



**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF HEALTH AND SOCIAL WELFARE**

Curriculum for Technician Certificate in Nursing and Midwifery (NTA Level 5)

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Dr Otilia F. Gowelle

**Director of Human Resources Development
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LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
AIHA	American International Health Alliance
AMREF	Africa Medical Research Foundation
CA	Continuous Assessment
CBET	Competency-Based Education and Training
GPA	Grade Point Average
HIV	Human Immunodeficiency Virus
ICT	Information Communication Technology
I-TECH	International Training and Education for Health
MDGs	Millennium Development Goals
MoH&SW	Ministry of Health and Social Welfare
NACTE	National Council for Technical Education
NGO	Non-Governmental Organization

FOREWORD

The Ministry of Health and Social Welfare (MoH&SW) has committed itself to provide comprehensive accessibility of quality health services for all Tanzanians in line with the Millennium Development Goals (MDGs).

The review of the Technician Certificate in Nursing and Midwifery curriculum is one of the strategies of ensuring quality health services.

Nursing training has undergone dramatic change in response to societal, institutional and individual needs. Other influences are the advanced in medical technology specifically that of nursing, advances in science and technology and effects of globalization as well as free market.

The challenges of today in nursing profession includes among others, the preparation of nurses and midwives of the future. The provision of quality nursing training to its learners is the heart of nursing education. If nursing training is to have a positive and a significant impact, its curricula must become seriously focusing on practice skills and attitudes.

This reviewed curriculum addresses aspects of and gives the most up to date knowledge, skills and attitudes that meet what is currently practiced at work place. Generally the curriculum has taken care of the identified gaps during the stakeholders' analysis and therefore new knowledge and skills have been added to that response.

Moreover, the reviewed curriculum has addressed challenges which were noted in the previous curriculum. It is the MoH&SW's hope that this curriculum will enable the nurse (trainee) to acquire the necessary competences needed at this level for the provision of quality health services.

It is also anticipated that the stakeholders will find this curriculum useful.

Dr. Donan W. Mmbando
Permanent Secretary MOHSW

EXECUTIVE SUMMARY

The Ministry of Health and Social Welfare (MoH&SW), in its efforts to meet the Millennium Development Goals (MDGs) pertaining to the health sector, has decided to review the Technician Certificate in Nursing curriculum (NTA level 5) as one of the measures to improve health services for the people of Tanzania.

The review of this curriculum is aimed at accommodating new developments in health services provision in Tanzania and strives to create a well-trained and responsive workforce that will cope with current and emerging health issues. In addition it aims at strengthening the implementation of the National Health Policy and the ability to provide quality health care services.

The Technician Certificate in Nursing and Midwifery programme is a two semester programme which has been developed to suit the needs of the health sector, the labour market demands, legal and professional needs that exist in our country. It prepares graduate with Basic Technician Certificate in nursing, who will be responsible for applying skills and knowledge at routine level.

Implementation of this curriculum adopts the NTA system which is a mandatory requirement for technical training programmes to be accredited by the National Council for Technical Education (NACTE). The system provides a climbing ladder for higher learning skills, opportunities and competences; hence the graduate will have wide chances for gaining achievements in training and in service provision.

The programme has taken care and comprises competences basing on national health policy, training regulations, standards and scope of proficiency, professional guidelines, society and professional association expectations. Furthermore, issues of maternal and child care, mental health, care of patients with medical and surgical conditions, professionalism, computer applications and emerging diseases have been addressed accordingly. In doing so maternal mortality and neonatal mortality as well as morbidity rates are expected to be reduced.

However, nursing services are gradually expanding, but not enough to cover the unmet needs of the Tanzanian population. There is an acute shortage of nursing force in place. In essence this programme seeks to reduce shortage of nursing staff.

Technician Certificate in Nursing and Midwifery curriculum will employ participatory teaching methods where students will be main players. The programme regard students as not empty bottles to be overdosed with contents through lectures, but as individual with experience and owner of the programme. Therefore, students will be required to learn through self-study, assignments, case studies and presentations, laboratory practice, clinical practice and projects. They will write reports using practical/skill books noting clearly what they have learned from any source of learning experiences. Meanwhile, tutor must have good understanding of how to implement the curriculum for it to yield intended results.

PART 1

1.0 BACKGROUND INFORMATION

The Ministry of Health and Social Welfare in its efforts to strengthen nursing training in Tanzania developed competency based curriculum under the guidance of NACTE, which started to be implemented in 2008. The first students under this curriculum graduated in 2010. The curriculum has been in use for more than 5 years and so it was due for review.

The review of the Technician Certificate in Nursing and Midwifery curriculum aims at producing high quality products and respond to changing needs of the community as well as technological innovations of the world. It also aim at addressing challenges observed by its graduates.

The curriculum review was conducted following NACTE requirements which include documentary review, conducting situation analysis, developing learning outcomes/competencies, identifying assessment criteria and benchmarking and establishing learning modules.

The reviewed Technician Certificate in Nursing training curriculum, has 13 learning modules; spread over 2 semesters with a total of 132 credit values.

2.0 PROGRAMME RATIONALE AND PHILOSOPHY

2.1. Programme Rationale

The total number of health facilities in the country in 2013 was 6,876 according to the new staffing levels guideline (2014), out of these 5,913 are dispensaries, 711 Health centres, 219 district level hospitals, 25 regional referral hospitals and 8 national, zonal and specialized hospitals. The minimum number of health workers in health services in these facilities is 145,454. The actual number of health workers available is 63,447 and the shortage is 82,007, which is about 56.38%. There is a great challenge of rapidly aging work force which will exacerbate the crisis.

Despite the existing network of primary health facilities, accessibility to health care services is still inadequate due to many reasons. In some areas the accessibility to health facilities is more than 10km whereas the Government intends to improve accessibility to be less than 5 kilometres to health facilities. On the other hand, the availability of quality health care is inequitable, due to the fact that trained health workers are inequitably deployed and it is estimated that only 32% of the existing primary health facilities are manned by skilled workforce.

As a result this translates to high mortalities to children and women in reproductive age groups who fail to access appropriate care in time. The Maternal and Child Mortality rates are quite high standing at 450 per 100,000 live births and 58 per 1,000 live births respectively (UNICEF, 2012). Currently, the country is grappling with a high burden of diseases from

malaria, HIV/AIDS, TB and Leprosy, malnutrition and micronutrient deficiencies, child illnesses, accidents and non-communicable diseases are also on the increase.

The main objective of the National Health Policy is to improve the health and well-being of all Tanzanians, with a focus on those most at risk, and to encourage the health system to be more responsive to the needs of the people. This objective cannot be achieved without having appropriately trained nurses and other health workers. According to WHO World Health Report 2006, health workers are crucially important for producing good health through the performance of health systems as they constitute a significant share of the labour force and perform key social roles in all societies.

Tanzania Vision 2025, National Strategy for Economic Growth and Poverty Elimination (NSEGPE), Health for All, Primary Health Care (PHC) and Millennium Development Goals (MDGs) are not achievable without an appropriately prepared and deployed health workforce. Training of health workers is crucial for achieving equity-oriented national health goals.

Nursing like many other professions is affected by the rapid changes currently taking place in the society, science and technology. It is also shaped by changing demography, epidemiology, health systems and consumer preference in the labour market. Strategic planning actions should focus on investing in people, especially pre-service education to promote quality care and equity by correcting nursing skill imbalances and in-service training to enhance the performance of the health.

In this regard the Technician Certificate in Nursing and Midwifery curriculum cannot remain static; it must be responsive to changes in nursing practice due to changing technology, the demands of the society and should address the gaps observed in the previous curriculum.

The curriculum review has been done in line with the above considerations, which provides for a creation of a life-long learning culture, leading to acquisition of more knowledge, skills and wider understanding in nursing and health care practice.

The rationale for this programme is to achieve more responsive nursing education and training system, aligned with health sector employment needs.

2.2 Programme Philosophy

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

Nursing is an art and science of caring, and therefore we believe that:

- The enjoyment of the highest attainable standards of health and nursing care is the fundamental right of the human being irrespective of gender, age, race, religion, socio-cultural differences, political affiliation, economic or social background;
- The practice of nursing is humanitarian in nature and requires knowledge, skills and attitudes in respect of compassion, respect and empathy, ethical and legal consideration in the provision of care;
- Environment influences individuals, families and community at large. Therefore, a nurse must acknowledge the different interaction patterns in the environment and the impact in interaction to health and illness;
- Education is a continuous process that embraces new technology and community demands and therefore a nurse shall keep abreast with current health development to render quality cost-effective services;
- The learner is a unique individual with past experiences and needs, which should be respected. She/he has the responsibility for her/his own learning and self development through active participation; and
- Collaboration is necessary for effective actions to occur. Training institutions shall maintain teamwork spirit at all levels of training environment.

It is, therefore, expected that the graduates from this level will have aspirations to pursue higher qualifications in nursing profession. The programme adopts a modular system and operates under semester structure. This facilitates a large degree of flexibility for recognition of learning experiences and professional practice for the graduates' future development.

3.0 VISION AND MISSION OF TRAINING PROGRAMME

3.1 Vision

To have competent nurses who will provide nursing care effectively at different health care settings and cope with existing and emerging health issues.

3.2 Mission

To establish conducive and sustainable training environment that will allow students and graduates to perform competently at their relevant levels and aspire for attainment of higher knowledge, skills and attitudes in promoting health, preventing diseases and caring for sick as well as rehabilitating the debilitated individuals in all settings

3.3 Goal

To improve the overall quality of health care delivery in Tanzania through competently trained health care providers.

4.0 AIM OF THE PROGRAMME

4.1 Aims of the Programme

The programme aims to achieve the following goals:

- i. To form a flexible course that is responsive to dynamic and rapidly changing world of work and the society;
- ii. To provide nursing skills, knowledge and behaviours that is vital to learners and the community;
- iii. To promote moral, legal and ethical conduct among nurses and other health workers within the nursing profession and national legal framework.
- iv. To enhancing knowledge, skills, behaviours and wider attributes to meet stakeholders needs
- v. Building capacity to participate in the implementation of the National Health Policy and its accompanying Operational Guidelines and

4.2 Program Objectives

The main objectives of this programme are to enable candidates to:

1. Apply knowledge, principles and standards of midwifery in the provision of basic maternal and newborn care.
2. Apply knowledge and principles of child health in the provision of basic care to under fives
3. Apply knowledge skills and basic principles of nursing science to provide care to medical and surgical conditions
4. Utilize community health approaches to provide community health care
5. . Apply nursing science in preventing and caring people with communicable disease

5.0 ADMISSION REQUIREMENTS

5.1 Minimum Requirement:

The course is open to a candidate who have completed NTA level 4, have passed all modules and have achieved a minimum Grade Point Average (GPA) of 2.0

6.0 PROGRAMME DURATION

This programme comprises of 13 modules spread over a period of two semesters. Each semester shall have a total of twenty (20) weeks. All 13 modules are considered core.

7.0 METHODS OF STUDY

7.1 Teaching Methods

In both fundamental modules and clinical practice, the programme utilises a broad range of study methods and approaches. These include lectures, lecture discussion, tutorials, assignments, clinical training including demonstration/laboratory practice, study tours, case study, role plays, group discussion, field work and field visits, simulation, gallery walk, coaching, clinical nursing conference and supervised practice.

7.2 Teaching Aids

TV, DVD, VCD, VCR, LCD sets, camera, Overhead projector and Transparencies, LCD projectors, Charts and models, textbooks, computers, boards, flip charts, markers, various equipment in skills laboratory and demonstration rooms.

8.0 ASSESSMENT

8.1. Objective of Assessment

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

8.2. Principles of Assessment

Assessment will:

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

8.3. Assessment Methods

The following assessment methods will be used:

8.3.1 Assignments

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

8.3.2 Skills Laboratory Work

Skills laboratory work is intended to allow the student to participate in undertaking a particular activity individually or in groups. The learner should demonstrate the ability to take observations and carry out basic nursing procedures before being allowed to handle patient directly. Student should be assessed whether she/he has gained adequate skills in the laboratory before being allowed to practice in the clinical setting directly on patients. It generally reinforces the learning process and develops the learners' practical abilities and confidence.

The MoHSW/TNMC and NACTE will provide for the required assessment instruments and decide upon the number of skills laboratory work and clinical practice for a given module in a semester.

8.3.3 Competence Tests

The intention of competence tests is to measure the practical capability of learners through actual doing of a particular task or skill. Competence tests should better be carried at the end of module because it combines the different knowledge and skills required to perform a given activity.

8.3.4 Continuous Assessment

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

8.3.5 End of Semester Examination

End of Semester Examination shall comprise a written examination and a practical examination.

The written examination for each module shall comprise of one paper divided into 5 sections to be conducted for duration not exceeding three (3) hours but not less than two (2) hours. Practical examination shall be conducted within a period of one hour, whereby 40 minutes will cover practical and 20 minutes will be for oral examination and evaluation. The semester examination component shall carry a weight of fifty five percent (55).

Examinations for all modules administered at the end of semester I and II shall be supervised by institutional tutors. The modalities will be those agreed jointly by the MoHSW, TNMC and NACTE.

8.3.6 Clinical /Practical examination

Clinical practice will take place in all two semesters and will be monitored and assessed through the use of Record of Practical Instructions and Experience Books. In addition, oral presentations and demonstrations will be used to build and assess students' acquisition of practical competences and appropriate attitudes.

There will be a minimum of two practical/clinical examinations per each module during the semester for each completed module. **Institutions** may provide for the required assessment instruments and decide upon the number of practical/clinical area attachment for a given module in a semester.

8.3.7 Community Field work Assessment

- i. Field practice shall be conducted during second semester, for a period of four (4) weeks. The field practice shall be assessed by oral presentation and a report to be submitted by group and individual student, shall be assessed by a checklist with a rating scale and the grade obtained shall count towards the final grade.
- ii. The total weight of the practical training will be determined as for any other courses in the module, based on the number of notional hours. The checklist will be marked jointly by all tutors involved in teaching that module

9.0 GENERAL REGULATIONS

A total of 130 credits must be earned for the award of the NTA level 5 Technician certificate. A score of C grade or higher is required in order to pass a course. Each candidate shall register for and must pass each module.

End of semester examination results must be released within three weeks from date of completion of exams

10.0 EXAMINATIONS REGULATIONS

Regulations will be those stipulated in the Examination Regulations for Training Institutions developed by MOH&SW

11.0 CRITERIA FOR BENCHMARKING

Benchmarking shall be done based on:

- i. Mastering and accomplishing a range of tasks from simple to complex
- ii. Mastering and accomplishing tasks in a quantifiable range

The quantifiable range is found under the table of sub-enabling outcome and related task of NTA level 5.

Examples drawn from daily or real life experiences, and from local, national and international community settings

12.0 MODULES OF THE PROGRAMME

The modules broadly represent the main areas of activity in nursing and midwifery training. These modules are taught in such a way to ensure that students gain an appreciation of the nature and complexities of real life in provision of health services. In order to achieve an integration of these modules there will be considerable use of various teaching and learning methods mentioned in section 7.1 above. The modules for the Basic Technician Certificate in Nursing and Midwifery curriculum are as in the Tables 1.

Tables 1: Summary of Modules

SN	MODULE CODE	MODULE NAME	CREDITS
1.	NMT 05101	Reproductive Health Care	5
2.	NMT 05102	Child Health Services	4
3.	NMT 05103	Care of a Sick Child	17
4.	NMT 05104	Basic Care of Patient with Medical Conditions	18
5.	NMT 05105	Basic Care of Patient with Surgical Conditions	10
6.	NMT 05106	Basics of Mental Health Nursing	6
7	NMT 05107	Care of a Woman During Antenatal Period	7
8	NMT 05208	Care of a Woman in Labour and Puerperium	11
9	NMT 05209	Pre Referral Management of Abnormal Pregnancy Labour and Puerperium	4
10	NMT 04210	Care of a Normal New Born	5
11	NMT 05211	Management of Communicable Diseases	15
12	NMT 05212	Community Based Health Services	10
13	NMT05213	Community Health Nursing	20

13.0 MODULE CODING

The system of coding has adopted a combination of letters and numbers, which have specific meaning. For example Child Services module is coded as **NMT 05102** where:

NMT - Represents the first two letters of the department “Nursing and Midwifery Technician”

05 - Represents the respective NTA Level

1 - Indicates the first semester in which the module is conducted

02 - Represents the serial number to which a particular module is assigned in the Respective department.

11.1 Distribution of Modules in the Semester

The distribution of modules in semesters is as indicated in the tables below

Table 2: Semester I

CODE	Module Title	Scheme of Study (Hours per week)					
		Lecture	Tutorial	Practical		Assignment	Module Credit
				Skills Lab	Clinical		
NMT 05101	Reproductive Health Care	1	-	0.5	1	0.5	5
NMT 05102	Child Health Services	1	-	0.5	1	0.5	4
NMT 05103	Care of a Sick Child	3	1	2	4	1	17
NMT 05104	Basic Care of Patient with Medical Conditions	3	1	2	4	2	18
NMT 05105	Basic Care of Patient with Surgical Conditions	2	0.5	1	2	1.5	10
NMT 05106	Basics of Mental Health Nursing	1	0.5	-	1	1.5	6
NMT 05107	Care of a Woman During Antenatal Period	1	0.5	1	2	0.5	7

Total Hour per Week 45 hrs

Table 3: Semester II

Code	Module title	Hours /week						Module credits
		Lecture	Tutorial	Practical		Assignment	Field work	
				Skills Lab	Clinical			
NMT05208	Care of a Woman in Labour and Puerperium	2	0.5	1	2.5	1	-	11
NMT05209	Pre Referral Management of Abnormal Pregnancy Labour and Puerperium	1.5	-	-	1	0.5	-	4
NMT05210	Care of a Normal New Born	1	-	0.5	1	0.5		5
NMT05211	Management of Communicable Diseases	2	1	-	3	1	3	15
NMT05212	Community Based Health Services	2	1	-	-	1	3	10
NMT05213	Community Health Nursing	3	-	-	-		10	20

Total Hours per week 42

12.0 GRADING SYSTEM

For NTA level 5, all assessed work will be marked according to the following grading system which specify range of scores for different grades, grade points and their definitions, as shown in Table 4.

Table 4: The Range of Scores for Different Grades; Grade points and their Definitions

Score Range	Grade	Grade point	Definition
80 – 100	A	4	Excellent
65 – 79	B	3	Good
50 – 64	C	2	Pass
40 – 49	D	1	Poor
0 – 39	F	0	Failure
	I	-	Incomplete
	Q	-	Disqualification

13.1 Computation of Grade Point Average (GPA)

GPA shall be computed from marks achieved by students in each module by combining results of CA and end of module examinations.

