

DIPLOMA NURSING CURRICULUM



Directorate of Training and Professional Development
Department of Nursing and Midwifery

Ministry of Health

Republic of South Sudan

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NATIONAL CURRICULUM FOR DIPLOMA NURSING - SOUTH SUDAN

TABLE OF CONTENTS

PAGES

Acknowledgement

1- Introduction

1.1- Background

1.2- Mission of the Ministry of Health South Sudan

1.3- Philosophy Statement of Schools of Nursing in South Sudan

1.4- Vision of Schools of Nursing South Sudan

1.5- Mission Statement of Schools of Nursing South Sudan

2- Rationale for the Curriculum

3- The Registered Nurses and Functions

3.1- Scope of Practice

4- Program Goals and Objectives

5- Admission Policy

5.1 Admission Requirements

5.2 Selection Committee

5.3- Number of Student Intake/Tutors Student Ratio

6- Duration, Design, Structure and Organization

7- Composition and Role of Regulatory Body

8- Teaching and Learning Methods

9- Key Areas of Competencies

10- Examination,Regulations and Grading systems

10.1 – Award of Diploma

11 – Program implementation management

12- Registration and Licensing

13- Clinical Placements and Minimal Clinical Practice

14- School Administration (Regulations, Student handbook, School Committees)

14.1- Teaching Personnel (Academic and non-academic staffs)

14.2- School Organogram

14.3- School Committees

14.4- School Regulation Handbook

15- References and Appendices

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1- Introduction

Nursing education is faced with challenges it has never experienced before in the development of curriculum for nursing personnel. Rapid scientific and technological advances of this century are placing strenuous demands on all forms of education thus necessitating a re-examination of the relevance of curricula in a rapidly changing society. The impact of information explosion, the concomitant technological developments on the lives of people and other developments relating to health care cannot be ignored by nurses. Social and cultural events are having considerable effects on the lives of young South Sudanese enrolling in nursing school. The development of nursing curriculum will continue to depend on studies and findings in ways of solving problems of curriculum and instruction. Change is essential to meet challenge. It will demand courage to make appropriate changes when these learning opportunities are no longer useful to the goals of the curriculum.

The goal of nursing has always been to contribute to the overall aim of health care of individuals and the entire society. Initially, nursing had concentrated for on the care and comfort of the ill and injured, but as a result of advances in medical sciences, the emphasis has shifted to preventive medicine. Nursing today should focus on the nature of the recipient of nursing care. The core of nursing knowledge should be man's total response to health and illness. It is important that the nurse views the recipient of nursing care as a total person who functions as a unified being.

Sound educational principles are essential to prepare nurses for their functions. The Nursing Education Program is therefore geared to the learning needs of the students and health needs of the community to be served. It is the foundation for the practice of nursing. A more advanced nursing education and a motivation for continuing nursing education. The program will develop the student's critical faculties and skill in problem-solving

Collaboration between the nursing school and the nursing service is essential for sound clinical experiences for students. The role of the charge nurse or ward sister is vital in ensuring the success of clinical experience of students who will be future staff nurses. The charger nurse or award sister will now participate in selection of clinical experiences, supervision and evaluation of student. The emphasis in clinical areas will be on how to apply knowledge to the care of patients. Clinical settings will aim at developing nursing skills, competence in the performance of nursing duties and promoting a sense of professional responsibility

1.1 – Background

South Sudan became the world's newest nation in July 2011 with its capital in Juba. The population of this country is amongst the youngest in the world (9.7 million), with a high fertility rate of 6.7. Antenatal coverage of 16% and contraceptive prevalence rate of less than 1% are very low and skilled health staffs attend only up to 5% of births.

Maternal Mortality Ratio (MMR) is estimated at 17,00 deaths per one hundred thousand live births, the fifth highest MMR globally after Sierra Leon, Afghanistan, Malawi and Angola. HIV prevalence among adults (15-49 years) is estimated at 2.6%. Among males aged 15-24 years, it is estimated at

1.1% and 3.1% among females of the same age group. Administratively, South Sudan is divided into ten(10) states and 71 counties, additional 18 states were created in October 2015.

Health infrastructure is very poor and access to health is low. The health network with 14 hospitals, 92 Primary Health Care Centers and 567 very basic Primary Health Care Units is slim and covers only a small portion of the population of South Sudan.

1.2 - Mission of the Ministry of Health

The mission statement of the ministry of health, Government of South Sudan, is a commitment to ensure equitable, sector-wide, accelerated, and expanded quality health care for all people in South Sudan especially women and children. The policy objective is to address the current challenges in human resource development through strategies that include developing qualified health workers and trainers, developing appropriate training curricula and continuing education programmes

1.3 - Philosophy Statement of schools of Nursing in South Sudan

This curriculum is based on the philosophy that the essential purpose of nursing education and practice is to achieve optimum health for individuals, families and the community. It takes cognizance of the importance of preservation of human dignity, integrity and individuality. It is on this premise We believe that:

- 1) Man is a biological, spiritual, social and psychological individual unit whose needs are an inherent part of this nature and therefore in affected by factors within his environment.
- 2) Health is a changing bio-psycho-social and spiritual level of wellness, which the client/patient is assisted to maintain through the utilization of the nursing process
- 3) Health care with emphasis on Primary Health Care is fundamentally related to the availability, accessibility and affordability, of both health and socio-economic resources
- 4) The client is capable of reasoning and possesses basic ideas, beliefs and values which guide his/her actions. He/she is an active partner in the nursing care process and participates in decision-making regarding his care and environment.
- 5) The Nurse as a human being exists and shares the same nature and basic human needs as the client/patient
- 6) Nursing is primarily concerned with human life, the quality of health of individual, family and community.
- 7) Health care with emphasis on Primary Health Care is fundamentally related to the availability, accessibility and affordability of both health and socio-economic resources.
- 8) The nurse practitioner requires nursing knowledge, skills, attitudes and ethics to provide safe and effective health care
- 9) The family is the basic unit of human existence, thus nursing practice must be family – centered.

10) Continuing Education is a continuous process of educational development aimed at enhancing professional growth, competency and efficiency in achieving effective health care at all levels.

1.4- Vision of schools of Nursing in South Sudan

The vision of schools of nursing is to develop a nursing workforce for safe, effective, and quality health care delivery in South Sudan

1.5 - Mission Statement of Schools of Nursing in South Sudan

The mission of schools of nursing is to train registered nurses who will apply knowledge, skills, and management of health care services in South Sudan.

2 - Rationale for the curriculum

The level of formal education and health status of a country's population has direct influence on the national and economic development. Nurses play an important role in any country since they may be the sole health providers in resource-constrained and wide geographical setting where they serve. The rapid growth and dynamic nature of medicine in general and nursing in particular demands that nurses are trained in order to acquire and develop the capacity for creativity, independent clinical reasoning, problem-solving and decision –making skills that enable them to deliver quality health services.

The impact of civil war that brought about displacement of people, i.e. professionals led to the acute shortage of man power personnel in the health care sector. On ultimate of Independence in 2011, the government and UN Agencies embark on aggressive man power training in health sector to fill the gaps in the management of both training institutions and hospitals. Various curricula's are being developed for this purpose. Thus the nursing curriculum prepares a comprehensive registered nurse who is proficient in general nursing, midwifery, community health nursing with competencies that are essential giving holistic nursing care.

3 – The Registered Nurse and Functions

The candidate who successfully under goes the prescribed three years Diploma Nursing program is qualified and licensed to practice as a Registered Nurse under the regulations laid down by the Ministry of Healthy, Government of South Sudan. (In the absence of Nursing and Midwifery Act/Board). The functions include:

- 1) Collaborate with other members of the health team to identify the needs – physical, mental and social and plan to meet these needs.
- 2) Teach health to the family and the community, to teach and guide nursing personnel in service as well as students in training
- 3) Administer the resources and personnel within the time available towards the maximum provision of health care

- 4) Provide nursing care – preventive, curative and supportive and to diagnose and treat frequently occurring conditions.
- 5) Mediate between the patient health team, community and the health authorities

3.1 - Scope of Practice

The registered Nurse graduate should use critical thinking in the process of solving patients clients' needs. The graduate will provide nursing care by applying knowledge, skills and attitudes in the following areas:

Promotion of Health:

- Share health messages with the individual, family and community
- Participate fully as a member of the health care team
- Counsel patients and clients

Prevention of Illness, accidents and complications

- Assess health needs of the individual, family and community throughout their life cycle.
- Share the health messages with the individual, family and community.
- Maintain infection prevention and control measures
- Notify communicable diseases
- Ensure safety at work places

Curative care services

- Assessment of health problems of individuals, family and community
- Formulation of nursing diagnosis
- Planning care
- Implementation of care
- Monitoring and evaluation of care given
- Treatment of common conditions – alignments
- Referral of patients /clients for further management

Management/Leadership

- Take charge of Hospital /Unit/Community Health setting /facility
- Apply principles of management in her /his day-to-day activities
- Collaborate with multidisciplinary and inter sectorial team members
- Participate in decision – making at policy level.

Teaching and Training

- Participate in the teaching and training of nurses and other health personnel in the clinical areas
- Train facilitators and tutors in various aspects of nursing
- Asses Educational and training needs

- Participate in planning and development and evaluation of educational and training programmes in nursing
- Participate in planning and development of nursing curricula

Rehabilitation

- Participate in rehabilitation programs for patients and clients

Palliative management

- Participate in the management and improvement of quality life for patients
- Trains others to care of those suffering from terminal illness

Research

- Initiate and conduct research in their area of practice
- Disseminate research findings to policy makers, colleagues and consumers of health services
- Implement recommendations for improvement

4- Program Goal and objectives.

4.1 – GOAL:

The aim of the program is to prepare competent polyvalent nurse practitioners who will use problem solving skills in providing safe, acceptable, effective and affordable health services to meet the health needs of individuals, families and the community at all levels of care.

4.2 - OBJECTIVES OF THE NURSING PROGRAM

- 1) To provide a broad foundation of knowledge and understanding derived from the major areas of learning upon which professional nursing education can be based.
- 2) To stimulate habits of critical thinking and to help students become increasingly self-disciplined.
- 3) To help students develop the ability to plan, give and evaluate nursing care for patients on the basis of their individual needs and to guide others in the giving of care.
- 4) To enable the student to cooperate with other members of the health team and other interested groups in identifying and solving the health problems of the individual, the family and the community.
- 5) To aid the student in developing the ability to plan and work for the improvement of nursing care as a citizen and as a professional nurse.
- 6) To help the student increase her understanding of the need for continuous personal and professional growth.
- 7) To help the student acquire a base for advanced study.

4.3 - OBJECTIVE OF THE GRADUATE NURSE

At the completion of the Nursing Education Program, the graduate nurse will be able to:

- 1) Apply the knowledge of biological, behavioral, technological and Nursing Sciences in assessing, diagnosing, planning, implementing and evaluating nursing care
- 2) Utilize the nursing process as a frame work for providing comprehensive nursing care to individuals and groups in the community and all health care setting.
- 3) Establish positive working relationship with the individual, family and the community and motivate them towards self-reliance in matters of health protection, promotion, maintenance and rehabilitation.
- 4) Function independently and in collaboration with other with other members of the health team, and related sectors in planning, delivering and evaluating health and reproductive services.
- 5) Supervise the clinical experience of student nurses in clinical setting.
- 6) Contribute to research by initiating, conducting and participating in project and implementing findings towards improving health care services and nursing education.
- 7) Identify and refer high risk clients to other members of the health team for specialized
- 8) Apply the principles of primary health care in providing comprehensive, continuous and holistic care in homes, schools and health care institution.
- 9) Display tolerance in accepting maladaptive behavior of the patient
- 10) Utilize knowledge and skill of information, education and communicate in improving reproductive health care services.
- 11) Create an atmosphere of trust which allows for meeting the client/patient's basic emotional needs.

5- COMPETENCIES

Definition;

It is the ability, knowledge, skills and attitudes required of a nurse in performing a range of expected roles in professional nursing practice

The competencies of the nurse who has successfully completed the general nursing program include the ability to:

- 1) Utilize the Nursing Process and other nursing modules as a frame work in the care of individuals, families and the community;
 - ✓ Plan for individual /nursing diagnoses /problems and family health needs for the attainment and maintenance of health status
 - ✓ Implement appropriate nursing actions to minimize individual problems through holistic and client/family centered approaches in homes, community and health care institutions.
- 2) Develop strategies for counseling and health education needs of patients and families in homes, communities and health care institutions

- 3) Diagnose and treat simple medical and surgical conditions – Utilize available resources within the home, communities and hospital setting to achieve maximum provision of health care
- 4) Provide rehabilitative services to individuals, families and community to enable them achieve optimum level of functioning.
- 5) Demonstrate assertiveness in the care of client/patient in homes, community and health care institutions.
- 6) Participate in formulating health plans and policies – assist in budgeting , managing auditing the accounting system at all levels of health care
- 7) Initiate and participate in the development of recording and reporting systems, maintaining, analyzing and utilizing the collected data
- 8) Promote work discipline by providing adequate motivating for health workers.

5.1 CORE COMPETENCIES

- 1) Adaptability
Demonstrate flexibility in the face of change, show ability to manage multiple conflicting priorities without loss of composure.
- 2) Organization
Time management, space management and Task management
- 3) Proactive – Demonstrate ability to foresee problems and prevent them by taking action
- 4) Communication skills – Listening, Oral, written and Telephone/Email

5.2 - KEY COMPETANCE

Competencies are needed in the range of different practice areas, practice will include:

Medical, Surgical, Pediatric, Psychiatric and Mental Health Nursing. These areas of clinical specialty will require competencies in interpersonal, technical, leadership and management skills. Interpersonal skills are central to building therapeutic professional relationships. They are also essential for critical thinking and learning. Poor interpersonal skills have been frequently reported by patients, families and other observers in relation to nurses in South Sudan. This must be addressed in the education programme and is a critical feature of the curriculum.

6 -Program Admission Policy - Admission Requirements, Selection Committee and Number of Students intake/Tutors Student ratio

6.1 – Policy

Program Admission policy should include:

- 1) Transparent Admission policy that specifies the process of student selection and the minimum acceptance criteria

- 2) Transparent non-discriminatory admission and selection process
- 3) System and policy in place that takes into account different entry points of students, recognition of their prior learning experience and progression options toward higher education goals
- 4) Have entry requirement that national that meet the national criteria as per national policy on education – South Sudan

6.2 - Admission Requirements

Candidate for direct entry or in-service admission into the Registered Nurse program must possess South Sudan secondary school certificate or their equivalents. The minimum entry requirement are:

Mean score of 60percent and above in South Sudan Certificate of Secondary School Education. In addition, the candidate should have a Pass in a language subject (Arabic or English) two science subjects which include:

60percent in Biology and

60percent in Chemistry OR 60percent in Mathematics OR 60percent in Physics

6.3 - SELECTION COMMITTEE

In the absence of Nursing and Midwifery Act/Board of South Sudan, the Ministry of Health should apply normal advertizing protocols for entry into schools of nursing. The committee should be headed by a Nurse professional (Director Nursing)- Nurse educators, clinicians, and others that may be appointed by the ministry.

6.4 – Student Intake/Total student ratio

Student intake should be once in a year, a minimal of 50 intakes may be increased subject to availability of resources.

WHO/ICN recommendation 1 Tutor -10 students (1:10)

7 – Programme Duration, Design, Structure and Organization.

7.1 – Duration

The nursing program is for three years covering six semesters.

Total hours for three years, six semesters at 700 per semester will give 4200hours for one hundred twenty weeks

Working period for teaching and learning excluding clinical is 7hrs per day for 5days – 35 per week.

7.2 – Design

This is a competency –based programme with an emphasis on mastery of key competences of nursing practice. It uses student-centered approaches to teaching and learning. The curriculum integrates knowledge, skills, attitudes, values and beliefs that facilitate development of a comprehensive Registered Nurse. The programme focuses students on acquisition of concepts, principles and approaches in nursing and on clinical placement where students apply theory to practice as they serve the community.

7.3 – Structure and Organization

The programme is a semester system and has six semesters with various contents covering theory and practice in hospitals and community.

8 – Composition and Role of Regulatory Bodies

The propose South Sudan Nursing and Midwifery Act should include the following

- 1) Object of Council e.g.
 - Serve and protect the public in matters involving health services generally and nursing services in particular.
 - Perform its functions in the best interests of the public and in accordance with national health policy – South Sudan
- 2) Functions of Council e.g.
 - In all its decisions, take cognizance of national health policies as determined by the Minister and implement such policies in respect of nursing
 - Conduct examinations and appoint examiners and moderators and grant diplomas and certificates in respect of such examinations.
- 3) Composition of Council
The composition of council should not exceed 25 members drawn from all major stakeholders in nursing and others. The chairperson should be a nurse with not less than of 15years practice and relevant qualification

9- Teaching and Learning Resources.

Trained and qualified facilitators, who must be qualified and experienced Registered Nurse or nurses at higher qualifications will implement the curriculum. During training the relevant and available teaching materials and aids shall include among others; patients /clients, communities and agencies, hospitals, PHCCs, PHCUs, Government institutions, casualty /outpatient departments, dummies/dolls, manikins, OHPs, transparencies, newsprints, Marker pens, chalk and board, case study scripts, reference materials (books and journals articles), TV/Videos, LCDs, computers and printers, posters, lecturers notes/ handouts, training manuals, record training books, practical /clinical skills checklist, procedure manual, syllabus and learner guides.

The training of Registered Nurse will require a diversity of learning resources, which shall include patients / clients in the hospitals and health centers. It is therefore important that during clinical placements, training institution shall ensure students have access to these diversities and are efficiently supervised. In this regard, the institution and Ministry of Health shall identify appropriate supervisors in all the placements who are motivated and willing to effectively supervise students and provide learning opportunities to the students. Appropriate learning centers with reasonably adequate resources shall be provided in order to ensure that students acquire mastery of all competences stipulated in the curriculum.

