

ETHICS AND PROFESSIONAL CODE OF CONDUCT

**TEACHER'S GUIDE SENIOR 4
ASSOCIATE NURSING PROGRAM**

First Edition

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FOREWORD

Dear Teacher,

The Rwanda Basic Education Board is pleased to present this Teacher's Guide for the Associate Nursing Program. This guide is designed to support competence-based teaching and ensure consistency in delivering the Ethics and professional code of conduct. The Rwandan educational philosophy aims to help student-associate nurses achieve their full potential, preparing them to address community health needs and pursue career opportunities.

To enhance education quality, the government of Rwanda emphasizes the alignment of teaching materials with the syllabus. Effective teaching relies on the relevance of content, pedagogical approaches, assessment strategies, and instructional materials. The guide focuses on activities that promote learning, allowing students to develop ideas and make discoveries.

In a competence-based curriculum, learning involves actively building knowledge and skills through activities, scenarios, and real-life applications. Your role as a teacher includes:

- Planning lessons and preparing teaching materials.
- Organizing group discussions and collaborative learning.
- Engaging students through active learning methods such as inquiry, research, and group work.
- Supporting and facilitating the learning process by valuing student contributions and guiding them towards integrating their findings.

This guide is divided into three parts:

- 1) Explains the book's structure and provides methodological guidance.
- 2) Offers sample lesson plans for reference.
- 3) Provides detailed teaching guidance for each concept in the student book.

Although the guide includes answers to student book activities, please review each question and activity before assessing student responses.

I extend my gratitude to everyone involved in developing this guide, including the Ministry of Health, University of Rwanda, and other institutions. Special thanks go to faculty members, nurses, midwives, teachers, illustrators, designers, Health Workforce development staff/MoH, and REB staff for their dedicated work.

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PART I. GENERAL INTRODUCTION

1.0 About the teacher's guide

This book is a teacher's guide for ethics and professional code of conduct subject, for senior four of the Associate Nursing program. It is designed to accompany student's book and intends to help teachers in the implementation of competence-based curriculum specifically for Ethics and Professional Code of Conduct syllabus. As the name articulates, it is a guide that teachers can refer to when preparing their lessons. Teachers may prefer to adopt the guidance provided but they are also expected to be more creative and consider their specific classes' contexts and prepare the lessons accordingly.

1.1 The structure of the guide

This section presents the overall structure, the unit and sub-heading structure to help teachers to understand the different sections of this guide and what they will find in each section. The whole guide has three main parts as follows:

Part I: General Introduction.

This part provides general guidance on how to develop the generic competences, how to integrate cross cutting issues, how to cater for students with special educational needs, active methods and techniques of Ethics and professional code of conduct and guidance on assessment.

PART II: SAMPLE LESSON PLAN

This part provides a sample lesson plan, developed and designed to help the teacher develop their own lesson plans.

PART III: UNIT DEVELOPMENT

This is the core part of the guide. Each unit is developed following the structure below. The guide ends with references.

Each unit is made of the following sections:

- **Unit title:** from the syllabus
- **Key unit competence:** from the syllabus
- **Prerequisites (knowledge, skills, attitudes and values):** this section indicates knowledge, skills and attitudes required for the success of the unit. The competence-based approach calls for connections between units/topics within a subject and interconnections between different subjects. The teacher will find an indication of those prerequisites and guidance on how to establish connections.

- **Cross-cutting issues to be addressed:** this section suggests cross cutting issues that can be addressed depending on the unit content. It provides guidance on how to come up with the integration of the issue. Note that the issue indicated is a suggestion; teacher is free to take another cross-cutting issue taking into consideration the learning environment.
- **Guidance on the introductory activity:** each unit starts with an introductory activity in the teacher’s book. This section of the teacher’s guide provides guidance on how to conduct this activity and related answers. Note that students may not be able to find the right solution but they are invited to predict possible solutions or answers. Solutions are provided by students gradually through discovery activities organized at the beginning of lessons or during the lesson.
- **List of lessons/sub-heading:** this section presents in a table suggestion on the list of lessons, lesson objectives copied or adapted from the syllabus and duration for each lesson. Each lesson /subheading is then developed.
- **End of each unit:** at the end of each unit the teacher provides the following sections:
 - Summary of the unit: which provides the key points of content developed in the teacher’s book.
 - Additional information: which provides additional content compared to the student book for the teacher to have a deeper understanding of the topic.
 - End unit assessment: which provides answers to questions of the end unit assessment in the teacher’s book and suggests additional questions and related answers to assess the key unit competence.
 - Additional activities: remedial, consolidation and extended activities. The purpose of these activities is to accommodate each student (slow, average and gifted) based on the end of unit assessment results.

1.1.1 Structure of each sub heading

Each lesson/sub-heading is made of the following sections:

- Lesson #:
- Prerequisites/Revision/Introduction: this section gives a clear instruction to teacher on how to start the lesson.
- Teaching resources: this section suggests the teaching aids or other resources needed in line with the activities to achieve the learning objectives. Teachers are encouraged to replace the suggested teaching aids by the available ones in their respective schools and based on learning environment.
- Learning activities: this section provides a short description of the methodology and any important aspect to consider. It provides also answers to learning activities with cross reference to student’s book.

- Exercises/application activities: this provides questions and answers for exercises/ application activities.

1.2. Methodological guidance

1.2.1 Developing competences

Since 2015 Rwanda shifted from a knowledge based to a competence-based curriculum for pre-primary, primary and general secondary education. For the Associate Nursing Program, it is in 2021 that, the competence-based curriculum was introduced. This calls for changing the way of learning by shifting from teacher centered to a learner centered approach.

Teachers are not only responsible for knowledge transfer but also for fostering teacher’s learning achievement, and creating safe and supportive learning environment. It also implies that students have to demonstrate what they are able to do using the knowledge, skills, values, and attitudes acquired in a new, different, or given situation.

The competences developed through learning activities are learner-centered rather than in the traditional didactic approach. The students are evaluated against set standards to achieve before moving on. In addition to specific subject competences, students also develop generic competences which are transferable throughout a range of learning areas and situations in life.

The table 1.2.1 shows how generic competences can be developed in ethics and professional code of conduct.

Table 1.2.1. Competences

Generic competence	Examples of activities that develop generic competences
Critical thinking	<ul style="list-style-type: none"> • Describe the relationship and interdependence of sciences • Observe, record, interpret data recorded during professional practice. • Identify and use the applications of ethics and professional code of conduct concepts to solve problems of life and society
Research and Problem solving	<ul style="list-style-type: none"> • Research using internet or books from the library • Use a questionnaire for data collection during field visit
Innovation and creativity	Identify local problems related to ethics and professional code of conduct and ways to resolve them

Cooperation, Personal and Interpersonal management and life skills	<ul style="list-style-type: none"> • Working in Pair • Small group work • Large group work
Communication	<ul style="list-style-type: none"> • Organize and present in writing and verbally a complete and clear report • Observe, record, interpret the results of a client measurement accurately • Use appropriate formats such as tables, graphs and diagrams
Lifelong learning	<ul style="list-style-type: none"> • Exploit all opportunities available to improve knowledge and skills. • Reading scientific journals to keep updated

1.2.2. Addressing cross cutting issues

Among the changes in the competence-based curriculum is the integration of cross-cutting issues as an integral part of the teaching-learning process since they relate to and must be considered within all subjects to be appropriately addressed. The eight cross-cutting issues identified in the national curriculum framework are: genocide studies, environment and sustainability, gender, Comprehensive Sexuality Education (CSE), Peace and Values Education, Financial Education, Standardization Culture, and Inclusive Education.

Some cross-cutting issues may seem specific to particular learning areas or subjects, but the teacher needs to address all of them whenever an opportunity arises. In addition, students should always be given an opportunity during the learning process to address these cross-cutting issues both within and outside of the classroom so as to progressively develop related attitudes and values.

Below are examples of how cross-cutting issues can be addressed in Ethics and professional code of conduct:

Table 1.2.2. Cross cutting issues

Cross-cutting issues	Examples on how to integrate the cross-cutting issues
Inclusive education	This unit on ethics and the professional code of conduct will prepare a health professional who will receive and respect all people seeking health services, regardless of their different backgrounds, including physical or psychological impairments. These individuals may be patients, clients, colleagues, or visitors who will be welcomed in health settings..

During teaching, ensure that learners with special needs are included throughout the course delivery. For example, there may be learners with visual impairments, hearing impairments, or physical disabilities.

For learners with visual impairments, the teacher must ensure that they occupy the front seats in class, and they should be encouraged to report if they cannot see well what is written or presented. In the case of class activities, these students may be grouped with others who have good vision, and if there are printed activities, ensure that larger font sizes are used.

For learners with hearing impairments, these students must be included in the learning process. In this context, the teacher needs to speak loudly, help the learners occupy the front seats, and assess the degree of hearing impairment so that some may be guided to healthcare settings to receive medical care. Written points help students with visual impairment, and speaking aloud helps students with hearing impairment. Remember to repeat the main points of the lessons.

Finally, for learners with physical disabilities, the teacher needs to assess the degree of impairment and check if it will be compatible with the professional requirements in later life or throughout the studies. To include such learners, the teacher must orient them on the requirements of the profession and encourage them to arrive in class ahead of time to meet the course start time.

It is the responsibility of the teacher and teaching team to ensure that all learners with a diversity of disabilities are included in the learning process. Special considerations will be made for each category of learners with special needs, and they will be involved in all activities without any bias. The teacher should allow a student with a physical disability (using a wheelchair) to take notes or lead the team during an experiment

<p>Gender</p>	<p>The unit will prepare a health professional capable to communicate and interact with other professionals effectively with respect and courteous attitude towards clients and colleagues regardless of gender background.</p> <p>Emphasize to learners that anybody irrespective of their gender can contribute to professional development of nursing. The example is Florence Nightingale the founder of nursing profession. The teachers should ensure that during different class activities, both boys and girls participate equally in all activities. They should bear in mind that all learners have an equal role in the smooth running of the class learning activities, and that the leaders of the class or group activities may be either female or male.</p> <p>The teacher will involve both girls and boys in all activities: No activity is reserved only to girls or boys. Teacher should ensure equal participation of both girls and boys during learning activities, as well as during cleaning and tidying up related activities after experiments.</p>
<p>Comprehensive sexuality education (HIV/ AIDS, STI, Family planning, Gender equality and reproductive health)</p>	<p>A future health professional will need sexuality education to enable him/her to help patients and colleagues about prevention and management of sexual issues like sexual violence or harassment which can arise at home or workplace. Comprehensive sexuality education which is age appropriate, gender sensitive and life skills based can provide young people with the knowledge and skills to make informed decisions about their sexuality and life style. Preparing young people for the transition to adulthood has been one of humanity's great challenges with human sexuality and relationships at its core. Few young people receive adequate preparations for their sexual lives. This leaves them potentially vulnerable to coercion, abuse and exploitation. Comprehensive sexuality education supports a rights-based approach in which values such as respect, acceptance tolerance, equality, empathy and reciprocity are inextricably linked to universally agreed human right. For example, a health care professional can receive a patient who encountered a gender-based violence and needs support in health care setting..</p>

<p>Peace and Educational Values</p>	<p>The unit of ethics and professional code of conduct will enhance values among health professionals to be people of values who build a culture of peace while exercising their professional expertise. Those values will be personal, professional and cultural to enable a professional to inspire an atmosphere of trust for clients and public.</p> <p>Peace is clearly critical for society to flourish and for every individual to focus on personal achievements and their contribution to the success of the nation. Educational values form a key element of the strategy for ensuring young people recognize the importance of contributing to society, working for peace and harmony and being committed to avoiding conflict.</p> <p>For example, a health professional will create a peaceful environment and avoid conflicts with colleagues.</p> <p>During group activities, debates and presentations, the teacher will encourage students to help each other and respect opinions of colleagues. .</p>
<p>Standardization culture</p>	<p>Standardization culture develops learner’s understanding of the importance of standards as a pillar of economic development and in the practices, activities and lifestyle of the citizens. It is intended that the adoption of standardization culture should have an impact upon health improvement, economic growth, industrialization, trade and general welfare of the people.</p> <p>A health professional, will develop a culture to adhere to the standards and quality principles while providing health care services.</p> <p>A health professional will respect standards of quality in providing care to patients. Those include but not limited to respecting aseptic procedures, using sterile materials and instruments, as well as using safe drugs (not expired), and respecting the supply chain regulation.</p> <p>For tasks involving drug calculations, they always have to accurately calculate the doses of medications.</p>

<p>Environment and sustainability</p>	<p>Health professionals will be exemplary citizens in regards to environment protection starting by the patient`s environment which have to be clean and free of harmful substances to patients or colleagues. They have to get and develop skills and attitudes that will guide them to address the environment and climate change issues and to have a sustainable livelihood. Help the learners to know maximum skills and attitudes on the environmental sustainability and to be responsible in caring for students` environment.</p> <p>The Waste management is important in the hospital to prevent the release of infectious and harmful substances to people and environment. They include biological and chemical products. All the wastes including sharp materials (needles) should be evacuated in appropriate containers and treated according to the hospital guidelines.</p>
<p>Financial Education</p>	<p>A health professional will need financial literacy to be able to manage financial resources within the health facility. He/she should develop the culture of honesty in regard to money. A health professional should not be money oriented but patient centered. However, financial education will provide to health professionals proper and honest ways of earning, spending, saving, borrowing and investing for health promotion, development of self, profession and the country.</p>
	<p>When caring for patients, health professionals should use drugs and consummables efficiently to avoid waste of resource</p>

1.2.3 Attention to special need educational to each subject

In the classroom, students learn in different ways depending on their learning pace, needs, or any other special challenges they might have. However, the teacher has the responsibility to know how to adapt their methodologies and approaches in order to meet the learning needs of each student in the classroom. Additionally, the teacher must understand that students with special needs will be taught differently or need some accommodations to enhance their learning environment. This will be done depending on the subject and the nature of the lesson.

In order to create a well-rounded learning atmosphere, the teacher needs to:

- Remember that students learn in different ways, so they must offer a variety of activities (e.g., role-play, music and singing, word games and quizzes, and outdoor activities).
- Maintain an organized classroom and limit distractions. This will help students with special needs stay on track during the lesson and follow instructions easily.
- Vary the pace of teaching to meet the needs of each student. Some students process information and learn more slowly than others.
- Break down instructions into smaller, manageable tasks. Students with special needs often have difficulty understanding long-winded or multiple instructions at once. It is better to use simple, concrete sentences in order to help them understand what you are asking.
- Use clear, consistent language to explain the meaning and demonstrate or show pictures if you introduce new words or concepts.
- Make full use of facial expressions, gestures, and body language.
- Pair a student who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not overprotective and does not do everything for the student. Both students will benefit from this strategy.
- Use multi-sensory strategies. As all students learn in different ways, it is important to make every lesson as multi-sensory as possible. Students with learning disabilities might have difficulty in one area while excelling in another. For example, use both visual and auditory cues.

Below are general strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each student is unique with different needs and should be handled differently.

d. Strategy to help students with developmental impairment:

- Use simple words and sentences when giving instructions.
- Use real objects that the student can feel and handle, rather than just working abstractly with pen and paper.

- Break a task down into small steps or learning objectives. The student should start with an activity that s/he can do already before moving on to something that is more difficult.

- Gradually give the student less help.

- Let the student work in the same group with those without disability.

e. Strategy to help students with visual impairment:

- Help students to use their other senses (hearing, touch, smell and taste) to play and carry out activities that will promote their learning and development.

- Use simple, clear and consistent language.

- Use tactile objects to help explain a concept.

