



PEMBA SCHOOL OF HEALTH SCIENCES

CURRICULUM OF NTA LEVEL FOUR, FIVE AND SIX FOR NURSING



LIST OF ABBREVIATION

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 six 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 3rd and 4th semesters is for NTA level 5th for technicians or certificate level when the 5th and 6th semesters are NTA level 6th 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 know 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 learning 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 independent 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. Assess and plan the nursing care based on standards 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/ perimenopause.
5. Encourage continuous learning and professional development in nursing.
6. Collaborate with health care team member, stakeholders 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 form to the Nacte through 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 not 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 are set 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 gain the nursing standards as required by the Zanzibar

Nurses and Midwives Council.

- ✚ The fourth 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 administered 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 21 days (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 guilty of the offence.
- ❖ If the offence mentioned above will be committed, case shall be heard by disciplinary organ.
- ❖ A candidate who will be proven guilty 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 End of 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 Officer 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	B	Good
4.	50-59	C	Satisfactory
5.	0-49	F	Failure
6.	-	I	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 =
$$\frac{\text{Sum of (P}\times\text{N)}}{\text{Sum of N}}$$

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 |
| B | 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 PERSONNEL

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)					Credits Semester
		Class	Tutorials	Practical	Assignment	Total hours	
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

NTA Level 4 Semesters 11 Modules

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

Total hours/weeks=35

NTA Level 5 Semester 1 Modules

Code	Module title	Scheme of Study (Hours week)				Total hours	Credits Semester
		Class	Tutorials	Practical	Assignment		
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 (Hours per week)				Total Hours	Credits Semester
		Class	Tutorial	Practical	Assignment		
NM 05215	Family planning	1		1.5	0.5	3	5
NM 05216	Midwifery II	2	0.5	6	0.5	9	15
NM 05217	Communicable Diseases	1.5	-	2	0.5	4	8
NM05218	HIV and AIDS	1		3	-	4	8
NM05219	Community Health incl. PHC	2		5.5	0.5	8	15
NM 05220	Leadership and Management I	2	-	4.5	0.5	7	12
	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 Study (Hours per week)				Total Hours	Credits Semester
		Class	Tutorial	Practical	Assignment		
NM 06121	Basic Parasitology and Entomology	1	0.5	3	0.5	5	8
NM 06122	Elementary Biochemistry	1	-	2	0.5	3.5	6
NM 06123	Elementary Epidemiology and Biostatistics	2	-	5.4	0.5	7.9	14
NM 06124	Medical Surgical Nursing II	2	0.5	6.5	1	10	18
NM 06125	Research Methodology	1.5	-	6.1	1	16	14
	SUB TOTAL	7.5	1	23	3.5	35	60

Total hours/weeks=35

NTA Level 6 Semester 2 Modules

Code	Module title	Scheme of Study(Hours per week)				Total hours	Credits Semester
		Class	Tutorials	Practical	Assignment		
NM 06226	Midwifery III	2	0.5	6	1.5	10	18
NM 06227	Introduction to Teaching and Learning	1	0.5	1	0.5	3	5
NM 06228	Mental Health II	2	-	9	1	12	20
NM 06229	Leadership and Management II	1.5	0.5	6.5	0.5	9	15
NM 06230	Basic Entrepreneurship	0.5	-	0.5	-	1	2
	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

16.1. Summary of the Modules

Code	Module	LEVEL 4		LEVEL 5		LEVEL 6	
		Semester I	Semester II	Semester I	Semester II	Semester I	Semester 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 Health 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						

17.0 CURRICULUM INFORMATION FOR LEVEL 4

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

18.0 TRAINING STANDARD

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Ethical and legal principles in nursing practice correctly described • Professional responsibilities elaborated and carried out

			Basic nursing procedures are correctly explained and performed
4	Apply concept and principles of basic sciences in providing nursing care to	40	Knowledge and skills in counseling client/patient on

	patients/ client		nutrition correctly utilized Basic principle of drug administration are correctly applied
5	Utilize effectively the nursing process approaches in providing nursing care to patients with medical and surgical conditions including HIV/AIDS	17	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 filing system are defined.

19.0. Principal Outcome and Enabling Outcome

Principal Outcomes	Enabling Outcome
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1. Apply basic communication principles and technique in provision of nursing care to patients/clients and relatives in collaboration with other health care professionals	1.1 Utilize the concepts of communication in nursing care.
	1.2 Communicate appropriately with patients/clients, relatives and other staff members.
	1.3 Demonstrate appropriate skills in receiving and giving feedback
2. Apply basic principles of Infection prevention and control (IPC) in health setting	2.1 Differentiate types of microorganisms causing diseases.
	2.2 Describe ways in which infection is 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 practice.	3.1 Explain professional, legal and ethical issues relevant to nursing 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 in providing nursing care to patients/clients.	4.1 Utilize the basic concepts of anatomy and physiology in provision of care.
	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.
5. Utilize effectively the nursing process approaches in providing nursing care to patients with medical and surgical conditions including HIV and AIDS	5.1 Describe the basic concepts of nursing process in giving care to patients.
	5.2 Differentiate medical and surgical conditions in the provision of nursing care.
	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.	6.1 Describe different methods of keeping health records.
	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.
	1.1.2 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.
	1.3.3 Describe factors influencing feedback in communication.
2.1 Differentiate types of microorganisms and parasites causing disease.	2.1.1 Explain basic concepts of microbiology.
	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.
	2.1.3 State the relationship between the parasite and host.
2.2 Describe ways in which infection is transmitted within various settings.	2.2.1 Explain the mode of disease transmission.
	2.2.2 Describe the basic factors in prevention and control of infection.
	2.2.3 Describe principles of disease prevention and control.
2.3 Utilize the principles of standard precautions in infection prevention and control in clinical setting.	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 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 and verbal confidential information maintained at work place.	3.2.1 Recognize moral conduct in working station.
	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 Utilize the basic concepts of anatomy and physiology in provision of care.	4.1.1 Describe basic anatomy and physiology of human body.
	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 administration and other therapeutic agents to patients/clients.	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 principles in calculating drug doses.
4.3 Utilize knowledge and skills on nutrition in counseling client/patient.	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 clients/family members in planning a balance diet.
5.1 Explain the basic concepts of nursing process in giving care to patient.	5.1.1 Describe the concepts of nursing process.
	5.1.2 Utilize nursing process in proving care to client/patient.
5.2 Differentiate medical and surgical conditions in the provision of nursing care.	5.2.1 Provide care to patients with medical conditions.
	5.2.2 Provide care to patient with surgical conditions.
	5.2.3 Provide care to patients/clients with common nutritional deficiencies.
5.3 Apply measures for prevention and management of HIV and AIDS	5.3.1 Apply knowledge and skills in 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 keeping health records.	6.1.1 Identify the different methods of keeping patients 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.	6.2.1 Describe legal limitation in managing clients/patients medical records.
	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 managing health records.	6.3.1 Describe the basic concepts of computer application.
	6.3.2 Organize health records using computer 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 in 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 Outcomes	Related Tasks	Assessment Criteria	Assessment Instrument
1.1.1 Describe the components of communication process	Define communication	Communication correctly defined	Continues assessment and end of semester examination
	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	Continues assessment and end of semester examination
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

	List the advantages of giving and receiving feedback of clients/patient	Advantages of giving and receiving feedback of clients/patient correctly listed	Continues assessment and end of semester examination
	Utilize the principle of giving and receiving feedback	Principle of giving and receiving feedback correctly utilized	Continues assessment and end of semester Examination
1.3.3 Describe factors influencing feedback in communication	Explain the factors influencing effective feedback in communication	Factors influencing effective feedback in communication correctly explained	Continues assessment and end of semester Examination
	Explain the barriers for feedback in communication	Barriers of feedback in communication correctly explained	Continues assessment and end of semester Examination
	Utilize tips on how to overcome barriers of feedback in communication	Tips on how to overcome barriers of feedback in communication correctly utilized	Continues assessment and end of semester Examination
2.1.1 Explain basic concept of microbiology	Define the term microbiology	The term microbiology correctly defined	Continues assessment and end of semester Examination
	Explain history of microbiology	History of microbiology correctly defined	Continues assessment and end of semester Examination
	Explain the importance of microbiology	Importance of microbiology correctly explained	Continues assessment and end of semester Examination
2.1.2 Classify various types of microorganisms causing diseases	List different types of microorganisms	Types of microorganisms correctly listed	Continues assessment and end of semester Examination
	Enumerate the characteristics of different microorganisms	characteristics of different microorganisms correctly enumerated	Continues assessment and end of semester Examination
	Draw the different shapes of microorganisms	Different shapes of microorganisms are correctly drawn	Continues assessment and end of semester Examination

	Explain the function of microorganisms	Function of microorganisms correctly explained	Continues assessment and end of semester Examination
2.2.1 Explain the mode of disease transmission	Explain the chain of infection process	The chain of infection process correctly explained	Continues assessment and end of semester Examination
	Identify the routes of disease transmission	The routes of disease transmission correctly explained	Continues assessment and end of semester Examination
	Explain the spread of infection	The spread of infection correctly explained	Continues assessment and end of semester Examination
	Recognized the nosocomial infection	Nosocomial infection correctly recognized	Continues assessment and end of semester Examination
2.2.2 Utilize appropriate measures to break the cycle of infection transmission	Identify components of infection transmission cycle	The components of infection correctly identify	Continues assessment and end of semester Examination
	Explain the ways of interrupting the transmission cycle	Ways of interrupting the transmission cycle correctly explained	Continues assessment and end of semester Examination
	Explain disease transmission cycle	Disease transmission cycle correctly explained	Continues assessment and end of semester Examination
	Utilize appropriate measures to break the cycle of infection transmission	Measure to break the cycle of infection transmission correctly utilized	Continues assessment and end of semester Examination
2.2.3 Describe the basic factors in the prevention and control of infection	List the source of infection	Sources of infection correctly listed	Continues assessment and end of semester Examination
	Explain the body defense mechanisms	Body defense mechanisms correctly explained	Continues assessment and end of semester Examination
	Explain the basic factors in the prevention and control of infection in hospital setting	The basic factors in the prevention and control of infection in hospital setting correctly explained	Continues assessment and end of semester Examination

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 and control	Define the term standard precaution	Term standard precaution correctly define	Continues assessment and end of semester Examination
	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

	Demonstrate various types of hand hygiene technique.	Various types of hand hygiene correctly demonstrated.	Continuous assessment and end of semester examination
2.3.3 Select appropriate principles of aseptic technique in clinical setting.	Define aseptic technique	Aseptic technique correctly defined	Continuous assessment and end of semester examination.
	Explain different types of aseptic technique	Different types of aseptic technique correctly explained.	Continuous assessment and end of semester examination.
	Describe principles of aseptic technique in working area	Principles of aseptic technique correctly described.	Continuous assessment and end of semester examination.
	Demonstrate the procedures of maintaining cleanliness in clinical settings	Procedure for cleaning the clinical setting correctly demonstrated	Continuous assessment and end of semester examination.
2.3.4 Use principles of disposing hazardous and non-hazardous materials	Define the terms hazardous and non-hazardous materials	Hazardous and non-hazardous materials correctly defined	Continuous assessment and end of semester examination.
	List different types of hazardous and non-hazardous materials found in work place	Different types of hazardous and non-hazardous materials correctly listed	Continuous assessment and end of semester examination.
	Explain the principles of hazardous and non-hazardous materials	Principles of hazardous and non-hazardous materials correctly explained	Continuous assessment and end of semester examination.
	Demonstrate principles of disposing hazardous and non-hazardous materials at working area	Procedure for disposing hazardous and non-hazardous materials correctly demonstrated	Continuous assessment and end of semester examination.
3.1.1 Utilize legislation guidelines in providing nursing and midwifery care	Describe legislation process	Legislation process correctly described	Continuous assessment and end of semester examination.
	Describe legal	Legal regulations and	Continuous

	regulations and omissions in nursing and midwifery practice	omissions in nursing and midwifery practice correctly described	assessment and end of semester examination.
	Explain the types of laws in nursing and midwifery	The types of laws in nursing and midwifery correctly explained	Continuous assessment and end of semester examination.
	Explain the meaning of accountability and consent	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 Council (ZNMC)	Define ZNMC	ZNMC correctly defined	Continuous assessment and end of semester examination.
	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 process used in nursing registration, enrolment and licensure	Define the terms registration, enrolment and licensure	The terms registration, enrolment and licensure correctly defined	Continuous assessment and end of semester examination.
	Explain the importance of registration, enrolment and licensure	The importance of registration, enrolment and licensure correctly explained	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	Continuous 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	Continuous assessment and end of semester examination
3.2.2 Demonstrate trust worthiness towards Patient/ 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 services	Define the term confidentiality	Confidentiality correctly defined	Continuous assessment and end semester examination
	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
	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

	Apply skills of disaster and emergence preparedness in nursing practice	Skills of disaster and emergency preparedness in nursing practice correctly applied	Continuous assessment and end of semester examination
3.3.4 Participate with health team member in giving care	Identify health team members involved in rendering health services	Health team members involved in rendering health services correctly identified	Continuous assessment and end of semester examination
	Explain the importance of having health team members	Importance of having team members correctly explained	Continuous 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	Organization of the human body correctly identified	Continuous assessment and end of semester examination
	Explain different human body systems	Different human body systems correctly explained	Continuous assessment and end of semester examination
	Describe internal environment and homeostasis	Internal environment and homeostasis correctly described	Continuous assessment and end of semester examination
4.1.2 Identify various parts of human body structure and functions	Explain various body cavity and region	Various body cavity and region correctly explained	Continuous assessment and end of semester examination
	Describe structure and functions of different human body system	The structure and functions of different human body system correctly described	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

4.1.3 Apply knowledge and skills in managing clients with minor anatomical and physiological functions of human body system	Identify common causes of anatomical and physiological dysfunctions of human body systems	Common causes of anatomical and physiological dysfunctions of human body systems correctly identified	Continuous assessment and end of semester examination
	Demonstrate abilities in providing care to patients with minor anatomical and physiological dysfunctions of human body systems	Abilities in providing care to patients with minor anatomical and physiological dysfunctions of human body systems correctly demonstrated	Continuous assessment and end of semester examination
4.2.1 Describe different routes used in drug administration	Explain basic terminologies used in drug administration	Basic terminologies used in drug administration correctly explained	Continuous assessment and end of semester examination
	Differentiate drug administration routes	Drug administration routes correctly differentiated	Continuous assessment and end of semester examination
	Explain advantages and disadvantages of different drugs administration routes	Advantages and disadvantages of different drugs administration routes correctly explained	Continuous assessment and end of semester examination
	Identify abbreviation and symbols used in drug administration	Abbreviation and symbols used in drug administration correctly identified	Continuous assessment and end of semester examination
4.2.2 Describe the principle of drug administration	Identify the principles of drug administration	Principles of drug administration correctly identified	Continuous assessment and end of semester examination
	Explain the role of a nurse in drug administration	The role of a nurse in drug administration correctly explained	Continuous assessment and end of semester examination
	Explain basic factors to consider in drug administration	Basic factors to consider in drug administration correctly explained	Continuous assessment and end of semester examination
	Describe safety measures in administering drugs	Safety measures in administering drug correctly described	Continuous assessment and end of semester examination

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

	Calculate amount of drugs for administration and frequency	Amount of drugs for administration and frequency correctly calculated	Continuous assessment and end of semester examination
	Determine 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	Continuous 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	Patients with special nutritional needs correctly identified	Continuous 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 deficiencies	Define common nutritional deficiencies	Common nutritional deficiencies correctly defined	Continuous assessment and end of semester examination
	Explain common nutritional deficiencies	Common nutritional deficiencies correctly explained	Continuous assessment and end of semester examination
	Explain causes of common nutritional deficiencies	Causes of common nutritional deficiencies correctly explained	Continuous assessment and end of semester examination
	Provide care to patients with nutritional deficiencies	Care to patients with nutritional deficiencies correctly provided	Continuous assessment and end of semester examination
4.3.4 Educate clients/family members in planning a balanced diet	Explain the meaning of balanced diet	The meaning of balanced diet explained	Continuous assessment and end of semester examination
	Identify clients' available types of food	Available clients' types of food correctly identified	Continuous assessment and end of semester examination
	Involve client/family in planning balanced diet	Client/family in planning balanced diet correctly involved	Continuous assessment and end of semester examination
5.1.1 Describe the concept of nursing process	Define the term of nursing process	The term of nursing process correctly defined	Continuous assessment and end of semester examination
	Explain the characteristics of nursing process	The characteristics of nursing process correctly explained	Continuous assessment and end of semester examination
	Explain the steps of nursing process	The steps of nursing process correctly explained	Continuous assessment and end of semester examination
5.1.2 Utilize nursing process in providing quality care to patients/clients	Formulate the nursing diagnosis	The nursing diagnosis properly formulated	Continuous assessment and end of semester examination
	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 correctly 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 correctly 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 patient with medical and surgical condition	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
5.3.1 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 acquiring HIV and AIDS	Risk factor in acquiring HIV and AIDS correctly identified	Continuous assessment and end of semester examination
	Utilize measures to prevent HIV and AIDS to patients, co-workers and self	Measures to prevent HIV and AIDS to patients, co-workers and self correctly utilized	Continuous assessment and end of semester examination
	Utilize life skills in prevention of HIV and AIDS	Life skills in prevention of HIV and AIDS correctly utilized	Continuous assessment and end of semester examination

