

**Nursing Education in the
Eastern Mediterranean Region
Prototype Technical
Nursing Curriculum**



EMRO Technical Publications Series **26**

**Nursing Education in the
Eastern Mediterranean Region**

**Prototype Technical
Nursing Curriculum**



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Foreword

Achieving quality in health services depends as much on people as it does on systems and techniques. The development of competent, skilled health personnel is a priority in all countries of the Region. During the past few decades, the emphasis of WHO collaborative programmes in the area of human resources development has been on providing the required number of health personnel, including nurses and midwives. In the process of meeting the quantitative demands for nursing personnel, numerous types and levels of nursing education programmes have been developed. The diversity and lack of educational standards has had an impact on the quality of nursing services and on the ability of some graduates to meet the changing health needs of society and the complexity inherent in the health care delivery system.

Reform of nursing education in the Eastern Mediterranean Region is very much needed. However, such reform is the joint responsibility of policy-makers in ministries of health and education, and of health professionals, nurse educators and nurse leaders involved in the delivery of nursing care. To assist in the process of nursing education reform, I asked the Regional Advisory Panel on Nursing and Midwifery in the Eastern Mediterranean Region to consider the development of regional standards for basic and post-basic nursing education programmes, and to provide broad guidelines on what might constitute minimum educational requirements for future nurse practitioners. The deliberations of this group of professionals constitute the core of this publication package.

Guided by resolutions of the World Health Assembly and the Regional Committee for the Eastern Mediterranean, the recommendations of the Regional Advisory Panel on Nursing and Midwifery, international trends in nursing education and that of other health personnel, changing health situations and the sociocultural characteristics of this Region, this publication package identifies minimum educational standards for basic and post-basic nursing education. It also identifies future directions for preparing nurses in the Eastern Mediterranean Region and priority areas for nursing specialization and provides two prototype nursing curricula, one for preparing professional nurses and the second for the preparation of technical nurses.

I hope that this publication package will serve as a useful resource for all those interested in reforming nursing education, in order to graduate competent nurses who will be skilled practitioners and can meet the current health care needs of people and the health challenges of the 21st century.



Hussein A. Gezairy, MD, FRCS
Regional Director for the Eastern Mediterranean

Preface

As the demands for nursing services have continued to grow, Member States in the Eastern Mediterranean Region have taken a variety of initiatives to ensure an adequate supply of appropriately qualified nursing personnel. The time has come for Member States to address the quality of nurses produced by various educational programmes.

At the Third Meeting of the Eastern Mediterranean Regional Advisory Panel on Nursing held in Tunisia, 25–28 September 1995, members came to an agreement that the range and types of basic nursing education should be consolidated into one standard 4-year post-secondary programme to prepare professional nurses at the BSc level. However, they also agreed on “a transitional period of 15 years during which there may be two levels of nurses—professional nurses prepared in a 4-year baccalaureate programme and technical nurses prepared in a 2½ year programme”.

This publication package on *Nursing Education in the Eastern Mediterranean Region* comprises three books: *Guidelines on Future Directions*, a *Prototype Technical Nursing Curriculum* and a *Prototype Baccalaureate Nursing Curriculum*. The books are available individually and as a set. Together, they focus on two essential elements: the development of sound basic nursing education founded on a set of regional standards, and the orderly development of post-basic specialization in priority areas for the Region. The package provides a guide to Member States in their efforts to strengthen nursing and midwifery and includes suggested prototype curricula for basic nursing education, technical and professional. These prototypes will assist countries in the Region in the establishment of nursing programmes or the revision of established nursing programmes.

The publication draws heavily on the work of the Regional Advisory Panel on Nursing in the Eastern Mediterranean Region which drew up the standards and priorities for specialization presented here at its third meeting in September 1995. I would like to thank members of the Eastern Mediterranean Regional Advisory Panel on Nursing for their diligent work and response to the demands of the Member States. Thanks are also due to Dr Layla Kamel, Professor of Nursing, University of Alexandria, and Professor Chehrazad Ghazi, WHO ex-Field Staff Member in Djibouti, for their input to the prototype curricula; Ms Elizabeth Tornquist, Lecturer, School of Nursing, University of North Carolina, for her editorial work; and Mrs Lily Suliman, Mrs Iman Shaaban and Ms Safaa Nofal for their assistance in typing the manuscript.

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Introduction

This prototype technical nursing curriculum is based on the premise that there should ultimately be only one level of nursing education, the baccalaureate level. The technical nursing programme is designed to prepare graduates to meet basic accepted and expected standards of care for individuals and/or the community in the countries of the Region. Graduates of the technical programme will have the possibility to enrol in the baccalaureate programme upon graduation.

The technical nursing curriculum is to be implemented through seven modules over a period of 27 months. The length of each module will be 10 weeks, followed by 1 week of examination and 1 week of recess prior to the beginning of the next module. Four weeks of vacation are planned for at the end of Modules 3 and 6.

Nursing courses in each module have been planned to gradually introduce the knowledge and skills of nursing, moving from the basic to the complex. Supporting courses deemed necessary to the achievement of competencies in the various nursing areas are integrated within each module. The choice of language for study is to be decided upon by the country.

Course descriptions and proposed topics to be covered are presented as models with the understanding that specific content decisions should be made in accordance with the national needs of each country. Furthermore, the courses are planned in such a way as to facilitate matriculation of the graduates of technical nursing programme to baccalaureate programmes, in accordance with university entrance requirements.

Structure of the modules

Each of the modules is related to a concept basic to the provision of nursing care. The module is built around a number of courses varying between four and six for each of the modules.

The aim of the course is given in addition to the main learning objective and the suggested topics for teaching. Each institution will decide upon the content to be added or deleted according to its philosophy and educational objectives.

Intermediate and specific learning objectives will be prepared by each individual institution.

General educational objectives of technical nursing education

The nurse graduating from a technical nursing education programme will be able to function within the nursing care team for the promotion of health and improvement of the quality of life.

