

# **ETHICS AND PROFESSIONAL CODE OF CONDUCT**

**TEACHER'S GUIDE SENIOR 5  
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.

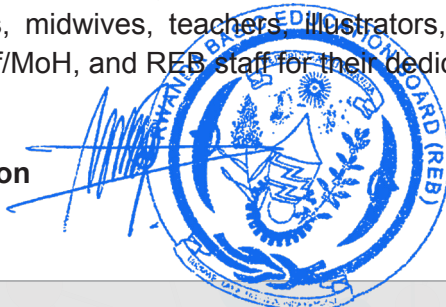
This guide is divided into three parts:

- 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.

**Dr. MBARUSHIMANA Nelson**  
**Director General, REB**



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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 five in Associate Nursing program. It is designed to accompany student book and intends to help teachers in the implementation of competence-based curriculum specifically Ethics and professional code of conduct syllabus.

As the name says, 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 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.

### Overall structure

**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 are 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.

**Structure of each sub heading**

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

**Lesson /Sub heading title 1: .....**

– **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 associate nurse, it is in 2021 that the competence-based curriculum was embraced. This called 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 implies also that a student has to demonstrate what he/she is able to do using the knowledge, skills, values and attitude acquired in a new or different or given situation.

The competence-based curriculum employs an approach of teaching and learning based on discrete skills rather than dwelling on only knowledge or the cognitive domain of learning. It focuses on what learner can do rather than what learners know. Students develop basic competences through specific subject unit competences with specific learning objectives broken down into knowledge, skills and attitudes. These competences are developed through learning activities disseminated in learner-centered rather than 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. Below are examples of how generic competences can be developed in Ethics and professional code of conduct

Generic competence	Examples of activities that develop generic competences
<b>Critical thinking</b>	<ul style="list-style-type: none"> <li>– Describe the relationship and interdependence of sciences</li> <li>– Observe, record, interpret data recorded during professional practice.</li> <li>– Identify and use the applications of Ethics and professional code of conduct concepts to solve problems of life and society</li> </ul>
<b>Research and Problem solving</b>	<ul style="list-style-type: none"> <li>– Research using internet or books from the library</li> <li>– Use a questionnaire for data collection during field visit</li> </ul>
<b>Innovation and creativity</b>	<ul style="list-style-type: none"> <li>– Identify local problems related to ethics and professional code of conduct and ways to resolve them</li> </ul>
<b>Cooperation, Personal and Interpersonal management and life skills</b>	<ul style="list-style-type: none"> <li>– Work in Pairs</li> <li>– Small group work</li> <li>– Large group work like working with the whole classmates</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>– Organise and present in writing and verbally a complete and clear report</li> <li>– Observe, record, interpret the results of a client measurement accurately.</li> <li>– Use appropriate formats such as tables, graphs and diagrams.</li> </ul>
<b>Lifelong learning</b>	<ul style="list-style-type: none"> <li>– Exploit all opportunities available to improve on knowledge and skills. Reading scientific journals to keep updated.</li> </ul>

### 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-as 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, student should always be given an opportunity during the learning process to address these cross-cutting issues both within and out of the classroom so as to progressively develop related attitudes and values.

Below are examples on how crosscutting issues can be addressed in Ethics and professional code of conduct:

### **1.3. Cross-cutting issues to be addressed**

- d) Inclusive education
- e) Gender education
- f) Comprehensive sexuality education (HIV/AIDS, STI, Family planning,
- g) Gender equality and reproductive health)
- h) Peace and Values Education
- i) Standardization Culture
- j) Environment and sustainability
- k) Financial Education

Cross-cutting issues	Examples on how to integrate the cross-cutting issues
<p><b>a) Inclusive education</b></p>	<p>This unit of ethics and professional code of conduct, will consider 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.</p> <p>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.</p> <p>For the learners with visual impairment, the teacher must ensure that they occupy the front seats in class, and they may be encouraged to report when they can't see well what is written or being presented. In case of class activities, these students may be grouped together with others who have healthy vision, and if there printed activities, ensure to use bigger font sizes.</p> <p>For learners with hearing impairment, these students must be included in the learning process. In this context, there is a need to for the teacher to speak loudly, help the learners occupy the front seats, and assess the degree of hearing impairment so that some may be guided to the healthcare settings to get medical care. The written points help students with visual impairment and speaking aloud helps students with hearing impairment. Remember to repeat the main points of the lessons.</p> <p>Finally, for the learners with physical disability, 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.</p> <p>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 and are involved in all activities without any bias. The teacher will allow a student with physical disability (using wheelchair) to take notes or lead the team during an experiment.</p>

<p><b>b) Gender</b></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 professional. Make sure that during different class activities, both boys and girls shares 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.</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><b>c) Comprehensive sexuality education (HIV/AIDS, STI, Family planning, Gender equality and reproductive health)</b></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 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.</p>

<p><b>d) Peace and Values Education</b></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 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.</p> <p>During group activities, debates and presentations, the teacher will encourage students to help each other and to respect opinions of colleagues.</p>
<p><b>e) Standardization culture</b></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 respecting aseptic procedures using sterile materials and instruments, using safe drugs (not expired), respecting cold chain in vaccination process, etc.</p> <p>For tasks involving calculations, they have to always calculate accurately the dose of medication</p>

<p><b>f) Environment and sustainability</b></p>	<p>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.</p> <p>Waste management and waste segregation are important in the hospital to avoid harmful substances that can have bad impact to the environment those include needles, expired products should be evacuated in appropriate containers and treated according to the hospital guidelines.</p> <p>In order to avoid the environment pollution, before, during or after patient care a health professional should avoid throwing away drugs and consumables anywhere; special places or appropriate containers should be used.</p>
<p><b>g) Financial Education</b></p>	<p>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.</p> <p>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 Rwandans. 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 professionals can design a project to improve the maternal and child health.</p> <p>When performing patient care, health professionals are encouraged to avoid wasting drugs and products by using the quantities that are just required. They are also required to avoid spoiling equipment and other materials...</p>

## **Attention to special educational needs specific to each subject**

In the classroom, students learn in different way depending to their learning pace, needs or any other special problem they might have. However, the teacher has the responsibility to know how to adopt his/her methodologies and approaches in order to meet the learning needs of each student in the classroom. Also, teacher must understand that students with special needs need to be taught differently or need some accommodations to enhance the 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, teacher needs to:

- Remember that students learn in different ways so they have to offer a variety of activities (e.g., role-play, music and singing, word games and quizzes, and outdoor activities).
- Maintain an organized classroom and limits distraction. This will help students with special needs to stay on track during lesson and follow instruction easily.
- Vary the pace of teaching to meet the needs of each student-teacher. 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 several instructions at once. It is better to use simple, concrete sentences in order to facilitate 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 over protective and does not do everything for the student-teacher. 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 they might excel 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 that should be handled differently.

**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.

**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.

**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.

**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.

### **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.

### **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.

In Year two textbook, formative assessment principle is applied through application activities that are planned in each lesson to ensure that lesson objectives are achieved before moving on. At the end of each unit, the end unit assessment is formative when it is done to give information on the progress of students and from there decide what adjustments need to be done. Assessment standards are taken into consideration when setting tasks.

### **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:**

- agree on aims and objectives
- gather relevant information prior to visit
- brainstorm on key questions and share responsibilities
- discuss materials needed and other logistical and administrative issues
- discuss and agree on accepted behaviours during the visit
- 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 give to the teacher for marking. The teacher then arranges for discussion to explain possible misconceptions and fill gaps. Or students write reports in groups and display them on the class notice board for everyone to read.

## 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 sequencings.

### 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 student-teachers' 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 task/activity 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 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 5	1	1 of 10	40 Minutes	30 Students
Type of Special Educational Needs and number of learners					The teacher will assess if in the whether there are students with special considerations and take appropriate measures. These may include mild vision impairment and hearing among others. The teacher must identify these students in order to help them		
Topic area		Legal framework					
Sub-topic area		Implication of nursing practice					
Unit Title		Ethics and professional code of conduct					
Key Unit Competence		Explain effectively the good and bad nursing practices					
Title of the Lesson		Concepts of good and bad nursing practice					
Plan for this class(location: in / outside)		In the Class A.08					
Instructional Objectives		<p>By the end of the lesson, the student should be able to correctly :</p> <ol style="list-style-type: none"> <li>1. Explain the key concepts of nursing practice, good nursing practice and bad nursing practice</li> <li>2. Illustrate by example a good and a bad nursing practice</li> <li>3. Explain the consequences of a bad nursing practice</li> <li>4. Explain possible causes of bad nursing practice</li> </ol>					
Learning Materials		Case studies on nursing practice , images , field visit in health institution					

References	<p>Books on Ethical issues in Nursing , Fundamentals of Nursing in Ethics and code of conduct</p> <ol style="list-style-type: none"> <li>1. Bandman Elsie L , ( 2004 ) Nursing Ethics Through the life span , 3rd edition , Stamford Connecticut</li> <li>2. Zane Wolf ( 2012 ) , Medsurg nursing: official journal of the Academy of Medical-Surgical Nurses, 21(1):16-22, 36</li> <li>3. Potter and Perry (2017) , Fundamentals of nursing , 8th edition, Elsevier,</li> <li>4. Legal Principles and the Limits of Law Joseph Raz in <a href="https://core.ac.uk/download/pdf/160248327.pdf">https://core.ac.uk/download/pdf/160248327.pdf</a></li> <li>5. Doreen M. Towsley-Cook Terese and A. Young (2007 ) , Ethical and legal issues for imaging professionals Mosby Elsevier Philadelphia US</li> </ol>
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Timing for Each step	Description of teaching and learning activity:		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 but it requires a certain conduct to be well practiced and the legal problem that can arise in nursing profession</p> <p>Ask to students some questions related to the Nursing practice :</p> <ul style="list-style-type: none"> <li>– Have you observe a nurse in working place?</li> <li>– What is for you a good nursing practice?</li> </ul> <p>What is for you a bad nursing practice?</p>	<ul style="list-style-type: none"> <li>– Listen to the questions and provide possible answers</li> <li>– Listen attentively teacher’s explanation of key concepts of good and bad nursing practice and ask for more clarification if needed</li> </ul>	<p>Competences:</p> <p>Critical thinking through answering questions to questions</p> <p>Good communication skills</p>

1. Development of the lesson: in 25 minutes			
2.1. Discovery activity	<ul style="list-style-type: none"> <li>- Ask them if they have observed the behavior of the nurses when they care patients</li> <li>- Ask to students to identify examples of a good and bad nursing practice in the workplace or outside the workplace</li> <li>- Explain the consequences of a good nursing practice on the health and wellbeing of the client</li> <li>- Explain the consequences of a bad nursing practice</li> <li>- Confirm answers which are correct , give additional information on incomplete answers</li> </ul>	<ul style="list-style-type: none"> <li>- Students follow the lesson in interactive manner by giving answers about how they perceive each aspect presented and how they are going to perform good nursing practice</li> </ul>	<p><b>Competences:</b></p> <ul style="list-style-type: none"> <li>- critical thinking</li> <li>- Observation</li> </ul> <p>Communication</p> <p>Collaboration with the teacher</p> <p>Crosscutting issues:</p> <ul style="list-style-type: none"> <li>- Gender equality at all level of the course</li> <li>- Lifelong learning</li> <li>- Peace</li> <li>- Inclusive education</li> </ul>
2.2. Presentation of the content summary	<ul style="list-style-type: none"> <li>- After student's answers, give the proper definition of the code of conduct , the domains concerned by the code and specify them : conduct of a nurse towards clients, conduct of a nurse to her/his duty and conduct of the nurse with her/his colleagues</li> </ul>	<ul style="list-style-type: none"> <li>- Listen attentively to the teacher' explanation</li> <li>- Ask questions for better understanding</li> </ul>	<p>Communication skills</p> <p>Analysis</p> <p>Critical thinking skills</p>

