records	patient's health	patient's health
	1000143	records	records
Legal implications in	Has knowledge of	Has knowledge and	
handiling patients	describing legal	_	_
		understanding of describing legal	describing local
	implications in		
correctly described	handiling patients	implications in	implications in
	health records	handiling patients	handiling patients
		health records	health records
	Has knowledge of		
policy guidelines and	<u> </u>	understanding of	
legal regulations in		organisational policy	
handling	guidelines and legal	guidelines and legal	guidelines and legal
client/patients health	guidelines and legal regulations in	regulations in	regulations in
records correctly		handling	handling
described	client/patients health	client/patients health	client/patients health
	records	records	records
Confidentiality in	Has knowledge of	Has knowledge and	Has wide knowledge
managing patients	practicing	understanding of	and understanding of
health records	Confidentiality of	practicing	practicing
correctly practiced	managing patients	Confidentiality of	
	health records	managing patients	managing patients
		health records	health records
Word processing	Has knowledge of	Has knowledge and	
application in	useing word	understanding of	
organizing health	processing	useing word	useing word
<u> </u>	I	<u> </u>	٠. تــ س

records correctly used	application in organizing health records	processing application in organizing health records	processing application in organizing health records
Use of spreadsheet in organizing health records correctly done		Has knowledge and understanding of useing spreadsheet in organizing health records	Has wide knowledge and understanding of useing spreadsheet in organizing health records
Database/access application in organing health records correctly utilized	Has knowledge of utilizing database/access application in organing health records	Has knowledge and understanding of utilizing database/access application in organing health records	Has wide knowledge and understanding of utilizing database/access application in organing health records
Graphs and charts using spreadsheet application to display the interpreted health data correctly generated	Has knowledge of generating Graphs and charts using spreadsheet application to display the interpreted health data	Has knowledge and understanding of generating Graphs and charts using spreadsheet application to display the interpreted health data	Has wide knowledge and understanding of generating Graphs and charts using spreadsheet application to display
Analysis of data correctly interpreted	Has knowledge of interpreting analyzed data	Has knowledge and understanding of interpreting analyzed data	Has wide knowledge and understanding of interpreting analyzed data
Health information in developing nursing interventions correctly utilized	Has knowledge of utilizing health information in developing nursing interventions	Has knowledge and understanding of utilizing health information in developing nursing interventions	utilizing health information in developing nursing interventions
Sources of HIMS data correctly identified	Has knowledge of identifying sources of HIMS data	Has knowledge and understanding of identifying sources of HIMS data	Has wide knowledge and understanding of identifying sources of HIMS data
HIMS data tools correctly differentiated	Has knowledge of differentiating HIMS data tools	Has knowledge and understanding of differentiating HIMS data tools	Has wide knowledge and understanding of differentiating HIMS data tools
Filling in of HIMS paper and electronic tools correctly practiced	Has knowledge of practicing the filling in of the HIMS paper and electronic tools	Has knowledge and understanding of practicing the filling in of the HIMS paper	Has wide knowledge and understanding of practicing the filling in of the HIMS paper

		and electronic tools	and electronic tools
Key board skills	Has knowledge of	Has knowledge and	Has wide knowledge
demonstrated	demonstrating Key	understanding of	and understanding of
	board skills	demonstrating Key	demonstrating Key
		board skills	board skills

Serving of document using basic computer skills correctly done	Has knowledge of Serving of document using basic computer skills	Has knowledge and understanding of Serving of document using basic computer skills	and understanding of Serving of document using basic computer skills		
Value using word and spreadsheet correctly calculated	Has knowledge of calculating value using word and spreadsheet	Has knowledge and understanding of calculating value using word and spreadsheet	and understanding of calculating value using word and		
Searching and retrieving of health information using internet correctly done	Has knowledge of Searching and retrieving of health information using internet	spreadsheet Has knowledge and understanding of Searching and retrieving of health information using internet	and understanding of Searching and retrieving of health		
documents according to legal and professional guidelines correctly done	documents according to legal and professional guidelines	Has knowledge and understanding of formulating documents according to legal and professional guidelines	and understanding of formulating documents according to legal and professional guidelines		
health record correctly done	health record	understanding of evaluating patients health record	and understanding of evaluating patients health record		
Nursing diagnosis made and plan of patients care correctly planned	Has knowledge of making nursing diagnosis and planning of patients care	Has knowledge and understanding of nursing diagnosis and planning of patients care	and understanding of		

21.0 DESCRIPTION OF MODULES

Code: NM 04101

Name: communication skills

Sub-enabling outcomes:

1.1.1 Describe the components of communication proc	1.1.1	Describe	the	components	of communication	procss
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- 1.1.2 Explain the factors influencing communication
- 1.1.3 Establish and maintain good relationship with patients/clients and co workers
- 1.2.1 Identify various ways in which people communicate verbal and non-verbally
- 1.2.2 Demonstrate proper use of verbal and non-verbal communication
- 1.2.3 Utilize listing, observing and questioning skills in clinical setting
- 1.3.1 Select and utilize appropriate ways of giving and receiving feedback
- 1.3.2 Give and receive feedback to patients/clients appropriately
- 1.3.3 Describe factors influencing feedback in communication

Prerequisite modules: None

Learning context

This module will be conducted through lecture, lecture discussion, group discussion, tutorials, seminars, role plays, simulation, demonstration, games, practical and workplace learning.

Learning content

Concept of communication

- Definition of communication
- Types of communication
- Components of communication process

Goog interpersonal communication

Advantages of good interpersonal relationship

Creating and maintaining good interpersonal relationship patients/clients

• Establish report with and co-workers

Verbal and Non verbal

Verbal communication

Non verbal communication

Advantages and disadvantages of verbal and non verbal communication

Interpretation of non verbal

Concepts of listening, observing and questioning

Listening skills

Observing skills

Questioning skills

Importance of effective listening, observing and questioning

The concept of team work

Definition of team work concept of feedback

Types of feedback

Importance of giving and receiving feedback

Principles of giving and receiving feedback

Guidelines

Advantages of team work

Giving and receiving feedback

for giving and receiving feedback

Factors that influence communication process

• influence factors

Barriers of effectives communication

Overcoming the barriers

Learning Materials/Facilities

Facilities:

Multifunctional room /skill laboratory in which students can be accommodated well and all other equipment and supplies that will be required for group's demonstration practices.

Learning and teaching materials:

The following learning and teaching materials will be used (not exhaustive) Multimedia projector, overhead projectors and screens, computers, Flip charts, White and black boards, chalks and marker pens, transparencies, slide projectors, TV set, radio cassettes.

- 1. Fisher Cassie W. 1989.Students guide to success.2^{nd edition}. ELBS. London
- 2. Graven RF(1992) Page 274
- 3. MOHSW-EPL. 2008. Communication guide for facilitators
- 4. MOHSW- RCH. Integrated RCH clinical skills curriculum.

Name: Infection Prevention and control Including Microbiology

Sub- enabling outcome:

21.1	Explain	basic c	oncepts o	f Microbiology		
2.1.2	Classify	the vari	ious types	of microorganisms	causing	diseases

- 2.1.3 Explain basic concept of parasitology and entomology in relation to client care
- 2.1.4 State the relationship between the parasite and host
- 2.2.1 Explain the mode of disease transmission
- 2.2.2 Describe the basic factors in the prevention and control of infection
- 2.2.3 Describe principles of disease prevention and control
- 2.3.1 Describe the principles of standard precaution in infection prevention and control
- 2.3.2 Perform hand washing before and after every procedure
- 2.3.3 Select appropriate aseptic techniques in clinical setting
- 2.3.4 Use principles of disposing hazardous and non-hazardous materials

Prerequisite Modules: None

Learning context

This module will be conducted through lecture, lecture discussion, group discussion, tutorials, seminars, practical and workplace learning.

Learning context

- History of microbiology
- Important of microbiology in nursing practice
- Types and characteristic of microorganism
- Classification
- Structure
- Multiplication
- Infection Process
- Collection of specimen for bacteriological examination
- Types of specimen
- Specific immune responses
- Humeral immunity
- Types of antibody
- Back ground
- Introduction
- Situational analysis
- Goals and objectives of IPC
- IPC guidelines
- Fundamentals of IPC

- The infections disease transmission cycle
- Health care worker safety and standard precaution
- Hand hygiene and use of personal protective Equipment(PPE)
- Antiseptic and disinfectants
- Health care waste management
- 1.2.2 Process in IPC
- Housekeeping, processing linen, Processing instrument
- Prevention infection special setting/condition
- Prevention nosocomial infection
- Prevention material and new born infection
- Prevention infection related to intravascular device and injection
- Prevention surgical site infection

Leaning Materials/Facilities

Facilities:

Multifunction room /skills laboratory in which student can be accommodated well and all other equipment and supplies that will be required for group's demonstration practices.

Learning and teaching materials:

The following leaning and teaching materials will be used (not exhaustive) Multimedia projector, overhead projectors and screens, computers, Flip charts, White and black boards, chalks and marker pens, transparencies, slide projectors, TV set, radio cassettes.

- MOHSW.2004. National IPC guidelines for health care services in Tanzania. 1st ed. Dar–es- salaam
- 2. Johon Snow Inc. 2006. Do not harm. 1st ed. Dar es Salaam
- 3. Crawen, R.F. Hirnle, C.J. (2000) *Fundamentals of Nursing:* Human Health and Function, 3rd Edition, Lippincott.
- 4. Dixon, E. (1983), *Theatre technique*, 5th Edition Bailliere, Tindall, London.
- 5. Grubb, K. (2000). Medical Law. 3rd Edition. Butterworths. London.
- Greenwood, D. Slack, R. & Peutherer J.2002. Medical Microbiology. A guide to microbial infections: Pathogeneses, Immunity, Laboratory Diagnosis and Control. 16th Edition. Churchill livingtone. London.
- 7. Khuse, H.& Snger Peter. 1999. Bioethics. An Antholoy. 1st edition. Blackwell. Massachusetts.
- 8. Mason and McCall Smith. 1999. Law and Medical Ethics, 5th edition. Butterworths. London

Name: Nursing Ethics And Practice -I

Sub-enabling outcomes:

0.11 D 7 11 C 1 11 11 TD 1 177 7					
3.1.1 Describe history of nursing worldwide, Tanzania and Zanzibar					
3.1.2 Describe the concepts and composition of Zanzibar Nurses and Midwives Council					
(ZNMC)					
3.1.3 Explain the process used in nursing registration enrolment and licensure					
3.1.4 Explain the component of nursing ethics and etiquettes					
3.1.5 Explain the concepts of nursing profession					
3.1.6 Describe basic nursing procedure in health care setting					
3.2.1 Recognize moral conduct in working station					
3.2.2 Demonstrate trust worthiness towards patient/clients					
3.2.3 Utilize the principles of confidentiality in rendering health services					
3.2.4 Observe patient and service rovider rights					
3.2.5 Demonstrate abilities in maintaining professional qualities					

Prerequisite Modules: None

Learning context

This module will be conducted through lecture, lecture discussion, group discussion, tutorials, seminars, practical and workplace learning.

Learning context

• Definition of terms

Nursing, nursing council,

Nursing profession, nursing act,

Ethics and etiquettes

- Legislation guidelines in providing nursing and midwifery care
- Nursing legislation process
- Professional responsibilities in relation to level of licensure
- Professional qualities
- Ethical principles /moral conducts in nursing profession

3.3.1 Describe basic nursing procedures in health care settings

- Principle of confidentiality in rendering health services
- Nursing ethics and etiquettes code
- Nursing ethics and research ethics
- Patients and service provider's rights.

• Leaning Materials/Facilities

• Facilities:

Multifunction room /skills laboratory in which student can be accommodated well and all other equipment and supplies that will be required for group's demonstration practices.

Learning and teaching materials:

The following leaning and teaching materials will be used (not exhaustive) Multimedia projector, overhead projectors and screens, computers, Flip charts, White and black boards, chalks and marker pens, transparencies, slide projectors, TV set, radio cassettes.

References:

- 1. Davis JA. Tschudin, V. De Raeve L. 2006. Essentials Of Teaching And Learning In Nursing Ethics. Prospectives And Methods. 1st Edition. Churchill Livingstone, London.
- 2. Kushe, H. & Singer Peter. (1999). Bioethics. An Anthology. 1st Edition. Blackwell. Massachusetts.
- 3. Mason And Mccall Smith (1999) Law And Medical Ethics, 5th Edition. Butterworths, London.
- 4. National Council For Technical EDUCATION.2006. Corporate Information. "Striving For World-Class Excellence In Technical Education And Training". NACTE. Dar Es Salaam
- 5. Pera And Van Tonder 1996. Ethics In Nursing Practice, Juta Ltd.
- 6. Rosdahl C.1991 Texbook Of Basic Nursing (5th Edition)

• Learning and teaching materials:

Name: Anatomy And Physiology

Sub-Enabling Outcomes:

4.1.1 describe basic anatomy and physiology of human body

- 4.1.2 Identify various parts of the human body structure and functions
- 4.1.3 Apply knowledge and skills in managing clients with minor anatomical and physiological functions of human body system

Prerequisite Modules: Nil

Learning content

Basi anatomy and physiology of human body

Definition of terms

- Cell, Tissues, Organs and Systems

Typical cells and its organelles

- Stucture of typical cells, Cell organelles and functions

Body tissues, types of tissue, structure, location and function

- Connective tisssue, Muscles tissue, Nervous tissue

Membranes and their functins

- Mucous, serous and synovials membranes

Body cavities organs functions

- Body regions and the organs contained

Body system

- Digestive, resiratory, urinary, circulatory, skeletal, endocrine, Nervous, Iymphatic and muscular.

Basic anatomical and physiological functions of human body systems

• Leaning Materials/Facilities

• Facilities:

Multifunction room /skills laboratory in which student can be accommodated well and all other equipment and supplies that will be required for group's demonstration practices.

Learning and teaching materials:

The following leaning and teaching materials will be used (not exhaustive) Multimedia projector, overhead projectors and screens, computers, Flip charts, White and black boards, chalks and marker pens, transparencies, slide projectors, TV set, radio cassettes.

- 1. Graven R .E And Hirnle Constauce J.2000. Fundamentals Of Nursing. Human Health And Function 4th Edition. J.B. Lippicott Company Philandelphia
- 2. Murray R, K, Granner D. K, Mayer P. A. And Rodwel V. W. 2001. Harpers Biochemistry 24th Edition. Large Medical Book Practice Hall International Inc.
- 3. Oliver, J.& Middleditch, A. 2000. Functional Anatomy Of The Spine. 6th Edition. Butterworth- Heinemann. Oxford.
- 4. Thibodeau G.A. And Patton K.J.2001 Anatomy And Physiology 3rd Edition Mosby Co. St Lous MO USA.
- 5. Roasdahl C. B. 1999, Textbook Of Basic Nursing 7th Edition Philadelphia. Lippincott Williams &Wilkins.
- 6. Robinson, MC. Alho, A. & Brown, CMC. 2000. Musculoskeletal Trauma Series. Femur. 1st Edition. Arnold. Edinburgh.
- 7. Ross & Wilson, (2001) Anatomy And Physiology In Health & Illness, 9th Edition, Churchill, Livingsone.
- 8. Ross And Wilson 2004. Anatomy And Physiology In Health And Illness. 10th Edition Churchill, Livingsone
- 9. Saladin, SK. 1998. Anatomy And Physiology. The Unit of Form And Function. 1st Edition Mcgraw-Hill. Boston.
- 10. Watson, R. 2001. Anatomy And Physiology For Nurses. 11th Edition. Bailliere Tindall.
- 11. Waugh, Ross And Wilson 2002. Anatomy And Physiology In Health & Illness, 9th Edition, Churchill, Livingsone. Stdney

Name: Nutrition

Sub-enabling outcomes:

- 4.3.1 Explain common basic concept in nutrition
- 4.3.2 utilize dietary pattern in serving meals to patient/ clients
- **4.3.3** explain common nutritional deficiencies
- 4.3.4 Educate client/family members in planning a balance diet

Prerequisite Modules: None

Learning context

This module will be conducted through lecture, lecture discussion, group discussion, tutorials, seminars, practical and workplace learning.

Learning content

Leaning Materials/Facilities

Common basic concept in nutrition

- Definition of food, nutrients, diet, balanced diet, food nutrients

Principal classes of nutrients

- Carbohydrates, protein, lipids, mineral, vitamins, water

Functions of the nutrients

- Metabolism, anbolismand catabolism

Common nutritional deficiency

- Malnutrition, under nutrition, iron deficiency, vitamin deficiency, Kwashiorkor and miasmas

Planning balance diet

- Availability of common diet in the community
- Accessibility of the common diet
- Awareness of balance diet

Leaning Materials/Facilities

Facilities:

Multifunction room /skills laboratory in which student can be accommodated well and all other equipment and supplies that will be required for group's demonstration practices.

Learning and teaching materials:

The following leaning and teaching materials will be used (not exhaustive) Multimedia projector, overhead projectors and screens, computers, Flip charts, White and black boards, chalks and marker pens, transparencies, slide projectors, TV set, radio cassettes

- 1. Stewart T 1992 ABC Of Nutrition, 2nd Edition, Stewart Truswell
- 2. Felicity, C.A. 1992. *Nutrition for Developing Countries*, 2nd Edition, ELBS Oxford University Press.

Name: Information Management in nursing

Sub-enabling outcomes:

	6.1.1 Identify	the different	methods	of keeping	health	record
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- 6.1.2 Describe the tools used in keeping patients health records
- 6.1.3 Describe the advantages and disadvantages of different methods of keeping health record
- 6.2.1 Describe legal limitation in managing clients/ patient medical records
- 6.2.2 Apply ethical principle of confidentiality in managing patient/clients records
- 6.2.3 Explain legal limitation in managing patient/clients records
- 6.3.1 Describe the basic concept of computer application
- 6.3.2 Organize health record using computer application
- 6.3.3 Use Computer In Performing Simple Data analysis for planning and implementation of care
- 6.3.4 Use HMIS (MTUHA) tools/computer software in organizing health records
- 6.3.5 Utilize word/spreadsheets computer application in producing report

Prerequisite Modules: None

Learning context

This module will be conducted through lecture, lecture discussion, illustrated discussion, coaching, tutorials, directed and self directed learning experiences in skill laboratory and in the clinical settings as applicable.

Learning content

- Definition of record
- Definition of record keeping
- Important of record keeping
- General principle of record keeping
- Types of record
- Type Of medical record keeping
- Client/patient record
- Equipment and supplies records
- Clinic records
- Data protection
- Tools used in medical record
- Collection and analyze of patient records
- Importance of confidentiality in managing patient records
- Legal limitation in managing Client/patient record
- Definition of computer
- Part and peripheral accessories and their function

• Computer operation, computer programme, Microsoft word excel and internet

Leaning Materials/Facilities

Facilities:

Multifunction room /skills laboratory in which student can be accommodated well and all other equipment and supplies that will be required for group's demonstration practices.

Leaning and teaching materials:

The following leaning and teaching materials will be used (not exhaustive) Multimedia projector, overhead projectors and screens, computers, Flip charts, White and black boards, chalks and marker pens, transparencies, slide projectors, TV set, radio cassettes.

References:

Internet search

Millman A and lee, N. 1995 ABC OF MEDICAL COMPUTING

Name: medical and surgical nursing I

Sub-enabling outcome:

5.1.1 Describe the concept of nursing process
5.1.2 Utilize nursing process in providing care to client/patient2
5.2.1 Provide care to patients with medical conditions
5.2.2 Provide care to patients with surgical conditions
5.2.3 Provide care to patients/clients with common nutritional deficiencies
5.3.1 Apply knowledge and skills in HIV/AIDS Prevention
5.3.2 Provide appropriate care to HIV/AIDS patients/clients
5.3.3 Utilize principles of post exposure prophylaxis (PEP) in case of accidental exposure

Prerequisite Modules: Anatomy and physiology. IPC, pharmacology and nutrition

Learning context

This module will be conducted through lecture, lecture discussion, group discussion, tutorials, seminars, practical and workplace learning.

Learning content

Definition of the terms

- Medicine, Physician, Disease, Medical conditions, surgical conditions,
- Infection /inflammation, Immunity, pain

Causes of diseases and disease process

Causes of disease

Genetic, Infection, Injuries, Metabolic disorders, Environmental, Disease process, Reaction to illnesses, Inflammation

Nursing care of a patient with medical and surgical disorders

For every disorder of the system, the following format of description will be followed:

Definition, Causes, Sign and symptoms, Common diagnosis and investigation

Complication

Nursing care

Respiratory disorders

Common cold, Pharyngitis, Laryngitis, Bronchitis, TB, Pneumonia, Bronchial asthma

Cardiovascular disorders

Pericarditis, Myocarditis, Endocaditis, Rheumatic heart disease, C.C.F, Hypertension, angina pectoris, Varicose vein, Phlebitis, Thrombophlebitis, Anemia Haemophila Sickle cell anemia

Digestive disorders

Condition of mouth and oesophagus,

Gingivitis.

Urinary disorders

Cystitis, urethritis, glomeruloneuphritis

Endocrine disorders

Hyperthyroidism, hypothyroidism, diabetic mellitus CNS conditions, CVA, paralysis

Sensory organ condition

Otitis media, Conjunctivitis, Epitasis, Sinusitis

Skin condition ``

Scabies, eczema, fungal infection

Local inflammation

Abscess, Boil, Cellulites

Respiratory system

Hemorrhage, lung abscess, Haemothorax, fracture of ribs, under water seal drainage

Gastro intestinal Tract

Dental carries, glositis, cancer of oesophagus, gastritis, cancer of stomach, hernia, intestinal obstruction, appendicitis, Peritonitis, colostomy, hemorrhoid

Disorder of liver

Liver abscess, liver tumor, cholesystisis, Jaundice, Hepatitis A and B

Liver cirrhosis

Muscular skeleton system

Fracture, arthritis, rheumatoid, arthritis, gangrene, mystics, Amputation, Burns

Urinary tract system

Cancers of bladders, phimosis, balanitis, hydrocele, BPH, undecided testes, prostrctomy, cancer of prostate

Endocrine system

Thyrodectomy, CNS, Head injury, Brain tumor,

Sensory organ condition

Chalazion style, nephritis, foreign body in eye/nose, Cataract, Nasal polyps

Definition in terms in relation to the surgical nursing

Surgery, surgeon

Surgical condition

General Pre, intra and post operative care

- Pre-operative care, Physical preparation, Exercise e.g. breathing, position, hygiene, Fasting, Investigation, Psychological preparation, Discussion about the operation, informed consent, Post operative care,
- Care of patient before recovery from anesthesia
- General post operative care

Common nutrition problem

Vitamin + mineral, vitamin A and B, iron + folic deficiencies

Under nutrition, malnutrition, under weight, kwashiorkor, Marasmus, Marasmus kwashiorkor

Learning Materials/Facilities

Fertilities:

Multifunctional room /skill laboratory in which students can be accommodated well and all other equipment and supplies that will be required for group's demonstration practices

Learning and teaching materials:

The following learning and teaching materials will be used (not exhaustive) Multimedia projector, overhead projectors and screens, Computers Flips, White and black boards Chalks and marker pens, transparencies, slide projectors, TV set, radio cassettes

- 1. Bloom R. Stephen. 1994 Toolieys Medicine. A Textbook For Students In The Health Care Professions. 15th Edition. Churchill Livingstone London
- 2. Brigden J.R. 1998. Operating Theaters Technique 5th Edition Churchill Livingstone
- 3. Brunner, L.S. & Suddath, S.D.(1999) Medical Surgical Nursing 9th Edition Lippincott. Philadelphia.
- 4. Caroline B.R. 1999. Text Book Of Basic Nursing 7th Edition. Lippincott. Philadelphia.
- 5. Chapter 10: Managment Of Common Symptoms And Opportunistic Infections In HIV/AIDS
- 6. MOHSW. 2005. Chapter 12. Managment Of HIV Infected Patients Using Atiretroviral Drugs Nation Gidelines For The Clinical Managment Of HIV/AIDS, Dar Es Salaam.
- 7. Colmer, M.R. 2005 Surgery For Nurses. 16th Edition. Edinburgh. Churchill Livingstone London
- 8. Dixon, E. 1983. Theatre Technique. 5th Edition. Bailliere Tinal. London
- 9. Donna D. Et Al. 1995. Medical Surgical Nursing. W.B. Saunder Co. Philandelphia
- 10. Lugalla J, Emmelin M, Matembei A, Sima M, Kwesigambo G, Killewo J, Dahlgren L. 2004. Social, Cultural And Sexual Behavioural Determinants Of Observed Decline In HIV Infection Trends: Lessons From The Kagera Region Tanzania. Soc. Sc. Med Tul; 59(1): 185-98
- 11. Lewis, SM And Collier, IC. 1998. Medical Surgical Nursing Assessment and Managment Of Clinical Problems. Mosby. New York.
- 12. Long Et Al 1993. Medical Surgical Nursing. A Nursing Process Approach. Mosby London
- 13. MOHSW. 2005. Guideline For Home Based Care Services. NACP. Dar Es Salaam
- 14. MOHSW. 2005. National Guidelines For The Clinical Management Of HIV/AIDS Dar Es Salaam
- 15. Watson, Je. 1997. Medical Surgical Nursing And Related Physiology. Saunders London
- 16. Pattie, I.P. Walker, S. 1995. Understanding Nursing Care 4th Edition Churchill Livingstone London
- 17. Smelter, CS. & Bare, GB.2000. Textbook Of Medical-Surgical Nursing. 9th Edition. Lippincott Williams & Wilkins. Philadelphia.
- 18. Pattie, P. & Walker. S. 1995. Understanding Nursing Care. 4th Edition. Churchill Livingstone London

Name: Pharmacology Sub-enabling outcomes:

- 4.2.1 Describe different routes used in drug administration
- 4.2.2 Describe the principle of drug administration
- 4.2.3 Describe different classes of drugs/medications commonly used
- 4.2.4 Identify the effects and side effects of common drugs
- 4.2.5 Utilize mathematical principle in calculating drug doses

Prerequisite Modules: none

Learning context

This module will be conducted through lecture, lecture discussion, group discussion, tutorials, seminars, practical and workplace learning.

Learning content

Introduction to pharmacology

Definition of pharmacokinetics, pharmacotherapeutic, toxicology, medication and drugs, pharmacopoeia, formulary

Law affecting drugs and medications

Drug enforcement agencies

Patient rights

Role of nurses in drug administration

Drug and medication

- -Name of drugs
- -Types and forms of drugs
- -Essential drugs

Drug calculation

Learning materials/facilities

Fertilities:

Multifunctional room /skill laboratory in which students can be accommodated well and all other equipment and supplies that will be required for group's demonstration practices

Learning and teaching materials:

The following learning and teaching materials will be used (not exhaustive) Multimedia projector, overhead projectors and screens, Computers Flips, White and black boards Chalks and marker pens, transparencies, slide projectors, TV set, radio cassettes

References:

- 1 Cha.Rold B. (1998) Nurse Dryg Guide. 2nd Edition. ELBS. London
- 2 Lapham R. & Agar, H. 1995. Drug Calculation For Nurses. A Step By Step Approach. 1st Edition. Arnold London.
- 3 Mtulia, TAI. 1990. Pharmacology & Therapeutics. A Manual For Medical Assistants And Other rural Health Workers. 3rd Edition. AMREF. Nairobi.
- **4** Trounces, J. & Gould. 2000. *Clinical Pharmacology For Nurses*, 14th Edition. Educational Low-Priced Books Scheme. Churchill Livingstone London

Code: NM 04209

Name: Nursing Ethic and practice II

Sub-enabling outcomes:

- 3.2.6 Describe basic nursing procedures in health care settings
- 3.2.7 Describe the concepts of nursing process
- 3.2.8 Utilize nursing process in providing care to client/patient

Prerequisite Modules: none

Learning context

This module will be conducted through lecture, lecture discussion, group discussion, tutorials, seminars, practical and workplace learning.

Learning content

Basic nursing procedures

Personal hygiene, promotion of rest and sleep (bed making), vital signs, maintaining of food and nutrition

Catheterization, stitch removal,

Administration of drugs

Care of wound

Care of the terminally ill and dying patient

Care of the dead body

Nursing process

- Development of nursing process
- Characteristic of nursing process

Components of nursing process

- Assessment , Nursing diagnoses, Planning, Implementation and Evaluation
- Nursing education and scope or practice
- Standard of nursing practice

Learning Materials/Facilities

Facilities:

Multifunctional room / skill laboratory in which students can be accommodated well and all other equipment and supplies that will be required for group's demonstration practices

Learning and teaching materials:

The following learning and teaching materials will be used (not exhaustive) Multimedia projector, overhead projectors and screens, Computers Flips, White and black boards Chalks and marker pens, transparencies, slide projectors, TV set, radio cassettes

- 1. Brunner, L.S & Suddath, S.D 1999. *Medical Surgical Nursing* 9^{th} Edition . Lippincott. Philadelphia .
- 2. Crawen, R.F Hirnel, C.J . 2000. Foundamental of Nursing: Human Health and Function . $3^{\rm rd}$ Edition. Lippincott.
- 3. Dixon . E. 1983. *Theatre Technique* . 5th Edition .Bailiere Tindal, London .
- 4. Downie, G.Mackkenzie ,J & Williams A. 2001. Pharmacology and Drug Managemnt for Nurses, 2nd edition , Churchill, Livingstone .
- 5. Grubb, K.2000 Medical Low. 3rd Edition. Buttewordths. London
- 6. Kuhse, H & Singer Peter . 1999. Bioethics. An Anthology 1st edition .Blackwell.M assachusetts.
- 7. MOH.1997. Stardards for Nursing practice in Tanzania

- 8. MOH.2004. National Infection prevention and Control Guidelines for health care in Tanzania . Ministry of Health , Dar es salam .
- 9. Peattie, I.P.Walker, S. 1995. *Understanging Nursing Care*, 4th Edition. Churchill, Livingstone London

Name: Emergency Care Sub- enabling Outcomes:

- 3.3.1 Apply the principles and measure first aid in clients / patients / family care
- 3.3.3 Provide care to clients / patients during disaster and emergency
- 3.3.4 Participate with health team member in giving care

Prerequisite Modules: None

Learning context

This module will be conducted through lecture, lecture discussion, group discussion, tutorials, seminars, practical and workplace learning

Learning Content

First aid techniques

Banding dressing

Hemorrhage , fracture, Burn , Asphyxia, CPR, Hypoglycemia, Drawing Shock, Unconsciousness, Choking , Poisoning, Bites, Handling and transport of patient

Types of disaster

Role of nursing in disasters and emergency

Preparation for community for disasters and emergency

Management of causalities

Learning Materials/Facilities

Facilities:

Multifunctional room / skill laboratory in which students can be accommodated well and all other equipment and supplies that will be required for group's demonstration practices

Learning and teaching materials:

The following learning and teaching materials will be used (not exhaustive) Multimedia projector, overhead projectors and screens, Computers Flips, White and black boards Chalks and marker pens, transparencies, slide projectors, TV set, radio cassettes

22.0 CURRICULUM INFORMATION FOR NTA LEVEL 5

22.1 Qualification : Certificate in Nursing

22.2 Purpose of General Studies:

This qualification is intended for a person who will play an integral part in providing basic nursing services including health education, ordering drugs, and work under supervision ,a registered nurse in health care setting .

22.3 Competence Descriptors

The holder of the qualification will be able to apply knowledge and skills in a range activities some of which are non-routine and be able to assume operational responsibilities

22.5 Entry Requirements:

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Candidates who has successfully completed Level 4 with a cumulative GPA of at least 2.0

- **22.6** Credits at this Level: 120
- 22.7 Cumulative Credits from Lowest Level: 240
- 22.8 Date the Qualification Standard Last Reviewed: November 2013

24.0 TRAINING STANDARDS:

24.0 Principal Outcomes, Credit Value and Assessment Criteria

Principal Outcome	Credit	Assessme	ent Criteria
1. Utilize principal of	42	(i)	Ability in caring woman in
midwifery in proving			reproductive health is clearly
quality reproductive			demonstrated
and child health care		(ii)	common reproductive health problem
			correctly explained
		(iii)	common child health problem
			correctly explained
		(iv)	management of child health problems
			correctly described and demonstrated
		(v)	management of common reproductive
			health problems clearly explained and
			demonstrated
		(vi)	procedure for normal and abnormal
			delicacies correctly demonstrated and
			performed
		(vii)	family planning methods correctly
			described
2. Apply basic principles	18	(i)	deferent methods of preventing
of prevention and			communicable diseases are correctly
immunization			explained
procedures to reduce		(ii)	types and uses of different vaccines
mobility and mortality		/··· >	correctly described
in the community		(iii)	methods of storage and administration
			of different vaccines well explained
		(:)	and demonstrated
		(iv)	relevant heath education is
			appropriately provided to given group
2 Annha hada mandal	1.4	(3)	in relevant setting
3. Apply basic mental	14	(i)	mental health concepts and principles
health concepts and		(::)	correctly described
techniques in giving		(ii)	an understanding of the
quality care to			interrelationships between physical
patient/clients in			and mental/emotional aspects of
health care settings			wellness and diseases correctly
		(:::)	demonstrated
		(iii)	basic mental health techniques
			correctly utilized in giving care to
4 on the	17	(5)	mentally ill patient/clients
4. apply nursing	17	(i)	procedure for management of
concepts in the			HIV/AIDS patient/clients in health
management of			care setting correctly described

patient/clients with HIV/AIDS and other communicable		(ii)	the national guidelines for diagnosis and treatment of HIV/AIDS correctly described and applied
diseases in health care setting and in the community		(iii)	common problems in the management of HIV/AIDS patients correctly enumerated and described
		(iv)	understanding of home based care initiatives for HIV/AIDS
		(11)	patient/clients correctly demonstrated The communicable diseases
		(v)	development processes correctly described
5. Utilize the concepts and principles of	17	(i)	The concepts of community approach correctly defined and explained
community health in solving health needs		(ii)	The principles of home visiting are observed during field practice
and problems		(iii)	Immunization schedule correctly explained and practiced
		(iv)	Different types of communicable and non communicable diseases correctly managed
6. Apply basic planning and organization	12	(i)	Appropriate use of equipment and supplies is well demonstrated
techniques to effect		(ii)	Effective methods of interpersonal
smooth operations in			skills are used to supervise juniors
health care settings		(iii)	Conflict resolution process is properly described
		(iv)	Stores and legal procedures for drugs and supplies are followed
		(v)	Services providers and patients/clients
		(*)	responsibilities correctly explained
			and demonstrated

24.2 Principal outcomes and Enabling outcomes

Principal outcomes	Enabling outcomes
1. Utilize principle of	1.1 Comprehend the female reproductive system and
midwifery in providing	related problems
quality reproductive and	1.2 Differentiate common childhood illnesses and their
child health care	management
	1.3 Identify life threatening material and newborn
	situations that require referral to higher level of care

2. Apply basic principle of preventive and immunization procedure to reduce morbidity and mortality in the community	 2.1 Describe basic preventive approaches used in diseases control and health promotion 2.2 Utilize individual and group information/education techniques to improve health 2.3 Interrelate social, cultural and environmental aspects in wellness and diseases prevention
3. Apply basic mental health concepts and principles in giving care to patients/clients in health care settings	 3.1 Understand the historical background of mental health services nationally and globally 3.2 Differentiate the etiological factors including clinical manifestations of mental illness 3.3 Describe common mental health problem and their management
4. Apply nursing concepts in the management of patients/clients with HIV/AIDS and other communicable diseases in health care setting and in the community	 4.1 Comprehend information on the treatment and care of people living with HIV and AIDS in accordance to the national guidelines 4.2 Describe the concepts of integrated management of adult and adolescent illness (IMAI) HIV and AIDS diagnosis, treatment and care 4.3 Explain management of different types of communicable diseases 4.4 Describe the National guidelines on provision of care and treatment HIV and AIDS
5. Utilize the concepts and principles of community health in solving health needs and problems	 5.1 Utilize the PHC concepts in the promotion of community heath 5.2 Identify appropriate techniques for health appraisal and health promotion strategies 5.3 Interrelated the concepts of empowerment and critical reasoning in advocating for personal, family, school and community health

24.3 Enabling outcomes and sub-enabling outcomes

1.1 Comprehend	1.1.1 Differentiate major parts of female and male productive system		
the female	1.1.2 Recognize physiological changes that occur during pregnancy		
reproductive	1.1.3 Provide care to woman and their family during pregnancy, labour		
system and related	and postpartum period		
problems	1.1.4 Interrelated social, cultural and economical aspects with		
	reproductive and child health services in Zanzibar		
	1.1.5 Describe the management of 1st,2nd, 3rd, and 4th stages of labour		
	1.1.6 Utilize Focused Antenatal Care (FANC) in reproductive health		
	1.1.7 Describe pharmacological substances which are safe during		
	pregnancy, birth and breast feeding		
	1.1.8 Apply the principles and techniques of family planning		
	1.1.9 Describe the causes and management of infertility Male end		
	female		