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

	Demonstrate the advantages and disadvantages of manual and electronic record keeping	Advantages and disadvantages of manual electronic record keeping correctly described	Continuous assessment and end of semester examination
6.1.2 Describe the various tools used in keeping patient's health record	Identify different forms used in keeping patients records	Different forms used in keeping patient records correctly identified	Continuous assessment and end of semester examination
	Practice filling of various tools used in medical record	Filling of various tools used in medical records correctly practiced	Continuous assessment and end of semester examination
	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 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 of 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	Health record according to legal and profession guidelines correctly documented	Continuous assessment and end of semester examination
	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	Benchmarking		
	Satisfactory	Good	Excellent
Communication defined correctly	Has knowledge of defining communication	Has 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	Has wide knowledge and understanding of 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	Has wide knowledge and understanding of the components of communication process during patient/client care
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	Has wide knowledge 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 co-workers
Factors which create and maintain good relationship with patient/client and co-workers 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

	relationship with patient/client and co-workers	maintaining good relationship with patient/client and co-workers	patient/client and co-workers
Steps of creating and maintaining good relationship with patient/client and co-workers correctly utilized	Has knowledge of explaining steps of creating and 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	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 non-verbal 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	Has wide knowledge and understanding of utilizing verbal and non-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	Has knowledge 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 receiving feedback to patients/clients correctly listed	Has knowledge of listing the advantages of giving and receiving feedback	feedback Has knowledge and understanding of listing the advantages of giving and receiving	Has wide knowledge and understanding of listing the advantages of giving and receiving feedback

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

Types of microorganisms correctly listed	Has knowledge of listing types of microorganism	Has knowledge and understanding of listing types of microorganism	Has wide knowledge and understanding of types of microorganism
Characteristics of different microorganisms correctly	Has knowledge of enumerating characteristics of different microorganism	Has knowledge and understanding of enumerating characteristics of different microorganism	Has wide knowledge and understanding of characteristics of different microorganism
Different shapes of microorganisms are drawn correctly	Has knowledge of drawing different shapes of microorganisms	Has knowledge and understanding of drawing different shapes of microorganisms	Has wide knowledge and understanding of drawing different shapes of microorganisms
Functions of microorganisms correctly explained	Has knowledge explaining functions of microorganisms	Has knowledge and understanding of explaining functions of microorganisms	Has wide knowledge and understanding of functions of microorganisms
The chain of infection process explained correctly	Has knowledge of explaining the chain of infection process	Has knowledge and understanding of explaining the chain of infection process	Has wide knowledge and understanding of chain of infection process
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 properly organized	Has knowledge of recognized nosocomial infection	Has knowledge and Understanding of recognizing nosocomial infection	Has wide Knowledge and understanding of nosocomial infection
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The component of infection identified correctly	Has knowledge of identifying the component of infection transmission cycle	Has knowledge and understanding of identifying the component of infection cycle	Has wide knowledge and understanding of 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 of explaining ways of interrupting the infection cycle	Has wide knowledge and understanding of ways of interrupting the infection cycle
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	Has wide knowledge and understanding of the measure to break the cycle of infection transmission
Sources of infection correctly listed	Has knowledge of listing sources of infection	Has knowledge and understanding of listing sources of infection	Has wide knowledge and understanding of sources of infection
Body defense mechanisms correctly explained	Has knowledge of explaining body defense mechanisms	Has knowledge and understanding of explaining body defense mechanisms	Has wide 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	Has wide knowledge and understanding of the basic factor in prevention and control of infection in hospital setting

Principles and levels of disease prevention and control correctly listed	Has knowledge of listing the principles and levels of disease prevention and control	Has knowledge and understanding of listing the principles and levels of disease prevention and control	Has wide knowledge and understanding of the principles and levels of disease prevention and control
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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	Has wide knowledge and understanding principles and levels of disease prevention and control
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	Has wide knowledge and understanding principles and level of disease prevention
Principles of standard precautions in prevention and control of infection correctly utilized	Has knowledge of utilizing principles of standard precaution in prevention and control of infection	Has knowledge and understanding of utilizing principles of standard precaution in prevention and control of infection	Has wide knowledge and understanding principles of standard precaution in prevention and control of infection
The term, hand washing correctly defined	Has knowledge of defining the term hand washing	Has knowledge and understanding of defining the term hand washing	Has wide knowledge and 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 demonstrated	Demonstrating hand washing procedure	Understand of demonstrating hand washing procedure	Knowlagde and understanding hand washing procedure
Aseptic technique defined correctly	Has knowledge of defining aseptic techniques	Has knowledge and understanding of defining aseptic techniques	Has wide knowledge andf understanding aseptic techniques
Different types of aseptic technique correctly explained	Has knowledge of defining aseptic techniques	Has khnowledge and understanding of explaining different types of aseptic techniques	Has khnowledge and understanding of explaining different types of aseptic techniques
Principles of aseptic	Has knowledge of	Has wide khnowledge	Has wide khnowledge

technique are correctly described	describing principles of aseptic techniques	and understanding principles of aseptic techniques	and understanding principles of aseptic techniques
Procedures for cleaning the clinical setting correctly performed	Has knowledge of performing procedures for cleaning the clinical setting	Has knowledge of understanding of performing procedure for cleaning clinical setting	Has wide knowledge 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	Has knowledge and 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 correctly listed	Has knowledge of listing different types of hazardous and non hazardous materials	Has knowledge and understanding of listing different types of hazardous and non hazardous materials	Has knowledge and understanding of listing different types of hazardous and non hazardous materials
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 and non hazardous materials	Has wide knowledge and understanding of Principles of disposing hazardous and non hazardous materials
The term legal in nursing correctly defined	Has knowledge of defining the term legal in nursing	Has knowledge and understanding of defining the term legal in nursing	Has wide knowledge 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	Has knowledge of understanding the legislation guidelines in nursing and midwifery care	Has knowledge and understanding of the legislation guidelines in nursing and midwifery care	Has wide knowledge and understanding of the legislation guidelines in nursing and midwifery care
Legislation process correctly described	Has knowledge of describing legislation process	Has knowledge and understanding of describing legislation process	Has wide knowledge 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 listed 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	Has knowledge and understanding of international and national of nursing associations roles	Has wide knowledge and 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	Has knowledge of the importance of accountability and consent	Has knowledge and understanding of the importance of accountability and consent	Has wide 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 Proper accountability	Has wide knowledge and understanding of demonstrating Proper accountability
Terms law, code of conduct and standard relation to midwifery correctly defined	Has knowledge of 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	Relationship of law, 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	explaining the Relationship of law, code of conduct and standard guiding midwifery practices on Zanzibar correctly
Importance of using law, code of conduct and standard guiding midwifery practice in Zanzibar correctly described	Has knowledge of describing Importance of using law, code of conduct and standard guiding midwifery practice in Zanzibar	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	Has knowledge and understanding of enumerating responsibilities of each level	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	Has knowledge of Moral conduct in health care setting	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	Has knowledge of adhering to moral conduct during care delivery	Has knowledge and understanding of adhering to moral conduct during care delivery	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 implication	Has wide knowledge and understanding of explaining Trustworthiness and its implication
Openness during care delivery correctly practiced	Has knowledge of 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	Has wide knowledge and understanding of explaining the nursing ethics
The nursing etiquettes correctly explained	Has knowledge of 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 of defining patients and services providers rights	Has knowledge and understanding of defining patients and services providers rights	Has wide knowledge and understanding of defining patients and services providers rights
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 to the patient`s and service provider`s right properly	Has knowledge of demonstrating the ability to adhere to the patients and service	Has knowledge and understanding of demonstrating the ability to adhere to the	Has wide knowledge and understanding of demonstrating the ability to adhere to the
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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	Has wide knowledge and understanding of nursing ethics and etiquettes
Terms used in NTA system correctly defined	Has knowledge of defining the terms NTA system	Has knowledge and understanding of defining the terms NTA system	Has wide knowledge and understanding of the term NTA system
The different NTA levels nursing cadre correctly described	Has knowledge of 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	Has knowledge of the importance of NTA system in nursing	Has knowledge and understanding of the importance NTA system in nursing	Has wide knowledge 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 knowledge and understanding 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 of Ministry of health correctly explained	Has knowledge of Organization structure of Ministry of health	Has knowledge and understanding of Organization structure of ministry of Health	Has wide knowledge and understanding of Organization structure of the Ministry of health
The term duties correctly defined	Has knowledge of defining the term duties	Has knowledge and understanding of defining the term duties	Has wide knowledge and understanding of the term duties
Various nursing cadre correctly identified	Has knowledge of identifying various nursing cadre	Has knowledge and understanding of identifying various nursing cadre	Has wide knowledge and understanding of various nursing cadre
Duties of nursing cadre correctly	Has knowledge of listing duties of nursing cadre	Has knowledge and understanding of listing duties of nursing cadre	Has wide knowledge and understanding Of listing duties of nursing cadre
The term scheme of service correctly defined	Has knowledge of defining scheme of service	Has knowledge and understanding of defining scheme of service	Has wide knowledge and understanding of defining scheme of service
The various current remunerations in nursing professional properly identified	Has knowledge of identifying various current remunerations in nursing professional	Has knowledge and understanding of identifying various current remuneration in nursing professional	Has wide knowledge and understanding of various current remuneration in nursing professional
The various current remuneration in nursing are applied currently in daily life situation	Has knowledge of applying current various remuneration in nursing in daily life	Has knowledge and understanding of applying current various remuneration in nursing in daily life	Has wide knowledge and understanding of applying current various remuneration in nursing in daily life
ZNMC correctly defined	Has knowledge of defining ZNMC	Has knowledge and understanding of defining Z NMC	Has wide knowledge and understanding of defining ZNMC
The importance of ZNMC correctly explained	Has knowledge of explained the importance Of ZNMC	Has knowledge and understanding of explaining the importance of ZNMC	Has wide knowledge and understanding of importance of ZNMC
The relationship between ZNMC and other health and education councils correctly explained	Has knowledge of explaining the relationship between ZNMC and other health and education councils	Has knowledge and understanding of explaining relationship between ZNMC and other health and education	Has wide knowledge and understanding of relationship between ZNMC and other 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	Has knowledge of ZNMC ordinance	Has knowledge and understanding of the ZNMC ordinance	Has wide knowledge and understanding of the ZNMC ordinance
The ZNMC ordinance currently explained	Has knowledge of the ZNMC	Has knowledge and understanding of the ZNMC ordinance	Has wide knowledge 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	Has knowledge of identifying organization of the human body	Has knowledge and understanding of identifying organization of the human body	Has wide knowledge and understanding organization of the human body
Different human body systems correctly explained	Has knowledge of identifying of different of human body system	Has knowledge and understanding of recognizing human body system	Has wide knowledge and understanding of human body system
Various parts of human body structure correctly identified	Has knowledge of identifying various parts of human body structure	Has knowledge and understanding of identifying various parts of human body structure	Has wide knowledge and understanding of various parts of human body structure
Various functions of the body parts correctly identified	Has knowledge of identifying various parts of human body	Has knowledge and understanding of identifying various	Has wide knowledge and understanding various parts of

	functions	parts of human body functions	human body functions
Interaction between 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 and functions	Has wide knowledge and understanding of interaction between human body structure and functions
Common anatomical and physiological functions identified	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 of common anatomical and physiological functions
Common causes of anatomical and physiological dysfunction of human body system correctly identified	Has knowledge of identifying common causes of anatomical and physiological dysfunction of human body system	Has knowledge and understanding of common causes of anatomical and physiological dysfunction of human body system	Has wide knowledge and understanding of common causes of anatomical and physiological dysfunction of human body system
Management of minor anatomical and physiological dysfunction of human body systems correctly demonstrated	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
Qualities of a good nurse correctly explained	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
The good qualities of a good nurse are correctly practiced	Has knowledge of practicing the qualities of a good nurse	Has knowledge and understanding of practicing the qualities of a good nurse	Has wide knowledge and understanding of practicing the qualities of a good nurse
Common terms used 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	Has wide knowledge and understanding of the common terms used in nursing
Functions and roles of a nurse clearly explained	Has knowledge of explaining the functions and roles of a nurse	Has knowledge and understanding of the functions and roles of a nurse	Has wide knowledge and understanding of the functions and roles of a nurse
The characteristics of	Has knowledge of the	Has knowledge and	Has wide knowledge

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

emergence preparedness in nursing currently defined	defining disaster and emergence preparedness in nursing	understanding of disaster and emergence preparedness in nursing	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	Has knowledge and understanding of Conditions which require emergency nursing care	Has wide knowledge and understanding of Conditions which require emergency nursing care
Skills in Disaster and emergency preparedness in nursing practice currently applied	Has knowledge of skills in disaster and emergency preparedness in nursing practice	Has knowledge and understanding of skills in disaster and emergency preparedness in nursing practice and understanding of	Has wide knowledge and understanding of skills in disaster and emergency preparedness in nursing practice
Health members are identified properly and classified	Has knowledge of identifying health team members	Has knowledge identifying health team members	Has wide knowledge and understanding of health team members
Importance of having a team members currently explained	Has knowledge of explaining the importance of having team members	Has knowledge and understanding of explaining the importance of having team members	Has wide knowledge and understanding of importance of having team members
Principles of team work in collaboration with other health workers currently applied	Has knowledge of 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	Has wide knowledge and understanding of applying Principles of team work in collaboration with other health workers
Basic terminologies used in drug administration correctly identified	Has knowledge of identifying basic terminologies used in drug administration	Has knowledge and understanding of identifying basic terminologies used in drug administration	Has wide knowledge 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	Has wide knowledge and understanding of Principles of drug administration
Common route of drug administration correctly explained	Has knowledge of explaining Common route of drug administration	Has knowledge and understanding of explaining Common route of drug administration	Has wide knowledge and understanding of explaining Common route of drug administration
Principles of drugs administration correctly utilized	Has knowledge of utilizing Principles of drugs administration	Has knowledge and understanding of utilizing Principles of drugs administration	Has wide knowledge and understanding of Principles of drugs administration
Legal limitation and approval procedure doses correctly established	Has knowledge of establishing legal limitation and approval procedure of drug dose	Has knowledge and understanding of establishing legal limitation and approval procedure of drug dose	Has wide knowledge and understanding of establishing legal limitation and approval procedure of drug dose
Correctness of drug dosage correctly checked	Has knowledge of checking Correctness of drug doses	Has knowledge and understanding of checking Correctness of drug doses	Has wide knowledge and understanding of checking Correctness of drug doses
Amount of drugs for administration and frequency correctly calculated	Has knowledge of calculating amount of drugs for administration and frequency	Has knowledge and understanding of calculating amount of drugs for administration and frequency	Has wide knowledge and understanding of calculating amount of drugs for administration and frequency
Units of measurements/weights content correctly described	Has knowledge of describing units of measurements/weight content	Has knowledge and understanding of describing units of measurements/weight content	Has wide knowledge and understanding of describing units of measurements/weight content
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	defining The term effect and side effect of drug
Effect and side effect correctly identified	Has knowledge of identifying effect and side effect of drugs	Has knowledge and understanding of identifying effect and side effect of drugs	Has wide knowledge and understanding of 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	Has wide knowledge and understanding of providing care to patients/clients with common drug side effects
Common nutritional deficiencies correctly explained	Has knowledge of common nutritional deficiencies	Has knowledge and 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	Has wide knowledge and understanding of explaining the causes of common nutritional deficiencies
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	Has knowledge of identifying available type of food for clients	Has knowledge and understanding of identifying available type of food for clients	Has wide knowledge and understanding of available type of food for clients
Client/family involved in planning balanced diet correctly	Has knowledge of involving in planning balanced diet to client/family	Has knowledge and understanding of involving in planning balanced diet to client/family	Has wide knowledge and understanding of involving in planning balanced diet to client/family
Mode of transmission of HIV/AIDS correctly identified	Has knowledge of identifying mode of transmission of HIV/AIDS	Has knowledge and understanding of identifying mode of transmission of HIV/AIDS	Has wide knowledge 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	Has wide knowledge and understanding of identifying risk factors in acquiring HIV/AIDS

Measures to prevent HIV/AIDS to patient, co-workers and self correctly utilized	Has knowledge of 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	Has wide knowledge 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	Has wide knowledge and understanding of identifying opportunistic infection in relation to HIV
Holistic care to patients/clients with HIV/AIDS properly provided	Has knowledge of providing holistic care to patients/clients with HIV/AIDS	Has knowledge and understanding of providing holistic care to patients/clients with HIV/AIDS	Has wide knowledge and understanding of providing holistic care to patients/clients with HIV/AIDS
Policy guidelines for reporting accidentally exposure correctly identified	Has knowledge of identifying policy guidelines for reporting accidental exposure	Has knowledge and understanding of identifying policy guidelines for reporting accidental exposure	Has wide knowledge 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

measures of HIV/AIDS correctly identified	identifying preventive measures of HIV/AIDS	understanding of identifying preventive measures of HIV/AIDS	and understanding of identifying preventive 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	Has wide knowledge and understanding of applying provided information on HIV/AIDS preventive measures
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	Has wide knowledge and understanding of demonstrating the skills to prevent HIV/AIDS
Life skills correctly defined	Has knowledge of defining life skills	Has knowledge and understanding of defining life skills	Has wide 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 with opportunistic infections correctly provided	Has knowledge of providing Care to patient/clients with opportunistic infections	Has knowledge and understanding of providing Care to patient/clients with opportunistic infections	Has wide knowledge and understanding of Care to patient/clients with opportunistic infections
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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 of 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 of the importance of holistic care for patients with HIV/AIDS
Holistic care to patient/clients with HIV/AIDS correctly provided	Has knowledge of 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 of explaining the importance of PEP	Has knowledge and understanding of explaining the importance of PEP	Has wide knowledge and understanding of the importance of PEP
The principles of PEP correctly explained	Has knowledge of explaining the principles of PEP	Has knowledge and understanding of explaining the principles of PEP	Has wide knowledge and understanding of 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 of type of accidental exposure in relation to HIV/AIDS