2.3. Exploitation of the content	<ul style="list-style-type: none"> <li>- Ask the students if the content is clear and relevant to them as it may be for a future health professional</li> <li>- Give more clarification where it is needed</li> </ul>	<ul style="list-style-type: none"> <li>- Give comments on the content</li> <li>- Capture the corrections or opinions of the teacher</li> </ul>	Good Communication
2.4. Conclusion: In 5 minutes	<ul style="list-style-type: none"> <li>- Summarize the knowledge learned about good and bad nursing practice</li> <li>- Give more clarifications on the content</li> <li>- Provide the harmonized content.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen the clarification given by the teacher</li> <li>- Take note of summary</li> </ul>	Good Communication
3. Assessment: in 5 minutes	<ul style="list-style-type: none"> <li>- Invite each student to work on self-assessment questions indicated in student 's textbook on 2.1</li> <li>- Add clarification in need</li> <li>- Thank students for active collaboration</li> </ul>	<p>Answer to the questions on self-assessment in student's textbook on 2.1</p> <p>Let students ask 1 or 2 burning questions</p>	<p>Competences:</p> <ul style="list-style-type: none"> <li>- Lifelong learning</li> <li>- Critical thinking</li> <li>- Analysis</li> </ul>
Comments on the lesson delivery			

### 1.1. Key unit competence

Explain effectively the good and bad nursing practices

### 1.2. Prerequisite (knowledge, skills, attitudes and values):

These are knowledge, skills, attitudes required for the success of the unit which are already taught in lower secondary school. The teacher will be sure that students has acquired knowledge, skills and attitudes acquired in lower secondary school

- **Professionalism** in nursing preparing student's to become a qualified associate nurse, be sure if students remember the definition of nurse, nursing and Ethics
- **Nurse's professional code of conduct** learnt in Senior 4 , trimester 1 which gives guidelines of the nurse's code of conduct with the clients, colleagues and on the duty
- **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:** Carrier guidance unit on how to make a choice of carrier, 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
- **Fundamentals of nursing in all procedures leant in senior 4** , the teacher will connect them on how to provide a good nursing care to the client while maintaining good relationship with the client and high quality standard of care
- **Ethical issues in healthcare** learnt in senior 4 in which the students learnt how to take a good decision making when faces the dilemma in nursing practice

## 1.3. Cross-cutting issues to be addressed

### a) Environment and 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.

As a teacher, you are required to always guide students and help them to understand their positive roles in environment and sustainability.

### b) Gender

As a teacher, gender equality in all activities of the learning process must be promoted, the conduct of a nurse male or female must be the same even respect of each other in classroom or outside the classroom, and the good or bad nursing practice can be performed by a nurse male or female. For example, in creating group work, to ensure gender equality in the group and distribution of tasks. A boy can perform tasks as well as a girl. Avoid any kind of gender discrimination in language or action.

### 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 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.

### d) Financial Education

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. The nurse's code of conduct put emphasis on management of resources to achieve the justice principle in caring patients and avoid any source of litigation.

### e) Inclusive Education

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

## **f) Comprehensive sexuality education (HIV/AIDS, STI, Family planning, Gender equality and reproductive health)**

As future health professional, the students will learn how to help patients and colleagues about prevention and management of sexual issues. The preparation of students is important for the transition to adulthood and understanding how to prevent sexual issues, avoid unprofessional behaviour or malpractices linked to sexual issues in respecting the nurse professional code of conduct. Students face unwanted pregnancies, reason why this cross cutting issue must be involved in the course.

### **1.4. Guidance to Introductory activity**

#### **Teacher's activity**

- The teacher will divide the class in 4 groups will give time to students to read the activity, ask them if they are understanding the scenario, give clarification in need
- Assign a question to each group
- Ask to students to discuss about the given questions about the scenario
- Invite all students to participate actively in the discussion
- After discuss ask to the representative of each group to answer to question
- The teacher is going to emphasize on right answers provided and complete or correct the wrong answer
- Respect the principle of inclusiveness in the class

#### **The expected answer for introductory activity**

- a) Activities carried out by the nurse who may be qualified as good nursing practice are
- Warm reception of the client
  - Good position of the client tired in lying position
  - Assessment of the client starting by taking vital signs and parameters
  - Good reaction of the nurse about the client high body temperature by giving a medication to reduce the high body temperature

## 1.5. List of lessons

No	Lesson title	Learning objectives	Number of periods
1	1.1. Identify good and bad nursing practice	<ol style="list-style-type: none"> <li>1. Explain the key concepts of nursing practice, good nursing practice and bad nursing practice</li> <li>2. Illustrate by example a good and a bad nursing practice</li> <li>3. Explain the consequences of a bad nursing practice</li> </ol>	1
2	1.2. Concepts of malpractice and negligence	<ol style="list-style-type: none"> <li>1. Explain the difference between malpractice and negligence</li> <li>2. Using examples, illustrate the malpractice and negligence in nursing profession</li> <li>3. Explain some manifestations of nursing negligence</li> </ol>	1
3	1.3. Legal issues in nursing practice	<ol style="list-style-type: none"> <li>1. Explain the meaning of legal issues in nursing practice</li> <li>2. Explain the importance of the law in nursing profession</li> <li>3. Illustrate by example in nursing practice the concept of ethical dilemma</li> </ol>	1
4	1.4. Legal sanction in Nursing Practice	<ol style="list-style-type: none"> <li>1. Explain the liability issues in nursing practice</li> <li>2. Explain the common sanction in nursing profession</li> </ol>	1
5	1.5. Disclosure of clinical information	Explain the right time to disclose clinical information	1
6	End unit assessment	All objectives will be assessed especially the meaning and principles of nurse's code of conduct	1
7	Skills lab (where applicable)	The skills lab is not applicable, however students will do the role play to illustrate the course in the classroom	

## Lesson 1: Concepts of good and bad nursing practice

### a) Introduction and Prerequisites

The nursing professional requires more practice in providing care to health consumers. It is very important in nursing profession to provide quality care while practicing the profession and avoid nursing malpractice and possible litigation

#### Prerequisites

The prerequisites to this lesson will be firstly the conduct of an integral person in the society and the knowledge acquired in the unit of professionalism especially in the characteristics of a professional, the nurse's code of conduct, the scope of practice which specify what the nurse is allowed to do or not. The students have also learnt in lower secondary in religion the principle of altruism and respect the life of each person even the ethical behaviour in entrepreneurship

### b) Learning objectives

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

1. Explain the key concepts of nursing practice, good nursing practice and bad nursing practice
2. Illustrate by example a good and a bad nursing practice
3. Explain the consequences of a bad nursing practice

### c) Teaching resources

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

The teacher can also uses the case study of the student's book on learning activity 1.1 and ask to students to analyse the case and sort out the good and bad nursing practice

The teacher may also search a video showing the behaviour 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:

- Pairs students and asks them to do learning activity 1.1 in their student book and answer the questions number 1 and 2

- Move around in the class to monitor if they are understanding the case and provide support in need
- Invite any 3 pairs to provide their answers on question number 1
- Ask other students to follow carefully the answers provided by students and complete the answer provided by their classmates
- Note on the blackboard or the flipchart the main student's ideas.
- Tick the correct responses and correct those ones which are incorrect and complete those which are incomplete.
- Ask to other 3 pairs 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 about good and bad nursing practice
- Help students to make 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 activity
- Ask some questions to check whether they agree with the findings from their colleagues

### **The expected answers from Questions of learning activity 1.1**

Acts considered as bad nursing practice

- Lack of checking correct route before drug administration
- Wrong route for drug administration
- Lack of preparation and respect of steps in nursing procedures before drug administration

### **The expected answers of self-assessment 1.1**

1. Three (3) examples of malpractice in nursing practice
  - Wrong drug administration route

- Failure to monitor a client under a sensitive care
  - Very poor communication with the client
2. Three (3) possible consequences of a bad nursing practice
- Lack of health state improvement of the current condition
  - Life threatening outcome due to lack of suitable nursing care
  - A professional incompetence is a cause of a bad nursing practice due to lack of knowledge and skills of a professional may lead to practice nursing in wrong way and bring negative health outcomes to the patient.

## **Lesson 2: Concepts of malpractice and negligence**

### **a) Introduction and Prerequisites**

This is the 2<sup>nd</sup> lesson which is going to deal with nursing malpractice and negligence and how they impede with the health and wellbeing of a client. Nurses must assume their responsibilities on duty.

Before starting teaching this lesson, the teacher will remind students that they have learnt about good and bad nursing practice in the first lesson

### **b) Teaching resources**

#### **Prerequisites**

The prerequisites to this lesson will be firstly the role of the code of conduct and how they are used in practice. Students may refer also to knowledge acquired in senior 4 about professionalism especially in the characteristics of a professional, the nurse's code of conduct, the scope of practice which specify what the nurse is allowed to do or not.

### **b) Learning objectives**

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

1. Explain the difference between malpractice and negligence
2. Using examples, illustrate the malpractice and negligence in nursing profession
3. Explain some manifestations of nursing negligence

### **c) Teaching resources**

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

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

## **d) Learning activities**

### **Teacher guidance**

#### **Teacher's activities**

- Read the learning activity 1.2 to whole class and be sure if the students have common understanding on the case
- Make 3 groups of 5 students and assign them a task , all groups have to read the case study , assign a question to each group for short time
- Ask to each group to choose a reporter
- Move around in the class to monitor if they are understanding what to do. Ask them to choose a reporter
- Ask to other students to wait quietly the time for presentation
- Invite each reporter of the group to present their findings ,
- Ask other students to follow carefully the answers provided the group members
- Write the correct answers on the blackboard or the flipchart and correct those ones which are incorrect and complete those which are incomplete
- Remember to help students looking lost or weak but without giving them the answers
- After analyzing the students answers , compile and provide correct answers to students referring to learning objectives
- Support students who may still have few things that are not clear about the activity. Guide them to make notes in their books referring to learners' book.
- The end task of the teacher is to harmonize and conclude on the learned knowledge and attitudes gained in the lesson.
- Help students to take notes in their notebooks

#### **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 for classmates
- Take notes of knowledge gained in their notebooks

### The expected answers to Questions of learning activity 1.2

1. Malpractice is a breach of the duty of care by a health provider or care provided with poor or low quality level and including acts of neglect, or incompetence which occur for any reason not always explicable
2. Difference between **mistake** and **negligence** is that a mistake is a wrong act or act done with wrong judgement which is often unintentional, Negligence is omission of a task which is required for a 'client and may harm the client's health

### The expected answers to Questions of self-assessment activity 1.2

1. The malpractice act committed by the nurse is the administration of a wrong drug
2. Act of negligence done is the omission of assisting a client obviously in need
3. The impact of this nursing practice on the client is that a client will no longer have trust in nurses, may have complications on client's health.
4. Difference malpractice vs negligence

Malpractice	Negligence
Failure to assist a client with ambulation	Failure to call a doctor for immediate help
Administration of a wrong medication	Record vital signs while they are not taken
Giving a drug in wrong route	Lack of dressing a deep wound in need
Improper insertion of urinary catheter	No use of indwelling urinary catheter to a client in coma status

## Lesson 3: Legal issues in nursing practice

### 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. The nursing profession has also a legal aspect especially the legal issues in nursing practice which can lead to litigation case as far as the life of a person is concerned.