1.2 Differentiate common			
childhood illnesses and their	1.2.2 Demonstrate appropriate care to a new born baby		
management	1.2.3 Manage new born baby with common physiological		
	abnormalities and congenital malformation		
	1.2.4 Identify newborns at high risk including LBW		
	1.2.5 Describe the concepts and principles of Integrated		
	Management of Childhood Illness (IMCI)		
	1.2.6 Utilize knowledge of immunization to prevent common		
	communicable diseases to under-five children		
1.3 Identify life threatening	1.3.1 Utilize principles of caring for women with abnormal		
maternal and fetal conditions	pregnancy, labour and puerperium		
that require referral to higher	1.3.2 Identify life threatening maternal and fetus conditions		
levels of care	1.3.3 Describe the management of life threatening maternal and		
	fetal condition		
2.1 Describe basic preventive	2.1.1 Differentiate types of pollution and their health risks and		
approaches used in diseases	prevention		
control and health promotion	2.1.2 Recognize precautions to take during medication		
	administration, vital signs monitoring and transportation of a		
	client who is potentially infectious		
	2.1.3 Explain how to set up a client's room for isolation and		
	appropriate barrier techniques		
2.2 Utilize individual and	2.2.1 Describe different types of health education techniques		
group health	2.2.2 Prepare health education sessions according to		
information/education	patients/client needs		
techniques to improve health	2.2.3 Provide health information and education to		
	patient/clients based on their needs		
	2.2.4 Use therapeutic relationship approach during health care		
	delivery		

	2.2.5 Perform counseling and guidance		
2.3 Interrelate social, cultural	2.3.1 Differentiate social and cultural issues that have		
and environmental aspects in	negative/positive impact on health and wellness		
wellness and diseases	2.3.2 Describe the importance of social, culture and		
prevention	environment in the prevention of diseases		
	2.3.3 Differentiate major life style factors that influence health		
	and wellness		
	2.3.4 Describe the importance of religious and spiritual beliefs		
	for clients experiencing illness		
3.1 Comprehend the historical	3.1.1 Explain the concept of mental health in relation to		
background of mental health	psychiatric nursing		
services nationally and	3.1.2 Describe the mental health historical back ground in		
globally	Zanzibar and existing new trends		
globully	3.1.3 Describe the National Health Policy and guidelines on		
	mental health services		
	3.1.4 Explain the preventive measures for mental ill health		
	conditions		
	3.1.5 Explain national and global initiatives for improving		
	mental health		
	3.1.6 Classify mental illnesses according to the Diagnostic and		
	Statistical Manual mental disorder (DSM iv)/International		
	Classification of Diseases (ICD 10) classification		
3.2 Differentiate etiological			
factors including clinical	causes		
manifestations of mental	3.2.2 Describe classes/categories of mental illnesses and their		
illness	conditions, signs and symptoms		
	3.2.3 Describe the characteristic of common mental illness		
3.3 Describe common mental	3.3.1 Differentiate types of care for mentally ill individuals		
health problems and their	gr		
management	3.3.2 Utilizing available measures to prevent mental illnesses		
	3.3.3 Plan and provide nursing care to mentally disturbed		
	persons		
4.1 Comprehend information	4.1.1 Describe the state of HIV and AIDS pandemic nationally		
on the treatment and care of	and globally		
people living with HIV and	4.1.2 Describe illness related stigma and discrimination issues		
AIDS	and its impact		
	4.1.3 Perform counseling in HIV and AIDS care		
4.2 Describe the concepts of	4.2.1 Describe community – based family centered care		
Integrated Management of	(framework for nursing care)		
Adult and Adolescent Illness	4.2.2 Explain the Zanzibar/WHO guideline ARV drugs		
(IMAI) HIV and AIDS	4.2.3 Describe the syndromic approach to diagnosis of HIV and		
diagnosis	AIDS		
	4.2.4 Assess and establish management plan of patients/clients		
	with HIV and AIDS		
4.3 Describe the National	4.3.1 Differentiate commonly used ARV drugs in Zanzibar		
	J		

guidelines on provision of care and treatment of	4.3.2 Comprehend common side effects and adverse drugs reactions related to ARV drugs and their management
HIV/AIDS	4.3.3 Describe distribution and documentation system for
	ARV drugs in Zanzibar
4.4 differentiate various	4.4.1 Describe the causes and clinical signs of the common
communicable disease and	communicable diseases
their management	4.4.2 Explain appropriate preventive measures for common
	communicable disease.
	4.4.4 Utilize nursing process in managing patient/ clients
	suffering from communicable disease.
5.1 utilize the primary health	5.1.1 Describe the historical background of PHS
Care (PHC) concepts in the	5.1.2 Describe components of PHS
promotion	5.1.3 Describe PHS strategies in health care delivery
	5.1.4 Interrelate PHS and nursing concepts
	5.1.5 Describe Community Health Care (CBHC) in the relation to PHS
5.2 Identify appropriate	5.2.1 Describe community entry process and concepts of
techniques for health appraisal	community empowerment
and health promotion	5.2.2 Describe procedures for conducting community health
strategies	needs assessment
	5.2.3 Describe essential steps in initiation of CBHC in the
	community
	5.2.4 Describe the process of identifying and training of the
	community owned resource persons (CORPs)
5.3 Interrelate the concepts of	
empowerment and critical	y .
reasoning in advocating for	5.3.2 Utilize health education techniques in raising community
personal, family, school and community health	
Community health	5.3.3 Describe the concepts of community involvement in monitoring and evaluation of health promotion activity
	5.3.4 Prepare community assessment report
	3.5.4 Frepare community assessment report
6.1 Identify resources and	
evaluate information in	1 1
relation to individual	1 1
patient/client condition and	1
needs.	6.1.4 Monitor and keep inventories in health care settings
6.2 Utilize information for	6.2.1 Describe basic steps use in planning and organizing
planning and organizing	
resources in health care	6.2.2 Utilize the knowledge and skills in planning and
setting.	organizing activities at work place
	6.2.3 Apply health management information system (HMIS)
	tools in the provisions of care
	6.2.4 Use critical judgment skills in making appropriate
	decision making in work place

ı	5.3 Identify		6.3.1 Recognize common problems occurring to patients/clients, relatives and staff at work place.
	critical reasoning	grocess using	6.3.2 Use appropriate techniques in solving conflicts of patients/clients, relatives and staff
			6.3.3 Describe work related procedures in managing changes 6.3.4 Demonstrate team work sprit and decision making skills

Sub-enabling outcomes Related Tasks, Assessment criteria and Instruments

Related task	Assessment Criteria	Assessment
Kelateu task	Assessment Citeria	
Describe anatomy and physiology of male and female reproductive system Draw and label the various part of female and male organs Explain types of pelvis	Anatomy and physiology of male and female reproductive system are correctly describe The various part of female and male organs correctly drown and labeled Types of pelvis correctly	Continues assessment and end of semester examination Continues assessment and end of semester examination Continues Continues Continues
Describe the different pelvic bones, joints and ligaments	Different pelvic bones, joints and ligaments are correctly describe	assessment and end of semester examination Continues assessment and end of semester
Describe pelvic diameters in relation to foetal skull	Pelvic diameters in relation to foetal skull correctly describe	examination Continues assessment and end of semester examination
Identify the hormonal changes in female reproductive system	The hormonal changes in female reproductive system correctly identified	Continues assessment and end of semester examination
Explain different stages of fetal development	Different stages of fetal development correctly explained	Continues assessment and end of semester examination
		Continues assessment and end of semester examination
Explain the sign of pregnancy	The sign of pregnancy correctly explained	Continues assessment and end of semester examination
Relate physiological, emotional and behavioral practices with productive and child health services	Physiological, emotional and behavioral practices with productive and child health services are correctly related	Continues assessment and end of semester examination Continues
	Describe anatomy and physiology of male and female reproductive system Draw and label the various part of female and male organs Explain types of pelvis Describe the different pelvic bones, joints and ligaments Describe pelvic diameters in relation to foetal skull Identify the hormonal changes in female reproductive system Explain different stages of fetal development Explain physiological changes which occur during pregnancy Explain the sign of pregnancy Relate physiological, emotional and behavioral practices with productive and child	Describe anatomy and physiology of male and female reproductive system Draw and label the various part of female and male organs and male organs and labeled Explain types of pelvis Describe the different pelvic bones, joints and ligaments Describe pelvic diameters in relation to foetal skull Describe pelvic diameters in relation to foetal skull The various part of female and male organs correctly describe Types of pelvis correctly explained Describe pelvic diameters in relation to foetal skull correctly describe Describe pelvic diameters in relation to foetal skull correctly describe Describe pelvic diameters in relation to foetal skull correctly describe Describe pelvic diameters in relation to foetal skull correctly describe Describe pelvic describe Describe pelvic diameters in relation to foetal skull correctly describe Describe pelvic describe Describe pelvic diameters in relation to foetal skull correctly describe Describe pelvic describe Describe pelvic diameters in relation to foetal skull correctly describe Describe pelvic describe Describe pelvic describe Different pelvic bones, joints and ligaments are correctly describe Describe pelvic describe Describe pelvic describe Describe pelvic diameters in relation to foetal skull correctly describe Describe pelvic describe Describe pelvic diameters in relation to foetal skull correctly describe Describe pelvic diameters in relation to foetal skull correctly describe Describe pelvic diameters in relation to foetal skull correctly describe Describe pelvic diameters in relation to foetal skull correctly describe Describe pelvic describe Describe pelvic describe Describe pelvic diameters in relation to foetal skull correctly describe Describe pelvic diameters in relation to foetal skull correctly describe Describe pelvic diameters in relation to foetal skull correctly describe Describe pelvic diameters in relation to foetal skull correctly describe Describe pelvic diameters in relation to foetal skull correctly describe Descri

services in Zanzibar	and cultural aspects practiced in R/H services	aspects practiced in R/H services correctly stated	assessment and end of semester examination
	Describe sexuality, gender roles and their relationship	Sexuality, gender roles and their relationship correctly describe	Continues assessment and end of semester examination
	Explain the social and economic inequalities their impact to reproductive health services	social and economic inequalities their impact to reproductive correctly explained	Continues assessment and end of semester examination
1.1.4 Provide care to women during normal pregnancy	Define FANC	Focus antenatal care correctly defined	Continues assessment and end of semester examination
	Explain the goal of FANC	Goal of FANC correctly explained	Continues assessment and end of semester examination
	Identify characteristics of effective antenatal Care (FANC)	Characteristics of effective antenatal Care correctly identified	Continues assessment and end of semester examination
	Describe the elements of focused Antenatal Care (FANC)	Elements of focused Antenatal Care correctly describe	Continues assessment and end of semester examination
	Manage malaria and anemia in pregnancy	Malaria and anemia in pregnancy correctly managed	Continues assessment and end of semester examination
	Manage syphilis in pregnancy	syphilis in pregnancy correctly managed	Continues assessment and end of semester examination
	Understand the effects of drugs during pregnancy, birth and breast feeding	effects of drugs during pregnancy, birth and breast feeding correctly understood	Continues assessment and end of semester examination

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Educate women on the effect of drug during pregnancy and breath feeding Identify the specific drugs used in emergency situation	women on the effect of drug during pregnancy and breath feeding correctly educated Specific drugs used in emergency situation correctly identified	Continues assessment and end of semester examination Continues assessment and end of semester examination
Describe the common term used in labor	Common term used in labor correctly described	Continues assessment and end of semester examination
Explain the physiological change in labour	Physiological change in labour correctly explained	Continues assessment and end of semester examination
Describe the factors that influence the onset the labour	Factors that influence the onset the labour correctly described	Continues assessment and end of semester examination
Identify the duration of labour in different stages (1 st , 2 nd , 3 rd , 4 th stage)	The duration of labour in different stages correctly identified	Continues assessment and end of semester examination
Identify courses of the onset of labour	Courses of the onset of labour correctly identified	Continues assessment and end of semester examination
Explain the use of petrography in managing a women in labour	The use of petrography in managing a women in labour correctly explained	Continues assessment and end of semester examination
Demonstrate the ability to record and interpret information in the petrography	The ability to record and interpret information in the petrography correctly demonstrated	Continues assessment and end of semester examination
Develop interventions based on partograph findings	Interventions based on partograph findings correctly developed	Continues assessment and end of semester examination
Describe physiological changes which occur during 1 st , 2 nd and 3 rd stage of labour	Physiological changes which occur during 1 st , 2 nd and 3 rd stage of labour correctly developed	Continues assessment and end of semester examination

	Manage the women	The women during 1 st , 2 nd ,	Continues
	during 1 st , 2 nd , and 3 rd of	and 3 rd of labour correctly	assessment and
	labour	managed	end of semester
		_	examination
	Perform placenta	Placenta examination	Continues
	examination	correctly performed	assessment and
		7 1	end of semester
			examination
	Utilized principles of	Principles of safe delivery	Continues
	safe delivery in assisting	in assisting a women	assessment and
	a women during delivery	during delivery correctly	end of semester
		utilized	examination
	Utilize active	Active management of the	Continues
	management of the 3 rd	3 rd stage of labour principle	assessment and
	stage of labour principle	in appropriately correctly	end of semester
	in appropriately.	utilized.	examination
	Perform placenta	Placenta examination	Continues
	examination	correctly performed	assessment and
			end of semester
			examination
	Assess general condition	General condition of the	Continues
	of the women during 4 th	women during 4 th stage of	assessment and
	stage of labour	labour correctly assessed	end of semester
			examination
	Assess the general	General condition of the	Continues
	condition of the women	women and her new born	assessment and
	and her new born baby	baby correctly assessed	end of semester
			examination
	<u> </u>	Care according to needs	Continues
	needs and problem	and problem identified	assessment and
	identified from the	from the postnatal women	
		and her new born baby	examination
	new born baby	correctly provided	<i>a</i> .:
	Utilize principles of	1	Continues
	concealing and postnatal	and postnatal women	assessment and
	women during the care	during the care and before	end of semester
115 112:1	and before discharge	discharge correctly utilized	examination
1.1.5 Utilized	Differentiate disorders	Differentiate disorders due	Continues
principles of	due to pregnancy	to pregnancy correctly	assessment and
caring women		differentiate	end of semester
during abnormal	Dagariha diasasa	disagna aggraiatadid-	examination
pregnancy, labour and	Describe disease associated with	disease associated with	Continues
postpartum		pregnancy correctly described	assessment and end of semester
postpartum	pregnancy	described	examination
			CAAIIMIAUUII

	Explain management of women with abnormalities during pregnancy Manage mal position and mal presentation Manage physical	Management of women with abnormalities during pregnancy correctly managed Mal position and mal presentation correctly managed Physical problem and	Continues assessment and end of semester examination Continues assessment and end of semester examination Continues
	problem and complication in postpartum period	complication in postpartum period correctly managed	assessment and end of semester examination
1.1.6 Apply basic principles and techniques of family	Define term used in family planning	Term used in family planning correctly defined	Continues assessment and end of semester examination
planning	Explain history of family planning in Zanzibar and Tanzania	History of family planning in Zanzibar and Tanzania correctly explained	Continues assessment and end of semester examination
	Differentiate family planning and child spacing	Family planning and child spacing correctly differentiated	Continues assessment and end of semester examination
	Identify different types of family planning methods	Different types of family planning methods correctly identified	Continues assessment and end of semester examination
	Explain the advantages and side effects to each types of family planning methods	The advantages and side effects to each types of family planning methods correctly explained	Continues assessment and end of semester examination
	Identify the advantages and disadvantages of family planning to individual, family, community and nation.	planning to individual, family, community and nation correctly identified.	end of semester examination
	Describe concealing of informed choice	choice correctly described	Continues assessment and end of semester examination
	Explain concealing for high risk client	Concealing for high risk client correctly explained	Continues assessment and end of semester examination

Demonstrate cour for informed choice high risk client	
Apply counseling on instructing clien appropriate planning method sek	nt for instructing client for assessment and family appropriate family end of semester
Identify social, confactor that hinder planning practice	rultural social, cultural factor that family hinder family planning practice correctly identified end of semester examination
Provide health educto community to renegative social, confactors on planning practice	relieve community to relieve assessment and
Define the term infer	correctly defined assessment and end of semester examination
Outline the cause infertility	The causes of infertility continues assessment and end of semester examination
effect to the in individual/couples	nfertile individual/couples end of semester correctly described examination
client/couples	ng in counseling in managing assessment and infertile infertile client/couples correctly applied examination
techniques to pro infertility	rnative Alternative techniques to Continues assessment and correctly explained end of semester examination
Describe ar insemination	rtificial Artificial insemination correctly described assessment and end of semester examination

1.2.1 Describe the process of human growth and development	Define term used in human growth and development	and development correctly defined	Continues assessment and end of semester examination
	human growth and development	explained	Continues assessment and end of semester examination
	Explain the characteristic of human growth and development	Characteristic of human growth and development correctly explained	Continues assessment and end of semester examination
	Determine the stages of growth and development of a child	Stages of growth and development of a child correctly determined	Continues assessment and end of semester examination
1.2.2 Demonstrate appropriate care to a new born	Explain immediate care of a new born baby	Care of a new born baby correctly explained	Continues assessment and end of semester examination
baby	Describe APGAR-SCORE at 1 minus and 5 minutes	APGAR-SCORE at 1 minus and 5 minutes correctly described	Continues assessment and end of semester examination
	Explain the safety measures in caring for the new born baby	Safety measures in caring for the new born baby correctly explained	Continues assessment and end of semester examination
	Describe the importance of breast feeding	Importance of breast feeding correctly described	Continues assessment and end of semester examination
	Explain the importance of breast feeding	Importance of breast feeding correctly explained	Continues assessment and end of semester examination
	Counsel the mother on appropriate feeding modes on an infant	Mother on appropriate feeding modes on an infant correctly counseled	Continues assessment and end of semester examination
	Educate the mother on general care of the new born baby	Mother on general care of the new born baby correctly educated	Continues assessment and end of semester examination
	Explain to the mother on the importance of	Mother on the importance of timely referral of the new	Continues assessment and end

	timely referral of the	born baby with danger signs	of semester
	new born baby with	correctly explained	examination
	danger signs	-	
1.2.3 Manage	Describe characteristics	Characteristics of a new	Continues
new born baby	of a new born baby	born baby correctly	
with common	of a new born baby	described	
		described	
physiological			examination
		The physical assessment of	
abnormalities in	assessment of new born	new born baby correctly	assessment and end
new born baby	baby	performed	of semester
	,		examination
	Explain the	The philological changes of	Continues
	philological changes of		
	a new born baby at	<u> </u>	
		correctly explained	
	birth		examination
	Describe the common	1 &	
	philological changes of		
	a new born baby at	at birth correctly described	of semester
	birth		examination
	Identify abnormal	Abnormal condition in a	Continues
	condition in a neonate	neonate that need immediate	assessment and end
	that need immediate		of semester
	referral		examination
	reierrar		CAMITMECTOTI
1.2.4 Manage	Describe the	the classification of low	Continues assessment
new born baby at		5	and end of semester
high risk	birth weight		examination
including low	Explain the causes of		Continues assessment
birth weight	low birth weight	5 1	and end of semester
			examination
	Describe the prevention	Prevention of infection in	Continues assessment
	of infection in the low		and end of semester
	birth weight	-	examination
	Identify newborns at	· ·	Continues assessment
	high risk	correctly identified	and end of semester
	High Tisk	correctly identified	examination
	A 1 , 1: 1	NT 1 4 1 1 1 1	
	Assess newborn at high	· ·	Continues assessment
	risk	correctly assessed	and end of semester
			examination
	Describe the newborn	Newborn at high risk	Continues assessment
	at high risk	correctly described	and end of semester
	_	_	examination
1.2.5 describe	Explain the aims and	Aims and objectives of	Continues assessment
the concepts and	_	IMCI correctly explained	and end of semester
principle of	objectives of fivier	mici conceuy explaned	
	İ		examination

integrated Management to childhood illness (IMCI) 1.2.6 Utilize	Describe principles of IMCI in managing sick child Provide the care to the children with the common child hood illness Define term used in	Principles of IMCI in managing sick child correctly described Care to the children with the common child hood illness Term used in	Continues assessment and end of semester examination Continues assessment and end of semester examination Continues assessment
knowledge of immunization to prevent common communicable disease	immunization Describe types and uses of different vaccine	immunization correctly defied Types and uses of different vaccine correctly described	and end of semester examination Continues assessment and end of semester examination
	Demonstrate method of storage and administration of different vaccine	Method of storage and administration of different vaccine correctly demonstrated	Continues assessment and end of semester examination
2.1.1 Differentiate types of pollution and	Describe different types of pollution and their health risk Explain the prevention	Different types of pollution and their health risk correctly described Prevention measures in	Continues assessment and end of semester examination Continues assessment
their health risks and privation	measures in different types of pollution	different types of pollution correctly explained	and end of semester examination
	Educate the community the effect of pollution	effect of pollution to the community correctly educated	Continues assessment and end of semester examination
2.2.1 Recognize precautions to be taken during medication administration,	Explain the precaution to be taken during medication, vital signs monitoring and transportation of client	during medication, vital signs monitoring and transportation of client correctly explained	Continues assessment and end of semester examination
monitoring and transportation of		obtained during IPC course correctly applied	Continues assessment and end of semester examination
a client who is potentially infectious	Identify infectious diseases which need to be reported to the appropriate authority	Infectious diseases which need to be reported to the appropriate authority correctly identified	Continues assessment and end of semester examination

2.2.3 explain set of client's room for isolation and appropriate barriers	Apply knowledge and skills of IPC on set up client room for isolation	Knowledge and skills of IPC on set up client room for isolation correctly applied	Continues assessment and end of semester examination
techniques	Enumerate barriers techniques used to infectious client	Barriers techniques used to infectious client correctly enumerated	Continues assessment and end of semester examination
	Provide proper management of isolation room	isolation room correctly provided	Continues assessment and end of semester examination
2.3.1 Describe different types of health education	Identify different types of health education	Different types of health education correctly identified	Continues assessment and end of semester examination
techniques	Explain the principle of health education	education correctly explained	Continues assessment and end of semester examination
	Recognize the importance of health education	Importance of health education correctly recognized	Continues assessment and end of semester examination
2.2.2 Prepare health education sessions according to	Access health education needs of the patient/client	Health education needs of the patient/client correctly acceded	Continues assessment and end of semester examination
patient/client needs	Plan health education according to the community needs	Health education according to the community needs correctly planed	Continues assessment and end of semester examination
	Conduct health education sessions	Health education sessions correctly educated	Continues assessment and end of semester examination
	Evaluate health education session	Health education session correctly evaluated	Continues assessment and end of semester examination
2.2.3 Perform counseling and guidance	Describe the concepts counseling and guidance	The concepts counseling and guidance correctly described	Continues assessment and end of semester examination
	Identify types of counseling	correctly identified	Continues assessment and end of semester examination
	Determine the purpose of counseling and guidance	Purpose of counseling and guidance correctly determined	Continues assessment and end of semester examination

	Identify clients who need counseling and guidance	Clients who need counseling and guidance correctly identified	Continues assessment and end of semester examination
2.2.4 Use therapeutic relationship approach during	Explain therapeutic relationship approach during health care delivery	Therapeutic relationship approach during health care delivery correctly explained	Continues assessment and end of semester examination
health care delivery	Recognize importance of therapeutic relationship approach during health care delivery	Importance of therapeutic relationship during health care delivery recognized of therapeutic approach care	Continues assessment and end of semester examination
	Apply therapeutic relationship approaches when caring patient/client	Therapeutic relationship approaches when caring patient/client correctly applied	Continues assessment and end of semester examination
2.3.1 Differentiate social and cultural issues	Describe social and cultural issue that have negative impact on health	Social and cultural issue that have negative impact on health correctly described	Continues assessment and end of semester examination
that have negative/positive impact on health	Identify the socio cultural issues that have positive and negative impact on health	Socio cultural issues that have positive and negative impact on health correctly identified	Continues assessment and end of semester examination
	Provide health education on social and cultural issue to relative negative impact on health	Health education on social and cultural issue to relative negative impact on health correctly provided	Continues assessment and end of semester examination
2.3.2 Describe the importance of social, cultural, and environmental	Explain the importance of social, cultural, and environmental issue in prevention of diseases	Importance of social, cultural, and environmental issue in prevention of diseases correctly explained	Continues assessment and end of semester examination
issue in prevention of diseases	Identify life styles which influence health	Life styles which influence health correctly identified Condition/diseases which	Continues assessment and end of semester examination
	Recognize condition/diseases which associate with life styles.	Condition/diseases which associate with life styles correctly recognized	Continues assessment and end of semester examination

2.3.3	Identify different life	Different life style that	Continues assessment
Differentiate	style that influence	influence health correctly	and end of semester
major life style	health	identified	examination
factors that	Explain life style that	Life style that have	Continues assessment
influence health	have negative impact in	negative impact in health	and end of semester
	health	correctly explained	examination
	Apply knowledge and	Knowledge and skills to	Continues assessment
	skills to educate	educate patient/client on	and end of semester
	patient/client on	positive life style	examination
	positive life style	correctly applied	
2.3.4 Describe	Explain experiencing	The importance of	
the importance	illness the importance	religious and spiritual	and end of semester
of religious and	of religious and	believes for client	examination
spiritual believes for client	spiritual believes for client	correctly explained	
experiencing	Appreciate the use of	The use of religious and	Continues assessment
illness	religious and spiritual	spiritual believes in	and end of semester
	believes in conforming	conforming patient/client	examination
	patient/client	correctly appreciated	
3.1.1 Explain the	Define common terms	Common terms used in	Continues assessment
concepts of	used in mental health	mental health correctly	and end of semester
mental health in	E1-1 1	defined	examination
the relation to nursing practice	Explain role of mental health team	Role of mental health	Continues assessment and end of semester
nursing practice	neam team	team correctly explained	examination
	Identify principle of	Principle of mental health	
	mental health practice	practice correctly	and end of semester
	monar neam praetice	identified	examination
3.1.2 Describe	Explain historical	Historical background	Continues assessment
the mental health	background Tanzania	Tanzania and Zanzibar	and end of semester
historical back	and Zanzibar	correctly explained	examination
ground and	Explain current mental	Current mental health	Continues assessment
existing new	health trends	trends correctly explained	and end of semester
trends			examination
	Explain mental health	Mental health policy of	Continues assessment
	policy of Zanzibar	Zanzibar correctly	and end of semester
2.1.2	Identify with a fam. 1	explained	examination
3.1.3 Describe rights of the	Identify right of mental	Right of mental ill	Continues assessment and end of semester
rights of the mental health	ill patients	patients correctly identified	examination
patient/client	Identify laws and	Laws and regulations that	Continues assessment
patient enem	regulations that protect	protect mental ill patients	and end of semester
	mental ill patients	correctly identified	examination
	- F	J	
l	I		

2.1.4 Evaloin the	Identify proventive	Drayantina magazras	Continues assessment
3.1.4 Explain the	Identify preventive	Preventive measures	Continues assessment
preventive	measures available	available correctly	and end of semester
measures for		identified	examination
mental ill health			
condition	Explain preventive	Preventive measures of	Continues assessment
	measures of mental	mental illness correctly	and end of semester
	illness	explained	examination
	Employ preventive	Preventive measures to	Continues assessment
	measures to different	different groups of people	and end of semester
	groups of people	correctly employed	examination
3.1.5 Explain	Identify global and	Global and national	Continues assessment
global and	national programs for	programs for improving	and end of semester
national	improving mental	mental health correctly	examination
activities for	1 0	identified	
improving	Identify barriers for	Barriers for improving	Continues assessment
national health	improving mental	mental health correctly	and end of semester
	health	identified	examination
	Explain the available	Available services for	Continues assessment
	services for improving	improving mental health	and end of semester
	mental health	correctly explained	examination
3.2.1 Explain	Identify the	Characteristics common	Continues assessment
common mental	characteristics common	mental illnesses correctly	and end of semester
health problems	mental illnesses	identified	examination
and their causes	Explain the causes of		Continues assessment
and their eauses	mental health problems	problems correctly	and end of semester
	mentar neathr problems	explained	examination
	Identify risk factors for	Risk factors for mental	Continues assessment
	mental illnesses	illnesses correctly	and end of semester
	mentai miesses	•	
222 Classify	Environmenta the common	identified	examination
3.2.2 Classify	Enumerate the common	Common mental illnesses	Continues assessment
mental illnesses	mentai ilinesses	correctly enumerated	and end of semester
according to the	D 7	N 1 '11	examination
Diagnostic	Describe mental	Mental illnesses	Continues assessment
statistic Manual	illnesses Diagnostic	Diagnostic statistic	and end of semester
(DSM	statistic Manual (DSM	,	examination
IV)/international	IV)/international	IV)/international	
Classification of			
disease (ICD 10)	disease (ICD 10)	,	
classification for	classification for	for mental disorder	
mental disorder	mental disorder	correctly described	
	Identify the	Characteristics of	Continues assessment
	characteristics of	common mental illnesses	and end of semester
	common mental	correctly identified	examination
	illnesses		

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3.2.3 Describe	•	Characteristics common	Continues assessment
the	common mental	3	and end of semester
characteristics	illnesses	identified	examination
	Distinguish different	Different types of	Continues assessment
	types of common	common mental illnesses	and end of semester
	mental illnesses	correctly distinguished	examination
common mental	Identify mental health	Mental health patients in	Continues assessment
illnesses	patients in the	the community correctly	and end of semester
	community	identified	examination
3.3.1.	Describe types of care		
Differentiate	for mental health ill	health ill patient/client	and end of semester
types of care for		correctly typed	examination
mental ill	-	, , , , ,	
patient/client	treatment modalities to		and end of semester
222 5	mental ill patients	patients correctly utilized	examination
3.3.2 Plan and	Identify groups		Continues assessment
provide nursing	affected and those at		and end of semester
care to mental	risk for mental illness	in the community	examination
disturbed persons	in the community	correctly identified	
	Formulate nursing		Continues assessment
	diagnosis for	appropriate nursing care	and end of semester
	appropriate nursing	correctly formulated	examination
	care		
	Plan nursing care of the	Nursing care of the	Continues assessment
	mentality ill individual	mentality ill individual	and end of semester
	_	correctly planed	examination
	Provide nursing	Nursing care of the	Continues assessment
	intervention according	C	and end of semester
	to different mental	•	examination
	illnesses	Fro the control	
4.1.1 Describe	Explain overviews of	Overviews of HIV	Continues assessment
the state of HIV	HIV infection globally	infection globally and	and end of semester
and AIDS for	and nationally	nationally correctly	examination
academic	and nationally	explained	CACITIMATION
globally and	Identify major	The major commission of	Continues assessment
nationally and			
nauonany			and end of semester
	and AIDS in Zanzibar	Zanzibar correctly	examination
	D 1:	identified	Q
	Explain courses of	_	Continues assessment
	Stigma and	discrimination correctly	and end of semester
	discrimination	explained	examination
4.1.2 describe	Discuss the role of	C	Continues assessment
illness related	gender and HIV and	HIV and AIDS stigma	and end of semester
stigma and	AIDS stigma and	and discrimination	examination
discrimination	discrimination	correctly discussed	

issues and its impact	Explain consequences of stigma and discrimination	Consequences of stigma and discrimination correctly explained	Continues assessment and end of semester examination
4.1.3 Perform consoling in HIV and AIDS care	Identify basic component of VCT and PITC Describe goals of counseling	and PITC correctly identified	Continues assessment and end of semester examination Continues assessment and end of semester examination
	Apply counseling skills in caring HIV/AIDS clients		Continues assessment and end of semester examination
4.2.1 Describe community	Describe the concept of home based care	Concept of home based care correctly described	Continues assessment and end of semester examination
based family care 9frame work for nursing care)	Identify assessment needs of HIV and AIDS clients and their families in home based setting	and AIDS clients and their families in home based setting correctly identified	and end of semester examination
	Identify ways to supervise and educate home health worker in family member on providing care to HIV and AIDS patient/client	Ways to supervise and educate home health worker in family member on providing care to HIV and AIDS patient/client correctly identified	Continues assessment and end of semester examination
4.2.2 Describe the Zanzibar/WHO guidance for	Understand the goals of ARV therapy to people living with HIV/AIDS		and end of semester
ARV drugs	Explain recommended ARV in Zanzibar	Recommended ARV in Zanzibar correctly explained	Continues assessment and end of semester examination
	Explain investigation before initiation of ARV therapy	Investigation before initiation of ARV therapy correctly identified	Continues assessment and end of semester examination
4.2.3 Describe the syndromic approach to diagnosis of HIV	Identify common symptoms experienced by people living with HIV/AIDS	Common symptoms experienced by people living with HIV/AIDS correctly identified	Continues assessment and end of semester examination

and AIDS	Explain factors that contribute symptoms of HIV infected person		Continues assessment and end of semester examination
	Describe syndromic management strategies	Syndromic management strategies correctly described	Continues assessment and end of semester examination
	Identify opportunistic infections of HIV	Opportunistic infections of HIV correctly identified	Continues assessment and end of semester examination
1	Explain nursing process in the management of HIV/AIDS	C	Continues assessment and end of semester examination
patients/clients with HIV and AIDS	Identify common ARV used in Tanzania/Zanzibar	Common ARV used in Tanzania/Zanzibar correctly identified	Continues assessment and end of semester examination
	Explain the action of ARV drugs commonly used in Tanzania/Zanzibar		Continues assessment and end of semester examination
	Describe signs of Treatment failure	Signs of Treatment failure correctly described	Continues assessment and end of semester examination
	Explain common side effect and adverse drug reaction	adverse drug reaction correctly explained	and end of semester examination
4.3.2 Demonstrate appropriate preventive measures for	relationship of agent, host and environment in disease transmission	Inter relationship of agent, host and environment in disease transmission correctly explained	and end of semester examination
common communicable disease	Explain principles of privative measure in controlling communicable disease	Principles of privative measure in controlling communicable disease correctly explained	Continues assessment and end of semester examination
4.3.3 Utilize	Apply preventive practice against communicable disease to the community	Preventive practice against communicable disease to the community correctly applied	Continues assessment and end of semester examination

nursing process in managing patients/clients suffering from communicable	Assess patients/clients suffering from communicable diseases to the community	Patients/clients suffering from communicable diseases to the community assessed	Continues assessment and end of semester examination
disease	Plan nursing care to patient suffering from communicable diseases	Nursing care to patient suffering from communicable diseases properly planned	Continues assessment and end of semester examination
	Implement nursing care to the patient suffering from communicable disease	Nursing care to the patient suffering from communicable disease correctly implemented	Continues assessment and end of semester examination
5.1.1 Describe the historical background of	State brief history of PHC	Brief history of PHC is clearly stated	Continues assessment and end of semester examination
PHC	Explain aims of PHC	The aims of PHC correctly explained	
	Explain components and elements of PHC	Components and elements of PHC correctly explained	Continues assessment and end of semester examination
5.1.2 Describe component of PHC	Explain PHS component of PHS	PHS component of PHS correctly explained	Continues assessment and end of semester examination
	Explain success and failure of PHS	Success and failure of PHS correctly explained	Continues assessment and end of semester examination
	Collaborate with other sectors in promotion of health in the community		Continues assessment and end of semester examination
5.1.3Describe PHC strategies in health care	Enumerate PHC	PHC strategies in health care delivery correctly enumerated	Continues assessment and end of semester examination
delivery	Explain the PHC strategies in health care delivery	PHC strategies in health care delivery correctly explained	Continues assessment and end of semester examination
	Collaborate with other sectors in promotion of health in the community	Promotion of health in the	Continues assessment and end of semester examination
5.1.4 Describe Community Based Health	Explain concept of CBHC	The concept of CBHC correctly explained	Continues assessment and end of semester examination

