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The implementation fidelity of competency-based curriculum for Nursing and Midwifery programme in Tanzania

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Ten years of nursing and midwifery Competency-Based Education and Training (CBET) curriculum implementation the government of Tanzania has made various intervention to support its implementation. Nurse educators were oriented on the implementation of CBET curriculum and training materials, skills laboratories were established and schools were equipped with ICT facilities. Despite all these efforts there is no evidence on how nursing and midwifery CBET curriculum is being implemented since its adaption in 2008, refinement in 2009 and major revision in 2017. Thus, the balance between the designed curriculum and implemented curriculum is not known. This lack of implementation information greatly limits interpretation of the effectiveness of the curriculum

for the intended programme. The aim of this study is to investigate the implementation fidelity of the Nursing and Midwifery CBET curriculum among nurse educators in Tanzania. The descriptive cross-sectional study design will be conducted using a mixed methods approach, where both qualitative and quantitative methods will be used. Population of this study are nurse educators, 215 nurse educators will be randomly selected to administer questionnaires. In qualitative approach purposeful sampling approach will be used to reach key informants with rich information on the implementation of CBET curriculum for nursing and midwifery programme in Tanzania. Fidelity checklist also will be used to review documents such as session plans, Classroom schedule, skills laboratory and clinical schedules, academic students' assessment reports and teaching strategies used during the implementation of the nursing and midwifery CBET curriculum. Implementation fidelity conceptual framework will be used to assess implementation fidelity for nursing and midwifery CBET curriculum in Tanzania.

Four elements (Educators characteristics, Adherence, Dosage and quality of delivery) will be treated together for better understanding of the implementation process for nursing and midwifery programme in Tanzania. Below is the conceptual framework of the study. This study is the first to be conducted to explore the implementation fidelity for nursing and midwifery programme in Tanzania. The study can highlight whether the innovation imposed in the nursing and midwifery CBET curriculum is realized or not. Furthermore, the study will provide valid inferences to interpret the effectiveness of the CBET curriculum for the intended programme in Tanzania.

Biography

Vumilia B. Mmari is a Ph.D. candidate at the University of Dodoma (UDOM). She is a Nurse Educator completed an M.Sc. degree in Nursing Sciences at Muhimbili University of Health and Allied Sciences (MUHAS) in 2010. In 2015/2016 she joined Tanzania Institute of Project Management (TIPM) for Monitoring and Evaluation Programme. She is now working at the Ministry of Health, Community Development, Gender, Elderly and Children (MOHCDGEC) as a National Training Coordinator for Nursing and Midwifery and Community Health Training Programme at the ministry's headquarters in Dodoma, Tanzania. She has been serving as a curriculum development expert and training materials designer.

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