TABLE OF COURSES

FIRST YEAR, FIRST SEMESTER

COURSE CODE	COURSE TITLE
GNP 100	Communication Skill –English
GNP 101	Communication Skills and Study
GNP 102	Introduction to Information Communication Technology
GNP 103	Fundamentals of Nursing (1)
GNP 104	Human Anatomy and Physiology (I)
GNP 105	Sociology
GNP 106	Psychology
GNP 107	Nursing Jurisprudence
GNP 108	Microbiology
GNP 109	Human Anatomy and Physiology (2)
	Nursing Practice

FIRST YEAR, SECOND SEMESTER

Course Code	Course Title
GNP 120	Fundamentals of Nursing (2)
GNP 121	Medical and Surgical Nursing (1)
GNP 122	Pharmacology(1)
GNP 123	Community Health Nursing (I) - Concept of Primary Health Care 1
GNP 124	Pediatrics Nursing
GNP 125	Community Health care Primary Health (2)
GNP 126	Obstetrics 1
GNP 127	Hospital Based Clinical Practice

SECOND YEAR, FIRST SEMESTER

Course Code	Course Titles
GNP 201	Fundamentals of Nursing (3)
GNP 202	Medical Surgical (2)
GNP 203	Pharmacology (2)
GNP 204	Sexual and Reproductive Health (1)
GNP 205	Pediatrics Nursing (2)
GNP 206	Obstetrics - Family Health (2)
GNP 207	Family Planning
GNP 208	Mental Health and Psychiatric Nursing
GNP 209	Hospital Based Clinical Practice(2)
GNP 210	Community Based Clinical Practice

SECOND YEAR, SECOND SEMESTER

Course Code	Course Title
GNP 221	Medical Surgical Nursing (3)
GNP 222	Human Anatomy and Physiology
GNP 223	Community health(Primary Health Care (3))
GNP 224	Gynecology Nursing
GNP 225	Biostatistics
GNP 226	Seminar in Clinical Practice
GNP 227	Hospital Based Clinical practice

THIRD YEAR, FIRST SEMESTER

Course Code	Course Title
GNP 301	Medical surgical
GNP 302	Principles and Practice of Management and Teaching
GNP 303	Obstetrics (3) – Obstetric Emergencies Neonatal Care
GNP 304	Hospital Based Clinical Practice
GNP 305	Community Based Clinical Practice

THIRD YEAR SECOND SEMESTER

Course Code	Course Title
GNP321	Reproductive Health (2)
GNP322	Fundamental of Nursing
GNP323	Research
GNP324	Gender Base Violence(GBV)

10 – Examination, Regulations and Grading systems

Examination regulation which should be well documented and circulated should include:

1. Policy on examination malpractices
2. Qualification for examination: candidates for examination must have attended at least 80% of all lectures, hospital and community clinical experience

Marking scheme should be well documented and available for examinations and these should be applied for making scripts at each examination.

10.1 – Semester Examinations

- This shall constitute 70% of the total marks obtained by the student in each course at the end of semester
- Pass mark for each course shall be 50%. The student shall be allowed to re-sit any failed per semester
- If a student fails after a re-sit, he/she will carry over and repeat the course at the next available semester.

10.2 – Hospital Examination for pre-qualifying examination shall have two parts;

Written and practical orals – Paper 1 composes all courses under basic nursing care

Paper 2 Advanced nursing care with all courses

Practical and Orals – 60 mins practical examination to be conducted and 20mins oral examination

- ✓ Council Final qualifying examination – to be undertaken by the interim board of nursing and midwifery.

10.3 – Grading Systems

A designed grading of tests and examination shall be developed to include the following:

- ✓ Grading of all semesters and terminal examination by the school – Unified grading system
- ✓ Classification of the Diploma Certificate

GPA	Class of Diploma
3.5 – 4.0	Distinction
3.0 – 3.49	Upper credit
2.5 – 2.99	Lower credit
2.0 -2.49	Pass
Below 2.0	Fail

Final Grading of Students performance

80-100%	A
70-79%	AB
60-69%	B
50-59%	BC
40-49%	C
30-39%	CD
20-29%	D
10-19%	E
0-9%	F

The Semester Credit Hour

A semester credit hour is the equivalent of one hour of lectures or two to three hours of practical work per week for a semester of not less than 15 contact weeks.

Grade Point (GP) – Grade Point Average

A grade point is obtained by multiplying the credit hours assigned to a particular course by the honors point obtained in the examination of the course.

11 - Award of Diploma

Upon successful completion of the programme, graduates shall be awarded by the Ministry of Health in the absence of no South Sudan Nursing and Midwifery board

12 – Registration of Licensing

Candidate shall be required to seek registration as a Registered Nurse South Sudan Nursing and Midwifery Board. (RN – Registered Nurse – Diploma Nursing)

Vacation/Casual Leave:

A maximum of two weeks' vacation shall be allowed at the end of each semester

One week shall be allowed by the school management

13 – Programme Implementation and Management

13.1 – Programme Implementation

During the training period, the course shown in other programme's organization table in each semester are delivered full-time and the students are expected to be accommodated as boarders in the training institutions where the programme is implemented. However the programme will also accommodate day students.

13.2 – Programme Management

The programme shall be managed by each institution management system.

The actual teaching and learning shall be managed using study guides and trainers' procedures and teaching manuals. Other resources include record training book (practical log books), assessment checklists methods and evaluation. Students are supervised by teachers, clinical instructors and the in-charge nurse in the hospital and community.

13.3 – Evaluation

The school shall adopt both Formative and Summative evaluation.(Students, programme, teacher and all other areas of Clinical Experience.

General Methods of Evaluation

A. Student

- Continuous assessment
- School Examination
- Research project
- Case presentations
- Professional Examination by South Sudan Nursing and Midwifery Interim Board

B. Programme

Course Evaluation
Teachers Evaluation.

14 – School Administration

- ✓ School shall formulate its own regulations and students handbook which should be given at the point of entry into the institution
- ✓ The school shall have an organogram with the clear explanation of hierarchy

14.1- School Committee's

The school shall have following committees with the following functions:

- ✓ Disciplinary committee
- ✓ Procedure Manual
- ✓ Education, Curriculum and Research
- ✓ Examination Committee
- ✓ Student affairs and welfare committee

15 – Clinical Placements.

Clinical Experience: – Juba Teaching Hospitals

- ✓ Male Surgical and Medical
- ✓ Female Surgical and Medical
- ✓ Pediatrics Emergency/Medical
- ✓ Out – patient Department/Causality
- ✓ Maternity
- ✓ Various specialist Clinics – ENT, Dental, HIV&STIs, ICU and infectious diseases

Others – Family planning clinic/antenatal ,

Psychiatric, Orthopedic, X-ray department and Community Based clinical practice within and outside Juba.

Medical Nursing	12 weeks
Orthopedic	12 weeks
Psychiatry	8weeks
Gynecology	6weeks
Obstetrics	8 weeks
Causality	6weeks
OPD	6weeks
Operating Theatre	6weeks
Community/Public Health	12weeks

PROGRAMME GUIDELINES: PATTERN OF IMPLEMENTATION (Tentative)

FIRST YEAR FIRST SEMESTER	
Preliminary Training Session(PTS)	26 weeks
Introductory	20 weeks
Revision	2 week
Examination (Theory/Practical)	2 weeks
End of Semester vacation	2weeks
FIRST YEAR SECOND SEMESTER	
Clinical posting	5 weeks
Block Studies	12 weeks
Community Health Positing	6 weeks
End of Year Examination	1 week
Vacation	2 weeks
Second Year First Semester	
Clinical posting	6weeks
Block studies (2x5)	10 weeks
Obstetrics and Gynecology Experience	6 weeks
End of Semester Examinations	1 week
End of semester break	2weeks
SECOND YEAR SECOND SEMESTER	
Clinical Posting	6 weeks
Psychiatric Nursing Experience	8 weeks
Block studies	10 weeks
End of year examination	1 week
End of Year Break	2 weeks
THIRD YEAR FIRST SEMESTER	
Community Health postings	4 weeks
Block Studies	14 weeks
Orthopedic Experience	4 weeks
End of Semester examinations	1 week
End of Semester break	2 weeks
THIRD YEAR SECOND SEMESTER	
ENT Experience	4weeks
Block Studies(2x7)	14weeks
Clinical postings	8 weeks
Hospital Final Examinations	1week
End of Final year Examination (GNC)	1week

Course Details and Contents - Table of Courses

FIRST YEAR, FIRST SEMESTER – 700hrs/20weeks

Course Code	Course Title	Theory hours	Practical hours	Tutorial Hours	Total hours	Credit
GNP 100	Communication Skill – English	10			10	1
GNP 101	Communication Skills and Study	10			10	1
GNP 102	Introduction to Information Communication Technology	10	15		25	1
GNP 103	Fundamentals of Nursing (1)	105	100	15	220	11
GNP 104	Human Anatomy and Physiology (I)	95	50	15	160	9
GNP 105	Sociology	20			20	1
GNP 106	Psychology	30			30	2
GNP 107	Nursing Jurisprudence	10			10	1
GNP 108	Microbiology	20	30		50	1
GNP 109	Human Anatomy and Physiology (2)	30		15		2
	Nursing Practice					
Total Hours		350	320	30	700	30

FIRST YEAR, SECOND SEMESTER – 700 Hrs /20 Weeks

Course Code	Course Title	Theory Hours	Practical Hours	Tutorial Hours	Total hours	Credit
GNP 120	Fundamentals of Nursing (2)	25	110	15	150	4
GNP 121	Medical and Surgical Nursing (1)	45	45	15	105	3
GNP 122	Pharmacology(1)	30	15		45	2
GNP 123	Community Health Nursing (I) - Concept of Primary Health Care 1	40	25	15	80	3
GNP 124	Pediatrics Nursing	30	135		165	5
GNP 125	Community Health care Primary Health (2)	40	15	15	170	3
GNP 126	Obstetrics 1	40	45		85	3
GNP 127	Hospital Based Clinical Practice					
Total Hours		250	390	60	700	23

SECOND YEAR, FIRST SEMESTER – 700hrs/20 Weeks

Course Code	Course Titles	Theory Hours	Practical's Hours	Tutorials	Total	Credits
GNP 201	Fundamentals of Nursing (3)	20	150		170	4
GNP 202	Medical Surgical (2)	60	40	15	115	5
GNP 203	Pharmacology (2)	35	35			1
GNP 204	Sexual and Reproductive Health (1)	45	30	15	90	4
GNP 205	Pediatrics Nursing (2)	40	45		85	4
GNP 206	Obstetrics - Family Health (2)	25	30	15	70	2
GNP 207	Family Planning	25	30		55	1
GNP 208	Mental Health and Psychiatric Nursing	40	45		85	3
GNP 209	Hospital Based Clinical Practice(2)					
GNP 210	Community Based Clinical Practice					
Total Hours		290	365	45	700	22

SECOND YEAR, SECOND SEMESTER 700 Hrs/20 Weeks

Course Code	Course Title	Theory Hours	Practical's Hours	Tutorials	Total	Credits
GNP 221	Medical Surgical Nursing (3)	40	220		260	6
GNP 222	Human Anatomy and Physiology	20		15	35	1
GNP 223	Community health(Primary Health Care (3))	30	180	15	225	7
GNP 224	Gynecology Nursing	25	120		145	3
GNP 225	Biostatistics	10			10	1
GNP 226	Seminar in Clinical Practice	10		15	25	1
GNP 227	Hospital Based Clinical practice					
TOTAL		135	520	45	700	19

THIRD YEAR, FIRST SEMESTER 700Hrs / 20 Weeks

Course Code	Course Title	Theory Hours	Practical Hours	Tutorials	Totals	Credits
GNP 301	Medical surgical	45	180		225	5
GNP 302	Principles and Practice of Management and Teaching	45	45	15	105	3
GNP 303	Obstetrics (3) – Obstetric Emergencies Neonatal Care	40	135		175	5
GNP 304	Hospital Based Clinical Practice					
GNP 305	Community Based Clinical Practice					
Total Hours		180	490	30	700	13

THIRD YEAR, SECOND SEMESTER 700 Hrs 20 Weeks

Course Code	Course Title	Theory hours	Practical hours	Tutorials	Total	Credits
GNP321	Reproductive Health (2)	40	150	15	205	
GNP322	Fundamental of Nursing	35	270	15	320	
GNP323	Research	35	30	15	80	
GNP324	Gender Base Violence (GBV) –incl. CMR	30	50	15	95	
Total Hours		140	500	60	700	

COURSE DETAILS AND CONTENT

First year, First Semester

The Course Title: Communication Skills - English Language

Course Code: GNP 100

Placement: First Year First Semester

Theory Hour - 10

Total-10

Credit - 1

Introduction

English is the major means of communication in South Sudan .The course is therefore designed to equip students with the knowledge and skills of proper use of English Language to facilitate the attainment of sound academic standards and enhance effective communication.

Course Objectives

At the end of the course, the student should able to:

- Apply skills in the use of English Language as a means of effective communication
- Utilize the knowledge of English Language to write and interpret information ,reports, instructions, and patient care studies
- Utilize effective communication skills in influencing the attitude of clients/patients, family and community

Content

Unit 1 – Grammatical Conversation

- **Medical Terminology used in English**
- Concepts and skills of Grammar
- Parts of speech
- Function of part of speech
- Punctuation Marks and its uses
- Effective speaking: correct use of stress, rhythm, and intonation patterns
- Comprehension

Unit (2): Techniques of Writing

- Pre-writing stage
- Writing stage
- Re-writing stage
- Paragraphs and types of paragraphs
- Essay
- Formal and informal letter writing
- Reports and Records
- Speech writing
- Agenda, memorandum and minutes
- Book review and term paper writing

Unit (3): Reading skills, summary and Art of Debate

- Concepts of reading skills(Scanning, skimming etc)
- Summary Writing
- Lexis and Structure
- Debates
- Reference

Unit (4): Reference Materials

- Types
- Foot notes
- Bibliography
- Reference
- Collation

Teaching and Learning Methods:

Lectures, small group discussions, self-directed learning, debates, use of relevant audio visuals.

Assessment:

Tests, Exams, group assignment and presentations, role play

Reference Materials:

Course Title -Communication Skills and Study

Course Code- GNP 101

Placement: First Year - First Semester

Theory Hours - 10

Practical Hours -

Total Hours 10

Credit - 1

Introduction:

This course prepares the student to acquire knowledge, skills and attitudes of communication in the application of promoting health, prevent illness, manage and rehabilitate clients/patients

Course Objectives-

At the end of the course, student should be able to:-

- Explain the concept of communication
- Describe study skills using communication
- Describe the factors that influence communication and their impact on relationship in health care
- Explain how critical thinking can facilitate decision making and problem solving

CONTENT

Unit (1) - Introduction to communication skills

- Verbal and nonverbal
- Principles for effective communication
- Barriers to effective communication
- Listening skills
- Therapeutic communication
- Confidentiality, ethical guidelines for therapeutic communication
- Communication process, types of communication, intra-personnel – groups- communication in health team, communication with patients with special needs and trans-cultural communication

Unit (2) - Study skills and learning fundamentals

- Memory

- Reading
- Time management
- Study environment
- Critical thinking
- Research
- Use of internet facilities

UNIT (3) -Teaching Skills Health Education

- Introduction to education
- Adult teaching and learning
- Principles of teaching and learning
- Plan teaching skills in for students working experience in community
- Role of the teacher, facilitator and clinical instructor
- Teaching and learning methods
- Small group work, role play, demonstration use of visual aid, communication equipment's.

TEACHING AND LEARNING METHODS

- Effective use of visual aid appropriate to health education
- Using radios and TV etc.

ASSESSMENT

- Assess students' performance practical
- Continues assessments test
- Test and examination
- End of course evaluation by students

Reference

- Lecture handouts, journals and bulletins, text books and communication manuals

COURSE TITLE: Information Communication Technology

Course Code: GNP 102

Placement - First year First semester

Theory Hours- 10

Practical Hours - 15

Total Hours -25

Credit -1

Introduction

With increase need for computer technology application in all spheres on human endeavor, it's important for the nurse keeps a breast with information technology as it applies to health care system. The course is designed to equip the students with basic knowledge of computer technology to enable her function effectively and assess learning from internet.

Course Objectives: At the end of the course, the student should be able to:-

- Identify different types of Computers
- Explain the basic concept of data processing
- Demonstrate the use of computers
- Explain how to use internet facilities to support practice based learning
- Utilize the knowledge of ICT in handling digital / electronic devices in clients care.

CONTENT

Unit (1)- Introductions to Computers and Computer Technology

- Definition ,Classification of Computers
- Type of computers and users
- Basic concepts of computers, hardware ,software's
- Appreciation- Health Information Management System
- Data processing , introduction to use of internet , emails ,websites etc

Unit (2) – Computer Files

- Logical files, physical files, Master files, references files
- File arrangement
Random, access, sequential, index sequential
- File Processing

Unit (3) – Data Collection and Control

- Stages: Data creation, data transmission, data processing, Multi-processing, multi-user.

Unit (4) - Computer Networking

- Internet
- E-mail
- Effect of ICT on quality Nursing Care
- Electronic/digital Devices
- Diagnostic devices – Ultra sound, CT scan, MICR etc.
- Monitoring devices – cardiac monitoring etc.
- Tele-nursing
- Library Information Search – Research.

Teaching and Learning Method

Lectures, practical demonstration with computers, group interaction, projects and self directed learning.

Assessment

CAT (continuous assessment test) / practical demonstration / groups/individuals presentation/assignments

Reference

Nkambabule T.S –Computing For Health Sciences, University Of Switzland 2006

Computer journals , bulletins , internet browsing and other text book

Course Title: Fundamental of Nursing 1

Course Code: GNP103

Placement: First year First Semester

Theory Hours - 105

Practical Hours – 160

Tutorial - 15

Credit - 11

Introduction:

General nursing is the foundation for the practice of nursing and professional education. It forms the basis for all other comprehensive and specialized nursing care. The course is designed to enable the student acquire knowledge and skills in health maintenance to meet basic health needs of individuals and families.

Course Objectives

At the end of the course, the student should be able to:-

- Explain basic health concept and principles of care
- Demonstrate understanding of nursing theories, models and relevant process.
- Develop and ability to communicate through inter-personal relations in providing care
- Discuss the legal aspect of nursing and its implication for nursing practice
- Explain the principles of first aid management

CONTENT

Unit(1): Introduction

- Definition of Nursing /Nurse
- History and Trend in Nursing
- Ethics /Etiquettes in Nursing
- Concept Of Health and Illness
- Concept Of Basic Human Needs
- Professional Organizations : National and International
- Characteristics of a polyvalent Nurse

Unit (2): Observation of vital signs

- Vital sign terminologies
- Vital sign concepts – Body temperature, pulse, respiration, blood pressure

- Recording and charting vital signs using vital sign equipment
- Using nursing manual procedure protocols.

