

**ETHICS AND PROFESSIONAL
CODE OF CONDUCT SYLLABUS**

**FOR ASSOCIATE NURSING PROGRAM
SENIOR 4 - 5**

KIGALI, 2024

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FOREWORD

The Ministry of Education, through the Rwanda Basic Education Board (REB) has initiated the Associate Nursing Program at the second cycle of secondary education. The underlying principle behind the introduction of this program is to ensure that the curriculum responds to the needs of the learners, the society, and the labour market.

Ethics and professional code of conduct is one of subjects of Associate Nursing Program that emphasizes on equipping the learners with required knowledge, skills, and attitudes and values required for high-quality nursing care. This aligns with Rwanda Vision 2050, which focuses on improving the country's socio-economic status through health care.

It is only the healthy people who can significantly play a major role in this socio-economic transformation journey. Ethics and professional code of conduct subject teaches ethical principles and professional values. It shapes learners' behavior and prepare them as future professional healthcare providers with ethical and legal considerations during the clinical judgement and decision making while observing the laws and standards that govern healthcare provision.

I extend my sincere appreciation to all those involved in developing this syllabus, especially the Ministry of Health in collaboration with REB, who coordinated the entire process from start to the end. Feedback and suggestions for future revisions of this syllabus are welcome.

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1. GENERAL INTRODUCTION

1.1. Background on introduction of the Associate Nursing Program in secondary schools

For a long time ago, nursing education around the World has taken different steps from the traditional apprenticeship, vocational, and hospital-based training models to a higher education academic model of teaching and learning (Gaberson & Oemann, 2010). This paradigm shift was driven by the increased demand of the professionalization of nursing, the changing illness patterns, and the expansion of the knowledge-based society requiring more improved and innovative education preparation of nursing professionals that is adapted to the context and specific health needs (Yam, 2004).

In Rwanda, the above-mentioned transformations in nursing education evolved overtime. Healthcare education in general started in 1933 with medical assistants “Assistants Médicaux” program, followed by the assistant midwives “Auxiliaires accoucheuses” in 1949 (Harelimana, et., 2015). From 1954 up to 1979, the A2 and A3 programs were established at secondary level. From the academic year 1979 to 2004, the program of nursing education was exclusively “A2” secondary level (Kabgayi School of Nursing and Midwifery, 2013). Nurses were mostly prepared for hospital and health center-based healthcare provision, leaving out the community. This gap was later addressed by introduction of the Community Health Workers (CHWs) in 1995 (MoH, 2012).

The Cabinet resolution of October 27th, 2004 phased out the A2 nursing program. A transition period was decided to move from nursing program A2 to Nursing Program A1 up to 2007. This was in the purpose to train nursing professionals at a tertiary level in order to produce highly-qualified professionals, thus improving the quality health care delivery. However, gaps in providing basic nursing care at different levels were continually observed.

Fourteen years later after the closure of secondary school level for nursing education program, the Government of Rwanda has decided to introduce in second cycle of secondary education level, the Associate Nursing Program as

provided by the Article 58 of the Rwandan Law Determining Organisation of Education No 10/2021 of 16/02/2021 (MoE, 2021).

Therefore, the associate nurse program is being introduced to provide the support needed in basic nursing care provision, with capacity to progress in different advanced health care professions. This decision aims to meet the current and contextual health needs that present high demand to provide the basic nursing care at different levels of the Rwanda healthcare system, particularly in the community.

1.2. Associate nurse leaver's profile

Upon completion of the associate nursing program, learner should have acquired knowledge, skills and attitudes to:

1. Provide support to individuals, families, groups, and communities when faced with unwelcome news and life changing diagnoses;
2. Provide health education within her/his scope of practice;
3. Demonstrate understanding of the determinants of health that affect individuals, families, groups, and communities;
4. Demonstrate understanding of basic common health conditions affecting individuals of all age groups and their basic nursing care;
5. Assess individuals, families, groups, and community health needs and provide basic nursing care using evidence-based practice;
6. Collaborate effectively with multidisciplinary team members, clients, and stakeholders in the provision of basic nursing care;
7. Demonstrate responsibility and accountability in daily activities;

8. Ensure the privacy, dignity, and safety of individuals is maintained at all times;
9. Provide support for woman during pregnancy, normal delivery, and post-natal care;
10. Explain scientific phenomena using correct scientific terminologies;
11. Demonstrate knowledge and skills required to progress to higher learning education;
12. Express themselves fluently, and with confidence, in speaking and writing using correct vocabulary and grammar appropriately;
13. Perform experiments using a range of scientific and medical tools and equipment and draw appropriate conclusions;
14. Demonstrate ability to manage data (collect, recording, processing, analysis, synthesis, and reporting).

