

Regulatory Framework for Specialist Nursing

Busi Bhengu

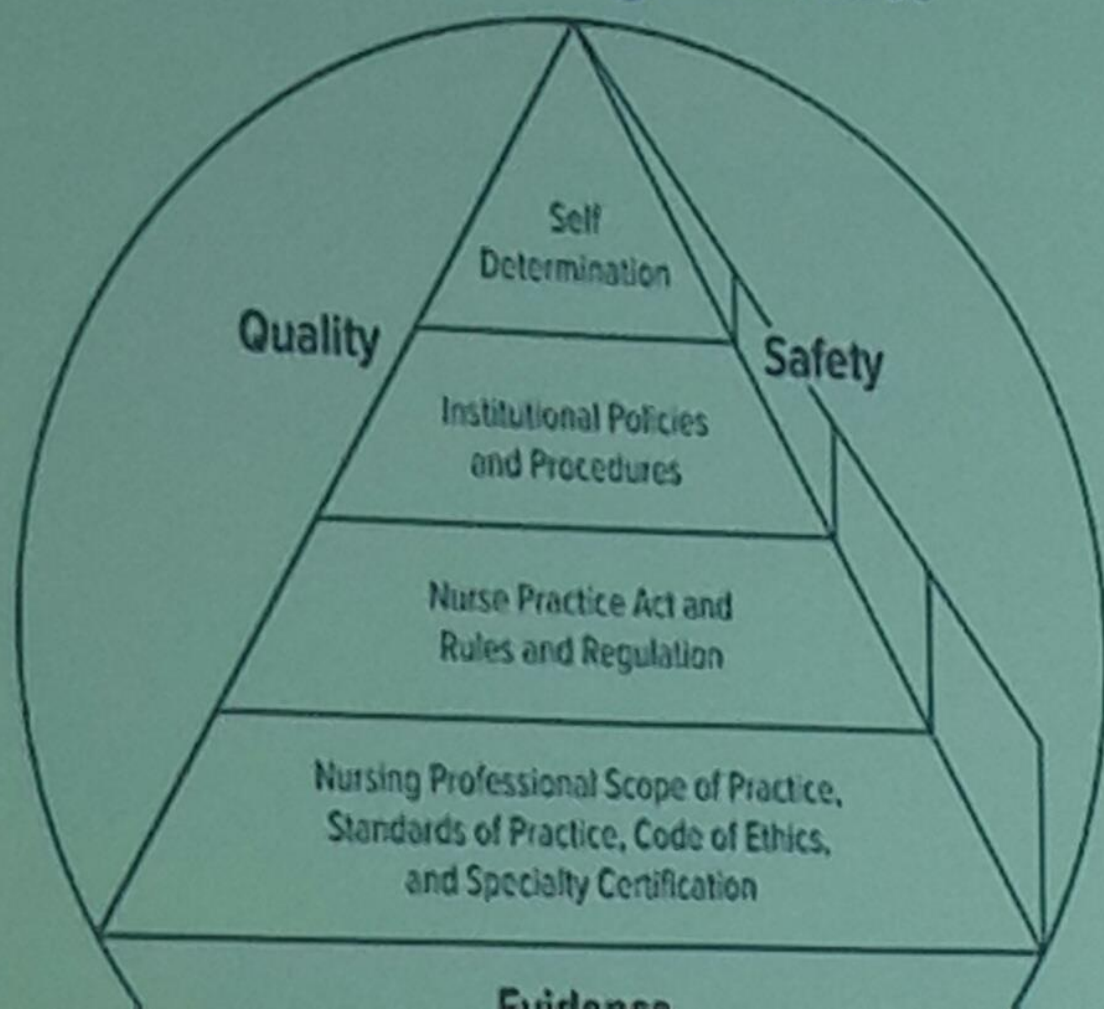
Chairperson: SANC

Honorary Associate Professor: UKZN

Outline

- ▶ Levels of controls on Discipline
- ▶ Levels of controls on Discipline: SANC
- ▶ Mandate for Council
- ▶ Conceptual Clarification
- ▶ SANC position
- ▶ Competency development
- ▶ Competency framework
- ▶ Maintenance of competency
- ▶ Questions in conclusion

Model of Professional Nursing Practice Regulation



Levels of controls on Discipline: SANC

- ▶ Conceptual clarification
- ▶ Competency Framework/Generic competencies
- ▶ Scope of Practice
- ▶ Standards of Practice per specialization
- ▶ Competencies per specialization
- ▶ Competency/outcomes based curriculum
- ▶ Code of conduct
- ▶ Continuing Professional Development (CPD)