Upon graduation the technical nurse should be able to carry out the following activities:

- *provide nursing care and support to a variety of individuals and communities, following the nursing process;*
- *participate actively in the promotion and maintenance of health and the prevention of illness among individuals and communities;*
- *use a problem-solving approach in performing nursing functions;*
- *participate in health education activities for individual and groups in the community and in health settings;*
- *maintain a safe and healthy environment to promote health and prevent diseases;*
- *take responsibility for her/his own personal growth and development;*
- *perform self-evaluation and is accountable for her/his actions;*
- *participate actively in professional nursing organizations for the improvement of the profession;*
- *keep well informed about new discoveries and trends influencing the performance of nursing care.*

Conceptual framework

The primary concept guiding the technical nurse curriculum is the health of the individual. Health is understood to be a state of physical, emotional and social well-being. Health is viewed as a continuum that can be affected by environmental, physical, chemical and biological factors.

Health is a personal responsibility and a human right. Individuals have the primary role in maintaining their health. Health professionals and nurses play an important role in assisting individuals, families and communities at large to maintain their health status through health promotion activities and disease prevention.

Technical nurses are members of the health team and work collaboratively with, and under the direction of, professional nurses. Through their technical skills and knowledge of the needs of human beings they assist individuals and groups of all ages in various health settings to adapt to any alterations in the health condition that may lead to disease and disabilities. Hence, the concepts of team work, communication, environment, human development, individual health status and nursing action are used as core themes in structuring this prototype technical curriculum.

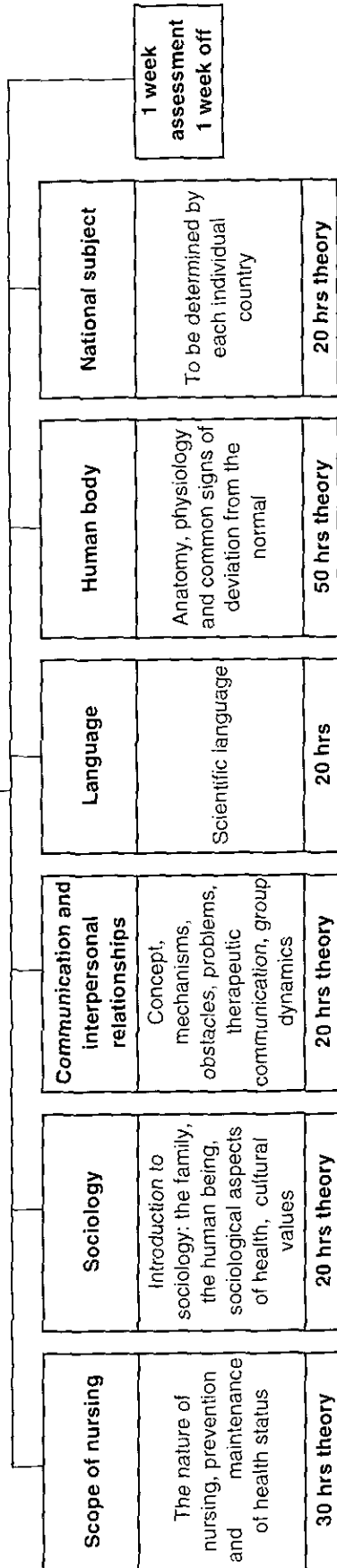
Overall timetable for the 2½-year technical nursing programme

1st y e a r	10 weeks	1 wk	1 wk	6 weeks	1 wk	1 wk	16 weeks	1 wk	4 wks
	Module 1 Introduction to Nursing Studies	Assessment	Off	Module 2 Health-Illness Continuum	Assessment	Off	Module 3 Family Health	Assessment	Off
	200 hrs			150 hrs			350 hrs		

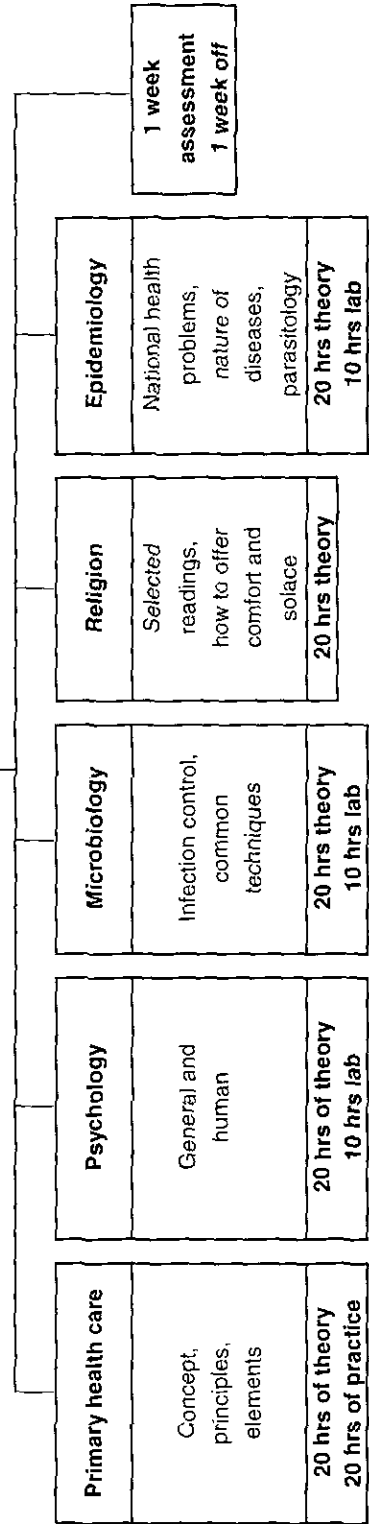
2nd y e a r	16 weeks	1 wk	1 wk	16 weeks	1 wk	1 wk	16 weeks	1 wk	4 wks
	Module 4 Adult Health Care 1	Assessment	Off	Module 5 Adult Health Care 2	Assessment	Off	Module 6 Community and Mental Health	Assessment	Off
	350 hrs			360 hrs			360 hrs		

