



# Academy for Continuing Nursing Education School of Nursing

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**UFS·UV**  
HEALTH SCIENCES  
GESONDHEIDSWETENSAPPE



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## PROGRAMME FRAMEWORK

NQF Level: 7

4

Global epidemiological patterns  
Immune system  
Routes of transmission  
Diagnosis of HIV /AIDS  
Counseling  
Stages of HIV infection  
Progression of HIV  
Introduction to treatment  
Legal and ethical issues

## WHO WILL BENEFIT FROM THIS SLP?

All health and non-health personnel who are interested in making a difference in the lives of HIV/AIDS infected and affected persons. Minimum entry requirement is Grade 12



**Sick young infant age 1 week up to 2 months:**

- Assess, classify and identify treatment
- Treat child with prescribed drugs/ appropriate health education
- Counsel the mother on identification and treatment of illnesses
- Render follow-up care to child

**Sick child age 2 months up to 5 years:**

- Assess, classify and identify treatment
- Treat child with prescribed drugs/ appropriate health education
- Counsel the mother on identification and treatment of illnesses
- Render follow-up care to child

**WHO WILL BENEFIT FROM THIS SLP?**

All professional nurses registered with SANC, especially those involved in rendering health care to under- 5 year olds

# infection prevention & control

## PROGRAMME FRAMEWORK

NQF Level: 7

6

- Infection Control in the workplace
- Safe environmental management, asepsis and hygiene practices in a health care unit
- Occupational Health and Safety practices and handling of refuse
- Infection Control Risk management, quality assurance and audits in the health care setting
- Infection control programmes, policies, practices and procedures
- High risk units:  
Isolation areas/ICU/Operating rooms

## WHO WILL BENEFIT FROM THIS SLP?

- Professional nurses concerned with Infection Prevention and Control in any clinical situation
- Infection control representatives in health care settings

CREDITS: 32

# audiometry

7

## PROGRAMME FRAMEWORK

NQF Level: 7

**THEME 1:** Principles of the hearing process and impairment thereof

**THEME 2:** The Occupational Health and Safety Act

**THEME 3:** Audiometry and calculations of loss of hearing

**THEME 4:** Workplace hearing conservation

## WHO WILL BENEFIT FROM THIS SLP?

Professional nurses with an interest in the field of Occupational Health and audiology

CREDITS:

8



## PROGRAMME FRAMEWORK

NQF Level: 7

8

**THEME 1:** Principles of respiration and impairment thereof

**THEME 2:** The Occupational Health and Safety Act

**THEME 3:** Spirometry: identification, calculations and classification of impairment of lung function

**THEME 4:** Lung function conservation

## WHO WILL BENEFIT FROM THIS SLP?

Professional nurses with an interest in the field of Occupational Health and spirometry

CREDITS: 8



# blood transfusion principles & practice

9

## PROGRAMME FRAMEWORK

NQF Level: 7

### Core Modules: (compulsory)

- Basic Principles of Blood Transfusion
- Infection Control and Risk Management
- Ethical Aspects and Medico-Legal responsibilities

### Elective Modules: (select one)

- Midwifery
- Paediatrics
- Trauma and ICU
- Novel therapies and alternatives to Transfusion

## WHO WILL BENEFIT FROM THIS SLP?

- Professional Nurses working in any practice environment where blood transfusions are administered e.g. ICU, trauma, midwifery, paediatrics, medical and surgical wards
- ALS personnel who may need to administer blood transfusions in their practice environment

CREDITS: 32



# sexual & reproductive health

## PROGRAMME FRAMEWORK

NQF Level: 7

10

- Introduction to Sexual & Reproductive Health (SRH)
  - (SRH rights; legal and ethical aspects; Gender and Sexuality)
- Management of SRH
- Contraception
- Common SRH problems in women
- Common SRH problems in men

