



Organisation Ouest Africaine
de la Santé (OOAS)



West African College
of Nursing (WACN)

HARMONIZED CURRICULUM FOR GENERAL NURSING PROGRAMME FOR ANGLOPHONE COUNTRIES OF THE ECOWAS REGION



WEST AFRICAN COLLEGE OF NURSING

**HARMONIZED CURRICULUM FOR GENERAL NURSING
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THE ECOWAS REGION**

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Contributions and acknowledgments

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Harmonized Curriculum for General Nursing 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:

The West African College of Nursing (WACN) in collaboration with West African Health Organization (WAHO) has developed the harmonized curriculum for general nursing in the sub region to cater for the emerging trends, and changes in disease patterns, some of which are devastating in Sub-Saharan Africa.

The need is also to address the increasing rate of intra regional migration of health workers especially nurses and ensure safety of practice through appropriate standards of nursing education and practice.

The development of this harmonized curriculum is further informed by ongoing educational reforms in member countries and the need for countries to share resources for quality improvement in health care delivery.

The curriculum is competency based, community oriented and takes into consideration the current needs of the society and the students. In this regard, the general nursing curriculum is based on the semester and course unit system to integrate nursing education into the national education system of member countries.

The clinical practice should be student centred to allow for application of theory into practice to ensure maximum acquisition of knowledge, skills and attitudes. Supervision of students in the clinical areas shall be a responsibility of the nurse educator, clinical instructors, preceptors and clinicians. The duration of the course is three (3) years.

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 WACN 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 WACN 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 WACN in line with the 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 WACN 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 African 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 and by email at: westafricancollegenursing@yahoo.co.uk

BRIEF ON WEST AFRICAN HEALTH ORGANIZATION(WAHO)

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: This General Nursing training programme is based on the philosophy that:

1. Man is a bio-psycho-social being with a spiritual component and is also endowed with adaptive behaviour.
2. Health is a fundamental right of all communities, families, groups of people and individuals irrespective of their race, sex, religion, creed, beliefs and values. Health therefore is the purpose of all nursing behaviours.
3. To attain health a multidisciplinary and multisectoral approach to the delivery of health care that integrate promotive, preventive, curative and rehabilitative health measures must be adopted at all levels.
4. Nursing is essentially evidence and practice-based whose body of knowledge is grounded in biological, physical and social sciences and therefore requires continuous learning and research to support theory and practice.
5. In order to meet the changing pattern of health care demands, nursing requires innovation to offer creative responses while working within ethical and legal frame-works.
6. The client as an individual with basic ideas, beliefs and values is an active partner that participates in crucial decision making regarding his care and environment.
7. The nurse should be capable of performing independent, dependent and interdependent professional functions and take responsibility for actions.

OUTCOME OBJECTIVES

At the end of the program the nurse will be able to:

1. Apply the knowledge of biological, behavioural & nursing sciences to provide safe, acceptable and effective nursing services to individuals, families and communities.
2. Utilize the nursing process approach in providing comprehensive care to individuals, families and communities.
3. Demonstrate the ability to show empathy, kindness and good interpersonal relationship to client/patient.
4. Demonstrate critical thinking and problem solving ability in the provision of nursing interventions.
5. Document and maintain relevant data/data-base in patient care.
6. Initiate and/ or participate in collaborative research to improve nursing practice and education.
7. Utilize research findings to provide evidence-based practice.
8. Demonstrate the ability to assume responsibility and accountability for all professional nursing actions.
9. Demonstrate the ability to supervise and mentor nursing students and other allied health workers.
10. Apply administrative principles in the management of human and material resources for health/nursing services.
11. Demonstrate the ability to diagnose and treat simple medical and surgical conditions.
12. Demonstrate the ability to perform independent, dependent and interdependent nursing functions effectively in the care of client/patient at all levels of health care.
13. Plan and implement community programmes that ensure disease prevention, health promotion and rehabilitation.
14. Demonstrate ability to monitor and evaluate nursing activities.
15. Demonstrate an understanding of the National Health Policy and its relevance to nursing.
16. Demonstrate the ability to contribute towards the formulation of health plans and policies.
17. Demonstrate the ability for life-long learning to ensure professional competence.
18. Collaborate and participate with local, sub-regional, and international organizations activities (WHO, WAHO, ICN, WACN etc) to improve practice and education.

COMPETENCIES (JOB DESCRIPTION FOR REGISTERED NURSE)

1. Assess client/patient through history taking, physical assessment, monitoring of vital signs, and review of relevant records.
2. Identify actual and potential risk in nursing diagnoses.
3. Provide safe, acceptable and effective nursing services to meet the health needs of individuals, families and communities using the nursing process approach and nursing models.
4. Plan and implement nursing actions to minimize individual, family and community problems through the holistic care approach.
5. Manage simple medical and surgical conditions.
6. Evaluate care through stated objectives to ascertain effectiveness of nursing actions.
7. Maintain accurate records relating to patients condition, medication and treatment.
8. Assume responsibility and plan for delivery of independent, dependent and interdependent health activities.
9. Initiate and or participate in the conduct of research to improve practice and meet health needs.
10. Utilize research findings for evidence-based practice.
11. Assist in budgeting and managing of resources.
12. Participate in the formulation of health plans and policies.
13. Carry out community diagnoses, plan, implement and evaluate community programmes towards preventive, promotive and rehabilitative services.
14. Supervise and mentor nurses, nursing students and other allied health workers.
15. Write and communicate a comprehensive report on nursing intervention.
16. Establish and maintain a 2-way referral system.
17. Engage in continuous professional growth and development programmes to maintain competence.
18. Engage in Collaborative activities with local, sub-regional and international organization (WHO, ICN, WACN etc) to improve practice and education.

THE PROGRAMME

Admission Requirements

Candidates for Admission into the General Nursing Programme must possess the West African Senior Secondary School Certificate (WASSSC) or its Equivalent with minimum of 5 or 6 Subjects at Credit Levels; including English Language, Physics, Chemistry, Biology and Mathematics at not more than 2 sittings (Integrated Science where applicable).

Entry age is 18 years and above.

Teaching and Learning Methods

Emphasis shall be on integrating theory with practical demonstration and clinical experience. All tutors are expected to work with students in the community/hospital. Preference shall be given to interactive teaching methods.

Teaching/Learning Methods to include:

- Lecture/Discussion
- Case Study Presentation
- Research Project
- Seminars/Workshops
- Clinical Conferences
- Ward Round & Ward Clinical Practice
- Study Group/Brain Storming
- Interview/Tutorials
- Demonstration and coaching
- Simulations
- Role Play
- Field Trips
- Structured Interviews
- Reflective Practice
- Computed Assisted Learning (HIS).

Teaching/ Learning Materials and Aids

- Models and other simulation devices
- Real life objects and specimens
- Book and handouts
- Graphics, Flow Charts, Diagrams, Schematic Drawings

- Photographs
- Slide Projectors/Overhead Projects or Film Strips, Power-Point Projectors and Accessories
- White Board, Flip Charts, Transparencies
- Open & Close Circuit television
- Other Audio-Visual Aids e.g. Computers/Internet
- Observed Field Experience
- Puppets.

Staff Requirement:

A. Academic:

- Nurse Educators
- Midwife Educators
- Public Health Nurse Educators/PHC Nurse Educators
- Computer Science Lecturer
- English Language Tutor
- Basic Science Tutors
- Qualified Librarian
- Library Assistants
- Guest Lecturers

B. Non Academic:

- Clerical Staff
- Computer Technician
- Confidential Staff (Admin)
- Domestic Staff
- Gardeners
- Security Staff
- Messengers

Qualification of Lecturers

- Nurse Educators must have a minimum of First Degree in Nursing with specialty in Education. Other academic staff should have a minimum of first degree in their discipline or specialty.
- The head of school should have in addition a Masters degree in nursing or related field as qualification.

Ratio of Lecturer to Students: 1:10

Ratio of Nurse clinician to patient 1:6

Committees:- Curriculum, Education, Research, Procedure, Examination/Assessment, Selection, Welfare, Sports, and Disciplinary.

Course Duration: 3 years of 6 semesters.

Vacation: Maximum of 28 days per session of 2 Semesters.

EVALUATION/ASSESSMENT

General Methods of Evaluation:

At the end of each semester, students will be graded on the basis of continuous assessment (40%) and final examination scores (60%) in the individual courses and their overall academic standing determined in terms of all the courses taken in the semester. The grading system to be adopted will be based on the overall raw scores (% of marks) obtained in a course. The Pass-Mark is 50% for both the theory and the practical. These scores will then be converted into letter grades and their corresponding numerical equivalents as indicated in the table below

Written:

| <u>Letter Grade</u> | <u>Numerical</u> | <u>Interpretation</u> | <u>Grade Point</u> |
|---------------------|------------------|-----------------------|--------------------|
| | <u>Mark %</u> | | |
| A | 80 - 100 | Excellent | 5 |
| B+ | 70 - 79 | Very Good | 4 |
| B | 60 - 64 | Good | 3 |
| C+ | 55 - 59 | Credit | 2 |
| C | 50 - 54 | Pass | 1 |
| D | 49 and below | Fail | 0 |

Grade Point Average (GPA):

Each Grade is assigned equivalent grade points as indicated above. The number of (grade) points earned by a student, for each course completed, is computed as the product of a number of credits for the course and the grade point equivalent of the grade obtained in that course.

*Grade Point of 5 or 4 as per country policy.

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.

Eligibility for Examinations:

- (a) In respect of the approved course of study, a student shall be required to attend all such lectures, tutorials, seminars and practicals and to undertake all such assignments as may be required by the School, Department or the Institution.
- (b) Further, a student who attends all required lectures, tutorials, Seminars and practicals and executes all given assignments to the satisfaction of the Head of the

- Institution shall be deemed to have followed satisfactorily the approved course of study.
- (c) A student who does not fulfill the requirements for any course will not be allowed to take the examination for that course.
 - (d) In any case, a student who is absent for a cumulative period of twenty eight (28) days from all lectures, tutorials, practicals and other activities prescribed for any course in any semester without a genuine reason shall be deemed to have withdrawn from the course. Such a student shall not be permitted to sit for the semester examination. There shall be one (1) week revision and one (1) week for examination 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 Nurses.

Certification:

The graduate of this programme shall be awarded diploma/higher diploma according to the educational system of each country.

TABLE OF COURSES

1ST YEAR 1ST SEMESTER

| <u>COURSE CODE</u> | <u>COURSE TITLE</u> | <u>CREDIT UNIT</u> |
|---------------------------|--|---------------------------|
| GES 111 | Human Anatomy and physiology I | 3 |
| GNP 111 | Fundamentals of Nursing I | 3 |
| GNP 112 | Nursing Ethics and Professional Adjustment | 1 |
| GES 112 | Use of English and Communication Skills | 2 |
| GNP 113 | Primary Health Care I | 3 |
| GES 113 | Applied Basic Sciences (Physics and Chemistry) | 3 |
| GES 114 | Behavioural Science I (Anthropology & Sociology) | 2 |
| GES 115 | Introduction to French Language | 2 |
| | Total | 19 |
| | 1 Credit Unit of Lecture | = 15 Hours |
| | 1 Credit Unit of Clinical Practice | = 45 Hours |

1ST YEAR 2ND SEMESTER

| <u>COURSE CODE</u> | <u>COURSE TITLE</u> | <u>CREDIT UNIT</u> |
|---------------------------|---|---------------------------|
| GES 121 | Human Anatomy and Physiology II | 3 |
| GNP 121 | Fundamentals of Nursing II | 3 |
| GES 122 | Behavioural Science II | 1 |
| GNP 122 | Family/Reproductive Health I | 3 |
| GES 123 | Introduction to Traditional & Alternative Medicine | 1 |
| GES 124 | Introduction to Information Communication Technology (ICT) | 2 |
| GNP 123 | First Aid and Bandaging | 2 |
| GES 125 | Nutrition and Dietetics | 2 |
| GES 126 | Microbiology | 3 |
| | Total | 20 |
| | Hospital Based Clinical Practice | = 2 weeks |
| | Community-Based Clinical practice | = 2 weeks |

2ND YEAR 1ST SEMESTER

| <u>COURSE CODE</u> | <u>COURSE TITLE</u> | <u>CREDIT UNIT</u> |
|---------------------------|-----------------------------------|---------------------------|
| GNP 211 | Medical Nursing I | 3 |
| GNP 212 | Surgical Nursing I | 3 |
| GES 211 | Pharmacology & Therapeutics I | 3 |
| GNP 213 | Primary Health Care II | 3 |
| GNP 214 | Paediatric Nursing I | 3 |
| GNP 217 | Family/Reproductive Health II | 3 |
| | Total | 18 |
| | Hospital-Based Clinical practice | = 1 week |
| | Community-Based Clinical practice | = 1 week |

2ND YEAR 2ND SEMESTER

| <u>COURSE CODE</u> | <u>COURSE TITLE</u> | <u>CREDIT UNIT</u> |
|---------------------------|-----------------------------------|---------------------------|
| GNP 221 | Medical Nursing II | 3 |
| GNP 222 | Surgical Nursing II | 3 |
| GES 221 | Pharmacology & Therapeutics II | 3 |
| GNP 223 | Primary Health Care III | 2 |
| GNP 224 | Mental Health/psychiatric Nursing | 3 |
| GNP 225 | Paediatric Nursing II | 2 |
| GES 222 | Statistics | 1 |
| GES 223 | Research Methodology | 1 |
| GNP 226 | Seminar in Nursing | 1 |
| | Total | 19 |
| | Hospital-Based Clinical Practice | = 2 weeks |
| | Community-Based Clinical Practice | = 2 weeks |

3RD YEAR 1ST SEMESTER

| <u>COURSE CODE</u> | <u>COURSE TITLE</u> | <u>CREDIT UNIT</u> |
|---------------------------|---------------------------------------|---------------------------|
| GNP 311 | Medical Nursing III | 3 |
| GNP 312 | Surgical Nursing III | 3 |
| GES 311 | Principles of Teaching and Management | 3 |
| GES 312 | Introduction to Health Economics | 2 |
| GNP 313 | Seminar in Nursing | 1 |
| GNP 314 | Patient Care Study | 3 |
| | Total | 15 |

Hospital-Based Clinical Practice = 1 week

Community-Based Clinical Practice = 1 week

3RD YEAR 2ND SEMESTER

| <u>COURSE CODE</u> | <u>COURSE TITLE</u> | <u>CREDIT UNIT</u> |
|---------------------------|---|---------------------------|
| GNP 321 | Research Project in Nursing | 3 |
| GNP 322 | Seminar in Nursing | 1 |
| GNP 325 | Gerontology/Geriatric Nursing | 2 |
| GNP 326 | Emergency & Disaster Nursing | 2 |
| GES 323 | Entrepreneurship | 2 |
| | Total | 10 |
| | Hospital-Based Clinical Practice = 8 weeks | |