Care (CBHC) in the relation to PHC Relation the promotion of health correctly explained Relation to PHC Relation the promotion of health correctly explained Relation to PHC Relation the promotion of Neath correctly explained Relation the promotion of Cable Continues assessment and end of semester examination Relation the promotion of Relation for Continues assessment and end of semester examination Relation the promotion of Relation for Continues assessment and end of semester examination Relation the promotion of Relation for Continues assessment and end of semester examination Relation the promotion of Relation for Continues assessment and end of semester examination Relation the promotion of Relation for Continues assessment and end of semester examination Relation the promotion of Continues assessment and end of semester examination Relation th		T		·
PHC Explain the benefit of CBHC in the promoting health correctly identified correctly explained health correctly explained examination Identify component of CBHC in the promoting health correctly explained health correctly explained examination Identify component of CBHC in the promoting health correctly explained examination	1	1		
Explain the benefit of CBHC in the promoting health correctly explained Identify component of CBHC correctly identified Explain CBHC as a strategy in PHC Explain CBHC as a strategy in PHC correctly explained Explain the concepts of community health nursing correctly explained Explain procedures for conducting community diagnosis assessment Explain procedures for conducting community health care, implementation and evaluation Explain community health care, implementation and evaluation correctly explained Explain community health care, implementation and evaluation Explain procedures for conducting community health care, implementation and evaluation Explain procedures for conducting community health care, implementation and evaluation Explain procedures for conducting community health care, implementation and evaluation Explain procedures for conducting community health care, implementation and evaluation Explain procedures for conducting community health care, implementation and evaluation Explain procedures for conducting community health care, implementation and evaluation Explain procedures for conducting community health care, implementation and evaluation Explain procedures for conducting community health care, implementation and evaluation Explain procedures for conducting community health care, implementation and evaluation Explain procedures for conducting community health care, implementation and evaluation Explain procedures for conducting community health care, implementation and evaluation Explain procedures for conducting community health care, impleme			_ L	and end of semester
CBHC in the promoting health correctly explained Identify component of CBHC correctly identified Explain CBHC as a Strategy in PHC strategy in PHC correctly explained Explain the concepts of Concepts of community health nursing correctly explained Explain procedures for conducting community health needs assessment Explain procedures for conducting community health care, implementation and evaluation Explain of action for community health care, implementation and evaluation Explain community health correctly explained Explain procedures for conducting community health care, implementation and evaluation Explain community health care, implementation and evaluation Explain community health care, implementation and evaluation correctly explained Explain community health care, implementation and evaluation correctly developed Explain community health profile Explain procedures for conducting community health profile Explain procedures for conducting community health care, implementation and evaluation and evaluation and evaluation correctly developed Explain procedures for conducting community health profile Explain procedures for conducting community health care, implementation and evaluation and evaluation correctly developed	PHC	promotion of health	correctly identified	examination
Tidentify component of CBHC Components of CBHC Correctly identified Continues Cont		Explain the benefit of	The benefit of	Continues assessment
Identify component of CBHC correctly identified and end of semester examination Explain CBHC as a strategy in PHC Concepts of community entry process and concepts and end of semester examination Explain CBHC as a strategy in PHC correctly explained Continues assessment and end of semester examination		CBHC in the	CBHC in the promoting	and end of semester
CBHC correctly identified and end of semester examination Explain CBHC as a CBHC as a strategy in PHC procedures for conducting community health needs assessment Explain the concepts of community health nursing correctly explained examination Explain the concepts of concepts of community health nursing correctly explained examination Explain procedures for conducting community diagnosis assessment Develop plan of action for community health care, implementation and evaluation evaluation correctly developed Explain procedures for conducting community diagnosis correctly explained examination Develop plan of action for community health care, implementation and evaluation correctly developed Explain community health care, implementation and evaluation correctly developed Explain community health care, implementation and evaluation correctly developed Explain community health care, implementation and evaluation correctly developed Explain community health care, implementation and evaluation correctly developed Explain procedures for conducting community diagnosis correctly explained examination Continues assessment and end of semester examination Explain procedures for conducting community health care, implementation and evaluation correctly developed Explain procedures for conducting community health care, implementation and evaluation correctly developed Explain procedures for conducting community health profile community health profile community health profile correctly explained examination		promoting health	health correctly explained	examination
CBHC correctly identified and end of semester examination Explain CBHC as a CBHC as a strategy in PHC procedures for conducting community health needs assessment Explain the concepts of concepts of community health nursing correctly explained examination Explain the concepts of concepts of community health nursing correctly explained examination Explain procedures for conducting community diagnosis correctly explained examination Explain procedures for conducting community diagnosis correctly explained Explain procedures for conducting community diagnosis correctly explained Explain procedures for conducting community diagnosis correctly explained Explain procedures for conducting community health community health care, implementation and evaluation correctly developed 5.2.2 Describe community entry process and concepts community Explain concepts community health profile Continues assessment and end of semester examination Continues assessment and end of semester examination Continues assessment and end of semester examination Explain procedures for conducting community health correctly explained Continues assessment and end of semester examination Explain procedures for conducting community health correctly explained Continues assessment and end of semester examination Explain procedures for conducting community health correctly explained Explain procedures for conducting community health correctly explained Continues assessment and end of semester examination			-	
Explain CBHC as a Strategy in PHC PHC correctly explained and end of semester examination 5.2.1 Describe procedures for community health nursing correctly explained examination Explain procedures for conducting community health needs assessment Bexplain procedures for conducting community diagnosis correctly explained examination Explain procedures for conducting community diagnosis and end of semester examination Explain procedures for conducting community diagnosis and end of semester examination Explain procedures for conducting community diagnosis and end of semester examination Explain procedures for conducting community diagnosis and end of semester examination Explain procedures for conducting community diagnosis and end of semester examination Explain procedures for conducting community diagnosis and end of semester examination Explain procedures for conducting community diagnosis and end of semester examination Explain procedures for conducting community diagnosis and end of semester examination Continues assessment examination Continues assessment examination Explain procedures for conducting community health care, implementation and evaluation correctly developed 5.2.2 Describe Explain community health profile Explain procedures for conducting community health care, implementation and evaluation correctly developed Continues assessment and end of semester examination		Identify component of	Components of CBHC	Continues assessment
Explain CBHC as a Strategy in PHC PHC correctly explained strategy in PHC PHC correctly explained and end of semester examination 5.2.1 Describe procedures for community health nursing correctly explained examination Explain the concepts of Concepts of community health nursing correctly explained examination Explain procedures for conducting community diagnosis assessment Develop plan of action for community health care, implementation and evaluation evaluation evaluation correctly explained 5.2.2 Describe community entry process and concepts community Explain the concepts of Concepts of community health nursing correctly explained examination Procedures for conducting community diagnosis correctly explained Plan of action for Continues assessment and end of semester examination Continues assessment examination Continues assessment and end of semester examination Community health care, implementation and evaluation correctly developed 5.2.2 Describe community entry process and concepts community Explain community correctly explained Community health profile correctly explained Community health profile correctly explained Community health profile correctly explained Continues assessment and end of semester examination		СВНС	correctly identified	and end of semester
strategy in PHC Strategy in Phalth nursing correctly explained Strategy in Phalth nursing correctly ex				examination
5.2.1 Describe procedures for community health nursing correctly and end of semester examination Explain procedures for conducting community health needs assessment Develop plan of action for community health care, implementation and evaluation 5.2.2 Describe community entry process and concepts and end of semester examination Explain procedures for procedures for conducting community diagnosis correctly explained Develop plan of action for community health care, implementation and evaluation Explain procedures for conducting community diagnosis correctly explained Plan of action for community health care, implementation and evaluation correctly developed Explain community Continues assessment and end of semester examination Continues assessment and end of semester examination Community health profile correctly developed Explain community community health profile correctly explained Community health profile correctly explained Community health profile correctly explained Community entry process and concepts community		Explain CBHC as a	CBHC as a strategy in	Continues assessment
Explain the concepts of community procedures for conducting community health nursing correctly explained procedures for conducting community health nursing correctly explained procedures for conducting conducting assessment		strategy in PHC	PHC correctly explained	and end of semester
procedures for community nealth nursing correctly explained examination Explain procedures for conducting community diagnosis assessment Explain procedures for conducting community diagnosis correctly explained examination Develop plan of action for community health care, implementation and evaluation evaluation and evaluation Explain procedures for conducting community diagnosis correctly explained examination Develop plan of action for community health care, implementation and evaluation evaluation correctly developed 5.2.2 Describe Explain community health profile correctly explained examination Explain procedures for conducting community diagnosis and end of semester examination Continues assessment examination Explain procedures for conducting community health correctly explained examination Continues assessment and end of semester examination Explain procedures for conducting community health correctly explained examination Continues assessment and end of semester examination Correctly explained				examination
community health needs assessment Develop plan of action for community health care, implementation and evaluation evaluation and evaluation Solution and evaluation correctly developed 5.2.2 Describe community entry process and concepts community The state of th	5.2.1 Describe	Explain the concepts of	Concepts of community	Continues assessment
Explain procedures for Conducting Community and end of semester conducting assessment Explain procedures for Conducting Community and end of semester correctly explained examination Develop plan of action for community health care, implementation and evaluation evaluation evaluation correctly developed Semester of the community health care, implementation and evaluation evaluation correctly developed Continues assessment and end of semester examination	procedures for	community health	health nursing correctly	and end of semester
health assessment needs assessment conducting community diagnosis and end of semester examination Develop plan of action for community health care, implementation and evaluation and evaluation 5.2.2 Describe community entry process and concepts community Substitute of the profile community in the profile community is assessment of the profile community in the profile community is assessment of the profile in the profile correctly explained is and end of semester examination. The profile is assessment and end of semester examination in the profile correctly explained is assessment and end of semester examination.	conducting	nursing	explained	examination
assessment diagnosis Correctly explained Explain	community	Explain procedures for	Procedures for conducting	Continues assessment
Develop plan of action for community health care, implementation and evaluation evaluation correctly developed 5.2.2 Describe community entry process and concepts community Develop plan of action for community health care, implementation and evaluation evaluation community health profile correctly developed Develop plan of action for community health care, and end of semester examination Continues assessment	health needs	conducting community	community diagnosis	and end of semester
Develop plan of action for community health care, implementation and evaluation evaluation correctly developed 5.2.2 Describe community entry process and concepts community Develop plan of action for community health care, implementation and evaluation evaluation community health profile correctly developed Develop plan of action for community health care, and end of semester examination Continues assessment	assessment	diagnosis	correctly explained	examination
care, implementation evaluation evaluation correctly developed 5.2.2 Describe community entry process and concepts community Care, implementation evaluation correctly developed Community health profile correctly explained Community entry health profile Continues assessment and end of semester examination Community		Develop plan of action		Continues assessment
and evaluation evaluation correctly developed 5.2.2 Describe Explain community Community health profile correctly explained and end of semester examination concepts community		for community health	community health care,	and end of semester
5.2.2 Describe Explain community Community health profile correctly explained concepts community		care, implementation	implementation and	examination
5.2.2 Describe Explain community Community health profile correctly explained correctly explained concepts community		and evaluation	evaluation correctly	
community entry health profile correctly explained and end of semester examination concepts community			developed	
community entry health profile correctly explained and end of semester examination concepts community	5.2.2 Describe	Explain community	Community health profile	Continues assessment
process and concepts community examination	community entry	_		and end of semester
concepts community	process and	•	1	examination
community	1			
empowerment	empowerment			

	Explain the concept of	-	Continues assessment
	community	community empowerment	and end of semester
	empowerment	correctly explained	examination
	Explain techniques of	_	Continues assessment
	collaboration between	collaboration between	and end of semester
	Community leader,	Community leader,	examination
	community member	community member and	
	and CORPs in	CORPs in promotion of	
	promotion of health	health correctly explained	
	Describe essential steps	Essential steps in	Continues assessment
	in initiation of CBHC	initiation of CBHC in the	and end of semester
	in the community	community correctly	examination
		described	
5.2.3 Describe	Identify criteria for	Criteria for selection of	Continues assessment
the process of	selection of own	own resource person	and end of semester
identifying and	resource person	correctly identified	examination
training of	Describe method of	Method of training	Continues assessment
community	training COPRSs	COPRSs correctly	and end of semester
Owned resources		described	examination
persons (ORPS)	Explain steps of		Continues assessment
	nursing process applied	applied to the community	and end of semester
	to the community	correctly explained	examination
	Describe method of	Method of community	Continues assessment
	community assessment	assessment correctly	and end of semester
		described	examination
5.3.1 Utilize	Explain steps of	Steps of nursing process	Continues assessment
nursing process	nursing process applied	applied to the community	and end of semester
providing care to	to the community	correctly explained	examination
individuals,	Describe method of		
families and		•	Continues assessment
communities	community assessment	assessment correctly	and end of semester
	T.1	described	examination
	•	Characteristic of nursing	
	of nursing process	process applied to the	and end of semester
	applied to the	community correctly	examination
	community	identified	
5.3.2 Prepare	Explain the component	The component of	Continues assessment
community	of community	community assessment	and end of semester
assessment	assessment report	report correctly explained	examination
report	Display different	Different formats in	Continues assessment
1	formats in writing	writing assessment report	and end of semester
	assessment report	correctly displayed	examination
	assessment report	correctly displayed	CAMITMATION

	Describe the use of assessment report in the community health promotion	<u> </u>	and end of semester
6.1.1 Describe basic steps used in planning and organizing	Define common term use in leadership and management	leadership and management correctly defined	Continues assessment and end of semester examination
resources	Explain the principle of leadership and management	leadership and management correctly explained	and end of semester examination
	Identify leadership styles	Leadership styles correctly identified	Continues assessment and end of semester examination
	Identify basic steps in planning and organizing resources	Basic steps in planning and organizing resources correctly identified	Continues assessment and end of semester examination
	Identify factors that hinder effective planning and organizing resources	Factors that hinder effective planning and organizing resources correctly identified	Continues assessment and end of semester examination
6.1.2 Plan and organize activities at work	Identify modes of planning and organizing patients care	Modes of planning and organizing patients care correctly identified	Continues assessment and end of semester examination
place	Identify resources available for planning and organizing		
	Prepare daily, weekly		
6.2.3 Practice use management information	Outline uses of information	Uses of information correctly outlined	Continues assessment and end of semester examination
system (HMIS) tools	Identify stages in generating information	Stages in generating information correctly identified	Continues assessment and end of semester examination
	Utilize computer and internet to prepare health information	Importance of computer and internet correctly utilized	Continues assessment and end of semester examination
6.3.1 Recognize common problems	Identify common problems at work place	Common problems at work place correctly identified	Continues assessment and end of semester examination

occurring to patients/clients, activities and	Identify sources of problems at work place	Sources of problems at work place correctly identified	Continues assessment and end of semester examination
staff at work place	Apply problem solving approach steps in solving problems at work place	Problem solving approach steps in solving problems at work place correctly applied	Continues assessment and end of semester examination
6.2.2 use appropriate techniques in	Identify sources/causes of conflicts at work place	Sources/causes of conflicts at work place correctly identified	Continues assessment and end of semester examination
solving conflicts of patients/client, relatives and	Identify categories of conflicts	Categories of conflicts correctly identified	
staff	Explain appropriate techniques in solving conflicts	solving conflicts correctly explained	and end of semester examination
6.2.3 Describe work related procedures in	Define the term change	The term change correctly defined	and end of semester examination
managing changes	management of change	Reasons for management of change correctly explained	and end of semester examination
	Outline factors for introducing for change	Factors for introducing for change correctly outlined	Continues assessment and end of semester examination
	Identify factors leading to resident to change	Factors leading to resident to change correctly identified	Continues assessment and end of semester examination
	Identify factors to reduce resistance to change	Factors to reduce resistance to change correctly identified	Continues assessment and end of semester examination
6.2.4 Demonstrate team-work spirit	Define team work	Team work is correctly defined	and end of semester examination
in day to day activities	Explain characteristics of team work	Characteristics of team work correctly explained	Continues assessment and end of semester examination
	Identify advantages and disadvantages of teamwork	teamwork correctly identified	Continues assessment and end of semester examination
6.2.5 Utilize decision making skills in day to	Define decision making	Decision making defined correctly	Continues assessment and end of semester examination
day activities	Identify stages that involves in decision	Stages that involves in decision making process	Continues assessment and end of semester

making	process	correctly	identified		examination	
Outline	factors that	Factors	that	hinder	Continues ass	sessment
hinder	rational decision	rational	decision	making	and end of	semester
making		correctly	outlined		examination	

24.4.2 Assessment Criteria and Benchmarking

Assessment Criteria	Satisfactory/good		Very good	Excellent
The major part of	Has knowledge	of	Has knowledge and	Has wide knowledge
female reproductive	major part	of	understand of major	and understand of
system correctly	reproductive system	1	part of reproductive	major part of
explained			system	reproductive system
The various parts of	Has knowledge	of	Has knowledge and	Has wide knowledge
female and male	various parts	of	understand of various	and understand of
organs correctly	female and n	nale	parts of female and	various parts of
labeled	organs		male organs	female and male
				organs
Types of pelvis	Has knowledge	of	Has knowledge and	Has wide knowledge
correctly explained	types of pelvis		understand of types of	and understand of
			pelvis	
Different pelvic	Has knowledge	of	Has knowledge and	Has wide knowledge
bones, joints and	different pelvic bor	nes,	understand of	and understand of
ligaments correctly	joints and ligaments		different pelvic bones,	different pelvic bones,
described			joints and ligaments	joints and ligaments
Pelvic diameters in	Has knowledge	of	Has knowledge and	Has wide knowledge
the relation to foetal	pelvic diameters	in	understand of pelvic	and understand of
skull correctly	the relation to fo	etal	diameters in the	pelvic diameters in
described	skull		relation to foetal skull	the relation to foetal
				skull
The hormonal		of	Has knowledge and	Has wide knowledge
changes in female		in	understand hormonal	and understand of
reproductive system	female		changes in female	hormonal changes in
correctly identified				female
	reproductive system		in female	Of hormonal changes
		repr	roductive system	in female reproductive
				system
	Has knowledge of			Has wide knowledge
	social cultural		erstanding of social	and understanding of
	factors that hinder		ural factors that hinder	social cultural factors
1 *		fam	ily planning practice	that hinder family
	practice			planning practice
	Has knowledge of	Has	C	Has wide knowledge
	educating the		erstanding of educating	and understanding of
	community to		community to relieve	educating the
*	relieve negative	_	ative social, cultural	community to relieve
	social, cultural		ors on family planning	negative social,
1 0 1	factors on family	prac	etice	cultural factors on
correctly provided	planning practice			family planning
701 1 1 1 1	** 1	**		practice
	Has knowledge of	Has	C	Has wide knowledge
changes occurring	physiological	und	erstanding of	and understanding of

correctly explained		occurring during	occurring during pregnancy
pregnancy correctly		Has knowledge and understanding of signs of pregnancy Has knowledge and	Has wide knowledge and understanding of signs of pregnancy
The principles of management of women during pregnancy correctly explained	principles of management of	understanding of principles of management of women	
care correctly defined	focused antenatal care	antenatal care	Has wide knowledge and understanding of
an effective antenatal care correctly identified	Has knowledge on Characteristics of an effective antenatal care	understanding on Characteristics of an effective antenatal care	and understanding on Characteristics of an effective antenatal care
antenatal care correctly described	elements of focused antenatal care	of focused antenatal care	and understanding on elements of focused antenatal care
in pregnancy correctly managed	Malaria and anemia in pregnancy	and anemia in pregnancy	and understanding of Malaria and anemia in pregnancy
pregnancy correctly	Syphilis in	Has knowledge and understanding of Syphilis in pregnancy Has knowledge and	and understanding of
during pregnancy, birth and breast feeding correctly understood	Has knowledge on Effects of drugs during pregnancy, birth and breast feeding		and understanding on Effects of drugs during pregnancy, birth and breast feeding
Physiological changes in labour correctly explained	Has knowledge of Physiological changes in labour	Has knowledge and understanding of Physiological changes in labour	Has wide knowledge and understanding of Physiological changes in labour
The factors that influence the onset of labour are correctly explained The process of	Has knowledge of factors that influence the onset of labour Has knowledge on	understanding of factors that influence the onset of labour	Has wide knowledge and understanding of factors that influence the onset of labour Has wide knowledge

labour correctly explained	process of labour	understanding on process of labour	and understanding on process of labour
Types of labour correctly explained	Has knowledge on Types of labour	Has knowledge and understanding on Types of labour	Has wide knowledge and understanding on Types of labour
The use of partograph in managing a woman in labour correctly explained	Has knowledge on the use of partograph in managing a woman in labour	Has knowledge and understanding on the use of partograph in managing a woman in labour	Has wide knowledge and understanding on the use of partograph in managing a woman in labour
The ability to record and interpret information on the partograph correctly demonstrated		Has knowledge and understanding of recording and interpreting information on the partograph	
Intervention based on partograph findings correctly developed Stages of labour correctly explained	intervention based on partograph findings	Has knowledge and understanding on intervention based on partograph findings Has knowledge and understanding on Stages of labour	Has wide knowledge and understanding on intervention based on partograph findings Has wide knowledge and understanding on Stages of labour
Signs and symptoms of 1 st and 2 nd stages of labour correctly described	Has knowledge on Signs and symptoms of 1st and 2nd stages of labour	Has knowledge and understanding on Signs and symptoms of 1st and	Has wide knowledge and understanding on Signs and symptoms of 1st and 2nd stages of labour
Care of woman in the 1 st and 2 nd stages of labour correctly described	Has knowledge of caring a woman in the 1 st and 2 nd stages of labour	understanding of caring a woman in the 1 st and 2 nd	caring a woman in the
Mechanism of labour correctly described Principles of safety delivery correctly	Has knowledge of Mechanism of labour Has knowledge of Principles of safety	understanding of Mechanism of labour	Has wide knowledge and understanding of Mechanism of labour Has wide knowledge and understanding of
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symptoms in the 1 st , 2 nd and 3 rd stages of labour correctly described	Signs and symptoms in the 1 st , 2 nd and 3 rd stages of labour	understanding of Signs and symptoms in the 1 st , 2 nd	and understanding of Signs and symptoms in the 1 st , 2 nd and 3 rd stages of labour
Active management		Has knowledge and	Has wide knowledge

of the 3 rd stage of labour correctly demonstrated	of the 3rd stage of labour	management of the 3rd stage of labour	and understanding of active management of the 3rd stage of labour
Placenta examination correctly performed	Has knowledge of placenta examination	Has knowledge and understanding of placenta examination Has knowledge and	Has wide knowledge and understanding of placenta examination
General condition of the woman during 4 th stage of labour correctly assessed	Has knowledge of assessing general condition of the woman during 4 th stage of labour	Has knowledge and understanding of assessing general condition of the woman during 4 th stage of labour	Has wide knowledge and understanding of assessing general condition of the woman during 4 th stage of labour
Emergency situation that occur in 3 rd and 4 th stage of labour correctly managed	managing emergency situation that occur in 3 rd and 4 th stage of labour		Has wide knowledge
Terms used in family planning correctly defined	Has knowledge on terms used in family planning	Has knowledge and understanding on terms used in family planning	Has wide knowledge and understanding on terms used in family planning
History in family planning in Zanzibar and Tanzania correctly explained	Has knowledge on history on family planning in Zanzibar and Tanzania	Has knowledge and understanding on history on family planning in Zanzibar and Tanzania	Has wide knowledge and understanding on history on family planning in Zanzibar and Tanzania
Family planning and child spacing correctly differentiated	family planning and child spacing	planning and child spacing	Has wide knowledge and understanding on family planning and child spacing
family planning correctly identified	family planning	understanding of different types of family planning	different types of family planning
The advantages and side effects of each type of family planning methods correctly explained	advantages and side	Has knowledge and understanding on advantages and side effects of each type of family planning methods	Has wide knowledge and understanding on advantages and side effects of each type of family planning methods
The advantages and disadvantages of family planning to individual, family, community and	_	Has knowledge and understanding on advantages and disadvantages of family planning to individual,	Has wide knowledge and understanding on advantages and disadvantages of family planning to

ination correctly community and family, community and individual, family, community and individual, family, community and individual family, community and individuals, couples and informed choice correctly described informed choice conseling for high risk client correctly described informed choice choice. Counseling for high risk client correctly described informed choice choice. Counseling for high risk client correctly described informed choice choice. Counseling for high risk client correctly instructed instructing client on selected by client of family planning method selected planning method selected planning method selected practice correctly instructed family planning factors that hinder family planning practice correctly family planning practice community to relieve negative social, cultural factors on family planning practice correctly outlined infertility correctly outlined infertility correctly outlined infertility correctly desiribed infertility correctly described infertility correctly described infertility correctly described individuals/couples Albernative Has knowledge of the knowledge and skills of counseling for high risk client on family planning method selected planning	notion compostly		family assumption and	individual family
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abnormal and high risk pregnancy correctly identified risk pregnancy abnormal and high risk pregnancy correctly identified risk pregnancy abnormal and high risk pregnancy abnormal and high risk pregnancy abnormal and risk pregnancy. Immediate care to women with abnormal or high risk conditions abnormal or high risk conditions abnormal or high risk conditions correctly provided with complicated pregnancy correctly identified and referred women with dentified and referred women with complications of preventing complications of preventing correctly identified and delivery correctly identified and labour and delivery correctly identified and labour and deliveries abnormal labour and deliveries arrest correctly detected with different types of abnormal and high risk pregnancy in types of abnormal and high risk pregnancy in types of abnormal and high risk pregnancy abnormal and understanding of immediate care to women with abnormal or high risk conditions o	insemination correctly described	artificial insemination	understanding of artificial insemination	and understanding of artificial insemination
women with abnormal or high risk conditions abnormal or high risk conditions correctly provided risk conditions. Women with deeptransverse arrest understanding immediate care to women with abnormal or high risk conditions. Conditions or high risk conditions or high risk conditions. Conditions or high risk conditions or high risk conditions. Conditions or high risk conditions or high risk conditions or high risk conditions. Conditions or high risk conditions or high risk conditions. Conditions or high risk conditions or high risk conditions. Conditions or high risk conditions or high risk conditions. Conditions or high risk conditions or high risk conditions or high risk conditions or high risk conditions. Conditions or high risk conditions or high risk conditions or high risk conditions. Conditions or high risk conditions. Conditions or high risk conditions	abnormal and high risk pregnancy	different types of abnormal and high risk pregnancy	understanding of different types of abnormal and high	and understanding of different types of abnormal and high risk pregnancy
complicated pregnancy correctly identified and referred women with complicated pregnancy women with complicated pregnancy women with complicated pregnancy women with complicated pregnancy women complicated pregnancy. Techniques for preventing complications of pregnancy or greating pregnancy women with deeptransverse arrest correctly detected women with complicated pregnancy women complicated pregnancy women with deeptransverse arrest complicated pregnancy women with deeptransverse arrest complicated pregnancy women with deeptransverse arrest women with deeptransverse arrest women with deeptransverse arrest women with deeptransverse arrest complicated pregnancy women with deeptransverse arrest women with deeptransver	women with abnormal or high risk conditions	immediate care to women with abnormal or high	understanding of immediate care to women with abnormal or high risk	C
preventing complications of preventing pregnancy correctly described The abnormal labour and delivery correctly identified The principles of abnormal labour and deliveries and deliveries arrest correctly explained The principles abnormal labour and deliveries The principles abnormal labour and delivery The principles abnormal labour and abnormal labour and delivery The principles abnormal labour and abnormal labour and delivery The principles abnormal labour and abnormal labour and abnormal labour and delivery The principles abnormal labour and abnormal l	complicated pregnancy correctly identified and	identified and referred women with complicated	understanding of identified and referred women with	complicated
The abnormal labour and delivery abnormal labour and delivery abnormal labour and delivery The principles of abnormal labour and deliveries abnormal labour of abnormal labour and deliveries Women with deep-transverse arrest deep-transverse arrest The principles of Has knowledge of the principles of abnormal labour and deliveries abnormal labour and deliveries labour and deliveries that the principles of abnormal labour and deliveries arrest deep-transverse arrest deep-	preventing complications of pregnancy correctly	techniques for preventing complications of	understanding of techniques for preventing complications of	preventing complications of
abnormal labour principles of understanding of principles and understanding of abnormal labour and deliveries deliveries labour and deliveries labour and deliveries women with deep-transverse arrest detecting women with deep-transverse arrest transverse arrest deep-transverse arrest deep-transvers	labour and delivery	abnormal labour	understanding of abnormal	Has wide knowledge and understanding of abnormal labour and
transverse arrest detecting women understanding on detecting and understanding or detecting women with deep-transverse arrest transverse arrest detecting women detecting women deep-transverse arrest deep-transverse arrest detecting women deep-transverse arrest detecting women deep-transverse arrest detecting women deep-transverse arrest detecting women detecting and understanding or detecting detecting women detection	abnormal labour and deliveries correctly explained	principles of abnormal labour and deliveries	understanding of principles of abnormal labour and deliveries	Has wide knowledge and understanding of principles of abnormal labour and deliveries
I Women in Jahour I Has knowledge on I Has knowledge and I Has wide knowl	transverse arrest correctly detected	detecting women with deep-transverse arrest	understanding on detecting women with deep- transverse arrest	and understanding on detecting women with deep-transverse arrest
with breech, face differentiating and brow women in labour presentations with breech, face labour with breech, face labour with breech, face in labour with breech, face	and brow presentations correctly	women in labour with breech, face and brow	differentiating women in labour with breech, face	differentiating women in labour with breech, face and brow

Complications of breech delivery correctly explained Women in labour	Complications of breech delivery	Has knowledge and understanding on Complications of breech delivery Has knowledge and	breech delivery
with occipital posterior position correctly detected	detecting women in labour with occipital posterior position	understanding on detecting women in labour with occipital posterior position	and understanding on detecting women in labour with occipital posterior position
Complications associated with posterior position correctly detected	complications associated with posterior position	understanding of detecting complications associated with posterior position	Has wide knowledge and understanding of detecting complications associated with posterior position
The management of women with	Has knowledge of management of	Has knowledge and understanding of	Has wide knowledge and understanding of
abnormal labour	women with	management of women	management of
and delivery	abnormal labour	with abnormal labour and	women with abnormal
correctly described	and delivery	delivery	labour and delivery
Psychological, emotional and		Has knowledge and	Has wide knowledge
emotional and behavioral practices	relating psychological,	understanding of relating psychological, emotional	and understanding of relating
with reproductive	emotional and		psychological,
and child health	behavioral practices	with reproductive and	emotional and
services correctly	with reproductive	<u> </u>	behavioral practices
related	and child health		with reproductive and
	services		child health services
Harmful social and	Has knowledge of	Has knowledge and	Has wide knowledge
cultural aspects		understanding of harmful	and understanding of
practiced in R/H	cultural aspects		harmful social and
services correctly	*	practiced in R/H services	cultural aspects
stated	services		practiced in R/H
Sexuality, gender	Has knowledge of	Has knowledge and	services Has wide knowledge
roles and their	sexuality, gender	· ·	and understanding of
relationship	roles and their	gender roles and their	sexuality, gender roles
correctly described	relationship	relationship	and their relationship
Social and	Has knowledge of	*	Has wide knowledge
economic equalities	Social and	understanding of Social	and understanding of
and their impact on	economic equalities	and economic equalities	Social and economic
reproductive	and their impact on	and their impact on	equalities and their
services correctly	reproductive	reproductive services	impact on
explained	services		reproductive services
Process of human	Has knowledge of	<u> </u>	Has wide knowledge
growth and	explaining process	understanding of	and understanding of

development correctly explained	of human growth and development	explaining process of human growth and development	explaining process of human growth and development
Characteristics of human growth and development correctly explained	Has knowledge on characteristics of human growth and development	Has knowledge and understanding on characteristics of human growth and development	Has wide knowledge and understanding on characteristics of human growth and development
Stages of growth and development of a child correctly determined	explaining stages of growth and development of a child	explaining stages of growth and development of a child	and understanding of
Immediate care of a new born baby correctly explained	Has knowledge of explaining immediate care of a new born baby	Has knowledge and understanding of explaining immediate care of a new born baby	Has wide knowledge and understanding of explaining immediate care of a new born baby
APGAR-SCORE at 1 minute and at 5 minutes described	Has knowledge of describing APGAR-SCORE at 1 minute and at 5 minutes	understanding of	Has wide knowledge and understanding of describing APGAR- SCORE at 1 minute and at 5 minutes
Correctly	Score at 1 minute and at 5 minute	Of describing apgar-score at 1 minute and at 5 minute	Understanding of describing apgarscore at 1 minute and 5 minute
caring for new born baby correctly explained	measure in caring for new born baby	measure in caring for new born baby	knowledge and understanding of safety measure in caring for new born baby
Characteristics of a new born baby correctly described	Has knowledge of describing of characteristics of new born baby	O	Has wider range of knowledge and understanding of describing characteristics of a new born baby
Physical assessment of new born baby correctly performed	Has knowledge of performing physical assessment of new born baby	Has knowledge and understanding of performing physical assessment of new born baby	Has wide knowledge and understanding of performing physical assessment of new born baby

The physiological	Has knowledge of	Has knowledge and	Has wider rence of
The physiological	avalaining	Has knowledge and understanding of	Has wider range of
changes of new	explaining physiological	ovnloining obvoiced	knowledge and
born baby at birth		explaining physiological	
correctly explained	changes of a new	C	
	born at birth	birth	physiological changes
			of a new born at birth
Importance of		Has knowledge and	
breast feeding	describing	understanding of	and understanding of
correctly described	Importance of	describing Importance of	
	breast feeding	breast feeding Has knowledge and	of breast feeding
The WHO/UNICEF	Has knowledge on	Has knowledge and	Has wide knowledge
ten steps to	WHO/UNICEF ten	understanding	and understanding on
successful breast	steps to successful	WHO/UNICEF ten steps	WHO/UNICEF ten
feeding correctly	breast feeding	to successful breast	
explained	_	feeding	breast feeding
Mother on	Has knowledge of		Has wide knowledge
appropriate feeding	counseling mother		of understanding
modes of an infant	on appropriate	counseling mother on	counseling mother on
correctly counseled	feeding modes of		appropriate feeding
	infant	of infant	modes of an infant
Mother on general	Has knowledge of		
care of the new	educated mother on	educated mother on	and understanding of
born baby correctly	general care the	general care the new born	educated mother on
educated	new born baby	baby	general care the new
			born baby
Common	Has knowledge on	Has knowledge and	•
physiological	common	understanding on common	knowledge and on
abnormalities in	physiological	physiological	common
new born baby	abnormalities in	1 0	
correctly described	new born baby	baby	abnormalities in new
		- 7	born baby
Abnormal condition	Has knowledge of	Has knowledge and	•
in a neonate that		understanding identifying	
need immediate	abnormal condition		•
referral correctly	in a neonate that		C
identified	need immediate	immediate referral	condition in a neonate
ROTHING	referral	minicolate reletitut	that need immediate
	10101141		referral
A child with	Has knowledge of	Has knowledge and	
medical and	recognizing a child	9	
surgical problem	with medical and	recognizing of child with	C
			_
correctly	surgical problem	e	
recognized		problem	
Comp. 40. 01-71 -: '41	II.a languatata C	Han browd-d 1	surgical problem
		Has knowledge and	
medical and	providing care to a	understanding providing	and understanding

surgical condition correctly provided Different types of	child with medical and surgical condition Has knowledge of	care to a child with medical and surgical condition Has knowledge and	providing care to a child with medical and surgical condition Has wide knowledge
congenital malformations correctly managed	describing different types of congenital malformations	understanding of describing different types of congenital malformation	and understanding of describing different types of congenital malformation
New born with congenital malformation correctly managed	managing new born with congenital malformation	new born with congenital malformations	with congenital malformations
Mother on the caring of the child with congenital malformation correctly counseled	Has knowledge of counseling mother on the caring of the child with congenital malformation	Has knowledge and understanding of on the caring of the child with congenital malformation	Has wide knowledge and understanding of on the caring of the child with congenital malformation
The importance of timely referral of the new born baby with danger signs correctly explained	Has knowledge of explaining importance of timely referral of new born baby with danger signs	Has knowledge and understanding of	Has wide knowledge and understanding of
Different types of congenital malformations correctly described	Has knowledge of describing different types of congenital malformations	understanding of describing different types of congenital malformations	malformations
New born with congenital malformations correctly managed	managing new born with congenital malformations	managing new born with congenital malformations	managing new born with congenital malformations
Mother on the caring of the child with congenital malformation correctly counseled	counseling mother on the caring of the child with congenital malformation	caring of the child with congenital malformation	and understanding of
Classification of low birth weight correctly described Causes of low birth		understanding of classification of low birth weight	Has wide knowledge and understanding of classification of low birth weight Has wide knowledge

explained	weight	understanding on causes of low birth weight	causes of low birth weight
birth weight correctly described	infection in the low birth weight	the low birth weight	prevention of infection in the low birth weight
risk correctly identified	identifying newborns at high risk	Has knowledge and understanding of identifying newborns at high risk	and understanding of identifying newborns at high risk
risk correctly assessed	assessing new born at high risk	Has knowledge and understanding of assessing new born at high risk	assessing new born at high risk
Provision of emotion support to parents/guardians correctly described	Has knowledge of provision of emotion support to parent/guardians	Has knowledge and understanding of provision of emotion support to parent/guardians	and understanding of
Aims and objectives of IMCI correctly explained	explaining aims and objectives of IMCI	explaining aims and objectives of IMCI	and understanding of explaining aims and objectives of IMCI
illnesses correctly identified	identifying common childhood	Has knowledge and understanding of identifying common childhood illnesses Has knowledge and	and understanding of identifying common
in managing sick child correctly described	describing the principles of IMCI in managing sick child	understanding of describing the principles of IMCI in managing sick child	and understanding of describing the principles of IMCI in managing sick child
with common childhood illness correctly provided	Has knowledge of providing care to the children with common childhood illness	understanding of providing care to the children with common childhood illness	providing care to the children with common childhood illness
maternal and fetal death in Zanzibar correctly understood	current situation of maternal and fetal death in Zanzibar	situation of maternal and fetal death in Zanzibar	Has wide knowledge and understanding of current situation of maternal and fetal death in Zanzibar
Life threatening maternal and fetal	_	Has knowledge and understanding of life	Has wide knowledge and understanding of

condition correctly explained	maternal and fetus condition	threatening maternal and fetus condition	life threatening maternal and fetus condition
Life threatening maternal and fetus condition correctly managed	managing life threatening maternal and fetus condition	understanding of managing life threatening maternal and fetus condition	managing life threatening maternal and fetus condition
Focused antenatal care correctly defined	focused antenatal care	Has knowledge and understanding of focused antenatal care	Has wide knowledge and understanding of focused antenatal care
Goals of ANC correctly explained	Has knowledge on Goals of FANC	understanding on Goals of FANC	Goals of FANC
Characteristic of an effective antenatal care correctly identified Elements of Focused Antenatal Care correctly	Has knowledge on characteristics of an effective antennal care Has knowledge of elements of Focused Antenatal	understanding on characteristics of an effective antennal care Has knowledge and understanding of elements	Has wide knowledge and understanding on characteristics of an effective antennal care Has wide knowledge and understanding of elements of Focused
described Malaria and anemia	care		Antenatal care Has wide knowledge
in pregnancy correctly managed	managing malaria and anemia in pregnancy	understanding of managing malaria and anemia in pregnancy	and understanding of managing malaria and anemia in pregnancy
Syphilis in pregnancy correctly managed	Has knowledge of managing syphilis in pregnancy	understanding of managing syphilis in pregnancy	Has wide knowledge and understanding of managing syphilis in pregnancy
during pregnancy ,birth and breast feeding correctly understanding	during pregnancy, birth and breast feeding	understanding on effects of drugs during pregnancy, birth and breast feeding	effects of drugs during pregnancy, birth and breast feeding
Education on effects of drugs during pregnancy and breast feeding correctly provided	Has knowledge on providing education on effect of drug during pregnancy and breast feeding	Has knowledge and understanding on providing education on effect of drug during pregnancy and breast feeding	Has wide knowledge and understanding on providing education on effect of drug during pregnancy and breast feeding
Specific drugs used in emergency situation correctly		understanding of	\mathcal{C}

identified	emergency situation	used in emergency situation	identifying specific drugs used in emergency situation
Different types of pollution and health risks correctly described	different types of pollution and the health risks	types of pollution and the health risks	Has wider range of knowledge and understanding of different types of pollution and the health risks
Preventive measures in different types of pollution correctly explained	Has knowledge of preventive measures in different types of pollution	*	Has wider range of knowledge and understanding of preventive measures in different types of pollution
Education on the effect of pollution to the community correctly provided	Has knowledge of providing education on the effect of pollution to the community		Has wide knowledge and understanding of providing education on the effect of pollution to the community
Precaution to be taken during medication, vital signs, monitoring and transportation of client correctly explained	Has knowledge on precaution to be taken during medication, vital signs, monitoring and transportation of client	understanding on precaution to be taken during medication, vital signs, monitoring and	Has wide knowledge and understanding on precaution to be taken during medication, vital signs, monitoring and transportation of client
Knowledge and skills of IPC on prevention of diseases correctly applied	Has knowledge of applying IPC skills on prevention of diseases	IPC skills on prevention of diseases	Has wide knowledge and understanding of applying IPC skills on prevention of diseases
Knowledge and skills of identifying and reporting infectious diseases IPC correctly applied	Has knowledge and skills of identifying and reporting notifiable infectious diseases	Has knowledge and understanding skills of identifying and reporting notifiable infectious diseases	Has wider range knowledge and understanding skills of identifying and reporting notifiable infectious diseases
Knowledge and skills of IPC on set up of infectious client room for isolation correctly applied	Has knowledge of applying skills of IPC on set up of infectious client room for isolation	understanding of applying skills of IPC on set up of infectious client room for isolation	Has wide knowledge and understanding of applying skills of IPC on set up of infectious client room for isolation
Barrier techniques	Has knowledge on	Has knowledge and	Has wide knowledge

used to infectious client correctly enumerated	the barrier techniques used to infectious client	understanding on the barrier techniques used to infectious client	and understanding on the barrier techniques used to infectious client
Proper management of isolation room correctly provided	proper management of isolation room	understanding of proper management of isolation room	and understanding of proper management of isolation room
Different types of health education correctly identified	Has knowledge on principles health education	Has knowledge and understanding on principles health education	Has wide knowledge and understanding on principles health education
Principles of health education correctly explained	Has knowledge on principles of health education	Has knowledge and understanding on principles of health education	Has wide knowledge and understanding on principles of health education
Importance of health education correctly recognized	Has knowledge on importance of health education	Has knowledge and understanding on importance of health education	Has wide knowledge and understanding on importance of health education
Health education needs of the patient/client correctly assessed	Has knowledge on health education needs of the patient/client	Has knowledge and understanding on importance of health education	Has wide knowledge and understanding on importance of health education
Health education according to the community needs correctly planned	Has knowledge of planning health education according to the community needs	Has knowledge and understanding of planning health education according to the community needs	Has wide knowledge and understanding of planning health education according to the community needs
	Has knowledge of evaluating health education sessions	Has knowledge and understanding of evaluating health education sessions	C
Health education sessions correctly evaluated	Has knowledge of evaluating health education sessions	Has knowledge and understanding of evaluating health education sessions	Has wide knowledge and understanding of evaluating health education sessions
The concepts of counseling and guidance correctly described	Has knowledge of concepts of counseling and guidance	Has knowledge and understanding of concepts of counseling and guidance	Has wide knowledge and understanding of concepts of counseling and guidance
Types of counseling correctly identified	Has knowledge on types of counseling	Has knowledge and understanding on types of counseling	Has wide knowledge and understanding on types of counseling