- If the students have some sight, ask them what they can see. Get information from parents/caregivers on how the student manages their remaining sight at home.

- Make sure the student has a group of friends who are helpful and who allow the students to be as independent as possible.

- Plan activities so that students work in pairs or groups whenever possible.

f. Strategy to help students with hearing impairment:

- Strategies to help students with hearing disabilities or communication difficulties

- Always get the students attention before you begin to speak.

- Encourage the student to look at your face.

- Use gestures, body language and facial expressions.

- Use pictures and objects as much as possible.

- Ask the parents/caregivers to show you the signs they use at home for communication use the same signs yourself and encourage other students to also use them.

- Keep background noise to a minimum.

g. Strategies to help children with physical disabilities or mobility difficulties:

- Adapt activities so that student who use wheelchairs or other mobility aids, or other students who have difficulty moving, can participate.

- Ask parents/caregivers to assist with adapting furniture e.g. The height of a table may need to be changed to make it easier for a student to reach it or fit their legs or wheelchair under.

- Encourage peer support friends can help friends.

- Get advice from parents or a health professional about assistive devices.

1.2.4 Guidance on assessment

Each unit in the teacher's guide provides additional activities to help students achieve the key unit competence. Results from assessment inform the teacher which student needs remedial, consolidation or extension activities. These activities are designed to cater for the needs of all categories of learners; slow, average and gifted learners respectively.

Assessment is an integral part of teaching and learning process. The main purpose of assessment is for improvement. Assessment for learning/ Continuous/ formative assessment intends to improve student-teachers' learning and teacher's teaching whereas assessment of learning/summative assessment intends to improve the entire school's performance and education system in general.

a. Continuous/ formative assessment

It is an ongoing process that arises out of interaction during teaching and learning process. It includes lesson evaluation and end of sub unit assessment. This formative assessment plays a big role in teaching and learning process. The teacher should encourage individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.

b. Summative assessment

The assessment done at the end of the term, end of year, is considered as summative. The teacher, school and parents are informed on the achievement of educational objectives and think of improvement strategies. There is also end of level/ cycle assessment in form of national examinations.

1.2.5. Student-teachers' learning styles and strategies to conduct teaching and learning process

There are different teaching styles and techniques that should be catered for. The selection of teaching method should be done with the greatest care and some of the factors to be considered are: the uniqueness of subjects, the type of lessons, the particular learning objectives to be achieved, the allocated time to achieve the objective, instructional available materials, the physical/sitting arrangement of the classroom, individual student teachers' needs, abilities and learning styles.

There are mainly four different learning styles as explained below:

a. Active and reflective learners

Active learners tend to retain and understand information best by doing something active with it, discussing or applying it or explaining it to others. Reflective learners prefer to think about it quietly first.

b. Sensing and intuitive learners

Sensing learners tend to like learning facts while intuitive learners often prefer discovering possibilities and relationships. Sensors often like solving problems by well-established methods and dislike complications and surprises; intuitive learners like innovation and dislike repetition.

c. Visual and verbal learners

Visual learners remember best what they see (pictures, diagrams, flow charts, time lines, films, demonstrations, etc.); verbal learners get more out of words (written and spoken explanations).

d. Sequential and global learners

Sequential learners tend to gain understanding in linear steps, with each step following logically from the previous one. Global learners tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly “getting it.”

1.2.6. Teaching methods and techniques that promote the active learning

The different student learning styles mentioned above can be catered for, if the teacher uses active learning whereby students are really engaged in the learning process.

What is Active learning?

Active learning is a pedagogical approach that engages students in doing things and thinking about the things they are doing. In active learning, learners are encouraged to bring their own experience and knowledge into the learning process.

The role of the teacher in active learning

- The teacher engages students through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.
- He/she encourages individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.
- He provides supervised opportunities for students to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Teacher supports and facilitates the learning process by valuing student-teachers' contributions in the class activities.

The role of learners in active learning

Learners are key in the active learning process. They are not empty vessels to fill but people with ideas, capacity and skills to build on for effective learning. A learner engaged in active learning:

- Communicates and shares relevant information with other learners through presentations, discussions, group work and other learner-centred activities (role play, case studies, project work, research and investigation)
- Actively participates and takes responsibility for their own learning
- Develops knowledge and skills in active ways
- Carries out research/investigation by consulting print/online documents and resourceful people, and presents their findings
- Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking
- Draws conclusions based on the findings from the learning activities.

Some active techniques that can be used in ethics and professional code of conduct

The teaching methods strongly emphasised in the Competence Based Curriculum (CBC) are active methods. Below are some active techniques that apply in sciences:

A. Practical work: The course of ethics and professional code of conduct does not require a practical session. However, students will learn practical skills using the role play and /or field visits where it is possible.

B. Research work

Each student or group of students will have to gather information from internet, available books in the library or ask experienced people and then the results are presented in verbal or written form and discussed in class.

C. Project work

Ethics and professional code of conduct students in groups or individually, are engaged in a self-directed work for an extended period of time to investigate and respond to a complex question, problem, or challenge. The work can be presented to classmates or other people beyond the school. Projects are based on real-world problems that capture learners' interest.

This technique develops higher order thinking as the students acquire and apply new knowledge in a problem-solving context.

D. Field trip

One of the main aims of teaching Ethics and professional code of conduct in Rwanda is to apply its knowledge for development. To achieve this aim we need to show to students the relationship between classroom science lessons and applied

sciences. This helps them see the link between science principles and technological applications.

To be successful, the field visit should be well prepared and well exploited after the visit:

Before the visit, the teacher and student:

- a. Agree on aims and objectives
- b. Gather relevant information prior to visit
- c. Brainstorm on key questions and share responsibilities
- d. Discuss materials needed and other logistical and administrative issues
- e. Discuss and agree on accepted behaviours during the visit
- f. Visit the area before the trip, if possible, to familiarise yourself with the place

After the visit, When students come back from trip, the teacher should plan for follow-up. The follow-up should allow students to share experiences and relate them to the prior science knowledge.

This can be done in several ways, either Students write a report individually or in groups, and submit it to the teacher for marking. Then after the teacher facilitates the trip feedback and discussions among students for common understanding.

After three or four presentations, the teacher can decide to engage the class for interventions.

Main steps for a lesson in active learning approach

All the principles and characteristics of the active learning process highlighted above are reflected in steps of a lesson as displayed below. Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that students are involved in the learning process.

Below are those main parts and their small steps:

1) Introduction

Introduction is a part where the teacher makes connection between the current and previous lesson through appropriate technique. The teacher opens short discussions to encourage students to think about the previous learning experience and connect it with the current instructional objective. The teacher reviews the prior knowledge, skills and attitudes which have a link with the new concepts to create good foundation and logical sequencing.

2) Development of the new lesson

The development of a lesson that introduces a new concept will go through the following small steps: discovery activities, presentation of students' findings, exploitation, synthesis/summary and exercises/application activities, explained below:

* **Discovery activity**

Step 1

- The teacher discusses convincingly with students to take responsibility of their learning
- He/she distributes the tasks/activities and gives instructions related to the tasks (working in groups, pairs, or individual to instigate collaborative learning, to discover knowledge to be learned)

Step 2

- The teacher let the students work collaboratively on the task.
- During this period the teacher refrains to intervene directly on the knowledge
- He/she then monitors how the students are progressing towards the knowledge to be learned and boost those who are still behind (but without communicating to them the knowledge).

* **Presentation of student's productions**

- In this episode, the teacher invites representatives of groups to present the student-teachers' productions/findings.
- After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of the student-teachers' productions.

* **Exercises/Application activities**

- Exercises of applying processes and products/objects related to learned unit/ sub-unit
- Exercises in real-life contexts
- Teacher guides students to make the connection of what they learnt to real life situations. At this level, the role of teacher is to monitor the fixation of process and product/object being learned.

3) Assessment

In this step the teacher asks some questions to assess achievement of instructional objective. During assessment activity, students work individually on the task/activity. The teacher avoids intervening directly. In fact, results from this assessment inform the teacher on next steps for the whole class and individuals. In some cases, the teacher can end with a homework or assignment.

Part II : Sample Lesson Plan

Term	Date	Subject	Class	Unit No.	Lesson No	Duration	Class Size
1	27/10 /2021	Ethics and professional code of conduct	S 4	2	1 of 5	40 Minutes	30 Students
Type of Special Educational Needs and number of learners					The teacher will assess if there are students with special needs and take appropriate measures. These may include mild vision impairment, hearing impairment, among other conditions. The teacher must identify these students in order to help them.		
Topic area				Ethics			
Sub-topic area				Code of conduct			
Unit Title				Ethics and professional code of conduct			
Key Unit Competence				Apply the nursing code of conduct			
Title of the Lesson				Introduction to the professional code of conduct			
Plan for this class (location: in / outside)				In the Class A.07			
Instructional Objectives				By the end of the lesson, the student should be able to correctly explain the Nurses' professional Code of Conduct and the main domains included in this code.			
Learning Materials				Case studies on nurse's conduct, Videos, images , field visit in health facilities			

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Timing for each step	Description of teaching and learning activity: The activities of this lesson will be conducted in the classroom.		Competences and crosscutting issues to be addressed.
	Teacher's activities	Learner's activities	
1.Introduction 5 Minutes	<p>Introduce the lesson by explaining to students that Nursing is among the noble profession worldwide and it requires adherence to professional code of conduct.</p> <p>Ask to students some questions related to Nursing profession in general :</p> <ul style="list-style-type: none"> • How would you define a nurse? • What did you notice about nurses` attitude towards clients? • What are the qualities of a good nurse? • How do you define professional code of conduct and ethics? 	<p>- Listen to the questions and provide possible answers</p> <p>-Listen attentively teacher's explanation of key concepts and ask for more clarification if needed</p>	<p>Competences:</p> <p>Critical thinking through answering questions</p> <p>Communication skills</p>
Development of the lesson: in 25 minutes			

<p>2.1. Discovery activity</p>	<ul style="list-style-type: none"> • Ask students to identify the reasons for having a code of conduct. • Ask them if they have observed the behavior of nurses when they care for patients. • Ask them to explain the importance of collaboration among nurses. • Confirm the answers which are correct, and give additional information on incomplete answers. 	<ul style="list-style-type: none"> • Students follow the lesson in interactive manner by giving answers about how they perceive each aspect presented and how they perceive its practice 	<p>Competences:</p> <ul style="list-style-type: none"> • Critical thinking • Observation • Communication • Collaboration with the teacher <p>Crosscutting issues:</p> <ul style="list-style-type: none"> • Gender equality at all level of the course • Lifelong learning • Peace and values • Financial education • Inclusive education
<p>2.2 Presentation of the content summary</p>	<p>After students' answers, give the right definition of the professional code of conduct, the domains covered by the code, and specify them: conduct of a nurse towards clients, conduct of a nurse towards her/his duty, and conduct of the nurse with her/his colleagues</p>	<ul style="list-style-type: none"> • Listen attentively to the teacher' explanation • Ask questions for better understanding 	<p>Communication skills</p> <p>Analysis</p>

2.3. Exploitation of the content	<ul style="list-style-type: none"> • Ask the students if the content is clear and relevant to them as future health professionals. • Give more clarification where needed. 	<ul style="list-style-type: none"> -Give comments on the content -Capture the corrections or opinions of the teacher 	Communication
2.4. Conclusion: In 5 minutes	<ul style="list-style-type: none"> • Summarize the knowledge learned about code of conduct • Give more clarifications on the content • Provide the harmonized content. 	<ul style="list-style-type: none"> - Listen to clarifications provided by the teacher -Take note of summary 	<ul style="list-style-type: none"> • Observation • Critical thinking
3. Assessment: in 5 minutes	<ul style="list-style-type: none"> • Invite each student to work on self-assessment questions indicated in student's textbook on 2.1 • Add needful clarifications • Thank students for active collaboration 	Answer to the questions on self-assessment in student's textbook on 2.1	Competences: <ul style="list-style-type: none"> • Lifelong learning • Critical thinking
Comments on the lesson delivery			

PART III: UNIT DEVELOPMENT

1.1 Key Unit competence

Demonstrate characteristics of nursing profession, while providing care to patient

1.2 Prerequisite (knowledge, skills, attitudes and values)

The student will have competences learned from citizenship, whereby the related learning outcomes for citizenship will be recalled: human rights, citizen duties and responsibilities, family and personal values. The knowledge of nursing theories provided in the unit of Fundamentals of Nursing especially the theory of Virginia Henderson that explain the basic needs of the person and Hildegard Peplau that explain the interpersonal relations in nursing and how they affect the relationship between nurse and patient and have influence on the outcomes of the care given to the patient.

1.3. Cross-cutting issues to be addressed

a. Inclusive education

This unit of ethics and professional code of conduct, will prepare a health professional who will be capable to receive and respect all people who will come to seek health services and who will have different background and possibly presenting any physical or psychological impairment. Those will be patients, clients, colleagues or visitors who will be received warmly in the health settings.

b. Gender education

The unit will prepare a health professional capable to communicate and interact with other professionals effectively with respect and courteous attitude towards clients and colleagues regardless of their gender background.

Teachers will emphasize to learners that anybody irrespective of their gender can contribute to professional development of nursing. The example is Florence Nightingale the founder of nursing profession. They will make sure that during different class activities, both boys and girls shares and participate equally in all activities. Furthermore, they should bear in mind that they all have equal role in the smooth running of the class session, and that the leaders of the class or group activities may be of either female or male gender.

c. Environment and sustainability

Health professionals will be exemplary people in regards to environment protection starting by the patient environment which should be clean and free of harmful

substances that can make patients or colleagues in danger. They will also get skills and attitudes that will enable them in their everyday life to address the environment and climate change issues and to have a sustainable livelihood. Help the learners to know maximum skills and attitudes on the environmental sustainability and to be responsible in caring for students' environment. For example, The Waste management is important in the hospital to prevent the release of infectious and harmful substances to people and environment.

d. Comprehensive sexuality education (HIV/AIDS, STI, Family planning, Gender equality and reproductive health)

A future health professional will need sexuality education to enable him/her to help patients and colleagues about prevention and management of sexual issues like sexual violence or harassment which can arise at the family or professional level. Comprehensive sexuality education which is age appropriate, gender sensitive and life skills based can provide young people with the knowledge and skills to make informed decisions about their sexuality and life style. Preparing children and young people for the transition to adulthood has been one of humanity's great challenges with human sexuality and relationships at its core. Few young people receive adequate preparations for their sexual lives. This leaves them potentially vulnerable to coercion, abuse and exploitation. Comprehensive sexuality education supports a rights-based approach in which values such as respect, acceptance tolerance, equality, empathy and reciprocity are inextricably linked to universally agreed human right. For example, a health care professional can receive a patient who encountered a gender-based violence and who need support in health care setting.

e. Peace and Values Education

The unit of ethics and professional code of conduct will enhance values among health professionals to be people of values who build a culture of peace while exercising their professional expertise. Those values will be personal, professional and cultural to enable a professional to inspire an atmosphere of trust for clients and public.

Peace is clearly critical for society to flourish and for every individual to focus on personal achievement and their contribution to the success of the nation. Values education forms a key element of the strategy for ensuring young people recognize the importance of contributing to society, working for peace and harmony and being committed to avoiding conflict. For example, a health professional will create a peaceful environment and avoid conflicts with colleagues.

f. Financial Education

A health professional will need financial education to be capable to manage financial resources within the health institution and raise a culture of being honest regarding the money. A health professional should not be money oriented but patient centered. However, financial education will provide to professionals proper and honest ways of earning, spending, saving, borrowing and investing for health promotion, development of the profession and the country.