GENERAL NURSING COURSES

FIRST YEAR FIRST SEMESTER (TOTAL NUMBER OF HOURS 405)

| COURSE CODE | COURSE TITLE | NUMBER OF HOURS | | TOTAL HOUR | CREDIT LOAD |
|-------------|--|-----------------|------------|------------|-------------|
| | | LECTURE | PRACTICAL | | |
| GES 111 | Human Anatomy and Physiology | 30 | 45 | 75 | 3 |
| GNP 111 | Fundamentals of Nursing | 30 | 45 | 75 | 3 |
| GNP 112 | Nursing Ethics and professional adjustment | 15 | - | 15 | 1 |
| GES 112 | Use of English and Communication Skills | 30 | - | 30 | 2 |
| GNP 113 | Primary Health Care I | 30 | 45 | 75 | 3 |
| GES 113 | Applied Basic Science (Physics & Chemistry) | 30 | 45 | 75 | 3 |
| GES 114 | Behavioural Science (Anthropology & Sociology) | 30 | - | 30 | 2 |
| GES 115 | Introduction to French Language | 30 | - | 30 | 2 |
| | TOTAL | 215 | 180 | 405 | 19 |

1 Credit unit of lecture = 15 hours

1 Credit unit of clinical practical = 45 hours

2 Weeks vacation at the end of 1st semester.

FIRST YEAR SECOND SEMESTER (TOTAL NUMBER OF HOURS 510)

| COURSE CODE | COURSE TITLE | NUMBER OF HOURS | | TOTAL HOUR | CREDIT LOAD |
|-------------|--|-----------------|------------|------------|-------------|
| | | LECTURE | PRACTICAL | | |
| GES 121 | Human Anatomy & Physiology II | 30 | 45 | 75 | 3 |
| GNP 121 | Fundamentals of Nursing | 30 | 45 | 75 | 3 |
| GES 122 | Behavioural Science II | 15 | | 15 | 1 |
| GNP 122 | Family/Reproductive Health I | 30 | 45 | 75 | 3 |
| GES 123 | Introduction to Traditional and Alternative Medicine | 15 | - | 15 | 1 |
| GES 124 | Introduction to Information Communication Technology (ICT) | 15 | 45 | 60 | 2 |
| GNP 123 | First Aid and Bandaging | 15 | 45 | 60 | 2 |
| GES 215 | Nutrition and Dietetics | 15 | 45 | 60 | 2 |
| GES 126 | Microbiology | 30 | 45 | 75 | 3 |
| | TOTAL | 195 | 315 | 510 | 20 |

Hospital Based Clinical practice = 2 weeks

Community Based Clinical practice = 2 weeks

1 Week vacation

SECOND YEAR FIRST SEMESTER (TOTAL NUMBER OF HOURS 450)

| COURSE CODE | COURSE TITLE | NUMBER OF HOURS | | TOTAL HOUR | CREDIT LOAD |
|-------------|-----------------------------------|-----------------|------------|------------|-------------|
| | | LECTURE | PRACTICAL | | |
| GNP 211 | Medical Nursing I | 30 | 45 | 75 | 3 |
| GNP 212 | Surgical Nursing I | 30 | 45 | 75 | 3 |
| GES 211 | Pharmacology and Therapeutics I | 30 | 45 | 75 | 3 |
| GNP 213 | Primary Health Care II | 30 | 45 | 75 | 3 |
| GES 214 | Paediatric Nursing I | 30 | 45 | 75 | 3 |
| GNP 217 | Family and Reproductive Health II | 30 | 45 | 75 | 3 |
| | TOTAL | 180 | 270 | 450 | 18 |

Hospital Based Clinical practice = 1 week ;Community Based Clinical practice - 1 week

1 Week vacation

SECOND YEAR SECOND SEMESTER (TOTAL NUMBER OF HOURS 525)

| COURSE CODE | COURSE TITLE | NUMBER OF HOURS | | TOTAL HOUR | CREDIT LOAD |
|-------------|-----------------------------------|-----------------|------------|------------|-------------|
| | | LECTURE | PRACTICAL | | |
| GNP 221 | Medical Nursing II | 30 | 45 | 75 | 3 |
| GNP 222 | Surgical Nursing II | 30 | 45 | 75 | 3 |
| GES 221 | Pharmacology and Therapeutics II | 30 | 45 | 75 | 3 |
| GNP 223 | Primary Health Care III | 15 | 45 | 60 | 2 |
| GNP 224 | Mental Health/Psychiatric Nursing | 30 | 45 | 75 | 3 |
| GNP 225 | Paediatric Nursing II | 15 | 45 | 60 | 2 |
| GES 222 | Statistics | 15 | - | 15 | 1 |
| GES 223 | Research Methodology | 30 | 45 | 75 | 3 |
| GNP 226 | Seminar in Nursing I | 15 | - | 15 | 1 |
| | TOTAL | 210 | 315 | 525 | 21 |

Hospital Based Clinical practice = 2 weeks ;Community Based Clinical practice = 2

weeks ; Vacation = 1 week

THIRD YEAR FIRST SEMESTER (TOTAL NUMBER OF HOURS 405)

| COURSE CODE | COURSE TITLE | NUMBER OF HOURS | | TOTAL HOUR | CREDIT LOAD |
|-------------|---------------------------------------|-----------------|------------|------------|-------------|
| | | LECTURE | PRACTICAL | | |
| GNP 311 | Medical Nursing III | 30 | 45 | 75 | 3 |
| GNP 312 | Surgical Nursing III | 30 | 45 | 75 | 3 |
| GES 311 | Principles of Teaching and Management | 30 | 45 | 75 | 3 |
| GNP 313 | Seminar in Nursing II | 15 | - | 15 | 1 |
| GNP 314 | Patient care Study | - | 135 | 135 | 3 |
| GES 312 | Introduction to Health Economics | 30 | - | 30 | 2 |
| | TOTAL | 135 | 270 | 405 | 15 |

Hospital Based Clinical Practice = 2 weeks

THIRD YEAR SECOND SEMESTER (TOTAL NUMBER OF HOURS (240)

| COURSE CODE | COURSE TITLE | NUMBER OF HOURS | | TOTAL HOUR | CREDIT LOAD |
|-------------|-------------------------------|-----------------|------------|------------|-------------|
| | | LECTURE | PRACTICAL | | |
| GNP 321 | Research Project in Nursing | - | 135 | 135 | 3 |
| GNP 322 | Seminar in Nursing III | 15 | - | 15 | |
| GNP 325 | Gerontology/Geriatric Nursing | 15 | - | 45 | 2 |
| GNP 326 | Emergency & Disaster Nursing | 15 | - | 45 | 2 |
| GES 323 | Entrepreneurship | 15 | 45 | - | 2 |
| | Total | 60 | 180 | 240 | 10 |

COURSE TITLE: HUMAN ANATOMY AND PHYSIOLOGY I

COURSE CODE: GES 111

UNIT: 3

DURATION: 75 HOURS (30 HOURS LECTURES, 45 HOURS PRACTICAL/TUTORIAL).

PLACEMENT: 1ST YEAR, 1ST SEMESTER

Introduction:

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

Objectives:

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

1. Describe the living cells and tissues.
2. Describe the general structure of the body, its basic needs and associated systems.
3. Describe the systems that maintain homeostasis
4. Identify the various regions of the body and name the organs that they contain.
5. Identify and describe the various types of bones that make up the skeleton, their formations, structures and functions.
6. Describe the, formation of joints, as well as muscles associated with them.
7. Identify and name various types of muscles.
8. Describe the major muscles, their positions, origins, insertions and functions.
9. Describe the structure of the cardiovascular system.
10. Describe the cardiac cycle with the conducting system and electrical activities of the heart including electrocardiography.
11. Describe systemic, pulmonary and foetal circulation.
12. Explain Starling's law.

Content:

Introduction

Definitions

- **Organization of the human body**
 - Cell, tissues, organs, and system
 - Anatomical positions, directions and planes
 - Cell structure and functions
 - Tissues: types and functions
 - Cavities of the body and their contents

- **The Skeletal System:**
 - Anatomical terms:
 - Bone formation:
 - Bones of the skeleton
 - Axial skeleton, appendicular skeleton
 - Functions of the skeletal system:
 - Joints: structures ,types and movement.
- **The Muscular System**
 - Names and types of muscular tissue:
 - Membranes and the membrane potential, action potential,
 - Excitation of nerve and muscle, muscle contraction and relaxation
 - Major muscles of the body
 - Functions of muscles.
- **Cardiovascular System**
 - Blood – composition, formation of blood cells, functions of blood,
 - Mechanism of blood clotting
 - Blood grouping.
 - Starling’s Law.
 - Anatomy of the heart: vessels entering and leaving the heart;
 - Blood supply
 - Conducting system and nerve supply
 - Structure and functions of arteries, veins and capillaries
 - Functions of the heart and the cardiac cycle:
 - Heart sounds; electrical activity of the heart; electrocardiogram.
 - Cardiac output; stroke volume and factors affecting it.
 - Blood pressure: heart rate, control of blood pressure.
 - Circulation of blood: systemic, pulmonary, portal, and coronary circulation.
 - Foetal / Microcirculation
- **Lymphatic system**
 - Lymph nodes, lymph tissues, lymph, lymphatic vessels, lymphatic circulation, Immune system.
- **Homeostasis**
 - Concept
 - Maintenance

COURSE TITLE: FUNDAMENTALS OF NURSING I

COURSE CODE: GNP 111

UNIT: 3

DURATION: 75 HOURS (LECTURE - 30 HRS, PRACTICAL 45HRS)

PLACEMENT: 1ST YEAR, 1ST SEMESTER

Introduction:

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

Objectives:

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

1. Perform basic nursing procedures including bed making.
2. Demonstrate principles of asepsis.
3. Apply principles of homeostasis to care for the individual sick or well.
4. Demonstrate understanding of theories and models relevant to nursing practice.
5. Apply basic principles underlying health and disease to provide nursing care using the nursing process and nursing models.
6. Explain terms used in drug administration.
7. Calculate dosages of drugs and correctly dilute lotions.
8. Demonstrate skills for safe administration of drugs
9. Demonstrate skills to meet supportive needs of the dying
10. Provide appropriate support during the grieving process for the patient and their relatives.

Content:

- **Basic nursing procedures to ensure comfort of the patient**
 - Body mechanics
 - Positions used in nursing patients
 - Bed making
 - Personal hygiene, admission and discharge of the patient; transfer of the patient
 - Bed bathing/bathroom bathing, treatment of infested hair and grooming
 - Care of pressure areas
 - Mouth care including complications of a neglected mouth
 - Observation and recording of vital signs
 - Tepid sponging
 - Serving of meals and feeding of helpless patients, naso-gastric tubes feeding
 - Intake and output charts
 - Serving of bedpans and urinals
 - Collection, observation and disposal of specimen
 - Preparation for and dressing of wounds.
 - Urine testing
 - Giving of enemata and insertion of rectal suppositories, rectal lavage.

- **Selected theories and models relevant to nursing practice :-**
Maslow's hierarchy of needs, Erickson's development theory, Roy's adaptation theory, Orem's self care model etc.
- **Nursing Process**
Definition
Stages – assessment, diagnosis, planning, implementation and evaluation.
- **Application of Nursing Process to Patient Care**
 - Family and patient care through the nursing process; other problem solving techniques.
- **Administration of drugs**
 - Calculation of dosages, dilution of lotions, correct handling and assembling of equipment for preparation and administration of drugs.
 - Routes of administration: oral, topical, subcutaneous intradermal, intramuscular, intra-thecal, intra-osseous (into joints), intravenous injections.
 - Inhalation – moist and dry, oxygen therapy
 - Local applications: hot and cold
 - Dangerous drugs
- **Abbreviations used in prescriptions**
 - Interpretation of a prescription
- **Care of the dying**
 - Palliative/supportive care
 - Grief and grieving process
 - Rehabilitation and continuity of care
 - Last offices

COURSE TITLE: NURSING ETHICS AND PROFESSIONAL ADJUSTMENT
COURSE CODE: GNP 112
UNIT: 1
DURATION: 15 HOURS
PLACEMENT: 1ST YEAR, 1ST SEMESTER

Introduction:

This Course enables the student to understand the code of ethics for nursing and apply it for professional practice. Knowledge of the code facilitates professional adjustment of the nurse.

Objectives:

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

1. Describe the codes of ethics of nursing
2. Explain the nurses practice Act/Legislative instrument
3. Describe the legal rights, duties and responsibilities of the nurse in relation to the state laws.
4. Describe negligence, malpractice, misconduct and their legal implications
5. Describe nurses responsibilities to professional organizations
6. Describe group living, student life, obligations and adjustments
7. Apply ethical code of nursing to practice and daily life.

Content:

- **Ethics and Ethical Codes in Nursing:**
 - Definition, concepts
 - ICN/ICM code of ethics
 - Country codes of ethics for nursing
- **Ethical Issues in Nursing:**
 - Individuality of man
 - Patients' bill of rights
 - Consent for treatment and informed consent
 - Clinical trials
 - Confidentiality
 - Care of patients' properties
 - Signing of legal documents. The will etc.
 - The Nurses' Pledge
- **Nurses Practice Act/Legislative instrument**
 - Nurse Practice Act/Decree
 - Scope of practice
 - Standards and regulation of training and practice
 - Licensure requirements
 - Disciplinary measures
 - Continuing professional development/education

- **Legal rights duties and responsibilities in relation to state laws**
 - The law, the Nurse and the Society
 - Legal rights and responsibilities
 - Human Rights Charter
 - Patients' Bill of Rights
 - The Nurse as a Witness/Defendant in Court
 - Common offences – tort, negligence, assault, battery etc.
 - Criminal offences to person and property-rape, murder, manslaughter, infanticide, fraud etc
 - Identification and notification of coroner's case, autopsy and inquest.

- **Nurses responsibilities to professional organizations**
 - Professional organizations and associations (International and National – e.g. ICN, ICM, CNF, WACN, and Country Associations).
 - Criteria for active membership and support
 - Workshops and conferences

- **Group living, students life, obligations and adjustment**
 - Orientation to group living
 - Professional image and obligations
 - Adjustment to school, work and others
 - Dress code and attitude, including personal hygiene
 - Decorum (virtues – honesty, integrity, loyalty, confidentiality etc.)

COURSE TITLE: USE OF ENGLISH/COMMUNICATION SKILLS
COURSE CODE: GES 112
UNIT: 2
DURATION: 30 HOURS LECTURE
PLACEMENT: 1ST YEAR, 1ST SEMESTER

Introduction:

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

Objectives:

By 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:

- **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.
- **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.
- **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.
- **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.

