**KENYA MEDICAL TRAINING COLLEGE KITALE CAMPUS**

**MARCH 2020 / SEPTEMBER 2020 CLASSES -KRCHN: COURSE OUTLINE**

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| **SNO** | **Module name** | **Module**  **CODE** | **Module no.** | **HRS** |  | **Clinical rotations /practicum** | | | | **Exams** |
|  | Communication | COM 1103 | 1 | 30 | **Name** | | **MODULE**  **code** | **MODULE Number** | **Hours** | **End of semester exam** |
|  | Applied communication in nursing | CAN 1102 | 2 | 16 | Antenatal clinic | | ANP 1104 | 15 | 80(2wks) |
|  | Microbiology & Immunology | MIM 1102 | 3 | 18 |
|  | Anatomy & Physiology | ANP 1109 | 4 | 90 |
|  | Fundamentals of nursing 1 | FNU 1110 | 5 | 108 | Labour ward1 | | LWP1104 | 16 | 80(2wks) |
|  | Psychology | PSY 1102 | 6 | 18 |
|  | Sociology & Anthropology | SOA 1101 | 7 | 13 | Medical Nursing 1 | | MNP1106 | 17 | 160(4wks) | **OSCE EXAM** |
|  | Introduction to RH & midwifery | RHM 1102 | 8 | 27 |
|  | Maternal New born Health 1 | MNH 1103 | 9 | 30 | Surgical nursing 1 | | SNP1104 | 18 | 80(2wks) |
|  | Community Health Nursing 1 | CHN 1102 | 10 | 20 |
|  | Environmental Health Nursing | EHN 1102 | 11 | 16 |  | |  |  |  |
|  | HIV & AIDS | HVA 1101 | 12 | 30 |  |  |  |
|  | Skills lab practicum | SLP 1108 | 13 | 160  4wks |  |  |  |
|  | Educational visit | EDV 1102 | 14 | 40 1wk |  |  |  |

Sign Date

Prepared by: Sindani Geofrey (class coordinator) ……………………….. …………………………

Confirmed by: Catherine wambani (HOD nursing) …………………………. …………………………..

**MARCH 2020 / SEPTEMBER 2020 CLASSES -KRCHN: COURSE CONTENT**

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| S/NO. | NAME OF THE MODULE/OBJECTIVES/CONTENT | REFERENCERS |
| 1 | Module 1: Communication  **By the end of this module, the learner should;**   1. Apply various theories and models in the process of communication 2. Apply different modes of communication for effective communication 3. Implement the different patterns of communication 4. Listen actively 5. Write reports   **Introduction to communication;** communication, theories, models, elements, stages, processes and importance, One way-Two way communication, advantages, disadvantages, effective communication, characteristics, advantages and barriers to effective communication.  **Modes of communication**; intrapersonal, interpersonal and mass communication, kinds of communication: oral, verbal, written, interview, public speaking, elements of non-verbal, importance of nonverbal.  **Listening skills**; listening steps, levels of listening, barriers to effective listening skill, improving listening skills  **Patterns of communication**; patterns, direction of communication, strategies to improving communication.  **Reading and writing skills;** introduction to reading, reading techniques, critical reading and presentation soft skills training | Gopal, N. (2013). *Business Communication* New Delhi: New Age International Publishers.  Maina, S. (2014). *Communication skills edition for University and College Students*, Nairobi: The Mwituria Publishers  Nyaga, R., Njoroge D., & Nyambuga, C. (2015) *An introduction to communication*, London: Oxford University Press.  Sillars, S. (2009). *Success in Communication* .London: John Murray. |
| 2 | **Module 2: Applied Communication in Nursing**  By the end of this module, the learner should;   1. Apply critical thinking skills in provision of nursing care 2. Develop appropriate skills for counselling 3. Apply principles of student-centred learning for lifelong learning. 4. Apply information Technology in health services. 5. Apply principles of public relation in customer care   **Critical thinking skills and reflection**; critical thinking and reflection-skills, problem solving skills, principles and importance of critical thinking, reflective writing, application of theory to practice  **Counselling**; theories of counselling, principles of counselling, process and skills techniques of therapeutic communication, nurse-patient relationship (phases and interpersonal skills)  **Introduction to Student Centered Learning**; student centered vs traditional learning, lifelong learning, active vs passive learning, principles of self-directed learning and small group learning.  **Customer care and public relation**; essentials, handling customers requests, managing telephone call, dealing with different customers, challenges, customer loyalty and customer relation attitude.  **Introduction to Information and Technology**; word processing, spread sheet, PowerPoint presentation, introduction to computer accessories and internet, application of ICT in health care delivery systems and Teleconferencing | Kaye, S. (2009). *Critical Thinking in Nursing-beginners guide*, 13th edition, Sydney: Elsevier  Maina, S. (2014) *Communication skills edition for University and College Students*, Nairobi: The Mwituria Publishers  Nursing Council of Kenya (2009) *Manual of clinical procedures,* 3rd edition, Nairobi: NCK    Nyaga, R., Njoroge, D. & Nyambuga, C. (2015) *An introduction to communication,* London: Oxford University Press  Skills lab National Coordination Centre (2006). *KRCHN Procedure Manual, 2 nd edition*, Nairobi: Regal Press Kenya |
