



Prof. Lieutenant Colonel (Rtd) John Martin Okoth
Executive Dean

The School of Nursing, Midwifery and Paramedical Sciences

Prof. Lieutenant Colonel (Rtd) John Martin Okoth

Profession: Clinical Scholar in Nursing and Medical Education holding Doctor of Nursing Science(PhD), Master of Philosophy Medical Education (Mphil), Diploma Advanced Nursing, Diploma in Midwifery, Diploma Registered Nursing

2015 to date – Associate Professor & Executive Dean School of Nursing, Midwifery & Paramedical Sciences at Masinde Muliro University of Science and Technology.

2011 to June 2015- Senior lecturer & Dean School of Nursing & Midwifery providing strategic and transformational leadership and direction in the School at Masinde Muliro University of Science and Technology.

Over 30 years of experience gained holding high-level health manpower positions including teaching, clinical, health research, management and leadership whilst working with the Ministry of Health, Kenya Defense Forces, The UN and Private and public universities

Academic/Professional Qualifications

2004-2007 - Doctor of Nursing Science (PhD)- BSU, Alabama

1997-2000- Master of Philosophy Medical Education (Mphil.)- Moi University

1986 – 1988- Diploma in Advanced Nursing –University of Nairobi

1979 - Diploma in Midwifery - Kenya Medical Training College

1973 -1977- Diploma Registered Nursing-Kenya Medical Training College

Other Professional Training Courses

July 2016 – Interprofessional Model of Global Injury Care and Education – Rutgers University US

June 2016 – Trauma Nursing Course-TNC – New Jersey USA

May 2016 – Summer Institute of Teaching and Leadership – Vancouver BC, Canada
April 2015 – Interprofessional Team Education, Leadership and IPE – pedagogy and research - Ndola, Zambia
17th April, 2015 - Integrity Assurance Officers Course – Anti-corruption commission - Kakamega
October 2014 Faculty Development on Instruction and Clinical Assessment
Sept.2014 Intensive course on Interprofessional competencies and participative methods for better care and education – University of OULU, Finland
January 2014 – Curriculum Development and review for public University, Kakamega
Sept 2013 Training of Trainers in Clinical Instruction – Machakos
June 2012 – Training on E- Learning (Moodle Environment)
26th – 28th April 2012 Bioethics training -UON
23rd – 26th April 2012 Effective Methods of Teaching Palliative Care –KePCA – Nairobi
2011 Internal Quality Auditing Course- MMUST
March 2011 Training Workshop on External Peer Review of Higher Education Institutions – INQAAHE
July 2010 – TOT Course in Palliative Care - Nairobi
April 2007 Internal Quality Auditing Course- Kenya Bureau of Standards.
December 2006- Basic PC and Internet Course Aga Khan University
September 2005 Voluntary Counselling and Testing Course
October 2005 Adherence Counselling in HIV/AIDS Management [University of Nairobi]
July 2004- Certificate in Rational use of ARVs
.November 2004 Performance Improvement Approach Course [FMH]
June 2003 Syndromic Management of Sexually Transmitted infections [MOH]
August 1997-Certificate in Management of Sexually Transmitted Infections/HIV/AIDS (University of Nairobi)
May 1992- Certificate in Clinical Diagnosis and Disease from Management (AMREF NAIROBI)
March 1983-Certificate in Maternal Child Health/Family from Planning Reproductive Health-Divisional Family Health Nairobi

Professional/Work Experience

2015 to date – Associate Professor & Executive Dean School of Nursing, Midwifery & Paramedical Sciences at MMUST

2011-2014 – Senior Lecturer & Dean School of Nursing & Midwifery, MMUST

August 2008- 2010 Lecturer and COD Nursing Department -MMUST

2006 – July 2008 - Lecturer Kenyatta University

2005 –xxxx Lecturer Aga Khan University

2002 -2004 Commanding Officer and Chief Nurse Armed Forces Medical Services

2000 -2001 - Specialist Combat Medic-United Nation Peace Keeping in Sierra Leone
(*December 2001 Awarded UN Medal*)

1993 -1997 - Chief Nurse Trainer-Armed Forces Medical Training School.