Divide the total of number of grade points earned by the student for that module times credits assigned to the module by the total number of credits for module examined. For example

GPA for each candidate is calculated as follows:

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

$$\text{Cumulative GPA} = \frac{\text{Sum of } (P \times N)}{\text{Sum of } N}$$

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

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

13.2 Classification of Awards

The GPA shall be computed from credits and grade weights and classified as follows:

Class Of Award	Cumulative GPA
First Class	3.5 – 4

Second class	3.0 – 3.4
Pass	2.0 – 2.9
Failure	0 – 1.9

An awards shall be given to candidates who satisfy the following criteria:

- (i) He/She completed all modules for the NTA Level 5 award
- (ii) He/She achieved a minimum Grade Point Average (GPA) of 2.0

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PART II: CURRICULUM DETAILS

1.0 Qualification Title:

Technician Certificate in Nursing and Midwifery

2.0 Purpose of Qualification:

This qualification is intended for a person who will provide nursing care to the sick, maternal and child health services as well as promoting health to individuals, families, and communities

3.0 NTA Level: 5

4.0 Competency Level of descriptor:

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

5.0 Minimum credits at this Level: 120

5.1 Total Credits at this Level: 132

6.0 Credits from Lower Level : 120

7.0 Minimum entry requirement:

A candidate who has successfully completed NTA Level 4 with a cumulative GPA of at least 2.0

8.0 Date of Curriculum Review:

March, 2015

9.0 PRINCIPAL LEARNING OUTCOMES, CREDIT VALUE AND ASSESSMENT CRITERIA

S/N	PRINCIPAL LEARNING OUTCOME	CREDIT VALUE	ASSESSMENT CRITERIA
1.0	Apply knowledge, principles and standards of midwifery in the provision of basic maternal and newborn care	30	<ul style="list-style-type: none"> a) Assessment of pregnant woman is done according to the principles of midwifery b) Counseling and testing of pregnant women is applied in preventing mother to child transmission of HIV c) Normal delivery is conducted according to the set standards d) Postpartum standards are applied in caring mother and newborn e) Immediate care principles are applied in managing a new borne baby
2.0	Apply knowledge and principles of child health in the provision of basic care to under fives	20	<ul style="list-style-type: none"> a) Child health knowledge is applied in monitoring growth and development to under fives b) Immunization principles are applied in the provision of vaccine c) IMCI principles and guidelines are applied in the provision of care to a sick child d) Basic nursing sciences knowledge is applied in caring a sick child e) Potency of vaccine is maintained following cold chain guidelines.
3.0	Apply knowledge skills and basic principles of nursing science to provide care to medical and surgical conditions	30	<ul style="list-style-type: none"> a) Basic sciences knowledge are applied in administering medicine b) Nursing care plan is implemented in providing care to the patient. c) Basic nursing sciences knowledge is applied in providing basic care to client with medical, surgical and mental disorders. d) Basic nursing science knowledge is applied in carrying out investigations
4.0	Utilize community health approaches to provide	30	<ul style="list-style-type: none"> a) Community health approaches are applied in assessing and diagnosing community health needs.

	community health care		<ul style="list-style-type: none"> b) Health education is conducted according set standard. c) Nutrition science knowledge is applied in promoting community health. d) Community health knowledge is applied to provide outreach services. e) Community mental health principles are applied in promoting mental health to the community f) Community health principles are applied in promoting family health
5.0	Apply nursing science in preventing and caring for people with communicable disease	20	<ul style="list-style-type: none"> a) Knowledge and skills of nursing sciences are utilized in provision of care to a patient with diseases transmitted through contact and sexual transmitted diseases b) Knowledge and skills of nursing sciences are utilized in provision of care to a patient with vector-, air- , water- borne and animal source disease c) Knowledge and skills of nursing sciences are utilized in provision of care to a patient with fecal oral diseases d) Knowledge and skills of nursing sciences are utilized in provision of care to a patient with HIV and AIDS e) Knowledge and skills of nursing sciences are utilized in provision of care to a patient with helminthic infections
	TOTAL CREDITS	130	

10.0 PRINCIPAL LEARNING OUTCOMES AND ENABLING OUTCOMES

S/N	Principal Learning Outcome	Enabling Outcomes
1.0	Apply knowledge, principles and standards of midwifery in the provision of basic maternal and newborn care	1.1 Utilize principles and standards of midwifery in providing care to pregnant woman.
		1.2 Utilize midwifery knowledge and skills in managing a woman in normal labor and puerperium.
		1.3 Provide pre-referral management of the women with abnormal pregnancy, labour and puerperium
		1.4 Utilize principles and standards of midwifery in providing care to a newborn
		1.5 Utilize midwifery knowledge and standards in providing reproductive and child health care
2.0	Apply knowledge and principles of child health in the provision of basic care to under fives	2.1 Utilize knowledge and skills of child health in monitoring growth and development to under fives
		2.2 Apply principles of immunization in the provision of vaccines to under fives.
		2.3 Utilize child health knowledge and skills to manage under-fives with medical conditions.
		2.4 Utilize child health knowledge and skills to manage under fives with surgical conditions.
		2.5 Utilize child health knowledge and skills to manage under fives with immunizable diseases.
		2.6 Utilize child health knowledge and skills to manage under fives with Nutritional disorders.
		2.7 Utilize child health knowledge and skills to manage under fives with accidents.
3.0	Apply knowledge skills and basic principles of nursing science to provide care to medical and surgical conditions	3.1 Apply nursing sciences in performing ward round.
		3.2 Utilize basic nursing sciences in managing specimens at point of care
		3.3 Utilize knowledge and skills of nursing science in provision of care to patient with disorders of respiratory system
		3.4 Utilize knowledge and skills of nursing science in provision of care to patient with disorders of musculoskeletal system
		3.5 Utilize knowledge and skills of nursing science in provision of care to patient with disorders of digestive system
		3.6 Utilize knowledge and skills of nursing science in provision of care to patient with disorders of

S/N	Principal Learning Outcome	Enabling Outcomes
		<p>special senses.</p> <p>3.7 Utilize knowledge and skills of nursing science in provision of care to patient with disorders of Urinary and Reproductive system</p> <p>3.8 Utilize knowledge and skills of peri-operative nursing in provision of care to patients undergoing surgery</p> <p>3.9 Utilize basic mental health knowledge and skills to provide care to client with anxiety and substance related disorders</p>
4.0	Utilize community health approaches to provide community health care	<p>4.1 Apply community health nursing process in providing community health services.</p> <p>4.2 Apply health promotion strategies in providing community health care services.</p> <p>4.3 Utilize community health knowledge and principles in managing Gender Based Violence (GBV) and Violence Against Children (VAC).</p> <p>4.4 Apply knowledge of epidemiology and demography in community nursing practice.</p>
5.0	Apply nursing science in preventing and caring for people with communicable diseases	<p>5.1 Utilize knowledge and skills of nursing sciences to provide care to patient with diseases transmitted through contact</p> <p>5.2 Utilize knowledge and skills of nursing sciences to provide care to patient with sexual transmitted diseases</p> <p>5.3 Utilize knowledge and skills of nursing sciences to provide care to patient with vector borne diseases.</p> <p>5.4 Utilize knowledge and skills of nursing sciences to provide care to patient with fecal oral diseases.</p> <p>5.5 Utilize knowledge and skills of nursing sciences in providing care to patient with HIV and AIDS</p> <p>5.6 Utilize knowledge and skills of nursing sciences to provide care to patient with helminthic infections.</p> <p>5.7 Utilize knowledge and skills of nursing sciences to provide care to patient with animal and air born diseases.</p>

11.0 ENABLING OUTCOMES AND SUB ENABLING OUTCOMES

Enabling Outcome	Sub Enabling Outcomes
1.1 Utilize principles and standards of midwifery in providing care to pregnant woman.	1.1.1 Describe concepts of midwifery
	1.1.2 Describe female and male reproductive system structure and function relating to midwifery
	1.1.3 Describe female pelvis
	1.1.4 Describe fertilization and development of the fetus
	1.1.5 Describe placenta
	1.1.6 Describe fetal skull and circulation
	1.1.7 Describe physiological changes during pregnancy
	1.1.8 Provide focused antenatal care (FANC) to a pregnant woman
	1.1.9 Provide care to a pregnant woman with minor disorders
1.2 Utilize midwifery knowledge and skills in managing a woman in normal labor and puerperium.	1.2.1 Provide care to woman in first stage of labor
	1.2.2 Manage woman in second stage of labor.
	1.2.3 Manage a woman in third and fourth stages of labor
	1.2.4 Provide care to a woman in puerperium.
1.3 Provide pre-referral management to a woman with abnormal pregnancy, labour and puerperium	1.3.1 Provide pre-referral management to a woman with abnormal pregnancy.
	1.3.2 Provide pre-referral management to a woman with abnormal labour
	1.3.3 Provide pre-referral management to a woman with abnormal puerperium
1.4 Utilize principles and standards of midwifery in providing care to a newborn	1.4.1 Provide general care to a newborn
	1.4.2 Provide immediate care to a Newborn
	1.4.3 Resuscitate a newborn
	1.4.4 Provide care to newborn with minor conditions
1.5 Utilize midwifery knowledge and standards in providing reproductive and child health care	1.5.1 Provide pre-conception care
	1.5.2 Provide family planning services
	1.5.3 Provide care to a client with infertility and sterility
2.1 Utilize knowledge and skills of child health in	2.1.1 Describe concepts of growth and development to under fives.

Enabling Outcome	Sub Enabling Outcomes
monitoring growth and development to under fives	2.1.2 Describe various developmental milestone to under-fives
	2.1.3 Monitor growth and development of a child using various tools
	2.1.4 Use Road to health card (RCH card number 1) to record growth and development of under fives
2.2 Apply principles of immunization in the provision of vaccines to under fives.	2.2.1 Explain basic concepts of immunization
	2.2.2 Employ appropriate techniques in maintaining cold chain
	2.2.3 Apply knowledge and skills of immunization in the provision of vaccine
2.3 Utilize child health knowledge and skills to manage under-fives with medical conditions.	2.3.1 Provide care to under five children with Pneumonia
	2.3.2 Provide care to under five children with common cold and tonsillitis
	2.3.3 Provide care to under five children with asthma
	2.3.4 Provide care to under five children with diarrhea
	2.3.5 Provide care to under five children with meningitis and convulsions
	2.3.6 Provide care to under five children with anemia
	2.3.7 Provide care to under five children with UTI
	2.3.8 Utilize principles of IMCI in managing childhood conditions
2.4 Utilize child health knowledge and skills to manage under fives with surgical conditions.	2.4.1 Provide care to under five children with fracture
	2.4.2 Provide care to under five children with burns and scalds
	2.4.3 Provide care to under five children with osteomyelitis
	2.4.4 Provide care to under five children with appendicitis
2.5 Utilize child health knowledge and skills to manage under-fives with immunizable diseases.	2.5.1 Provide care to under five children with poliomyelitis
	2.5.2 Provide care to under five children with hepatitis
	2.5.3 Provide care to under five children with measles
	2.5.4 Provide care to under five children with Diphtheria

Enabling Outcome	Sub Enabling Outcomes
	2.5.5 Provide care to under five children with tetanus
	2.5.6 Provide care to under five children with pertussis
	2.5.7 Provide care to under five children with tuberculosis
2.6 Utilize child health knowledge and skills to manage under fives with Nutritional disorders.	2.6.1 Provide care to under five children with marasmus
	2.6.2 Provide care to under five children with kwashiorkor
	2.6.3 Provide care to under five children with marasmic kwashiorkor
2.7 Utilize child health knowledge and skills to manage under fives with accidents.	2.7.1 Provide care to a drowned under five child
	2.7.2 Provide care to under five children with trauma
	2.7.3 Provide care to under five children with bites and stings
	2.7.4 Provide care to under five children with poisoning
3.1 Apply nursing sciences in performing ward round.	3.1.1 Describe concepts of ward round
	3.1.2 Describe nurses' roles in performing ward round
	3.1.3 Demonstrate team working during ward round
3.2 Utilize basic nursing sciences in managing specimens at point of care	3.2.1 Collect specimen by using standard operating procedures
	3.2.2 Test specimen using standard operating procedures
	3.2.3 Interpret specimen results according guidelines
3.3 Utilize knowledge and skills of nursing science in provision of care to patient with disorders of respiratory system	3.3.1 Provide care to patient with Common cold/flu
	3.3.2 Provide nursing care to patient with Pneumonia
	3.3.3 Provide nursing care to patient with Tonsillitis
	3.3.4 Provide nursing care to patient with Laryngitis
	3.3.5 Provide nursing care to patient with Airway obstructions
	3.3.6 Provide nursing care to patient with Asthma
3.4 Utilize knowledge and skills of nursing science in provision of care to patient with disorders of	3.4.1 Provide nursing care to patient with Fracture and dislocation.
	3.4.2 Provide nursing care to patient with wound

Enabling Outcome	Sub Enabling Outcomes
musculoskeletal system	3.4.3 Provide nursing care to patient with Burn
3.5 Utilize knowledge and skills of nursing science in provision of care to patient with disorders of digestive system	3.5.1 Provide nursing care to patient with Oral thrush
	3.5.2 Provide nursing care to patient with dental carries
	3.5.3 Provide nursing care to patient with gastritis
	3.5.4 Provide nursing care to patient with peptic ulcers
	3.5.5 Provide nursing care to patient with gastroenteritis
	3.5.6 Provide nursing care to patient with diabetes
3.6 Utilize knowledge and skills of nursing science in provision of care to patient with disorders of special senses.	3.6.1 Provide nursing care to patient with pruritis and impetigo
	3.6.2 Provide nursing care to patient with eczema, and acne vulgaris
	3.6.3 Provide nursing care to patient with herpes zoster and simplex
	3.6.4 Provide nursing care to patient with exfoliative dermatitis
	3.6.5 Provide nursing care to patient with condition affecting the external and internal ear
	3.6.6 Provide nursing care to patient with foreign body
	3.6.7 Provide nursing care to patient with condition affecting eye.(brepharitis, hordeolum, keratitis and uveitis)
3.7 Utilize knowledge and skills of nursing science in provision of care to patient with disorders of Urinary and Reproductive system	3.7.1 Provide nursing care to patient with urinary inflammatory conditions (Urethritis and Cystitis)
	3.7.2 Provide nursing care to patient with kidney disorders (Nephritis and Nephrotic syndrome)
	3.7.3 Provide nursing care to male patient with disorders of reproductive system (Phimosis, paraphimosis, Epispadiasis, Hypospadias, Balanitis, Urethral stricture Orchitis, Undescended testicles, and prostatitis).
	3.7.4 Provide nursing care to patient with reproductive organs infectious conditions (Endometritis, Cervicitis, Oopharitis, Saplingitis)
	3.7.5 Provide nursing care to patient with disorders of menstruation (Dysmenorrhoea, Amenorrhoea,

Enabling Outcome	Sub Enabling Outcomes
	menorrhagia, metrorrhagia) 3.7.6 Provide nursing care to patient with Ovarian cyst
3.8 Utilize knowledge and skills of peri-operative nursing in provision of care to patients undergoing surgery	3.8.1 Explain concepts of operating theatre 3.8.2 Prepare Operating theater room for surgery 3.8.3 Provide Pre-operative nursing care 3.8.4 Provide intra-operative nursing care 3.8.5 Provide post-operative nursing care
3.9 Utilize basic mental health knowledge and skills to provide care to client with anxiety and substance related disorders	3.9.1 Describe basic concept and principles of mental health nursing 3.9.2 Describe common signs and symptoms of mental illness 3.9.3 Conduct mental status assessment to client with abnormal behaviors 3.9.4 Provide care to client with anxiety disorders 3.9.5 Provide care to clients with psychoactive substance misuse
4.1 Apply community health nursing process in providing community health services.	4.1.1 Describe concepts of community health nursing. 4.1.2 Assess community health needs and problems by utilizing community nursing process. 4.1.3 Diagnose the community problems by utilizing community nursing process 4.1.4 Plan community care according to community health needs. 4.1.5 Implement community health care by using community nursing process 4.1.6 Evaluate Community health care interventions
4.2 Apply health promotion strategies in providing community health care services.	4.2.1 Conduct screening in identifying health risks. 4.2.2 Prevent diseases through community participation 4.2.3 Describe concepts of Primary Health Care (PHC) in the promotion of community health

Enabling Outcome	Sub Enabling Outcomes
	4.2.4 Provide community based health care(CBHC) to clients according to individual needs in the community
4.3 Utilize community health knowledge and principles in managing Gender Based Violence (GBV) and Violence Against Children (VAC).	4.3.1 Explain concepts of Gender Based Violence(GBV) and Violence against Children(VAC)
	4.3.2 Prevent GBV and VAC in the community
	4.3.3 Manage survivors of GBV and VAC in different setting
4.4 Apply knowledge of epidemiology and demography in community nursing practice.	4.4.1 Describe concepts of epidemiology and demography
	4.4.2 Describe demographic data and health vital statistics in the community.
	4.4.3 Formulate interventions to address community health problems
5.1 Utilize knowledge and skills of nursing sciences to provide care to patient with diseases transmitted through contact	5.1.1 Describe concepts of communicable diseases
	5.1.2 Provide care to patient with scabies
	5.1.3 Provide care to patient with Pediculosis
	5.1.4 Provide care to patient with tinea infection
	5.1.5 Provide care to patient with bacterial conjunctivitis
	5.1.6 Provide care to patient with trachoma
5.2 Utilize knowledge and skills of nursing sciences to provide care to patient with sexual transmitted diseases	5.2.1 Describe concepts of STIs
	5.2.2 Provide care to patient with syphilis & gonorrhea
	5.2.3 Provide care to patient with chancroid & chlamydia
	5.2.4 Provide care to patient with trichomoniasis and candidiasis
5.3 Utilize knowledge and skills of nursing sciences to provide care to patient with vector borne diseases.	5.3.1 Describe Concepts of vector borne diseases
	5.3.2 Provide care to patient with malaria, plague & dengue
	5.3.3 Provide care to patient with bancroftian filariasis, schistosomiasis & onchocerciasis.
	5.3.4 Provide care to patient with relapsing fever and trypanosomiasis.
5.4 Utilize knowledge and	5.4.1 Describe concepts of fecal-oral diseases

Enabling Outcome	Sub Enabling Outcomes
skills of nursing sciences to provide care to patient with fecal oral diseases.	5.4.2 Provide care to patient with cholera
	5.4.3 Provide care to patient with typhoid fever
	5.4.4 Provide care to patient with dysentery
	5.4.5 Provide care to patient with amoebiasis
	5.4.6 Provide care to patient with acute gastroenteritis.
5.5 Utilize knowledge and skills of nursing sciences in providing care to patient with HIV and AIDS	5.5.1 Explain concepts of HIV and AIDS
	5.5.2 Describe different methods/approaches in HIV/AIDS Prevention
	5.5.3 Provide Post Exposure Prophylaxis (PEP) to HIV exposed individual.
	5.5.4 Classify patients' condition by utilizing WHO clinical staging of HIV/AIDS guideline in provision of care
	5.5.5 Explain the effect of stigma and discrimination in management of HIV/AIDS patients
	5.5.6 Provide nursing care to patient with common side effect and adverse drug reactions related to ARV
	5.5.7 Describe the concepts of integrated management of adult and adolescent illness (IMAI) HIV and AIDS diagnosis
	5.5.8 Provide nursing care to patient with HIV related opportunistic infections
5.6 Utilize knowledge and skills of nursing sciences to provide care to patient with helminthic infections.	5.6.1 Describe concepts of helminthic infections
	5.6.2 Provide care to patient with strongyloidiasis & enterobiasis
	5.6.3 Provide care to patient with trichuriasis and ascariasis
	5.6.4 Provide care to patient with hookworm and tape worm
5.7 Utilize knowledge and skills of nursing sciences to provide care to patient with animal and air bone diseases.	5.7.1 Provide care to patient with rabies & tetanus
	5.7.2 Provide care to patient with anthrax & brucellosis
	5.7.3 Provide care to patient with rift valley fever & ebola
	5.7.4 Provide care to patient with meningitis

Enabling Outcome	Sub Enabling Outcomes
	5.7.5 Provide care to patient with TB & leprosy
	5.7.6 Provide care to patient with measles and mump

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12.0 ASSESSMENT CRITERIA AND BENCHMARKS

12.1 RELATED TASKS, ASSESSMENT CRITERIA, ASSESSMENT METHODS AND ASSESSMENT INSTRUMENTS

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
1.1.1	Describe concepts of midwifery	a) Define the terms midwifery, midwife,	Concepts of midwifery are described according to standards	<ul style="list-style-type: none"> - Oral questioning - Written tests - Assignments 	<ul style="list-style-type: none"> - Question papers - Assignment reports - Marking scheme - Checklist
		b) Explain historical background and regulation of midwifery in Tanzania			
		c) Explain laws and ethics regulating midwifery practice in Tanzania			
		d) Outline socio-cultural issues affecting pregnancy, labour and motherhood			
		e) Identify responsibilities of a midwife			
1.1.2	Describe female and male reproductive system structure and function relating to midwifery	a) Differentiate between male and female reproductive organs	Male and female reproductive system are correctly described	<ul style="list-style-type: none"> - Oral questioning - Written tests - Assignments 	<ul style="list-style-type: none"> - Question papers - Assignment reports - Making scheme - Checklist
		b) Describe physiological functions of male and female reproductive organs			
		c) Draw and label various parts of male and female reproductive system	Various parts of reproductive system correctly drawn and	<ul style="list-style-type: none"> - Observation of performance - Competence test 	<ul style="list-style-type: none"> - Checklist -

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
			labeled		
1.1.3	Describe female pelvis	a) Describe the structure of female pelvis (Bones, ligaments, joints)	Female pelvis is properly described	<ul style="list-style-type: none"> - Oral questioning - Written tests - Assignments 	<ul style="list-style-type: none"> - Question papers - Assignment reports - Making scheme
		b) Identify types of pelvis			
		c) Describe pelvic diameters and landmarks			
		d) Draw and label female pelvis	Female pelvis correctly drawn and labeled	<ul style="list-style-type: none"> - Observation of performance - Competence test 	<ul style="list-style-type: none"> - Check list
1.1.4	Describe fertilization and development of the fetus	a) Define the terms fertilization, ovum, ovulation, menstruation, puberty, menopause	Fertilization and development of the fetus described	<ul style="list-style-type: none"> - Oral questioning - Written tests - Assignments 	<ul style="list-style-type: none"> - Question papers - Assignment reports - Making scheme
		b) Explain the process of fertilization			
		c) Describe early development of fertilized ovum			
		d) Describe fetal developmental stages			
1.1.5	Describe placenta	a) Explain development of placenta	Placenta is correctly described	<ul style="list-style-type: none"> - Oral questioning - Written tests - Assignments 	<ul style="list-style-type: none"> - Question papers - Assignment reports - Making
		b) Describe mature placenta (functions of placenta, appearance at term, amniotic fluid and			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		umbilical cord) c) Explain anatomical variations of placenta and umbilical cord insertion			scheme
1.1.6	Describe fetal skull and circulation	a) Explain the bones of fetal skull	Fetal skull and fetal circulation is properly described	<ul style="list-style-type: none"> - Oral questioning - Written tests - Assignments 	<ul style="list-style-type: none"> - Question papers - Assignment reports - Making scheme - Checklist
		b) Identify Sutures and fontanel's of the fetal skull			
		c) Identify Regions and landmarks of fetal skull			
		d) Describe the Diameters of fetal skull in relation to pelvic diameters			
		e) Explain fetal circulation			
		f) Explain the adaptation to extra uterine life			
		g) Draw and label fetal skull	Fetal skull correctly drawn and labeled	<ul style="list-style-type: none"> - Observation of performance - Competence test 	<ul style="list-style-type: none"> - Check list
1.1.7	Describe physiological changes during pregnancy	a) Describe the physiological changes in various body systems	Physiological changes during pregnancy is correctly described	<ul style="list-style-type: none"> - Oral questioning - Written tests - Assignments 	<ul style="list-style-type: none"> - Question papers - Assignment reports - Making scheme
		b) Identify the signs of pregnancy (presumptive signs, probable signs and positive signs)			
		c) Describe diagnostic			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		measures and tests for pregnancy (Urine Pregnancy Test, obstetric ultrasound, blood test, physical examination and history taking)			
1.1.8	Provide focused antenatal care (FANC) to a pregnant woman	<p>a) Define the terms focused antenatal care, antenatal, gravid, nullipara, primipara, pimigravida, gravida, para, multipara, grand multipara, safe motherhood</p> <p>b) Identify the pillars of safe motherhood initiative</p> <p>c) State rationale for safe motherhood initiative</p> <p>d) Explain the aim of FANC</p> <p>e) Identify essential elements of FANC</p> <p>f) Conduct quick assessment of antenatal woman</p> <p>g) Take history of antenatal woman</p> <p>h) Perform physical examination (head to toe, weight, height, vital signs)</p>	<p>Concepts of FANC is described according to guideline</p> <p>Antenatal care provided by using various techniques</p>	<ul style="list-style-type: none"> - Oral questioning - Written tests - Assignments <ul style="list-style-type: none"> - Observation of performance - Competence test 	<ul style="list-style-type: none"> - Question papers - Assignment reports - Making scheme <ul style="list-style-type: none"> - Check list