| 3 | **Module 3: Microbiology and Immunology**  By the end of this module, the learner should;   1. Apply concepts in Microbiology for diagnosis and management of patients suffering from infectious diseases 2. Apply principles of immunology in management of patients/clients   **Microbiology**; historical background, classification of micro-organisms, properties of microorganisms, clinical importance of microorganisms, sources of microorganisms, modes of transmission of infection, concept of infection (definition of terms related to infection, stages in development of an infection, common nosocomial infections).  **Immunology**; types of immunity (humoral, cell-mediated, passive, active and herd immunity) antigen-antibody reaction, types of antibodies, modes of action of antibodies, complement system of immunity and immune reaction type1,2 (anaphylaxis,hypersensitivity) nonspecific defences, specific immunity | A.K Chemtai. (2012). *Immunology 3rd edition*, Nairobi: Jomo Kenyatta Foundation  Arora D. R. & BrijBala A. (2011) *Microbiology for Nursing and Allied sciences*, *2 nd edition*, India: BS Publishers And Distributors PVT Ltd  Gupte S. (2011). *The Short Textbook of Medical Microbiology for Nurses*, *2nd edition,* New Delhi: Jaypee Brothers  Waugh A. & Allison G. (2014) *Ross and Wilson Anatomy and physiology in Health and. illness*, 12th edition, Philadelphia: Elsevier |
| 4 | **MODULE 4: Anatomy and Physiology**  By the end of this module, the learner should;   1. Develop a vocabulary of appropriate terminology to effectively communicate information related to Anatomy & physiology 2. Relate the structure and function of body systems involved in support and movement. 3. Relate the structure and function of body systems involved in integration and coordination 4. Relate the structure and function of body systems involved in transport 5. Relate the structure and function of body systems involved in absorption and excretion 6. Relate the structure and function of the reproductive system   **Levels of organization**; introduction to anatomy and physiology, definition of terms, life characteristics, homeostasis, directional terms, planes, chemistry: atomic structure, chemical bonding, water, pH, organic chemistry, carbohydrates, lipids, proteins, nucleic acids; cell: (, cell structure, cell membrane, organelles, cytoskeleton, cell junctions, nucleus), protein synthesis, transcription, translation, gene regulation, cell division; tissues: epithelial, connective, nervous, muscular.  **Support and movement;** integumentary system: types of membranes, skin, accessory organs, temperature regulation and other functions, aging; skeletal system: cartilage, bone structure, bone development, bone function, remodeling and repair, calcium homeostasis, organization, skull, vertebral column, thoracic cage, pectoral girdle, upper limb, pelvic girdle, lower limb; articulations: classes of joints, types of movements, selected joints; muscular system: muscle structure, skeletal muscles, smooth muscles and cardiac muscles, body musculature, muscle actions.  **Integration and coordination**; functional organization: nervous system divisions, nervous system cells, synapse, action potential, impulse processing; central nervous system: meninges, spinal cord, spinal cord function, overview of the brain, development; peripheral nervous system: introduction, cranial nerves, spinal nerves, autonomic nerves structure and function; special sense: reception and sensations, somatic senses, sense of smell, sense of taste, sense of hearing, sense of balance, sense of sight; endocrine system - hormone action, types of hormones, hormone secretion, pituitary gland, thyroid gland, parathyroid gland, pancreas, adrenal glands.  **Transport;** plasma, blood cells, haemostasis, blood grouping; cardiovascular system - heart, heart dynamics, heart regulation, histology, artery and arterioles, vein and venules, capillaries, blood pressure; lymphatic system: overview, lymph nodes, lymph organs, lymph movement.  **Absorption and excretion**; overview, histology, mouth and pharynx, eosophagus, stomach, small intestines, large intestines, accessory organs( liver, pancreas), nutrition: carbohydrates, proteins, lipids, vitamins and minerals, metabolic states; respiration: overview, respiratory organs, mechanics of breathing, control of external respiration, gas exchange, gas transport, measuring function; urinary system: organs, urine formation, kidney function control, body fluid regulation, urine elimination; water and electrolytes: body fluid distribution, fluid and electrolytes balance, acid base balance;  **Reproduction and development**; male reproductive system structure and function, female reproductive system structure and function,) genetics. | Drake R., WayneVogl A. & Michell A. (2011). *Greys Textbook of Human Anatomy (2 nd ed),* Sydney: Elsevier Churchill Livingstone  Gerard P. T & Derrickson B. (2013). *Principles of Anatomy and Physiology, organization,. support and movement and control of the human body (13th ed),* international student version (Vol. 1 &2)  Guyton A.C. (2015). *Text book of Medical Physiology (13th ed), London:* Churchill Livingstone  Netter, F. H. (2010). *Atlas of Human Anatomy (5th ed),* Philadelphia: Saunders Elsevier  Rice, J. (2004). *Medical Terminology with Human Anatomy (5th ed),* New Jersey: Prentice Hall  Waugh A., Allison G. (2014). *Ross and Wilson Anatomy and physiology in Health and illness, (12th ed)*, Philadelphia: Elsevier |
| 5 | **Module 5: Fundamentals of Nursing I**  By the end of this module, the learner should;   1. Apply principles of professionalism in delivering nursing care 2. Apply the basic nursing theories in nursing practice 3. Apply principles of infection prevention and control in managing patients   Perform basic nursing procedures  **Professionalism:** professionalism and the nurse, history of nursing, factors influencing nursing education, the practice and scope of nursing, Code of ethics, Nurses act Cap 257 of laws of Kenya and its relevance to Nursing practice; Medico-legal issues (Negligence, withdrawal or withholding treatment, euthanasia, Do Not Resuscitate (DNR), Advanced directives, assaults), various Nurses Bodies and Association (ICN, ECSACON, NCK, NNAK); elements of professionalism as related to nursing practice, accountability and responsibility, adaptation to innovations in the nursing profession,  **Theories in nursing**; Virginia Henderson, Calister Roy, Dorothy Orem and Florence Nightingale,  **Infection Prevention and Control**; Universal precautions, Standard precautions, waste segregation, Chain of infection and how to break the chain; Injection safety (management of needle stick injuries).  **Basic Nursing Procedures**; history taking, physical examination, investigation, admission and discharge/transfer of patients; procedures bed making, types of beds and appliances, lifting and turning of patients (in bed from trolley to bed, from bed to chair or trolley), care of patients confined to bed, prevention of foot drop and postural deformity, positions used in nursing patients, types of feeding methods (nasogastic and parenteral), pressure area care, aseptic technique, drug administration, vital signs observations, measuring and recording fluid intake and output stages of death and dying (Kubler Ross), last offices, documentation and report writing, giving and receiving reports, patients hygiene (bed bath and mouth care), weighing and recording.Principles of biomedical ethics,(justice autonomy,beneficiency and non-maleficiency) | Hinkle, J & Cheerer, K. (2014) *Brunner and Suddarth’s Textbook of Medical-Surgical. Nursing (14th ed),* Philadelphia: J.B. Lippincott Company.  Smith S.F., Duell, D.J. & Martin, B.C., (2008*) Clinical Nursing Skills: Basic to AdvancedSkills (7th ed),* London: Pearson Education Ltd.  Timby, B.K. (2013). *Fundamental Nursing Skills and Concepts (10th ed),* Philadelphia: Wolters Kluwer/Lippincott Williams and Wilkins. |
| 6 | **Module 6: Psychology**  By the end of this module the learner should;   1. Apply concepts of psychology in managing clients/patients 2. Integrate theories of personality development with provision of nursing care 3. Manage patients with deviations in growth and development.   **Concepts of psychology**; definition of terms, historical background; scope of psychology  **Theories of personality development**; Maslow, Sigmund Freud, Pavlov, human behavior and social interactions, learning theories (classical conditioning, operant conditioning), instrumental conditioning observational cognitive avoidance and learning, motivation: theories, types. (review stages of death and dying) add cognitive theory of jean piagets,Normal sleep pattern. physiological social and personal stress and coping, crisis and crisis intervention, mental defense mechanisms, Chomskys theory of language development, stages of language development,  **Human growth and development;** factors influencing growth and development, Theories of development (Erik Erickson psychosocial theory, Attachment theories by John Bowlby and Mary Ainsworth) domains of human development, factors influencing human development, stages of human development (prenatal development, neonatal, infancy, childhood, puberty, adolescence, adulthood, old age, aging, death and dying | Frank, K. (2015). *Modern Psychology Simplified Hand Book for Undergraduates, Diploma and Certificate.