Sept. 1991 - 1992 Deputy Chief Nurse Trainer, Armed Forces Training College

Jan. 1989 – Aug. 1990 Garrison Chief Nurse, Kahawa Garrison

Dec.1981 – Aug. 1986 Head Nurse Nanyuki Barracks Medical Centre

1980 Nurse – Midwife In-Charge of Maternity Unit Kisii District Hospital

May 1977 – Dec. 1978 : Assistant Head Nurse, Bungoma District Hospital

OTHER WORK EXPERIENCE/RESPONSIBILITIES

Member of Steering Committee for the Establishment of MMUST School of Medicine.

Member to MMUST Curriculum Development Committee.

Member of the Kitale University College Task Force.

Member of the Kisumu, Kisii, Kericho and Nakuru Campuses Task Force.

Member MMUST Tender Committee.

Member of Kaimosi Friends University College Steering Committee.

External Examiner for the 2013/2014 Academic Year, Kenyatta University.

Jan2012 appointed member of MMUST Institutional Review Ethics Committee

PUBLISHED JOURNAL ARTICLES

1. Lydiah Bochareri Nyachiro, John M. O. Okoth, Gordon Nguka, Nurses' Knowledge on The Nature and Scope of Diabetic Complications in Selected Hospitals in Kisumu County, Kenya, International Journal of Advanced Research in Education & Technology (IJARET) Vol. 5, Issue 2 (April - June 2018) ISSN : 2394-2975 (Online) ISSN : 2394-6814 (Print)
2. Wekesa J, Okoth J, Mutai C and Arudo J, The Contribution of Healthcare Workers' Knowledge on Use of Integrated Palliative Care Approach in the Management of Chronic and Life Threatening Diseases at Kakamega County Referral Hospital, Kenya, World Scientific Research, Vol. 5, No. 1, 24-31, 2018, ISSN(E) 2411-6661 / ISSN(P) 2518-0177
3. Kawinzi C ; Okoth J and Mutai C, Prevalence of Neutropenia among Patients with Solid Tumors undergoing Chemotherapy at Moi Teaching and Referral Hospital, Kenya, International Journal of Life Sciences. Vol. 6 No. 3. 2017. Pp. 91-95
4. Serem C, Okoth J & Mutai C, Socio Demographic Characteristics and Chemotherapy Compliance among patients with Breast Cancer at Moi Teaching and Referral Hospital, Eldoret, Kenya, International Journal of Life Sciences, Vol 6 No. 4. 2017 Pp. 119-124, ISSN: 2277-193X
5. Elizabeth Nasambu Wafula John Martin Okoth, John Arudo & Peter Odera Ajuoga. Health Related Quality of Life (HRQOL) Among Female Breast Cancer Patients In Faraja, Nairobi County, Kenya International Journal of Innovative Research and Advanced Studies (IJIRAS), Volume 4 Issue 4, April 2017 ISSN: 2394-4404
6. Anne Asiko Okanga, John Okoth Ogur & John Arudo. Institutional Characteristics Influencing Bachelor of Science Nursing Student Performance in the Nursing Council of Kenya Licensure Examinations in Kenya Journal of Education and e-Learning Research, Vol. 4, No. 1, 28-36, 2017, ISSN(E) 2410-9991/ISSN(P) 2518-0169, DOI: 10.20448/journal.509.2017.41.28.36
7. Kawinzi C ; Okoth J and Mutai C . Prevalence of Neutropenia among Patients with Solid Tumors undergoing Chemotherapy at Moi Teaching and Referral Hospital, Kenya International Journal of Life Sciences. Vol. 6 No. 3. 2017. Pp. 91-95 ISSN: 2277-193x
8. Joy R.A. Otolola Wycliffe A. Oboka (PhD) b Dr. Lt.Col (Rtd) J.M. Okoth c. Services Provided to Households enrolled on orphans and Vulnerable Children in Intervention Programmes in Kisumu County, Kenya. Global Journal Of Human-Social Science: Arts And Humanities-Psychology. Vol 14 Issue 9 Version 1.0, November 2014. ISSN: 2249-460X & Print ISSN: 0975-587X.

