



Organisation Ouestr Africaine de la Santé (OOAS)



West African College of Nursing (WACN)

HARMONIZED CURRICULUM FOR BASIC MIDWIFERY PROGRAMME FOR ANGLOPHONE COUNTRIES OF THE ECOWAS REGION



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Harmonized curriculum for Basic Midwifery programme in Anglophone countries of ECOWAS region.

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All efforts were made to ensure correctness of information contained and responsibility for the interpretation and use of the curriculum rests on the Anglophone member countries as decided by the Council and at the harmonization meetings.

INTRODUCTION

Women of reproductive age in the West African Sub-region are at risk of development of complications and death or development of complications of pregnancy and child birth in their day to day life. This risk includes the challenges arising from limited or lack of education of the girl-child, harmful traditional practices such as female genital mutilation, early marriage of the girl-child, domestic violence and poor nutrition.

Approximately 350,000¹ women die annually during pregnancy or child delivery. Two million² newborns also die within the first 24 hours of life. The introduction of the Millennium Development Goals (MDGs) 3,4,5&6 in 2000 with a mandate for governments to reduce infant mortality; improve maternal health and reduce infections among others has created the needed impetus for health ministries and health professionals in the West African sub region to introduce systems and programmes that will improve maternal and neonatal morbidity and mortality. The West African College of Nursing (WACN), in collaboration with the West African Health Organization (WAHO) has developed the harmonized curriculum to facilitate the reduction of maternal, child and infant morbidity and mortality, enhance the attainment of the MDGs in the sub region and contribute to improved quality of life for women and children.

The expanding role of midwives to provide quality services at homes, communities and health facilities; new concepts in health care and responsibilities such as emergency obstetrics and newborn care (EmONC) have been introduced into the educational preparation to ensure optimal performance.

This curriculum has been designed to prepare students to provide effective maternal, newborn and child health services through the application of scientific knowledge, right attitudes and professional skills while ensuring safety of practice with the increasing rate of intraregional migration of health workers that include midwives.

Footnote^{1,2}: UNFPA (2011) State of the World Midwifery Report.

BRIEF ON THE WEST AFRICAN COLLEGE OF NURSING

The West African College of Nursing (WACN), a specialized agency of the West African Health Organization (WAHO) was established in 1981 initially as an organization of senior nurses and midwives eager to ensure maintenance of standards in education and practice in the sub region. It is a member of the West African Health Post Graduate Medical Colleges (WAHPMC) with administrative office in Lagos, Nigeria. In later years more nurses and midwives with specializations and higher education were attracted and admitted as Fellows, such that today, WACN has top level nurse and midwife specialists and consultants as members. As a result of the geographical spread of the members, the WACN is structured into National Chapters with each member country having its own Chapter Executive officers, who are part of the Council.

There are currently five (5) Anglophone countries- Ghana, Gambia, Liberia, Nigeria and Sierra Leone and one (1) Francophone country – Benin who are members, while effort is ongoing to involve the other countries in the sub region. The College has five (5) Constituent faculties as follows: Faculty of,

- i. Medical Surgical Nursing
- ii. Maternal and Child Health
- iii. Community Health
- iv. Mental Health and Psychiatry
- v. Administration, Management and Education

The WACN holds Biennial General Meetings (BGM) and scientific sessions in rotation among the member states. It also works in collaboration with the professional regulatory bodies of the member states and professional associations to ensure standards in education and practice.

The College has as focus the WAHO strategic plans and programmes in addition to the following areas of emphasis:

- Increasing efforts to reduce maternal, child and infant morbidity and mortality in all the countries of the sub region
- Harmonization of curricula for nurses and midwives in member states
- Expanding membership to include all countries in the sub region
- Encouraging research/increased publication of research and educational articles in the West African Journal of Nursing and other peer reviewed journals
- Developing and implementing modules for the Fellowship programme
- Awareness creation/sensitization of Francophone member countries on the need for regulatory framework/bodies for nursing and midwifery
- Encouraging collaborative research in member countries, and also reaching out to sister organizations for research grants/collaborations.

Fellows of the College in line with the College objectives are involved in capacity building and development of nursing and midwifery in the sub region.

The Objectives of the West African College of Nursing include:

1. To promote excellence in nursing education at all levels and maintains standards of nursing practice within the sub region.
2. To accredit institutions for the College programmes.
3. To assist in the formulation of nursing education programmes and to support the management of such programmes in accredited member States
4. To contribute to the improvement of health care within the sub region
5. To encourage uniformity in designations of specially qualified nurses/midwives in member states
6. To assist in providing facilities for nursing education (basic and post basic) in member states where they do not already exist
7. To work with regulatory bodies in maintaining uniform code of Ethics for nurses/midwives in member states
8. To promote and encourage research in nursing education and practice
9. To liaise with international agencies so as to sponsor and encourage educational exchange programmes, by attending conferences, workshops and seminars.

MISSION STATEMENT:

To provide postgraduate nursing and midwifery education and disseminate technical health information towards the attainment of the highest possible standards and protection/promotion of the health of the people of West Africa sub region through cooperation among member states.

VISION:

To ensure that all citizens of member states receive health care services that include nursing and midwifery services at even the most remote villages.

Further information on the West African College of Nursing is available on the website: www.wacn-online.com or from the email: westafricancollegenursing@yahoo.co.uk

BRIEF ON WEST AFRICAN HEALTH ORGANIZATION

The West African Health Organization (WAHO) was approved by the Economic Community of West African States (ECOWAS) Council of ministers in November, 1984, and its creation was adopted by Heads of State Decision A/Dec9/10/98 that the Headquarters be at Bobo-Dioulasso, Burkina Faso. They approved the appointment of the Director General, Deputy Director General and other staff, with the powers of WAHO principally limited to health matters. The directorate comprises Technical and Specialized divisions.

Management Structure:

The Authority of Heads of State and Government of Member States is the supreme institution of the Community and is composed of Heads of State and/or Government of Member States. The Authority is responsible for the general direction and control of the Community and takes all measures to ensure its progressive development and the realization of its objectives. As such, it is also the supreme decision-making body of WAHO.

The Council of Ministers is a rotating panel of Ministers from ECOWAS Member States that can include Ministers of Integration, Economic Planning and Finance, and Foreign Affairs. The Council is responsible for the functioning and development of the Community and makes recommendations to the Authority of ECOWAS on any action related to the objectives of the Community.

The jurisdiction of the Assembly of Health Ministers is principally limited to matters of health, and more particularly to the technical aspects therein. The Assembly determines the general policies of WAHO and makes other appropriate decisions to promote or advance the objectives of the Organization.

Although it is a Specialized Agency of ECOWAS, WAHO enjoys administrative and financial autonomy. The General Directorate of WAHO, which is responsible for the execution of the organization's programmes and activities, is headed by a Director General, assisted by a Deputy Director General. The activities of WAHO are distributed among five divisions that comprise the General Directorate:

- Human Resources Development.
- Planning and Technical Assistance.
- Primary Health Care and Disease Control.
- Research and Health Management Information System.
- Administration and Finance.

The comparative advantages of WAHO include:

- Unique political mandate enjoyed by no other health organization in the region
- Unique position to influence health policy at the highest level
- Direct line of communication with decision makers from member states, therefore has ability to motivate the harmonization of health policies
- Ability to facilitate inter-country exchange of information, health personnel, resources and policy alignment
- Establish partnership with health related entities in the sub region

- Capacity to collect, manage and disseminate health information specific to West Africa to guide development of future health interventions

GOAL

To substantially improve the quality of health system management and health care for the people of the sub region by developing and supporting integrated health policies and programmes

MISSION

The mission of WAHO shall be the attainment of the highest possible standard and protection of health of the peoples of the sub region through the harmonization of the policies of member states, pooling of resources, cooperation with one another and with others for the collective and strategic combat against the health problems of the sub region.

WAHO Strategic plans include ten programmes as follows:

- Coordination and harmonization of policies facilitating access to quality health care and developing harmonized sub regional health policies, standards and legislation.
- Health information strengthening for disease prevention and control in the sub region
- Development of research(facilitation) in the ECOWAS sub region
- Promotion and dissemination of best practices to provide the highest quality care for healthy behaviour
- Development of human resource for health - to facilitate education of health professionals that are responsive to the essential health problems, as well as availability and mobility of human resources for health in the ECOWAS sub region
- Medicines and vaccines – to facilitate access to essential and quality medicines, vaccines and essential health products and reduce of uncertified/counterfeit/ medicines in the member states
- Traditional medicine – to promote institutionalization of traditional medicine in health systems of the sub region
- Diversification of health financing mechanisms- to facilitate the promotion of new financing mechanisms and advocate for increased budgetary allocation for health.
- WAHO Institutional Development and Capacity building(to strengthen WAHO's capacity)
- Monitoring and Evaluation of plan to help maintain the focus on effective implementation of the strategic plan and attainment of the objectives and expected outcomes of the strategic plan.

Further contact with WAHO can be made at:

The website: www.wahooas.org Email: jjkabl@wahooas.org

PHILOSOPHY

The midwifery programme is based on the philosophy: that,

1. Reproductive health is a fundamental human right of all individuals and families irrespective of race, religion, creed, beliefs and values. It promotes, protects and supports women's reproductive rights and respects ethnic and cultural diversity.
2. Midwifery education aids the development of the student as an individual citizen and autonomous practitioner. Midwifery is an art and a science that allows for holistic care grounded in an understanding of the social, emotional, cultural, spiritual, psychological and physical experiences of women and based upon the best available evidence.
3. The special training places the midwife in a unique position to adopt the role of counselor, researcher, manager and a care giver to assist individuals, families and communities to promote good family health.
4. Midwifery is a profession that focuses on the care of a woman and her family during the child-bearing period including care of the newborn. It embraces all behaviours that ensure safe motherhood.
5. The family is a basic unit of human existence, thus midwifery must be women-family centered. The woman in this regard is a vital partner to the midwife/client relationship and empowered to reduce gender imbalance in all sexual and reproductive health issues.
6. Although midwives function in partnership with other members of the health team, they remain autonomous and accountable for midwifery care. The education also empowers the midwife to support women to assume responsibility for their health and that of their families.

GOAL

The goal of the programme is to produce versatile midwives who in their practice of midwifery will provide high level care to individuals and families in the sub-region.

OUTCOME OBJECTIVES: At the end of the training, the midwife will be able to:

1. Utilize information, education and communication (IEC) to promote reproductive health needs of individuals, families and communities.
2. Demonstrate the ability to use evidence based approach in the care of individuals, families and communities.
3. Demonstrate ability to diagnose pregnancy.
4. Demonstrate ability to provide comprehensive focused ante natal care.
5. Assess a woman through pregnancy, labour and puerperium.
6. Identify abnormalities in pregnancy, labour and puerperium.
7. Conduct normal deliveries and provide post natal care using the principles of universal safety precautions.
8. Demonstrate the ability to promote the concept of exclusive breastfeeding and immunization.
9. Demonstrate critical thinking skills in the management of reproductive health emergencies.
10. Demonstrate skills in the prevention of Human Immune, Virus transmission (HIV/AIDS) mother to child transmission (MTCT) and Malaria (IPT) etc.
11. Conduct follow-up visits and provide domiciliary services to clients and families.
12. Collaborate with community leaders, stakeholders and intersectoral team in reproductive health promotion.
13. Demonstrate the ability to provide adolescent reproductive health services.
14. Supervise student midwives/other health workers in reproductive health services.
15. Conduct research on health issues affecting women and children.
16. Demonstrate the ability to contribute to the formulation of health plans and policies
17. Demonstrate leadership capabilities in managing health care within the framework of the national health policy.
18. Develop competencies and maintain professional development by keeping abreast with new ideas and technology through continuing education.

COMPETENCIES (JOB DESCRIPTION FOR REGISTERED MIDWIFE(RM):

The Registered Midwife is licensed to practice the following:

1. Assess, plan, implement and evaluate the health needs of the community with special reference to reproductive health needs.
2. Prevent and control communicable diseases especially those with the potential of affecting the health of mother and child by instituting community surveillance programmes and maximizing the use of human and material resources.
3. Function independently and collaboratively with allied health professionals and the inter-sectoral team to provide comprehensive maternal and child health care services in the community.
4. Plan, establish, organize and manage ante-natal, postnatal, family planning and infant welfare clinics.
5. Identify clients at risk and take appropriate action and refer where necessary.
6. Manage clients during pregnancy, labour, delivery and puerperium.
7. Initiate care in emergency situations to save life of the mother and/or child.
8. Anticipate /recognized risk factors and take prompt action and refer where necessary.
9. Identify at risk women for domestic violence and sexual abuse, manage/refer appropriately.
10. Deliver and initiate care for the new born.
11. Identify infants with problems and intervene appropriately.
12. Monitor mothers closely during the post partum period and subsequently.
13. Support the mother to initiate and manage breastfeeding.
14. Develop strategies to meet the reproductive health education needs of individuals, families and communities.
15. Counsel on family planning and immunization.
16. Educate the community on family planning and administer contraceptive devices in accordance with socio-cultural values and needs of the people.
17. Store, prescribe, administer and manage essential drugs by evolving an effective monitoring and cost recovery system.
18. Diagnose and treat common uncomplicated conditions that affect the health of the child and or mother.
19. Sensitize, mobilize and educate the community for active participation in health care

activities.

20. Teach, guide and supervise the practice of other health personnel including students in maternal and child health services.
21. Plan with and guide families and communities on the methods necessary for achieving and maintaining healthy life styles.
22. Mobilize males to participate in reproductive health care.
23. Initiate and participate in the development of recording and reporting system, maintaining, analyzing and utilizing collected data.
24. Evaluate maternal and child health services and participate in research with the aim of improving and developing techniques to meet the changing needs and demands of the people.

THE PROGRAMME

ENTRY REQUIREMENTS

Senior Secondary School Certificate GCE 'O' level or WASCE or its equivalent with a minimum of 5 credits to include English Language, Biology/Health Science and any other three of the following Physics, Chemistry, Mathematics and Economics.

COURSE/PROGRAMME DESCRIPTION

The Midwifery Education Programme shall be for 3 years for Basic Midwifery in an accredited institution.

Age 18 – 35 years.

TEACHING / LEARNING METHODS

Emphasis shall be on integrating theory with practical demonstration, and clinical experiences. All tutors shall work with students in the clinical areas i.e. community, primary health care settings, hospital and the midwife shall act as preceptors. Reference shall be given to interactive teaching methods.

Teaching/learning methods shall include:

- a. Lecture/Discussion
- b. Practical Demonstration
- c. Clinical Practice
- d. Group Discussion presentation
- e. Patient/Client Care studies
- f. Individual/Group Projects
- g. Home/Community Health visits.
- h. Clinical Rounds
- i. Field trip
- j. Role modeling
- k. Role play
- l. Seminar
- m. Tutorial
- n. Simulations
- o. Computer software, Internet & E-mail.

PROGRAMME IMPLEMENTATION

1. Basic Midwifery will require the following cadre of staff:
 - a. Academic Staff:
 - i. Principal must be a registered midwife with 2nd degree
 - ii. Others must have a minimum of 1st degree.
 - Midwife Educators
 - Public Health Nurses/Nurse Educators
 - Nurse Educators
 - Guest Lecturers in Specialty areas as required.
 - All academic staff to specialize in education.
 - b. Clinical Instructors
 - c. Non-Academic Staff
 - Secretary/Typist
 - Clerical Staff
 - Account Staff
 - Administrative Officers
 - Librarian and assistants
 - Computer technicians and assistants
 - Messengers
 - Security Guards
 - Gardeners
 - Drivers
 - Porters
 - Cleaners
 - Wardens (where hostel accommodation is available)
 - Store keeper
2. Only trained and registered Midwife educators and practitioners shall teach and examine midwifery courses.

3. The ratio for Registered Educators to students in the class room and the Clinical Setting shall be 1:6 (WHO), but 1:10 is recommended for the sub-region.
4. The Principal of a School of Midwifery shall be a registered midwife educator.
5. Nurse educator must have midwifery as an additional qualification.
6. Each School of Midwifery shall have the following standing committees:
 - Curriculum Committee
 - Education/Research Committee
 - Examination Committee
 - Procedure Committee
 - Disciplinary Committee
 - Welfare Committee.
6. A guideline of the scheduled lecture for guest lecturers (where in use) must be drawn up and given to the guest lecturers in advance of the lecture.

Eligibility for examinations:

Before sitting for the final qualifying examination, the student midwife shall be required to have:

- a. Conducted and recorded a minimum of 50 deliveries (40 normal deliveries and 10 complicated deliveries).
- b. Cared for a minimum of 50 Clients during the puerperium.
- c. Inserted 10 intra uterine contraceptive devices, fitted 2 diaphragm (where available) and prescribed 10 oral contraceptives.
- d. Performed 5 Manual Vacuum Aspiration (MVA) procedures under supervision.
- e. Performed and repaired 5 Episiotomies under supervision.
- f. Witnessed and assisted in 5 Caesarean Section.
- g. Attend competently to other fertility needs as specified within the curriculum.
- h. Attended minimum 75% lecture/ clinical experience

EVALUATION/ASSESSMENT

Formative Evaluation:

In course assessment:

This should form 40% of end of semester examination, and includes tests, quizzes, assignment, seminar presentation and mid semester examinations.

Summative Evaluation:

This forms 60% of end of semester examination. (written examinations, research and project , Work/care study. The (Grade Point Average)GPA system should be used.