## WHO WILL BENEFIT FROM THIS SLP?

All professional nurses working with SRH clients e.g. primary health care clinics, pharmacies, hospitals, etc

CREDITS: 32

# holistic wound management

## (core module)

11

### PROGRAMME FRAMEWORK

NQF Level: 7

#### **THEME 1:** Foundational Knowledge

- The Anatomy and physiology of the skin
- The physiology of wound healing
- Assessment of a patient with advanced wound care needs

#### **THEME 2:** Application Learning

- Wound bed preparation and selection of wound care products

#### **Experiential Learning**

- Application of knowledge in wound bed preparation and selection of wound care products

### WHO WILL BENEFIT FROM THIS SLP?

Professional nurses involved in the field of wound care in their nursing practice environment or relevant health care sector.

CREDITS: 20

# wound care (1 year programme)

## PROGRAMME FRAMEWORK

NQF Level: 8

12

MODULE 1: Holistic Wound Management

MODULE 2: Prevention of pressure ulcers

MODULE 3: Lower Leg Ulcers

MODULE 4: Diabetic Foot Ulcers

MODULE 5: Complicated Wounds

**NOTE:** Successful candidates are awarded 5 certificates (one for each of the modules above)

## WHO WILL BENEFIT FROM THIS SLP?

Professional nurses involved in the field of wound care in their nursing practice environment or relevant health care sector.

CREDITS: 56

# diabetic foot ulcers

13

## PROGRAMME FRAMEWORK

NQF Level: 8

**NOTE:** Proof of evidence that the prospective student has passed a credit-bearing short learning programme in wound bed preparation, or the HOLISTIC WOUND MANAGEMENT short learning programme is a pre-requisite for entry to this programme:

Etiology of diabetic foot ulcers

Risk factors contributing to:

- Ischaemic ulcers
- Neuropathic ulcers
- Mixed ulcers

Underlying pathophysiology of diabetic foot ulcers

Characteristics of diabetic foot ulcers

Holistic assessment of a diabetic patient for the risk of foot ulcers

## WHO WILL BENEFIT FROM THIS SLP?

Professional nurses involved in the field of wound care in their nursing practice environment or relevant health care sector.

**CREDITS:** 12



# prevention of pressure ulcers

## PROGRAMME FRAMEWORK

NQF Level: 6

14

### Foundational knowledge

- Etiology of pressure ulcers
- Risk factors contributing to pressure ulcers
- The assessment of a bedridden or chair-bound patient by using pressure ulcer risk assessment instruments
- The purpose of various pressure ulcer risk assessment instruments
- The role of an interdisciplinary approach in the prevention and management of pressure ulcers
- Classifying systems for pressure ulcers
- Specific preventive measures
- Positioning of patients

### Theory-Practice Integration

Application of knowledge and skills in real clinical setting

## WHO WILL BENEFIT FROM THIS SLP?

Professional nurses, as well as enrolled nurses, enrolled nursing assistants and caregivers (with a minimum of Grade 12)

CREDITS:

4

# lower leg ulcers

15

## PROGRAMME FRAMEWORK

**NOTE:** Proof of evidence that the prospective student has passed a credit-bearing short learning programme in wound bed preparation, or the HOLISTIC WOUND MANAGEMENT short learning programme is a pre-requisite for entry to this programme:

### Foundational Learning

- Etiology of leg ulcers
- Risk factors contributing to:
  - i.1. Arterial insufficiency
  - i.2. Venous insufficiency
- Underlying pathophysiology of arterial and venous ulcers
- Characteristics of:
  - i.1. Arterial ulcers
  - i.2. Venous ulcers



**Application Learning**

- Holistic assessment of a patient with lower leg ulcers
- Management of arterial and venous leg ulcers
- Clinical practica: Demonstrations in simulation laboratory

**Experiential Learning**

- Experiential learning in lower leg ulcer clinic (8 hours)

**WHO WILL BENEFIT FROM THIS SLP?**

Professional nurses involved in the field of wound care in their nursing practice environment or relevant health care sector.