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		i) Perform abdominal examination (inspection, fundal height estimation, palpation, auscultation) j) Carry out baseline investigations (Urine investigations, VDRL/RPR, HIV testing, malaria test) k) Provide counseling on health promotion (nutrition, hygiene, Individual Birth Plan, Birth Preparedness, complication preparedness, Danger signs in mother and newborn, Intermittent Preventive Therapy) l) Plan for antenatal visits and referral m) Provide pre and post test counseling for HIV n) Interpret and Document antenatal findings o) Administer vaccines and medicines (Anthelmintics, IPT, TT,			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		Folic acid, ferrous sulphate, ARV)			
1.1.9	1 Provide care to a pregnant woman with minor disorders	a) Define minor disorders	Various minor disorders properly explained	- Oral questioning - Written tests - Assignments	- Question papers - Assignment reports - Making scheme
		b) Explain various minor disorders in various body systems			
		c) Counsel a pregnant woman with minor disorders	Counseling, education and medication provided to antenatal woman with minor disorders	- Observation of performance - Competence test	- Check list
		d) Educate a pregnant woman on identified minor disorders		-	-
		e) Provide medicines to a pregnant woman with minor disorders		-	-
1.2.1	Provide care to woman in first stage of labor	a) Define labour, normal labour and first stage of labour	Concepts of first stage of labour are described according to principles	- Oral questioning - Written tests - Assignments	- Question papers - Assignment reports - Making scheme
		b) Describe physiology of the first stage of labour			
		c) Identify signs of true labour			
		d) Explain parts of a			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		partograph			
		e) Take history of a woman in labour	Care in first stage of labour is provided using various techniques	- Observation of performance - Competence test	- Check list
		f) Admit a woman in labour			
		g) Perform physical examination of a woman in labour			
		h) Perform abdominal examination to a woman in labour			
		i) Perform vaginal examination to a woman in labour			
		j) Monitor progress of labour by using partograph			
		k) Provide analgesia for pain relief in labour.			
		l) Prevent infection by utilizing IPC technique			
		m) Provide non-pharmacological therapy			
		n) Provide bladder care			
		o) Provide proper nutrition			
		p) Communicate with the woman and her companion cordially			
		q) Document and interpret			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		findings			
		r) Prepare for delivery (environment, equipments and supplies, mother)			
1.2.2	1	Manage a woman in second stage of labor.			
		a) Define second stage of labour	Physiology of second stage is correctly described	<ul style="list-style-type: none"> - Oral questioning - Written tests - Assignments 	<ul style="list-style-type: none"> - Question papers - Assignment reports - Making scheme
		b) Describe physiology second stage of labour			
		c) Identify signs of second stage of labour			
		d) Describe mechanism of normal labour			
		e) Monitor progress of second stage labor	Second stage of labour managed	<ul style="list-style-type: none"> - Observation of performance - Competence test 	<ul style="list-style-type: none"> - Check list
		f) Perform episiotomy			
		g) Conduct delivery			
		h) Document findings			
1.2.3	1				
		a) Define third and fourth stages of labour			
		b) Describe physiology of third and fourth stages of labour			
		c) Identify signs of placenta separation			
		d) Perform active management of third stage of labor			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		e) Examine the placenta			
		f) Monitor fourth stage of labor			
		g) Document findings			
1.2.4	1	Provide care to a woman in puerperium			
		a) Define puerperium	Concepts of puerperium is properly described	- Oral questioning - Written tests - Assignments	- Question papers - Assignment reports - Making scheme
		b) Describe physiology of puerperium			
		c) Explain mood changes in puerperium			
		d) Perform daily examination of postnatal mother	Care during puerperium is appropriately provided	- Observation of performance - Competence test	- Check list
		e) Promote physical and emotional wellbeing (prevent infection, ambulation and exercises, rest and sleep, care of the breast, nutrition, prevention of anaemia)			
		f) Counsel on health, timing and spacing of pregnancy, hygiene, postnatal danger signs on the mother and baby, HIV prevention, use of ITN, Immunization, and cord care			
		g) Schedule for postnatal			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		follow up visits			
		h) Document assessment findings and care			
		i) Discharge the mother			
1.3.1	Provide pre referral management to a woman with abnormal pregnancy	a) Define pre eclampsia and eclampsia, abortion, ectopic pregnancy, placenta praevia and abruption placenta	Concept of pre-eclampsia and eclampsia, abortion, ectopic pregnancy, placenta praevia correctly described	- Oral questioning - Written tests - Assignments	- Question papers - Assignment reports - Making scheme
		b) Identify signs and symptoms of pre eclampsia and eclampsia abortion, ectopic pregnancy, placenta praevia and abruption placenta			
		c) Keep the airway clear	Pre referral management is provided according to guidelines	- Observation of performance - Competence test	- Check list
		d) Control convulsions for patient with eclampsia			
		e) Administer intravenous infusion			
		f) Refer the patient			
1.3.2	Provide pre referral management to the woman with abnormal labour	a) Define obstructed labour, prolonged labour, cord prolapse, maternal and fetal distress, ruptured uterus, breech	Concepts of obstructed labour, prolonged labour, cord prolapse, maternal and fetal distress, ruptured	- Oral questioning - Written tests - Assignments	- Question papers - Assignment reports - Making
		b) Outline signs and			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		<p>symptoms of obstructed labour, prolonged labour, maternal and fetal distress, ruptured uterus,</p> <p>c) Explain diagnosis of cord prolapse and breech presentation</p> <p>d) Outline causes of obstructed labour, prolonged labour, cord prolapse, maternal and fetal distress, ruptured uterus, breech presentation</p>	uterus described according to guidelines		scheme
		<p>e) Diagnose abnormalities in labour</p> <p>f) Resuscitate the woman with intravenous fluids</p> <p>g) Provide proper position to the women with cord prolapse.</p> <p>h) Give intravenous antibiotics start to the women with obstructed.</p> <p>i) Refer the woman</p>	Pre referral management is provided using various techniques	<ul style="list-style-type: none"> - Observation of performance - Competence test 	- Check list
1.3.3	1 Provide pre referral management to a woman	a) Define primary and secondary postpartum hemorrhage, retained	Concepts of postpartum hemorrhage,	<ul style="list-style-type: none"> - Oral questioning - Written tests 	- Question papers

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
	with abnormal puerperium	placenta, puerperial sepsis	retained placenta, puerperial sepsis is correctly described	- Assignments	- Assignment reports - Making scheme
b) Explain types of postpartum hemorrhage					
c) Outline the signs and symptoms of postpartum haemorrhage, puerperial sepsis, retained placenta					
d) Outline risk factors of postpartum hemorrhage, retained placenta, puerperial sepsis					
e) Call for help		Pre referral management is provided using various techniques	- Observation of performance - Competence test	- Check list	
f) Resuscitate the woman with intravenous fluids					
g) Stop bleeding (give uterotonic medicine, massage the uterus, empty bladder, empty uterus to the patient with postpartum hemorrhage					
h) Give antibiotics and analgesics start to the women with puerperial sepsis					
i) Refer the patient.					
1.4.1	Provide general care to a newborn	a) Provide identification tag.	General care to a newborn baby provided using	- Observation of performance.	- Checklist
b) Perform newborn physical examination					

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		c) Provide immunization. d) Prevent infection e) Provide eye care. f) Provide cord and skin care. g) Demonstrate breastfeeding technique. h) Document the findings.	various techniques.	- Competence test.	
1.4.2	Provide immediate essential Newborn care	a) Define newborn, immediate care. b) Explain characteristics of a newborn baby	Concept of normal newborn is correctly described.	- Oral questioning - Written tests - Assignments.	- Question papers - Assignment reports - Making scheme.
		c) Provide warmth d) Check breathing e) Clamp and cut the cord f) Initiate breastfeeding g) Initiate skin to skin contact h) Assess the baby's condition using APGAR scoring.	Essential immediate newborn care is provided according to guidelines	- Observation of performance - Competence test.	- Checklist
1.4.3	Resuscitate a newborn	a) Define newborn resuscitation. b) Outline the aims of newborn resuscitation.	Resuscitation procedure is properly described.	- Oral questioning - Written tests - Assignments.	- Question papers - Assignment reports

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
					- Making scheme.
		c) Prepare equipments and environment for resuscitation.	Resuscitation of a newborn baby performed using various techniques	- Observation of performance - Competence test.	- Checklist
		d) Dry, clear airway and stimulate breathing			
		e) Provide warmth			
		f) Position the head.			
		g) Ventilate using ambu bag and mask.			
		h) Monitor the baby after resuscitation.			
		i) Refer complicated cases			
		j) Process equipments after procedure.			
1.4.4	Provide care to newborn with minor conditions	a) Identify minor disorders of the newborn (sore buttocks, engorged breast, pseudo-menstruation, vomiting, rashes)		-	-
		b) Explain minor disorders of the newborn			
		c) Counsel mother on coping and managing the identified minor disorders			
1.5.1	Provide pre-conception	a) Define preconception	Pre conception care	- Observation of	- Check list

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
	care	care. b) Perform assessment c) Provide health promotion on diet, drug abuse, smoking, alcohol, exercise, hazardous and noxious substances. d) Identify preexisting medical conditions.	is provided according to standards	performance - Competence test	
1.5.2	Provide family planning services	a) Define family planning. b) Explain advantages of family planning c) Describe short term and long term acting reversible contraceptive methods d) Explain elements of family planning service delivery e) Take obstetric history and gynecological history. f) f)Perform physical examination g) Counsel and educate the client on informed choice. h) Screen client for medical eligibility for contraceptive choice	Concepts of family planning described Family planning services are provided according to guidelines	- Oral questioning - Written tests - Assignments - Observation of performance - Competence test	- Question papers - Assignment reports - Making scheme - Checklist

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		i) Initiate the chosen method of contraceptive (oral contraceptive, injectable, implant, Intrauterine contraceptive devices, natural and barrier methods). j) Plan for a follow up visit k) Refer for permanent method (vasectomy, tubal ligation)			
1.5.3	Provide care to a client with infertility and sterility	a) Define infertility and sterility b) Classify types of infertility and sterility c) Outline causes of infertility and sterility d) Describe factors associated with infertility e) Explain psychological and social problems related to infertility and sterility f) Identify different assisted reproduction techniques g) Counsel the client with infertility and sterility problem h) Refer the client with	Concepts of infertility and sterility are correctly described Infertility care provided according to principles	- Oral questioning - Written tests - Assignments - Observation of performance - Competence test	- Question papers - Assignment reports - Making scheme - Checklist

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		infertility and sterility problems i) Explain the preventive measures of infertility and sterility			
2.1.1	Describe concepts of growth and development to under fives.	a) Define growth and development b) Explain characteristics of growth and development c) Describe stages of growth and development to under-fives d) Explain factors influencing growth and development e) Explain principles of growth and development	Concepts of growth and development are well described	- Written test - Oral questioning	- Question papers - Checklist - Marking scheme
2.1.2	Describe various developmental Milestone to under-fives	a) Define developmental milestone b) Describe psychosocial development of under-fives (Freud and Ericson theory) c) Explain cognitive development (Peugeot theory)	Developmental milestones of children are correctly described	- Written test - Oral questioning - Assignment	- Question papers - Checklist - Assignment report

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
2.1.3	Monitor growth and development of a child using various tools	a) Define anthropometry	Anthropometric and under-nutrition is well explained	<ul style="list-style-type: none"> - Written test - Oral questioning - assignment 	<ul style="list-style-type: none"> - Question papers - Checklist - Assignment report
		b) explain under-nutrition			
		c) Obtain dietary history	Anthropometric measurements to monitor growth of a child is properly performed	<ul style="list-style-type: none"> - Demonstration - Competence test - observation 	<ul style="list-style-type: none"> - checklist
		d) Assess for danger signs of malnutrition			
		e) Measure weight, height and Mid upper arm circumference (MUAC) in children			
		f) Provide health education and counseling to a mother/ care taker			
		g) Refer the child for further management			
2.1.4	Use Road to health card (RCH card number 1) to record growth and development of under fives	a) Define road to health card	Concepts on RCH card number 1 is well described	<ul style="list-style-type: none"> - Written test - Oral questioning - assignment 	<ul style="list-style-type: none"> - Question papers - Checklist - Assignment
		b) Describe parts of RCH card no 1			
		c) Describe the importance of growth monitoring			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		d) Identify various measurements that are used to measure growth into RCH card no 1			report
		e) Record and interpret the growth card measurement	RCH card number 1 is correctly recorded and interpreted	<ul style="list-style-type: none"> - Demonstration - Competence test - observation 	<ul style="list-style-type: none"> - checklist
2.2.1	Explain basic concepts of immunization	a) Define the term Immune, Immunize, Immunization and vaccine b) Explain types of immunization c) Describe types of vaccine d) Describe the immunization schedule	Concepts of immunization are correctly described	<ul style="list-style-type: none"> - Written test - Oral questioning - assignment 	<ul style="list-style-type: none"> - Question papers - Checklist - Assignment report
2.2.2	Employ appropriate techniques in maintaining cold chain	a) Define cold chain b) Identify different refrigerator used to store vaccine c) Describe advantages and disadvantages of for each type of refrigerator	first aid basics of managing eye injuries are properly described Management of cold chain are correctly described	<ul style="list-style-type: none"> - Written test - Oral questioning - assignment <ul style="list-style-type: none"> - Written test - Oral questioning - Assignment 	<ul style="list-style-type: none"> - Question papers - Checklist - Assignment report <ul style="list-style-type: none"> - Question papers - Checklist - Assignment report

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		d) Describe the recommended vaccine temperature and storage times			
		e) Use vaccine cold-chain monitor to check vaccine	Vaccine cold chain are correctly managed using different technique	- Observation of performance - Competence test	- Checklist
		f) Pack vaccine in cold box appropriate			
2.2.3	Apply knowledge and skills of immunization in the provision of vaccine	a) Explain the indication of vaccine	Knowledge of vaccine administration is well explained	- Written test - Oral questioning - assignment	- Question papers - Checklist - Assignment report
		b) Explain the contraindications of vaccine			
		c) Identify the routes of vaccine administration			
		d) Identify site of vaccine administration			
		e) Administer vaccine	Vaccine are correctly administered	- Demonstration - Competence test	- Checklist
2.3.1	Provide care to under five children with Pneumonia	a) Define pneumonia	Concepts of pneumonia is well described	- Written test - Oral questioning - assignment	- Question papers - Checklist - Assignment report
		b) Identify types of pneumonia			
		c) Identify causes of pneumonia			
		d) Outline sign and symptoms of pneumonia			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		e) Describe complications of pneumonia			
		f) Provide antibiotics, analgesics and antipyretics	Care to under five children with Pneumonia is correctly performed	- Competence test	- Checklist
		g) Maintain oxygenation			
		h) Maintain airway clearance			
		i) Maintain adequate hydration			
2.3.2	Provide care to under five children with common cold and tonsillitis	a) Define common cold and tonsillitis	Concepts of common cold and tonsillitis is well described	- Written test - Oral questioning - assignment	- Question papers - Checklist - Assignment report
		b) Identify causes of common cold and tonsillitis			
		c) Outline sign and symptoms of common cold and tonsillitis			
		d) Describe complications of common cold and tonsillitis			
	e) Give expectorant therapy to a child with common cold	Care to under five children with common cold and tonsillitis is correctly performed	- Competence test	- Checklist	
	f) Maintain oxygenation to a child with common cold				
	g) Provide analgesics and antipyretics				

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		h) Provide symptomatic treatment for viral tonsillitis			
		i) Administer antibiotic therapy for bacterial tonsillitis			
2.3.3	Provide care to under five children with asthma	a) Define asthma	Concepts of asthma is well described	- Written test - Oral questioning - assignment	- Question papers - Checklist - Assignment report
	b) Identify causes of asthma				
	c) Outline sign and symptoms of asthma				
	d) Describe complications of asthma				
		e) Administer inhaled rapid acting bronchodilators	Care to under five children with asthma is correctly performed	- Competence test	- Checklist
	f) Administer corticosteroids				
	g) Maintain oxygen				
	h) Maintain environment free from allergens				
	i) Prepare for mechanical ventilation				
2.3.4	Provide care to under five children with diarrhea	a) Define diarrhea	Concepts of diarrhea is well described	- Written test - Oral questioning - Assignment	- Question papers - Checklist - Assignment report
	b) Identify causes of diarrhea				
	c) Outline sign and symptoms of diarrhea				
	d) Describe complications of diarrhea				
	e) Identify types of diarrhea				
		f) Prevent dehydration	Care to under five	- Competence test	- Checklist

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		g) Maintain nutrition balance h) Weigh daily i) Maintain body hygiene j) Give health education	children with diarrhea is correctly performed		
2.3.5	Provide care to under five children with meningitis and convulsions	a) Define meningitis and convulsions b) Identify causes of meningitis and convulsions c) Outline sign and symptoms of meningitis and convulsions d) Describe complications of meningitis and convulsions	Concepts of meningitis and convulsions are well described	- Written test - Oral questioning - Assignment	- Question papers - Checklist - Assignment report
		e) Maintain a clear airway f) Isolate the infected child g) Monitor for signs and symptoms of increased intracranial pressure h) Monitor intake and output i) Decrease environmental stimuli j) Administer antibiotic, corticosteroids, anticonvulsant and analgesics	Care to under five children with meningitis and convulsions is correctly performed	- Competence test	- Checklist
2.3.6	Provide care to underfive	a) Define anemia	Concepts of	- Written test	- Question

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
	children with anemia	b) Identify causes of anemia	common anemia is well described	- Oral questioning - assignment	papers - Checklist - Assignment report
		c) Outline sign and symptoms of anemia			
		d) Describe complications of anemia			
		e) Describe classifications of anemia			
		f) Minimize physical exertion and emotional stress	care to under five children with anemia is correctly performed	- Competence test	- Checklist
		g) Administer oxygen			
		h) Help replace blood elements			
		i) Promote adequate intake of iron-rich foods			
2.3.7	Provide care to under five children with UTI	a) Define UTI	Concepts of common UTI are well described	- Written test - Oral questioning - assignment	- Question papers - Checklist - Assignment report
		b) Identify causes of UTI			
		c) Outline sign and symptoms of UTI			
		d) Describe complications of UTI			
		e) Maintain intake and output	Care to under five children with UTI is correctly performed	- Competence test	- Checklist
		f) Collect urine for testing			
		g) Monitor temperature			
		h) Give antibiotic and antipyretic			
2.3.8	Utilize principles of	a) Define IMCI	IMCI concepts are	- Written test	- Question

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools			
	IMCI in managing childhood conditions	b) Describe the historical background of IMCI	correctly described	<ul style="list-style-type: none"> - Oral questioning - assignment 	<ul style="list-style-type: none"> papers - Checklist - Assignment report 			
		c) Explain the objective and components of IMCI						
		d) Describe case management charts and case recording forms						
		e) Explain principles of integrated clinical case management guideline						
		f) Describe steps in integrated case management						
		g) Identify diseases covered in IMCI						
		h) Explain essential care for sick child						
		i) Assess and classify sick child				Childhood conditions is properly managed using IMCI guidelines	<ul style="list-style-type: none"> - Competence test 	<ul style="list-style-type: none"> - Checklist - Log book
		j) Identify treatment and treat the sick child						
		k) Counsel the mother of the sick child						
l) Conduct follow up to mother of sick child								
2.4.1	Provide care to under five children with fracture	a) Define fracture	Concepts of common fracture is well described	<ul style="list-style-type: none"> - Written test - Oral questioning 	<ul style="list-style-type: none"> - Question papers 			
b) Identify causes of fracture								
c) Outline signs and								