Cumulative Grade Point Average (CGPA):

The student's cumulative grade point average is calculated by dividing the total number of grade points obtained, up to any specified time, by the total number of credits of all courses for which the students had registered up to that time.

Final Grade Point Average (FGPA):

The FGPA for all courses under consideration calculated up to the end of a student's academic programme.

Achievement Grades:

The pass mark for all examinations shall be 50%. The achievement grades will be interpreted as follows:

A = 80% and above (Distinction)

B = 70 - 77% (Upper Credit)

C = 60 - 69% (Lower Credit)

D = 50 - 59% (Pass)

E = 49% below (Fail)

Vacation:

A minimum of two weeks vacation at the end of each semester

LICENSURE EXAMINATIONS AND REQUIREMENTS:

- (a) Every student, after completion of the programme of study, shall be required to take a professional licensure examination conducted by the Nursing and Midwifery Council of each country.
- (b) In all cases, the head of the institution must certify that the Candidate has satisfied the required theoretical and practical requirements for the particular licensure examination he or she wishes to take.
- (c) Candidates shall be allowed two (2) attempts at the professional licensing examination.
- (d) All successful candidates must be registered and licensed to practice as Registered Midwives.

Certification:

According to country specification

TABLE OF COURSES

FIRST YEAR – FIRST SEMESTER (TOTAL NO. OF HOURS – 450)

Course Code	Course Title	Number of Hours		Total Hour	Credit Load
		Lecture	Practical		
GNC 111	Foundations of Nursing I	30	45	75	3
GES 111	Anatomy & Physiology I	30	45	75	3
GES 112	Basic Sciences	30	45	75	3
GES 113	Behavioural Science I	15	-	15	1
GES 114	Use of English & Communication Skills	30	-	30	2
GES 115	Introduction to French language	30	-	30	2
GES 116	Microbiology	30	45	75	3
BMP 111	Primary Health Care I	30	45	75	3
	Total	225	225	450	20

FIRST YEAR – SECOND SEMESTER (TOTAL NO. OF HOURS – 435)

Course code	Course Title	Number of Hours		Total Hour	Credit Load
		Lecture	Practical		
GNC 121	Foundations of Nursing II	30	45	75	3
GES 121	Anatomy & Physiology II	30	45	75	3
GES 122	Nutrition	30	45	75	3

GES 123	Pharmacology I	30		30	2
GNC 122	Medical Nursing	30	45	75	3
BMP 121	Primary Health Care II	30	45	75	3
GES 125	Behavioural Science 11	15	-	15	1
BMP 122	Seminar I	15	-	15	1
	Total	210	225	435	19

Hospital Based Clinical Practice 1 & II = 2 weeks
1 Credit Unit of Lecture = 15 Hours
1 Credit Unit of Clinical Practice = 45 Hours
Vacation = 1 week

SECOND YEAR – FIRST SEMESTER (TOTAL NO. OF HOURS – 465)

Course Code	Course Title	Number of Hours		Total Hour	Credit Load
		Lecture	Practical		
GES 210	Applied Anatomy & Physiology	30	45	75	3
BMP 211	Fundamentals of Midwifery Practice	30	-	30	2
BMP 212	Introduction to Reproductive Health	15	45	60	2
BMP 213	Normal Midwifery I	30	45	75	3
GES 212	Pharmacology II	30		30	2
GNC 211	Surgical Nursing	15	45	60	2
GES 213	Introduction to Information Communication Technology (ICT)	15	45	60	2
GNC 212	Introduction to Mental Health Nursing	15	45	60	2
BMP 115	Seminar II	15	-	15	1
	Total	195	270	465	19

Hospital based clinical practice = 1 week
Community based = 1 week
Vacation = 1 week

SECOND YEAR – SECOND SEMESTER (TOTAL NO. OF HOURS – 405)

Course Code	Course Title	Number of Hours		Total Hour	Credit Load
		Lecture	Practical		
BMP 221	Normal Midwifery II	30	45	75	3
BMP 222	Child Health	30	45	75	3
BMP 223	Complicated midwifery	30	45	75	3
BMP 224	Community Midwifery	30	45	75	3
GES 221	Introduction to Research	30	-	30	2
GES 222	Statistics	15	45	60	2
BMP 225	Seminar III	15	-	15	1
	Total	180	225	405	17

1 Credit Unit of Lecture	=	15 Hours
1 credit Unit Clinical Practice	=	45 Hours
Hospital based clinical Practice	=	2 weeks
Community based practice	=	2 weeks
Vacation	=	1 week

THIRD YEAR – FIRST SEMESTER (TOTAL NO. OF HOURS – 405)

Course Code	Course Title	Number of Hours		Total Hour	Credit Load
		Lecture	Practical		
BMP 311	Complicated Midwifery II	30	45	75	3
BMP 312	Family Planning	15	45	60	2
GES 311	Principles of Teaching and Management	30	45	75	3
BMP 313	Research Project I	-	90	90	2
BMP 314	Family Care (Expectant) Project I	-	90	90	2
BMP 315	Seminar IV	15	-	15	1
	Total	90	315	405	13

Holiday	=	2 Weeks
Hospital / Community Based Clinical Practice	=	8 weeks
1 Credit Unit Lecture	=	15 Hours
1 Credit Unit Clinical Practice	=	45 Hours

THIRD YEAR – SECOND SEMESTER (TOTAL NO. OF HOURS – 720)

Course Code	Course Title	Number of Hours		Total Hour	Credit Load
		Lecture	Practical		
BMP 324	Family Care (Expectant) Project II	-	90	90	2
BMP 323	Research Project II	-	90	90	2
BMP 325	Community Based Clinical Practice	-	270	270	6
BMP 326	Hospital Based Clinical Practice	-	270	270	6
	Total	-	720	720	16

FIRST YEAR FIRST SEMESTER COURSES

COURSE TITLE : FOUNDATIONS OF NURSING I
COURSE CODE : GNC 111
PLACEMENT : 1ST YEAR 1ST SEMESTER
DURATION : 75 LECTURE (30 HOURS LECTURES, 45 PRACTICAL)
UNITS : 3

Introduction

This course is the foundation for the practice of midwifery in the home, community and health institutions and for further professional education.

It forms the basis for all other comprehensive and specialized health care. Preparation for the course is more than the acquisition of technical skills and will be based on sound scientific principles which the student will apply throughout the whole programme and will be able to build on as the programme progresses.

Objectives

At the end of the course, the student will be able to:

1. Describe the history, ethics, philosophy and trends in nursing.
2. Explain the basic concepts and tools relevant to nursing practice.
3. Identify the structure and functions of health care institutions and agencies.
4. Explain the principles of diagnostic procedures.
5. Demonstrate the procedures for bed making.
6. Explain the principles of physical care of client/patient.
7. Explain the role of community and family in the care of patients.
8. Explain the principles and techniques of first aid.

Content

Unit 1: Introduction

- Definition of Nursing/Midwifery, ethics, professionalism
- History and trends of Nursing /Midwifery
- The characteristics of nursing as a profession
- Nursing Legislature and decrees/acts
- The function of Nursing and Midwifery Councils/Boards of respective countries

Unit II: Concepts and Tools in Nursing

- Basic needs of clients/patients
- Concept of health –illness continuum
- The process of the Nursing process (Assessment, diagnosis, planning, implementation, evaluation)
- Problem-solving techniques that can be applied in Midwifery practice (trial and error, systems approach and initiative problem solving)
- Introduction to quality assurance
- Theories in nursing e.g (Orem's, Callista Roy etc.)
- Communication process
- Concept of Information, Education and Communication (IEC)
- Reporting and Recording in Nursing and Midwifery
- Concept of Health Management Information System
- Techniques of rehabilitation

Unit III: Health Care Institutions and Agencies

- Structure and function of primary, secondary and tertiary health care institutions
- National and international health agencies and associations in health care delivery e.g. World Health Organization (WHO), Red Cross, United Nations International children's Fund, National Association of Nurse and Midwives, International Confederation of Midwives (ICM), International Council of Nurses (ICN) etc.

Unit IV: Diagnostic Procedures

- Diagnostic procedures e.g. vital signs, apex beat, weight/height, laboratory tests, urine testing, stool, sputum, other secretions
- Procedure for the collections of specimen listed above
- Use of diagnostic set/equipment
- Collection of urine for routine and laboratory investigations
- Precautionary measures involved in collection and disposals of specimen for investigation

Unit V: Bed making

- Principles of bed making
- Preparation of trolleys for different types of bed making
- Simple occupied and unoccupied beds and cots
- Use and care of beds accessories (cradle, bed table, air-ring, etc).
- Special beds (admission, post-operative, cardiac, divided bed etc).

Unit VI: Comfort, First Aid and Safety Measures

- Reception, admission and discharge of patients
- Trolleys for bed-bathing, pressure areas, mouth care etc.
- Bathing of adults and children
- Treatment of pressure areas
- Oral care of patients
- Examination and washing of patients hair
- Giving of bed pans and urinals
- Definition and principles of first aid
- Feeding of patients
- Positioning of patients
- Lifting of patients
- Bandaging

COURSE TITLE	:	ANATOMY AND PHYSIOLOGY I
COURSE CODE	:	GES 111
PLACEMENT	:	1ST YEAR 1ST SEMESTER
DURATION	:	75 HOURS (30 HOUR LECTURES, 45 HOURS PRACTICAL)
UNITS	:	3

Introduction

This course deals with the normal anatomy and physiology of the body. This is essential for better understanding of deviations from normal. It is important for the student midwife to understand that the functions of each part of the human body are interdependent. The course recognizes the importance of environmental and technological changes on normal structural and functions of the body.

Objectives

At the end of the course, the student will be able to:

1. Explain the organization of the human body, its physiology and maintenance.
2. Describe the structure and functions of the musculo-skeletal system.
3. Describe the structure, and functions, of blood cardio-vascular system.
4. Describe the structure and functions of the digestive system.
5. Describe the structure and functions of the respiratory system.

Content

Unit I: Organization of the human body

- Various systems of the human body
- The basic unit of the human body (cell)
- Cell division (mitosis and meiosis)
- Properties of animal cell
- The scope of genetics
- Concept of adaptation and homeostasis
- Cavities and regions of the body
- Body tissues, membranes and their characteristics

Unit II: Structure and Functions of Musculo -Skeletal System

- Anatomical terms e.g. proximal, distal, internal medial etc.
- The anatomical structure of the human body
- Bones of the body
- Development, structure and composition of bones
- Types of articulation of the skeletal system e.g. synovial joints
- Types, characteristics and composition of the muscular system

Unit III: Blood and Cardio-Vascular System

- The structure and functions of the heart and blood vessels
- Functions of the heart and blood vessels
- Formation and composition of blood
- Blood Groups, ABO and Rhesus incompatibility
- Blood clotting mechanism
- Blood circulation, blood volume, maintenance of blood pressure, pulse and heart beat
- Structure and functions of the lymphatic system

- Lymph circulation

Unit IV: Digestive System

- Organs of digestion, their structure and functions
- Digestion and metabolism of carbohydrates, protein, fats in the human digestive system
- Functions of vitamins (water or fat soluble) and minerals in the body
- Heat production in the body
- Basal metabolic rate

Unit V: Respiratory System

- Structure and functions of organs of respiration (Nose, pharynx, larynx, trachea. Bronchi, lungs etc.)
- Mechanism of respiration (carriage of oxygen in blood, carbon dioxide in blood, gaseous exchange)
- The buffer system
- Nervous control of respiration

COURSE TITLE	:	BASIC SCIENCES
COURSE CODE	:	GES 112
PLACEMENT	:	1ST YEAR 1ST SEMESTER
DURATION	:	75 (30 HRS LECTURES, 45 HRS PRACTICAL)
UNITS	:	3

Introduction

This basic science course emphasizes the important basic concept of science in relation to health care activities.

Objectives

At the end of the course, the student will be able to:

1. Relate the basic concepts in physics and chemistry to health care activities.
2. Describe specifically the applications of heat, mechanics, light and sound in terms of therapeutic and other uses in health care activities.
3. Explain the nature of radio –activity in relation to x-ray and radiotherapy including precautionary measures in the protection of patients, staff and community in general.
4. Describe the basic biochemical concepts in terms of the body composition and alterations due to injury or disease process.
5. Identify uses of inorganic and organic compounds in therapeutics, relating these to the application of biochemistry and pharmacology in health care activities.

Content

Unit I: Introduction

- Definition of science
- Branches of science and their relevance to midwifery practice
- Nature of scientific enquiry and its importance to the midwife
- Matters: Definition and classification

Unit II: Molecular phenomena and applications

- The concept of capillarity: definition, common examples, application in midwifery practice
- Diffusion :definition, common examples, application in midwifery practice
- Concept of density and application in health care settings: use of hydrometers and urinometers

Unit III: Measurements

- Types of measurements commonly carried out by nurses e.g. length, weight, volume etc.
- Standard international unit (S.I) ,unit conversion
- Applications of measurement in the health field- Barometer, sphygmomanometer.

Unit IV: Forces and their application in midwifery practice

- Definition, types, examples
- Application to midwifery practice

Unit V: Machines

- Definition, types, examples
- Levers :definition, classification and examples
- Pulleys : definition, classification and examples
- Application in midwifery practice

Unit VI: Heat

- Definition, terminologies and sources of heat
- Methods of providing heat for the body
- Heat conversion
- Calculations of calorific values for adult and baby food.
- Definition and measurements of temperature
- Types of thermometer

Unit VII: Optics

- Definitions, basic principles and applications.
- Common eye defects and correctives mechanisms.

Unit VIII: Electricity, Magnetism and Sound

- Basic principles, application to x-ray
- Properties of a magnet
- Electromagnetism
- Sound-basic principles, waves and application in midwifery practice

Unit IX: Practical

- Application of the principles and practice of physics within the context of midwifery

CHEMISTRY

Unit X: Air- composition, pollution and purification

- Electrolysis: definition, electrolytes and non- electrolytes
- Ion : definition, examples, ionization
- Application in midwifery practice

Unit XI: Acids, bases and salts

- Importance of salts to the body
- Hydrolysis of salts
- Application in midwifery

Unit XII: Organic and inorganic compounds.

- Organic compounds: definition, classification, examples and structure
- Examples of oxidation products of alcohols- Aldehydes etc.
- Application in midwifery

Unit XV: Practicals

- Application of the principles and practice of physics within the context of midwifery.

COURSE TITLE	:	BEHAVIOURAL SCIENCE I (SOCIOLOGY AND ANTHROPOLOGY)
COURSE CODE	:	GES 113
PLACEMENT	:	FIRST YEAR 1ST SEMESTER
DURATION	:	75 (30HRS LECTURES, 45 HRS PRACTICAL)
UNITS	:	3

Introduction:

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

Objectives:

At the end of the course, the student will be able to:

1. Describe the relevant terms and concepts of Sociology and Anthropology
2. Explain the roles of social institutions in the overall wellbeing of individuals, families and communities
3. Describe social values and cultural determinants of diseases and health-illness behaviour
4. Describe the relationship within the health care system and between the health practitioners and their clients
5. Outline government health policies

Content:

- **Concepts of sociology and culture:**
 - Definition of concepts and relevance to nursing
 - History of Sociology/Anthropology - August Comte, Herbert Spencer, Carl Max, Max Webber etc.
 - Relationships between social class and health status
 - Social change and population dynamics
- **Social/Adaptive process:**
 - Socialization
 - Social institutions – families, schools, religious institutions and their effects on individuals
 - Corrective institutions, prisons, psychiatric asylums, remand homes etc.
 - Organization of health care institutions
 - Hospital as a social system/health care delivery system
- **Health/Illness behaviour:**
 - Society, culture, tradition and belief systems
 - Relationship between culture, society and nursing
 - Influence of culture on health and illness
 - Cultural factors affecting acceptance and utilization of health care services
- **Relationships within the health care organisations:**
 - Relationships within the health care system
 - Doctor, midwife, patient relationship

- Inter and Intra professional relationship
- Midwife/patient relationship
- Impact of relationships on patient/client care
- Role functions; independent, inter dependent and dependent functions.
 - **National health policy:**
- Poverty and health care
- National health service/plan
- National health insurance policy

COURSE TITLE: USE OF ENGLISH/COMMUNICATION SKILLS
COURSE CODE: GES 114
PLACEMENT: 1ST YEAR, 1ST SEMESTER
DURATION: 30 HOURS LECTURE
UNITS: 2

Introduction:

The Course is designed to equip the student to read, understand, and communicate effectively in English.

Objectives:

At the end of the course the student will be able to:

1. Communicate effectively in English both in the written and in oral forms.
2. Develop the habit of reading for information and pleasure.
3. Make notes from lectures.
4. Use punctuation correctly.
5. Develop skills for writing reports and essay
6. Utilize communication skills to influence the health attitude of client/patient, families and community.

Content:

Unit I: Note making:

- The value of making good notes.
- Methods of making notes from books
- The summary, paragraphing, outlining, numbering notes, newspaper headlines technique.
- Making notes from lectures.
- Use of abbreviations {standard and personal}, signs, symbols, diagrams, letters, underlining, quotation marks, etc.

Unit II: Developing reading skills:

- Different ways of reading and their uses
- Skimming, scanning, close reading of prescribed texts
- Developing faster reading; the value of motivation and concentration, eye movements; reading content and structural works; vocalization.