1.3. Subjects of associate nursing program

The subjects to be studied at each level are set out below:

1. Fundamentals of Nursing
2. Biology
3. Chemistry
4. Mathematics
5. Physics
6. Ethics and Professional Code of Conduct

7. Medical Pathology
8. Surgical Pathology
9. Pharmacology
10. Maternal and Child Health
11. Individual Learning
12. Clinical Attachment
13. Kinyarwanda
14. English
15. French
16. Entrepreneurship
17. Citizenship
18. ICT
19. Sports/ Clubs

In order to achieve a competent level, the following subjects' syllabi are based on the following major components:

- The rationale or relevance of the subject
- Broad subject competencies
- Pedagogical and assessment approaches
- Specific objectives of the subject
- Learning outcomes per unit of learning
- Subject content
- Learning activities
- Learning material required.

2. TEACHING AND LEARNING ETHICS AND PROFESSIONAL CODE OF CONDUCT

2.1. Rationale of teaching and learning Ethics and Professional Code of Conduct

Ethics and professional code of conduct subject is one of professional subjects specific to Associate Nursing Program offered together with other science subjects of the BCN combination. The ethics and professional code of conduct subject is a competence- based like other subjects of the second cycle of secondary education level in Rwanda. Teaching Ethics and professional code of conduct at early age of learners is crucial to shape their behaviour and prepare them as the future health care providers with ethical and legal considerations during the clinical judgment and decision-making, thus responding to the national and global health needs.

The subject provides a set of moral principles, beliefs and values for which nurses refer to when dealing with healthcare dilemmas, making good judgments and decisions while observing the laws that govern nursing care provision.

2.1.1. Ethics and professional code of conduct and society

Ethics and professional code of conduct is the application of the core principles of bioethics to nurses that guide their decisions and choices when providing nursing care. It includes a set of moral principles, beliefs, and values for which nurses refer to when dealing with healthcare dilemmas, making good judgments and decisions while observing the laws that govern them. Nurses have a special relationship with their clients that is based on trust as one of the pillars of the professionalism on which the

healthcare relationship rests. It is also a valuable foundation for positive thinking about moral issues while dealing with society by dealing with diverse human behaviours.

2.1.2. Ethics and professional code of conduct and learners

Teaching Ethics and professional code of conduct subject at early age for learners is crucial to shape their behavior and prepare them for future healthcare providers with ethical views during the clinical judgment and decision making by responding to the national and global health needs.

2.2. Competences

A competence is the ability to perform a particular task successfully, resulting from having gained an appropriate combination of knowledge, skills, and attitudes. The national policy documents, based on the national aspirations, identify 'Basic Competences' alongside the 'Generic Competences' that will develop higher order thinking skills. Basic Competences are addressed in the stated broad subject competences and in objectives highlighted on year basis and in each of the units of learning. The selection of types of learning activities must focus on how learners are able to demonstrate such competences throughout and at the end of the learning process. A Generic Competence

is a competence that is not specific to a particular subject or situation. Generic Competences are transferrable and applicable to a range of subjects and situations including employment.

The generic competencies that must be emphasized and reflected in the learning process are briefly described below and teachers will ensure that learners are exposed to tasks that help the learners acquire the skills.

2.2.1. Generic competences

Critical thinking and problem-solving skills: The acquisition of such skills will help learners think imaginatively, innovatively, and broadly to evaluate and find solutions to problems encountered at the learner's level.

Creativity and innovation: The acquisition of such skills will help learners take initiative and use imagination beyond the knowledge provided to generate new ideas and construct new concepts.

Communication in appropriate languages: Teachers, irrespective of not being teachers of language, will ensure the proper use of the language of instruction and appropriate local language by learners. This will help learners communicate clearly, confidently and respectfully and convey ideas effectively through speaking and writing and use the correct language structure and relevant vocabulary.

Cooperation, inter personal management and life skills: This will help the learner to cooperate and work with others in a multidisciplinary team in whatever tasks are assigned and to practice positive ethical moral values and respect for the rights, feelings and views of others. Learners will perform practical activities related to environmental conservation and protection. They will also advocate for individual, family and community health, hygiene and nutrition and respond creatively to the variety of challenges encountered in life.

Lifelong learning: The acquisition of such skills will help learners to update their knowledge and skills with minimum external support and to cope with the evolution of advances in knowledge for personal fulfilment in areas that need improvement and development.

2.2.2. Broad Ethics and professional code of conduct subject competences

The overall objective of learning Ethics and professional code of conduct subject is to equip learners with skills to act responsibly taking into account ethical and legal standards as well as economical, ecological, and social consequences that guide healthcare professionals in their daily practices.

