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
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.
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
References

References


thank you
Questions?