3rd y e a r	10 weeks	1 wk
	Module 7 Professional Adaptation	Assessment
	300 hrs	

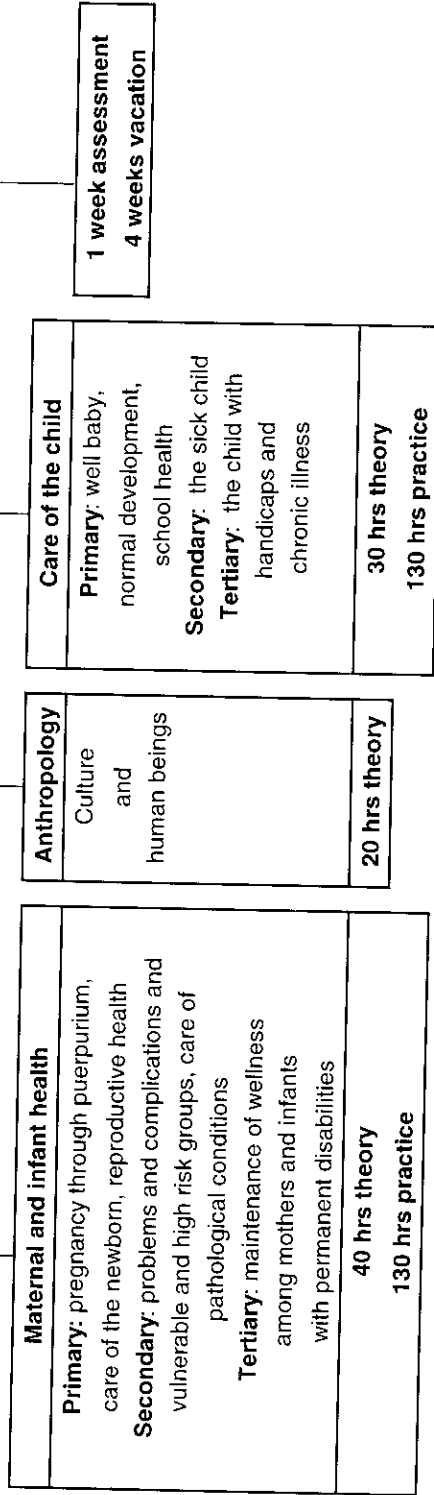
Technical Nursing Education—30 months (2½ years)
Module 1
Introduction to Nursing Studies (10 weeks)



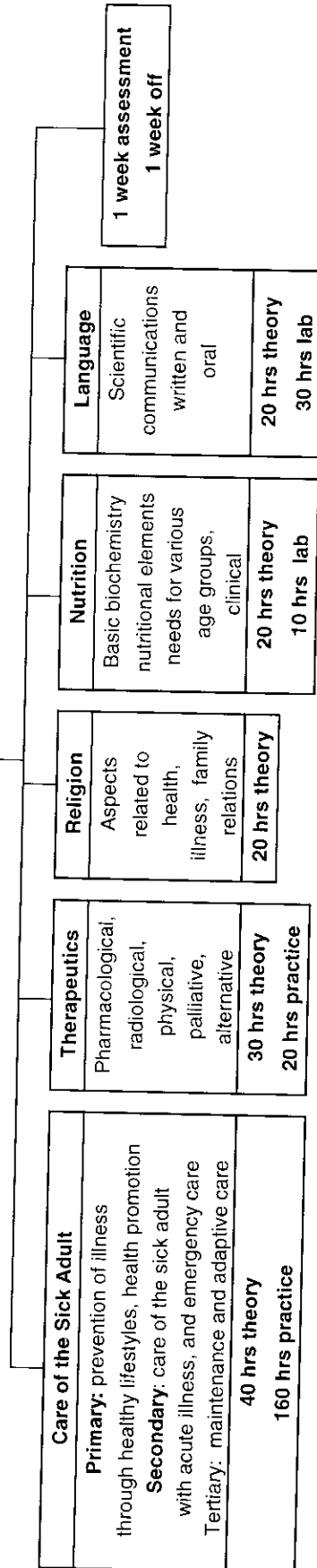
Module 2
Health-Illness Continuum (6 weeks)



Module 3 Family Health (16 weeks)



Module 4 Adult Health Care 1 (16 weeks)



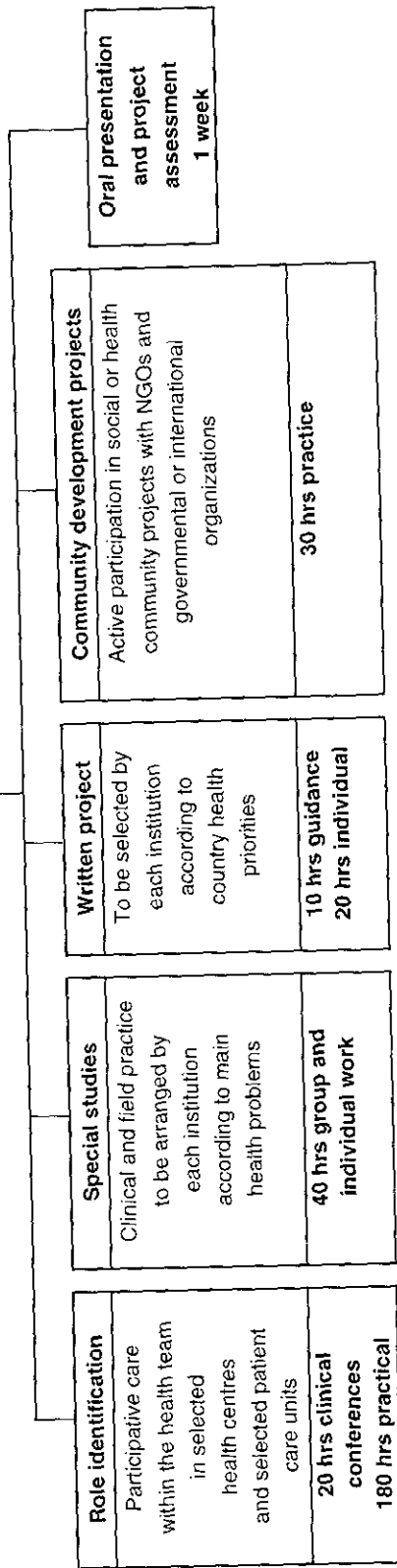
Module 5 Adult Health Care 2 (16 weeks)