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		symptoms of fracture		- assignment	- Checklist
		d) Describe complications of fracture			- Assignment report
		e) Identify types of fracture			
		f) Prevent further bone/tissue injury	Care to under five children with fracture is correctly performed	- Competence test	- Checklist
		g) Alleviate pain		-	-
		h) Prevent complications			
2.4.2	Provide care to under five children with burn and scalds	a) Define burn and scalds	Concepts of common burn and scalds is well described	- Written test	- Question papers
		b) Identify causes of burn and scalds		- Oral questioning	- Checklist
		c) Outline signs and symptoms burn and scalds		- assignment	- Assignment report
		d) Describe complications burn			
		e) Maintain proper body alignment with supports or splints, especially for burns over joints	Care to under five children with burn and scalds is correctly performed	- Competence test	- Checklist
		f) Initiate the rehabilitative phase on admission			
		g) Perform exercises consistently			
		h) Medicate for pain before activity or exercise			
		i) Discuss skin care with caregiver			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		j) Provide appropriate burn care and infection control measures			
2.4.3	Provide care to under five children with osteomyelitis	a) Define osteomyelitis	Concepts of osteomyelitis are well described	<ul style="list-style-type: none"> - Written test - Oral questioning - assignment 	<ul style="list-style-type: none"> - Question papers - Checklist - Assignment report
		b) Identify causes of osteomyelitis			
		c) Outline sign and symptoms osteomyelitis			
		d) Describe complications of osteomyelitis			
		e) Restrict movement on the affected part	Care to under five children with osteomyelitis is correctly performed	<ul style="list-style-type: none"> - Competence test 	<ul style="list-style-type: none"> - Checklist
		f) Maintain comfortable position			
		g) Isolate child with open wound			
		h) Give antibiotics, analgesics and antipyretic			
		i) Give nutritious food			
		j) Provide pre operative care			
k) Provide post operative care					
2.4.4	Provide care to under five children with appendicitis	a) Define appendicitis	Concepts of appendicitis is well described	<ul style="list-style-type: none"> - Written test - Oral questioning - assignment 	<ul style="list-style-type: none"> - Question papers - Checklist - Assignment report
		b) Identify causes of appendicitis			
		c) Outline sign and symptoms appendicitis			
		d) Describe complications of			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		appendicitis			
		e) Provide pre operative care	Care to under five children with appendicitis is correctly performed	- Competence test	- Checklist
		f) Provide post operative care			
2.5.1	Provide care to under five children with poliomyelitis	a) Define poliomyelitis	Concepts of poliomyelitis is well described	- Written test - Oral questioning - assignment	- Question papers - Checklist - Assignment report
		b) Identify causes of poliomyelitis			
		c) Outline sign and symptoms poliomyelitis			
		d) Describe complications of poliomyelitis			
		e) Maintain a patent airway	Care to under five children with poliomyelitis is correctly performed	- Competence test	- Checklist
		f) Encourage a return to mild activity as soon as possible.			
		g) Prevent fecal impaction			
		h) Provide tube feedings when needed			
		i) Provide good skin care			
		j) Assess bladder retention that cause muscle paralysis			
k) Provide emotional support to the patient and his family					
2.5.2	Provide care to under	a) Define hepatitis	Concepts of hepatitis	- Written test	- Question

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
	five children with hepatitis	b) Identify causes of hepatitis	are well described	- Oral questioning - assignment	papers - Checklist - Assignment report
		c) Outline sign and symptoms hepatitis			
		d) Describe complications of hepatitis			
		e) Maintain hygiene	Care to under five children with diphtheria is correctly performed	- Competence test	- checklist
		f) Restrict fatty food			
2.5.3	Provide care to under five children with measles	a) Define measles	Concepts of measles are well described	- Written test - Oral questioning - assignment	- Question papers - Checklist - Assignment report
		b) Identify causes of measles			
		c) Outline sign and symptoms measles			
		d) Describe complications of measles			
		e) Give nutritious food	Care to under five children with measles is correctly performed	- Competence test	- Checklist
		f) maintain eyes hygiene			
		g) Give antipyretic			
		h) Give antibiotic for secondary bacterial infection			
2.5.4	Provide care to under five children with diphtheria	a) Define diphtheria	Concepts of diphtheria are well described	- Written test - Oral questioning - assignment	- Question papers - Checklist - Assignment report
		b) Identify causes of diphtheria			
		c) Outline sign and symptoms diphtheria			
		d) Describe complications of			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools	
		diphtheria				
		e) Isolate the patient.	Care to under five children with diphtheria is correctly performed	- Competence test	- Checklist	
		f) Maintain hygiene of the throat				
		g) Provide required diet				
		h) Observe for respiratory obstruction				
		i) Provide antitoxin				
2.5.5	Provide care to under five children with tetanus	a) Define tetanus	Concepts of tetanus are well described	- Written test - Oral questioning - assignment	- Question papers - Checklist - Assignment report	
		b) Identify causes of tetanus				
		c) Outline sign and symptoms tetanus				
		d) Describe complications of tetanus				
			e) Give antitetanus serum	Care to under five children with tetanus a is correctly performed	- Competence test	- Checklist
			f) Maintain hygiene			
			g) Maintain quite			
			h) Perform suction			
			i) Turn child			
			j) Monitor spasm			
2.5.6	Provide care to under five children with pertussis	a) Define pertusis	Concepts of pertusis are well described	- Written test - Oral questioning - assignment	- Question papers - Checklist - Assignment	
		b) Identify causes of pertusis				
		c) Outline sign and symptoms pertusis				
		d) Describe complications of				

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools	
		pertusis			report	
		e) Maintain fluid	Care to under five children with pertusis a is correctly performed	- Competence test	- Checklist	
		f) Maintain nutrition status				
		g) Maintain clear airway				
		h) Provide antibiotic and antipyretic				
		i) Isolate the child				
2.5.7	Provide care to under five children with tuberculosis	a) Define tuberculosis	Concepts of tuberculosis are well described	- Written test - Oral questioning - assignment	- Question papers - Checklist - Assignment report	
		b) Identify causes of tuberculosis				
		c) Outline sign and symptoms tuberculosis				
		d) Describe complications of tuberculosis				
			e) Provide nutritious food	Care to under five children with tuberculosis a is correctly performed	- Competence test	- Checklist
			f) Administer ant tuberculosis and antipyretic			
			g) Provide education about TB infection and disease			
			h) Monitor the TB medication regimen			
			i) Evaluate the patients' knowledge and beliefs about TB			
2.6.1	Provide care to under	a) Define marasmus	Concepts of	- Written test	- Question	

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
	five children with marasmus	b) Identify causes of marasmus	marasmus are well described	- Oral questioning - assignment	papers - Checklist - Assignment report
		c) Outline sign and symptoms marasmus			
		d) Describe complications of marasmus			
		e) Perform assessment	Care to under five children with marasmus a is correctly performed	- Competence test	- Checklist
		f) Maintain nutritional status			
		g) Monitor weight			
		h) Maintain body temp			
		i) Give vitamin and minerals supplementation			
		j) Monitor intake and output			
		k) Give health education to the parent			
l) Give proper treatment for infection					
2.6.2	Provide care to under five children with kwashiorkor	a) Define kwashiorkor	Concepts of kwashiorkor are well described	- Written test - Oral questioning - assignment	- Question papers - Checklist - Assignment report
		b) Identify causes of kwashiorkor			
		c) Outline sign and symptoms kwashiorkor			
		d) Describe complications of kwashiorkor			
		e) Maintain nutritional status	Care to under five children with kwashiorkor is correctly performed	- Competence test	- Checklist
		f) Perform assessment			
		g) Monitor intake and output			
		h) Give health education to			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		the parent			
		i) Maintain hygiene			
2.6.3	Provide care to under five children with marasmic kwashiorkor	a) Define marasmic kwashiorkor	Concepts of marasmic kwashiorkor are well described	<ul style="list-style-type: none"> - Written test - Oral questioning - assignment 	<ul style="list-style-type: none"> - Question papers - Checklist - Assignment report
	b) Identify causes of marasmic kwashiorkor				
	c) Outline sign and symptoms marasmic kwashiorkor				
	d) Describe complications of marasmic kwashiorkor				
		e) Perform fluid administration by intravenous and oral rehydration programs appropriately.	Care to under five children with marasmic kwashiorkor is correctly performed	<ul style="list-style-type: none"> - Competence test 	<ul style="list-style-type: none"> - Checklist
	f) Educate the family about treatment regime.				
	g) Assess the state of development of dehydration.				
	h) Implement the provision of appropriate treatment programs.				
	i) Measure growth				
2.7.1	Provide care to a drowned under five child	a) Define drowning	Concepts of drowning are well described	<ul style="list-style-type: none"> - Written test - Oral questioning - assignment 	<ul style="list-style-type: none"> - Question papers - Checklist
		b) Explain signs and symptoms of drowning			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
					- Assignment report
		c) Maintain air way	Care to under five children with drowning is correctly performed	- Competence test	- Checklist
		d) Maintain warmth			
		e) Position the patient in a slight trendelenburg			
2.7.2	Provide care to under five children with trauma	a) Define trauma b) Identify types of trauma c) Explain signs and symptoms of differed trauma	Concepts of trauma is well described	- Written test - Oral questioning - assignment	- Question papers - Checklist - Assignment report
		d) Assess neurological and respiratory status	Care to under five children with trauma is correctly performed	- Competence test	- Checklist
		e) Monitor vital signs			
		f) Monitor Intake and output			
		g) Assess for cerebral spinal leakage			
		h) Administer medication			
		i) Maintain patent airway			
2.7.3	Provide care to under five children with bites and stings	a) Define the terms bites and stings b) Explain the factors predisposing to child's sting s and bites c) Outline the signs and symptoms of a child with stings and bites	Concepts of bites and stings is well described	- Written test - Oral questioning - assignment	- Checklist

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		d) Explain the prevention of stings and bites to children			
		e) Remove the stings from the injured part	Care to under five children with bites and stings is correctly performed	- Competence test	- Checklist
		f) Apply the ice to limit inflammation and venom distribution			
		g) Administer corticosteroids and histamine			
		h) Control bleeding to children with bites			
		i) Administer Tetanus toxoid and ant rabies			
2.7.4	Provide care to under five children with poisoning	a) Define poisoning	Concepts of poisoning are well described	- Written test - Oral questioning - assignment	- Question papers - Checklist - Assignment report
		b) Identify types of poisoning			
		c) Maintain patent air way	Care to underfive children with poisoning is correctly performed	- Competence test	- Checklist
		d) Remove poison			
		e) Maintain vital signs			
		f) Assess contributing factors			
		g) Educate the parent			
3.1.1 3	Describe concepts of ward round	a) Define ward round	Concepts of ward are correctly described	- Oral questioning - Assignments - Written test	- Assignment report - Marking
		b) Explain importance of ward round			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		c) Explain different stages and types of ward round			scheme
		d) Prepare requirement before ward round	Ward round is done properly to patients	- Observation of performance - Competency test	- Check list
		e) Conduct ward round			
		f) Perform activities after ward round			
3.1.2	Describe nurses roles in performing ward round	g) Identify nurses role in performing ward round	Nurses role in performing ward round are correctly described	- Oral questioning - Assignments - Written test	- Assignment report - Marking scheme
		h) Explain nurses and multidisciplinary team in ward round			
		i) Organize task afterward round	Nurses roles was done properly using patient centre approach	- Observation of performance - Practical test	- Check list
3.1.3	Demonstrate team working during ward round	a) Define team work	Team work concepts are correctly described	- Oral questioning - Assignments - Written test	- Assignment report - Marking scheme
		b) Identify members involved in ward round			
		c) Explain benefits of multidisplinary ward round			
		d) Implement and evaluate multidisciplinary ward round	Team working was done properly using patient centre	- Observation of performance - Practical test	- Check list

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
			approach		
3.2.1	Collect specimen by using standard operating procedures	a) Define specimen	Collection of specimen are correctly described	<ul style="list-style-type: none"> - Oral questioning - Assignments - Written test 	<ul style="list-style-type: none"> - Assignment report - Marking scheme
		b) Outline purpose of collecting specimen			
		c) Explain types of specimen to be collected			
		d) Collect specimen using principles	Collection of specimen was conducted properly using principles	<ul style="list-style-type: none"> - Observation of performance - Practical test 	<ul style="list-style-type: none"> - Check list
3.2.2	Test specimen using standard operating procedures	e) Explain types of tests to be done	Test specimen is correctly described	<ul style="list-style-type: none"> - Oral questioning - Assignments - Written test 	<ul style="list-style-type: none"> - Assignment report - Marking scheme
		f) Describe steps in conducting tests			
		g) Perform specimen testing and according to guideline	Testing of specimen was conducted properly	<ul style="list-style-type: none"> - Observation of performance - Practical test 	<ul style="list-style-type: none"> - Check list
3.2.3	Interpret specimen results according guidelines	a) Define standard operating procedure	Interpretation of specimen is correctly described	<ul style="list-style-type: none"> - Oral questioning - Assignments - Written test 	<ul style="list-style-type: none"> - Assignment report - Marking scheme
		b) Outline purpose of standard operating procedure			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		c) Identify benefits of standard operating procedures			
		d) Use guidelines to interpret specimen results	Interpretation of specimen was conducted properly	- Observation of performance - Practical test	- Check list
3.3.1	Provide nursing care to patient with Common cold	a) Define common cold	Concepts of common cold are correctly described	- Oral questioning - Assignments - Written test	- Assignment report - Marking scheme
	b) Explain causes and pathophysiology of common cold				
	c) Identify clinical features of common cold				
	d) List complications of common cold				
	e) Identify preventive measures of common cold				
	f) Maintain airway patency	Nursing care is provided properly to a patient with common cold using different approach	- Observation of performance - Practical test	- Check list	
	g) Provide adequate fluids(oral				
	h) Promote balanced diet				
	i) Observe signs of complications(shortness of breath				
	j) Monitor intake and output				

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		n) Counsel on nutrition			
3.3.3	3 Provide care to patient with Tonsillitis	a) Define tonsillitis	Concepts of Tonsillitis is correctly described	<ul style="list-style-type: none"> - Oral questioning - Assignments - Written Test/ examination 	<ul style="list-style-type: none"> - Assignment report - Marking scheme/paper answers
	b) Identify causes of tonsillitis				
	c) Explain pathophysiology of tonsillitis				
	d) Identify clinical features of tonsillitis				
	e) Identify diagnostic measures of tonsillitis				
	f) Mention complications of tonsillitis				
		g) Give medication	Nursing care to patient with tonsillitis is properly provided using different methods	<ul style="list-style-type: none"> - Observation of performance - Practical test 	<ul style="list-style-type: none"> - Check list
	h) Monitor vital signs				
	i) Give fluids				
	j) Counsel on nutrition				
	k) Prepare pt for surgery				
3.3.4	Provide nursing care to patient with Laryngitis	a) Define laryngitis	Laryngitis is correctly described	<ul style="list-style-type: none"> - Oral questioning - Assignments - Written paper 	<ul style="list-style-type: none"> - Check list - Assignment report - Marking scheme/paper answers
	b) I identify causes of laryngitis				
	c) Identify clinical features of laryngitis				
	d) Identify diagnostic measures of laryngitis				
		e) Maintain patent airway	Nursing care to	<ul style="list-style-type: none"> - Observation of 	<ul style="list-style-type: none"> - Checklist

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		f) Monitor fluid intake and output g) Encourage fluid intake h) Encourage nutrition i) Administer medication- (steam inhalation e.g. aerosol, corticosteroids)	patient with laryngitis is properly provided using different approach	performance - Practical test	- Marking scheme
3.3.5	Provide care to patient with Airway obstructions	a) Define airway obstruction b) I identify causes of airway obstruction c) Explain pathophysiology of airway obstruction d) Identify clinical features of airway obstruction e) Identify diagnostic measures of airway obstruction	Airway obstruction is correctly described	- Oral questioning - Assignments - Witten examination	- Check list - Assignment report - Marking scheme
		f) Monitor airway patent g) Monitor arterial blood gas h) Monitor mechanical ventilation i) Position in sitting up j) Encourage fluid intake k) Assist in coughing and breathing exercises	Nursing care to patient with airway obstruction is properly provided using different methods	- Observation of performance - Practical test	- Check list - Marking scheme
3.3.6	Provide nursing care to	a) Define asthma	Concepts of Asthma	- Oral questioning	- Check list

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
	patient with Asthma.	b) Identify causes of asthma	are correctly described	<ul style="list-style-type: none"> - Assignments - Witten examination 	<ul style="list-style-type: none"> - Assignment report - -marking scheme/paper answers
		c) Outline classification of asthma			
		d) Explain pathophysiology of asthma			
		e) Identify clinical features of a patient with asthma			
		f) Identify diagnostic measures of patient with asthma			
		g) Monitor airway patent	Nursing care to a patient with asthma is properly provided using different methods	<ul style="list-style-type: none"> - Observation of performance - Practical test 	<ul style="list-style-type: none"> - Check list
		h) Monitor vital signs			
		i) Monitor arterial blood gas			
		j) Monitor mechanical ventilation			
		k) Position the patient in sitting up			
		l) Encourage fluid intake			
		m) Assist in coughing and breathing exercises			
		n) Give balanced nutrition			
3.4.1.	Provide nursing care to patient with Fracture and dislocation	a) Define terms fracture and dislocation	Concepts of fracture and dislocation are correctly described	<ul style="list-style-type: none"> - Oral questioning - Assignments - Witten examination 	<ul style="list-style-type: none"> - Assignment report - Marking scheme/paper answers
		b) Identify classifications of dislocation and fracture			
		c) Identify causes of fracture and dislocation			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		d) Explain clinical features of a patient with dislocation			
		e) Administer analgesics for pain relief	Nursing care to a patient with dislocation and fracture is properly provided using different methods	<ul style="list-style-type: none"> - Observation of performance - Practical test 	<ul style="list-style-type: none"> - Check list
		f) Monitor vital signs			
		g) Observe potential complication			
		h) Monitor input and output			
		i) Explain complications of fracture and dislocation			
		j) Asses 5p's (pain , pulse, pallor,parasthesia,paralysi s			
		k) Administer medication (analgesics, antibiotics)			
		l) Dress open wound			
		m) Observe complication(pulmonary embolism)			
		n) Prepare patient for traction			
3.4.2.	Provide care to patient with wound	a) Define wound	Concepts of wound are properly described	<ul style="list-style-type: none"> - Oral questioning - Assignments - Written examination 	<ul style="list-style-type: none"> - Assignment report - Marking scheme
		b) Identify causes and types of wound			
		c) Explain clinical features of wound			
		d) Mention diagnostic measures of a wound			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		e) Explain wound healing process f) Identify factors delaying wound healing g) Explain complications of wound			
		h) Control bleeding i) Administer medication (analgesics, antibiotics) j) Prepare requirement k) Dress wound	Care to patient with wound correctly provide	- Observation of performance - Practical test	- Check list
3.4.3.	Provide nursing care to patient with Burn	a) Define burn b) Identify causes and types of burn c) Explain pathophysiology of burn d) Enumerate clinical features of burn e) Explain extent and degree of burn injury use rule of nine f) Mention diagnostic measures of a burn g) Explain complications of burn	Concepts of Burn are correctly described	- Oral questioning - Assignments - Written examination	- Assignment report - Marking scheme

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		h) Asses airway , breathing and circulation i) provide fluid to correct electrolyte balance j) Monitor intake and output k) Monitor vital signs l) Administer medication (antibiotics, analgesics,) m) Clean and dress wound n) Counsel on balanced nutritious diet	Nursing care to a patient with burn is properly provided using different methods	- Observation of performance - Practical test	- Check list
3.5.1	Provide nursing care to patient with Oral thrush	a) Define oral thrush b) Identify causes of oral thrush c) Enumerate clinical features of oral thrush d) Mention diagnostic measures of oral thrush e) Explain complications of oral thrush f) Provide mouth saline gargle g) Provide fluid to correct electrolyte balance	Concepts of oral thrush are correctly described Nursing care to a patient with oral thrush is properly provided using	- Oral questioning - Assignments - Written examination - Observation of performance - Practical test	- Assignment report - Marking scheme - Check list

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		h) Monitor vital signs i) Monitor intake and output j) Administer medication (antifungal, k) Counsel on nutritious soft diet	different methods		
3.5.2	. Provide nursing care to patient with Dental carries	a) Define dental carries b) Identify causes of dental carries c) Enumerate clinical features of dental carries d) Mention diagnostic measures of dental carries e) f) Explain preventive measures of dental carries	Concepts of dental carries are correctly described	- Oral questioning - Assignments - Written examination	- Assignment report - Marking scheme
		f) Provide mouth wash and tooth brush g) Counsel on eating food free from refined sugar	Nursing care to a patient with dental carries is properly provided using different methods	- Observation of performance - Practical test	- Check list
3.5.3	Provide nursing care to patient with Gastritis	a) Define gastritis b) Identify causes of gastritis c) Explain pathophysiology of gastritis d) Enumerate clinical manifestation of gastritis	Concepts of gastritis are correctly explained	- Oral questioning - Assignments - Written examination	- Assignment report - Marking scheme