- **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:
- **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).**
- **Documenting information:**
 - The nature and uses of footnotes; first reference, styles, e.g. APA, Vancouver etc, subsequent references, frequently cited texts, newspapers, journals, final bibliography; (including particulars, arrangement and punctuation).
 - Plagiarism – different forms and how to avoid them.
 - Construction errors.
- **Report writing:**
 - Types of report,
 - Main parts of a report
 - Techniques/process of report writing
 - Characteristics of a good report; pre-writing, drafting, editing, revision, proof-reading.

COURSE TITLE: PRIMARY HEALTH CARE 1
COURSE CODE: GNP 113
UNIT: 3
DURATION: 75 HOURS LECTURE 30 HOURS PRACTICAL 45 HOURS
PLACEMENT: 1ST YEAR, 1ST SEMESTER

Introduction:

Primary Health Care -1 exposes the students to the rationale for the choice of Primary Health Care as the global option for making healthcare available to all. It is designed to equip students with the knowledge, skills and attitudes essential for teamwork and to efficiently assist individuals, families and communities in identifying, prioritizing and attending to their health needs in a responsible and sustainable manner.

Objectives:

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

1. Explain the concept of Primary Health Care
2. Describe the roles of individuals, groups and agencies in primary health care.
3. Assess community resources and needs, and make appropriate community diagnoses.
4. Collaborate with communities to prioritize their needs and select appropriate actions.
5. Mobilize the community for effective participation in health activities to ensure sustainability and self-reliance.

Content:

- **Introduction to Primary Health Care:**
 - Historical perspectives, philosophy, concepts and principles of Primary Health Care
 - Health and disease patterns in the community
 - Organization and scope of primary health care services
 - Multidisciplinary and intersectoral team approach to Primary Health Care.
 - The Bamako Initiative.
- **Community structure and functions of groups and people within the community**
 - Community structure: Leadership and decision making within a community
 - Family patterns
 - Health and disease patterns
 - Staffing in primary health care system
- **The roles of Primary Health Care (PHC) workers:**
 - Community physicians
 - Public health nurses/community health nurse
 - Midwives
 - Community Health Officers
 - Community Health Extension Workers (Senior, Junior)
 - Village Health worker
 - Traditional Birth Attendants
 - The role of voluntary and non-governmental agencies in primary health care
 - Functions and responsibilities of the nurse in relation to other workers within the primary health care setting.

- **Community Diagnosis:**
 - Rationale for community diagnosis
 - Methods and steps used in community diagnosis
- **Situation analysis:**
 - Instruments used in situation analysis
 - Steps in conducting situation analysis
- **Community Mobilization:**
 - Rationale for community mobilization in primary health care
 - Steps in community mobilization process
 - Advocacy skills
- **Composition and functions of development committees in Primary Health Care Services:**
 - 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.
- **Information, education and communication (IE&C)**
 - Behavioural change communication (BCC)
 - Health education – definition, principles, methods.
 - Application of principles of teaching and learning to BCC.
 - Guidance and counseling
 - Communication skills and group dynamics in primary health care.
 - Teaching methods / use of audio visual aids
- **Clinical skills in primary health care:**
 - History taking, reporting and recording
 - Physical examination
 - Diagnosis techniques
 - Nutritional assessment:
 - Weighing and charting of weight data
 - Use of mid-upper arm circumference strip (Shakir strip)
 - Socio-economic assessment
 - Diagnostic skills
 - Use of standing orders and midwife clinical protocol
 - Surveillance and identification of high-risk groups

COURSE TITLE: APPLIED BASIC SCIENCES (PHYSICS & CHEMISTRY)
COURSE CODE: GES 113
UNIT: 3
DURATION: 75 HOURS LECTURE - 30 HOURS, PRACTICAL 45 HOURS
PLACEMENT: 1ST YEAR, 1ST SEMESTER

Introduction:

The applied basic sciences (Physics and Chemistry) course is designed to equip the student to understand and apply important basic concepts, principles and laws of science to the care of patients.

Objectives:

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

1. Identify basic concepts, principles and laws related to health.
2. Describe the state, kinds and properties of matter.
3. List common elements and their symbols.
4. Describe the composition of body fluids and their mechanisms.
5. Describe the basic mechanisms in operation of mechanics pulleys etc.
6. Describe the application of heat, magnetism, light, and sound to the therapeutic and other uses in health.
7. Explain the nature of radioactivity in relation to X-ray and radiotherapy including precautionary measures in the protection of patients, staff and community.
8. Explain the operation of devices for therapeutic purposes –NG tubes, suction machines, vacuum extractors, electrocardiogram etc.

Content:

- **Basic concepts, principles and laws related to health**
 - Science, branches of sciences, nature of scientific inquiry;
 - Relevance to nursing practice
 - Osmosis, capillarity, diffusion, density, levers, pulleys etc.
 - Archimedes' Principle
 - Boyle's law; Charles' law; Law of gravity; Faraday's law.
- State, kinds and properties of matter
 - Solid, liquid, gases
 - Physical and chemical properties
 - Mixtures and compounds
 - Air, composition, pollution and purification
 - Electrolysis, ionization etc.
- Common elements and their symbols:
 - Chemical symbols of elements
 - Simple formula and equations
 - Metals and non-metals
 - Application to nursing
- **Composition of body fluids and their mechanisms:**
 - Acid, bases and salts

- Electrolytes and non-electrolytes
- Acid/base titration
- Application to nursing practice
 - **Basic mechanisms in operation of machines**
- Levers, pulleys, examples
- Application to nursing practice
 - **Application of heat, magnetism, light and sound to therapeutic and other health uses:**
- Heat conversion – conduction, convection, radiation and evaporation
- Temperatures and thermometers
- Optics – eye defects and connective mechanisms
- Magnetism and sound; electromagnetism
- Sound principles, waves
- Application to nursing practice
 - **Radioactivity – X-ray and radiotherapy, including precautionary measures in protection of patients, staff and community**
- Basic principles applied to X-ray, CT scan, MRI, Ultrasound etc.
 - **Operation of devices for therapeutic uses of:**
- Nasogastric tube
- Suction machine
- Vacuum extractor
- Incubators
- Electrocardiograph etc.

COURSE TITLE: BEHAVIOURAL SCIENCE I (Anthropology and Sociology)
COURSE CODE: GES 114
UNIT: 2
DURATION 30 HOURS (LECTURE)
PLACEMENT: 1ST YEAR, 1ST SEMESTER

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, nurse, patient relationship
 - Inter and Intra professional relationship

- Nurse/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: INTRODUCTION TO FRENCH LANGUAGE
COURSE CODE: GES 115
UNIT: 2
DURATION 30 HOURS
PLACEMENT: 1ST YEAR, 1ST SEMESTER

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

Course 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 ; quoyque, 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: HUMAN ANATOMY AND PHYSIOLOGY II
COURSE CODE: GES 121
UNIT: 3
DURATION: 75 HOURS (30 HOURS LECTURES, 45 HOURS PRACTICAL/TUTORIAL).
PLACEMENT: 1ST YEAR, 2ND SEMESTER

Introduction:

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

Objectives:

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

1. Describe the anatomical characteristics and functions of the control systems of the body.
2. Describe the structure and functions of the organs of digestive system
3. Explain how nutrients are digested, absorbed and metabolized in the body
4. Describe the structure and functions of the respiratory and excretory systems
5. Describe the structure and functions of the lymphatic system and circulation of lymph
6. Describe the structure and functions of the reproductive system
7. Explain the genetic basis of man

Content:

- **Anatomical characteristics and functions of the nervous system:**
 - Central nervous system – The brain, spinal cord
 - Autonomic nervous system – special senses – smell, taste, hearing, sight, touch, physiology of sight and refraction, physiology of hearing
 - Peripheral nervous system – spinal nerves, sensation, sensory pathways, motor pathways, mixed pathways etc.
- **The Endocrine system:**
 - Endocrine glands, pituitary, pineal, thyroid, parathyroid, adrenal, pancreas, gonads, thymus
location, structure and function
 - Hormones, secretion and control mechanism
- **The digestive system:**
 - Mouth, teeth, tongue, salivary glands
 - Oesophagus, stomach, small intestine
 - Colon, rectum, pancreas, liver and biliary tract
- **Digestion, absorption and metabolism of nutrients:**
 - Carbohydrate, protein, fat digestion
 - Minerals, vitamins and water
 - Absorption and post absorption sites
 - Carbohydrates protein and fat metabolism
 - Basal Metabolic Rate (BMR)
 - Kreb's cycle

- **The respiratory system:**
 - Nose, pharynx, larynx, trachea, bronchi, bronchioles, lungs
 - Transport of gases
 - Mechanism of respiration
 - Respiratory muscles – diaphragm, intercostal muscles
- **Excretory systems:**
- **The skin**
 - Epidermis, dermis, appendages
 - Role of skin in fluid/electrolyte balance
- **Urinary system:**
 - Organs – kidney, ureters, bladder and urethra
 - Physiology of urine formation
 - Role of the kidney in fluid and electrolyte balance
- **Fluid, electrolyte and acid-base dynamics/PH buffer system**
- **The lymphatic system and lymph circulation:**
 - Lymph nodes, tissues, vessels and lymphatic circulation
- **The reproductive system:**
 - Female reproductive system
 - The menstrual cycle and hormonal control
 - The male reproductive system
- **Genetics**
- **Heredity**
 - Chromosomes and genes
 - Cells; major parts: cytoplasm, organelles, nucleus, (sex chromosome)- Chromosomal aberrations; Down’s syndrome (Mongolism) Turner’s syndrome, Klinefelters (XXY) syndrome, MYHY syndrome, mosaicism, XXX syndrome, and trisomy etc.
 - Gametes, zygotes, meiosis, mitosis twinning; monozygotic (identical) and diacygotic (fraternal) twins
 - Sex determination
 - Sex selection
 - Artificial insemination, Test tube babies; In Vitro Fertilization, controversies, emotional, moral and religious issues about in-vitro fertilization
 - Genetics and Parenthood abnormalities in genes and chromosomes: problems that run in the family, common sex linked chromosomal abnormalities; chromosomal pattern, physical appearance and psychological characteristics.

COURSE TITLE: FUNDAMENTALS OF NURSING II
COURSE CODE: GNP 121
UNIT: 3
DURATION: 75 HOURS (LECTURE -30 HOURS, 45 HRS PRACTICALS)
PLACEMENT: 1ST YEAR, 2ND SEMESTER

Introduction:

This course is designed to help the students apply knowledge and skills in preparing patients for diagnostic and therapeutic procedures: assess, plan, implement and evaluate nursing care of patients with specific medical and surgical conditions .

Objectives:

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

1. Demonstrate skills in client assessment and planning for appropriate interventions.
2. Demonstrate skills in setting trays and trolleys for various diagnostic and therapeutic procedures
3. Apply skills of basic nursing practice to total client/patient care
4. Apply principles of asepsis in all nursing procedures
5. Demonstrate skills in administering intravenous therapy and blood transfusion

Content:

- **Setting trays and trolleys for diagnosis and therapeutic procedures**
 - Diagnostic trays and trolleys
 - General observations
 - Vital signs and apex beat
 - Height /weight anthropometric measurement
 - Physical examination etc.
 - Therapeutic
- **Skills in client assessment and planning appropriate intervention**
 - Nursing process
- **Skills in Setting trays and trolleys for various diagnostic and therapeutic procedures:**
- **Diagnostic**
 - General observation
 - Vital signs and apex beat
 - Height, weight and anthropometric measures
 - Physical examination etc.
 - Gynaecological examination – Salpingogram, pap smear, insufflations, high vaginal swab, examination of breast etc.
- **Therapeutic:**
 - Dressing of wounds/wound swab
 - Insertion and removal of nasogastric, oropharyngeal, chest, gastric, drainage tubes and catheters
 - Care of tracheostomy, colostomy, ileostomy, urine bag etc.
 - Removal of tubes, clips and stitches
 - Tepid sponging, thoracentesis, paracentesis abdominis, lumbar puncture, gastric and chest aspiration, liver biopsy, lavages, eye, ear irrigation , etc.

- Bladder irrigation, urethral smear
- Administration of drugs
- Application and removal of P.O.P, splints and tractions etc.
- Neurological examinations/investigation.
- **Basic client/patient care:**
 - Personal hygiene
 - Bathing adults, children and babies
 - Diapers precautionary measures, nappy care
 - Oral hygiene
 - Care of the nails
 - Hair care, examination/treatment and washing
 - Pressure points – care, pressure sores – prevention and treatment
 - Environmental hygiene
- **Principles of Asepsis:**
 - Sterilization, disinfections and decontamination
 - Central sterilizing supply department (CSSD)
 - Theatre sterile supply unit (TSSU)
 - Universal precautions
 - Techniques in use of mask/gloves/gowns
 - Isolation techniques/barrier nursing etc.
- **Intravenous therapy and blood transfusion:**
 - Preparation and administration
 - Trolleys for blood transfusion, infusions and drug administration (oral, sublingual, parenteral, topical, intrathecal, subcutaneous, inhalation, instillation etc.)

COURSE TITLE: BEHAVIOURAL SCIENCE II
COURSE CODE: GES 122
UNITS: 1
DURATION 15 HOURS LECTURE
PLACEMENT: 1ST YEAR, 2ND SEMESTER

Introduction:

This course introduces students to some concepts in psychology, which are required in understanding human behaviour and providing nursing care to individuals and families.

Objective:

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

1. Explain terms and concepts used in psychology
2. Describe trends in human growth and development
3. Explain theories of personality
4. Explain theories associated with cognition, motivation and learning
5. Describe psychological methods used in health care
6. Explain tools used in psychological testing.

Content:

- **Terms and concepts:**
 - Definitions – psychology, branches and relevance in nursing
- **Trends in human growth and development**
 - Growth cycle (from prenatal to old age)
 - Factors influencing growth and development
- **Theories of personality**
 - Personality – types and traits
 - Theories - Psycho analytic (Freud)
 - Psychosocial (Erikson)
- **Theories associated with cognition, motivation and learning**
 - Cognitive theory (Piaget etc)
 - Motivation theory of Maslow's etc)
 - Motivation and emotion
 - Conflict and stress
 - Defence mechanisms
- Learning:
- Memory, perception, forgetting
- Theories – classical conditioning, operant conditioning and cognitive social learning
- **Psychological methods in health care management**
 - Interpersonal relationship
 - Counseling
 - Group dynamics
- **Behaviour therapy**
 - Group/individual

- Psychotherapy
- **Psychological testing**
 - Attitudes and behaviour
 - Intelligence tests
 - Personality assessment
 - Self report measures
 - Projective measures
 - Personality tests - Draw A Person test (DAP), House Tree Person test (HTP) etc.
 - Attitude/opinion poll
 - Interview, questionnaire, observation etc.