Unit III: Conventions of usage:

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

Unit IV: Developing writing skills I (sentences):

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

Unit V: Developing writing skills II (Paragraph level):

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

Unit VI: Developing writing skills III (the whole essay)

- Forms of discourse narration, exposition, description, and argument
- Making an outline or working plan; limiting the topic for adequate treatment, unity, relevance, and point of view for logical arrangement.
- Effective beginnings and endings; developing the topic through inductive and deductive reasoning.
- Revision: dangling modifiers; misuse of prepositions
- Developing writing skills IV (style).

Unit VII: Documenting information:

- The nature and uses of footnotes; first reference, subsequent references, frequently cited texts, newspapers, journals, final bibliography; (including particulars, arrangement and punctuation).
- Plagiarism – different forms and how to avoid them.
- Construction errors.

Unit VIII: Report writing:

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

COURSE TITLE	:	INTRODUCTION TO FRENCH LANGUAGE
COURSE CODE	:	GES 115
PLACEMENT	:	FIRST YEAR 2ND SEMESTER
DURATION	:	30 LECTURE HOURS
UNIT	:	2

Introduction:

The course is designed to enhance the ability of the student to communicate effectively in French Language.

Objectives:

By the end of the course the student will be able to;

1. Identify the basic structures of written French
2. Apply the structure in both written and spoken French
3. Deduce meanings out of sound combinations
4. Utilize the above for effective communication

Content:

- Written comprehension in French:
 - Topics of general interest e.g. life, HIV/AIDS, child trafficking etc
- Principles governing the structure and use of written French:
 - Identification of basic form classes:
 - Nouns – simple/compound; singular/plural; masculine/feminine
 - Pronouns – personal/impersonal; demonstrative; possessive and relative
 - Verbs reflexive/non reflexive; moods and tenses
 - Adjectives – qualifying; possessive; interrogative; demonstrative; indefinite; numeral (e.g. dix) and ordinal(e.g. dixieme)
 - Adverbs – common forms; with –ment(e.g. lentement); with preposition + noun (e.g. par avion, a cheval, en voiture) ; special forms (e.g. bien, vite, mal, mieux, le mieux etc.)
 - Types - manner e.g. debout, facilement)
 - Purpose (e.g. pour + infinitive, afin de + infinitive)
 - Cause and consequence (e.g. pour + infinitive perfect, a cause de + noun)
 - Concession (e.g. malgre + Noun ; place (e.g. y, en, ici, time(e.g. hier, aujourd’hui, avant-hier, après demain, le matin, dans un mois)
 - Prepositions- simple (e.g. a, de, avec, vant, sur, dans) ; compound – (e.g. cote de; au milieu de)
 - Conjunctions – (e.g. of co -ordination (e.g. mais, ou, et, donc, cependent,)) ; of subordination (e.g. afin que ; quoique, a condition que, pour que, parce que)
 - Articles – definite, indefinite and partitive ;
 - Assessment of vocabulary span(words in contemporary contexts); - meaning, use, opposites, synonyms)

- Importance of word order in – (i). affirmative sentences; (ii). Interrogative sentences ;(iii). Imperative sentences; (iv). Passive voice formation
- Identification and application of basic processes in language structure e. g. (a) conjugation – in all tenses except l’imparfait du subjonctif et ... le plus – que parfait du subjonctif.) (b). negation (e.g. ne ...pas, ne ... plus, ne... rien, nul ne, personne... ne, rien ... ne etc.) ;
(c). agreement (e.g. les beaux, arts, il les a vues les photos) ; (d). pluralisation(e.g. as in cheval/chevaux ; beau/beaux) ; (e) derivation – from adjective to adjective e.g. un - premier ; from adj. to noun – e.g. bon-bonte, riche-riche etc. ;
- Use of French in set
Expressions such as in proverbs, idioms and conventional structures provided for in common speech (a) proverbs (e.g. tel pere, tel fils, petit a petit); (b) idioms (e.g. avoir une faim de loup, crier sur le toit, mourir de peur); (c). conventional stretches (e.g. enchante, c’est dommage, formidable etc.) ; (d). speech acts (e.g. proposer, conseiller, regretter, admirer, esperer, interroger etc.)
- **Working of French sounds**
 - (a) Sound discrimination (e.g. tout/tu)
 - (b) letter – sound correspondence (e.g. ai-/e/, ais-/e/)
 - (c) syllabification (e.g. con/tente/ment)
 - (d) liaison (e.g. trios animaux cas unique)
 - (e) sense groups in reading (e.g. J’ai mal a la tete)
 - (f) cognates and faux amis (e.g. president, nation)
 - (g) identification of sounds to determine similarity (e.g. maison/saison, dents/don, fond/fonde)
- **Culture and civilization**
 - Characteristics (aspects of similarities and differences of the educational systems; socio economic life, political organization and cultural life of Francophone Africa).

COURSE TITLE: MICROBIOLOGY
COURSE CODE: GES 116
PLACEMENT: FIRST YEAR 1ST SEMESTER
DURATION: 75 (30 HOURS LECTURE 45 PRACTICAL)
UNITS: 3

Introduction

In the study of microbiology, the midwife acquires the knowledge of different types of organisms, their relevance in midwifery practice and the application of microbiology to disease control.

Objectives

At the end of the course, the student will be able to:

1. Identify different types of organisms.
2. Relate specific disease with causative organisms.
3. Describe the mode of transmission, causes and the treatment of specific infections.
4. Explain the concept of immunity and immune response as applied to epidemiology.
5. Utilize the knowledge of disease processes in the control of infections
6. Perform simple specific laboratory investigations
7. Interpret results of laboratory findings.

Content

Unit I: Introduction

- History of microbiology
- Classification /nomenclature
- Growth and multiplication of micro-organisms
- Relevance of microbiology to midwifery practice

Unit II: Infection and Disease Control

- Sources of infection
- Transmission of infection
- Lesions produced by bacteria in the body
- General principles in the control of infectious diseases
- Methods of disinfections and sterilization
- Principles of asepsis, reverse isolation and application to sterile procedures
- Disposal of infected material and specimens
- Quarantine, contact tracing, case control, isolation and notification

Unit III: Immunity

- Principles and practice of immunology
- General body resistance to infection
- Types of body defense mechanisms against microorganisms
- Concepts of natural and acquired immunity- active and passive
- Abnormal immune response
 - Auto immune response
 - Anaphylaxis
 - Serum sickness

Acquired Immune Deficiency Syndrome (AIDS)

Unit III: Microbiology of water, milk and food

- Water borne diseases and control
- Milk borne diseases and control
- Food diseases and control

Unit V: Diagnostic Procedures

- Isolation of micro-organisms from different environments
- Identification of the different organisms
- Specific differences between organisms
- Exposure, incubation and examination of specimen under various test conditions.
- Examination of normal flora.

Unit V: Environmental Aspect of Microbiology

- Introductory entomology and parasitology
- Environmental sanitation and parasitic infections
- Sewage and waste disposal, water and air pollution
- Microbiological tests of food, milk and water in the environment
- Classification of parasites, protozoa, common worms, ova in the environment

COURSE TITLE	:	PRIMARY HEALTH CARE I
COURSE CODE	:	BMP 111
PLACEMENT	:	FIRST YEAR 1ST SEMESTER
DURATION	:	75 (30 HOURS LECTURE 45 HRS PRACTICAL)
UNITS	:	3

Introduction

This course provides opportunity for the student to acquire knowledge, skills and attitudes adequate for working efficiently in Primary Health Care settings, to meet the health needs of individuals, families and communities.

Objectives

At the end of the course, the student will be able to:

1. Assess the community in terms of human and material resources.
2. Identify health needs of the community.
3. Prioritize identified health needs.
4. Organize targets area into zones for health action
5. Mobilize the community for effective participation in health activities for self reliance.

Content

Unit I: Introduction

- Historical perspectives, philosophy, concepts and principles of primary health care/ public health nursing.
- Organization and scope of Primary Health Care Services
- Roles, functions and responsibilities of the midwife in primary health care in relation to other health workers.
- Multidisciplinary, intersectoral approach to primary health care: team approach.

Unit II: The community: organizational structure of a community, leadership composition of the community.

- Community structure: decision making structure of a community
- Family patterns
- Staffing in primary health care system
- The role of primary health care workers:
 1. Community physicians
 2. Community midwives
 3. Community health extension workers (junior, senior)
 4. Village health worker
 5. Traditional birth attendants

Unit III: Information, education and communication (IEC)

- Community mobilization
 - Rationale and role
 - Advocacy
 - Steps in community mobilization
- Development committee in primary health care services.

- Composition and functions of development committees such as
 - Village development committee
 - Health facility development committee
 - District development committee
 - Local government area primary health care development committee
- Others : State implementation committee
 - National policy implementation committee
- Community diagnosis
 - Roles and rationale for community diagnosis
 - Methods and steps used in community diagnosis
- Situational analysis
 - Instrument used in situational analysis
 - Steps in conducting situational analysis
- Health education
 - Principles of health education
 - Guidance and counseling/behavioural change communication
 - Principles of teaching and learning
 - Communication skills and group dynamics in primary health care

Unit IV: Clinical skills in primary health care

- Use of standing orders /Midwife Clinical Protocol
- History taking
- Reporting and Recording
- Physical examination
- Diagnostic techniques
- Nutritional assessment
 - Weighing and charting of weight data
 - Use of mid-upper arm circulation strip (shakir strip)
- Socio-economic assessment
- Diagnostic skills

COURSE TITLE	:	FOUNDATIONS OF NURSING II
COURSE CODE	:	GNC 121
PLACEMENT	:	FIRST YEAR 2ND SEMESTER
DURATION	:	75 (30 HRS LECTURES, 45 HRS PRACTICAL)
UNITS	:	3

Introduction

This course is the foundation for practice of midwifery in the home, community and health institutions and for further professional education. It forms the basis for all other comprehensive and specialized health care. Preparation for the course is more than the acquisition of technical skills and will be on sound scientific principles which the student will apply throughout the whole programme and will be able to build on as the programme progresses.

Objectives

At the end of the course, the student will be able to:

1. Explain the principles of aseptic techniques in clinical procedures.
2. Demonstrate the procedure for wound dressing.
3. Describe the storage and administration of medication.
4. Identify equipment used for patients with special conditions.
5. Demonstrate the procedures for patients' preparation and setting of trays for specialized diagnostic measure.
6. Explain the principles and techniques of isolation of patients,
7. Describe the management of critically ill, dying patients and their relatives.

Content

Unit I: Infection Prevention and Control

- Aseptic technique, sterilization, disinfection
- Concept of aseptic technique including decontamination
- Sterilization of instruments, equipment and material (physical, chemical)
- Methods of disinfection-concurrent, terminal etc.
- Content of packs for various procedures (injection, dressing packs etc)
- Use of masks, gloves and gown.
- Catheterization, bladder irrigation etc.

Unit II: Wound Dressing

- Definition, types of wound (incision, puncture, lacerated etc.)
- Process of wound healing
- Wound dressing
- Care of the drainage tube
- Removal of sutures
- Care of patients with Plaster of Paris (POP)

Unit III: Drug Administration

- Types of drugs in common use – antibiotic etc.
- Rules of drug administration-(general and controlled drugs)

- Routes of administration of drug
- Trolleys/tray for administration of medications (oral medication, injections, infusions, inhalations etc.
- Dilution of lotions, disinfectants and decontaminants.
- Administration of drugs
- Giving of injections and intravenous fluids
- Calculation of drugs and intravenous fluids

Unit IV: Management of accidents and emergencies

- Principles of first aid and emergency care
- Emergency procedures; trays and trolleys
- Oxygen administration (nasal catheter, mask, oxygen tent)
- Suction tray and machine
- Administration of emergency drugs.

Unit V: Specialized diagnostic procedures

- Physical examination of clients / patients (head to toe)
- Special examinations (e.g. endoscopy, ophthalmoscopy etc.)
- Neurological examination
- Lumbar and cisternal puncture
- Radiological examination
- Biopsies
- Ultrasonography
- C.T. Scan

Unit VI: Universal precautions

- Safe handling and disposal of medical waste
- Principles of isolation and barrier nursing
- Various types of isolation
- Universal precautionary measures- infected materials e.g. sputum, urine, faeces, vomitus etc.

Unit VII: Care of the critically ill/ dying patient

- Total patient care
- Process of dying e.g. Kubler – Ross’ stages of dying etc.
- Physical and psycho-social support to the critically ill/dying patient
- Grieving process
- Last offices
- Care of the bereaved family

COURSE TITLE	:	ANATOMY AND PHYSIOLOGY II
COURSE CODE	:	GES 121
PLACEMENT	:	FIRST YEAR 2ND SEMESTER
DURATION	:	75 (30 HRS LECTURES, 45 HRS PRACTICAL)
UNITS	:	3

Introduction

This course deals with the normal anatomy and physiology of the body. This is essential for better understanding of deviations from normal. It is important for the student to understand that the functions of each part of the human body are interdependent. The course recognizes the importance of environmental and technological changes on the normal structural development and functions of the body.

Objectives

At the end of the course, the student will be able to:

1. Describe the structure and functions of the Excretory system.
2. Describe the structure and functions of the Reproductive system.
3. Describe the structure and functions of the Special senses.
4. Describe the structure and functions of the Endocrine system.
5. Describe the structure and functions of the Nervous system.

Content

Unit I: Excretory system

- Structure and functions of the skin
- Heat regulation
- Macroscopic and Microscopic structure of organs of the urinary system
- Functions and excretion of urine
- Process of clearance of urea and electrolytes

Unit II: Reproductive system.

- Organs, structure and functions of the female reproductive system
- The menstrual cycle
- Hormonal control of menstrual cycle
- Organs, structure and functions of the male reproductive system
- Spermatogenesis

Unit III: Special senses

- Structure and functions of the Ear: mechanism of hearing
- Structure and functions of the Eye: mechanism of vision
- Structure and functions of the Nose: mechanism of smell
- Structure and functions of the Taste buds: mechanism of taste

Unit IV: Endocrine system

- Endocrine glands (pituitary, thyroid, parathyroid, adrenal, thymus gland and pineal body)
- Structure and functions of the glands
- Hormonal control/feedback mechanism

Unit V: Nervous system.

- Structure and functions of the nervous system
- Classification of the nervous system (central, peripheral and autonomic nervous system)
- Mechanism of nervous control in human body
- Mechanism of touch

Unit VI: The skin

- Structure and functions of skin
- Epidermis , dermis, appendages
- Role of the skin in fluid/ electrolyte/PH balance

COURSE TITLE	:	NUTRITION
COURSE CODE	:	GES 122
PLACEMENT	:	FIRST YEAR 2ND SEMESTER
DURATION	:	75 (30 HRS LECTURES, 45 HRS PRACTICAL)
UNITS	:	3

Introduction

Nutrition is an integral part of health maintenance. It is important for the student midwives to understand the psycho-social factors influencing eating habits to enable them promote the health of individuals. The knowledge acquired in this course would be applied in the provision of therapeutic diet in health and illness.

Objectives

At the end of the course, the student will be able to:

1. Identify basic elements and nutrients in food.
2. Recognize the influence of various factors in eating habits.
3. Explain the role of food in the maintenance of health.
4. Modify nutritional intake to meet special needs.
5. Develop skills in the preparation of food commonly used in health and disease.
6. Assist individuals and families in making the right choice of readily available and affordable food.

Content

Unit I: Introduction

- Definition of nutritional terms.
- Classification of food.
- Nutrition and their chemical components.
- Functions and utilization of food nutrients.
- Local food items with high nutritional value.

Unit II: Nutritional needs

- Functions of food in the body
- Changing food needs during the life cycle: From conception, intrauterine etc.
- Infant nutrition
 - Breast-feeding and breast milk
 - Composition of breast milk
 - Factors that affect the quality and quantity of breast milk
 - Breast-feeding techniques
 - Baby friendly Initiative: Exclusive breast-feeding
- Infant Formula/ supplementary feeding
 - Types of infant formula e.g. cow, goats etc.
 - Use and preparation of infant formula
- Introduction to family diet- complementary feeding
- Factors affecting complementary feeding e.g. poverty, ignorance, taboos etc.
- Factors affecting the choice of food e.g. body needs, cultural and ethnic background, Religion, socio-economic status availability of food, geographical area and health status.

Unit III: Nutritional management

- Methods of food storage and preservation
- Household budgeting
- Teaching and supervision of food handlers in the home, school, health and the public eating-places.
- Role of Government, organizations, communities and families in food production.

Unit IV: Dietetics

- Nutritional requirement in special conditions
- Use of nutritional supplements
- Preparation of diet for sick individuals.
- Nutrition of children born to HIV positive mothers

COURSE TITLE	: PHARMACOLOGY I
COURSE CODE	: GES 123
PLACEMENT	: FIRST YEAR 2ND SEMESTER
DURATION	: 75 HOURS (30 HOURS LECTURE 45 HOURS PRACTICAL)
UNITS	: 3

Introduction

The course is designed to equip the student with a basic knowledge of pharmacology to enable her function effectively in homes, communities and health care institutions. It provides the student with the required knowledge of the use and effect of drugs for the prevention, diagnosis and treatment of disease conditions.