It makes a strong contribution to the wider aims of education. It aims at a comprehensive financial education program as a precondition for achieving financial inclusion target and improves the financial capability of citizens. Financial education has a key role of not only improving knowledge of personal but also transforming this knowledge into action. It provides the tools for sound money management practices and encourages financial behaviors that enhance their overall economic wellbeing. For example, a group of health professional can design a project and seek funds in order to improve the maternal and child health.

g. Standardization Culture

The health professional, will develop a culture to adhere to the standards and quality principles while providing health care services. Standardization culture develops learner's understanding of the importance of standards as a pillar of economic development and in the practices, activities and lifestyle of the citizens. It is intended that the adoption of standardization culture should have an impact upon health improvement, economic growth, industrialization, trade and general welfare of the people. For example, a health professional will respect standards of quality in providing care to patients. Those include: respecting aseptic procedures using sterile materials and instruments, using safe drugs (not expired), respecting cold chain in vaccination process, etc.

1.4. Guidance on the introductory activity

It is important that health professionals acquire knowledge, skills and attitudes that will enable them to provide quality care and adhere to the high standards of professionalism in healthcare settings. The teacher's guide should provide guidance on how to conduct this activity, include answers, as well as offer a cross-reference to the student's book. Learners may not be able to find the right solutions but they are invited to predict possible solutions or answers. The Solutions are provided by learners gradually through discovery activities organized at the beginning of the lessons or during the lessons.

This introductory activity on the professionalism helps the learners to get prepared for the unit. It provides to the learners the minimum knowledge, skills and attitude expected from them upon completion of the unit. The teacher will orient the

students on the introductory activity, guide them as they go through the questions, while working in groups. They should know that each group has to present and facilitate the discussions, while others should follow attentively and complement their colleagues.

The progress in the learning is gradual. At this point, there are no right or wrong answers as learners will gradually get more appropriate answers progressively as they go through the unit.

This introductory activity is intended to:

- Motivate the students to learn about common professions
- Stimulate the students to search more information on the qualities of health professionals
- To rise the curiosity on the content to cover as it relates to nursing profession and associate nursing.

Teacher's activities:

The teachers are encouraged to promote learning in small groups or pairs of learners and provide learners with an introductory activity, give clear instructions to the activity, ask a determined number of students to present their findings after reading, while others are following. The teacher will be providing the guidance as needed, and will ensure that learners with different levels of knowledge and understanding are mixed. The teacher also has a responsibility to help learners with special needs. The activities of the teacher will include the following:

- Ask learners to work individually, in pairs, or in small groups on learning activities in their student books. Provide the necessary materials to the learners or guide them on where they can obtain the materials.
- Move around in silence to monitor if they are experiencing any problems. In the case of small groups, ensure that gender considerations are taken into account, and no one is excluded based on gender. Remember to assist those who are struggling, but without giving them the answers.
- Randomly invite 3-4 students to present their findings to the rest of the class. Ask other students to carefully follow the presentations. Those who are not presenting should listen attentively without disturbing and should applaud the presenters afterward.
- Note the students' ideas on the chalkboard or flip chart. Tick the correct answers, correct the incorrect ones, and complete the incomplete answers. If students still have any unclear aspects of the lesson, make sure to address any questions or challenges they encounter.
- Guide the students to make notes in their books by referring to the learners' book, harmonize the content, and conclude with the knowledge learned.

Answers for the introductory activity 1.0

- 1) To share patient information, continuity of care, quality care improvement
- 2) Delays in treatment or procedure, prolonged treatment or procedure; lack of monitoring information given on clinical assessment, patient deterioration, medications errors, patient falls, injury, putting infants at risk of infection
- 3) Doctors, nurses and allied health professionals, including physiotherapists, social workers, pharmacists, dietitian and midwives
- 4) Dentists, anesthesiologists, public health officers...
- 5) Responsibility, accountability, time management, empathy, communication and collaboration...

1.5. List of lessons/sub-headings including assessments

No of lessons	Lesson title	Learning objectives (Knowledge, skills and attitudes)	Number of Periods
1	1.1 Concept of professionalism and profession	Define the terms professionalism, profession	1
2	1.2 Common professions	Explain the common professions and their functions	1
3	1.3 Characteristics of an associate nurse	Differentiate professional nurse and associate nurse	1
4	1.4 Professionalism	<ul style="list-style-type: none">• Show accountability of own actions• Respect patient/client as an individual, his/her rights, dignity, cultural or value	1
5	1.5 Characteristics of nursing profession	Explain the characteristics of nursing profession	1
6	End of unit assessment		1

Lesson 1: Concept of professionalism and common professions

a. Learning objectives:

By the end of the session of professionalism and common profession, the learners should be able to define concepts of professionalism and profession.

b. Prerequisites/Revision/Introduction:

The teacher will introduce the concepts of professionalism and common professions, read the key unit competence in the syllabus to determine what students will learn and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember the learning objectives are linked to the key unit competence. Use K-W-L (What learners already know-What they want to know-What they have learnt) after the introductory activity to assess how much students already know and what they would be interested in learning about profession and professionalism.

a. Teaching resources:

Basic materials for a class/ lesson to be conducted include: Student's book, notebooks, papers, pens, computer and projector (flip-charts, markers, chalk board and chinks can also be used as well), internet connectivity, and any other trustworthy and reliable resources to enhance learning including videos and websites, those can also be used whenever possible.

b. Teacher's activities / guidance:

Teacher will ask to form three or four groups of students, then will distribute the papers with learning activities, students will write down their answers on the papers, then 3 students will present. The teacher will correct their work by showing correct answers, completing and correcting the answers which are not correct or incomplete. The teacher will provide additional explanation to the lesson and will summarize the lesson. Students will ask questions for clarification then will take some notes in their notebooks, using pens. Student will also perform the Self-assessment and give feedback to the teacher.

Teacher's activities will include by not limited to the following:

- Ask learners to do individually (or in small groups, pairs) activity 1.1 in their student books.
- Students will collect necessary materials for learning and will be guided to where they can get the materials.
- Move around in silence to monitor if they are experiencing any problems. In the case of small groups, ensure that gender considerations are taken into account, and no one is excluded based on gender.

- Remember to assist those who are weak but without giving them the knowledge.
- Randomly invite some students to present their findings to the rest of students.
- Ask other students to follow carefully the presentations. Those who are not presenting may have to listen carefully without disturbing and should applaud the actors after.
- Note the students' ideas on the chalkboard or flip chart
- Tick the correct findings, correct those that are mistaken, and complete those that are incomplete.
- Students may have few things that are unclear. Answer or address any questions or challenges about the activity. Guide them to make notes in their notebooks referring to learners' book.
- Harmonize and conclude on the learned knowledge.

Student activities:

- Form groups
- Collect materials for learning activities
- Students will follow carefully the presentations
- Students may still have few things that need more explanations and/or clarifications
- Answer to questions asked
- Ask questions or challenges about the activity
- Students should take notes in their notebooks of the knowledge gained referring to learners' book.

Answers for learning activity 1.1

1. nurse, radiologist, surgeon, anaesthesiologist, dietician, physiotherapist

2. Activities they performed to save the life of Mr.G

Nurse: She has put on collected an IV fluid to prevent shock due to much bleeding and collect blood sample for lab examination.

Radiologist: performed imaging of the fractured leg

Surgeon decided that patient will be operated.

Anaesthesiologist: evaluated the patient's cardiac and pulmonary condition to prepare him for an operation.

Dietician: provided instructions about the meal which is accepted after operation

Physiotherapist: came to evaluate the mobility (range of motion-ROM) of the leg for any intervention to facilitate patient to move without any risk.

3. Expected Qualities of the professionals:

Compassion consider the suffering of patient

Discernment identify the way of treating the patient if the operation is necessary, trustworthiness, inspire trust for the patient and his family

Integrity, provide patient care according to the standards e.g. respect the protocol for operation and use of the aseptic procedures.

Conscientiousness, working for the best interest for the patient

Answers for Self assessment 1.1

Define those concepts:

- Professionalism is a set of standards that an individual is expected to adhere to in a workplace, usually in order to appear serious, uniform, or respectful.
- Quality of practice is an evidence-based professional standards balanced against service user needs, satisfaction and organizational efficiency
- “Quality of Practice.” This standard emphasizes that nursing practice is safe, effective, efficient, equitable, timely, and person-centered

Lesson 2: Common professions

a. Learning objectives:

By the end of the session of professionalism and common profession, the learners should be able to explain correctly the common professions and their functions.

b. Prerequisites/Revision/Introduction:

The teacher will assess how much students already know about previous session and what they would be interested in learning about common professions and their functions.

c. Teaching resources:

Basic materials for a class/ lesson to be conducted include: Student's book, images, notebooks, papers, pens, computer and projector (flip-charts, markers, chalk board and chalks can also be used as well), internet connectivity, and any other trustworthy and reliable resources to enhance learning.

d. Activity 1.2.

Observe the following images and match each number of the image to the appropriate profession inside the table below:

Papers with images of health professionals will be printed from the student book, previously to the lesson period to be used in learning activities. Computer and projector will be used for presentation, if not available flip-charts, markers, chalk-

board and chalks can be used. Teacher will group students in pairs, then will distribute the images (each image for professional will be given a corresponding number that a student will use to answer to the question) for learning activities, students will write their answers on the papers with images to fill appropriate numbers, then the teacher will correct their work by showing correct answers, and give more explanation on the topic. The teacher will summarize the lesson and students take notes. Student will also perform the Self assessment and feedback will be provided. Teacher may also receive feedback from students.

Answers for learning activity 1.2

Professions	Correct number
Dietician	10
Physiotherapist	9
Lab technician	11
Public health officer	12
Ophthalmologist	8
Anesthesiologist	6
Dentist	7
Radiologist	4
Pharmacist	5
Physician	3
Midwife	2
Nurse	1

Self assessment 1.2.

Ask students to work in pairs to answer the questions of Self assessment 1.2.

Answers for Self assessment 1.2

Explain the functions of the following health professionals:

Nurses assess patient's health status to assess a patient's health, provide clinical treatment, and educate patients and families. The specific duties can vary according to the role, practice setting, population served, and specialty area of the healthcare settings. **For example:** health centre or hospital

Doctors of Medicine (MDs) are licensed to prescribe medications and can provide medical treatment and services in their medical specialty. They can also work in a variety of settings, like hospitals; outpatient clinics; academic institutions; health departments; governmental agencies; and nongovernmental organization.

Dentist perform the prevention, diagnosis, treatment and/evaluation of diseases, of the oral cavity and associated structures.

Ophthalmologist, diagnoses and gives treatment to patients with eye diseases or unhealthy condition. Assess symptoms, diagnose conditions, prescribe medication, provide follow-up care of patients, nurse practitioners, registered nurses, and other health professionals, stay current on medical technology and research.

Physiotherapist provides guidance to patient on recommendations that may lower the risk of readmission. They provide expertise related to exercise prescriptions and training, physical activity recommendations, patient education and exercise equipment.

Dietician a person with legally recognized qualifications in nutrition and dietetics who applies the science of nutrition to the feeding and education of groups and individuals in health and diseases.

Lab technician in charge of doing test on different samples for diagnosis of patient's diseases.

Radiologist in charge of doing medical diagnosis for patient using imaging devices.

Lesson 3: Characteristics of a model associate nurse

a. Learning objectives:

- By the end of the session of characteristic of a model associate nurse, the learners should be able to differentiate a registered nurse and an associate nurse

b. Prerequisites/Revision/Introduction:

The teacher will assess how much students already know about the previous session and what they would be interested in learning about the characteristics of a model associate nurse.

c. Teaching resources:

Basic materials for a class/ lesson to be conducted include: Student's book, images, notebooks, papers, pens, computer and projector (flip-charts, markers, chalk board and chinks can also be used as well), internet connectivity, and any other trustworthy and reliable resources to enhance learning.

d. Activity 1.3.

Answers for activity 1.3

- **Q1** Monitoring of vital signs, bed bath and bed making, administration of pain killers, observation of the patient and record any changes occurring to the

patient, health education to the patient's relatives, communicate with other health workers about the patient's condition.

- **Q2** Filling the patient's file, entering patient's data in computer system, administer antimicrobial drugs and respiratory system drug using a proper device, put the patient in a suitable position, provide oxygen, evaluate the results and discuss with the doctor about modalities of treatment.

Self-assessment 1.3

Ask students to work individually to answer the questions of Self assessment 1.3.

Answers for Self assessment 1.3

Q1 Monitoring of vital signs,

- Filling the patient file, Bed bath and bed making,
- Administration of pain killers,
- Observation of the patient and record any change occurring to the patient,
- Put the patient in suitable position,

Q2 Entering patient data in computer system, Administration of antimicrobial drugs and respiratory system drugs using a proper device, provide oxygen, Evaluate the results and discuss with the doctor about modalities of treatment, Communicate with other health workers about the patient's condition.

Q3 Provide health education to the patient's relative, Communicate with other health workers about the patient's condition

Lesson 4: Professionalism

a. Learning objectives:

By the end of the session of professionalism, the learners should be able to show accountability of own actions in respecting patient/client as an individual, his/her rights, dignity, cultural or value.

b. Prerequisites/Revision/Introduction:

The teacher will assess how much students already know about the previous session and what they would be interested in learning professionalism.

c. Teaching resources:

Basic materials for a class/lesson to be conducted include: Student's book, images, notebooks, papers, pens, computer and projector (flip-charts, markers, chalk board and chalks can also be used as well), internet connectivity, and any other trustworthy and reliable resources to enhance learning.

d. Activity 1.4.

Answers for learning activity 1.4.

Mrs. D.	Mrs. Z.
<p>She is punctual, arriving on time. She is organized and diligent in her ward, always assessing the patient's needs. She is clean, respectful, talks to the patients' families, provides health education, and she is knowledgeable and communicative. She monitors and documents the care provided, is accountable, and follows up on the patient's lab results, and calls the doctor. She is collaborative, encourages her colleagues to be responsible, and reminds them that they should take responsibility for their tasks.</p>	<p>Lazy, late to her duties, and lacks motivation, she always finds reasons to be absent from her duties. She is dishonest and falsifies medical leave. She is disorganized, with a lot of mess and dirt in the patient's room, is careless, the lab results are not documented, and is disrespectful, speaking badly to the patients. She is uncollaborative, despises her colleagues, is rigid, does not listen to advice, and does not give explanations for her conduct. She lacks respect for the hierarchy, approaching the medical director informally to request HIV training, refuses to attend meetings, and does not listen to authorities. She is a gossip, calling her friends on the phone during working hours, is pessimistic, and complains that nobody ever cares for her. She claims she cares for many patients, says the hospital is poor and lacks sufficient materials, and is non-compliant, never giving weekly reports. She is arrogant and contacts her relatives for another job in a big company.</p>

Self-assessment 1.4

Ask students to work individually to answer the questions of Self assessment 1.4.

Answers for Self assessment 1.4

Q1: If the nurse is called during his/ her day off or obliged to go home late due to patient's condition

Q2: To the extent that the public recognizes the authority of the professional, he or she has the social function of speaking out on broad matters of public policy and justice, going beyond duties to specific clients.

Q3: They must be able to take instructions from co-workers and supervisors, especially in high-pressure situations.

They must also communicate effectively with patients and their families to meet their needs and provide quality care.

The ability to receive information effectively and efficiently is essential for nurses. They must be able to read charts and understand a treatment plan collect data about a patient's vital signs, they must record patient's information immediately and accurately for other nurses, doctors and medical staff to interpret.

E.g: the nurse must document on patient file and provide information necessary like change of vital signs or lab results. If he/she does not report timely, the patient can get in severe condition and miss necessary intervention at the right time.

