



Cape Peninsula
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Fundamental requirements for integration of HIV/AIDS competencies into pre-service nursing program in South Africa

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Objectives

- ▶ Describe the fundamental requirements for the integration of HIV competencies into the pre-service nursing program
- ▶ Discuss the value of the fundamental requirements for the integration of HIV competencies into the pre-service nursing program

Introduction

- ▶ HIV burden remains high
 - ▶ Decrease in incidence and increase in prevalence
- ▶ With the 21st century, strong commitments in the fight against HIV
 - ▶ increasing the access to health care
 - ▶ strengthening the health care systems
- ▶ Major interventions focused on in-service training to upskill nurses for HIV care and management

Background

- ▶ Pre-service nursing training for the implementation of HIV strategies remained unclear and inadequate
- ▶ The JHPIEGO 2009 report recommended
 - ▶ an increased focus on resources for the education of nurses to ensure successful care and management of people living with HIV
- ▶ WHO (2009) and Puplampu *et al* (2014) and others recommended integration of competencies related to HIV and AIDS

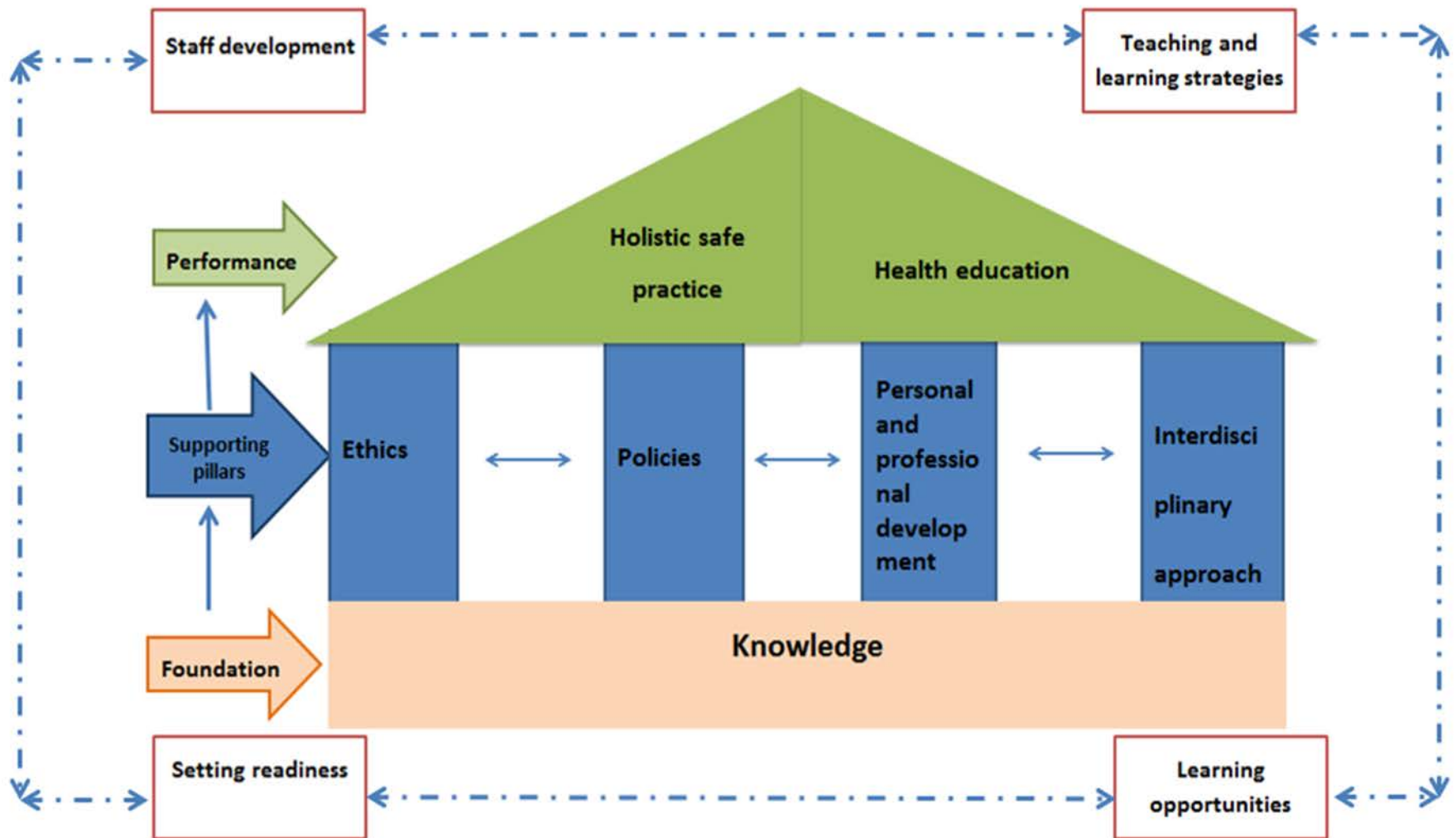
Background

- ▶ Global trend to strengthen the HIV training in the pre-service training
 - ▶ African countries: Uganda, Ethiopia, Zambia, Mozambique, Haiti and Tanzania (Knebel, et al., 2008; Renggli et al., 2008)
- ▶ HIV core competencies
 - ▶ WHO, 2005; NHIVNA, 2007; Relf et al., 2011b; CANAC, 2013
- ▶ HIV and AIDS nursing core competency framework for integration into the pre-service nursing program in South Africa

Purpose

- ▶ Present the fundamental requirements for integration of HIV and AIDS competencies into the pre-service training of nurses as identified in South Africa

HIV and AIDS nursing core competency framework



Methods

- ▶ Constructivist philosophy
- ▶ Intervention research: Design and development
 - ▶ Developing the HIV and AIDS related competencies
 - ▶ Curriculum development workshops → outcomes and integration plan
 - ▶ Validation workshop and expert feedback

Data collection and analysis

- ▶ 7 out of 9 provinces in South Africa
 - ▶ Nursing schools based at universities
- ▶ 17 Individual interviews
- ▶ 9 Nominal group technique sessions
- ▶ 6 Workshops
- ▶ 3 expert feedback validation reports
- ▶ Qualitative thematic content analysis

Participants

- 112 participants in all three phases (64/30/18)
- 12.8% of participated in more than 1 phase
- Nurse educators from 7 of the 9 provinces in the country
- Nurses in practice
- Recent nurse graduates
- Members of the governing body (South African Nursing Council)
- People living with HIV

