



GENERAL NURSING COUNCIL OF ZAMBIA
(The Nurses and Midwives Act., 1997)

**EVALUATION MANUAL
FOR THE
ENROLLED NURSING PROGRAM**

OCTOBER 2010

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GENERAL NURSING COUNCIL OF ZAMBIA
(The Nurses and Midwives Act., 1997)

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General Nursing Council of Zambia

NAME OF SCHOOL MACHA SCHOOL OF NURSING

STUDENT'S NAME MUCHINDU M. LEHFORD.

DATE OF COMMENCEMENT OF TRAINING 3rd JULY 2013

DATE OF COMPLETION OF TRAINING _____

General Nursing Council of Zambia

FOREWORD

Health care management is an area that requires a broad and intense contribution from nurses. Existing evidence indicates that in Zambia, nurses offer a wide range of services. These services range from diagnosing health problems; providing education and counselling to patients and families; providing follow up care; collaborating with other professionals; referring patients; administering and monitoring treatment, among others.

In Zambia, nurses have over the years been challenged by the changing disease burden and need to effectively respond to the changing health care needs and demands. The HIV and AIDS pandemic and its impact on the Zambian population; the socio economic problems, the increasing chronic diseases and the burden of maternal morbidity and mortality rates are among the critical challenges facing the country.

In addition, the nursing profession in Zambia has found it imperative to respond to the government's commitment to its health reform vision of providing accessible, affordable quality health care as close to the family as possible. Information available indicates that at every level of health care an Enrolled Nurse has taken new roles and responsibilities including those beyond his/her level of competence. The new roles and responsibilities range from diagnosing health problems, prescribing, dispensing, administering and monitoring treatment, managing emergencies and referrals.

In response to the National Health Reforms, the Nurses and Midwives Act No. 31 of 1997 expanded the scope of practice of nurses, hence the need to strengthen skills in public health to enable the Enrolled Nurse function effectively at hospital, health centre and community levels.

The curriculum aims at providing an Enrolled Nurse with knowledge, skills and acceptable attitudes that would enable him/her respond to all these needs, while providing care within the defined scope of practice.

The implementation of this curriculum will mark a shift from the traditional conventional enrolled nurse programme to that which responds to the needs of patients and clients in both the health care facilities and the communities. This curriculum should therefore be seen as the profession's effort and desire to increase its contribution towards improving the quality of health care provided to the people of Zambia.

E TEMBO(MRS)
PRESIDENT

General Nursing Council of Zambia

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Dr. E J MSIDI
REGISTRAR

INTRODUCTION

The Evaluation Manual is part of the teaching and learning materials that were developed to facilitate the implementation of the revised Enrolled Nurse curriculum. It addresses the practical component of the curriculum by providing step by step approach to the acquisition of knowledge, skills and attitudes necessary for preparing an enrolled nurse for his/her role in responding to the health challenges in both hospital and community settings.

The present curriculum is a response to the health trends that continue to challenge both the nursing education and practice. Its design was guided by the Zambian Nursing and Midwifery Professional Regulatory Framework which defines the scope of Nursing Practice, the standards of practice, core competencies and content and standards of education

In developing Evaluation Manual, efforts were made to guide the tutors, lecturers, clinical teachers and preceptors by outlining the preparation, presentation and evaluation of the teaching and learning process. The document also outlines the activities that a student is expected to undertake to facilitate learning and promotes her/his active participation and self-directed learning in the procedures and other practical components of the programme. Teaching methods and relevant teaching aids are also indicated to further guide both the teacher and the learner

It is hoped that the guidelines will make it easier for the teacher to carry the students through the practical aspects of the learning process and enhance the development the desired competencies among graduates of the EN programme

General Nursing Council of Zambia

GUIDELINES FOR USE OF EVALUATION MANUAL FOR STUDENTS

1. Each student should have a personal copy of the Evaluation which will be kept by the School
2. A student should be evaluated of a procedure after the tutor/clinical preceptor is satisfied with the student performance in reference to the Learning Guide
3. All procedures in the Evaluation Manual should be observed
4. Marks from the Evaluation Manual contribute to 40% of Continuous Assessment (CA) and only initial Score attained on first attempt will pass as a Continuous Assessment. A re-assessment of the same procedure will only be done to ensure that the student attains proficiency in this procedure
5. If a student does not perform during the 1st attempt, a second chance will be offered as provided for in the Manual. However, the results during 2nd attempt will not constitute part of the cumulative Continuous Assessment.
6. The Evaluation Manual should be used in conjunction with the procedure Manual and Learning Guide

Specific Guidelines

1. The Tutor/Preceptor should enter the name of each student, the name of the school and date of commencement as indicated in the Evaluation Manual. Date of completion will only be entered at the end of two years.
2. Different procedures are outlined in this manual and for each procedure, the Tutor/Preceptor is inquired to assess the performance of the student using the step or task approach as tabulated in that particular procedure.
3. The Tutor/Preceptor should enter in the student Evaluation tool the student's level of training and the Department or Ward where this assessment is going to be done.
4. Rating Scale depicts how to rate the performance of each step or task and this ranges for 0 + 04 i.e. 0 – Step omitted, 1- Poor, 2, - Fair, 3- Good and 4 – Excellent
5. The Tutor/Preceptor is expected to reflect these scores in one column, under the heading, observation. The second column will only be used if the student did not pass the first attempt
6. After rating the performance of each step, the total score should be reflected at the bottom of the column. This score should be substituted in the formula reflected on the form.

General Nursing Council of Zambia

This calculation will be the total percentage accorded to the student, as the mark for Continuous Assessment.

7. The Tutor/Preceptor will enter their name as 1st Assessor. 2nd Assessor will only apply if the student has to repeat the assessment.

General Nursing Council of Zambia

Abbreviations

AIDS	-	Acquired Immune Deficiency Syndrome
BCG	-	Bacilli Calmette & Guerin
DPT	-	Diphtheria Pertusis & Tetanus
EDD	-	Expected Date of Delivery
HIV	-	Human Immune Deficiency Syndrome
IEC	-	Information Education & Communication
LNMP	-	Last Normal Menstrual Period
NGT	-	Human Immune Virus
OPV	-	Oral Polio Vaccines