

4th International Conference on Nursing Education and Research

December 3-4, 2018 Dubai, UAE

Implementation of a Competency-Based PHC Oriented Curriculum in the Undergraduate Nursing Programme in South Africa

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Background: Globally the World Health Organization WHO (2014) is calling for the transformation of health professionals education, including nursing for universal health coverage Competency-based education programmes which are underpinned by a Primary Health Care approach are regarded as a tool towards this goal. WHO (2015) in the African Region has published prototype competency-based nursing education curricula to be adapted or adopted by those countries with a need. PHC principles are interlaced across these education programmes as part of preparing PHC oriented nurses. The Health Professionals Council in South Africa developed core competencies for health sciences undergraduate programmes and these were used as basis in the process of developing a competency framework to be adopted in the College of Sciences. The Nursing Discipline will be offering for the first time their new competency-based primary health care oriented programme. Implementation of a competency-based PHC oriented curriculum is different from the process of developing traditional nursing education programmes that are based on a medical model.

Study Aim: This study aims to analyze the implementation of a competency-based; PHC oriented undergraduate nursing and midwifery education curriculum with the intention to inform programme review.

Methodology: This study was grounded on both the constructivist and the pragmatic paradigms. A mixed method approach concurrent triangulation strategy was adopted in this study. These preliminary results are from the data that was collected from several data sources.

Results: The results highlighted the need for re-curriculating with PHC philosophy, national priorities and service delivery needs driving the process. Specific PHC oriented competencies have to be threaded through out the curriculum and experiential learning sites to include traditional and none traditional clinical learning settings.

Expected outcome: A guiding framework detailing a process of implementing a competency-based PHC programme is one of the envisaged products.

Biography:

Makhosazane Barbara Dube (M.Ed.; B.Cur; Gen Nurse; Midwifery; Community; Psychiatric Nurse; Nursing Education; PHC) joined the Nursing Department at the University of Kwa-Zulu Natal in 2012. Mrs. Dube obtained her Master's Degree at UKZN and is a PHD candidate. She is teaching Nursing Education both at undergraduate and Post graduate level. Her interests also include Primary Health Care and CPD. Part of her work includes coordination of a Decentralized PHC programme, which is offered in six (6) centers in one of the 9 provinces in South Africa. She is a registered member with the South African Nursing Council.