The steps to be followed in case of accidental exposure in relation to HIV/AIDS correctly explained	Has knowledge of explaining the steps to be followed in case of accidental exposure in relation to HIV/AIDS	Has 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 explaining the steps to be followed in case of accidental exposure in relation to HIV/AIDS
The PEP principles correctly adhered	Has knowledge of the adhering PEP principles	Has knowledge and understanding of adhering PEP principles	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 correctly 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	Has knowledge of defining terms related to surgical conditions	Has knowledge and understanding of defining terms related to surgical conditions	Has wide knowledge and understanding of defining terms related to surgical conditions
Different surgical conditions correctly explained	Has knowledge of explaining different surgical condition	Has knowledge and understanding of explaining different surgical condition	Has wide knowledge and understanding different surgical condition
Care to patients with surgical conditions correctly provided	Has knowledge of providing care to patients with surgical conditions	Has knowledge and understanding of providing care to patients with surgical conditions	Has wide knowledge and understanding care to patients with surgical conditions
Common nutritional deficiencies correctly listed	Has knowledge of defining Common nutritional deficiencies	Has knowledge and understanding of defining Common nutritional deficiencies	Has wide knowledge and understanding of Common nutritional deficiencies
Common nutritional deficiencies correctly explained	Has knowledge of Common nutritional deficiencies	Has knowledge and understanding of Common nutritional deficiencies	Has knowledge and understanding of Common nutritional deficiencies
Care to patients with nutritional deficiencies correctly provided	Has knowledge of providing care to nutritional deficiencies patient	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	Has knowledge of defining nursing process	Has knowledge and understanding of defining nursing process	Has wide knowledge 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 prioritized and care correctly planned	Has knowledge of planning and prioritizing patients problems and care	Has knowledge and understanding of planning and prioritizing patients problems and care	Has wide knowledge and understanding of planning and prioritizing patients problems and care
Planned care implemented correctly	Has knowledge of implementing planned care	Has knowledge and understanding of implementing planned care	Has wide knowledge and understanding of implementation of planned care
Care given to the patient based on their dietary needs correctly evaluated	Has knowledge of evaluating care given to the patient based on their dietary needs	Has knowledge and understanding of evaluating care given to the patient based on their dietary needs	Has wide knowledge and understanding of evaluating care given to the patient based on their dietary needs
Common nutritional deficiencies correctly explained	Has knowledge of explaining common nutritional deficiencies	Has knowledge and understanding of explaining common nutritional deficiencies	Has wide knowledge and understanding of explaining common nutritional deficiencies
Care to patients with nutritional deficiencies correctly provided	Has knowledge of providing Care to patients with nutritional deficiencies	Has knowledge and understanding of providing Care to patients with nutritional deficiencies	Has wide knowledge and understanding of providing Care to patients with nutritional deficiencies
Manual and electronic method of record keeping correctly differentiated	Has knowledge of differentiating manual and electronic method of record keeping	Has knowledge and understanding of differentiating manual and electronic method of record keeping	Has wide knowledge and understanding of differentiating manual and electronic method of record keeping
Advantages and disadvantages of Manual and electronic record keeping correctly described	Has knowledge of describing the disadvantages of manual and electronic record keeping	Has knowledge and understanding of describing the disadvantages of manual and electronic record keeping	Has wide knowledge and understanding of describing the disadvantages of manual and electronic record keeping
Types of tool used in maintaining patients health record correctly explained	Has knowledge of explaining types of tool used in maintaining patients health record	Has knowledge and understanding of explaining the types of tool used in maintaining patients health record	Has wide knowledge and understanding of explaining the types of tool used in maintaining patients health record

The advantage of keeping patients health recoed appropriately corectly enumerated	Has knowledge of enumerating the advantage of keeping patients health recoed appropriately	Has knowledge and understanding of enumerating the advantage of keeping patients health recoed appropriately	Has wide knowledge and understanding of enumerating the advantage of keeping patients health recoed appropriately
Principles of counseling skills in educating client on the advantages of keeping health record safe correctly utilaized	Has knowledge of utilaizing the Principles of counseling skills in educating patients on the advantages of keeping health record safe	Has knowledge and understanding of utilaizing the Principles of counseling skills in educating patients on the advantages of keeping health record safe	Has wide knowledge and understanding of utilaizing the Principles of counseling skills in educating patients on the advantages of keeping health record safe
Legal importance of patient's health records correctly described	Has knowledge of describing legal importance on patient's health records	Has knowledge and understanding of describing legal importance on patient's health records	Has wide knowledge and understanding of describing legal importance on patient's health records
Legal implications in handling patients health records correctly described	Has knowledge of describing legal implications in handling patients health records	Has knowledge and understanding of describing legal implications in handling patients health records	Has wide knowledge and understanding of describing legal implications in handling patients health records
The organisational policy guidelines and legal regulations in handling client/patients health records correctly described	Has knowledge of describing organisational policy guidelines and legal regulations in handling client/patients health records	Has knowledge and understanding of organisational policy guidelines and legal regulations in handling client/patients health records	Has wide knowledge and understanding of organisational policy guidelines and legal regulations in handling client/patients health records
Confidentiality in managing patients health records correctly practiced	Has knowledge of practicing Confidentiality of managing patients health records	Has knowledge and understanding of practicing Confidentiality of managing patients health records	Has wide knowledge and understanding of practicing Confidentiality of managing patients health records
Word processing application in organizing health	Has knowledge of useing word processing	Has knowledge and understanding of useing word	Has wide knowledge and understanding of useing word

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 of using spreadsheet in organizing health records	Has knowledge and understanding of using spreadsheet in organizing health records	Has wide knowledge and understanding of using spreadsheet in organizing health records
Database/access application in organizing health records correctly utilized	Has knowledge of utilizing database/access application in organizing health records	Has knowledge and understanding of utilizing database/access application in organizing health records	Has wide knowledge and understanding of utilizing database/access application in organizing 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 the interpreted health data
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	Has wide knowledge and understanding of 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 demonstrated	Has knowledge of demonstrating Key board skills	Has knowledge and understanding of demonstrating Key board skills	Has wide knowledge and understanding of demonstrating Key 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	Has wide knowledge 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	Has wide knowledge and understanding of calculating value using word and spreadsheet
Searching and retrieving of health information using internet correctly done	Has knowledge of Searching and retrieving of health information using internet	Has knowledge and understanding of Searching and retrieving of health information using internet	Has wide knowledge and understanding of Searching and retrieving of health information using internet
Formulation of documents according to legal and professional guidelines correctly done	Has knowledge of formulating documents according to legal and professional guidelines	Has knowledge and understanding of formulating documents according to legal and professional guidelines	Has wide knowledge and understanding of formulating documents according to legal and professional guidelines
Patients evaluation health record correctly done	Has knowledge of evaluating patients health record	Has knowledge and understanding of evaluating patients health record	Has wide knowledge 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 making nursing diagnosis and planning of patients care	Has wide knowledge and understanding of making nursing diagnosis and planning of patients care

21.0 DESCRIPTION OF MODULES

Code: NM 04101

Name: communication skills

Sub-enabling outcomes:

1.1.1 Describe the components of communication process
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 listening, 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

Good interpersonal communication

Advantages of good interpersonal relationship

Creating and maintaining good interpersonal relationship patients/clients

- Establish rapport 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 effective 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.

References:

1. Fisher Cassie W. 1989. Students guide to success. 2nd 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.

Code : NM 04102

Name: Infection Prevention and control Including Microbiology

Sub- enabling outcome:

2..1.1 Explain basic concepts of Microbiology
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
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

Learning 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 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. 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.
6. 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 Anthology*. 1st edition. Blackwell. Massachusetts.
8. Mason and McCall Smith. 1999. *Law and Medical Ethics*, 5th edition. Butterworths. London

Code: NM04103

Name: Nursing Ethics And Practice –I

Sub-enabling outcomes:

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
3.3.1 Describe basic nursing procedures in health care settings

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

- **Learning 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 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. 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:**

Code: NM04104

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

- Structure of typical cells, Cell organelles and functions

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

- Connective tissue, Muscles tissue, Nervous tissue

Membranes and their functions

- Mucous, serous and synovial membranes

Body cavities organs functions

- Body regions and the organs contained

Body system

- Digestive, respiratory, urinary, circulatory, skeletal, endocrine, Nervous, Lymphatic and muscular.

Basic anatomical and physiological functions of human body systems

• **Learning 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 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. Graven R .E And Hirnle Constaunce J.2000. Fundamentals Of Nursing. Human Health And Function 4th Edition. J.B. Lippicott Company Philandelpia
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, Livingstone.
8. Ross And Wilson 2004. Anatomy And Physiology In Health And Illness. 10th Edition Churchill, Livingstone
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, Livingstone. Stdney

Code: NM 04105

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

Learning 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, anabolism and 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

Learning 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. 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.

Code: NM0410

Name: Information Management in nursing

Sub-enabling outcomes:

6.1.1 Identify the different methods of keeping health record
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

Code: NM 04207

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, Endocarditis, 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, glomerulonephritis

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, glossitis, cancer of oesophagus, gastritis, cancer of stomach, hernia, intestinal obstruction, appendicitis, Peritonitis, colostomy, hemorrhoid

Disorder of liver

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

Liver cirrhosis

Muscular skeleton system

Fracture, arthritis, rheumatoid, arthritis, gangrene, myositis, Amputation, Burns

Urinary tract system

Cancers of bladders, phimosis, balanitis, hydrocele, BPH, undescended testes, prostatectomy, cancer of prostate

Endocrine system

Thyroidectomy, 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

Reference:

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. Philandelfia
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

Code: NM 04208

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 of 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

References:

1. Brunner, L.S & Suddath, S.D 1999. *Medical Surgical Nursing 9th Edition* . Lippincott. Philadelphia .
2. Crawen, R.F Hirnel, C.J . 2000.*Foundamental of Nursing : Human Health and Function* . 3rd Edition . Lippincott.
3. Dixon .E. 1983. *Theatre Technique* . 5th Edition .Bailiere Tindal, London .
4. Downie, G.Mackenzie ,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. *Standards 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

Code : NM 04210

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 casualties

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:

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

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24.0 TRAINING STANDARDS:

24.0 Principal Outcomes, Credit Value and Assessment Criteria

Principal Outcome	Credit	Assessment Criteria
1. Utilize principal of midwifery in providing quality reproductive and child health care	42	<ul style="list-style-type: none">(i) Ability in caring woman in reproductive health is clearly demonstrated(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 deliveries correctly demonstrated and performed(vii) family planning methods correctly described
2. Apply basic principles of prevention and immunization procedures to reduce morbidity and mortality in the community	18	<ul style="list-style-type: none">(i) different methods of preventing communicable diseases are correctly explained(ii) types and uses of different vaccines correctly described(iii) methods of storage and administration of different vaccines well explained and demonstrated(iv) relevant health education is appropriately provided to given group in relevant setting
3. Apply basic mental health concepts and techniques in giving quality care to patient/clients in health care settings	14	<ul style="list-style-type: none">(i) mental health concepts and principles correctly described(ii) an understanding of the interrelationships between physical and mental/emotional aspects of wellness and diseases correctly demonstrated(iii) basic mental health techniques correctly utilized in giving care to mentally ill patient/clients
4. apply nursing concepts in the management of	17	<ul style="list-style-type: none">(i) procedure for management of HIV/AIDS patient/clients in health care setting correctly described

patient/clients with HIV/AIDS and other communicable diseases in health care setting and in the community		<ul style="list-style-type: none"> (ii) the national guidelines for diagnosis and treatment of HIV/AIDS correctly described and applied (iii) common problems in the management of HIV/AIDS patients correctly enumerated and described (iv) understanding of home based care initiatives for HIV/AIDS patient/clients correctly demonstrated (v) The communicable diseases development processes correctly described
5. Utilize the concepts and principles of community health in solving health needs and problems	17	<ul style="list-style-type: none"> (i) The concepts of community approach correctly defined and explained (ii) The principles of home visiting are observed during field practice (iii) Immunization schedule correctly explained and practiced (iv) Different types of communicable and non communicable diseases correctly managed
6. Apply basic planning and organization techniques to effect smooth operations in health care settings	12	<ul style="list-style-type: none"> (i) Appropriate use of equipment and supplies is well demonstrated (ii) Effective methods of interpersonal skills are used to supervise juniors (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 midwifery in providing quality reproductive and child health care	1.1 Comprehend the female reproductive system and related problems
	1.2 Differentiate common childhood illnesses and their 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 health
	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 the female reproductive system and related problems	1.1.1 Differentiate major parts of female and male reproductive system
	1.1.2 Recognize physiological changes that occur during pregnancy
	1.1.3 Provide care to woman and their family during pregnancy, labour and postpartum period
	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 and female

1.2 Differentiate common childhood illnesses and their management	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 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 maternal and fetal conditions that require referral to higher levels of care	1.3.1 Utilize principles of caring for women with abnormal pregnancy, labour and puerperium
	1.3.2 Identify life threatening maternal and fetus conditions
	1.3.3 Describe the management of life threatening maternal and fetal condition
2.1 Describe basic preventive approaches used in diseases control and health promotion	2.1.1 Differentiate types of pollution and their health risks and prevention
	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 group health information/education techniques to improve health	2.2.1 Describe different types of health education techniques
	2.2.2 Prepare health education sessions according to patients/client needs
	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 and environmental aspects in wellness and diseases prevention	2.3.1 Differentiate social and cultural issues that have negative/positive impact on health and wellness
	2.3.2 Describe the importance of social, culture and 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 background of mental health services nationally and globally	3.1.1 Explain the concept of mental health in relation to psychiatric nursing
	3.1.2 Describe the mental health historical back ground in Zanzibar and existing new trends
	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 manifestations of mental illness	3.2.1 Differentiate common mental health problems and their causes
	3.2.2 Describe classes/categories of mental illnesses and their conditions, signs and symptoms
	3.2.3 Describe the characteristic of common mental illness
3.3 Describe common mental health problems and their management	3.3.1 Differentiate types of care for mentally ill individuals
	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 on the treatment and care of people living with HIV and AIDS	4.1.1 Describe the state of HIV and AIDS pandemic nationally and globally
	4.1.2 Describe illness related stigma and discrimination issues and its impact
	4.1.3 Perform counseling in HIV and AIDS care
4.2 Describe the concepts of Integrated Management of Adult and Adolescent Illness (IMAI) HIV and AIDS diagnosis	4.2.1 Describe community – based family centered care (framework for nursing care)
	4.2.2 Explain the Zanzibar/WHO guideline ARV drugs
	4.2.3 Describe the syndromic approach to diagnosis of HIV and 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

guidelines on provision of care and treatment of HIV/AIDS	4.3.2 Comprehend common side effects and adverse drugs reactions related to ARV drugs and their management
	4.3.3 Describe distribution and documentation system for ARV drugs in Zanzibar
4.4 differentiate various communicable disease and their management	4.4.1 Describe the causes and clinical signs of the common communicable diseases
	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 Care (PHC) concepts in the promotion	5.1.1 Describe the historical background of PHS
	5.1.2 Describe components of PHS
	5.1.3 Describe PHS strategies in health care delivery
	5.1.4 Interrelate PHS and nursing concepts
5.2 Identify appropriate techniques for health appraisal and health promotion strategies	5.1.5 Describe Community Health Care (CBHC) in the relation to PHS
	5.2.1 Describe community entry process and concepts of community empowerment
	5.2.2 Describe procedures for conducting community health needs assessment
	5.2.3 Describe essential steps in initiation of CBHC in the community
5.3 Interrelate the concepts of empowerment and critical reasoning in advocating for personal, family, school and community health	5.2.4 Describe the process of identifying and training of the 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 techniques in raising community awareness
	5.3.3 Describe the concepts of community involvement in monitoring and evaluation of health promotion activity
6.1 Identify resources and evaluate information in relation to individual patient/client condition and needs.	5.3.4 Prepare community assessment report
	6.1.1 Use laid down procedures for managing equipment and supplies
	6.1.2 Estimate resources requirement in the provision of care
	6.1.3 Assess and determine clients/patients needs
6.2 Utilize information for planning and organizing resources in health care setting.	6.1.4 Monitor and keep inventories in health care settings
	6.2.1 Describe basic steps use in planning and organizing resources.
	6.2.2 Utilize the knowledge and skills in planning and 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