Unit (3) Health Care Institution

- Hospital and Ward Organization
- Structure of Primary , Secondary and Tertiary Facilities and Social services
- Client/ patients in Community and Health Institution
- The Patient as a Member of a Family and Community
- Reception , Admission ,Referral and Discharge Procedures
- Principles and Techniques of Health Education and the role of the Nurse

Unit (4): Tools of Nursing

- Principals of reporting and recording
- Taking and handing over
- Selected theories and models relevant to nursing practice
- Nursing process/ evidence based nursing / problem solving technique
- Nursing Care Process
- Concept of Nursing process, stages of nursing process (Assessment, Nursing diagnosis, Planning, Implementation and Evaluation), A nursing care plan (Problem identification, Goal setting, Outcome criteria, Intervention and Evaluation), Designing a nursing care plan for a patient who is unable to feed.
- Personal and Interpersonal relationships, Communication skills, Interviewing and counseling's

Unit (5): Comfort and Safety Measures

- Care of hospital equipment
- Simple bed making: occupied and unoccupied beds
- Special bed making- admission, operation, cardiac beds etc.
- Use of bed accessories: cradle, air –ring
- Body support/ posture
- Methods of lifting of patients
- Safety measures
- Positions used in Nursing
- Nurses responsibilities in promoting rest and sleep

Unit (6): First Aid

- Emergency condition(asphyxia, heamorrhage, shock, fracture, poisoning)
- Principles of emergency managements
- Priorities of emergency management
- Psychological management of casualties and families in emergency situation

- Transportation of casualty for further management

Teaching and Learning Methods

- Lecture, discussions ,small group discussions and presentation , practical demonstration , use of relevant audio Visuals, role play and self-directed learning

Assessment

- Continuous assessments test, practical demonstration assessment, assignments, Presentations.

Evaluation - Students will be opportune to evaluate the course using designed questionnaires

Reference

BROOKER CHRIS, ANNE WAUGH,UK (African Edition 2009) Foundation of Nursing Practice

Mosby Elsevier Publishers Ltd UK

ROSS JS/USMAN DS- Foundation of Nursing and First Aid 6th editions 2011

2007 Lippincott Williams and Wilkins

DRAFT ZERO

COURSE TITLE- Human Anatomy and Physiology (1)

Course Code: GNP104

Placement First year, First Semester

Theory Hours - 95

Practical Hours -60

Tutorial - 15

Total Hours - 170

Credit – 9.2

Introduction

The course in human anatomy and physiology form the foundation for better understanding of deviations from the normal anatomy and physiology of the body. It's essential, however that the human individual should be looked at in relation to his normal functions, physical and socially. The components of this course prepare the Students to understand body systems and its application in disease condition.

Course Objectives

At the end of the course, the student should be able to:-

- Understand the concept of the human body, its physiology and maintenances.
- Demonstrate knowledge of human body systems in relation to their normal functions
- Lists the features and characteristics of normal human growth and developments in relation to their functional importance
- Compare and contrast the human structures and dietary requirements in evolutionary terms and mental status.

Unit (1)- Introduction to Human Anatomy and Physiology

- Organization of the human body
- Anatomic positions- planes
- Body cavities
- Regions of the body
- Basic unit of the body cells -
 - Cell theory
 - Cell properties
 - Cell divisions (mitosis / meiosis)
- Human genetics
- Tissues and membranes, types and characteristics.
- organs and systems

- concept of adaptation

Unit (2): The musculoskeletal system (Loco-motor System)

- Skeletal tissues, development , structure and function
- Skeletal systems – composition ,structure and function
- Joint and articulations ,types structures and functions
- Muscles tissues, development structures and functions
- Physiology of muscles contractions
- Type of muscles

Unit (3) - Blood and Cardiovascular

- Blood
- Composition – plasma, blood cells
- Blood group – ABO/Rhesus factor
- Clotting Mechanism

Heart

- Development,
- Structure,
- Function – Cardiac activities, conducting systems, electrocardiography (ECG)
- Blood Vessels
- Arteries, veins, capillaries

Blood circulation:

- Blood pressure, cardiac rate, pulse and factors affecting them
- Types of circulations
- Pulmonary
- Coronary
- Portal, Systemic and Foetal

The lymphatic System

- The lymph nodes
- The lymphatic vessels,
- The lymphatic circulation
- The immune system

Unit (4): The Respiratory System

- Organs of respiration : nose, pharynx, larynx, trachea, bronchi – lungs and diaphragm
- Physiology of respiration /gaseous exchange etc.

- Respiratory volumes and capacities
- Control of respiration

Unit (5): The Digestive Systems

- Organs of digestion (mouth- esophagus- stomach – small and large intestine and accessory organs such liver, pancreas, Spleen etc.)
- Physiology of digestion (adsorption and metabolism)
- Basal metabolic rate and body mass index(BMI)
- Digestive secretions and control
- Physiology of defecation

Teaching and Learning Methods:

Lectures/discussions, use of relevant

Anatomic charts and models, practical demonstrations, visit to morbidity anatomy laboratory

Assessment:

Assignments, tests, individual / group presentations, practical demonstration assessment and exams

Evaluation- Students will be given the opportunity to evaluate the course using questionnaire or formal or Informal discussions.

Reference:

Drake R, Vogl W, Mitchell AWM, 2005 *Gray's Anatomy for students*. Toronto: Elsevier

Fox S, 2008 *Human physiology*, 10th Ed. New York: McGraw-Hill.

Marieb EN, 2006, *Essentials of Human Anatomy and Physiology*; 10th Ed New York Benjamin Cummings

Course Title: SOCIOLOGY

Course Code: GNP105

Placement: First Year First Semester

Theory Hours: - 20

Total Hours 20

Credit - 1

Introduction

The course is designed to equip the students with knowledge and understanding of social, cultural concepts, and their applications in nursing practice.

Course Objectives:

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

- Identify and utilize socio-cultural determinants, importance of community interaction of health and illness behavior in order to facilitate induced or planned change
- Discuss the nature and relevant of culture in nursing practice
- Describe the role of government as institution of health care delivery
- Explain the influence of socialization agents in nursing practice

Unit (1) : Sociological Perspectives

- The nature of sociology,
- Definition of sociology and history of sociology
- Sociological concepts
- Terminology
- Social process(socialization)
- Definition /function of socialization
- Types (primary, secondary, professional)
- Agents of socialization
- Relationship between socialization and other concepts- class, ethnicity, roles/ status
- Application of socialization concept to nursing practice
- Population dynamics
- Social stratification

Unit (2): Adaptive Process

- Socialization
- Agents of socialization

- Social institutions as they affect (individual, family ,school , religious institutions and health care institutions)

Teaching and Learning Methods

Lecture presentation – students will be exposed to teaching and learning session

Group work , role play , seminar presentation ,micro teaching ,drama and film show related to subject

Assessment:

Tests and assignment, examinations individual presentation

Evaluation - Students would be opportune to evaluate the course using designed questionnaires

Reference

Graves E, 2007- An introduction to sociology , Long Man Publishers UK

Nettleton S 2006- The sociology of health and illness –Macmillan publisher UK.

DRAFT ZERO

Course Title: Psychology

GNP 106

Theory Hours – 30

Total Hours -30

Credit -2

Introduction

The course is to facilitate understanding of the principles of human behavior generally and the applications of these principles to nursing practice. Specific relevant behavior concepts will be identified and applied in solving clients' problems

Objectives:

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

- Explain the basic concept in psychology
- Describe the steps of human growth and development
- Explain the factors that influence personality development
- Identify the possible causes of stress in an individual.
- Explain crisis and crisis intervention
- Discuss Abraham Maslow Hierarchy of Needs in relation to nursing
- Describe the basic concept of the mind and defensive mechanism.

Unit (1) - Definition of Psychology

- Basic concept of psychology drive
- Values, instinct, attitude and prejudice
- Stages of human growth and development
- Environmental effect on some personality, emotions, gender roles and nutrition.

Unit (2)

- Types of personality.
- Theories-Sigmund Freud (psycho sexual), Eric Ericson Psychosocial
- Type of defense mechanism.
- Application of psychology in the management of clients

Unit (3) - Attitude formation and attitudinal change

- Components and definition of attitude
- Interpersonal Influence on attitude formation
- Influence of communication on attitudinal behavior

Unit(4): Psychological Measures

- Measures Counseling
- Attitudinal Measurement
- Intelligence test
- Sociometry

Teaching and learning methods

Brain storming, video shows, Group / individual discussions, Self-directed learning, lecture notes, Computer Printers, Handouts and text books, Communication Skill equipment.

Assessment

Tests /quiz

Evaluation: Students would be opportune to evaluate the course using designed questionnaire

Reference

UPTON, D. 2009 introduction of psychology for nurses and health Care profession

N.Y Pearson education publishers.

Niven N.2006. – The psychology of nursing care. Palgrave Mscom Pub.Ltd New York.

Course Title: Nursing Jurisprudence

Code: GNP: 107

Placement: First Year First Semester

Theory Hours -10

Total Hours -10

Credit - 1

Introduction:

The components of this course is to equip the student with knowledge and understanding of laws affecting nursing practice and to protect the profession

Course Objectives:

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

- Define law and its relevance in Nursing
- Discuss the act of regulating nursing practice
- Identify patients' rights and the nurses' responsibility to enhance those rights
- Discuss potential areas of liabilities in Nursing and selected legal aspect of nursing practice.
- Apply the concept of administrative laws relevant to Nursing

Content

Unit (1) – Legal Aspect of Nursing

- General introduction
- Definition of Law and Principles of
- Sources and Types of Law
- Legal actions and Functions of law in nursing

Unit (2): Law as a Regulatory Mechanism

- Regulation of nursing practice
- Nursing and Midwifery (South Sudan Proposed Nursing And Midwifery Act)
- Composition, Objectives and Duties of the Council
- Registers and Registrations
- Professional Discipline
- Nurses Midwives Disciplinary Tribunal

Unit (3): Rights and Liabilities

- Patients rights'
- Selected legal aspect of Nursing practice
- Informed Consent
- Abortions
- Euthanasia
- Will
- Ethical Considerations Theory

Unit (4): Areas of Potential Liability in Nursing

- Unintentional Tort
- Negligence
- False Imprisonment
- Invasion of privacy
- Defamation
- Malpractice or Unprofessionalism Conduct
- Liabilities
- Personal Liability
- Vicarious Liability
- Student Responsibility
- Criminal Liability for Negligence

Unit (5): Legal Protections in Nursing

- Competent Nursing Care
- Record Keeping
- Repeating
- Physician Orders
- Defenses to Actions in Negligence

Unit (6): Administrative Law Relevant in Nursing

- Arms and Levels of Government
- Government Agencies – Cooperation
- The Civil Service
- Definition
- Essential Functions
- Rules and Regulations and circulars
- Advocacy

Unit (7): Ethical –legal Issues

- Code of Ethics(ICN/ICM/South Sudan Health Policy)

- Ethics and standards of practice (confidentiality, informed consents, care of patients properties, controlled substances, clinical trials, signing of legal documents, etc.)
- Regulation of Nursing practice in South Sudan
- Legal rights and responsibilities
- Human rights and patients' bill of rights
- Common offences –(torts, negligences, malpractices, assaults and battery, false imprisonment)
- Criminal offences (man slaughter- euthanasia, Rape, Criminal Abortion)
- Professional –International Organization (ICN/ICM/South Sudan Nurses and Midwives Association)

Unit (8): - The Law in South Sudan

- Definition of Law
- Sources of Law in South Sudan
- Type of Law in South Sudan(Constitution, National Health policy, Public Health Legal provision Act, criminal codes, marriage laws, work compensation act, food, drug and chemical substance act etc)

COURSE TITLE: Microbiology

Code: GPN: 108

Placement First year First Semester

Theory Hours – 20

Practical Hours - 30

Total hours - 50

Credit - 1

Introduction

The study of microbiology at this level is to enable the student see the relevant of the subject to the maintenance of health of individual and the community at large. It provides theoretical and practical knowledge of microbiology and its application to nursing practice

Course Objectives:

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

- Discuss the historical development of microbiology, and its contribution to medicine and health.
- Classify microorganism with their distinguishing features.
- Discuss the general principles of disease process and infectious disease control.
- Describe the various microorganisms of clinical importance.
- Explain the basic process of immunology and immune response
- Interpret the results of laboratory microbiology investigations
- Discuss the principles of Environmental sanitation and Health Care Waste management.

Course Content:

Unit (I): - Introduction

- Definition of microbiology terms
- History and development of microbiology
- Relevance of microbiology to nursing
- Classification of microorganisms;
Animal Kingdom e.g. protozoa, Helminthes
Plant Kingdom e.g. Alga and Fungi

- Growth and Multiplications of microorganisms
- Parasites and types

- Pathogenicity

Unit(2): Infectious process and infectious disease control

- Source transmission and course of infection
- Chain of spread(causative agent, reservoirs, carriers, Portal of exit, Mode of transmission, portal and susceptible hosts)
- Lesions produced by infective agents in the body.
- General signs and symptoms of infectious process.
- Principle of control of infectious diseases.
 - ❖ Hand washing, waste disposal, handling and disposal of sharps.
 - ❖ Decontamination, disinfection and sterilization
 - ❖ Principles of asepsis and application to sterile procedures/operating
 - ❖ Theatres.
 - ❖ Disposal of infected materials and specimens.
- Quarantine, isolation, contact tracing, case control and notification.
- Standard precautionary measures
- Functions of the infectious control unit of the hospital.

Unit (3): Microorganisms of Clinical importance

- Normal flora
- Description, mode of transmission, diagnosis course and treatment of specific microorganism
- Microbiology of water, milk and food.(water - borne, milk-borne and food-borne diseases)
- Worm, larva and ova.

Unit (4): Introduction to Immunology and Immune Response

- General principles and practices of immunology
- Antigens and Antibodies
- Body's defence's against microorganisms
 - ❖ Non-specific and Specific
- Classifications of immunity
- Abnormal Immunity
- Abnormal Immune responses
 - ❖ Auto-immune response
 - ❖ Anaphylaxis
 - ❖ Serum sickness
 - ❖ Acquired Immune Deficiencies

Unit (5): Diagnostic Microbiology

- Collection for specimen for microbiology investigation

- Isolation of microorganisms from different environments
- Identification of different organisms /specimens distinguishing features
- Incubation and examination of specimen under various test conditions
- Microbiological tests of food, milk, and water

Unit (6): Environmental aspects of microbiology

- Introduction to entomology and parasitology
- Environmental sanitation and parasitic infection
- Sewage and Waste disposal
- Water and air pollution

Unit (7): Introduction to Health Care Waste

- Risks and hazard of healthcare waste
- Classification of healthcare waste
- Importance's of proper healthcare waste disposal
- Key steps in healthcare waste managements
- Method of healthcare waste disposal
- Spinning Wastages from patients and hospital environments.

Teaching and learning methods

Lectures, practical demonstrations, relevant visual aids show, use of computers, Models, Microbiology lab experiments

Assessment:

Continuous assessment test, individual and group presentations, examination

Evaluation – students will be opportune to evaluate the course using designed questionnaire

Course Title: Human Anatomy and Physiology (2)

Course Code: GNP 109

Placement: First Year Second Semester

Theory Hours: 40

Practical Hours: 55

Total Hours: 95

Credit: 3.2

Introduction:

The course is designed to equip students with advanced knowledge of structure and functions of Urinary system, Reproductive system, and Endocrine system its application to nursing practice and disease conditions

Course Objectives:

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

Describe the structure and functions- Urinary system, endocrine system and Reproductive.

Content:

Unit (I) -Composition – Structure of the Urinary system.

- Kidneys : Positions and Structure , Functions, Blood and Nerve supply
- Ureters: Position, Structure, Function, Blood and Nerve supply
- Urinary Bladder: Position, Structure, Function, Blood supply
- Physiology of micturition

Unit (2): Endocrine -Introduction to the system

- General Information
 - Control of Hormonal Secretions(Feedback Mechanism)
 - The glands of Endocrine system – Pituitary,Thyroid,Parathyroid, Adrenal, Pancreatic Islets, Pineal,Thymus, Ovaries, Testes.
- Pituitary Gland:
 - Influence of Hypothalamus on the pituitary gland
 - Description of Gland
 - Position and Structure
 - Blood and Nerve Supply

- Hormonal Secretions and Function
 - Anterior Pituitary (Hormones and Function)
 - Posterior pituitary (Hormones and Functions)
- Thyroid Gland
 - Description (Position and Structure)
 - Blood and Nerve Supply/Drainage
 - Hormonal Secretions and Function
- Parathyroid Gland
 - Position and Structure
 - Hormonal secretions and functions
 - Effects of hypo and hyper secretions of the hormones of the thyroid and parathyroid gland should be mentioned.
- Adrenal Glands:
 - Description (Position and Structure)
 - Hormonal Secretions and Functions (Adrenal Cortex and Medulla)
- Pancreatic Gland
 - Position and Structure
 - Blood and Nerve supply
 - Hormonal Secretions and Functions
- Pineal Gland
 - Position and Structure
 - Blood and Nerve supply
 - Hormonal Secretions and Function
- Thymus Gland:
 - Position and Structure
 - Blood and Nerve supply
 - Hormonal Secretion and Function
- Local Hormones (Sources and Functions)
 - Histamine
 - Serotonin(5-Hydroxy Tryptamine,5HT)
 - Prostaglandin(PGS)
 - Erythropoetin
 - Gastro Intestinal Hormones

Unit (3): Reproductive System:

- Introduction to Individual Development
 - Basic Embryology
 - Fertilization
 - Fertilization of Morulla
 - Formulation of Blastocyst
 - Formulation of 3 germ layers and their derivatives

- Folding of the Embryo – Fore gut, Mid gut and Hind gut.
- **The Female Reproductive System**
 - External genitalia (Position, Structure, Fundus)
 - i) Vulva ii) Uterus iii) Uterine tubes iv) Ovaries
 - Female Reproductive Concept
 - Puberty, Menstrual Cycle, Menopause
 - The Breast (Mammary gland)
 - Position, Structure
 - Blood and Nerve supply
 - Functions
 - Physiology of Lactation
- **The Male Reproductive System:**
 - Organs/ Structure:
 - The Scrotum: Position, Structure and Functions
 - The Testes: Position, Structure and Functions
 - Epididymis: Position and Structure
 - Deferent Ducts (Vas Deferens): Position and Structure
 - Spermatic Cords: Position and Structure, Blood and Nerve supply, Functions
 - Seminal Vesicles: Position and Structure, Functions
 - Ejaculatory Ducts: Position and Structure
 - Prostate Gland: Position and Structure
 - Urethra – Structure: Functions
 - Male Reproductive Concepts
 - Ejaculation, Puberty.

Unit (4) - The Special Senses

- Organs of the Special Sense- Structure and Functions
 - The Eye
 - The Ear
 - Nose
 - The Tongue
 - The Skin
 - Mechanism of sight, hearing, balance, smell, taste, touch.