Drymana	Has brownlades on	Has brownlades and	Has wide breakledes
Purpose of		Has knowledge and	Has wide knowledge
counseling and	determining of	understanding on	and understanding on
guidance correctly	purpose of	determining of purpose of	determining of
identified	counseling and	counseling and guidance	purpose of counseling
	guidance		and guidance
Clients who need	Has knowledge on	Has knowledge and	Has wide knowledge
counseling and	identifying clients	understanding on	and understanding on
guidance correctly	who need	identifying clients who	identifying clients
identified	counseling and	need counseling and	who need counseling
	guidance	guidance	and guidance
Importance of	Has knowledge on	Has knowledge and	Has wide knowledge
therapeutic	importance of	understanding on	and understanding on
relationship	therapeutic	importance of therapeutic	importance of
approach during	relationship	relationship approach	therapeutic
health care delivery	approach during	during health care delivery	relationship approach
correctly	health care delivery	,	during health care
recognized			delivery
Therapeutic	Has knowledge on	Has knowledge and	Has wide knowledge
relationship	therapeutic	understanding on	and understanding on
approach when	relationship	therapeutic relationship	therapeutic
caring patient	approach when	approach when caring	relationship approach
/client correctly	caring patient/client	patient/client	when caring
applied	caring patient enem	patient	patient/client
Social and culture	Has knowledge on	Has knowledge and	Has wide knowledge
issue that have	social and culture	understanding on social	and understanding on
negative impact on	issue that have	and culture issue that have	social and culture
health correctly	negative impact on	negative impact on health	issue that have
described	health	negative impact on health	
described	Health		negative impact on health
Social and culture	Has Irmaryladas an	Has Impaviledes and	Has wide knowledge
	Has knowledge on	_	
issues that have	social and culture	understanding on social	on social and culture
negative and		and culture issues that	issues that have
positive impact on			negative and positive
health correctly	positive impact on	impact on health	impact on health
described	health	**	** '' '
Health education on	Has knowledge of	=	Has wide knowledge
socio cultural issues	providing health	understanding of providing	and understanding of
to relieve negative	education on socio	health education on socio	providing health
impact on health	cultural issues to	cultural issues to relieve	education on socio
correctly provided	relieve negative	negative impact on health	cultural issues to
	impact on health		relieve negative
			impact on health
The importance of	Has knowledge on	Has knowledge and	Has wide knowledge
social, cultural,	importance of	understanding on	and understanding on
spiritual and	social, cultural,	importance of social,	importance of social,
environmental issue	spiritual and	cultural, spiritual and	cultural, spiritual and

on prevention of diseases correctly explained	on prevention of diseases	environmental issue on prevention of diseases	environmental issue on prevention of diseases
Life styles which influence health correctly identified	life styles which influence health	Has knowledge and understanding on life styles which influence health	Has wide knowledge and understanding on life styles which influence health
Condition/diseases which associate with life style correctly recognized	Has knowledge on condition/diseases which associate with life style	Has knowledge and understanding on condition/diseases which associate with life style	Has wide knowledge and understanding on condition/diseases which associate with life style
Education on advantage and disadvantage of life style to community correctly provided	Has knowledge on providing education on advantage and disadvantage of life style to community	Has knowledge and understanding on providing education on advantage and disadvantage of life style to community	Has wide knowledge and understanding on providing education on advantage and disadvantage of life style to community
Common mental health terms are correctly defined	Has knowledge of common terms of mental health	Has knowledge and understanding of common terms of mental health	Has wide knowledge and understanding of common terms of mental health
Roles of mental health team correctly enumerated	Has knowledge on roles of mental health team	Has knowledge and understanding on roles of mental health team	Has wider range knowledge and understanding on roles of mental health team
Principles of mental health practice correctly identified	Has knowledge on principles of mental health practice	understanding on principles of mental health practice	and understanding on principles of mental health practice
mental health worldwide, Tanzania and Zanzibar correctly explained	mental health worldwide, Tanzania and Zanzibar	understanding of historical background of mental health worldwide, Tanzania and Zanzibar	and understanding of historical background of mental health worldwide, Tanzania and Zanzibar
Current mental health trends correctly explained	Has knowledge of current mental health trends	understanding of current mental health trends	Has wide knowledge and understanding of current mental health trends
Mental health policy of Zanzibar correctly explained	Has knowledge of mental health policy of Zanzibar	Has knowledge and understanding of mental health policy of Zanzibar	Has wide knowledge and understanding of mental health policy of Zanzibar

Rights of mental ill patients correctly identified	Has knowledge on rights of mental ill patients	Has knowledge and understanding on rights of mental ill patients	Has wide knowledge and understanding on rights of mental ill patients
Laws and regulations that protect mental ill patients correctly identified	Has knowledge of laws and regulations that protect mental ill patients	Has knowledge and understanding of laws and regulations that protect mental ill patients	Has wide knowledge and understanding of laws and regulations that protect mental ill patients
Global and national programs for improving mental health correctly identified	Has knowledge of global and national programs for improving mental health	Has knowledge and understanding of global and national programs for improving mental health	Has wide knowledge and understanding of global and national programs for improving mental health
Barriers for improving mental health correctly identified Available services for improving mental health correctly explained	Has knowledge of barriers for improving mental health Has knowledge of available services for improving mental health	health	Has wide knowledge and understanding of barriers for improving mental health Has wide knowledge and understanding of available services for improving mental health
Common mental health problems are correctly identified	Has knowledge of common mental health problems	Has knowledge and understanding of common mental health problems	Has wide knowledge and understanding of common mental health problems
Causes of common mental health problems correctly explained	Has knowledge on causes of common mental health problems correctly explained	understanding on causes of common mental health	Has wide knowledge and understanding on causes of common
Risk factors for mental health illnesses are correctly	Has knowledge of risk factors for mental health illnesses	Has knowledge and understanding of risk factors for mental health illnesses	Has wide knowledge and understanding of risk factors for mental health illnesses
Appropriate treatment modalities to mental ill patients are correctly utilized	Has knowledge of utilizing appropriate treatment modalities to mental ill patients	understanding of utilizing appropriate treatment modalities to mental ill patients	Has wide knowledge and understanding of utilizing appropriate treatment modalities to mental ill patients
Preventive measures for mental	Has knowledge of preventive	Has knowledge and understanding of	Has wide knowledge and understanding of

illnesses correctly	measures for	preventive measures for	preventive measures
identified	mental illnesses	mental illnesses	for mental illnesses
Preventive	Has knowledge of	Has knowledge and	Has wide knowledge
measures to	employing	understanding of	and understanding of
different group of	preventive	employing preventive	employing preventive
people are correctly	measures to	measures to different	measures to different
employed	different group of	group of people	group of people
	people		
Groups affected and	Has knowledge of	Has knowledge and	Has wide knowledge
those at risk for	identifying groups	understanding of	and understanding of
mental illness in the	affected and those	identifying groups affected	identifying groups
community are	at risk for mental	and those at risk for mental	affected and those at
correctly identified	illness in the	illness in the community	risk for mental illness
, and the second	community	-	in the community
Nursing diagnosis	Has knowledge of	Has knowledge and	Has wide knowledge
for appropriate	nursing diagnosis	understanding of nursing	and understanding of
nursing care	for appropriate	diagnosis for appropriate	nursing diagnosis for
correctly	nursing care	nursing care	appropriate nursing
formulated		_	care
Nursing care of	Has knowledge of	Has knowledge and	Has wide knowledge
mentally ill	planning care of	understanding of planning	and understanding of
individual correctly	mentally ill	care of mentally ill	planning care of
planned	individual	individual	mentally ill individual
Nursing	Has knowledge of	Has knowledge and	Has wide knowledge
intervention	nursing intervention	understanding of nursing	and understanding of
according to	according to	intervention according to	nursing intervention
different mental	different mental	different mental illnesses	according to different
illnesses are	illnesses		mental illnesses
correctly provided			
Overview of	Has knowledge on	Has knowledge and	Has wide knowledge
HIV/AIDS	overview of	understanding on overview	and understanding on
infection globally	HIV/AIDS	of HIV/AIDS infection	overview of
and nationally is	infection globally	globally and nationally	HIV/AIDS infection
correctly explained	and nationally		globally and
			nationally
Opportunistic	Has knowledge of	Has knowledge and	Has wide knowledge
infections correctly	opportunistic	understanding of	and understanding of
identified	infections	opportunistic infections	opportunistic
			infections
The major roles of	Has knowledge of	Has knowledge and	Has wide knowledge
Zanzibar Aids	major roles of	understanding of major	and understanding of
Commission (ZAC)	Zanzibar Aids	roles of Zanzibar Aids	major roles of
correctly identified	Commission (ZAC)	Commission (ZAC)	Zanzibar Aids
			Commission (ZAC)
Causes of stigma	Has knowledge on	Has knowledge and	Has wide knowledge
and discrimination	causes of stigma	understanding on causes of	and understanding on

correctly explained	and discrimination	stigma and discrimination	causes of stigma and discrimination
in HIV/AIDS stigma and discrimination correctly discussed	roles of gender in HIV/AIDS stigma and discrimination	gender in HIV/AIDS stigma and discrimination Has knowledge and	Has wide knowledge and understanding on roles of gender in HIV/AIDS stigma and discrimination Has wide knowledge and understanding on
explained	stigma	consequences of stigma	consequences of stigma
Basic components of VCT correctly identified	Has knowledge of Basic components of VCT	Has knowledge and understanding of Basic components of VCT	Has wide knowledge and understanding of Basic components of VCT
Goals of counseling are correctly described	Has knowledge on goals of counseling	Has knowledge and understanding on goals of counseling	Has wide knowledge and understanding on goals of counseling
Counseling skills in caring HIV/AIDS clients correctly applied	Has knowledge of applying counseling skills in caring HIV/AIDS clients	Has knowledge and understanding of applying	Has wide knowledge and understanding of applying counseling skills in caring HIV/AIDS clients
Concept of home based care correctly described	Has knowledge on concept of home based care	Has knowledge and understanding on concept of home based care	Has wide knowledge and understanding on concept of home based care

		Care	On home based care
Needs of HIV/AIDS	Has knowledge on	Has knowledge and	Has wide knowledge
clients and their	assessing needs of	understanding on	and understanding on
families in home	HIV/AIDS clients	assessing needs of	assessing needs of
based setting	and their families in	HIV/AIDS clients and	HIV/AIDS clients and
correctly assessed	home based setting	their families in home	their families in home
		based setting	based setting
Ways to supervise	Has knowledge of	Has knowledge and	Has wide knowledge
and educate home	supervise and	understanding of	and understanding of
health worker and	educate home	supervise and educate	supervise and educate
family member on	health worker and	home health worker	home health worker and
providing care to	family member on	and family member on	family member on
HIV/AIDS	providing care to	providing care to	providing care to
patient/client	HIV/AIDS	HIV/AIDS	HIV/AIDS patient/client
correctly identified	patient/client	patient/client	
The goal of ARV	Has knowledge on	Has knowledge and	Has wide knowledge
therapy to	goal of ARV	understanding on goal	and understanding on

patient/client living with HIV/AIDS correctly explained	therapy to patient/client living with HIV/AIDS	with HIV/AIDS	patient/client living with HIV/AIDS
Recommended ARVs drugs in Zanzibar are correctly understood	Has knowledge of recommended ARVs drugs in Zanzibar	understanding on recommended ARVs drugs in Zanzibar	Has wide knowledge and understanding on recommended ARVs drugs in Zanzibar
Investigation before initiation of ARV therapy are correctly explained	Has knowledge of investigation before initiation of ARV therapy	understanding of investigation before initiation of ARV therapy	and understanding of explaining investigation before initiation of ARV therapy
The common symptoms experience by people living with HIV/AIDS are correctly identified	common symptoms	common symptoms	and understanding on common symptoms
Factors that contribute symptoms of HIV infected person correctly explained	Has knowledge on factors that contribute symptoms of HIV infected person	understanding on factors that contribute	Has wide knowledge and understanding on factors that contribute symptoms of HIV infected person
Syndromic management strategies correctly describe	Has knowledge of syndromic management strategies	Has knowledge and understanding of syndromic management strategies	and understanding of
Nursing process in the management of HIV/AIDS correctly explained	Has knowledge of nursing process in the management of HIV/AIDS	nursing process in the	and understanding of
Clinical criteria for giving ART to patient with HIV/AIDS correctly described	Has knowledge of clinical criteria for giving ART to patient with HIV/AIDS	Has knowledge and understanding of clinical criteria for giving ART to patient with HIV/AIDS	Has wide knowledge and understanding of clinical criteria for giving ART to patient with HIV/AIDS
Common ARV drugs used in Zanzibar correctly identified Action of ARV	Has knowledge on common ARV drugs used in Zanzibar Has knowledge of	O	common ARV drugs used in Zanzibar Has wide knowledge
drugs commonly used in Zanzibar	action of ARV drugs commonly	understanding of action of ARV drugs	and understanding of action of ARV drugs

correctly explained	used in Zanzibar	commonly used in Zanzibar	commonly used in Zanzibar
Common signs of	Has knowledge of	Has knowledge and	Has wide knowledge
treatment failure	common signs of	understanding of	and understanding of
correctly describe	treatment failure	common signs of	_
		treatment failure	treatment failure
Common sides	Has knowledge of	Has knowledge and	Has wide knowledge
effects and advise	common sides	understanding of	and understanding of
drug reactions are	effects and advise	common sides effects	common sides effects
correctly explained	drug reactions	and advise drug	and advise drug
		reactions	reactions
Clients/patient with	_	Has knowledge and	
side effects correctly	recognizing	understanding of	
recognized	clients/patient with		recognizing
	side effects	clients/patient with side	_
		effects	effects
The side effects of		<u> </u>	Has wide knowledge
patients/clients who	managing and		
used ART correctly	referring side	managing and referring	
managed and	effects of	side effects of	
referred	patients/clients who	patients/clients who	patients/clients who
	used ART	used ART	used ART
Common documents	Has knowledge of	_	I — — — — — — — — — — — — — — — — — — —
used in CTC are	common documents	understanding of	
correctly identified	used in CTC	common documents	
Description	II 1	used in CTC	used in CTC
Description process	Has knowledge of		S
of ARV drugs in Zanzibar correctly	description process of ARV drugs in	_	· ·
Zanzibar correctly describe	Zanzibar	ARV drugs in Zanzibar	description process of ARV drugs in Zanzibar
		, and the second	
Procedures for	Has knowledge of	_	
dispensing,	procedures for	\mathcal{C}	_
recording and	1 0	procedures for	procedures for dispensing, recording
storage of ARV drugs correctly	recording and storage of ARV		
		•	•
explained Common	drugs Has knowledge of	drugs Has knowledge and	drugs Has wide knowledge
communicable	_	understanding of	_
	common	· ·	C C
disease s correctly identified	communicable disease	common communicable disease	common communicable disease
Causes of common	Has knowledge of		
communicable	causes of common	understanding of	
disease are correctly		causes of common	
explained	diseases	communicable diseases	communicable diseases
Clinical signs of			
TOMBOUL SIZES OF			
different types of	Has knowledge on clinical signs of	Has knowledge and understanding on	Has wide knowledge and understanding on

communicable	different types of	clinical signs of	clinical signs of
diseases are correctly	• •	different types of	different types of
identified	diseases	communicable	communicable
ROTHING	diseases	diseases	diseases
Inter relationship of	Has knowledge of	Has knowledge and	Has wide knowledge
-	inter relationship of	understanding of	and understanding of
<i>U</i> ,	1	C	S
	agent, host and	1	1
disease transmission	environment in	agent, host and	agent, host and
are correctly	disease transmission	environment in	environment in
explained		disease transmission	disease transmission
Principles and	Has knowledge	Has knowledge and	Has wide knowledge
preventive measure in	principles and	understanding of	and understanding of
controlling	preventive measure in	principles and	principles and
communicable	controlling	preventive measure in	preventive measure in
diseases correctly	communicable	controlling	controlling
explained	diseases	communicable	communicable
		diseases	diseases
Preventive practice	Has knowledge of	Has knowledge and	Has wide knowledge
against communicable	applying preventive	understanding of	and understanding of
diseases to the	practice against	applying preventive	applying preventive
community correctly	communicable	practice against	practice against
applied	diseases to the	communicable	communicable
	community	diseases to the	diseases to the
		community	community
Patient/clients	Has knowledge of	Has knowledge and	Has wide knowledge
suffering from	assessing	understanding of	and understanding of
communicable	Patient/clients	assessing	assessing
diseases correctly		Patient/clients	Patient/clients
assessed	communicable	suffering from	suffering from
assessea	diseases correctly	communicable	communicable
	assessed	diseases correctly	diseases correctly
	assessed	assessed	assessed
Nursing care to	Has knowledge of	Has knowledge and	Has wide knowledge
patient suffering from	_	understanding of	•
		_	and understanding of
communicable	to patient Suffering	planning Nursing care	planning Nursing care
diseases properly		to patient Suffering	to patient Suffering
planned	diseases	from communicable	from communicable
		diseases	diseases

Nursing care to the patient suffering from communicable diseases correctly implemented	Has knowledge of implementing Nursing care to the patient suffering from communicable diseases	Has knowledge and understand implementing of Nursing care to the patient suffering from communicable diseases	Has knowledge and understand implementing of Nursing care to the patient suffering from communicable diseases
Brief history of PHC is clearly stated	Has knowledge of brief history of PHC	Has knowledge and understanding of brief history of PHC	Has wide knowledge and understanding of brief history of PHC
The aim of PHC correctly explained	Has knowledge of aim of PHC	understanding of aim PHC	Has wide knowledge and understanding of aim PHC
Components and elements of PHC are correctly explained	Has knowledge of components and elements of PHC	Has knowledge and understand of components and elements of PHC	Has wide knowledge and understand of components and elements of PHC
The PHC strategies in health care delivery correctly explained	Has knowledge of explaining PHC health care delivery	Has knowledge and understanding of explaining PHC strategies in health care delivery	Has wide knowledge and understanding of explaining PHC strategies in health care delivery
Success and failure of PHC correctly explained	Has knowledge on success and failure of PHC correctly	Has knowledge and understanding on success and failure of	Has wide knowledge and understanding on success and failure of

	explained	PHC	PHC
Promotion of health in the community with other sectors is highly collaborated	Has knowledge on promotion of health in the community with other sectors	Has knowledge and understanding on promotion of health in the community with other sectors	Has wide knowledge and understanding on promotion of health in the community with other sectors
The concepts of CBHC is correctly explained	Has knowledge of concepts of CBHC	Has knowledge and understanding of concepts of CBHC	Has wide knowledge and understanding of concepts of CBHC
The role of CBHC in promoting health correctly explained	Has knowledge role of CBHC in the promoting health	Has knowledge and understanding of role of CBHC in the promoting health	Has wide knowledge and understanding of role of CBHC in the promoting health
The benefits of CBHC in promoting health correctly explained	explaining benefits of CBHC in promoting health	understanding of explaining benefits of CBHC in promoting health	explaining benefits of CBHC in promoting health
Components of CBHC are correctly identified	Has knowledge of components of CBHC	Has knowledge and understanding of components of CBHC	Has wide knowledge and understanding of components of CBHC
CBHC as a strategy in PHC is correctly	Has knowledge of CBHC as a strategy in	Has knowledge and	Has wide knowledge

explained	PHC	understanding of CBHC as strategy in PHC	and understanding of CBHC as strategy in PHC
Concept of community health nursing explained	C	Has knowledge and understanding	Has wide knowledge and

	Of community health nursing	On explaining concept of community health nursing	Understanding on explaining concept of community health nursing
Procedure of conducting community diagnosis correctly explaining	Has knowledge on procedures of conducting community diagnosis	Has knowledge and understanding on procedures of conducting community diagnosis	Has wide knowledge and understanding on procedures of conducting community diagnosis
Plan of action for community health care implementation and evaluation correctly developed	Has knowledge of developing plan of action for community health care implementation and evolution	Has knowledge and understanding of developing plan of action for community health care implementation and evolution	Has wide knowledge and understanding of developing plan of action for community health care implementation and evolution
Community health profile correctly explained	Has knowledge of community health profile	Has knowledge and understanding of community health profile	Has wide knowledge and understanding of community health profile

The concept of	Has knowledge of		
community	explaining concept of	Has knowledge and	Has wide knowledge
empowerment is	community	understanding of	and understanding of
correctly explained	empowerment	explaining concept of	explaining concept of
		community	community
		empowerment	empowerment
Collaboration	Has knowledge of	Has knowledge and	Has wide knowledge
techniques between	explaining techniques	understanding of	and understanding of
community leader and	of collaboration	explaining techniques	explaining techniques
community members	between community	of collaboration	of collaboration
in promotion of health	leaders.	between community	between community
correctly explained		leaders.	leaders.

	Community members and CORPs in promotion of health	Community leader, community members and CORPs in promotion of health	Between community leaders, community members and CORPs in promotion of health
Criteria for selection of own resource person is correctly identified	Has knowledge on identification of of criteria for selection of own resource person	Has knowledge and understanding on identification of criteria for selection of own resource person	Has wide knowledge and understanding on identification of criteria for selection of own resource person
Methods of training CORPs correctly described	Has knowledge of methods of training CORPs	Has knowledge and understanding of methods of training CORPs	Has wide knowledge and understanding of methods of training CORPs
Steps of nursing process applied to the	Has knowledge of steps of nursing	Has knowledge and	Has wide knowledge

community correctly explained	process applied to the community	understanding of steps of nursing process applied to the community	and understanding of steps of nursing process applied to the community
Method of community assessment is correctly described	Has knowledge of describing method of community assessment	Has knowledge and understanding of describing method of community assessment	
Characteristics of nursing process	C	Has knowledge and understanding of	Has wide knowledge and understanding of
applied to the	nursing process	characteristics of	characteristics of
community correctly	applied to the	nursing process	nursing process
identified	community	applied to the	applied to the
		community	community
			Process to the community

-	Has knowledge on	Has knowledge and	Has wide knowledge
identifying influential	process of identifying	understanding on	and understanding on
people in the	influential people in	process of identifying	process of identifying
community people in	the community	influential people in	influential people in
the community		the community	the community
correctly described		-	-
The effects of health	Has knowledge of		
problems to the	describing the effects	Has knowledge and	Has wide knowledge
community correctly	of health problems to	understanding of	and understanding of
described	the community	describing the effects	describing the effects
	·	of health problems to	
		the community	the community
		•	•

The components of community assessment report correctly explained	Has knowledge on the component of community assessment	Has knowledge and understanding on the component of community assessment	Has wide knowledge and understanding on the component of community assessment
Different format in writing assessment report correctly displayed	Has knowledge of different format in writing assessment report	Has knowledge and understanding of different format in writing assessment report	Has wide knowledge and understanding of different format in writing assessment report

Common terms used in leadership and management correctly define	Has knowledge of common terms used in leadership and management	Has knowledge and understanding of common terms used in leadership and management	Has wide knowledge and understanding of common terms used in leadership and management
Principles of leadership and management correctly explained	Has knowledge of explaining principles of leadership and management	Has knowledge and understanding of common terms used in leadership and management	Has wide knowledge and understanding of common terms used in leadership and management
Leadership styles are correctly identified	Has knowledge of identifying leadership styles	Has knowledge and understanding of identifying leadership styles	Has wide knowledge and understanding of identifying leadership styles
Basic steps in planning and organizing resource are correctly identified	Has knowledge on basic steps in planning and organizing resource	Has knowledge and understanding of basic steps in planning and organizing resource	Has wide knowledge and understanding of basic steps in planning and organizing resource
Factors that hider effective planning and organizing resources are correctly identified	Has knowledge and identified factors that hider effective planning and organizing resources	Has knowledge and understanding of identified factors that hider effective planning and organizing resources	Has wide knowledge and understanding of identified factors that hider effective planning and organizing resources

Modes of planning and organizing activities identified	Has knowledge on modes of planning and organizing activities	Has knowledge and understanding of modes of planning and organizing activities	Has wide knowledge and understanding of modes of planning and organizing activities
Available resources for planning and organizing are correctly identified	Has knowledge of identifying available resources for planning and organizing	Has knowledge and understanding of identifying available resources for planning and organizing	Has wide knowledge and understanding of identifying available resources for planning and organizing
Daily, week and monthly work plan are correctly prepared	Has knowledge on preparing daily, weekly and monthly work plan	Has knowledge and understanding of preparing daily, weekly and monthly work plan	Has wide knowledge and understanding of preparing daily, weekly and monthly work plan preparing daily, weekly and monthly work plan
Use information are correctly outlined	Has knowledge on using information	Has knowledge and understand of using information	Has wide knowledge and understand of using information
Stages in generating information are correctly identified	Has knowledge of identifying stages in generation information	Has knowledge and understanding of identifying stages in generation information	Has wide knowledge and understanding of identifying stages in generation information

Importance of computer and internet are correctly outlined	_	Has knowledge and understanding of importance of computer and internet	Has wide knowledge and understanding of importance of computer and internet
Common problems at work place are correctly identified	Has knowledge of identifying common problems at work place	Has knowledge and understanding of identifying common problems at work place	Has wide knowledge and understanding of identifying common problems at work place
Source of problems at work place are correctly identifying	source of problems at work place	Has knowledge and understanding of source of problems at work place	Has wide knowledge and understanding of source of problems at work place
Problems solving approaches at work place correctly applied	Has knowledge on applying problem solving approaches at work place	Has knowledge and understanding of applying problem solving approaches at work place	Has wide knowledge and understanding of applying problem solving approaches at work place
Sources/causes of conflicts at work place correctly identified	Has knowledge on sources/causes of conflicts at work place	Has knowledge and understanding of sources/causes of conflicts at work	Has wide knowledge and understanding of sources/causes of conflicts at work

		place	place
Categories of conflicts correctly identified	Has knowledge on identifying categories of Conflicts	Has knowledge and understanding of identifying Categories of conflicts	Has wide knowledge and understanding of identifying categories of conflicts

Appropriate techniques in solving conflicts correctly enumerated	Has knowledge on appropriate techniques in solving conflicts	Has knowledge and understanding of appropriate techniques in solving conflicts	Has wide knowledge and understanding of appropriate techniques in solving conflicts
Reasons for management of change correctly explained	Has knowledge on explaining reasons for management of change	Has knowledge and understanding of	Has wide knowledge and understanding of
Factors for introducing a change correctly outlined	Has knowledge on factors for introducing change	Has knowledge and understanding of explaining reasons for management of change	Has wide knowledge and understanding of explaining reasons for management of change
Factors leading to resistance to chance are correctly identified	Has knowledge on identifying factors leading to resistance to change	Has knowledge and understanding on identifying factors leading to resistance to change	Has wide knowledge and understanding on identifying factors leading to resistance to change

Factors to reduce resistance to change are correctly identified	Has knowledge on factors to reduce resistance to change	Has knowledge and understanding on factors to reduce resistance to change	Has wide knowledge and understanding on factors to reduce resistance to change
Team work is correctly defined	Has knowledge of defining team work	Has knowledge and understanding of defining team work	Has wide knowledge and understanding of defining team work
Characteristics of team work correctly explained	Has knowledge of explaining characteristic of team work	Has knowledge and understanding of explaining characteristic of team work	Has wide knowledge and understanding of explaining characteristic of team work
Advantages and disadvantage of teamwork are correctly identified	Has knowledge of advantages and disadvantages of teamwork	Has knowledge and understanding of advantages and disadvantages of teamwork	Has wide knowledge and understanding of advantages and disadvantages of teamwork
Decision making defied correctly	Has knowledge on decision making	Has knowledge and understanding of decision making	Has wide knowledge and understanding of decision making

knowledge

involved

making

stages that

indecision

process

Stages

identified

decision

process are correctly

that involved Has

making

Has knowledge

understanding

stages that

indecision

process

and

on

involved

making

Has

wide knowledge

involved

making

and understanding on

stages that

indecision

process

Factor that hinder rational decision making are correctly outlined	C	understanding on	outlining factors that

DESCRIPTION OF MODULES

Code: NM 05111

Name: Health education and counseling

Sub-enabling Outcomes:

- 1. Describe different types of health education techniques
- 2. Prepare health education sessions according to patients/client needs
- 3. Provide health information and education to patient/clients based on their needs
- 4. Use therapeutic relationship approach during health care delivery
- 5. Perform counseling and guidance

Prerequisite Modules: Communication skills

earning Context

Class room

Clinical area

Community field

Earning Content

Definition of health education

Types of health education techniques

Role of health education

Therapeutic relationship during care

Importance of spiritual beliefs during illness

Health education sessions according to patients/client needs

Counseling and guidance

Definition of counseling and Guidance

Aim of counseling

Counselor's role

Principle of counseling

Types of counseling

Counseling procedure and techniques

Learning Materials/Facilities

Abilities:

Multifunctional room/skill laboratory in which students can be accommodated well and all other

Uipment and supplies that will be required for group's demonstration practices

Learning and teaching materials:

Following learning and teaching materials will be used (not exhaustive) multimedia objector, overhead projectors and screens, computers, flip charts, white and black boards, halks and marker pens, transparencies, slip projectors, TV set radio cassettes

DESCRIPTION OF MODULES

Code: NM 05111

Name: Health education and counseling

Sub-enabling Out comes:

- 2.2.1 Describe different types of health education techniques
- 2.2.2 Prepare health education sessions according to patient/client needs
- 2.2.3 Provide health information and education to patients/ clients based on their needs
- 2.2.4 Use therapeutic relationship approach during health care delivery
- 2.2.5 Perform counseling and guidance

Prerequisite Modules: Communication skills

Learning Context

Class room

Clinical area

Community field

Learning Content

Definition of health education

Types of health education techniques

Role of health education

Therapeutic relationship during care

Importance of spiritual beliefs during illness

Health education sessions according to patients/client needs

Counseling and guidance

Definition of counseling and guidance

Aim of counseling

Counselor' role

Principle of counseling

Types of counseling situations

Counseling procedure and techniques

Learning Materials/Facilities

Facilities:

Multifunctional room /skill laboratory in which students can be accommodated

Equipment and supplies that will be required for group's demonstration practices

Learning and teaching materials:

The following learning and teaching materials will be used (not exhaustive) Multimedia projector, overhead projectors and screens, Computers, Flip charts, White and black boards, chalks and marker pens, transparencies, slide projectors, TV set, radio cassettes

References:

- **1.** Amri. M, Ngatia P. Mwakilasa A.(1993)A Guide for Training Teachers of Health Workers. AMREF
- 2. World Health Organization, Geneva
- **3.** WHO.1991.Education for health 1st edition. World Health Organization. Indiana.
- **4.** Jaypee Brothers. 1991. A manual on health education in primary health care. 1st

Code: NM05112

Name: Midwifery Incl. FANC

Sub-enabling Outcomes:

1.1.1 Differentiate major parts of female and male reproductive system
1.1.2 Recognize physiological changes that occur during pregnancy
1.13 Provide care to women and their families during pregnancy, labour and postpartum
period
1.1.4 Interrelate social, culture and economical aspects with reproductive and child health
services in Zanzibar
1.1.1 Describe the management of 1 st , 2 nd , 3 rd and 4 th stages of labour
1.3.2 Utilize Focused Antenatal Care (FANC) in reproductive health
1.3.3 Describe Pharmacological substances which are safe during pregnancy, birth and breast
feeding

Prerequisite Module: None

Learning Context

This module will be conducted through lectures, lecture discussion, group discussion, tutorials, seminars, practical and workplace and work learning.

Learning Content

Back ground of midwifery practiced national and International

Historical back ground of midwifery practiced national and international

Legal and ethical issues practiced national and international

Roles and function of the mid wifely

Definition of terms used in midwifery

Major parts of female and male reproductive system

The female external and internal genitalia

Structure and functions of the breast

The male reproductive organs

Structure of spermatozoa

Types of pelvis

Diameters of the pelvis

Pelvis bones, joints and ligament

Foetal skull

Physiological changes which occur during pregnancy

Physiology of menstruation

Fertilization

Development of fertilized ovum and the Placenta

Physiology changes which occur during pregnancy

Fetal development

Fetal circulation

Sigs of pregnancy

Minor disorders of pregnancy

- -Digestive system
- -Muscular skeletal system
- -Reproductive system
- -Cardio vascular system
- -Respiratory System

The concept of labour

Definition of terms used in labour

Stage of labour

Physiological changes during labour

Factors that influence the onset of labour

Admission of the woman in labour

Partograph in indentifying abnormalities in labour

Definition of partograph

Purpose of partograph

Symbols used during partograph recording

Record and interpret information on the partograph Intervention based on partograph finding

Manage 1st and 2nd stage of labour

Signs and symptoms of 1st stage of labour

Care of the woman during 1st stage of labour

Signs and symptoms of 2^{nd} stage of labour

Care of the woman during 2nd stage of labour

Mechanism of labour

Principles of safe delivery

Manage 3^{rd} and 4^{th} stage of labour

Definition of active management of 3rd stage of labour

Physiological process of 3rd stage of labour

Quick assessment of the placenta

Examination of placenta

Assessment during 4th stage of labour

Focused antenatal care in reproductive health

- -Definition of focused antenatal care
- -Goals of focused antenatal
- -Characteristics of an effective antenatal care
- -Element of focused antenatal
- Early detection diagnosis of diseases and abnormalities assessment provision of care in antenatal
 - -Prevention of mother to child transmission (PMTCT) of HIV
 - -Management of client records referral and follow -up
 - -ANC quality improvement and infection prevention and control

Specific medical diseases during pregnancy

Malaria in pregnancy

Use and advantages of ITN

Intermittent preventive treatment IPT

Management of malaria in pregnancy

Anemia in pregnancy

Definition of anemia in pregnancy

Sign and symptoms anemia in pregnancy

Classification of anemia in pregnancy

Management of anemia in pregnancy

Syphilis in pregnancy

Definition of syphilis in pregnancy

Mode of transmission

Stages of syphilis

Congenital syphilis

Sign and symptoms of congenital syphilis

Laboratory investigations

Management of syphilis in pregnancy

Pharmacological substance which are safe during pregnancy, birth and breast feeding

Effects of drugs during pregnancy, birth and breast feeding

Health education to the women on the effect of drugs during pregnancy and breast feeding

Specific drugs used in emergency situation

Learning Materials/Facilities

Facilities:

Multifunctional room/ skill laboratory in which students can be accommodated well and all other equipment and supplies that will be required for group's demonstration practices.

