



South African Nursing Council
(Under the provisions of the Nursing Act, 2005)

Cecilia Makiwane Building,
602 Pretorius Street, Arcadia,
Pretoria, 0083

Tel: 012 420-1000
Fax: 012 343-5400

e-mail: registrar@sanc.co.za
website: www.sanc.co.za

Private Bag X132, Pretoria, 0001
Republic of South Africa

**DIRECTIVE FOR THE DIPLOMA IN
CLINICAL NURSING SCIENCE, HEALTH ASSESSMENT, TREATMENT AND CARE**

Regulation

R.48

Date

22/01/1982

Amendments

R.1423

01/07/1983

R.2563

15/11/1985

**DIRECTIVE FOR THE DIPLOMA IN
CLINICAL NURSING SCIENCE, HEALTH ASSESSMENT, TREATMENT AND CARE**

Table of Contents

1. Introduction	Page 1
2. Programme Objectives	Page 4
3. Course content and number of periods	Page 7
4. Learning experiences	Page 9
5. Clinical practica	Page 9
6. Evaluation strategies	Page 10
7. Examination	Page 10
8. Qualification of lecturers	Page 11



DIRECTIVE FOR THE DIPLOMA IN CLINICAL NURSING SCIENCE,
HEALTH ASSESSMENT, TREATMENT AND CARE

1. Introduction
2. Programme objectives
3. Course Content and number of periods
4. Learning experiences
5. Clinical practica
6. Evaluation strategies
7. Examination
8. Qualifications of lecturers

DIREKTIEF VIR DIE DIPLOMA IN KLINIESE VERPLEEGKUNDE,
GESONDHEIDSDIAGNOSE, -BEHANDELING EN -SORG

1. Inleiding
2. Programdoelstellings
3. Kursusinhoud en getal periodes
4. Leerervaringe
5. Kliniese praktika
6. Evalueringstrategieë
7. Eksamen
8. Kwalifikasies van lektore

Regulation Number
Regulasienommer

R 48

22/01/1982

Amendments
Wysigings

R 1432
R 2563

01/07/1983
15/11/1985

1. INTRODUCTION - GENERAL PHILOSOPHY FOR THE EDUCATION AND
TRAINING OF NURSES

(1) OBJECTS OF THE SOUTH AFRICAN NURSING COUNCIL

The objects of the South African Nursing Council are determined in section 3 of the Nursing Act, Act No. 50 of 1978.

"3. The objects of the council shall be -

- (a) to assist in the promotion of the health standards of the inhabitants of the Republic;
- (b) subject to the provisions of the Chiropractors Act, 1971 (Act No. 76 of 1971), the Homeopaths, Naturopaths, Osteopaths and Herbalists Act, 1974 (Act No. 52 of 1974), the Pharmacy Act, 1974 (Act No. 53 of 1974), and the Medical, Dental and Supplementary Health Service Professions Act, 1974 (Act No. 56 of 1974), to control, and to exercise authority in respect of, all matters affecting the education and training of, and the manner of the exercise of the practices pursued by, registered nurses, midwives, enrolled-nurses and nursing assistants;

(c)/ 2

- (c) to promote liaison of the education and training, and the manner of the exercise of practices, referred to in paragraph (b), both in the Republic and elsewhere, and to promote the standards of such education and training and the manner of the exercise of such practices in the Republic;
- (d) to advise the Minister on any matter falling within the scope of this Act;
- (e) to communicate to the Minister information on matters of public importance acquired by the council in the course of the performance of its functions under this Act."

(2) DEFINITION OF NURSING SCIENCE

"Nursing Science is a human clinical health science that constitutes the body of knowledge for the practice of persons registered or enrolled under the Nursing Act, as nurses or midwives.

Within the parameters of nursing philosophy and ethics, it is concerned with the development of knowledge for the nursing diagnoses,

treatment/ 3

treatment and personalized health care of persons exposed to, suffering or recovering from physical or mental ill-health. It encompasses the study of preventive, promotive, curative and rehabilitative health care for individuals, families, groups and communities and covers man's life-span from before birth."