Upon completion of this subject, learners will have acquired competences (knowledge, skills and attitudes) which will enable them to:

- Practice with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems;
- Be responsible and accountable for individual nursing practice;
- Preserve integrity and safety of clients; and
- Support and promote the health, wellbeing, rights and dignity of individuals, groups, communities, and populations.

2.2.3. Ethics and professional code of conduct and developing competences

These basic competences alongside the generic competences are stated in such way that will develop higher order thinking skills and will help subject learning and the application of what has been learnt in real life situations. Through presentation of information observations and practice during the learning process, the learner develops not only deductive and inductive skills but also communication, critical thinking and problem-solving skills in trying to make inferences and conclusions.

Doing practical simulations using problem-based learning and case studies involves not only analytical and problem-solving skills, but also innovation and creativity. Group work and cooperative learning of ethics and professional code of conduct promote interpersonal relations and teamwork.

2.3. Pedagogical Approach

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production.

At the same time, each learner is an individual with their own needs, pace of learning, experiences and abilities. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons. Learner-centred education does not mean that the teacher no longer has responsibility for seeing that learning takes place.

2.3.1. Role of the learner

The activities of the learner are indicated against each learning unit and they all reflect appropriate engagement of the learner in the learning process.

The teaching and learning processes will be tailored towards creating a learner friendly environment based on the learner's capabilities, needs, experience and interests.

The learning activities will be organised in a way that encourages learners to construct knowledge either individually or in groups in an active and engaging way.

Learners work on one unit competence at a time in the form of concrete units with specific learning outcomes broken down into knowledge, skills and attitude.

In practical lessons learners will work in groups and will be also encouraged to work individually in simulation laboratory.

2.3.2. Role of the teacher

The change to a competence-based curriculum is about transforming learning and ensuring that learning is deep, enjoyable and habit forming.

Teachers ought to shift from the traditional method of instruction to that of a facilitator in order to value the individual needs and expectations of learners. The teacher should be a role model in ethical behavior and practice.

The teacher must identify the needs of the learners, the nature of the learning to be done, and the means to shape the learning experiences accordingly.

A Teacher's role is to organise the learners, both in the classroom and clinical settings , and engage them through participatory and interactive methods during the learning processes as either individuals, in pairs or in groups. This ensures that learning is personalised, active, participative, and co-operative.

The teacher will design and introduce tasks to the class to perform or for immediate discussion. The role of the teacher will be to guide the learners in constructing their own knowledge.

Learners are taught how to use textbooks and other resource materials in different ways for example to search for and make use of information in writing their own notes.

The teacher must select and develop appropriate materials such as teaching models, or charts, for the learners to use in their work.

The teacher must devise remedial strategies, both in and outside the classroom, to address the issue of slow learners and those with learning difficulties. The teacher must ensure these learners keep pace with the rest of the group in acquiring the required competences.

2.3.3. Special needs education and inclusive approach

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of special needs education. The critical issue is that we have persons/ learners who are totally different in their ways of living and learning as opposed to the majority. The difference can either be emotional, physical and sensory.

These learners equally have the right to benefit from the free and compulsory basic education in the nearby ordinary/ mainstream schools. Therefore, the schools' role is to enrol them and also set strategies to provide relevant education to them. The teacher therefore is requested to consider each learner's needs during teaching and learning process. Assessment strategies and conditions should also be standardised to the needs of these learners. Detailed guidance for each category of learners with special education needs is provided for in the guidance for teachers.

2.4. Assessment Approach

Assessment evaluates the teaching and learning methods through the collection and interpretation of evidence and individual learner's progress in learning and makes a judgment about the learner's achievements measured against a set of defined standards. Assessment is an integral part of the teaching learning processes. In the competence-based curriculum assessment must also be competence-based. The learner is given a complex situation related to his/her everyday life and asked to try to overcome the situation by applying what he/she learned.

Assessment will be organized at the following levels: school-based assessment, district examinations, national assessment (LARS), Clinical setting-based assessment and national examinations.

2.4.1. Types of assessment

a) Formative and continuous assessment (assessment for learning)

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning his/her lesson, he/she should establish criteria for performance and behavioral changes at the beginning of a unit. At the end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competences based on the criteria stated before going to the next unit. The teacher will assess how well each learner masters both the subject content and the generic competences described in the syllabus. From this, the teacher will gain a picture of the all-round progress of the learner. The teacher will use one or a combination of the following: (a) pen and paper, and (b) oral questioning and tests.

b) Summative assessment (assessment of learning)

When assessment is used to record a judgment of the competence or performance of the learner it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether learning objectives have been achieved and to use the results for the ranking or grading of learners. The results of summative assessment are also used for deciding on progression, for selection into the next level of education and for certification. This assessment should have an integrative aspect whereby a learner must be able to show mastery of all competences.