Mandate for Council

- ▶ Nursing Act (Act no. 33 of 2005) Section 4 (1):
- ▶ *The council must –*
 - ▶ (I) *determine-*
 - ▶ (i) **the scope of practice of nurses;**
 - ▶ (ii) the conditions under which nurses may practise their profession;
 - ▶ (iii) the acts or omissions in respect of which the Council may take steps
against any person registered in terms of this Act; and
 - ▶ (iv) the requirements for any nurse to remain competent in the manner
prescribed;

Conceptual Clarification

Advanced Practice Nurse

- ▶ A registered nurse who has
 - ▶ acquired the expert knowledge base
 - ▶ complex decision-making skills
 - ▶ clinical competencies for expanded practice,
 - ▶ ethical obligation to maintain competence
 - ▶ the characteristics of which are shaped by
 - ▶ The context and/or country in which s/he is credentialed to practice
 - ▶ Protocol/guideline directed (ICN,2003)

(ICN, 2005 cited in Coombs, Chaboyer & Sole (2007))

Conceptual Clarification

- ▶ A plethora of titles, namely:
 - ▶ Clinical Nurse Specialist (CNS)
 - ▶ Nurse Practitioner (NP)
 - ▶ Advanced Nurse Practitioner (ANP)
 - ▶ Advanced Practice Nurse (APN)
 - ▶ Advanced Practice Registered Nurse (APRN)
 - ▶ Higher Level Practitioner
 - ▶ Nurse Consultant
 - ▶ Nurse Clinician
 - ▶ Nurse Expert
 - ▶ Expanded Role/Extended Role
 - ▶ Additional Qualifications
 - ▶ Certified Nurse Midwife
 - ▶ Certified Nurse Anaesthetist
 - ▶ Non-Physician Practitioners
- ▶ (American association of Colleges of Nursing, 2009; Costello, 2009; Gail, Field, Simpson & Bond, 2003, Walshe, Newham 2001; Lindeke, Canedy & Kay, 1997)

Conceptual clarification

Category specification/naming

- ▶ Concept paper presented at the summit
- ▶ Position paper written by SANC and posted on the website
- ▶ Presented to Minister for promulgation of specialist categories, hence
 - ▶ Nurse specialist (Post graduate Diploma)
 - ▶ Advanced nurse specialist (Masters degree)
- ▶ Promulgated in May 2014

GOVERNMENT NOTICE

DEPARTMENT OF HEALTH

No. 368

15 May 2014

THE NURSING ACT, 2005 (ACT No. 33 of 2005)

NOTICE RELATING TO THE CREATION OF CATEGORIES OF PRACTITIONERS IN TERMS OF SECTION 31 (2) OF THE NURSING ACT, 2005

I, Aaron Motsoaledi, Minister of Health, hereby, in terms of section 31 (2) of the Nursing Act, 2005, and after consultation with the South African Nursing Council, create the following category of practitioners—

- a. Nurse Specialist.
- b. Advance Midwife will onwards be referred to as Midwife Specialist.

These categories of practitioners hold an additional qualification in terms of section 34 of the Nursing Act.

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the frame, creating a modern, layered effect. The text is centered on a white background.

What informed Council on its Regulatory Mandate

Legislation

- ▶ Nursing Act (Act no. 33 of 2005) Section 4 (1):
- ▶ *The council must –*
 - ▶ *(a) In all its decisions, take cognisance of national health policies as determined by the Minister and implement such policies in respect of nursing.*
 - ▶ *(l) determine-*
 - ▶ *The scope of practice of nurses (including competencies, standards and codes of conduct)*
 - ▶ *the requirements for any nurse to remain competent in the manner prescribed*
- ▶ Context
- ▶ Practice informs Education

Theoretical Arguments

- ▶ Structural functionalist Theory
 - ▶ Subordinates individual to society
 - ▶ Deductive in its analysis of role
 - ▶ Situations arise within society
 - ▶ To fulfill a social need or
 - ▶ Share in the domain of work
 - ▶ Altruism playing a role
 - ▶ E.g. division of labour or re-ordered roles

(Joel, 2004)

Theoretical Arguments

▶ Symbolic Interactionist Theory

- ▶ Emphasis on meaning that symbols hold for actions in the process of role development rather than societal constraints
- ▶ Formation of role identity inductive and complex
- ▶ Role is a creative adaptation to social environment
- ▶ Results from reciprocal interaction of individuals but also
- ▶ A product of self conception
- ▶ To facilitate communication symbols must hold the same meaning for each actor in the process
- ▶ Self identity shaped by reflected appraisals of others

(Joel, 2004)

Theoretical Arguments

- ▶ “...desirable that an individuals’ self perception should be highly congruent with the way they are perceived by others and the way they see themselves as perceived by others ... otherwise an individual could waste a lifetime of effort creating evidence that justifies his or her personal view” (Joey, 2004)