Objectives

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

1. Demonstrate an understanding of the importance of pharmacology in midwifery
2. Define relevant terminologies and abbreviations used in pharmacology
3. Describe drug classification, sources and basic preparations
4. Calculate drug dosages
5. Utilize the rules and regulations guiding the administration of drugs in the health care
6. Describe the role of a nurse in the storage, administration and record keeping of drugs and the legal consideration
7. Discuss the problems of drug abuse

Content

Unit I: Introduction

- History of pharmacology
- Importance of pharmacology in midwifery
- Definition, scope, terminologies and abbreviations used in pharmacology

Unit II: General information about drugs

- Sources of drug: Traditional and orthodox
- Chemical, Generic and brand names
- Classification and composition of drugs
- Introduction to the National Drug policy and Essential drug list

Unit III: Preparation and administration of drug

- Preparation of drugs-Tradition and Orthodox
- Principles and routes of drug administration
- Calculation of dosages-Tablets, Lotions, solutions and infusions
- Handling and storages of drugs
- Midwives responsibility in administration of drug
- Legal implication in the storage, administration and record keeping of drugs
- Drug abuse and addiction: definition and scope.

Unit IV: Mechanism of drug actions

- Pharmacokinetics principles-(Absorption, distribution, metabolism and excretion)
- Pharmacodynamics-(actions, interactions, adverse drug reactions)
- Pharmacogenesis-Idiosyncrasies
- Effect of age, diet, occupation and disease on drug disposition (distribution and elimination)

COURSE TITLE	:	MEDICAL NURSING
COURSE CODE	:	GNC 122
PLACEMENT	:	FIRST YEAR 2ND SEMESTER
DURATION	:	75 HOURS (30 HOURS LECTURE. 45 HOURS PRACTICAL)
UNITS	:	3

Introduction

This course will enable the student to describe the causes, manifestations and management of conditions affecting some of the systems of the body and its implication to midwifery practice.

Objectives

By the end of the course the student should be able to:-

1. Describe the basic concepts and terminologies in medical nursing
2. Describe the diagnostic measures in medical nursing
3. Describe the various ways of assessing patients
4. Perform physical assessment on patients
5. Apply the knowledge of medical nursing in midwifery practice
6. Assist in the management of patients with common medical problems.

Content

Unit I: Health- Illness Continuum

- Concepts of Health-Illness continuum, adaptation, homeostasis and stress behaviours in illness
- Definition of terms used in medical nursing e.g. pathophysiology, diagnosis, prognosis, signs & symptoms etc.
- Concepts and practice in medical nursing e.g. holistic, primary nursing, team approach etc

Unit II: Diagnostic measures

- History taking e.g. personal data, family, medical etc
- Physical examination
 - Inspection-physical and mental status
 - Palpation-neck, thorax, abdomen
 - Percussion-thorax, abdomen
 - Auscultation-apex beat, fetal heart beat
 - Vital signs-temperature, pulse, respiration, weight, height, blood pressure
- Health screening methods
 - Use of swabs
 - X-ray
 - Ultra sound/CT scan
 - Examination of urine, faeces, aspiration etc
 - Blood-grouping, genotype, HB, grouping and cross matching etc
- Preparation of patients for various diagnostic procedures
- Interpretation and recording of diagnostic reports

Unit III: The nursing process/model

- The nursing process
Assessment
Diagnosis
Planning
Implementation
Evaluation
- Application of nursing process/model in the care of clients/patients
- The nursing care plan

Unit IV: Diseases and abnormalities of the cardio-vascular system

- Diseases of the heart: congenital abnormalities of the heart, hypertension and hypertensive heart diseases, ischemic heart conditions, heart failure, pulmonary oedema
- Diseases of the blood: arteriosclerosis, varicose veins, aneurysm, reynaud's disease, buerger's disease
- Diseases of the lymphatic system: lymphadenopathy, hodgkin's disease, splenomegally, elephantiasis
- Anaemias:
 - (i) Haemorrhagic (due to bleeding) haemopoetic, (iron deficiency, pernicious, aplastic anaemia), haemolytic, (sickle cell disease, thalassaemia, glucose-6-phosphate-dehydrogenase deficiency (G6PD))
 - (ii) Polycythemia: (relative, secondary), purpura, clotting defects: haemophilia, thrombocytopenia, afibrinogenaemia
 - (iii) Conditions of the white blood cells: agranulocytosis, leukaemias

Unit V: Diseases of the respiratory system

- Sinusitis, pharyngitis, laryngitis, tracheitis, bronchitis, pleurisy, pneumonia, bronchiectasis, pulmonary embolism, empyema, spontaneous pneumothorax, Emphysema.

Unit VI: Diseases and abnormalities of the digestive system

- Mouth: stomatitis, gingivitis, thrush, dental caries, vincent's angina, cleft lip/palate
- Oesophagus: oesophageal varices
- Stomach: gastritis, gastric ulcer
- Small intestines: enteritis, celiac diseases, sprue and crohn's disease, duodenal ulcer
- Colon: ulcerative colitis, haemorrhoids

Unit VI: Diseases of the accessory organs of digestion, liver, pancreas

- Jaundice, hepatitis, cirrhosis of liver, hepatic coma, cholecystitis, pancreatitis, diabetes mellitus

COURSE TITLE: PRIMARY HEALTH CARE II
COURSE CODE: BMP 121
PLACEMENT: FIRST YEAR 2ND SEMESTER
DURATION: 75 HOURS (30 LECTURES, 45 HOURS PRACTICAL)
UNITS: 3

Introduction

This course provides opportunity for the student to acquire knowledge, skills and attitudes and adequate for working efficiently in primary health care settings, to meet the health needs of individuals, families and communities.

Objectives

At the end of the course, the student will be able to:

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

Content

Unit I: Components of primary health care

- Education concerning prevailing health problems
 - Identification of prevailing health problems
 - Methods of prevention and control
- Promotion of food supply and proper nutrition
 - Assessment of the nutritional status of the individual and family in the community
- Promotion of good and adequate nutrition
 - Nutrition counseling
 - Diet therapy
- The provision of safe water and basic sanitation
 - Provision of safe water
 - Basic sanitation
 - Waste disposal
 - Identification and management of environmental health hazards in the Home, work place and community
- Maternal and Child Health care, including family planning
 - Pre-natal care
 - Intra-natal care
 - Care of the newborn
 - Post-natal care
 - Child health-Growth Monitoring
 - Infant Welfare Clinics
 - Control of diarrhoeal diseases (Oral Rehydration Therapy)

- School Health programme
- Adolescent/youth friendly programmes
- Family Planning
- Family Health Care
- Maternal Morbidity/Mortality
- Immunization against major communicable diseases
 - Diseases preventable by immunization
 - National Programme on immunization
 - Cold chain system
- Care of equipment-Review of aseptic techniques, sterilization of instruments
- Factors affecting Immunization coverages:
 - National immunization policy
 - National immunization agency
 - National immunization day
 - State immunization day
 - Market based health care service
 - School Based
 - House to house
 - Administration of immunization
 - (i) Community
 - (ii) Clinic
 - Follow up of defaulters
 - Evaluation of immunization service
- Prevention and control of locally endemic diseases
 - Identification of locally endemic diseases
 - Definition of: incidence, prevalence, communicable, epidemic, control, prevention, resistance and surveillance
 - Factors responsible for spread and routes of transmission
 - Principles of epidemiologic investigation: surveillance, notification and record
 - Keeping of vital statistics
 - Communicable and non-communicable diseases
- Treatment of common diseases and injuries using standing orders
 - Prevention of accidents in the home and work place
 - Recognition of emergency conditions
 - Two way referral system
 - Diagnostic services and treatment of common diseases and injuries in community and health care settings
 - Provision of integrated health care services
- Provisions of essential drugs
 - Essential drugs-policy and rationale
 - Identification of essential drugs in primary health care
 - Review of drug action, interaction, contra-indications and drug abuse
 - Supply of drug - procurement, storage and distribution, pre-packing of drug
 - Drug revolving fund/cost recovery system
- Community mental health
 - Promotion of mental health in the community

Common mental health conditions
Mental disabilities/handicap
Community care and referral system
Role of the family, employers and organization

• **Community Dental and Eye Health**

Common dental and eye problems
Causes and prevention
Management of the common problems
Oral cleaning methods
Health education on oral and Eye health
Follow up and referral

Unit II: Management in primary health care

- Principles and theories of management
- Management of resources-human, money, time, space etc.
Accounting system-budgeting, books of accounts, imprest etc
- Formulation of health communities and village health committees, district/ward neighborhood health
Committees, local government primary health implementation/committee
- Formation of health plans and policies
- Zoning of local government areas
- Mapping and numbering of houses
- Placement of home based records
- Monitoring and evaluation
- Primary health care information system

Unit III: School health programme

- Objectives and scope of school health programme
- Components:
Hygiene inspections
Environmental sanitation
Medical examination
Immunization
Treatment of minor ailments
Supervision of food vendors
Family Life Education (FLE)
- Common Health problems e.g. dental caries, dermatitis, malnutrition etc.
- Assessment of the school child
- Treatment of minor ailments
- The role of the school management, parent-teacher association and other relevant members of the community in meeting the needs of the school child.
- Monitoring, evaluation and feedback.

Unit IV: Occupational health

- Principles and practice of occupational health nursing
- Occupational health hazards: classification, recognition, prevention and control of measures.
- Accidents at workplace and management of major disasters
- Occupational health service-including markets and agricultural settings
- Occupational health and safety education for individuals' families and communities
- The use of nursing process in occupational health nursing
- Occupational health in relation to Primary Health Care

Unit V: Care of the elderly and the physically disabled

- Ageing process and needs
- Characteristics of the elderly
- Community care services for the elderly/physically disabled
- Rehabilitation of the elderly/physically/disabled. (care homes, health facilities).

COURSE TITLE	:	BEHAVIORAL SCIENCE II (PSYCHOLOGY)
COURSE CODE	:	GES 125
PLACEMENT	:	FIRST YEAR 2ND SEMESTER
DURATION	:	15 LECTURE HOURS
UNIT	:	1

Introduction

The aim of the course is to facilitate greater understanding of the principles of human behavior generally and the application of these to midwifery practice in particular. Specific relevant behavior concepts will be identified and their use in solving clients problems will be demonstrated.

Objectives

At the end of the course, the student will be able to:

1. Define relevant terms and concepts in psychology.
2. Demonstrate skill in using counseling techniques to assist client/patient develop methods suitable for solving their problems.
3. Recognize the various standardized psychological tests and methods of utilization in clinical situations.
4. Utilize behavioural science principles in all aspects of care thereby increasing client/midwife rapport.

Content

Unit I: Growth and development

- Principles of growth and development.
- Factors influencing growth and development.
- Theories of psycho-social development; intellectual and emotional.

Unit II: Personality

- Theories of personality.
- Personality development.
- Perception, motivation and the learning process.
- Theories of learning, conditioning
- Psychotherapy

Unit III: Group structure

- Leadership.
- Interpersonal and group relations.
- Group dynamics.
- Inter group tensions, prejudice and stereotype.
- Conflict and stress

Unit IV: Psychological measures

- Methods of counseling
- Attitudinal measurement
- Intelligence tests
- Sociometry

COURSE TITLE: SEMINAR I
COURSE CODE: BMP 122
PLACEMENT: FIRST YEAR 2ND SEMESTER
DURATION: 15 HOURS LECTURES
UNITS: 1

Student activity - This course will involve presentations by the students. They should be able to select topics in areas of interest – midwifery, public health, reproductive health, neonatal and child health, health education, disease conditions, topical issues in midwifery etc. to present at the seminar (appropriate to their level).

COURSE TITLE: APPLIED ANATOMY & PHYSIOLOGY
COURSE CODE: BMP 210
PLACEMENT: SECOND YEAR, 1ST SEMESTER
DURATION: 75 HOURS (30 LECTURES, 45 HOURS PRACTICAL)
UNITS 3

Introduction

This course builds on the student's already acquired knowledge of Anatomy and Physiology with special application to Midwifery. Physiological indices are used to explain pathological changes in relation to anatomical landmarks in the mechanism of childbirth.

Objectives

At the end of the course the student will be able to:

1. Relate the structural adaptation of the organs of reproduction to their functions in normal and pathological conditions
2. Utilize the knowledge of anatomy and physiology in the care of the clients during the pre-natal and Postnatal periods of life
3. Relate congenital malformations with the vulnerable period of human development
4. Appreciate the role of predisposing factors in the development of congenital malformations

Content

Unit I : Anatomy and physiology of female reproductive organs

- Female reproductive organs
 - Bony pelvis
 - Pelvis floor (changes during pregnancy, labour and puerperium)
 - External genitalia
 - Vulva
 - Internal genitalia
 - Uterus
 - Fallopian tubes
 - Ovaries/Oogenesis
 - Influence of related hormones on reproductive organs at puberty, pregnancy and menopause
 - Menstrual cycle/menstruation
 - Breast
 - Physiology of lactation

Unit II: Anatomy and physiology of the male reproductive organs

- External organs-penis and scrotum
- Internal organs –testis, excretory duct
- Spermatogenesis
- Andropause

Unit III: Foetal development

- Fertilization and implantation
- Embryonic development
- Placenta formation
- Placenta at term (structure and functions)
- Abnormalities of the placenta
- Foeto-placental exchange
- Circulatory changes at birth
- Abnormalities of foetal circulation
- The foetal skull
 - External structure-development, sutures, fontanelles, diameters, moulding
 - Internal structure
 - Changes that take place during labour: injuries

Unit IV: Affiliated organs

- Urinary system
- Structure and functions
- Changes during pregnancy, labour and puerperium

COURSE: FUNDAMENTALS OF MIDWIFERY PRACTICE
COURSE CODE: BMP 211
PLACEMENT: SECOND YEAR 1ST SEMESTER
DURATION: 30 HOURS (30 HOURS LECTURE)
UNITS: 2

Introduction

This course introduces the student to the rules and regulations governing the practice of midwifery including the code of ethics. It highlights the concepts and principles that governs its practice and focuses on the roles of national and international organization concerned with midwifery practice.

Objectives

At the end of the course, the student will be able to:

1. Discuss the perspectives of midwifery practice
2. Explain theories and tools used in midwifery practice
3. Examine International, regional and national policies and protocols on midwifery practice
4. Outline the importance of quality care in midwifery practice
5. Discuss ethical and legal issues in midwifery practice
6. Describe the midwifery code of ethics and conduct
7. Discuss international, regional and local midwifery/health organisations

Content

Unit I: Perspective of Midwifery Practice

- Definition of terms: midwifery, midwifery practice, maternal morbidity and mortality etc.
- Philosophy and scope of midwifery practice including essential competencies
- Concept of reproductive health
- History of midwifery
- Function of a midwife at primary, secondary and tertiary levels of care
- The health team in midwifery practice. The autonomous midwifery practice and relationship with other members in the health team
- The role of the following in midwifery practice: Obstetrician and Gynaecologist, Midwife, Traditional Birth Attendants, Health Partners, Community Health Extension Workers, Community Health Officers

Unit II: Theories and Tools in Midwifery Practice

- Theories in Nursing applicable to Midwifery Practice
- Problem solving in maternity care
 - History taking
 - Observation and clinical examination
 - Identification of problems/ needs
 - Taking appropriate action

- Nursing process in maternity care
 - Assessing basic needs/ problem of patient
 - Making appropriate nursing diagnosis
 - Drawing a nursing care plan to solve identified problems
 - Implementing care appropriately
 - Evaluating patient care

Unit III: Quality Care

- Definition and concept of quality, quality care
- Principles of quality assurance
- Quality Assurance /Barriers to quality assurance
- Technical competencies of care providers in midwifery practice

Unit IV: Ethical and Legal Issues

- Ethics and code of conduct in midwifery practice (ICM Code of ethics, ICN/Country codes)
- Nursing and Midwifery Acts/ Decrees; Midwifery legislation; The Decrees/Acts/legislation as they affect midwifery practice, continuing professional education, licensure to practice
- Regulations regarding scope of practice of the Registered Midwife, including ICM Essential Competencies for basic midwifery practice
- Standards of practice including ICM global standards on midwifery; Country standards; misconducts, negligence etc
- Identification and management of dilemmas encountered in midwifery practice e.g. confidentiality, privacy, informed consent, lack of equipment for practice, euthanasia, signing of legal documents e.g. Will, etc
- Midwifery in private practice
- Current issues in midwifery practice e.g. Health Insurance Schemes, factors that affect midwifery practice- facilities, equipment, staffing, motivation etc
- Domiciliary (Community) Midwifery
 - Policy implications of expanded role of midwives
 - Career advancement/pathways in midwifery practice
- Ethical Issues in Midwifery Practice
 - Individuality of man, dignity, respect and trust
 - Patients' bill of right (justice for all; equity of access to health)
 - Consent for treatment (informed consent)
 - Clinical trials / in vitro fertilization
 - Confidentiality / privacy
 - Euthanasia
 - Care of patients' properties
 - Signing of legal documents e.g. Will
 - Midwives prayer(where applicable)
 - Upholding the integrity of the profession

Unit V: International, regional and local midwifery/health organisations

- Relevance of organisations, membership and roles
 - International organisations e.g. ICM, ICN, FIGO, Women Deliver, Partnerships for Maternal, Newborn and Child Health (PMNCH), Save the Children, UNICEF, UNFPA, WHO etc
 - Regional organisations e.g. West African college of Nursing(WACN), East, Central and Southern African College of Nursing(ECSACON) etc
 - Local organisations e.g. Nursing and Midwifery Associations (country-based), Specialist groups etc

COURSE TITLE: INTRODUCTION TO REPRODUCTIVE HEALTH
COURSE CODE: BMP 212
PLACEMENT: SECOND YEAR 1ST SEMESTER
DURATION: 60 HOURS (15 HOURS LECTURE 45 HOURS PRACTICAL)
UNITS: 2

Introduction

The course is designed to introduce reproductive health policies and strategies put in place by the health sector to the student in order for them to practice optimally to improve the quality of maternal health services. It lays emphasis on the improvement of women's health in general and specifically on reducing maternal and infant morbidity and mortality.