* Nairobi: Project Support Information Consultant Series  Sharma R. N., & Sharma, R. (2006) *Child Psychology 2nd ed* India: Atlantic  Sreevant, R. (2013). *Psychology for Nurses, 2nd edition,* New Delhi: Jaypee Brothers Medical Publishers [P] Ltd |
| 7 | **Module 7: Sociology and Anthropology**  By the end of this module the learner should;   1. Utilize concepts of sociology and anthropology in delivery of healthcare services 2. Utilize the socialization process in enhancing group dynamics 3. Involve the family in promotion of health.   **Concepts of Sociology and anthropology**; definition of terms: man and culture, social groups, concepts, the relationship between social anthropology and health (sociology and nursing, medicine as a social science, contribution of sociology in modern health care), peace building, conflict resolution, negotiation process: social cultural beliefs and practices that affect health, social change and factors that influence it, religion (definition and functions).  **Socialization process;** social stratification, social mobility, social change, social institutions and their relationship in provision of health care (religious/mission hospitals; Christian Health Association of Kenya, NGO’s, policies (economic-cost sharing, national budget for health, political manifesto, sessional Paper No. 10) group dynamics (types of groups, group formation, importance of groups in healthcare)  **Family Types**: types of families and their influence on health. | Elaine D. and Earle S. (2013). *Sociology for Nurses, 13th edition*, New York: Lippincott Williams and Wilkins  Hinkle, J and Cheerer, K. (2014). *Brunner and Suddarth’s Textbook of Medical-Surgical Nursing (14th ed)*, Philadelphia: J.B. Lippincott Company |
| 8 | Module 8: Introduction to Reproductive Health and Midwifery  By the end of this module, the learner should;   1. Explain the background and milestones of reproductive health and Midwifery practice 2. Relate the structure and function of male and female reproductive systems 3. Provide health care services to a pregnant woman.   **History of Reproductive Health and Midwifery**; terminologies and concepts in reproductive health, policies, standards and guidelines history and background of reproductive health and midwifery (Global, Regional and Kenya) (ICPD, safe motherhood initiative, NRHP, MDG, SDG, Beyond Zero), elements of quality care in reproductive health services, components of reproductive health  **Anatomy and physiology of reproductive system**; male reproductive system: structure and physiology of male reproductive system (scrotum, testis, spermatogenesis, epidydimis, vas deferens, spermatic cord, seminal vesicle, ejaculatory ducts, prostate glands, bulbs urethral gland, penis), female reproductive system: structure and functions female pelvis, pelvic bones, joints, ligaments, diameter, muscles, types of pelvis, female reproductive organs structure and functions (external genitalia,vagina, fallopian tubes, uterus, ovaries), anatomical relations of the female reproductive organs to urethra, bladder, rectum,anus, menstrual cycle, female breast, physiology of lactation.  E**mbryology**; fertilization, implantation, embryology, placenta, fetal development;Fetal skull, fetal circulation, amniotic fluid and umbilical cord, | Fraser, D, Cooper, M and Nolte, A. (2013*) Myles Textbook for Midwives, 18th Ed*. USA: Churchill Livingstone.  Ministry of Health (2002) *Essential Obstetric Care Manual for Health Service Providers in Kenya A Safe Motherhood Initiative, Ministry of Health, Kenya* |