Gerontology care	<p>Primary: prevention of chronic and debilitating diseases, accidents</p> <p>Secondary: care of the ill</p> <p>Tertiary: accompaniment and maintenance care</p>	40 hrs theory 180 hrs practice
Health education	Behavioural concepts, methods, change of attitudes, planning, implementation and evaluation of education sessions	20 hrs theory 20 hrs practice
Health statistics	Introduction to vital statistics, qualitative and quantitative measures, measures of central tendency, comparison of means, interpretation of simple results	15 hrs theory 15 hrs exercises
Computer science	Introduction, uses in nursing, word processing, program learning	15 hrs theory 25 hrs practice
Nursing regulation	Controlling bodies, ethics, legal issues, problem solving of selected situations	20 hrs theory 10 hrs lab
1 week assessment 1 week off		

Module 6 Community and Mental Health (16 weeks)

Healthy communities	<p>Primary: governmental and NGOs involved in promotion of health, community work</p> <p>Secondary: management of sick communities and individuals</p> <p>Tertiary: home and family nursing</p>	30 hrs theory 130 hrs practice
Behavioural adaptation	<p>Primary: concepts and development of deviations, preventive aspects</p> <p>Secondary: management of acute disturbances</p> <p>Tertiary: institutionalized and therapeutic management</p>	30 hrs theory 130 hrs practice
Group and team work	Principles of unit management, concept of team work, dealing with subordinates and superiors	20 hrs theory 10 hrs practice
Professional issues and trends in nursing	Selected readings in issues affecting the provision of nursing care: technology, genetics etc.	10 hrs theory
1 week assessment 4 weeks off		

**Module 7
Professional Adaptation (10 weeks)**



Curriculum presentation: course description, course main objective, proposed topics to be covered

Module 1: Introduction to nursing studies

First year: Module 1: Introduction to nursing studies

Subject matter	Total hours	
	Theory	Practice
Scope of nursing	30	20
Sociology	20	
Communication and inter-personal relationships	20	10
Language	20	
Human body	50	10
National subject	20	
Total	160	40

Scope of nursing

Course description

The course focuses on relevant issues of the nursing profession needed for the orientation of the nurses to their future roles and expectations.

Course main objective

At the end of the course the student will be able to recognize the responsibility of nurses in the maintenance of professional standards and in their role as caretakers and change agents in the promotion and maintenance of a the health status among individuals and communities.

Proposed topics to be covered

- Professional issues
 - Nursing–nurses
 - Nurses in the health team
 - Development of nursing in the Region

- Dimensions of care
- Governmental and nongovernmental organizations dealing with health issues
- Health–illness continuum
 - The individual in health and illness
 - Basic needs of the individual
 - Health promotion
 - Levels of prevention
 - The nurse’s role and functions
- Nursing skills related to monitoring of basic needs in health and illness
 - Community assessment
 - Nursing process
 - Respiratory needs
 - Nutritional needs
 - Eliminary needs
 - Rest–comfort–mobility–positioning
 - Hygiene–infection control–safety
 - Spiritual needs
 - Preventive health care
- Clinical set-up
 - Health care facilities in the community and health structures
 - Hospital and day care admission and discharge
 - Documentation of care
 - The patient’s chart
 - Team work and role of each member
- Ethical aspects of the profession
 - Ethical issues in nursing
 - Code of nursing
 - Patient bill of rights
 - Vulnerable groups
 - Advanced technology and nursing
 - Nursing associations and professional groups
 - International level
 - Local level

Practice

The practice component of this course will be directed towards the learner’s development and implementation of psychomotor skills related to the needs of individuals for primary prevention. These will comprise procedures such as hand washing, comfort measures for different age groups, body mechanics, measuring normal vital signs, measuring weight and height, positioning for examination, assisting in examinations (especially in children and adult

screening), daily personal hygiene, activities of daily living, and exercises. The learner will develop skills in planning and implementing activities for normal individuals or individuals with limited capabilities in the different stages of life, utilizing the nursing process framework.

The areas of training should be chosen in the community where the learner will be exposed to individuals or communities seeking health care for prevention of illness and promotion of health. Each country will have to do a needs analysis and identify the most suitable areas for such training. These areas can be health centres, well baby clinics, antenatal care, school health, nursing homes, vaccination centres or rehabilitation centres, nongovernmental organizations (NGOs) and various project activities.

Sociology

Course description

The course introduces various social systems and their impact on the community and national health status.

Course main objective

At the end of the course the student will be able to discuss the various social systems with emphasis on their effects upon the health of communities and nations.

Proposed topics to be covered

- Society—definition, organization, function, types
- Social systems
- Impact of social systems on various aspects of life
 - Economic
 - Educational
 - Health
- The family and the individual
- Roles
 - In health institutions
 - Of the patient
 - Of significant others
 - Of health institutions and other health workers

Communication and interpersonal relationships

Course description

The course introduces the principles of interpersonal relationships and the communication techniques used for interaction with a variety of individual(s) and groups in various health care settings.

Course main objective

At the end of the course the student will be able to use various approaches to therapeutic communication with individual(s) in various health care settings.

Proposed topics to be covered

- Interpersonal relationships
- Communication
 - The process of communication
 - Types of communication: verbal, non-verbal
 - Principles of communication
- Therapeutic communication
 - Purpose
 - Techniques used to enhance communication
- Process recording in communication: definition, purpose, direction, steps in process recording
- Barriers to effective communication

Language

Course description

The course introduces basic medical terminology in one of the scientific languages and its use in description of individuals in health and illness.

Course main objective

At the end of the course the student will be able to describe verbally the physical conditions of healthy and ill individuals using medically accepted terminology and to interpret written personal information on patients' charts.

Proposed topics to be covered

- Basic terminology used in simple conversation between individuals
- Terminology used for description of the physical condition and health status of healthy individuals in various stages of the life cycle, e.g. appearance, mood, activity, gait, posture.
- Terminology used for description of the physical condition and health status of the sick in various stages of the life cycle, e.g. colour, appearance, state of consciousness, mood, gait, posture, etc.