Unit (5) – The nervous System

- The Neurone
 - Position and Structure
 - Function (myelin Sheath)
 - Characteristics of Neurone
 - Supportive Tissue
 - Types of Neurone / Nerves

- Impulse Conduction and Transmission
 - Synaptic /Neuronal Transmission
 - Synapse and Neuron Transmitters
 - Types of Transmitters
 - Action of Transmitters
 - Factors Affecting Synaptic Transmissions.
- Divisions of The Nervous System
 - Central Nervous System (Brain and Spinal Cord)
 - Coverings of the Brain and Spinal
 - Formation, Flow and Absorption of the Cerebrospinal Fluid
 - Structure of the Brain
 - ❖ Fore Brain (Cerebrum): Position, Structure, Function
 - ❖ Brain Stem: Mid Brain: Position, Structure, Function
 - ❖ Pons Varolii: Position, Structure, Function
 - ❖ Medulla Oblongata: Position, Structure and Function
 - ❖ Reticular Formation: Position, Structure and Function
 - ❖ Hind Brain(Cerebellum): Position, Structure and Function
- Structure of the Spinal Cord
 - ❖ Macroscopic – Appearance, Position, Size, Segments Enlargement
 - ❖ Microscopic – Grey Matter(Nerve Cell Bodies)
 - ❖ White Matter (Fibres, Tract Reflex Action)
- Peripheral Nervous System
- Structure of a Peripheral Nerve
- 31 Pairs of Spinal Nerves(Nerves Roots, Rami and Plexues)
- 12 Pairs of Cranial Nerves(Types, Functions, Original, Destination of Input and Test of Function)
- Autonomous Nervous System
 - Introduction to the Autonomic System
 - Control of Autonomic Functions
 - Effector Organs of the Autonomic Nervous System
 - Divisions of the Autonomic Nervous System
 - Sympathetic Nervous System
 - ❖ Types Of Neurones / Ganglia
 - ❖ Effects of Parasympathetic Stimulation
 - Functions of the Autonomic Nervous System
 - Dominance in the Autonomic Nervous System
 - Autonomic Afferents (Visceral/Referred Pain)
 - Response of Nervous Tissue to Injury.

Teaching and learning Methods:

Discussion, problem based learning, individual and group assignments and presentations.

Assessment:

Assignments, tests, individual and group presentation assessment.

DRAFTZero

FIRST YEAR, SECOND SEMESTER

Course Title: Fundamentals of Nursing (2)

Placement: First year Second Semester

Course code: GNP 120

Theory Hours - 25

Practical Hours-110

Tutorials - 15

Total Hours - 150

Credit - 4

Introduction:

The course is designed to advance knowledge and skills, based on sound scientific principles which will be used in the application of nursing practice.

Course Objectives:

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

- Demonstrate skills in basic and advanced nursing care for total client and patient management.
- Demonstrate skills in emergence resuscitative care
- Demonstrate skills in the management of patients with feeding and elimination problems.
- Explain the management of medical and surgical emergencies.
- Apply the concept of comfort to clients and relation in grief and dying.

Course Content:

Unit (1): Basic Client/Patient Care

- Personal Hygiene
- Bathing adults, children and babies
- Oral hygiene
- Care of the nails and Hair
- Hand washing
- Fire drill
- Pressure Sore: Pressure points, causes, treatment and prevent.
- Feeding of patients

- Providing means of elimination: Serving of bed pans/urinals, diapers, with precautionary measures, happy care.
- Environmental Hygiene
- Principles of community-centered care with emphasis on comprehensive health care.
- Standard precaution.

Unit (2): Nursing Care of Patients with feeding/Elimination Problems

- Passage and Care of Nasogastric tube
- Feeding of helpless patients
- Gastrostomy feeding

Patients with Bowels Problems

- Constipation, diarrhea and incontinence of feces
- Barium enemata
- Flatulence/flatus tube
- Gastric lavage
- Rectal washout
- Colostomy care
- Patients with urinary problems
- Urinary retention, incontinence/stress incontinence
- Bougies and dilators
- Catheters/catheterization
- Indwelling catheter
- Drainage
- Bladder irrigation

Unit (3): Basic Life Support

Providing Immediate Life Support

- ABC Resuscitation.
- Cardiopulmonary resuscitation
- Supporting respiratory functions
- Inhalation/Nelson's inhaler
- Steam tent
- Oxygen administration – intranasal, tent, and face mask
- Intermittent suction of the tracheobronchial tree
- Maintaining muscular functions: range of motion: active and passive exercise, physiotherapy
- Plaster of Paris (POP) and stockinet.
- Care of patient on traction: Skin traction, skeletal traction, Gallow's traction Skull traction etc.

Unit (4): Aseptic Techniques

- Introduction/principles of aseptic techniques
- Sterilization, disinfections and decontamination
- Central Sterilizing Supply department (CSSD)
- Theatre sterile supply unit (TSSU)
- Techniques in the use of masks/gloves
- Dressing of wound
- Removal of sutures
- Injection Procedures

Unit (5): Management of patients with Medical/Surgical Emergencies.

- Patient with shock
- Patient with fever
- Patient with hemorrhage
- Patient with varying degree of consciousness
- Asphyxia
- Pain: Local application (compresses and poultices)
- Local inflammations

Unit (6): The Dying Patient

- Total care of the very ill patient
- Care of the dying patient (Kubler-Ross's stages of dying)
- Pathophysiology of the dying patient
- Grief and grieving process
- The Living "will" movement
- Support of relatives
- Certification of the dead patient/last offices,

Teaching and learning Methods:

Lectures, demonstrations, use of relevant visual aids, use of charts, instruments for procedures, self-directed learning.

Assessment:

Assignments, tests, continuous assessment, assessment of practical demonstration, individual/ small group discussions

Evaluation: Student will be opportune to evaluate the course using designed questionnaire

Reference:

Berman AJ, Snyder S, 2011, *Fundamentals of nursing: concepts, processes and procedures*, 9th Ed. Englewood Cliffs, New Jersey: Prentice Hall

Carper R, 1978, *Fundamental patterns of knowing in nursing*, *Advances in nursing science* 1(1):13-23

Fawcett J, 2005, *contemporary nursing knowledge: analysis and evaluation of nursing models and theories 2nd Ed Philadelphia: Davis*

DRAFT Zero

Course Title: Medical Surgical Nursing (1)

Course code: GNP 121

Placement: First year Second Semester

Theory hours - 45

Practical Hours – 45

Tutorials - 15

Total Hours - 105

Credit - 3

Introduction

Medical –Surgical Nursing practice involves a wide range of activities, holistic care, health promotion, disease prevention, health maintenance and restoration which may be carried out in community and institutional settings. Integration of medical surgical nursing assist the student to understand and retain what is learnt longer because the student is able to see relationships between ideas which may seem more connected.

Course Objectives:

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

- Demonstrate an understanding of basic concepts and terminologies in medical-Surgical Nursing
- Demonstrate diagnostic measures used medical /surgical conditions and Interpret results
- Utilize the Nursing Process as a framework for the care of patients/clients
- Describe the concept and principles of rehabilitation
- Identify the roles of individual, family, community, governmental and non-governmental organizations' in rehabilitation
- Describe the concept of health assessment in nursing practice.

Course Content:

Unit (1) - Health Assessment

- History taking process to include:
 - Personal history/identification
 - Present complaints
 - History of present and past medical surgical history
 - History of family, social and economic history
 - Obstetric and gynecological history
 - Mental History

- Sexual history
- Diagnostic techniques to include:
 - Inspection
 - Auscultation
 - Percussion
 - Palpation
- Systemic examination(Head to Toe)
- Diagnostic process
 - Clinical reasoning and differential diagnosis
 - Provisional diagnosis
 - Confirmed diagnosis
 - Clinical nursing
- The nursing process (Assessment, Diagnosis, Planning, Implementation, Evaluation)
Teaching and Learning Methods
Lectures, Discussions, Self – directed learning, Assignments.

Unit (2): Diagnostic Measure

Background Information, Step, and Roles of the Nurse before during and after, Reporting and Interpretation of findings in the following diagnostic measure:

- Assessment
- History Taking
- Physical Examination
- Vital signs, weight, height, apex beat and foetal heart beat
- Health screening preparation
- Urine testing
- Blood Analysis
- Blood groups and cross matching
- Urea and electrolytes
- X-ray
- Ultra Sound
- MRI
- CT-SCAN

Unit (3): Common Situations that Threaten adaptation.

Definition, Causes, Signs and Symptoms, Pathophysiology, relevant theories, implication for nursing and Nursing Process Application in the management of the following condition:

- Inflammation
- Pain
- Fatigue
- Hemorrhage

- Shock
- Fever
- Fluid and electrolyte imbalance
- Asphyxia
- Unconsciousness
- Anxiety
- Fear
- Insomnia
- Dyspnoea
- Oedema

Unit (4): Concept and Terms in Medical Surgical Nursing

Concepts in Medical/Surgical Nursing/Rehabilitation

- Holistic care
- Primary Nursing
- Team Nursing
- Health – illness
- Adaptation, homeostasis and stress
- Behavior in illness
- Stress/process of rehabilitation(role of the family, community and government)

Assessments:

Continuous assessment test and examination.

Reference:

Hargrove-Huttel RA, 2001 *Medical-Surgical nursing* 3rd Ed. Philadelphia: Lippincott

Weber, J. Kelly 2007 – *Health Assessment in Nursing* 3rd Ed – Lippincott Pb. Ltd UK.

Course Title: Pharmacology (1)

Course Code: GPN 122

Theory Hours – 30

Practical Hours - 15

Total Hours - 45

Credit: 2

Introduction

This course is designed to provide information on the importance of Pharmacology in nursing and the responsibilities of the nurse in drug administration. It equips the students with skills in understanding terminologies used in drug preparation and administration.

Course Objectives:

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

- Explain relevant terminologies and abbreviations used in pharmacology
- Discuss the importance of Pharmacology in nursing.
- Describe drug classification, sources and basic preparation.
- Apply the formula of drug dosage calculation
- Discuss the rules and regulations guiding the use and administration of drugs.
- Identify the role of the nurse in the storage, administration, record keeping of drugs and legal implication.
- Discuss the problems of drug abuse (Ref. South Sudan- National Drug policy)

Course Content

Unit (1): Introduction

- Definition, scope, Terminologies and abbreviations used in Nursing
- History of Pharmacology
- Importance of Pharmacology in Nursing

Unit (2): General information about drugs

- Names of drugs(Chemical, Generic and brand names
- Source of Drugs
- Classification of Drugs
- Composition of Drugs
- Introduction to the National Drug Policy and Essential Drug list (Ref. South Sudan)
- Drug Control Act

Unit (3): Preparation and Administration of Drugs

- Preparation of Drugs (Traditional/Orthodox)
- Principles and Rule of Drug administration
- The role of the nurse in handling and Storage of drugs
- Legal implications in the storage, administration and record keeping of drugs.
- Calculation of dosage tablets, lotions , solutions and infusions
- Calculation of dosage for children dilution of solution

Unit (4): Drug Abuse, Addiction and Dependence

- Definitions
- Scope of problem
- Nursing responsibilities
- Drug overdose and use of anti- dotes

Unit (5): Mechanism of Drug Action (General Pharmacology)

- Modes of Action Absorption distribution, Metabolism and Excretion
- Pharmacokinetic Principles
- Pharmacodynamics – Interactions Adverse Drug Reaction
- Pharmacokinetics – Idiosyncrasies
- Distribution and Elimination(effect on age, diet occupation and disease on drug disposition)
- Adverse Drug Response and Drug interactions.

Unit (6): Routes and Safety of drug administration

- Five rights of drug administration
- Routes of drug administration
 - Oral
 - Parenteral: IV,IM
 - Subcutaneous
 - Intradermal
 - Intraarticular
 - Intraperitoneal
 - Intrapleural
 - Intraarterial
 - Intracardiac
 - Mucus Membrane
- Safety Measures in storage and administration of drugs
- Control measures in drug administration, drug abuse and addiction
- Nurse's role in the administration of drugs.

Unit (7) – Administration of Drugs

- Principles/rules of drug administration
- Classification of routes of administration
- E.g Oral, IM, I.V., Rectal, inunction, intradermal subcutaneous, intratecal, venipuncture, topic instillation of drops, ear and eye irrigation etc.
- Nurses responsibility in administration of drugs
- Administration of I.V. fluids/blood fluid balance chart.
- Dilution of lotions, suspensions/injections
- Calculation of drug doses:

Ratio and proportion are frequently used to calculate medication dosages

Formula (1) – $\frac{\text{Dose required}}{\text{Dose in stock}} = \text{number of capsules/tablets to be given}$

Dose in stock

Formula (2) – $\frac{\text{Dose required/prescribed} \times \text{volume in vial /ampoule}}{\text{Dose in stock}} = \text{ml}$

Dose in stock

- Use of Statistics (Mean, Mode, Medium, Range, percentages).

Teaching and Learning:

Lectures, practical demonstration, Use of drug manual, relevant use of visual aids.

Visits to hospital Pharmacies for learning experience

Assessment:

Tests, assignment, individual and group presentations, assessment in the use of management of drugs by students

Evaluation:

Students will be opportune to evaluate the course using the designed questionnaire.

Reference:

Lebuf.R.A 2012 – Pharmacology for nursing care 8th Ed.

Trounce.J 2004 – Clinical Pharmacology for nurse. Edinburgh Church Hill UK.

South Sudan – National Policy on drug and food administration.

Course Title: Community Health Nursing - Primary Health Care (1)

Course code GNP 123

Placement: First Year First Semester

Theory hours - 40

Practical Hours – 25

Tutorial - 15

Total: 80

Credit - 3

Introduction

Community health nursing is a synthesis of what is traditionally known as nursing practice and Public health practice applied to promote and preserve the health of the population. The concept embraces health maintenance, preventive, curative and restorative care for the common illnesses and diseases as well as the supervision of the healthy individual. The concept of community health nursing focuses more now on Primary Health Care.

Course Objectives

At the end of the course the student should be able to

- Apply the understanding of basic food elements and the essential nutrients in local products.
- Discuss the influence of various factors in eating habits.
- Demonstrate the utilization of principles of teaching in homes, communities and health care institution
- Discuss the importance of food and the part it plays in the maintenance of health
- Explain the concept, rationale and principles of community health nursing.
- Discuss the roles of individuals, families and community in meeting health needs
- Describe strategies for community diagnosis
- Apply principles of Primary Care nursing in providing comprehensive, continuous and personalized care to patients/clients in health centers
- Discuss the principles of IEC in community care

Course Content

Unit (1) – Components of Primary Health Care

- Health Education on prevailing health problems
 - Information, Education and Communication (IEC) on prevailing health problems
 - Identification of prevailing health problems e.g.

Malaria, HIV/AIDS, Pulmonary tuberculosis and leprosy, Onchocerciasis, Diabetes mellitus, Hypertension, Sickle cell anemia etc, and Harmful traditional practices

- Methods of prevention and control.
- Promotion of food supply and proper nutrition
 - Government policy on increased food production, distribution, preservation, etc.
 - Assessment of the nutritional status of the individual and family in the community.
 - Nutritional Counseling
 - Food safety and hygiene
 - Diet therapy
- Adequate supply of safe water and basic sanitation
 - Safe water supply
 - Source of water
 - Water treatment, distribution and Storage
 - Basic sanitation
 - Refuse disposal, treatment and recycling
 - Health care waste management
 - Policies, Laws and Conventions
 - Basel Convention
 - Stock Holding Convention
 - United Nations Packaging reg. etc.
 - Prevention of air pollution.
 - Prevention of noise pollution
 - Identification and Management of Environmental health hazards in the home and community – accidents, radiation, poisoning, global warming, etc
- Maternal and Child Health Services (MCH)
 - Concept of safe motherhood
 - School health – Family Life Education, girl child education
 - Adolescent/Youth friendly programs
 - Pre-natal care
 - Intra-natal care
 - Care of the newborn
 - Post-natal care
 - Family planning
 - Infant Welfare Clinics
 - Child health – Growth monitoring
 - Control of diarrhea diseases(Oral Re-hydration Therapy)
 - Male involvement in family health
 - Women empowerment and decision making
 - Prevention of maternal, newborn and infant morbidity/mortality
- Immunization against major communicable diseases
 - Diseases preventable by immunizations
 - Universal Child Immunization

- Cold chain system
- Care of equipment – Review of aseptic techniques, sterilization of instruments
- Factors affecting Immunization coverage and effectiveness
- Strategies for improved immunization – Community, Clinic
- Follow up of defaulters
- Evaluation of Immunization services
- Prevention and control of locally endemic and endemic diseases:
 - Identification of locally endemic and epidemic diseases
 - Epidemiology and control of communicable disease:
 - Definition of Terms: epidemiology, agent, host, reservoir, route of transmission, source of infection, immunity, incubation period, outbreak, incidence, prevalence, communicable, endemic, epidemic control, prevention, resistance, surveillance etc.
 - Control of communicable diseases:
 - Elimination of the reservoir of infection
 - Interruption of the pathway of infection
 - Airborne infections, contact infections, etc.
 - Protection of the susceptible host
 - Immunization, adequate nutrition, healthy lifestyle etc.
 - Epidemiology and control of non-communicable diseases
 - Application of behavioral change communication strategies
 - Principles of epidemiologic data collection and utilization
 - Keeping of vital statistics.
 - Disease surveillance
 - Notification of diseases
- Appropriate treatment of common diseases and Injuries
 - Diagnostic services and treatment of common diseases and injuries in community and Primary Health Care settings
 - Use of standing Orders and Nursing protocols
 - Recognition and management of emergency situations at Primary Health Care level
 - Two way referral system
 - Provision of Integrated Health Care services
 - Prevention of home and work place accidents.
- Provision of essential drugs and supplies
 - Review of the National Drug Policy (Ref. South Sudan)
 - Drug revolving fund/cost recovery system
 - Rational drug use
 - Regulation for prescribing and dispensing drugs
 - Pharmacovigilance
 - Herbal and other traditional remedies
 - Drugs – Policy and rationale
 - Essential drugs at Primary Health Care level
 - Review of drug action, interaction, contradictions and drug abuse

- Drugs and supplies – procurement, storage, pre-packing and distribution
- Promotion of mental Health
 - Promotion of Mental Health in the Community
 - Review of common mental health condition
 - Mental disabilities / handicap
 - Community care and referral system
 - Role of the individual, family, employers and organizations in mental health.
 - Community based rehabilitation
- Promotion of oral health
 - Common dental problems in the community
 - Cause, prevention and management of common dental problems
 - Oral cleaning methods
 - Health Education on oral health
 - Follow-up and referral
- Primary Eye Care
 - Leading causes and prevention of blindness in South Sudan
 - Examination of the eye.
 - Common eye disorders and their management
 - Eye dressing
 - Health education on eye care
 - Rehabilitation of the blind

Unit (2) – Management in Primary Health Care

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

Unit (3) - School Health Program

- Objective and scope of school health program
- Components: Hygiene inspection
 - Environmental sanitation
 - Medical examination
 - Immunization

Treatment of minor illness
Supervision of food vendors
Family life education

- Common health problem e.g. Dental caries, dermatoses, malnutrition etc.
- Assessment of the school
- The role of the school management, Parent – Teachers Association and other relevant members of the community in meeting the needs of the school child
- Monitoring, evaluation and feedback

Unit (4) – Occupation Health

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

Unit (5) - Care of the elderly and the physically challenged (Geriatrics and Gerontology)

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

Unit (6): The Community: Structure and Function of Groups and People in the community

- **Community structure:** Leadership and decision making in a community.
- Family patterns
- Staffing in Primary HealthCare Workers
- The role of Primary Health Care workers
- Traditional Birth attendants
- Village Health Workers
- Community Health Extension Workers
- Community Health Officers
- Midwives
- Public Health Nurses
- **Community Physicians**
- The role of voluntary and non-governmental agencies in Primary Health Care.
- Functions and responsibilities of the nurse in relation to other workers within the Primary Health Care setting.