| 9 | **Module 9: Maternal and Newborn Health I**  By the end of this module the learner should;   1. Provide care to a woman before and during pregnancy 2. Provide care to a woman during labour 3. Provide care to a woman in puerperium 4. Provide care to the newborn.   **Normal pregnancy;** Preconception care, diagnosis of pregnancy (presumptive, probable and positive) physiological changes in pregnancy, ante natal care, (pillars and concepts in MNH (preconception care, FANC), minor complications during pregnancy and their management  **Normal labour**; concepts, onset, stages of labour, duration, physiology of stages of labour, mechanism of normal labour, management of normal labour( the partograph, pain relief, (pharmacological and non pharmacological), EMTCT)  **Normal puerperium**; concepts, physiological changes, targeted postnatal care, physiology of lactation, infant feeding methods (exclusive breast feeding, cup and spoon), minor complications of puerperium.  **Normal Newborn**; characteristics of a normal newborn, APGAR scoring, essential newborn care (feeding, warm chain, clean chain, Kangoroo mother care, first examination, daily physical examination, subsequent baby care, Essential Newborn Care, minor complications of the newborn, care of eyes, cord care. | Fraser, D, Cooper, M. and Nolte, A. (2013*) Myles Textbook for Midwives, 18th ed*. USA: Churchill Livingstone  Ministry of Health (2002). *Essential Obstetric Care Manual for Health Service Providers in Kenya. A Safe Motherhood Initiative Ministry of Health, Kenya* |
| 10 | **Module 10: Community Health Nursing I**  By the end of this module, the learner should;   * Utilize the concepts and principles in community health nursing service provision . * Provide family nursing care * Practice within the scope of community health Nursing   **History, concepts and principles of community health nursing**; globally, regional, national concepts of community health nursing; definition of terms , philosophy, nature, assumptions and beliefs, significance, scope, goals, guidelines and standards, functions , characteristics of a community ,community subsystems. philosophy, nature, assumptions and beliefs, significance, principles of community health nursing (Alma Ata Declaration 1978, Hentch 1995) aims of community health nursing, goals of community health nursing, the relationship between an individual, family and community, functions of a community, activities of community health nursing, characteristics of a successful community health programme, healthy community, community problems, roles and functions of a community health nurse.  **Family Health**; definitions (family, family health, family health nursing, family processes, family centred nursing), determinants of family health, approaches to family health. types of families, characteristics of families, health tasks of the family, roles of a family, roles of siblings, functions of a family, family developmental tasks, nursing process in family health, home visiting in family health, patients/clients rights.  **Legal aspects of community health**; sources of law, constitution of Kenya chapter 4 bill of rights, acts relating to health (children’s act, criminal penal code, prisons act, public health act, Food Drug and Chemicals Substances Act, young | Covey, F. (2004).*The Seven Habits of Highly Effective People: Powerful Lessons in Personal change.* New York: Simon and Schuster  Government of Kenya (2007) *Kenya Vision 2030,* Nairobi: Government Printers,  Kotter, J., Cohen, D. (2003). *The heart of Change: Real life stories of how people change their organizations.* Boston: Harvard Business School Press.  MOH *Kenya Health Investment and Plan*, 2012-2017 |
| 11 | **Module 11: Environmental Health Nursing**  By the end of the module, the learner should;   1. Participate in promoting environmental health 2. Participate in preventing occupational related illnesses and hazards   **Concepts of Environmental Health**; definitions, types of environment and their effects: biological, physical, social- cultural, political, economic, effects of food safety and hygiene, types of food safety and hygiene, methods of food preservation and storage, food control, food poisoning, food production, inspection of food premises, diseases spread by contaminated food, water: types, sources of water contamination, protection methods, purification, diseases spread by contaminated water: water-washed, water-borne, water-related, housing: housing conditions, diseases caused by poor housing, excreta disposal: methods of excreta disposal, diseases caused by poor excreta disposal, refuse disposal methods, air and ventilation: types of ventilation, estimation of amount of fresh air required, methods and diseases, pollution (definition, types of pollution, prevention of pollution, diseases), vectors and vermin control (types- flies, rodents, snails, mosquitoes, fleas, bedbugs, ticks, lies), leadership and power structure, rural and urban communities, Public Health Act.  **Occupational health and safety**; Definition, occupational hazards, Occupational Health and Safety Act, water treatment, slaughter house, sewage treatment, refuse disposal sites, food processing.Role of a nurse in occupational health. | Basavanthappa, B. (2013). *Community Health Nursing, (2nd Ed)*, New Delhi: Jaypee Brothers Medical Publishers.  Rukunga, G. (2010). *Environmental Health for East Africa (4th Ed)*, Nairobi  MOH, Kenya. (2012). *Kenya Health Investment and Plan, 2012-2017*  Wood, C. (2014). *Community Health Nairobi*: AMREF |