Learning and teaching materials:

The following learning and teaching materials will be used (not exhaustive) Multimedia projector, overhead projectors and screens, computers, flip charts, white and black boards, chalks and marker pens, transparencies, slide projectors, TV set, radio cassettes.

REFERENCES.

- 1. Nursing and midwifery council. 2000. Standard of Proficiency for pre-registration Midwifery Education United Kingdom Central Council for Nursing . Pre-registration Midwifery Education United Kingdom Central Council for Nursing.
- 2. Staff of Chogoria Hospital 1986. Procedure Manual for Nurses and Midwifes

AMREF

- 3. Tiran, D 2003. Midwives' Dictionary. 10th edition. Bailliere Tindall. London.
- 4. USAID .2007.Emergency Obstetric Care Quick Reference Guide for Frontline Providers JHPIEGO ACCESS-USA.
- 5. World Health Organization .2003 Managing New Born Problems: A Guide for Doctors, Nurses and Midwives WHO. Geneva.
- 6. World Health Organization .2000. Managing Complications in Pregnancy and Childbirth: A Guide for Midwives and Doctors. WHO. Geneva. MOHSW Tanzania. 2008 Focused Antenatal are Malaria and syphilis

Code: NM05113

Name: Child Health incl. IMCL

Sub-enabling Outcomes:

1.2.1 Describe the process of human growth and development	
1.2.2 Demonstrate appropriate care to a new born baby	
1.2.3 Manage new born baby with common physiological abnormalities and congermal malformation	ital
1.2.4 Identify newborns at high risk including LBW	
1.2.5 Describe the concepts and principles of Integrated Management of Childho Illness (IMCI)	ood
1.2.6 Utilize knowledge of immunization to prevent common communicable diseases under-five children	to

Prerequisite Modules: None

Learning context

This module will be conducted through lectures, lecture discussion, group discussion, tutorials, seminars, practical and workplace learning.

Learning content

Process of human growth and development

Definition of common terms used in human growth and development

Growth, development, child, maturity

Factors influencing growth and development

-Prenatal, Intra-natal, Post natal

Characteristics of human growth and development

- -Continuous process
- -Orderly sequence of growth
- -Interrelatedness
- -Rate of growth

Factors that influence growth and development

-Genetics/heredity, sex, environment

Stages of human growth and development

Appropriate care to a new born baby

Immediate care of the new born

Describe APGAR score

Safety measures in caring new born baby

Characteristics of new born

Psychological perception of the new born

-Hearing, smell and test, touch, habituation, sleeping and waking and crying

Needs of the new born baby

Daily care of the new born

Manage common physiological abnormalities

Physical assessment of the new born baby

Common physiological abnormalities in new born babies

-Jaundice

Abnormal condition in neonate

-Hydrocephalus, Microcephalus, Ancephalocell, Meningocele, Spinal bifida, Cleft palate, Hare lip.

Care to a child with medical and surgical condition

-Neonatal infection, Pathological jaundice, Hernia, Imperforated anus, Pneumonia, Intestinal parasite Poisoning, Burns

Fractures

Advice on care of the new born on discharge

Importance of breast feeding

WHO/UNICEF Ten Step for Successful Breast feeding

Appropriate feeding modes

General care of the new born baby at home

Prompt referral of the new born baby with danger signs

Care of baby with congenital malformation

Counseling mother on the baby with congenital malformation

Babies with low birth weight

Classification of low birth weight

-Preterm and Small for gestational age

Care of new born at high risk

New born at high risk

Asphyxia neonatorum

Hypothermia

Metabolic disorders

Pathological jaundice

Premature baby

Assessment of new born at high risk

Emotional support to parents/ guardians with a new born at risk

Learning Materials / Facilities

Facilities:

Multifunctional room/skill laboratory in which students can be accommodated well and all other equipment and supplies that will be required for group's demonstration practices

Learning and teaching materials:

The following learning and teaching materials will be used(not exhaustive) Multimedia projector, overhead proctors and screens, Computer, Flip charts, White and black boards, Chalks and marker pens, transparencies, slide projectors, TV set, radio cassettes

Reference:

- 1. Barbara, F.W. 1985. Paediatric Nursing 6th edition William Clowes Beccles and London
- 2. Barbara, F.w 1979 . Paediatric Nursing 5th edition William Spottswoode Ballantyne Colchester and London
- 3. David, G 1982. The newborn child 4 and 5th edition Churchill Livingstone
- 4. Ebrahim, G.J 1979. Practical mother and child health in developing country Hong Kong

- 5. Ebrahim G.J 1991. Practical mother and child health in developing country. A manual for health nurse and rural health centre staff. Macmillan.
- 6. Roberton NRC. 1988 A manual of Normal Neonatal care. Great Britain
- 7. King, FS. 1985. Helping mother to breast feeding. African Medical and Research Foundation. Nairobi.

Code: NM 05114 Name: Mental Health 1 Sub- enabling Outcomes:

3.1.1	Explain the concept of mental health in relation to psychiatric nursing
3.1.2	Describe the mental health historical background
3.13	Describe the National Health policy and guidelines on mental health services
3.1.4	Explain the preventive measures for mental ill health conditions
3.1.5	Explain national and global initiative for improving mental health
3.1.6	Classify mental illnesses according to the Diagnostic and Statistical
Manual Classifica	mental disorder (DSM iv) International Classification of Diseases (ICD10) ation
3.2.1	Differentiate common mental health problems and their causes
3.2.2 symptom	Describe classes / categories of mental illness and their conditions, signs and
3.2.3	Describe the characteristic of common mental Illnesses
3.2.1	Differentiate types of care for mental ill individuals
3.3.2	Utilizing available measures to prevent mental illnesses
3.3.3	Plan and provide nursing care to mentally disturbed persons

Prerequisite Modules

Health education and counseling

Communication skills

Anatomy and physiology

Pharmacology

Nursing ethics

Learning Context

A class room or a multifunctional room /skill laboratory in which students can be accommodated well and other equipment and supplies that will be required for group's demonstration practice, Clinical area, and field practice in the community

Learning and teaching materials:

The following learning and cheating materials will be used(not exhaustive) multimedia projector, over head projector and screens, computers, flip charts, white and black boards, chalks and marker pens, transparencies, slide projectors, TV set, radio cassettes

Teaching methods

This module will be conducted through lectures, lecture discussion, group discussion tutorials, seminars, practical and workplace learning.

Learning content

Neuro- anatomy and physiology

Definition of terms

Structure and functions of brain in relation to mental health

-Neuro transmitters, Noradrenaline, Dopamine, Serotonin, Acetycholine,

Gamma amino Butric Acid (GABA), Glycine

Limbic System

The autonomic nervous system, Sympathetic and

Parasympathetic

Concept of mental health

Definition of terms

Historical background and existing new trends

History of mental health services

Demonological period

- -Political period
- -Humanitarian period
- -Scientific period

History of mental health services in Zanzibar

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Colonial period
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After revolution

Mental health policy of Zanzibar

Mental health services as component of PHC

Functional role of psychiatric team member

Introduction to psychology

Definition of psychology

Common concepts used in psychology

Personality, Motivation, Learning, Perspective, Remembering

Forgetting, Stress, Pain, Perspective, Attitude, Frustration, Behaviour,

Emortion, Aggression, Group dynamic

Relevance of psychology in health promotion

Relevance of psychology for nurses

Biomedical model

Health belief mode

Theories of personality development

Personality concept

Psychoanalytic theory (Id, Ego and Superego)

Psychosexual stages of development (Oral, Anal, Phallic, and genital)

Erickson ,Carl Jung, Others

Personality development

Evolution of personality

Types of personality

Factors influencing personality development

- Biological, Cultural, Environmental, Experiences

Theoretical approaches of behavior modification

Theoretical approaches

Behaviorists' theories

Conditioning

Reinforcement

Behavior modification

Group dynamics

Definition, Crowds, Groups, Types of groups, Group morale

Group therapy, Group leadership

Common concepts used in sociology

Definition

Relevance of sociology to nurses

Common concepts of sociology

-Society, Family, Community, Culture, Beliefs, Values

Norms Taboos, Health Diseases, Illness, Socialization,

Social change, Social stratification, social institute, Social control, social stratification

Definition of terms

Class, Power, Status

Theories of social class

Measurement of social class

Inequalities in health service

Measuring of inequalities in health service

Morbidly

Mortality

Cultural patterns influencing people's behavior

Traditions, Beliefs Norms, Values

Social response to diseases

Introduction

Explanatory models

Medical pluralism

Therapy management group

Germ theory disease

Tran's theoretical model of behavior change

Introduction, Stage of change, Preparation, Action, Maintenance

Persuading to change

Disease pattern in different society

Pre-agriculture society

Agriculture society

Industrial society

Rights of mental ill patients

Admission procedures

Mental health act of Zanzibar, (2001)

Civil commitment to civil ill patients

Role of psychiatric nursing in criminal justice

Criminal commitment for mental ill patients

Global and national initiative for improving mental health

Classification of mental illness according to DSM IV/ICD 10 classification

Main components of mental health evaluation

History taking mental status evaluation, patient interviewgy

And symptomatology

Causes of mental illness

Genetic, cultural factors, physical and psychological factors

Common mental health problems and their causes

Schizophrenia, Depression, Neurosis, Anxiety, Hysteria, Obsessive

Compulsive, Anorexia nervous, Epilepsy

Characteristic of common mental illnesses

Types care for mental ill individuals

Preventive measures to prevent mental illnesses

-Primary, Secondary and Tertiary

Nursing care to mental disturbed person

Learning Materials/Facilities

Facilities:

Multifunctional room/skill laboratory in which students can be accommodated well and all other equipment and

Supplies that will be required for group's demonstration practices

Learning and teaching materials:

The following learning and teaching material will be used (not exhaustive) Multimedia

Projector, overhead projectors and screens, Computers, Flip charts, White and black boards,

Chalks and marker pens, transparencies, slide projectors, TV set, radio cassettes.

References:

- 1. Andrews and Jenkins. 1999. Management OF Mental Disorders
- (UK Edition)Sydney: World health Organization Collaborating Center for Mental health and substance Abuse First Published Volume 2
- 2. David G, Sydney B, Francis C 1996. 1999. Psychiatry in Medical prentice second Edition route ledge, London and New York
- 3. Stuart and sundae, 1995. Principles and practice of psychiatric Nursing. 5th Edition. Publisher Alison Harrison Mosby United

State of America

- 4. Green B. 1994. Psychiatry in General practice. Kluwer Academic Publisher Dordrecht /Boston/London
- 5. World Health Organization Collaborating Center for Research and Training for Mental Health
- 6. WHO. 2001. Guide to Mental Health in primary care 2001. MEHATA Dares salaam

7. Mbatia J, kilonzo G. P. and Hauli J Reprinted. 2004. Mental Health A basic

manual for general health workers in primary care 2001. MEHATA Dares salaam

- 8. Armstrong E. 1995. Mental Health Issue in primary care. A Practical Guide Publisher Macmillan London
- 9. Morrison M. 1997. Foundations of Mental health nursing by Mosby Publisher Nancy L. Coon
- 10. Theodore A. S. 2005. The ten Minute to psychiatric Diagnosis and Treatment professional publishing Group, Ltd New York
- 11. WHO primary care Guidelines for Mental Disorders Mental health in primary care Diagnostic and treatment Guideline

Code: NM 05215

Name: Family Planning

Sub-enabling Outcomes:

1.1.10 Apply the principles and techniques of family planning

1.1.11 Describe the causes and management of infertility Male and female

Prerequisite Modules: None

Learning Context

This module will be conducted though lectures, lecture discussion, group discussion tutorials, seminars, practical and work place learning.

Learning Content

Basic principles and techniques of family planning

Definition of term used in family planning

History of family planning in Zanzibar

Difference of family planning and child space

Difference types of family planning

Advantages and side effects of each type of family planning method

Advantage and disadvantages of family planning to individual, family, community and national

Counseling of informed choice

Counseling for high risk client

Instruct client on appropriate family planning method selected

Management of client with side effect and complication of deferent type of family planning method

Social, cultural factors that hider family planning practice

Health education to the community to relieve negative social, cultural factors on family planning practice

Causes and management of infertility male and female

Definition of infertility

Types of infertility

Causes of infertility

Psychological and social effects to the infertile individual/couple

Counseling and managing infertile individual/couple

Learning Materials/Facilities

Facilities

Multifunctional room/skill laboratory in which students can be accommodated well and all other equipment and supplies that will be required for group's demonstration practice

Learning and teaching materials:

The following learning and teaching materials will be used (not exhaustive) Multimedia projector, overhead projectors

And screens, Computers, Flip charts, White and black boards, Chalk and marker pens, transparencies, slide projectors, TV set, radio cassettes

References:

- 1. WHO.1988.A managerial tool for the prevention for prolonged labour
- 2. MOHSW. 1998. Intergraded R/CH clinical skills curriculum MOHSW. Dar es Salaam
- 3. CDC. 1983. Family Planning methods and Practice: Africa, Georgia 30333 USA
- 4. Johns.H.1997. The Essential of contraceptive technology A hand book for clinic staff Population information program
- 5. Ronald N.K. 1986. Family Planning handouts for Midwives and Nurses 3rd edition IPPF Kleiman R.L.

- 6. MOHSW Tanzania. 2004 Comprehensive Family Planning Clinical skills curriculum module 1-8 MOHSW Tanzania
- 7. Myles. 1988. Text book for Midwives 12th and 13th edition. Edinburh, London

Code: NM 05216

Name: Midwifery 11

Sub-enabling Outcomes:

1.3.1 Utilize principles of caring for women with abnormal pregnancy, labour and puerperium

1.3.2. Identify life threatening maternal and foetus conditions

1.3.3 Describe the management of life threatening maternal and fetal condition

Prerequisite Modules: Midwifery 1

Learning Context

This module will be conducted through lectures, lecture discussion, tutorials, seminars, practical and workplace learning.

Learning Content

1.1.6 Care to woman with abnormal and high risk pregnancy

Abnormalities in pregnancy

Disease associated with pregnancy

- Anaemia, Hypertension, Renal problems, Cardiac disease,
- Pulmonary tuberculosis, STI/HIV/AIDS

Disorders due to pregnancy Hyperemesis gravidarum, P.I.H, Jaundice in pregnancy , Skin

Disorders, bleeding during pregnancy, Amniotic fluid disorders

Blood coagulation disorders, Mal presentation . Breech presentation Face presentation, Shoulder presentation, Brow presentation, Mal position, Occipito-posterior position, Transverse, High risk condition, Too early, Too frequent, Too many, Too late

Social, cultural and economical aspects with reproductive and child health services in Zanzibar

Psychological, emotion and behavioral practices with reproduce and child health service in Zanzibar

Good social and cultural aspects practiced in RH services

Harmful social and cultural aspects practiced in RH services

Health education on releasing harmful social and cultural aspects practiced in RH services

Sexuality, gender roles and their relationship

The social and economic inequalities and their impact to the reproductive health service

Management of life threatening maternal and fetus condition

Current situation of maternal and fetal death in Zanzibar

Common life threatening maternal and fetus condition

Management of the life threatening maternal and fetus condition

Referral system

Learning Materials/Facilities

Facilities:

Multifunction room /skill laboratory in which students can be accommodated well and other equipment and supplies that will be required for group's demonstration practices

Learning and teaching materials

The following learning and teaching materials will be used (not exhaustive)Multimedia projector, overhead projectors and screens, Computers, Flip charts, White and black boards, Chalks and marker pens, transparencies, slide projectors, TV set, radio cassettes

Code: NM 05217

Name: Communicable Diseases

Sub – enabling Outcome:

- 4.4.1 Describe the causes and clinical sign of the common communicable and non communicable diseases
- 4.4.2 Explain appropriate preventive measures for common communicable and non communicable diseases
- 4.3.5 4.4.3 Utilize nursing process in managing patient/ clients suffering from communicable and non communicable diseases

Prerequisite Modules: None

Learning Context

This module will be conducted through lectures, lecture discussion, group tutorials, seminars, practical and work place learning

Learning Materials/Facilities

Facilities:

Multifunctional room/skill in which students can be accommodated well and all other equipment and supplies that will be required for group's demonstration practices

Learning and teaching materials:

The following learning and teaching materials will be (not exhaustive) Multimedia projector, overhead projectors and screens, Computers, Flip charts, White and black boards, chalks and marker pens, transparencies slide projectors, TV set, radio cassettes

Code: NM 05218

Name: HIV and AIDS

Sub-enabling Outcomes:

4.1.1 Describe the state of HIV and AIDS pandemic nationally and globally
4.1.Describe illness related stigma and discrimination issue and its impact
4.1.3 Performed counseling in HIV and AIDS
4.2.1 Describe community-based family centered are (frame work for nursing care)
4.2.2 Explain the Zanzibar /WHO guideline for ARV drugs
4.2.3 Describe the syndromic approach to diagnosis of HIV and AIDS
4.3.4 Assess and establish management plan of patients / clients with HIV and AIDS
4.3.1 Differentiate commonly used ARV drugs in Zanzibar
4.3.2 Comprehend common side effects and Adverse Drugs Reactions related to ARV drugs
and their management
4.3.6 Describe distribution and documentation system for ARV drugs in Zanzibar

Prerequisite Modules: None

Learning Context

This module will be conducted through lectures, lecture discussion, group discussion, tutorials, seminars, practical and workplace learning.

Learning Context

Learning Materials /Facilities

Facilities:

Multifunction room /skill laboratory in which students can be accommodated well all other equipment and supplies that will be required for group's demonstration practice

Learning and teaching Materials

The following learning and teaching materials will be used(not exhaustive)Multimedia projector, overhead projectors and screens, Computers, Flip charts, White and black boards, Chalks and marker pens, transparencies, slide projectors, TV set, radio cassettes

References:

- 1. Brunner, L.s.& Suddath, S. D. 1999. Medical Surgical Nursing 9th Edition Lippincott Philadelphia
- 2. Caroline Bunke Rosdah, 1995. Tex book of Basic Nursing 7th Edition Lippincott Philadelphia
- 3. Chapter 10: Management of common symptoms and opportunistic infections in HIV/AIDS
- 4. Chapter 12: Management of HIV infected patients using antiretroviral drugs National guidelines for the clinical management of HIV/AIDS.MOH, Tanzania April 2005
- 5. Colmer , M.R (2005)Surgery for Nurses. 16th edition Edinburgh Churchill Living stone London
- 6. Dixon , E. (1983) Theatre Technique 5th Edition Bailliere Tindal-London
- 7. Donna D et al (1995) Medical Surgical Nursing W.B Sounder CO. Philadelphia
- 8. Lugalla J, Emmelin M, Matembei A, Sima, M, Kwesigabo G, Killewo J, Dahlgren L, Social, Cultural and Sexual behavioral determinats of observed decline in HIV infection
- 9. trends: Lessons from the kagera Region, Tanzania. Soc,Sc.Med 2004 Tul; 59(1):185-98
- 10. Levis , SM and Collier, IC (1998)Medical Surgical Nursing Assessment and Management of Clinical Problems . Mosby New York
- 11. MOHSW, (2005) Guideline for Home Based Care Services. NACP, Dar es Salam February 2005
- 12. National guidelines for the Clinical management of HIV/AIDS MOH, Tanzania April 2005

Code: NM 05219

Name: Community Health incl.PCH

Sub- enabling Outcomes:

5.1.1 Describe the historical background of PHC		
5.1.2 Describe components of PHC		
5.1.3 Describe PHC strategies in health care delivery		
5.1.4 Interrelate PHC and Nursing concepts		
5.1.5 Describe Community Based Health Care (CBHC) in relation to PHC		
5.2.1 Describe Community entry process and concepts and concepts of community		
empowerment		
5.2.2 Describe procedures for conducting community health need assessment		
5.2.3 Describe essential steps in initiation of CBHC in the community		
5.2.4 Describe process of identifying and training of Community Owned Resource		
Persons (CORPs)		
5.3.1 Utilize nursing process in providing care to individuals, families and community		
5.3.2 Utilize Health education technique in raising community awareness		
5.3.3 Describe the concept of community involvement in monitoring and evaluation of		
health promotion activities		
5.3.4 Prepare community assessment report		

Prerequisite Modules: None

Learning Context

This module will be conducted through lectures, lecture discussion, group discussion tutorials, seminars, practical and workplace

Learning Content

Learning Materials/Facilities

Facilities:

Multifunctional room/skill laboratory in which student can be accommodated well and all other equipment and supplies that will be required for group's demonstration practices

Learning and teaching Materials

The following learning and teaching materials will be used (not exhaustive) Multimedia projector, overhead projectors and screens, Computers, Flip charts, White and black boards, Chalks and marker pens, transparencies, slide projectors, TV set, radio cassettes

References:

15 .Long et al. 1993 .Medical Surgical Nursing Process Approach. Mosby London

16 WHO .1998. Educational for Health a manual on Health in primary Health Care Geneva

17 Wood, C.H Glanville, H. de Vaughan J. P 2001 . Community Health $2^{\rm nd}$ revised edition AMREF, Nairobi

Code: NM 05220

Name: Leadership and Management 1

Sub- enabling Outcomes:

0.1.1 Use laid down procedure for managing equipment and supplies
0.1.2 Estimate recourses requirement in the provision of Care
0.1.3 Assess and determine clients /patients need
, Final Property of the Control of t
0.1.4 Monitor and keep inventories in health care setting
0.1.4 Worker and keep inventories in health care setting
0.2.1 Describe basic steps used in planning and organization resources
0.2.4 Utilize knowledge and skills in planning
0.2.3 Apply Health Management Information System (HMIS) tools in the provision of care
0.2.4 Use critical judgment skills in making appropriate decision making in work place
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0.3.1	Recognize common problems occurring to patients/clients, relatives and staff at work
place	
0.3.2	Use appropriate technique in solving conflicts of patients/clients, relative and staff.
0.3.3 Describe work related procedures in managing changes	
0.3.4	Demonstrate team-work spirit and decision-making skills

Prerequisite Modules: Communication skills

Learning Context

This module be conducted through lectures, lecture r discussion, group discussion, tutorials, seminars, practical and workplace learning.

Learning content

Plan and Organize activities in work place

Steps used in planning and organizing resources

Health management information system (HMIS) tools

Common problems occurring to patient /clients, relatives and staff at work place

Techniques in solving conflicts of patients/client, relatives and staff

Managing changes

Team – work

Decision making skills

Learning Materials/Facilities

Facilities:

Multifunctional room/skill laboratory in which students can be accommodated well and all other equipment and supplied that will be required for group's demonstration practices

Learning and teaching materials:

The following learning and teaching materials will be used (not exhaustive) Multmedia project , overhead projects and screens , computer, Flip chart, White and black boards, Chalk and marked pens ,transparencies, slide projectors, TV set, radio cassettes

References

- 1. District Health Management Training Module one: 2001. Health Sector Reform and District Health systems
- 2. District Health Management Training 2001 Modules Three: Management of Health Resources,
- 3. Module four: 2001. Planing and implementation of district health services
- 4 .Sally Shaw. 2002 .International Council for Nurses Leadership for changes
- 5. MOHSW .2006. Hospital Management Training Module Level I &II
- 6. Module Three: Management of Hospital Resources

25.0 CURRICULUM INFORMATION FOR NTA LEVEL 6

25.1 Qualification: Diploma in Nursing and Midwifery

25.2 Purpose of qualification:

This equalization is intended for a person who will autonomously play an integral part of patient care, participate in conducting research find findings, facilitates learning, administration roles and providing professional nursing care at all levels in health care setting.

25.4 Competence Descriptors:

The holder of the qualification will be able to apply knowledge and skills in a broad range of work activities, most of which are non-routine

25.5 Entry Requirements:

A candidate who successfully completed ANA level 5 with accumulative GPA

Of at least 2.0

25.6 Credits at this Level: 120

25.7 Cumulative Credits from Lowest Level: 360

25.8 Date the Qualification standard Last: November 2013

26.0 TRAINING STANDARDS:

26.0 Principal Outcomes, Credit Value and Assessment Criteria

SN	Principal Outcome	Credits	Assess	sment Criteria
1	Apply the nursing process and other approaches in providing	35	i. ii. iii.	Knowledge of parasitology, entomology, biochemistry and genetics in promoting health, preventing diseases, rehabilitation and provision of care correctly utilized Clients/ patients with medical surgical conditions correctly managed Techniques and approaches for
				implementing quality care correctly evaluated
2	Apply knowledge of epidemiology, biostatistics and research in community health nursing practice	4	i. ii.	Concepts of epidemiology and biostatistics correctly identified Basic principles of research in conducting mini research studies in identified problems correctly utilized
			iii.	Research findings, epidemiological and statistical data in provision of care correctly utilized
3	Utilize knowledge, skill and appropriate attitude in managing clients with mental health needs/problems	15	i. ii. iii.	Approaches and principles and principles which are used in the management of mentally ill health correctly detected Nursing process in providing care for mental illness correctly applied Mental health preventive measure in collaboration with families and community at large in provision of appropriate mental care correctly utilized
4	Apply midwifery knowledge and skills in caring woman with	17	i.	Appropriate new trends and best practices in midwifery care correctly utilized

	Obstetric emergency and neonate		ii.	Care of the woman with
	with life threatening			emergency situations during
	_			pregnancy, labour and
				puerperium appropriately
				provide
			iii.	Care to the new born baby with
				life threatening conditions
				correctly provided
5	Utilize teaching and learning	5	i.	Concepts of teaching and
	techniques in acquisition of			learning correctly explained
	knowledge, skill and attitude		ii.	Principles of learning and
				teaching correctly describe
			iii.	Abilities in using various
				teaching and learning methods to
				a group of junior students
				correctly demonstrated
6	Utilize principles of leadership	14	i.	Concepts of leadership and
	and management in maintaining			management including
	quality nursing			entrepreneurship correctly
				described
			ii.	Functions of leadership and
				management correctly describe
			iii.	Leadership and management
				principles in provision of health
				care correctly applied

26.2 Principal Outcomes and Enabling Outcomes

Principal Outcome	Enabling Outcome
1 Apply the nursing process and other approaches in providing nursing care	1. Utilize knowledge of Parasitology and entomology, biochemistry and genetics in promoting health, preventing ill –health, rehabilitation and provision of care
	1.2 Manage clients / patients with medical surgical conditions/ diseases
	1.3 Evaluate technique and approaches for Implementing quality care

2 Apply knowledge of epidemiology, biostatistics and research, in community health nursing practice	2.1 Demonstrate abilities in utilizing principles of epidemiology, demography and biostatics in provision of care
	2.2 Utilize basic principles of research in conducting mini research studies in identified problems
	2.3 Utilize Research findings, I provision of care
3. Utilize knowledge, skills and appropriate attitude in managing clients with mental health needs/ problems	3.1 Identify approaches and principles which are used in the management of mental ill health
	3.2 Apply nursing process in providing care for mental illness
	3.3 Utilize mental health preventive measures in collaboration with families and community in provision of appropriate of mental care
4.Apply midwifery knowledge and skills in caring woman with obstetric emergency and neonate with life threatening conditions	4.1 Utilize appropriate new trends and best practices in midwifery care
	4.2 Provide care to woman with emergency situations during pregnancy, labour , and puerperium
	4. 3 Provide care to newborn baby with life threatening conditions
5. Utilize teaching and learning techniques in promotion of knowledge, skills and attitude	5.1 Explain concepts of teaching and learning
	5.2 Describe principles of learning and teaching
	5.3 Demonstrate abilities in using various teaching and learning methods in presenting a small session to a group
6. Utilize principles of leadership and management in maintain quality nursing care	6.1 Describe concepts of leadership and management including en entrepreneurship
	6.2 Describe functions of leadership and management

6,3 Apply leadership and management	
principles in provision of health care	

26.3 Enabling Outcomes and Sub-enabling Outcomes

Enabling Outcome	Sub enabling Outcome
1.1 Utilize knowledge of Parasitology	1.1.1 Explain basic concepts of parasitology and
, biochemistry and genetics in	entomology, in relation to clients / patients care
promoting health, preventing ill health	
, rehabilitation and provision of care	1.1.2 Apply knowledge of parasitology, in
	provision of quality nursing care
	1.1.3 Describe the concepts of biochemistry in
	provision of quality nursing care
	1.1.4 Describe the physiological factors which
	affect the fluid electrolyte and acid based homeostasis
	, and the second
	1.1.5 Explain the importance of genetics in
	promoting health , prevention and control of diseases
	1.1.6 Utilize the knowledge of biochemistry and
	genetics in provision of care
	Services of Free Services
1.2 Manage clients / patient with	1.2.1 Identify nursing responsibilities in diagnostics
medical surgical conditions/ diseases	Procedure
	1.2.2 Describe nursing care of patients with
	complex medical and surgical conditions/ diseases
	122 Duovida halistia sama ta a skildithla-
	1.2.3 Provide holistic care to a child with complex medical and surgical conditions/ diseases
	incurcai and surgical conditions/ diseases
	1.2.4 Utilize principles of theatre technique in
	nursing patients undergoing surgical procedure

1.3 Evaluate approaches and technique for implementing nursing care	1.3.1 Describe theories / models in nursing process
for implementing naising care	1.3.1 Describe theories / models in marsing process
	1.3.2 Apply nursing theories/ modules in providing care to patients with medical and surgical conditions
	1.3.3 Describe quality nursing care and quality assurance
	2.1.1 Explain basic concepts of epidemiology and demography
2.1 Demonstrate abilities in utilizing	2.21 Explain basic concepts of epidemiology and
principles of epidemiology, demography and biostatistics in	demography
provisio of care	2.1.2 Describe concepts of Biostatics
	2.1.3 Utilize knowledge of epidemiology,
	demography and biostatistics
2.2 Utilize basic principles of	2.2.1 Explain the concepts of research
	2.2.2 Explain the steps in developing

Research in conducting	2.2.3 Development a workable mini research proposal
mini research studies in	
identified problems	
2.3 Utilize research	
findings, in provision of	2.3.1 Utilize various research methods in data collection
care	relevant to research to topic
	1
	2.3.2 Utilize computer/ manual in processing research data
	r and r and r
	2.3.3 Develop a workable mini research report for dissemination
3.1 Describe approaches	
and principles which are	3.1.1 Explain nursing management of mental ill patient/ client
used in the management of mental ill patients/client	with specific condition
	3.1.2 Explain the care of children, adolescent and elders with
	mental illness

	3.1.3 Explain the use, effects, and limitations of different therapies
	3.1.4 Demonstrate abilities in conducting various therapies in hospital and community seating
3.2 Apply nursing process in providing care for ermental illness	3.2.1 Provide care for mental ill patient using nursing process
	3.2.2 Utilize components of comprehensive mental health evaluation
	3.3.1 Develop nursing diagnosis for provision of nursing care to the mental ill patient
3.3 utilize mental health preventive measures in collaboration with families and community at large in	3.3.1 Explain concept of community mental health
provision of appropriate mental health care.	3.3.2 Utilize community resources to provide mental health services and prevent mental Illness
	3.3.2 Explain the interplay of ethnicity, gender, culture and sexuality in the implementation of community mental health nursing
4.1 Utilize appropriate new trends and best practice in midwifery care	4.1.1 Recognize the law, code of conduct and standards guiding midwifery practice in Zanzibar
	4.1.2 Differentiate between good and bad cultural including social insure affecting pregnancy, labour and method periods

4.1.3 Utilize research finding in improving midwifery care
4.1.4 Promote good socio-cultural practices during care of women/families during pregnancy, labour and motherhood periods

4.2 Provide care to women with emergency situations during pregnancy, labour and	during pregnancy, labour and puerperium		
puerperium	4.2.2. Apply principles of Advance Life saving Skill in Obstetrics(ALSO) in managing women with emergency obstetrics condition 4.2.3. Utilize life saving skills in obstetrics emergencies		
4.3 Provide care to a new born baby with life threatening conditions	4.3.1 Identify life threatening condition in neonate that need emergency care		
	4.3.2 Describe neonatal condition that need emergency care		
5.1. Describe concepts of teaching and learning	4.3.3 Apply principles of Advance Life saving Skill in managing neonate with life threatening conditions		
	5.1.1 Explain concept and teaching		
	5.1.2 Explain concept and teaching		
	5.1.3 Describe the various teaching and learning theories		
5.2 Describe principles of learning and teaching	5.2.1 Explain different teaching and learning methods		

	5.2.2. Explain the properties of conducive teaching and learning environment		
	5.2,3 Apply basic principles of teaching and learning in a microteaching session		
	5.2.4 Describe the process of evaluating both class and clinical teaching		
5.3 Demonstrate abilities in nursing various teaching	5.3.1 Identify the qualities of a good teacher		
methods in presenting a session to a group	5.3.2 Prepare a lesson plan for teaching junior students		
	5.3.3 Apply basic principles of teaching and learning in a microteaching session		
	5.3.4 Describe the process of evaluating both class and clinical teaching		
6.1 Describe concepts of leadership and management	6.1.1 Explain the concepts of leadership		
	6.1.2 Explain the concepts of management		
	6.1.3 Explain different leadership style		
	6.1.4 Explain different management theories		
6.2 . Describe function of leadership and management	6.2.1. Describe the function of a leader and a manager in health setting		
	6.2.2 Utilize problem solving approach and nursing process in managing nursing process in managing nursing situations.		