9. Joy R.A. Otolola, Wycliffe A. Oboka (PhD), Dr. Lt.Col (Rtd) J.M. Okoth c. Conditionalities for Orphans and Vulnerable Children Intervention Programmes in Kisumu County, Kenya. *International Journal of Humanities And Social Science* Vol 4 No. 12; October 2014

10. Joy R.A. Otolola, Wycliffe A. Oboka (PhD), Dr. Lt.Col (Rtd) J.M. Okoth c Targeting of OVC Beneficiary Households in Kisumu County, Kenya. *International Journal of Education and Research* Vol. 2 No. 9 September 2014

11. M. Barasa, Z.W. Ng'ang'a, G.A. Sowayi, J.M. Okoth, M.B.O. Barasa, F.B.M. Namulanda, E.A. Kagasi, M.M. Gicheru and S.H. Ozwara (2012). Cytokine expression in malaria-infected non-human primate placentas. *Open Veterinary Journal*, (2012), Vol. 2: 58-64 ISSN: 2226-4485 (Print) ISSN: 2218-6050 (Online)

12. Elizabeth O Onyango, George Ayodo, John M Okoth, Carren A Watsierah Collins Ouma: Factors associated with non-adherence to Artemisinin-based combination therapy (ACT) to malaria in a rural population from holoendemic region of western Kenya *BMC Infectious Diseases* 2012, 12:143, <http://www.biomedcentral.com/1471-2334/12/143>

13. Nguka G, Okoth J.M and Mengich G (2012) *Forest Biodiversity, conservation and Climate Change Role of Forest Conservation on the Households food and Nutrition Security: The State of Southern Sudan*. ISBN: 978-9966-21-012-8

UNIVERSITY LEVEL BOOKS

1. Dr John Okoth: *Medical-Surgical Nursing*, AMREF (Copyright 2014)
2. Dr John Okoth: *Health Assessment in Medical-Surgical Nursing*, AMREF (Copyright 2013)
3. Okoth, John; *STI/HIV AND AIDS: A MULTIPLE PREVENTION STRATEGY*, LAP LAMBERT Academic Publishing GmbH & Co. KG, isbn: 978-3-659-13420-3
4. John Martin Okoth (2011): *Introduction to Nursing Theories*. ISBN: 99667263-8-1

MANUALS

1. John M Okoth (2010) *The Bachelor of Science in Nursing (BScN) Training File*:
A manual for the Nursing Council of Kenya, 2011
2. Lieutenant Colonel John Martin Okoth; *HIV Prevention for the young soldiers: A manual for Kenya Armed Forces*, 2nd Edition, 2004

3. Lieutenant Colonel John Martin Okoth; HIV Prevention for the Young Soldiers: A manual for Kenya Armed Forces, 1st Edition, 2003

4. Lieutenant Colonel John Martin Okoth; Barrack Based Care for HIV/AIDS patients in the Uniformed Services: A manual for Kenya Armed Forces, 2003

Seminar papers

5. Nguka G & Okoth J O. Challenges in Integrated Disease Surveillance and Response in Post Conflict: The case of Southern Sudan,
<https://wfpha.confex.com/wfpha/2012/webprogram/meeting.html>

Masinde Muliro University of Science and Technology, Kakamega Kenya

5. Nguka Gordon, John M. Okoth and Sherry Oluchina: Risk Factors for Severe Acute Malnutrition in Children Under the Age of Five: A Case-Control Study in the South Sudan July 2012

6. John Martin Okoth: Complementary Medicine Cancer Management in the Lake Victoria Basin, Kenya, accepted for oral presentation at the International Conference on Traditional Medicine (CONTRAMED 2011) held at the Bayview Beach Resort, Penang, Malaysia from November 29 – 30, 2011.)