## Prerequisites

The prerequisites to this lesson will be firstly the conduct of an integral person in the society and the knowledge acquired in professionalism topic and the malpractice and negligence acts in nursing profession. The students have acquired knowledge about malpractice and negligence

### b) Learning objectives

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

1. Explain the meaning of legal issues in nursing practice
2. Explain the importance of the law in nursing profession
3. Illustrate by example in nursing practice the concept of ethical dilemma

### c) Teaching resources

The teacher can use students experience on what they have observed in a health institution and the community as acts committed by the nurse in front of the client.

The teacher can also use the case study/scenario on a legal issue of the student's book on learning activity 1.2

The teacher may also search a video showing legal problems of a nurse with client and analyse it.

### d) Learning activities

#### Teacher guidance

#### Teacher's activities

- Ask to all students to read carefully the scenario of Mr. M in learning activity 1.3 in their student book and answer to the questions number 1 and 2, and 3 and ask to every student to be ready to answer to the questions.
- Invite any 4 students to provide they answers on question number 1 and others 4 students to give to question 2
- Ask to any 4 others students to answer to the question 3
- Ask other students to follow carefully the answers provided by students and complete the answer provided by their classmates
- Note on the blackboard or the flipchart the main student's ideas.
- Highlight the correct responses and correct those ones which are incorrect and complete those which are incomplete.
- After collecting possible answers from students, make a conclusion which includes the important answers to retain

- Help students who looks weak to better understand the questions and answers
- Help students to make notes in their notebooks

### **Students' activities**

- Collect material for personal learning activity 1.3 in the classroom
- Follow teacher's instructions
- Answer to the questions in student book and be ready to answer
- Answer clearly to the question if invited by the teacher
- Follow carefully the answers provided by classmates
- Ask questions for clarification or more understanding
- Take notes in their notebooks on the knowledge gained in the notebook

### **The expected answers from Questions of learning activity 1.3**

1. Nursing values violated by the nurse
  - Respect of the client dignity
  - Lack of trust
  - Non respect of the client autonomy
2. The action is a malpractice

### **Expected answer to self-assessment activity 1.3**

1. The ethical problem about that case

The nurse has not chosen the best option of helping a person in danger situation. She has not well chosen the best option for saving life of the person in critical situation

2. The legal issue is no assistance to a person in danger situation. This is also a nursing malpractice

## Lesson 4: Legal sanction in Nursing Practice

### a ) Introduction and Prerequisites

The last lesson is going to deal with legal sanction in nursing practice. As we have legal issues in nursing, the case of litigation may arise during practice that requires legal sanctions. This is a sensitive topic to understand and avoid as much as possible any cause of legal sanction

### b) Teaching resources

**Prerequisites:** the prerequisites to this lesson will be the previous lessons especially nurse's professional code of conduct mainly in the code of ethics in Senior 4, especially ethical principles, legal issues, legal principles already seen in previous lessons, the good, bad nurse practice, malpractice and negligence, clients rights and make a link between these lessons and the possibility of legal sanction in nursing practice.

### b) Learning objectives

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

1. Explain the liability issues in nursing practice
2. Explain the common sanction in nursing profession

### c) Teaching resources

Basic materials for a classroom teaching like: students' 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, the case study on learning activity 1.4

### d) Learning activities

#### Teacher Guidance

#### Teacher's activities

- Make 3 groups of 5 students and assign them a task to all groups to read the case study
- Assign a question to each group for short time
- Move around in the class to monitor if they understand what to do. Ask them to choose a reporter
- Invite each reporter of the group to present their findings
- Ask other students to follow carefully the answers provided the group members, complete them ask questions for more clarification to the teacher about the answer provided by their classmates.

- Write the correct answers on the blackboard or the flipchart and correct those ones which are incorrect and try again to complete those which are incomplete
- Ask to the second group to present also their findings and the third group to do the same
- After each presentation proceed as the same on the first presentation
- Remember to help students looking lost or weak but without giving them the answers
- Support students who may still have few things that are not clear about the activity.
- After analyzing the students answers , compile and provide correct answers to students referring to learning objectives
- Guide them to make notes in their books.
- The end task of the teacher is to harmonize and conclude on the learned knowledge, attitudes and skills

### **Students' activities**

- Collect material for group work on learning activity
- Follow teacher' s instructions and form groups
- Read carefully the case study and look on the image
- Answer to assigned questions
- Follow carefully the answers of classmates during class presentation
- Ask questions for clarification or more understanding
- Take notes in their notebooks

### **The expected answers to the learning activity 1.4**

1. Yes, the nurse have neglected the child and have not given emergent care required by the health status of the child, this have ended in the death of the child.
2. Actions that should be done by the nurse to prevent the death of the child are:
  - Administer fluid replacement as prescribed
  - Giving antipyretics drug to prevent seizures
  - Stay near the child until the mother come back from the pharmacy
3. Yes, he does, this is negligence and it is a litigation case

## The expected answers to the self-assessment activity 1.4

1. Three (3) benefits of nurse's legal sanction in nursing practice
  - The sanction will recall to nurses that they are legally held accountable of their acts
  - They are going to think twice before doing any acts
  - The public will be more protected against harm from nurses
2. Two (2) possible sanctions against the nurse
  - **Suspension order:** A suspension order results in the suspension of the nurse or midwife's registration for a period of up to one year. They may not practice as a registered nurse or midwife during the period for which the order is in force
  - **Caution order:** An order can be imposed for a period of between one and five years, and can be disclosed to anyone enquiring about the nurse or midwife's fitness to practice history
3. The basis for litigation in nursing is related to negligence, failing to exercise the level of care that a reasonable, prudent nurse would provide to the client under similar circumstances and the malpractice

## Lesson 5: Disclosure of clinical information

### a) Introduction and Prerequisites

The last lesson is going to deal with clinical information in nursing practice. As we saw in legal issues in nursing, the case of litigation may arise due to disclosure of clinical information. This is a sensitive topic to understand to maintain confidentiality of the patient and public trust in regards to the nursing profession.

### b) Teaching resources

**Prerequisites:** the prerequisites to this lesson will be the previous lessons especially legal sanction in nursing practice.

### b) Learning objectives

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

Explain the right time to disclose clinical information

### c) Teaching resources

Basic materials for a classroom teaching like: students' 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, the case study on learning activity 1.5

## **d) Learning activities**

### **Teacher Guidance**

#### **Teacher's activities**

- Make 3 groups of 5 students and assign them a task to all groups to read the case study
- Assign a question to each group for short time
- Move around in the class to monitor if they are understanding what to do. Ask them to choose a reporter
- Invite each reporter of the group to present their findings
- Ask other students to follow carefully the answers provided the group members, complete them ask questions for more clarification to the teacher about the answer provided by their classmates.
- Write the correct answers on the blackboard or the flipchart and correct those ones which are incorrect and try again to complete those which are incomplete
- Ask to the second group to present also their findings and the third group to do the same
- After each presentation proceed as the same on the first presentation
- Remember to help students looking lost or weak but without giving them the answers
- Support students who may still have few things that are not clear about the activity.
- After analyzing the students answers, compile and provide correct answers to students referring to learning objectives
- Guide them to make notes in their books.
- The end task of the teacher is to harmonize and conclude on the learned knowledge, attitudes and skills

#### **Students' activities**

- Collect material for group work on learning activity
- Follow teacher's instructions and form groups
- Read carefully the case study and look on the image
- Answer to assigned questions
- Follow carefully the answers of classmates during class presentation
- Ask questions for clarification or more understanding
- Take notes in their notebooks

### The expected answers to the learning activity 1.5

The confidentiality is not assured

### The expected answers to the self-assessment activity 1.5

A health provider must not disclose patient's information for any purpose other than providing health care services to the specific patient. It will be considered as violation of confidentiality once patient's information is disclosed outside delivering care.

## 1.6. End unit assessment

### Expected answers to End unit assessment

Multiple choice questions

1. D
2. D
3. A

Answer by True (T) or False (F)

1. T
2. T
3. T
4. F
5. T
6. T
7. T

### Expected answers on questions of case study

1. **Ethical principles** violated are beneficence and non-maleficence. The nurse did not monitor the child, forgot to take blood sample, provided wrong quantity of fluids and delayed blood transfusion as required
2. **Malpractice**: is unethical conduct or unreasonable lack of skill by a professional nurse. Example in the scenario: wrong administration of fluid to the child, the required duration for giving fluid was not respected

**Negligence**: Nursing negligence applies when a health provider makes a "mistake" in treating patient and that mistake results in harm to the patient.

**Example from the scenario:** the nurse have not taken the blood sample and the blood transfusion was not given, vital signs not monitored leading to child worsening of health status

3. Yes, there is existing litigation issue due to negligence and malpractice in caring the child.

### **Additional activities**

#### **a. Remedial activities**

1. Using an example, explain 2 legal principles in nursing practice

#### **Answer:**

- Respect the dignity and individuality of each person: treat a person with kindness and consideration of his health status when the nurse receive the client
  - Respect the cultural needs and values of each person: for example in Rwanda, adult person don't like examination of genital organs, this requires a good preparation
2. What is the main cause of litigation in nursing practice?

**Answer:** The basis for litigation in nursing is related to negligence, failing to exercise the level of care that a reasonable, prudent nurse would provide to the client under similar circumstances and the malpractice

3. Explain the relationship between a professional incompetence and bad nursing practice

**Answer :** Professional incompetence is a cause of a bad nursing practice due to lack of knowledge and skills of a professional may lead to practice nursing in wrong way as the nurse is not able to well perform nursing care

#### **b. Consolidation activities**

1. Explain the consequence of negligence for a nurse on duty

**Answer:** Acts of omission due to negligence will subject the nurse to litigation and professional license review. Both litigation and professional license review can result in loss of a license to practice

2. Illustrate by example 3 rights of the client

#### **Answer:**

- Right to obtain complete current information regarding his diagnosis, treatment and the treatment outcome
- Example: a client suffering for cancer needs all these information and to know if the cancer is curable or not

- The right to make decisions regarding the health care that is recommended by the physician
- Example: if the physician decides a surgical intervention, the client must give his or her decision about it
- The right to courtesy (politeness) when the nurse is communicating or caring the client

**c. Extended activities**

1. In case of malpractice or negligence, when the nursing regulatory body would intervene?

**Answer:** The Nursing and Midwifery Council (NCNM) take action when a nurse or midwife has failed to comply with the standards of good practice conduct and performance required, and when it has been proved that the nurse's fitness to practice is currently impaired.

2. Discuss about moral principles or quality that governs a person's behaviour in accomplishing assigned activities and the legal responsibilities of a professional nurse

**Answer:** the moral principle or ethics helps the person to choose the good things to do in the profession and the same person have to assume professional responsibilities , which responsibilities if not assumed , the nurse will be held accountable and may be legally punished. The type of sanction will depends on the fault.