# therapeutic play skills

17

## PROGRAMME FRAMEWORK

NQF Level: 7

### THEME 1: Foundational knowledge

- Child development stages and theories
- Characteristics of a child
- Uncomplicated child problems/conditions
- The therapeutic play continuum
- Self-awareness in the use of therapeutic skills

### THEME 2: Working therapeutically with children

- Building a therapeutic relationship
- Holistic assessment of the child during play therapy
- Assessment of parent/child during interaction
- Implementation, monitor and evaluate the process
- Functioning in a multi-disciplinary team
- Diversity, safety and ethical considerations

## WHO WILL BENEFIT FROM THIS SLP?

All professionals working with children e.g. teachers, nurses, social workers. It is important to note that this is an introductory module. Prospective practitioners will need to complete an advanced module.

CREDITS:

12

# health management in response to disasters or major incidents (core module)

## PROGRAMME FRAMEWORK

NQF Level: 7

18

### THEME 1: Foundational knowledge

- Types of major incidents and disasters
- Possible causes of major incidents and disasters
- Terminology
- Risk assessment
- Ethical framework
- Legal framework
- National and international relief organizations

### THEME 2: Health Response

- Generic challenges during health response actions
- Psycho-social impact of major incidents or disasters
- Record data of disaster
- Disaster specific research

## WHO WILL BENEFIT FROM THIS SLP?

Professional nurses and other relevant health care professionals involved in Disaster Management

CREDITS: 12

# treatment of complicated wounds

19

## PROGRAMME FRAMEWORK

NQF Level: 8

**NOTE:** Proof of evidence that the prospective student has passed a credit-bearing short learning programme in wound bed preparation, or the HOLISTIC WOUND MANAGEMENT short learning programme is a pre-requisite for entry to this programme:

### **THEME 1:** Traumatic Wounds

- Epidemiology
- Physical assessment
- Emergency treatment
- Assessment of wound bed
- Treatment options
- Precautionary measures to prevent complications
- Family needs
- Cost analysis

### **THEME 2:** Burn Wounds Wounds

- Epidemiology
- Pathophysiology
- Physical assessment
- Emergency treatment
- Assessment of wound bed
- Treatment options
- Precautionary measures to prevent complications
- Family needs
- Cost analysis

## PROGRAMME FRAMEWORK

20

### THEME 3: Fungating Wounds

- Physical assessment
- Prevent and/or treat
- haemorrhage
- offensive odour
- leaks
- surrounding skin damage
- lymphoedema
- most appropriate and cosmetically acceptable dressing

### WHO WILL BENEFIT FROM THIS SLP?

Professional nurses involved in the field of wound care in their nursing practice environment or relevant health care sector.

# hospital disaster preparedness & response

21

## PROGRAMME FRAMEWORK

NQF Level: 7

**NOTE:** Proof of evidence that the prospective student has passed a credit-bearing short learning programme in health management in response to disasters or major incidents short learning programme is a pre-requisite for entry to this programme:

### THEME 1: Coordination and Control

- Planning
- Training And Exercises
- Hospital Command
- Communication
- Safety
- Staff
- Equipment
- Triage
- Patient Care
- Special Challenges

### WHO WILL BENEFIT FROM THIS SLP?

Professional nurses and other relevant health care professionals involved in Disaster Management

CREDITS: 12

## PROGRAMME FRAMEWORK

### General history taking:

- History taking (symptom analysis)
- Safety principles
- Ethical principles

### Objective data:

- Anatomy and physiology of the human body
- Physical examination techniques
- Vital signs and measurements (respiration, temperature, blood pressure, pulse, weight and height)
- Examination room tests (urine, haemoglobin, blood glucose, pregnancy, HIV and pap smear)
- JACCOLD guidelines
- Head and neck (eyes, ears, nose, throat and regional lymphatic)
- Breasts and regional lymphatic system
- Thorax and lungs
- Heart and peripheral circulation
- Abdomen
- Rectum and anus
- Female reproductive system
- Male reproductive system
- Musculoskeletal system
- Neurological system,