6.3 Identify appropriate problem solving process using critical reasoning	6.3.1 Recognize common problems occurring to patients/clients, relatives and staff at work place.
	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

Sub-enabling outcome	Related task	Assessment Criteria	Assessment instrument
1.1.1 Differentiate major parts of female and male reproductive system	Describe anatomy and physiology of male and female reproductive system	Anatomy and physiology of male and female reproductive system are correctly describe	Continues assessment and end of semester examination
	Draw and label the various part of female and male organs	The various part of female and male organs correctly drown and labeled	Continues assessment and end of semester examination
	Explain types of pelvis	Types of pelvis correctly explained	Continues assessment and end of semester examination
	Describe the different pelvic bones, joints and ligaments	Different pelvic bones, joints and ligaments are correctly describe	Continues assessment and end of semester examination
	Describe pelvic diameters in relation to foetal skull	Pelvic diameters in relation to foetal skull correctly describe	Continues assessment and end of semester examination
1.1.2 recognize physiological changes that occur to the women during pregnancy	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
	Explain physiological changes which occur during pregnancy	Physiological changes which occur during pregnancy correctly explained	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
1.1.3coborrelate social, cultural and economical aspect with productive and child health	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
	State the harmful social	Harmful social and cultural	Continues

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

Educate women on the effect of drug during pregnancy and breath feeding	women on the effect of drug during pregnancy and breath feeding correctly educated	Continues assessment and end of semester examination
Identify the specific drugs used in emergency situation	Specific drugs used in emergency situation correctly identified	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 during 1 st , 2 nd , and 3 rd of labour	The women during 1 st , 2 nd , and 3 rd of labour correctly managed	Continues assessment and end of semester examination
	Perform placenta examination	Placenta examination correctly performed	Continues assessment and end of semester examination
	Utilized principles of safe delivery in assisting a women during delivery	Principles of safe delivery in assisting a women during delivery correctly utilized	Continues assessment and end of semester examination
	Utilize active management of the 3 rd stage of labour principle in appropriately.	Active management of the 3 rd stage of labour principle in appropriately correctly utilized.	Continues assessment and end of semester examination
	Perform placenta examination	Placenta examination correctly performed	Continues assessment and end of semester examination
	Assess general condition of the women during 4 th stage of labour	General condition of the women during 4 th stage of labour correctly assessed	Continues assessment and end of semester examination
	Assess the general condition of the women and her new born baby	General condition of the women and her new born baby correctly assessed	Continues assessment and end of semester examination
	Provide care according to needs and problem identified from the postnatal women and her new born baby	Care according to needs and problem identified from the postnatal women and her new born baby correctly provided	Continues assessment and end of semester examination
	Utilize principles of concealing and postnatal women during the care and before discharge	Principles of concealing and postnatal women during the care and before discharge correctly utilized	Continues assessment and end of semester examination
1.1.5	Utilized principles of caring women during abnormal pregnancy, labour and postpartum	Differentiate disorders due to pregnancy correctly differentiate	Continues assessment and end of semester examination
	Describe disease associated with pregnancy	disease associated with pregnancy correctly described	Continues assessment and end of semester examination

	Explain management of women with abnormalities during pregnancy	Management of women with abnormalities during pregnancy correctly managed	Continues assessment and end of semester examination
	Manage mal position and mal presentation	Mal position and mal presentation correctly managed	Continues assessment and end of semester examination
	Manage physical problem and complication in postpartum period	Physical problem and complication in postpartum period correctly managed	Continues assessment and end of semester examination
1.1.6 Apply basic principles and techniques of family planning	Define term used in family planning	Term used in family planning correctly defined	Continues assessment and end of semester examination
	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.	The advantages and disadvantages of family planning to individual, family, community and nation correctly identified.	Continues assessment and end of semester examination
	Describe concealing of informed choice	Concealing of informed 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 counseling for informed choice and high risk client	Counseling for informed choice and high risk client correctly demonstrated	Continues assessment and end of semester examination
Apply counseling skills on instructing client for appropriate family planning method selected	counseling skills on instructing client for appropriate family planning method selected correctly applied	Continues assessment and end of semester examination
Identify social, cultural factor that hinder family planning practice	social, cultural factor that hinder family planning practice correctly identified	Continues assessment and end of semester examination
Provide health education to community to relieve negative social, cultural factors on family planning practice	Health education to community to relieve negative social, cultural factors on family planning practice correctly provided	Continues assessment and end of semester examination
Define the term infertility	the term infertility correctly defined	Continues assessment and end of semester examination
Outline the causes of infertility	The causes of infertility correctly outlined	Continues assessment and end of semester examination
Describe the psychological and social effect to the infertile individual/couples	The psychological and social effect to the infertile individual/couples correctly described	Continues assessment and end of semester examination
Apply knowledge and skills of counseling in managing infertile client/couples	Knowledge and skills of counseling in managing infertile client/couples correctly applied	Continues assessment and end of semester examination
Explain alternative techniques to promote infertility	Alternative techniques to promote infertility correctly explained	Continues assessment and end of semester examination
Describe artificial insemination	Artificial insemination correctly described	Continues 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	term used in human growth and development correctly defined	Continues assessment and end of semester examination
	Explain the process of human growth and development	Process of human growth and development correctly 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 baby	Explain immediate care of a new born baby	Care of a new born baby correctly explained	Continues assessment and end of semester examination
	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 new born baby with danger signs	born baby with danger signs correctly explained	of semester examination
1.2.3 Manage new born baby with common physiological and congenital abnormalities in new born baby	Describe characteristics of a new born baby	Characteristics of a new born baby correctly described	Continues assessment and end of semester examination
	Perform the physical assessment of new born baby	The physical assessment of new born baby correctly performed	Continues assessment and end of semester examination
	Explain the philological changes of a new born baby at birth	The philological changes of a new born baby at birth correctly explained	Continues assessment and end of semester examination
	Describe the common philological changes of a new born baby at birth	Common philological changes of a new born baby at birth correctly described	Continues assessment and end of semester examination
	Identify abnormal condition in a neonate that need immediate referral	Abnormal condition in a neonate that need immediate referral correctly identified	Continues assessment and end of semester examination
1.2.4 Manage new born baby at high risk including low birth weight	Describe the classification of low birth weight	the classification of low birth weight correctly described	Continues assessment and end of semester examination
	Explain the causes of low birth weight	Causes of low birth weight correctly explained	Continues assessment and end of semester examination
	Describe the prevention of infection in the low birth weight	Prevention of infection in the low birth weight correctly described	Continues assessment and end of semester examination
	Identify newborns at high risk	Newborns at high risk correctly identified	Continues assessment and end of semester examination
	Assess newborn at high risk	Newborn at high risk correctly assessed	Continues assessment and end of semester examination
	Describe the newborn at high risk	Newborn at high risk correctly described	Continues assessment and end of semester examination
1.2.5 describe the concepts and principle of	Explain the aims and objectives of IMCI	Aims and objectives of IMCI correctly explained	Continues assessment and end of semester examination

integrated Management to childhood illness (IMCI)	Describe principles of IMCI in managing sick child	Principles of IMCI in managing sick child correctly described	Continues assessment and end of semester examination
	Provide the care to the children with the common child hood illness	Care to the children with the common child hood illness	Continues assessment and end of semester examination
1.2.6 Utilize knowledge of immunization to prevent common communicable disease	Define term used in immunization	Term used in immunization correctly defied	Continues assessment and end of semester examination
	Describe types and uses of different vaccine	Types and uses of different vaccine correctly described	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 their health risks and privation	Describe different types of pollution and their health risk	Different types of pollution and their health risk correctly described	Continues assessment and end of semester examination
	Explain the prevention measures in different types of pollution	Prevention measures in different types of pollution correctly explained	Continues assessment 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, vital signs monitoring and transportation of a client who is potentially infectious	Explain the precaution to be taken during medication, vital signs monitoring and transportation of client	Precaution to be taken during medication, vital signs monitoring and transportation of client correctly explained	Continues assessment and end of semester examination
	Apply knowledge and skills obtained during IPC course	Knowledge and skills obtained during IPC course correctly applied	Continues assessment and end of semester examination
	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 techniques	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
	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	Proper management of isolation room correctly provided	Continues assessment and end of semester examination
2.3.1 Describe different types of health education techniques	Identify different types of health education	Different types of health education correctly identified	Continues assessment and end of semester examination
	Explain the principle of health education	Principle of health 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 patient/client needs	Access health education needs of the patient/client	Health education needs of the patient/client correctly accessed	Continues assessment and end of semester examination
	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	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 health care delivery	Explain therapeutic relationship approach during health care delivery	Therapeutic relationship approach during health care delivery correctly explained	Continues assessment and end of semester examination
	Recognize importance of therapeutic relationship approach during health care delivery	Importance of therapeutic relationship approach during health care delivery correctly recognized	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 that have negative/positive impact on health	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
	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 issue in prevention of diseases	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
	Identify life styles which influence health	Life styles which influence health correctly identified	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 Differentiate major life style factors that influence health	Identify different life style that influence health	Different life style that influence health correctly identified	Continues assessment and end of semester examination
	Explain life style that have negative impact in health	Life style that have negative impact in health correctly explained	Continues assessment and end of semester examination
	Apply knowledge and skills to educate patient/client on positive life style	Knowledge and skills to educate patient/client on positive life style correctly applied	Continues assessment and end of semester examination
2.3.4 Describe the importance of religious and spiritual believes for client experiencing illness	Explain experiencing illness the importance of religious and spiritual believes for client	The importance of religious and spiritual believes for client correctly explained	Continues assessment and end of semester examination
	Appreciate the use of religious and spiritual believes in conforming patient/client	The use of religious and spiritual believes in conforming patient/client correctly appreciated	Continues assessment and end of semester examination
3.1.1 Explain the concepts of mental health in the relation to nursing practice	Define common terms used in mental health	Common terms used in mental health correctly defined	Continues assessment and end of semester examination
	Explain role of mental health team	Role of mental health team correctly explained	Continues assessment and end of semester examination
	Identify principle of mental health practice	Principle of mental health practice correctly identified	Continues assessment and end of semester examination
3.1.2 Describe the mental health historical back ground and existing new trends	Explain historical background Tanzania and Zanzibar	Historical background Tanzania and Zanzibar correctly explained	Continues assessment and end of semester examination
	Explain current mental health trends	Current mental health trends correctly explained	Continues assessment and end of semester examination
	Explain mental health policy of Zanzibar	Mental health policy of Zanzibar correctly explained	Continues assessment and end of semester examination
3.1.3 Describe rights of the mental health patient/client	Identify right of mental ill patients	Right of mental ill patients correctly identified	Continues assessment and end of semester examination
	Identify laws and regulations that protect mental ill patients	Laws and regulations that protect mental ill patients correctly identified	Continues assessment and end of semester examination

3.1.4 Explain the preventive measures for mental ill health condition	Identify preventive measures available	Preventive measures available correctly identified	Continues assessment and end of semester examination
	Explain preventive measures of mental illness	Preventive measures of mental illness correctly explained	Continues assessment and end of semester examination
	Employ preventive measures to different groups of people	Preventive measures to different groups of people correctly employed	Continues assessment and end of semester examination
3.1.5 Explain global and national activities for improving national health	Identify global and national programs for improving mental health	Global and national programs for improving mental health correctly identified	Continues assessment and end of semester examination
	Identify barriers for improving mental health	Barriers for improving mental health correctly identified	Continues assessment and end of semester examination
	Explain the available services for improving mental health	Available services for improving mental health correctly explained	Continues assessment and end of semester examination
3.2.1 Explain common mental health problems and their causes	Identify the characteristics common mental illnesses	Characteristics common mental illnesses correctly identified	Continues assessment and end of semester examination
	Explain the causes of mental health problems	Causes of mental health problems correctly explained	Continues assessment and end of semester examination
	Identify risk factors for mental illnesses	Risk factors for mental illnesses correctly identified	Continues assessment and end of semester examination
3.2.2 Classify mental illnesses according to the Diagnostic statistic Manual (DSM IV)/international Classification of disease (ICD 10) classification for mental disorder	Enumerate the common mental illnesses	Common mental illnesses correctly enumerated	Continues assessment and end of semester examination
	Describe mental illnesses Diagnostic statistic Manual (DSM IV)/international Classification of disease (ICD 10) classification for mental disorder	Mental illnesses Diagnostic statistic Manual (DSM IV)/international Classification of disease (ICD 10) classification for mental disorder correctly described	Continues assessment and end of semester examination
	Identify the characteristics of common mental illnesses	Characteristics of common mental illnesses correctly identified	Continues assessment and end of semester examination

3.2.3 Describe the characteristics	Identify characteristics common mental illnesses	Characteristics common mental illnesses correctly identified	Continues assessment and end of semester examination
	Distinguish different types of common mental illnesses	Different types of common mental illnesses correctly distinguished	Continues assessment and end of semester examination
common mental illnesses	Identify mental health patients in the community	Mental health patients in the community correctly identified	Continues assessment and end of semester examination
3.3.1. Differentiate types of care for mental ill patient/client	Describe types of care for mental health ill patient/client	Types of care for mental health ill patient/client correctly typed	Continues assessment and end of semester examination
	Utilize appropriate treatment modalities to mental ill patients	Appropriate treatment modalities to mental ill patients correctly utilized	Continues assessment and end of semester examination
3.3.2 Plan and provide nursing care to mental disturbed persons	Identify groups affected and those at risk for mental illness in the community	Groups affected and those at risk for mental illness in the community correctly identified	Continues assessment and end of semester examination
	Formulate nursing diagnosis for appropriate nursing care	Nursing diagnosis for appropriate nursing care correctly formulated	Continues assessment and end of semester examination
	Plan nursing care of the mentality ill individual	Nursing care of the mentality ill individual correctly planned	Continues assessment and end of semester examination
	Provide nursing intervention according to different mental illnesses	Nursing care of the mentality ill individual correctly provided	Continues assessment and end of semester examination
4.1.1 Describe the state of HIV and AIDS for academic globally and nationally	Explain overviews of HIV infection globally and nationally	Overviews of HIV infection globally and nationally correctly explained	Continues assessment and end of semester examination
	Identify major commission of HIV and AIDS in Zanzibar	The major commission of HIV and AIDS in Zanzibar correctly identified	Continues assessment and end of semester examination
	Explain courses of Stigma and discrimination	Courses of Stigma and discrimination correctly explained	Continues assessment and end of semester examination
4.1.2 describe illness related stigma and discrimination	Discuss the role of gender and HIV and AIDS stigma and discrimination	The role of gender and HIV and AIDS stigma and discrimination correctly discussed	Continues assessment and end of semester examination

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 counseling in HIV and AIDS care	Identify basic component of VCT and PITC	Basic component of VCT and PITC correctly identified	Continues assessment and end of semester examination
	Describe goals of counseling	Goals of counseling correctly described	Continues assessment and end of semester examination
	Apply counseling skills in caring HIV/AIDS clients	Counseling skills in caring HIV/AIDS clients correctly applied	Continues assessment and end of semester examination
4.2.1 Describe community based family care (9frame work for nursing care)	Describe the concept of home based care	Concept of home based care correctly described	Continues assessment and end of semester examination
	Identify assessment needs of HIV and AIDS clients and their families in home based setting	Assessment needs of HIV and AIDS clients and their families in home based setting correctly identified	Continues assessment 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 ARV drugs	Understand the goals of ARV therapy to people living with HIV/AIDS	The goals of ARV therapy to people living with HIV/AIDS correctly explained	Continues assessment and end of semester examination
	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	Factors that contribute symptoms of HIV infected person correctly identified	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
4.2.4 Assess and establish management plan of patients/clients with HIV and AIDS	Explain nursing process in the management of HIV/AIDS	Nursing process in the management of HIV/AIDS correctly explained	Continues assessment and end of semester examination
	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	Action of ARV drugs commonly used in Tanzania/Zanzibar correctly explained	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	Common side effect and adverse drug reaction correctly explained	Continues assessment and end of semester examination
4.3.2 Demonstrate appropriate preventive measures for common communicable disease	Explain the inter relationship of agent, host and environment in disease transmission	Inter relationship of agent, host and environment in disease transmission correctly explained	Continues assessment and end of semester examination
	Explain principles of preventive measure in controlling communicable disease	Principles of preventive 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 disease	Assess patients/clients suffering from communicable diseases to the community	Patients/clients suffering from communicable diseases to the community correctly assessed	Continues assessment and end of semester examination
	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 PHC	State brief history of PHC	Brief history of PHC is clearly stated	Continues assessment and end of semester examination
	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	Promotion of health in the community with other sectors correctly collaborated	Continues assessment and end of semester examination
5.1.3 Describe PHC strategies in health care delivery	Enumerate PHC strategies in health care delivery	PHC strategies in health care delivery correctly enumerated	Continues assessment and end of semester examination
	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 community with other sectors is highly collaborated	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	Identify the role of CBHC in the promotion of health	The role of CBHC in the promotion of health correctly identified	Continues assessment and end of semester examination
	Explain the benefit of CBHC in the promoting health	The benefit of CBHC in the promoting health correctly explained	Continues assessment and end of semester examination
	Identify component of CBHC	Components of CBHC correctly identified	Continues assessment and end of semester examination
	Explain CBHC as a strategy in PHC	CBHC as a strategy in PHC correctly explained	Continues assessment and end of semester examination
5.2.1 Describe procedures for conducting community health needs assessment	Explain the concepts of community health nursing	Concepts of community health nursing correctly explained	Continues assessment and end of semester examination
	Explain procedures for conducting community diagnosis	Procedures for conducting community diagnosis correctly explained	Continues assessment and end of semester examination
	Develop plan of action for community health care, implementation and evaluation	Plan of action for community health care, implementation and evaluation correctly developed	Continues assessment and end of semester examination
5.2.2 Describe community entry process and concepts community empowerment	Explain community health profile	Community health profile correctly explained	Continues assessment and end of semester examination