Unit (7): Community Diagnosis

- Community Diagnosis:
 - Rationale for Community Diagnosis
 - Methods and steps used in Community Diagnosis
- Situation Analysis:
 - Instrument used in situation analysis
 - Step in conducting situation analysis

Unit (8): Community Mobilization

- Community Mobilization:
 - Rationale for community Mobilization in Primary Health Care
 - Steps in community mobilization process.
 - Advocacy skill
- Composition and functions of development committee in Primary Health Care services
 - Village development committee
 - Health Facility Development committee
 - County Primary Health Care Development Committee.
 - State implementation committee
 - National Policy Implementation committee

Unit (9): Information, Education and Communication

- Behavior change Communication BCC (Health Education)
Definition, Principles, Methods.
- Application of principles of teaching and learning to BCC
- Guidance and Counseling.
- Communication skill and group dynamics in Primary Health Care

Unit (10): Nutritional Needs

- Functions of food in the body
- Changing food needs during life cycle
- Growth monitoring
- Factors affecting the choice of food e.g body needs, cultural and ethic background, religion, socio-economic status, availability and geographical area, health status.

Unit (11): Nutritional Management

- Methods of food storage and preservations
- Budgeting
- Food hygiene
- Teaching and Supervision of food handlers in the home, school, healthy institutions and public eating places.
- Role of Government, organizations communities and families in food production.

Unit (12): Nutritional needs in pregnancy and lactation

- Nutritional in Pregnancy
 - Nutritional requirement
 - Planning menu to meet the nutritional requirements
 - Effect of over /under nutrition
 - Effect of taboos and cultural practices
- Nutrition during lactation
 - Nutrition requirements
 - Assessing the nutritional status of a lactating mother
 - Planning menu to meet nutritional requirements
 - Effect of over/under nutrition
- Infant Nutrition
 - Breast feeding and breast milk
 - Composition of breast Milk
 - Factors that affect the quality and quantity of breast Milk
 - Breast feeding techniques
 - Baby friendly Initiative: Exclusive breast feeding
- Formulae/supplementary feeding
 - Types of infant formula and nutritional instant eg cow and goat milk
 - Use and preparation of infant formula
 - Advantages and disadvantages of infant formula
- Introduction to family diet – complementary feeding
 - Types of family diet
 - Factors affecting complementary feeding e.g poverty, Ignorance, taboos etc.

Unit (13): Therapeutic

- Nutritional requirements in special conditions
- Use of nutritional supplements.
- Preparation of diet for sick individuals.

Patients' feeding care after surgery (colostomy and gastrostomy)

Learning and Teaching methods

Lectures, Discussions, Individual and small group presentation, use of relevant videos, tvs, and computers, brain storming, health experience

Assessment:

Tests, continuous assessment, assignments,

Evaluation - Students will be opportune to evaluate the course using designed questioner.

Teacher s' performances should be evaluated for the whole programme

Reference:

Clark DMJ 2008. Community Health Nursing advocacy for population- 50 edition, New Jersey/Prentice Hall Pb Ltd – NY

Bermad HJ Synder 2011-90 edition. Fundamentals of nursing concept, process and procedures – Englewood Cliff – New Jersey Prentice Hall Pb Ltd – NY.

Mcewem M, News A.M 2007 – Community/Public Health Nursing promoting the Health Population.

DRAFTZERO

Course Title: Pediatrics Nursing (1)

Course Code: GNP 124

Placement: First Year Second Semester

Theory Hours: 80

Practical Hours: 20

Tutorial hours: 20

Hospital based: 180hrs

Credit: 7.2hrs

Summary of 4weeks of clinical rotation and 1 week of community placement.

Introduction

The course focuses on development of the growing Child, equip the student with knowledge, skill and attitudes necessary to promote health, prevent illness, with infants and children suffering from common childhood diseases.

Objectives:

At the end of this course the student should be able to:

- Describe the stages of growth and development
- Explain the commonly occurring disease from birth to 5 years
- List the commonly occurring childhood diseases
- Utilize approved guideline in the integrated management of childhood illness
- Discuss the available health services in the community
- Describe the developmental and maturational problems of the adolescent

Course Content

Unit I: Introduction to Pediatric Nursing.

- Historic development of pediatric nursing
- Role of family in child and adolescent care
- Special considerations in pediatric nursing care
- Role of the pediatric nurse
- Ethical and cultural issues in pediatric care

Unit (2): Growth and development of the child

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

Unit (3): Commonly Occurring Diseases from birth to 5 Years Age Group

- Malaria
- Malnutrition
- Tetanus
- Pneumonia
- Measles etc.

Unit (4): Integrated management of Childhood Illnesses (IMCI)

- The concept of IMCI
Definition, rationale, advantages, components selection and use of appropriate case Management charts, and recording forms
- Assessment classification of a child 2 months up to 5 years.
- Assessment of general danger signs
 - Cough or difficult breathing
 - Diarrhoea
 - Fever
 - Ear problem
 - Malnutrition
 - Anaemia
 - HIV/AIDS
 - Immunization and vitamin supplementation status
 - Other problems (of the child)
 - Mother's Health
- Identification of treatment
 - Treatment priorities
 - Pre-referral treatment
- Treatment of the sick child from 2 month up to 5 years
 - Urgent referral
 - Children who do not need urgent referral
 - Pre-referral treatment
 - Appropriate oral drugs(dosage and schedules)

- Appropriate antibiotic (dosage and schedules)
- Home treatment for local infections e.g eye
- Infection; ear infection; mouth ulcer;
- Soothing throat to relief cough; preventing low blood sugar; extra fluids for diarrhea
- Immunizations
- Communication
- Counseling mother
- Assessment and clarification of sick young infant from birth to 2 months
 - Bacteria infections
 - Diarrhea
 - Feeding problems and low weight
 - Counseling mother about breast feeding problems
 - Immunization status
- Identification of appropriate treatment for the sick young infant
 - Infants that need urgent referral
 - Pre-referral treatment
 - Those who do not require referral
- Counseling mother on home care of the sick young infant
- Follow-up care for sick 2 months up to 5 years
- Follow up care sick young infant from birth to 2 months

Unit (5) - Available Health Services

- Child health clinic
- National Program on Immunization
- Control of diarrhea diseases (Oral Rehydration Therapy)
- School health

Unit (6) – The school Age/Adolescent Child

- The adolescent
- Normal growth
- Developmental and maturational problems associated with school age and adolescent child
- Family life education
- Adolescent/ youth friendly services
- Substance Abuse
- Teenage pregnancy/single parenthood.

Teaching and Learning Methods:

Lectures, small group discussions, self –directed learning, Video shows and demonstrations.

Use of Lecture notes, handouts, over head projectors, Tv screens, Computer LCDs, Charts and Children Photo books.

Assessment:

Continuous assessment tests, Individual and group presentations, assessment of return demonstration.

Reference:

Kyle T, 2008, *Essentials of pediatric nursing*. Philadelphia: Lippincott Williams and Wilkins

Pilliteri A, 2010, *Maternal and child health nursing: care of the childbearing and childbearing family*

DRAFTZero

Course Title: Community Health Nursing – Primary Health care (2)

Course Code: GNP 125 (A)

Placement: First Year Second Semester

Theory Hours: 40

Practical Hours:10

Tutorials : 10

Community Based practice: 35hrs

Total Hours: 95

Credit:3

Introduction:

The course designed to equip the student the knowledge, skills and attitudes essential for teamwork and to efficiently assist individuals, families and communities in indentifying, prioritizing and attending to their health care needs

Course Objectives:

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

- Demonstrate understanding of the component of Primary Health Care in relation to inter-sectorial and Interdisciplinary collaboration in the provision of Health Care.
- Discuss promotive, prevention, curative and rehabilitative services to individual's families and the community.
- Describe the concept of health education and communication skills.
- Describe, analyze, collection, and presentation of data in Primary Health Care
- Discuss basic skills in the diagnosis and treatment of common diseases and injuries.

Course Content:

Unit (1): Introduction to Primary Health Care

- Historical perspective, Philosophy, Concepts and Principles of Primary Health Care and Public Health Nursing (Ref. South Sudan)
- Health Patterns
- Organization and scope of Primary Health Care services in South Sudan
- Multidisciplinary and intersect team approach to Primary Health Care

UNIT (2): Anthropology Perspectives

- Definition, history of anthropology
- Anthropological theories and concepts
- Definition of culture, purpose and relevancy in nursing practice
- Influence of culture on health and illness (Refer South Sudan National Culture Policy)
- Religion, believes and practice
- Tradition and scientific medical believe
- Individual concept and group influence

Unit (3): Clinical taking Skills in Primary Health Care.

- History taking, reporting and recording
- Physical Examination
- Diagnostic techniques
- Nutritional assessment:
 - Weighing and charting of weight data
 - Use of mid-upper arm circumference strip (Shaker strip)
- Diagnostic skill (Socio-economic assessment)
- Use of standing Orders, Nursing Clinical Protocol.

Unit (4): Community Health Nursing (South Sudan)

Ref; Community heath practice South Sudan

Learning and Teaching Methods

Lectures, Small group discussion, Brainstorming, Assignments, Self-directed learning and Video shows.

Assessment:

Continuous assessment tests, Individual and group presentations, assignments and return demonstration assessment.

Reference:

Buchan J, Dal Poz MR, 2002, *Skill mix in the health care workforce: reviewing the evidence*, Bulletin of the World Health Organization, 80(7):575-80.

Carper R, 1978, *Fundamental patterns of knowing in nursing*, Advances in nursing sciences, 1(1):13-23

Clark DMJ, 2008, *Community health nursing: advocacy for population health*, 5th Ed. New Jersey: Pearson

Course Title: Obstetrics (1) – Family Health (1)

Course Code: GNP 126

Placement: First Year Second Semester

Theory Hours:40

Practical Hours:45

Tutorial Hours:

Total Hours:85

Credit:3

Introduction

The course is designed with components of anatomy and physiology of female reproductive system and equip the students with knowledge and skills in managing women at the early stage of pregnancy.

Course Objective:

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

- Describe menstrual cycle and physiology of pregnancy
- Describe the process of focus antenatal care.
- Apply Nursing process in the care of women during pregnancy.
- Apply the Nursing process in the care of women during labour
- Identify the cultural and socio-economic factors that affect child bearing process.
- Demonstrate skills in the management of normal pregnancy, labour, puerperium and care of the new born
- Discuss the need for family and community involvement in the child bearing process.
- Identify various drugs used in pregnancy.
- Discuss the effects of pharmacology and immunization in pregnancy

Content:

Unit (1) – Prenatal Care

Review reproductive system and its accessories

- Preconception counseling/care
- Definition of pregnancy, Physiology of pregnancy/Physiological changes of the various systems due to pregnancy
- Prenatal care
- Family and community involvement in child bearing process
- Signs of pregnancy (presumptive, probable and positive

- Apply nursing process for pregnant mothers
- Family adaptation to pregnancy
 - Acceptance of pregnancy
 - Identification with motherhood/fatherhood role
 - Husband-wife relationship
 - Mother child relationship
- Disorders and complications of pregnancy ; Minor and Major, anticipation of labour
- Aims and objectives of prenatal care
- Process of pre-natal care (Focused antenatal care)
 - Focused antenatal care
 - History taking
 - Physical examination including height, weight, gait
 - General examination including abdomen
 - Laboratory investigations(PCV, HB, ANTIBODY, FBC, HIV, HEPATITIS B, Khan, VDRL, Mantoux test, Urinalysis)
 - Blood grouping and genotype etc.
 - Pelvic assessment
 - Identification of at-risk patients for referral
- Birth preparedness and complications readiness

Unit (2) –Pharmacology and immunization

- Drug which are teratogenic in pregnancy
- Administration of drugs, doses, methods of administration, signs of toxicity
- Pharmacokinetics, interactions and side effects of drugs used during pregnancy
- Prophylactic treatments: iron and folic acid treatment, malaria suppression, tetanus toxoid, mebendazole

Unit (3) - Ethical and cultural issues

- Ethical and cultural issues related to pregnancy, gender, cultural and religion
- Ethical issues related to obstetric care and procedure and priorities of resources when the health of the fetus and /or mother is at risk.(ref. South Sudan)

Teaching and learning methods:

Lectures, demonstrations, problem based learning (working in small groups), case studies presentations, role play. Use of relevant visual aids, handouts, charts, models, TV screens etc.

Assessment:

Continuous assessment tests, assignments, return demonstration assessments

Evaluation:

Students will be opportune to evaluate the course, using designed questionnaire and informal discussion during its implementation.

Reference:

Myles M, 2009, *A textbook for midwives*. Edinburgh: Churchill Livingstone.

DRAFTZero

SECOND YEAR, FIRST SEMESTER

Course Title: Fundamentals of Nursing (3)

Course code: GNP201

Placement: Second year First Semester

Theory Hours: 20

Practical Hours – 150

Tutorial

Total - 170

Credit: 4

Introduction:

The course is designed to advance the knowledge and skill of students in carrying out advanced investigative nursing procedures and for proper management of patients.

Course Objectives:

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

- Discuss the various investigative procedures.
- Discuss the general overview of how some gynecological procedures are carried out
- Explain last office procedures.

Content:

Unit (1) – Investigative Procedures

- Preparation of patient for radiological examinations
- Bronchogram
- Laryngoscopy
- Test Meals / Gastric Analysis
- Fractional test meal
- Histamine
- Insulin
 - Barium Meal
 - Oesophageal swallow
 - Barium Oedema
 - Stool test
- Microscopic / occult blood
- Endoscopic examination
- Oesophagoscopy
- Gastroscopy
- Sigmoidoscopy

- Protoscopy
- Intravenous pyelogram
- Retrograde pyelogram.
- Advance radiological investigations (MRI)
- Tissue Biopsy.
- Tracheostomy (practical skills on tracheostomy sunction and dressing.)
- Colostomy care
- Electroencephalogram (EEG)
- Ultrasonography

Unit (2): Principles and practices of Peri-Operating Nursing / Anesthesia.

- History, definition, concept of Peri-Operating Nursing /Anesthesia.
- Operating Room
 - Structure
 - Types
 - Modular Theatre
 - Casualty Theatre
- Operating Room Nursing

Perioperative Asepsis

- Operating Room Protocols
- Circulating
- Scrubbing
- Swabbing
- Needle counting
- Instrumentation
- Roles of a Nurse in Peri-operative Care
 - Pre - operative
 - Intra-operative
 - Post-operative
 - Prevention of complications

Hazards of operating room nursing

- Legal
- Physical
- Psychological
- Social

Personnel in operating theatre;

Circulating Nurse, Nurse Anesthetist, Surgeon, Nursing Student, Health Orderlies etc.

Unit (3)

Unit (4) – Counseling, Guidance and Home Based Care

- Principles, Concepts of Guidance, Counseling and Home visiting
- Process of Guidance and Counseling
- Barriers to effective Counseling
- Definition objectives, of Home Base Care/visits.
- Components of Home Based Care – Physical needs of client, Spiritual needs, Social needs, Psychological needs, Family care giver, Nursing care, Comfort and reassurance, Nutritional needs, Coping with Loss of dying and death
- Record keeping
- Community mobilization for Home Base Care
- Management and treatment of clients/referrals

Teaching and Learning Methods:

Lectures, Small group discussions, Assignments, Presentations and Self-directed learning.

Assessment:

Tests, assignments, Individual group presentations.

Reference:

Jamieson EM, McCall JM, Whyte LA (eds) 2002 Clinical nursing practices. Churchill Livingstone, Edinburgh

Peattie PI, Walker S (eds) 1995 Understanding nursing care 3rd edn. Churchill Livingstone, Edinburgh

Swearingen, PL. 2007. Manual of Medical-surgical nursing care 6th Ed. Missouri: Mosby Elsevier

Hogston R & Marjoram BA 2007 Foundations of Nursing Practice. 3rd.Ed. Palgrave Macmillan, Hampshire.

Course Title: Medical Surgical Nursing (2)

Course Code: GNP 202

Placement: Second Year First Semester

Theory Hours - 60

Practical Hours – 40

Tutorial - 15

Total Hours - 115

Credit - 5

Introduction:

The course is to introduce the student to the concept of health and disease. The student will acquire knowledge, skills and attitude relevant to promote health, prevent illness and identify abnormal characteristics related to health

Course Objectives:

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

- Discuss patient suffering from a medical or surgical condition
- Identify in-patient with acute medical/surgical manifestations of adaptive behaviors, both internal and external, and recognize when the adaptive mechanism begin to fail
- Describe a patient for surgical of special diagnostic procedures and care for the patient during and after the procedures.
- Demonstrate skills in support of patient during surgery or diagnostic procedure
- Identify basic equipment used in simple surgical and diagnostic procedures
- Analyze life-saving measures in medical /surgical conditions while awaiting assistance from the physician.

Content:

Unit (1) - Cardio vascular disorders.

- Review of Anatomy and Physiology:
 - Care of patient with condition of the cardio vascular system
 - Diagnostic Investigations
 - General Examination and History
 - Blood pressure, pulse
 - Apical Heart rate

- Radiological Examination, Chest X-ray, ECG, Phono Cardiogram
- Angio – Cardiogram
- Cardiac Catherization
- Structure of Blood Vessels:
 - Condition of the vein
 - Thrombophlebitis, Peripheral Thrombosis, Varicose Veins embolism
 - Anticoagulants
 - Haemorrhoids/Haemorrhoidectomy
- Conditions of the Arteries
 - Aneurysm, Arteriosclerosis / Artherosclerosis, Peripheral Vascular disease
 - Pulmonary embolism and other embolisms
 - Gangrene – Medical / Surgical Management
- Hypertension / Hypotension
 - Cardiac Arrhythmias, Sinu Atrial and Ventricular Arrhythmias
 - Heart block, Stroke Adam Syndrome
- Ischaemic Heart Disease
 - Angina pectoralis
 - Coronary Thrombosis
 - Myocardial Infarction
- Diseases of Heart Layers – Endocarditis, Myocarditis and Pericarditis
 - Rheumatic Heart disease (valvular heart disease)
- Congestive Cardiac Failure
 - Left Ventricular Failure
 - Pulmonary Oedema
 - Circulatory Failure
 - Cardiac Resuscitation
 - The Role of the Nurse in Prevention of Heart Diseases
 - Open Heart Surgery
 - Stress test and defibrillation

Unit (2) – Care of Patients with Condition of Blood and Lymphatic System

- Review of Anatomy and Physiology
 - Diagnostic Investigations
 - Anemias
 - Hemorrhagic Diseases – Hemophilia
 - Thrombocytopenia
- Disease of White Blood Cells
 - Agranulocytosis, Leukemia, Purpura
 - Conditions of Lymphatics – Lymphadenitis, Hodgkin’s disease
 - Conditions of the Spleen – Splenomegaly, Traumatic Splenectomy
 - Sickle cell anemia

- Blood Transfusion, Bone marrow Punctures.