Human body

Course description

The course is geared towards introducing the structure and functioning of the essential components of the different systems of the human body.

Course main objective

At the end of the course the student will be able to describe the normal structures and functioning of the essential organs of body systems.

Proposed topics to be covered

- Structure and functioning of the:
 - Muscular-skeletal system
 - Respiratory system
 - Cardiovascular system
 - Gastrointestinal system
 - Genitourinary system
 - Nervous system
 - Endocrine system
 - Sensory system
 - Reproductive system
- Signs of deviations from the normal in each of the systems

Practice

The student will observe the different components of the body systems in the laboratory and will practise skills such as body motion and range of motions, vital signs, preparation of patients for chest X-rays and bone X-rays, laboratory evaluation of blood count, urine analysis, etc.

National subject

To be arranged by schools according to national needs and requirements. In the event there are no such requirements, a history course will be given.

Module 2: Health–illness continuum

First year: Module 2: Health–illness continuum

Subject matter	Total hours	
	Theory	Practice
Primary health care	20	20
Psychology	20	10
Microbiology	20	10
Religion	20	
Epidemiology	20	10
Total	100	50

Primary health care

Course description

The course is geared towards clarifying the roles and responsibilities of nurses in the management of healthy and sick individuals and/or communities within the primary health care framework.

Course main objective

At the end of the course students will be able to utilize concepts and processes essential in implementing primary health care program in the community.

Proposed topics to be covered

- Historical background
- Primary health care (PHC)
 - Concept of PHC
 - Principles of PHC
 - Elements of PHC
- Conceptual framework for planning, organizing and delivering PHC
- Roles and responsibilities of nurses in PHC
- Governmental actions related to PHC
- Role of nongovernmental organizations in the development of PHC

Practice

Students will participate in the different national programmes dealing with the elements of PHC and will provide assistance to the communities within the framework of governmental actions.

Psychology

Course description

The course focuses on the impact of emotional maturation processes on human beings, on their personal health and their family and community.

Course main objective

At the end of the course the student will be able to identify the essential emotional needs related to stages in the life cycle of individuals and their impact on personal health and the health of significant others.

Proposed topics to be covered

- Cornerstones in the life cycle of male and female individuals
- Basic physical and emotional needs at various stages of the life cycle
- Effects of unmet needs in the various stages of the life cycle
- Impact of women health and social well-being on family and community development
- Know yourself
- People as living systems
- General systems theory
- Human needs
- The self concept
 - Development of self concept
 - Components of self concept
 - Self and autonomy—uniqueness and individuality
 - Self and personal values and actualization
- Self and other “selves”, public and private, significant others

Practice

Students will undertake selected psychological tests and will participate in analysis of data obtained from different groups of people in the community.

Microbiology

Course description

The course focuses on microbial infection and preventive measures to maintain a healthy environment. It also comprises diagnostic measures for related infections.

Course main objective

At the end of the course the student will be able to identify causes of microbial infections as well as related preventive and diagnostic measures, and how to maintain a healthy environment.

Proposed topics to be covered

- Microbiology
 - Prevalent bacteria
 - Prevalent viruses
 - Prevalent fungi
- Modes of transmission
 - Preventive measures related to transmission of microorganisms
 - Physical, chemical, environmental
- Diagnostic procedures and laboratory investigations
 - Preparation and management for different diagnostic tests
 - Sample collection and handling
- Infection control

Religion

Course description

The course is geared towards identifying in the Holy Book the essential teaching and/or precepts which bring solace to mankind.

Course main objective

At the end of the course the student will be able to use the writing in the Holy Book to give solace to individuals of various creeds.

Proposed topics to be covered

Review of selected writings in the Holy Books that bring solace to those who are suffering.

- Loss and mourning
- Body loss
- Religious rulings in the care of the sick
- Death in Islam and other religions
- Mourning
- Religion and euthanasia

Epidemiology

Course description

The course focuses on the patterns of occurrence of communicable and noncommunicable diseases of significant importance in the community and their effect on national health status. It will also cover parasitology.

Course main objective

At the end of the course the student will be able to discuss the impact of the prevalent communicable and noncommunicable conditions on community and national health and to recognize the preventive and therapeutic approaches taken towards the major endemic parasitic diseases in the country.

Proposed topics to be covered

- Infectious diseases
 - Infection process
 - Reservoir of infection
 - Modes of transmission
 - Patterns of disease occurrence
 - Preventive and control measures
- Sexually transmitted diseases
- Parasites
 - Life cycle
 - Infection route
 - Preventive and control measures
 - Treatment
- Noncommunicable diseases
 - Pattern of occurrence
 - Cause of occurrence
 - Preventive and control measures

Note. The choice of the specific communicable diseases and noncommunicable diseases is based on the prevalent conditions in the community and/or the country.

Module 3: Family health

First year: Module 3: Family health

Subject matter	Total hours	
	Theory	Practice
Maternal and infant health	40	130
Anthropology	20	
Care of the child	30	130
Total	90	260

Maternal and infant health

Course description

The course is geared towards the general nursing management of women during normal pregnancy, labour and immediately after birth. Care of the newborn is an integral component of this. The course is also geared towards the nursing management of women suffering from prevalent gynaecological conditions. Family health is also introduced. Emphasis is placed on family-centered maternity care, and social and psychological implications.

Course main objective

At the end of the course the student will be able to provide nursing care for women and their families during the different phases of the normal maternity cycle and for those suffering from prevalent gynaecological conditions and permanent disabilities.

Proposed topics to be covered

Primary

- Physiology of pregnancy
- Stages of fetal development
- Mechanism of labour
- Nursing management during:
 - Pregnancy
 - Labour and delivery
 - Puerperium
- Management of the newborn, assessment, care, breast-feeding, immunization
- Counselling in reproductive health and family planning

Secondary

- Nursing management of prevalent gynaecological conditions and emergency management
- Principles of maternal and newborn management

- Diagnostic procedures in pregnancy and gynaecological disturbances
- Clinical management and prevention of most common pathologies of the reproductive system

Tertiary

- Maintenance of wellness among mothers and infants with permanent disabilities

Practice

Students will have experience in immunization, maternity hospitals and family planning clinics. Experience will be provided to develop students' skills in providing antenatal and post-natal care and to assist in the labour and delivery room, as well as the operating room. The family approach emphasizing social and cultural values of society needs to be focused upon.

