...ce of Nursing Graduates in Kenya.

Chege, M N; Kabiru, E W; Karani, A; Derese, A

Abstract:

The objective was to compare the clinical competence of nurse graduates of two curricula tracts. At the time of the study Kenya Medical Training College (KMTC) had an innovative skillslab-integrated curriculum for Kenya registered community health nurses trained in Nairobi and a traditional lecture-based curriculum for those trained elsewhere. 288 nurse graduates were recruited for the study. Two clinical skills were randomly selected for evidence-based performance. Indicators of competence were identified through Delphi study. Approval to conduct the study was obtained from Ministries of Health and Education and joint University of Nairobi, Kenyatta National Hospital Ethics and Research Committee. Data were collected through evidence-based performance, in-depth interviews and focus group discussions (FGDs). Data input and analysis were done using Excel Version 2003-97. There was significant difference ($_2$=65.988, p<0.001) in performance between graduates of the two methodologies. Those of the skillslab-based curriculum were described as critical thinkers. Those of the control group were described as better ward managers. The skillslab graduates consistently scored higher in all indicators of competence and across the components of nursing expertise.