Objectives

At the end of the course the student will be able to:

1. Identify the components of reproductive health
2. Demonstrate skills that will enhance quality care and promote good health among the vulnerable goods
3. Utilise the technical competence acquired to improve the quality of care of care rendered to all clients/patients

Content

Unit I: Components of Reproductive Health

- Definitions of: reproductive health, sexual health, reproductive health care, reproductive rights
- Concepts of Reproductive Health
- Components of reproductive health
- Safe motherhood: post natal care, breast feeding etc.
 - Prenatal care
 - Safe delivery by skilled personnel
 - Essential newborn care
- Family Planning
- Information , education and communication
- Prevention and management of infertility and sexual dysfunction in both male and female
- Prevention and management of complications of abortion
- Prevention and treatment of reproductive tract infections
- Sexual transmitted infections (STDs), Human Immune –Deficiency Virus and Acquired Immune deficiency Syndrome(AIDS)
- Adolescent reproductive and sexual health, sexual maturation, responsible and safe sex
- Elimination of harmful practices such as female genital mutilation, child and early marriage, violence against women, widowhood rites, etc.
- Screening for reproductive health cancers (testicular, prostate, breast, cervix)
- Management of reproductive conditions associated with andropause and menopause.
- Gender equity, meeting reproductive right issues of men (male involvement, responsibilities and participation

- Girl child education
- Status of women
- Reproductive rights
- Information, Education and Counselling (IEC) on human sexuality, responsible sexual behaviours, responsible parenthood, pre conception care and sexual health

Unit II: Skills Acquisition in counselling (steps)

- Principles of Interpersonal Communication
 - Listening
 - Probing
 - Observing
 - informing
- Skills on interpersonal communications in clinical management
 - Rapport
 - Good listening skills
 - Use of simple language that is understood by clients / patients
 - Asking open-ended questions
 - Observing clients (facial, physical expressions)
 - Thank client for coming
 - Fix next appointment
 - Follow up
- Skills on promotion of health, prevention and treatment of diseases

Unit III: Provision of Quality Care

- Provision of health information, education and counselling to clients/ patients with reproductive health needs across the ages
- Management of clients/ patients with reproductive health problems
- Setting standards
- Code of ethics
- Monitoring and supervision in midwifery practice
 - Dissemination of clinical procedures/protocols and enforcement

COURSE TITLE: NORMAL MIDWIFERY I

COURSE CODE: BMP 213

PLACEMENT: SECOND YEAR 1ST SEMESTER

DURATION: 75 HOURS (30 HOURS LECTURE, 45 HOURS PRACTICALS)

UNITS: 3

Introduction

The course offers the student the opportunity to apply an in-depth knowledge of the reproductive system to the practice of normal midwifery. It emphasizes the health of the family during the child bearing years with particular attention to the normal needs of the mother, father, fetus, infant and siblings as a family. Development of skills in the management of normal pregnancy, labour, puerperium and the care of the neonate is included as a necessary clinical component. A cordial midwife/client relationship is highlighted so as to develop a helpful interaction process.

Objectives

At the end of the course, the student will be able to:

1. Describe the process of pre-natal care
2. Utilize nursing process to assess pregnancy as a progressive phenomenon
3. Describe the changes that take place in the various systems during pregnancy
4. Describe the process and management of normal labour

Content

Unit I: Pregnancy/Prenatal care

- Definition of pregnancy, prenatal care
- Physiological changes of the various systems due to pregnancy
 - Reproductive system including breast
 - Cardio vascular system
 - Respiratory system
 - Urinary system
 - Integumentary system
 - Musculo-skeletal system
 - Gastro-intestinal system
 - Neurological system
 - Endocrine system
- Signs of pregnancy (presumptive, probable and positive)
- Family adaptation to pregnancy
 - Acceptance of pregnancy
 - Identification with motherhood/fatherhood role
 - Husband-wife relationship
 - Mother-child relationship
 - Disorders and complications of pregnancy (minor and major)
 - Anticipation of labour
- Aims and objectives of prenatal care
- Process of pre-natal care
 - Use of prenatal risk assessment form (PRAF)
 - History taking
 - Physical examination including height, weight, gait

- General examination including abdominal
- Laboratory investigations
 - Packed cell volume (PCV),
 - Full blood count (FBC)
 - Human immune-virus (HIV)
 - Venereal disease research laboratory (Khan, VDRL)
 - Urinalysis
- Pelvic assessment (diameters, brim at 36 weeks)
- Identification of high risk patients for referral

Unit II: Normal labour

- Physiology of true labour
- Stages of labour (first, second, third and fourth)
- Mechanism of normal labour
- Preparation of delivery room/ equipment
- Infection control in midwifery practice
- First stage of labour
 - Definition
 - Physiology
 - Admission procedure
 - Assessment of first stage of labour
 - History taking
 - Physical examination
 - Abdominal examination
 - Uterine contraction
- Vaginal examination
 - Conditions of vulva and virgin
 - Cervical dilatation
 - State of membranes
 - Confirmation of presentation/presenting part
- Use of partograph
 - Components of partograph
 - Plotting
 - Interpretation of findings/diagnosis
 - Planning and implementation
 - Evaluation
- Relief of pain in labour
 - Types of analgesia (diversional, acupuncture, use of drugs, others)
 - Routes and timing for administration of analgesics
 - Possible effects of analgesics and anaesthesia on mother and baby
- Importance of continuous monitoring and documentation of progress in labour

Unit III: Second, third and fourth stages of labour

- Second stage of labour
 - Definition
 - Signs:
- Management:
 - Assessment

- Positions in labour
- Mechanism of normal labour
- Conduct of normal delivery
- Episiotomy-Indication, types, procedure
- Psychological support
- Immediate care of the baby under the following:
 - Initiation and maintenance of respiration
 - Assessment of baby using APGAR Score
 - Provision of warmth
 - Initiation of breast-feeding
 - Examination of baby (head to toe)
- Third stage of labour
 - Definition
 - Signs of third stage of labour
 - Mechanism of placental separation
 - Methods of placental delivery
 - Active management of third stage of labour
 - Placenta examination
- Fourth stage of labour
 - Definition
 - Monitoring blood loss
 - Inspection of perineum and repair
 - Initiation of lactation
 - Monitoring status of mother
 - Identification of complications
 - Recording, reporting and referral

COURSE TITLE: PHARMACOLOGY II
COURSE CODE: GES 212
PLACEMENT: SECOND YEAR 1ST SEMESTER
DURATION: 30 HOURS (15 HOURS LECTURE)
UNIT: 2

Introduction

The course is designed to equip the students with the basic knowledge of pharmacology to enable her function effectively in homes, communities and health care institutions. It provides the student with the required knowledge of the use and effect of drugs for the prevention, diagnosis and treatment of disease conditions.

Objectives:

At the end of the course the student will be able to:

1. Understand the concept of National drug policy and essential drug
2. Understand the role of the midwife in financial control of drug revolving fund. (DRF)
3. Identify the various types of drugs used in midwifery practice
4. Know the various types of drugs used in clinical practice

Content

Unit I: Essential drugs

- National drug policy in the context of national health policy
- Historical background and objectives of the national drugs policy
- Concept of essential drugs
- Historical background and essential drug programme
- Advantages and limitations of essential drug programme
- The role of midwife in the implementation of essential drug
- Role of national formulary in rational prescribing
- Drugs information, interaction and adverse reaction monitoring (ARM)
 - Eliciting information about patients drug history. implications of over prescribing, multiple prescribing (polypharmacy) and under prescribing
 - Type of drug interaction-synergism, antagonism, reduced absorption
 - Use of adverse drugs reaction monitoring form and nursing drugs schedule sheets
- Patient education and counselling with regards to self medication, compliance and non-compliance
- Financial management and cost recovery
 - Concept of drug revolving fund
 - Objectives and Social consequences of drugs revolving fund
 - Costing, pricing and exemptions under the drug revolving fund (DRF)
 - Financial control of DRF
 - Role of the nurse/midwife in DRF

Unit II: Drugs used in midwifery in:

- Pregnancy
- Labour
- Puerperium
- Neonatal period
- Drugs to be carried, prescribed and administered independently by the midwife

Unit III: Drugs used for other conditions

- Antibacterial, antiparasitic and antifungal drugs
- Drugs acting on special senses (eyes, ear, nose, skin etc)
- Cytotoxic
- Restorative drugs such as: minerals and vitamins-haematemics
- Psychogenic drugs
- Antiseptics and disinfectants
- Infusions and transfusions-types, composition and preparation

COURSE TITLE: SURGICAL NURSING
COURSE CODE: GNC 211
PLACEMENT: SECOND YEAR 1ST SEMESTER
DURATION: 60 HOURS (15 LECTURE, 45 HOURS PRACTICALS)
UNITS: 2

Introduction

The course aims at equipping the student with the knowledge and skills to manage patients with some surgical conditions.

Objectives

At the end of the course the student will be able to:

1. Describe inflammation and its healing processes.
2. Manage wounds and inflammation
3. Explain the difference between benign and malignant tumours
4. Describe the student's role in caring for patients with surgical conditions
5. Prevent, recognize and manage surgical shock
6. Describe and manage surgical conditions of the cardio-thoracic system

Content

The conditions listed below will be discussed under the following headings where applicable: Causes, clinical features, diagnostic measures, pre-and post-operative management, prevention, rehabilitation and complications.

Unit I: Wounds and inflammation

- Inflammatory process and conditions
Boils, carbuncles, healing process
- Wounds: - Types and classification,
Ulcer-tropical, buruli etc
Treatment and nursing care
Complications
- Neoplasm
Definition:
Classification of tumours
Management and prevention of tumours
Drugs, radiotherapy and surgery
Counseling of patients with tumours and their families
Terminally ill patients
- Cardio thoracic surgical conditions
Constrictive pericarditis/cardiac tamponade, valvular stenosis -mitral, aortic chronic arterial disease, varicose veins, deep vein thrombosis, trauma, road traffic accident, penetrating wounds.
- Surgical conditions of the respiratory system
Empyema, lung abscess, bronchiectasis, bronchogenic carcinoma/lung cancer

Unit VIII: Perioperative management

- Nurses role in pre, intra and post operative support of surgical patients
- Functions of circulating and scrub nurse
- Recovery room care
- Application of the nursing process in the management of a perioperative patient

COUSE TITLE: INTRODUCTION TO INFORMATION COMMUNICATION TECHNOLOGY (ICT)

COURSE CODE: GES 124

UNIT: 2

DURATION: 60 HOURS (15 HOURS LECTURES; 45 HOURS PRACTICAL)

PLACEMENT: 1ST YEAR, 2ND SEMESTER

Introduction:

The increasing need for application of information communication technology (ICT) to all spheres of human endeavor makes it important that the nurse keeps abreast of ICT and its application to health care. The course is designed to introduce the student to ICT and its importance to health care delivery.

OBJECTIVES:

At the end of the course, the student will be able to:

1. Describe and classify computers
2. Explain the components of computer system
3. Identify computer files
4. Demonstrate basic concepts and computer skills
5. Discuss the use of computer for data creation and processing.
6. Explain the use of computer in health care
7. Apply ICT in health care

Content:

- **Description and classification of computer**
 - By function: - analog, digital, hybrid
 - Purpose
 - Size: - Mainframe, Microcomputer, Laptop, Palmtop, Desktop, Organizer, Calculator etc.
 - Age 1st, 2nd, 3rd, 4th, 5th etc generation computers.
- **Components of computer system**
- **Hardware**
 - Input, Output, processing device
- **Software**
 - System program
 - Application program
 - Utility Program
 - Translation program
- **Input devices**
 - Keyboard
 - Computer mouse
 - Document reader
 - Terminals and optical marker reader etc.
- **Processor**
 - Central Processing Unit (CPU)
 - Control Unit- Arithmetic Logical Unit (ALU)
 - Main memory
 - Secondary or auxiliary storage

- **Output devices**
 - Printer
 - Visual display
 - Plotters etc
- **Main memory**
 - Read Only Memory (ROM)
 - Random Access Memory (RAM)
 - Function of main storage
 - Input storage area
 - Working storage area
 - Program area
 - Output area
- **Computer files**
 - Logical files, physical files, reference files
 - File arrangement
 - Random, access, sequential, index sequential
 - File processing
 - Batch processing, online processing, real-time processing, multi-user
 - Storage (Secondary or auxiliary storage)
 - Hard disk
 - Floppy diskettes
 - Storage capacities
 - USB Flash Drive, CD's etc
- **Basic concepts and analytic skill**
 - Word processing, window excels, power point, desktop publishing, Corel draw etc.
 - Networking, Internet and email.
- **Computer use for data creation and processing**
 - Data creation
 - Data transmission
 - Data processing and analysis
 - Computer packages e.g. Minitab, SPSS, Epi-info
- **ICT in Health care**
 - Electronic/digital device e.g. electronic health records etc.
 - Diagnostic devices: Ultra sound scan, CT scan, MRI, Fluoroscopy etc.
 - Monitoring devices: - Oxymeter, Cardiac monitor etc
 - Treatment devices: Radiotherapy, Physiotherapy, Surgery, Chemotherapy.
 - Telemedicine/telenursing
 - Information search: - research, evidence-based care etc
 - Effects of ICT on quality nursing care

COURSE TITLE: INTRODUCTION TO MENTAL HEALTH NURSING
COURSE CODE: GNC 212
PLACEMENT: SECOND YEAR 1ST SEMESTER
DURATION: 60 HOURS (15 HOURS LECTURE, 45 HOURS PRACTICALS)
UNITS: 2

Introduction

This course is designed to enable the student understand the dynamics of mental health as relates to midwifery practice.

Objectives:

At the end of the course the student will be able to:

1. Explain the concepts of mental health and mental health problems.
2. Describe the factors responsible for mental health problems.
3. Recognize the common mental health condition and emergencies.
4. Initiate referral to appropriate institutions

Content:

Unit I: Concepts of mental health and mental illness:

Definition of mental health and mental illness.
Historical review of psychiatry/psychiatric nursing.
Changing concept of mental health care.
Emotional health needs of the individual, family of group/community

Unit II: Factors influencing mental health:

Causes of mental illness
General signs and symptoms of mental illness
Patterns of behaviour disorders

Unit III: Common mental health problems and emergencies:

Somatoform disorders
Psychoses – e.g. puerperal psychoses
Psychosomatic disorders
Emotional disorders of the life cycle.
Substance abuse (drug and alcohol) etc.
Application in midwifery
Referral systems in mental health.

COURSE TITLE: SEMINAR II
COURSE CODE: BMP 214
PLACEMENT: SECOND YEAR, 1ST SEMESTER
DURATION: 15 HOURS LECTURE
UNIT: 1

Student activity - This course will involve presentations by the students. They should be able to select topics in areas of interest – midwifery, public health, reproductive health, neonatal and child health, health education, disease conditions, topical issues in midwifery etc. to present at the seminar (appropriate to their level).

COURSE TITLE: NORMAL MIDWIFERY II

COURSE CODE: BMP 221

PLACEMENT: SECOND YEAR 2ND SEMESTER

DURATION: 75 HOURS (30 HOURS LECTURE, 45 HOURS PRACTICALS)

UNITS 3

Introduction

The course is designed to offer the student the opportunity to apply in-depth knowledge in the care of the mother and child during the puerperium stage. It emphasizes the midwifery role in the assessment process of the newborn and mother.

Objectives

At the end of the course, the student will be able to:

1. Describe the physiology and care of the newborn
2. Describe the normal physical changes that occur in a newborn
3. Perform a complete physical examination of a newborn, and correctly record all physical findings and report any abnormalities
4. Determine the newborn's APGAR score
5. Provide immediate care of the newborn
6. Demonstrate and teach the mother basic care of the normal newborn
7. Discuss the process and management of normal puerperium

Course Content

Unit I: The Newborn

- Features of the newborn
- Transition from intra to extra uterine life
- Deviations from normal physiological changes in the newborn
- Care of the newborn

-Resuscitation (ABC of resuscitation)

-Assessment using APGAR score

-Examination

-Provision of appropriate environment

-Concept of interaction and parenting

- Infant Nutrition

-Physiology of lactation

-Exclusive breastfeeding

-Advantages of breastfeeding

-Demand feeding, rooming in

- Ten steps to successful breastfeeding
- Common breastfeeding difficulties

Unit II: Puerperium (The Mother)

- Definition of normal puerperium
- Physical and physiological changes that occur during puerperium
- Identification and management of the needs of the mother within the first 10 days of a safe delivery
- Care of the perineum
- Observation of lochia
- Examination of fundal height
- Assessment of vital signs
- Counseling on breastfeeding
- Nutritional needs
- Postnatal exercise (10 days to 6 weeks)
- Rest
- Nutrition
- Exclusive breastfeeding
- Assessment of mental health status
- Counseling for family planning

Unit III: Puerperium (The Baby)

- Immediate Care

-Care of umbilical cord

-Observation of vital signs, cry color, weight, bowel, and meconium

-Immunizations at birth

- Management of baby within 1st 10 days

-10 days to 6 weeks

-Feeding pattern

-Nutritional status

-Growth monitoring

-Immunizations

-Referral to child welfare clinic

- Possible problems of the newborn
 - Neonatal jaundice
 - Postnatal convulsions
 - Caput succedaneum
 - Cephalohaematoma
 - Hemolytic disease of the newborn
 - Idiopathic respiratory distress syndrome
 - Intracranial hemorrhage
 - Brachial palsy
 - Erb's Palsy
 - Klumpke palsy

COURSE TITLE: CHILD HEALTH
COURSE CODE: BMP 222
PLACEMENT: SECOND YEAR, 2ND SEMESTER
DURATION : 75 HOURS (30 HOURS LECTURE, 45 HOURS PRACTICALS)
UNITS: 3

Introduction

This course focuses on the developmental needs of the growing child and the midwife's role in meeting these needs. It highlights some diseases common to the 0-5 year age group, and the health services available for maintaining the health of the child through the stages of development up to adolescence. It further enables the midwife appraise the important role of the home in the development of the child into a responsible citizen.