### Summary and handling:

- Documentation guidelines
- Diagnosis/Identification of a problem
- Treatment according to the Essential Drug List (EDL) and national/provincial regimens
- Patient education
- Referral (SBAR – Situation, Brief history, Assessment and Recommendations)

### **WHO WILL BENEFIT FROM THIS SLP?**

All professional nurses, particularly those working in Primary Health Care clinics

#### NOTE:

Students who fail the admission test for the Advanced Diploma in Primary Clinical Health Care can enrol for this SLP. On successful completion of this SLP students obtain access to the Advanced Diploma in Primary Clinical Health Care.



# pre-hospital disaster health

## PROGRAMME FRAMEWORK

NQF Level: 7

24

**NOTE:** Proof of evidence that the prospective student has passed a credit-bearing short learning programme in health management in response to disasters or major incidents short learning programme is a pre-requisite for entry to this programme:

### THEME 1: Assessment and planning of the pre-hospital health response

- Planning principles
- Measures to enhance the safety of health responders and patients in a disaster
- Effective search and rescue
- Media communication
- Standardised triage algorithms
- Effective transport

### THEME 2: Health response actions

- Optimal treatment capabilities
- Applicable equipment
- Specialised health situations

## WHO WILL BENEFIT FROM THIS SLP?

Professional nurses and other relevant health care professionals involved in Disaster Management

CREDITS: 12

# health management in a community in response to disasters or major incidents

25

## PROGRAMME FRAMEWORK

NQF Level: 7

**NOTE:** Proof of evidence that the prospective student has passed a credit-bearing short learning programme in health management in response to disasters or major incidents short learning programme is a pre-requisite for entry to this

### **THEME 1: Effect of a disaster or major incident on the community**

- Housing/Shelter
- Water
- Vulnerable groups
- Communicable diseases
- Nutrition
- Sanitation
- Epidemiological principles

### **THEME 2: Health response**

- Displaced community
- Mass feeding programmes
- Post disaster health care
- Coordination of volunteers
- Pharmaceutical and medical donations
- Mass fatalities and identification of bodies programme

## WHO WILL BENEFIT FROM THIS SLP?

Professional nurses and other relevant health care professionals involved in Disaster Management

CREDITS:

8

### **THEME 1: Role and function of preceptor**

- Compare the various models of clinical accompaniment
- Discuss and implement strategies to promote intra- and inter-institutional collaboration regarding clinical accompaniment
- Apply the principles of developing and sustaining a nurturing relationship with colleagues in a multicultural environment

### **THEME 2: Integration of theory and practice**

- Teaching and learning models
- Models for integration of theory in practice
- Reflection models
- Constructive alignment of learning experiences

### **THEME 3: Assessment**

- Principles of assessment (validity, reliability, fairness, feasibility)
- Integrated assessment
- Principles regarding feedback
- Constructive alignment of assessment

## WHO WILL BENEFIT FROM THIS SLP?

Professional nurses who wish to acquire the knowledge, skills and aptitude to become leaders and role models in preceptorship or clinical accompaniment of nursing students in clinical practice.

## PROGRAMME FRAMEWORK

### THEME 1: Foundational knowledge

- Anatomy of the gastro-intestinal system
- Anatomy of the genito-urinary system
- Physiology of the gastro-intestinal system
- Physiology of the genito-urinary system
- Conditions requiring stomas
- Surgical procedures resulting in stomas, pelvis pouch and continent diversion
- Types of stomas

### THEME 2: Pre-operative assessment and management

- Patient assessment
- Stoma counselling
- Stoma site selection
- Pre-operative bowel preparation

**THEME 3: Post-operative assessment and management**

- Peristomal skin care
- Stoma care
- Patient referral
- Stoma products
- Barriers to self care
- Post operative patient education

**THEME 4: Establishing a Stoma Care Clinic**

- Hospital setting
- Community setting
- Private setting

**WHO WILL BENEFIT FROM THIS SLP?**

Professional nurses involved in the field of stoma care in their nursing practice environment or relevant health care sector.