COURSE TITLE: FAMILY/REPRODUCTIVE HEALTH I
COURSE CODE: GNP 122
UNIT: 3 UNITS
DURATION: 75 HOURS (LECTURE - 30 HOURS, PRACTICAL –45HRS)
PLACEMENT: 1ST YEAR, 2ND SEMESTER

Introduction:

This course is designed to expose the student to pertinent concepts on reproductive health, factors influencing health status of women in the homes, health institutions and the community.

Objectives:

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

1. Review the structure and functions of male and female reproductive systems
2. Describe family and reproductive health concepts
3. Identify the disorders of the female and male reproductive system
4. Explain the investigations to confirm gynaecological conditions
5. Describe gynaecological procedures and surgical interventions
6. Explain reproductive tract infections and infertility
7. Discuss harmful practices that impact reproductive health

Content:

- **Family and reproductive health concepts:**
 - Philosophy and concepts of reproductive health
 - Concept of human sexuality
 - Promotion of sexual health, adolescent and young adult sexuality
 - Roles of the father, mother, children, significant others in reproductive health
 - Health status of women, girl-child education and gender discrimination effects
 - Sexual deviations and problems of adolescent sexuality
 - Family Life Education, responsible and safe sex
 - Factors that could influence reproductive health: cultural, socio-economical, religious, educational, political, etc.
 - Influence of culture, norms and values
 - The role of the nurse in Reproductive Health
- **Disorders of the female reproductive system:**
 - Review of Anatomy and physiology of female reproductive system
 - Review of menstrual cycle
 - Congenital abnormalities – imperforate vagina/hymen bicornuate uterus and hermaphrodite
 - Disturbances of menstruation, menopause etc.
 - Vulva: inflammation, cyst, tumour, varicose veins
 - Vagina: inflammation, abnormalities, vesicovaginal and rectovaginal fistulae
 - Cervix: inflammation, polyps, irritation, erosion, cancer
 - Uterus: abnormalities, endometritis, endometriosis, fibroids, cancers
 - Fallopian tubes: inflammation, abnormalities – long, and short tube; cul-de-sac in the tube, absence, ectopic pregnancy, salpingitis etc.

- Ovary; inflammation, cyst, cancer
- Pelvic floor: displacement – uterine cystocele, rectocele and prolapse
- Pelvic cavity; Pelvic inflammatory diseases, etc.
- Breast: inflammation, abnormalities, engorgement and cancer
- Breast Self Examination (BSE)
- **Disorders of the male reproductive system**
- Undescended testis
- Hypospadias
- Epispadias
- Oligospermia
- Azospermia
- Hermaphrodite
- Investigations, procedures and surgical interventions:
- **Gynaecological positions and procedures**
- Examinations and diagnostic investigations- swab, Pap smear, ultrasonography abdominal, transvaginal etc.
- Interpretation of radiological and laboratory results
- Surgical procedures – Dilation and curettage, hysterotomy, myomectomy, hysterectomy salpingectomy, oophorectomy, mastectomy etc.
- Role of the nurse in the care of client undergoing surgical procedures.
- **Reproductive tract infections and infertility:**
- Sexually Transmitted Infections (STI): Male and Female
- STIs information and counseling; Male and Female
- Comprehensive syndromic STIs case management with the 7 syndromes in the (WHO) Protocol.
- Prevention and control of STI among adolescents and young adults
- **Infertility:**
- Causes: male and female
- Prevention and management
- Sexual dysfunctions: prevention and management.
- **HIV infection and acquired immune deficiency syndrome (AIDS):**
- Prevalence of HIV/AIDS – global, national
- Prevention of HIV infection including ABCD of prevention, prevention of mother-to-child transmission (PMTCT), universal precaution and Post exposure prophylaxis (PEP)
- Burden of the disease on the individual, family and community
- Opportunistic infections
- Overview of National Counseling Technique (CT)/guidelines
- HIV counseling and testing

- **Management of HIV Infection**

- Drug therapy – Antiretroviral Drugs
- Nutrition
- Family support
- Support groups
- Stigmatization of PLWHA

- **Issues in Reproductive Health:**

- Harmful Traditional Practices
- Definition and types (female genital mutilation, premature marriage, forced marriage)
- Consequences of harmful practices
- Strategies for elimination
- Domestic and sexual violence against women and men etc.

**COURSE TITLE: INTRODUCTION TO TRADITIONAL AND ALTERNATIVE
MEDICINE**

COURSE CODE: GES 123

UNIT: 1

DURATION: 15 HOURS LECTURE

PLACEMENT: 1ST YEAR 2ND SEMESTER.

Introduction:

The course is to identify the role and place of traditional and alternative medicine in Primary Health Care and health care delivery system.

Objectives:

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

1. Explain the basis, scope and operation of traditional and alternative medicine
2. Describe the role of traditional /alternative medical practitioner in the health care delivery system.
3. Explain the advantages and disadvantages of traditional/alternative and orthodox medicine.

Content

- Basis, scope and operation
 - Organization of traditional and diviners medical practice
 - Types and modes of operation: diviners, herbalists, bonesetters, spiritualists, traditionalists, divination, prayers, acupuncture, etc.
 - Role in health care delivery system.
- Advantages and disadvantages of Orthodox ,Traditional and Alternative medicine
 - Psychological, financial, social, emotional, political, scientific, access, availability and personnel.
- Interaction between traditional and orthodox medicine

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: FIRST AID AND BANDAGING
COURSE CODE: GNP 123
UNIT: 2
DURATION: 60 HOURS (LECTURE 15 HOURS PRACTICAL 45 HOURS)
PLACEMENT: 1ST YEAR, 2ND SEMESTER

Introduction:

This course will equip students with knowledge and skills to enable them recognize the need for first aid bandaging and provide prompt and competent care for victims and clients.

Objectives:

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

1. Define First Aid, bandaging and emergencies.
2. Explain the principles of first aid.
3. Identify potential accident situations and appropriate safety measures.
4. Identify the types of first aid required in different situations.
5. Describe the type of bandages.
6. Explain the principles of bandaging.
7. Apply bandage to various parts of the body as necessary.

Content:

- **Definition of first aid, bandaging, emergencies**
- **Concept and Principles of First Aid**
 - Crowd management
 - Triage system
 - ABCDEF of resuscitation (cardiopulmonary resuscitation)
 - Artificial respiration etc.
- **Potential accident situations:**
 - Shock
 - Haemorrhage – epistaxis, haemoptysis, haematemesis
 - Fracture of various limbs – mandible, skull, ribs etc
 - Sprains, strains, dislocations
 - Unconsciousness – stroke, epileptic fits, convulsions, diabetic and insulin comas
 - Asphyxia – artificial respiration
 - Poisons – Kerosene, chemical, etc.
 - Burns and scalds
 - Foreign bodies in eye, ear, nose, throat etc.
 - Bites and stings – dog bite, snake, bees, wasp, scorpion
 - Drowning
- **Types of First Aid:**
 - Airway maintenance/artificial respiration
 - Arrest of haemorrhage
 - Immobilization/use of splints etc
 - Mechanical ventilation
 - Transfer of victims

- **Bandaging:**
 - Rules of bandaging
 - Different types of bandages
 - Bandaging techniques

COURSE TITLE: NUTRITION AND DIETETICS
COURSE CODE: GES 125
UNIT: 2
DURATION: 60 HOURS (15 HOURS LECTURE, 45 HOURS PRACTICALS)
PLACEMENT: 1ST YEAR, 2ND SEMESTER

Introduction:

This course is to help the student relate the importance of nutrition to the various stages of human development, health recovery and maintenance. It identifies the role of the dietician in the health team and specific diet for the treatment of various diseases.

Objectives:

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

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

Content:

- **Definition of terms**
- **Nutrients: chemical structure, sources and functions**
- **Digestion, absorption and utilization.**
- **Local food substances and nutrients:**
 - Classification of foods into constituent and nutritional values.
 - Local food substances and source:
 - Factors affecting availability of foods
- **Food policies and programmes.**
- **Factors that influence nutritional status**
 - Body needs i.e. weight and height
 - Age
 - General Metabolism (basal metabolic rate)
 - Sex
 - Cultural and ethnic factors
 - Socio-economic status
 - Health status
 - Religion, social political e.g. wars, climate change etc.
- **Methods of Food Supply, Storage, Preparation and Distribution:**
 - Food production, preservation and storage
 - Food distribution, pricing and effect on consumption for individuals and family

- Budgeting, menu planning and food purchasing
- Food preparation and handling
- Education and supervision of food handlers in homes, hospitals and public places
- Planning a balanced diet for individuals and families
- Roles of government, organizations, communities and families in food supply/sufficiency
- **Food Consumption:**
 - Patterns of food consumption
 - Factors influencing food consumption; economic, social and physical
 - Food habits – harmful/good habits
- **Consumer protection**
- **Different nutritional disorders and their management:**
 - Relationship between nutrition and health
 - Common nutrition related diseases e.g. diabetes, rickets, scurvy, protein energy malnutrition, marasmus, kwashiorkor, vitamin deficiency, mineral deficiency etc.
- **Dietary Management of Specific Conditions:**
 - Peptic ulcer
 - Hepatitis
 - Hypertension
 - Cardiovascular disorders
 - Obesity
 - Renal and urinary disorders
 - Diabetes mellitus
 - Skeletal system disorders, gout and arthritis etc.
- **Nutrition education of families and communities:**
 - The role of the nurse in nutrition education.
 - The role of dietician in the health team

COURSE TITLE: MICROBIOLOGY
COURSE CODE: GES 126
UNIT: 3
DURATION 30 HOURS LECTURE 45 HOURS PRACTICAL
PLACEMENT: 1ST YEAR 2ND SSEMESTER

Introduction:

This course is designed to offer students basic knowledge on the role, types, source and control of disease-causing microorganisms and interpretation of common laboratory results.

Objectives:

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

1. Give a brief history of microbiology
2. Describe the various methods of identifying micro-organisms
3. Describe the routes of entry of micro-organisms and the disease transmission cycle
4. Describe the different ways of preventing infection
5. Identify the risks facing health care providers and clients/patients
6. Adopt standard precautionary measures in carrying out nursing procedures at various levels.

Content

- **Brief history of microbiology**
- Identification of microbes; microscopy; simple staining, gram staining, Ziehl-Nielsen
- Classification of micro-organisms; principal groups of microbes: protozoa, bacteria, rickettsia, viruses, fungi, chlamydia, spirochaetes and their characteristics
- Disease transmission cycle – parasitic, protozoa, bacteria etc.
- Introduction to medical entomology
- Interpretation of common laboratory results
- Infection and infection process, prevention (primary, secondary, tertiary) nosocomial, asepsis (medical and surgical), universal primary precautions; hand washing, use of protective clothing, disposal of waste materials, contamination, high level disinfection and sterilization, reverse isolation, quarantine
- People at risk of infections (providers, clients/patients, visitors, significant others, communities, environment) and risk factors (direct contact with blood and other body fluids, biological hazards, bacteria, fungi, viruses, parasites).
- Immunity – Total resistance to infection, immunity types, and anaphylaxis inflammatory process.
- Classification of parasites – internal and external

COURSE TITLE: MEDICAL NURSING 1

COURSE CODE: GNP 211

UNIT: 3

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

PLACEMENT: 2ND YEAR 1ST SEMESTER

Introduction:

This course is designed to prepare students to perform assessment of patients. It will also enable them to describe the causes, manifestations, and medical management of disease conditions as well as provide quality care within health institutions and the community.

Objectives

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

1. Explain the basic concepts and terms in medical nursing
2. Conduct and assist in physical assessment of patients including diagnostic procedures
3. Describe the principles and practice of rehabilitation.
4. Explain the causes, manifestations, and pathophysiology of common disorders that threaten adaptation.
5. Apply the nursing process/nursing model in the management of various disorders.
6. Describe the management of patients with communicable diseases.

Content

- **Concepts in medical nursing**
 - Concepts and terms
 - Holistic care
 - Primary nursing
 - Team nursing etc.
 - Health- illness continuum
 - Adaptation, homeostasis and stress
 - Behaviour in illness
- **Principles and practice of rehabilitation**
 - Concepts and process of rehabilitation
 - Objectives of rehabilitation
 - Specific rehabilitation situations
 - Techniques of rehabilitation
 - Roles of individuals, family, community, government and non-governmental organizations in rehabilitation.
- **Common disorders that threaten adaptation**
- Definition, causes, signs and symptoms, pathophysiology, management
 - Inflammation
 - Pain
 - Fatigue
 - Haemorrhage
 - Shock

- Fever
- Fluid and electrolyte imbalance
- Asphyxia
- Unconsciousness
- Anxiety
- Fear
- Dyspnoea
- Oedema etc.
- **Physical assessment of patients and diagnostic procedures**
 - Assessment
 - History taking
 - Physical examination
 - Vital signs, weight, height, Apex beat, and fetal heart beat
 - Health screening preparation
 - Gastrointestinal fluids etc
 - Urine testing
 - Stool culture
 - Sputum
 - High Vaginal Swab
 - Blood: Hepatitis, Hb, Pcv etc, grouping and cross matching
 - Urea and electrolytes
 - X-Ray
 - Ultrasound
 - Magnetic Resonance Imaging (MRI), CT Scan etc.
- **Management of patients with communicable diseases**
 - Review of body defense mechanism
 - The infection process
 - Diseases caused by contact and droplets:
 - Nasal catarrh, influenza, pulmonary tuberculosis, mumps, diphtheria, cerebrospinal meningitis, chicken pox, small pox.
 - Water and food related diseases: - typhoid fever, paratyphoid, cholera, dysenteries, food poisoning etc
 - Diseases spread by insects and other animals: malaria, yellow fever, plague, rabies trypanosomiasis, typhus, filariasis, anthrax, Lassa fever etc.
- **Preventing infections in the hospital**
- **Emerging infectious diseases: -HIV, AIDS**

COURSE TITLE: SURGICAL NURSING I

COURSE CODE: GNP 212

UNIT: 3

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

PLACEMENT: 2ND YEAR 1ST SEMESTER

Introduction:

The course is designed to equip students with knowledge and skills to manage patients with surgical conditions

Objectives

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

1. Describe inflammation, wound and the healing process
2. Explain the differences between benign and malignant tumors (neoplasm).
3. Describe the nurses' role in the management of patients with tumours.
4. Identify and manage surgical shock
5. Describe the role of the nurse in peri-operative care/theatre nursing.
6. Describe and manage cardio-thoracic conditions.