(3) EDUCATION IN NURSING

Council emphasizes that the education and training shall be directed specifically at the development of the nurse on a personal and a professional level and that the principles of learning be observed, namely that learning leads to behaviour change in the cognitive (mental), affective (inter-personal and emotional) and psycho-motor (technical) aspects, through active involvement of the student.

The development of the ability for analytical, critical, evaluative and creative thinking and the stimulation of the exercise of independent judgement of scientific data are of the utmost importance.

2. PROGRAMME OBJECTIVES

The registered nurse with knowledge and skills in this special field must be capable of the following at the end of the course:

- (1) Understand the nature, pathology, aetiology, epidemiology, diagnosis and therapy (including pharmacology) of the most important disease conditions for all age groups and under all circumstances, including crisis and disaster conditions, commonly found within the Republic of South Africa.
- (2) Have insight into the psycho-social, cultural and legal implications of acute and long-term disease conditions for the individual, his family and the community.
- (3) Possess the necessary diagnostic, therapeutic, interpersonal, psycho-motor and specific managerial skills to enable the nurse to provide, prescribe and apply therapy and to keep the necessary written records and statistics. In this way the nurse is enabled to provide the necessary treatment and care for the patient.

(a) Interpersonal skills, e.g.

Taking a health history

Handling anxiety and psychological defence mechanisms which may be revealed by the patient as well as his family

Empathy

Therapeutic communication techniques

(b)/ 5

(b) Diagnostic and therapeutic skills

Skills in diagnostic and therapeutic techniques relevant to disease conditions which are the most prevalent.

(c) Scientific method

N B All the actions must be recorded in writing on the record of the patient.

Assessment

- Take a health history of the patient and his family
- Do a full physical assessment of all the systems of the body
- Carry out examinations which have relevance to general disease conditions
- Consult records of other team members
- Identify scientifically the potential physical, psychological and social problems of the patient, as well as possible causes thereof
- Diagnose the disease condition

Planning

- Identify specific, measurable and applicable objectives in writing for intervention in respect of each patient problem and prescribe treatment
- Draw up realistic time schedules to achieve these objectives and include regular times for checking

- Identify / 6

- Identify and prescribe scientifically-based nursing and other therapeutic actions including pharmacological prescription, which most probably will enable the patient to achieve the set objectives
- Identify criteria for discharge (terminal and long term objectives)

Implementation

- Implement all planned actions
- Adjust the plan to suit the current situation
- Deal with crisis situations as they arise

Evaluation

- Check and record the patient's condition regularly according to the time schedules and checking time in the plan
 - Adjust the plan to suit changed circumstances
 - Evaluate the effectiveness of the intervention and implement changes as needed.
- (4) Be able to give health education to the individual and/or groups and communities in order to prevent general disease conditions, and to promote health and rehabilitation.
- (5) Understand the primary, secondary and tertiary health care systems within which these disease conditions are treated.

- (6) Be able to function effectively as an independent nurse and an interdependent member of the multidisciplinary health team in secondary prevention and, where necessary, as a leader in team context.
- (7) Demonstrate professional and personal development during the course of the educational programme, and be able to apply the common and statutory law governing the practice of nursing and midwifery as well as that pertaining to the rendering of health and welfare services.
- (8) Understand the process of research, interpret and use research data and reports by means of this knowledge and participate meaningfully in research projects.