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

	Describe the use of assessment report in the community health promotion	The use of assessment report in the community health promotion correctly described	Continues assessment and end of semester examination
6.1.1 Describe basic steps used in planning and organizing resources	Define common term use in leadership and management	Common term use in leadership and management correctly defined	Continues assessment and end of semester examination
	Explain the principle of leadership and management	The principle of leadership and management correctly explained	Continues assessment 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 place	Identify modes of planning and organizing patients care	Modes of planning and organizing patients care correctly identified	Continues assessment and end of semester examination
	Identify resources available for planning and organizing	Resources available for planning and organizing correctly identified	Continues assessment and end of semester examination
	Prepare daily, weekly and monthly work plan	Daily, weekly and monthly work plan correctly prepped	Continues assessment and end of semester examination
6.2.3 Practice use management information system (HMIS) tools	Outline uses of information	Uses of information correctly outlined	Continues assessment and end of semester examination
	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 staff at work place	Identify sources of problems at work place	Sources of problems at work place correctly identified	Continues assessment and end of semester examination
	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 solving conflicts of patients/client, relatives and staff	Identify sources/causes of conflicts at work place	Sources/causes of conflicts at work place correctly identified	Continues assessment and end of semester examination
	Identify categories of conflicts	Categories of conflicts correctly identified	Continues assessment and end of semester examination
	Explain appropriate techniques in solving conflicts	Appropriate techniques in solving conflicts correctly explained	Continues assessment and end of semester examination
6.2.3 Describe work related procedures in managing changes	Define the term change	The term change correctly defined	Continues assessment and end of semester examination
	Explain reasons for management of change	Reasons for management of change correctly explained	Continues assessment 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 in day to day activities	Define team work	Team work is correctly defined	Continues assessment and end of semester examination
	Explain characteristics of team work	Characteristics of team work correctly explained	Continues assessment and end of semester examination
	Identify advantages and disadvantages of teamwork	Advantages and disadvantages of teamwork correctly identified	Continues assessment and end of semester examination
6.2.5 Utilize decision making skills in day to day activities	Define decision making	Decision making defined correctly	Continues assessment and end of semester examination
	Identify stages that involves in decision	Stages that involves in decision making process	Continues assessment and end of semester examination

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

24.4.2 Assessment Criteria and Benchmarking

Assessment Criteria	Satisfactory/good	Very good	Excellent
The major part of female reproductive system correctly explained	Has knowledge of major part of reproductive system	Has knowledge and understand of major part of reproductive system	Has wide knowledge and understand of major part of reproductive system
The various parts of female and male organs correctly labeled	Has knowledge of various parts of female and male organs	Has knowledge and understand of various parts of female and male organs	Has wide knowledge and understand of various parts of female and male organs
Types of pelvis correctly explained	Has knowledge of types of pelvis	Has knowledge and understand of types of pelvis	Has wide knowledge and understand of
Different pelvic bones, joints and ligaments correctly described	Has knowledge of different pelvic bones, joints and ligaments	Has knowledge and understand of different pelvic bones, joints and ligaments	Has wide knowledge and understand of different pelvic bones, joints and ligaments
Pelvic diameters in the relation to foetal skull correctly described	Has knowledge of pelvic diameters in the relation to foetal skull	Has knowledge and understand of pelvic diameters in the relation to foetal skull	Has wide knowledge and understand of pelvic diameters in the relation to foetal skull
The hormonal changes in female reproductive system correctly identified	Has knowledge of hormonal changes in female	Has knowledge and understand hormonal changes in female	Has wide knowledge and understand of hormonal changes in female
	reproductive system	Changes in female reproductive system	Of hormonal changes in female reproductive system
social cultural factors that hinder family planning practice correctly identified	Has knowledge of social cultural factors that hinder family planning practice	Has knowledge and understanding of social cultural factors that hinder family planning practice	Has wide knowledge and understanding of social cultural factors that hinder family planning practice
health education to the community to relieve negative social, cultural factors on family planning practice correctly provided	Has knowledge of educating the community to relieve negative social, cultural factors on family planning practice	Has knowledge and understanding of educating the community to relieve negative social, cultural factors on family planning practice	Has wide knowledge and understanding of educating the community to relieve negative social, cultural factors on family planning practice
Physiological changes occurring	Has knowledge of physiological	Has knowledge and understanding of	Has wide knowledge and understanding of

during pregnancy correctly explained	changes occurring during pregnancy	physiological changes occurring during pregnancy	physiological changes occurring during pregnancy
The signs of pregnancy correctly explained	Has knowledge of signs of pregnancy	Has knowledge and understanding of signs of pregnancy	Has wide knowledge and understanding of signs of pregnancy
The principles of management of women during pregnancy correctly explained	Has knowledge of principles of management of women during pregnancy	Has knowledge and understanding of principles of management of women during pregnancy	Has wide knowledge and understanding of principles of management of women during pregnancy
Focused antenatal care correctly defined	Has knowledge of focused antenatal care	Has knowledge and understanding of focused antenatal care	Has wide knowledge and understanding of focused antenatal care
Characteristics of an effective antenatal care correctly identified	Has knowledge on Characteristics of an effective antenatal care	Has knowledge and understanding on Characteristics of an effective antenatal care	Has wide knowledge and understanding on Characteristics of an effective antenatal care
Elements of focused antenatal care correctly described	Has knowledge on elements of focused antenatal care	Has knowledge and understanding on elements of focused antenatal care	Has wide knowledge and understanding on elements of focused antenatal care
Malaria and anemia in pregnancy correctly managed	Has knowledge of Malaria and anemia in pregnancy	Has knowledge and understanding of Malaria and anemia in pregnancy	Has wide knowledge and understanding of Malaria and anemia in pregnancy
Syphilis in pregnancy correctly managed	Has knowledge of Syphilis in pregnancy	Has knowledge and understanding of Syphilis in pregnancy	Has wide knowledge and understanding of Syphilis in pregnancy
Effects of drugs during pregnancy, birth and breast feeding correctly understood	Has knowledge on Effects of drugs during pregnancy, birth and breast feeding	Has knowledge and understanding on Effects of drugs during pregnancy, birth and breast feeding	Has wide knowledge 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	Has knowledge of factors that influence the onset of labour	Has knowledge and understanding of factors that influence the onset of labour	Has wide knowledge and understanding of factors that influence the onset of labour
The process of	Has knowledge on	Has knowledge and	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 of recording and interpreting information on the partograph	Has knowledge and understanding of recording and interpreting information on the partograph	Has wide knowledge and understanding of recording and interpreting information on the partograph
Intervention based on partograph findings correctly developed	Has knowledge on intervention based on partograph findings	Has knowledge and understanding on intervention based on partograph findings	Has wide knowledge and understanding on intervention based on partograph findings
Stages of labour correctly explained	Has knowledge on Stages of labour	Has knowledge and understanding on Stages of labour	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 1 st and 2 nd stages of labour	Has knowledge and understanding on Signs and symptoms of 1 st and 2 nd stages of labour	Has wide knowledge and understanding on Signs and symptoms of 1 st and 2 nd 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	Has knowledge and understanding of caring a woman in the 1 st and 2 nd stages of labour	Has wide knowledge and understanding of caring a woman in the 1 st and 2 nd stages of labour
Mechanism of labour correctly described	Has knowledge of Mechanism of labour	Has knowledge and understanding of Mechanism of labour	Has wide knowledge and understanding of Mechanism of labour
Principles of safety delivery correctly explained	Has knowledge of Principles of safety delivery	Has knowledge and understanding of Principles of safety delivery	Has wide knowledge and understanding of Principles of safety delivery
Signs and symptoms in the 1 st , 2 nd and 3 rd stages of labour correctly described	Has knowledge of Signs and symptoms in the 1 st , 2 nd and 3 rd stages of labour	Has knowledge and understanding of Signs and symptoms in the 1 st , 2 nd and 3 rd stages of labour	Has wide knowledge and understanding of Signs and symptoms in the 1 st , 2 nd and 3 rd stages of labour
Active management	Has knowledge of	Has knowledge and	Has wide knowledge

of the 3 rd stage of labour correctly demonstrated	active management of the 3rd stage of labour	understanding of active 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 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	Has knowledge of managing emergency situation that occur in 3 rd and 4 th stage of labour	Has knowledge and understanding of managing emergency situation that occur in 3 rd and 4 th stage of labour	Has wide knowledge and understanding of managing emergency situation that occur in 3 rd and 4 th stage of labour
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	Has knowledge on family planning and child spacing	Has knowledge and understanding on family planning and child spacing	Has wide knowledge and understanding on family planning and child spacing
Different types of family planning correctly identified	Has knowledge of different types of family planning	Has knowledge and understanding of different types of family planning	Has wide knowledge and understanding of different types of family planning
The advantages and side effects of each type of family planning methods correctly explained	Has knowledge on advantages and side effects of each type of family planning methods	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 on advantages and disadvantages of family planning to individual, family,	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

nation correctly identified	community and nation	family, community and nation	individual, family, community and nation
Counseling for informed choice correctly described	Has knowledge of Counseling for informed choice	Has knowledge and understanding of Counseling for informed choice	Has wide knowledge and understanding of Counseling for informed choice
Counseling for high risk client correctly explained	Has knowledge of Counseling for high risk client	Has knowledge and understanding of Counseling for high risk client	Has wide knowledge and understanding of Counseling for high risk client
Appropriate family planning method selected by client correctly instructed	Has knowledge of instructing client on family planning method selected	Has knowledge and understanding of instructing client on family planning method selected	Has wide knowledge and understanding of instructing client on family planning method selected
Social cultural factors that hinder family planning practice correctly identified	Has knowledge of Social cultural factors that hinder family planning practice	Has knowledge and understanding of Social cultural factors that hinder family planning practice	Has wide knowledge and understanding of Social cultural factors that hinder family planning practice
Health education to the community to relieve negative social, cultural factors on family planning practice correctly provided	Has knowledge of educating community to relieve negative social, cultural factors on family planning practice	Has knowledge and understanding of educating community to relieve negative social, cultural factors on family planning practice	Has wide knowledge and understanding of educating community to relieve negative social, cultural factors on family planning practice
The term infertility is correctly defined	Has knowledge of defining the term infertility	Has knowledge and understanding of defining the term infertility	Has wide knowledge and understanding of defining the term infertility
Causes of infertility correctly outlined	Has knowledge on the causes of infertility	Has knowledge and understanding on the causes of infertility	Has wide knowledge and understanding on the causes of infertility
The psychological and social effects of the infertile individuals/couples correctly described	Has knowledge of psychological and social effects of the infertile individuals/couples	Has knowledge and understanding of psychological and social effects of the infertile individuals/couples	Has wide knowledge and understanding of psychological and social effects of the infertile individuals/couples
Knowledge and skills of counseling correctly applied	Has knowledge of applying counseling skills	Has knowledge and understanding of applying counseling skills	Has wide knowledge and understanding of applying counseling skills
Alternative	Has knowledge of	Has knowledge and	Has wide knowledge

techniques to promote fertility correctly explained	alternative techniques to promote fertility	understanding of alternative techniques to promote fertility	and understanding of alternative techniques to promote fertility
Artificial insemination correctly described	Has knowledge of artificial insemination	Has knowledge and understanding of artificial insemination	Has wide knowledge and understanding of artificial insemination
Different types of abnormal and high risk pregnancy correctly identified	Has knowledge of different types of abnormal and high risk pregnancy	Has knowledge and understanding of different types of abnormal and high risk pregnancy	Has wide knowledge and understanding of different types of abnormal and high risk pregnancy
Immediate care to women with abnormal or high risk conditions correctly provided	Has knowledge of immediate care to women with abnormal or high risk conditions	Has knowledge and understanding of immediate care to women with abnormal or high risk conditions	Has wide knowledge and understanding of immediate care to women with abnormal or high risk conditions
Women with complicated pregnancy correctly identified and referred	Has knowledge of identified and referred women with complicated pregnancy	Has knowledge and understanding of identified and referred women with complicated pregnancy	Has wide knowledge and understanding of identified and referred women with complicated pregnancy
Techniques for preventing complications of pregnancy correctly described	Has knowledge of techniques for preventing complications of pregnancy	Has knowledge and understanding of techniques for preventing complications of pregnancy	Has wide knowledge and understanding of techniques for preventing complications of pregnancy
The abnormal labour and delivery correctly identified	Has knowledge of abnormal labour and delivery	Has knowledge and understanding of abnormal labour and delivery	Has wide knowledge and understanding of abnormal labour and delivery
The principles of abnormal labour and deliveries correctly explained	Has knowledge of principles of abnormal labour and deliveries	Has knowledge and understanding of principles of abnormal labour and deliveries	Has wide knowledge and understanding of principles of abnormal labour and deliveries
Women with deep-transverse arrest correctly detected	Has knowledge on detecting women with deep-transverse arrest	Has knowledge and understanding on detecting women with deep-transverse arrest	Has wide knowledge and understanding on detecting women with deep-transverse arrest
Women in labour with breech, face and brow presentations correctly differentiated	Has knowledge on differentiating women in labour with breech, face and brow presentations	Has knowledge and understanding on differentiating women in labour with breech, face and brow presentations	Has wide knowledge and understanding on differentiating women in labour with breech, face and brow presentations

Complications of breech delivery correctly explained	Has knowledge on Complications of breech delivery	Has knowledge and understanding on Complications of breech delivery	Has wide knowledge and understanding on Complications of breech delivery
Women in labour with occipital posterior position correctly detected	Has knowledge on detecting women in labour with occipital posterior position	Has knowledge and understanding on detecting women in labour with occipital posterior position	Has wide knowledge and understanding on detecting women in labour with occipital posterior position
Complications associated with posterior position correctly detected	Has knowledge of detecting complications associated with posterior position	Has knowledge and 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 abnormal labour and delivery correctly described	Has knowledge of management of women with abnormal labour and delivery	Has knowledge and understanding of management of women with abnormal labour and delivery	Has wide knowledge and understanding of management of women with abnormal labour and delivery
Psychological, emotional and behavioral practices with reproductive and child health services correctly related	Has knowledge of relating psychological, emotional and behavioral practices with reproductive and child health services	Has knowledge and understanding of relating psychological, emotional and behavioral practices with reproductive and child health services	Has wide knowledge and understanding of relating psychological, emotional and behavioral practices with reproductive and child health services
Harmful social and cultural aspects practiced in R/H services correctly stated	Has knowledge of harmful social and cultural aspects practiced in R/H services	Has knowledge and understanding of harmful social and cultural aspects practiced in R/H services	Has wide knowledge and understanding of harmful social and cultural aspects practiced in R/H services
Sexuality, gender roles and their relationship correctly described	Has knowledge of sexuality, gender roles and their relationship	Has knowledge and understanding of sexuality, gender roles and their relationship	Has wide knowledge and understanding of sexuality, gender roles and their relationship
Social and economic equalities and their impact on reproductive services correctly explained	Has knowledge of Social and economic equalities and their impact on reproductive services	Has knowledge and understanding of Social and economic equalities and their impact on reproductive services	Has wide knowledge and understanding of Social and economic equalities and their impact on reproductive services
Process of human growth and	Has knowledge of explaining process	Has knowledge and understanding of	Has wide knowledge 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	Has knowledge of explaining stages of growth and development of a child	Has knowledge and understanding of explaining stages of growth and development of a child	Has wide knowledge and understanding of explaining stages of growth and development of a child
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	Has knowledge and understanding of describing APGAR-SCORE at 1 minute and at 5 minutes	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 apgar-score at 1 minute and 5 minute
Safety measure in caring for new born baby correctly explained	Has knowledge of measure in caring for new born baby	Has knowledge and understanding of safety measure in caring for new born baby	Has wider range of 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	Has knowledge and understanding of describing characteristics of a new born baby	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 changes of new born baby at birth correctly explained	Has knowledge of explaining physiological changes of a new born at birth	Has knowledge and understanding of explaining physiological changes of a new born at birth	Has wider range of knowledge and understanding of explaining physiological changes of a new born at birth
Importance of breast feeding correctly described	Has knowledge of describing Importance of breast feeding	Has knowledge and understanding of describing Importance of breast feeding	Has wide knowledge and understanding of describing Importance of breast feeding
The WHO/UNICEF ten steps to successful breast feeding correctly explained	Has knowledge on WHO/UNICEF ten steps to successful breast feeding	Has knowledge and understanding WHO/UNICEF ten steps to successful breast feeding	Has wide knowledge and understanding on WHO/UNICEF ten steps to successful breast feeding
Mother on appropriate feeding modes of an infant correctly counseled	Has knowledge of counseling mother on appropriate feeding modes of infant	Has knowledge and understanding of counseling mother on appropriate feeding modes of infant	Has wide knowledge of understanding counseling mother on appropriate feeding modes of an infant
Mother on general care of the new born baby correctly educated	Has knowledge of educated mother on general care the new born baby	Has knowledge of educated mother on general care the new born baby	Has wide knowledge and understanding of educated mother on general care the new born baby
Common physiological abnormalities in new born baby correctly described	Has knowledge on common physiological abnormalities in new born baby	Has knowledge and understanding on common physiological abnormalities in new born baby	Has wider range of knowledge and on common physiological abnormalities in new born baby
Abnormal condition in a neonate that need immediate referral correctly identified	Has knowledge of identifying abnormal condition in a neonate that need immediate referral	Has knowledge and understanding identifying abnormal condition in a neonate that need immediate referral	Has wide range knowledge and understanding identifying abnormal condition in a neonate that need immediate referral
A child with medical and surgical problem correctly recognized	Has knowledge of recognizing a child with medical and surgical problem	Has knowledge and understanding of recognizing of child with medical and surgical problem	Has wider range of knowledge and understanding recognizing a child with medical and surgical problem
Care to a child with medical and	Has knowledge of providing care to a	Has knowledge and understanding providing	Has wide knowledge and understanding