Summative assessment can be internally school based assessment or external assessment in the form of national examinations. School based summative assessment should take place once at the end of each term and once at the end of the year. School summative assessment average scores for each subject will be weighted and included in the final national examinations grade. School based assessment average grade will contribute a certain percentage as teachers gain more experience and confidence in assessment techniques. In the third year of the implementation of the new curriculum it will contribute 10% of the final grade, but will be progressively increased. Districts will be supported to continue their initiatives to organize a common test per class for all the schools to evaluate the performance and the achievement level of learners in each individual school. This is the comprehensive assessment that takes place at all levels of studies. This subject will be part of the External National Examination. External summative assessment will be done at the end of S6 and this will be for both theory and practical examination.

2.5. Record keeping

This is gathering facts and evidence from the assessment instruments and using them to judge the learner's performance by assigning an indicator against the set criteria or standard. Assessment procedures generate data in the form of scores which will be carefully recorded and stored in a portfolio. These scores will contribute to remedial actions and alternative instructional strategies. They will also be used to provide feedback to the learner and their parents to check learning progress and to provide advice, as well as be used in the final assessment of the learners.

This portfolio is a folder (or binder or even a digital collection) containing the learner's work as well as the learner's

evaluation of the strengths and weaknesses of the work. Portfolios reflect not only work produced (such as papers and assignments), but also

it is a record of the activities undertaken over time as part of learner learning. The portfolio output (formative assessment) will be considered only as enough for three years of the Advanced level. It will serve as a verification tool for each learner that he/she attended the whole learning before he/she undergoes the summative assessment for the subject.

2.5.1. Item writing in summative assessment

Before writing a question paper, a plan or specification of what is to be tested or examined must be created. This will show the units or topics to be tested on, the number of questions in each level of Bloom's taxonomy and the marks allocation for each question. In a competence-based curriculum, questions from higher levels of Bloom's taxonomy should be given more weight than those from the knowledge and comprehension level.

Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards competence-based assessment by doing the following:

- Identify topic areas to be tested on from the subject syllabus.
- Outline subject-matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.
- Ensure that the verbs used in the formulation of questions do not require memorisation or recall answers only but test for broad competences as stated in the syllabus.

2.5.2. Structure and format of the examination

There will be one written paper in Ethics and professional code of conduct subject in a trimester. The written paper will measure both knowledge of the subject matter and acquisition of all subject competences. The paper will consist of questions from all levels of Bloom's taxonomy out of (100marks). Time will depend on the paper's items and procedure to be carried out and learner's special education needs.

Paper/ Practical exam	Component	Weighting
Written paper	The paper will measure both knowledge of the subject matter and acquisition of competences. The paper will consist of questions from all levels of Bloom's taxonomy. (100 marks)	40%
Practical exam	This practical exam will measure practical skills (assessment, self-preparation, client preparation, environmental preparation, material and equipment preparation, implementation of the procedure, finishing of the procedure, collaboration with the client, report). This exam requires candidates to carry out practical work in a set period of time. (100marks)	60%

Assessment of Subject objectives

- The assessment objectives listed below reflect those parts of the syllabus competences that will be assessed in the examination.

Knowledge with understanding

- Scientific vocabulary and terminology

Candidates should be able to demonstrate knowledge and understanding of:

- Scientific phenomena, facts, laws, definitions, concepts and theories.
- Scientific and technological applications and their social, economic and environmental implications. The subject content defines the factual knowledge that candidates may be required to recall and explain.

Questions testing these assessment objectives will often begin with one of the following words: define, state, name, describe, explain (using your knowledge and understanding) or outline.

Handling information and solving problems

- Candidates should be able to handle information and solve problems using written, symbolic, graphical and numerical forms of presentation to:
 - Locate, select, organize and present information from a variety of sources.
 - Translate information from one form to another.
 - Use information to identify patterns, report trends and draw conclusions.
 - Give reasoned explanations for phenomena, patterns and relationships.
 - Apply knowledge, including principles, to situations.
 - Demonstrate an awareness of the limitations in ethics and professional code of conduct
 - Solve problems.

These assessment objectives cannot be precisely specified in the syllabus content because questions testing such skills may be based on information which is unfamiliar to the candidate. In answering such questions, candidates are required to use principles and concepts that are within the syllabus and apply them in a logical, reasoned or deductive manner to a new situation.

Questions testing these assessment objectives will often begin with one of the following words: discuss, predict, suggest, and explain (give reasoned explanations and explain the processes of using information and solving problems) or determine.