7. John M Okoth & John Arudo : Quality of life and related factors among HIV positive patients attending Comprehensive Care Centre in Machakos District Hospital. Kenya Nursing Journal (in print)

7. Major John Martin Okoth; Disaster Management in Kenya: The real problem, The GOs Voice Journal, 2005

John Martin Okoth ; Military medical humanitarian assistance: A seminar paper presented to the centre for disaster management and humanitarian assistance (MMUST) workshop

John Martin Okoth; Academic Linkages and International Collaboration: A seminar paper presented during International Conference at Masinde Muliro University of Science and Technology, Feb. 2010

John Martin Okoth; Nursing education in the 21st century: A comparative study – the Developed countries and Sub-Saharan Africa : A seminar paper presented during international seminar at Masinde Muliro University of Science and Technology, Feb.. 2009

John Martin Okoth; Traditional Medicine in EAST AFRICA: A seminar paper presented during at Oulu University, Finland May 2009

John Martin Okoth; Women & Children's Health: Reduction of Maternal and Child Mortality: A nurses Role: A seminar paper presented at Oulu University, Finland May 2009

John Martin Okoth; Parents Attitudes towards Sexuality Education for Youth: A seminar paper presented at Oulu University, Finland May 2009

John Martin Okoth ; Mentoring in Nursing Practice: A seminar paper presented during a seminar at Masinde Muliro University of Science and Technology, Nov. 2008

Major John Martin Okoth; Disaster Preparedness and Response in Kenya: A Primary Health Care Approach. UnPublished M.Phil Thesis Presented to Moi University, 2000

SCIENTIFIC CONFERENCES, WORKSHOPS AND SEMINARS ATTENDED

July 2016 – Interprofessional Model of Global Injury Care and Education – Rutgers University US

June 2016 – Trauma Nursing Course-TNC – New Jersey USA

May 2016 – Summer Institute of Teaching and Leadership – Vancouver BC, Canada

April 2015 – Interprofessional Team Education, Leadership and IPE – pedagogy and research - Ndola, Zambia

17th April, 2015 - Integrity Assurance Officers Course – Anti-corruption commission - Kakamega

October 2014 Faculty Development on Instruction and Clinical Assessment

Sept.2014 Intensive course on Interprofessional competencies and participative methods for better care and education – University of OULU, Finland

January 2014 – Curriculum Development and review for public University, Kakamega

1. Feb 2013 Development of the Nurse Training and Accreditation Standards
2. Jan. 2014 University Multiplication Training Workshop on curriculum Development and Review for Public universities in Kenya: Implementation and Accreditation
3. Curriculum Development Retreat: Kisumu, 11th - 15th November, 2013
4. Scheme of Service for Nursing Personnel: City Max Hotel Nakuru, Sept 8th -14th
5. Resource Mobilization and Operational Effectiveness: Maazoni Lodge, Machakos August 26th – 30th 2013
6. Faculty Competency Development Workshop: Maazoni Lodge, Machakos September 15th to the 20th.

Postgraduate Supervision

1. Isalmbah Mary Ingadoh: HIV Prevention Strategies among Heterosexual Couples in Kakamega County - **PhD (ongoing)**
2. Machuma Walumbe Wamalwa, HNR/G/03/15, Academic Dishonesty Among Nursing Students in Kenya Medical Training Colleges in Western Kenya, **MSc (ongoing)**
3. Elizabeth Asiko Tiema, HNR/G/52/15, Medication Errors Among Healthcare Providers at Lodwar County Referral Hospital and Kakuma Mission Hospital' **MSc (ongoing)**
4. Caroline Naliaka Mabalau, HNR/G/82/15, Clinical Instruction Among Nurses for Pre-service Diploma Nursing Students at Kenya Medical Training College, Kisumu Campus –Kenya, **MSc (ongoing)**
5. Elizabeth Nasambu: Health Related Quality of Life (HRQOL) Among Female Breast Cancer Patients Infaraja, Nairobi County, Kenya **MSc (completed 2017)**
6. Anne Asiko Okanga: Institutional Characteristics Influencing Bachelor of Science Nursing Student Performance in the Nursing Council of Kenya Licensure Examinations in Kenya **MSc (completed 2017)**
7. Kawinzi C: Prevalence of Neutropenia among Patients with Solid Tumors undergoing Chemotherapy at Moi Teaching and Referral Hospital, Kenya **MSc (completed 2017)**