Anthropology

Course description

The course is designed to introduce the concept of culture to students and clarify the impact of local and national cultural norms on the implementation of nursing care for individuals and communities in health and illness.

Course main objective

At the end of the course the student will be able to recognize the impact of cultural norms, traditions and beliefs on individuals and/or communities while planning and implementing nursing care for the maintenance of health and prevention of illness.

Proposed topics to be covered

- Anthropology–culture
 - Influence of culture and cultural background on health status of the individual and the community
 - Terminology
 - Traditions and beliefs
- Influence of beliefs and attitudes in health
 - Impact of cultural assignation of roles on health professionals
 - Conflicts between health values of patients and health workers
 - Cultural norms and values affecting health practices
- Perception and behaviour modification in reaction to pain, illness, loss of body integrity

Care of the child

Course description

The course focuses on the basic general nursing management of well and sick children and their families. Emphasis will be given to care of children who are suffering from prevalent common acute and chronic conditions affecting the various organs of the body systems.

Course main objective

At the end of the course the student will be able to utilize the nursing process in the planning and implementation of care for healthy children and children with selected common acute and chronic conditions.

Proposed topics to be covered

Primary

- General principles
 - Normal growth and development
 - Body parameters for different age groups
 - Play therapy
 - Principles of paediatric care
 - Family participation and training
 - School health

Secondary

- Nursing care of children with:
 - Problems such as low birth weight, congenital abnormalities, hereditary diseases, etc.
 - Inflammatory conditions
 - Specific infections
 - Water and electrolyte imbalance
 - Circulatory problems
 - Parasitic infestation
 - Oncology problems
 - Skin problems and burns
 - Metabolic diseases
 - Congenital anomalies
- Pre-operative, operative and post-operative care of children
- Principles of paediatric treatment
- Diagnostic procedures in paediatrics
- Clinical management and prevention of:
 - Common infectious diseases affecting infants and children
 - Common conditions affecting various body systems of infants and children

- The infant or child during crises
- Skin diseases
- Congenital diseases

Tertiary

- Care of children with chronic diseases and permanent handicaps

Practice

The clinical practice of the students will focus on observation of normal growth and development of children in schools and nurseries. Students will also provide care in well baby centres, orphanages and immunization centres, and participate in the follow-up of chronic diseases with the school health services. Special procedures, particularly in giving medication, will be emphasized. Furthermore, students will provide care to hospitalized children and have direct contact with their families in both the general and the special care paediatric units.

Module 4: Adult health care 1

First year: Module 4: Adult health care 1

Subject matter	Total hours	
	Theory	Practice
Care of the sick adult	40	160
Therapeutics	30	20
Religion	20	
Nutrition	20	10
Language	20	30
Total	130	220

Care of the sick adult

Nursing care of the adult is a course geared towards general and specialized nursing management of adults and geriatric patients suffering from the prevalent acute and chronic conditions in the country. The two-part course builds from general care to specialized nursing care.

Course description

The course focuses on the general comprehensive nursing management of hospitalized adults suffering from prevalent common acute and chronic conditions affecting the various organs and body systems.

Course main objective

At the end of the course the student will be able to utilize the nursing process in the planning, implementation, evaluation and follow-up care of hospitalized adults with selected common acute and chronic conditions.

Proposed topics to be covered

Primary

- Prevention of illness through healthy lifestyles and health promotion

Secondary

- Nursing care and management of patients suffering from common patho-physiological conditions
 - Fluid–electrolyte imbalance
 - Immobility
 - Pain
 - Altered level of consciousness
 - Infection–inflammation
 - Altered body image

- Necrosis
- Cellular degeneration
- Nursing care and management of patients with musculo-skeletal disorders e.g. muscle and joint inflammation, fractures, amputation, road accidents
- Nursing care and management of patients with gastrointestinal disorders
- Nursing care and management of patients with endocrine and metabolic disorders
 - Hyperthyroidism–hypothyroidism
 - Diabetes mellitus
 - Suprarenal glands
- Nursing care and management of pre-operative, intra-operative and post-operative patients
- Nursing care and management of oncology patients
- Nursing care in emergencies and critical care

Tertiary

- Maintenance and adaptive care of patients with disabilities

Practice

The clinical practice of students will be carried out in general care units and/or general hospitals as well as rehabilitation centres. Emphasis is placed on the use of the nursing process approach during the provision of nursing and on documentation of the care given. Stress will be put on physical, social and psychological aspects of care.

Therapeutics

Course description

The course is geared towards introducing the basic therapeutic actions of the main groups of drugs used for the treatment of common diseases and the other means used for management of pain and common ailments.

Course main objective

At the end of the course the student will be able to administer safely to patients the medications mainly used in the treatment of common diseases in the country and to recognize the effect of radiological, physical, palliative and alternative therapeutics on the promotion of patients well-being.

Course description

- General principles of pharmacology and drug administration
- Common medications used for the treatment of prevalent conditions in the country, in relation to the different body systems. The general outline to be followed for each medication is:
 - Generic and trade names
 - Doses

- Routes of administration
- Drug reactions
- Drug interactions
- Special precautions and indicated antidotes
- Other therapeutic means:
 - Radiological
 - Physical
 - Palliative
 - Alternative therapies: homeopathy, herbal treatment, massage, acupuncture, etc.

Practice

Students will prepare drugs and calculate dosages and will practise other types of alternative treatments.

Religion

Course description

The course focuses on the status and rights of family health from a religious point of view .

Course main objective

At the end of the course the student will be able to recognize the religious rights, status and responsibilities directing family life and marriage in accordance with religious teachings.