Fundamental requirements

- important requirements that would support the
 - integration of HIV and AIDS-related competencies
 - development of such competencies for nurses.
- appropriate teaching strategies,
- relevant learning opportunities,
- setting readiness for students' placement and
- staff development programmes for teaching staff.

Appropriate teaching strategies

- progressive teaching strategies
 - CBE, SLM, projects, reflective journals and expert presenters.
 - Bridge the theory and practical gap
 - practical experience: variety of settings
 - facilitating the nurses' understanding of HIV and AIDS: impact, and needed care, context
 - contact with patients during the course of their training

“I think they must go out and see and experience what those people deal with because it will give them a little bit better understanding and open up, ...”

Relevant learning opportunities

- Plan learning opportunities ensuring that student nurses develop the competencies
 - constructivist perspective, Kolb's experiential learning theory
 - clinical placement, participation in community work, case studies, role-play
 - contact with patients during the course of their training

➤ Experiential learners

"Because you need to live a situation before you know what it is about. So you can have all this theory but when you actually go through it practically, ..."

Setting readiness

- the opportunity to develop the competencies
 - provide equipment and resources
 - allow student nurses to learn and practice

“... it’s not that we were not willing, hungry to learn when we were students, it was just that when you’re a student in a ward or in a clinic, the registered nurse tends to just take that away from you.”

Staff development

- Teaching competencies,
 - HIV and AIDS care and management competencies.
 - Changed face of the epidemic
 - Speed of information about HIV and AIDS
- “... are the lecturers themselves being well prepared to take this to the undergrad?
Maybe one of the things is the preparation of the lecturers themselves.*

Discussion

- For the success of integration of HIV and AIDS competencies into the pre-service curriculum
 - constructive approach to teaching and learning → strategies that keep student engaged
 - exposure to clinical practice and learning opportunities
 - attend to the development of teaching staff.
 - prepare nurses to transition easily into the workplace

Conclusion

- Implementation of a curriculum that integrates HIV and AIDS competencies into nursing pre-service curriculum in South Africa
- Improve nurses' ability to provide care and management for HIV and AIDS upon graduation
- These fundamental requirements provide strong structure and framework for that

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Questions?