8. Joy Rachael Otololo (CDM/H/06/10) Targeting of OVC Beneficiary Households in Kisumu County, Kenya - **PhD (Competed 2015)**
6. J N Onsare Knowledge, Attitude and Practices (KAP) Study on cholera Epidemics in Bungoma County – **MSc (completed 2016)**
7. S. Opiyo: Antecedents of Workplace Stress on Nurses’ Productivity in Public Health Care Institutions in Siaya County, Kenya –**MSc (Completed 2016)**
8. Ambudo O. Alfred: Assessment of Teenage Pregnancies in Matungo Subcounty Master of Public Health - **Mount Kenya University (Ongoing)**
14. T. R. Musundi: Factors influencing HIV-Positive mothers’ participation in prevention of Mother-Child Transmission Programmes (PMTCT) in Mumias District, Kenya. MMUST- (Ongoing)

Postgraduate Examination

Internal Examiner

Daniel Amdany Komen – Thesis Entitled “Nutritional Status and Dietary Intake of Mechanically Ventilated Patients at Moi Teaching and Referral Hospital – Kenya”

Mukhwana Eugene Sundays – Tesis Entitled “Access to HEALTH Service Through the National Health Insurance Fund Scheme Cover By Informal Sector Population in Kakamega County, Kenya”

Lucy kageha Kavinguha- Thesis Entitled “Diabets Self Management Knowledge and Foot Complications Among Type 2 Diabetes Patients at Jaramogi Oginga odinga Teaching and Refferal Hospital, Kisumu County, Kenya”

Kemboi Georgine Jabet

Degree Programme: Master of Science in Disaster Management and

Sustainable Development. Title: Socio-Cultural factors perpetuating the spread and effects of HIV on women and girls in Keiyo District – Kenya. (July 2010)

External Examiner

April 2013- 2018 External Examiner Kenyatta University for The BSc Nursing programme

Kenyatta University :

1. Issa Ahmed Dahir M.P.H Thesis Entitled, Utilization of Family Planning Services Among Postpartum Women Attending Child Welfare Clinic in Nairobi County, Kenya”
2. Mr. Gilbert Nzomo Mboro M.P.H Thesis Entitled, “Usage of Routine Health Information for Decision Making Among Health Workers at Coast County Referral Hospital, Mombasa County, Kenya”

Maseno University :

1. Raphael Kavilo Mul : A Comparative Study of Injection Safety Practices In Public and Private Facilities In Nairobi North District, Kenya (Master of Public Health , Maseno University

University of Eastern Africa, Baraton

Alice Gichuhi

1. Degree: Master of Science in Nursing . (University of East Africa Baraton University 2011).

Title: Evaluation of Compliance to Infection Prevention and Control Measures among Health Care Workers at Kapsabet District Hospital, Kenya

2. Yugi James Onyango: Knowledge of non-professional care givers providing home based care on accidental exposure to HIV from selected NGO's and CBO's in Kisumu, Kenya. (Master of Science in Nursing, University of East

MAJOR CURRICULUM DEVELOPMENT ACTIVITIES

I am a resource person for the Commission for University Education for review and evaluation of various curricula and inspection of training facilities for nursing programs

1. BSc Midwifery Aga Khan University 2014
2. February 2012 I participated in the review of the BSc Nursing Curriculum for both JKUAT and MT. Kenya universities
3. Evaluation of proposed MSc in Nursing curriculum by the University of Eastern Africa, Baraton Sept. 2011
4. Evaluation of proposed BSc in nursing curriculum by the Presbyterian University of Eastern Africa, 2011.
5. Evaluation of Master of Science in Nursing Education –Kemu, 2010
6. Evaluation of BScNursing Daystar University 2008
7. Evaluation of BSc Nursing curriculum for the Catholic University, 2009
8. MSc Nursing Masinde Muliro University, 2014
9. BSc Medical Laboratory science Masinde Muliro University, 2011
10. BSc Nursing (Direct Entry, Masinde Muliro University , 2009
11. BSc Optometry and Vision Science Masinde Muliro University 2009
12. BSc Health Promotion and Sports Science Masinde Muliro University 2009
13. Review of the National Syllabus and Curriculum for the training of registered Nurses at BSc level conducted by the Nursing Council of Kenya, Oct. 2009
14. Review of KRCHN Program Nursing Council of Kenya – 2007
15. Development of MSc Nursing East Africa 2007
16. BSC. Nursing Program Kenyatta University,1999
17. KRCHN Diploma Armed Forces, 1998
18. Enrolled Community Health Nurse program- Armed Forces ,1992
19. Pharmaceutical Technician Program- Armed Forces,1990
20. Medical Orderly Program – Armed Forces , 1990