The law requires to examine what lies behind the purpose of sanctions, which is not to be punitive but to protect the public interest and to promote the profession

The public interest includes protection of patients, maintenance of public confidence / trust in the professions

## **2.1. Key Unity Competence**

**Effectively use ethical principles during nursing practice**

## **2.2. Prerequisite (knowledge, skills, attitudes and values)**

- These are knowledge, skills, attitudes required for the success of the unit which are already taught in lower secondary school
- The teacher will be sure that students has acquired knowledge, skills and attitudes acquired in lower secondary school
- Professionalism in nursing preparing student's to become a qualified associate nurse, be sure if 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.
- 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 like Hildegard Peplau's on interpersonal relations in nursing

## **2.3. Cross-cutting issues to be addressed:**

### **a) Environment and 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. As a teacher, you are required to always guide students and help them to understand their positive roles in environment and sustainability.

### **b) Gender**

As a teacher, gender equality in all activities of the learning process must be promoted, the conduct of a nurse male or female must be the same even respect of each other in classroom or outside the classroom. For example, in creating work group, to ensure gender equality in the group and distribution of tasks. A boy can perform tasks as well as a girl.

### **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 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.

### **d) Financial Education**

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. The nurse's code of conduct put emphasis on management of resources to achieve the justice principle in caring patients

### **e) Inclusive Education**

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

**5. Comprehensive sexuality education (HIV/AIDS, STI, Family planning, Gender equality and reproductive health).** As future health professional, the students will learn how to help patients and colleagues about prevention and management of sexual issues. The preparation of students is important for the transition to adulthood and understanding how to prevent sexual issues and respect the nurse professional code of conduct. Students face unwanted pregnancies, reason why this cross cutting issue must be involved in the course.

## **2.4. Guidance to Introductory activity**

### **Teacher's activity**

- The teacher will divide the class in 5 groups will give time to students to read the activity, ask them if they are understanding the scenario, give clarification in need
- Ask to students to discuss about the given questions about the scenario
- Invite all students to participate actively in the discussion
- After discuss ask to the representative of each group to answer to question

- The teacher is going to emphasize on right answers provided and complete or correct the wrong answer
- Respect the principle of inclusiveness in the class
- Then answer to the questions related to introductory activity

### The expected answer for introductory activity 2.0

Yes the client has the right refuse to defend his /her dignity

Did not respect the principle of beneficence and non-maleficence

## 2.5. List of lessons

No	Lesson title	Learning objectives	Number of periods
1	2.1. Concepts of law and Legal principles	Define legal principles in nursing area  Identify legal principals in nursing Compare legal principles in healthcare provision  Contrast legal principles in healthcare provision	1
2	2.2. Beneficence, Non-maleficence and Empathy	Explain the concepts of beneficence, non-maleficence, and empathy	1
3	2.3. Self-determination, Justice and Veracity	Explain the concepts of self-determination, justice and veracity	1
4	2.4. Autonomy, accountability and fidelity	Explain the concepts of, autonomy, accountability and fidelity.	1

5	End unit assessment	Recognize personal and professional consequences for own actions  Demonstrate faithful behavior when providing care	1
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## Lesson 1: Concepts of Law and legal principles, dignity, trust and partnership with client

### a) Introduction and Prerequisites

Legal principles are among the professional courses for a nurse. It is very important in nursing profession as it gives guidance on how the nurse shall behave while practicing the profession. A professional nurse should consider legal principles while exercising healthcare profession and respect Law. A nurse should also follow principles of dignity, trust and partnership with client

### Prerequisites

The prerequisites to this lesson will be the knowledge acquired in the unit of professionalism and legal issues. The students have also learnt ethical issues that occur in nursing profession

### b) Learning objectives

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

Define legal principles in nursing area

Identify legal principals in nursing

### c) Teaching resources

The teacher will use the case study of the student's book on learning activity 2.1 and ask to students to analyze the case give responses. The teacher can use a picture, a video or other resources and ask to students to observe/listen it and use the brainstorming to have possible answers from students and after he concludes

### d) Learning activities

Teacher guidance

Teacher's activities:

- Ask learners to do individually learning activity 2.1 in their student book and answer the questions asked.
- Move around in the class to monitor each group if they are understanding the case and provide support in need

- Invite any five students to provide they answers on question number 1
- Ask other students to follow carefully the answers provided by students and complete the answer provided by their classmates
- Note on the blackboard or the flipchart the main student's ideas.
- Tick the correct responses and correct those ones which are incorrect and complete those which 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
- Help students to make 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. To give a bedpan
2. The nurse caused pain by giving unnecessary procedure putting the patient at risk for urinary infection

### **The expected answers of self-assessment 2.1**

- The principles of nursing practice describe what patients, colleagues, families and caretakers can expect from nurses,
- The principles help to generate discussions with colleagues on the aspects of nurse behaviour, attitude an approach that underpins good nursing care.
- Patients and their families can use the principles to evaluate the care they have received and provide their own appreciation.

## Lesson 2: Beneficence, Non-maleficence and Empathy

### a) Introduction and Prerequisites

This lesson will look at the principles of beneficence, non-maleficence and empathy. They are also fundamentals in nursing practice; they are truth what guide to safe and effective nursing care provision and avoid any complication to the patient that may result from malpractice.

### Prerequisites

The prerequisites to this lesson will be the reminder of the previous of concepts of laws and legal principles, then the teacher will introduce new principles of beneficence, non-maleficence and empathy.

### b) Learning objectives

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

- Explain the concepts of beneficence, non-maleficence and empathy.

### c) Teaching resources

The teacher will use the case study of the student's book on learning activity 2.2 and analyze the case with students. The teacher may also use a video or a picture to give more clarifications to the students.

### d) Learning activities

#### Teacher guidance

#### Teacher's activities

- The teacher will ask to students to see images in learning activity 2.2 in their student book
- Ask them to explain the observation done and specify if there a positive or negative image of the nurse and ask them to answer to the questions.
- Refer also students to the second scenario made in the class
- Invite any 4 students to provide they answers
- Ask other students to follow carefully the answers provided by students and complete the answer provided by their classmates
- Note on the blackboard or the flipchart the main student's answers.
- Highlight the correct responses and correct those ones which are incorrect and complete those which are incomplete.
- After analyzing the students answers and conclude by highlighting how to use these qualities in practice

## Student's activities

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

## The expected answers from Questions of learning activity 2.2

Did not respect the principle of beneficence and non-maleficence

## The expected answers of self-assessment 2.2

1. **Empathy:** the ability to understand and share another person's thoughts and feelings in a situation from their point of view, rather than your own. It differs from sympathy, where one is moved by the thoughts and feelings of another but maintains an emotional distance. **In nursing practice, there is need of compassionate empathy, with this kind of empathy the nurses not only understand a person's difficulty and feel with them, but he/she spontaneously moved to help, if needed**
2. **Beneficence:** doing or active promotion of good. This is done by providing health benefits to the clients, balancing the benefits and risks of harm, considering how a client can be best helped.

## Lesson 3: Self-determination, Justice and Veracity

### a) Introduction and Prerequisites

This lesson will look at the principles of self-determination, justice and veracity. They are also important in nursing practice; to guide to safe and effective nursing care provision and avoid any complication to the patient that may result from a nurse who is lacking accountability and decision making competence.

### Prerequisites

The prerequisites to this lesson will be the reminder of the previous lesson on principles of beneficence, non-maleficence and empathy, and then the teacher will introduce new principles of self-determination, justice and veracity.

## **b) Learning objectives**

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

- Explain the concepts of, self-determination, justice and veracity.
- Apply the concepts of, self-determination, justice and veracity.

## **c) Teaching resources**

The teacher will use the case study of the student's book on learning activity 2.3 and analyze the case with students. The teacher may also use a video or a picture to give more clarifications to the students.

## **d) Learning activities**

### **Teacher guidance**

#### **Teacher's activities**

- The teacher will ask to students to see images in learning activity 2.3 in their student book and answer to the questions asked.
- Invite any 4 students to provide they answers on question number 1 and others 4 students to give to question 2
- Ask to any 4 others students to comment on the above
- Use the brainstorming to collect students ideas about the nurse
- Ask other students to follow carefully the answers provided by students and complete the answer provided by their classmates
- Note on the blackboard or the flipchart the main student's responses.
- Highlight the correct responses and correct those ones which are incorrect and complete those which are incomplete.
- After collecting possible answers from students, make a conclusion which includes the important answers to retain
- Ask to students to observe it and then use the brainstorming to have possible answers from students and after concludes
- Help students to make notes in their notebooks

#### **Students' activities**

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

### The expected answers to Questions of learning activity 2.3

He lacks justice and self-determination to the assigned patients

### The expected answers to Questions of self-assessment activity 2.3

- Self-determination refers to ways by which each nurse professional controls and guides his /her own life, this includes the own life in link with the practice of the profession
- The following nursing implications promote justice:
  - Care must be fairly, justly, and equitably distributed among a group of patients.
  - Ensuring fair allocation of resources (example: appropriate staffing or mix of staff to all clients)
  - Determining the order in which clients should be treated(example: setting priority)
- Telling the truth. It is essential to be honest with clients and provide accurate, unbiased, and understandable information to those ones. For example explain the results of lab investigation, the use of medication given, the possible prognosis for patient with chronic diseases,...

### The expected answers to the learning activity 2.3

- She is determined and use justice for TM whose case is prioritized due to the complications of her disease.

### Expected answer to the self-assessment activity 2.3

1. Self-determination is a way by which each nurse professional controls and guide his /her own life, this includes the own life in link with the practice of the profession
2. Example of using justice determining the order in which clients should be treated (prioritization)
3. Using truth like explaining the effect of medicine given to the patient

## **Lesson 4: Autonomy, accountability, and fidelity**

### **a) Introduction and Prerequisites**

This lesson will look at the principles of accountability, autonomy and fidelity. They are also important in nursing practice; to guide to safe and effective nursing care provision and avoid any complication to the patient that may result from a nurse who is lacking accountability and decision making competence.

### **Prerequisites**

The prerequisites to this lesson will be the reminder of the previous lesson on principles of self-determination, justice and veracity and then the teacher will introduce new principles of accountability, autonomy and fidelity.

### **b) Learning objectives**

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

- Explain the concepts of, autonomy, accountability and fidelity.

### **c) Teaching resources**

The teacher will use the case study of the student's book on learning activity 2.4 and analyze the case with students. The teacher may also use a video or a picture to give more clarifications to the students.

### **d) Learning activities**

#### **Teacher guidance/Teacher's activities**

- The teacher will ask to students to see images in learning activity 2.4 in their student book
- Ask them to explain the observation done and specify if there a positive or negative image of the nurse and ask them to answer the questions.
- Refer also students to the second scenario made in the class
- Invite any 3 students to provide they answers
- Ask other students to follow carefully the answers provided by students and complete the answer provided by their classmates
- Note on the blackboard or the flipchart the main student's answers.
- Highlight the correct responses and correct those ones which are incorrect and complete those which are incomplete.
- After analyzing the students answers and conclude by highlighting how to use these qualities in practice

### Student's activities

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

### The expected answers from Questions of learning activity 2.4

Autonomy and accountability to insure that he is performing the right practice. He should also know that he is accountable for the effect of the drug to the patient.