Objectives

At the end of the course, the student will be able to:

1. Describe the stages of growth and development
2. Explain commonly occurring disease of 0-5 years
3. Manage the commonly occurring diseases
4. Utilize approved guideline in the Integrated Management of Neonatal and Childhood Illness (IMNCI)
5. Discuss the available health services in the community
6. Recognize the development and maturation problems of the adolescent

Content

Unit I: Growth and development of the child

- The child as an individual
- Stages of normal growth and development
Positive factors in child growth and development
- Physical, social, psychological, nutritional and clothing needs
- Importance of play and necessary play materials at different ages
- Feeding methods and practices
- Negative factors in child growth and development
- Inhibitions of normal growth and development
- Behavioural problems of the child e.g. thumb sucking, fear, temper tantrums, bed wetting, aggressiveness, lies telling, sibling rivalry, etc.

Unit II: Commonly occurring diseases in the 0-5 year age group

- Malaria
- Malnutrition/anaemia
- Tetanus
- Upper respiratory tract infections/pneumonia
- Measles etc.

Unit III: Integrated Management of Neonatal and Childhood illnesses (IMNCI)

- The concept of IMNCI
Definition, rationale, advantages, components
Selection and use of appropriate case
Management charts and recording forms

- Assessment of general danger signs
- Assessment and classification of a child 2 years up to 5 years
 - Cough or difficult breathing
 - Diarrhoea
 - Fever
 - Ear problem
 - Malnutrition and anaemia
 - Immunization and vitamin status
 - Other problems; mothers health
- Identification of treatment
 - Treatment priorities
 - Pre-referral treatment
- Treatment of the sick child 2 years up to 5 years
 - Urgent referral
 - Children who do not need urgent referral
 - Pre-referral treatment
 - Appropriate oral drugs (dosage and schedules)
 - Appropriate antibiotics (dosage and schedules)
 - Home treatment for local infections e.g. eye
 - Infection; ear infection; mouth ulcers;
 - Soothing throat to relief cough; preventing low blood sugar, extra fluids for diarrhea
 - Immunizations
- Communication
 - Counseling mother
- Assessment and classification of sick infant 1 week up to 2 months
 - Bacterial infections
 - Diarrhoea
 - Feeding problems and low weight
 - Counseling mother about breast-feeding problems
 - Immunization status
- Identification of appropriate treatment for the sick infant
 - Infants that need urgent referral
 - Pre-referral treatment
 - Those who do not require referral
- Counseling mother on home care of the sick infant
- Follow up care for sick child 2 years up to 5 years
- Follow up care for sick infant 1 week to 2 months

Unit IV: Available Health Services

- Child health clinic
- National Programme on Immunization
- Control of diarrhoeal disease (Oral Rehydration Therapy)
- School health programme

Unit V: The Adolescent

- The Adolescent
- Normal growth
- Developmental and maturational problems associated with school age and the

adolescent child

- Family Life Education (FLE)
- Substance abuse
- Adolescent/youth friendly services
- Teenage pregnancy/single parenthood

COURSE TITLE: COMPLICATED MIDWIFERY I
COURSE CODE: BMP 223
PLACEMENT: SECOND YEAR, 2ND SEMESTER
DURATION: 75 HOURS (30 HOURS LECTURE, 45 HOURS PRACTICALS)
UNITS: 3

Introduction

This course is designed to prepare the student to recognize those conditions which suggest deviation from normal, during pregnancy and labour. It highlights the midwives' roles and responsibilities in early diagnosis, appropriate intervention and referral as necessary. It also emphasizes the midwife role in obstetric emergency situations and operative interventions.

Objectives

At the end of the course the student will be able to:

1. Identify risk factors/conditions that complicate pregnancy and labour
2. Manage appropriately those risk factors/conditions
3. Identify major disorders in pregnancy
4. Describe the management of these disorders
5. Describe the medical conditions that complicate pregnancy
6. Explain malpositions and malpresentations of the fetus
7. Explain types of abnormal labour
8. Describe the management of abnormal types of labour
9. Identify obstetric emergencies in pregnancy and labour
10. Apply life saving skill (LSS) measures in the management of these emergencies

Content

Unit I: Risk factors/conditions that complicate pregnancy and labour

- Structural abnormalities e.g. abnormal pelvic
Cephalo-pelvic disproportion (CPD)
Retroverted gravid uterus
- Social and psychological conditions
Poverty
Single parenthood or unsupported mother
Psychosis
Domestic violence
Harmful practice
- Breast conditions: flat nipples, inverted nipples
- Risk conditions/factors:
Malpresentations
Malpositions
Bleeding & anaemia
Multiple pregnancy
Intra-uterine death
Pregnancy induced hypertension,
Hydraminios
Hyperemesis gravidarum etc.

Unit II: Management of the risk factor/conditions

- Proper screening for the factors and the conditions at antenatal clinic, during home visit
- Health education/Counseling
- Referral
- Follow-up
- Involvement of family and community members in managing the conditions

Unit III: Medical conditions that complicate pregnancy

- Essential hypertension
- Cardiac disease
- Pulmonary tuberculosis
- Chronic nephritis
- Diabetes mellitus
- Anaemia
- Malaria
- Urinary tract infection
- Pschosis-in pregnancy
- Gastro-intestinal disorders e.g. cholera, Dysentry etc
- Worm-infestation infection
- Sexually transmitted infections e.g. trichomoniasis, herpes genitalia, syphilis, gonorrhoea
- Human Immuno Deficiency Virus (HIV)/Acquired Immune Deficiency Syndrome (AIDS)

Unit IV: Malpositions and malpresentations and their management

- Breech
- Face
- Brow
- Compound presentation
- Unstable lie
- Occipito posterior positions

Unit V: Abnormal labour

- Definition
- Types of abnormal labour
- Abnormal uterine action such as:
 - Hypertonic uterine action
 - Incoordinate uterine action
 - Constriction ring
- Precipitate labour
- Cervical dystocia
- Prolonged labour
- Discuss the management of each of the types enumerated above

Unit VI: Obstetric emergencies/ life saving skills

- Overview of maternal mortality
- BCC and interpersonal communication skills and community outreach
- Bleeding in pregnancy and bleeding in early pregnancy, types, causes and management

- Focused Antenatal Care (FAC)
- Antenatal risk assessment
- Identification and management of anaemia, malaria, pregnancy induced hypertension
- Post Abortion Care (PAC)
 - Basic concepts for delivering post abortion care
 - Professional and legal aspects related to post abortion care
 - Patient-provider interaction and communication
 - Treatment plan for each state
 - Manual vacuum aspiration (MVA)
 - Pain management of MVA
 - Patient referral
 - Infection prevention and MVA instrument processing
 - Post abortion counselling, family planning, management of breast complications
 - Post abortion family planning
- Bleeding in late pregnancy antepartum haemorrhage: types, clinical features and management
- Post partum haemorrhage:
 - Types, causes and management
- Manual removal of placenta
- Obstructed labour/ruptured uterus
- Vacuum extraction
- Repair of lacerations, perineum vagina and cervix
- Cord prolapse
- Maternal and fetal distress
- Sepsis and obstetric shock and their management
- Amniotic fluid embolism
- Management of neonatal emergencies

COURSE TITLE: COMMUNITY MIDWIFERY
COURSE CODE: BMP 224
PLACEMENT: SECOND YEAR, 2ND SEMESTER
DURATION: 75 HOURS (30 HOURS LECTURE, 45 HOURS PRACTICAL)
UNITS: 3

Introduction

The course is designed to enable students identify the basic concepts and principles of Primary Health Care especially as it relates to midwifery practice in the community. It provides in-depth knowledge in the care of individuals and expectant families in the community. It also examines the utilization of available resources in planning, administration and management of midwifery services. In addition, it explores the midwife's role as a member of the health team within the community outlining the scope and limitations of practice.

Objectives

At the end of the course, the student will be able to:

1. Utilize the concepts and principles of advocacy for community mobilization
2. Apply the principles of primary health care in the provision of community midwifery/childcare services
3. Utilize the nursing process in community midwifery practice
4. Utilize information, education and communication strategies/counselling, to eliminate harmful traditional practices
5. Demonstrate understanding of referral systems in community midwifery practice

Content

Unit I: The Community

- Community
 - Definition
 - Community structure: family, political, cultural, social and economic
 - Community Dynamics
 - Role of TBAs, traditional healers, spiritualists (etc) in maternal health services
- Advocacy
 - Definition
 - Steps and Skills
 - Advocacy visit
- Health services activities in community practice
 - Advocacy visit
 - Health assessment
 - Health diagnosis
 - Community mobilization
- Community mobilization
 - Definition
 - Steps and skills
 - Methods of community mobilization
- Application of skills of advocacy in community mobilization

Unit II: Community midwifery services/primary health care

- Review of component/functions of primary health care
- Mode of operation of primary health care in maternal/child health including family planning
- Organization of midwifery services in the community/domiciliary midwifery
 - Antenatal screening and selection of patients for home delivery
 - Home delivery kit/mama kit and contents
 - Puerperium
 - Storage and administration of drugs
- Role of the family and community midwifery services
- Recognition and management of obstetric emergencies in the community
- The role of the midwife as a member of the health team

Unit III: Quality Care

- Quality assurance: definition, components, dimensions
- Strategies for sustaining quality care in community midwifery practices
 - Staffing, equipment, standard of practice
- Use of midwifery clinical protocols
- Application of quality assurance in patient care
- Nursing audit: definition, committee and functions
 - Monitoring and evaluation

Unit IV: Harmful Traditional Practices (HTP)

- Traditional practice: definition, classification (beneficial and harmful)
- Types related to midwifery practice
 - Female genital mutilation-types, implications for midwifery practice,
 - Management early marriage
 - Delivery practice (hot bath, potassium pap etc)
 - Sexual violence
 - Nutritional taboos; Forced feeding etc
- Types related to human rights
 - Patients' bill of rights
 - Violation of rights (patient's bill/ women's rights etc)
 - Gender issues in Midwifery practice
 - Decision making (choice of partner, place of confinement, operative procedures etc)
- Contributory factors to HTP
- Strategies for elimination of HTP

Unity V: Referral system

- Scope of practice in the community
- Recognition of obstetric conditions that warrant referral to other health facilities (secondary, tertiary)
- Collaboration with other related sectors in the community. for example agriculture, works, utility, housing, education, information etc.

Unit VI: Records and reports

- Biostatistics
- Method of collection and analysis of data
- Record keeping and statistical information
- Importance of records and reports in the evaluation of health status in the community
- Use of MIS in the collection of information

COURSE TITLE: INTRODUCTION TO RESEARCH
COURSE CODE: GES 223
UNIT: 3
DURATION: 75 HOURS (30 HOURS LECTURE, 45 HOURS PRACTICAL)
PLACEMENT: 2ND YEAR, 2ND SEMESTER

Introduction:

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

Objectives:

At the end of the course the student will be able to:

1. Explain the concept and principles of research
2. Discuss the importance of research in nursing
3. Describe the types of research
4. Describe the steps in the research process
5. Explain the ethical principles in research
6. Participate in the conduct of individual/group research
7. Write research reports and disseminate
8. Apply research findings in practice

Content:

- **Concept and principles of research**
 - Definition
 - Concept and principles
 - Historical overview
 - Differences between research and problem solving.
- **Importance of research in nursing:**
 - Relevance to the profession (education, practice and administration)
 - Public and Community health
- **Types of research:**
 - Basic e.g. non experimental (survey, exploratory historical etc.)
 - Applied e.g. experimental (explanatory etc.)
- **Ethical principles in research:**
 - Subjects for research
 - Ethics and regulations in research
 - Ethics committees/review boards
 - Consent/Informed consent
 - Confidentiality
 - Privacy/anonymity etc
- **Steps in the Research process:**
 - Problem – sources, identification, statement; criteria for selecting problems;
 - Objectives, purpose, significance
 - Literature review - sources – existing literature; primary and secondary sources; manual/electronic search/databases; presentation of literature review.
- **Research variable, hypothesis and research questions:**
 - Definition of research variables, characteristics, types

- Definition of hypothesis, characteristics and types
- Definition of research questions, characteristics and types.
- **Research design:**
 - Experimental – various types
 - Quasi experimental
 - Non Experimental – various types
 - Quantitative vs. qualitative designs
- **Population, Sample and sampling techniques:**
 - Definitions
 - Scientific/probability sampling
 - Non scientific/non probability sampling
 - Sample size and calculation
- **Data collection:**
 - Methods of data collection – observation, interview, psychological tests, mechanical instruments, questionnaire etc
 - Development of data collection instruments
 - Characteristics of instrument- validity, reliability,
 - Pilot testing
 - Levels of measurement – nominal, ordinal, interval, ratio
- **Data analysis and presentation of findings:**
 - Organization of data
 - Frequency distribution/frequency distribution table
 - Descriptive statistics – measures of central tendency; measures of dispersion
 - Inferential statistics – t-test, chi-square, correlation, analysis of variance (ANOVA) etc
 - Hypothesis testing/confidence interval
 - Presentation of results/findings
- **Interpretation and discussion of findings:**
 - Interpretation of findings
 - Discussion – relationship with existing literature and other studies;
 - New findings
 - Conclusion, recommendations and implications to nursing
 - Suggestions for further studies.
- **Appendices,**
- **References**
- **Dissemination/communication of findings**
 - Writing final research report/reports
 - Introduction to proposal writing.
- **Utilization of research findings**
 - Application to practice, education, clinical practice etc
 - Critiquing research studies

COURSE TITLE: STATISTICS
COURSE CODE: GES 222
PLACEMENT: SECOND YEAR, 2nd SEMESTER
DURATION: 60 HOURS (15 HOURS LECTURE, 45 HOURS PRACTICAL)
UNITS: 2

Introduction

This course highlights the use and importance of statistics in health care delivery. It introduces students to basic statistical principles and methods used in analyzing and presenting data in an empirical study.

Objectives

At the end of the course, student will be able to:

1. Explain the role of statistics in science and health care
2. Utilize simple statistical methods in gathering, analyzing and presenting data
3. Interpret data presented in a variety of studies

Content

Unit I: Introduction

- Definition of statistical terms
- Roles of statistics in science and health care delivery
- Basic concepts, principles and methods
- Collection and organization of data

Unit II: Scales of measurement

- Scale of measurement-normal, ordinal, interval, ratio
- Measures of central tendency and location
- Measures of variability
- Introduction to probability and inductive statistics
- Estimating significance of difference

COURSE TITLE: SEMINAR III
COURSE CODE: BMP 225
PLACEMENT: SECOND YEAR, 1ST SEMESTER
DURATION: 15 HOURS LECTURE
UNIT: 1

Student activity - This course will involve presentations by the students. They should be able to select topics in areas of interest – midwifery, public health, reproductive health, neonatal and child health, health education, disease conditions, topical issues in midwifery etc. to present at the seminar (appropriate to their level).

COURSE TITLE: COMPLICATED MIDWIFERY II
COURSE CODE: BMP 311
PLACEMENT: THIRD YEAR, 1ST SEMESTER
DURATION: 75 HOURS (30 HOURS LECTURE, 45 HOURS PRACTICAL
UNIT: 3

Introduction

This course is designed to prepare the student to recognize conditions, which present deviation from normal, during puerperium and the neonatal period. It highlights the midwives role and responsibilities in early diagnosis and appropriate interventions for referral as necessary. It also emphasizes the midwife role in obstetric situations and operative interventions. It focuses on the preparation of the student to recognize and refer difficult cases in a timely manner.