Lesson 5: Characteristics of nursing profession

a. Learning objectives:

By the end of the session of characteristic of nursing profession, the learners should be able to explain the characteristics of nursing profession.

b. Prerequisites/Revision/Introduction:

The teacher will assess how much students already know about the previous session and what they would be interested in learning the characteristics of nursing profession.

c. Teaching resources:

Basic materials for a class/ lesson to be conducted include: Student's book, images, note books, papers, pens, computer and projector (flip-charts, markers, chalk board and chinks can also be used as well), internet connectivity, and any other trustworthy and reliable resources to enhance learning.

Answers for learning activity 1.5

Q1 Responsibility observe patient regularly and identify patients' problem at the right time. She takes sample and follow up for the result

Communication she calls the doctor immediately for quick decision to avoid delay in appropriate response

Knowledgeable : she provides appropriate blood for the patient

Discernment: she remembers to check for blood compatibility to ensure the safety of care given to the client

Q2 Negative outcomes that occur are the delay for healing, complications of disease even death of patient

Self-assessment 1.5.

Ask students to work individually to answer the questions of Self assessment 1.5.

Answers for Self assessment 1.5.

Q1. What are the characteristics of nurses in patient care? PUT : at each of the 5 characteristics?

- a) **Hardworking:** good nurses have willingness to put in the hard work it takes to meet their goals. At times, lengthy shifts spent on one's feet make this career physically demanding. They value the job satisfaction that rewards their commitment and unsparing effort to do their work well.
- b) **Knowledgeable:** Nurses must possess extensive knowledge to care effectively for their patient she will have earned a degree through a program that imparted this knowledge and practice implementing it.
- c) **Curious Nursing:** is a professional career that requires specific medical knowledge. It also requires practitioners to be life-long learners. Further, professionals can attend specialized classes and certification programs to grow their knowledge in specific fields.
- d) **Effective Communicator:** Another quality of a good nurse is strong communication skills. In the workplace, nurses must be able to communicate clearly with their co-workers and with patients and their families. They must be able to take instructions from co-workers and supervisors, especially in high-pressure situations. Given clear, reliable information about test results, diagnoses and treatment plans, patients and their families can make informed decisions about what steps to take toward healing.
- e) **Optimistic Successful** nurses bring an optimistic attitude to their job. They can see the bright side of situations and encourage their patients who are on the road to recovery.

Q2. Qualities of nurse

- i. **Responsibility:** is an obligation or duty, condition, quality, fact, or instance of being responsible; obligation, accountability, dependability, ...
- ii. **Self-determination** is defined as the personal decision to do something or think a certain way, without outside influence.
- iii. **Accountability** is the quality or state of being accountable, especially : an obligation or willingness to accept responsibility or to account for one's actions, it is taking or being assigned responsibility for something that you have done or something you are supposed to do.
- iv. **Integrity** should be regarded as the primary virtue in the healthcare context. Healthcare practitioners often support their actions to act or not, on the base that it would undermine or violate their integrity and/or core beliefs if acting otherwise.
- v. **Trust** involves an assurance that another will act with the right intentions and in agreement with fitting moral norms.

- vi. Confidentiality the ethical principle or legal right that a physician or other health professional will hold secret all information relating to a patient, unless the patient gives consent permitting disclosure.
- vii. Adherence to high standards of quality providing evidence-based healthcare services to those who need them.

1.6 End Unit Assessment

Answers for End of unit assessment

- 1) Define the following concepts:

Profession is a group (vocational or occupational) that requires specialized education and intellectual knowledge.

Values are qualities or standards desirable or worthy of esteem in themselves, they are expressed in behaviors, language and standards of conduct.

- 2) Explain the functions of the following health professionals:

Nurse assess a patient’s health, provide clinical treatment, and educate patients and families. The specific duties can vary according to the role, practice setting, population served, and specialty area of the healthcare setting.

Radiologist in charge of doing medical diagnosis for patient using imaging devices

Lab technician in charge of doing test on different samples for diagnosis of patient diseases

Dentist perform the prevention, diagnosis, treatment and/evaluation of diseases, of the oral cavity and associated structures.

- 3) What is the role of an associate nurse in healthcare team?

Is a member of the nursing team that helps to bridge the gap between health care assistants and registered nurses? His/her role contributes to the core work of nursing, freeing up registered nurses to focus on more complex clinical care.

NB: the role of an associate nurse WILL BE REDEFINED

- 4) Compare and contrast the roles of a registered nurse and an associate nurse

ASSOCIATE NURSE	REGISTERED NURSE
Be an accountable professional	Be an accountable professional
Promoting health and preventing ill	Promoting health and preventing ill

Promote and monitor care	Provide and evaluate care
Working in teams	Working in teams with responsibility of leading and managing nursing care
Improving safety and quality of care	Improving safety and quality of care
Contributing to integrated care	Coordinating care
Reporting needs for planning care	Assessing needs and planning care

5) Explain why the health professionals should have the virtue of discernment

Health professionals should have the virtue of discernment to make sound, ethical decisions, especially in complex situations where patient care and outcomes are at stake.

For example, a discerning medical practitioner will display sensitive awareness when a hopeless patient needs consolation or privacy.

Discernment is also required by healthcare practitioners in deciding how to follow and/or implement rules that guide behavior in a particular case; in this context, discernment is independent from ensuring that the rules apply.

6) Using practical examples in patient's care, explain four qualities of health professionals:

- **Responsibility:** The nurse observes patient regularly and identify patients' problem at the right time. She takes sample and follow up for the result
- **Communication:** The nurse calls the doctor immediately for quick decision to avoid any delay for appropriate response
- **Knowledgeable:** The nurse provides appropriate blood for the patient
- **Discernment:** The nurse remembers to check for blood compatibility to ensure the safety of care given to the client to avoid any negative outcomes that may occur and/or lead to the delay of healing, complications of disease, and even death of the patient

7. Explain at least five characteristics of a professional nurse:

- a. **Hardworking:** good nurses have willingness to put in the hard work it takes to meet their goals. At times, lengthy shifts spent on one's feet make this career physically demanding. They value the job satisfaction that rewards their commitment and unsparing effort to do their work well.
- b. **Knowledgeable:** Nurses must possess extensive knowledge to care effectively for their patient she will have earned a degree through a program that imparted this knowledge and practice implementing it.

- c. **Curious:** A nurse is a professional career that requires specific medical knowledge. It also requires practitioners to be life-long learners. Further, professionals can attend specialized classes and certification programs to grow their knowledge in specific fields.
- d. **Effective Communicator:** A nurse should be able to communicate clearly with their co-workers and with patients and their families. They must be able to take instructions from co-workers and supervisors, especially in high-pressure situations. Given clear, reliable information about test results, diagnoses and treatment plans, patients and their families can make informed decisions about what steps to take toward healing.
- e. **Optimistic nurse:** A nurse should bring an optimistic attitude to their job. They can see the bright side of situations and encourage their patients
- f. **Compassionate:** A nurse should demonstrate compassion towards clients and their families. This will allow them to build healthy relationships with their patients.
- g. **Empathetic Along with compassion:** Nurses must be empathetic and try to understand things from their patients' points of view. Empathy can be shown to patients in many ways. Nurses can listen to patient concerns without interrupting or questioning what patients think might be causing their illness.
- h. **Flexible :** A nurse should remain calm under pressure, stay flexible in their work since shifts are typically long. he/she may have to work nights, weekends, and holidays. A nurse may be called on his/her days off to cover shifts. On the job, flexibility is essential for nurses. They cannot predict what the day will bring or what illnesses or injuries they will have to treat.
- i. **Detail-Oriented:** A successful nurse pays close attention to detail. From keeping medical records to developing a care plan, a nurse must avoid making errors at all costs. In this field, mistakes can have severe consequences. For this reason, successful nurses pay special attention to detail and are thorough in completing their work.
- j. **Critical Thinker:** A nurse is required to have strong analytical and problem-solving skills. Specifically, strong critical thinking skills are necessary to put together pieces of information that may seem unrelated (such as medications for different conditions) and draw rational conclusions. Nurses may have to think quickly under pressure to troubleshoot patient needs. Those who work in triage are especially good at critical thinking. They must interpret diagnostic data to determine the next course of action in life-or-death situations.

8. Enumerate five qualities of health professionals
 - a. Compassion in the healthcare context, combines emotional response of deep understanding, sensitivity and restlessness at another's pain, hardship or misery, and is expressed in actions of beneficence to ease the hardship or anguish of another person. E.g.: a nurse who look at the patient who cry because of pain should consider that that pain must be released instead of assuming that she is exaggerating or the pain will end itself without nurse's intervention even if there is no drug non-pharmacological means can be used like listening or changing position...
 - b. Discernment includes the capacity to make decisions annulled of undue influence by unnecessary concerns, uncertainties, personal interests and the like. Discernment is also required by healthcare practitioners in deciding how to follow and/or implement rules that guide behavior in a particular case or context. Discernment is independent from ensuring that the rules apply. E.g.: a nurse must be careful to set priorities if there are many patients with different needs and start with high priority needs like patient with high fever and another with pain.
 - c. Trustworthiness is a self-assured faith in and reliance upon the moral character and ability of another person. Trust is one of the most important elements in a patient's choice of one healthcare practitioner rather than another. E.g.: the nurse can inspire trust by listening to patient's concern and give necessary information to patient
 - d. Integrity Healthcare practitioners often support their actions to act or not, on the base that it would challenge their integrity and/or core beliefs if a health professional acts otherwise. E.g.: respect patient's privacy.
 - e. Conscientiousness a person acts conscientiously (diligently) if he or she is encouraged to do what is right because it is right, this will be added with a due diligence to define what is right, and follow the course. E.g.: give true information during documentation and always assess patient instead of assuming
9. Describe how a nurse can apply the qualities of health professionals in health care
 - i. Responsibility: iis an obligation and duty an instance of being responsible; accountability and dependability,
 - ii. Self-determination is defined as the personal decision to do something or think a certain way, without outside influence.
 - iii. Accountability is the quality or state of being accountable, especially: an obligation or willingness to accept responsibility or to account for one's actions, it is taking or being assigned responsibility for something that you have done or something you are supposed to do.
 - iv. Integrity should be regarded as the primary virtue in the healthcare context.

Healthcare practitioners often support their actions to act or not, on the base that it would undermine or violate their integrity and/or core beliefs if acting otherwise.

- v. Trust involves an assurance that another will act with the right intentions and in agreement with fitting moral norms.
 - vi. Confidentiality is the ethical principle or legal right that a physician or other health professional will hold secret all information relating to a patient, unless the patient gives consent permitting disclosure.
 - vii. Adherence to high standards of quality providing evidence-based healthcare services to those who need them;
 - viii. Collaboration with others and communication are essential in a working environment whereby individuals work together for a defined and common purpose, and enable individuals to achieve the purpose .
10. a. What is the task he will do himself as a registered nurse?
- Take the samples for lab examination
 - Document abnormal changes and complete the charts in the patient's file
 - Administering drugs according to the prescription
 - Call the dietician for prescription of diet
 - Call the physiotherapist for the exercise
- b. What are the tasks that will delegate to the associate nurse working in the same service?
- Monitor the patient vital signs, pain, rehydration/feeding, elimination
 - Insure the hygiene, comfort and proper position for the patient
 - Provide health education
 - Take the patient to the radiologist for the x-ray
- c. Who are the other health professionals who will work with him to assure the treatment of those patients?
- Dietician, radiologist, and physiotherapist
- d. What the other health professionals will do to support the patients in that service?
- Doctor will prescribe drugs for the patient and check the result from X-ray to evaluate healing of the fracture
 - Dietician will prescribe diet to the patient
 - Radiologist will do X-ray to evaluate the healing of the fracture
 - Physiotherapist will prescribe appropriate exercises to mobilize the left lower limb so that the patient can walk again

Additional activities

Remedial Activities

- 1) Define the following concepts
- 2) Define the Nursing profession according to the following authors
- 3) What are the functions of the following professionals?

Answers for remedial activities

Q1

- **Professionalism** is an awareness of the conduct, aims, and qualities defining a given profession, familiarity with professional code of ethics, and understanding of ethical schools of thought, patient-professional interaction models and patient rights.
- **An associate nurse** is a member of the nursing team that helps bridge the gap between health and care assistants and registered nurses. Associate nurses work with people of all ages, in a variety of settings in health and social care. Their role contributes to the core work of nursing, freeing up registered nurses to focus on more complex clinical care
- **A nurse** is a licensed person who is registered to assist individuals, families and the community to achieve health and prevent diseases. He/she shall care for the sick and respond to the needs of the population. He/she shall do so in accordance with the professional code of conduct and according to his/her training.

Q2 Nursing definitions

- **ANA:** Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, facilitation of healing, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, groups, communities, and populations
- **Taylor:** Nursing is a profession focusing on assisting individuals, families, and communities who are healthy or sick to attain, recover, and maintain optimum health and function from birth to old age.
- **Florence Nightingale:** Nursing is the use of the patient's environment to assist him in his recovery
- **Virginia Henderson:** Nursing consists in assisting the individual sick or well, in the performance of those activities contributing to health or its recovery or a peaceful death

Q3

- **Doctor of Medicine (MDs)** is licensed to prescribe medications and can

provide medical treatment and services in their medical specialty. They can also work in a variety of settings, like hospitals; outpatient clinics; academic institutions; health departments; governmental agencies; and nongovernmental organizations, pharmaceutical and insurance companies

- **Ophthalmologist**, diagnose and give treatment to patients with eye diseases or unhealthy condition. Assess symptoms, diagnose conditions, prescribe medication, provide follow-up care of patients, nurse practitioners, registered nurses, and other health professionals, stay current on medical technology and research
- **Physiotherapist** providing guidance to patient to recommendations that may lower the risk of readmission. They provide expertise related to exercise prescriptions and training, physical activity recommendations, patient education and exercise equipment.
- **Dietitian** a person with legally recognized qualifications in nutrition and dietetics who applies the science of nutrition to the feeding and education of groups and individuals in health and diseases.

Consolidation activities

- 4) Can an associate nurse become a registered nurse?
- 5) What are the personal qualities that make a good associate nurse?
- 6) List the activities performed by an associate nurse

Answers of consolidation activities

Q4

It's a stand-alone role that also provides a progression opportunity to graduate level of registered nursing.

Q5

- Observation:** it's extremely important for associate nurse to have the ability to pay attention to small details. The smallest changes could be a major health problem for the patients, especially with the elderly people. Example: Redness of eyes due to high blood pressure needs attention.
- Emotional Stability:** Caring for patients can be stressful, especially those who are struggling with their health or nearing the end of their life. Being supportive and strong for them and their families is crucial. E.g., caring for a patient with cancer at the end stage of life.
- Patience:** You will need to have an encouraging and calm manner while caring for patients.

E.g. patient who stays immobilized for long time

- Communication Skills:** have to communicate with doctors, nurses, caseworkers, families, patients and other healthcare team members daily.

It's important to be clear and detailed as much as possible with what you've observed while caring for your patient. You will need to listen well, offer support and give clear instructions.

E.g., failure to communicate that patient is not able to eliminate can result in complications in digestive system or urinary leading to surgical interventions.

e. Compassion and Empathy: To have the ability to show compassion and put yourself in someone else's shoes and understand how they're feeling .

e.g., a child with burns, patient with pain due to the fracture, ...

Q6

- 1) Provide basic patient care by maintaining patient hygiene, nutrition and comfort.

e.g., bedmaking, bed-bath, position changing, feeding,...