### Expected answers for self-assessment 2.4.

1. Is the promotion of independent choice, self-determination and freedom of action, the independence and ability to be self-directed in health care provision. This means that clients are entitled to make decision about what will happen to their body.
2. The nurse must be faithful and true to their professional promises and responsibilities so that the patient will benefit for high quality and safe care to get early recovery and not spend unnecessary delay in the hospital

## 2.6. Expected answers to End unit assessment

1. B
2. A
3. C
4. D
1. T
2. T
3. T
4. T
5. F
6. F

- Justice refers to fairness. Most often used in discussions about access to health care resources, including the just distribution of resources. Justice is the promotion of equity or fairness in every situation a nurse encounters.

- Confidentially deals with the reporting of the information patient are concerned about. The nurse must respect the client privacy while providing care and keep secret the information received from the client.
- Beneficence is doing or active promotion of good. This is done by providing health benefits to the clients, balancing the benefits and risks of harm, considering how a client can be best helped.

## 10. Additional activities

### 1. Remedial activities

1. What are the legal principles respected in nursing practice?
  - Beneficence
  - Non maleficence
  - Fidelity
  - Autonomy
  - Justice

### 2. Consolidation activities

1. Which principles are respected in the following statement
  - All clients' needs respect at the same level, without any discrimination justice
  - Client secret should not be disclosed confidentiality
  - A nurse is responsible to acts done to the patient accountability
2. How a nurse can promote these principles in healthcare?
  - Justice allocation of resources staff, equipment...
  - Autonomy make decision that are relevant to the patient decisions

As a student in the program of associate nurse, suppose you are going to be a proud and competent nurse associate, after learning the conduct of a nurse towards the client and colleagues, your colleague has posted information given by the client, another he promises to the client to help him to get a wheelchair but the client has not received the feedback and he has provided information to the client using medical terms and the client did not understand the meaning

### Explain 3 moral principles that the nurse have not respected

#### Answer:

- Confidentiality by keeping secret all information provided by the client
- Fidelity The nurse must be faithful and true to their professional promises and responsibilities by providing high quality, safe care in a competent manner
- Veracity or truth telling : it is linked to the integrity of the client-provider relationship, to be honest with client and give accurate, clear information

## **Extended activity**

### **The following nursing implications promote justice:**

- Care must be fairly, justly, and equitably distributed among a group of patients.
- Ensuring fair allocation of resources for example: appropriate staffing or mix of staff to all clients
- Determining the order in which clients should be treated. (example: to set priority during triage).

**3.1. Key unit competence**

Practice nursing in a standardized and responsible manner

**3.2. Prerequisite (knowledge, skills, attitudes and values)**

These are knowledge, skills, attitudes required for the success of the unit which are already taught in lower secondary school

The teacher will be sure that students has acquired knowledge, skills and attitudes acquired in lower secondary school

- Professionalism in nursing preparing student's to become a qualified associate nurse, be sure if students remember the definition of nurse, nursing and Ethics
- Nurse's professional code of conduct learnt in Senior 4 , trimester 1 which gives guidelines of the nurse's code of conduct with the clients, colleagues and on the duty
- Scope of practice in Senior 4 which specify the activities to be carried out by each category of a nurse
- Fundamentals of nursing in all procedures leant in senior 4, the teacher will connect them to nursing procedures allowed to be performed by a nurse or not
- Ethical issues in healthcare learnt in senior 4 in which the students learnt how to take a good decision making when faces the dilemma in nursing practice

**3.3. Cross-cutting issues to be addressed****a) Environment and 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. As a teacher, you are required to always guide students and help them to understand their positive roles in environment and sustainability.

## **b) Gender**

As a teacher, gender equality in all activities of the learning process must be promoted, the conduct of a nurse male or female must be the same even respect of each other in classroom or outside the classroom, and the respect of the law in nursing practice must be assumed by a nurse male or female. For example in creating group work, to ensure gender equality in the group and distribution of tasks. A boy can perform tasks as well as a girl. Avoid any kind of gender discrimination in language or action.

## **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 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. Refer students to the functions of law in the society including in the schools

## **d) Financial Education**

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. The nurse's code of conduct put emphasis on management of resources to achieve the justice principle in caring patients and avoid any source of litigation. Refer students to laws sanctioning infractions related to financial malversation

## **e) Inclusive Education**

Every individual regardless of gender or ability including those with learning difficulties and /or disabilities must be part of students. The teacher must ensure that there is no discrimination of a student. The teacher must pay specific attention to particular students in need of specific care.

## **f) Comprehensive sexuality education (HIV/AIDS, STI, Family planning, Gender equality and reproductive health)**

As future health professional, the students will learn how to help patients and colleagues about prevention and management of sexual issues. The preparation of students is important for the transition to adulthood and understanding how to prevent sexual issues, avoid unprofessional behaviour or malpractices linked to sexual issues in respecting the nurse professional code of conduct. Students face

unwanted pregnancies, reason why this cross cutting issue must be involved in the course. Students need to be informed about the application of law in Nursing and how to assume legal responsibilities in nursing.

### 3.4. Guidance to Introductory activity

#### Teacher's activity

- The teacher will divide the class in 5 groups will give time to students to read the introductory activity, ask them if they are understanding the scenario, give clarification in need
- Assign a question to each group and ask them to choose a group representative
- Ask to students to discuss about the given questions about the scenario
- Invite all students member of the group to participate actively in the discussion
- After discuss, ask to the representative of each group to answer to assigned question
- The teacher is going to emphasize on right answers provided and complete or correct the wrong answer
- Respect the principle of inclusiveness in the class
- Harmonize and conclude on the learned knowledge.
- Guide them to make notes in their notebooks referring to learners' book.

#### Student's activities

- Collect materials for learning activities (note book, pen.....)
- Answer to the learning activity.
- Ask questions or challenges about the activity.
- Ask questions where they need more clarification
- Take notes in their notebooks on the knowledge gained referring to learners' book.

#### The expected answer for introductory activity

- 1) The nurse responsibilities that were not assumed
  - Responsibility of monitoring the patient and reporting any abnormality
  - Responsibility of taking each person as individual
  - Nurses have a legal duty to observe patients frequently and report findings that have diagnostic or treatment value for the patient's physician and other members of the patient's treatment team

2. The complications which have occurred due to no accomplishment of the nurse's responsibilities
  - Increasing pain and vomiting, weakness and significant fatigue
  - Rupturing of some haemostatic sutures leading to bleeding in the peritoneal cavity.
  - Hypovolemic shock not recognized and corrected on time
  - Death of the client
  - Legal matter against the nurse
- 3) The family member right to complain legally? Why?

Yes, as the nurse have:

- Neglected the client complaint,
- Have not monitored the client as required to prevent possible complication which may arise after abdominal surgery
- Have not assumed the responsibilities of a recovery nurse

### 3.5. List of lessons

No	Lesson title	Learning objectives	Number of periods
1	3.1. Functions of law	1. Explain the function of law in nursing practice 2. Explain the types of law applicable in nursing practice	1
3	3.2. Legal responsibilities of the nurse	1. Explain the meaning of legal responsibility in nursing practice 2. Explain different responsibilities of a nurse manager 3. Explain the responsibilities of every nurse while practicing the profession	1
6	End unit assessment	All objectives will be assessed especially the legal responsibilities and obligation in nursing practice	1
	Skills lab (if necessary)	The skills lab is not necessary students will replace mannequin in the case study, role play to illustrate the course in the classroom	

## Lesson 1: Functions and types of law

### a) Introduction and Prerequisites

The nursing professional requires more practice in providing care to health consumers. It is very important in nursing profession to provide quality care while practicing the profession and avoid any legal matter which can lead to litigation

#### Prerequisites

The prerequisites to this lesson will be firstly the conduct of an integral person in the society and the knowledge acquired in the unit of professionalism, nurse's code of conduct, the scope of practice which specify what the nurse is allowed to do or not in in senior 4 and legal issues in Nursing in senior 5

### b) Learning objectives

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

1. Explain the functions and importance of law in nursing practice

### c) Teaching resources

The teacher can use students experience on what they have observed in a health institution as nurse's behaviour in front of the client and which problems which may arise during nursing practice

The teacher can also uses the case study of the student's book on learning activity 3.1 and ask to students to analyse the case and sort out the responsibility of the nurse during professional practice.

The teacher may also search a video showing the behaviour 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:

- Pairs students and asks them to do learning activity 3.1 in their student book and answer the questions number 1 and 2
- Move around in the class to monitor if they understand the case and provide support in need
- Invite any 3 pairs to provide they answers on question number 1
- Ask other students to follow carefully the answers provided by students and complete the answer provided by their classmates

- Note on the blackboard or the flipchart the main student's ideas.
- Tick the correct responses and correct those ones which are incorrect and complete those which are incomplete.
- Ask to other 3 pairs 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 about good and bad nursing practice
- Help students to make notes in their notebooks

### **Student's activities**

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

### **The expected answers from Questions of learning activity 3.1**

1. Activities carried out by the nurse which is not correct in nursing profession
  - No respect of client dignity
  - No respect of client confidentiality
  - Discrimination of a client
  - Ignoring a client for a while
  - Phoning a long time during working hours about personal matter
2. Two (2) legal nursing responsibilities not assumed by the nurse
  - Responsibility is to provide safe and competent nursing care
  - Responsibility to monitor and records client assessment results

### **The expected answers of self-assessment 3.1**

1. Two (2) functions of the law in practice of nursing profession
  - It differentiates the nurse's responsibilities from those of other health professional.

- It assists in maintaining a standard of nursing practice by making nurses accountable under the law.
2. The law helps the nurse to practice better the profession because in the nurse practice what is allowed by the law and the scope of practice. If the nurse complies to the law, he / she avoid the risk of litigation
  3. Importance of labour law in nursing profession
    - The labour law regulates the discipline which must be implemented while practicing nursing profession,
    - The labour low determines the salary of the worker and the due leave for each category of health professional

## **Lesson 2: Legal responsibilities of the nurse**

### **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. The nursing profession has also a legal aspect especially the legal responsibilities and obligation to be assumed during the practice of nursing. The accomplishment of nursing responsibilities will prevent litigation case as far as the life of a person is concerned.

#### **Prerequisites**

The prerequisites to this lesson will be the functions and importance of law of law in nursing practice. The students have acquired knowledge about ethical principles in nursing.

### **b) Learning objectives**

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

1. Explain the responsibilities of every nurse while practicing the profession

### **c) Teaching resources**

The teacher can use students experience on what they have observed in a health institution and the community as acts committed by the nurse in front of the client.

The teacher can also use the case study/scenario on a legal responsibilities of the student's book on learning activity 3.2

The teacher may also search a video showing legal problems of a nurse with client and analyse it.