Clinical skills and investigations

Candidates should be able to:

- Collect, analyses, interpret, and record client information to reach conclusions.
- Evaluate methods and the quality of data and suggest possible improvements.

2.6. Reporting to parents

The wider range of learning in the curriculum means that it is necessary to think again about how to share a learners' progress with their parents. A single mark is not sufficient to convey the different expectations of learning which are in the learning objectives. The most helpful method of reporting is to share what learners are doing well and where they need to improve.

2.7. Resources

2.7.1. Material resources

Teaching and learning of ethics and professional code of conduct subject necessitates practical activities for better understanding of facts. The successful implementation of this subject requires an equipped skills laboratory, equipped library, charts, and ICT tools like computers and projectors.

- These ICT opportunities include:
- Gathering information from the internet, DVDs and CD-ROMs,
- Gathering data using sensors linked to data –loggers or directly from the computers,
- Using spreadsheets and other software to process data,
- Using animations and simulations to visualize procedures.

Using software to present ideas and information on paper and on screen

2.7.2. Human resources

The effective teaching of this subject requires a joint collaboration of educators at all levels. Given the material and skills requirements, teachers are expected to accomplish their noble role as stated above.

- The following are detailed skills required for secondary school Ethics and professional code of conduct teacher:
- Proficient in Ethics and professional code of conduct, able to motivate learners and keep the classroom on task, a passion for ethical practice and professionalism in dealing with learners;
- Animated and engaging personality, patient and tolerant attitude, passion for sharing knowledge, excellent verbal and written communication abilities, creativity and diverse methodologies for imparting ideas and knowledge;
- Knowledge of educational software, programs for recording, grading, and evaluating learners' work and progress;
- Ability to use a range of teaching tools for example projectors, screen and other media-sharing devices;
- Proficiency with materials and equipment used in teaching and learning; and
- Proficient in the use and implementation of the latest technologies and tools.

3. SYLLABUS UNITS' DEVELOPMENT

3.1. Presentation of the structure of the syllabus

The subject of ethics and professional code of conduct is taught and learned in upper secondary education as a core subject,

i.e. in S4 and S5 respectively. At every grade where it is taught, the syllabus of Ethics and professional code of conduct for upper secondary is structured in the following 2 units: Nursing Ethics & Professional Code of Conduct and Legal framework

1. Each unit has the following common components:
2. Each unit is aligned with the periods or number of lessons;
3. Each unit has a key unit competence whose achievement is pursued by all teaching and learning activities undertaken by both the teacher and the learners;
 - a) Each unit key competence is broken into three types of Learning Objectives as follows:
 - b) *Type I:*** Learning Objectives relating to Knowledge and Understanding (***Type I*** Learning Objectives are also known as Lower Order Thinking Skills or LOTS)
 - Type II and Type III: These Learning Objectives relate to the acquisition of Skills, Attitudes and Values (Type II and Type III)
3. Learning Objectives are also known as Higher Order Thinking Skills or HOTS).
4. Each unit has content that indicates the scope of coverage of what should be taught and learnt in line with stated Learning Objectives;
5. Each unit suggests learning activities that are expected to engage learners in an interactive learning process as much as possible (learner-centred and participatory approach); and

Finally, each unit is linked to other subjects, its Assessment criteria and the materials (or resources) that are expected to be used in the teaching and learning process

3.2. Ethics and professional code of conduct subject for S 4

3.2.1. Key competences at the end of S 4

- At the end of senior 4 learners will be able to:
- Practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems;
- Promotes, advocates for, and strives to protect the health, safety, and the rights of the client;
- Be committed to the care of individuals, families, groups or community;
- Be responsible and accountable for individual nursing practice;
- Preserve integrity and safety, to maintain competence, and to continue personal and growth;
- Participates in maintaining, and improving healthcare consistent with the values of the nursing profession;
- Collaborates with health professionals and the public in promoting community efforts to meet health needs;
- Use sensitivity to establish a trustful relationship;
- Act in an objective and flexible manner;
- Maintain confidentiality and honesty; and
- Use a reflective process in decision-making.

3.2.2. Table units for S 4

TOPIC AREA: ETHICS			SUB-TOPIC AREA: PROFESSIONALISM	
S4 Ethics and professional code of conduct		Unit 1: Professionalism in nursing		Number of Periods: 6
Key Unit Competency: To be able to demonstrate characteristics of nursing profession while providing care to patient				
Learning Objectives				
Knowledge and understanding	Skills	Attitudes and Values	Content	Learning Activities
<ul style="list-style-type: none"> Define the term professionalism List the common professions Explain the characteristics of nursing profession Describe professional qualities of a nurse 	<ul style="list-style-type: none"> Differentiate professional and associate nurse Promote interest and dignity of the patient/client respective of gender, race or age Provide effective care to individuals 	<ul style="list-style-type: none"> Appreciate trustworthiness in daily activities Show accountability of own actions Respect patient/client as an individual, he/his rights, dignity, cultural or value 	<ol style="list-style-type: none"> Concept of professionalism and profession Common professions Characteristics of a model associate nurse Professionalism Characteristics of a nursing professional 	<ul style="list-style-type: none"> By watching a video of the provision of healthcare services, discuss in group the characteristics of a good professional Using a role play discuss on the professional qualities of a good health care provider.
Links to other subjects: Fundamentals of Nursing				