- 2) Monitor the patient's condition and reports as necessary.

e.g., taking vital signs, carrying samples taken by the nurse, to the laboratory for exam

- 3) Perform sterile and clean procedures with specific focus on prevention and control of infection in the health facility environment according to established standards and protocols.

e.g., simple wound dressing

- 4) Administer diligently medication within his/her scope of practice according to prescription and monitor the patient response.

e.g., provide oral drugs

- 5) Carry out pre and post operative nursing care within his/her scope of practice.

e.g., wound dressing

- 6) Educate and advise the client and other people on continued care and prevention of recurrence of the health problem.

e.g., provide educational session on hygiene

- 7) Facilitate patient discharge and where necessary refers him/her to other health care providers.

e.g., register discharged patients

- 8) Transmit verbal and written report and shares information with colleagues and the direct supervisor on the patient and care provided.

e.g., fill the vital signs chart

- 9) Contribute to physical and nutritional rehabilitation in preparation for patient discharge.

e.g., Facilitate in patient feeding

- 10) Provide comprehensive care according to his/her scope of practice to chronically and terminally ill patients who are referred back.

e.g., provide support to patient living with HIV or NCDs (hypertension, diabetes...) reminding or encouraging them to take oral drugs

- 11) Perform last offices respecting the individual's or family's religious beliefs, local customs and values.

e.g., Provide support to the patient and family during the end-of-life period and collaborate with the pastor or the priest.

Extended activities

Answers for extended activities

- 1 Using your own examples, describe how a nurse can apply the qualities of health professionals in health care

- a. Compassion** in the healthcare context, combines emotional response of deep understanding, sensitivity and restlessness at another's pain, hardship or misery, and is expressed in actions of beneficence to ease the hardship or anguish of another person.

E.g.:

If the patient is poor without food be supportive and do advocacy

If the client has lost a parent or a relative in the hospital be kind and understanding

- b. Discernment** includes the capacity to make decisions annulled of undue influence by unnecessary concerns, uncertainties, personal interests and the like.

Discernment is also required by healthcare practitioners in deciding how to follow and/or implement rules that guide behavior in a particular case or context.

Discernment is independent from ensuring that the rules apply.

E.g.:

In case a patient is in life threatening situation and does not have health insurance and the hospital has a policy to follow, a nurse should recognize which services can be provided for emergency.

In case a colleague neglects the patient and is in danger situation (e.g., bleeding or risk to fall) you should not abandon that patient even if he/she is in a ward which is not in your duty, you are responsible for patient's safety.

- c. Trustworthiness** is a self-assured faith in and reliance upon the moral character and ability of another person. Trust is one of the most important elements in a patient's choice of one healthcare practitioner rather than another.

E.g.:

In case a patient suffers from a Sexually Transmitted Infection (STI) and is afraid to talk about the problem, the nurse can inspire trust by paying attention to the patient's needs and discovering what the patient did not say. For example, a woman may have an injury, and the nurse may discover during the conversation that she experienced trauma from her partner and was afraid to talk about it.

d. Integrity Healthcare practitioners often support their actions to act or not, on the base that it would challenge their integrity and/or core beliefs if a health professional acts otherwise. E.g.:

Respect the patient's property like money, jewels, smart phone,...

Avoid taking patient's food in the hospitalization room even if it is in a private room

e. Conscientiousness of a person acts conscientiously (diligently) if he or she is encouraged to do what is right because it is right, this will be added with a due diligence to define what is right, and follow the course.

E.g.:

If there is an error in patient care, always tell the truth and document it in an incident report.

Ask for clarification if any information is not clear to avoid errors that can have bad outcomes for the patient. For example, with an unclear drug prescription, make sure the dose is correct. If there are errors, formally ask the doctor for correction to prevent the injection of a drug that can be harmful to the patient.

1. What are the two aspects of the virtue of integrity?

The first is the coherent and harmonious integration of one's actions and beliefs.

The second is the deep striving and intention to be true to moral values and to defend them when they are threatened.

2.1 Key unit competence:

Apply the nursing code of conduct

2.2 Prerequisite (knowledge, skills, attitudes and values)

The teacher should ensure that students have acquired the following knowledge, skills and attitudes in lower secondary school:

- **Professionalism** in nursing, preparing students to become qualified associate nurses. Ensure that students remember the definition of nurse, nursing, and ethics.
- **History and Citizenship** senior 2, unit 11 on Rights, duties and obligations on how duties of a citizen toward his/her nation, Obligations and the conduct of an integral person in the society
- **Entrepreneurship** in lower secondary school Senior 1 on person values, skills and vocation
- **In senior 3:** Career guidance unit on how to make a choice of Career, in unit 3 an 9 about Communication skills and factors influencing ethical behavior
- **Religion** in lower primary school: the principle of doing good for God
- **Fundamentals of Nursing** in unit 1 especially in its part of :
 - **Nursing theorists** what explain the meaning of nursing and nursing profession
 - **Florence Nightingale's** environmental theory in the healing process,
 - **Virginia Henderson** theory on the basic needs of individual
 - **Dorothea Orem's Self-Care Deficit Theory** and the role of the nurse to promote health and wellbeing
- **Hildegard Peplau's** on interpersonal relations in nursing
- **Fundamentals of nursing in Unit 2, on Hygiene and comfort care,** monitoring client vital signs and parameters even if it may be taught at the same time with the nurse's code of conduct , the teacher will connect them on the best interest of the student have learnt how to provide basic nursing care to the client while maintaining good relationship with the client and respect nurse's code of conduct:

2.3 Cross-cutting issues to be addressed:

a. Environment and Sustainability

As a teacher, guide students in participating in waste management after a procedure or when they withdraw blood samples to protect the environment, as it impacts the well-being of clients. Students must also protect themselves against cuts and maintain safe environmental sanitation. As a teacher, you are required to always guide students and help them understand their positive roles in environmental protection and sustainability.

b. Gender

As a teacher, gender equality in all activities of the learning process must be promoted. The conduct of a nurse, whether male or female, must be the same, including respect for each other in the classroom or outside the classroom. For example, when creating work groups, ensure gender equality in the group and distribution of tasks. Boys can perform tasks as well as girls.

c. Peace and Values Education

The role of a teacher is to create and promote peace in a learning environment. Ensure that all students live in harmony and friendship with classmates. Peace and values education can be integrated at any time in the classroom, outside the classroom, in the school environment, and anywhere in life. The teacher should help students to value each person and avoid conflict as they prepare to become professional nurses with respect for each individual.

d. Financial Education

Financial education makes a strong contribution to the education of students as it makes learning relevant to real-life situations. The teacher must help students understand the link between financial aspects and the general education of a citizen, and also to better understand the importance of managing available resources at school, at home, and in clinical attachments. The nurse's code of conduct emphasizes the management of resources to achieve the principle of justice in caring for patients.

e. Inclusive Education

Every individual, regardless of gender or ability, including those with learning difficulties and/or disabilities, must be part of the student body. The teacher must ensure that there is no discrimination against any student.

f. Comprehensive Sexuality Education (HIV/AIDS, STI, Family Planning, Gender Equality, and Reproductive Health)

As future health professionals, the students will learn how to help patients and colleagues with the prevention and management of sexual issues.

2.4 Guidance to Introductory activity

Teacher's activity

- The teacher will divide the students in 5 groups and will give time to students to read the activity, check if they are understanding the scenario, and provide clarifications where needed.
- Ask students to discuss the questions of the scenario
- Invite all the students to participate actively in the discussions
- After discussions, ask the representatives and each group members to respond to the questions raised.
- The teacher will emphasize on right answers provided and complete or correct the wrong answers.
- Respect the principle of inclusiveness in the class.
- Then answer to the questions related to introductory activity.

The expected answers for introductory activity

a) The professionals represented by the 2 pictures are: a nurse in blue uniform and Medical doctor in white coat covering arms

b. Bad behaviour of the nurse;

- Lateness in the work place
- No respect of the assigned client
- Lack of fulfilling his responsibilities
- No respect of client consent
- No collaboration with the team
- No respect of beneficence principle

c. 4 attitudes of a good profession nurse in the scenario

- Good communication with the clients
- Respect of each person
- Collaboration with others
- Responsibility in provision of care

2.5 List of lessons

No	Lesson title	Learning objectives	Number of periods
1	2.1.Introduction to the professional code of conduct	1.Define the key concepts related to ethics and profession 2. Explain the roles of professional code of conduct	1
2	2.2 Standards of professional code of conduct of a nurse in performing his/ her duties and with colleagues	1. Illustrate with examples how the nurse must behave towards his/her duties 2. Explain the importance of nurses collaboration in the nursing practice	1
3	2.3 Purposes of nursing code of ethics and code of conduct	Explain purposes of the nurse's code of conduct	1
4	End unit assessment	All objectives will be assessed especially the meaning and principles of nurse's code of conduct	1
	Skills lab (if necessary)	The skills lab is not necessary students will replace mannequin in the case study to illustrate the course	

Lesson 1: Introduction to the Code of Professional Conduct for Nurses and Midwives

a. Introduction and Prerequisites

The nurse's code of conduct is among the essential professional courses for a nurse. It is very important in the nursing profession as it provides guidance on how the nurse should behave while practicing the profession. The conduct of a nurse is not important only in the health institution but also everywhere he/she lives. Their conduct honors the profession and inspires trust in the public who seek the services of a nurse.

Prerequisites

The prerequisites for this lesson include the conduct of an integral person in society and the knowledge acquired in the unit of professionalism, especially regarding the characteristics of a professional. The students have also learned in lower secondary education the principles of altruism and respect for a person, as well as ethical behavior in entrepreneurship.

b. Learning objectives

At the end of this lesson, the students should be able to:

- Define the concepts related to nurse's code of conduct : Ethics, code and conduct
- Explain the role of a code of conduct
- Explain the importance of the concepts of ethics and professional code of conduct

c. Teaching resources

The teacher can use students experience on what they have observed in a health institution as conduct or behavior of a nurse in front of the client

The teacher can also uses the case study of the student's book on learning activity 2.1 and ask to students to analyse the case and sort out the nurse's conduct

The teacher may also search a video showing the behavior of a nurse with client and analyse it. The teacher can use a picture, ask to students to observe it and then use the brainstorming to have possible answers from students and after he concludes

d. Learning activities

Teacher guidance

Teacher's activities:

- Ask learners to work individually on learning activity 2.1 from the student's book and answer to the questions number 1 and 2
- Move around in the class to check if each group is understanding the case and provide support where needed
- Invite five students to provide answers on the question number 1
- Ask other students to follow carefully the answers provided by their colleagues and complete the answers provided by the group members.
- Take note on the blackboard or the flipchart the main students' ideas
- Tick the correct responses and correct the ones that are incorrect and complete those that are incomplete.
- Ask to another group of students to answer to the question number 2 and proceed as on the question number 1
- Underlining the correct answers to enhance knowledge acquired in this task
- Ensure students are making notes in their notebooks

Student's activities

- Collect material for group work on learning activity
- Form groups
- Follow carefully the presentation
- Ask questions for clarification or more understanding
- Answer to questions asked
- Take notes in their notebooks the knowledge gained referring to learners' book
- Ask some questions to check whether they agree with the findings from their colleagues

The expected answers from Questions of learning activity 2.1

- 1) The 4 positive professional nurse requirements are:
 - Punctuality
 - Respect of the person
 - Kindness
 - Responsibility
 - Collaboration
 - Respect of the client consent
 - Safe care provision
- 2) The 2 behaviors to be respected in nurse S. code of conduct are: Respect of the person, good communication, punctuality and responsibility

The expected answers of self-assessment 2.1

- 1) The student will choose any aspect of the conduct of a nurse and client

Respect for human rights and values without prejudices to provision of particular laws that specify the rights of a patient in Rwanda, the nurse / midwife shall:

Promote the respect of human rights, human dignity, culture and spiritual beliefs of the individual, family and community

Ensure that the individual receives written and sufficient information on which to base his/her consent for care and related treatment

Keep confidential any information related to an individual and shall share this information with colleagues advisedly

Refusal to act for lack of capacity and competence: a nurse or midwife is required to refuse any instructions to perform any activity that is outside his/ her scope of competence or one for which he/ she lacks sufficient knowledge. E.g.: If a medical doctor asks to the nurse to withdraw excess of fluid in the peritoneal cavity

(Ascites), this is a medical task and is beyond the nurse scope of competence and he/ she must inform the medical doctor that he/ she is not able to perform that procedure

Safe use of science and technology: a nurse or midwife shall ensure that use of science and technology on duty is compatible with the safety, dignity and people's rights

Lesson 2: Standards of professional code of conduct of a nurse on duty and with colleagues

a. Introduction and Prerequisites

This is the 2nd lesson which deals with professional conduct of the nurse and colleagues, as well as they assume responsibilities related to the nursing duty. To promote the healthcare and well-being of clients, the nurse is never alone, instead collaborates with the multidisciplinary team of the department.

Before starting teaching this lesson, the teacher will remind students that they have learnt about the conduct of the nurse with the client in the first lesson.

b. Teaching resources

Prerequisites

The prerequisites to this lesson will be firstly the definition of code of conduct and how they are used in practice.

Students have also seen nurses on work and have an idea about their work

c. Learning objectives

At the end of this lesson, the student will be able to:

Explain the importance of nurses collaboration in the nursing practice

Explain the consequences related to non-respect of responsibilities on the promotion of the client health

Illustrate by examples how the nurse must assure the promotion of the profession during accomplishment of her/his duties

d. Teaching resources

Basic materials for a classroom teaching like: learners' books, internet connectivity, books or journals, projector, a flipchart and markers, a blackboard and chalks, and any other reliable resources to enhance learning like pictures or photos to illustrate the lesson , a case study to illustrate the lesson

The teacher can use students experience on what they have observed in real life

e. Learning Activities / Teacher Guidance

Teacher's Activities

- Read the learning activity 2.1.1 to the whole class and ensure the students have a common understanding of the case.
- Form 3 groups of 5 students and assign them a task. All groups should read the case study and be assigned a question for a short time.
- Ask each group to choose a reporter.
- Move around the class to monitor whether they are understanding what to do. Ask them to choose a reporter.
- Ask the other students to wait quietly until it is time for the presentation.
- Invite each reporter from the group to present their findings.
- Ask the other students to follow the answers provided by the group members carefully.
- Write the correct answers on the blackboard or flipchart, correct those which are incorrect, and attempt to complete those which are incomplete.
- Remember to help students who appear lost or weak but without giving them the answers.
- After analyzing the students' answers, compile and provide the correct answers to students, referring to the learning objectives.
- Support students who may still have a few things that are not clear about the activity. Guide them to make notes in their books, referring to the learners' book.
- The teacher's final task is to harmonize and conclude the knowledge and attitudes gained in the lesson

Student's activities

- Collect material for group work on learning activity
- Form groups and choose a reporter
- Follow teacher's instructions
- Let the reporter presents the findings
- Follow carefully the presentation of each group
- Ask questions for clarification or more understanding
- Answer to questions asked by classmates
- Take notes in their notebooks the knowledge gained referring to learners' book

The expected answers to the Questions of learning activity 2.2

1. She was sick, had many tasks to accomplish to care for the assigned clients
2. Collaboration with others, team work, sharing expertise, responsibility
3. Risk of burnout, client not well cared for, complications of the diseases or delaying in the hospital

The expected answers to Questions of self -assessment 2.2

- 1) Importance of collaboration between nurses in caring for patients
 - Good provision of nursing care
 - Promotion of the trust among nurse and client
 - To reduce the heavy burden on each other
- 2) Examples on how to honor the profession
 - Self-respect everywhere. Example: A nurse should avoid to be drunk, or engaged in prostitution or sexual abuse,...
 - Respect of the client
 - Respect of each other in the workplace

Lesson 3: Purpose of Nurse's code of ethics and professional code of conduct

a. Introduction and Prerequisites

The nurse's code of ethics and professional code of conduct are very important in nursing profession and are used together to provide guidance on how the nurse shall behave while practicing the profession especially the moral principles which must underpin the nurse conduct as far as he/she must behave as an integral and respectful person.