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		e) Mention diagnostic measures of gastritis			
		f) List complications of gastritis			
		g) Administer medication (analgesics, bismuth salts ,histamine)	Nursing care to a patient with gastritis is properly provided using different methods	- Observation of performance - Practical test	- Check list
		h) Counsel on diet			
		i) Monitor vital signs			
		j) Monitor intake and output			
3.5.4	Provide nursing care to patient with peptic ulcers	a) Define peptic ulcer	Concepts of peptic ulcer are correctly explained	- Oral questioning - Assignments - Written examination	- Assignment report - Marking scheme
		b) Identify causes of peptic ulcer			
		c) Explain pathophysiology of peptic ulcer			
		d) Enumerate clinical manifestation of peptic ulcer			
		e) Mention diagnostic measures of peptic ulcer			
		f) Identify complications of peptic ulcers			
		g) Administer medication (proton pump inhibitors, antibiotics, ,histamine2)	Nursing care to a patient with peptic ulcer is properly provided using	- Observation of performance - Practical test	- Check list
		h) Counsel on diet			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		i) Monitor vital signs	different methods		
		j) Monitor weight			
		k) Monitor intake and output			
3.5.5	Provide nursing care to patient with diabetes	a) Define diabetes	Concepts of diabetes are correctly explained	<ul style="list-style-type: none"> - Oral questioning - Assignments - Written examination 	<ul style="list-style-type: none"> - Assignment report - Marking scheme
		b) Identify types of diabetes			
		c) Identify causes of diabetes			
		d) Explain pathophysiology of diabetes			
		e) Enumerate clinical manifestation of diabetes			
		f) Mention diagnostic measures of diabetes			
		g) Identify complications of diabetes			
		h) Monitor blood glucose	Nursing care to a patient with peptic ulcer is properly provided using different methods	<ul style="list-style-type: none"> - Observation of performance - Practical test 	<ul style="list-style-type: none"> - Checklist
		i) Administer medication (insulin, oral antidiabetic agent,)			
		j) Monitor vital signs			
k) Counsel on diet					
l) Counsel on life style modification					
3.6.1.	Provide nursing care to patient with pruritis and Impetigo	a) Define terms pruritis and impetigo	Concepts of Pruritis and impetigo are correctly described	<ul style="list-style-type: none"> - Oral questioning - Assignments - Written examination 	<ul style="list-style-type: none"> - Assignment report - Marking
		b) Identify causes of pruritis and impetigo			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		c) Explain pathophysiology of pruritis and impetigo d) Enumerate clinical manifestation of pruritis and impetigo e) Mention diagnostic measures of pruritis and impetigo f) Identify complications of pruritis and impetigo			scheme
		g) administer topical medication h) Educate the patient on body hygiene and compliance to medication	Nursing care to a patient with pruritis and impetigo is properly provided using different methods	- Observation of performance - Practical test	-
3.6.2.	Provide care to patient with Eczema and acne vulgaris	a) Define of Eczema and Acne vulgaris b) Identify causes of Eczema and Acne vulgaris c) Enumerate clinical manifestation of Eczema and Acne vulgaris d) Mention diagnostic measures of eczema and Acne vulgaris e) Identify complications of eczema and acne vulgaris	Concepts of eczema and Acne vulgaris are correctly described	- Oral questioning - Assignments - Written examination	- Assignment report - -marking scheme

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		f) Administer topical medications	Nursing care to a patient with Eczema and Acne vulgaris is properly provided	<ul style="list-style-type: none"> - Observation of performance - Practical test 	<ul style="list-style-type: none"> - Checklist
		g) Educate on body hygiene, foods, skin care and adherence to medications			
3.6.3.	Provide nursing care to patient with Herpes zoster and herpes simplex	a) Define herpes zoster and herpes simplex	Concepts of Herpes zoster is correctly described	<ul style="list-style-type: none"> - Oral questioning - Assignments - Written examination 	<ul style="list-style-type: none"> - Assignment report - Marking scheme
		b) Explain causes and pathophysiology of herpes zoster and herpes simplex			
		c) Identify signs and symptoms of herpes zoster a herpes simplex			
		d) Mention diagnostic measures of herpes zoster herpes simplex			
		e) List complications of herpes zoster and herpes simplex			
		f) Counsel on how to apply wet dressing to the lesions	Nursing care to a patient with herpes zoster and herpes	<ul style="list-style-type: none"> - Observation of performance 	<ul style="list-style-type: none"> - Check list

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		h) Administer topical medications	simplex is properly provided	- Practical test	
		i) Educate on body hygiene, skin care and adherence to medications			
3.6.4.	Provide care to patient with exfoliative dermatitis	a) Define exfoliative dermatitis	Concepts of exfoliative dermatitis is correctly described	- Oral questioning - Assignments - Written examination	- Assignment report - -marking scheme
		b) Explain causes and of exfoliative dermatitis			
		c) Identify signs and symptoms of exfoliative dermatitis			
		d) List complication of exfoliative dermatitis			
		e) Asses level of dehydration	Nursing care to a patient with exfoliative dermatitis is properly provided	- Observation of performance - Practical test	- Check list
		f) Provide warm bath			
		g) Administer medicine (anti-histamine, steroids, antibiotics, folic acid)			
		h) Counsel on nutritious diet (high protein diet)			
3.6.5.	Provide nursing care to patient with condition affecting the external and internal ear	a) Define external otitis and otitis and internal media	Concepts of external otitis and internal is correctly described	- Oral questioning - Assignments - Written examination	- Assignment report - Marking scheme
		b) Outline causes of external otitis and otitis media			
		c) Identify sign and symptoms of external			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		otitis and internal otitis media			
		d) Mention diagnostic measures of external otitis and internal otitis media			
		e) Administer drug for external and internal otitis media	Nursing care to a patient with otitis media and external otitis are properly provided	- Observation of performance - Practical test	- Check list
		f) Counsel on prevention of external otitis and internal otitis media			
3.6.6.	Provide nursing care to patient with foreign body	a) Define foreign body	Concepts of foreign body is correctly described	- Oral questioning - Assignments - Written examination	- Assignment report - Marking scheme
		b) Explain causes and classifications of foreign body			
		c) Enumerate clinical features of foreign body			
		d) Outline preventive measures of foreign body			
		e) Provide specific nursing care to a client with foreign body	Nursing care to a patient with foreign body is properly provided	- Observation of performance - Practical test	- Check list
3.6.7.	Provide nursing care to patient with condition affecting eye.(brepharitis, hordeolum, conjunctivitis, keratitis)	a) Define terms. (brepharitis, hordeolum, conjunctivitis, keratitis and uveitis)	Concepts of Brepharitis hordeolum, conjunctivitis, keratitis and uveitis)	- Oral questioning - Assignments - Written examination	- Assignment report - Marking scheme
		b) Explain causes of brepharitis, hordeolum,			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
	and uveitis)	conjunctivitis, keratitis and uveitis	is correctly described		
		c) Identify signs and symptoms of brepharitis, hordeolum, conjunctivitis, keratitis and uveitis			
		d) Diagnose brepharitis, hordeolum, conjunctivitis, keratitis and uveitis			
		e) List complications of brepharitis, hordeolum, conjunctivitis, keratitis and uveitis			
3.7.1.	Provide nursing care to patient with urinary inflammatory conditions (Urethritis and Cystitis)	a) Define terms Urethritis and Cystitis	Concepts of Urethritis Cystitis is correctly described	<ul style="list-style-type: none"> - Oral questioning - Assignments - Written examination 	<ul style="list-style-type: none"> - Assignment report - Marking scheme
	b) Explain causes of Urethritis and Cystitis				
	c) Explain classification of Urethritis				
	d) Enumerate clinical features of Urethritis and cystitis				
	e) d) Outline preventive measures of urethritis and Cystitis				
	f) prevent complication	Nursing care to a patient with	- Observation of performance	- Check list	
	g) Provide medicine				

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		h) Provide psychological support	Urethritis and Cystitis is properly provided	- Practical test	
3.7.2.	Provide nursing care to patient with kidney disorders (Nephritis and Nephritic syndrome)	a) Define the terms nephritis and Nephritic syndrome b) Identify causes of nephritis and Nephritic syndrome c) Explain pathophysiology of nephritis and Nephritic syndrome d) Outline signs and symptoms of nephritis and Nephritic syndrome e) Mention diagnostic measures of nephritis and Nephritic syndrome	Concepts of Nephritis and nephrotic syndrome is correctly described	- Oral questioning - Assignments - Written examination	- Assignment report - Marking scheme
		f) Prevent infection(maintain hygiene) g) Provide warmth h) Prevent bed sores i) i)Counsel on diet (high protein diet)	Nursing care to a patient with nephritis and nephrotic syndrome is properly provided	- Observation of performance - Practical test	- Check list
3.7.3.	Provide nursing care to male patient with disorders of reproductive	a) Define phimosis, paraphimosis, Epispadiasis, Hypospadias, Balanitis,	Concepts of disorders of male reproductive system	- Oral questioning - Assignment - Written examination	- Question papers - Marking

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
	system (Phimosis, paraphimosis, Epispadiasis, Hypospadias, Balanitis, Urethral stricture Orchitis, Undescended testicles, and prostatitis).	<p>Urethral stricture Orchitis, Undescended testicles, and prostatitis</p> <p>b) Explain causes of Phimosis, paraphimosis, Epispadiasis, Hypospadias, Balanitis, Urethral stricture Orchitis, Undescended testicles, and prostatitis</p> <p>c) Describe signs and symptoms of Phimosis, paraphimosis, Epispadiasis, Hypospadias, Balanitis, Urethral stricture Orchitis, Undescended testicles, and prostatitis</p> <p>d) Explain the management of Phimosis, paraphimosis, Epispadiasis, Hypospadias, Balanitis, Urethral stricture Orchitis, Undescended testicles, and prostatitis</p> <p>e) Outline preventive measures of Phimosis, paraphimosis, Balanitis,</p>	correctly described		<p>scheme</p> <p>- Assignment report</p>

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		Urethral stricture Orchitis, and prostatitis			
		f) Provide nursing care to clients with Phimosis, paraphimosis, Epispadiasis, Hypospadias, Balanitis, Urethral stricture Orchitis, Undescended testicles, and prostatitis	Nursing care to client with male reproductive system disorders correctly provided	<ul style="list-style-type: none"> - Oral questioning - Assignment - Written examination - Observation of performance - Clinical examination 	<ul style="list-style-type: none"> - Question papers - Marking scheme - Assignment report - Checklist - Check list
3.7.4.	Provide nursing care to patient with reproductive organs infectious conditions (Endometritis, Cervicitis, Oopharitis, Saplingitis)	<p>a) Define Endometritis, Cervicitis, Oopharitis, and Saplingitis</p> <p>b) Outline Signs and symptoms of Endometritis, Cervicitis, Oopharitis, and Saplingitis</p> <p>c) Explain the pathophysiology of Endometritis, Cervicitis, Oopharitis, and Saplingitis</p> <p>d) Explain the preventive measures of Endometritis, Cervicitis, Oopharitis, and Saplingitis</p>	Concepts of female reproductive organ infectious conditions correctly described	<ul style="list-style-type: none"> - Oral questioning - Written tests - Assignment 	<ul style="list-style-type: none"> - Question papers - Marking scheme - Assignment report
		e) Provide nursing care to client with Endometritis, Cervicitis, Oopharitis, and	Nursing care to client with female reproductive organ	<ul style="list-style-type: none"> - Observation of performance - Clinical examination 	<ul style="list-style-type: none"> - Checklist

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		Saplingitis	infectious condition correctly provided		
3.7.5.	Provide nursing care to patient with disorders of menstruation (Dysmenorrhoea, Amenorrhoea, menorrhagia, metrorrhagia)	a) Define Dysmenorrhoea, Amenorrhoea, menorrhagia, and metrorrhagia b) Explain the causes of Dysmenorrhoea, Amenorrhoea, menorrhagia and metrorrhagia c) Describe the management of Dysmenorrhoea, Amenorrhoea, menorrhagia, metrorrhagia	Concepts of disorders of menstruation correctly described	<ul style="list-style-type: none"> - Oral questioning - Written tests - Assignment 	<ul style="list-style-type: none"> - Question papers - Marking scheme - Assignment report
		d) Provide nursing care to client with Dysmenorrhoea, Amenorrhoea, menorrhagia, metrorrhagia	Nursing care to client with disorders of menstruation correctly provided	<ul style="list-style-type: none"> - Observation of performance - Clinical examination 	<ul style="list-style-type: none"> - Checklist
3.7.6.	Provide nursing care to patient with Ovarian cyst	a) Define Ovarian cyst b) Explain the causes of Ovarian cyst c) Describe treatment of Ovarian cyst d) Describe the preventive	Concepts of female reproductive disorders correctly described	<ul style="list-style-type: none"> - Oral questioning - Written tests - Assignment - Written examination 	<ul style="list-style-type: none"> - Question papers - Marking scheme - Assignment report

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		measures of Ovarian cyst			
		e) Provide the prescribed medications	Nursing care to client with female reproductive system correctly provided	- Observation of performance - Clinical examination	- Checklist
		f) Prepare the patient for possible surgery			
		g) Provide post-operative nursing care			
		h) Counsel the patient for coping with the condition			
3.8.1.	Explain concepts of operating theatre	a) Define operating theater	Concepts of operating theater correctly described	- Oral questioning - Written tests - Assignment - Written examination	- Question papers - Marking scheme - Assignment report
		b) Explain operating theater layout			
		c) Explain function of different theater zones			
		d) Describe operating theater routines			
3.8.2.	Prepare Operating theater room for surgery	a) Identify needs of the procedure to be done	Operating theater room prepared according to standards	- Observation of performance - Clinical examination	- Checklist
		b) Perform sterilization and disinfection of instrument			
		c) Assemble equipments for the procedure			
		d) Arrange equipment to their respective places			
3.8.3.	Provide Pre-operative nursing care	a) Define preoperative nursing care	Concepts of preoperative nursing care correctly	- Oral questioning - Written tests - Assignment	- Question papers - Marking
		b) Describe a comprehensive preoperative assessment			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		c) Identify legal and ethical consideration related to informed consent	described		<ul style="list-style-type: none"> - scheme - Assignment report
		d) Identify right patient for the right operation	Preoperative nursing care correctly provided	<ul style="list-style-type: none"> - Observation of performance - Clinical examination 	<ul style="list-style-type: none"> - Checklist
		e) Perform the immediate preoperative preparation			
		f) Provide preoperative nursing measures that decreases the risk for infection and other post operative complications			
3.8.4.	Provide intra-operative nursing care	a) Define intraoperative nursing care	Concepts of intraoperative nursing care correctly described	<ul style="list-style-type: none"> - Oral questioning - Written tests - Assignment - Written examination 	<ul style="list-style-type: none"> - Question papers - Marking scheme - Assignment report
		b) Describe the interdisciplinary approach to care of the patient during surgery			
		c) Describe the principles of surgical asepsis			
		d) Describe nursing roles in the intraoperative phase of care			
		e) Identify the surgical risk factors related to age specific populations	Intraoperative nursing care correctly provided	<ul style="list-style-type: none"> - Observation of performance - Clinical examination 	<ul style="list-style-type: none"> - Checklist
		f) Provide nursing intervention to reduce risk			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		related to aging			
		g) Provide nursing care to optimize outcomes during the intraoperative period			
3.8.5.	Provide post-operative nursing care	a) Define post operative nursing care	Concepts of post operative nursing care are described	<ul style="list-style-type: none"> - Oral questioning - Written tests - Assignment 	<ul style="list-style-type: none"> - Question papers - Marking scheme - Assignment report
	b) Identify common post operative complication				
	c) Describe the responsibilities of a nurse in the immediate prevention of postoperative complications				
		d) Describe variable that affect wound healing			
		e) Assess a patient in a recovery area	Post operative nursing care correctly provided	<ul style="list-style-type: none"> - Oral questioning - Observation of performance - Clinical examination 	<ul style="list-style-type: none"> - Checklist
		f) Provide post operative nursing care to prevent post operative complication			
3.9.1	Describe basic concepts and principles of mental health	a) Define Mental health and Mental illness	Concepts and principle of mental health correctly described	<ul style="list-style-type: none"> - Oral questioning - Written tests 	<ul style="list-style-type: none"> - Question papers - Answer guide
		b) Explain the evolution of mental health services			
		c) Explain historical			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		background of mental health services in Tanzania d) Explain principles of mental health in the provision of mental health care e) Describe physical and psychological responses to stress			
3.9.2	Describe common signs and symptoms of mental illness	a) Describe etiological factors of mental illnesses b) Explain the symptoms related to disorder of perception c) Explain the symptoms related to disorder of thinking d) Explain the symptoms related to disorder of orientation e) Explain the symptoms related to disorder of mood/Affect f) Explain symptoms related	Common signs and symptoms of mental illness are correctly described	<ul style="list-style-type: none"> - Oral questioning - Written tests 	<ul style="list-style-type: none"> - Question papers - Answer guide - Check list

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		to disorder of memory g) Explain symptoms related to disorder of consciousness			
3.9.3	Conduct Mental Status assessment to client with abnormal behaviors	a) Describe the process of taking history of a mentally ill patient b) Describe the steps in performing mental status evaluation c) Prepare the environment for conducting psychiatric interview d) Take history of a client with abnormal behaviors e) Perform MSE to identify client with mental illness	Mental health assessment is correctly described Mental health assessment is correctly conducted	- Oral questioning - Written tests - Observation of performance	- Question papers - Answer guide - Check list
3.9.4	Provide care to client with anxiety disorders	a) Differentiate Anxiety, stress and fear b) Describe the causes of anxiety disorders c) Describe various types of anxiety disorders (Generalized anxiety,	Concepts of anxiety disorders correctly described	- Oral questioning - Written tests	- Question papers - Answer guide - Check list

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		Panic disorder, Posttraumatic stress disorder, phobia and Obsessive compulsive disorder)			
		d) Describe treatment modalities relevant to anxiety disorders			
		e) Provide specific treatment modalities for anxiety disorders	Care to patient with anxiety disorders correctly provided	- Observation of performance - Oral questioning - Clinical examination	- Check list
		f) Provide specific nursing care to client with anxiety disorders			
3.9.5	Provide care to clients with psychoactive substance misuse	a) Define terms related to psychoactive substance misuse (substance abuse, substance dependence/ addiction, substance withdrawal, Tolerance, Substance intoxication)	Concepts of substance misuse correctly described	- Oral questioning - Written tests	- Question papers - Answer guide - Assignment reports
		b) Describe etiology of substance abuse			
		c) Describe common abused psychoactive substances			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		d) Explain the effect of psychoactive substances			
		e) Identify clients with psychoactive substance use using appropriate tool(s)	Client/Patient with psycho active substance use correctly identified by using appropriate tool(s)	- Observation of performance - Clinical examination	- Check list
		f) Provide intervention to client affected by substances	Interventions to client with psychoactive substance use correctly provided	- Observation of performance - Oral questioning - Clinical examination	- Check list
4.1.1	Describe concepts of community health nursing	a) Define terms used in community health nursing (community, community health, community health nurse) b) Explain functions of the community health c) Explain the characteristics of the community d) Outline type of the community. e) Explain the purpose of the community health	Concepts of community health nursing are correctly described	- Oral questions - Assignment Written tests	- Checklist - Assignment report - Marking Scheme

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		f) Describe the interaction of health and community systems g) Identify roles of community health nurse h) Explain the principles of community health. i) Describe elements of the community health practice. j) Identify factors influencing community health			
4.1.2	Assess community health needs and problems by utilizing community nursing process.	a) Define community assessment b) Identify types of community needs assessment c) Describe the community methods of assessment d) Explain sources of community data e) Describe data analysis and diagnosis	Community health needs and problems are properly assessed	<ul style="list-style-type: none"> – Written tests – Assignment – Oral question 	<ul style="list-style-type: none"> – Structured questions – Assignment report – Structured questions
		f) Conduct community assessment	Community assessment is properly conducted.	<ul style="list-style-type: none"> – Observation performance – Assignment 	<ul style="list-style-type: none"> – Checklist. – Assignment reports

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
4.1.3	Diagnose the community problems by utilizing community nursing process.	a) Define community health diagnosis	Community health diagnosis is correctly defined.	<ul style="list-style-type: none"> – Written tests – Assignment 	<ul style="list-style-type: none"> – Structured questions – Assignment report
		b) Describe types of community health diagnosis			
		c) Identify Steps in conducting community diagnosis			
		d) Formulate community health diagnosis	Community health diagnosis is correctly formulated.	<ul style="list-style-type: none"> – Observation performance – Field assessment 	<ul style="list-style-type: none"> – Checklist – Community field work report
4.1.4	Plan community care according to community health needs.	a) Explain the concept of planning in relation to community health.	The concepts of planning as related to community health is properly explained	<ul style="list-style-type: none"> – -oral questions – Assignment Written 	<ul style="list-style-type: none"> – Checklist – Structured question –
		b) Establish priority of the problem diagnosed	Community health care planned according to health needs	<ul style="list-style-type: none"> – Assignment – Written tests 	<ul style="list-style-type: none"> – Checklist – Assignment report – Structured questions
		c) Formulate goals and objectives in priority order.		<ul style="list-style-type: none"> – Observation performance – Practical test 	<ul style="list-style-type: none"> – Assignment report – Checklist
		d) Write community nursing intervention to accomplish the goal.		<ul style="list-style-type: none"> – Assignment – Written examination 	