	6.2.3 Utilize critical judgment skills in making appropriate decision in nursing care
	6.2.4 Utilize performance appraisal in evaluating nursing activities
	6.2.5 Identify remuneration of current nursing positions
	6.2.6 Apply knowledge and skills on quality control in health setting
	6.2.7 Create and maintain a motivation climate in nursing activities
6.3 Apply leadership and management principles in provision of health care	6.3.1 Explain the management process of human and non human resource in health care settings
setting	6.3.2 Utilize government standing orders in carrying out management functions
	6.3.3 Manage change in health care settings
	6.3.4 Demonstrate managerial skills in dealing with conflicts in clinical settings
6.4 Describe concepts of basic entrepreneurship in nursing	6.3.1 Explain the concepts of entrepreneurship.
	6.4.2 Identify areas in health services delivery to which entrepreneurship can be applied
	6.4.3 Apply entrepreneurship skills in provision of quality care

Sub - enabling outcomes, related tasks, Assessment criteria and instructions

Sub – enabling	Related task	Assessment criteria	Assessment
outcome			instrument
1.1.1 Explain basic		The common terms	Continuous
concepts of		used in parasitology	assessment and end of
parasitology and	parasitology	and entomology	semester examination
entomology in		correctly defined	
relation to	Explain modes of	Modes of	Continuous
clients/patient care	transmission	transmission correctly	assessment and end of
		explained	semester examination
	Define the common	The common terms	Continuous
	terms used in	used in entomology	assessment and end of
	entomology	correctly defined	semester examination
	Explain the life cycle	The life cycle of	Continuous
	of organisms and their	organism and their	assessment and end of
	reproduction	reproduction correctly	semester examination
		explained	
	Identify diseases	Diseases caused by	Continuous
	caused by parasites	parasites correctly	assessment and end of
		identified	semester examination
	Explain common	Common types of	Continuous
	types of parasite and	parasite and vector	assessment and end of
	vector	correctly explained	semester examination
	Explain control	Control measures of	Continuous
	measures of parasites	parasites and vectors	assessment and end of
	and vectors	correctly explained	semester examination
1.1.2 State the	Explain mode of entry	Mode of entry of	Continuous
relationship between	of parasite into host	parasite into host	assessment and end of
the parasites and hosts		correctly explained	semester examination
	Explain life cycle of	Life cycle of parasite	Continuous
	parasite in hosts	in hosts correctly	assessment and end of
		explained	semester examination
	Identify the diseases	The diseases caused	Continuous
	caused by parasites	by parasites correctly	assessment and end of
		identified	semester examination
1.1.3 Apply	Detect the common	The common	Continuous
knowledge of	parasite's structure	parasite's structure	assessment and end of
parasitology and	through microscope	through microscope	semester examination
entomology in	_	correctly applied	
provision of nursing	State common	Common diseases	Continuous
care	diseases caused by	caused by vector and	assessment and end of
	vector and parasite in	parasite in health care	semester examination
	health care setting	setting correctly stated	
	Utilize principles of	Principles of	Continuous
	entomology in	parasitology and	assessment and end of

	provision of quality nursing care	entomology in provision of quality nursing care correctly utilized	semester examination
1.1.4 Describe the concepts of biochemistry in provision of quality nursing care	biochemistry	Common terms used in biochemistry correctly explained The pH and its relationship to acid, base and salt in the body correctly explained	Continuous assessment and end of semester examination Continuous assessment and end of semester examination
1.1.5 describe physiological factors which affect the fluid electrolyte and acid	Identify body fluid and electrolytes in human body	Body fluid and electrolytes in human body correctly identified	Continuous assessment and end of semester examination
base homeostasis	Explain the property that made water such an important in organic molecules and living organisms	The property that made water such an important in organic molecules and living organisms correctly explained	Continuous assessment and end of semester examination
	Explain distribution and factors affecting fluid and electrolytes balance	Distribution and factors affecting fluid and electrolytes balance correctly explained	Continuous assessment and end of semester examination
1.1.6 Explain the importance of genetics in promoting	used in genetics	Common terms used in genetics correctly defined	semester examination
health, prevention and control of diseases	lead to genetic abnormalities	genetic abnormalities correctly described	assessment and end of semester examination
	Describe the importance of genetics	The importance of genetics correctly described	Continuous assessment and end of semester examination
1.1.7 Utilize the knowledge of biochemistry and	Families with common genetic disorders	Genetic disorder correctly identified	Continuous assessment and end of semester examination
genetics in provision of care	Perform counselling to individuals and families with common genetic disorders	Counselling to individuals and families with common genetic disorders	Continuous assessment and end of semester examination

		correctly performed	
	Determine proper management in administration of drugs including drug reaction	Proper management in administration of drugs including drug reaction correctly determined	Continuous assessment and end of semester examination
1.2.1 Identify nursing responsibilities in diagnostic procedures	Explain common diagnostic procedures in providing nursing care to patient	Common diagnostic procedures in providing nursing care to patient correctly explained	Continuous assessment and end of semester examination
	Apply skills required in assisting diagnostic procedures Provide nursing care to patient undergoing diagnostic procedure	Skills required in diagnostic procedures correctly applied Pursing care to patient undergoing diagnostic procedure correctly provided	Continuous assessment and end of semester examination Continuous assessment and end of semester examination
1.2.2Describe nursing care of the patients with complex medical	Identify complex medical and surgical conditions	Complex medical and surgical conditions correctly identified	Continuous assessment and end of semester examination
conditions	Utilize the observations skills in identifying complications in patients with complex medical/surgical conditions	The observations skills in identifying complications in patients with complex medical/surgical conditions correctly utilized	Continuous assessment and end of semester examination
	Provide nursing care to patients with complex medical/surgical conditions	Nursing care to patients with complex medical/surgical conditions correctly provided	Continuous assessment and end of semester examination
1.2.3 Provide holistic care to a child with complex medical and surgical	Identify common complex medical and surgical conditions to a child	Common complex medical and surgical conditions to a child correctly identified	Continuous assessment and end of semester examination
conditions/diseases	Utilize observation skills in early identification of child with complex medical/surgical conditions	Observation skills in early identification of child with complex medical/surgical conditions correctly utilized	Continuous assessment and end of semester examination
	Render quality care to a child with complex	Quality care to a child with complex medical	Continuous assessment and end of

	medical and surgical conditions	and surgical conditions correctly rendered	semester examination
1.2.4 Utilize principles of theater technique in nursing	Define common terms used in theater technique	Common terms used in theater technique correctly defined	Continuous assessment and end of semester examination
patient undergoing surgical procedures	Explain the care given to patient pre, intra and post-operative phase	Care given to patient pre, intra and post-operative phase correctly explained	Continuous assessment and end of semester examination
1.3.1Describe theories/models in nursing process	Define common terms used in theories	Common terms used in theories correctly defined	Continuous assessment and end of semester examination
	Explain purpose of nursing theories	Purpose of nursing theories correctly explained	Continuous assessment and end of semester examination
	Explain different theories applied in nursing practice	Different theories applied in nursing practice explained correctly	Continuous assessment and end of semester examination
1.3.2 Apply nursing theories/models in providing care to patients with medical and surgical	Identify advantages and disadvantages of different nursing theories	Advantages and disadvantages of different nursing theories correctly identified	Continuous assessment and end of semester examination
conditions	Determine appropriate nursing theories in providing care to patient with medical and surgical conditions	Appropriate nursing theories in providing care to patient with medical and surgical conditions correctly determined	semester examination
	Utilize nursing theories in providing care to patient with medical and surgical conditions	providing care to patient with medical and surgical conditions correctly utilized	Continuous assessment and end of semester examination
1.3.3 Describe quality nursing care and quality assurance	Define common terms used in quality nursing and quality assurance	Common terms used in quality nursing and quality assurance correctly defined	Continuous assessment and end of semester examination

	State aims and objectives of quality nursing and quality assurance	Aims and objectives of quality nursing and quality assurance correctly stated	Continuous assessment and end of semester examination
	Mention standards of performing quality nursing care	Standards of performing quality nursing care correctly mentioned	Continuous assessment and end of semester examination
1.3.4 Utilize the evaluation process in implementing quality nursing care	Identify tools used in evaluating quality nursing care	Tools used in evaluating quality nursing care correctly identified	Continuous assessment and end of semester examination
	Explain steps used in evaluating quality nursing care	Steps used in evaluating quality nursing care correctly explained	Continuous assessment and end of semester examination
	Use evaluation tools when performing quality nursing care	Evaluation tools when performing quality nursing care correctly used	Continuous assessment and end of semester examination
2.1.1 Explain basic concepts of epidemiology and	Describe the concept of epidemiology	Term epidemiology correctly described	Continuous assessment and end of semester examination
demography	Describe the concept of demography	Term demography correctly described	Continuous assessment and end of semester examination
	Identify terms and methods used in epidemiological studies	Terms and methods used in epidemiological studies correctly identified	Continuous assessment and end of semester examination
	Describe demography and vital statistics	Demography and vital statistics correctly described	Continuous assessment and end of semester examination
	Outline the importance of health indicators and vital statistics in provision of health care	The importance of health indicators and vital statistics in provision of health care correctly outlined	Continuous assessment and end of semester examination
	Identify the common health indicators that		Continuous assessment and end of

	influence health in community	influence health in community correctly identified	semester examination
2.1.2 Describe the concept of biostatistics	Define the term biostatistics	The term biostatistics correctly defined	Continuous assessment and end of semester examination
	Explain the importance of biostatistics in health care	The importance of biostatistics in health care correctly explained	Continuous assessment and end of semester examination
2.1.3 Utilize knowledge of epidemiology, demography and biostatistics in community health	Involve community members in identifying their priorities based on available information	Involvement of community members in identifying their priorities based on available information correctly done	Continuous assessment and end of semester examination
practice	Demonstrate abilities in using knowledge of epidemiology, and biostatistics in planning and implementation of community health care	Abilities in using knowledge of epidemiology, and biostatistics in planning and implementation community health care correctly demonstrated	Continuous assessment and end of semester examination
	Monitor and evaluate community health care based on health indicators and vital statistics	Community health care based on health indicators and vital statistics correctly monitored and evaluated	Continuous assessment and end of semester examination
2.2.1 Explain the concepts of research	Define the term research	Terms research correctly defined	Continuous assessment and end of semester examination
	Explain the types of research	correctly explained	Continuous assessment and end of semester examination
2.2.2 Explain the steps in developing a research proposal	List the source of research problem	The source of research proposal correctly listed	Continuous assessment and end of semester examination
	Describe the steps of developing a mini research proposal	Steps in developing a mini research proposal correctly described	Continuous assessment and end of semester examination

2.2.3 develop a workable mini research proposal		The mini research proposal correctly formulated	Continuous assessment and end of semester examination
	State the mini research objectives	The objectives of the mini research correctly stated	Continuous assessment and end of semester examination
	Identify the mini research methodology	The methodology for the mini research correctly identified	Continuous assessment and end of semester examination
	Demonstrate ability in developing the mini research proposal	Ability in developing the mini research proposal correctly demonstrated	Continuous assessment and end of semester examination
2.2.4 Utilize computer data analysis programmes in processing research data	knowledge and skills in processing data analysis	Computer knowledge and skills in processing data analysis correctly applied	assessment and end of semester examination
	Demonstrate the ability to analyze data by using computer	Ability to analyze data by using computer correctly demonstrated	Continuous assessment and end of semester examination
2.2.5 Utilize basic computer knowledge in processing mini	Explain format of report writing	Format of report writing correctly explained	assessment and end of
			assessment and end of semester examination
computer knowledge in processing mini	report writing Apply basic computer knowledge in processing mini research report Apply critiquing knowledge when analyzing research findings/report	writing correctly explained Basic computer knowledge in processing mini research report correctly applied Critiquing knowledge	assessment and end of semester examination Continuous assessment and end of semester examination Continuous
computer knowledge in processing mini	report writing Apply basic computer knowledge in processing mini research report Apply critiquing knowledge when analyzing research	writing correctly explained Basic computer knowledge in processing mini research report correctly applied Critiquing knowledge when analyzing research findings/report correctly applied	assessment and end of semester examination Continuous assessment and end of semester examination Continuous assessment and end of
computer knowledge in processing mini	Apply basic computer knowledge in processing mini research report Apply critiquing knowledge when analyzing research findings/report Disseminate research findings Identify the practices	writing correctly explained Basic computer knowledge in processing mini research report correctly applied Critiquing knowledge when analyzing research findings/report correctly applied Research findings	assessment and end of semester examination Continuous assessment and end of semester examination Continuous assessment and end of semester examination Continuous assessment and end of semester examination

	improve the quality of health care	improve the quality of health care correctly demonstrated	
3.1.1 Explain nursing management of mental health clients	Explain nursing care of neurotic patient	Nursing care of neurotic patient correctly explained	
with specific condition	Explain nursing care of the patient with psychotic disorder	Nursing care of the patient with psychotic disorders correctly explained	Continuous assessment and end of semester examination
	Explain nursing care of patient with social and personality disorders	Nursing care of patient with social and personality disorders correctly explained	assessment and end of semester examination
	Explain nursing care of the patient with mental retardation	Nursing care of the patient with mental retardation are correctly explained	assessment and end of semester examination
3.1.2 Explain the care of children, adolescent and elders with mental illness	Explain nursing intervention in children with evidence of disturbed behavior	Nursing intervention in children with evidence of disturbed behavior correctly explained	
	Explain nursing intervention in adolescent with evidence of disturbed behavior	Nursing intervention in adolescent with evidence of disturbed behavior correctly explained	assessment and end of semester examination
	Explain nursing interventions in elderly with evidence of disturbed behavior	Nursing interventions in elderly with evidence of disturbed behavior correctly explained	assessment and end of
3.1.3 Explain the use, effects, benefit and limitations of the therapies	Explain role of nurse on provision of different therapies to mental ill patient	Role of nurse on provision of different therapies to mental ill patient correctly explained	Continuous assessment and end of semester examination
	Identify the use and benefit of different therapies used in mental illness	Use and benefit of different therapies used in mental illness correctly identified	Continuous assessment and end of semester examination

3.1.4 Demonstrate skills in conducting	Identify the limitation of different therapies used in mental illness Identify individuals with mental illness for	The limitation of different therapies used in mental illness correctly identified Individuals with mental illness for the	Continuous assessment and end of semester examination Continuous assessment and end of
the various therapies in the hospital and community setting	the provision of mental health therapies	provision of mental health therapies correctly identified	semester examination
	Conduct various therapies in the hospital and community setting	Various therapies in the hospital and community setting correctly conducted	Continuous assessment and end of semester examination
3.2.1 Utilize components of comprehensive mental	Define mental status evaluation	Mental status evaluation correctly defined	Continuous assessment and end of semester examination
health evaluation and care of mental individuals	Identify main components of mental health evaluation	Main components of mental health evaluation correctly identified	Continuous assessment and end of semester examination
	Conduct mental status assessment	Mental status assessment conducted	Continuous assessment and end of semester examination
3.2.2 Develop nursing diagnosis for provision of nursing care to the mental ill	Explain the steps for formulating nursing diagnosis	The steps for formulating nursing diagnosis correctly explained	Continuous assessment and end of semester examination
patients	patients	Nursing diagnosis for provision of nursing care of mentally ill patients correctly formulated	assessment and end of semester examination
	Plan nursing care for mentally ill patient	Nursing care for mentally ill patient correctly planned	Continuous assessment and end of semester examination
	Provide nursing intervention according to the plan	Nursing intervention according to the plan correctly provided	Continuous assessment and end of semester examination
3.3.1 Explain concept of community mental health	Explain the relationship between beliefs/spirituality taboos, gender and custom with mental illness	The relationship between beliefs/spirituality taboos, gender and custom with mental illness correctly	Continuous assessment and end of semester examination

		explained	
	E1-in		C
	Explain stigma toward	Stigma toward mental	
	mental ill patients	ill patients correctly	assessment and end of
		explained	semester examination
	Explain management	Management of	
	of mental ill patient in	mental ill patient in	assessment and end of
	the community	the community	semester examination
		correctly explained	
3.3.2 Utilize	Identify resources for	Resources for mental	Continuous
community resources	mental health services	health services	assessment and end of
to provide mental		correctly identified	semester examination
health services and	Utilize community	Community support	Continuous
prevent mental illness	support system in	system in caring of	
	caring of mental ill	mental ill patients	semester examination
	patients	correctly utilized	
	Integrate mental	Mental health in all	Continuous
	health in all health	health practice	assessment and end of
	practice services	services correctly	semester examination
	practice services	integrated	schiester examination
4.1.1 Promote good	Identify good socio-	Good socio-cultural	Continuous
socio-cultural	, ,		
	cultural practices	practices during care	assessment and end of
practices during care	during care of the	of the women with	semester examination
of women and	women with their	their families during	
families during	families during	pregnancy, labour and	
pregnancy, labour and	pregnancy, labour and	mother hood periods	
motherhood periods	mother hood periods	correctly identified	
	Describe the	Advantages of social	
	advantages of social	cultural practices	assessment and end of
	cultural practices	during pregnancy,	semester examination
	during pregnancy,	labour and	
	labour and	motherhood period	
	motherhood period	correctly described	
	Provide health	Health education to	Continuous
	education to	encourage good social	assessment and end of
	encourage good social	cultural practices in	semester examination
	cultural practices in	the community	
	the community	correctly provided	
4.1.2 Utilize approach	Define term safe	Term safe	Continuous
of safe motherhood	motherhood	motherhood correctly	assessment and end of
initiatives in provision		defined	semester examination
of quality midwifery	Explain pillars of safe	Pillars of safe	Continuous
care	motherhood	motherhood correctly	assessment and end of
	1110 41011100 4	explained	semester examination
	Apply knowledge of		Continuous
	safe motherhood	motherhood pillars in	assessment and end of
	pillars in provision of	*	
	hingre in broasion of	provision or quality	schrout chailmation

	1	. 1 . 6	
	quality midwifery	midwifery care	
440 77.77	care	correctly applied	a .
4.1.3 Utilize research	, ii	The applicable	Continuous
findings in improving	research findings	research	assessment and end of
midwifery care		findingscorrectly	semester examination
		identified	
	Outline the process of	_	
	introducing the	introducing the	assessment and end of
	research	research	semester examination
	findings/changes in	findings/changes in	
	the care	the care correctly	
	TT.191 1 1 1 1	outlined	G i
	Utilize knowledge and	•	Continuous
	skills in introducing	in introducing	assessment and end of
	appropriately the	appropriately the	semester examination
	approved care	approved care	
401	T1 /'C '/1	correctly utilized	<i>O. i</i> :
4.2.1 Explain	•	Women with	Continuous
abnormal pregnancy,	abnormal/high risk	abnormal/high risk	assessment and end of
labour and	pregnancy	pregnancy correctly identified	semester examination
puerperium	Describe abnormal	Abnormal labour	Continuous
	labour		assessment and end of
	lauoui	correctly described	semester examination
	Describe causes of	Causes of abnormal	Continuous
	abnormal puerperium	puerperium correctly	assessment and end of
	aonomai pacipenam	described	semester examination
4.2.2 Provide care to	Identify types of		Continuous
women with abnormal	common abnormal	abnormal and high	assessment and end of
pregnancy	and high risk	risk pregnancy	semester examination
programmy	pregnancy	correctly identified	5 3.1.3 5001 3.1.3.1.1.1.3.
		Immediate care to	Continuous
	care to women with	women with abnormal	assessment and end of
	abnormal or high risk	or high risk conditions	semester examination
	conditions	correctly provided	
	Refer women with	Women with	Continuous
	complicated	complicated	assessment and end of
	pregnancy	pregnancy identified	semester examination
	_	and referred	
	Describe techniques	Techniques for	Continuous
	for preventing	preventing	assessment and end of
	complications during	complications during	semester examination
	pregnancy	pregnancy correctly	
		described	
4.2.3 Manage women	= '	The abnormal labour	Continuous
in abnormal labour,	abnormal labour and	and delivery are	assessment and end of

delivery and	delivery	correctly identified	semester examination
puerperium	Explain the principles	the principles of	Continuous
	of abnormal labour	abnormal labour and	assessment and end of
	and deliveries	deliveries correctly	semester examination
		explained	
	Describe women with	women with deep-	Continuous
	deep- transverse arrest	transverse arrest	assessment and end of
		correctly described	semester examination
	Differentiate women	women in labour with	Continuous
	in labour with breech,	breech, face and brow	assessment and end of
	face and brow	presentations	semester examination
	presentations	correctly	
	T 1 ' ' '	differentiated	
	Explain complications	complications of	Continuous
	of breech delivery	breech delivery	assessment and end of
	Explain women in	Correctly explained Women in labour with	semester examination Continuous
	Explain women in labour with occipital	occipital posterior	assessment and end of
	posterior position	position posterior correctly	semester examination
	posterior position	explained	Schrester Chammation
	Detected complication	Complication	Continuous
	associated with	associated with	assessment and end of
	posterior position	posterior position	semester examination
	r · · · · · · · · · · · · · · · · · · ·	correctly detected	
	Describe management	Management of	Continuous
	of women with	women with abnormal	assessment and end of
	abnormal labour and	labour and delivery	semester examination
	delivery	correctly described	
	Demonstrate abilities	Abilities in managing	Continuous
	in managing women	women with abnormal	assessment and end of
	with abnormal	puerperium correctly	semester examination
	puerperium	demonstrated	
4.2.4 Apply	Define the term	The term life saving	Continuous
knowledge of life	saving skills	skills correctly	assessment and end of
saving skills in		defined	semester examination
women abnormal	Identify	Ways 45 55 11-1	Continuous
pregnancy and abnormal labour and	Identify ways to	Ways to collaborate	Continuous
	collaborate with supervisors, DHMT,	with supervisors, DHMT, facility staff	assessment and end of semester examination
puerperium	facility staff and	DHMT, facility staff and community	Semester examination
	community members	members to plan	
	to plan implement	implement lifesaving	
	lifesaving skills	skills correctly	
		identified	
	Explain obstetric	Obstetric emergencies	Continuous
	_		
	emergencies	correctly explained	assessment and end of

			semester examination
	Manage women with	Women with obstetric	Continuous
	obstetric emergencies	emergencies correctly	assessment and end of
	8	managed	semester examination
4.3.1 Describe	Identify condition that	Condition that need	Continuous
condition that need	need emergency care	emergency care to the	assessment and end of
emergency care to the	to the women during	women during labour	semester examination
women during labour	labour and	and puerperium	Seriester Charimation
and puerperium	puerperium	correctly identified	
and paerperium	Provide care to	Care to women with	Continuous
		condition that need	assessment and end of
	condition that need	emergency care	semester examination
122 1 : : 1	emergency care	correctly provided	
4.3.2 Apply principle		Principle emergency	
of basic emergency	emergency obstetric	obstetric care to	assessment and end of
obstetrics and	care to women with	women with abnormal	semester examination
neonatal care to	abnormal labour and	labour and	
women with abnormal	puerperium	puerperium correctly	
labour puerperium		identified	
and newborn babies	Utilize principle of	Principle of	Continuous
	emergency obstetric	emergency obstetric	assessment and end of
	care in managing	care in managing	semester examination
	women with abnormal	women with abnormal	
	labour and	labour and	
	puerperium	puerperium correctly utilized	
	Use facility and	Maternal and neonatal	Continuous
	maternal and neonatal	records for improving	assessment and end of
	records for improving	the quality of EMOc	semester examination
	the quality of	correctly used	
	emergency Obstetric	,	
	care (EMOc)		
	Explain common	Common health	Continuous
	health problems, birth	problems, birth	assessment and end of
	injuries, congenital	injuries, congenital	semester examination
	malformations and	malformations and	
	disorders of the	disorders of the new	
	newborn baby	born baby correctly	
	no modificato y	explained	
	Identify common	common minor and	Continuous
	Identify common minor and serious	serious disorders of	assessment and end of
	disorders of the		semester examination
	newborn	the newborn correctly identified	
	Manage newborns	newborns with	Continuous
	with common	common problems	assessment and end of
	problems and	and congenital	semester examination

	congenital disorders	disorders correctly managed	
5.1.1 Explain the concepts of teaching and learning	Define the terms teaching and learning	the terms teaching and learning correctly defined	Continuous assessment and end of semester examination
	Identify principles of teaching and learning	Principles of teaching and learning correctly identified	Continuous assessment and end of semester examination
	Explain the characteristics of an effective teacher	The characteristics of an effective teacher correctly explained	Continuous assessment and end of semester examination
	Prepare lesson plan	Lesson plan correctly prepared	Continuous assessment and end of semester examination
	Conduct teaching using appropriate methods	Teaching using appropriate methods correctly conducted	Continuous assessment and end of semester examination
5.2.2 Apply basic principles of teaching and learning in a	Explain the concept of microteaching	The concept of microteaching correctly explained	Continuous assessment and end of semester examination
microteaching session	Explain the steps of microteaching	The steps of microteaching correctly explained	Continuous assessment and end of semester examination
	Identify microteaching cycle	Microteaching cycle correctly identified	Continuous assessment and end of semester examination
5.2.3 Describe the process of evaluating both class and clinical teaching	Identify different evaluation methods in teaching and learning	Different evaluation methods in teaching and learning correctly identified	Continuous assessment and end of semester examination
6.1.1 Explain concepts of leadership, management	Define the term leadership, management	The term leadership, management correctly defined	Continuous assessment and end of semester examination
6.1.2 Explain different leadership styles and management theories	styles	Leadership styles correctly explained	Continuous assessment and end of semester examination
in nursing	Explain historical development of management theory	Historical development of management theory correctly explained	Continuous assessment and end of semester examination
6.1.3 Explain the concepts of entrepreneurship in	Define the term entrepreneurship	The term entrepreneurship correctly defined	Continuous assessment and end of semester examination

relation to health care	Describe the concept of entrepreneurship in health care area	The concept of entrepreneurship in health care area correctly described	Continuous assessment and end of semester examination
6.1.4 Explain areas in health services delivery to which entrepreneurship	Describe the importance of entrepreneurship in health care	The importance of entrepreneurship in health care correctly described	Continuous assessment and end of semester examination
apply	Describe different areas in health services to which entrepreneurship apply	Different areas in health services to which entrepreneurship apply correctly described	Continuous assessment and end of semester examination
6.1.5 Apply entrepreneurship skills in provision of	Describe characteristics of an entrepreneur	Characteristics of an entrepreneur correctly described	Continuous assessment and end of semester examination
quality care	Utilize knowledge and skills of entrepreneurship in provision of nursing care	Knowledge and skills of entrepreneurship in provision of nursing care correctly utilized	Continuous assessment and end of semester examination
6.2.1 Explain the functions and roles of a leader and manager in health setting	Enumerate functions and roles of a leader in health setting	Functions and roles of a leader in health setting correctly enumerated	Continuous assessment and end of semester examination
	List functions and roles of a manager in health setting Explain the qualities of a good leader and manager in nursing	Functions and roles of a manager in health setting correctly listed The qualities of a good leader and manager in nursing correctly explained	Continuous assessment and end of semester examination Continuous assessment and end of semester examination
6.2.2 Utilize problem solving approach and decision making in managing nursing	Describe problem solving approaches and decision making	Problem solving approaches and decision making correctly described	Continuous assessment and end of semester examination
situations	Apply knowledge and skills in problem solving approaches in managing nursing situations	Knowledge and skills in problem solving approaches in managing nursing situations correctly applied	Continuous assessment and end of semester examination
6.2.3 Utilize clinical judgements skills in making appropriate	Explain steps in decision making	Steps in decision making correctly explained	Continuous assessment and end of semester examination

decision in nursing care 6.2.4 Apply knowledge of staff	Apply clinical judgment skills in making appropriate nursing care decisions Define recruitment	Clinical judgment skills in making appropriate nursing care decisions correctly applied The term recruitment correctly defined	Continuous assessment and end of semester examination Continuous assessment and end of
recruitment to manage personnel in all work settings	Explain process of recruitment Utilize knowledge and	correctly explained Knowledge and skills	Continuous assessment and end of semester examination Continuous
	skills on recruitment procedures	on recruitment procedures correctly utilized	assessment and end of semester examination
6.2.5 Utilize performance appraisal in evaluating nursing	Describe the concept of performance appraisal	Performance appraisal correctly defined	Continuous assessment and end of semester examination
activities	Explain method of performance appraisal	Methods/tools performance appraisal correctly explained	Continuous assessment and end of semester examination
	Apply performance appraisal techniques in evaluating nursing staff	Performance appraisal techniques in evaluating nursing staff correctly applied	Continuous assessment and end of semester examination
6.2.6 Identify remuneration of current nursing	Define the term scheme of service	The term scheme of service correctly defined	Continuous assessment and end of semester examination
positions	Identify various current remuneration in nursing profession	The various current remuneration in nursing profession identified properly	Continuous assessment and end of semester examination
	Apply current various remuneration in daily life situation	Current kinds of remuneration in day to day nursing situation correctly applied	Continuous assessment and end of semester examination
6.2.7 Apply knowledge and skills on quality control in	Define quality and control	Quality and control correctly defined	Continuous assessment and end of semester examination
health setting	Explain quality control process	Quality control process correctly explained	Continuous assessment and end of semester examination
	Identify person to be involved in quality control	Person to be involved in quality control correctly identified	Continuous assessment and end of semester examination

	Explain the constraints of quality control	The constraints of quality control correctly explained	Continuous assessment and end of semester examination
6.2.8 Create and maintain a motivative climate in nursing	Explain types of motivation	Types of motivation correctly explained	Continuous assessment and end of semester examination
activities	Explain strategies for creating a motivating climate	Strategies for creating a motivating climate correctly explained	Continuous assessment and end of semester examination
	Identify factors that motivate staff at workplace	Factors that motivate staff at workplace correctly identified	Continuous assessment and end of semester examination
	Utilization available and relevant resources in maintain a good working environment	Available and relevant resources in maintain a good working environment correctly utilized	Continuous assessment and end of semester examination
6.3.1 Apply the management process of human and non-human resource in health	Identify leadership roles and management functions in managing personnel in various settings	Leadership roles and management functions in managing personnel in various settings correctly identified	Continuous assessment and end of semester examination
	Identify leadership roles and management functions in managing materials and supplies at various settings	Leadership roles and management functions in managing materials and supplies at various settings correctly identified	Continuous assessment and end of semester examination
	Utilize skills of leadership, management and team building process in managing nursing activities	Skills of leadership, management and team building process in managing nursing activities correctly utilized	Continuous assessment and end of semester examination
6.3.2 Utilize government standing orders in carrying out	Define standing orders	Standing orders correctly defined	Continuous assessment and end of semester examination
management functions	Identify Zanzibar standing orders for public service	Zanzibar standing orders for public service correctly identified	Continuous assessment and end of semester examination
	Adhere to government	Government standing	Continuous

	standing orders	orders correctly	assessment and end of
	sunding orders	adhered	semester examination
6.3.3 Manage change	Explain theories of	Theories of change	Continuous
in health setting	change	correctly explained	assessment and end of
in neatin setting	Change	correctly explained	semester examination
	Explain factors for	Factors for	Continuous
	1		assessment and end of
	introducing change	introducing change	
	7.1	correctly explained	semester examination
	Identify factors	Factors leading to	Continuous
	leading to resistance	resistance to change	assessment and end of
	to change	correctly identified	semester examination
	Explain ways to	Ways to reduce	Continuous
	reduce resistance to	resistance to change	assessment and end of
	change	correctly explained	semester examination
	Apply managerial	Managerial skills in	Continuous
	skills in managing a	managing a planned	assessment and end of
	planned change	change correctly	semester examination
		applied	
6.3.4 Demonstrate	Define conflict	Conflict correctly	Continuous
managerial skills in		defined	assessment and end of
dealing with conflicts			semester examination
in clinical settings	Explain causes of	Causes of conflict at	Continuous
	conflict at work	work places correctly	assessment and end of
	places	explained	semester examination
	Apply managerial	-	Continuous
	knowledge and skills	knowledge and skills	assessment and end of
	in resolving conflicts	in resolving conflicts	semester examination
	in resorving connects	correctly applied	Seriescoi Caurimication
		correctly applied	

 $Sub-enabling\ outcomes,\ related\ tasks,\ assessment\ criteria\ and\ instruments$ $Assessment\ criteria\ and\ benchmarking$

Assessment criteria	Benchmarking			
	Satisfactory/Good	Very good	Excellent	
The common terms used in parasitology and entomology correctly defined	Has knowledge of defining common terms used in parasitology and entomology	Has knowledge and understanding of defining common terms used in parasitology and entomology	and understanding of	
Modes of transmission correctly explained	Has knowledge of explaining modes of transmission	Has knowledge and understanding of explaining modes of transmission	Has wide knowledge and understanding of explaining modes of transmission	
The life cycle of organism and their reproduction correctly explained	explaining life cycle of organism and their reproduction	understanding of explaining life cycle of organism and their reproduction	and understanding of explaining life cycle of organism and their reproduction	
Diseases caused by parasites correctly identified	Has knowledge of identifying diseased caused by parasites	Has knowledge and understanding of identifying diseased caused by parasites	and understanding diseased caused by parasites	
Common types of parasite and vector correctly explained	Has knowledge of explaining common types of parasite and vector	Has knowledge and understanding of explaining common types of parasite and vector	and understanding of explaining common	
Control measures of parasites and vectors correctly explained	explaining control measures of parasites and vectors	understanding of explaining control measures of parasites and vectors	and understanding of explaining control measures of parasites and vectors	
Mode of entry of parasite into host correctly explained	explaining mode of entry of parasite into host	explaining mode of entry of parasite into host	and understanding of explaining mode of entry of parasite into host	
Life cycle of parasite in hosts correctly explained	Has knowledge of explaining life cycle of parasite in hosts	of parasite in hosts	and understanding of explaining life cycle of parasite in hosts	
The diseases caused by parasites correctly	Has knowledge of identifying diseases caused	Has knowledge and understanding of	· ·	

identified	by parasites	identifying diseases	identifying diseases
		caused by parasites	caused by parasites
The common parasite's	_		Has wide knowledge
structure through	detecting common	understanding of	and understanding of
microscope correctly	parasite's structure through	detecting common	detecting common
detected	microscope	parasite's structure	parasite's structure
		through microscope	through microscope
Common diseases	Has knowledge of stating		Has wide knowledge
caused by vector and	common diseases caused	understanding of	and understanding of
parasite in health care	by vector and parasite in	stating common	stating common
setting correctly stated	health care setting	diseases caused by	diseases caused by
setting correctly stated	nearin care setting	vector and parasite	vector and parasite
		<u>-</u>	-
D: :1	TT 1 1 1 C (7''	in health care setting	in health care setting
Principles of			Has wide knowledge
parasitology and	principles of parasitology	_	and understanding of
entomology in provision	and entomology in		utilizing principles
of quality nursing care	provision of quality	of parasitology and	of parasitology and
correctly utilized	nursing care	entomology in	entomology in
		provision of quality	provision of quality
		nursing care	nursing care
Common terms used in	Has knowledge of	_	Has wide knowledge
biochemistry correctly	explaining common terms	understanding of	and understanding of
explained	used in biochemistry	explaining common	explaining common
Спринес	ased in Stochemistry	terms used in	terms used in
		biochemistry	biochemistry
The PH and its	Has knowledge of		Has wide knowledge
			_
relationship to acid, base	explaining PH and its	understanding of	and understanding of
and salt in the body	relationship to acid, base	explaining PH and	explaining PH and
correctly explained	and salt in the body	its relationship to	its relationship to
		acid, base and salt in	acid, base and salt in
		the body	the body
Major elements and	Has knowledge of listing		
minerals found in the	major elements and	understanding of	and understanding of
human body correctly	minerals found in the	listing major	listing major
listed	human body	elements and	elements and
	-	minerals found in	minerals found in
		the human body	the human body
Body fluid and	Has knowledge of		Has wide knowledge
electrolytes in human	identifying major elements	C	0
body correctly identified	and mineral found in	_	identifying major
l body correctly identified	human body	elements and	elements and
	naman body		
		mineral found in	mineral found in
	TT 1 1 1 1 0	human body	human body
The properties which	_		_
make water such an	, , , , , , , ,		and understanding of
important in organic	which make water such an	explaining properties	explaining properties

molecules and living organisms correctly explained Distribution and factors	important in organic molecules and living organisms Has knowledge of	which make water such an important in organic molecules and living organisms Has knowledge and	which make water such an important in organic molecules and living organisms Has wide knowledge
affecting fluid and electrolytes balance correctly explained	explaining distribution and factors affecting fluid and electrolytes balance	understanding of distribution and factors affecting fluid and electrolytes balance	and understanding of distribution and factors affecting fluid and electrolytes balance
Common terms used in genetics correctly defined	Has knowledge of defining common terms used in genetics	Has knowledge and understanding of defining common terms used in genetics	Has wide knowledge and understanding of defining common terms used in genetics
Factors that lead to genetic abnormalities correctly described	Has knowledge of describing factors that lead to genetic abnormalities	Has knowledge and understanding of describing factors that lead to genetic abnormalities	Has wide knowledge and understanding of describing factors that lead to genetic abnormalities
Families with common genetic disorders correctly identified	Has knowledge of identifying families with common genetic disorders	Has knowledge and understanding of identifying families with common genetic disorders	Has wide knowledge and understanding of families with common genetic disorders
Counseling to individuals and families with common genetic disorders correctly performed	Has knowledge of performing counseling to individual and families with common genetic	Has knowledge and understanding of performing counseling to individuals and families with common genetic	Has wide knowledge and understanding of performing counseling to individuals and families with common

genetic

Proper management in administration of drugs including drug reaction correctly determined	Has knowledge of determining proper management in administration of drugs including drug reaction	Has knowledge and understanding of determining proper management in administration of drugs including drug reaction	Has wide knowledge of determining proper management in administration of drugs including drug reaction
Common diagnostic procedures in providing nursing care to patient correctly explained	Has knowledge of explaining common diagnostic procedures in providing nursing care to patient	Has knowledge and understanding of explaining common diagnostic procedures in providing nursing care to patient	Has wide knowledge and understanding of explaining common diagnostic procedures in providing nursing care to patient
Skills required in assisting diagnostic procedures correctly applied	Has knowledge of applying skills required in assisting diagnostic procedures	Has knowledge and understanding of applying skills required in assisting diagnostic procedures	Has wide knowledge and understanding of applying skills required in assisting diagnostic procedures
Nursing care to patient undergoing diagnostic procedure correctly provided	Has knowledge of providing Nursing care to patient undergoing diagnostic procedure	Has knowledge and understanding of providing Nursing care to patient undergoing diagnostic procedure	Has wide knowledge and understanding of providing Nursing care to patient undergoing diagnostic

	procedure

Complex medical and surgical conditions correctly identified	Has knowledge of identifying Complex medical and surgical conditions	Has knowledge and understanding of identifying Complex medical and surgical conditions	Has wide knowledge and understanding of identifying Complex medical and surgical conditions
identifying complication in patients with complex medical/surgical conditions correctly utilized	Has knowledge of utilizing observation skills in identifying complication in patients with complex medical/surgical	understanding of utilizing observation skills in identifying complication in patients with complex medical/surgical	Has wide knowledge and understanding of utilizing observation skills in identifying complication in patients with complex medical/surgical
Nursing care to patients with complex medical/surgical conditions correctly provided	Has knowledge of providing nursing care to patients with complex medical/surgical	Has knowledge and understanding of providing nursing care to patients with complex medical/surgical	Has wide knowledge and understanding of providing nursing care to patients with complex medical/surgical

Common complex medical and surgical condition to a child correctly identified	Has knowledge of identifying common complex medical and surgical conditions to a child	Has knowledge and understanding of identifying common complex medical and surgical conditions to a child	Has wide knowledge and understanding of identifying common complex medical and surgical conditions to a child
Observation skills in early identification of child with complex medical/surgical conditions correctly utilized	Has knowledge of utilizing observation skills in early identification of child with complex medical/surgical conditions	· ·	Has wide knowledge and understanding of utilizing observation skills in early identification of child with complex medical/surgical conditions
Quality care to a child with complex medical and surgical conditions correctly rendered	Has knowledge of rendering quality care to a child with complex medical and surgical conditions	Has knowledge and understanding of rendering quality care to a child with complex medical and surgical conditions	Has wide knowledge and understanding of rendering quality care to a child with complex medical and surgical conditions

Common terms	Has knowledge of	Has knowledge and	Has wide
used in nursing	identifying	understanding of	knowledge and
theories correctly	common terms	identifying common	understanding
identified	used in nursing	terms used in nursing	of identifying
	theories	theories	common terms
			used in nursing
			theories
Purpose of nursing	Has knowledge of	Has knowledge and	Has wide
theories correctly	explaining purpose	understanding of	knowledge and
explained	of nursing theories	explaining purpose of	understanding
		nursing theories	of explaining
			purpose of
			nursing theories
Different theories	Has knowledge of	Has knowledge and	Has wide
applied in nursing	explaining	understanding of	knowledge and
practice correctly	different theories	explaining different	understanding
explained	applied in nursing	theories applied in	of explaining
	practice	nursing practice	different
			theories applied
			in nursing
			practice
Advantages and	Has knowledge of	=	Has wide
disadvantages of	identifying	understanding of	knowledge and
different nursing	advantages and	identifying	understanding
theories correctly	disadvantages of	advantages and	of identifying
identified	different nursing	disadvantages of	advantages and
	theories	different nursing	disadvantages
		theories	of different
			nursing theories