surgical condition correctly provided	child with medical and surgical condition	care to a child with medical and surgical condition	providing care to a child with medical and surgical condition
Different types of congenital malformations correctly managed	Has knowledge of describing different types of congenital malformations	Has knowledge and understanding of describing different types of congenital malformation	Has wide knowledge and understanding of describing different types of congenital malformation
New born with congenital malformation correctly managed	Has knowledge of managing new born with congenital malformation	Has knowledge and understanding of managing new born with congenital malformations	Has wide knowledge and understanding of managing new born 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	Has knowledge and understanding of describing different types of congenital malformations	Has wide knowledge and understanding of describing different types of congenital malformations
New born with congenital malformations correctly managed	Has knowledge of managing new born with congenital malformations	Has knowledge of managing new born with congenital malformations	Has wide knowledge and understanding of managing new born 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
Classification of low birth weight correctly described	Has knowledge of classification of low birth weight	Has knowledge and understanding of classification of low birth weight	Has wide knowledge and understanding of classification of low birth weight
Causes of low birth	Has knowledge on	Has knowledge and	Has wide knowledge

weight correctly explained	causes of low birth weight	understanding on causes of low birth weight	and understanding on causes of low birth weight
Prevention of infection in the low birth weight correctly described	Has knowledge of prevention of infection in the low birth weight	Has knowledge and understanding of prevention of infection in the low birth weight	Has wide knowledge and understanding of prevention of infection in the low birth weight
New borns at high risk correctly identified	Has knowledge of identifying newborns at high risk	Has knowledge and understanding of identifying newborns at high risk	Has wide knowledge and understanding of identifying newborns at high risk
New born at high risk correctly assessed	Has knowledge of assessing new born at high risk	Has knowledge and understanding of assessing new born at high risk	Has wide knowledge and understanding of 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	Has wide knowledge and understanding of provision of emotion support to parent/guardians
Aims and objectives of IMCI correctly explained	Has knowledge of explaining aims and objectives of IMCI	Has knowledge and understanding of explaining aims and objectives of IMCI	Has wide knowledge and understanding of explaining aims and objectives of IMCI
Common childhood illnesses correctly identified	Has knowledge of identifying common childhood illnesses	Has knowledge and understanding of identifying common childhood illnesses	Has wide knowledge and understanding of identifying common childhood illnesses
Principles of IMCI in managing sick child correctly described	Has knowledge of describing the principles of IMCI in managing sick child	Has knowledge and understanding of describing the principles of IMCI in managing sick child	Has wide knowledge and understanding of describing the principles of IMCI in managing sick child
Care to the children with common childhood illness correctly provided	Has knowledge of providing care to the children with common childhood illness	Has knowledge and understanding of providing care to the children with common childhood illness	Has wide knowledge and understanding of providing care to the children with common childhood illness
Current situation of maternal and fetal death in Zanzibar correctly understood	Has knowledge of current situation of maternal and fetal death in Zanzibar	Has knowledge and understanding of current 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 of life threatening	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	Has knowledge of managing life threatening maternal and fetus condition	Has knowledge and understanding of managing life threatening maternal and fetus condition	Has wide knowledge and understanding of managing life threatening maternal and fetus condition
Focused antenatal care correctly defined	Has knowledge of 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	Has knowledge and understanding on Goals of FANC	Has wide knowledge and understanding on Goals of FANC
Characteristic of an effective antenatal care correctly identified	Has knowledge on characteristics of an effective antenatal care	Has knowledge and understanding on characteristics of an effective antenatal care	Has wide knowledge and understanding on characteristics of an effective antenatal care
Elements of Focused Antenatal Care correctly described	Has knowledge of elements of Focused Antenatal care	Has knowledge and understanding of elements of Focused Antenatal care	Has wide knowledge and understanding of elements of Focused Antenatal care
Malaria and anemia in pregnancy correctly managed	Has knowledge of managing malaria and anemia in pregnancy	Has knowledge and understanding of managing malaria and anemia in pregnancy	Has wide knowledge and understanding of managing malaria and anemia in pregnancy
Syphilis in pregnancy correctly managed	Has knowledge of managing syphilis in pregnancy	Has knowledge and understanding of managing syphilis in pregnancy	Has wide knowledge and understanding of managing syphilis in pregnancy
Effects of drugs during pregnancy, birth and breast feeding correctly understanding	Has knowledge on effects of drugs during pregnancy, birth and breast feeding	Has knowledge and understanding on effects of drugs during pregnancy, birth and breast feeding	Has wide knowledge and understanding on 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	Has knowledge of identifying specific drugs used in	Has knowledge and understanding of identifying specific drugs	Has wider range knowledge and understanding of

identified	emergency situation	used in emergency situation	identifying specific drugs used in emergency situation
Different types of pollution and health risks correctly described	Has knowledge of different types of pollution and the health risks	Has knowledge and understanding of different 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 knowledge and understanding 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 knowledge and understanding 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	Has knowledge and understanding on precaution to be taken during medication, vital signs, monitoring and transportation of client	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	Has knowledge and understanding of applying 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	Has knowledge and 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	Has knowledge of proper management of isolation room	Has knowledge and understanding of proper management of isolation room	Has wide knowledge 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
Health education sessions correctly conducted	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
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

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

on prevention of diseases correctly explained	environmental issue on prevention of diseases	environmental issue on prevention of diseases	environmental issue on prevention of diseases
Life styles which influence health correctly identified	Has knowledge on 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	Has knowledge and understanding on principles of mental health practice	Has wide knowledge and understanding on principles of mental health practice
Historical background of mental health worldwide, Tanzania and Zanzibar correctly explained	Has knowledge of historical background of mental health worldwide, Tanzania and Zanzibar	Has knowledge and understanding of historical background of mental health worldwide, Tanzania and Zanzibar	Has wide knowledge 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	Has knowledge and 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	Has knowledge of barriers for improving mental health	Has knowledge and understanding of barriers for improving mental health	Has wide knowledge and understanding of barriers for improving mental health
Available services for improving mental health correctly explained	Has knowledge of available services for improving mental health	Has knowledge and understanding of available services 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	Has knowledge and understanding on causes of common mental health problems correctly explained	Has wide knowledge and understanding on causes of common mental health problems correctly explained
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	Has knowledge and 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 identified	measures for mental illnesses	preventive measures for mental illnesses	preventive measures for mental illnesses
Preventive measures to different group of people are correctly employed	Has knowledge of employing preventive measures to different group of people	Has knowledge and understanding of employing preventive measures to different group of people	Has wide knowledge and understanding of employing preventive measures to different group of people
Groups affected and those at risk for mental illness in the community are correctly identified	Has knowledge of identifying groups affected and those at risk for mental illness in the community	Has knowledge and understanding of identifying groups affected and those at risk for mental illness in the community	Has wide knowledge and understanding of identifying groups affected and those at risk for mental illness in the community
Nursing diagnosis for appropriate nursing care correctly formulated	Has knowledge of nursing diagnosis for appropriate nursing care	Has knowledge and understanding of nursing diagnosis for appropriate nursing care	Has wide knowledge and understanding of nursing diagnosis for appropriate nursing care
Nursing care of mentally ill individual correctly planned	Has knowledge of planning care of mentally ill individual	Has knowledge and understanding of planning care of mentally ill individual	Has wide knowledge and understanding of planning care of mentally ill individual
Nursing intervention according to different mental illnesses are correctly provided	Has knowledge of nursing intervention according to different mental illnesses	Has knowledge and understanding of nursing intervention according to different mental illnesses	Has wide knowledge and understanding of nursing intervention according to different mental illnesses
Overview of HIV/AIDS infection globally and nationally is correctly explained	Has knowledge on overview of HIV/AIDS infection globally and nationally	Has knowledge and understanding on overview of HIV/AIDS infection globally and nationally	Has wide knowledge and understanding on overview of HIV/AIDS infection globally and nationally
Opportunistic infections correctly identified	Has knowledge of opportunistic infections	Has knowledge and understanding of opportunistic infections	Has wide knowledge and understanding of opportunistic infections
The major roles of Zanzibar Aids Commission (ZAC) correctly identified	Has knowledge of major roles of Zanzibar Aids Commission (ZAC)	Has knowledge and understanding of major roles of Zanzibar Aids Commission (ZAC)	Has wide knowledge and understanding of major roles of Zanzibar Aids Commission (ZAC)
Causes of stigma and discrimination	Has knowledge on causes of stigma	Has knowledge and understanding on causes of	Has wide knowledge and understanding on

correctly explained	and discrimination	stigma and discrimination	causes of stigma and discrimination
The roles of gender in HIV/AIDS stigma and discrimination correctly discussed	Has knowledge on roles of gender in HIV/AIDS stigma and discrimination	Has knowledge and understanding on roles of gender in HIV/AIDS stigma and discrimination	Has wide knowledge and understanding on roles of gender in HIV/AIDS stigma and discrimination
Consequences of stigma correctly explained	Has knowledge on consequences of stigma	Has knowledge and understanding on consequences of stigma	Has wide knowledge and understanding on 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 counseling skills in caring HIV/AIDS clients	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 clients and their families in home based setting correctly assessed	Has knowledge on assessing needs of HIV/AIDS clients and their families in home based setting	Has knowledge and understanding on assessing needs of HIV/AIDS clients and their families in home based setting	Has wide knowledge and understanding on assessing needs of HIV/AIDS clients and their families in home based setting
Ways to supervise and educate home health worker and family member on providing care to HIV/AIDS patient/client correctly identified	Has knowledge of supervise and educate home health worker and family member on providing care to HIV/AIDS patient/client	Has knowledge and understanding of supervise and educate home health worker and family member on providing care to HIV/AIDS patient/client	Has wide knowledge and understanding of supervise and educate home health worker and family member on providing care to HIV/AIDS patient/client
The goal of ARV therapy to	Has knowledge on goal of ARV	Has knowledge and understanding on goal	Has wide knowledge and understanding on

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

correctly explained	used in Zanzibar	commonly used in Zanzibar	commonly used in Zanzibar
Common signs of treatment failure correctly describe	Has knowledge of common signs of treatment failure	Has knowledge and understanding of common signs of treatment failure	Has wide knowledge and understanding of common signs of treatment failure
Common sides effects and advise drug reactions are correctly explained	Has knowledge of common sides effects and advise drug reactions	Has knowledge and understanding of common sides effects and advise drug reactions	Has wide knowledge and understanding of common sides effects and advise drug reactions
Clients/patient with side effects correctly recognized	Has knowledge of recognizing clients/patient with side effects	Has knowledge and understanding of recognizing clients/patient with side effects	Has wide knowledge and understanding of recognizing clients/patient with side effects
The side effects of patients/clients who used ART correctly managed and referred	Has knowledge of managing and referring side effects of patients/clients who used ART	Has knowledge and understanding of managing and referring side effects of patients/clients who used ART	Has wide knowledge and understanding of managing and referring side effects of patients/clients who used ART
Common documents used in CTC are correctly identified	Has knowledge of common documents used in CTC	Has knowledge and understanding of common documents used in CTC	Has wide knowledge and understanding of common documents used in CTC
Description process of ARV drugs in Zanzibar correctly describe	Has knowledge of description process of ARV drugs in Zanzibar	Has knowledge and understanding of description process of ARV drugs in Zanzibar	Has wide knowledge and understanding of description process of ARV drugs in Zanzibar
Procedures for dispensing, recording and storage of ARV drugs correctly explained	Has knowledge of procedures for dispensing, recording and storage of ARV drugs	Has knowledge and understanding of procedures for dispensing, recording and storage of ARV drugs	Has wide knowledge and understanding of procedures for dispensing, recording and storage of ARV drugs
Common communicable disease s correctly identified	Has knowledge of common communicable disease	Has knowledge and understanding of common communicable disease	Has wide knowledge and understanding of common communicable disease
Causes of common communicable disease are correctly explained	Has knowledge of causes of common communicable diseases	Has knowledge and understanding of causes of common communicable diseases	Has wide knowledge and understanding of causes of common communicable diseases
Clinical signs of different types of	Has knowledge on clinical signs of	Has knowledge and understanding on	Has wide knowledge and understanding on

communicable diseases are correctly identified	different types of communicable diseases	clinical signs of different types of communicable diseases	clinical signs of different types of communicable diseases
Inter relationship of agent, host and environment in disease transmission are correctly explained	Has knowledge of inter relationship of agent, host and environment in disease transmission	Has knowledge and understanding of inter relationship of agent, host and environment in disease transmission	Has wide knowledge and understanding of inter relationship of agent, host and environment in disease transmission
Principles and preventive measure in controlling communicable diseases correctly explained	Has knowledge of principles and preventive measure in controlling communicable diseases	Has knowledge and understanding of principles and preventive measure in controlling communicable diseases	Has wide knowledge and understanding of principles and preventive measure in controlling communicable diseases
Preventive practice against communicable diseases to the community correctly applied	Has knowledge of applying preventive practice against communicable diseases to the community	Has knowledge and understanding of applying preventive practice against communicable diseases to the community	Has wide knowledge and understanding of applying preventive practice against communicable diseases to the community
Patient/clients suffering from communicable diseases correctly assessed	Has knowledge of assessing Patient/clients suffering from communicable diseases correctly assessed	Has knowledge and understanding of assessing Patient/clients suffering from communicable diseases correctly assessed	Has wide knowledge and understanding of assessing Patient/clients suffering from communicable diseases correctly assessed
Nursing care to patient suffering from communicable diseases properly planned	Has knowledge of planning Nursing care to patient Suffering from communicable diseases	Has knowledge and understanding of planning Nursing care to patient Suffering from communicable diseases	Has wide knowledge and understanding of planning Nursing care to patient Suffering from communicable 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	Has knowledge and 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
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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	Has knowledge of explaining benefits of CBHC in promoting health	Has knowledge and understanding of explaining benefits of CBHC in promoting health	Has wide knowledge and understanding of 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	Has knowledge on explaining concept	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 community empowerment is correctly explained	Has knowledge of explaining concept of community empowerment	Has knowledge and understanding of explaining concept of community empowerment	Has wide knowledge and understanding of explaining concept of community empowerment
Collaboration techniques between community leader and community members in promotion of health correctly explained	Has knowledge of explaining techniques of collaboration between community leaders.	Has knowledge and understanding of explaining techniques of collaboration between community leaders.	Has wide knowledge and understanding of explaining techniques of collaboration between community 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 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	Has wide knowledge and understanding of describing method of community assessment
Characteristics of nursing process applied to the community correctly identified	Has knowledge of characteristics of nursing process applied to the community	Has knowledge and understanding of characteristics of nursing process applied to the community	Has wide knowledge and understanding of characteristics of nursing process applied to the community Process to the community

The process of identifying influential people in the community correctly described	Has knowledge on process of identifying influential people in the community	Has knowledge and understanding on process of identifying influential people in the community	Has wide knowledge and understanding on process of identifying influential people in the community
The effects of health problems to the community correctly described	Has knowledge of describing the effects of health problems to the community	Has knowledge and understanding of describing the effects of health problems to the community	Has wide knowledge and understanding of describing the effects of health problems to 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 hinder effective planning and organizing resources are correctly identified	Has knowledge and identified factors that hinder effective planning and organizing resources	Has knowledge and understanding of identified factors that hinder effective planning and organizing resources	Has wide knowledge and understanding of identified factors that hinder effective planning and organizing resources

Modes of planning and organizing activities correctly 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 on importance of computer and internet	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	Has knowledge on 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 change 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
Stages that involved in decision making process are correctly identified	Has knowledge on stages that involved in decision making process	Has knowledge and understanding on stages that involved in decision making process	Has wide knowledge and understanding on stages that involved in decision making process

Factor that hinder rational decision making are correctly outlined	Has knowledge on outlining factors that hinder rational decision making	Has knowledge and understanding on outlining factors that hinder rational decision making	Has wide knowledge and understanding on outlining factors that hinder rational decision making

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

Learning 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

Equipment 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, chalks 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
1.1.3	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 2nd stage of labour