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		e) Prepare an action plan (Work plan)			
4.1.5	Implement community health care by using community nursing process.	a) Provide a descriptive definition of implementation in relation to community health	Implementation as related to Community health correctly described	<ul style="list-style-type: none"> – Oral questions – Written assignment 	<ul style="list-style-type: none"> – Marking scheme – Assignment reports
		b) Outline factors influencing implementation in the community			
		c) Describe mechanisms/strategies for implementation of intervention in the community			
		d) Implement community interventions using different mechanisms	community interventions are implemented	<ul style="list-style-type: none"> – Observation performance – Practical test – Assignment 	<ul style="list-style-type: none"> – Assignment report – Checklist Marking scheme
4.1.6	Evaluate Community health care interventions	a) Define the term evaluation in relation to community health	Community health interventions are correctly evaluated	<ul style="list-style-type: none"> – Oral questions – Assignment – Written tests 	<ul style="list-style-type: none"> – Checklist – Assignment report – Structured questions
		b) Explain purpose of evaluation in relation to community health.			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		c) Describe types o evaluation in relation to community health			
		d) Conduct community evaluation.	Community evaluation properly conducted	<ul style="list-style-type: none"> – Observation performance – Practical test 	<ul style="list-style-type: none"> – Assignment report – Checklist
4.2.1	Conduct screening in identifying health risks.	a) Define the term screening	Screening in identifying health risks is correctly conducted	<ul style="list-style-type: none"> – Oral questions – Assignment Written tests 	<ul style="list-style-type: none"> – Checklist – Assignment report – Marking scheme
	b) Outline principles of screening				
	c) Explain types of screening				
	d) Enumerate limitations of screening				
	e) Identify various equipment required for screening				
	f) Perform screening to identify health risks	Screening to identify health risks is properly performed.	<ul style="list-style-type: none"> – Observation performance – Practical test – Assignment 	<ul style="list-style-type: none"> – Assignment report – Checklist 	
4.2.2	Prevent diseases through community participation	a) Define the term disease prevention	Diseases in the community are correctly prevented	<ul style="list-style-type: none"> – Oral questions – Assignment Written tests 	<ul style="list-style-type: none"> – Checklist – Assignment report – Structured questions – Marking scheme
	b) Describe levels of disease prevention in the community				

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		c) Involve community in the disease prevention interventions	Community is properly involved in the diseases prevention interventions	<ul style="list-style-type: none"> – Observation performance – Assignment – Community field work 	<ul style="list-style-type: none"> – Assignment report – Checklist
4.2.3	Describe concepts of Primary Health Care (PHC) in the promotion of community health	a) Define the term PHC	Concepts of PHC is correctly described in the promotion of community health	<ul style="list-style-type: none"> – Oral questions – Assignment Written tests 	<ul style="list-style-type: none"> – Checklist – Assignment report – Structured questions – Marking scheme
b) Describe elements of PHC					
c) Explain principles of PHC					
d) Identify roles o PHC worker in the community					
e) Explain strategies of PHC					
4.2.4	Provide community based health care(CBHC) to clients according to individual needs in the community	a) Define the term CBHC.	Concepts of community based health care is correctly described	<ul style="list-style-type: none"> – Oral questions – Assignment Written tests 	<ul style="list-style-type: none"> – Checklist – Assignment report – Structured questions – Marking scheme
b) Explain the objectives of CBHC					
c) Enumerate the advantages of CBHC					
d) Describe various activities performed in relation to CBHC.(Home Visiting, School Health, RCH - including Family Planning)					
e) Identify health problems affecting the community health					

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		f) Identify the importance of CBHC			
		g) Outline the strategies of CBHC			
		h) Conduct community resource assessment.	Community resource assessment is properly conducted	<ul style="list-style-type: none"> – Observation performance – Practical test – Assignment – Community field work 	<ul style="list-style-type: none"> – Assignment report – Checklist – Field work report
		i) Provide community based health care to the community			
4.3.1	Explain concepts of Gender Based Violence(GBV) and Violence against Children(VAC)	a) Define common terms used in GBV and VAC	Concepts of Gender Based Violence(GBV) and Violence against Children(VAC)	<ul style="list-style-type: none"> – Oral questions – Assignment – Written tests 	<ul style="list-style-type: none"> – Checklist – Assignment report – Structured questions
	b) Identify types of GBV and VAC				
	c) Explain effects of GBV and VAC				
	d) Describe magnitude of GBV and VAC				
	e) Identify the causes of GBV and VAC				
	f) Explain effects of power imbalances with regard to GBV and VAC				
	g) Outline actions to promote gender equality in relation to GBV and VAC				

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		h) Identify links between poverty, HIV, GBV and VAC			
4.3.2	Prevent GBV and VAC in the community	a) Define safety plan b) Outline guiding questions for assessment of survivor’s safety c) List things to consider when developing safety plan d) Identity referral mechanism for GBV and VAC survivors e) Identify levels of GBV and VAC prevention f) List pillars of Multi-sectoral approach in prevention of GBV and VAC g) Prevent GBV and VAC occurrence in the community	GBV and VAC in the community are appropriately prevented	<ul style="list-style-type: none"> – Oral questions – Assignment – Written tests 	<ul style="list-style-type: none"> – Checklist – Assignment report – Structured questions
4.3.3	Manage survivors of GBV and VAC in different setting	a) Explain guiding principles for care of GBV and VAC survivors.	GBV and VAC survivors are properly managed in	– Observation performance	<ul style="list-style-type: none"> – Checklist – Assignment

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		b) Explain roles of service providers in managing survivors of GBV and VAC	different setting	<ul style="list-style-type: none"> – Assignment – Field work 	<ul style="list-style-type: none"> – report – Structured questions
c) Identify things to consider when obtaining consent to GBV and VAC survivors					
d) Outline steps for screening potential GBV and VAC survivors					
e) Describe guidelines for comprehensive history taking from GBV and VAC survivors					
f) Explain steps of conducting physical examination of GBV and VAC survivors					
g) List the psychological needs for GBV and VAC survivors					
h) Explain the management of stress for GBV and VAC survivors					
i) Take a comprehensive history from GBV and VAC survivors	Management and counseling to GBV and VAC survivors	<ul style="list-style-type: none"> – Observation performance 			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		j) Perform counseling to GBV and VAC survivor. k) Refer GBV and VAC survivors for further management	properly performed.	– Competence test – Assignment	– Checklist
4.4.1	Describe concepts of epidemiology and demography.	a) Define the term epidemiology. b) Explain aims of epidemiology c) Identify scope and uses of epidemiology d) Explain the historical roots of epidemiology. e) Explain terms used in epidemic disease occurrence. f) Explain methods of epidemiological studies g) Describe the sources of information for epidemiological studies h) Explain epidemiological triad. i) Explain the natural history of disease and levels of prevention.	Concepts of epidemiology and demography correctly described	– Oral questions – Assignment Written tests	– Checklist – Assignment report – Marking scheme

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		j) Outline measures of health, morbidity, mortality and fertility.			
4.4.2	Describe demographic data and health vital statistics in the community.	a) Define the terms demography, population, vital statistics, b) Identify the uses of vital statistics c) Outline importance of demographic data d) Explain the uses of population pyramids in presenting demographic data. e) Identify the elements of demography f) Explain major demographic processes.	Demographic data and health vital statistics in the community is correctly described.	<ul style="list-style-type: none"> – Oral questions – Assignment Written tests 	<ul style="list-style-type: none"> – Checklist – Assignment report – Marking scheme
4.4.3	Formulate interventions to address community health problems	a) Interpret available epidemiological data in the community b) Identify possible interventions c) Plan for community interventions d) Implement community interventions	Community health problems properly solved using epidemiological and demographic data	<ul style="list-style-type: none"> – Observation performance – Assignment – Case study – Practical test 	<ul style="list-style-type: none"> – Assignment report – Checklist – Written case study

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		e) Evaluate community interventions.			
5.1.1	Describe concepts of communicable diseases	a) Define the terms communicable disease, incubation period and carrier	Concepts of communicable diseases described	<ul style="list-style-type: none"> – Written test – Assignment – Oral questioning 	<ul style="list-style-type: none"> – Question paper – Assignment report guideline – Oral question paper guide – Marking scheme
b) Outline routes of communicable disease transmission					
c) Explain main methods of communicable disease control					
5.1.2	Provide care to patient with scabies	a) Define scabies	Care to patient with scabies provided correctly	<ul style="list-style-type: none"> – Written test – Assignment – Oral questioning 	<ul style="list-style-type: none"> – Question paper – Assignment report guideline – Checklist for practical assessment – Marking scheme – Oral question paper guide
b) Explain epidemiological distribution of scabies					
c) Describe clinical picture of the patient with scabies					
d) Identify diagnostic techniques for scabies infection					
e) Explain treatment required for scabies infection					
f) Provide nursing care to patient with scabies					
g) Explain prevention and control methods for the scabies infection					
5.1.3	Provide care to patient	a) Define pediculosis	Care to patient with	– Written test	– Question

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
	with Pediculosis	b) Explain epidemiological distribution of pediculosis c) Describe clinical picture of the patient with pediculosis d) Identify diagnostic techniques for pediculosis e) Explain treatment required for pediculosis f) Provide nursing care to patient with pediculosis g) Explain prevention and control methods for the pediculosis	Pediculosis provided correctly	<ul style="list-style-type: none"> – Assignment – Oral questioning 	<ul style="list-style-type: none"> – paper – Assignment report guideline – Checklist for practical assessment – Marking scheme – Oral question paper guide
5.1.4	Provide care to patient with tinea infection	a) Define tinea b) Identify different types of tinea infections c) Explain epidemiological distribution of common tinea infection d) Describe clinical picture of the patient with tinea infection e) Identify diagnostic techniques for tinea infection f) Explain treatment required for tinea infection	Care to patient with tinea infection provided correctly	<ul style="list-style-type: none"> – Written test – Assignment – Oral questioning 	<ul style="list-style-type: none"> – Question paper – Assignment report guideline – Checklist for practical assessment – Marking scheme – Oral question paper guide

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		g) Provide nursing care to patient with tinea infection			
		h) Explain prevention and control methods for the tinea infection			
5.1.5	Provide care to patient with bacterial conjunctivitis	a) Define conjunctivitis	Care to patient with bacterial conjunctivitis provided correctly	<ul style="list-style-type: none"> – Written test – Assignment – Oral questioning 	<ul style="list-style-type: none"> – Question paper – Assignment report guideline – Checklist for practical assessment – Marking scheme – Oral question paper guide
	b) Explain epidemiological distribution of conjunctivitis				
	c) Describe clinical picture of conjunctivitis				
	d) Identify diagnostic techniques of conjunctivitis				
	e) Explain treatment of conjunctivitis				
	f) Provide nursing care to patient with conjunctivitis				
	g) Describe methods of control and prevention of conjunctivitis				
5.1.6	Provide care to patient with trachoma	a) Define trachoma infection	Care to patient with trachoma provided correctly	<ul style="list-style-type: none"> – Written test – Assignment – Oral questioning 	<ul style="list-style-type: none"> – Question paper – Assignment report guideline
	b) Identify causative agent of trachoma infection				
	c) Explain epidemiological distribution of trachoma				
	d) Describe clinical picture				

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		of a patient with trachoma e) Identify diagnostic techniques for trachoma f) Explain treatments required to patient with trachoma g) Provide nursing care to patient with trachoma h) Describe ways to prevent and control trachoma infection			<ul style="list-style-type: none"> – Checklist for practical assessment – Marking scheme – Oral question paper guide
5.2.1.	Describe concepts of STIs	a) Define the terms sexually transmitted diseases (STDs) and sexually transmitted infections (STIs) b) Identify risk factors for STIs (biological, individual risk behavior, health behavior, demographic factors, social economic factors and environmental factors) c) Outline general clinical presentation of patient with STIs d) Mention common	Concepts of STIs described correctly	<ul style="list-style-type: none"> – Written test – Assignment – Oral questioning 	<ul style="list-style-type: none"> – Question paper – Assignment report guideline – Marking scheme – Oral question paper guide

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		diagnostic techniques for STIs			
		e) State general management to patient with STIs			
		f) List main techniques applied in control and prevention of STIs			
		g) Counsel the client with STIs	Client with STIs are counseled	<ul style="list-style-type: none"> – Observation performance – Competence test 	Check list
5.2.2.	Provide care to patient with syphilis & gonorrhoea	a) Define the terms syphilis and gonorrhoea	Care to patient with syphilis & gonorrhoea provided correctly	<ul style="list-style-type: none"> – Written test – Assignment – Oral questioning 	<ul style="list-style-type: none"> – Question paper – Assignment report guideline – Checklist for practical assesment – Marking scheme – Oral question paper guide
	b) Identify causative agent of syphilis and gonorrhoea				
	c) Explain epidemiological distribution of syphilis and gonorrhoea infection				
	d) Describe clinical presentation of the syphilis and gonorrhoea				
	e) Determine diagnostic methods for syphilis and gonorrhoea				
	f) Identify treatment of syphilis and gonorrhoea				
	g) Provide nursing management of a patient with syphilis and				

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		gonorrhea			
		h) Describe prevention and control techniques for syphilis and gonorrhea			
5.2.3.	Provide care to patient with chancroid & chlamydia	a) Define terms chancroid and chlamydia b) Identify causative agent for chancroid and chlamydia c) Explain epidemiological distribution of chancroid and chlamydia infection d) Describe clinical presentation of a patient with chancroid and chlamydia e) Determine diagnostic techniques for chancroid and chlamydia f) Identify treatment for chancroid and chlamydia g) Provide nursing care to a patient with chancroid and chlamydia h) Describe prevention and control techniques for chancroid and chlamydia	Care to patient with chancroid & chlamydia provided correctly	<ul style="list-style-type: none"> – Written test – Assignment – Oral questioning 	<ul style="list-style-type: none"> – Question paper – Assignment report guideline – Checklist for practical assessment – Marking scheme – Oral question paper guide
5.2.4.	Provide care to patient	a) Define the terms	Care to patient with	– Written test	– Question

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
	with trichomoniasis and candidiasis	trichomoniasis and candidiasis b) Identify causative agent of trichomoniasis and candidiasis c) Explain distribution of trichomoniasis and candidiasis d) Describe clinical presentation of a patient with trichomoniasis and candidiasis e) Outline diagnostic techniques for trichomoniasis and candidiasis f) Determine treatment for trichomoniasis and candidiasis g) Provide nursing care to patient with trichomoniasis and candidiasis h) Outline prevention and control techniques for trichomoniasis and candidiasis	trichomoniasis and candidiasis provided correctly	– Assignment – Oral questioning	paper – Assignment report guideline – Checklist for practical assessment – Marking scheme – Oral question paper guide
5.3.1	Describe Concepts of	a) Define the terms vector	Concepts of vectors	– Written test	– Question

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
	vector borne diseases	and vector borne disease b) Classify vector borne diseases according to causative organisms c) Explain general techniques to control vector borne diseases	borne diseases described correctly	– Assignment – Oral questioning	paper – Assignment report guideline – Marking scheme – Oral question paper guide
5.3.2	Provide care to patient with malaria, plague & dengue	a) Define the terms malaria, plague and dengue b) Identify causative agent of malaria, plague and dengue c) Identify vector for malaria, plague and dengue d) Explain epidemiological distribution for malaria, plague and dengue e) Describe life cycle for malaria f) Describe clinical presentation of a patient with non-severe malaria, plague and dengue g) Describe clinical features of a patient with severe malaria	Care to patient with malaria, plague & dengue provided correctly	– Written test – Assignment – Oral questioning	– Question paper – Assignment report guideline – Checklist for practical assessment – Marking scheme – Oral question paper guide

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		<ul style="list-style-type: none"> h) Identify diagnostic techniques for malaria, plague and dengue i) Perform mRDT j) Prepare thick blood smear for malaria k) List differential diagnosis for malaria l) Identify treatment for non-severe, malaria, plague and dengue m) Identify treatment for severe malaria n) Dispense first line medication to patient with non-severe malaria o) Prepare and provide antimalaria to severe malaria p) Prepare and provide quinine to patient with severe malaria q) Provide nursing care to patient with malaria, plague and dengue r) Describe control and prevention techniques for malaria, plague and 			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		dengue			
5.3.3	Provide care to patient with bancroftian filariasis, schistosomiasis & onchocerciasis	a) Define the terms bancroftian filariasis, schistosomiasis and onchocerciasis b) Identify causative agent of bancroftian filariasis, schistosomiasis and onchocerciasis c) Describe life cycle of the bancroftian filariasis, schistosomiasis and onchocerciasis d) Describe clinical presentation of bancroftian filariasis, schistosomiasis and onchocerciasis e) Identify diagnostic techniques for bancroftian filariasis, schistosomiasis and onchocerciasis f) Outline treatment for bancroftian filariasis, schistosomiasis and onchocerciasis g) Provide nursing care to patient with bancroftian	Care to patient with bancroftian filariasis, schistosomiasis & onchocerciasis provided correctly.	<ul style="list-style-type: none"> – Written test – Assignment – Oral questioning 	<ul style="list-style-type: none"> – Question paper – Assignment report guideline – Checklist for practical assesment – Marking scheme – Oral question paper guide

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		filariasis, schistosomiasis and onchocerciasis h) Determine prevention and control techniques for bancroftian filariasis, schistosomiasis and onchocerciasis			
5.3.4	Provide care to patient with relapsing fever and trypanosomiasis.	a) Define the terms relapsing fever and trypanosomiasis b) Identify causative agent of relapsing fever and trypanosomiasis c) Describe epidemiological distribution of relapsing fever and trypanosomiasis d) Describe clinical presentation of relapsing fever and trypanosomiasis e) Outline treatment for relapsing fever and trypanosomiasis f) Explain nursing care to patient with relapsing fever and trypanosomiasis g) Describe prevention and control techniques for relapsing fever and trypanosomiasis	Care to patient with relapsing fever and trypanosomiasis provided correctly.	<ul style="list-style-type: none"> – Written test – Assignment – Oral questioning – Practical assessment 	<ul style="list-style-type: none"> – Question paper – Assignment report guideline – Oral question paper guide – Checklist for practical assessment – Marking scheme

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
5.4.1	Describe concepts of fecal-oral diseases	a) Define fecal oral diseases	Concepts of fecal-oral diseases described correctly	<ul style="list-style-type: none"> – Written test – Assignment 	<ul style="list-style-type: none"> – Question paper – Assignment report guideline
		b) List fecal oral diseases			
		c) Explain the transmission cycle of fecal oral diseases			
		d) Explain preventive measures of fecal oral diseases.			
5.4.2	Provide care to patient with cholera	a) Define cholera	Care to patient with cholera provided correctly	<ul style="list-style-type: none"> – Written test – Assignment 	<ul style="list-style-type: none"> – Question paper – Assignment report guideline
		b) Outline sign and symptoms of cholera			
		c) Provide nursing care to patient with cholera			
		d) Outline activities done during cholera outbreak			
5.4.3	Provide care to patient with Typhoid fever	a) Define Typhoid fever	Care to patient with Typhoid provided correctly	<ul style="list-style-type: none"> – Written test – Assignment – Oral questioning 	<ul style="list-style-type: none"> – Question paper – Assignment report guideline – Class participation guide
		b) Outline sign and symptoms of Typhoid fever			
		c) Provide nursing care to patient with Typhoid fever			
		d) Outline principles of prevention and control of Typhoid fever.			
5.4.4	Provide care to patient with dysentery	a) Define dysentery	Care to patient with dysentery Provided correctly	<ul style="list-style-type: none"> – Written test – Assignment 	<ul style="list-style-type: none"> – Question paper – Assignment guideline
		b) Outline sign and symptoms of dysentery			
		c) Provide nursing care to patient with dysentery			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		d) Outline principles of prevention and control of dysentery			
5.4.5	Provide care to patient with amoebiasis	a) Define amoebiasis b) Outline sign and symptoms of amoebiasis c) Provide nursing care to patient with amoebiasis d) Outline principles of prevention and control of amoebiasis	Care to patient with amoebiasis provided correctly	– Written test – Assignment	– Question paper – Assignment report guideline
5.4.6	Provide care to patient with acute gastroenteritis	a) Define amoebiasis b) Outline sign and symptoms of amoebiasis c) Provide nursing care to patient with amoebiasis d) Outline principles of prevention and control of amoebiasis	Care to patient with acute gastroenteritis provided correctly	– Written test – Assignment	– Question paper – Assignment report guideline
5.5.1	Explain concepts of HIV and AIDS	a) Define HIV and AIDS b) Explain the transmission cycle of HIV c) Outline mode of transmission of HIV d) Explain the WHO stages of HIV/AIDS	Concepts of HIV and AIDS explained correctly	– Written test – Assignment – Oral questioning	– Question paper – Assignment report guideline – Class participation guide
5.5.2	Describe different	a) Outline different HIV/	Different	– Written test	– Question