Content

- **Inflammation, wound and the healing process:**
 - Definition:- boils, carbuncles, wounds
 - Wounds:- Types and classification
 - Complications - wound infection
 - Treatment and nursing care.
 - Ulcers (buruli, diabetic), sickle cell etc.
 - Inflammatory process and conditions.
 - Healing process: resolution, first intention, second intention.
- **Neoplasm/Cancer**
 - Definitions and classifications e.g. benign and malignant
 - Management:- drugs, radiotherapy and surgery.
 - Counseling of patients and their families.
 - Palliative care including pain management
 - Care of the terminally ill.
 - Preventive measures
- **Roles of the Nurse in the management of cancer**
- **Perioperative care/Theatre nursing**
- **Theatre team – members and their role**
- **General pre and intra operative management**
 - Receiving, positioning, skin preparation, draping of patient.
 - Setting of trolleys e.g. Mayor's table
 - Theatre techniques: Scrubbing, gowning, and gloving etc.
 - Arrangement/management of surgical instruments
 - Assisting the surgeon.

- General post operative management
- Shop management: positioning, etc.
- Prevention of complications.

- **Cardiothoracic conditions**
 - Constrictive pericarditis/cardiac tamponade
 - Valvular stenosis: Mitral, aortic
 - Chronic arterial diseases: Varicose veins, deep vein thrombosis etc
 - Trauma, road traffic accidents (RTA), penetrating wounds, chest injuries etc.

COURSE TITLE: PHARMACOLOGY AND THERAPEUTICS I:
COURSE CODE: GES 211
UNIT: 3 UNITS
DURATION: 75 HOURS (LECTURE 30 HOURS/PRACTICALS 45HRS)
PLACEMENT: 2ND YEAR, 1ST SEMESTER

Introduction:

This course is designed to equip the student with basic knowledge of pharmacology and therapeutics to function effectively in health care institutions, homes and communities. It provides the student with the required knowledge to recognize adverse drug reactions and take appropriate action.

Objectives:

At the end of the course, the students should be able to:

1. Explain the history of Pharmacology
2. Identify the various sources of drugs and their classifications
3. Explain the principles of pharmacodynamics
4. Explain the rules and regulations guiding the use and administration of drugs
5. Discuss the current drug policies in the country and the essential drugs list.
6. Recognise adverse drug reactions and take appropriate action

Content:

- **History of Pharmacology, including definitions, terminologies and abbreviations**
- **Sources and classification of drugs**
 - Plant, animal, synthetics, bacteria, fungi
- **Principles of Pharmacology and drug metabolism and excretion**
 - Generic and brand names
 - Drug action, absorption, distribution, metabolism and excretion
 - Pharmacodynamics – action, interactions, adverse drug reactions
 - Pharmacokinetics – idiosyncrasies (effect of age, diet, disease etc.)
 - Drug overdose, abuse and addiction, antidotes
 - Pharmacovigilance
- **Rules and regulations guiding use of drugs**
 - Acts/legislation on drugs
 - Nursing implications of drug administration, documentation, reporting
 - Handling and storage of drugs, including dangerous drugs
 - Dangerous Drugs Act
 - Patient education and counseling on use of drugs, self-medication, compliance, non-compliance.
- **Current National Drug Policies and Essential Drugs**
 - National Drug Policy
 - Essential Drugs
 - Drug revolving fund (DRF)
 - Nurses' role in implementation of essential drugs programme and drug revolving fund (DRF).

COURSE TITLE: PRIMARY HEALTH CARE II
COURSE CODE: GNP 213
UNIT: 3
DURATION: 75 HOURS (30 HOURS LECTURE, 45 HOURS PRACTICAL)
PLACEMENT: 2ND YEAR 1ST SEMESTER

Introduction:

This course is a follow up to Primary Health Care I and focuses on the implementation of components (elements) of Primary Health Care by the nurse as adopted by the country.

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. Utilize relevant information on the two-way referral system for effective continuity of client/patient care.
4. Demonstrate skill in intersectoral and interdisciplinary collaboration in the provision of health care
5. Educate individuals, families and communities in the promotion of eye health and implement measures for the prevention of blindness in the country.
6. Demonstrate basic skills in diagnosing and treating simple ophthalmic conditions and referral.
7. Train Voluntary Health Workers in Primary Health Care (PHC) activities at the community level

Content

- **Information Education and Communication (IE&C) on prevailing health problems**
 - Malaria
 - HIV/AIDS
 - Pulmonary tuberculosis and leprosy
 - Onchocerciasis
 - Diabetes mellitus
 - Hypertension
 - Sickle cell disease etc.
 - Harmful traditional practices
 - Methods of prevention and control
- **Promotion of food supply and proper nutrition:**
 - Government policy on increased food production, distribution, preservation, subsidy etc.
 - Assessment of the nutritional status of the individual and family and community
 - Nutrition counseling
 - Food safety and hygiene

- Diet therapy
- **Adequate supply of safe water and basic sanitation**
- Sources of water, uses
- Water treatment, distribution and storage
- Water pollution and hazard
- **Basic sanitation**
- Refuse disposal, treatment, hazard of improper refuse disposal, and recycling.
- Medical waste management
- Excreta disposal
- Prevention of air pollution
- Prevention of noise pollution
- Identification and management of environmental health hazard in the home and community - accidents, radiation, poisoning, global, warming etc.
- Housing, lighting, ventilation and drainage.
- **Maternal and child health care, including family planning**
- Concept of safe motherhood
- School health – family life education, girl child education
- Adolescent/Youth friendly programmes
- Antenatal, Intranatal, and post natal care
- Care of the newborn
- Family Planning
- Infant Welfare Clinics
- Growth monitoring
- Control of diarrhoeal diseases (oral rehydration therapy) etc
- Male involvement in family health
- Women empowerment in family health
- Women empowerment and decision making
- Prevention of maternal, newborn and infant morbidity/mortality
- **Immunization against major communicable diseases**
- Diseases preventable by immunizations
- Universal child immunization
- National programme on immunization
- Cold chain system
- Care of equipment – review of aseptic techniques, sterilization of instruments etc.
- Factors affecting immunization coverage and effectiveness
- Strategies for improved immunization coverage:
- National immunization day/state immunization day
- Market-based immunization programme
- School-based immunization programme
- House to house immunization programme
- Follow up of defaulters
- Evaluation of immunization services
- **Prevention and control of locally endemic and epidemic diseases:**
- Identification of locally endemic and epidemic diseases
- Epidemiology and control of communicable diseases
- Definition of terms

- Epidemiology, agent, host, reservoir, mode of transmission, source of infection, immunity, Incubation period, outbreak, incidence, prevalence, communicable, endemic, epidemic, control, prevention, resistance, surveillance etc.
- Control of communicable diseases:
 - Elimination of the reservoir of infection
 - Isolation of patients
 - Quarantine
 - Destruction of non-human reservoirs
 - Interruption of the pathway of transmission
 - Universal precautions
 - Standard precautions
 - Review of Airborne infections, contact infections, etc
 - Protection of the susceptible host
 - Immunization, adequate nutrition, healthy lifestyle etc.
- Epidemiology and control of non-communicable diseases
- Principles of epidemiologic data collection and utilization – vital statistics, disease surveillance, and notification of diseases
- **Appropriate treatment of common diseases and injuries:**
 - Diagnostic services and treatment of common diseases and injuries in community and primary health care settings
 - Use of standing orders and midwifery protocols
 - Recognition and management of emergency situations at primary health care level
 - Two way referral system
 - Provision of Integrated health care services
 - Prevention of home and work place accidents
- **Provision of essential drugs and supplies:**
 - Review of the national drug policy, essential drugs, drug revolving fund (DRF)
 - Rational drug use
 - Regulation for prescribing and dispensing drugs
 - Pharmacovigilance
 - Herbal and other traditional remedies
- **Promotion of mental health:**
 - Promotion of mental health in the community
 - Review of common mental health conditions
 - Mental disabilities/handicap
 - Community care and referral system
 - Role of the individual, family, employers and organizations in mental health
 - Community based rehabilitation
- **Promotion of oral health:**
 - Common dental problems in the community
 - Causes, prevention and management of common dental problems
 - Oral health methods
 - Health Education on oral health
 - Follow up and referral

- **Primary Eye Care:**

- Leading causes and prevention of blindness
- Examination of the patient
- Common eye disorders and their management
- Pharmacology of ophthalmic drugs
- Eye dressings
- Health education on eye care
- Rehabilitation of the blind

- **Management in primary health care:**

- Principles and theories of management
- Management of resources – Human, money, material and time etc.
- Accounting system – budgeting, books of accounts, imprest etc.
- Formulation of health committee, local government/primary health care implementation committee
- Formulation of health plans and policies
- Mapping and numbering of houses
- Placement of home based records
- Monitoring and evaluation
- Primary Health Care information system.

- **Training of voluntary health workers:**

- Simple training needs assessment
- Principles of teaching and learning
- Training methods – advantages and disadvantages
- Planning and budgeting for training programmes
- Implementation of training programmes
- Evaluation of training – process, outcome and impact.

COURSE TITLE: PAEDIATRIC NURSING - I
COURSE CODE: GNP 214
UNIT: 3
DURATION: 75 HOURS LECTURE 30 HOURS, PRACTICAL 45 HOURS
PLACEMENT: 2ND YEAR, 1ST SEMESTER

Introduction:

This course introduces the student to the growth and development of children and the management of the medical and surgical conditions common to them.

Objectives:

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

1. Explain the stages of growth and development of a child
2. Educate parents on proper feeding of infants and children
3. Describe the admission and discharge process for children in health institutions
4. Describe common abnormalities, diseases, and injuries of the newborn
5. Manage children suffering from childhood diseases using the Integrated Management of Neonatal and Childhood Illnesses (IMNCI) approach
6. Manage pre-term, small and large-for-date babies
7. Identify children suffering from endocrine and nutritional disorders
8. Manage children suffering from endocrine and nutritional disorders
9. Describe tumours occurring in children
10. Manage children with tumours
11. Refer children with special needs to appropriate agencies (children with disabilities, victims of child abuse, sexual abuse, and neglect etc.)

Content:

- **Concept of growth and development**
 - Factors influencing growth and development: hereditary, environmental, social, emotional, intellectual and spiritual
 - Assessment of growth and development rates
 - Types of growth and development: physical, social, emotional, and intellectual
- **Feeding of infants and children**
 - Types of feeding: Breastfeeding, (exclusive, complementary, supplementary) advantages, difficulties, contraindications
 - Artificial feeding: indications, advantages/disadvantages
 - Preparation of feeds – total parenteral nutrition
 - Weaning and related problems
 - Health education of parents and significant others in relation to feeding
 - Management of the pre-term, small/large-for-date babies
- **Admission process - the role of parents and significant others, anxiety, response to pain**
 - Nursing care of the hospitalized child etc.
- **Common conditions, and injuries in the newborn:**
 - Infections of the newborn – ophthalmia neonatorum, pemphigus, oral candidiasis, cord sepsis, neonatal tetanus

- Birth injuries: intracranial haemorrhage, facial palsy, cephal haematoma, brachial palsy, and fractures etc.
- Jaundice in the newborn – ABO and Rhesus incompatibility, physiological and infective jaundice, exchange transfusion etc.
- **Congenital abnormalities;**
 - Cleft lip and palate, epispadias and hypospadias, Cataract, imperforate anus, exomphalus, megacolon, oesophageal atresia
 - Tracheo-oesophageal fistula, pyloric stenosis, atresia, imperforate vagina, spinal bifida, syndactyl, polydactyly, talipes, hydrocephaly etc.
- **Common childhood diseases;**
 - Measles, chicken pox, whooping cough, diphtheria, convulsions, poliomyelitis, tuberculosis, meningitis, worm infestations, diarrhoeal diseases, bronchopneumonia, bronchiolitis, coryza,
 - Sickle cell disease, leukaemias, bronchial asthma, scabies, eczema, malaria, accidents in children – burns, foreign bodies etc.
- **Tumours:**
 - Burkitt’s tumour, neuroblastoma, retinoblastoma etc.
- **Endocrine disorders**
 - Juvenile diabetes, hypertension
- **Nutritional disorders**
 - Kwashiorkor, marasmus, beriberi, scurvy, pellagra, xerophthalmia, celiac disease, rickets (review Nutrition and Dietetics).
- **Integrated Management of Neonatal and Childhood Illnesses (IMNCI):**
 - Concept, rationale etc.
 - Assessment of general danger signs
 - Assessment and classification of a child 2 months – 5 years
 - Treatment of sick child 2 months – 5 years
 - Communication, counsel mother
 - Assessment and classification of sick young infant 1 week - 2 months
 - Counseling mother on home care of the sick young infant
 - Follow up care for the sick child 2 months – 5 years
- **Diseases of the integumentary system**
 - Inflammatory and infective conditions affecting the skin, hair and nails:
 - Dermatitis
 - Eczema
 - Warts
 - Tinea
 - Psoriasis
 - Whitlow
 - Paronychia
- **Medical conditions of the eye**
 - Conjunctivitis
 - Trachoma (visual impairment)
- **Nervous System :**
 - Anencephaly, microcephaly, meningocoele, myelomeningocoele, spina bifida, etc.

COURSE TITLE: FAMILY/REPRODUCTIVE HEALTH - II

COURSE CODE: GNP 217

UNIT: 3

DURATION: 75 HOURS 30 HOURS LECTURE, 45 HOURS PRACTICAL

PLACEMENT: 2ND YEAR 1ST SEMESTER

Introduction:

The course is designed to equip the student with knowledge and skills to provide safe and effective obstetric care to clients and their families throughout pregnancy, labour, and puerperium. The student is also expected to recognize obstetric emergencies and provide first line management and refer appropriately.

Objectives;

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

1. Review the Anatomy and Physiology of male and female reproductive organs
2. Explain the physiology of pregnancy and fetal development.
3. Describe the fetal skull, circulation and changes at birth.
4. Describe the breast and physiology of lactation.
5. Identify normal and abnormal progress of the mother during antenatal, intranatal and post natal periods.
6. Explain the effect of some infectious and medical conditions in pregnancy.
7. Utilize the nursing process and nursing model in the provision of care consistent with safe motherhood initiative.
8. Demonstrate skills in the conduct of emergency delivery
9. Provide care to the normal neonate and refer those with abnormal conditions.
10. Administer specified/obstetric drugs.
11. Provide first line management and refer all obstetric emergencies.
12. Counsel client on family planning.