MEMBERSHIP-Professional ASSOCIATIONS

National Nurses Association of Kenya,

Kenya Hospices and Palliative Care Association

SCHOOL OF NURSING, MIDWIFERY AND PARAMEDICAL SCIENCES (SONMAPS)



2.1 Introduction

The School of Nursing and Midwifery was established as a department of Nursing Sciences in the school of Health Sciences in 2008. The department became the School of Nursing and Midwifery in 2011 and in 2016 it became the School of Nursing, Midwifery and Paramedical Sciences. The School's aspirations and actions are guided by core values drawn from the discipline of Nursing, Midwifery and Paramedical Sciences, the University community, and Global society with a global perspective for advancing nursing, midwifery and paramedical sciences and health for all through interdisciplinary and intercultural learning.

The School is committed to building an academic environment that fosters intellectual freedom, scholarly teaching, distinction in research and scholarship, pluralism, clinical and community practice and service, compassion, and humanity's collective responsibility for sustainable

2.2 Philosophy

Our philosophy is anchored in the belief that nursing, midwifery and paramedical education should prepare students to function safely and effectively in the generalist role. We believe that nursing, midwifery and paramedical education should provide students an opportunity to progress within a ladder curriculum in order to enhance their profession of nursing, midwifery and paramedical and to serve as a foundation for life-long learning. Nurses, midwives and paramedical should be prepared to provide ethical, holistic and compassionate care to diverse populations in a variety of settings. We feel that by incorporating into our curriculum the standards set forth by our governing bodies, the evidenced-based research, and the values and criteria promoted by global and our national health care organizations, our goal can best be accomplished.

The philosophy of school flows from the mission of the school and supports the concepts of clinical competence, excellence in education, holistic care, professionalism, evidence-based practice, and lifelong learning.

We, as a community of scholars, are committed to the development of nursing, midwifery and paramedical as academic disciplines through scholarly activities that advance the science of nursing, midwifery and paramedical.

In our commitment to the science of nursing, we acknowledge the reciprocal relationships between practice, theory and research in knowledge development; support both basic and clinical research; encourage interdisciplinary and collaborative research efforts; and promote the translation and dissemination of research findings into practice.

We believe that learning is a continuous process. The faculty is accountable to the students served and is responsible for creating an environment that promotes free inquiry and sensitivity to diversity in ideas.

We believe to render a high quality care by imparting critical thinking skills and competency. We believe that nursing, midwifery and paramedical education require professional knowledge and practice through evidence based learning and problem solving approach.

We believe that nursing, midwifery and paramedical education should provide commitment to community service scholarly inquiry, interdisciplinary and lifelong learning.

We believe in a culture that actively promotes trustworthy relationships with students, colleagues, and the public and an ethos of integrity, advocacy and good citizenship in which collegiality, diversity, and the unique contribution of each individual are respected.

We believe that each student should be exposed to a wide range of learning opportunities in both practice and theory. Students have a responsibility to be actively involved in the education process; to identify their learning goals, needs, and styles; to become knowledgeable and skilled; to question and propose new ideas; and to use peer, faculty, school and university resources to further their own learning.

The philosophy incorporates the conceptual framework that was developed by faculty to provide direction for the selection and organization of learning experiences to achieve program outcomes.

As a school within a public university, we are committed to faculty involvement in a wide range of service activities. Faculty members serve as role models for nursing, midwifery and paramedical practice, community service, collaborative practice, and health policy development. As members of the university community, faculty contributes to the operations and vitality of the college, the university and the profession.