Assessment criteria: learner can demonstrate professionalism when providing basic nursing care

Materials: projectors, screen, computer and video CD, and written case studies

Topic area: Ethics

Sub-topic area: Code of conduct

S4 Ethics and professional code of conduct

Unit 2: Nurses' Code of Conduct

Number of Periods: 5

Key Unit Competency: Learner will be able to apply the nursing code of conduct

Learning Objectives

Knowledge and understanding	Skills	Attitudes and Values	Content	Learning Activities
<ul style="list-style-type: none"> • Define the key concepts related to ethics and profession • Describe the functions and roles of nursing regulatory body • Explain the nursing code of conduct. 	<ul style="list-style-type: none"> • Perform the nursing code of conduct. 	<ul style="list-style-type: none"> • Comply with nursing regulatory body obligations • Appraise the implementation of code of conduct. 	<ol style="list-style-type: none"> 1. Introduction to the professional code of conduct 2. Nursing code of conduct. 3. Purpose of the professional code of conduct 	<ul style="list-style-type: none"> • By watching a video on nursing regulatory body functions, discuss their importance to the nursing practice • Using case studies on nursing code of conduct, discuss its importance.

Links to other subjects: Fundamentals of Nursing

Assessment criteria: learner can defend the nursing code of conduct

Materials: projectors, screen, computer and video CD, and written case studies

Topic area: Ethics			Sub-topic area: Scope of practice	
S4 Ethics and professional code of conduct		Unit 3: Associate nurse scope of practice		Number of Periods: 4
Key Unit Competency: Learner will able to perform work within the scope of associate nursing practice				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> • Explain the scope of practice of an associate nurse • Enumerate the role of the associate nurses in the society. 	<ul style="list-style-type: none"> • Clarify the scope of practice of an associate nurse. 	<ul style="list-style-type: none"> • Appreciate the scope of nursing practices • Respect the role of the associate nurse in variety of settings. 	<ol style="list-style-type: none"> 1. Definitions of key concepts 2. Role of the associate nurses. 3. Scope of practice of an associate nurse 	<ul style="list-style-type: none"> • Using case studies on nursing scope of practice, discuss in small group the boundaries of an associate nurse during professional practice • By watching a video on roles of nurses, discuss their varieties in different settings.
Links to other subjects: Fundamentals of Nursing				
Assessment criteria: learner can provide care within her/his scope of practice				
Materials: projectors, screen, computer and video CD, and ritten case studies				

Topic area: Ethics			Sub-topic area: Dilemmas in nursing practice	
S4 Ethics and professional code of conduct		Unit 4: Ethical issues in healthcare		Number of Periods: 5
Key Unit Competency: To be able to demonstrate good decision making when faces the dilemma in nursing practice				
Learning Objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> • Describe ethical principles • Enumerate ethical issues in nursing profession • Explain dilemmas in nursing practice. 	<ul style="list-style-type: none"> • Demonstrate good judgment when making clinical decisions. 	<ul style="list-style-type: none"> • Appreciate ethical principles in provision of care • Recognize ethical issues and dilemmas in nursing practice. 	<ol style="list-style-type: none"> 1. Ethical principles in nursing practice 2. Ethical issues in nursing profession 3. Health system and ethical challenges 	<ul style="list-style-type: none"> • Using case studies on dilemmas in nursing practice, discuss in groups the appropriate decision to be made to handle the case of an ethical dilemma involving a dying patient. • After watching a video on nursing practices, discuss in groups the ethical issues encountered in the case.
Links to other subjects: Fundamental of Nursing				
Assessment criteria: learner can demonstrate good decision making when faces the dilemma in nursing practice				
Materials: projectors, screen, computer and video CD, and written case studies				

3.3. Ethics and professional code of conduct subject for S 5

3.3.1. Key competences at the end of S 5

- At the end of S5, the learner will have achieved the following main competences:
- Support and promote the health, wellbeing, rights and dignity of individuals, groups, communities and populations;
- Fully understand her/his various roles, responsibilities and functions, and adapt her/his practice to meet the changing needs of individuals, groups, communities and populations;
- Understand the roles and responsibilities of other health and social care professionals, and seek to work with them collaboratively for the benefit of all who need care;
- Practice recognizing the limits of her/his competence and knowledge. They reflect on these limits and seek advice from, or refer to, healthcare professionals as needed; and

Fully understand the roles and differences of professional regulatory bodies and associations.