Prerequisites

The prerequisites to this lesson will be firstly the standard of nurses' code of conduct. The students have acquired knowledge about ethics, code and conduct.

b. Learning objectives

At the end of this lesson, the student will be able to:

- Explain the purpose of the code of conduct
- Explain the important concepts of a code of ethics and code of conduct

c. Teaching resources

The teacher can use students experience on what they have observed in a health institution as conduct or behavior of a nurse in front of the client

The teacher can also use the case study of the student's book on learning activity 2.3 and find out the aspects of ethics not respected

The teacher can also use image of a nurse without respect of code of ethics and analyze the case with students as the image below of a nurse after working hours:

The teacher may also search a video showing the behavior of a nurse with client and analyze it. The teacher can use a picture, for example the picture with a nurse giving explanation to the public about the expected behavior of a nurse with the public

d. Learning activities /Teacher guidance

Teacher's activities

- The teacher will ask the students to look at images in learning activity 2.3 in their student book and answer the questions appropriately.
- Ask them to reflect on the observation made and specify whether there is a positive or negative image of the nurse.
- Invite 4 students to provide their answers to question number 1 and another 4 students to answer question 2.
- Use brainstorming to collect students' ideas about the nurse.
- Ask the other students to follow carefully the answers provided by their peers and add to the answers provided by their classmates.
- Note the main ideas on the blackboard or flipchart.
- Highlight the correct responses, correct those that are incorrect, and complete those which are incomplete.
- After collecting possible answers from students, make a conclusion that includes the key answers to remember.
- Ask the students to observe the images again and then use brainstorming to gather possible answers from them before concluding.
- Assist students in making notes in their notebooks.

Students' Activities

- Gather materials for group work on the learning activity.
- Follow the teacher's instructions.
- Observe the images and answer the related questions.
- Carefully follow the presentation of classmates.

- Ask questions for clarifications or further understanding
- Take notes in their notebooks on the knowledge gained in the class

The expected answers to questions of learning activity 2.3:

- 1) Yes, he looks happy, smiling, and relaxed; he will collaborate easily with the nurse.
- 2) The client will not appreciate a nurse with disrespectful clothes or makeup, who doesn't respect the client, doesn't communicate enough with the client, and who is aggressive.
- 3) Importance of the code of conduct:
 - Guides nurses and midwives in their day-to-day practice
 - Helps nurses and midwives understand their responsibilities
 - Supports ethical and clinical decision-making and ongoing reflection about professional self-development
 - Informs the general public about the professional care they can expect from nurses and midwives
 - Emphasizes the importance of the obligations of nurses and midwives to recognize and respond to the needs of clients and families
 - Sets standards for the regulation, monitoring, and enforcement of professional conduct

The expected answers to self-assessment 2.3

- 1) **Unprofessional behavior of Mr. Jo:**
 - Lack of collaboration with colleagues
 - Spending the night in a dancing club drinking alcohol
 - Attending the workplace drunk
 - Irresponsibility at work; did not care for the assigned client
 - Disrespect for the client
 - Harmful practice toward the client
- 2) **Purposes of the code of ethics:**
 - Sets standards for the regulation, monitoring, and enforcement of professional conduct
 - Informs the public about the minimum standards of the profession
 - Helps nurses and midwives understand professional nursing conduct
 - Outlines the major ethical considerations of the profession and guides the profession in self-regulation.

2.6 Expected answers to End unit assessment

Expected answers to End unit assessment

1. C
2. D
3. B
4.
 - a. T
 - b. F
 - c. T
 - d. F

Expected answers on questions on case study

1. 4 professional nurse values included in the scenario
 - Respect of the client
 - Responsibility
 - Respect of the client autonomy
 - Good communication with the client
 - Trust
 - Kindness
 - Smartness
2. Two (2) advantages of the conduct of nurse K on the promotion of health and well-being of the client
 - Clients are confident in nurse's care
 - Quick improvement of the client health status
 - Short delay in the health institution
3. None, no client right violated

Additional activities

1. Remedial activities

1. What is the difference between professional conduct and ethics?

Professional conduct: Professional conduct refers to the manner in which a person behaves while acting in a professional capacity.

Ethics: Moral principles or qualities that govern a person's behavior or a manner of accomplishing assigned activities

2. Enumerate 4 qualities that you would like to see on the nurse who is caring for a friend of yours:
 - **Respect of the person**
 - **Good communication**
 - **Empathy**
 - **Responsible**
3. What are the primary moral principles of the nursing profession?
 - **Beneficence**
 - **Non maleficence**
 - **Fidelity**
 - **Autonomy**
 - **Justice**

2. Consolidation activities

1. What do you believe are the causes of unprofessional behavior?
 - **Insufficient knowledge about the professional code of conduct**
 - **Too many activities leading to the risk of burnout**
 - **Aggressive insults toward some clients**
2. Suppose you are working in a health center receiving clients suffering from different health problems, including adults, middle-aged clients, and clients under 15 years old, and you don't have enough desks to give a seat to everyone.
 - a. Which clients are you going to select and accord more respect?
 - **All clients need respect at the same level, without any discrimination**
 - b. What can you do to improve the working environment and the well-being of clients?
 - **Find more seating for all clients as each client deserves respect**
 - c. Which nurse's value are you going to promote?
 - **Justice or impartiality**
 - **Respect for the client's dignity**

3. Extended activity

As a student in the program of associate nurse, suppose you are going to be a proud and competent nurse. After learning the conduct of a nurse towards the

client and colleagues, your colleague has posted information given by the client. Additionally, they promised the client to help him get a wheelchair, but the client has not received any feedback. The nurse also provided information to the client using medical terms, and the client appeared lost.

1. Explain 3 moral principles that the nurse has not respected.

Answer:

- Confidentiality by failing to keep secret all information provided by the client
 - Veracity or truth-telling: Linked to the integrity of the client-provider relationship, to be honest with the client and provide accurate, understandable information
 - Fidelity: The nurse must be faithful and true to their professional promises and responsibilities by providing high-quality, safe care in a competent manner
2. What have you observed in the working area as causes of client complaints against the nurse during the provision of care?

Answer:

- Poor relationship with the client leading to a lack of respect
- Lack of justice in the provision of care

3.1 Key Unit competence

Demonstrate characteristics of nursing profession while providing care to patient

3.2 Prerequisite (knowledge, skills, attitudes and values)

The student will apply competences learned from the previous units of professionalism in nursing and the nurse's code of professional conduct. After recalling the common professions, the nursing profession, and the nursing code of professional conduct, the student will learn about the scope of practice.

3.3 Cross-cutting issues to be addressed

a. Inclusive education

This unit of scope of practice, will prepare a health professional who will receive and respect all people who will come to seek health services and who will have different background including physical or psychological impairment. Those will be patients, Clients, colleagues or visitors who will be welcomed in health settings.

During teaching, ensure that learners with special needs are included throughout the course delivery. There may be for example learners with visual impairment, hearing impairment or even physical disabilities. The teacher needs to assess the degree of impairment, and check if it will be compatible with the professional requirements in later life or throughout the studies. In order to include such category of learners, the teacher must orient the learners on the requirements of the profession, and encourage them to come to class ahead of time to meet the time the course starts. It is the responsibility of the teacher and teaching team to ensure that all learners with a diversity of disabilities are included in the learning process, and special considerations will be considered for each category of learners with special needs.

b. Gender education

The unit will prepare a health professional capable to communicate and interact with other professionals effectively with respect and courteous attitude towards clients and colleagues regardless of gender background. Any professional irrespective of their gender, can perform activities within the scope of practice. Give examples of famous people who are successful in real life without considering their gender.

Make sure that during different class activities, both boys and girls share and participate equally in all activities. Bear in mind that they all have equal role in the

smooth running of the class, and that the leaders of the class or group activities may be of either female or male gender.

c. Environment and sustainability

Health professionals will be exemplary people in regards to environment protection starting by the patient environment which should be clean and free of harmful substances that can make patients or colleagues in danger. Preventive activities and health promotional activities included in the scope of practice of health professionals will contribute to environmental sustainability

As a teacher, guide students while participating in waste management after a procedure or when they withdraw blood samples to protect environment as it has impact on the well-being of clients. Students have also to protect themselves against cuts and sustain a safe environmental sanitation.

d. Gender equality and reproductive health

A future health professional will need sexuality education to enable him/her to help patients and colleagues about prevention and management of sexual issues like sexual violence or harassment which can arise at the family or professional level. Comprehensive sexuality education which is age appropriate, gender sensitive and life skills based can provide young people with the knowledge and skills to make informed decisions about their sexuality and life style. Preparing children and young people for the transition to adulthood has been one of humanity's great challenges with human sexuality and relationships at its core. Few young people receive adequate preparations for their sexual lives. This leaves them potentially vulnerable to coercion, abuse and exploitation. Comprehensive sexuality education supports a rights-based approach in which values such as respect, acceptance tolerance, equality, empathy and reciprocity are inextricably linked to universally agree human right.

e. Peace and Values Education

The unit of ethics and professional code of conduct will enhance values among health professionals to be people of values who build a culture of peace while exercising their professional expertise. Those values will be personal, professional and cultural to enable a professional to inspire an atmosphere of trust for clients and public.

Ensure that all students live in harmony and friendship with classmates. Peace and values education can be integrated at any time in classroom, outside classroom, in school environment and anywhere in life. The teacher should help students to value each person, avoid conflict in preparing themselves to become a professional nurse with respect of each person as individual

f. Financial education

A health professional will need financial education to be capable to manage financial resources within the health institution and raise a culture of being honest regarding the money. A health professional should not be money oriented but patient centered. However, education will provide to professionals proper and honest ways of earning, spending, saving, borrowing and investing for health promotion, development of the profession and the country.

Financial education makes a strong contribution to the education of the students as it renders learning relevant to real life situations. The teacher must help students to understand the link of financial aspects to the general education of a citizen but also understand better the importance of better management of available resources at school, at home and in clinical attachment.

Financial education has a key role of not only improving knowledge of personal but also transforming this knowledge into action. It provides the tools for sound money management practices and encourages financial behaviors that enhance their overall economic wellbeing.

g. Standardization Culture

The health professional, will develop a culture to adhere to the standards and quality principles while providing health care services. Standardization culture develops learner's understanding of the importance of standards as a pillar of economic development and in the practices, activities and lifestyle of the citizens. It is intended that the adoption of standardization culture should have an impact upon health improvement, economic growth, industrialization, trade and general welfare of the people.

The health of population will depend on quality learning and teaching approaches for the health professionals. It is important that health professionals acquire knowledge, skills and attitudes that will enable them to provide quality care and adhere to the high standards of professionalism in healthcare settings.

3.4 Guidance on the introductory activity:

The teacher's guide should provide guidance on how to conduct this activity, answers as well as a cross reference to the student's book. Learners may not be able to find the right solution but they are invited to predict possible solutions or answers. Solutions are provided by learners gradually through discovery activities organized at the beginning of lessons or during the lesson.

This introductory activity on the scope of practice helps the learners to get prepared for the unit. As an introductory activity, it introduces the learners the minimum knowledge and skills expected from the learners upon completion of the unit. The

teacher will orient the students on the introductory activity, guide them as they go through the questions of the activity, and ask students and each one will respond individually. At this point, there are no right or wrong answers as learners will gradually get more appropriate answers progressively as they go through the unit.

This introductory activity is intended to:

- Motivate the students to learn about scope of practice
- Stimulate the students to search more information on the roles of health professionals

Teacher's activities:

The teacher is encouraged to promote learning by encouraging each student to respond to questions asked. The teacher will provide guidance as needed and ensure that learners with different levels of knowledge and understanding are mixed. The teacher also has a responsibility to help learners with different problems. The teacher's activities will include the following:

- Ask learners to answer the learning activities individually in their student books. Provide the necessary materials to the learners or guide them on where they can get the materials.
- Monitor if they are having any problems, ensuring that gender considerations are taken into account, and that no one is excluded based on gender. Remember to assist those who are struggling without giving them the answers.
- Note the students' ideas on the chalkboard or flip chart. Tick the correct answers, correct the incorrect ones, and complete the incomplete answers. If students still have any unclear aspects in the lesson, make sure to address any questions or challenges encountered.
- Guide the students to make notes in their books, referring to the learners' book, harmonize, and conclude on the learned knowledge.

Answers for the introductory activity 3.0

- The nurse will check vital signs, assess the patient, take samples for laboratory exams, and document every abnormal finding of the patient.

3.5 List of lessons

No of lessons	Lesson title	Learning objectives (Knowledge, skills and attitudes)	Number of Periods
1	3.1. Definition of key concepts	Define concepts of scope of practice and explicit the nursing activities.	1
2	3.2. Role of the Associate Nurse	Identify the roles of Associate Nurse	1
3	3.3.Scope of the Associate Nurse	Describe the scope of Associate Nurse	2
4	3.4.End unit assessment	Evaluate key competence	1

Lesson 1: Introduction to Nursing Activities

a. Learning Objectives:

By the end of the introductory session, the learners should be able to define concepts of the scope of practice and explain nursing activities.

b. Prerequisites/Revision/Introduction:

The teacher will remind the students about different health professions, then introduce the scope of practice for nurses. The teacher will ask what they already know about different professions and the qualities of professionals, as well as what they want to learn about their roles and limits.

c. Teaching Resources:

Basic materials for a class/lesson to be conducted include: Student's book, notebooks, papers, pens, computer, and projector (flip-charts, markers, chalkboard, and chalk can also be used), internet connectivity, and any other trustworthy and reliable resources to enhance learning.

d. Activity 3.1:

Teacher Guidance:

The teacher's activities will be to provide guidance to students and will include, but are not limited to, the following:

- Ask students to form three or four small groups and do activity 3.1.1 in their student books.
- Students will collect the necessary materials for learning and will be guided on where they can get the materials.
- Move around quietly to monitor if they are having any problems. In the case of small groups, ensure that gender considerations are taken into account and that none is excluded based on gender.

- Remember to assist those who are struggling but without giving them the answers.
- Randomly invite some students to present their findings to the rest of the class.
- Ask other students to follow the presentations carefully. Those who are not presenting should listen attentively without disturbing and are encouraged to applaud the presenters afterward.
- Note the students' ideas on the chalkboard or flip chart.
- The teacher will correct their work by showing the correct answers, and completing and correcting the answers that are incorrect or incomplete.
- The teacher will provide additional explanations for the lesson and will summarize the lesson.
- Tick the correct findings, correct those that are incorrect, and try to complete those that are incomplete.
- If students still have a few unclear aspects, answer or address any questions or challenges about the activity. Guide them to make notes in their notebooks, referring to the learners' book.
- Harmonize and conclude the learned knowledge.
- The teacher will give feedback to the students' self-assessment.

Student activities:

- Form groups.
- Collect materials for learning activities.
- Follow the presentations carefully.
- Ask questions for clarification where some content may still be unclear.
- Answer questions asked.
- Ask questions or raise challenges about the activity.
- Take notes in their notebooks, referring to the learners' book, about the knowledge gained.
- Perform the self-assessment and receive feedback from the teacher.