Care of the woman during 2nd stage of labour

Mechanism of labour

Principles of safe delivery

Manage 3rd and 4th 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 Midwives

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 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

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 projectors 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 Spottswode 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. Robertson 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
3.1.3	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 initiative 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 (ICD10) Classification
3.2.1	Differentiate common mental health problems and their causes
3.2.2	Describe classes / categories of mental illness and their conditions, signs and symptoms
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, Acetylcholine,

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

Colonial period

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,

Emotion, 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

Morbidity

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 nervosa, Epilepsy

Characteristic of common mental illnesses

Types of 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
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Prerequisite Modules: None

Learning Context

This module will be conducted through 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. Intergrated 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. Edinburgh, 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 care (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. Text 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, Matembe A , Sima , M, Kwesigabo G, Killewo J, Dahlgren L, Social, Cultural and Sexual behavioral determinants 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 2nd 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 resources requirement in the provision of Care
0.1.3 Assess and determine clients /patients need
0.1.4 Monitor 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

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) Multimedia 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	Assessment Criteria
1	Apply the nursing process and other approaches in providing	35	<ol style="list-style-type: none">i. Knowledge of parasitology, entomology, biochemistry and genetics in promoting health, preventing diseases, rehabilitation and provision of care correctly utilizedii. Clients/ patients with medical surgical conditions correctly managediii. Techniques and approaches for implementing quality care correctly evaluated
2	Apply knowledge of epidemiology, biostatistics and research in community health nursing practice	4	<ol style="list-style-type: none">i. Concepts of epidemiology and biostatistics correctly identifiedii. Basic principles of research in conducting mini research studies in identified problems correctly utilizediii. 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	<ol style="list-style-type: none">i. Approaches and principles and principles which are used in the management of mentally ill health correctly detectedii. Nursing process in providing care for mental illness correctly appliediii. 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	<ol style="list-style-type: none">i. Appropriate new trends and best practices in midwifery care correctly utilized

	Obstetric emergency and neonate with life threatening		<ul style="list-style-type: none"> ii. Care of the woman with 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 techniques in acquisition of knowledge, skill and attitude	5	<ul style="list-style-type: none"> i. Concepts of teaching and learning correctly explained 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 and management in maintaining quality nursing	14	<ul style="list-style-type: none"> i. Concepts of leadership and management including 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 biostatistics 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 , biochemistry and genetics in promoting health , preventing ill health , rehabilitation and provision of care	1.1.1 Explain basic concepts of parasitology and entomology , in relation to clients / patients 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
	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
1.2 Manage clients / patient with medical surgical conditions/ diseases	1.2.1 Identify nursing responsibilities in diagnostics Procedure
	1.2.2 Describe nursing care of 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 patients undergoing surgical procedure

1.3 Evaluate approaches and technique for implementing nursing care	1.3.1 Describe theories / models in nursing 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 principles of epidemiology , demography and biostatistics in provisio of care	2.21 Explain basic concepts of epidemiology and demography
	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 mini research studies in identified problems	2.2.3 Development a workable mini research proposal
2.3 Utilize research findings , in provision of care	2.3.1 Utilize various research methods in data collection relevant to research to topic
	2.3.2 Utilize computer/ manual in processing research data
	2.3.3 Develop a workable mini research report for dissemination
3.1 Describe approaches and principles which are used in the management of mental ill patients/client	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 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 provision of appropriate mental health care.	3.3.1 Explain concept of community mental health
	3.3.2 Utilize community resources to provide mental health services and prevent mental Illness
	3.3.2 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 puerperium	4.2 I Describe conditions that need emergency care to the women during pregnancy, labour and 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 methods in presenting a session to a group	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 micro-teaching 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 setting	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
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 outcome	Related task	Assessment criteria	Assessment instrument
1.1.1 Explain basic concepts of parasitology and entomology in relation to clients/patient care	Define the common terms used in parasitology	The common terms used in parasitology and entomology correctly defined	Continuous assessment and end of semester examination
	Explain modes of transmission	Modes of transmission correctly explained	Continuous assessment and end of semester examination
	Define the common terms used in entomology	The common terms used in entomology correctly defined	Continuous assessment and end of semester examination
	Explain the life cycle of organisms and their reproduction	The life cycle of organism and their reproduction correctly explained	Continuous assessment and end of semester examination
	Identify diseases caused by parasites	Diseases caused by parasites correctly identified	Continuous assessment and end of semester examination
	Explain common types of parasite and vector	Common types of parasite and vector correctly explained	Continuous assessment and end of semester examination
	Explain control measures of parasites and vectors	Control measures of parasites and vectors correctly explained	Continuous assessment and end of semester examination
1.1.2 State the relationship between the parasites and hosts	Explain mode of entry of parasite into host	Mode of entry of parasite into host correctly explained	Continuous assessment and end of semester examination
	Explain life cycle of parasite in hosts	Life cycle of parasite in hosts correctly explained	Continuous assessment and end of semester examination
	Identify the diseases caused by parasites	The diseases caused by parasites correctly identified	Continuous assessment and end of semester examination
1.1.3 Apply knowledge of parasitology and entomology in provision of nursing care	Detect the common parasite's structure through microscope	The common parasite's structure through microscope correctly applied	Continuous assessment and end of semester examination
	State common diseases caused by vector and parasite in health care setting	Common diseases caused by vector and parasite in health care setting correctly stated	Continuous assessment and end of semester examination
	Utilize principles of entomology in	Principles of parasitology and	Continuous 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	Explain common terms used in biochemistry	Common terms used in biochemistry correctly explained	Continuous assessment and end of semester examination
	Explain the pH and its relationship to acid, base and salt in the body	The pH and its relationship to acid, base and salt in the body correctly explained	Continuous assessment and end of semester examination
1.1.5 describe physiological factors which affect the fluid electrolyte and acid base homeostasis	Identify body fluid and electrolytes in human body	Body fluid and electrolytes in human body correctly identified	Continuous assessment and end of semester examination
	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 health, prevention and control of diseases	Define common terms used in genetics	Common terms used in genetics correctly defined	Continuous assessment and end of semester examination
	Describe factors that lead to genetic abnormalities	Factors that lead to genetic abnormalities correctly described	Continuous 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 genetics in provision of care	Families with common genetic disorders	Genetic disorder correctly identified	Continuous assessment and end of semester examination
	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	Skills required in diagnostic procedures correctly applied	Continuous assessment and end of semester examination
	Provide nursing care to patient undergoing diagnostic procedure	Pursing care to patient undergoing diagnostic procedure correctly provided	Continuous assessment and end of semester examination
1.2.2 Describe nursing care of the patients with complex medical conditions	Identify complex medical and surgical conditions	Complex medical and surgical conditions correctly identified	Continuous assessment and end of semester examination
	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 conditions/diseases	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
	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 patient undergoing surgical procedures	Define common terms used in theater technique	Common terms used in theater technique correctly defined	Continuous assessment and end of semester examination
	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
1.3.1 Describe 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 correctly explained	Continuous assessment and end of semester examination
1.3.2 Apply nursing theories/models in providing care to patients with medical and surgical conditions	Identify advantages and disadvantages of different nursing theories	Advantages and disadvantages of different nursing theories correctly identified	Continuous assessment and end of semester examination
	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	Continuous assessment and end of semester examination
	Utilize nursing theories in providing care to patient with medical and surgical conditions	Nursing theories in 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 demography	Describe the concept of epidemiology	Term epidemiology correctly described	Continuous assessment and end of semester examination
	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	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 of 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 practice		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
		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 of 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	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	Formulate the 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	Apply computer knowledge and skills in processing data analysis	Computer knowledge and skills in processing data analysis correctly applied	Continuous 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 research report	Explain format of report writing	Format of report writing correctly explained	Continuous assessment and end of semester examination
	Apply basic computer knowledge in processing mini research report	Basic computer knowledge in processing mini research report correctly applied	Continuous assessment and end of semester examination
	Apply critiquing knowledge when analyzing research findings/report	Critiquing knowledge when analyzing research findings/report correctly applied	Continuous assessment and end of semester examination
	Disseminate research findings	Research findings correctly disseminated	Continuous assessment and end of semester examination
2.2.6 Apply research finding in improving quality health care	Identify the practices for improving the quality of health care	Best practices for improving the quality of health care correctly identified	Continuous assessment and end of semester examination
	Demonstrate abilities for implementing evidence based care to	Abilities for implementing evidence based care to	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 with specific condition	Explain nursing care of neurotic patient	Nursing care of neurotic patient correctly explained	Continuous assessment and end of semester examination
	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	Continuous 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	Continuous 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	Continuous assessment and end of semester examination
	Explain nursing intervention in adolescent with evidence of disturbed behavior	Nursing intervention in adolescent with evidence of disturbed behavior correctly explained	Continuous 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	Continuous assessment and end of semester examination
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

	Identify the limitation of different therapies used in mental illness	The limitation of different therapies used in mental illness correctly identified	Continuous assessment and end of semester examination
3.1.4 Demonstrate skills in conducting the various therapies in the hospital and community setting	Identify individuals with mental illness for the provision of mental health therapies	Individuals with mental illness for the provision of mental health therapies correctly identified	Continuous assessment and end of 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 health evaluation and care of mental individuals	Define mental status evaluation	Mental status evaluation correctly defined	Continuous assessment and end of semester examination
	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 correctly conducted	Continuous assessment and end of semester examination
3.2.2 Develop nursing diagnosis for provision of nursing care to the mental ill patients	Explain the steps for formulating nursing diagnosis	The steps for formulating nursing diagnosis correctly explained	Continuous assessment and end of semester examination
	Formulate nursing diagnosis for provision of nursing care of mentally ill patients	Nursing diagnosis for provision of nursing care of mentally ill patients correctly formulated	Continuous 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	
	Explain stigma toward mental ill patients	Stigma toward mental ill patients correctly explained	Continuous assessment and end of semester examination
	Explain management of mental ill patient in the community	Management of mental ill patient in the community correctly explained	Continuous assessment and end of semester examination
3.3.2 Utilize community resources to provide mental health services and prevent mental illness	Identify resources for mental health services	Resources for mental health services correctly identified	Continuous assessment and end of semester examination
	Utilize community support system in caring of mental ill patients	Community support system in caring of mental ill patients correctly utilized	Continuous assessment and end of semester examination
	Integrate mental health in all health practice services	Mental health in all health practice services correctly integrated	Continuous assessment and end of semester examination
4.1.1 Promote good socio-cultural practices during care of women and families during pregnancy, labour and motherhood periods	Identify good socio-cultural practices during care of the women with their families during pregnancy, labour and mother hood periods	Good socio-cultural practices during care of the women with their families during pregnancy, labour and mother hood periods correctly identified	Continuous assessment and end of semester examination
	Describe the advantages of social cultural practices during pregnancy, labour and motherhood period	Advantages of social cultural practices during pregnancy, labour and motherhood period correctly described	Continuous assessment and end of semester examination
	Provide health education to encourage good social cultural practices in the community	Health education to encourage good social cultural practices in the community correctly provided	Continuous assessment and end of semester examination
4.1.2 Utilize approach of safe motherhood initiatives in provision of quality midwifery care	Define term safe motherhood	Term safe motherhood correctly defined	Continuous assessment and end of semester examination
	Explain pillars of safe motherhood	Pillars of safe motherhood correctly explained	Continuous assessment and end of semester examination
	Apply knowledge of safe motherhood pillars in provision of	Knowledge of safe motherhood pillars in provision of quality	Continuous assessment and end of semester examination

	quality midwifery care	midwifery care correctly applied	
4.1.3 Utilize research findings in improving midwifery care	Identify the applicable research findings	The applicable research findings correctly identified	Continuous assessment and end of semester examination
	Outline the process of introducing the research findings/changes in the care	The process of introducing the research findings/changes in the care correctly outlined	Continuous assessment and end of semester examination
	Utilize knowledge and skills in introducing appropriately the approved care	Knowledge and skills in introducing appropriately the approved care correctly utilized	Continuous assessment and end of semester examination
4.2.1 Explain abnormal pregnancy, labour and puerperium	Identify women with abnormal/high risk pregnancy	Women with abnormal/high risk pregnancy correctly identified	Continuous assessment and end of semester examination
	Describe abnormal labour	Abnormal labour correctly described	Continuous assessment and end of semester examination
	Describe causes of abnormal puerperium	Causes of abnormal puerperium correctly described	Continuous assessment and end of semester examination
4.2.2 Provide care to women with abnormal pregnancy	Identify types of common abnormal and high risk pregnancy	Types of common abnormal and high risk pregnancy correctly identified	Continuous assessment and end of semester examination
	Provide immediate care to women with abnormal or high risk conditions	Immediate care to women with abnormal or high risk conditions correctly provided	Continuous assessment and end of semester examination
	Refer women with complicated pregnancy	Women with complicated pregnancy identified and referred	Continuous assessment and end of semester examination
	Describe techniques for preventing complications during pregnancy	Techniques for preventing complications during pregnancy correctly described	Continuous assessment and end of semester examination
4.2.3 Manage women in abnormal labour,	Identify causes of abnormal labour and	The abnormal labour and delivery are	Continuous assessment and end of

delivery and puerperium	delivery	correctly identified	semester examination
	Explain the principles of abnormal labour and deliveries	the principles of abnormal labour and deliveries correctly explained	Continuous assessment and end of semester examination
	Describe women with deep- transverse arrest	women with deep-transverse arrest correctly described	Continuous assessment and end of semester examination
	Differentiate women in labour with breech, face and brow presentations	women in labour with breech, face and brow presentations correctly differentiated	Continuous assessment and end of semester examination
	Explain complications of breech delivery	complications of breech delivery correctly explained	Continuous assessment and end of semester examination
	Explain women in labour with occipital posterior position	Women in labour with occipital posterior position correctly explained	Continuous assessment and end of semester examination
	Detected complication associated with posterior position	Complication associated with posterior position correctly detected	Continuous assessment and end of semester examination
	Describe management of women with abnormal labour and delivery	Management of women with abnormal labour and delivery correctly described	Continuous assessment and end of semester examination
	Demonstrate abilities in managing women with abnormal puerperium	Abilities in managing women with abnormal puerperium correctly demonstrated	Continuous assessment and end of semester examination
4.2.4 Apply knowledge of life saving skills in women abnormal pregnancy and abnormal labour and puerperium	Define the term life saving skills	The term life saving skills correctly defined	Continuous assessment and end of semester examination
	Identify ways to collaborate with supervisors, DHMT, facility staff and community members to plan implement lifesaving skills	Ways to collaborate with supervisors, DHMT, facility staff and community members to plan implement lifesaving skills correctly identified	Continuous assessment and end of semester examination
	Explain obstetric emergencies	Obstetric emergencies correctly explained	Continuous assessment and end of

			semester examination
	Manage women with obstetric emergencies	Women with obstetric emergencies correctly managed	Continuous assessment and end of semester examination
4.3.1 Describe condition that need emergency care to the women during labour and puerperium	Identify condition that need emergency care to the women during labour and puerperium	Condition that need emergency care to the women during labour and puerperium correctly identified	Continuous assessment and end of semester examination
	Provide care to women With condition that need emergency care	Care to women with condition that need emergency care correctly provided	Continuous assessment and end of semester examination
4.3.2 Apply principle of basic emergency obstetrics and neonatal care to women with abnormal labour puerperium and newborn babies	Identify principles emergency obstetric care to women with abnormal labour and puerperium	Principle emergency obstetric care to women with abnormal labour and puerperium correctly identified	Continuous assessment and end of semester examination
	Utilize principle of emergency obstetric care in managing women with abnormal labour and puerperium	Principle of emergency obstetric care in managing women with abnormal labour and puerperium correctly utilized	Continuous assessment and end of semester examination
	Use facility and maternal and neonatal records for improving the quality of emergency Obstetric care (EMOc)	Maternal and neonatal records for improving the quality of EMOc correctly used	Continuous assessment and end of semester examination
	Explain common health problems, birth injuries, congenital malformations and disorders of the newborn baby	Common health problems, birth injuries, congenital malformations and disorders of the new born baby correctly explained	Continuous assessment and end of semester examination
	Identify common minor and serious disorders of the newborn	common minor and serious disorders of the newborn correctly identified	Continuous assessment and end of semester examination
	Manage newborns with common problems and	newborns with common problems and congenital	Continuous assessment and end of 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 microteaching session	Explain the concept of microteaching	The concept of microteaching correctly explained	Continuous assessment and end of semester examination
	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 in nursing	Explain leadership styles	Leadership styles correctly explained	Continuous assessment and end of semester examination
	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 apply	Describe the importance of entrepreneurship in health care	The importance of entrepreneurship in health care correctly described	Continuous assessment and end of semester examination
	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 quality care	Describe characteristics of an entrepreneur	Characteristics of an entrepreneur correctly described	Continuous assessment and end of semester examination
	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	Functions and roles of a manager in health setting correctly listed	Continuous assessment and end of semester examination
	Explain the qualities of a good leader and manager in nursing	The qualities of a good leader and manager in nursing correctly explained	Continuous assessment and end of semester examination
6.2.2 Utilize problem solving approach and decision making in managing nursing situations	Describe problem solving approaches and decision making	Problem solving approaches and decision making correctly described	Continuous assessment and end of semester examination
	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	Apply clinical judgment skills in making appropriate nursing care decisions	Clinical judgment skills in making appropriate nursing care decisions correctly applied	Continuous assessment and end of semester examination
6.2.4 Apply knowledge of staff recruitment to manage personnel in all work settings	Define recruitment	The term recruitment correctly defined	Continuous assessment and end of semester examination
	Explain process of recruitment	Process of recruitment correctly explained	Continuous assessment and end of semester examination
	Utilize knowledge and skills on recruitment procedures	Knowledge and skills on recruitment procedures correctly utilized	Continuous assessment and end of semester examination
6.2.5 Utilize performance appraisal in evaluating nursing activities	Describe the concept of performance appraisal	Performance appraisal correctly defined	Continuous assessment and end of semester examination
	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 positions	Define the term scheme of service	The term scheme of service correctly defined	Continuous assessment and end of semester examination
	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 health setting	Define quality and control	Quality and control correctly defined	Continuous assessment and end of semester examination
	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 activities	Explain types of motivation	Types of motivation correctly explained	Continuous assessment and end of semester examination
	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 management functions	Define standing orders	Standing orders correctly defined	Continuous assessment and end of semester examination
	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 adhered	assessment and end of semester examination
6.3.3 Manage change in health setting	Explain theories of change	Theories of change correctly explained	Continuous assessment and end of semester examination
	Explain factors for introducing change	Factors for introducing change correctly explained	Continuous assessment and end of semester examination
	Identify factors leading to resistance to change	Factors leading to resistance to change correctly identified	Continuous assessment and end of semester examination
	Explain ways to reduce resistance to change	Ways to reduce resistance to change correctly explained	Continuous assessment and end of semester examination
	Apply managerial skills in managing a planned change	Managerial skills in managing a planned change correctly applied	Continuous assessment and end of semester examination
6.3.4 Demonstrate managerial skills in dealing with conflicts in clinical settings	Define conflict	Conflict correctly defined	Continuous assessment and end of semester examination
	Explain causes of conflict at work places	Causes of conflict at work places correctly explained	Continuous assessment and end of semester examination
	Apply managerial knowledge and skills in resolving conflicts	Managerial knowledge and skills in resolving conflicts correctly applied	Continuous assessment and end of semester examination