Content

- **Physiology of pregnancy and fetal development**
 - Diagnosis of pregnancy
 - Presumptive signs
 - Probable signs
 - Positive signs
 - Fetal development
- **Embryonic development**
 - Fetal circulation and changes at birth
 - Fetal skull development, divisions, regions diameter, and molding.
 - Placental formation
 - Placental function
 - Abnormalities of placenta
 - Fetal circulation
 - Circulatory changes at birth

- **Breast and physiology of lactation**
 - Review anatomy of the breast
 - Physiology of lactation
 - Breast feeding/exclusive breast feeding.
- **Normal and abnormal progress of mother**
- **Focused antenatal**
 - Aims benefits and schedule of visits.
 - Identification with motherhood, fatherhood role
 - Abnormal High risk pregnancy/complications
 - Anaemia, diabetes mellitus, sickle cell disease, malaria etc.
 - Hyperemesis gravidarum, antepartum hemorrhage, multiple pregnancies, hypertension, anemia etc.
- **Intranatal (Labour)**
 - Definition of normal labour
 - Physiology of labour
 - Mechanism and management of labour
 - Safe delivery and essential obstetric care (EOC)
 - Resuscitation and immediate care of the newborn
 - Abnormalities: - preterm, maternal and fetal distress, high risk pregnancies, prolonged labour laceration, postpartum hemorrhage.
- **Post natal**
 - Normal puerperium
 - Immediate and subsequent care of mother
 - Post natal follow-up visit and referral
 - Complications in puerperium e.g. puerperal emotional reactions, sepsis and breast conditions, etc.
- **Infections and medical conditions.**
 - Infections: - sexually transmitted infections (STIs), human immunodeficiency
 - Virus (HIV), acquired human immune deficiency syndrome (AIDS), hepatitis B virus
- **Safe motherhood initiative**
 - Concepts, principles and components.
 - Information, education and communication (IEC).
- **Care of the neonate**
 - Physiology of the newborn
 - Immediate and subsequent care of the newborn.
 - Feeding:- exclusive breast feeding
 - HIV and infant feeding
- **Drugs used in obstetrics**
- **Obstetric emergencies (EmONC)**
 - Concept of EmONC
 - Early pregnancy- abortion, ectopic pregnancy
 - Late pregnancy - antepartum haemorrhage, pregnancy- induced hypertension, eclampsia
 - Labour - Post Partum Haemorrhage (PPH), shock, cord presentation/prolapse.

- **Family planning**
 - History of family planning
 - Factors that affect client acceptance of family planning
 - Methods of family planning
 - Counseling on family planning
 - Referral and follow up

COURSE TITLE: MEDICAL NURSING - II
COURSE CODE: GNP 221
UNIT: 3
DURATION: 75 HOURS (30 HOURS LECTURE, 45 HOURS PRACTICAL)
PLACEMENT: 2ND YEAR 2ND SEMESTER

Introduction:

The course is designed to equip the student with the knowledge and skills to identify the causes, manifestations and manage diseases of the selected systems.

Objectives:

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

1. Describe the structures and functions of the selected systems.
2. Identify the disorders of the selected systems.
3. Explain the causes, pathophysiology and clinical features of the disease conditions.
4. Explain the diagnostic measures used for selected disorders.
5. Utilize nursing process and model in the management of the conditions of the selected systems.

Content

- **Review of structures and functions of selected systems**
 - Causes, pathophysiology and clinical features.
- **Respiratory system:** - Disease condition i.e. sinusitis, laryngitis, pneumonia:
 - Bronchiectasis, asthma, emphysema, occupational chest disease, smoking etc.
- **Cardio vascular disease conditions:** - congenital abnormalities of the heart,
 - hypertensive heart diseases, ischaemic heart diseases, myocardial infarction, heart failure, cardiac arrhythmias etc.
- **Diseases of the blood vessels:** - aneurysms, arteriosclerosis, raynaud's disease, coronary artery disease, cardiac disease, cardiac arrest. Etc.
 - Lymphatic system: - hodgkin's disease, lymphadenopathy etc.
- **Blood :**
 - Anemias, sickle cell disease, G6PD
 - Thalasaemia, leukaemia, haemophilia etc.
- **Digestive system disorders:**
 - Stomatitis, thrush, ulcers, enteritis, colic disease, Crohn's disease, ulcerative colitis,
 - Hepatitis, pancreatitis etc.
 - Urinary system diseases: - acute/chronic nephritis, pyelonephritis, nephritic syndrome, renal failure etc.
- **Urinary system diseases (male);**
 - Cystitis, urethritis, Reiter's syndrome, prostatitis, orchitis, epididymitis etc.
- **Diagnostic measures:** -
 - Physical examination
 - Laboratory investigations

- X-Ray. laboratory, radiological investigations.
- Ultra-sound
- Biopsy
- C.T scan etc.
- **Management**
- Assessment, planning, implementation and evaluation.
- Nurses' role in the prevention of the disorders of the selected systems (information, education and communication).

COURSE TITLE: SURGICAL NURSING - II
COURSE CODE: GNP 222
UNIT: 3
DURATION: 75 HOURS (30 HOURS LECTURE, 45 HOURS PRACTICAL)
PLACEMENT: 2ND YEAR 2ND SEMESTER

Introduction:

The course will equip the student with the knowledge and skills to manage patients with surgical conditions of selected systems.

Objectives:

At the end the course the students will be able to:

1. Identify patients with surgical conditions of selected systems
2. Discuss surgical conditions of selected systems
3. Explain surgical procedures relevant to the selected systems
4. Apply nursing process/models in the pre, intra, and post operative management of clients/patients in selected systems.
5. Identify complications of selected systems and manage appropriately.

CONTENT

- **Respiratory system**
 - Nose : deviated septum etc
 - Larynx/trachea: Laryngectomy, tracheostomy etc
 - Lungs: atelectasis, lung abscess, pneumothorax etc.
- **Chest injuries:**
 - Fracture of ribs etc
 - Thorax/cardiovascular system
 - Congenital abnormalities of the heart (atrial septal defect)
 - Constrictive pericarditis/ cardiac tamponade
 - Valvular stenosis (mitral,aortic)
- **Chronic arterial diseases**
 - Embolism, thromboembolism, varicose vein etc
 - Insertion of pace makers/ defibrillation
 - Thoracotomy etc
- **Surgical treatment of traumatic heart lesion etc**
- **Digestive system**
 - Cancrum oris, cleft lip, cleft palate
 - Oesopharyngeal atresia, achalasia, oesophageal strictures, pharyngeal pouch
 - Pyloric stenosis, perforated peptic ulcer
 - Intestinal obstruction, hernia, intussusception, appendicitis, vulvulus, acute abdomen
 - Diverticulitis, large bowel obstruction, haemorrhoid and fissures, fistular in ano.
 - Hirschprung's disease (megacolon) etc.

- **Urinary system**

- Diseases of the prostate (cancer, prostatic enlargement)
- Cystectomy, Orchidopexy
- Crushed bladder, Renal calculi, Urethral stricture etc

- **Surgical procedures**

- Cardiac catheterization
- Underwater seal drainage
- Echocardiogram
- Thoracentesis
- Catheterization
- Gastric washout
- Bladder irrigation etc.

COURSE TITLE: PHARMACOLOGY & THERAPEUTICS I1
COURSE CODE: GES 221
UNIT: 3
DURATION: 75 HOURS (30 HOURS LECTURE, 45 HOURS PRACTICALS)
PLACEMENT: 2ND YEAR 2ND SEMESTER

Introduction:

The course is designed to equip the student with information on drugs and drugs used in clinical practice including management of side effects.

Objectives:

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

1. Identify drugs used for different systemic disorders
2. Discuss the indications, dosages, actions, side effects, contraindication of drugs
3. Apply the knowledge and skills in administration and management of drugs

Content:

- Review of preparation of drugs
- Review principles of drug administration
- Review safety in drug administration.
- Classification of drugs according to their functions
- Indications, contra-indications, and side effects
- **Classification of drugs**
- **Drugs used in respiratory system**
 - Drugs used in the treatment of Asthma
 - Drugs used in the treatment of Tuberculosis
 - Antibiotics
 - Antimicrobial
 - Anti-infective
- **Drugs used in cardiovascular system**
 - Drugs used in the treatment of congestive cardiac failure
 - Drugs used in the treatment of hypertension
 - Antiarymthic drugs
- **Drugs used in gastrointestinal system**
 - Drugs used in treatment of peptic ulcer
 - Laxatives, antidiarrhoeal agents etc
 - Antispasmodic agents, anti emetics
- **Drugs used in central nervous system**
 - Hypnotics/sedative, tranquillizers
 - Anxiolytics
 - Anticonvulsants
 - Antidepressants etc.
 - Drugs for psychogenic disorders

- **Drugs used in musculo-skeletal system**
 - Analgesic drugs
 - Steroidal, non steroidal
 - Anti inflammatory drugs
 - Neuro muscular blockers
- **Drugs used in genito urinary system**
 - Diuretics (thiazides, loop etc)
 - Urinary antiseptics e.g. nitrofurantoin, nalidixic acid etc)
 - Pessaries and suppositories etc.
- **Drugs used in endocrine system**
 - Hypoglycaemics
 - Drugs used in thyroid conditions
- **Drugs used in anaesthesia**
 - General
 - Inhalation: nitrous oxide, halothane etc
 - Intravenous: thiopentone sodium
 - Local anaesthetic agents: Xylocaine etc.
 - Spinal anesthetic agents
- **Drugs used in Leprosy**
 - Topical applications
- **Other drugs:**
 - Anti malaria
 - Anti helmintics
 - Vitamins and supplements etc.
 - Anti retroviral drugs
 - Anti cytotoxic drugs etc.
 - Oxytoxic drugs etc.

COURSE TITLE: PRIMARY HEALTH CARE III

COURSE CODE: GNP 223

UNIT: 2

DURATION: 15 HOURS LECTURE AND 45 HOURS PRACTICAL

PLACEMENT: 2ND YEAR 2ND SEMESTER

Introduction:

This course is designed to equip the student with the knowledge and skills to work effectively in school health programmes and industries.

Objectives:

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

1. Provide promotive, preventive and curative services to the school child
2. Demonstrate understanding of the role of the nurse in the industrial settings and organizations
3. Assess and manage minor ailment in the school child
4. Educate industrial staff on safety and occupational health

Content:

- **School health programme;**

- Objectives and scope of school health programme
- Assessment of the school child
- Daily inspection of children
- Treatment of minor ailments
- Using standing orders
- Environmental sanitation
- Supervision of food vendors
- Child to child health education programmes
- Prevention of accidents and injuries in the school environment
- Immunization
- Importance of Parent – Teacher Association in schools
- Day care centers and nurseries
- Monitoring, evaluation and feedback.

- **Occupational health:**

- Historical perspective of occupational health
- Principles and practice of occupational health Nursing
- Workplace survey (environmental studies)
- Occupational health hazards
- Classification, recognition, prevention and control measures
- Accidents at workplace and management of major disasters
- Occupational health services including markets and agricultural settings
- Occupational health and safety education for individuals, families and communities
- Rehabilitation, compensation and resettlement of ill or injured workers
- The use of nursing process/models in occupational health
- Occupational health in relation to primary health care.

COURSE TITLE: MENTAL HEALTH/PSYCHIATRIC NURSING
COURSE CODE: GNP 224
UNIT: 3
DURATION: 75 HOURS (LECTURE 30 HOURS, PRACTICAL 45HRS)
PLACEMENT: 2ND YEAR, 2ND SEMESTER

Introduction:

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

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 personality, personality development and personality disorders.
3. Explain factors responsible for mental health problems.
4. Identify common mental health conditions and emergencies.
5. Discuss the concept of therapeutic milieu.
6. Explain the management of mental health conditions.
7. Identify the various therapies used in managing mental health conditions and the nurses' role.
8. Identify other facilities outside the health institutions for the management of mental health conditions.
9. Identify drugs used in the management of mental health/psychiatric conditions.
10. Explain the process of mental health promotion and maintenance through education.
11. Discuss the concept of legal aspect of mental health/psychiatry.
12. Demonstrate skills in the provision of community mental health services
13. Utilise nursing process/models in the care of mental health/psychiatric clients.

Content:

- **Concept 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.
 - Review of concept of Personality
 - Emotional health needs of the individual, family, group/community
- **Factors influencing mental health:**
 - Causes of mental illness e.g. emotion, drugs, alcohol etc.
 - General signs and symptoms of mental illness
 - Patterns of behaviour disorders
- **Personality:**
 - Definition of personality
 - Types of personality
 - Personality disorders and management

- **Common mental health problems and management:**
 - Classification of mental disorders and their clinical symptoms
 - Somatoform disorders
 - Psychoses
 - Personality disorders
 - Psychosomatic disorders
 - Emotional disorders of the life cycle.
 - Substance abuse (drug and alcohol) etc.
 - Child psychiatry
- **Management of mental disorders**
 - Institutional management
 - Community –based management/family care
 - Alternative (Traditional Medicine) care.
- **Concept of therapeutic milieu:**
 - Definition of communication/therapeutic milieu.
 - Types of communication.
 - Factors influencing effective communication.
 - Barriers to effectiveness of communication.
 - Therapeutic communication.
 - Creating a therapeutic environment.
 - Nurse – patient relationship.
 - Inter/Intra professional relationship (Inter personal).
- **Management of mental health conditions:**
 - Admissions.
 - Assessment of mental health status.
 - Neurological examination.
 - Types and management of psychiatric emergencies.
 - Management of acute mental disorders.
 - Management of chronic mental disorders.
- **Somatic therapies in psychiatric:**
 - Electroplexy, Insulin therapy, etc.
 - Other therapies e.g. occupational therapy ECT, etc.
Activity/occupational therapies, psychotherapy etc.
- **Discharges**
 - Family, halfway home, community, etc.
- **Other Mental Health Care Facilities:**
 - Psychiatric units attached to other health facilities
 - Traditional psychiatric care
 - Community mental health care settings
 - Spiritual homes
- **Community mental health:**
 - Definition of community mental health
 - Components of community mental health
 - Community mental health settings
 - Community mental health team
 - Role of the psychiatric/mental health nurse

- Advantages and disadvantages of community mental health
- Organizing two-way referral system
- Follow up care/home visit
- Community mobilization for promotion of mental health
- **Concept of legal aspect of psychiatry:**
 - Definition of legal aspect of psychiatry
 - Mental health laws and acts
 - Voluntary and involuntary admission
 - Testamentary capacity
 - Patient's bill of rights etc.
 - Ethical codes
 - Misconduct in the provision of care, etc.
- **Mental health education:**
 - Definition, process, impact and evaluation.
- **Rehabilitation of the mentally ill**
 - Concept of rehabilitation and process of rehabilitation:
 - Family/community oriented nursing care.
 - Paroles/occasional leave
 - Half way homes
 - Day and night hospital
 - Sheltered workshop
 - Self-reliant focused occupational therapy
 - Effective referral and follow-up care
 - Mental health counseling/education towards compliance with treatment plan, check-up programmes etc.
- **Psychopharmacology:**
 - Concepts of drug-use in psychiatry
 - Classification of drugs used in psychiatry
 - Anti-depressants
 - Anti-Psychotic – neuroleptics etc.
 - Hypnotics
 - Anti-convulsants
 - Muscle relaxants
 - Anti-parkinsonics, (drugs used in extra pyramidal reactions)
 - Anxiolytics (anti-anxiety drugs)

COURSE TITLE: PAEDIATRIC NURSING II
COURSE CODE: GNP 225
UNIT: 2
DURATION: 60 HOURS (15 HOURS LECTURE, 45 HOURS PRACTICAL)
PLACEMENT: 2ND YEAR 2ND SEMESTER

Introduction:

The course is designed to equip the student with the skill necessary for the care of children with various emergency conditions, psycho-behavioral disorders and disorders of musculo skeletal and nervous systems.