## d) Learning activities

### Teacher guidance

#### Teacher's activities

- Ask to all students to read carefully the scenario of Mr. T in learning activity 3.2 in their student book and answer to the questions number 1 and 2, and 3 and ask to every student to be ready to answer to the questions
- Invite any 4 students to provide they answers on question number 1 and others 4 students to give to question 2
- Ask to any 4 others students to answer to the question 3
- Ask other students to follow carefully the answers provided by students and complete the answer provided by their classmates
- Note on the blackboard or the flipchart the main student's ideas.
- Highlight the correct responses and correct those ones which are incorrect and complete those which are incomplete.
- After collecting possible answers from students, make a conclusion which includes the important answers to retain
- Help students who looks weak to better understand the questions and answers
- Help students to make notes in their notebooks

#### Students' activities

- Collect material for personal learning activity 3.2 in the classroom
- Follow teacher's instructions
- Answer to the questions in student book and be ready to answer
- Answer clearly to the question if invited by the teacher
- Follow carefully the answers provided by classmates
- Ask questions for clarification or more understanding
- Take notes in their notebooks on the knowledge gained in the notebook

### The expected answers from Questions of learning activity 3.2

1. Activities carried out by the nurse which is not correct in nursing profession
  - No respect of client dignity
  - No respect of client confidentiality
  - Discrimination of a client
  - Ignoring a client for a while

- Phoning a long time during working hours about personal matter
2. Two (2) legal nursing responsibilities not assumed by the nurse
    - Responsibility is to provide safe and competent nursing care
    - Responsibility to monitor and records client assessment results

### **The expected answers of self-assessment 3.2**

The legal responsibilities of a nurse are:

- Informed Consent
- Duty of Care
- Confidentiality
- Adherence to Professional Standards and Regulations
- Documentation

## **3.6. End Unit assessment**

### **Expected answers to End unit assessment**

#### **Section I: Multiple choice questions**

1. C
2. D

#### **Section II: Answer by true (T) or False ( F)**

1. F
2. T
3. F
4. T
5. T

### SECTION III: SHORT ANSWER QUESTIONS

1. Four (4) examples of data to record in nursing documentation
  - Assessments, clinical problems.
  - Education of the patient, family,
  - Medication records
  - Patient clinical parameters
  - Patient responses and outcomes, including changes in the patient's status
2. Four (4) characteristics of the nursing documentation and records
  - Accessible and accurate,
  - Relevant, and consistent, auditable,
  - Clear, concise
  - Legible/readable
3. Two (2) importance of the nursing documentation
  - Essential element of safe, quality, evidence-based nursing practice.
  - It is an important document for the continuity of care and communication within the Health Care Team and Communication with Other Professionals
4. Three (3) benefits of nurse's legal sanction in nursing practice
  - The sanction will recall to nurses that they are legally held accountable of their acts
  - They are going to think twice before doing any acts
  - The public will be more protected against harm from nurses
5. Enumerate 3 types of legal responsibilities of a nurse
  - Legal responsibilities related to Assigning tasks, Equipment and Monitoring
  - Responsibility for client advocacy and liaison for client's quality care
  - Responsibility for Dying and Death

### Additional activities

#### a. Remedial activities

1. Use an example to explain 2 legal principles in nursing practice

#### Answer:

- Respect the dignity and individuality of each person: treat a person with kindness and consideration of his health status when the nurse receive the client

- Respect the cultural needs and values of each person: for example in Rwanda, adult person don't like examination of genital organs, this requires a good preparation

2. What is the main cause of litigation in nursing practice?

**Answer:** The basis for litigation in nursing is related to negligence, failing to exercise the level of care that a reasonable, prudent nurse would provide to the client under similar circumstances and the malpractice

3. Explain the relationship between a professional incompetence and bad nursing practice

**Answer :** Professional incompetence is a cause of a bad nursing practice due to lack of knowledge and skills of a professional may lead to practice nursing in wrong way as the nurse is not able to well perform nursing care

### **b. Consolidation activities**

1. Explain the consequence of negligence for a nurse on duty

**Answer:** Acts of omission due to negligence will subject the nurse to litigation and professional license review. Both litigation and professional license review can result in loss of a license to practice

2. Illustrate by example 3 rights of the client

#### **Answer:**

- Right to obtain complete current information regarding his diagnosis, treatment and the treatment outcome

**Example:** a client suffering for cancer needs all these information and to know if the cancer is curable or not

- The right to make decisions regarding the health care that is recommended by the physician

**Example:** if the physician decides a surgical intervention, the client must give his or her decision about it

- The right to courtesy (politeness) when the nurse is communicating or caring the client

### **c. Extended activities**

1. In case of malpractice or negligence, when the nursing regulatory body would intervene?

**Answer:** The Nursing and Midwifery Council (NCNM) take action when a nurse or midwife has failed to comply with the standards of good practice conduct and performance required, and when it has been proved that the nurse's fitness to practice is currently impaired.

2. Discuss about moral principles or quality that governs a person's behaviour in accomplishing assigned activities and the legal responsibilities of a professional nurse

**Answer:** the moral principle or ethics helps the person to choose the good things to do in the profession and the same person have to assume professional responsibilities , which responsibilities if not assumed , the nurse will be held accountable and may be legally punished. The type of sanction will depends on the fault.

The law requires to examine what lies behind the purpose of sanctions, which is not to be punitive but to protect the public interest and to promote the profession

The public interest includes protection of patients, maintenance of public confidence / trust in the professions

### **4.1. Key Unit competence**

Perform client's right and responsibilities when providing healthcare

### **4.2. Prerequisite (knowledge, skills, attitudes and values)**

The student will have competences learned from legal responsibilities. The knowledge of previous units in legal responsibilities will help student get an easy understanding of clients' rights and responsibilities.

### **4.3. Cross-cutting issues to be addressed**

#### **a) Inclusive education**

This unit of patient and client will consider 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.

#### **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. Emphasize to learners that anybody irrespective of their gender has equal rights to healthcare services and health choices. Make sure that during different class activities, both boys and girls shares 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.

### **4.4. 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.

#### **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 different problems. The activities of the teacher will include the following:

- Ask learners to do individually in pairs or small groups learning activities in their student books. Provide to learners the necessary materials or guide them where they can get the materials.
- Move around in silence to monitor if they are having some problems. In case of small groups, ensure that the gender considerations are taken into account, and none is excluded based on gender. Remember to assist those who are weak but without giving them the knowledge.
- Invite randomly few 3-4 students to present their findings to the rest of students. Ask other students to follow carefully the presentations. Those who are not acting may have to listen attentively without disturbing and should applaud the actors after.
- Note on chalk board or flip chart the student's ideas. Tick the correct, correct the incorrect, and complete the incomplete answers. If students still have some aspect that are not clear in the lesson, make sure to address to any questions or challenges encountered.
- Guide the students to make notes in their books referring to learners' book, harmonize and conclude on the learned knowledge.

#### Answers for the introductory activity 4.0

- 1) Perform an emergency assessment and care according to institutional policy and guidelines
- 2) For clients' right: access to health care and health care insurance  
For clients' responsibilities: Cost of the health services delivery

#### 4.5. List of lessons/sub-headings including assessments

No of lessons	Lesson title	Learning objectives (Knowledge, skills and attitudes)	Number of Periods
1	4.1. Concepts of client, patient and rights to access health care	Define the concepts of client, patient and rights Identify components of access to health car	1

2	4.2. Client's and patient's right	<p>List the Client and patient' rights</p> <p>Identify patients with emergency care</p> <p>Explain Client and patient' responsibilities</p> <p>Apply the use of health insurance in provision of healthcare</p> <p>Differentiate rights and responsibilities of client' and patient.</p> <p>Apply confidentiality in healthcare</p>	1
3	4.3. Clients' / Patient's Responsibilities	<p>Appreciate the client' and patient' rights and responsibilities</p> <p>Explain and apply Client and patient's rights and responsibilities</p>	1
4	4.4. End unit assessment	.	1

## Lesson 1: Concepts of client, patient and rights/Right to access health care

a) **Learning objectives:** by the end of the session of introduction, the learners should be able to:

- Define the concepts of client, patient and rights
- Identify components of access to health care

**b) Prerequisites/Revision/Introduction:**

Teacher will remind previous sessions from unit of legal responsibilities in Nursing, then introduce the concepts of client, patient and rights using the learning activity. Ask what they already know on client's rights and ask what they want to learn about legal principles.

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, chalk board and chalks can also be used as well), internet connectivity, and any other trustworthy and reliable resources to enhance learning.

### **Activity 4.1.**

#### **Teacher guidance**

The teachers' activities will be to provide guidance to students and will include but not limited to the following:

- Ask students to form three small groups of ten and do the activity 4.1.1 in their student books.
- Students will be given necessary materials for learning such as books, papers, images etc.
- Move around in silence to monitor if they are having some problems. In case of small groups, ensure that the gender considerations are taken into account, and none is excluded based on gender. Those who have disabilities should also be given assistance as needed.
- Remember to assist those who are weak but without giving them the knowledge or answers.
- Invite randomly 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 attentively without disturbing and should applaud the actors after.
- Note on chalk board or flip chart the student's ideas.
- Tick the correct findings and correct those ones which are incorrect and try again to complete those which are incomplete.
- 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 may still have few things that are not clear. 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.
- Teacher will give feedback to the students' self-assessment activity

### **Student activities:**

- Form groups
- Collect materials for learning activities
- Students will follow carefully the presentations.
- Students will ask questions for clarification where they may still have some content that are not clear.
- Answer to questions asked
- Ask questions or challenges about the activity.
- Take notes in their notebooks the knowledge gained referring to learners' book.
- Student will also perform the application activity and receive feedback from the teacher.

### **Expected answers for learning activity 4.1**

- 1) Access to healthcare, Information about health insurance
- 2) Perform emergency care to save the life of Mrs. T. then continue follow up according to the policy of the hospital

### **Expected answers for self-assessment 4.1**

- 1) • Patient relates to the need of assistance from health care providers  
• Client refers to the need of healthcare services whether sick or not.

## **Lesson 2: Patient's right**

### **a) Introduction and Prerequisites**

The nursing professional requires more practice in providing care to health consumers. It is very important in nursing profession to provide quality care while practicing the profession even the nurse is providing emergency treatment

#### **Prerequisites**

The prerequisites to this lesson will be legal issues, legal principles and legal responsibilities in Nursing

### **b) Learning objectives**

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

- List the client and patient' rights
- Identify patients with emergency care.

### c) Teaching resources

The teacher can use students experience on what they have observed in a health institution as nurse's behaviour in front of the client/ patient especially during the nurse /client or patient relationship and think about the problems which may arise during nursing practice

The teacher can also uses the case study of the student's book on learning activity 4.2 and ask to students to analyse the case and sort out the patient life-threatening situation , the dilemma of the nurse during professional practice as the patient needs emergency care, don't have money or health insurance .

### d) Learning activities

#### Teacher guidance

#### Teacher's activities:

- Pairs students and asks them to read the learning activity 4.2 in their student book and ask them to give the answers to the three (3) questions about the scenario
- Move around in the class to monitor if they are understanding the case and provide support in need
- Invite randomly 3 pairs to provide the answers to the question No 1
- Ask other students to follow carefully the answers provided by their classmates and complete the answer provided when invited by the teacher
- Note on the blackboard or the flipchart the main student's answer to the first question
- Tick the correct responses and correct those ones which are incorrect and complete those which are incomplete.
- Invite randomly other 3 pairs of students to provide the answers to the question No 2 and proceed as on the question no 1
- Finally invite randomly other 3 pairs of students to provide the answers to the question No 3 and proceed as on the question no 1
- At the end compile the right answers, be sure if students are understanding the answers and help them take notes in their notebooks about correct answers retained.