Expected answers for learning activity 3.1

1. The student will provide nursing care for Mr. T according to his/her competences.

Expected answers for Self assessment 3.1

1) Scope of practice

Describes the services that a qualified health professional is deemed competent to perform and is permitted to undertake in keeping with the terms of their professional license. It is used by national councils and regulatory authorities to define the parameters of a professional's activities, including procedures, actions, and associated processes that a licensed individual is permitted to perform..

2) Scope of practice

It describes the services that a qualified health professional is deemed competent to perform and is permitted to undertake in keeping with the terms of their professional activities

3)

a. Activities of Mr. H

- Measurement of weight, height and brachial perimeter,
- Assessment for nutritional status
- Receiving food supplements like vitamin A, therapeutic milk
- Administer injections for vaccination.

b. Activities of Mrs. J

- She provides vaccinations to children,
- Give health education to their mothers about hygiene, breast feeding, and proper nutrition,
- She registers the children vaccinated and their weight, height and brachial perimeter,
- She observes the availability and safety of the vaccines, and she do a weekly report to the health centre manager.

Lesson 2: Role of Associate Nurse

a. Learning objectives:

By the end of the session on health promotional activities, the learners should be able to explain the promotional activities performed by nurses within their scope of practice.

b. Prerequisites/ Revision/ Introduction:

The teacher will assess how much students already know about the previous session on the introduction to nursing activities.

c. Teaching resources:

Basic materials for a class/lesson to be conducted include: Student's book, notebooks, papers, pens, computer, and projector (flip-charts, markers, chalkboard, and chalk can also be used as well), internet connectivity, and any other trustworthy and reliable resources to enhance learning.

d. Learning Activities 3.2.

1. Activities performed by an associate nurse
 - Measurement of weight, height, and brachial perimeter
 - Assessment of nutritional status
 - Receiving food supplements like vitamin A, therapeutic milk
 - Administering injections for vaccination.

Expected answers to Self-assessment 3.2

2. Activities performed by a registered nurse:
 - Provided vaccinations to children
 - Gave health education to their mothers about hygiene, breastfeeding, and proper nutrition
 - Registered the children vaccinated and their weight, height, and brachial perimeter
 - Observed the availability and safety of the vaccines
 - Submitted a weekly report to the health center manager

Teacher's activities / guidance:

The teacher will ask students to form three or four groups, then distribute papers with learning activities. Students will write down their answers on the papers, and then 3 students will present. The teacher will correct their work by showing correct answers, completing and correcting the answers that are not correct or incomplete. The teacher will provide additional explanation for the lesson and summarize it. Students will ask questions for clarification, then take some notes in their notebooks using pens. Students will also perform the Self-assessment and give feedback to the teacher.

Teacher's activities will include but not be limited to the following:

- Ask learners to form small groups and do activity 3.1.1 in their student books.
- Students will collect necessary materials for learning and be guided to where they can get the materials

- Move around quietly to monitor if they are experiencing some problems. In the case of small groups, ensure that gender considerations are taken into account, and no one is excluded based on gender.
- Remember to assist those who are weak without giving them the answers.
- Randomly invite some students to present their findings to the rest of the class.
- Ask other students to follow the presentations carefully. Those who are not presenting should listen attentively without disturbing and should applaud the presenters afterward.
- Note the students' ideas on the chalkboard or flip chart.
- Mark the correct findings and correct those that are incorrect; try again to complete those that are incomplete.
- If students still have a few things that are not clear, answer or address any questions or challenges about the activity. Guide them to make notes in their notebooks by referring to the learners' book.
- Harmonize and conclude the acquired knowledge.

Student activities:

- Form groups.
- Collect materials for learning activities.
- Follow the presentations carefully.
- Clarify any remaining uncertainties.
- Respond to questions asked.
- Pose questions or challenges regarding the activity.
- Take notes on the knowledge gained in their notebooks, referring to the learners' book..

Expected answers for learning activity 3.2.

1. Activities performed by Mr. B. and Mrs. C. include:
 - Health education
 - Immunization for children under 5 and pregnant women
 - Measure children's weight and height
 - Record immunized children to maintain data for reports
2. Topics for health education:
 - Hygiene and sanitation/hand washing, proper use of latrines
 - Balanced nutrition
 - Malaria prevention

Expected answers for Self-assessment 3.2.

1) Roles of Associate Nurse

- Being an accountable professional
- Promoting health and preventing illness
- Providing and monitoring care
- Working in teams
- Improving safety and quality of care
- Contributing to integrated care

2) **Improving safety and quality of care:** Associate Nurse improves the quality of care by contributing to the continuous monitoring of people's experiences of care. They identify risks to safety or experience and take appropriate action, prioritizing the best interests, needs, and preferences of people.

Lesson 3: Scope of Associate Nurse

a. Learning objectives:

By the end of the session on health promotional activities, the learners should be able to clarify the promotional activities performed by nurses within their scope of practice.

b. Prerequisites / Revision / Introduction:

The teacher will assess how much students already know about the previous session and what they would be interested in learning regarding health promotional activities.

c. Teaching resources

Basic materials for a class/lesson to be conducted include: Student's book, notebooks, papers, pens, computer, and projector (flip-charts, markers, chalkboard, and chalk can also be used), internet connectivity, and any other trustworthy and reliable resources to enhance learning..

d. Activity 3.3.

Guidance

Teacher's activities will include by not limited to the following:

- Ask learners to form small groups and do Activity 3.1.3 in their student books.
- Students will collect necessary materials for learning and will be guided on where they can get the materials.
- Move around silently to monitor if they are having any problems. In the case of small groups, ensure that gender considerations are taken into account, and no one is excluded based on gender.

- Remember to assist those who are weak but without giving them the answers.
- Randomly invite some students to present their findings to the rest of the class.
- Ask other students to follow the presentations carefully. Those who are not presenting should listen attentively without disturbing and should applaud the presenters afterward.
- Note the student's ideas on the chalkboard or flip chart.
- Tick the correct findings and correct those that are incorrect. Attempt to complete those that are incomplete.
- If students still have some unclear aspects, address any questions or challenges about the activity. Guide them to make notes in their notebooks referring to the learners' book.
- Harmonize and conclude the learned knowledge.

Student activities:

- Form groups
- Collect materials for learning activities
- Follow the presentations carefully.
- Clarify any remaining uncertainties.
- Respond to questions asked.
- Pose questions or challenges regarding the activity.
- Take notes in their notebooks on the knowledge gained, referring to the learners' book.

Expected answers for learning activity 3.3.

Mr. U. will administer oral medication to reduce pain. However, he/she will not take blood samples that require IV procedures, which is not within the AN's scope of practice. Therefore, he will request intervention from a registered nurse.

Expected answers to Self-assessment 3.3

Examples of answers:

- Q1.** Provide care and support with hygiene and the maintenance of skin integrity:
- Observe and reassess skin and hygiene status using contemporary approaches to monitor wounds and undertake simple wound care using appropriate evidence-based techniques.

Provide support with nutrition and hydration:

- Record fluid intake and output to identify signs of dehydration or fluid retention and escalate as necessary.
- Support the delivery of artificial nutrition using NGT.

Q2. Preventing and managing infection:

- Observe and respond rapidly to potential infection risks using best practice guidelines.
- Use standard precaution protocols.
- Use aseptic, non-touch techniques.
- Use appropriate personal protective equipment.
- Implement isolation procedures.
- Use hand hygiene techniques.
- Safely decontaminate equipment and the environment.
- Safely handle waste, laundry, and sharps.

3.6 End of Unit Assessment

Expected answers to End of Unit Assessment Questions:

Section 1: Multiple choice questions:

- 1) D
- 2) A
- 3) D
- 4) B

Section 2 : Answer by T or F

- 1) F
- 2) T
- 3) T

Section 3: Case Study

1. Associate Nurse: taking vital signs, administering drugs P.O, and IM, S/C injections, taking samples for laboratory investigation, physical and psychological preparation of the client.
2. The scope of practice protects the public against health professional practices that can be harmful to the public. The health professional must perform activities allowed by the scope of practice. The scope of practice

protects the health professional, like an umbrella, against practicing beyond their competencies, which may lead to litigation.

4. Answer to additional activities

4.1. Remedial activities

- Education about hygiene
- Monitoring of nutrition, hygiene and sanitation
- Communicates appropriate information for effective behaviour change (health education)
- Administration of drugs
- Monitoring of vital signs
- Inform the direct supervisor that you are not competent in the task
- Request supervision or delegation of the task to another nurse

4.2. Consolidation activities

- 1) Four (4)activities of a registered nurse
 - Encourage and share professional knowledge with other staff members
 - Delegate tasks to nurses under his/ her supervision
 - Promote and maintain a good working environment that encourages team spirit
 - Conduct staff performance appraisals
- 2) Three (3) advantages of team work
 - Good collaboration of nurses
 - Increased quality care provision
 - Decreased risks of burnout
 - Reinforcement of friendship and professional behavior

4.3. Extended activities

1. Yes, the nurse must give malaria treatment referring to the current guidelines of treating malaria
2. Provide health information:
 - Advice client to take medication as prescribed
 - Avoid sharing drugs with someone else
 - Provide health education to the client about balanced diet, use of mosquito net, avoid stagnant water and unnecessary bush around the house
3. In case of anemia, the client will be treated by internist physician

4.1 Key Unit Competence:

Demonstrate good decision-making when facing dilemmas in nursing practice.

4.2 Prerequisites (knowledge, skills, attitudes, and values):

The students will have competencies learned from the previous units on professionalism in nursing, the nurses' code of professional conduct, and the scope of practice. After recalling the important areas of the unit on the scope of practice, students will learn about ethical issues in healthcare.

4.3 Cross-Cutting issues to be addressed:

a. Inclusive Education:

This unit on ethical issues in healthcare will prepare health professionals to receive and respect all people who seek health services, regardless of their different backgrounds, including physical or psychological impairments. These may include patients, clients, colleagues, or visitors who will be welcomed in health settings. It is the responsibility of the teacher and teaching team to ensure that all learners with a diversity of disabilities are included in the learning process, with special considerations given to each category of learners with special needs.

b. Gender Education

The unit will prepare health professionals capable of communicating and interacting with other professionals effectively, with respect and a courteous attitude towards clients and colleagues regardless of gender background. Any professional, irrespective of their gender, can respond to ethical issues. Ensure that during different class activities, both boys and girls share and participate equally in all activities.

c. Peace and Values Education

The unit on ethics and the professional code of conduct will enhance values among health professionals to be people of integrity who build a culture of peace while exercising their professional expertise. These values will be personal, professional, and cultural, enabling a professional to inspire an atmosphere of trust for clients and the public. Ensure that all students live in harmony and friendship with classmates. Peace and values education can be integrated at any time in the classroom, outside the classroom, in the school environment, and anywhere in life. The teacher should help students to value each person, avoid conflict, and prepare themselves to become professional nurses with respect for each individual.

d. Financial Education

A health professional will need financial education to be capable of managing financial resources within the health institution and fostering a culture of honesty regarding money. A health professional should not be money-oriented but patient-centered. Financial education makes a strong contribution to the education of students as it renders learning relevant to real-life situations. The teacher must help students understand the link between financial aspects and general education. Financial education plays a key role not only in improving personal knowledge but also in transforming the socioeconomic well-being of the community. It provides tools for sound money management practices and encourages financial behaviors that enhance overall economic well-being.

e. Standardization Culture

The health professional will develop a culture of adhering to standards and quality principles while providing healthcare services. Standardization culture develops learners' understanding of the importance of standards as a pillar of economic development and in healthcare practice. It is intended that the adoption of standardization culture should have an impact on the general welfare of the people by using safe and recommended medication in providing healthcare. It is important that health professionals acquire knowledge, skills, and attitudes that will enable them to provide quality care and adhere to high standards of professionalism in healthcare settings.

4.4 Guidance on the Introductory Activity

The teacher's guide should provide guidance on how to conduct this activity, including answers and a cross-reference to the student's book. Learners may not be able to find the right solution, but they are invited to predict possible solutions or answers. Solutions are provided by learners gradually through discovery activities organized at the beginning of lessons or during the lesson.

This introductory activity on ethical issues in healthcare helps learners prepare for the unit. As an introductory activity, it introduces learners to the minimum knowledge and skills expected from them upon completion of the unit. The teacher will orient the students on the introductory activity, guide them as they go through the questions of the activity, and ask each student to respond individually. At this point, there are no right or wrong answers, as learners will gradually find more appropriate answers as they progress through the unit.

This introductory activity is intended to:

- Motivate the students to learn about ethical issues in healthcare
- Stimulate the students to search for more information on the roles of health professionals

Teacher's activities:

Teacher's activities:

The teachers are encouraged to foster learning and encourage each student to respond to questions asked. The teacher will provide guidance as needed and ensure that learners with different levels of knowledge and understanding are integrated. The teacher also has a responsibility to help learners with different challenges. The activities of the teacher will include the following:

- Ask learners to answer individually the learning activities in their student books. Provide the learners with the necessary materials or guide them on where they can get the materials.
- Monitor if they are having any problems; ensure that gender considerations are taken into account and that no one is excluded based on gender. Assist those who are struggling without directly giving them the answers.
- Note on the chalkboard or flip chart the students' ideas. Tick the correct answers, correct the incorrect ones, and complete the incomplete answers. If students still have some aspects that are not clear in the lesson, make sure to address any questions or challenges encountered.
- Guide the students to make notes in their notebooks referring to the learners' book, synthesize, and conclude on the learned knowledge.

Answers for the introductory activity 4.0

1. Ethical issues in the scenario:
 - **Negligence and Malpractice**
2. The ethical principles respected in this case:
 - **Informed consent**
3. The ethical principles of nursing care violated:
 - **Respect for the person's dignity**
 - **Trustworthiness**
 - **Justice**

4.5 List of lessons

No of lessons	Lesson title	Learning objectives (Knowledge, skills and attitudes)	Number of Periods
1	4.1. Ethical principles 4.1.1. Autonomy, Beneficence and Nonmaleficence	1. Explain how to respect client's autonomy in the provision of nursing care. 2. Differentiate between the principles of beneficence and nonmaleficence	1
2	4.1.2. Justice and Confidentiality	1. Explain the importance of veracity and confidentiality in caring for a client. 2. Describe the principles of justice and fidelity in nursing care	1
3	4.2. Ethical issues in nursing profession	1. Explain the term professionalism 2. Explain the relationship between professionalism and ethical issues.	1
4	4.3. Health system and Ethical challenges	Use appropriate ethical models when making clinical decisions.	1
5	4.4. End of Unit Assessment	Summary of the unit	1

Lesson 1: Autonomy, Beneficence, and Nonmaleficence

a. Introduction and Prerequisites

This is the 1st lesson, which is going to deal with ethical principles that are useful in ethical decisions about which action is right or wrong in a given situation. The first thing to do before starting to teach this lesson is to remind students what they have learned in the previous lessons on the scope of practice of the associate nurse and make a link between these ethical principles and professional scope of practice.

b. Learning Objectives

At the end of this lesson, the student will be able to:

1. Explain how to respect the client's autonomy in the provision of nursing care.
2. Differentiate beneficence from non-maleficence principles.

c. Teaching Resources

Basic materials for classroom teaching like learners' books, internet connectivity,

books or journals, projector, a flipchart and markers, a blackboard and chalk, and any other reliable resources to enhance learning, like a video on ethical principles. The teacher can also use students' experiences based on what they have observed in real life.

d. Learning activities

Teacher guidance

Teacher's activities

- Read the learning activity 4.1 to the class and ensure the students have a common understanding of the case.
- Make 3 groups of students, and ask all groups to read the case study and assign a question to each group for a short period.
- Move around the class to monitor if they understand what to do. Ask them to choose a reporter
- Instruct the other students to wait quietly during the presentation.
- Invite each reporter from the group to present their findings.
- Encourage other students to carefully follow the answers provided by the group members, and complete them. Have them ask questions for more clarification from the teacher about the answers provided by their classmates.
- Write the correct answers on the blackboard or flipchart, correct the incorrect ones, and complete those which are incomplete.
- Remember to assist students who seem lost or weak, but without giving them the answers.
- After analyzing the students' answers, compile and provide the correct answers to students with reference to the learning objectives.
- Support students who may still have a few things that are unclear about the activity. Guide them to make notes in their books by referring to the learners' book.
- The final task of the teacher is to harmonize and conclude the learned knowledge and attitudes gained in the lesson.