Appropriate nursing	Has knowledge of	Has knowledge and	Has wide
theories in	determining	understanding of	knowledge and
providing care to	appropriate	determining	understanding
patients with	nursing theories in	appropriate nursing	of determining
medical and	providing care to	theories in providing	appropriate
surgical conditions	patients with	care to patients with	nursing theories
correctly	medical and	medical and surgical	in providing
determined	surgical conditions	conditions	care to patients
			with medical
			and surgical
			conditions
Nursing theories in	Has knowledge of	Has knowledge and	Has wide
providing care to	utilizing nursing	understanding of	knowledge and
patients with	theories in	utilizing nursing	understanding
medical and	providing care to	theories in providing	of utilizing
surgical condition	patients with	care to patients with	nursing theories
correctly utilized	medical and	medical and surgical	in providing
	surgical condition	condition	care to patients
			with medical
			and surgical
			condition
Common terms	Has knowledge of	Has knowledge and	Has knowledge
used in quality	defining common	understanding of	and
nursing and quality	terms used in	defining common	understanding
assurance correctly	quality nursing and	terms used in quality	of defining
defined	quality assurance	nursing and quality	common terms
		assurance	used in quality
			nursing and
			quality
			assurance

Aims and	Has knowledge of	Has knowledge and	Has wide
objectives of	stating aims and	understanding of	knowledge and
quality nursing and	objectives of	stating aims and	understanding of
quality assurance	quality nursing and	objectives of quality	stating aims and
correctly stated	quality assurance	nursing and quality	objectives of
		assurance	quality nursing
			and quality
			assurance

Standards of	Has knowledge of	Has knowledge and	Has wide
performing quality	listing standards of	understanding of	knowledge and
nursing care	performing quality	listing standards of	understanding of
correctly listed	nursing care	performing quality	listing standards
		nursing care	of performing
			quality nursing
			care
Tools used in	Has knowledge of	Has knowledge and	Has wide
evaluating quality	indentifying tools	understanding of	knowledge and
nursing care	used in evaluating	indentifying tools	understanding of
correctly identified	quality nursing care	used in evaluating	indentifying tools
		quality nursing care	used in evaluating
			quality nursing
			care
Steps used in	Has knowledge of	Has knowledge and	Has wide
evaluating quality	explaining steps	understanding of	knowledge and
nursing care	used in evaluating	explaining steps	understanding of
correctly explained	quality nursing care	used in evaluating	explaining steps
		quality nursing care	used in evaluating
			quality nursing
			care

Evaluation tools	Has knowledge of	Has knowledge and	Has wide
when performing	using evaluation	understanding of	knowledge and
quality nursing care	tools when	using evaluation	understanding of
correctly used	performing quality	tools when	using evaluation
	nursing care	performing quality	tools when
		nursing care	performing quality
			nursing care
Terms epidemiology	Has knowledge of	Has knowledge and	Has wide
and demography	identifying terms	understanding of	knowledge and
correctly defined	epidemiology and	identifying terms	understanding of
	demography	epidemiology and	identifying terms
		demography	epidemiology and
			demography
Terms and method	Has knowledge of	Has knowledge and	Has wide
used in	identifying terms	understanding of	knowledge and
epidemiological	and method used	identifying terms	understanding of
studies correctly	in epidemiological	and method used in	identifying terms

identified	studies	epidemiological	and method used in
		studies	epidemiological
			studies
Demography and	Has knowledge of	Has knowledge and	Has wide
vital statistics	describing	understanding of	knowledge and
correctly described	demography and	describing	understanding of
	vital statistics	demography and	describing
		vital statistics	demography and
			vital statistics

Importance of health	Has knowledge of	Has knowledge and	Has wide
indicators and vital	outlining	understanding of	knowledge and
statistics in	importance of	outlining	understanding of
provision of health	health indicators	importance of	outlining
care correctly	and vital statistics	health indicators	importance of
outlined	in provision of	and vital statistics	health indicators
	health care	in provision of	and vital statistics
		health care	in provision of
			health care
Common health	Has knowledge of	Has knowledge and	Has wide
indicators that	identifying	understanding of	knowledge and
influence health in	common health	identifying	understanding of
community correctly	indicators that	common health	identifying
identified	influence health in	indicators that	common health
	community	influence health in	indicators that
	correctly identified	community	influence health in
		correctly identified	community
			correctly identified
The term biostatics	Has knowledge of	Has knowledge and	Has wide
correctly defined	defining term	understanding of	knowledge and
	biostatics	defining the term	understanding of
		biostatics	defining the term
			biostatics
The importance of	Has knowledge of	Has knowledge and	Has wide
biostatics correctly	explaining	understanding of	knowledge and
explained	importance of	explaining	understanding of
	biostatics	importance of	explaining
		biostatics	importance of
			biostatics

			correctly explained
Involvement of	Has knowledge of	Has knowledge and	Has wide
community members	involving community	understanding of	knowledge and
in identifying their	members in	involving community	understanding
priorities based their	identifying their	members in	of involving
needs and available	priorities based their	identifying their	community
information correctly	needs and available	priorities based their	members in
done	information	needs and available	identifying their
		information	priorities based
			their needs and
			available
			information
Abilities in using	Has knowledge of	Has knowledge and	Has wide
knowledge of	demonstrating	understanding of	knowledge and
epidemiology, and	abilities in using	demonstrating	understanding
biostatics in planning	knowledge of	abilities in using	of
and implementation	epidemiology, and	knowledge of	demonstrating
of community health	biostatics in planning	epidemiology, and	abilities in using
care correctly	and implementation	biostatics in planning	knowledge of
demonstrated	of community health	and implementation	epidemiology,
	care	of community health	and biostatics in
		care	planning and
			implementation
			of community
			health care
Community health	Has knowledge of	Has knowledge and	Has wide
practices/programmes	monitoring and	understanding of	knowledge and
based on health	evaluating	monitoring and	understanding
indicators and vital	Community health	evaluating	of
statistics correctly	practices/programmes	Community health	

monitored	and	based on	health	practices/p	rogran	mes	monitoring	and
evaluated		indicators a	nd vital	based	on	health	evaluating	
		statistics		indicators	and	vital	Community	

Term research correctly defined	Has knowledge of defining term research	Has knowledge and understanding of defining term research	health practices/program mes based on health indicators and vital statistics Has wide knowledge and understanding of defining term research
Type of research correctly explained	Has knowledge of explaining type of research	Has knowledge and understanding of explaining type of research	Has wide knowledge and understanding of explaining type of research
The sources of	Has knowledge of	Has knowledge and	Has wide
research correctly	listing sources of	understanding of	knowledge and
listed	research	listing sources of research	understanding of listing sources of research
Steps in developing a	Has knowledge of	Has knowledge and	Has wide
mini research	explaining steps in	understanding of	knowledge and
proposal correctly	developing a mini	explaining steps in	understanding of
explained	research proposal	developing a mini research proposal	explaining steps in developing a

						mini	research
						proposal	
The	mini	research	Has knowledge o	f Has knowledge	and	Has	wide
proble	em	correctly	formulating mir	i understanding	of	knowledge	and

formulated	research problem	formulating mini research problem	understanding of formulating mini research problem
The objectives of the mini research correctly stated	Has knowledge of stating the objectives of the mini research	Has knowledge and understanding of stating the objectives of the mini research	Has wide knowledge and understanding of stating the objectives of the mini research
The methodology for the mini research correctly identified	Has knowledge of identifying methodology for the mini research	Has knowledge and understanding of identifying methodology for the mini research	Has wide knowledge and understanding of identifying methodology for the mini research
Ability in developing the mini research proposal correctly demonstrated	Has knowledge of demonstrating Ability in developing the mini research proposal	Has knowledge and understanding of demonstrating Ability in developing the mini research proposal	Has wide knowledge and understanding of demonstrating Ability in developing the mini research proposal
Computer knowledge and skills in processing	Has knowledge of applying computer	Has knowledge and understanding of	Has wide knowledge

data	analysis	knowledge	and	app	lying	con	nputer	and und	erstandi	ing of
correctly	applied	skills in proc	essing	kno	wledge	and	skills	applying		basic
		data analysis		in	process	sing	data	computer	know	vledge
				ana	lysis			and	skills	in
								processir	ıg	data
								analysis		

Ability to analyze	Has knowledge of	Has knowledge and	Has wide knowledge	
data by using	demonstrating	understanding of	and understanding of	
computer correctly	ability to analyze	demonstrating	demonstrating	
demonstrated	data by using	ability to analyze	ability to analyze	
	computer	data by using	data by using	
		computer	computer	
Format of report	Has knowledge of	Has knowledge and	Has wide knowledge	
writing correctly	explaining	understanding of	and understanding of	
explained	teaching using	explaining teaching	explaining teaching	
	appropriate	using appropriate	using appropriate	
	teaching methods	teaching methods	teaching methods	
Basic computer	Has knowledge of	Has knowledge and	Has wide knowledge	
knowledge in	applying basic	understanding of	and understanding of	
processing mini	computer	applying basic	applying basic	
research report	knowledge in	computer knowledge	computer knowledge	
correctly applied	processing mini	in processing mini	in processing mini	
	research report	research report	research report	

Critiquing	Has knowledge of	Has knowledge and	Has wide knowledge
knowledge in	applying	understanding of	and understanding of
analyzing research	critiquing	applying critiquing	applying critiquing
findings correctly	knowledge in	knowledge in	knowledge in
applied	analyzing	analyzing research	analyzing research
	research findings	findings	findings
Research findings	Has knowledge of	Has knowledge and	Has wide knowledge
correctly	disseminated	understanding of	and understanding of
disseminated	research findings	disseminated	disseminated
		research findings	research findings
Best practices for	Has knowledge of	Has knowledge and	Has wide knowledge
improving the	identifying best	understanding of	and understanding of
quality of health care	practices for	identifying best	identifying best
correctly identified	improving the	practices for	practices for
	quality of health	improving the	improving the
	care	quality of health	quality of health care
		care	

Abilities for	Has knowledge of	Has knowledge and	Has wide knowledge
implementing	demonstrating	understanding of	and understanding of
evidence based care	abilities for	demonstrating	demonstrating
to improve the	implementing	abilities for	abilities for
quality of health care	evidence based	implementing	implementing
correctly	care to improve	evidence based care	evidence based care
demonstrated	the quality of	to improve the	to improve the
	health care	quality of health	quality of health care
		care	

Nursing care of	Has knowledge of	Has knowledge and	Has wide knowledge
neurotic patient	explaining	understanding of	and understanding of
correctly explained	nursing care of	explaining nursing	explaining nursing
	neurotic patient	care of neurotic	care of neurotic
		patient	patient
Nursing care of the	Has knowledge of	Has knowledge and	Has wide knowledge
patient with	explaining	understanding of	and understanding of
psychotic disorders	Nursing care of	explaining Nursing	explaining Nursing
correctly explained	the patient with	care of the patient	care of the patient
	psychotic	with psychotic	with psychotic
	disorders	disorders	disorders
Nursing care of	Has knowledge of	Has knowledge and	Has wide knowledge
patient with social	explaining	understanding of	and understanding of
and personality	Nursing care of	explaining Nursing	explaining Nursing
disorders correctly	patient with social	care of patient with	care of patient with
explained	and personality	social and	social and
	disorders	personality	personality disorders
		disorders	

Nursing care of	Has knowledge of	Has knowledge and	Has wide knowledge
patient with mental	explaining	understanding of	and understanding of
retardation correctly	Nursing care of	explaining Nursing	explaining Nursing
explained	patient with	care of patient with	care of patient with
	mental retardation	mental retardation	mental retardation

Nursing intervention	Has knowledge of	Has knowledge and	Has wide
of children with	explaining Nursing	understanding of	knowledge and
evidence of	intervention of	explaining Nursing	understanding of
disturbed behavior	children with	intervention of	explaining
correctly explained	evidence of	children with	Nursing
	disturbed behavior	evidence of	intervention of
		disturbed behavior	children with
			evidence of
			disturbed
			behavior
Nursing intervention	Has knowledge of	Has knowledge and	Has wide
in adolescent with	explaining Nursing	understanding of	knowledge and
evidence of	intervention in	explaining Nursing	understanding of
disturbed behavior	adolescent with	intervention in	explaining
correctly explained	evidence of	adolescent with	Nursing
	disturbed behavior	evidence of	intervention in
		disturbed behavior	adolescent with
			evidence of
			disturbed
			behavior

Nursing intervention	Has knowledge of	Has knowledge and	Has wide
in elderly with	explaining Nursing	understanding of	knowledge and
evidence of	intervention in	explaining Nursing	understanding of
disturbed behavior	elderly with	intervention in	explaining
correctly explained	evidence of	elderly with	Nursing
	disturbed behavior	evidence of	intervention in
		disturbed behavior	elderly with
			evidence of
			disturbed
			behavior

Role of nurse on	Has knowledge	Has knowledge and	Has wide
provision of different	of explaining	understanding of	knowledge and
therapies correctly	role of nurse on	explaining role of	understanding
explained	provision of	nurse on provision of	of explaining
	different	different therapies	role of nurse on
	therapies		provision of
			different
			therapies
Use, benefit and	Has knowledge	Has knowledge and	Has wide
limitation of therapy	of identifying	understanding of	knowledge and
are correctly	use, benefit and	identifying use,	understanding
identified	limitation of	benefit and limitation	of identifying
	therapy	of therapy	use, benefit and
			limitation of
			therapy

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The limitation of	Has knowledge	Has knowledge and	Has wide
different therapies	of identifying the	understanding of	knowledge and
used in mental illness	limitation of	identifying the	understanding
correctly identified	different	limitation of different	of identifying
	therapies used in	therapies used in	the limitation of
	mental illness	mental illness	different
			therapies used
			in mental illness
Individual with	Has knowledge	Has knowledge and	Has wide
mental illness for the	of identifying	understanding of	knowledge and
provision of mental	Individual with	identifying Individual	understanding
health therapies	mental illness for	with mental illness for	of identifying
correctly identified	the provision of	the provision of	Individual with
	mental health	mental health	mental illness
	therapies	therapies	for the

			provision of
			mental health
			therapies
Various therapies in	Has knowledge of	Has knowledge and	Has wide
the hospital and	conducting	understanding of	knowledge and
community setting	Various therapies	conducting Various	understanding
are correctly	in the hospital	therapies in the	of conducting
educated	and community	hospital and	Various
	setting	community setting	therapies in the
			hospital and
			community
			setting
Mental status	Has knowledge of	Has knowledge and	Has wide
evaluation correctly	defining Mental	understanding of	knowledge and
defined	status evaluation	defining Mental	understanding
		status evaluation	of defining
			Mental status
			evaluation

Main comp	onents of	Has knowledge of	Has knowledge and	Has wide
mental	health	identifying Main	understanding of	knowledge and
evaluation	correctly	components of	identifying Main	understanding
identified		mental health	components of	of identifying
		evaluation	mental health	Main
			evaluation	components of
				mental health
				evaluation
Mental	status	Has knowledge of	Has knowledge and	Has wide
assessment	correctly	Mental status	understanding of	knowledge and
educated		assessment	Mental status	understanding
			assessment	of Mental status
				assessment

The steps for	Has knowledge of	Has knowledge and	Has wide knowledge
formulating nursing	explaining the	understanding of	and understanding of
diagnosis correctly	steps for	explaining the steps	explaining the steps
explained	formulating	for formulating	for formulating
	nursing diagnosis	nursing diagnosis	nursing diagnosis
Nursing diagnosis	Has knowledge of	Has knowledge and	Has wide knowledge
for provision of	formulating	understanding of	and understanding of
nursing care to the	Nursing diagnosis	formulating	formulating Nursing
mental ill patients	for provision of	Nursing diagnosis	diagnosis for
correctly	nursing care to the	for provision of	provision of nursing
formulated	mentally ill	nursing care to the	care to the mentally
	patients	mentally ill patients	ill patients

Nursing care to	Has knowledge of	Has knowledge and	Has wide knowledge
mentally ill patient	planning Nursing	understanding of	and understanding of
correctly planned	care to mentally ill	planning Nursing	planning Nursing
	patient	care to mentally ill	care to mentally ill
	_	patient	patient
Nursing	Has knowledge of	Has knowledge and	Has wide knowledge
intervention	providing Nursing	understanding of	and understanding of
according to the	intervention	providing Nursing	providing Nursing
plan correctly	according to the	intervention	intervention
provided	plan	according to the	according to the plan
	•	plan	
		1	

The relationship	Has knowledge of	Has knowledge and	Has wide knowledge
between believes,	explaining the	understanding of	and understanding of
taboos, gender and	relationship	explaining the	explaining the
custom with mental	between believes,	relationship between	relationship between
illness correctly	taboos, gender	believes, taboos,	believes, taboos,
explained	and custom with	gender and custom	gender and custom
	mental illness	with mental illness	with mental illness
Stigma toward	Has knowledge of	Has knowledge and	Has wide knowledge
mental ill patients	explaining Stigma	understanding of	and understanding of
correctly explained	toward mental ill	explaining Stigma	explaining Stigma
	patients	toward mental ill	toward mental ill
		patients	patients

Management of	Has knowledge of	Has knowledge and	Has wide knowledge
mental ill patient in	explaining	understanding of	and understanding of
the community	Management of	explaining	explaining
correctly explained	mental ill patient	Management of	Management of
	in the community	mental ill patient in	mental ill patient in
		the community	the community
Resources of	Has knowledge of	Has knowledge and	Has wide knowledge
mental health	· ·	· ·	and understanding of
services correctly	, ,	identifying resources	identifying resources
identified	services	of mental health	of
		Services	mental health
			services

Community support	Has knowledge of	Has knowledge and	Has wide knowledge
system in caring of	utilizing	understanding of	and understanding of
mental ill patients	Community	utilizing Community	utilizing Community
correctly utilized	support system in	support system in	support system in
	caring of mental	caring of mental ill	caring of mental ill
	ill patients	patients	patients
Mental health in all	Has knowledge of	Has knowledge and	Has wide knowledge
health practice	integrating	understanding of	and understanding of
services correctly	Mental health in	integrating Mental	integrating Mental
integrated	all health practice	health in all health	health in all health
	services	practice services	practice services

Good social	Has knowledge of	Has knowledge and	Has wide knowledge
cultural practices	identifying Good	understanding of	and understanding of
during care of the	social cultural	identifying Good	identifying Good
women and	practices during	social cultural	social cultural
families during	care of the	practices during care	practices during care
pregnancy, labour	women and	of the women and	of the women and
and motherhood	families during	families during	families during
periods correctly	pregnancy, labour	pregnancy, labour	pregnancy, labour
identified	and motherhood	and motherhood	and motherhood
periods		periods	periods

Health education to	Has knowledge of	Has knowledge and	Has wide	
encourage good	providing Health	understanding of	knowledge and	
social cultural	education to	providing Health	understanding of	
practices in the	encourage good	education to	providing Health	
community correctly	social cultural	encourage good	education to	
provided	practices in the	social cultural	encourage good	
	community	practices in the	social cultural	
		community	practices in the	
			community	
Term safe	Has knowledge of	Has knowledge and	Has wide	
motherhood correctly	defining term safe	understanding of	knowledge and	
defined	motherhood	defining term safe	understanding of	
		motherhood	defining term safe	
			motherhood	
Pillars of safe	Has knowledge of	Has knowledge and	Has wide	
motherhood correctly	explaining pillars	understanding of	knowledge and	
explained	of safe	explaining pillars of	understanding of	
	motherhood	safe motherhood	explaining pillars	
			of safe	
			motherhood	

Knowledge of safe	Has knowledge of	Has knowledge and	Has wide	
motherhood pillars in	applying safe	understanding of	knowledge	
provision of quality	motherhood pillars	applying safe	and understanding	
midwifery care	in provision of	motherhood pillars	of applying safe	
correctly applied	quality midwifery	in provision of	motherhood pillars	
	care	quality midwifery	in provision of	
		care	quality midwifery	
			care	

The applicable	Has knowledge of	Has knowledge and	Has wide
research findings	identifying the	understanding of	knowledge and
correctly identified	applicable research	identifying the	understanding of
	findings	applicable research	identifying the
		findings	applicable
			research findings
The process of	Has knowledge of	Has knowledge and	Has wide
introducing the	outlining the process	understanding of	knowledge and
research	of introducing the	outlining the	understanding of
findings/changes in	research	process of	outlining the
the care correctly	findings/changes in	introducing the	process of
outlined	the care	research	introducing the
		findings/changes in	research
		the care	findings/changes
			in the care
Knowledge and skills	Has knowledge of	Has knowledge and	Has wide
for introducing	utilizing knowledge	understanding of	knowledge and
appropriately the	and skills for	utilizing knowledge	understanding of
approved care	introducing	and skills for	utilizing
correctly utilized	appropriately the	introducing	knowledge and
	approved care	appropriately the	skills for
		approved care	introducing
			appropriately the
			approved care
Women with	Has knowledge of	\mathcal{C}	Has wide
abnormal/high risk	identifying women	understanding of	knowledge and
pregnancy correctly	with abnormal/high	identifying women	understanding of
identified	risk pregnancy	with abnormal/high	Identifying
		risk Pregnancy	women with

	abnormal/	high
	risk pregnancy	

Use of partograph	Has knowledge of	Has knowledge and	Has wide
in identifying	describing use of	understanding of	knowledge and
abnormal labour is	partograph in	describing use of	understanding of
correctly described	identifying abnormal	partograph in	describing use of
	labour	identifying	partograph in
		abnormal labour	identifying
			abnormal labour
Causes of abnormal	Has knowledge of	Has knowledge and	Has wide
pueperium correctly	describing causes of	understanding of	knowledge and
described	abnormal pueperium	describing causes	understanding of
		of abnormal	describing
		pueperium	causes of
			abnormal
			pueperium
Different type of	Has knowledge of	Has knowledge and	Has wide
abnormal and high	identifying different	understanding of	knowledge and
risk pregnancy	types of abnormal and	identifying different	understanding of
correctly identified	high risk pregnancy	types of abnormal	identifying
		and high risk	different types of
		pregnancy	abnormal and
			high risk
			pregnancy
Immediate care to	Has knowledge of	Has knowledge and	Has wide
women with	identifying and	understanding of	knowledge and
abnormal or high	referring women with	identifying and	understanding of
risk conditions	complicated	referring women	identifying and
correctly provided	pregnancy correctly	with complicated	referring women
		pregnancy correctly	with complicated
			pregnancy
			correctly

Women	with	Has k	nowledge	of	Has	knowledge	and	Has	wide
complicated		identifying	g	and	unde	erstanding	of	knowledge	and
pregnancy	correctly	referring	women	with	ident	ifying	and	understanding	of

identified and	complicated	referring women	identifying and
referred	pregnancy correctly	with complicated	referring women
		pregnancy correctly	with complicated
			pregnancy
			correctly
Techniques for	Has knowledge of	Has knowledge and	Has wide
preventing	describing abnormal	understanding of	knowledge and
complications of	labour and delivery	describing	understanding of
pregnancy correctly		abnormal labour	describing
described		and delivery	abnormal labour
			and delivery
The abnormal labour	Has knowledge of	Has knowledge and	Has wide
and delivery	identifying the	understanding of	knowledge and
correctly identified	abnormal labour and	identifying the	understanding of
	delivery	abnormal labour	identifying the
		and delivery	abnormal labour
			and delivery
The principles of	Has knowledge of	Has knowledge and	Has wide
abnormal labour and	explaining the	understanding of	knowledge and
deliveries are	principles of abnormal	explaining the	understanding
correctly explained	labour and deliveries	principles of	

		abnormal labour	of explaining the	
		and deliveries	principles	
			abnormal labour	
			and deliveries	
Women with deep-	Has knowledge of	Has knowledge	Has wide	
transverse arrest	describing women	and understanding	knowledge and	
correctly described	with deep-transverse	of describing	understanding of	
	arrest	women with deep-	describing	
		transverse arrest	women with	
			deep-transverse	
			arrest	
Women in labour with	Has knowledge of	Has knowledge	Has wide	
breech, face and brow	differentiated women	and understanding	knowledge and	
presentations correctly	in labour with breech,	of differentiating	understanding of	
differentiated	face and brow	women in labour	differentiating	
	presentations	with breech, face	women in labour	

		and brow	with breech, face	
		presentations	and brow	
			presentations	
Complications of breech	Has knowledge of	Has knowledge	Has wide	
delivery correctly	explaining	and understanding	knowledge and	
explained	complications of	of explaining	understanding of	
	breech delivery	complications of	of explaining	
		breech delivery	complications of	
			breech delivery	
Women in labour with	Has knowledge of	Has knowledge	Has wide	
occipital posterior	explaining women in	and understanding	knowledge and	
position correctly	labour with occipital	of explaining	understanding of	
explained	posterior position	women in labour	explaining	
		with occipital	women in labour	
		posterior position	with occipital	
			posterior position	

Complications	Has knowledge of	Has knowledge	Has wide	
associated with	detecting	and understanding	knowledge and	
posterior position	complications	of detecting	understanding of	
correctly detected	associated with	complications	detecting	
	posterior position	associated with	complications	
		posterior position	associated with	
			posterior position	
The management of	Has knowledge of	Has knowledge	Has wide	
women with abnormal	describing	and understanding	knowledge and	
labour and delivery	management of	of describing	understanding of	
correctly described	women with abnormal	management of	of describing	
	labour and delivery	abour and delivery women with		
		abnormal labour		
		and delivery	abnormal labour	
			and delivery	
Abilities in managing	Has knowledge of	Has knowledge	Has wide	
women with abnormal	demonstrating abilities	and understanding	knowledge and	
pueperium correctly	in managing women	of abilities in	understanding of	
demonstrated	with abnormal	managing women	abilities in	
	pueperium	with abnormal	managing women	
		pueperium	with abnormal	

			pueperium
The term life saving	Has knowledge of	Has knowledge	Has wide knowl
skills correctly defined	defining the term life	and understanding	understanding of
	saving skills	of the term life	the term life
		saving Skills	saving skills edge
			and

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Ways to collaborate	Has knowledge of	Has knowledge	Has wide	
with supervisors,	identifying ways to	and understanding	knowledge and	
DHMT, facility staffs	collaborate with	of identifying	understanding of	
and community	supervisors, DHMT,	ways to	identifying ways	
members to plan	facility staff and	collaborate with	collaborate with	
implement life saving	community members	supervisors,	supervisors,	
skills correctly	to plan implement life	DHMT, facility	DHMT, facility	
identified	saving skills	staff and	staff and	
		community	community	
		members to plan	members to plan	
		implement life	implement life	
		saving skills	saving skills	
Obstetric emergencies	Has knowledge of	Has knowledge	Has wide	
correctly explained	explaining obstetric	and understanding	knowledge and	
	emergencies	of obstetric	understanding of	
		Emergencies	obstetric	
			emergencies	
Women with obstetric	Has knowledge of	Has knowledge	Has wide	
emergencies correctly	managing women with	understanding of	knowledge and	
managed	obstetric emergencies	women with	understanding of	
		obstetric	women with	
		emergencies	obstetric	
			emergencies	
Conditions that need	Has knowledge of	Has knowledge	Has wide	
emergency care to	describing conditions	and understanding	knowledge and	
women during labour	that need emergency	of describing	understanding	
and puerperium	care to women during	conditions		
correctly	labour			

Described	and pueperium	that need emergency of describing
		care to women during conditions that
		labour and pueperium need emergency

Care to women with condition that need emergency care correctly provided	Has knowledge of providing care to women with condition that need emergency care	Has knowledge and understanding of providing care to women with condition that need emergency care	care to the women during labour and pueperium Has wide knowledge and understanding of providing care to women with condition that need emergency care
Principles emergency obstetric care to women	Has knowledge of identifying principles	Has knowledge and understanding of	Has wide knowledge and
with abnormal labour	emergency obstetric care to	identifying principles	understanding
and puerperium	women with abnormal	emergency obstetric	of identifying
correctly identified	labour and pueperium	care to women with	principles
		abnormal labour and	emergency
		pueperium	obstetric care to
			women with
			abnormal labour
			and pueperium
Principles of emergency	Has knowledge of utilizing	Has knowledge and	Has wide
obstetric care in	principle of emergency	understanding of	knowledge and
managing women with	obstetric care in managing	utilizing principle of	understanding
abnormal labour and	women with abnormal	emergency obstetric care in managing	of utilizing
pueperium correctly utilized	labour and pueperium	care in managing women with	principle of emergency
uunzeu		abnormal labour and	obstetric care in
		pueperium	managing
		Paoponani	women with
			abnormal labour
			and pueperium
			r r r r

Maternal and neonatal records for improving the quality of EMOc correctly used	Has knowledge of using maternal and neonatal records for improving the quality of EMOc	Has knowledge and understanding of using maternal and neonatal records for improving the quality	Has wide knowledge and understanding of using maternal and neonatal
		the quality of EMOc	records for improving the quality of EMOc
Common health problems, birth injuries, congenital malformations and dis orders of the newborn baby correctly explained	Has knowledge of explaining common health problems, birth injuries, congenital malformations and disorders of the newborn baby	Has knowledge and understanding of explaining common health problems, birth injuries, congenital malformations and disorders of the newborn baby	Has wide knowledge and understanding of explaining common health problems, birth injuries, congenital malformations and disorders of the newborn baby
Common minor and serious disorders of the newborn correctly identified	Has knowledge of identifying common minor and serious disorders of the newborn	Has knowledge and understanding of identifying common minor and serious disorders of the newborn	Has wide knowledge and understanding of identifying common minor and serious disorders of the newborn

problems and congenital	managing Newborns with	understanding of	knowledge and
disorders correctly	common problems and	Newborns with	understanding of
managed	congenital disorders	common problems	managing
		and congenital	Newborns with
		disorders	common
			problems and
			congenital
			disorders
The terms teaching and	Has knowledge of defining	Has knowledge and	Has wide
learning correctly	the terms teaching and	understanding of	knowledge and
defined	learning	defining the terms	understanding of
		teaching and learning	defining the
			terms teaching
			and learning
Principles of teaching	Has knowledge of	Has knowledge and	Has wide
and learning correctly	identifying principles of	understanding of	knowledge and
identified	teaching and learning	identifying principles	understanding of
		of teaching and	identifying
		learning	principles of
			teaching and
			learning
Explain the	Has knowledge on	Has knowledge and	Has wide
characteristics of an	characteristics of an	understanding on	knowledge and
effective teacher	effective teacher	characteristics of an	understanding on
		effective teacher	characteristics of
			an effective
			teacher

Teaching and learning	Has knowledge of	Has knowledge and	Has wide knowledge
theories correctly	identifying teaching	understanding of	and understanding of
identified	and learning	identifying teaching	identifying teaching
	theories	and learning theories	and learning theories
Theories of teaching and	Has knowledge of	Has knowledge and	Has wide knowledge
learning correctly	explaining theories	understanding of	and understanding of
explained	of teaching and	explaining theories	explaining theories of
	learning	of teaching and	teaching and learning
		learning	
Teaching and learning	Has knowledge of	Has knowledge and	Has wide knowledge
methods correctly	identifying	understanding of	and understanding of

identified	Teaching	and	identi	ifying tea	ching	identi	ifying	teach	ning
	learning methods		and	lea	learning		and learning		ds
			meth	ods					
Identify styles of learning	Has knowledge	of	Has	knowledge	and	Has	wide	knowled	dge
	styles of learning		under	rstanding	of	and	under	standing	of
			styles of learning		styles	of lea	arning		

The advantages of self	Has knowledge of	Has knowledge and	Has wide knowledge
directed learning	advantages of self	understanding on	and understanding on
correctly explained	directed learning	advantages of self	advantages of self
		directed learning	directed learning
Identifying	Has knowledge of	Has knowledge and	Has wide knowledge
characteristics of	characteristics of	understanding on	and understanding on
learners/audience	learners/audience	characteristics of	characteristics of
		learners/audience	learners/audience
Select appropriate	Has knowledge of	Has knowledge and	Has wide knowledge
teaching methods	appropriate	understanding on	and understanding on
	teaching methods	appropriate teaching	appropriate teaching
		methods	methods
Select appropriate	Has knowledge of	Has knowledge and	Has wide knowledge
audio visual aids	appropriate audio	understanding of	and understanding of
	visual aids	appropriate audio	appropriate audio
		visual aids	visual aids
Prepare a lesson plan	Has knowledge of	Has knowledge and	Has wide knowledge
	preparing a lesson	understanding of	and understanding of
	plan	preparing a lesson	preparing a lesson
		plan	plan

Conduct teaching	Has knowledge of	Has knowledge and	Has wide knowledge
using appropriate	conducting teaching	understanding of	and understanding of
teaching methods	by using appropriate	conducting teaching	conducting teaching by
	teaching methods	by using appropriate	using appropriate

		teaching methods	teaching methods
Explain the concept	Has knowledge on	Has knowledge and	Has wide knowledge
of microteaching	concept of	understanding on	and understanding on
	microteaching	concept of	concept of
		microteaching	microteaching
Explain steps of	Has knowledge on	Has knowledge and	Has wide knowledge
microteaching	steps of	understanding on	and understanding on
	microteaching	steps of	steps of microteaching
		microteaching	
Identify	Has knowledge of	Has knowledge and	Has wide knowledge
microteaching cycle	microteaching cycle	understanding of	and understanding of
		microteaching cycle	microteaching cycle
Identify different	Has knowledge of	Has knowledge and	Has wide knowledge
evaluation methods	different evaluation	understanding of	and understanding of
in teaching and	methods in teaching	different evaluation	different evaluation
learning	and learning	methods in teaching	methods in teaching
		and learning	and learning

The terms	Has knowledge of	Has knowledge and	Has wide knowledge
leadership,	defining the terms	understanding of	and understanding of
management	leadership,	defining the terms	defining the terms
correctly defined	management	leadership,	leadership,
		management	management
Management and	Has knowledge of	Has knowledge and	Has wide knowledge
leadership theories	explaining	understanding of	and understanding of
correctly explained	Management and	explaining	explaining
	leadership theories	Management and	Management and
		leadership theories	leadership theories
Theoretical	Has knowledge of	Has knowledge and	Has wide knowledge
development of	explaining	understanding of	and understanding of
management theory	theoretical	explaining	explaining theoretical
correctly explained	development of	theoretical	development of
	management theory	development of	management theory
		management theory	
Definition of the	Has knowledge of	Has knowledge and	Has wide knowledge
term	defining definition	understanding of	and understanding of

entrepreneurship	of	the	term	defining		definition	defining	definition	of
correctly defined	entrep	preneurship		of	the	term	the		term
				entrepre	eneur	ship	Entrepren	eurship	

The concept of	Has knowledge of	Has knowledge and	Has wide knowledge
entrepreneurship in	describing the	understanding of	and understanding of
health care	concept of	describing the	describing the concept
correctly described	entrepreneurship in	concept of	of entrepreneurship in
	health care	entrepreneurship in	health care
		health care	
Importance of	Has knowledge of	Has knowledge and	Has wide knowledge
entrepreneurship in	describing the	understanding of	and understanding of
health care	importance of	describing the	describing the
correctly described	entrepreneurship in	importance of	importance of
	health care	entrepreneurship in	entrepreneurship in
		health care	health care
Different area in	Has knowledge of	Has knowledge and	Has wide knowledge
health services to	explaining different	understanding of	and understanding of
which	area in health	explaining different	explaining different
entrepreneurship	services to which	area in health	area in health services
apply correctly	entrepreneurship	services to which	to which
explained	apply	entrepreneurship	entrepreneurship apply
		apply	

Characteristic of	Has knowledge of	Has knowledge and	Has wide knowledge
entrepreneurship	explaining	understanding of	and understanding of
are correctly	Characteristic of	explaining	explaining
explained	entrepreneurship	Characteristic of	Characteristic of
		entrepreneurship	entrepreneurship
Knowledge and	Has knowledge of	Has knowledge and	Has wide knowledge
skills of	utilizing knowledge	understanding of	and understanding of
entrepreneurship in	and skills of	utilizing knowledge	utilizing knowledge
provision of quality	entrepreneurship in	and skills of	and skills of
nursing care	provision of quality	entrepreneurship in	entrepreneurship in
correctly utilized	nursing care	provision of quality	provision of quality
		nursing care	nursing care

Functions and role	Has knowledge of	Has knowledge and	Has wide knowledge
of a leader correctly	enumerating	understanding of	and understanding of
enumerated	functions and role of	enumerating	enumerating functions
	a leader	functions and role of	and role of a leader
		a leader	
Functions and role	Has knowledge of	Has knowledge and	Has wide knowledge
manager correctly	listing function and	understanding of	and understanding of
listed	roles of a manager	listing function and	listing function and
		roles of a manager	roles of a manager