Objectives

At the end of the course the student will be able to:

1. Identify risk factors/conditions that complicate pregnancy and labor
2. Manage appropriately those risk factors/conditions
3. Identify major disorders in pregnancy and labour
4. Describe the management of these disorders
5. Discuss the medical conditions that complicate pregnancy
6. Explain malpositions and malpresentations of fetus
7. Explain types of abnormal labour
8. Describe the management of these abnormal labour
9. Identify obstetric emergencies in pregnancy and labour
10. Apply Life Skill (LSS) measures in the management of these emergencies

Content

Unit I: Risk Factors/Conditions that Complicate Pregnancy and Labor

- Structure abnormalities:
 - Abnormal pelvic
 - Cephalopelvic Disproportion (CPD)
 - Retroverted gravid uterus.
- Social and Psychological conditions
 - Poverty
 - Single parenthood or unsupported mother
 - Psychosis
 - Domestic violence
 - Harmful practice

- Breast conditions:
 - Flat nipples
 - Inverted nipples
 - Breast abscess
 - Breast engorgement
- Risk conditions/factors
 - Malpresentations
 - Malpositions
 - Bleeding and Anemia
 - Multiple pregnancies
 - Intra-uterine death
 - Pregnancy induced hypertension
 - Hydramnios
 - Hyperemesis gravidarum

Unit II: Management of the risk factor/conditions

- Proper screening for factors and the conditions at antenatal clinic during home visit
- Health education/counseling
- Referral
- Follow-up
- Involvement of family and community members in managing the conditions

Unit III: Medical conditions that complicate pregnancy

- Essential hypertension
- Cardiac disease
- Pulmonary tuberculosis
- Chronic nephritis
- Diabetes mellitus
- Anemia
- Malaria
- Urinary tract infection
- Psychosis- in- pregnancy
- Gastro- intestinal disorders:
 - Cholera, Dysentery etc
- Worm-infestation infection

- Sexually transmitted infections:
 - Trichomoniasis,
 - Herpes Genitalia,
 - Syphilis, Gonorrhoea
- Human Immuno Deficiency Virus (HIV)/Acquired Immune Deficiency Syndrome (AIDS)

Unit IV: Malpositions and Malpresentations and Their Management

- Breech presentation
- Face presentation
- Brow presentation
- Compound Presentation
- Transverse lie and shoulder presentation
- Occipital posterior position
- Occipital transverse position

Unit V: Abnormal Labor

- Definition
- Types of Abnormal labor
- Abnormal uterine action
 - Hypertonic uterine action
 - Incoordinate uterine action
 - Constriction ring
- Precipitate labor
- Cervical Dystocia
- Prolonged labor
- Discuss the management of each of the types enumerated above

Unit VI: Obstetric Emergencies/ Life Saving Skills

- Overview of maternal mortality
- Behavior Change Communication (BCC) and interpersonal communication skills and community outreach
- Bleeding in pregnancy and Bleeding in early pregnancy, Types, Causes and Management
- Focused Antenatal Care
- Antenatal risk assessment

- Identification and management of anemia, malaria, and pregnancy induced hypertension
- Post Abortion Care (PAC)
 - Basic concepts for delivering post abortion
 - Professional and legal aspects related
 - Patient-provider interaction and communication
 - Treatment plan for each
 - Manual vacuum aspiration (MVA)
 - Pain management of MVA
 - Infection prevention and MVA instrument processing
 - Post abortion counseling,
 - Post abortion family planning,
 - Management of breastfeeding complication
- Patient referral
- Bleeding in late Pregnancy Antepartum Hemorrhage:
 - Types, clinical features and management
- Post Partum Hemorrhage:
 - Types, causes and management
- Manual removal of placenta
- Obstructed Labor/Ruptured Uterus
- Post abortion management
- Vacuum extraction
- Repair of lacerations of perineum, the vagina, and the cervix
- Prolapsed cord
- Maternal and Fetal Distress
- Sepsis and Obstetric shock and their management
- Amniotic fluid embolism
- Management of neonatal emergencies

COURSE TITLE: FAMILY PLANNING
COURSE CODE: BMP 312
PLACEMENT: THIRD YEAR, 1ST SEMESTER
DURATION: 60 HOURS (15 HOURS LECTURE, 45 HOURS PRACTICAL)
UNITS: 2

Introduction

This course focuses on family planning as an integral part of primary health care. It provides the students with the knowledge, attitudes and skills of the principles and practice of family planning services. It further highlights the health benefits of family planning to the individual, family, the community and the society at large.

Objectives

At the end of the course, the student will be able to:

1. Educate, counsel and motivate individuals and families on the benefits of family planning
2. Perform complete physical examination that will facilitate the provision of quality care
3. Detect abnormalities that are beyond the scope of her practice and refer appropriately
4. Prescribe and administer family planning devices
5. Apply the principles and practice of management to the organization and operation of family planning

Content

Unit I: Introduction to Family Planning

- History of family planning: national and international
- Legal aspect of family planning
- The socio-economic, cultural, religious beliefs, myths, misconceptions and custom which affect clients' acceptance of family planning
- Demography: maternal and infant morbidity and mortality rates
 - General fertility rate
 - Population growth
 - Reproductive rate
- Health education and counseling in family planning
- Male involvement in family planning

Unit II: Data collection for family planning clients

- History taking and utilizing of data (e.g. social, family, medical, surgical, menstrual, Obstetrical, Gynecological and contraceptive)
- Examination of the female reproductive organs
- Clinical investigations
- Physical examinations: elements and techniques, including pelvic examination
- Identification of client requiring laboratory investigations
- Laboratory investigations: collection of specimens e.g. High vaginal swab, pap smear, urine specimen blood sample, semen specimen
- Interpretation of results related to the following:
 - Pregnancy test
 - Pelvic Inflammatory Diseases (PID)
 - Tumours

Sexually Transmitted Infections (STI)

Cervical erosion

- Identification and referral of infertile couples

Unit III: Family planning methods

- Hormonal (oral, injectables and implant e.g. norplant, jadelle)
- Intrauterine Contraceptive Device (IUCD) (technique of insertion and removal)
- Barrier methods (diaphragm, condoms, foaming vagina tablets, foam, jellies, creams)
- Natural family planning
- Surgical method (tubal ligation and vasectomy) (Emphasize the following for each method- (method of administration, mode of action, advantages and disadvantages, effectiveness, minor side effects, indication and contradictions, major complications, client instruction)
- Referral of clients with major complications and associated problems
- Follow-up: Schedule appointments, defaulters
- Record keeping and reporting:
 - Methods
 - Maintenance
 - Utilization

Unit IV: Management of family planning services:

- Community analysis including catchment areas and site
- Determination of the required resources: human and material
- Organization of the Family Planning Clinic:
 - Patient flow
 - Supply and storage of family planning commodities
- Management process:
 - Assessment
 - Planning
 - Implementation
 - Evaluation tools e.g. interview of clients and community
- Budgeting
- Research and utilization of findings in family planning

COURSE TITLE: PRINCIPLES OF TEACHING AND MANAGEMENT

COURSE CODE: GES 311

UNIT: 3

DURATION: 75 HOURS (30 HOURS LECTURE, 45 HOURS PRACTICALS)

PLACEMENT: 3RD YEAR, 1ST SEMESTER

Introduction:

The course is designed to introduce the student to the principles and techniques of teaching and management and its application to nursing. It will foster effective interpersonal relationship and maintain efficient and coordinated activities towards quality improvement of health care at all levels.

Objectives:

At the end of the course, the student will be able to :

1. Discuss issues and concepts in nursing service administration.
2. Apply administrative rules and laws relevant to nursing.
3. Use relevant leadership styles in accomplishing organizational goals.
4. Apply the principles of delegation, authority, and responsibility to nursing service administration.
5. Utilize appropriate communication techniques for effective interpersonal relationship.
6. Utilize human and material resources effectively and efficiently within the health care system.
7. Utilize appropriate teaching techniques to assist individuals, family and communities take responsibility for their health.
8. Demonstrate the ability to mentoring colleagues and other staff.
9. Apply management audit principles to evaluate nursing activities.

Content:

- **Teaching and Learning Process:**
 - Theories and principles of teaching and learning
 - The learning environment
 - Instructional materials
 - Selecting learning experiences
 - Methods and techniques of teaching
- **Effects of environment on the teaching/learning process – physical, social, economic and cultural factors.**
- **Management**
 - Philosophy: concepts and theories of management
- **Principles of management**
 - Planning - Types of plan (operational, tactical, strategic, long-term, short term etc); Characteristics of a good plan; Decision making process
 - Organizing – Structure/design of organizations; Staffing; Interdepartmental relationship and communication.
 - Directing – leadership, delegation of responsibility, authority, supervision and accountability, motivation.
 - Controlling – establishment of standards, Job performance evaluation, discipline
 - Financial control – (accounting and budgeting)
- **Objectives in health administration**

- Writing clearly defined objectives
- Personal versus organizational objectives
- Hierarchy of objectives
- Management by objectives (MBO)
- Application of MBO to health care management.
- **Administrative rules and laws relevant to midwifery::**
- Rules and regulations of civil service and employment opportunities and process
- Public agencies/corporation
- Public accountability – checks and balances
- Nurses legal status and hospital liabilities
- Clients’ rights and liabilities
- Vicarious liabilities
- Negligence and malpractice
- **Leadership Dynamics:**
- Concept and theories of leadership
- Leadership styles
- Motivation – theories of motivation; Application of theories of motivation to nursing;
- Role of motivation in health care services.
- Mentorship and preceptorship
- **Management of Resources:**
- Man
- Materials – Drugs and supplies
- Money
- Time
- Space – land, buildings and infrastructure
- **Issues in teaching/management**
- Health Sector reforms
- Reforms in nursing education and practice
- Health care financing/health insurance scheme
- Professional associations and regulatory agencies
- Composition and functions
- Continuing education: conferences, seminars, workshop etc.
- **Conflict Management and resolution**
- Definition of conflict
- Antecedents
- Types of conflict
- Management and resolution
- **Quality Assurance and Risk Management**
- **Review of quality assurance**
- **Risk management**
- Basic concepts
- Common risk categories for midwives
- Elements of risk management
- **Incident Report and Anecdotal notes**
- **Standards and ethics**
- **Communication and group dynamics**
- The health team.

- Community participation
- Intersectoral and interdisciplinary collaboration
- Health insurance scheme
- Meetings – conduct and reporting
- **Evaluation:**
 - Principles, purposes and importance of evaluation
 - Evaluation techniques
 - Management audit

COURSE TITLE: RESEARCH PROJECT
COURSE CODE: BMP 313
PLACEMENT: THIRD YEAR, 1ST SEMESTER
DURATION: 90 HOURS PRACTICALS
UNIT: 2

Student's activity - The research project in nursing is the individual student's effort at initiating and conducting research in an area of interest, under supervision. The research is then documented, reported and defended as a project (as applicable).

COURSE TITLE: EXPECTANT FAMILY CARE PROJECT
COURSE CODE: BMP 314
PLACEMENT: THIRD YEAR, 1st SEMESTER
DURATION: 15 HOURS
UNITS: 1

Student activity – The student is expected to identify and expectant family and conduct an in depth case study of the family and the progress/situation of the mother and family through pregnancy, puerperium and follow up services with a well documented report using the nursing process (according to country stipulated guidelines)

COURSE TITLE: SEMINAR IV
COURSE CODE: BMP 315
PLACEMENT: THIRD YEAR, 1ST SEMESTER
DURATION: 15 HOURS (LECTURE)
UNIT: 1

Student activity - This course will involve presentations by the students. They should be able to select topics in areas of interest – midwifery, public health, reproductive health, neonatal and child health, health education, disease conditions, topical issues in midwifery etc. to present at the seminar (appropriate to their level)

APPENDIX

ACCREDITATION CRITERIA- MIDWIFERY* (To be updated)

- Name of Institution
- Name of Proprietor
- Address
- Telephone number
- Web address
- E-mail address
- Types of programme
- Philosophy
- Duration of programme
- Total number of Students
- Population on yearly basis
- History of School
- Geographical Location
- Physical Structure of School
- Number of class rooms - 2 (minimum) seating capacity- 50
- Tutorial rooms -2 (minimum)
- Auditorium – seating capacity 200 people
- Clinical Laboratory - 1(standard)
- Computer Laboratory – 10 functional sets
- Classroom - furniture, facilities for electronic teaching aids (projectors, multi-media & overhead projectors etc.) well-ventilated, adequate light & white board.
- Teaching aids – e.g. Models, charts, simulators etc.
- Tutors offices – standard, furnished with cabinets, bookshelves, computer etc.
- Sporting facilities- indoor and outdoor
- School Bus- 60 capacity

- Safety devices-eg. Fire extinguishers, emergency exit.
- Alternative source of power supply e.g Generator, solar energy etc.
- Toilet facilities - minimum 6
- Adequate water supply
- Well Equipped Library with current books and journals
- Qualified Librarian /Assistants.
- Computer technicians
- Hostel accommodation – standard hostel with 2 students per room.
- Hostel lounge – standard furnished with television sets, video, DVD, Satellite connection, fridge etc.
- Standard reading room
- **STAFFING:**
 - a) Academic Staff
 - Number:- To meet ratio 1:10
 - Qualifications – At least B.SC Nursing or BNSC with specialization in Education.
 - M.Sc for Head of School (MSc Nursing in education or administration
 - Staff Mix by Rank: 1st and 2nd degree (60%) ;– 3rd degrees (40%)
 - Staff: Student Ratio = 1:10
 - b) Clinical Instructors / Preceptors per students: 1:15
 - c) Non-Academic (Administrative)

SCHOOL	Minimum Number
- Accountant	– 1
- Administrative/Secretary	– 1
- Clerical Officers	– 2
- Messengers	– 2
- Cleaners	– 2
- Drivers	– 2

- Security guards	-	4
- Gardener	-	1
- Librarian	-	1
- Library Assistant	-	1
- Guidance Counselor	-	1
- Computer Technician	-	1

NB: School size determines expectation on staff.

SCHOOL COMMITTEES

- Education
- Research
- Disciplinary
- Welfare
- Procedure
- Selection
- Sports.

CLINICAL EXPERIENCE AREAS

Hospital based clinical practice

Name of Hospital

Location

Bed Capacity – 150 beds minimum

Daily Occupancy - 80

No. of Wards - 12

Facilities and Equipments on each ward - standard

No. of delivery beds – 4 minimum

No. of delivery packs – 12 (recyclables, in accordance with universal safety precautions)

Emergency tray - equipped with resuscitation drugs

Vacuum Extractor tray – (MVA packs)

Infant resuscitation tray

Adult Resuscitation Trolley

Essential consumable – e.g. Gloves, swabs, gauze, pads & pampers (adults & paediatrics)

Well-Equipped Special Baby Care Unit (SCBU) or intensive care unit (ICU)

Registered Nurse / Midwives ratio to patients - 1:5

Hospital departments

Midwifery care:

Antenatal clinic

Postnatal clinic

Antenatal ward

Labour ward

Postnatal ward

Obstetric operating theatre

Eclamptic unit

Others

Surgical unit

Child welfare unit

Support Services

Blood Bank

Laboratory

Radiology

X-ray

Central Sterilizing Supply Department (CSSD)

Catering Department.

Laundry

Maintenance/Works

Ambulance

Mortuary service.

COMMUNITY PRACTICE AREA

Name

Location

Equipment:

- Delivery beds
- Resuscitation equipment
- Midwifery kits
- Charts
- Scales
- Sterilizers etc.

• **Consumables etc.**

Portable water and power supply

Hostel Accommodation for students

No. of Students per room- 2

Toilet facilities

Water supply

Electricity supply and alternative source

Personnel

Home Matron

Home Wardens

Cleaners

Security Guards

Cooks.

***ICM ESSENTIAL MIDWIFERY COMPETENCIES (WHO AFRO Regional Office 2011)**

Between 1995 and 1999 a modified Delphi Technique was carried out for seven rounds to establish the Provisional Essential Competencies for Basic Midwifery Practice. As agreed by the International Council (the Confederation's governing body) in 1999, the competencies were field-tested by 17 ICM member associations throughout 2001. The extensive field testing was undertaken by 1,271 practising midwives, 77 educator groups (total of 312 educators), and 79 senior level midwifery student groups (total of 333 individuals) from 22 countries; and 25 regulators from 20 countries. A total of 214 individual competency statements within six domains were presented for consideration and comment. Almost all of the competencies were supported by a great majority of the persons/groups involved in the testing, with many receiving universal support. In April 2002 the ICM International Council discussed and adopted the Essential Competencies for Basic Midwifery Practice, therewith establishing it as an official ICM document.

KEY MIDWIFERY CONCEPTS

The key midwifery concepts that define the unique role of midwives in promoting the health of women and childbearing families include: partnership with women to promote self-care and the health of mothers, infants and families; respect for human dignity and for women as persons with full human rights; advocacy for women so that their voices are heard; cultural sensitivity, including working with women and health care providers to overcome those cultural practices that harm women and babies; a focus on health promotion and disease prevention which views pregnancy as a normal life event. Midwives recognise that equity of status for women will bring the greatest impact on global maternal-child health by ensuring adequate nutrition, clean water and sanitation; so they are committed to the improvement of basic living conditions as well as providing competent midwifery services.

SCOPE OF MIDWIFERY PRACTICE

The scope of midwifery practice used throughout this document is built upon the ICM/WHO/FIGO international Definition of the Midwife (1992). Midwifery practice includes the autonomous care of the girl-child, the adolescent and the adult woman prior to, during and following pregnancy. This means that the midwife gives necessary supervision, care and advice for women during pregnancy, labour and the postpartum period. The midwife conducts deliveries on her own responsibility and cares for the newborn infant. This care includes primary health care supervision within the community (preventive measures); health counselling and education for women, the family and the community including preparation for parenthood; the provision of family planning; the detection of abnormal conditions in the mother and child; the procurement of specialised assistance as necessary (consultation or referral); and the execution of primary and secondary emergency measures in the absence of medical help. Midwifery practice is ideally conducted within a community-based health care system that may include traditional birth attendants, traditional healers, other community-based health workers, doctors, nurses and specialists in referral centres.