3.3.2. Table Units for S 5

Topic area: Legal framework			Sub-topic area: Implication of nursing practice	
S5 Ethics and professional code of conduct	Unit 1: Legal issues in Nursing		Number of Periods: 6	
Key Unit Competency: To be able to explain effectively the good and bad nursing practices				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and Values		

<ul style="list-style-type: none"> Define the concepts of good and bad nursing practices 	<ul style="list-style-type: none"> Differentiate good and bad nurse practices Compare the terms malpractice and negligence. 	<ul style="list-style-type: none"> Acknowledge nursing responsibilities related to consent form 	<ol style="list-style-type: none"> 1. Identification of good and bad nurse practices 	<ul style="list-style-type: none"> By watching a video on the healthcare provision, discuss in groups the malpractice and negligence found in clinical areas.
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<ul style="list-style-type: none"> Identify good and bad nurse practices Outline the potential consequences of tampering with a nursing document. Describe the processes of legal professionals use to detect interfering issues in nursing documentations. 	<ul style="list-style-type: none"> Compare nursing responsibilities related to consent in non-life-threatening versus emergency room situations. Relate the basic legal considerations of the Good Samaritan laws and how they apply to the nursing profession. Explain the right time to disclose clinical information Utilize the processes legal professionals use to detect interfering issues in nursing documents. 	<ul style="list-style-type: none"> Recognize processes legal professionals may use to detect interfering issues in nursing documents. 	<ol style="list-style-type: none"> 2. Concepts of malpractice, negligence. 3. Legal issues in nursing practice 4. Legal Sanctions in nursing practice 5. Disclosure of clinical information. 	<ul style="list-style-type: none"> Using case studies, discuss in groups the role of appropriate nursing documentation.
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Links to other subjects: Fundamentals of Nursing

Assessment criteria: learner can determine the implication of good and bad nursing practice

Materials: projectors, screen, computer and video CD, written case studies, school library, and e-library

Topic area: Legal framework			Sub-topic area: Ethical principles	
S5 Ethics and professional code of conduct		Unit 2: Legal principles in Nursing		Number of Periods: 5
Key Unit Competency: Learner will be able to effectively use ethical principles during nursing practice				
Learning Objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> Define legal principles in nursing area Identify legal principals in nursing Explain the concepts of beneficence, non-maleficence, autonomy, Justice, accountability, fidelity, and veracity. 	<ul style="list-style-type: none"> Compare legal principles in healthcare provision Contrast legal principles in healthcare provision Apply ethical principles for best healthcare outcomes. 	<ul style="list-style-type: none"> Respect clients 'rights, privacy and confidentiality Recognize personal and professional consequences for own actions Acknowledge clients' autonomy Demonstrate faithful behavior when providing care. 	<ul style="list-style-type: none"> Concepts of law and Legal principles Beneficence, Non-maleficence and Empathy Self-determination, Justice and Veracity Autonomy, accountability and fidelity 	<ul style="list-style-type: none"> By watching a video on the healthcare provision, discuss in small groups the ethical principles used in practice Using case studies, discuss in small groups on the importance of ethical principles in nursing practice. Role play on good and bad nursing practice.
Links to other subjects: Fundamentals of Nursing				
Assessment criteria: learner will be able to use ethical principles during nursing practice				
Materials: projectors, screen, computer and video CD, written case studies school library, and e-library				

Topic area: Legal framework			Sub-topic area: Nursing responsibilities and obligations	
S5 Ethics and professional code of conduct	Unit 3: Legal responsibilities in Nursing			Number of Periods: 3
Key Unit Competency: To be able to practice nursing in a standardized and responsible manner				
Learning Objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> • Define legal responsibilities in nursing • List common legal responsibilities in nursing • Explain legal responsibilities in nursing profession • Legal obligations in nursing professional. 	<ul style="list-style-type: none"> • Explain legal responsibilities in nursing profession • Carry out nursing procedures that are believed not to be harmful • Provide care for which he/she is qualified to do. 	<ul style="list-style-type: none"> • Recognize the legal responsibilities in nursing profession • Acknowledge the legal obligations in nursing professional. 	1. Functions of law 2. Legal obligations and responsibilities in nursing profession	<ul style="list-style-type: none"> • Using case studies, discuss in groups the importance of legal responsibilities in nursing profession • Using case studies, discuss in groups the importance of legal obligations in nursing profession.
Links to other subjects: Fundamentals of Nursing				
Assessment criteria: learner can demonstrate ability to abide to nursing practice responsibilities and obligations				
Materials: projectors, screen, computer, written case studies, school library, and e-library				