Objectives:

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

1. Describe medical and surgical emergencies in children
2. Utilize nursing process/models in the management of children with medical and surgical conditions
3. Identify and manage children with musculoskeletal disorders
4. Identify and manage children with psycho behavioral disorders

Content:

- **Medical emergencies in children:**
 - Convulsive disorders or seizures
 - Obstructive airway
 - Shock
 - Chemical poisoning i.e. drug, kerosene ingestion etc.
 - Biological poisoning i.e. food poisoning
 - Allergies – e.g. asthma etc.
- **Surgical emergencies:**
 - Intestinal obstruction
 - Volvulus
 - Acute appendicitis
 - Intussusceptions
 - Trauma e.g. fractures etc.
- **Disorders of musculoskeletal system:**
 - Ricketts
 - Atrophy
 - Hypertrophy, etc.
- **Malabsorption disorders:**
 - Lactose intolerance
 - Phenylketonurea disorder, etc.
- **Psycho-behavioral disorders:**
 - Temper tantrum
 - Stealing
 - Bed wetting
 - Hyperactivity
 - Delinquencies
 - Autism
 - Truancy etc.

COURSE TITLE: STATISTICS

COURSE CODE: GES 222

UNIT: 1

DURATION: 15 HOURS.

PLACEMENT: 2ND YEAR 2ND SEMESTER

Introduction:

This course is designed to equip the student with the knowledge and skills in basic statistical methods used to analyze, summarize, present and interpret data.

Objectives:

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

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

Content:

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

 - Types of Statistics
- i. **Descriptive Statistics**
 - Measures of central tendency – mean, median, mode
 - Measures of dispersion – range, variance, standard deviation
 - Frequency distribution
 - Histogram, bar chart, pie chart, frequency polygon etc.
 - Correlation – definition, types, Pearson’s correlation coefficient etc.
 - ii. **Inferential Statistics**
 - Definition, sub-divisions – parametric, non parametric tests examples
 - t- test; Chi – square test; Analysis of Variance (ANOVA), etc
 - Others- Probability; samples and populations; random sample; parameters and parameter estimates; testing hypothesis; levels of significance etc.
 - **Presentation of data**
 - Numerical, tables, figures, graphs, charts etc
 - **Interpretation of data**

COURSE TITLE: RESEARCH METHODOLOGY
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: SEMINAR IN NURSING
COURSE CODE: GNP 226
UNIT: 1
DURATION: 15 HOURS LECTURE
PLACEMENT: 2ND YEAR 2ND SEMESTER

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

COURSE TITLE: MEDICAL NURSING III
COURSE CODE: GNP 311
UNIT: 3
DURATION: 75 HOURS (30 HOURS LECTURE, 45 HOURS PRACTICAL)
PLACEMENT: 3RD YEAR, 1ST SEMESTER

Introduction:

This course is designed to equip the student with the knowledge and skills to identify the causes, clinical features and management of diseases of some selected systems.

Objectives: At the end of the course, the students will be able to:

1. Describe the structure and functions of the selected systems
2. Identify the disorders of the selected systems
3. Explain the causes, pathophysiology and clinical features of the condition
4. Describe the diagnostic measures used for the selected disorders
5. Utilize nursing process/models in the management of patients with the selected conditions
6. Provide quality care with the selected conditions

Contents:

- **Review structure and functions of the selected systems/organs**
- **Causes, pathophysiology and clinical features of the disease conditions:**
 - Musculo-skeletal system – infections of the bones and muscles (e.g. osteomyelitis, arthritis etc.), metabolic bone disorders (e.g. gout, rheumatoid arthritis, osteoporosis) etc.
 - Bone tumours
 - Endocrine system – hyperactivity and hypoactivity of the endocrine glands – pituitary, thyroid, parathyroid, adrenals, pancreas, gonads.
 - Nervous system – review of congenital problems: spinal bifida, meningocoele, anencephaly, myelomeningocoele
 - Encephalitis, meningitis, cerebrovascular accident, cerebral thrombosis and haemorrhage, cerebral aneurysm, subarachnoid hemorrhages, epilepsy, general paralysis of the insane (GPI), fits and convulsions, tetanus, tabes dorsalis, herpes zoster, multiple sclerosis, Parkinson's disease etc.
 - Neoplasm – intracranial tumours, intravertebral tumours etc.
- **Ear, Nose and Throat**
 - Inflammatory Conditions: furunculosis, rhinitis, nasal polyps, laryngitis, tonsillitis/adenoiditis
 - Foreign bodies, epistaxis etc.
 - Meniere's syndrome
 - Otitis external, Otitis media
 - Hearing impairments/deafness etc.
- **Eye conditions**
 - Infections – keratitis, conjunctivitis, blepharitis, uveitis, etc.
 - Uveal tract disease, trachoma, cataract, glaucoma, Buphthalmos, retinal detachment

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

COURSE TITLE: SURGICAL NURSING III
COURSE CODE: GNP 312
UNIT: 3
DURATION: 75 HOURS (30 HOURS LECTURE, 45 HOURS PRACTICAL)
PLACEMENT: 3RD YEAR, 1ST SEMESTER

Introduction:

This course is designed to equip the student with the skills to manage patients with surgical conditions of the selected systems and organs.

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

1. Identify the conditions that require surgical intervention
2. Describe the various conditions and their manifestations
3. Explain the preparations for patients undergoing various surgeries
4. Utilize nursing process/models in the perioperative management of patients
5. Classify and describe burns
6. Manage patients with burns
7. Manage critically ill patients

Contents:

- **Review of structure and functions of the selected systems/organs**
 - Causes, pathophysiology and clinical features of the conditions
- **Musculo skeletal system**
 - Sprains, dislocations, fractures
 - Plaster of Paris (POP), traction, splints etc.
 - Tumours of the bones, osteogenesis imperfecta, kyphosis, lordosis, scoliosis, spondylosis, osteomyelitis, osteitis
- **Endocrine system**
 - Goiter, hypo/hyperthyroidism, tumour of the endocrine glands, etc.
- **Nervous system – Trauma, head injuries, spinal injuries, tumours etc.**
- **Ear, nose and throat**
 - Foreign bodies, mastoiditis, sinusitis, excessive earwax, throat, nasalpolyps, adenitis, tonsillitis, etc.
- **Eye – Cataract, glaucoma, retinal detachment, etc.**
 - Perforating injuries
 - Sympathetic ophthalmia
 - Warts, moles etc
- **Burns**
 - Grafts: skin and others
 - Breast surgeries – Mastectomy etc.
- **Critical Care**
 - Principles and concepts of critical care nursing
 - Assessment of ;patients and diagnostic investigations
 - Care of specific patients and monitoring
 - Cardiopulmonary Resuscitation (CPR)

- Use of ventilators/heart lung machines etc.
- Care of patients with pace makers etc.
- **Procedures**
- Ear syringing
- Anthrum washout
- Eye irrigation
- Tonometry
- Suturing simple lacerations
- Incisions and drainage
- Male circumcision
- Ear piercing
- Removal of foreign bodies
- Removal of sutures/clips
- **Procedures:**
- Surgical
- Craniotomy
- Tissue transplant
- Tonsillectomy
- Mastectomy
- Reconstructive (plastic surgeries)
- Thyroidectomy

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 nursing::**
- 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 nurses

- Elements of risk management
- **Incident Report and Anecdotal notes**
- **Standards and ethics**
- **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: SEMINAR IN NURSING
COURSE CODE: GNP 313
UNIT: 1
DURATION: 15 HOURS
PLACEMENT: 3RD YEAR, 1ST SEMESTER

Student activity - This course will involve presentations by the students. They should be able to select topics in areas of interest – education, public health, reproductive health, nursing research, health education etc. to present at the seminar.

COURSE TITLE: PATIENT CARE STUDY
COURSE CODE: GNP 314
UNIT: 1
DURATION: 15 HOURS
PLACEMENT: 3RD YEAR, 1ST SEMESTER

Student's activity - The student should be able to identify an individual, client/patient and follow up such client/patient to be able to document the care and present as patient care study using the nursing process.

COURSE TITLE: INTRODUCTION TO HEALTH ECONOMICS

COURSE CODE: GES 312

UNIT: 2

DURATION: 30 HOURS LECTURE

PLACEMENT: 3RD YEAR 1ST SEMESTER

Introduction:

The course is designed to provide students with the knowledge of macro and micro economic factors that influence health, illness and health care delivery services. It will equip the students with the skills for effective management of health resources.

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

1. Describe the factors affecting supply and demand of health care services.
2. Describe various macro-economic indices that affect the economy and health care
3. Explain the national health policy and its effect on national development
4. Describe health care financing system and health insurance scheme

Content:

- **Introduction to health economics**
 - Definition of terms commonly used in health economics e.g. supply, demand externalities of health care, opportunity cost, economic price, equilibrium etc.
 - Supply and demand as it relates to health services
 - Factors affecting supply and demand of health services
 - Concept of free market economy
- **National economy and its influences on health care delivery**
 - The difference between gross national product (GNP) and gross domestic product (GDP).
 - Percentage of GNP to health services
 - Percentage of health spending that is controlled by the government
- **The political and socio-economic factors that influence national economy and their effects on provision of health care services**
 - Explain the positive and negative effects of these factors on the provision of health care services
 - The role of GNP for the provision of health services
 - Explain the effects of national economic factors on health and illness
- **National health policy and national development**
 - The origin and goals of the national health policy
 - Fundamental principles underlying the national health policy
 - The strategies needed for implementation of national health policy
 - The composition and role of the national council on health
 - Strategies for manpower development in terms of training and education for the health system
 - Selection, development and application of appropriate technology at each level of health care.
 - The challenges of the national health policy on national development

- **Health care financing and insurance scheme**
 - Concept of health care financing and health insurance scheme
 - Importance of efficiency, effectiveness and equity in the choice of financing system
 - Budgeting for health care services
 - National health insurance scheme as a method of health care financing
 - Community health care financing methods
 - The role of non-governmental and international agencies in health care financing health insurance scheme
 - Insurance scheme
- **New approaches to management of health care services –private –public partnership , out sourcing**

- **Economic Influence on health care**
 - The economic influences on health e.g. funding manpower needs, drug supply etc.
 - Various sectors of collaboration at all levels of health care
 - Methods of funding for all levels of health care (primary, secondary, tertiary levels)
 - The importance of proper funding at all levels of health care
 - The role of the nurse in health planning at all levels of health care.

COURSE TITLE: ENTREPRENEURSHIP
COURSE CODE: GES 323
UNIT: 2
DURATION: 60 HOURS (15 HOURS LECTURE, 45 HOURS PRACTICALS)
PLACEMENT: 3RD YEAR, 2ND SEMESTER

Introduction:

The aim of this course is to introduce students to the concept of entrepreneurship, and examine some of the key strategic issues in relation to innovative business creation.

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

1. Describe the entrepreneurial process
2. Identify the traits associated with entrepreneurs
3. Explore the role of entrepreneurs
4. Demonstrate skills in marketing research
5. Describe the methods used to acquire seed capital for a new business
6. Differentiate between the management and marketing practices of a new business and those of an established business

Content:

- **Introduction to Entrepreneurship**
 - Definition and concept of entrepreneurship
 - Characteristics of an entrepreneur
 - The role of the entrepreneur in organizational growth
 - The role of the entrepreneur in innovation and economic growth
 - The role of state agencies in promoting entrepreneurship
 - Entrepreneurship examples
- **Innovation and entrepreneurship**
 - Generating a business idea
 - Relevance of resources to the entrepreneur
 - Sources of business ideas
 - Transforming ideas into realizable opportunities
- **Marketing research**
 - Definition of marketing research
 - Importance of marketing research
- **The marketing research process**
 - Stage 1 Problem definition
 - Stage 2 Choose a research design
 - Stage 3 Planning the data collection methods and instruments
 - Stage 4 Sampling
 - Stage 5 Fieldwork, gathering required information
 - Stage 6 Analysis of the data
 - Stage 7 Presentation of the results and findings

- **New business strategies**
 - Managing the new business
 - New business growth
 - Balancing entrepreneurial and professional management
 - Marketing a new venture
- **The marketing/entrepreneurship interface**
- **Human resource management**

- **The legal and regulatory environment**
 - Patent
 - Trademarks
 - Copyright
 - Registered designs
 - Legal trading structures
- **Employment law**
- **Health and safety**
- **Contract law**

- **Entrepreneurship in different contexts**
 - Corporate entrepreneurship (Intrapreneurship)
 - Mediated entrepreneurship
 - Public sector entrepreneurship
 - Social entrepreneurship

NB: Students should be given the opportunity to interview at least one Entrepreneur.

COURSE TITLE: GERONTOLOGY/GERIATRIC NURSING
COURSE CODE: GNP 325
UNIT: 2
DURATION: 30 HOURS LECTURE
PLACEMENT: 3RD YEAR, 2ND SEMESTER

Introduction:

The course is designed to enable the student identify the strengths and weaknesses of the elderly, and to utilize the nursing process and nursing models in their management.

Objectives:

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

1. Explain the concept of gerontology/geriatric nursing
2. Describe changes and problems associated with aging
3. Demonstrate skills to care for the aged
4. Explain the rationale for special care for the aged in institution/special homes for the aged
5. Identify resources for nursing such patients at home and institutions
6. Explain the role of the nurse in caring for the elderly.

CONTENT:

- **Definitions – gerontology/geriatric nursing**
- **Changes and problems associated with ageing**
 - Theories of ageing
 - Changes and problems, physical, emotional and social
- **Management and care of the aged**
 - Physical care – movement, personal hygiene
 - Feeding and nutrition
 - Safety and protection
 - Medication
 - Emotional care – group therapy, role-play, privacy, counseling, recreation
 - Social care – financial support, excursions, role of extended family system
 - Role and importance of NGOs, family and government
 - Rehabilitation
- **Home nursing and special homes/institutions**
 - Types of clients for home/special home nursing
 - Importance of home nursing
- **Resources for care of the aged in various settings (homes/institutions)**
 - Nurse, relatives, friends, etc.
 - Equipment, facilities for sterilization, dressings
 - Drugs and disinfectants
 - Special beds, beddings and finance
 - Mobility devices
- **The role of the nurse**
 - Physical and emotional care
 - Administration of drugs
 - Collection of specimen

- Management of emergencies
- Recording and reporting
- Collaboration with community and health agencies
- Nurses' role when deaths occur in the house

COURSE TITLE: EMERGENCY AND DISASTER NURSING

COURSE CODE: GNP 326

UNIT: 2

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

PLACEMENT: 3RD YEAR 2ND SEMESTER

Introduction:

This course is designed to equip the student with adequate knowledge, skills and attitudes necessary in the management of emergency and disaster situations.