Unit (3) - Care of Patient with Condition of the Respiratory System and Chest wall.

- Review Anatomy and Physiology
- Diagnostic Procedures: General Investigations and Clinical Manifestations of Respiratory tract Infection
- Congenital abnormalities e.g. congenital laryngeal studies 2hrs
- Upper Respiratory tract Infections e.g. Common Cold(acute Coryza), Pharyngitis / laryngitis and Influenza, bronchitis
 - E.g. Pneumonias - Lobar Pneumonia
- Broncho-pneumonia, Viral pneumonia and Bacterial Pneumonia
 - Bronchial Asthma, Bronchiectasis, Pleurisy / Pleural effusion
 - Lung abscess, Emphysema, Respiratory failure
- Pulmonary Tuberculosis/Atelectasis and TB in Children
 - Cancer of the lungs, Chest Trauma thoracic Surgery
 - The role of the Nurse in preventing Respiratory diseases

Unit (4) – Care of patients with Conditions of Digestive System.

- **Review of Anatomy and Physiology**
 - General Investigations and Clinical Manifestations of G.I.T conditions
 - Manifestations of G.I.T conditions
 - Conditions of mouth e.g. stomatitis, Gingivitis, Glossitis 2hrs
 - Conditions of the salivary glands e.g. parotitis, salivary calculus and salivary tumors
- Conditions of the oesophagus e.g. trauma, oesophageal diverticulum, Dysphagia , Congenital abnormalities
 - Foreign bodies, tonsillitis/tonsillectomy oesophageal varicose and cancer of the oesophagus.
- Conditions of stomach and duodenum e.g. acute/chronic gastritis peptic ulcer
 - Cancer of the stomach
 - Diarrhea and vomiting, Gastroenteritis, Gastrostomy/Gastroectomy
- Congenital Pyloric Stenosis, Volvulus, Peritonitis
 - Acute abdomen / intestinal / Obstruction
 - Ileostomy, Appendicitis /Appendicetomy
- Hernias / Herniorrhaphy
 - Ulcerative Colitis / Cancer of the Colon / Colostomy
 - General Complications of Abdominal Surgery: The Role of the Nurse
- Condition of the Pancreas e.g acute Pancreatitis, Chronic Pancreatic tumours, Pancreatic cysts and Pancreatectomy
- Condition of the Liver and Biliary Tract e.g. Jaundice, Hepatitis, Liver Cirrhosis Hepatoma (hepatic tumour) and liver abscess.

- Conditions of the Biliary system e.g. Gall stones (Cholecystitis/ Cholelithiasis, Biliary Obstruction) Cholecystectomy
- Conditions of the rectum and Anus e.g.
 - Ischio- rectal abscess, Fistula in and Fissure in ano,
 - Haemorrhoids and pruritus in Pediatrics
 - Congenital Malformations of the Mouth – Cleft palate,
 - Caecum Oris, Oesophageal Structure
 - Hiatus hernia, Umbilical congenital inguinal hernia
 - Pyloric Stenosis, Intususception Mega colon
 - Imperforate anus – Colostomy.

Teaching and Learning Methods:

Lectures, small group discussions, Video Shows relevant to the subject, brain Storming, Self-directed learning and practical demonstrations. Use of flip Charts, TV Screens, Computer LCDS and Models

Assessments:

Continuous assessment tests, individual and group presentations, return demonstration assessment.

Evaluation:

Students will be opportune to evaluate the course using questionnaires and informal discussions.

References:

Brooker C, Nicol M 2003 Nursing adults: the practice of caring. Mosby, Edinburgh

NANDA 2001 Nursing diagnosis: definitions and classifications 2001-2002. NANDA, Philadelphia

Hinchliffe SM, Montague SE, Watson R 1996 Physiology for nursing practice. 2nd edn. Bailliere Tindall, London

Course Title: Pharmacology (2)

Course Code: GNP 203

Placement: Second Year First Semester

Theory Hours - 35

Practical Hours:

Total Hours:35

Credit:2

Introduction:

This course is designed to enable the student understand Pharmacology of drugs, their effects on body system and how to manage patients in drug related reactions

Course Objectives:

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

- Discuss the classification of drugs and the action and interaction of drugs in the body generally
- List the components of drugs in common use and discuss conditions which may affect the potency of these drugs
- Discuss the actions of commonly used drugs as they relate to:
 - A variety of clinical conditions
 - Various systems of the body
 - Specific age group
 - Common pathological condition.
- Demonstrate the skills of administering drugs by instillation, injection, inhalation, Intradermal, hypodermic and intra-muscular routes; and assisting the physician when administering drugs by intravenous, intra-peritoneal routes.
- Recognize the therapeutic doses both for adults and children, of drugs in common use; and seek information about new or unfamiliar drugs.
- Appreciate the uniqueness of the individual and the concept of Individual difference by observing the individual response to drugs.

Content:

Unit (1) – National Drug Policy - National Health Policy (ref. South Sudan)

- Historical background and Objective of the National Drug Policy
- Concept of Essential Drugs – Advantages and Limitations
- The role of the Nurse in the implementation of Essential Drug Concept 1hr

- Role of National formulary in rational prescribing
- Criteria for selection of South Sudan Essential Drug list
- Drug information, Interaction and Adverse Reaction, Monitoring
- Eliciting information about patients drug history
- Implication of over prescribing, multiple prescribing (Poly Pharmacy).
- Under prescribing and nurse prescribing
- Types of drug interactions – Synergism, antagonism, reduced absorption
- Use of Adverse drug Reaction Monitoring form and nursing drug schedules sheets
- Patient education and counseling with regards to: Self-medication, compliance, non-compliance.
- Financial Management and cost recovery
- Concept of drug revolving fund
- Objectives and Social Consequences
- Costing, Pricing, and exemptions under the drug revolving fund scheme

Unit(2) – Drug Used for Special Purposes

- **Drug used** as premedication; Atropine, Valium, Narcotic list
- **Drug** used in pain and inflammation
- Narcotics analgesics and antidotes
- Non-Narcotic analgesics
- And C anti-inflammatory drugs
- Oxytoxics
- Non-steroidal anti- Inflammatory drugs
- General and Local anesthetics
- Drugs used in infectious diseases
- Sulphonamides
- Antibiotics
- Anti-malarial
- Anti Helmintics
- Vaccine and Sera
- Drugs used in treatment of malignant diseases
- Cytotoxics
- Corticosteroids.

Unit (3) – Basic Mathematics in Pharmacology (drug Calculation)

- Revision of basic concept in mathematics
- Definition of Terminologies (decimal fraction, denominator, gram, liter, meter, metric, numerator, percentages, proportion, ratio, significant figure, units)
- Calculation of drug doses:

Ratio and proportion are frequently used to calculate medication dosages

Formula (1) – Dose required =number of capsules/tablets to be given

Dose in stock

Formula (2) – $\frac{\text{Dose required/prescribed} \times \text{volume in vial /ampoule}}{\text{Dose in stock}} = \text{ml}$

Dose in stock

- Use of Statistics (Mean, Mode, Medium, Range, percentages).

Teaching and Learning Methods:

Lectures, Small group discussions, Assignments, Self directed learning, demonstration in identification of drugs. Charts, Visit to hospital pharmacy and use of relevant Visuals

Assessments – Tests, individual and group presentation assessment.

Reference:

Hopkins SJ, Kelly JC 1999 Drugs and pharmacology for nurses. 13th edn. Churchill.

Downie G, Mackenzie J. Williams A 2003 Pharmacology and Medicine Management for nurse. 3th edn. Churchill Livingstone, Edinburgh.

Gatford JD, Phillips N 2002 Nursing Calculations. 6th edn. Churchill Livingstone, Edinburgh.

DRAFT ZERO

Course Title: Sexual Reproductive Health (1)

Course Code: GNP 204

Placement: Second Year First Semester

Theory Hours - 45

Practical Hours – 30

Tutorials - 15

Total Hours - 90

Credit - 4

Introduction

Sexual Reproductive health components provide the student with the advanced knowledge and skills in the management of maternal and child health care and create awareness on the management of maternal health issues as it affects, individuals, family and community.

Course Objectives:

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

- Discuss the concept of Reproductive Health and reproductive rights.
- Demonstrate skills needed for effective communication
- Assess individuals, families and communities with Sexual and Reproductive Health to identify their needs.
- Demonstrate skills and management of individuals, families and communities with Sexual Reproductive Health needs using the nursing process;
- Demonstrate ability to prepare and assist with diagnosis and appropriate referral of clients with Sexual Reproductive Health
- Outline and manage specific Sexual Reproductive Health needs and initiatives for youth and adolescents.
- Manage pharmacology agents used in the treatment of Sexual Reproductive Health problems.

Content :

Unit (1) – Concept of National Sexual Policy

- Epidemiology of Sexually Transmitted Infections
- Government Policy concerning Sexual Transmitted Infections
- Guidance and counseling in managing Sexual Transmitted Infections in Clients/patients

- Advocacy in the control and spread of Sexual Transmitted Infections(Individuals, Families, Communities)
- Management of emerging diseases affecting Sexual Reproductive(HIV/AIDS, EBOLA etc).Clinical management of rape victims, assaults, battery etc.

Unit (2): Sexual Reproductive Health:

- Diagnostic tests for Sexual and Reproductive Health conditions
- Pathophysiological processes and management of Sexually Transmitted Infections
- Drugs used in the treatment of Sexual Reproductive Health problems
- Nursing management of clients with Sexual Reproductive Health problems
- Guidance and Counseling of adolescence regarding Sexual Reductive Health.

Unit (3) – Common Sexual and Reproductive Health problems and Conditions:

- Sexually Transmitted Diseases including HIV and AIDS
- Abortion
- Pelvic Inflammatory diseases
- Breast, uterus and cervical cancer
- Abnormal genital discharge
- Hepatitis B
- Genital ulcers

Unit (4) - Quality Care

- Concept of Quality Care
- Strategies for achieving and sustaining provision of quality Reproductive Health Services
- Tools for quality care
- Application of the concept of quality in Reproductive Health service delivery

Unit (5) – National policy on sexual reproductive health

- Overview of Reproductive Health and Reproductive Rights
- Components of Reproductive Health
- Aetiology of Sexual Reproductive Health condition
- Sexual Reproductive Health Services
- Reproductive Health Policy in South Sudan.
- Overview of anatomy and Physiology

Unit (6) – Infertility

- Definition
- Classification
- Courses – male

-female

- Management

Teaching and Learning Methods:

Lectures, role plays, Small group discussion/presentations, self-directed learning, TV and Video Shows. Use of Sexual Reproductive Health Manual, Handouts, textbooks, Journals and Flip Charts.

Assessment: Test, assignments, presentations assessments.

Reference:

Mogotlane SM et al, 2005, *Juta's manual of nursing (Vol. 4): Medical surgical nursing parts 1&2* Cape Town: Juta.

Pilliteri A, 2010, *Maternal and child health nursing: care of the childbearing and childbearing family.*

Robinson J, 2005, *Essentials of health and wellness.* New York: Thomson.

DRAFT ZERO

Course Title: Pediatric Nursing (2)

Course code: GNP 205

Placement: Second Year First Semester

Theory Hours:60

Practical Hours:10

Tutorials:

Hospital Based Practice: 140

Total Hours:210

Credit - 4

Introduction;

The course is designed to enable the student acquire knowledge, develop skills and attitudes to promote health, prevent illness, manage and rehabilitate infants and children suffering from common childhood diseases.

Course Objectives:

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

- Recall normal growth and development of child
- Describe the effects of illness and hospitalization in a child
- Describe childhood illness/condition

Content:

Unit (1).-Definition of childhood illnesses

- Etiology, Pathophysiology, Clinical features and Complications
- Management of children with Medical and surgical conditions
- Prevention and control

Unit (2).-Assessment of the pediatric patient:

- Application of nursing process in the management of sick children
- History taking
- Developmental assessment (growth, physical and nutritional)

Unit (3) – Management of hospitalized child

- Hospitalization of the child
- Stressors and reactions related to development stages, death and dying for ill of hospitalized child
- Play activities and safety precautions for the hospitalized child
- Principles and practices in nursing care of the hospitalized child and the family

Unit (4) – Nursing care of children with respiratory disorders

- Congenital abnormalities of the respiratory system
- Carcinomas(cancers)
- Infections of upper and lower respiratory tract
- Cough(Tuberculosis, whooping cough)
- Asthma and status Asthmatic cause
- Sudden infant death syndrome
- Respiratory distress Syndrome COPD.

Unit(5) – Nursing care of Children with cardiac conditions

- Congenital abnormalities of the heart
- Carcinomas(cancers)
- Infections of the heart(Rheumatic fever, inflammation of the heart membranes)
- Hypertension and congestive heart failure

Unit (6) – Nursing care of children with gastrointestinal disorders

- Congenital abnormalities of the gastrointestinal(Cleft lip/palate, Oesophagel stricture)
- Carcinomas
- Infections Inflammations – Gastritis ,Appendicitis, Gastrointestinal bleeding (Ulcers)
- Surgical Obstructions – Bowel, Pyloric, Intussusceptions, Malrotation, Hernias, and Anal – atresia

Unit (7) – Nursing Care of children with genitourinary disorders

- Congenital abnormalities – Polycystic kidney, Urethra stricture, Pyhimosi, atresias, Testicular torsion/ Renal dysfunctions
- Infections of genitourinary tract(Nephritis/syndrome, Schistosomiasis)

Unit(8) – Nursing Care of Children with Heamatological/Immunological disorders

- Congenital abnormalities
- Carcinomas
- Anaemia – Sickle cell, Leukaemia, Haemophilia
- Human Immuno Viral/Acquired Immune Deficiency Syndrome (HIV/AIDS)
- Wilm’s tumour, Lymphoma/Burkitt’s

Unit(9) – Nursing care of children with nervous system disorders

- Congenital Abnormalities - Brain tumors, Mongols, autism
- Infections – Intracranial, Rabies, Encephalitis, Bacterial meningitis, Brain abscess and Seizure, epilepsy/febrile seizure etc.

Unit (10) – Nursing care of children with musculoskeletal disorders

- Congenital – Club foot, congenital hip dysplasia, muscular dystrophy
- Carcinoma – Bone osteosarcoma
- Infections of musculoskeletal – Osteomyelitis, Skeletal tuberculosis, Juvenile rheumatoid arthritis –Synovitis
- Fractures – Green stick, Contusions, dislocations, Sprain and strain

Unit (11) – Nursing Care of Children with neuromuscular disturbances

- **Congenital abnormalities**
- Spinal cord Injuries
- Cerebral palsy

Unit (12) – Nursing care of children with reproductive system disorders

- **Congenital abnormalities**
- **Carcinomas**
- Undescended tests (Cryptorchidism)
- Hydrocele
- Hypospadias
- Inguinal hernia
- Testicular torsion
- Menorrhagia

Unit (13) – Nursing care of children with Ear, Nose, Throat/Eye (ENT/Eye)

- Congenital abnormalities of Ear, Nose throat and Eye
- Carcinoma of ENT/Eye
- Infections- ENT/Eye (Tonsillitis, Otitis media, Conjunctivitis and Dental disorders)

Unit (14) – Pediatric Emergencies

- **Congenital abnormalities**
- **Carcinomas**
- Severe burns and Scars, Foreign bodies, poisons, Stings and bites.
- Convulsions, severe diarrheas
- Surgical emergencies – Acute abdomen

Teaching and Learning Practices:

Lectures, Small group discussions, Self-directed learning, Video shows and Case study presentation on medical and surgical condition

Assessment:

Continuous assessment tests, individual group presentation and assessment

Evaluation: Students will be opportune to evaluate the course using questionnaires, formal and informal discussions.

References

Hockenberry MJ, Wilson D (eds.), 2009, *Wong's essentials of Pediatric nursing, 8th Ed.* St. Louis: Mosby

Kyle T, 2008, *Essentials of pediatric nursing.* Philadelphia: Lippincott Williams and Wilkins.

DRAFT ZERO

Course Title: Obstetrics (2)

Course Code: GNP 206

Placement: First Year Second Semester

Theory Hours: 25

Practical Hours: 30

Tutorials - 15

Total Hours:70

Credit:2

Introduction:

The course offers the student the opportunity to apply an in-depth knowledge of the reproductive system in the management of women with pregnancy and in Labour

Course Objectives:

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

- Explain a full and accurate medical history from the woman and identify factors, which may have an adverse effect on maternal and fetal health
- Explain a full physical examination of the woman in a systematic manner, using the correct techniques; identify any deviations from the normal.
- Demonstrate skills in the management of normal pregnancy, labour, puerperium and care of the new born
- Discuss major complication of puerperium and Neonates
- Demonstrate skills and understanding to breast feeding women (Exclusive breast feeding)
- Recall the anatomy and physiology of female reproductive system

Contents:

Unit (1) – Normal Labour

- Physiology of true labour
- Stages of labour (First, second, third and fourth)
- Mechanism of normal labour
- Preparation of delivery room-equipment
- Infection control in midwifery practice

Unit (2) – Management of Labour

- Definition
- Physiology
- Admission procedure
- Assessment of first stage of labour
- History taking
- Physical examination
- Uterine contraction
- Vaginal examination
 - Condition of vulva and vagina
 - Cervical dilatation
 - State of membranes
 - Confirmation of presentation/presenting part
- Use of partograph
 - Components of partograph
 - Plotting
 - Interpretation of findings/diagnosis
 - Planning and implementation
 - Evaluation
- Relief of pain in Labour
 - Types of analgesia (Diversional, Acupuncture, use of drugs, others)
 - Routes and timing for administration of analgesics.
 - Possible effects of analgesics and anaesthesia on mother and baby
- Importance of continuous monitoring and documentation of progress in labour
- Psychological Support

Unit (3) – Second, Third and Immediate Post-partum

Second Stage of Labour

- Definition
- Physiology of second stage of labour
- Management:
 - Assessment
 - Positions in labour
 - Mechanisms of normal labour
 - Conduct of normal delivery
 - Episiotomy – Indication, types, procedure
 - Psychological support
- **Immediate care of the baby under the following:**
 - Initiation and maintenance of respiration
 - Assessment of baby using APGAR score

- Provision of warmth
- Initiation of breast-feeding
- Third Stage of labour
- Definition
- Physiology of third stage of labour
- Signs of third stage of labour
- Mechanism of placental separation
- Methods of placental delivery
- Active management of third stage of labour
- Placental examination

Immediate Post Partum

- Definition
- Monitoring blood loss
- Inspection of perineum and repair
- Initiation of lactation
- Monitoring status of mother
- Identification of complications
- Examination of baby (head to toe)
- Reporting and referral

Unit (4) – Normal Puerperium

- Definition of puerperium
- Immediate physical and psychological post partum care
- Physiological and anatomical changes that occur during puerperium
- Medical and Nursing management of the mother and child during post partum period
- Post natal follow up and care
- Health teaching, guidance and instruction
- Referrals, Infant welfare clinic, family planning clinic etc.
- Roles and responsibilities of the nursing in prenatal, natal and puerperium.