Topic area: Legal framework	Sub-topic area: Rights
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S5 Ethics and professional code of conduct	Unit 4: Client and patient	Number of Periods: 4
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Key Unit Competency: To be able to perform Clients’ rights and responsibilities when providing care

Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Define the concepts of client, patient and rights List the Clients and patients’ rights Explain Clients and patients’ responsibilities. 	<ul style="list-style-type: none"> Differentiate rights and responsibilities of clients’ and patients. 	<ul style="list-style-type: none"> Appreciate the clients’ and patients’ rights and responsibilities. 	<ol style="list-style-type: none"> Concepts of client, patient and rights to access health care Clients’ and patients’ rights: Clients’ and patients’ responsibilities: 	<ul style="list-style-type: none"> Using case studies, discuss in groups the implication of respect of Clients’ rights Role play on respect of clients’ and patient’ rights Using case studies, discuss in groups the Clients’ responsibilities.

Links to other subjects: Fundamentals of Nursing

Assessment criteria: learner can utilize clients’ rights and responsibilities when providing care

Materials: projectors, screen, computer, Flip chart of patient rights and responsibilities, Written case studies school library, and e-library

Topic area: Associations			Sub-topic area: Functions and roles of associations	
S5 Ethics and professional code of conduct		Unit 5: Professional Nursing associations		Number of Periods: 3
Key Unit Competency: To be able to explain functions and roles of professional nursing regulatory body				
Learning Objectives				
Knowledge and understanding	Skills	Attitudes and Values	Content	Learning Activities
<ul style="list-style-type: none"> Define the function of professional nursing and midwifery association List the role of the professional nursing and midwifery associations. 	<ul style="list-style-type: none"> Explain functions of the professional nursing and midwifery associations Explain roles of the professional nursing and midwifery associations. 	<ul style="list-style-type: none"> Appreciate function and role of professional nursing and midwifery association. 	<ol style="list-style-type: none"> Functions and roles of nursing regulatory body Functions of professional Nursing and midwifery union 	<ul style="list-style-type: none"> A guest speaker (member from nursing association) gives a presentation to the learners on functions and roles of professional Nursing associations.
Links to other subjects: Fundamentals of Nursing				
Assessment criteria: learner can explain functions and roles of professional nursing associations				
Materials: projectors, screen, computer, school library, and library				

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APPENDICES

Appendix A: WEEKLY TIME ALLOCATION FOR ASSOCIATE NURSING PROGRAM

No	Subjects	Weight	WEEKLY TIME ALLOCATION		
			S4	S5	S6
1	Fundamentals of Nursing *	11	7	7	7
2	Biology*	11	7	7	7
3	Chemistry*	11	7	7	7
4	Mathematics*	5	3	3	3
5	Physics*	10	6	6	6
6	Ethics and professional code of conduct*	1	1	1	0
7	Medical Pathology*	2	0	3	1
8	Surgical Pathology*	1	0	1	1
9	Pharmacology*	4	3	2	2
10	Maternal and Child health*	7	4	4	4
11	Individual learning	5	3	1	5
12	Clinical attachment*	13	6	7	10
13	Kinyarwanda	3	2	2	0
14	English*	6	4	4	4
15	French	2	1	1	1
16	Entrepreneurship	2	2	1	0
17	Citizenship	2	2	1	0

18	ICT	2	1	1	1
19	Sports/ Clubs	2	1	1	1
Total periods / week		100	60	60	60
Total number of contact/years			2340	2340	2340
Total number of contact hours/year (39 weeks)			1560	1560	1560

Appendix B: Ethics and Professional code of conduct Overview

Topic	Subtopic	Competences	
		Senior 4	Senior 5
Ethics	Professionalism	To be able to demonstrate characteristics of nursing profession when providing care to patient	
Ethics	Code of conduct	Learner will be able to perfectly apply the nursing code of conduct	
Ethics	Scope of practice	Learner will able to perform work under the scope of associate nursing practice	
Ethics	Dilemmas in nursing practice	To be able to demonstrate good decision making when faces the dilemma in nursing practice	
Legal framework	Implication of nursing practice		To be able to determine the implication of good and bad nursing practice

Legal framework	Ethical principles		Learner will be able to effectively use ethical principles during nursing practice
Legal framework	Nursing responsibilities and obligations		To be able to practice nursing in a standardized and responsible way
Legal framework	Rights		To be able to utilize Clients' rights and responsibilities when providing care
Associations	Functions and roles of associations		To be able to explain functions and roles of professional Nursing associations