



FACULTY OF HEALTH SCIENCES
UNIVERSITY OF CAPE TOWN

Education of Specialist Nurses –Yesterday, Today & Tomorrow

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Academy of Nursing of South Africa
Annual Colloquium –Specialist Nursing

31 July 2015, Protea Hotel, Kempton Park

Structure of the presentation

- ❑ Why this topic is important today
- ❑ Purpose of education of specialist nurses
- ❑ Reflect on our past - historical background
- ❑ Focus on current practices – example from one university
- ❑ Propose future direction of specialist nurse education

Why this topic?

Yesterday, Today and Tomorrow



- Past informs the decisions we make today for our future generations to come
- Basis for planning the future of advanced nurse practitioners

Purpose of education of specialist nurses



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- Education of nurse specialists is a strategy to improve health care delivery
- WHO Technical Report (1996)
- Meet international standards criteria for recognition

Historical Background of Education of Specialist Nurses

- ❑ Post basic nursing diplomas – 1950's
- ❑ Medical science and technology developments
- ❑ Contributed to some medical advances (du Preez, 1988)
- ❑ Diploma in Operation Theatre Nursing - 1st heart transplant & ICU in GSH

Historical Background of Education of Specialist

- ❑ Regulation of specialist nursing education - 1980's (SANC Reg. 212):
 - Limited number of specialist courses – “Legacy qualification”
 - Not responsive to new population health needs
 - Broad course objectives
 - No competency framework – no scope of practice
 - No alignment with ICN criteria and other international standards
- ❑ Colleges and universities

Current Practice in Education of Specialist Nurses

- ❑ An example of one university
- ❑ Highlight the role of different role players
- ❑ Possible solutions to challenges
- ✓ Shortage of clinical specialist nurse educators
- ✓ Shortage of funding
- ❑ Show that we can achieve specialist nurse education despite all challenges

Education of Specialist Nurses at UCT

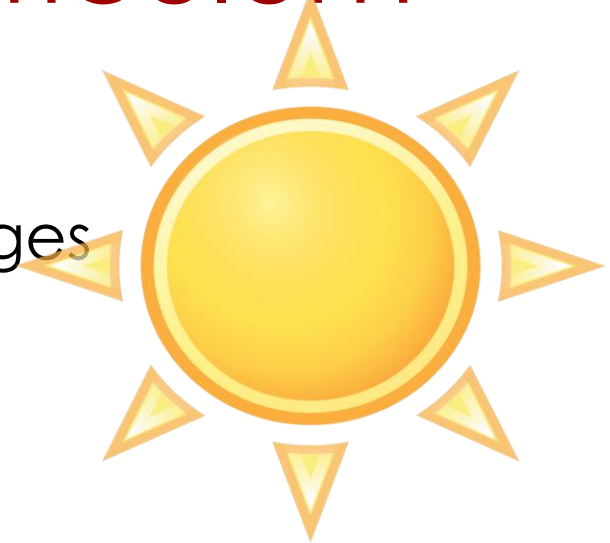
- ❑ Nurses and midwives are prepared as specialist and advanced practitioners
- ❑ Curriculum is research-informed
- ❑ Use multidisciplinary and collaborative approaches to education
- ❑ Public-Private Partnership Model
- ❑ Our graduates are specialists who are a link between primary care level and other levels of care

Different role players



What informs our curriculum for specialist nurses

- ❑ Population health needs & challenges
- ❑ Millennium Development Goals
- ❑ Health service re-engineering
- ❑ Human Resource plan for health
- ❑ The National Strategic Plan
- ❑ South African Nursing Council - R212 and the position paper on specialist and advanced nursing
- ❑ National Health & Higher Education Legislation
- ❑ Partners' and collaborations' human resource needs
- ❑ ICN competency framework