ICN Definition of APN

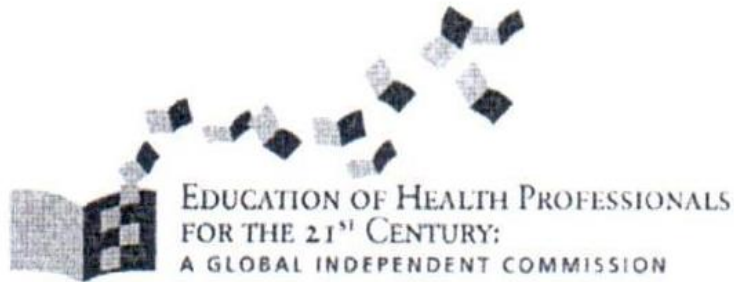
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Literature: Health Professional Education

The Lancet Commissions



THE LANCET

Health professionals for a new century: transforming education to strengthen health systems in an interdependent world



Julio Frenk, Lincoln Chen*, Zulfiqar A Bhutta, Jordan Cohen, Nigel Crisp, Timothy Evans, Harvey Fineberg, Patricia Garcia, Yang Ke, Patrick Kelley, Barry Kistnasamy, Afaf Meleis, David Naylor, Ariel Pablos-Mendez, Srinath Reddy, Susan Scrimshaw, Jaime Sepulveda, David Serwadda, Huda Zurayk*

Competencies: Health Sciences

Contextual issues

▶ **Dynamic environment**

- ▶ challenges:
 - ▶ Epidemiological & Demographic transitions
 - ▶ Professional differentiation
 - ▶ Population demands
 - ▶ Technological innovations
 - ▶ Public engagement in health
 - ▶ Escalating cost of care

▶ **Primary Health Care**

- ▶ Health Illness continuum
 - ▶ Preventive and
 - ▶ Promotive
 - ▶ Curative
 - ▶ Rehabilitative

▶ **Interdependence (global/local)**

- ▶ Workforce and patients
- ▶ Knowledge and High Tech

Competency considerations

Contextualisation of CHS

- ▶ Population based
- ▶ Contextual understanding
- ▶ Alignment of competencies to changing contexts

Professional Interdependence

- ▶ Systems approach
- ▶ Collaborative and non-hierarchical teams
- ▶ Dynamic nature of professional boundaries
- ▶ Task shifting and task sharing
- ▶ Inter-professional teaching
- ▶ Referral and support networks

Contextualise but enhance

- ▶ Cultural diversity
- ▶ Technological diversity
- ▶ Professional diversity

(Lancet Commission, 2010)

Nursing Education aligned to Lancet commission

- ▶ Primary Health Care approach
 - ▶ Systems thinking
 - ▶ Care in a continuum
- ▶ Professional/Disciplinary inter-dependence
 - ▶ Core competencies
 - ▶ Multi-professional education
 - ▶ Co-teaching and reflection
- ▶ Adapting to dynamic environment
 - ▶ Lifelong learning through CPD
 - ▶ Reflective learning

(Lance commission, 2010; Hong, Horng, Lin & ChanLin 2008)



Domains	Sub-Domains
Professional, Ethical and Legal Domain	Personal and professional development Ethical Legal
Clinical practice: Care provision and Management	Health Promotion Assessment Planning Implementation Evaluation Therapeutic Environment
Quality of practice	Quality improvement Continuing education
Research	
Leadership and Management	SANC adapted from ICN

Format of discipline Competencies

- ▶ Preamble:

- ▶ Nature of specialization

- ▶ Context in which discipline applies or is practised

- ▶ Continuum of specialisation

- ▶ Competency overlap with associated specialisations

- ▶ Discipline competencies



South African Nursing Council

(Under the provisions of the Nursing Act, 2005)

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Pretoria, 0083

COMPETENCIES FOR FORENSIC NURSE

1. NATURE OF SPECIALISATION

A Forensic Nurse is a professional Nurse who has an additional qualification in Forensic Nursing, specializing in the application of forensic science and Clinical Nursing Practice and is registered as such by the South African Nursing Council.

2. CONTEXT

The Forensic Nurse will work at all levels of care, across families, communities, and the entire life-span.

He/she provides medico-legal forensic services to individuals, families within the home, community, primary health care and health establishments. In addition, they work in policy development, research, advocacy and education.

3. CONTINUUM OF CARE

Forensic Nurse provides promotive, preventative, curative and rehabilitative services to individuals, family and communities in collaboration with the legal system. In addition, the Forensic Nurse will collaborate and work with related professionals.