GNP 128: Hospital based clinical practice.

Teaching and Learning Methods:

Lectures, small group discussion, self-directed learning, demonstrations and return demonstrations, video shows and group interactions. Use of Lecture note, Handouts, visual aids, charts and models, computers, use of obstetrics procedure manual

Assessment:

Individual group presentations assessment , assignments, tests

Reference

Smeltzer S et al, 2010, *Brunner and Suddarth's textbook of medical surgical nursing*, 12th ed. Philadelphia: Wolters Kluwer/ Lippincott, Williams and Wilkins.

Taylor C et al, 2011, *Fundamentals of nursing*, 7th Ed. Philadelphia: Wolters Kulwer/ Lippincott, William & Wilkins.

Van Wyk N, Leech R, 2011, *Nursing in the community*. Pretoria: Pearson Education

DRAFTZERO

Course Title: Family Planning

Code: GNP 207

Theory Hours: 25

Practical Hours: 30

Total Hours : 55

Credit - 1

Introduction:

The course focuses on family planning as an integral part of reproductive health as stipulated in the International Conference on population and Development program. It has the components of family planning, management and administration of family planning contraceptives. Equip the student with knowledge, skills, and attitude to promote health and prevent illness through delivery of family planning services.

Course Objectives:

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

- Recall the concepts of human anatomy and physiology – male and female reproductive system.
- Explain the concept of Family Planning
- Discuss the demographic indices in relation to Family planning needs of the nation
- Discuss, the importance of Counseling to individuals and families on the benefits of Family Planning
- Discuss complete physical examination that will facilitate the provisional of quality care
- Discuss the various Family Planning methods
- Demonstrate proficiency in prescribing and dispensing
- Explain the basic principles of pharmacokinetics of family planning drugs
- Apply the principles of management in the organization and operation of family planning clinics

Content:

Unit (1) – Family Planning concepts

- History of Family Planning – National and International(Ref. South Sudan)
- Benefits of Family Planning
- The Socio – Economic, Cultural, religious beliefs and custom acceptance of family planning
- Legal Aspect of Family Planning
- Demography: Maternal and infant morbidity and mortality rates.
General fertility
Population growth

Reproductive rate
Health Education
Communication skills in family planning
Counseling in family planning

Unit (2) – Data collection for Family Planning Clients

- History taking, utilization of data (e.g. Social, family, medical, surgical, menstrual, obstetrics, gynecological and contraceptive)
- Examination of female and male reproductive organs
- Clinical investigations
- Physical examinations: Elements and Techniques, including pelvic examination
- Identification of clients requiring laboratory investigations
- Laboratory investigations: Collection of specimens e.g High vaginal swab, Pap Smear, urine specimen, blood sample, semen specimen.
- Diagnostic interpretation of results.

Unit (3) – Management of Information system

- Types of Information
- Types of forms
- Roles of health provider in Management of Information System

Unit (4) – Contraceptive technologies/Family planning Methods

- Traditional methods
- Natural methods
- Modern methods (Artificial methods)
 - Hormonal (orals, injectables and implants)
 - IUCD (Technique of Insertion, maintenance and removal)
 - Barrier methods: (Diaphragm, condoms, cervical caps, foaming tablets, form jellies and creams) emphasizing the follow:
 - ❖ Method of administration, mode of action, advantages and disadvantages, effectiveness, side effects, indications and contra – indications, major complications, associated problems and management.
 - ❖ Surgical methods (Bilateral tubal ligation and vasectomy)
 - ❖ Pre and post operative management
- Emergency contraceptive methods
- Dual protection for HIV clients
- Follow up: schedule appointments, defaulters
- Record keeping/statistics and reporting.

Unit (5) – Clinic Setting and Management

- Application of Management process.
 - Assessment – community analysis including catchment area/site
 - Planning – determination of required resources, Human and Material
 - Implementation – organization of family planning clinic
 - Client flow
 - Supply, maintenance and storage of family planning commodities
 - Staffing budgeting – procedures, items for procedures, items for proposal
 - Evaluation/client oriented provider efficiency
- Research analysis/utilization of findings in family planning

Unit (6) – Reproductive Health, Human Sexuality and Referrals.

- Human sexuality family life education
- Adolescents and young adults Reproductive and Sexual Health
- Promotion of Health Sexual Maturation
- Responsible and Safe Sex
- Human Sexuality: Sexual deviations
- Overview of Referral Services in Primary Health Care
- Referral System in Family planning.
- Post Abortion care and counseling

Teaching and learning methods:

Lectures, small group discussions, assignments, self-directed learning, practical demonstrations, use of videos, procedure manuals, lecture notes, anatomical models, communication skills equipments, family planning manuals, steam sterilizers for family planning equipments.

Assessment:

Test individual and group presentations, assignments.

Reference:

WHO, 2007, *Family planning: a global handbook for providers*, Geneva: World Health Organization.

Course Title: Mental Health/Psychiatric Nursing

Course Code: 208

Placement: Second Year First Semester

Theory Hours - 40

Practical Hours - 45

Total Hours - 85

Credit - 3

Introduction

The course focus on the concept health, illness as adaptive process, incorporating psychological, socio-cultural and environmental components as they affect the individual. It equips the student with the knowledge and skill to recognize mental health problems and manage appropriately.

Course Objectives:

At the end the course the student should be able to:

- Explain the concepts associated with Mental Health and Mental illnesses
- Discuss the factors that cause mental disorders in the community
- List common mental health conditions and emergencies in health institutions, school, and community
- Explain the concept of therapeutic environment, its creation and maintenance
- Discuss the management of some mental health conditions in health institutions
- Describe various therapies used in the management of mental illness and the roles of the nurse
- Describe the organization of mental health services outside the psychiatric hospital.

Content:

Unit (1) – Introduction to Mental Health Concepts

- Definitions – Mental Health, mental illness
- Historical development of psychiatry /psychiatric nursing (Ref, South Sudan Mental Health Law)

- Emotional health needs of individuals, families and communities
- Review of concepts of personality development
- Changing concept of mental health care in South Sudan
- Community resource for the promotion of mental health
- The role of the nurse in mental health promotion.

Unit (2) – Mental disorders

- Patterns of behavior disorders
- Adaptive process of in symptoms formation
- Classification and causes of mental disorders
- Traumatic and stress disorders
- Neuroses:
 - Anxiety
 - Phobias
 - Obsessive – compulsive neurosis
 - Hypochondrias
 - Neurasthenia, etc
- The psychoses:
 - Schizophrenia
 - Depression
 - Mania
 - Manic-depressive disorders, etc
- Manifestations of organic diseases
- Personality disorders
- Psychosomatic disorders
- Emotional disorders of the life cycle
-

Unit (3) - Substance abuse (Drug and Alcohol)

- Dependence and tolerance
- Classification of drugs commonly abused
- Sources, availability and accessibility
- Physical, psychological and social consequences of substance abuse
- Legislation and control of drugs and alcohol

Unit(4) – Management of Mental Disorders in Health Institutions

- Mental health Laws and Acts related to treatment
- Types of admissions
- Assessment of mental status of individuals and family members
- Recognition and management of psychiatric emergencies
- Management of acute disorders
- Management of chronic mental disorders
- Somatic therapy
- Activity therapy
- Psychotherapy
- Organization and maintenance of a therapeutic environment

- Health education and counseling in mental health care

Unit (5) – Community Mental Health

- Identification of factors that contribute to the causation of aggravation of mental illness with in the family and environment.
- Traditional and other methods of treatment and management of the mentally ill in the community
- Organizing two-way referral system
- Follow up care/home visits
- Community mobilization for promotion of mental health
- Prevention of mental illness

Unit (6) – Rehabilitation of Mentally ill

- Review of principles of rehabilitation
- Methods of rehabilitation (community based)
 - Sheltered workshops / Occupational therapy.
 - Parole

Unit (7) – Concept of Childhood and adolescent psychiatry

GNP 209: Hospital Based Clinical Practices

GNP 210: Community Based Clinical Practices

Teaching and Learning Methods:

Lectures, Small group Discussions, assignments, self-directed learning, role play and simulation. Use of visual aids, TV screens, charts and lecture handouts.

Assessment:

Continuous assessment tests, individual and group presentations assignments.

Reference:

Baker P, 2009, *Psychiatric and mental health nursing: the craft of caring 2nd* Ed. Scotland: Hodder & Arnold.

Baumann S, 2008, *Primary health care psychiatry: a practical guide for South Africa*. Cape Town: Juta.

Dogra N, Lunn B, Copper S, 2011, *Psychiatry by ten teachers*. UK: Hodder & Arnold.

SECOND YEAR, SECOND SEMESTER

Course Title: Medical Surgical Nursing (3)

Course Code: GNP 221:

Placement: Second Year Second Semester

Theory Hours: 40

Practical Hours: 220

Total Hours: 260

Credit - 6

Introduction:

The course is designed to advance the knowledge and skill of the student in systematic nursing care covering aspects of medical surgical conditions of Endocrine, Nervous system and Genito-urinary and Integumentary Systems.

Course Objectives:

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

- Recall the anatomy and physiology of Endocrine, Nervous, Genito – Urinary and Integumentary systems.
- Describe common medical surgical conditions of these systems
- Identify basic equipments used in medical and surgical procedures.
- Describe nursing care plans according to individual needs of patients considering pathophysiology of the condition, psychosocial peculiarities of the patient
- Discuss rehabilitative processes for patients suffering from various disease conditions.

Content:

Unit (1) – Care of Patients with Disorders of Endocrine System

- Applied anatomy and Physiology of relevant areas – Pituitary gland, Thyroid and Parathyroid glands, Adrenal glands, Pancreas.
- Pituitary gland – gigantism, Acromegary, Dwarfism, Simond’s disease, Diabetes Insipidus
 - Pituitary tumour and Management of a patient following surgery
- Thyroid gland disorder e.g.
 - Hypothyroidism (Myxoedema & Cretinism)
 - Hyperthyroidism (Simple non – toxic goiter)
 - Malignant goiter

- Thyroidectomy: Pre-Operation of patient for Surgery
- Parathyroid gland disorders:
 - Tetary and tumour of parathyroid gland
 - Preparation of patient for surgery
- Adrenal Gland disorders e.g.
 - Cushing's Syndrome, Addison's disease
 - Adrenal tumour (Phyaechrmocytoma)
- Pancreatic disorders e.g.
 - Diabetes Mellitus and relevant Investigations

Unit (2) – Disorders of the Nervous System

- Review of Anatomy and Physiology of the Brain and Spinal cord and Nerves
 - Convulsions and Fits, Tetanus, Meningitis, Encephalitis and Hydrocephalus
 - Poliomyelitis Head injuries, Cerebral Tumours and Cerebral Polyps and Craniotomy
- The Unconscious Patient, Cerebro- Vascular accident and Coma 2hrs
 - General paralysis of the insane
 - Polyneuritis and Migraine
 - The role of the nurse in the prevention of Neurological disorders
 - Myasthenia gravis and phenylketonuria
 - Down's Syndrome (Mongolism)
 - Spinal bifida
 - Leprosy
 - Epilepsy
 - Paralysis agitans (parkinson's disease)
 - Multiple Scelerosis
 - Chorea – St. Vitus dance
- Neuropathies
 - Trigeminal neuralgia
 - Bell's palsy
 - Polyneuritis
 - Vascular condition
 - Cerebral Vascular accident with associated Paralysis
 - Cerebral Aneursym
 - Cerebral artherosclerosis
- Head injury
 - Fractural skull
 - Contusion, Concussion
 - Subarachnoid haemorrhage
 - Raised Intra cranial pressure
 - Complications / Operations
- Cerebral tumours and abscesses

- Slipped disc (ruptures nucleus, pulposus)

Unit (3) - Care of Patients with Disorders of Urinary System

- Review of Anatomy and Physiology of the Urinary System
 - Investigations and clinical manifestations of UTI's
 - Disorders of Micturition
 - Congenital abnormalities of the kidney e.g
 - Hydro nephrosis and atrophy of bladder
 - The Role of the nurse in preventing Genito-Urinary Conditions
 - Acute and Chronic Pyelitis, Pyelonephritis Chronic Nephritis
 - Glomerulonephritis Nephrotic Syndrome, Uremia
 - Renal Calculi, Bladder Stones.
- Rupture of the bladder – Cystitis, Urethritis and Urethral structures, Polycystic kidneys
- Disorders of the Reproductive System e.g.
 - Congenital Abnormalities
 - Hypospadias
 - Epispadias
 - Undescended tests, vulvo Vaginitis Bilhazaiasis
 - Enlarged prostate / Prostatectomy
 - Mastitis / Mastectomy
 - The role of the nurse in prevention of hereditary condition.

Unit (4) – Care of Patients with Disorders of the Integumentary System (Dermatology)

Review of Anatomy and Physiology of the skin of patient with dermatological conditions e.g.

- Acne Vulgaris
- Atopic dermatitis
- Impetigo
- Bulbus Pemphigus and Pephigus Vulgaris
- Leprosy(Henson's disease)
- Ring worm and Athletes foot
- Eczema and Scabies
- Psoriasis and Urticaria
- Skin disorders requiring plastic surgery e.g.
- Burns, Ulcers, Cleft lip and palate – Caecum Oris
- Skin graft, Flaps and pedicles
- Nursing procedures e.g.
 - Simple dressing trolley
 - Specific dressing trolley for: urns, Skin Grafted (recipient's area and Donor's Area.

Teaching and Learning Methods

Lectures, Small group discussions, self-directed learning, Assignments, Brainstorming, Selected Video shows, Simulations. Lecture notes, Handout, Flip charts, TV screens, Computer LCDs, Films and Slides.

Assessment,

Tests, assignment, Individual and group presentation assessment, return demonstrations

DRAFTZero

Course Title: Gynecology Nursing

Course Code: GNP 222

Placement: Second Year Second Semester

Theory Hours: 25

Practical Hours: 120

Tutorials:

Total Hours: 145

Credit: 3

Introduction

The course is designed to enable the students acquire knowledge, skills and attitudes to promote health, prevent illness, diagnose and coordinate rehabilitation processes in the management of children and adults suffering from Gynecological problems

Course Objectives

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

- Review and describe anatomy and physiology of the female reproductive system.
- Explain physiology of menstrual cycle
- Describe menstrual disorders
- Enumerate and describe types of diagnostic procedures in gynecology
- Definition of cancer, pathophysiology and management
- Explain the roles and responsibility of the nurse in the management of gynecological patients

Course content:

Unit (1) – Review of Reproductive System

- Anatomy of the female reproductive system
- Physiology of Menstruation
- Menstrual disorders (Amenorrhoea, Oligomenorrhoea, Dysmenorrhoea, Menorrhagia, Metrorrhagia
- Menopause of Reproductive conditions associated with Andropause and Menopause

Unit (2) – Reproductive Health – Conditions, Investigations and Operations

- Gynecological Positions and procedures

- Examination and diagnostic Investigations
- Screening for reproductive tract cancers, breast, cervix
- Infectious – pelvic inflammatory disease, salpingitis, sexually Transmitted diseases including AIDS
- Operations – Dilatation and Curettage, Hysterectomy
- Vulvectomy, Myomectomy, Hysterectomy , Sapingectomy
- Oophrectomy Mastectomy
- Harmful tradition practices – Female Genital Mutilation

Unit (3) – Conditions of the Female Reproductive System

- Conditions of the Vulva(Inflammation Cyst, tumour)
- Vagina(Inflammation, Fistulae such as Vesico – Vaginal Fistulae, Recto-vagina Fistulae)
- Cervix (Inflammation, Polyps, Erosion Cancer)
- Uterus (Endometritis, Endometriosis, Fibroids, Cancers)
- Uterine tubes(Inflammation , Ectopic Pregnancy)
- Ovary(Inflammation, Cyst, Cancer)
- Pelvic Floor Displacement of uterus, Cystocele, Rectocele, Uterine Prolapse
- Breast (Inflammation, Engorgement Cancer)
- Breast Self – examination and Care

Unit (4) – Gynecology Procedures:

- Pelvic x-ray
- Vulva toilet
- Douching
- Hystero-Salpingography/Tubal Ligation
- High Vaginal Swab
- Insertion of Pessaries

Course Title: Community Health (Primary Health Care 3):

Course Code: GNP 223

Placement: Second Year Second Semester

Theory Hours - 30

Practical Hours – 180

Tutorials - 15

Total Hours - 225

Credit - 7

Introduction

The course is designed to advance o the knowledge of students on communicable diseases, develop skills and attitudes to enable her promote health, prevent illness, diagnose and rehabilittee patient/clients suffering from communicable diseases.

Course Objectives:

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

- Describe the basic concept of epidemiology
- Describe factors influencing the causation of diseases
- Describe Common Communicable diseases
- Describe the principles of control and prevention
- Describe the epidemiology study methods

Content

Unit (1) – Concept of epidemiology:

- Definition, cause /predisposing factors, Pathophysiology, Clinical features, Diagnosis, Specific and general management of communicable diseases.
- Aims, purpose and use of epidemiology
- Factors influencing causation of diseases/conditions
 - Host, agent, source, transmission, Epidemiology triad, susceptible host)

Unit (2) – Types of Communicable diseases:

- Tuberculosis, Leprosy, Poliomyelitis, Whooping Cough, Measles, Chicken pox, Mumps, Bacillary dysentery, Amoebiasis, Cholera, Typhoid and Paratyphoid fever e.g Brucellosis and Rabies.
- Emerging diseases – EBOLA, Evian flue, Severe Acute Respiratory infection syndrome.

Unit (3) – Principles of control and prevention:

- Attacking the source, interrupting the route of transmission, protecting host.
- Methods e.g. Analytical, Descriptive studies, Cohort studies and Case control studie

Unit(4): Management of communicable diseases

- Isolation of infected patients
- Application of principles and practice of in the management of infectious diseases.
- Immunizations
- Referrals to secondary and tertiary care
- Use of global policy in the control of communicable diseases
- Effective disposals of contaminated items from the hospital and infected communities
- Continuous health education, emphasis on environmental health

Teaching and learning methods:

Lectures, small group discussions, self-directed learning, Assignments , Video shows, Lecture notes, Handouts, TV screens and Computer LCDs.