#### Student's activities

- Collect material for group work on learning activity
- Form groups as ordered by the teacher
- Reflect on the case study given
- Ask questions for clarification or more understanding

- Answer to the assigned question
- Ask some questions to check whether they agree with the findings from their colleagues
- Take notes in their notebooks the knowledge gained during this lesson

### **The expected answers for learning activity 4.2**

- 1) Her confidentiality is concerned due to the fact that the husband may hinder her right to healthcare services of family planning
- 2) She is obliged to respect confidentiality of her patient Mrs Y

### **The expected answers of self-assessment 4.2**

1. Four (4) examples of situations where the patient should receive emergency treatment are bleeding, breathing difficulties, fit/epileptic seizures, severe pain and active labour.
2. 4 elements that the client would understand before giving the consent about care:
  - What is the physician is proposing to do
  - The nurse and purpose of the proposed treatment
  - Intended effects and possible side effects
  - The risks and anticipated benefits involved by the proposed treatment
  - Possible alternatives of treatment

### **Expected answers for self-assessment 4.2**

1. Informed consent involves the patient's understanding of the following:
  - What the health care provider is proposing to do
  - Whether the health care provider's proposal is a minor procedure or major surgery
  - The nature and purpose of the treatment
  - Intended effects versus possible side effects
  - The risks and anticipated benefits involved
  - All reasonable alternatives including risks and possible benefits.

## Lesson 3: Clients' / Patient's Responsibilities

- a) Introduction and Prerequisites:** teacher will remind previous sessions from previous lesson of the clients rights then introduce the Clients' / Patient's Responsibilities. Ask what they already know and ask what they want to learn about new topic.
- b) Learning objectives:** by the end of the session of introduction, the learners should be able to appreciate the client' and patient' rights and responsibilities
- 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, chalk board and chinks can also be used as well), internet connectivity, and any other trustworthy and reliable resources to enhance learning.

### Activity 4.3.

#### Teacher guidance

The teachers' activities will be to provide guidance to students and will include but not limited to the following:

- Ask students to form three small groups of ten and do the activity 4.3 in their student books.
- Students will be given necessary materials for learning such as books, papers, images etc.
- Move around in silence to monitor if they are having some problems. In case of small groups, ensure that the gender considerations are taken into account, and none is excluded based on gender. Those who have disabilities should also be given assistance as needed.
- Remember to assist those who are weak but without giving them the knowledge or answers.
- Invite randomly 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 attentively without disturbing and should applaud the actors after.
- Note on chalk board or flip chart the student's ideas.
- Tick the correct findings and correct those ones which are incorrect and try again to complete those which are incomplete.
- 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 may still have few things that are not clear. 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.
- Teacher will give feedback to the students' self-assessment activity

### **Student activities:**

- Form groups
- Collect materials for learning activities
- Students will follow carefully the presentations.
- Students will ask questions for clarification where they may still have some content that are not clear.
- Answer to questions asked
- Ask questions or challenges about the activity.
- Take notes in their notebooks the knowledge gained referring to learners' book.
- Student will also perform the application activity and receive feedback from the teacher.

### **Expected answers for learning activity 4.3**

1. Explain the right of other patients and give clear information about his rights and responsibilities

### **Expected answers for self-assessment 4.3**

1. a) Provide accurate and complete information: patients are responsible for providing correct and complete information about their health and past medical history. They should provide health care providers with relevant and accurate information about their health condition
- b) Patients are responsible for taking care of own health: they are expected to report on unexpected health changes in their general health condition, symptoms, or allergies to the responsible caregiver.
- c) Purpose and coast of treatment: patients are responsible for reporting if they do not understand the planned treatment or their part in the plan.
- d) Acceptance on informed consent: patients are responsible for what happens if they refuse the planned treatment.

- e) Stalling of finance obligation: Patients are responsible for ensuring that they have the means to pay for all services delivered.
  - f) Relation to others: patients are responsible for treating others with respect, respecting the property and rights of others; they are responsible for respecting the rights of health providers and other patients.
  - g) Protection of environment: patients are responsible for following facility rules regarding smoking, noise, and use of electrical equipment; assisting in the control of noise and the number of visitors in their rooms. Patients are responsible to access and use the health system properly and not abuse it
2. Adopt positive attitudes toward their health and life:
- Patients are responsible to follow the recommended treatment plan they have agreed to, including instruction from health personnel. Patients are responsible to follow all instructions and adhere to treatments prescribed
  - Respect of appointment: patients are responsible for keeping appointments.

## 4.6. End unit assessment

### A. Multiple Choice Questions

1C 2E 3E 4B 5B 6D 7C 8D

### B. True or false questions

1F 2T 3T 4T 5F 6F 7T 8F 9F 10T

### C. Short Answer Questions

- 1) Explain the patient's right about confidentiality
  - Every person has a right to have their medical information kept confidential.
  - Confidentiality shall be upheld except where consent has been expressly given.
  - Confidentiality should be maintained even after the patient dies.
- 2) Clarify patient responsibility regarding other patients: patients are responsible for treating others with respect, respecting the property and rights of others; they are responsible for respecting the rights of health providers and other patients.

### D. CASE STUDIES

1. a. Patients should also be informed of the nature of the illness and taken through the risks, the diagnostic procedures, proposed treatment, alternative treatment and the costs involved. "This is not merely about the health care provider seeking the patient's permission to perform a procedure" Thereafter, decision should be made willingly and free from compulsion.

- b. Voluntary consent means that the patient understands these concepts; the patient rights include the following: freedom from force, fraud, deceit, duress, or other form of constraint.
    - The patient has the right to refuse, withdraw, ask questions and negotiate aspects of treatment.
    - A patient must be competent in order to give voluntary and informed consent.
  - c. Mr. G. should allow the right for Informed consent and explain to Mrs I. the following:
    - What the health care provider is going to do
    - The nature and purpose of the drug (Rapid Insulin)
    - Intended benefits, possible side effects and any other alternatives
2. a. Bleeding (hematemesis) and severe pain (acute abdominal pain)
    - b. Stop bleeding and give pain killers and IV fluids
  3. a. Right to choose a health care provider
    - b. Give accurate information to the client to obtain her consent without any compulsion

### **Additional activities**

#### **a. Remedial activities**

- 1) Define these concepts:

**Client:** refers to an individual designated to be a recipient of nursing service in a health care situation. Nursing client may refer to groups of people such as families who receive nursing care as groups. The concept has been developed in as an approach to uphold clients' autonomy and self-determination.

Patient' rights are those basic rules of conduct between patients and medical caregivers as well as the institutions and people that support those ones

- 2) Differentiate client and patient

**Client:** a recipient of nursing service in a health care situation

**Patient:** an individual who sought the assistance of a healthcare professional

- 3) Give two examples of clients' rights

Access to health care, reacceptance of emergence treatment, information on health insurance policy, right to be informed about all the provisions of one's medical scheme or health insurance policy, highest attainable health care product and services, choice of health care provider, refuse of treatment, confidentiality, information informed consent, treatment with dignity and respect, second medical opinion second medical opinion, complaints, donation of organ

- 4) Give two examples of clients' responsibilities: Clients' and patients' responsibilities: provide accurate and complete information, report on unexpected health changes, purpose and cost of treatment, acceptance on informed consent, stalling of financial obligation, relation to others, protection of environment, adopt positive attitudes toward their health and life, and respect of appointment.
- 5) Give two examples of health insurance used in Rwanda: RSB, MMI, Etc...

### **b. Consolidation activities**

- 6) Describe the informed consent
  - a. Involves informed consent for treatment and procedures. This patient's right to be informed of the nature of the illness and taken through the risks, the diagnostic procedures, proposed treatment, alternative treatment and the costs involved. Patients have a right to know their past and present medical status and to be free of any mistaken beliefs concerning their conditions. Situations occasionally occur in which a patient suffers significant medical complications that may have resulted from the physician's mistake or judgment. In these situations, the physician is ethically required to inform the patient of all the facts necessary to ensure understanding of what has occurred.

Informed consent involves the patient's understanding of the following:

- What the health care provider is proposing to do
- Whether the health care provider's proposal is a minor procedure or major surgery
- The nature and purpose of the treatment
- Intended effects versus possible side effects
- The risks and anticipated benefits involved
- All reasonable alternatives including risks and possible benefits.

Voluntary consent means that the patient understands these concepts; with the right to refuse or withdraw without influencing the patient's future healthcare, or any other form of constraint or coercion. A patient must be competent in order to give voluntary and informed consent. .

- 7) Describe four among the clients responsibilities
  - a) **Provide accurate and complete information:** patients are responsible for providing correct and complete information about their health and past medical history. They should provide health care providers with relevant and accurate information about their health condition
  - b) **Patients are responsible for taking care of own health:** they are expected to report on unexpected health changes in their general health condition, symptoms, or allergies to the responsible caregiver.

- c) **Purpose and coast of treatment:** patients are responsible for reporting if they do not understand the planned treatment or their part in the plan.
- d) **Acceptance on informed consent:** patients are responsible for what happens if they refuse the planned treatment.
- e) **Stalling of finance obligation:** Patients are responsible for ensuring that they have the means to pay for all services delivered.
- f) **Relation to others:** patients are responsible for treating others with respect, respecting the property and rights of others; they are responsible for respecting the rights of health providers and other patients.
- g) **Protection of environment:** patients are responsible for following facility rules regarding smoking, noise, and use of electrical equipment; assisting in the control of noise and the number of visitors in their rooms. Patients are responsible to access and use the health system properly and not abuse it
- h) **Adopt positive attitudes toward their health and life:** patients are responsible to follow the recommended treatment plan they have agreed to, including instruction from health personnel. Patients are responsible to follow all instructions and adhere to treatments prescribed
- i) **Respect of appointment:** patients are responsible for keeping appointments.

### c. Extended activities

- 1) Why is it important to get the informed patient from client?

Situations occasionally occur in which a patient suffers significant medical complications that may have resulted from the physician's mistake or judgment. In these situations, the physician is ethically required to inform the patient of all the facts necessary to ensure understanding of what has occurred. What can you do if the patient refuses treatment for her child if the child is in dangerous situation?

Explain to parents that although laws have established the right of an adult to refuse life-sustaining treatment, they do not allow parents or guardians to deny children necessary medical care. They should not expose the community or child to communicable disease, or the latter to ill health or death. Parents may be free to of their children before become martyrs themselves. But it does not follow they are free, in identical circumstances, to make martyrs they have reached the age of full and legal discretion.

### 5.1. Key unit competence

Explain functions and roles of professional Nursing associations

### 5.2. Prerequisite (knowledge, skills, attitudes and values)

The teacher will be sure that students has acquired knowledge, skills and attitudes acquired in lower secondary school:

- **Professionalism** in nursing preparing student's to become a qualified associate nurse, be sure if students remember the definition of nurse, nursing and Ethics
- **Nurse's professional code of conduct** learnt in Senior 4 , trimester 1 which gives guidelines of the nurse's code of conduct with the clients, colleagues and on the duty
- **Scope of practice in Senior 4** which specify the activities to be carried out by each category of a nurse
- **Legal responsibilities** learnt in trimester 2 in which they have knowledges about legal sanctions when they are recognized s guilty in the practical of nursing acts
- **Fundamentals of nursing in all procedures leant in senior 4** , the teacher will connect them to nursing procedures allowed to be performed by a nurse or not
- **Ethical issues in healthcare** learnt in senior 4 in which the students learnt how to take a good decision making when faces the dilemma in nursing practice

### 5.3. Cross-cutting issues to be addressed:

#### a) Environment and 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.

As a teacher, you are required to always guide students, to help them understand their positive roles, in environment and its sustainability.