2.3 Vision

To be a premier Centre in nursing, midwifery and paramedical education, research, innovations, lifelong learning and evidence-based practice.

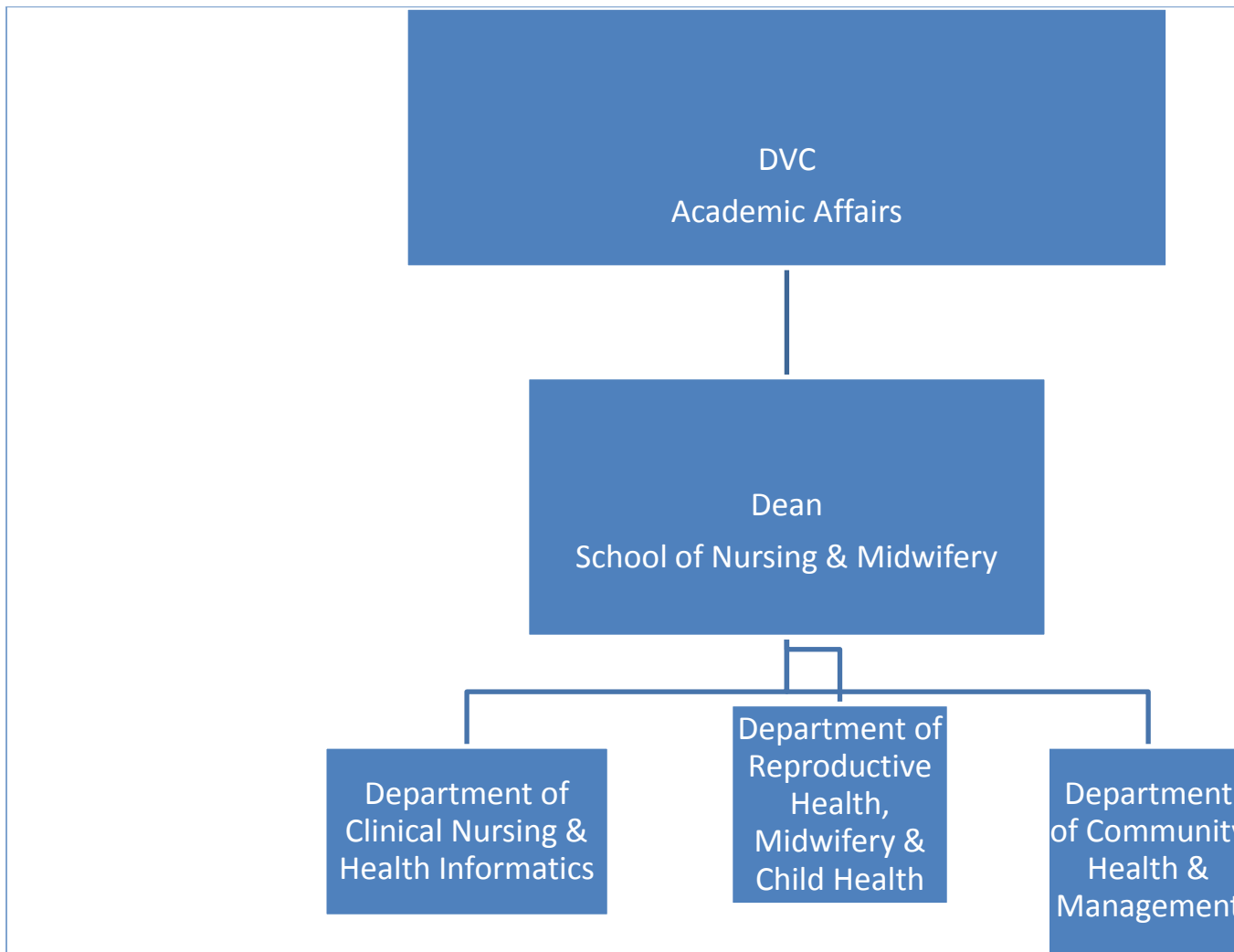
2.4 Mission

To provide high quality inter-professional and transformative education with a broad theoretical base and diverse clinical experience to prepare exemplary clinical practitioners and scientists in nursing, midwifery and paramedical to translate advances in the biomedical and social sciences, and model best practices that enhances innovation, holistic care, professionalism, lifelong learning and evidence-based practice in clinical practice.