THE MIDWIFERY MODEL OF CARE

The Midwifery Model of Care is based on the premise that pregnancy and birth are normal life events. The Midwifery Model of Care includes: monitoring the physical, psychological, spiritual and social well-being of the woman and family throughout the childbearing cycle; providing the woman with individualised education, counselling and antenatal care; continuous attendance during labour, birth and the immediate postpartum period; ongoing support during the postnatal period; minimising technological interventions; and identifying and referring women who require obstetric or other specialist attention. This model of care is woman-centred and therein lies its accountability.

THE FRAMEWORK FOR DECISION-MAKING IN MIDWIFERY CARE

Midwives assume responsibility and accountability for their practice, applying up-to-date knowledge and skills in caring for each woman and family. The safety and overall well-being of the woman is of foremost concern to the midwife. The midwife strives to support a woman's informed choices in the context of a safe experience. The midwife's decision-making process utilises a variety of sources of knowledge and is dynamic, responding to the changing health status of each woman. Midwives involve women and their families in all parts of the decision-making process and in developing a plan of care for a healthy pregnancy and birth experience.

STEP 1: Collect information from the woman, from the woman's and the infant's records, and from any laboratory tests in a systematic way for a complete assessment.

STEP 2: Identify actual or potential problems based on the correct interpretation of the information gathered in Step 1.

STEP 3: Develop a comprehensive plan of care with the woman and her family based on the woman's or infant's needs and supported by the data collected.

STEP 4: Carry out and continually update the plan of care within an appropriate time frame.

STEP 5: Evaluate the effectiveness of care given with the woman and her family, consider alternatives if unsuccessful, returning to STEP 1 to collect more data and/or develop a new plan.

GUIDING STATEMENT TO MEMBER ASSOCIATIONS

The essential competencies for basic midwifery practice that follow are based on the values, vision, strategies and actions used by those who attend to the health needs of women and childbearing families. Member associations are encouraged to use this ICM statement of competencies, as needed in their countries, in the education, regulation and development of standards of practice for midwives as well as in policies needed to strengthen midwifery

COMPETENCIES

Competency #1: Midwives have the requisite knowledge and skills from the social sciences, public health and ethics that form the basis of high quality, culturally relevant, appropriate care for women, newborn and childbearing families.

Basic Knowledge and Skills:

1. Respect for local culture (customs).
2. Traditional and modern routine health practices (beneficial and harmful).
3. Resources for alarm and transport (emergency care).
4. Direct and indirect causes of maternal and neonatal mortality and morbidity in the local community.
5. Advocacy and empowerment strategies for women.
6. Understanding human rights and their effect on health.
7. Benefits and risks of available birth settings.
8. Strategies for advocating with women for a variety of safe birth settings.
9. Knowledge of the community - its state of health including water supply, housing, environmental hazards, food, common threats to health.
10. Indications and procedures for adult and newborn/infant cardiopulmonary resuscitation.
11. Ability to assemble, use and maintain equipment and supplies appropriate to setting of practice.

Additional Knowledge and Skills

12. Principles of epidemiology, sanitation, community diagnosis and vital statistics or records
13. National and local health infrastructures; how to access needed resources for midwifery care.
14. Principles of community-based primary care using health promotion and disease prevention strategies
15. National immunisation programs (provision of same or knowledge of how to assist community members to access to immunisation services)

Professional Behaviours - The midwife:

1. Is responsible and accountable for clinical decisions.
2. Maintains knowledge and skills in order to remain current in practice.
3. Uses universal/standard precautions, infection control strategies and clean technique.
4. Uses appropriate consultation and referral during care.
5. Is non-judgmental and culturally respectful.
6. Works in partnership with women and supports them in making informed choices about their health.
7. Uses appropriate communication skills.
8. Works collaboratively with other health workers to improve the delivery of services to women and families.

Competency #2: Midwives provide high quality, culturally sensitive health education and services to all in the community in order to promote healthy family life, planned pregnancies and positive parenting.

Basic Knowledge of:

1. Growth and development related to sexuality, sexual development and sexual activity.
2. Female and male anatomy and physiology related to conception and reproduction.
3. Cultural norms and practices surrounding sexuality, sexual practices and childbearing.
4. Components of a health history, family history and relevant genetic history.
5. Physical examination content and investigative laboratory studies that evaluate potential for a healthy pregnancy.
6. Health education content targeted to reproductive health, sexually transmitted diseases (STDs), HIV/AIDS and child survival.
7. Natural methods for child spacing and other locally available and culturally acceptable methods of family planning.
8. Barrier, steroidal, mechanical, chemical and surgical methods of contraception and indications for use.
9. Counselling methods for women needing to make decisions about methods of family planning.
10. Signs and symptoms of urinary tract infection and common sexually transmitted diseases in the area.

Additional Knowledge of:

11. Factors involved in decisions relating to unplanned or unwanted pregnancies.
12. Indicators of common acute and chronic disease conditions specific to a geographic area of the world, and

referral process for further testing/ treatment.

13. Indicators of and methods of counselling/referral for dysfunctional interpersonal relationships including sexual problems, domestic violence, emotional abuse and physical neglect.

Basic Skills:

1. Take a comprehensive history.
2. Perform a physical examination focused on the presenting condition of the woman.
3. Order and/or perform and interpret common laboratory studies such as haematocrit, urinalysis or microscopy.
4. Use health education and basic counselling skills appropriately.
5. Provide locally available and culturally acceptable methods of family planning.
6. Record findings, including what was done and what needs follow-up.

Additional Skills:

7. Use the microscope.
8. Provide all available methods of barrier, steroidal, mechanical, and chemical methods of contraception.
9. Take or order cervical cytology smear (Pap test)

Competency #3: Midwives provide high quality antenatal care to maximise the health during pregnancy and that includes early detection and treatment or referral of selected complications.

Basic Knowledge of:

1. Anatomy and physiology of the human body.
2. Menstrual cycle and process of conception.
3. Signs and symptoms of pregnancy.
4. How to confirm a pregnancy.
5. Diagnosis of an ectopic pregnancy and multiple fetuses.
6. Dating pregnancy by menstrual history, size of uterus and/or fundal growth patterns.
7. Components of a health history.
8. Components of a focused physical examination for antenatal visits.
9. Normal findings [results] of basic screening laboratory studies defined by need of area of the world; eg. iron levels, urine test for sugar, protein, acetone, bacteria.
10. Normal progression of pregnancy: body changes, common discomforts, expected fundal growth patterns.
11. Normal psychological changes in pregnancy and impact of pregnancy on the family.
12. Safe, locally available herbal/non-pharmacological preparations for the relief of common discomforts of pregnancy.
13. How to determine fetal well-being during pregnancy including fetal heart rate and activity patterns.
14. Nutritional requirements of the pregnant woman and fetus.
15. Basic fetal growth and development.
16. Education needs regarding normal body changes during pregnancy, relief of common discomforts, hygiene, sexuality, nutrition, work inside and outside the home.
17. Preparation for labour, birth and parenting.
18. Preparation of the home/family for the newborn.
19. Indicators of the onset of labour.
20. How to explain and support breastfeeding.
21. Techniques for increasing relaxation and pain relief measures available for labour.
22. Effects of prescribed medications, street drugs, traditional medicines and over-the-counter drugs on pregnancy and the fetus.
23. Effects of smoking, alcohol use and illicit drug use on the pregnant woman and fetus.
24. Signs and symptoms of conditions that are life-threatening to the pregnant woman; e.g. pre-eclampsia, vaginal bleeding, premature labour, severe anaemia.

Additional Knowledge of:

25. Signs, symptoms and indications for referral of selected complications and conditions of pregnancy: e.g. asthma, HIV infection, diabetes, cardiac conditions, post-dates pregnancy.
26. Effects of above named chronic and acute conditions on pregnancy and the fetus.

Basic Skills:

1. Take an initial and ongoing history each antenatal visit.
2. Perform a physical examination and explain findings to woman.
3. Take and assess maternal vital signs including temperature, blood pressure, pulse.
4. Assess maternal nutrition and its relationship to o growth.
5. Perform a complete abdominal assessment including measuring fundal height, position, lie and descent of fetus.
6. Assess fetal growth.
7. Listen to the fetal heart rate and palpate uterus for fetal activity pattern.

8. Perform a pelvic examination, including sizing the uterus and determining the adequacy of the bony structures.
9. Calculate the estimated date of delivery.
10. Educate women and families about danger signs and when/how to contact the midwife.
11. Teach and/or demonstrate measures to decrease common discomforts of pregnancy.
12. Provide guidance and basic preparation for labour, birth and parenting.
13. Identify variations from normal during the course of the pregnancy and institute appropriate interventions for:
 - a. low and/or inadequate maternal nutrition
 - b. inadequate fetal growth
 - c. elevated blood pressure, proteinuria, presence of significant oedema, severe headaches, visual changes, epigastric pain associated with elevated blood pressure
 - d. vaginal bleeding
 - e. multiple gestation, abnormal lie at term
 - f. intrauterine fetal death
 - g. rupture of membranes prior to term
14. Perform basic life saving skills competently.
15. Record findings including what was done and what needs follow-up.

Additional Skills:

16. Counsel women about health habits; e.g. nutrition, exercise, safety, stopping smoking.
17. Perform clinical pelvimetry [evaluation of bony pelvis].
18. Monitor fetal heart rate with Doppler.
19. Identify and refer variations from normal during the course of the pregnancy, such as:
 - a. small for dates [light]/large for dates [heavy] fetus
 - b. suspected polyhydramnios, diabetes, fetal anomaly (e.g. oliguria)
 - c. abnormal laboratory results
 - d. infections such as sexually transmitted diseases (STDs), vaginitis, urinary tract, upper respiratory
 - e. fetal assessment in the post-term pregnancy
20. Treat and/or collaboratively manage above variations from normal based upon local standards and available resources.
21. Perform external version of breech presentation.

Competency #4: Midwives provide high quality, culturally sensitive care during labour, conduct a clean and safe delivery, and handle selected emergency situations to maximise the health of women and their newborn.

Basic Knowledge of:

1. Physiology of labour.
2. Anatomy of fetal skull, critical diameters and landmarks.
3. Psychological and cultural aspects of labour and birth.
4. Indicators that labour is beginning.
5. Normal progression of labour and how to use the partograph or similar tool.
6. Measures to assess fetal well-being in labour.
7. Measures to assess maternal well-being in labour.
8. Process of fetal passage [descent] through the pelvis during labour and birth.
9. Comfort measures in labour: e.g. family presence/assistance, positioning, hydration, emotional support, non-pharmacological methods of pain relief.
10. Transition of newborn to extra-uterine life.
11. Physical care of the newborn - breathing, warmth, feeding.
12. Promotion of skin-to-skin contact of the newborn with mother when appropriate.
13. Ways to support and promote uninterrupted [exclusive] breastfeeding.
14. Physiological management of the 3rd stage of labour.
15. Indications for emergency measures: e.g. retained placenta, shoulder dystocia, atonic uterine bleeding, neonatal asphyxia.
16. Indications for operative delivery: e.g. fetal distress, cephalo-pelvic disproportion.
17. Indicators of complications in labour: bleeding, labour arrest, malpresentation, eclampsia, maternal distress, fetal distress, infection, prolapsed cord.
18. Principles of active management of 3rd stage of labour.

Basic Skills:

1. Take a specific history and maternal vital signs in labour.
2. Perform a screening physical examination.
3. Do a complete abdominal assessment for fetal position and descent.
4. Time and assess the effectiveness of uterine contractions.
5. Perform a complete and accurate pelvic examination for dilation, descent, presenting part, position, status of

- membranes, and adequacy of pelvis for baby.
6. Follow progress of labour using the partograph or similar tool for recording.
 7. Provide psychological support for woman and family.
 8. Provide adequate hydration, nutrition and comfort measures during labour.
 9. Provide for bladder care.
 10. Promptly identify abnormal labour patterns with appropriate and timely intervention and/or referral.
 11. Perform appropriate hand manoeuvres for a vertex delivery.
 12. Manage a cord around the baby's neck at delivery.
 13. Cut an episiotomy if needed.
 14. Repair an episiotomy if needed.
 15. Support physiological management of the 3rd stage of labour.
 16. Conduct active management of the 3rd stage of labour including:
 - a. Administration of oxytocic
 - b. Early cord clamping and cutting
 - c. Controlled cord traction
 17. Guard the uterus from inversion during 3rd stage of labour.
 18. Inspect the placenta and membranes for completeness.
 19. Estimate maternal blood loss.
 20. Inspect the vagina and cervix for lacerations.
 21. Repair vaginal/perineal lacerations and episiotomy.
 22. Manage postpartum haemorrhage.
 23. Provide a safe environment for mother and infant to promote attachment.
 24. Initiate breastfeeding as soon as possible after birth and support exclusive breastfeeding.
 25. Perform a screening physical examination of the newborn.
 26. Record findings including what was done and what needs follow-up.

Additional Skills:

31. Perform appropriate hand manoeuvres for face and breech deliveries.
32. Inject local anaesthesia.
33. Apply vacuum extraction or forceps.
34. Manage malpresentation, shoulder dystocia, fetal distress initially.
35. Identify and manage a prolapsed cord.
36. Perform manual removal of placenta.
37. Identify and repair cervical lacerations.
38. Perform internal bimanual compression of the uterus to control bleeding.
39. Insert intravenous line, draw bloods, perform haematocrit and haemoglobin testing.
40. Prescribe and/or administer pharmacological methods of pain relief when needed.
41. Administer oxytocics appropriately for labour induction or augmentation and treatment of postpartum bleeding.
42. Transfer woman for additional/emergency care in a timely manner.

Competency #5: Midwives provide comprehensive, high quality, culturally sensitive postnatal care for women.

Basic Knowledge of:

1. Normal process of involution and healing following delivery [including after an abortion].
2. Process of lactation and common variations including engorgement, lack of milk supply, etc.
3. Maternal nutrition, rest, activity and physiological needs (e.g. bladder).
4. Infant nutritional needs.
5. Parent-infant bonding and attachment; e.g. how to promote positive relationships.
6. Indicators of sub-involution e.g. persistent uterine bleeding, infection.
7. Indications of breastfeeding problems.
8. Signs and symptoms of life threatening conditions; e.g. persistent vaginal bleeding, urinary retention, incontinence of faeces, postpartum pre-eclampsia.

Additional Knowledge of:

9. Indicators of selected complications in the postnatal period: e.g. persistent anaemia, haematoma, embolism, mastitis, depression, thrombophlebitis.
10. Care and counselling needs during and after abortion.
11. Signs and symptoms of abortion complications.

Basic Skills:

1. Take a selective history, including details of pregnancy, labour and birth.
2. Perform a focused physical examination of the mother.
3. Assess for uterine involution and healing of lacerations/repairs.

4. Initiate and support uninterrupted [exclusive] breastfeeding.
5. Educate mother on care of self and infant after delivery including rest and nutrition.
6. Identify haematoma and refer for care as appropriate.
7. Identify maternal infection, treat or refer for treatment as appropriate.
8. Record findings including what was done and what needs follow-up.

Additional Skills:

9. Counsel woman/family on sexuality and family planning post delivery.
10. Counsel and support woman who is post-abortion.
11. Evacuate a haematoma.
12. Provide appropriate antibiotic treatment for infection.
13. Refer for selected complications.

Competency #6: Midwives provide high quality, comprehensive care for the essentially healthy infant from birth to two months of age.

Basic Knowledge of:

1. Newborn adaptation to extra-uterine life.
2. Basic needs of newborn: airway, warmth, nutrition, bonding.
3. Elements of assessment of the immediate condition of newborn; e.g. APGAR scoring system for breathing, heart rate, reflexes, muscle tone and colour.
4. Basic newborn appearance and behaviours.
5. Normal newborn and infant growth and development.
6. Selected variations in the normal newborn; e.g. caput, moulding, mongolian spots, haemangiomas, hypoglycaemia, hypothermia, dehydration, infection.
7. Elements of health promotion and prevention of disease in newborn and infants.
8. Immunisation needs risks and benefits for the infant up to 2 months of age.

Additional Knowledge of:

9. Selected newborn complications, eg. jaundice, haematoma, adverse moulding of the fetal skull, cerebral irritation, non-accidental injuries, causes of sudden infant death.
10. Normal growth and development of the preterm infant up to 2 months of age.

Basic Skills:

1. Clear airway to maintain respirations.
2. Maintain warmth but avoid overheating.
3. Assess the immediate condition of the newborn; e.g. APGAR scoring or other assessment method.
4. Perform a screening physical examination of the newborn for conditions incompatible with life.
5. Position the infant for breastfeeding.
6. Educate parents about danger signs and when to bring the infant for care.
7. Begin emergency measures for respiratory distress (newborn resuscitation), hypothermia, hypoglycaemia, cardiac arrest.
8. Transfer newborn to emergency care facility when available.
9. Record findings, including what was done and what needs follow-up.

Additional Skills:

10. Perform a gestational age assessment
11. Educate parents about normal growth and development, child care.
12. Assist parents to access community resources available to the family.
13. Support parents during grieving process for congenital birth defects, loss of pregnancy, or neonatal death.
14. Support parents during transport/transfer of newborn.
15. Support parents with multiple births.

* (WHO AFRO Regional Office Regulatory Framework for Nursing and Midwifery, 2011) (Adapted from Essential Competencies for Basic Midwifery Practice – www.internationalmidwives.org)

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