## **b) Gender**

As a teacher, gender equality in all activities of the learning process must be promoted, the conduct of a nurse male or female must be the same even respect of each other in classroom or outside the classroom, and the respect of the standards of nursing practice must be assumed by a nurse male or female. For example, in creating group work, the teacher will consider gender equality in the group and distribution of tasks. A boy can perform tasks as well as a girl. Avoid any kind of gender discrimination in language or action. The professional nursing associations include male as well as female members

## **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 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. Refer students to the functions of law in the society including in the schools

## **d) Financial Education**

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. The nurse's code of conduct put emphasis on management of resources to achieve the justice principle in caring patients and avoid any source of litigation. Refer students to laws sanctioning infractions related to financial malversation. The nurses and Midwives must not be money oriented in practicing their profession

## **e) Inclusive Education**

Every individual regardless of gender or ability including those with learning difficulties and /or disabilities must be part of students. The teacher must ensure that there is no discrimination of a student. The teacher must pay specific attention to particular students in need of specific care.

## **f) Comprehensive sexuality education (HIV/AIDS, STI, Family planning, Gender equality and reproductive health)**

As future health professional, the students will learn how to help patients and colleagues about prevention and management of sexual issues. The preparation of students is important for the transition to adulthood and understanding how to prevent sexual issues, avoid unprofessional behaviour or malpractices linked to sexual issues in respecting the nurse professional code of conduct. Students face

unwanted pregnancies, reason why this cross cutting issue must be involved in the course and think about how nursing associations can help in the preventions of teen pregnancies

## 5.4. Guidance to Introductory activity

### Teacher's activity

- The teacher will divide the class in 5 groups will give time to students to read the introductory activity, ask them if they are understanding the scenario, give clarification in need
- Assign a question to each group and ask them to choose a group representative
- Ask to students to discuss about the given questions about the scenario
- Invite all students member of the group to participate actively in the discussion
- After discuss, ask to the representative of each group to answer to assigned question
- The teacher is going to emphasize on right answers provided and complete or correct the wrong answer
- Respect the principle of inclusiveness in the class
- Harmonize and conclude on the learned knowledge.
- Guide them to make notes in their notebooks referring to students' book.

### Student's activities

- Collect materials for learning activities (note book, pen.....)
- Answer to the introductory activity questions
- Ask questions or challenges about the activity.
- Ask questions where they need more clarification
- Take notes in their notebooks on the knowledge gained referring to students' book.

### The expected answer for introductory activity

- 1) 3 issues that nurses may discuss about in nurses meeting
  - The nurses are discussing about how to improve the provision of nursing care
  - Nurses are probably discussing about the challenge met in nursing daily practice
  - Nurses are proposing the way to improve the nursing care and increase the satisfaction of the client cared

- 2) The Professional Nursing associations' roles in promoting the nursing profession
- To Provide advice to government and other stakeholders on all issues affecting nursing, midwifery provision of care
  - To advocate for better working conditions of the nurses and midwives in respecting protocols of care through collective bargaining for better conditions of service
- 3) Yes, the family has right to complain as the client was not well cared in the hospital, there is no client and care giver satisfaction about post-operative care especially pain management

### 5.5. List of lessons

No	Lesson title	Learning objectives	Number of periods
1	5.1. Functions and roles of nursing regulatory body	1. Explain the difference between professional nursing association and a regulatory body  2. Explain the roles of nursing regulatory body  3. Explain the functions of National council of Nursing and Midwifery (NCNM)	1
2	5.2. Functions of professional Nursing and midwifery union	1. Explain the function of professional nursing and Midwifery associations  2. Explain the types of practical issues which may be resolved by nursing and Midwifery associations	1
3	End unit assessment	All objectives will be assessed in the same session.	1

	Skills lab (if necessary)	The skills lab is not necessary students will replace mannequin in the case study, role play to illustrate the course in the classroom	
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## Lesson 1: Functions and roles of nursing regulatory body

### a) Introduction and Prerequisites

The nursing professional requires more practice in providing care to health consumers. It is very important in nursing profession to provide quality care while practicing the profession, professional associations help the members to improve knowledges and skills for better provision of care.

#### Prerequisites

The prerequisites to this lesson will be firstly the conduct of an integral person in the society and the knowledge acquired in the unit of professionalism, Nurse's code of conduct, the scope of practice which specify what the nurse is allowed to do or not in in senior 4 and legal issues, legal principles and legal responsibilities in Nursing learnt in senior 5 trimester 1 and 2.

### b) Learning objectives

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

1. Explain the function of NCNM

### c) Teaching resources

The teacher can use students experience on what they have observed in a health institution as nurse's behavior in front of the client and which problems may arise during nursing practice. The teacher can refer students to others associations in the community in terms of advantages for association members.

The teacher can also uses the case study of the student's book on learning activity 5.1 and ask to students to analyse the case and sort out the responsibility of the nurse during professional practice as the client was not satisfied.

### d) Learning activities

Teacher guidance

Teacher's activities:

- Pairs students and asks them to do learning activity 5.1 in their student

book and ask them to give their opinions about the scenario

- Move around in the class to monitor if they are understanding the case and provide support in need
- Invite randomly 3 pairs to provide the answers
- Ask other students to follow carefully the answers provided by their classmates students and complete the answer provided by their classmates
- Note on the blackboard or the flipchart the main student`s ideas.
- Tick the correct responses and correct those ones which are incorrect and complete those which are incomplete.
- Ask to other students to give new ideas not yet sorted out or to complete ideas already given
- Underlining the correct answers to enhance knowledge acquired about the nursing attitude exhibited in this scenario
- Help students to understand the situation and to make notes in their notebooks about main ideas

### **Student's activities**

- Collect material for group work on learning activity
- Form groups as ordered by the teacher
- Reflect on the case study given
- Ask questions for clarification or more understanding
- Take notes in their notebooks the knowledge gained
- Ask some questions to check whether they agree with the findings from their colleagues

### **The expected answer to introductory activity questions**

1. Three (3) issues that nurses may discuss about in nurses meeting:
  - The nurses are discussing about how to improve the provision of nursing care
  - Nurses are probably discussing about the challenge met in nursing daily practice
  - Nurses are proposing the way to improve the nursing care and increase the satisfaction of the client cared

### **The expected answers to the learning activity 5.1**

Nursing regulatory bodies monitor standards of nursing practice and education nurses should register for nursing licencure

## The expected answers of self-assessment 5.1

1. Explanation of 2 roles of a regulatory body in Rwanda (NCNM) To monitor and enforce standards of Nursing education : the NCNM monitor the schools of nursing and midwives to be sure if the education provided is aligned to the curriculum of nursing and midwifery education and the task to be accomplished by them in clinical settings
2. Lack of standards in profession and malpractice that will lead to losing public trust in nursing profession.
3. Register to be licensed to practice nursing profession
4. Dismissal of licence

## Lesson 2: Nursing associations

### a) Introduction and Prerequisites

This is the 2<sup>nd</sup> lesson which is going to deal with Rwanda Nursing and Midwifery Union values in the practice of nursing while the nurse accomplish his /her responsibilities.

Before starting teaching this lesson, the teacher will remind students that they have learnt about Rwanda Nursing and Midwifery union, what is it and its objectives

### Prerequisites

The prerequisites to this lesson will be firstly the conduct of an integral person in the society and the knowledge acquired in the unit of professionalism, Nurse's code of conduct, the scope of practice which specify what the nurse is allowed to do or not in in senior 4 and legal issues, legal principles and legal responsibilities in Nursing learnt in senior 5 trimester 1 and 2.

### b) Learning objectives

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

1. Explain the meaning of value in the profession
2. Using examples, illustrate the importance of having a value in the practice of a profession

### c) 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.

The teacher can use students experience on what they have observed in a health institution as nurse's behavior in front of the client and which problems may arise during nursing practice.

The teacher can specifically use the case study of the student's book on learning activity 5.2 and ask to students to analyse the case and sort out the RNMU values not respected and ask them what would be the best thing to do.

#### **d) Learning activities**

##### **Teacher guidance**

##### **Teacher's activities**

- Read the learning activity 5.2 to whole class and be sure if the students have common understanding on the case.
- Make 6 groups of 5 students and assign them a task, all groups have to read the case study, assign the first question to 3 groups and the 2nd question to each group for a short time
- Ask to each group to choose a group representative
- Move around in the class to monitor if they understand what to do.
- Invite one of the group representatives of the 3 first groups to provide answers to the first question
- Ask other students to follow carefully the answers provided by the group representative designed, others 2 group representatives will complete the answers provided by first one
- Write the correct answers on the blackboard or the flipchart and correct those ones which are incorrect and complete those which are incomplete
- After analyzing the students answers, compile and provide correct answers to students referring to learning objectives
- Proceed in the same way with 3 others groups answering to the second questions
- Support students who may still have few things that are not clear about the activity.
- The end task of the teacher is to harmonize and conclude on the learned knowledge and attitudes gained in the lesson.
- Guide students to take notes in their notebooks

##### **Student's activities**

- Collect material for group work on learning activity
- Form groups and choose a representative
- Follow teacher's instructions

- Let the group representative presents the findings
- Follow carefully the presentation of each group
- Ask questions for clarification or more understanding
- Answer to questions for classmates
- Take notes of knowledge gained in their notebooks

### The expected answers from Questions of learning activity 5.2

The role of promoting nurses' social welfare

#### Expected answer to self-assessment 5. 2

1. To speak out for social justice, democracy for every human being in the society
2. Dignity
3. Respect of the client

## 5.6. End Unit assessment

### Expected Answer to End Unit Assessment

#### Multiple choice question

1. D
  2. A
  3. A
  4. B
  5. C
  6. A
  7. Respect and Professionalism
  8. Nature of each sentence and explanation
- a. Show proof of Excellence & Professionalism:** this is a value of RNMU, all staff, members and volunteers are committed to excellence and professionalism **in all they do**
- b. To establish code of ethics and professional conduct:** this is a role of NCNM, it establishes the code of ethics and professional conduct on which each nurse have to abide while exerting the profession and out of the health institution.

**c. To establish code of ethics and professional conduct** : this is a role of NCNM, it establishes the code of ethics and professional conduct on which each nurse have to abide while exerting the profession and out off t health institution

### **Additional activities**

#### **a. Remedial activities**

##### **1. Enumerate one RNMU mission**

The mission of RNMU is to have an empowered nurse and midwife who is motivated to provide high quality service and uphold professional excellence while enjoying quality life vision

2. How the RNMU can provide socio-economic assistance to members in need:

**Answer:** the RNMU can help a member who a problem of money in case of has required medical care which are very expensive for the member

#### **b. Consolidation activities**

1. What value would the regulatory body brings in terms of promoting professionalism and raising the quality of healthcare professionals concerned and their work

**Answer:** The regulatory body value the nurse's integrity during the clinical practice, the long life learning or continuous professional development and the provision of quality care to the public

#### **c. Extended activities**

1. As a future associate nurse, give five (5) reasons of joining a nursing association

**Answer:**

- Opportunity to participate in continuing education program
- To be updated in clinical practice and for specialties
- To develop leadership and communication skills
- To participate in professional practice improvement and reforms
- Access to resources to support career development

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