



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

**LEARNING GUIDE
FOR THE
ENROLLED NURSING PROGRAM**

OCTOBER 2010

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Enrolled Nursing Programme

Learning Guide

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FOREWORD

The General Nursing Council of Zambia reviewed the Enrolled Nurse (EN) curriculum in 2003 in response to trends in care which include the increased disease burden, the implications of the National Health Reforms on nursing and midwifery and the Nurses and Midwives Act No. 31 of 1997 that has provided for a broad scope of practice and expanded the role of the nurse.

In Zambia, Enrolled Nurses are found at every level of the health care service delivery and play an important role. The main focus during the review of EN curriculum was on strengthening the Public Health component in order to ensure that enrolled nurse programme graduates function competently at all levels of care, including the community level within the defined scope of practice.

Considering the revised curriculum and the challenges of teaching new content, this Learning Guide will go a long way in enhancing the implementation of the curriculum and facilitating the process of teaching and learning.

It is hoped that through this effort, the quality of education in the schools and colleges can be elevated thereby increasing the contribution of nursing and midwifery education and practice towards improving the quality of health care provided to the Zambian citizens

E TEMBO (MRS)
PRESIDENT

ACKNOWLEDGEMENTS

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Special gratitude goes to Lecturers, Nurse Tutors, Clinical Instructors, Nurses and Midwives and other Stake-holders who worked together to ensure that all relevant concepts were integrated into this curriculum.

Dr. E J MSIDI
REGISTRAR

INTRODUCTION

The Learning Guide 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 Learning Guide, 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 of the desired competencies among graduates of the EN programme.

GUIDELINES FOR USE OF THE LEARNING GUIDE

Introduction

The Learning Guide has been designed to enable a student to perform his/her nursing procedure in a systematic manner. This guide is further designed to allow peer assessment. This approach allows the students to review each other's performance.

The performance of each procedure should be undertaken in the sequence that the steps appear. The performance of each step proficiently determines the performance of the whole procedure.

A uniform rating scale with grades 1 – 3 accompanies each procedure it is expected that peer assessment will be as objective as possible.

Specific Guidelines.

1. The student should use the learning guide as soon as the procedure has been demonstrated to him/her
2. Each student must have his own learning guide
3. The students should do the first procedure while his/her peer is reading each step to him
4. The second attempt at the procedure should be done while the peer is watching, and the peer's role is to remind the colleague on the steps being omitted.
5. On the third attempt the peer watches his colleague doing the procedure and reinforces performance by making comments at the end of the procedure
6. Ideally the student should practice on a dummy until he/she has reached a level which is safe enough to practice on a client
7. The peer, assessor must be conversant with the procedure
8. Each step in the learning guide must be performed unless its performance disadvantages the client
9. The student should make himself/herself available for evaluation by the tutor/clinical preceptor once he/she is satisfied with her level of proficiency.
10. Tutors and clinical preceptors should assist learning to correct steps which learners find difficult to master on their own.

General Nursing Council of Zambia

Abbreviation

BCG	-	Bacille Calmette Guanine
CDA	-	Controlled Drug Act
DPT	-	Diphtheria Pertusis, Tetanus
IEC	-	Information Education and Communication
HVS	-	High Vaginal Swab
LP	-	Lumbar Puncture
POP	-	Plaster of Paris
TPR	-	Temperature Pulse Respirations