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	Has wide knowledge and understanding of common terms used in defining parasitology and entomology
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	Has knowledge of explaining life cycle of organism and their reproduction	Has knowledge and understanding of explaining life cycle of organism and their reproduction	Has wide knowledge and understanding of explaining life cycle of organism and their reproduction
Diseases caused by parasites correctly identified	Has knowledge of identifying diseases caused by parasites	Has knowledge and understanding of identifying diseases caused by parasites	Has wide knowledge and understanding of diseases 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	Has wide knowledge and understanding of explaining common types of parasite and vector
Control measures of parasites and vectors correctly explained	Has knowledge of explaining control measures of parasites and vectors	Has knowledge and understanding of explaining control measures of parasites and vectors	Has wide knowledge and understanding of explaining control measures of parasites and vectors
Mode of entry of parasite into host correctly explained	Has knowledge of explaining mode of entry of parasite into host	Has knowledge and understanding of explaining mode of entry of parasite into host	Has wide knowledge 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	Has knowledge and understanding of explaining life cycle of parasite in hosts	Has wide knowledge 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	Has wide knowledge and understanding of

identified	by parasites	identifying diseases caused by parasites	identifying diseases caused by parasites
The common parasite's structure through microscope correctly detected	Has knowledge of detecting common parasite's structure through microscope	Has knowledge and understanding of detecting common parasite's structure through microscope	Has wide knowledge and understanding of detecting common parasite's structure through microscope
Common diseases caused by vector and parasite in health care setting correctly stated	Has knowledge of stating common diseases caused by vector and parasite in health care setting	Has knowledge and understanding of stating common diseases caused by vector and parasite in health care setting	Has wide knowledge and understanding of stating common diseases caused by vector and parasite in health care setting
Principles of parasitology and entomology in provision of quality nursing care correctly utilized	Has knowledge of utilizing principles of parasitology and entomology in provision of quality nursing care	Has knowledge and understanding of utilizing principles of parasitology and entomology in provision of quality nursing care	Has wide knowledge and understanding of utilizing principles of parasitology and entomology in provision of quality nursing care
Common terms used in biochemistry correctly explained	Has knowledge of explaining common terms used in biochemistry	Has knowledge and understanding of explaining common terms used in biochemistry	Has wide knowledge and understanding of explaining common terms used in biochemistry
The PH and its relationship to acid, base and salt in the body correctly explained	Has knowledge of explaining PH and its relationship to acid, base and salt in the body	Has knowledge and understanding of explaining PH and its relationship to acid, base and salt in the body	Has wide knowledge and understanding of explaining PH and its relationship to acid, base and salt in the body
Major elements and minerals found in the human body correctly listed	Has knowledge of listing major elements and minerals found in the human body	Has knowledge and understanding of listing major elements and minerals found in the human body	Has wide knowledge and understanding of listing major elements and minerals found in the human body
Body fluid and electrolytes in human body correctly identified	Has knowledge of identifying major elements and mineral found in human body	Has knowledge and understanding of identifying major elements and mineral found in human body	Has wide knowledge and understanding of identifying major elements and mineral found in human body
The properties which make water such an important in organic	Has knowledge of explaining properties which make water such an	Has knowledge and understanding of explaining properties	Has wide knowledge and understanding of explaining properties

molecules and living organisms correctly explained	important in organic molecules and living organisms	which make water such an important in organic molecules and living organisms	which make water such an important in organic molecules and living organisms
Distribution and factors affecting fluid and electrolytes balance correctly explained	Has knowledge of explaining distribution and factors affecting fluid and electrolytes balance	Has knowledge and understanding of distribution and factors affecting fluid and electrolytes balance	Has wide knowledge 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 identifying 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
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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

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

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

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

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

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

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

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

monitored and evaluated	based on health indicators and vital statistics	practices/programmes based on health indicators and vital	monitoring and evaluating Community
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		statistics	health practices/programmes based on health indicators and vital statistics
Term research correctly defined	Has knowledge of defining term research	Has knowledge and understanding of defining term research	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 research correctly listed	Has knowledge of listing sources of research	Has knowledge and understanding of listing sources of research	Has wide knowledge and understanding of listing sources of research
Steps in developing a mini research proposal correctly explained	Has knowledge of explaining steps in developing a mini research proposal	Has knowledge and understanding of explaining steps in developing a mini research proposal	Has wide knowledge and understanding of explaining steps in developing a

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

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

Abilities for implementing evidence based care to improve the quality of health care correctly demonstrated	Has knowledge of demonstrating abilities for implementing evidence based care to improve the quality of health care	Has knowledge and understanding of demonstrating abilities for implementing evidence based care to improve the quality of health care	Has wide knowledge and understanding of demonstrating abilities for implementing evidence based care to improve the quality of health care
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Nursing care of neurotic patient correctly explained	Has knowledge of explaining nursing care of neurotic patient	Has knowledge and understanding of explaining nursing care of neurotic patient	Has wide knowledge and understanding of explaining nursing care of neurotic patient
Nursing care of the patient with psychotic disorders correctly explained	Has knowledge of explaining Nursing care of the patient with psychotic disorders	Has knowledge and understanding of explaining Nursing care of the patient with psychotic disorders	Has wide knowledge and understanding of explaining Nursing care of the patient with psychotic disorders
Nursing care of patient with social and personality disorders correctly explained	Has knowledge of explaining Nursing care of patient with social and personality disorders	Has knowledge and understanding of explaining Nursing care of patient with social and personality disorders	Has wide knowledge and understanding of explaining Nursing care of patient with social and personality disorders

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

Nursing intervention in elderly with evidence of disturbed behavior correctly explained	Has knowledge of explaining Nursing intervention in elderly with evidence of disturbed behavior	Has knowledge and understanding of explaining Nursing intervention in elderly with evidence of disturbed behavior	Has wide knowledge and understanding of explaining Nursing intervention in elderly with evidence of disturbed behavior
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Role of nurse on provision of different therapies correctly explained	Has knowledge of explaining role of nurse on provision of different therapies	Has knowledge and understanding of explaining role of nurse on provision of different therapies	Has wide knowledge and understanding of explaining role of nurse on provision of different therapies
Use, benefit and limitation of therapy are correctly identified	Has knowledge of identifying use, benefit and limitation of therapy	Has knowledge and understanding of identifying use, benefit and limitation of therapy	Has wide knowledge and understanding of identifying use, benefit and limitation of therapy

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

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

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

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

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

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

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

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

Good social cultural practices during care of the women and families during pregnancy, labour and motherhood periods correctly identified	Has knowledge of identifying Good social cultural practices during care of the women and families during pregnancy, labour and motherhood periods	Has knowledge and understanding of identifying Good social cultural practices during care of the women and families during pregnancy, labour and motherhood periods	Has wide knowledge and understanding of identifying Good social cultural practices during care of the women and families during pregnancy, labour and motherhood periods
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Health education to encourage good social cultural practices in the community correctly provided	Has knowledge of providing Health education to encourage good social cultural practices in the community	Has knowledge and understanding of providing Health education to encourage good social cultural practices in the community	Has wide knowledge and understanding of providing Health education to encourage good social cultural practices in the community
Term safe motherhood correctly defined	Has knowledge of defining term safe motherhood	Has knowledge and understanding of defining term safe motherhood	Has wide knowledge and understanding of defining term safe motherhood
Pillars of safe motherhood correctly explained	Has knowledge of explaining pillars of safe motherhood	Has knowledge and understanding of explaining pillars of safe motherhood	Has wide knowledge and understanding of explaining pillars of safe motherhood

Knowledge of safe motherhood pillars in provision of quality midwifery care correctly applied	Has knowledge of applying safe motherhood pillars in provision of quality midwifery care	Has knowledge and understanding of applying safe motherhood pillars in provision of quality midwifery care	Has wide knowledge and understanding of applying safe motherhood pillars in provision of quality midwifery care
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The applicable research findings correctly identified	Has knowledge of identifying the applicable research findings	Has knowledge and understanding of identifying the applicable research findings	Has wide knowledge and understanding of identifying the applicable research findings
The process of introducing the research findings/changes in the care correctly outlined	Has knowledge of outlining the process of introducing the research findings/changes in the care	Has knowledge and understanding of outlining the process of introducing the research findings/changes in the care	Has wide knowledge and understanding of outlining the process of introducing the research findings/changes in the care
Knowledge and skills for introducing appropriately the approved care correctly utilized	Has knowledge of utilizing knowledge and skills for introducing appropriately the approved care	Has knowledge and understanding of utilizing knowledge and skills for introducing appropriately the approved care	Has wide knowledge and understanding of utilizing knowledge and skills for introducing appropriately the approved care
Women with abnormal/high risk pregnancy correctly identified	Has knowledge of identifying women with abnormal/high risk pregnancy	Has knowledge and understanding of identifying women with abnormal/high risk Pregnancy	Has wide knowledge and understanding of Identifying women with

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

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

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

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

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

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

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

Described	and puerperium	that need emergency care to women during labour and puerperium	of describing conditions that need emergency
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			care to the women during labour and puerperium
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	Has wide knowledge and understanding of providing care to women with condition that need emergency care
Principles emergency obstetric care to women with abnormal labour and puerperium correctly identified	Has knowledge of identifying principles emergency obstetric care to women with abnormal labour and puerperium	Has knowledge and understanding of identifying principles emergency obstetric care to women with abnormal labour and puerperium	Has wide knowledge and understanding of identifying principles emergency obstetric care to women with abnormal labour and puerperium
Principles of emergency obstetric care in managing women with abnormal labour and puerperium correctly utilized	Has knowledge of utilizing principle of emergency obstetric care in managing women with abnormal labour and puerperium	Has knowledge and understanding of utilizing principle of emergency obstetric care in managing women with abnormal labour and puerperium	Has wide knowledge and understanding of utilizing principle of emergency obstetric care in managing women with abnormal labour and puerperium

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 of EMOC	Has wide knowledge and understanding of using maternal and neonatal records for improving the quality of EMOC
Common health problems, birth injuries, congenital malformations and disorders 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

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

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

identified	Teaching and learning methods	identifying teaching and learning methods	identifying teaching and learning methods
Identify styles of learning	Has knowledge of styles of learning	Has knowledge and understanding of styles of learning	Has wide knowledge and understanding of styles of learning

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

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

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

entrepreneurship correctly defined	of the term entrepreneurship	defining definition of the term entrepreneurship	defining definition of the term Entrepreneurship
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The concept of entrepreneurship in health care correctly described	Has knowledge of describing the concept of entrepreneurship in health care	Has knowledge and understanding of describing the concept of entrepreneurship in health care	Has wide knowledge and understanding of describing the concept of entrepreneurship in health care
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Importance of entrepreneurship in health care correctly described	Has knowledge of describing the importance of entrepreneurship in health care	Has knowledge and understanding of describing the importance of entrepreneurship in health care	Has wide knowledge and understanding of describing the importance of entrepreneurship in health care
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Different area in health services to which entrepreneurship apply correctly explained	Has knowledge of explaining different area in health services to which entrepreneurship apply	Has knowledge and understanding of explaining different area in health services to which entrepreneurship apply	Has wide knowledge and understanding of explaining different area in health services to which entrepreneurship apply
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Characteristic of entrepreneurship are correctly explained	Has knowledge of explaining Characteristic of entrepreneurship	Has knowledge and understanding of explaining Characteristic of entrepreneurship	Has wide knowledge and understanding of explaining Characteristic of entrepreneurship
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Knowledge and skills of entrepreneurship in provision of quality nursing care correctly utilized	Has knowledge of utilizing knowledge and skills of entrepreneurship in provision of quality nursing care	Has knowledge and understanding of utilizing knowledge and skills of entrepreneurship in provision of quality nursing care	Has wide knowledge and understanding of utilizing knowledge and skills of entrepreneurship in provision of quality nursing care
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Functions and role of a leader correctly enumerated	Has knowledge of enumerating functions and role of a leader	Has knowledge and understanding of enumerating functions and role of a leader	Has wide knowledge and understanding of enumerating functions and role of a leader
Functions and role manager correctly listed	Has knowledge of listing function and roles of a manager	Has knowledge and understanding of listing function and roles of a manager	Has wide knowledge and understanding of listing function and roles of a manager

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

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

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

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

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

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

Government Standing Orders correctly adhered	Has knowledge of adhering to Government Standing Orders	Has knowledge and understanding adhering to Government Standing Orders	Has wide knowledge and understanding to Government Standing Orders
The term change correctly defined	Has knowledge of defining the term change	Has knowledge and understanding of defining the term change	Has wide knowledge and understanding of defining the term change
Factors to consider in introducing change correctly explained	Has knowledge of explaining factors to consider in introducing change	Has knowledge and understanding of explaining factors to consider in introducing change	Has wide knowledge and understanding of explaining factors to consider in introducing change
Factors leading to resistance to change correctly identified	Has knowledge of identifying resistance to change	Has knowledge and understanding of identifying resistance to change	Has wide knowledge and understanding of identifying resistance to change

Ways to reduce resistance to change correctly explained	Has knowledge of explaining ways to reduce resistance to change	Has knowledge and understanding of explaining ways to reduce resistance to change	Has wide knowledge and understanding of explaining ways to reduce resistance to change
Managerial skills in managing planned change correctly applied	Has knowledge of applying managerial skills in managing a planned change	Has knowledge and understanding of applying managerial skills in managing a planned change	Has wide knowledge and understanding of applying managerial skills in managing a planned change
Conflict correctly defined	Has knowledge of defining conflict	Has knowledge and understanding of defining conflict	Has wide knowledge and understanding of defining conflict
Causes of conflict at work places correctly explained	Has knowledge of explaining causes of conflict at work places	Has wide knowledge and understanding of explaining causes of conflict at work places	Has wide knowledge and understanding of explaining causes of conflict at work places
Knowledge and skills for resolving conflicts correctly applied	Has knowledge of applying knowledge and skills in resolving conflicts	Has knowledge and understanding of applying knowledge and skills in resolving conflicts	Has wide knowledge and understanding of applying 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 Helminthology and protozoology 3rd Ed.

Code: NM06122

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 through lecture discussion, tutorials, 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, white 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

Code: NM06123

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 biostatistics

Term used in biostatistics

Introduction of biostatistics

Types of variable

Frequency of distribution

Vital statistics

Measures of location/central tendency

The arithmetic mean

Mode

Median

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 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, 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
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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

Code: NM 06125

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 Biostatistics

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 biostatistics in community health practice

Process of data analysis by using knowledge of epidemiology, demography and biostatistics

Process of report writing by using epidemiology, demography and biostatistics

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 beliefs 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 biostatistics
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 puerperium

Different type of abnormal labour

Obstructed labour

Prolonged labour

Deep transverse arrest

Complications of breech delivery and posterior position

Types of abnormal puerperium

Puerperal infection

Puerperal psychosis

Manage women with abnormal labour delivery and puerperium

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 Midwives. 3rd edition. John Snow USAID
10. WHO. 2003. Orientation Programme on Adolescent health for health care providers 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

Code: NM 06227

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:

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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 encopresis
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.
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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.

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Code: NM 06229

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
6.2.7 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 management
The 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
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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
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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)
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