2.5 Core Values

- i. A Student-centered learning environment supports individual learning styles, values diversity, and provides equity, (Students assume primary responsibility for learning, while faculty provides educational opportunities for knowledge acquisition and professional role development.)
- ii. We believe that an atmosphere of shared growth and inquiry offers the maximum potential for development
- iii. Development and improvement in clinical practice only occurs in the context of exploring new ideas and embracing change and innovations.
- iv. Inquiry is the key process in learning, enhancing student engagement and motivation.
- v. A safe orderly environment conducive to learning is based on trust, decency, courtesy, and mutual respect.
- vi. Students, families, lecturers, staff and the entire community are responsible for students' success
- vii. The acquisition of professional knowledge and the development of excellence in clinical competence occur through active involvement of the student in the learning process.

ORGANIZATIONAL STRUCTURE



3.0 Programs

The programs are developed in response to the needs of a changing health care environment, the shift in health care philosophy from treatment to prevention and promotion of healthy living, and the ever-increasing public expectations and demands for qualified health professionals.

Our undergraduate, postgraduate and continuing education programs encourage self-directed learning for life-long professional development, enable the assimilation of new knowledge and new technologies to create and maintain required skills, and promote understanding of the changing environments in which professional nursing is practiced.

- i. Undergraduate education prepares entry level generalists to provide safe and quality care to diverse client populations in a variety of settings.
- ii. Graduate education at the master's level prepares specialists in advanced clinical practice roles.
- iii. Doctoral education prepares clinical practice and research scholars who function at the highest level of professional practice and contribute to the body of scientific knowledge. . Both doctoral-prepared scholars will be able to influence health care through leadership in education, policy, practice, research, and knowledge development.
- iv. Continuing education promotes learning experiences for nurses and other health care professionals to update and advance knowledge and skills to foster professional development and improvement of health care.

4.0 Strategic Goals and Objectives

4.1 General Strategic Goal

To offer an innovative inter-professional and transformative approach to providing quality education and promoting scholarship and health professions learning opportunities within a university context.

Quality Objectives

- 1.** Attain academic excellence by develop innovative academic programs to address the local and global shortage of health professionals ensuring that the undergraduate and post graduate programs meet evolving societal and workplace needs with full national and international accreditation for the school and programs by successfully demonstrating compliance with accreditation standards and develop 3 new programmes in 2018
- 2.** Develop a model outreach enterprise that attracts, supports, and retains high quality faculty and staff to identify the School of Nursing, Midwifery and Paramedical Sciences as the preferred provider in the county by continuing to make SONMAPS accessible to a wide range of students and increasing student enrolment from the current 900 to 1,000 by September 2018 and graduate 100 BScN and 20 MSc Advanced Nursing Practice in 2018.
- 3.** Foster a culture of excellence among faculty, staff and students by increasing the number and percentage of full-time faculty with PhD degrees, maintaining state-of-the-art skill training for students through the use of innovative and dynamic teaching tools and methodologies in providing Continuing Professional Development (CPD) and Distance Education in the Country by increasing enrolment in RN-BScN Upgrading through Distance Learning to 100 by 2018.
- 4.** Develop a strong sense of institutional purpose and pride by enhancing the visibility of the school through leadership and service in professional associations, county and national government, regional and global workgroups, and related activities

5. Adapt to changing economic and market realities by Practicing prudent financial management and Increase non-tuition funding by securing major grants and donations
6. Conduct research and publish 20 papers in referred journals in 2018
7. Establish and maintain local and international links by signing MoUs with two (2) local institutions and one (1) international institution in the 2017/2018 Academic Year.
8. Establish and enhance alumni interest through increased communication and student-faculty by establishing alumni and enrolling 100 by January 2019