| 12 | Module 12: HIV and AIDS  By the end of this module, the learner should;  Apply the knowledge of epidemiology of HIV in preventing infection  Identify risks associated with exposure to HIV/AIDS 3. Demonstrate a positive attitude towards HIV/AIDS management  Provide health education to PLWHA on prevention of opportunistic infections  Monitor patients for ARV drug interactions  Provide nutritional education to clients/patients suffering from HIV/AIDS  Provide HIV/AIDS counselling to clients/patients.  Manage patients with reproductive tract conditions STI/RTI  **Fundamentals of HIV and AIDS**; history, epidemiology and transmission of HIV; Definition of common terms (HIV, AIDS, PLWHA etc.), history of the HIV pandemic, epidemiology of HIV globally, regionally and nationally, HIV types and subtypes and their distribution, modes of HIV transmission and key risk factors (Sexual contact, IDU, blood transfusion, MTCT, occupational exposure) impact of HIV and AIDS on the individual, community, nation, global HIV infection and disease progression (review the immune system, the HIV life cycle, effects of HIV on the immune system, WHO classification system of HIV Infected adults and adolescents; phases of HIV infection). **Prevention of HIV infection and Post Exposure Prophylaxis**; risk factors for the sexual transmission of HIV, approaches to risk assessment, safe sex education, Post Exposure Prophylaxis and Universal Precautions, introduction to PMTCT (Maternal factors that increase the risk of MTCT of HIV, the four core elements of PMTCT, eMTCT, considerations for infant feeding in the context of a PLHIV mother), VMMC, PrEP and early treatment. **Behavior Change Communication (BCC) and Attitude training**; definition of terms and BCC, the BCC theories, framework for BCC design, goals of BCC, guiding principles of BCC, the BCC strategy development and planning. **Attitude training**; risks exploration, previous and current risks and predisposing factors, vulnerability and prevention, networking, fluid exchange attitude and cultural practices, attitude and beliefs towards HIV/AIDS ,cultural practices, ethical issues related to disclosure. **Opportunistic Infections**; introduction to opportunistic infections, common HIV-related opportunistic infections (respiratory, GIT, dermatological, neurological, haematological, HIV associated malignancies and ocular manifestations), general prevention of opportunistic infections. **HIV treatment and monitoring; anti-retroviral therapy (Classification of anti-retroviral [ARV] drugs**: mode of action of ARVs, drug-drug interactions/drug- food interactions, Adverse drug reactions/events associated with anti-retrovirals, take-home messages). **Nutrition in the Context of HIV AND AIDS;** introduction to nutrition, effects of HIV disease progression on nutrition, effects of nutrition on HIV disease progression, goals of nutritional care and support for PLHIV, components of nutritional care and support for PLHIV, nutritional management, management of drug and food interactions, common modern and traditional nutritional therapies. **HIV Testing and Service (HTS);** the role of HTS as an entry point for other HIV services, the HTS approaches in various clinical setting, considerations made in HTS for special groups, e.g., couples, groups, youth.(types of testing**). RTI/STI;** definitions, trends, policies, classifications, predisposing factors, clinical manifestations, diagnosis, management, complications, prevention and control, HIV/AIDS: definitions, trends, policies, diagnosis, management, complications, prevention, control, syndromic approach in management (syphillis, chancroid, gonorrhoea, lymphagranuloma, candiasis,trichomoniasis, vaginitis and urethral discharge. behavior change for STI/HIV/AIDS, attitude change, counseling, effects of the HIV/AIDS and STI’s on the individual, family, community and nation to include: physical, psychosocial, spiritual, socioeconomic factors, of sexual health into holistic care | Basavanthappa B. (2015). *Medical- Surgical Nursing (3rd Ed. vol.1 and 2) New Delhi*: Health Sciences Publisher.  Hinkle, J and Cheerer, K (2014) *Brunner and Suddarth’s Textbook of Medical-Surgical Nursing 14th ed*. Philadelphia: J.B. Lippincott Company    MOH, Kenya. (2010). *National guidelines for HIV testing and counseling in Kenya Nairobi*: NASCOP |
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