Objectives

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

1. Explain the concepts and principles of emergency and disaster care
2. Identify and classify emergency and life threatening conditions
3. Demonstrate the ability to use relevant basic-life saving and support skills/aids
4. Manage emergencies and life threatening situations
5. Identify the different roles of the emergency medical team in disaster situations.
6. Educate and mobilize the public to participate in emergency and disaster management.

Content

- **Concepts and practice of emergency care:**
 - Definition of term
 - Aims, elements and principles of emergency care
- **Types of disaster - human and natural**
 - Disaster preparedness
 - Agencies for disaster management: local, national and international.
 - Global and local burden of disaster management.
 - **Emergencies and life threatening conditions**
 - Identification of emergency and life threatening conditions
 - Causes of emergencies and disasters
 - Classification of emergencies and life threatening situations.
- **Home nursing, special homes and institutions**
 - Types of clients for home/special home nursing
 - Importance of home nursing
- **Resources for care of the aged in various settings (homes/institutions)**
- **Management of emergencies**
 - Basic life saving and support
 - Triage system
 - Assessment
 - Crowd management.
 - ABCDEF of resuscitation.
 - Mechanical ventilation
 - Artificial respiration
 - Cardio-pulmonary resuscitation (CPR)
 - Medical evacuation
 - Management of victim en-route to the hospital

- **Emergency medical team role**
 - Nurses, Doctors, Nurse Clinicians, Teachers, armed forces, Para Military personnel. red cross society, airport authority, road safety corps (RSC), fire services, non governmental organization (NGO's), missionaries, etc.
- **Management of patients in hospital emergency department**
 - Advance life support.
 - Tracheostomy
 - Use of electronic monitors
 - Automatic external defibrillation
 - Advanced cardiovascular life support
- **Disaster management**
 - Rapid response centres
 - Disaster monitoring
 - Search and rescue
 - Medical intervention and relief
 - Physical and psychological support
 - Multi and intersectoral collaboration in disaster management.
 - Public information, education and disaster prevention.
 - Flight nursing/nurses

COURSE TITLE: RESEARCH PROJECT IN NURSING
COURSE CODE: GNP 321
UNIT: 3
DURATION: 45 HOURS
PLACEMENT: 3RD YEAR, 2ND SEMESTER

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).

APPENDIX

ACCREDITATION CRITERIA – NURSING*

**** Please delete this and replace with the accreditation criteria we adopted at the meeting in Bobo Dioulasso for Anglophones**

- 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.

HOSTEL:

- 1 for male (adequate)

- 1 for female (adequate)

Should have constant water, power supply, adequate toilet facilities, reading facilities, Recreational facilities (indoor & outdoor), canteen/dining room etc.- not more than 2 in a standard room

| | | |
|----------------------------------|---|---|
| 1– Hostel Matron | – | 1 |
| 2– Assistant Hostel Matron | – | 1 |
| 3- Sick bay Nurse (School Nurse) | – | 1 |
| – Cooks/Stewards | – | 4 |
| – Cleaners | – | 4 |

• Facilities

a) Auditorium to seat 300

b) Classrooms – 4

c) Tutorial Rooms – 4

d) Class room – furniture , facilities for electronic teaching aids(projectors, multimedia & overhead etc) well ventilated, adequate light and white board

e) Students’ Common Room – 1

f) Staff Offices (One office/ staff)

* Staff Offices must be well equipped

g) Staff Common Room – 1

h) Principal’s Office – 1

i) Cafeteria – 1

j) Toilet facilities in Classroom areas 12

- k) Library
 - Standard library shelves, tables and chairs
 - Number of Volumes of books for the various sub-specialties
(Adequate number of books for the various specialties)
 - Books should not be more than 10 years from date of accreditation.
 - Sitting capacity in Library – Not less than 1/3 of Students population
 - Journals – should be current and in different specialties
 - Books & journals should be displayed on shelves
- k) Demonstration room – should be spacious
 - Should have the standard equipment and instruments
(list of standard instruments is available with regulatory body).
- l) Laboratories
 - Computer laboratory- minimum of 20 computers
 - Science Laboratory (well equipped)
 - Diet kitchen (well equipped)
- m) Clinical facility
 - Well equipped hospital for clinical experience
 - Well equipped PHC clinic/centre for community experience
 - Psychiatric facility within reach for students' experience
- n) Transport facility – 2 buses to convey students
 - 1 Utility car for HOD
- o) Sick bay with at least 2 beds, a qualified nurse and well stocked with emergency drugs.
- Students' Intake
 - Not more than 50 per class
 - Minimum Entry qualification as prescribed by the Curriculum

- Committees in the School
 - Education
 - Curriculum Committee
 - Examination
 - Selection
 - Sport
 - Disciplinary
 - Research
 - Clinical Protocol Committee (Procedure)
 - Welfare Committee
- School Policy and Ethics
 - Students' handbook should be available for each student
 - Code of ethics from Regulatory Body (Council)
 - Organogram of the School should be displayed
 - Staff & Students Records should be available and up to date
 - Examination file with marking schemes (up to date)
- Support Services
 - a) Water supply and Storage facilities
 - b) Power supply / Generator
- Funding
 - Internal generated as per policy of School
 - Imprest
 - External funding (from government, NGOs, endowment, etc.)
- Examinations – Theory and practice.

RN COMPETENCIES (adapted from ICN)*(WHO, Africa Regional Office, 2011)

The Framework of nursing competencies was developed by the ICN (2003) to identify competencies expected of a registered nurse at the point of entry into professional practice. The competencies are grouped under three domains as:

1. Professional, ethical and legal practice
2. Care provision and management
3. Professional, personal and quality development.

| Competency area | Descriptions of expectations of a Registered nurse |
|-------------------------|---|
| Main domain | Professional, Ethical and Legal practice |
| Sub domains: | |
| Accountability | Accepts accountability for own professional judgement, actions, outcomes of care and continued competence in accordance with scope of practice, increased responsibility, legislative acts and regulations. |
| | Recognizes the limits of scope of practice and own competence. |
| | Seeks guidance from the appropriate others when encountering situations beyond own knowledge, competence or scope of practice. |
| | Recognizes and respects different levels of accountability for the range of available personnel. |
| | Participates in activities related to improving the access to the range of services required for effective health services |
| Ethical practice | |
| | Practices in a manner that conforms to the ICN Code of Ethics, the professional code in force in the jurisdiction and employer's code of conduct. |
| | Engages in effective ethical decision-making with respect to own professional responsibilities or where ethical issues affect the broader health care team. |
| | Maintains confidentiality and security of written, verbal and electronic information acquired in a professional capacity. |
| | Respects the client's right to privacy and dignity. |
| | Respects the client's right to choice and self-determination in nursing and health care. |
| | Challenges behaviour and health care practice that could compromise client safety, privacy or dignity. |
| Legal Practice | |
| | Practices in accordance with professional, relevant civil legislation and regulations. |
| | Practices in accordance with jurisdictional and local policies and procedural guidelines. |
| | Recognizes and acts upon breaches of law relating to the professional role and/or professional code of conduct/code of practice. |

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| | Competency area | |
| | Main domain | Care Provision and Management |
| | Sub domains | |
| (i) | Key Principles of Care Provision | <p>Uses knowledge from nursing, health and other disciplines combined with best available evidence to explain nursing decisions and interventions.</p> <p>Applies contemporary knowledge from different sources and the best available evidence to base professional decision-making and practice.</p> <p>Applies critical thinking skills and a systems approach to problem solving and nursing decision-making across a range of professional and care delivery contexts.</p> <p>Delivers care consistent with professional and organisational standards, policies, protocols and procedures.</p> <p>Recognizes culturally sensitive needs and adapts practice accordingly.</p> <p>Incorporates traditional healing practices valued by clients and with proven beneficial/or harmless effects into care activities;</p> <p>Applies advocacy skills to assist clients unable to represent or speak for themselves.</p> <p>Acts as an information and education resource and for clients seeking to improve life styles, adopt illness/injury prevention activities and cope with changes in health, disability and death.</p> <p>Provides guidance/instruction in the development and/or maintenance of independent living skills.</p> <p>Recognizes opportunities and provides guidance/education to individuals, families and communities to encourage adoption of illness prevention activities and maintenance healthy lifestyles.</p> <p>Selects teaching/learning strategies appropriate to the needs and characteristics of the individual or group.</p> <p>Evaluates learning outcomes and modifies teaching/learning approaches and content accordingly.</p> <p>Demonstrates awareness of major developments and the potential application of current communication/health technologies in health care.</p> |
| | Health Promotion | |
| | | Maintains own health and personal fitness for/at work. |
| | | Cooperates with nurses, other professionals and community groups in activities to reduce illness and promote healthy life styles and environments. |
| | | Incorporates into practice a perspective that takes account of the multiple determinants of health. |
| | Assessment | |
| | | Gathers accurate and relevant objective and subjective data through systematic health and nursing assessments- |
| | | Organises, synthesizes, analyses, and interprets data from different sources to derive a nursing diagnosis and determine a care plan. |
| | | Shares and documents findings accurately and in a timely manner complying with professional standards and organisational policies. |
| | Planning | |

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| | | Formulates a comprehensive care plan with identified care outcomes based on nursing diagnoses, findings from a nursing and health assessment, inputs from other health team members, and nursing practice standards. |
| | | Applies critical thinking and clinical reasoning skills underpinned by knowledge of nursing and other disciplines to the care planning process. |
| | | Establishes priorities for care in collaboration with other care providers and clients. |
| | | Involves clients where possible in care planning ensuring that they receive accurate, understandable information on which to base consent for care. |
| | | Involves and advocate when clients, families or carers request support or have limited abilities in decision-making, giving informed consent, or where there is a language barrier. |
| | | Regularly reviews and revises the care plan, where possible in collaboration with other members of the health/social health team, and clients. |
| | | Maintains a current, accurate care plan and related records. |
| | Implementation | |
| | | Implements a range of procedures, treatments and interventions that fall within scope of practice for the registered nurse and are in accordance with nursing and best practice standards. |
| | | Documents interventions and client responses accurately and in a timely manner. |
| | | Responds appropriately and in time to unexpected or rapidly changing situations. |
| | | Responds immediately and appropriately to emergency and disaster situations, including launching life support procedures when necessary, and other emergency/disaster procedures. |
| | Evaluation | |
| | | Monitors and documents progress toward expected outcomes accurately and completely. |
| | | In consultation with clients, families and/or carers, and health team members, evaluates progress towards planned outcomes. |
| | | Uses evaluation data to modify the care plan. |
| | Therapeutic communications and interpersonal relationships | |
| | | Initiates, develops and discontinues therapeutic relationships through the use of appropriate communication and interpersonal skills. |
| | | Maintains a relationship that respects the boundary between clients and self. |
| | | Listens to others in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions and perspectives. |
| | | Communicates clear, consistent and accurate information verbally, or in written and electronic forms, that falls within professional responsibility and maintains confidence in care. |
| | | Interacts in a manner that is respectful and culturally appropriate to the |

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| | | clients, family and/or carers from diverse cultural backgrounds. |
| | | Facilitates access to information or refers request to the appropriate person. |
| | | Communicates and shares relevant information, including views of clients, families and/or carers with other health team members involved in providing services. |
| (ii) | Leadership and management | |
| | | Advocates for and acts within span of control to create a positive working environment. |
| | | Adapts leadership style and approaches to different situations. |
| | | Confronts conflict in a non-judgemental fashion, making effective use of communication skills and existing mechanisms to achieve resolution. |
| | | Contributes to team leadership by reinforcing goals so as to promote respect and confidence amongst the team. |
| | | Able to articulate own leadership contributions and support expectations of other team members. |
| | | Prioritizes workload and manages time effectively. |
| | | Contributes to the review and modification of current organisational and practice policies and procedures currently in force. |
| | | Contributes to education and professional development of students and colleagues in the work place. |
| | | Provides feedback, offers suggestions for changes and deals effectively with the impact of change on own practice or on the organisation. |
| | | |
| | Safe environment | Uses appropriate assessment tools to identify actual and potential risks to safety and reports concerns to the relevant authority. |
| | | Takes timely action through the use of quality improvement risk management strategies to create and maintain safe care environment and meet national legislation and workplace health and safety requirements, policies and procedures. |
| | | Ensures the safe and proper storage, administration and recording of therapeutic substances. |
| | | Administers and records medication, assesses side-effects and titrates dosages in accordance with authorised prescriptions. |
| | | Complies with infection prevention procedures and challenges breaches in other practitioners practice. |
| | | Knows responsibilities and procedures to follow in the event a disaster is declared. |
| | | |
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| | Delegation and supervision | Delegates to others, activities according to ability, level of preparation, proficiency and legal scope of practice. |
| | | Accepts delegated activities in line with personal level of proficiency and legal scope of practice. |
| | | Monitors and uses a range of supportive strategies including precepting when supervising and/or monitoring delegated care. |
| | | Maintains accountability and responsibility when delegating aspects of care to others. |
| | | Contributes to policy and protocol development that relates to delegation |

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| | | of clinical responsibilities. |
| | Interprofessional health care | |
| | | Understands and values the roles, knowledge and skills of members of the health team in relation to own responsibilities. |
| | | Works collaboratively with other professionals in health care to enhance nursing and other health services being accessed by clients. |
| | | Uses knowledge of effective inter -and intra-professional working practices. |
| | | Presents and supports the views of clients, families and/or carers during decision-making by the inter-professional team. |
| | | Refers clients to ensure patients/clients have access to best available interventions. |
| | | |
| | | Professional, personal and Quality development |
| | Enhancement of the profession | Promotes dissemination, use, monitoring and review of professional standard and best practice guidelines. |
| | | Promotes and maintains a positive image of nursing. |
| | | Acts as an effective role model for students and within the care team. |
| | | Acts as a resource for students, other members of the health team and the public. |
| | | Values research in contributing to developments in nursing and uses findings as means to improving standards of care. |
| | | Scans practice environment and nursing literature to identify emerging trends and issues. |
| | | Engages in advocacy activities through the professional organisation to influence health and social care service policies and access to services. |
| | | |
| | Continuing education | Assumes responsibility for lifelong learning, own professional development and maintenance of competence. |
| | | Takes opportunities to learn with others contributing to health care. |
| | | Undertakes regular review of own practice by engaging in reflection, critical examination and evaluation and seeking peer review. |
| | Quality improvement | Follows evidence-based and best practice guidelines in the delivery of nursing practice. |
| | | Participates in quality improvement and quality assurance procedures. |

*Adopted from WHO(Regional Regulatory Framework for Nursing and Midwifery),WHO Regional Office for Africa, 2011. With ICN permission © 2011 International Council of Nurses (ICN).

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