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
	methods/approaches in HIV/AIDS Prevention	AIDS prevention measures b) Explain the Abstinence, Being faithful and Condom use (ABC) concept c) Explain the PMTCT concept.	methods/approaches in HIV/AIDS Prevention described correctly	– Assignment	paper – Assignment report guideline
5.5.3	Provide Post Exposure Prophylaxis (PEP) to HIV exposed individual.	a) Define PEP b) Outline steps of administering PEP c) Provide nursing care to a patient with PEP	Post Exposure Prophylaxis (PEP) to HIV exposed provided correctly	– Written test	– Question paper
5.5.4	Classify patients condition by utilizing WHO clinical staging of HIV/AIDS guideline in provision of care	a) Identify differential characteristics of WHO HIV/AIDS stages b) Outline signs and symptoms in each of WHO Clinical stage c) Provide nursing care to patients in different WHO stages	Patients condition by utilizing WHO clinical staging guideline in provision of care classified correctly	– Written test – Assignment	– Question paper – Assignment report
5.5.5	Explain the effect of stigma and discrimination in management of HIV/AIDS patients	a) Define stigma and discrimination b) Differentiate between stigma and discrimination c) Outline the impact of stigma and discrimination	Effect of stigma and discrimination in management of HIV/AIDS patients explained correctly	– Written test – Assignment	– Question paper – Assignment report guideline

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		in HIV/AIDS nursing care			
5.5.6	Provide nursing care to patient with common side effect and adverse drug reactions related to ARV	a) Outline ARVs side effect b) List the common ARVs side effects c) Identify nursing care to patient with ARV side Effects.	Nursing care to patient with common side effect and adverse drug reactions related to ARV provided correctly	– Written test – Assignment	– Question paper – Assignment report guideline
5.5.7	Describe the concepts of integrated management of adult and adolescent illness (IMAI) HIV and AIDS diagnosis	a) Define IMAI b) Outline the advantages and disadvantages management of adult and adolescent illness (IMAI) HIV and AIDS diagnosis c) Outline the steps in management of emergency in IMAI	Concepts of integrated management of adult and adolescent illness (IMAI) HIV and AIDS diagnosis described correctly	– Written test – Assignment	– Question paper – Assignment report guideline
5.5.8	Provide nursing care to patient with HIV related opportunistic infections	a) Define opportunistic infections b) List common HIV related opportunistic infections c) Outline nursing care activities to patient with HIV related opportunistic infections	Nursing care to patient with HIV related opportunistic infections provided correctly	– Written test – Assignment	– Question paper – Assignment report guideline
5.6.1	Describe concepts of helminthic infections	a) Define helminthic infections	Concepts of helminthic infections	– Written test	– Question

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		b) List common helminthic infections	described correctly	– Assignment	paper – Assignment report guideline
		c) Classify common helminthic causing diseases to human being			
5.6.2	Provide care to patient with strongyloidiasis & enterobiasis	a) Define strongyloidiasis , enterobiasis	Care to patient with strongyloidiasis and enterobiasis Provided correctly	– Written test – Assignment	– Question paper – Assignment report guideline
		b) Explain the epidemiology of strongyloidiasis and enterobiasis			
		c) Outline the clinical features and diagnostic measures of strongyloidiasis and enterobiasis			
		d) Provide nursing to a patient with strongyloidiasis and enterobiasis			
5.6.3	Provide care to patient with trichuriasis and ascariasis	a) Define trichuriasis and ascariasis	Care to patient with trichuriasis and ascariasis provided correctly	– Written test – Assignment	– Question paper – Assignment report guideline
		b) Explain the distribution of trichuriasis and ascariasis			
		c) Outline the clinical features and diagnostic measures of trichuriasis and ascariasis			
		d) Provide nursing			

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
		management to a patient with trichuriasis and ascariasis			
5.6.4	Provide care to patient with hookworm and tape worm	a) Define hookworm and tape worm b) Explain the distribution of hookworm and tape worm c) Outline the clinical features and diagnostic measures of hookworm and tape worm d) Provide nursing management to a patient with hookworm and tape worm	Care to patient with hookworm and tape worm provided correctly	– Written test – Assignment	– Question paper – Assignment report guideline
5.7.1	Provide care to patient with rabies & tetanus	a) Define rabies and tetanus b) Explain the life cycle of rabies and tetanus c) Outline the clinical features of rabies and tetanus d) Outline complication related to rabies and tetanus e) Provide nursing management to a patient with rabies and tetanus	Care to patient with rabies and tetanus Provided correctly	– Written test – Assignment	– Question paper – Assignment report guideline
5.7.2	Provide care to patient	a) Define anthrax and	Care to patient with	– Written test	– Question

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
	with anthrax & brucellosis	brucellosis b) Explain the life cycle of anthrax and brucellosis c) Outline the clinical features of anthrax and brucellosis d) Outline complication related to anthrax and brucellosis e) Provide nursing management to a patient with anthrax and brucellosis	anthrax & brucellosis provided correctly	– Assignment	paper – Assignment report guideline
5.7.3	Provide care to patient with rift valley fever & ebola	a) Define Rift valley fever and Ebola b) Explain the life cycle of Rift valley fever and Ebola c) Outline the clinical features of Rift valley fever and Ebola d) Outline complication related to Rift valley fever and Ebola e) Provide nursing management to a patient with Rift valley fever and Ebola	Care to patient with rift valley fever ebola provided correctly	– Written test – Assignment	– Question paper – Assignment report guideline

No	Sub – Enabling Outcome	Related Tasks	Assessment Criteria	Assessment Methods	Assessment Tools
5.7.4	Provide care to patient with meningitis	a) Define meningitis	Care to patient with meningitis Provided correctly	<ul style="list-style-type: none"> – Written test – Assignment 	<ul style="list-style-type: none"> – Question paper – Assignment report guideline
		b) Outline the clinical features of patient with meningitis			
		c) Outline complication related to meningitis			
		d) Provide nursing management to a patient with meningitis			
5.7.5	Provide care to patient with TB & leprosy	a) Define TB and leprosy	Care to patient with TB & leprosy provided correctly	<ul style="list-style-type: none"> – Written test – Assignment 	<ul style="list-style-type: none"> – Question paper – Assignment report guideline
		b) Outline the clinical features of patient with TB and leprosy			
		c) Outline complication related to TB and leprosy			
		d) Provide nursing management to a patient with TB and leprosy			

12.2 Benchmarks for Assessment Criteria

S/N	Assessment Criteria	BENCHMARKING The learner has knowledge/skills of, ability to, can...		
		Satisfactory	Good	Excellent
1.1.2.1	Male and female reproductive system are correctly described	Differentiate between male and female reproductive organs	Differentiate between male and female reproductive organs. List functions of male and female reproductive organs	Differentiate between male and female reproductive organs, Describe functions of male and female reproductive organs
1.1.2.2	External and internal parts of male and female reproductive system correctly drawn and labeled	Draw external parts female reproductive system and label	Draw external and internal parts of male and female reproductive system and label external female reproductive system	Draw external and internal parts of male and female reproductive system and label them all
2.1.1.1	Concepts of growth and development are well described	Define growth and development , explain	Define growth and development, describe stages	Define growth and development, describe stages of growth and development, explain characteristics, factors influencing growth and development and principles of growth and development to under five

		characteristics of growth and development , describe stages of growth and development to under fives	of growth and development, explain characteristics and factors influencing growth and development to under five	
2.3.1.1	Care to under five children with Pneumonia are correctly provided	Maintain airway clearance and nutrition status, administer antibiotics, analgesics and antipyretics	Administer antibiotics, analgesics, antipyretics and maintain airway clearance, nutrition status and adequate hydration	Administer antibiotics, analgesics, antipyretics and maintain airway clearance, nutrition status, adequate hydration and oxygenation
3.1.1.1	Concepts of Ward are correctly described	Define ward round and explain importance of ward round,	Define ward round, explain importance of ward round and explain types of ward round	Define ward round, explain importance of ward round, explain types of ward round , and describe different stages of ward round

3.1.1.2	Ward round is done properly to patients	Prepare him/herself, prepare patients, and requirement before ward round, conduct ward round	Prepare him/herself, prepare patient, prepare requirements before ward round , conduct ward round, and perform activities after ward round	Prepare him/herself, prepare patients, prepare requirement before ward round , conduct ward round, perform activities after ward round, and evaluate activities after ward round
4.1.1.1	Concepts of community health nursing are correctly described	Explain the concepts of community health nursing focusing on definition, functions and characteristics.	Describe the concepts of community health nursing focusing on definition, functions and characteristics, types, purpose, and interaction of community system	Describe the concepts of community health nursing on definition, functions, characteristics, types, purpose, and interaction of community system, roles, principles, element and factors influencing community health.
4.1.2.2	Community health needs and problems are properly assessed	Defined the term community assessment and identified	Defined the term community assessment, identified the types,	Defined the term community assessment, identified the types, identified methods of assessment and sources of data, described data analysis and conducted community assessment.

		the types.	identified methods of assessment and conduct community assessment.	
5.1.1.1	Concepts of communicable diseases described	Define terms communicable disease, incubation period and carrier, outline routes of communicable disease transmission	Define terms communicable disease, incubation period and carrier and Outline routes of communicable disease transmission	Define the terms communicable disease, incubation period and carrier ,Outline routes of communicable disease transmission and describe main methods of communicable disease

5.1.2.1	Care to patient with scabies provided	<p>Define scabies,</p> <p>Explain epidemiological distribution of scabies</p> <p>Describe clinical picture of the patient with scabies</p> <p>Identify diagnostic techniques for scabies infection</p>	<p>Define scabies,</p> <p>Explain epidemiological distribution of scabies,</p> <p>Describe clinical picture of the patient with scabies,</p> <p>Identify diagnostic techniques for scabies infection and explain epidemiological distribution of scabies</p>	<p>Define scabies,</p> <p>Explain epidemiological distribution of scabies,</p> <p>Describe clinical picture of the patient with scabies,</p> <p>Identify diagnostic techniques for scabies infection,</p> <p>Describe treatment required for scabies infection</p>
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13.0 DESCRIPTION OF PROGRAM MODULES

13.1 DESCRIPTION OF MODULE ONE

13.1.1 MODULE CODE: NMT 05101

13.1.2 NAME: Reproductive Health Care

13.1.3 NUMBER OF CREDITS: 5

13.1.4 SUBENABLING OUTCOMES:

1.5.1. Provide pre-conception care

1.5.2. Provide family planning services

1.5.3. Provide care to a client with infertility and sterility

3.7.4. Provide nursing care to patient with reproductive organs infectious conditions (Endometritis, Cervicitis, Oophoritis, Salpingitis)

3.7.5. Provide nursing care to patient with disorders of menstruation (Dysmenorrhoea, Amenorrhoea, menorrhagia, metrorrhagia)

3.7.6 Provide nursing care to patient with Ovarian cyst

13.1.5 PREREQUISITE MODULES:

- None

13.1.6 LEARNING CONTEXT:

- Lectures, lecture discussion, group discussion, tutorials, seminars, practical and workplace learning, skill laboratory demonstrations

13.1.7 TEACHING AND LEARNING RESOURCES:

- Computer, assessment tools, examination questions, books, LCD

13.1.8 MODES OF ASSESSMENT

Continuous Assessment 45%

Written Tests	15%
Assignment report	5%
Practical examinations	15%
Portfolio (casework)	5%
Practical procedure handbook	5%

End of Module Examination 55%

Written Examination	25%
Practical Examination	30%

13.1.9 References

Diane, M.F. & Magret, A. C. (2003). *Myles textbook for midwives* (14thed). Churchill Livingstone Elsevier Edinburg London new York oxford Philadelphia st lois Sydney Toronto.

Diane, M. F., Magret, A. C. & Anna, G.W. N. (2009). *Myles textbook for midwives* (African edition). Churchill livingstone Elsevier edinburg London new York oxford Philadelphia St. Lois Sydney toronto.

Diane, M. F. & Magret, A. C. (2009). *Myles textbook for midwives* (15thed). Churchill Livingstone Elsevier edinburg London new York oxford Philadelphia St. Lois Sydney Toronto.

- Ministry of health and social welfare. (2005). *Advanced life saving skills volume 2 training manual*. Reproductive and child health section.
- Ministry of health and social welfare (September 2013). *Malaria Diagnosis and treatment training manual*. National Malaria control Programme.
- Ministry of health and social welfare (December 2008). *Emergency obstetric care job aid*. Reproductive and child health section.
- Ministry of health and social welfare (2007). *Tanzania National PMTCT Guidelines*. Ministry of health and social welfare
- Ministry of health and social welfare (2010). *National Family planning Procedure manual*. Ministry of health and social welfare
- Ministry of health and social welfare (2010). *Learning resource package for basic emergency obstetric and newborn care (BEmONC) Facilitator guide*. Ministry of health and social welfare- Ministry of health and social welfare.
- Ruth, V. B. & Linda, K. B. (1996). *Myles textbook for midwives, (12thed)*. Churchill Livingstone edinburgh London Madrid Melbourne new York and Tokyo
- WHO Family planning (2011). *A global handbook for providers*. United states agency for international development USAIDS.

13.2 DESCRIPTION OF MODULE TWO

13.2.1. MODULE CODE: NMT 05102

13.2.2. MODULE TITLE: Child Health Services

13.2.3. Number of credits: 4

13.2.4. SUB ENABLING OUTCOMES:

- 2.1.1 Describe concepts of growth and development to under-fives.
- 2.1.2 Describe various developmental Milestone to underfive
- 2.1.3 Monitor growth and development of a child using various tools
- 2.1.4 Use Road to health card (RCH card number 1) to record growth and development of under-five
- 2.2.1 Explain basic concepts of immunization
- 2.2.2 Employ appropriate techniques in maintaining cold chain
- 2.2.3 Apply knowledge and skills of immunization in the provision of vaccine

13.2.5. PREREQUISITE MODULES:

- None

13.2.6. LEARNING CONTEXT:

- Lecture/discussions, tutorials, seminars, individual and group presentations, gallery walk, demonstrations, simulations, role modelling, role play, games coaching, practical and workplace learning.

13.2.7. TEACHING AND LEARNING RESOURCES:

- Computers, Multimedia projector, Chalk/White boards, Flip charts, Chalk /Marker pens, Screen and Overhead Projectors

13.2.8. MODES OF ASSESSMENT

Continuous Assessment 45%

Written Tests	15%
Assignment report	5%
Practical examinations	15%
Portfolio (casework)	5%
Practical procedure handbook	5%

End of Module Examination 55%

Written Examination	25%
Practical Examination	30%

13.2.9. References

Ball, J (2006). *Child Health Nursing: Partnering with children and families*; Prentice Hall

MOH (2003). *Management of uncomplicated and severe malaria prescribers' manual* (3rd ed), Dar es Salaam

Stanfield, P., Balldin & Versluys, Z. (2003) *Child health. A Manual for medical and health workers in health centres and rural hospitals*. AMREF, Nairobi.

WHO (2006). *Hospital Care for Children*; Geneva Ashburn, S and Schuster, S (1992). *The process of human development. A holistic life span approach*; Lippincott Company

13.3 DESCRIPTION OF MODULE THREE

13.3.1. MODULE CODE: NMT 05103

13.3.2. MODULE TITLE: Care of a Sick Child

13.3.3. NUMBER OF CREDITS: 17

13.3.4. SUB ENABLING OUTCOMES:

- 2.3.1 Provide care to under five children with Pneumonia
- 2.3.2 Provide care to under five children with common cold and tonsillitis
- 2.3.3 Provide care to under five children with asthma
- 2.3.4 Provide care to under five children with diarrhea
- 2.3.5 Provide care to under five children with meningitis and convulsions
- 2.3.6 Provide care to under five children with anemia
- 2.3.7 Provide care to under five children with UTI
- 2.3.8 Utilize principles of IMCI in managing childhood conditions
- 2.4.1 Provide care to under five children with fracture
- 2.4.2 Provide care to under five children with burn and scalds
- 2.4.3 Provide care to under five children with osteomyelitis
- 2.4.4 Provide care to under five children with appendicitis
- 2.5.1 Provide care to under five children with poliomyelitis
- 2.5.2 Provide care to under five children with hepatitis
- 2.5.3 Provide care to under five children with measles
- 2.5.4 Provide care to under five children with diphtheria

- 2.5.5 Provide care to under five children with tetanus
- 2.5.6 Provide care to under five children with pertussis
- 2.5.7 Provide care to under five children with tuberculosis
- 2.6.1 Provide care to under five children with marasmus
- 2.6.2 Provide care to under five children with kwashiorkor
- 2.6.3 Provide care to under five children with marasmic kwashiorkor
- 2.7.1 Provide care to a drowned under five child
- 2.7.2 Provide care to under five children with trauma
- 2.7.3 Provide care to under five children with bites and stings
- 2.7.4 Provide care to under five children with poisoning

13.3.5. PREREQUISITE MODULES:

- None

13.3.6. LEARNING CONTEXT:

- Lecture, lecture discussion, group discussion, skills lab demonstration, tutorial, seminars

13.3.7. TEACHING AND LEARNING RESOURCES:

- Text books, LCD projector, flip charts, chalks/ white boards, chalk/marker pens

13.3.8. MODES OF ASSESSMENT

Continuous Assessment	45%
Written Tests	10%
Assignment report	5%

Practical examination	15%
Portfolio (case study)	5%
Practical procedure handbook	10%
End of Module Examination	55%
Written Examination	20%
Project report	5%
Practical Examination	30%

13.3.9.Key References

- Alexander, M. F. Fawcett, J. N. & Runciman, P. J. (2002) *Nursing Practice.(2nd ed)*.Churchill Livingstone. London.
- Bare, B. & Smeltzer, C.S. (1999). *Text Book of Medical Surgical Nursing (9th ed)*. Philadelphia Lippincott Williams & Wilkins
- Bare, B. & Smeltzer, C.S. (2004). *Text Book of Medical Surgical Nursing (10th ed)*. Philadelphia Lippincott Williams & Wilkins
- Brigden J. R. (1998). *Operating Theatres Technique (5th Ed)*.Churchill Livingstone
- Grven, R. E. & Hirine, C.J. (2009). *Fundamentals of nursing (6th ed)*. Philadelphia. Lippincott Williams & Wilkin
- Prof.paget. S.& Nimrod.B.(2007).*Child health.African medical and research foundation Nairobi.*

13.4 DESCRIPTION OF MODULE FOUR

13.4.1 MODULE CODE: NMT 05104

13.4.2 MODULE TITLE: Basic Care of Patient with Medical Conditions

13.4.3 NUMBER OF CREDITS: 18

13.4.4 SUB-ENABLING OUTCOMES:

3.1.1 Describe concepts of ward round

3.1.2 Describe nurses' roles in performing ward round

3.1.3 Demonstrate team working during ward round

3.2.1 Collect specimen by using standard operating procedures

3.2.2 Test specimen using standard operating procedures

3.2.3 Interpret specimen results according guideline

3.3.1 Provide nursing care to patient with Common cold/flu

3.3.2 Provide nursing care to patient with Pneumonia

3.3.4 Provide nursing care to patient with Laryngitis

3.3.5 Provide care to patient with Airway obstructions

3.3.6 Provide nursing care to patient with Asthma

3.5.1 Provide nursing care to patient with Oral thrush

3.5.2 Provide nursing care to patient with Dental carries

3.5.3 Provide nursing care to patient with Gastritis

3.5.4 Provide care to patient with Peptic ulcers

- 3.5.5 Provide nursing care to patient with gastroenteritis
- 3.5.6 Provide nursing care to patient with diabetes
- 3.6.1 Provide nursing care to patient with Pruritis and Impetigo
- 3.6.2 Provide care to patient with Eczema and Acne vulgaris
- 3.6.3 Provide nursing care to patient with Herpes zoster and herpes simplex
- 3.6.4 Provide care to patient with Exfoliative dermatitis
- 3.6.5 Nursing care to a patient with conditions affecting external and internal ear
- 3.6.6 Provide nursing care to patient with Foreign body
- 3.6.7 Nursing care of the patient with condition affecting eye. (brepbaritis, hordeolum, keratitis and uveitis)
- 3.7.1 Provide nursing care to patient with urinary inflammatory conditions (Urethritis and Cystitis)
- 3.7.2 Provide nursing care to patient with kidney disorders (Nephritis and Nephrotic syndrome)

13.4.5 PREREQUISITE MODULES:

- None

13.4.6 LEARNING CONTEXTS:

- Lectures and tutorials, assignments, skills laboratory demonstration, clinical practice, case presentations, case studies, written tests and examinations.

13.4.7 TEACHING AND LEARNING RESOURCES:

- Text books, LCD projector, computer, flip charts, projection screen, marker pens, practical procedure handbook, skills laboratory and a sample examination questions.

13.4.8 MODES OF ASSESSMENT

Continuous Assessment	45%
Written Tests	20%
Assignment report	5%
Clinical Practice Assessment	10%
Case study/presentation	5%
Practical procedure handbook	5%
End of Module Examination	55%
Written Examination	30%
Practical Examination	25%

13.4.9 References:

- Brunner & Suddarths (2004). Textbook of Medical-Surgical Nursing (10th ed). Lippicott: Williams & wilkings.
- Brunner& Suddarths (2010). Textbook of Medical-Surgical nursing 12th ed.Lippicott: Williams & wilkings.
- Dossey, M.B., Guzzetta, C. E., & Kenner, C. V. (1992). Critical Care Nursing; Body-Mind-Spirit (3rd ed). Philadelphia, New York: Baltimore. J.B. Lippincott Company.
- National guidelines for the clinical management of HIV/AIDS 4th edition MOH Tanzania April 2012
- Nordberg, E & Kingondu ,T. (2007). Communicable disease(4th ed) . Nairobi
- Perry, A. G., & Potter, P. A. (1994). Clinical Nursing Skills and Techniques (3rd ed.). St, Louis, Missouri (USA).Mosby.
- Rosdahl, C. B. (1999). Textbook of Basic Nursing (7th ed.). Philadelphia, New York: Baltimore. J.B. Lippincott Company.