Students' Activities

- Gather materials for group work on the learning activity.
- Follow the teacher's instructions.
- Observe the images and answer the related questions.
- Carefully follow the answers of classmates.
- Ask questions for clarification or better understanding.

Take notes in their notebooks on the knowledge gained

The expected answers to questions of learning activity 4.1.

- Justice and advocacy for the patient's social status respect J.'s autonomy; the nurse is going to include J. in the decision-making about the care to provide, especially the abortive method, or convince her to keep the pregnancy.
- Beneficence will be promoted by explaining to her the consequences of unsafe abortion on her life.
- Non-maleficence is based on the avoidance of harm by explaining how to avoid unsafe abortion and how to proceed with a safe abortion.

The expected answers to the questions in self-assessment 4.1:

1. The ethical principles not respected:

Autonomy and beneficence.

2. The behavior of the nurse is not good as she is neglecting the client and causing harm; the venipuncture is painful for the client, and it is not fair to take a phone call while withdrawing a blood sample.
3. Yes, the urinary catheter is necessary. The nurse should explain to the client the benefits of a urinary catheter in preventing bed sores and promoting good body and environmental hygiene.

Lesson 2: Justice and Confidentiality

a. Introduction and Prerequisites

This is the 2nd lesson, which is going to deal with justice, fidelity, veracity, and confidentiality, all of which are useful in ethical decisions in clinical situations. The first thing to do before starting to teach this lesson is to remind students what they have learned in the previous lessons and make a link between Justice, Fidelity, Veracity, and Confidentiality previously learned.

b. Teaching Resources

Prerequisites

The prerequisites for this lesson will be the knowledge gained in the previous lesson. The student will read carefully the learning objectives included in the syllabus to be aware of the expected knowledge, skills, and attitudes to be acquired upon completion of the lesson.

c. Learning Objectives

- At the end of this lesson, the student will be able to:

- Explain the concepts of Justice, Fidelity, Veracity, and Confidentiality.
- Apply these ethical principles in providing care to patients.

d. Teaching Resources

Basic materials for classroom teaching like learners' books, internet connectivity, books or journals, projector, a flipchart and markers, a blackboard and chalk, and any other reliable resources to enhance learning, like a video on ethical principles. The teacher can also use students' experiences based on what they have observed in real life.

e. Learning Activities

Teacher Guidance

Teacher's Activities

- Read the learning activity 4.1.2 to the class and ensure the students have a common understanding of the case.
- Make 3 groups of students, assign them a task to read the case study, and assign a question to each group for a limited time.
- Move around the class to monitor if they understand what to do. Have them choose a reporter.
- Instruct the other students to wait quietly during the presentation.
- Invite each reporter from the group to present their findings.
- Encourage other students to carefully follow the answers provided by the group members, and complete them. Have them ask questions for more clarification from the teacher about the answers provided by their classmates.
- Write the correct answers on the blackboard or flipchart, correct the incorrect ones, and complete those which are incomplete.
- Remember to assist students who seem lost or weak, but without giving them the answers.
- After analyzing the students' answers, compile and provide the correct answers to students with reference to the learning objectives.
- Support students who may still have a few things that are unclear about the activity. Guide them to make notes in their books by referring to the learners' book.
- The final task of the teacher is to harmonize and conclude the learned knowledge and attitudes gained in the lesson.

Students' Activities

- Gather materials for group work on the learning activity.
- Follow the teacher's instructions.

- Observe the images and answer the related questions.
- Carefully follow the answers of classmates.
- Ask questions for clarification or better understanding.
- Take notes in their notebooks on the knowledge gained.

The expected answers to questions of learning activity 4.2.

Q1

- Informed Consent
- Protecting Patient Privacy and Confidentiality
- Shared Patient Decision-Making
- Addressing Advanced Care Planning
- Inadequate resources and staffing

Q2

- Shortage of healthcare professionals
- Large number of patients
- Insufficiency of trained healthcare providers and specialized services
- Lack of basic equipment and specialized infrastructure for NCDs
- High NCD costs of essential drugs and advanced NCD treatment

The expected answers to questions of self -assessment 4. 2

1. Three (3) advantages of confidentiality in a healthcare setting:
 - Patient confidentiality protects the patient and others from spreading information provided by the client.
 - It prevents discrimination against the client due to the current pathology in progress.
 - Patient confidentiality builds trust between the healthcare provider and the client.

The expected answers to the questions in learning activity 4.2.1

1. Principles that are challenged include Justice.
2. The nurse will work in collaboration with the healthcare team, including social workers, doctors, nurses, and the cashier, to set modalities of payment for that patient (e.g., social fund, charity organization...)

The expected answers to questions of self -assessment 4.2. 1

1. Five (5) common ethical issues in nursing practice:
 - Tasks and Fulfillment of the Healthcare Team
 - The insufficient number of nurses per patient
 - Education
 - Professional Reasons
 - Conflicts of Interest

Lesson 3: Health System and Ethical Challenges

a. Introduction and Prerequisites

This is the 7th lesson, which is going to deal with ethical challenges that may arise in a healthcare setting and what must be done in such situations.

Before starting this lesson, the teacher will refer students to issues they have observed in health institutions like health centers or hospitals, the challenges faced by clients as well as nurses, and make a link between these issues and the best ethical behavior.

b. Teaching Resources

Prerequisites

The prerequisites for this lesson will be the ethical principles and the professional code of conduct. Professionalism in nursing practice will be an important support in learning how to deal with ethical challenges. The student will carefully read the learning objectives included in the syllabus to be aware of the expected knowledge, skills, and attitudes to be acquired upon completion of the lesson.

c. Learning Objectives

At the end of this lesson, the student will be able to:

- Explain the common ethical issues in nursing practice.
- Identify and predict ethical issues and challenges in clinical situations.
- Demonstrate the ability to solve ethical issues in nursing practice.

d. Teaching Resources

Basic materials for classroom teaching include: learners' books, internet connectivity, books or journals, a projector, a flipchart and markers, a blackboard and chalk, and any other reliable resources to enhance learning, such as a video on ethical principles. The teacher can also use students' experiences from what they have observed in real life.

e. Learning activities

Teacher guidance

Teacher's activities

- Read the learning activity 4.2.2 to the class and ensure the students have a common understanding of the case.
- Make 3 groups of students and assign them a task. Instruct all groups to read the case study, and assign a question to each group for a limited time.
- Move around the class to monitor their understanding of what to do. Ask them to choose a reporter.
- Instruct the other students to wait quietly until the time for presentation.
- Invite each reporter of the group to present their findings.
- Ask other students to carefully follow the answers provided by group members, and ask questions for more clarification from the teacher about the answers provided by their classmates.
- Write the correct answers on the blackboard or flipchart and correct those that are incorrect, then try again to complete those which are incomplete.
- Remember to help students who are lost or struggling, but without giving them the answers.
- After analyzing the students' answers, compile and provide correct answers to students, referring to the learning objectives.
- Support students who may still have questions about the activity. Guide them to make notes in their books, referring to the learners' book.
- Conclude the lesson by harmonizing and summarizing the learned knowledge and attitudes.

Students' Activities:

- Collect material for group work on the learning activity.
- Follow the teacher's instructions.
- Observe the images and answer the related questions.
- Follow carefully the answers of their classmates.
- Ask questions for clarification or more understanding.
- Take notes in their notebooks based on the knowledge gained in the lesson.

The expected answers to questions of learning activity 4.3

1. The ethical issues presented in this situation include the insufficient number of beds in the Emergency unit.

2. The ethical principle challenged for Mr. G. is nonmaleficence, as there is a risk of contaminating Mr. G. with COVID-19 if the PCR test is found positive.

The expected answers to questions of self -assessment 4.3.

1. Challenges in the health system that may lead to ethical issues in nursing:
 - Shortage of healthcare professionals.
 - Large number of patients.
 - Health insurance payment structure.
 - Inequity in distribution of equipment and materials, etc.
2. Provide five examples of issues in the health system occurring in Rwanda:
 - Insufficiency of trained healthcare providers.
 - High non-communicable diseases (NCDs) costs and a lack of funds mobilization frameworks at global, regional, and national levels.
 - Lack of basic equipment and specialized infrastructure for NCDs.
 - Essential drugs and advanced NCDs treatment.
 - Lack of proper NCDs data management.

Lesson 4: Ethical Decision-Making Models

a. Introduction and Prerequisites

This is the 1st lesson that will deal with ethical principles useful in ethical decisions about which action is right or wrong in a given situation. The first thing to do before starting to teach this lesson is to remind students of what they have learnt in previous lessons and make a link between these ethical principles and the professional scope of practice.

b. Teaching Resources

Prerequisites:

The prerequisites for this lesson will first be the role of nurses and midwives as healthcare professionals. The student will carefully read the learning objectives included in the syllabus to be aware of the expected knowledge, skills, and attitudes to be acquired upon completion of the lesson.

c. Learning Objectives

At the end of this lesson, the student will be able to:

- Describe ethical theories.
- Apply ethical principles in providing care to patients.

d. Teaching Resources

Basic materials for classroom teaching include: learners' books, internet connectivity, books or journals, a projector, a flipchart and markers, a blackboard and chalk, and any other reliable resources to enhance learning, such as a video on ethical principles. The teacher can also use students' experiences from what they have observed in real life.

e. Learning Activities

Teacher Guidance

Teacher's Activities:

- Read the learning activity 4.1 to the class and ensure the students have a common understanding of the case.
- Make 2-4 groups of students and instruct all groups to read the case study. Assign a question to each group for a short time.
- Move around the class to monitor their understanding of what to do. Ask them to choose a reporter.
- Instruct the other students to wait quietly until the time for presentation.
- Invite each reporter of the group to present their findings.
- Ask other students to carefully follow the answers provided by group members, and ask questions for more clarification from the teacher about the answers provided by their classmates.
- Write the correct answers on the blackboard or flipchart and correct those that are incorrect, then try again to complete those which are incomplete.
- Remember to help students who are lost or struggling, but without giving them the answers.
- After analyzing the students' answers, compile and provide correct answers to students, referring to the learning objectives. Support students who may still have questions about the activity. Guide them to make notes in their books, referring to the learners' book.
- Conclude the lesson by harmonizing and summarizing the learned knowledge and attitudes..

Students' Activities:

- Collect material for group work on the learning activity.
- Follow the teacher's instructions.
- Observe the images and answer the related questions.
- Follow carefully the answers of their classmates.
- Ask questions for clarification or more understanding.
- Take notes in their notebooks based on the knowledge gained in the lesson.

The expected answers to questions of learning activity 4.4

- The nurse should refer to the ethical code of conduct regarding the patient-nurse relationship and mutual safety to avoid the danger to the client and the nurse.
- Discuss with the Senior Nurse or Manager on how to find a better room for the patient

4.6 Answer for End Unit Assessment

MULTIPLE CHOICE QUESTIONS

- 1) B
- 2) B
- 3) D
- 4) A
- 5) D
- 6) D
- 7) B
- 8) C
- 9) C

SHORT ANSWER QUESTIONS

1. Ethical issues are event which occur when a given decision, scenario or activity creates a conflict with a society moral principles.
2. A practical example of an ethical issue

E.g., patient who missed the oxygen due to high demands in period of COVID -19, and the choice to remove oxygen to any other client is difficult

3. The challenges occurring in health system that may lead to ethical challenges in nursing?
 - **Shortage of healthcare professionals**
 - **Large number of patients**
 - **Health insurance payment structure**
 - **Inequity in distribution of equipment and materials, etc.**
 - **Lack of trust and confidentiality**

6. Additional activities

1. Remedial activities

1. Explain briefly the meaning of ethics in health care

Ethics is moral principle or quality that governs a person's behaviour or a manner of accomplishing assigned activities.

2. Enumerate 4 qualities / traits of good health professional that you would like to see on the nurse who is caring a friend of yours

- **Respectful of each person**
- **Good communicator**
- **Empathy / compassionate**
- **Responsible**

3. What are the primary moral principles of nursing practice?

- **Respect for persons**
- **Beneficence**
- **Non maleficence**
- **Autonomy**
- **Justice**

2. Consolidation Activities

1. According to what you have observed in the health institution in which you have worked or what you have heard in discussions with your colleagues, what could be the causes of unethical behavior by a nurse?

- **Insufficient knowledge about the management of ethical issues.**
- **Many tasks leading to a risk of burnout.**
- **Aggressive insults from some clients.**

2. You are working in a health center receiving clients suffering from different health problems, including adults, middle-aged clients, and clients under 15 years old, and you don't have enough desks/chairs to give a seat to everyone.

- a) Which clients are you going to prioritize and accord more respect?

- **All clients need respect at the same level, without any discrimination, considering their cultural background.**

- b) What can you do to improve the working environment and the well-being of clients?

- **In collaboration with the managers of the health institution, advocate for more seats for all clients, as each client deserves respect and a place to rest in the waiting area.**

c. Which nurse's values are you going to promote?

- **Justice or impartiality.**
- **Respect for the client's dignity.**

3. Extended Activity

Match the following theories to the appropriate theorists.

Theory	Theorist
1. Virtue ethics	a) James Childress
2. Natural law theory	b) Immanuel Kant
3. Deontology	c) Carol Gilligan
4. Utilitarianism	d) Thomas Aquinas
5. Ethics of care	e) Jeremy Bentham
	f) Aristotle

ANSWER: 1F 2D 3B 4E 5C

4. As a student in the Associate Nursing program, suppose you are going to be a proud and competent nurse. After learning about the ethical issues that may arise during the provision of nursing care, identify at least 4 common ethical issues that may occur in the workplace:
- Insufficient number of nurses to care for all clients in need.
 - Insufficient equipment.
 - Poor relationships and communication with clients and among staff.
 - Lack of justice in the provision of care.
 - **Discrimination against clients based on socioeconomic status.**
5. Using an example, differentiate responsibility from accountability in nursing practice.

Responsibility is an ongoing duty to complete the assigned tasks at hand, while accountability is what happens after a situation occurs or as a result of the tasks performed.

Example: If the nurse assumes the task of providing a painkiller to a client with a high pain score, he/she is accountable for evaluating the outcome of the painkiller, as evidenced by a decreased pain score according to the client's verbal report.

6. Using a personal example of ethical dilemma, apply the steps of Paulina Tabioda in resolving ethical dilemma in nursing.

Step 1: Identification and description of the problems or ethical dilemmas with a wording of the relevant questions

Step 2: Analysis of the ethically relevant clinical information:

- Certainty of the medical and nursing diagnoses
- Prognosis of survival
- Patient competence
- Family and social support network.

Step 3: Reference to ethical and legal principles involved:

Step 4: Evaluation of the action alternatives action and their results:

Step 5: Resolution of the problem:

- Who must decide?
- What aspect of the decision falls directly under the nurse's responsibility?
- Competence or capacity of the patient and or his/her family to participate actively in the decision-making process.

Step 6: The practical implementation of the solution: Who? When? How?

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