Systems Theory

ENVIRONMENT



INPUT

PROCESS

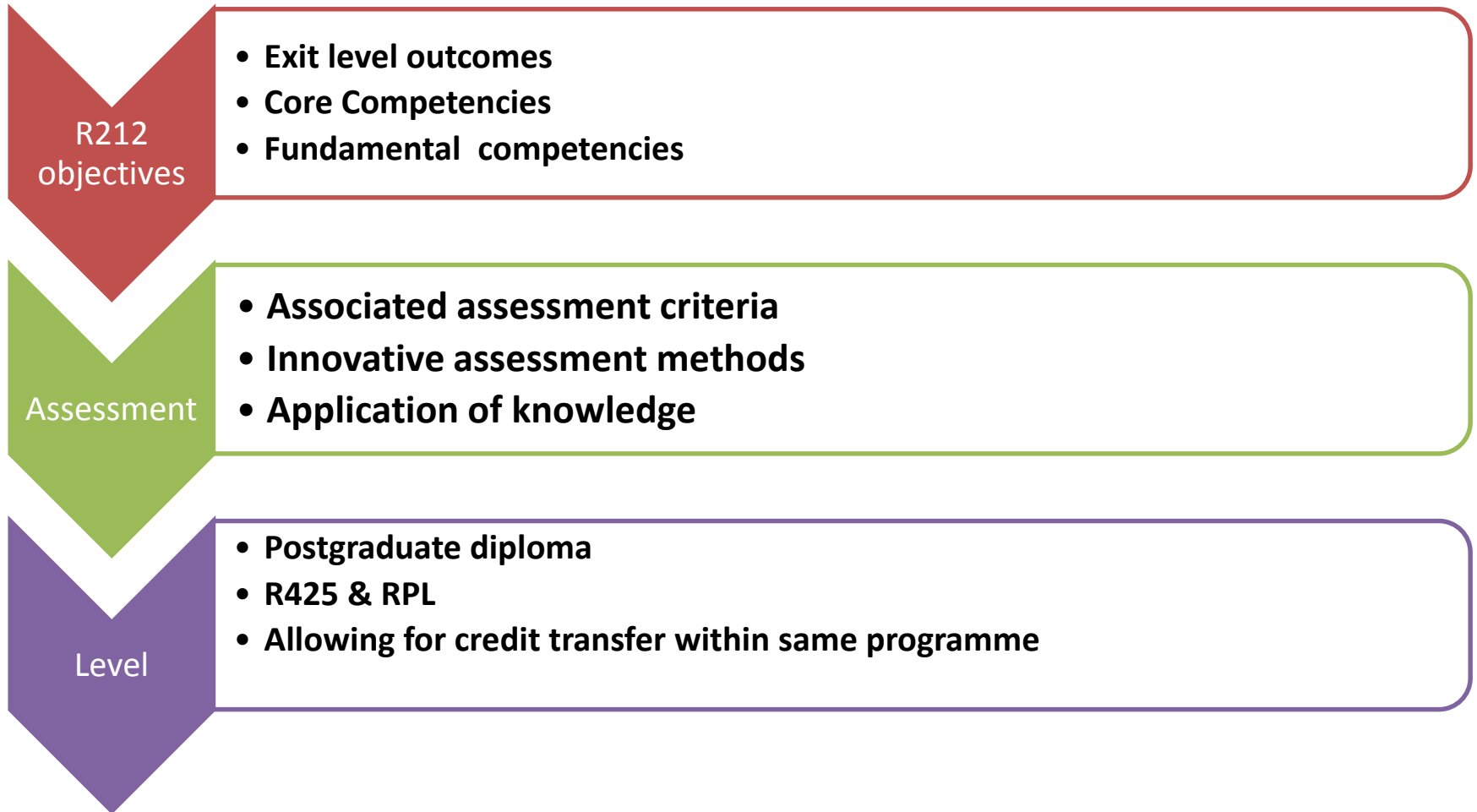
OUTPUT

FEEDBACK





Alignment with HEQF (2008)



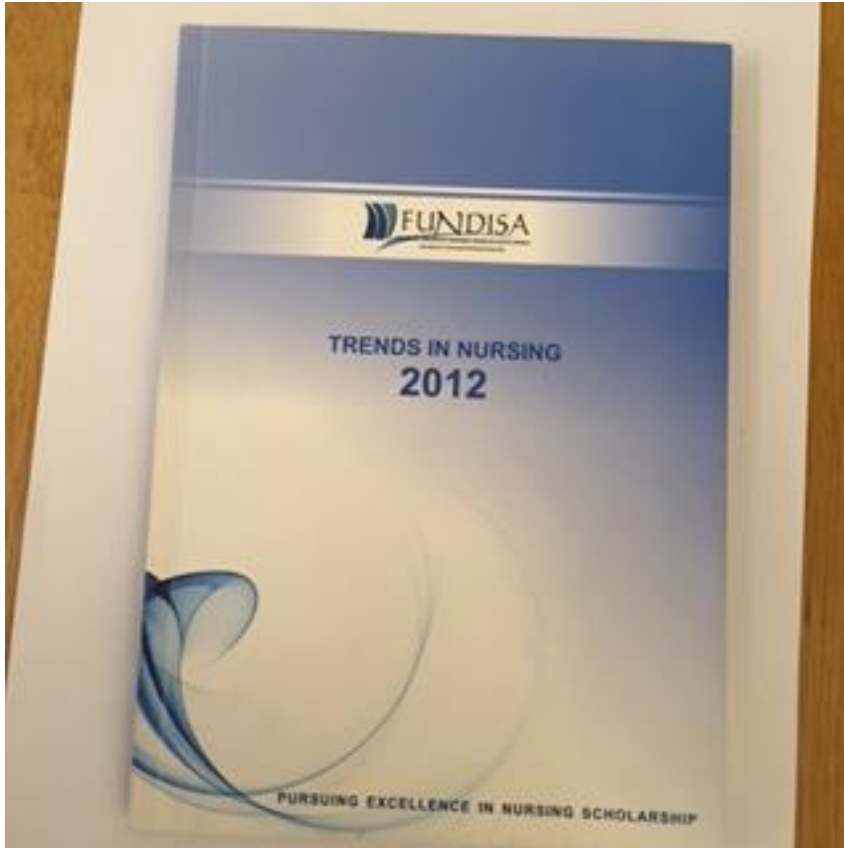
Proposal for future

- Clinical Masters aligned to Professional Masters degree
- First cohort -2016
- Advanced nurse practitioners in response to health care needs of our populations
- Entry requirement specialist nursing diploma
- Focus in clinical leadership, mentoring and research

Proposal for future

- Preparation and increase of specialist specific nurse educators for educating advanced nurse practitioners
- Creation of posts for advanced nurse practitioners

References



- Chapter 9 – Specialist and Advanced Specialist Nursing & Midwifery Practice
- ICN. 2009. ICN Framework of competencies for nurse specialists, ICN Regulation Series. Geneva
- Du Preez, L.J. 1988. The clinical nurse specialist in SA: an administrative perspective
- SANC website