Watson. J. E. (1997). *Medical Surgical Nursing and Related Physiology*. Saunders. London

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13.5 DESCRIPTION OF MODULE OF MODULE FIVE

13.5.1 MODULE CODE: NMT 05105

13.5.2 MODULE TITLE: Basic Care of Patient with Surgical Conditions

13.5.3 NUMBER OF CREDITS: 10

13.5.4 SUB-ENABLING OUTCOMES:

3.8.1. Explain concepts of operating theatre

3.8.2. Prepare Operating theatre room for surgery

3.8.3. Provide Pre-operative nursing care

3.8.4. Provide intra-operative nursing care

3.8.5. Provide post-operative nursing care

3.3.3 Provide nursing care to patient with Tonsillitis

3.4.1. Provide nursing care to patient with Fracture and dislocation

3.4.2. Provide care to patient with wound

3.4.3. Provide nursing care to patient with Burn

3.7.3. Provide nursing care to male patient with disorders of reproductive system (Phimosis, paraphimosis, Epispadiasis, Hypospadias, Balanitis, Urethral stricture Orchitis, Undescended testicles, and prostatitis).

3.7.6. Provide nursing care to patient with Ovarian cyst

13.5.5 PREREQUISITE MODULES:

- None

13.5.6 LEARNING CONTEXTS:

- Lectures and tutorials, assignments, skills laboratory demonstration, clinical practice, case presentations, case studies, written tests and examinations.

13.5.7 TEACHING AND LEARNING RESOURCES:

- Text books, LCD projector, computer, flip charts, projection screen, marker pens, practical procedure handbook, skills laboratory and a sample of examination questions.

13.5.8 MODES OF ASSESSMENT

Continuous Assessment	45%
Written Tests	20%
Assignment report	5%
Clinical Practice Assessment	10%
Case study/presentation	5%
Practical procedure handbook	5%
End of Module Examination	55%
Written Examination	30%
Practical Examination	25%

13.5.9 References:

Brigden J. R. (1998). *Operating Theatres Technique(5th Ed)*.Churchill Livingstone

Brunner & Suddarths (2004).*Textbook of Medical-Surgical Nursing (10th ed)*. Lippicott: Williams & wilkings.

Brunner& Suddarths (2010). Textbook of Medical-Surgical nursing 12th ed.Lippicott: Williams & wilkings.

Dossey, M.B., Guzzetta, C. E., & Kenner, C. V. (1992). *Critical Care Nursing; Body-Mind-Spirit* (3rd ed). Philadelphia, New York: Baltimore. J.B. Lippincott Company.

Grven, R. E. & Hirine, C.J. (2009). *Fundamentals of nursing* (6th ed). Philadelphia. Lippincott Williams & Wilkins

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13.6 DESCRIPTION OF MODULE SIX

13.6.1 MODULE CODE: NMT 05106

13.6.1 MODULE TITLE : Basics of Mental Health Nursing

13.6.2 NUMBER OF CREDITS: 6

13.6.3 SUB ENABLING OUTCOMES:

- 3.9.1. Describe basic concept and principles of mental health
- 3.9.2. Describe common signs and symptoms of mental illness
- 3.9.3. Conduct mental status assessment to client with abnormal behaviors
- 3.9.4. Provide care to client with anxiety disorders
- 3.9.5. Provide care to clients with psychoactive substance misuse

13.6.4 PREREQUISITE MODULES:

- None

13.6.5 LEARNING CONTEXT:

- Lecture/discussions, tutorials, seminars, individual and group presentations, gallery walk, demonstrations, simulations, role modelling, role play, games coaching, practical and workplace learning.

13.6.6 TEACHING AND LEARNING RESOURCES:

- Computers, Multimedia projector, Chalk/White boards, Flip charts, Chalk /Marker pens, Screen and Overhead Projectors

13.6.7 MODES OF ASSESSMENT:

Continuous Assessment	45%
Written Tests	20%
Assignment report	5%
Clinical Practice Tests	10%
Case study/presentation	5%
Practical procedure handbook	5%
End of Module Examination	55%
Written Examination	30%
Practical Examination	25%

13.6.8 Referances

WHO (2000). *Collaborating centre for Mental Health Disorders*; Australia

Habber, J, Leah, A and Schudy, S. (2000). *Comprehensive Psychiatric Nursing*. McGraw Hallbook company

DSM – VTM (2005). *Diagnostic and statistical manual of mental Health disorders*, Washington

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Perry, A. G., & Potter, P. A. (1994). *Clinical Nursing Skills and Techniques* (3rd ed.). St, Louis, Missouri (USA).Mosby.

Rosdahl, C. B. (1999). *Textbook of Basic Nursing* (7th ed.). Philadelphia, New York: Baltimore. J.B. Lippincott Company.

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13.7 DESCRIPTION OF MODULE SEVEN

13.7.1 MODULE CODE: NMT 05107

13.7.2 MODULE TITLE: Care of a Woman During Antenatal Period

13.7.3 NUMBER OF CREDITS: 7

13.7.4 SUBENABLING OUTCOMES:

1.1.1 Describe concepts of midwifery

1.1.2 Describe female and male reproductive system structure and function relating to midwifery

1.1.3 Describe female pelvis

1.1.4 Describe fertilization and development of the fetus

1.1.5 Describe placenta

1.1.6 Describe fetal skull and circulation

1.1.7 Describe physiological changes during pregnancy

1.1.8 Provide focused antenatal care (FANC) to pregnant woman

1.1.9 Provide care to a pregnant woman with minor disorders

13.7.5 PREREQUISITE MUDULES:

- None

13.7.6 LEARNING CONTEXT:

- Lectures, lecture discussion, group discussion, tutorials, seminars, practical and workplace learning, skill laboratory demonstrations

13.7.7 TEACHING AND LEARNING RESOURCES:

- Computer, assessment tools, examination questions, books, LCD

13.7.8 MODES OF ASSESSMENT

Continuous Assessment **45%**

Written Tests	20%
Assignment report	5%
Practical examinations	15%
Portfolio (casework)	5%
Practical procedure handbook	5%

End of Module Examination **55%**

Written Examination	25%
Practical Examination	30%

13.7.9 References

- Diane. M.F & Margret A.C. (2009). *Myles textbook for midwives 15th ed.* Churchill Livingstone Elsevier Edinburg London New York oxford Philadelphia st louis Sydney Toronto.
- Diane. M.F & Margret A.C. (2003). *Myles textbook for midwives 14th ed.* Churchill Livingstone Elsevier Edinburg London New York oxford Philadelphia St Luis Sydney Toronto.

Diane. M.F, Magret A.C. & Anna. G.W.N. (2009).Myles textbook for midwives African edition. Churchill Livingstone Elsevier Edinburg London New York oxford Philadelphia St Luis Sydney Toronto.

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Ruth. V.B. & Linda .K.B.(1996). Myles textbook for midwives, 12th ed. Churchill Livingstone Edinburg London Madrid Melbourne New York and Tokyo

WHO Family planning (2011).A global handbook for providers. United States agency for international development USAID

Written Tests	15%
Assignment report	5%
Clinical Practice Tests	15%
Case study/presentation	5%
Practical procedure handbook	15%
End of Module Examination	55%
Written Examination	25%
Practical Examination	30%

13.8.9 References

Diane. M.F & Margret A.C. (2003). *Myles textbook for midwives* 14th ed. Churchill Livingstone Elsevier Edinburg London New York oxford Philadelphia St Luis Sydney Toronto.

Diane. M.F & Margret A.C. (2009). *Myles textbook for midwives* 15th ed. Churchill Livingstone Elsevier Edinburg London New York oxford Philadelphia st lois Sydney Toronto.

Diane. M.F, Margret A.C. & Anna. G.W.N. (2009). *Myles textbook for midwives African edition*. Churchill Livingstone Elsevier Edinburg London New York oxford Philadelphia St Luis Sydney Toronto.

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13.9 DESCRIPTION OF MODULE NINE

13.9.1 MODULE CODE: NMT 05209

13.9.2 MODULE TITLE: Pre Referral Management of Abnormal Pregnancy Labour and Puerperium

13.9.3 NUMBER OF CREDITS: 4

13.9.4 SUB ENABLING OUTCOMES:

1.3.1 Provide pre referral management to the woman with abnormal pregnancy

1.3.2 Provide pre referral management to the woman with abnormal labour

1.3.3 Provide pre referral management to the woman with abnormal puerperium

13.9.5 PREREQUISITE MODULES:

- Care of woman in labour and puerperium

13.9.6 LEARNING CONTEXT:

- Lecture, lecture discussion, group discussion, skills lab demonstration, tutorial, seminars

13.9.7 TEACHING AND LEARNING RESOURCES:

Text books, LCD projector, flip charts, chalks/ white boards,

13.9.8 MODES OF ASSESSMENT

Continuous Assessment	45%
Written test	10%
Assignment report	5%
Portfolio (case study)	5%
Practical examinations	20%

Practical procedure/log book	10%
End of Semester Examination	55%
Written examination	25%
Practical examination	30%

13.9.9 References

- Diane. M.F & Margret A.C. (2009). *Myles textbook for midwives 15th ed.* Churchill Livingstone Elsevier Edinburg London New York oxford Philadelphia st louis Sydney Toronto.
- Diane. M.F & Margret A.C. (2003). *Myles textbook for midwives 14th ed.* Churchill Livingstone Elsevier Edinburg London New York oxford Philadelphia St Luis Sydney Toronto.
- Diane. M.F, Magret A.C. & Anna. G.W.N. (2009). *Myles textbook for midwives African edition.* Churchill Livingstone Elsevier Edinburg London New York oxford Philadelphia St Luis Sydney Toronto.
- Ministry of health and social welfare (2010). *Learning resource package for basic emergency obstetric and newborn care (BEmONC) Facilitator guide.* Ministry of health and social welfare- Ministry of health and social welfare.
- Ministry of health and social welfare (2010). *National Family planning Procedure manual.* Ministry of health and social welfare
- Ministry of health and social welfare (December 2008). *Emergency obstetric care job aid.* Reproductive and child health section.
- Ministry of health and social welfare (September 2013). *Malaria Diagnosis and treatment training manual.* National Malaria control Programme.
- Ministry of health and social welfare. (2005). *Advanced life saving skills volume 2 training manual.* Reproductive and child health section.

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13.10 DESCRIPTION OF MODULE TEN

13.10.1 MODULE CODE: NMT 05210

13.10.2 MODULE TITLE: Care of a Normal New born

13.10.3 NUMBER OF CREDITS: 5

13.10.4 SUBENABLING OUTCOMES:

- 1.4.1 Provide general care to a new born
- 1.4.2 Provide immediate care to a Newborn
- 1.4.3 Resuscitate a newborn

- 1.4.4 Provide care to newborn with minor conditions

13.10.5 PREREQUISITE MUDULES: Care of a woman in labor and puerperium

13.10.6 LEARNING CONTEXT: Lectures, lecture discussion, group discussion, tutorials, seminars, practical and workplace learning, skill laboratory demonstrations

13.10.7 TEACHING AND LEARNING RESOURCES: Computer, assessment tools, examination questions, books, LCD

13.10.8 MODELS OF ASSESSMENT

Continuous Assessment	45%
Written test	10%
Assignment report	5%
Portfolio (case study)	5%

Practical examinations	20%
Practical procedure/log book	10%
End of Semester Examination	55%
Written examination	25%
Practical examination	30%

13.10.9 References

- Diane. M.F & Margret A.C. (2009). *Myles textbook for midwives 15th ed.* Churchill Livingstone Elsevier Edinburg London New York oxford Philadelphia st louis Sydney Toronto.
- Diane. M.F & Margret A.C. (2003). *Myles textbook for midwives 14th ed.* Churchill Livingstone Elsevier Edinburg London New York oxford Philadelphia St Luis Sydney Toronto.
- Diane. M.F, Margret A.C. & Anna. G.W.N. (2009). *Myles textbook for midwives African edition.* Churchill Livingstone Elsevier Edinburg London New York oxford Philadelphia St Luis Sydney Toronto.
- Ministry of health and social welfare (2010). *Learning resource package for basic emergency obstetric and newborn care (BEmONC) Facilitator guide.* Ministry of health and social welfare- Ministry of health and social welfare.
- Ministry of health and social welfare (2010). *National Family planning Procedure manual.* Ministry of health and social welfare
- Ministry of health and social welfare (December 2008). *Emergency obstetric care job aid.* Reproductive and child health section.
- Ministry of health and social welfare (September 2013). *Malaria Diagnosis and treatment training manual.* National Malaria control Programme.

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13.11 DESCRIPTION OF MODULE ELEVEN

13.11.1 MODULE CODE: NMT 05211

13.11.2 MODULE TITLE: Management of Communicable Diseases

13.11.3 NUMBER OF CREDITS: 15

13.11.4 SUB ENABLING OUTCOMES:

- 5.1.1 Describe concepts of communicable diseases
- 5.1.2 Provide care to patient with scabies
- 5.1.3 Provide care to patient with Pediculosis
- 5.1.4. Provide care to patient with tinea infection
- 5.1.5 Provide care to patient with bacterial conjunctivitis
- 5.1.6 Provide care to patient with trachoma
- 5.2.1. Describe concepts of STIs
- 5.2.2. Provide care to patient with syphilis & gonorrhoea
- 5.2.3. Provide care to patient with chancroid & chlamydia
- 5.2.4. Provide care to patient with trichomoniasis and candidiasis
- 5.3.1. Describe Concepts of vector borne diseases
- 5.3.2. Provide care to patient with malaria, plague & dengue
- 5.3.3 Provide care to patient with bancroftian filariasis, schistosomiasis & onchocerciasis.
- 5.3.4. Provide care to patient with relapsing fever and trypanosomiasis.
- 5.4.1. Describe concepts of fecal-oral diseases

- 5.4.2. Provide care to patient with cholera
- 5.4.3. Provide care to patient with typhoid fever
- 5.4.4. Provide care to patient with dysentery
- 5.4.5. Provide care to patient with amoebiasis
- 5.4.6. Provide care to patient with acute gastroenteritis.
- 5.5.1. Explain concepts of HIV and AIDS
- 5.5.2. Describe different methods/approaches in HIV/AIDS Prevention
- 5.5.3. Provide Post Exposure Prophylaxis (PEP) to HIV exposed individual.
- 5.5.4. Classify patients' condition by utilizing WHO clinical staging of HIV/AIDS guideline in provision of care
- 5.5.5. Explain the effect of stigma and discrimination in management of HIV/AIDS patients
- 5.5.6. Provide nursing care to patient with common side effect and adverse drug reactions related to ARV
- 5.5.7. Describe the concepts of integrated management of adult and adolescent illness (IMAI) HIV and AIDS diagnosis
- 5.5.8. Provide nursing care to patient with HIV related opportunistic infections
- 5.6.1. Describe concepts of helminthic infections
- 5.6.2. Provide care to patient with strongyloidiasis & enterobiasis
- 5.6.3. Provide care to patient with trichuriasis and ascariasis
- 5.6.4. Provide care to patient with hookworm and tape worm
- 5.7.1. Provide care to patient with rabies & tetanus
- 5.7.2. Provide care to patient with anthrax & brucellosis
- 5.7.3. Provide care to patient with rift valley fever & ebola
- 5.7.4. Provide care to patient with meningitis

5.7.5. Provide care to patient with TB & leprosy

5.7.6. Provide care to patient with measles and mumps

13.11.5 PREREQUISITE MODULES:

- None

13.11.6 LEARNING CONTEXT:

- Lecture/discussions, tutorials, seminars, individual and group presentations, gallery walk, demonstrations, simulations, role modelling, role play, games coaching, practical and workplace learning.

13.11.7 TEACHING AND LEARNING RESOURCES:

- Computers, Multimedia projector, Chalk/White boards, Flip charts, Chalk /Marker pens, Screen and Overhead Projectors

13.11.8 MODES OF ASSESSMENT:

Continuous Assessment	45%
Written Tests	20%
Assignment report	5%
Clinical Practice Tests	10%
Case study/presentation	5%
Practical procedure handbook	5%
End of Module Examination	55%
Written Examination	25%
Practical Examination	30%
Sub Total	55%

13.11.9 References

- Alexander, M. F. Fawcett, J. N. & Runciman, P. J. (2002). *Nursing Practice.*(2nd ed). Churchill Livingstone. London.
- Bare, B. & Smeltzer, C.S. (2004). Text Book of Medical Surgical Nursing (10th ed). Philadelphia Lippincott Williams & Wilkins
- Bare, B. & Smeltzer, C.S. (1999). Text Book of Medical Surgical Nursing (9th ed). Philadelphia Lippincott Williams & Wilkins
- Brunner, I and Suddath, S (2000), Medical and surgical nursing (10th ed), Lippincott, Philadelphia, New York
- MOH (2001). STI Training a manual for clinicians, Dar es Salaam
- MOH (2005). Guidelines for Home-Based Care Services in Tanzania, Dar es Salaam
- MOH (2005). National Guidelines for HIV.AIDS in Tanzania, Dar es Salaam
- MOH (2007). HIV/AIDS. Management of HIV infected patients, Dar es Salaam
- Norberg, F (2007). Communicable diseases. A manual for health workers in sub-Saharan Africa, (4th ed) AMREF, Nairobi

13.12 DESCRIPTION OF MODULE TWELVE

13.12.1 MODULE CODE: NMT 05112

13.12.2 MODULE TITLE Community Based Health Care

13.12.3 NUMBER OF CREDITS: 10

13.12.4 SUB –ENABLING OUTCOMES

- 4.3.1 Explain concepts of Gender Based Violence (GBV) and Violence against Children (VAC)
- 4.3.2 Prevent GBV and VAC in the community
- 4.3.3 Manage survivors of GBV and VAC in different setting
- 4.4.1. Describe concepts of epidemiology and demography.
- 4.4.2. Describe demographic data and health vital statistics in the community.
- 4.2.1 Conduct screening in identifying health risks.
- 4.2.2 Prevent diseases through community participation
- 4.1.6 Evaluate Community health care interventions
- 4.4.3. Formulate interventions to address community health problems

13.12.5 PREREQUISITE:

- None

13.12.6 LEARNING CONTEXT:

- Lecture discussion, assignments, field visits, community field work practice

13.12.7 TEACHING AND LEARNING RESOURCES:

- Computer, LCD, chalkboard, whiteboard, flip charts, marker pen, chalks, field work guidelines, tape measures, weighing scales.

13.12.8 MODE OF ASSESSMENT

Continuous assessment	45%
Written Test	30%
Assignment	15%
End of semester Examination	55%
Written examination	55%

13.12.9 Reference

- Allender, J.A & Spradley, B. (2001). *Community Health Nursing concepts and practice; 5th Edition*, Lippincott Philadelphia, New York.
- Bennet, J. (199). *Community Health in Developing Countries*
- Clemen-stone, S, MC Guire, S, Eigsti, D, (2002). *Comprehensive Community Health Nursing Family Aggregate and Community practice, (6th Ed)*, Mosby St. Louis, London
- Stanhope, L. (2000). *Community public Health Nursing, 5th Edition*, St. Louis, Toronto
- Wood, C. Glanville, H & Vaughan, J. (2001). *Community Health, 2nd Edition*, AMREF, Nairobi

13.13 DESCRIPTION OF MODULE THIRTEEN

13.13.1 MODULE CODE: NMT 05213

13.13.2 MODULE TITLE: Community Health Nursing

13.13.3 NUMBER OF CREDITS: 20

13.13.4 SUB –ENABLING OUTCOMES

- 4.1.1 Describe concepts of community health nursing
- 4.2.3 Describe concepts of Primary Health Care (PHC) in the promotion of community health
- 4.2.4 Provide community based health care (CBHC) to clients according to individual needs in the community
- 4.1.2 Assess community health needs and problems by utilizing community nursing process.
- 4.1.3 Diagnose the community problems by utilizing community nursing process.
- 4.1.4 Plan community care according to community health needs.
- 4.1.5 Implement community health care by using community nursing process.

13.13.5 PREREQUISITE :

- None

13.13.6 LEARNING CONTEXT:

- Lecture discussion, assignments, field visits, community field work practice

13.13.7 TEACHING AND LEARNING RESOURCES:

- Computer, LCD, chalkboard, whiteboard, flip charts, marker pen, chalks, field work guidelines, tape measures, weighing scales.

13.13.8 MODE OF ASSESSMENT

Continuous assessment	45%
Written Test	30%
Assignment	10%
End of semester Examination	55%
Written examination	35%
Project Report	20%

13.13.9 Reference

- Allender, J.A & Spradley, B. (2001). *Community Health Nursing concepts and practice*; 5th Edition, Lippincott Philadelphia, New York.
- Bennet, J. (199). *Community Health in Developing Countries*
- Clemen-stone, S, MC Guire, S, Eigsti, D, (2002). *Comprehensive Community Health Nursing Family Aggregate and Community practice*, (6th Ed), Mosby St. Louis, London
- Stanhope, L. (2000). *Community public Health Nursing*, 5th Edition, St. Louis, Toronto
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