Proposed topics to be covered

- Consanguinity
- Respect and duty to parents
- Women's right to what they earn and inherit
- Breast-feeding
- Marriage and divorce
- Menstruation and pregnancy, family planning and infertility

Nutrition

Course description

The course focuses on the basic elements of nutrition needed by the healthy individual in the various phases of the life cycle. Special emphasis is placed on the nutritional components of essential local food items and meal composition in the country. The student will also learn how to help patients take therapeutic diets.

Course main objective

At the end of the course the student will be able to plan balanced meals with individuals and families, using the main available local food items, and assist patients in the selection and follow-up of therapeutic diets.

Proposed topics to be covered

- Basic biochemistry
- Food and its meaning to people
- Food categories and their impact on health
- Local food elements–categorized
- Dietary needs in the various stages of the life cycle
 - Infancy
 - Childhood
 - Adolescence
 - Adulthood
 - Motherhood
 - Elderly
- Principles of diet planning
- Therapeutic diets

Practice

Students will collect necessary information with members of different communities and will help individuals to plan adequate well balanced meals for the whole family or institution.

Language

Course description

The course focuses on the written presentation of scientific information related to the health status of individuals or groups.

Course main objective

At the end of the course the student will be able to describe in writing, the condition of an individual or a group, using acceptable and accepted medical/nursing terminology.

Proposed topics to be covered

Role playing and situation analysis of selected topics.

Module 5: Adult health care 2

Second year: Module 5: Adult health care 2

Subject matter	Total hours	
	Theory	Practice
Gerontology care	40	180
Health education	20	20
Health statistics	15	15
Computer science	15	25
Nursing regulation	20	10
Total	110	250

Gerontology care

The course is geared towards specialized nursing management of elderly and geriatric patients suffering from the prevalent acute and chronic conditions in the country.

Course main objective

At the end of the course the student will be able to implement specialized geriatric care, using the nursing care process, for patients with acute and chronic health disorders.

Proposed topics to be covered

- Medical technology
 - Principles and ethical considerations
 - Instrument and equipment manipulation
 - Biomedical instrumentation
- General principles
 - Concepts and theories of geriatric care
 - New trends in the management of the elderly
 - Physical, emotional and social needs
 - Maintenance of physical and mental activities

Primary

- The elderly
 - Normal changes in the elderly
 - Common pathophysiological changes
 - Nursing care and health management
- Occupational therapy and rehabilitation
- Promotion of healthy living and maintenance of a certain level of wellness
- Nursing care and management of patients with advanced
 - Respiratory disorders/conditions
 - Cardiovascular disorders/conditions

- Renal disorders/conditions
- Conditions/disorders of the nervous system
- Conditions/disorders of the sensory organs

Tertiary

- Accompaniment and maintenance care

Practice

Students will participate in the care of elderly and geriatric people at home, in nursing homes and in health care facilities providing acute and chronic management.

Health education

Course description

The course is geared to the development and implementation of a health education session for individual(s) or group(s). Emphasis is placed on the educational process and approaches to health education.

Course main objective

At the end of the course the student will be able to develop a health education session of choice and to conduct and evaluate it with interested consumers.

Proposed topics to be covered

- General principles
 - Overall purpose of health education
 - Approaches used in health education
 - Advantages and disadvantages of the various approaches
 - Factors influencing health education
- The educational process
 - Components of the educational process
 - Learners' characteristics
- Steps followed in the development of a health education session
 - System's approach in education
 - Design of the health education session
 - Preparation of material and the educational environment
 - Implementation
 - Evaluation

Practice

Students will design, step by step, a health education session, then will implement and evaluate it.

Health statistics

Course description

The course is geared to the use of basic statistics in the health field and the interpretation of results for improvement of levels of care and evaluation of actions taken.

Course main objective

At the end of course the students will be able to recognize the importance of statistical analysis in their field of work.

Proposed topics to be covered

- General principles
 - Introduction to vital statistics
 - Measures of central tendency
 - Use of qualitative and quantitative statistics
 - Measures of central tendency
 - Comparison of means
 - Analysis of results
 - Presentation of data in table forms

Practice

Students will do exercises and analyse selected data.

Computer science

Course description

The course introduces the tools and methods used to develop a nursing information system.

Course main objective

At the end of the course the student will be able to describe the focus, purpose and development of an information system in nursing.

Proposed topics to be covered

- Information systems
- Computer hardware
 - Computer characteristics
 - Computer types
 - Functional components
- Computer software

- Nursing practice
- Nursing research
- Nursing education
- Data processing
 - Planning phase
 - Analysis phase
 - Design phase
 - Development phase
 - Implementation and evaluation
- Development of computer applications in nursing

Practice

The practice is oriented towards familiarizing students with basic computer hardware and software and the various aspects of data processing.

Nursing regulation

Course description

The course introduces legal aspects of improving national health. Special emphasis is placed on the role of nurses in the community as well as the ethical and legal aspects of the profession.

Course main objective

At the end of the course the student will be able to understand the legal responsibility of nurses as related to improvement and maintenance of health in the community.

Proposed topics to be covered

- Governmental bodies responsible for national health
- Health legislation
- Implementing laws
- Legal responsibilities and functions of communities and their leaders for the implementation and maintenance of health laws in the community
- Legal functions and responsibilities of the nurse for the implementation and maintenance of health laws in the community.
- The moral significance of nursing
- Ethical considerations in the provision of care and legal issues protecting the patient and the nurses
 - Code of professional conduct
 - Confidentiality
 - Patients' rights

Module 6: Community and mental health

Second year: Module 6: Community and mental health

Subject matter	Total hours	
	Theory	Practice
Healthy communities	30	130
Behavioural adaptation	30	130
Group and team work	20	10
Professional issues and trends in nursing	10	
Total	90	270

Healthy communities

Course description

The course centres on the functions and responsibilities of the community nurse towards the individual and the family. It emphasizes the preventive and rehabilitative aspects of health care, the management of the sick in communities as well as home and family nursing.

Course main objective

At the end of the course the student will be able to provide nursing care to individuals and families in homes and/or community health centres based on primary health care concepts.