Assessment:

Self-directed learning, tests, examinations etc.

Reference:

Course Title: Seminar in Clinical Practice

Course code: GNP 225

Placement: Second Year Second Semester

Theory Hours - 10

Practical Hours –

Tutorials - 15

Total Hours:25

Credit:1

Introduction:

This course is designed to equip student with knowledge and skills about oral reporting. The student is present a case study from her/his clinical placement.

Course Objectives:

At the end of the study the student should be able to:

- Demonstrate an ability to give an oral report of a case study, events that occurred during clinical experience.
- Demonstrate and coordinate an ability to participate group discussions.
- Demonstrate an ability to give an oral report of case study presentation events that occurred during clinical experience.

Content

- Definition of nursing care plan, nursing case study and nursing case study presentation (e.g medical, pediatric, surgical or psychiatry patient)
- Discuss details of the nursing case presentation
- Discuss comparison of actual illness and how patient presents including drugs and health teaching

Teaching and learning Methods:

Problem-based learning, group work, discussions, reflections, group presentation, case studies

Assessment:

Tests, assignments

Evaluation:

Students will be opportune to evaluate the course using; informal discussions during its implementation, questionnaires.

DRAFTZero

Course Title: Biostatistics:

Course code: GNP226

Placement: Second Year Second Semester

Theory Hours- 10

Practical Hours -10

Total Hours - 20

Credit: 1

Introduction:

The course is designed to equip the student with knowledge of statistics and its application to nursing research and health care assessment.

Course Objectives:

At the end of this course the student should be able to:

- Define terms used in health care statistic
- Explain sources of demographic data
- Explain source of vital health care statistics and their significance
- Explain different statistical rates and explain their significance
- Explain the importance of health statistics in improving health services and resources

Content

- Demographics and vital health statistics
- Sources of Demographic data
- Sources of vital health statistics and their significance
- Calculation of different statistical rates and demographic trends in the population
- Presentation of statistics
- Relevance of statistics to the planning and management of the health care system.
- Statistics – Standard deviations, central tendencies, data collection
- Measures of variability, probability and inductive statistics
- The role of statistics in health care delivery(nursing practice)

Teaching and Learning Methods:

Lectures, Small group discussions, self-directed learning, presentations of project work, brainstorming

Assessments:

Continuous Assessment tests,

DRAFTZero

THIRD YEAR, FIRST SEMSTER

Course Title: Medical Surgical (3)

Course Code: GNP 301

Theory Hours: 45

Practical Hours: 180

Total Hours: 225

Credit - 5

Introduction

The course is composed of components of Orthopedics, intensive care Unit, and Oncology nursing. It advances the knowledge of the student in managing patients /clients with disease conditions.

Course Objectives:

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

- Review anatomy and physiology of the muscular skeleton-system, body tissues.
- Describe the process of admitting critically ill patients to intensive care unit.
- Explain the physical, psychological needs of patients in intensive care unit, orthopedics and oncology
- Demonstrate effective use of monitoring equipment (cardiac monitor)
- Describe benign and malignant tumours, causes and predisposing factors.
- Describe Patho-physiology and clinical features of tumours.
- Describe the clinical and nursing management.

Content

Unit (1) – Orthopedics

- Anatomy and physiology of the skeletal-muscular system
- Review of the stages of bone healing, causes clinical features, diagnosis.
- Specific and general management of orthopedic diseases/infections,
 - Arthritis, Osteo-arthritis, Osteomyelitis, Synovitis, tuberculosis(bovin), scoliosis
- Congenital abnormalities/De-generative conditions- Talips, Osteogenic, Osteosarcomas, imperfect and osteoporosis
- Fractures – Colles, Potts, greenstick(Children), simple, complicated, displacement and sprains
- Managing patients on tractions and P.O.Ps.
- Diabetes Mellitus and Insipidus, Investigational management

Unit (2) - Intensive Care

- Definition of Intensive Care, setting up of standard of care and rationale
- Definition of critically ill patients, admission and assessing a critically ill patient
- Differentiate between normal life and threatening signs of critically ill patient
- Recognize physical, psychology and socio needs of patients in critical care unit
- Methods of monitoring and charting a critically ill patient
- Planning and providing holistic care for the critically ill patient and support for family members – artificial ventilation, dialysis, cardiac monitoring, cardiopulmonary resuscitation, neurological monitoring etc
- Ethical issues in intensive care Unit
- Interpersonal and cognitive competencies required for nursing critically ill patients
- Effects of intensive care nursing on the nursing staff(Intensivist)

Unit (3) - Oncology

- Definition of Benign and malignant tumours
- Patho – physiology, Causes and predisposing factors
- Clinical features
- Clinical management and treatment of cancer patients
- Nursing management of patients on radiotherapy and cytotoxic drugs
- Inter-personal, family's support rehabilitation of patients with cancer.

Unit (4) – Causality /Outpatient department, Trauma and emergencies.

- Definition of trauma and emergencies
- The role and functions and accident and emergency (A&E)
- Organizing, planning and preparation for emergencies
- Type of equipments used in accidents and emergencies
- Ambulance services
- Accident and emergency manual procedures
- Communication, coordination and handing of patient's relatives, press, police and coroners
- The role of the nurse in disaster preparedness
- Application of skills, competencies in managing accident and emergencies.

Unit (5) – Ophthalmology

- Review physiology of the eye
- Causes of eye disease and clinical features
- Management of common eye diseases/condition
- Strategies to prevent blindness
- Infections and congenital abnormalities
- Investigation and diagnostic procedures
- The role of the nurse in the management of eye disorders.

- Rehabilitation of the blind

Unit (6) - Dental Oral

- Review anatomy and physiology of Oral and dental
- Investigations and procedures
- Infections of the mouth and teeth
- Congenital abnormalities
- Management and treatment of Oral disorders
- Rehabilitation of patients with oral and dental disorders – dental therapy
- The role of the nurse in the management of these patients

Teaching and Learning methods

Lectures, Individual group presentations, self-directed learning, demonstration and return demonstrations, TV Screens, Videos, Models, identification of various equipment in Orthopedics, ICU, accident and emergencies

Assessment:

Individual and group assignment presentations, tests.

Reference:

Course Title: Principles of Management and Teaching

Course Code: GNP 302

Theory Hours - 45

Practical Hours: 45

Tutorials - 15

Total Hours: 105

Credit - 3

Introduction

The course covers the principles and techniques of management and teaching and the application of these principles in Nursing Administration and services it equips the student with knowledge and skills in use of theories, principles and techniques of management and teaching in nursing practice

Course Objectives

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

- Demonstrate the utilization of principles, theories and elements of management within health care setting.
- Demonstrate efficiency in reporting, record keeping and documentation
- Enumerate the importance of personal and organizational goal setting and utilize the concept of management by objective in health care services
- Apply the relevant leadership styles and motivation theories in accomplishing organizational goals.
- Apply appropriate communication techniques for effective nurse-client interaction as well as interpersonal relationship among health team group
- Apply human and material resources effectively and efficiently within the three tiers of health care system
- Demonstrate understanding and application of health team concept
- Apply management audit to evaluate nursing activities
- Apply intersect oral and inter disciplinary approaches to health care delivery system within the three tiers of the health care system

Content:

Unit (1) – Definition of Management/manager

- Definition of Common terms used in management
- Differences between Management and Administration

- Philosophy of Nursing Services Administration
- Philosophy of nursing services Administration
- Motivation theories and communication.
- Concepts of Management: Universality of Management
- Health team concept and inter-sectoral and interdisciplinary

Unit (2) – Principles of Management

- Henri Fayol Principles of Management and its Application to Nursing

Unit (3) – Theories of Management

- Scientific Management theories
- Human relation and Behavioral Science theories differences
- Hawthorne studies and findings
- Abraham Maslow hierarchy of needs theory and its applications in Management and patient care
- Douglas McGregor Theory X and Y
- Bureaucratic Model: Characteristics and Criticism

Unit (4) Elements (POSDCCORB)

(A) – Planning:

- Definition
- Types (Strategic, tactical, operational)
- Planning process, characteristic of a good plan, limitation
- Concept in planning: Decision making (step and policy formulation process)
- Application of planning process to Nursing.

(B) – Organizing

- Definition and Concept
- Organizing process
- Importance of organizing to the nurse manager
- Organization –type of organization
- Organizational structure or chart or organogram
- Types of organization structure
- Advantages and disadvantages of organizational structure

Unit (5) – Staffing – Human Resources Management

(D)– Directing, Controlling and Coordinating

- Definitions of directing, controlling and coordinating
- Principles and Process involved in directing, controlling and coordinating
- Roles of the Nurse Manager

(E) – Reporting

- Report writing in an organization
- Health team concept
- Purpose and characteristics of report writing
- Steps in report writing

Unit (F) – Budgeting

Unit (6) – Quality Assurance and Risk Management

- Quality assurance
Definition, aim and objectives
Quality assurance and its relationship to standard setting and nursing process
- Nursing Audit:
Committee and function
Monitoring and evaluation
- Risk Management
Basic Concept
Common risk categories for nurses
- Element of risk management
Hospital/departmental policies
- Incident Reporting

Unit (7) – Objectives in health Administration

- Definition, Concept and Principles
- Management by objectives
- Leadership dynamics
- Motivation and communication

Unit (8) – Ward Management

- Professional and Administrative roles of the Nurse Manager
- Tools for effective Ward Management
 - Organizational Chart
 - Meetings
 - Policies and Procedures
 - Delegation and Supervision: Principles
 - Documentation and Record keeping – Importance in Nursing
- Human relation in work place – Health team
- Material Management

Unit (9) – Evaluation Process

- Definition, Concept, Principles and purpose of evaluation
- Evaluation Technique
- Performance Appraisal – Objectives , types, methods, instruments and steps

Teaching and Learning Methods.

Theories and principles of teaching and Learning

Stimulus – Response theory, Classical Conditioning theory

Operant Conditioning theory

- Domains of Learning: Cognitive, Affective, Psycho-Motor
- Learning Environment
- Components of Learning Environment
- Effect of environment on Learning
- Instructional Concept
- Selection of Learning Experiences
Factors that determine selection of Learning Experiences, application of teaching methodology in nursing practice.
- Types of Evaluations: - Formative and summative
- Use and management of audio - visuals

Course Title: Obstetrics Emergence Neonatal Care (3)

Course Code: GNP 303

Placement: First Year Third Semester

Theory Hours: 40

Practical Hours - 135

Total Hours - 175

Credit: 5

Introduction:

The course is designed to advance the knowledge and skills of the student in the management of obstetric emergencies and life saving skills

Course Objectives:

The end of the course the student should be able to:

- Enumerate types of obstetrics emergencies
- Demonstrate the knowledge and understanding in life saving skills
- The nurse's role in preparing obstetric emergencies for surgical interventions

Course Content:

Unit (1): -

- Review of maternal mortality
- BCC and interpersonal communication skills and community outreach
- Post abortion care
 - Basic concepts for delivering post abortion care
 - Professional and Legal aspect related to post abortion care
 - Patient-provider interaction and communication
 - Treatment plan for each state
 - Manual vacuum aspiration(MVA)
 - Pain management of MVA
 - Patient referral infection prevention and MVA instrument processing
 - Post abortion counseling, management of breastfeeding
- Post Partum Haemorrhage: Types, causes and management.
- Manual removal of placenta
- Vaginal and cervical inspection
- Cord prolapsed

- Maternal and Fetal Distress
- Sepsis and Obstetric shock and their management
- Amniotic fluid embolism.

Unit (2) – Surgical Interventions

- Preparation of labour room for delivery
- Preparation of theatre for surgical Interventions
Use and care of various instruments
Trays and trolleys for theatre
Surgical/Procedures
- Perineal and cervical lacerations, definitions, types causes and management
- Episiotomy
- Forced delivery and management of mother and child
- Vacuum extraction
- Caesarian section and management

DRAFT Zero

THIRD YEAR, SECOND SEMESTER

Course Title: Reproductive Health (2)

Course Code: GNP 321

Placement: Third Year Second Semester

Theory Hours: 25

Practical Hours; 150

Tutorials: 15

Total Hours: 195

Credit: 5

Introduction:

This course is designed to further expose the students to the strategies and management of HIV and AIDS, adolescent reproductive health, gender issues in reproductive health and other related reproductive health conditions

Course Objectives:

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

- Describe adolescence, sexuality and development process
- Discuss reproductive health information and youth friendly services
- Discuss gender issues in reproductive health
- Discuss the nursing management of people living of affected by HIV/AIDS
- Demonstrate the procedures in carrying out screen cancer with visual inspection via Acetic acid(VIA)
- Explain treatment of pre-cancerous lesions

Content:

Unit (1) – Adolescent Reproductive Health

- Definition of adolescence, youth and young persons
- Concept of sexuality
- Developmental changes of adolescence
- Behavioral characteristics of adolescence
- Strategies for addressing youth problem; youth friendly health services

Unit (2): - to be developed

Teaching Methodologies

Lectures, discussions, self-directed learning, assignments, individual group presentations, use of TV screens Computer LCDs, Printers, selected videos and films related to the subject

Assessment:

Individual and group presentations writing of case study on gender issues

Reference:

DRAFTZero

Course Title: Fundamentals of Nursing

Course Code: 322

Placement: Third Year Second Semester

Theory Hours: 35

Practical Hours – 320

Tutorials - 15

Total Hours - 270

Credit - 10

Introduction:

The course is to enable the student acquire knowledge, development skills and attitude in disaster management.

Course Objectives:

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

- Define concepts and principles of disasters
- Enumerate types and causes of disasters
- List methods of rescue operations
- Describe management of disasters by various organizations - government, individuals, groups and NGOs
- Discuss the role of the nurse in the management of disaster victims
- Discuss the role of the government in rehabilitation system

Course Content:

Unit (1) - Disaster management

- Types of disasters (War conflicts, Plane crashes, Auto crashes, floods, fire, heavy winds, storms, landslides, large scale of poisoning, disease epidemics, boat/ship wrecks, train disasters.
- Principles and management of disasters (use of disaster manuals, surgical medical interventions)
- Ambulance services for rescue operations
- The role of various man power, military and para-military, skill-trained disaster personnel
- The role of the hospital and health team personnel in disaster management (doctors, nurses accident and emergencies skilled personnel etc).
- Managing disaster rescued operation equipment
- National policy on disaster and disaster management – (South Sudan)

Unit (2) – Community Development

- Definition of the concept of community development, group work, community health organization workers
- Types of community projects in relation to health care delivery
- The role of the nurse in identification of community needs – community diagnosis
- Community participation in health care development in terms of projects, implementation and evaluation.
- The role of NGOs in community development ie health projects

Teaching and Learning methods

Lectures, discussions, use of Law books, TVs, videos, Individuals/group presentation on community

Assessment:

Tests and assignments.

Reference:

DRAFT ZERO

Course Title: Research Methodology

Course Code: GNP323:

Placement: Second Year Second Semester

Theory Hours - 15

Practical Hours

Total Hours - 15

Credit: 1

Introduction

The course is designed to provide the student with adequate knowledge, attitude and skills required for data collection, presentation and interpretation in nursing practice.

Course Objectives:

At the end of this course the student should be able to:

- Demonstrate understanding of the importance in nursing
- Discuss the research process, and the different types of research most appropriate in normal practice.
- Evaluate research reports in clinical practice under supervision
- Discuss the role of research in the development of nursing theory
- Utilize research finding in nursing practice to render evidence based care.

Content:

Unit (1) – Introduction

- Over view of research process
- Definition, types and purpose
- Significance of research in nursing
- History of Nursing Research

Unit (2) – Research Process

- Terms used in Research
- Steps in Research process
- Problem identification
- Literature review
- Theoretical/conceptual framework
- Definition and determination of variables

- Formulation of Hypothesis/Research questions
- Research design
- Population sample and sampling techniques
- Collection and organization of data
- Data analysis and interpretation
- Report of findings
- Discussion of results
- Summary and conclusion
- Recommendations/suggestion for further study
- References and bibliography
- Appendices
- Writing a research proposal

Unit (3) – Research Communication

- Ethical issues
- Critique of research report
- Application of research process in clinical practice
- Acknowledge of contributors and references
- Communicating research findings
- Utilization of research findings

Teaching and Learning Methods

Lectures, group discussion, tutorials and projects

Assessment:

Formative assignment, tests, quizzes

Reference:

COURSE TITLE: Gender Issues

COURSE CODE: GPN: 324

Placement: Third year Second Semester

Theory Hours: 30

Practical Hours: 50

Tutorials: 15

Totals Hours: 95

Credit:

Introduction:

This course is designed to equate the students with the knowledge of problems and management of gender issues affecting male and female. The social and cultural implications often create stigma and cycle trauma to the genders. The government has national policy of gender issues

Content:

- Definition of Sex and Gender
- Principles and concept of Gender.
- Sex and gender roles
- Gender issues – Harmful traditional practices (Female genital mutilations, early marriages, rape, beating of woman etc)
- Gender discrimination – girl child education, gender violence
(High rate of vesco vagina vistules
Ref . UNFPA – South Sudan (Ministry of Gender Affairs))
→ To be finalized with UNFPA staff

Unit (1): – Gender related issues in SRHR

- Definition of Gender (revision)
- Gender prescribed roles (revision)
- The situation of the girl child and the status of women in society
- Gender based violence – (Physical, psychological and sexual)
Violence against women and children sexual harassment
human trafficking and prostitution
sexual abuse
economic abuse
lack of communication

- Effects of gender related issues on SRHR
 - Poverty
 - Psychological disturbances (high stress levels, depression, suicidal)
 - Unwanted/unplanned pregnancies/abortions

- Gender inequalities in reproductive health issues
 - Economic structures and policies relating to gender issues
 - The burden of poverty on women
 - Management of natural resources
 - Access to health services
 - Power and decision making
- Advocacy for equal opportunities for men and women
- Family Health clinics for abused individuals
- Special courts for abused people
- Health services for sexually abused individuals
 - post-exposure prophylaxis against HIV infection and STIs
 - post abortion services (MVA)
 - emergency contraception
- Gender sensitive health services/provisions including family planning
- Counseling services for abused individuals/individuals presenting with post traumatic distress syndrome.
- Male involvement in SRH issues

Unit (2): - Clinical Management of Rape Survivors

- STEP 1 – Making preparations to offer medical care to rape survivors
- STEP 2 – Preparing the survivor for the examination
- STEP 3 – Taking the history
- STEP 4 – Collecting forensic evidence
- STEP 5 – Performing the physical and genital examination
- STEP 6 – Prescribing treatment
- STEP 7 – Counseling the survivor
- STEP 8 – Follow-up care of the survivor

Teaching and Learning Methods

Lectures, group discussion, tutorials and projects

Assessment:

Formative assignment, tests, quizzes

Reference:

DRAFT Zero