3. COURSE CONTENT AND NUMBER OF PERIODS

(1) General disease conditions (120 periods)

The character of the most important general disease conditions for all age groups (name, signs and symptoms)

Pathology

Aetiology - biophysical, biochemical, microbiological, anatomical, physiological

Epidemiology

Therapy, including pharmacology

(2) Health assessment, treatment and care (200 periods)

The scientific method in respect of:

Primary prevention - normal growth and development, prevention of hereditary and general diseases, nutritional disorders, identification of high risk factors, health education

Secondary prevention - (early detection, treatment/referral)
The methods of history taking, observation of assessment making a nursing diagnosis and the rationale of treatment and care that may be provided by a nurse for a specific patient. Emphasis should be laid on practice within the health team concept and on the clinical skills that are necessary for safe practice and for practice in remote areas and for emergency conditions or in a disaster situation. Rationale for, and methods of referral, to other members of the health team/clinics or hospitals should be emphasized.

Tertiary prevention - Psycho-social implications of chronic illness and disability and the rehabilitation process.

(3) Health care systems (60 periods)

The multidisciplinary health team in a comprehensive health care system with particular reference to primary, secondary and tertiary health care systems
Policy (and laws) applicable to these services

(4) Research methodology and interpretation of data (20 periods)

(a) The different methods in research, epidemiological research in particular

(b) Basic concepts in statistical data

4. LEARNING EXPERIENCES

- (1) Periods of instruction do not only imply formal lecture periods, but include group clinical discussions and demonstrations, seminars, symposiums, group discussions, panel projects, tutorials, auto-tutorial techniques and group project work in the classroom, in the community and in patient care.

N B (i) Formal teaching should be related as closely as possible to the clinical instruction of students in the wards and departments of the school and in the community health services. The need for constant consultation and co-operation among all those who participate in the education of students in both the theoretical and the clinical fields, cannot be over-emphasized.

(ii) A period of instruction extends over at least 40 minutes.

5. CLINICAL PRACTICA

This shall provide experience in the diagnosis, treatment and care of patients with general disease conditions for all age groups and in primary, secondary and tertiary health care systems, and shall extend over a period of not less than 960 hours.

A portion of the prescribed hours shall be spent in the clinical situation under close supervision of the medical practitioners and nurse instructors associated with the course. A further portion shall be devoted to practice where the student assume full responsibility for his own patients but within the total team context, and under the general supervision of nurse instructors/preceptors and the less direct supervision of medical practitioners.

6. EVALUATION STRATEGIES

Clinical Evaluation

The following programme objectives (as set out in 2 above) must be evaluated chiefly in the field of clinical practice:

- (1) Interpersonal skills in nursing
- (2) Psycho-motor skills
- (3) The use of the scientific method in health assessment, treatment and care:

Assessing the patient

Planning the treatment and care

Implementing the nursing and therapeutic actions

Evaluating the intervention

Record keeping

- (4) Functioning as an independent nurse, as leader and as a member of the multidisciplinary health team.
- (5) Professional and personal development

An instrument or instruments for evaluation with regard to these objectives must be drawn up by the school and submitted to the South African Nursing Council for approval.

7. EXAMINATION

(a) Written portion

The question papers will by and large be set as follows:

Paper 1 Health assessment, treatment and care of the child

Paper 2 Health assessment, treatment and care of the adult

N B It is stressed that question papers are set on the curriculum in its entirety.

(b) Practical portion

The practical portion of the examination consists of an evaluation according to the objectives set out in paragraph 6, and is conducted by the school.

8. QUALIFICATIONS OF LECTURERS

Qualifications of persons involved in the teaching programme are not specified. The pathology, diagnostic procedures and prescription of drugs must initially be taught by a medical practitioner. The following categories have a further contribution to make:

Medical and nursing practitioners with specialized knowledge of the health needs of patients and the contribution the nurse can make in secondary prevention; social workers, pharmacists, microbiologists, community nurses, health service administrators.

N B As most of the material of the required basic sciences, ward administration, clinical teaching, history and ethos of nursing have now been included in the curricula for basic courses, these subjects should not be included in post-registration clinical courses. Students should be required to up-date their knowledge in these subjects through self-study. Their knowledge of these subjects should be tested by the school.

Sept. 1981

March 1982

May 1982

June 1987/mf/DIRECA/Clin nurs science