Proposed topics to be covered

- Scope of community nursing
- Definition and processes used in community nursing
- Responsibilities and functions of community nurses
- Factors influencing the health status of the individual and/or family in the community
- Services to the individual and to the family
- Family health and home management assessment
- Types of health problems in various types of communities
 - Urban
 - Industrial
 - Rural
 - Nomadic
 - Fishing
- Community nursing responsibilities in various health centres
 - Supervisory and management responsibilities
 - Participation with agencies and communities in health plans
 - Recording, reporting, follow-up and referrals

- Disease surveillance
- Responsibilities in committee and citizen groups, e.g. volunteer groups
- Health education programmes
- Clinics—diabetic, well baby
- Maternal—child health centres, family planning
- Occupational health centres
- Vaccinations—injection safety
- School health
- Three levels of preventive care

Practice

The practice component of this course is centred on care to individual and families in homes, using the system of referral implemented in the country. It is oriented towards the students participating actively in the implementation of the nursing functions and responsibilities within the various health agencies in the community, serving various groups.

Behavioural adaptation

Course description

This course introduces concepts and principles related to the maintenance and prevention of deviations from mental health. It also focuses on the various deviations and the responsibility of the nurse towards individual(s) and/or group(s) experiencing these deviations.

Course main objective

At the end of the course the student will be able to utilize the approaches needed for the maintenance of mental health and prevention of deviations for individuals and groups in a community.

Proposed topics to be covered

Primary

- Basic human needs
 - Henderson's theory of basic needs
 - Maslow's hierarchy of needs
- Stressors and stress manifestations
 - Physical and emotional
 - Fight-flight response
 - General adaptation syndrome (GAS)
 - Stressful events
 - Life changes
 - Illness

- Coping with illness
 - Positive coping mechanisms
 - Problems in coping
- Mental health
- Body–mind interaction
- Factors influencing mental health status
- Theories related to the impact of mental health on physical health (unified theories of disease), stress theories, maladaptive theories, life change theories, system theories.
- Role of the nurse in the maintenance of individual and group mental health

Secondary

- Principles of management of mental health disorders
- Anxiety and the mental health continuum as a conceptual framework
- Characteristics of a therapeutic relationship
- Phases in the nurse–patient relationship
 - Building trust to termination phase
- Medical management and nursing care of moderate to severe levels of chronic anxiety disorders
 - Obsessive compulsive disorders
 - Somatoform (conversion) and dissociative disorders
- Medical management and nursing care of personality disorders
 - Overview of personality disorders
 - Antisocial personality disorders
 - Paranoid personality disorders

Tertiary

- Medical management and nursing care of severe to panic levels of chronic anxiety
 - Alterations in mood
 - Schizophrenia disorders
 - Cognitive impairment disorders, e.g. delirium–dementia
- Drugs used–psychopharmacology categories–generic and trade names, side effects and specific precautions
 - Therapeutic and nontherapeutic techniques
 - Institutionalization

Practice

The practice component is centered on the management of individuals with disturbances of adaptation and those needing special management in institutions.

Group and team work

Course description

The course introduces the basic principles utilized in the management of various health care services.

Course main objective

At the end of the course the student will be able to discuss the basic managerial principles needed for the provision of nursing care in various health care units.

Proposed topics to be covered

- Principles of management
- Management process
- First line nursing management responsibilities
- Steps in management of health facilities
 - Assessment of needs
 - Planning
 - Organizing
 - Staffing
 - Directing
 - Controlling
- Concept of team work
- Relationship between members of the group

Practice

Students will have experience in clinical settings of various roles and functions of nursing personnel e.g. team leader, head nurse and staff nurse.

Professional issues and trends in nursing

Course description

The course introduces innovations and new trends affecting the maintenance and promotion of health and the provision of quality care.

Course main objective

At the end of the course the student will be able to discuss up to date information and analyse its impact on the quality of nursing care.

Proposed topics to be covered

Selected readings and discussions from the current literature, press release and reports of scientific meetings will be utilized for the development of knowledge about modern technology, genetics and other new discoveries related to health and healthy living, as well as modern trends in nursing.

Module 7: Professional adaptation

Third year: Module 7: Professional adaptation

Subject matter	Total hours	
	Theory	Practice
Role identification	20	180
Special studies	To be arranged (40)	
Written project	10	20
Community development projects		30
Total	30	270

Role identification

Course description

The course focuses on the job training of nurses as a means for orienting them to their roles and functions within a structured health team. Students will be put in the situation as if hired on the job.

Course main objective

At the end of the course the student will be able to function and integrate within the health system in selected health centres and with selected patients

Proposed topics to be covered

- System of nursing care organization, e.g. patients and function assignment
- Role of each member of the team
- Coordination and lines of authority
- Clinical conferences, how and what to report

Practice

Students will be assigned to provide care in the different roles of their function under the supervision of the health care personnel.

Practice

A subject will be chosen, research will be undertaken and a report will be written and presented under the guidance of a specialist in the subject chosen.

Special studies

Course description

The course focuses on a specialty arranged by or agreed upon by the teacher and the student. It is oriented towards an individual or a group in need of special nursing management over a given period of time.

Course main objective

At the end of the course of special studies the students will be able to provide nursing care with expertise to a group of patients in an area of choice.

Written project

Course description

The course focuses on the active participation of students in a written project of current interest to help them develop skills of writing and reporting scientific material in an area of interest.

Course main objective

At the end of the course the student will be able to prepare a comprehensive report on an area of interest, utilizing the scientific principles of reporting and problem solving.

Proposed topics to be covered

- Problem solving principles and principles of research
- Steps used in problem solving
- Steps used in descriptive research

Practice

A subject will be chosen, research will be undertaken and a report will be written and presented under the guidance of a specialist in the subject chosen.

Community development projects

Course description

The course focuses on the active participation of students in community projects to help them develop a professional attitude towards the roles and functions they will have to assume after graduation.

Course main objective

At the end of the course the students will be able to understand the role and functions of a variety of health projects and will be able to select their areas of activity upon graduation.

Proposed topics to be covered

Will be arranged according to each country's programme planning.

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