Qualities of a good	Has knowledge of	Has knowledge and	Has wide knowledge
leader and manager	explaining qualities	understanding of	and understanding of
in nursing correctly	of a good leader and	explaining qualities	explaining qualities of
explained	manager in nursing	of a good leader and	a good leader and
		manager in nursing	manager in nursing
Problem solving	Has knowledge of	Has knowledge and	Has wide knowledge
approaches	explaining Problem	understanding of	and understanding of
correctly explained	solving approaches	explaining Problem	explaining Problem
		solving approaches	solving approaches
Knowledge and	Has knowledge of	Has knowledge and	Has wide knowledge
skills in problems	applying knowledge	understanding of	and understanding of
solving approach	and skills in	applying knowledge	applying knowledge
are correctly	problems solving	and skills in	and skills in problems
applied	approach	problems solving	solving approach
		approach	
Steps of decision	Has knowledge of	Has knowledge and	Has wide knowledge
making are	explaining steps of	understanding of	and understanding of
correctly explained	decision making	explaining steps of	explaining steps of
		decision making	decision making
Clinical judgment	Has knowledge of	Has knowledge and	Has knowledge and
skills in making	applying clinical	understanding of	understanding of
appropriate nursing	judgment skills in	applying clinical	applying clinical
care decisions	making appropriate	judgment skills in	judgment skills in
correctly applied	nursing care	making appropriate	making appropriate
	decisions	nursing care	nursing care decisions
		decisions	

The term	Has knowledge of	Has knowledge and	Has wide knowledge
recruitment	defining recruitment	understanding of	and understanding of
correctly defined		defining recruitment	defining recruitment
Process of	Has knowledge of	Has knowledge and	Has wide knowledge
recruitment	explaining process	understanding of	and understanding of
correctly explained	of recruitment	process of	process of recruitment
		recruitment	
Knowledge and	Has knowledge of	Has knowledge and	Has wide knowledge
skills on	utilizing knowledge	understanding of	and understanding of
recruitment	and skills on	utilizing knowledge	utilizing knowledge
procedures	recruitment	and skills on	and skills on
correctly utilized	procedures	recruitment	recruitment procedures
		procedures	
Performance	Has knowledge of	Has knowledge and	Has wide knowledge
appraisal correctly	defining	understanding of	and understanding of
defined	performance	defining	defining performance
	appraisal	performance	appraisal
		appraisal	
Methods/tools of	\mathcal{C}	Has knowledge and	Has wide knowledge
performance	explaining	understanding of	and understanding of
appraisal correctly	methods/tools of	explaining	explaining
explained	performance	methods/tools of	methods/tools
	appraisal	performance	
		appraisal	
			for performance
			appraisal
Performance	Has knowledge of	Has knowledge and	Has wide knowledge
appraisal	applying	understanding of	and
techniques in	performance	applying	understanding
evaluating nursing	appraisal techniques	performance	of applying
staff correctly	in evaluating nursing	appraisal techniques	performance
applied	staff	in evaluating nursing	appraisal

		staff	techniques in
			evaluating
			nursing staff
The term scheme of	Has knowledge of	Has knowledge and	Has wide knowledge
service correctly	defining scheme of	understanding of	and understanding of
defined	service	defining scheme of service	defining scheme of service
The various current remuneration in nursing profession properly identified	Has knowledge of identifying various current remuneration in nursing profession	Has knowledge and understanding of identifying various current remuneration in nursing profession	Has wide knowledge and understanding of identifying various
The various current remuneration in nursing are applied correctly in daily life situation	Has knowledge of applying various current remuneration in nursing in daily life	Has knowledge and understanding of applying various current remuneration in nursing in daily life	and understanding of applying various current remuneration in

Quality and	Has knowledge	Has knowledge and	Has wide knowledge
control correctly	of defining	understanding of	and understanding of
defined	quality and	defining quality and	defining quality and
	control	control	control
Quality control	Has knowledge	Has knowledge and	Has wide knowledge
process correctly	of explaining	understanding of	and understanding of
explained	quality control	explaining quality	explaining quality
	process	control process	control process
Person to be	Has knowledge	Has knowledge and	Has wide knowledge
involved in	of identifying	understanding of	and understanding of
quality control	Person to be	identifying Person to	identifying Person to
correctly	involved in	be involved in	be involved in quality
identified	quality control	quality control	control
Constraints of	Has knowledge	Has knowledge and	Has wide knowledge
quality control	of explaining	understanding of	and understanding of
correctly	constraints of	explaining	explaining constraints
explained	quality control	constraints of quality	of quality control
		control	
Types of	Has knowledge	Has knowledge and	Has wide knowledge
motivation	of explaining	understanding of	and understanding of
correctly	types of	explaining types of	explaining types of
explained	motivation	motivation	motivation
Strategies for	Has knowledge	Has knowledge and	Has wide knowledge
creating a	of explaining	understanding of	and understanding of
motivating	strategies for	explaining strategies	explaining strategies
climate correctly	creating a	for creating a	for creating a
explained	motivating	motivating climate	motivating climate
	climate		

Factors that	Has knowledge of	Has knowledge and	Has wide		
motivate staffs at	identifying factors	understanding of	knowledge and		
work place	that motivate staffs	identifying factors that	understanding		
correctly	at work place	motivate staffs at work	of identifying		
identified		place	factors that		
			motivate staffs		
			at work place		
Available and	Has knowledge of	Has knowledge and	Has wide		
relevant resources	maintaining	understanding of	knowledge and		
in promoting	available and	maintaining available and	understanding		
good working	relevant resources in	relevant resources in	of maintaining		
environment	promoting good	promoting good working	available and		
correctly	working	environment	relevant		
maintained	environment		resources in		
			promoting		
			good working		
			environment		
Leadership roles	Has knowledge of	Has knowledge and	Has wide		
and management	identifying	understanding of	knowledge and		
functions in	leadership roles and	identifying leadership	understanding		
managing	management	roles and management	of identifying		
personnel in	functions in	functions in managing	leadership		
various setting	managing personnel	personnel in various	roles and		
correctly	in various setting	setting	management		
identified			functions in		
			managing		
			personnel in		
			various		
			settings		

Leadership roles	Has knowledge of	Has knowledge and	Has wide			
and management	identifying	understanding of				
functions in	leadership roles and	identifying	understanding of			
managing	management	leadership roles and	U			
materials and	functions in	management	leadership role			
supplies at various	managing materials	functions in	and management			
setting correctly	and supplies at	managing materials	functions in			
identified	various setting	and supplies at	managing			
		various setting	materials and			
		C	supplies at various			
			setting			
Skills of	Has knowledge of	Has knowledge and	Has wide			
leadership,	utilizing skills of	understanding of	knowledge and			
management and	leadership,	utilizing skills of	understanding of			
team building	management and	leadership,	utilizing skills of			
process in	team building	management and	leadership,			
managing nursing	process in managing	team building	management and			
activities correctly	nursing activities	process in managing	team building			
utilized		nursing activities	process in			
			managing nursing			
			activities			
Standing orders	Has knowledge of	Has knowledge and	Has wide			
correctly defined	defining standing	understanding of	knowledge and			
	orders	defining standing	understanding of			
		orders	defining standing			
			orders			
Government	Has knowledge of	Has knowledge and	Has knowledge			
standing order for	identifying	understanding of	and understanding			
public services in	government standing	identifying	of identifying			
Zanzibar correctly	order for public	government standing	government			
identified	services in Zanzibar	order for public	standing order for			
		services in Zanzibar	public services in			
			Zanzibar Standing			
			Orders for public			
			services in			
			Zanzibar			

Government	Has knowledge of	Has knowledge and	Has wide		
Standing Orders	adhering to	understanding	knowledge and		
correctly adhered	Government	adhering to	understanding		
	Standing Orders	Government	adhering to		
		Standing Orders	Government		
			Standing Orders		
The term change	Has knowledge of	Has knowledge and	Has wide		
correctly defined	defining the term	understanding of	knowledge and		
	change	defining the term	understanding of		
		change	defining the term		
			change		
T	TT 1 1 1 C	TT 1 1 1 1	TT '1		
Factors to	Has knowledge of	Has knowledge and	Has wide		
consider in	explaining factors to	understanding of	knowledge and		
introducing	consider in	explaining factors to	understanding of		
change correctly	introducing change	consider in	explaining factors		
explained		introducing change	to consider in		
			introducing change		
Factors leading to	Has knowledge of	Has knowledge and	Has wide		
resistance to	identifying resistance	understanding of	knowledge and		
change correctly	to change	identifying	understanding of		
identified		resistance to change	identifying		
		Topical to the significant of th	resistance to		
			change		
			Citalize		

Ways to reduce	Has knowledge of	Has knowledge and	Has wide knowledge			
resistance to	explaining ways to	understanding of	and understanding of			
change correctly	reduce resistance to	explaining ways to	explaining ways to			
explained	change	reduce resistance to	reduce resistance to			
		change	change			
Managerial skills	Has knowledge	Has knowledge and	Has wide knowledge			
in managing	applying managerial	understanding of	and understanding of			
planned change	skills in managing a	applying managerial	applying managerial			
correctly applied	planned change	skills in managing a	skills in managing a			
		planned change	planned change			
Conflict correctly	Has knowledge of	Has knowledge and	Has wide knowledge			
defined	defining conflict	understanding of	and understanding of			
		defining conflict	defining conflict			
Causes of conflict	Has knowledge of	Has wide knowledge	Has wide knowledge			
at work places	explaining causes of	and understanding of	and understanding of			
correctly	conflict at work	explaining causes of	explaining causes of			
explained	places	conflict at work	conflict at work			
		places	places			
Knowledge and	Has knowledge of	Has knowledge and	Has wide knowledge			
skills for resolving	applying knowledge	understanding of	and understanding of			
conflicts correctly	and skills in resolving	applying knowledge	applying knowledge			
applied	conflicts	and skills in resolving	and skills in resolving			
		conflicts	conflicts knowledge			
			and skills in resolving			
			conflicts			

DESCRIPTION OF MODULES.

Code: NM 06121

Name: Basic Parasitology and Entomology

Sub-enabling Outcomes:

- 1.1.1 Explain basic concepts of parasitology and entomology in relation to clients/patient care
- 1.1.2 Apply knowledge of parasitology in provision of quality nursing care

Prerequisite Modules: None

Learning Context.

This module will be conducted through lectures, lecture discussion, group discussion, tutorials, seminars, coaching, demonstration, practical and workplace learning.

Learning Content

Learning Materials/Facilities

Facilities:

Multifunctional room/skill laboratory in which students can be accommodated well and all other equipment and supplies that will be required for group's demonstration practices.

Learning and teaching materials:

The following learning and teaching materials will be used (not exhaustive) Multimedia projector, overhead projectors and screens, Computers, Flip charts, White and black boards, Chalks and marker pens, transparencies, slide projectors, TV set, radio cassettes

References:

1. Jeffrey, Hc. and Leach, R. 1991. Atlas of medical Helmithology and protozoology 3rd Ed.

Name: Elementary Biochemistry

Sub – enabling Outcomes:

1.1.3 Describe the concepts of biochemistry in provision of quality nursing care

1.1.4 Describe physiological factors which affect the fluid electrolyte and acid base

1.1.5 Explain the of genetics promoting health, prevention and control of diseases

1.1.6 Utilize the knowledge of biochemistry and genetics in provision of care

Prerequisite Modules: None

Learning Content

This module will be conducted through lectures, lecture discussion, group discussion, tutorials, seminars, practical and workplace learning.

Learning Content

Prerequisite Modules:

Learning Context

Prerequisite Modules: None

Learning Context

This module will be realized discussion, tutorials, through lecture seminars, practical/demonstration, simulation, coaching, illustrated lecture, role plays, group discussions, games, brainstorming, buzzing, question and answers and workplace learning.

Learning Content

Concept of biochemistry in the provision of quality care

Introduction of terms related to biochemistry

Biochemistry

Atoms

Molecules

Compounds

Electrolytes and PH

Important biological molecules

Amino Acid and proteins

Carbohydrates

Lipids

Enzymes

Metabolism process

Definition of terms

Metabolism, catabolism, anabolism and energy

Metabolism of

- Carbohydrates
- Protein
- Fats

Movement of chemical substances and within the body

Factors affecting fluid and electrolyte balance

Diffusion

Osmosis

Extra-cellular fluid

Intracellular fluid

1.1.6 Disorders of fluid and electrolyte balance

Increased chemicals and fluids

Decreased chemicals and fluids

Concepts of genetics in promoting and preventing ill health

Introduction to genetics

Definition to terms

- Genetics
- Oogenesis and Spermatogenesis
- Chromosomes
- Gregor Joham Mendels Laws of heredity

Dominant and recessive gene characteristics

Replication of genes

Sex linked hereditary anomalies

Hereditary traits

Learning Materials/Facilities

Facilities:

Multifunctional room / skill laboratory in which students can be accommodates well and other equipment and supplies that will be required for group's demonstration practices

Learning and teaching materials:

The following learning and teaching materials will be used (not exhaustive) Multimedia projector, overhead projectors and screens, computers, flip charts, while and black boards, chalks and marker pens, transparencies, slide projectors, TV set, radio cassettes.

References:

- 1. Watson, JE. 1997. Medical surgical nursing and related
 - i. Physiology. 3rd edition. Saunders. London
- 2. Christine Brooker. 1998. Nursing Applications in clinical practice,
 - i. Human Structure and function 2nd Edition M. Mosby
- 3. Fasman, DG. 1970. Handbook of Biochemistry and molecular Biology
- 4. Grishan, Charles M. Garraett R .2001 principles of biochemistry with a
 - i. Human focus engage learning company
- 5. Hatchwell, E & Lallo F.2002. Genetics for oncologists. 1st edition.
 - i. Remedica group London
- 6. Koolman J. Rohm. 2004. Color Atlas of Biochemistry 2nd edition, Thieme Stuttgart-New York
- 7. Montgomery, Rex, Dryer et al 1998. Biochemistry a case oriented Approach, Mosby St. Louis.
- 8. Pamela C. Champe Richard A. Harvey 2005. Biochemistry 3rd edition Lippincott Williams & Wilkins
- 9. Priebe, JH. & Skarvan K. 1995. Fundamental of Anaesthesia and Acute Medicine. Cardiovascular Physiology. 1st edition. BMJ Group. London

Name: Elementary Epidemiology and Biostatics

Sub-enabling Outcomes:

2.1.1 Explain basic concepts of epidemiology and demography

2.1.2 Describe concepts of Biostatics

2.1.3 Utilize knowledge of epidemiology, demography and biostatics in provision of care

Prerequisite Modules: Note

Learning Context

This module will be conducted through lectures, lecture discussion, group discussion, tutorials, seminars, practical and workplace learning.

Learning Content

Basic concept of epidemiology and demography

Definition of term epidemiology and demography

Distribution

Frequency

Determinants

The scope of epidemiology

Natural history of the disease

Stage of natural history of the disease

The measurement of health morbidity and mortality

Prevalence and incidence

Ratio

Rule

Proportion

Descriptive methods for qualitative and quantitative data

Describe concept of biostatic

Basic concept of biostatics

Term used in biostatics

Introduction of biostatics

Types of variable

Frequency of distribution

Vital statistics

Measures of location/central tendency

The arithmetic mean

Mode

Medium

Measures of variability

Range

Variance and standard deviation

Sources of demographic information

Census

Vital registration

Sample survey

Learning materials/Facilities

Facilities:

Multifunctional room/skills laboratory in which students can be accommodate well and all other equipment and supplies that will be required for group's demonstration practices

Learning and teaching materials

The following learning and teaching materials will be used (not exhaustive) multimedia projector, overhead projectors and screens, computers, flip charts, white and black boards, chalk and marker pens, transparencies, slide projectors, TV set, radio cassettes

References:

- 1. Clement-stone, S, McGuire, S.L Eigsti, D.G. (2002) Comprehensive edition, Mosby St. Louis London
- 2. Colmer, M>R (2005) Surgery for Nurses. 16th edition Edinburgh Livingstone Churchill
- 3. Cook Gordon, 1998, Manson's Tropical Diseases 20th edition, Tokyo, WB Saunders Company Limited

Code: NM 06124

Name: Medical Surgical Nursing II

Sub-enabling Outcome:

1.2.1 Identify nursing responsibility in diagnostic procedures											
1.2.2	Describe	nursing	care	of	the	patients	with	complex	medical	and	surgical

conditions/diseases

- 1.2.3 Provide holistic care to a child with complex medical and surgical conditions/diseases
- 1.2.4 Utilize principles of theatre technique in nursing patient undergoing surgical procedures
- 1.3.1 Describe theories/models in nursing process
- 1.3.2 Apply nursing theories/models in providing care to patients with medical and surgical conditions
- 1.3.3 Describe quality nursing care and quality Assurance
- 1.3.4 Describe the evolution process in implementing quality nursing care

Prerequisite Modules: None

Learning Context

This module will be conducted through lectures, lecture discussion, group discussion, tutorials, seminars, practical and workplace learning.

Learning Content

Nursing theories/models

Nursing care of the patients with complex medical conditions

Quality nursing care and quality assurance in nursing

Complex medical and surgical conditions/diseases in children

Holistic care to a child with complex medical and surgical conditions/diseases

Evaluation process

Learning Materials/Facilities

Facilities:

Multifunctional room/skill laboratory in which students can be accommodated well and all other equipments and supplies that will be required for group's demonstration practices

Learning and teaching materials

The following learning and teaching materials will be used (not exhaustive) multimedia projector, overhead projectors and screens, computers, flip charts, white and black boards, chalk and marker pens, transparencies, slide projectors, TV set, radio cassettes

Name: introduction To Research Methodology

Sub-enabling Outcomes:

- 2.2.1 Explain the concept of research
- 2.2.2 Explain the steps in developing research proposal
- 2.2.3 Develop a workable mini research proposal
- 2.3.1 Utilize various research methods in data collection relevant to research topic
- 2.3.2 Utilize computer/manual in processing research data
- 2.3.3 Develop a workable mini research report for dissemination

Prerequisite Modules: Epidemiology and Biostatics

Learning Context

This module will be conducted through lecturers, lecture discussion, group discussion, tutorials, seminars, practical and workplace learning.

Learning Content

Apply knowledge of epidemiology, demography and biostatics in community health practice

Process of data analysis by using knowledge of epidemiology, demography and biostatics Process of report writing by using epidemiology, demography and biostatics

Explain concept of research

Definition of term Research Health system research Types of research

Steps in development of a health system research

Selection, analysis and statement of Literature review Formulation of objectives Work plan Budget

Plan for project administration and utilization of results

Proposal summary

Criteria for research selection

Component of research methodology

Develop a workable mini research proposal

Definition of research proposal

Component of research proposal

Describe the ways of presenting and disseminating research report

Ways presenting and disseminating research report

Ways of distributing the research proposal to donor

Health indicators influence health in the community

Safe water supply

Waste disposal

Food supply

Access to preventive and curative health services

Transportation system

Educational facilities

Employment opportunities

Climate conditions

Size of population

Cultural believes and practice

Internal and external political and economic influences

Formal and informal communication

Reference:

- 1. Barbara, ST. 1990. Nursing research an experimental approach
- 2. Rebecca, G. 1992. Clinical epidemiology and biostatics
- 3. Lewis, HR et al. 1982. Principle of epidemiology A self teaching guide
- 4. Corhein V et al. 1995. Designing and conducting health system research project Volume 2 Part 1-2
- 5. Polit. FD & Beck. TM 2003. Nursing research Methods 7th edition. Philadelphia Lippincott William Wilkins
- 6. Brink, H. 2006 Fundamentals of research methodology for health care profession 2nd edition. Cape Town. Juta

7. Polit B. 2004. Nursing research Principles and Methods, Lippincott Company Philadelphia

Code: NM 06226

Name: Midwifery III

Sub-enabling Outcomes:

- 4.1.1 Recognize the law, code of standards and guiding midwifery practice in Zanzibar
- 4.1.2 Differentiate between good and bad cultural include social issue affecting pregnancy, labour and motherhood periods
- 4.1.3 Utilize research findings in improving midwifery care
- 4.1.4 Promote good socio-cultural practices during care of women/families during pregnancy, labour and motherhood periods
- 4.1.5 Utilize approach of self motherhood initiative in provision of quality midwifery care
- 4.2.1 Describe conditions that need emergency care to the women during pregnancy, labour and puerperium
- 4.2.2 Apply principle of advance life saving skills in obstetrics (ALSO) in managing women with emergency obstetric conditions
- 4.2.3 Utilize life saving skills in obstetric emergencies
- 4.3.1 Identify life threatening condition in neonate that need emergency care
- 4.3.2 Describe neonatal condition that need emergency care
- 4.3.3 Apply principle of life saving skills in managing neonate with life threatening conditions

PREREQUISIT MODULE-Midwifery I & II

LEARNING CONTEXT

In this module the students will in the classroom, skill lab, tutorial and clinical area

LEARNING CONTENT

The law, code of conduct and standard guiding midwifery practice in Tanzania

Definition of term law, code of conduct and standard Relationship of law, code of conduct and standard guiding midwifery practice in Tanzania Importance of using law, code of code of conduct and standard guiding midwifery practice in Tanzania

Promote good social cultural practices during care of the women/families during labour and motherhood periods

Good social cultural practices during care of the women/families during pregnancy, labour and motherhood periods

Health education on good social cultural practices to the community

Utilize approach of safe motherhood initiative in provision of quality midwifery care

Definition of safe mother hood

Pillars of safe mother hood

Knowledge of safe motherhood pillars in provision of quality midwifery care

Explain abnormal labour delivery and pueperium

Different type of abnormal labour
Obstructed labour
Prolonged labour
Deep transverse arrest
Complications of breech delivery and posterior position
Types of abnormal pueperium

Puerperal infection Puerperal psychosis

Manage women with abnormal labour delivery and pueperium

Causes of abnormal labour and delivery

Knowledge on the uses of patograph findings in identifying abnormal labour

Care to women with different type of abnormal labour

Care women with abnormal pueperium

Apply knowledge of life serving skills to women in labour and pueperium

Definition of life saving skills

Ways to collaborate with supervisors, DHMT, facility staff and community members to plan Implement life saving skills

Life saving skills to women with abnormal labour and pueperium

Conditions that need emergency care to the women during labour and pueperium

Care to the women that need condition to the need emergency care

Principles emergency obstetric care to women with abnormal labour and pueperium

Principle of emergency

Care in managing with abnormal labour and pueperium

Facility and maternal and neonatal records for improving the quality of EMOc

Learning Materials/Facilities

Facilities:

Multifunctional room/skills laboratory in which students can be accommodate well and all other equipment and supplies that will be required for group's demonstration practices

Learning and teaching materials:

The following learning and teaching materials will be used (not exhaustive) multimedia projector, overhead projectors and screens, computers, flip charts, white and black boards, chalk and marker pens, transparencies, slide projectors, TV set, radio cassettes

References

- 1. Beishcher, 1988. Obstetric and the newborns
- 2. Betty, RS. 1997. Mayes' Midwifery A Text book for Midwifery 12th edition. B R Sweet
- 3. Dickerson, SS. 1993. Maternal Infant Nursing care. 2nd education
- 4. Louise, S. 1992. The Art and Sciences. 1st edition.
- 5. Victoria, A. 1988. Text book for Midwifery
- 6. Film. VF. 1992. International conference on Nutrition
- 7. Margaret, FM. 1981. Text book for Midwives. 9th edition. Churchill living stone Edinburgh London

- 8. Joanita, DK. 2004. Maternal and Newborn care
- 9. Marget AM. 1998. Life serving skills Manual for Midwifes. 3rd edition. John Snow USAID
- 10. WHO. 2003. Orientation Programme on Adolescent health for health care provides WHO document proction service Geneva
- 11. AYA, 2002. Improve adolescent sexual and reproductive health the nation's wealth AYA Tanzania
- 12. WHO Geneva 2006. Managing eclampsia. 2nd edition. Department of making Pregnancy safer, WHO Geneva.
- 13. WHO. 2003. Adolescent health and development in the African region. WHO Regional office for Africa. Brazzaville
- 14. MOHSW ZANZIBAR. 2008. Clinical guide line for the use of Uteronics in the prevention and treatment of postpartum hemorrhage MOHSW ZANZIBAR
- 15. Caroline, F. 1986. Sensitive midwifery
- 16. MOH. 2002. Post Abortion care clinical skills curriculum volume 2
- 17. WHO. 1996. Puerperal sepsis Module education material for teachers of midwifery safe mother hood. WHO. Geneva
- 18. WHO. 1988. A managerial tool for the prevention of prolonged labour

Name: Introduction of teaching and learning

Sub-enabling Outcomes:

5.1.1 Explain concept of teaching

5.1.2 Explain concept of learning

5.1.3 Describe the various teaching and learning theories

5.2.1 Explain different teaching and learning methods

5.2.2 Explain the properties of conducive teaching and learning environment

5.2.3 Apply basic principles of teaching and learning in a microteaching session

5.2.4 Describe the process of evaluating both class and clinical teaching

5.3.1 Identify the qualities of a good teacher

5.3.2 Prepare a lesson plan for teaching junior students

5.3.3 Apply basic principles of teaching and learning in a microteaching session

5.3.4 Describe the process of evaluating both class and clinical teaching

Prerequisite Modules: Communication skills

Learning context

This module will be conducted through lectures, lecture discussion, group discussion, tutorials, seminars, practical and workplace learning.

Learning Content

Definition of teaching and learning

Principles of teaching and learning

Individualization, Motivation, Relevance, Feedback, Repetition, Enjoyment, Systematic, Clarity of objectives, Active learning

Physically, Mentally, Socially, Intellectual

Task of teacher

Planning, Communication, providing resources, counseling, assessment, continuing self education

Theories of learning

Behaviorist psychologist, cognitive theory, humanistic psychologist, social psychologist

Lesson plan preparation

Definition, components, objectives, qualities of objectives and evaluation of lesson plan

Teaching and learning methods

Types of teaching and learning methods

Lecture, lecture discussion, practical, field visit, Demonstration,

Individual learning, seminar, project, Tutorial, small group discussion.

Simulation, role play, snowballing, drama, brain storming

Workshop, panel discussion, role modeling, assignments,

Game

Advantages and disadvantages of each teaching method

Styles of learning

Superficial

Deep learning

Advantages of self directed learning

Identification of audience

Selection of appropriate teaching methods

Definition of teaching aids

Types of teaching aids

Blackboard, Whiteboard, Flipcharts, Overhead projector, Computer and LCD, Textbooks, Television, Video, DVD/VCD/VHS. Poster, Slide projector,

Models

Different evaluation process in teaching methods

Overview of evaluation

Types of evaluation

Formative

Summative

Characteristic of good evaluation

Validity, reliability, objectivity and practicability

Assessment tools of knowledge, essay test, short answer, MCQS, Objective and Structured practical examination

Clinical assessment

Assessment tool of attitudes

Methods of assessing attitudes

Instruments of assessing attitudes

Learning Materials/Facilities

Facilities

Multifunctional room/skill laboratory in which students can be accommodated well and all other equipment and supplies that will be required for group demonstration's practices

Learning and teaching materials:

The following learning and teaching materials will be used (not exhaustive) multimedia projector, overhead projectors and screens, computers, flip charts, white and black boards, chalk and marker pens, transparencies, slide projectors, TV set, radio cassettes

References:

- 1. World Health Organization, 1991. Education for health © World Health Organization. 1st edition. WHO. Geneva.
- 2. Amri. M, Ngatia P. Mwakilasa, A. 1993. A Guide for Training Teachers of Health Workers, AMREF. Dar es Salaam.
- 3. Hinchliff S. 2004. The practitioner as teacher. 3rd edition. Churchill Livingstone

Code: NM 06228

Name: Mental Health II

Sub-enabling Outcomes:

3.1.1 Explain nursing management of mental ill patient/client with specific condition

3..1.2 Explain the care of children, adolescent and elders with mental illness

3.1.3 Explain the use, effects, and limitations of different therapies

3.1.4 Demonstrate abilities in conducting various therapies in hospital and communities settings

3.2.1 Provide care for mental ill patient using nursing process

3.2.2 Utilize components of comprehensive mental health evaluation

3.2.3 Develop nursing diagnosis for provision nursing care to the mental ill patients

- 3.3.1 Explain concept of community mental health
- 3.3.2 Utilize community resources to provide mental health services and prevent mental illness
- 3.3.3 Explain the interplay of ethnicity, gender, culture and sexuality in the implementation of community mental health nursing

Prerequisite Modules: Mental health I

Learning Context

This module will be conducted through lectures, lecture discussion, group discussion, tutorials, seminars, practical and workplace learning.

Learning Content

Nursing care of neurotic patient

Definition of neurosis

Causes of neurosis

Types of neurosis

Management of the patient with neurosis

Nursing of patient with psychotic disorders

Definition of psychotic

Causes of psychotic

Types of psychotic

Management of psychotic

Nursing care of patient with social and personality disorders

Definition of personality disorders

Causes personality disorders

Types of personality disorders

Management of personality disorders

Nursing care of patient with mental retardation

Definition of mental retardation

Causes of mental retardation

Types of mental retardation

Management of mental retardation

Nursing intervention of children with evidence of disturbed behavior

Definition of disturbed behavior

Types of disturbed behavior of children

Behavior disorder

Development disorder

Conduct disorder

Oppositional disorder
Hyperkinetic disorder
Delinquency
School phobia
Enuresis and enchopresis
Sleeping disturbances
Eating disturbances
Psychotic disorder

Nursing intervention of adolescent with evidence of disturbed behavior
***Ssion and Substance abuse
Nursing intervention of elderly with evidence of disturbed behavior
****Dementia, Pre-senile and senile dementia

And benefit of different therapies used in mental illness

***pharmacology, Psychotherapy, Behaviour therapy

Occupational therapy, Physical therapy (ECT), Family therapy

Relaxation therapy, counseling, Recreation therapy

Necessary skills in conducting the various therapies in the hospital and community setting.

***used in formulating nursing diagnosis

Nursing diagnosis for provision of nursing care to the mental ill patients

Nursing care to mental ill patient with

****stment disorder

**umatic stress disorder

Bereavement, Substance abuse, Sexual disorder male,

Sexual disorder female, Sleeping problem, Suicidal patient

Psychiatric emergency

Nursing intervention according to the plan

Definitions:

Community mental health

Community rehabilitation

Community beliefs towards mental ill patient

Community taboos and customs towards mental ill patients

Stigma towards mental ill patients in the community

Management of mental patient in the community

Roles and functions of mental health nurse in the community

Relationship between belief/spirituality taboos, gender, and custom with mental illness

Health education on mental health in the community

Resources for mental health services in the community

Traditional healer, Community health groups, Family

NGOs, Outreach mental health services

Integration of mental health in all health practice services

IMCI, Reproductive health services, CBHC, Malaria control program

HIV/AIDS program, EPI, nutritional program, diabetic program

TB and leprosy program, school health program

Helmenthiasis program

Learning Materials/Facilities

Facilities:

Multifunctional room/skill laboratory in which students can be accommodate well and all other equipment and supplies that will be required for group's demonstration practices

Learning and teaching materials:

The following learning and teaching materials will be used (not exhaustive) multimedia projector, overhead projectors and screens, computers, flip charts, white and black boards, chalks and marker pens, transparencies, slide projectors, TV set, radio cassettes

References:

- 1. Ann Isaacs. 2005. Mental health and Psychiatric nursing. Lippincott Williams & Wilkins
- 2. Leana Uys, Lyn Middleton. 2004. Mental health nursing: South African Perspective. Juta academic
- 3. Mima, C. Sylvia, T. 2006. Mental health promotion: A Lifespan Approach. McGraw-hill.
- 4. Richard, R. 2003. Principles and practice of forensic psychiatry. Hodder Arnold publications.
- 5. Gail, S, Michele, L. 2004. Principles and practice of Psychiatry nursing. Elsevier
- 6. Sheila, L. Videbeck 2007. Psychiatric mental health nursing Lippincott William & Wilkins
- 7. Wanda K. M. 2005. Psychiatric-Mental health nursing. Lippincott William & Wilkins
- 8. Nambi, 2005. Psychiatry for nurses. Jaypee Brothers
- 9. Ian Norman, Iain R. 2004. The Art and science of mental health nursing: A Textbook of Principles. McGraw-Hill
- 10. Elizabeth L. T. John, A. S. 2006. The Community Mental Health System: A Navigational guide for Providers. Pearson
- 11. Alex Carson, Mary Chambers, Kathryn church. 2005. Psychiatric and mental health nursing: the field of knowledge. Blackwell Publishing
- 12. Anne Rogers, David. 2005. Pilgrim sociology of mental health and illness. McGraw-Hill.
- 13. Eric J. Mash, David A. Wolfe, 2005. Abnormal child Psychology (ISE with Info Trac), 3rd Edition. Thomson Learning.

- 14. Louise R. Shives. 2007. Basic concept of psychiatric-mental health nursing. Lippincott Williams & Wilkins
- 15. Norma, B. 2005 Community Mental health: A study Guide and Workbook. Kendall/Hunt publishing Company.

Name: Leadership and management II

Sub-enabling Outcomes:

6.1.1 Explain the concepts of leadership

6.1.2 Explain the concepts of Management

6.1.3 Explain different leadership styles

6.1.4 Explain different management theories

6.2.1 Describe the function of a leader and a manager in health setting

6.2.2 Utilize problem solving approach and nursing process in managing nursing situation

6.2.3 Utilize critical judgment skills in making appropriate decision in nursing care

6.2.4 Utilize performance appraisal in evaluating nursing activities

6.2.5 Identify remuneration of current nursing positions

6.2.6 Apply knowledge and skills on quality control in health setting

2.6.7 Create and maintain a motivation climate in nursing activities

6.3.1 Explain the management process of human and non human resource in health care settings

6.3.2 Utilize government standing orders in carrying out management functions

6.3.3 Manage change in health care settings

6.3.4 Demonstrate managerial skills in dealing with conflicts in clinical settings

Prerequisite: Communication skills, Leadership and Management I

Learning Context

This module will be conducted through lectures, lecture discussion, group discussion, tutorials, seminars, practical and workplace learning.

LEARNING CONTENT

Introduction to leadership and management

Definition of terms

Leadership and a leader

Management and manager

Leadership styles and management theories

Historical development of management theory

Contemporary theories of managemThe trends of leadership and management in nursing

Integrating leadership and management skills

Roles of leader and manager

Qualities of good leader and manager

Problem solving approach

Knowledge and skills in problem solving approach

Steps in decision making

Decision making skills

Definition of recruitment

Process of recruitment

Recruitment skills

Definition of performance appraisal

Methods of performance appraisal

Definition of quality and control

Quality control process

Person to be involved in quality control

Performance appraisal

Constraints of quality control

Types of motivation

Strategies of creating motivating climate

Factors motivating staff at workplace

Human and non human resources in working area

Financial management in relation to nursing services

Financial control in organization

Management of logistic in health care setting

Definition of standing orders

Zanzibar standing order for public service

Standing orders in career development issues

Definition of change

Factors to consider in introducing change

Factors leading to resistance to change

Ways to reduce resistance to change

Definition of conflict

Causes of conflict in working place

Conflicts resolution

Learning Materials/Facilities

a. Facilities:

Multifunctional room/skills laboratory in which students can be accommodated well and all other equipment and supplies that will be required for group's demonstration practices

b. Learning and teaching materials:

The following learning and teaching materials will be used (not exhaustive) multimedia projector, overhead projectors and screens, computers, flip charts, white and black boards, chalks and marker pens, transparencies, slide projectors, TV set, radio cassettes

References:

- 1. Bessie L. Marquis. 2000. Leadership Roles and Management function in nursing. Theory and Application. Third edition. Lippincott
- 2. Murray G. 2002. Leadership and management in nursing. Prentice Hall
- 3. Anita Finkelman. 2005. Leadership and management in nursing. Person
- 4. Diane Huber. 2005. Leadership and nursing care management. Elsevier
- 5. Bessie L. Marquis, Carol J. Huston 2005. Leadership Roles and management functions in nursing: Theory & Application. Lippincott Williams & Wilkins
- 6. Eleanor J. Sullivan, Phillip J. Decker. 2004. Effective leadership and management in nursing. Pearson
- 7. McMohan R.M and PIOT, M. 1995. On being In-Charge. A Guide for Middle level. Management in Primary Health care. WHO Geneva.
- 8. Marquis B. L, Huston C. J. 2000. Leadership roles and management functions in nursing 3rd edition Lippincott. Philadelphia.

Code: NM06230

Name: Basic Entrepreneurship

Sub-enabling Outcomes:

6.4.1 Explain the concept of entrepreneurship

6.4.2 Identify areas in health services delivery to which entrepreneurship can be applied

6.4.3 Apply entrepreneurship skills in provision of quality care

Prerequisite Modules: None

Learning Context

This module will be conducted through lectures, lecture discussion, group discussion, tutorials, seminars, role play, simulation, demonstration, question and answers practical and workplace learning coaching, panel discussions.

Learning Content

Basic aspects of entrepreneurship

- Definition of entrepreneurship
- Importance entrepreneurship
- Labour market and labour market demand
- Different areas in health services that applicable to entrepreneurship
- Technical skills of entrepreneurship in provision of quality care
- Characteristic of an entrepreneurship

Learning Materials/Facilities

a. Facilities:

Multifunctional room/skills laboratory in which students can be accommodated well and all other equipment and supplies that will be required for group's demonstration practices

Learning and Teaching materials:

The following learning and teaching materials will be used (not exhaustive) multimedia projector, overhead projectors and screens, computers, flip charts, white and black boards, chalks and marker pens, transparencies, slide projectors, TV set, radio cassettes

References:

- 1. William J. Dennis 1999. Business starts and stops Washington DC: National Federation of Independent Business.
- 2. Sue Birley Westhead. 1994. Taxonomy of Business start Up Benson and their Impact on firm growth and size. Journal of business Venturing (January 7-32)
- 3. Dover M.A 1984. Entrepreneurship. 1st edition. Lord Publishing
- 4. Howard H. Stevenson and David E. Gumpert, 1985. The heart of Entrepreneurship. 1st edition. Harvard Business review March/A&H 85-94