4. OVERLAP OF COMPETENCIES WITH OTHER NURSING SPECIALIZATIONS

Mandate for Council

- ▶ Practice inform Education
- ▶ Nursing Act (Act no. 33 of 2005) Section 4 (1):
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Adaptation to dynamic environment

- ▶ Reflection
- ▶ Consultation
- ▶ Stakeholder meetings
- ▶ Periodic regulatory and curriculum reviews

(Lance commission, 2010; Hong, Horng, Lin & ChanLin 2008)

Adaptation to dynamic environment

- ▶ In compliance with the Nursing Act (Act no. 33 of 2005) Chapter 2: Section 39
- ▶ Continuing Professional Development
 - ▶ Feasibility study
 - ▶ Competency framework
 - ▶ Pilot due
- ▶ CPD related to current practice

Accomplished

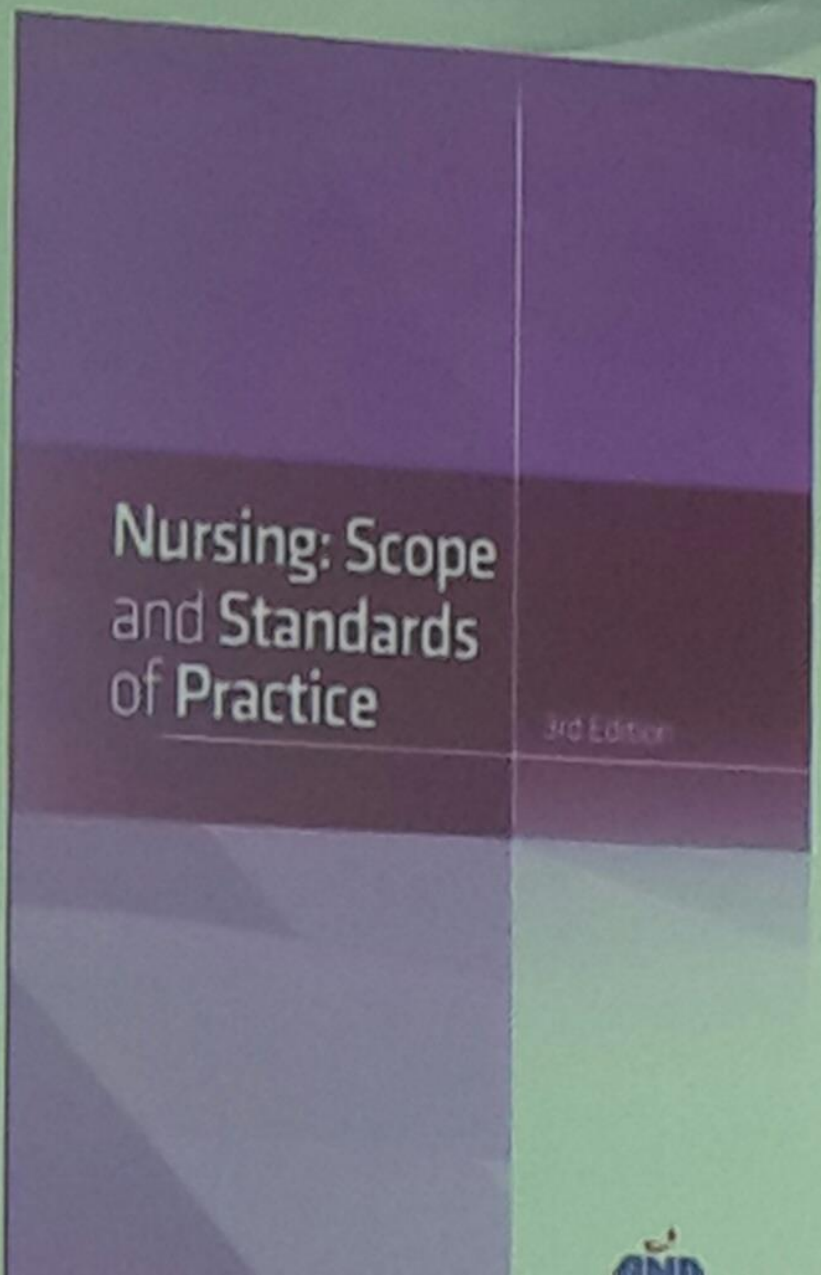
- ▶ Position paper on category of Nurse Specialist
- ▶ Core/Generic competencies
- ▶ Discipline competencies
- ▶ Code of conduct
- ▶ CPD progress made

Publication Format

- ☛ Print Version
- ☛ Electronic Version Available
- ☛ Institutional Purchase for Intranet Posting
- ☛ Part of "Essentials Package"

- ☛ www.Nursesbooks.org
or 1-800-637-0323

AMERICAN NURSES ASSOCIATION



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