# ahle

(assessment of student learning)

29

## PROGRAMME FRAMEWORK

NQF Level: 7

- Key concepts and guidelines for the assessment of learning
- Conventional and alternative methods of assessment
- Purpose, principles and process of effective student assessment within the higher/further education milieu
- Prepare educators for their changing role as assessors

## WHO WILL BENEFIT FROM THIS SLP?

- Nurse Educators that need to complete an Assessor course and register this qualification with the South African Nursing Council
- Clinical Facilitators/ Professional nurses exposed to clinical assessment

CREDITS:

16



# hiv & aids treatment

## PROGRAMME FRAMEWORK

NQF Level: 7

30

### Learning unit 1:

- Assessment and treatment of an adult and adolescent client with HIV infection

### Learning unit 2:

- Assessment and treatment of an HIV positive pregnant woman and her HIV exposed infant

### Learning unit 3:

- Assessment and treatment of an HIV exposed and positive child up to 5 years

## WHO WILL BENEFIT FROM THIS SLP?

All professional nurses who have completed NVIV 1718 or the HIV & Aids Care SLP, and who wish to further their studies in the field of HIV & AIDS

# simulation for health professions educators

31

## PROGRAMME FRAMEWORK

NQF Level: 8

- History and development of simulation in healthcare
- Overview of the use of simulation
- Human patient simulation learning experience in a high-fidelity environment
- Practical development of high-fidelity simulation
- Simulation experience
- Guided reflection in simulation
- Human patient simulation learning experience using standardised patients
- Practical development of standardised patient experiences
- Concurrent sessions of high-fidelity and standardised patient simulation
- Guided reflection sessions and feedback
- Management of a simulation laboratory
- Guided reflection sessions and feedback
- The art of moulage
- Simulation ethics
- Simulation laboratory design
- Management of a simulation laboratory
- Quality assurance of simulation experiences
- How to conduct research in simulation
- Financial management of a simulation centre/laboratory
- Incorporating simulation in a programme

## WHO WILL BENEFIT FROM THIS SLP?

Health Professions Educators using or planning to use simulation as a teaching and learning method



## PROGRAMME FRAMEWORK

NQF Level: 7

32

### Learning unit 1:

- Physiology

### Learning unit 2:

- Audiometer

### Learning unit 3:

- Practical testing

## WHO WILL BENEFIT FROM THIS SLP?

Professional nurses with an interest in the field of Occupational Health and audiology who have completed an approved Audiometry programme and require updating in terms of existing legislation (annually)

### Learning unit 1:

- Physiology

### Learning unit 2:

- Spirometer

### Learning unit 3:

- Practical testing

## WHO WILL BENEFIT FROM THIS SLP?

Professional nurses with an interest in the field of Occupational Health and spirometry who have completed an approved Spirometry programme and require updating in terms of existing legislation (every 3 years)

# health and safety in the workplace according to the occupational health and safety act

## PROGRAMME FRAMEWORK

NQF Level: 5

34

### Learning unit 1:

- Occupational Health and Safety Act 85 of 1993

### Learning unit 2:

- Administration Regulations

### Learning unit 3:

- Safety regulations

## WHO WILL BENEFIT FROM THIS SLP?

Human resource practitioners, health and safety officers, safety representatives and occupational practitioners involved in the application of the Occupational Health and Safety Act and the Compensation for Occupational Injuries and Diseases Act

## PROGRAMME FRAMEWORK

### Learning unit 1:

- Legal requirements

### Learning unit 2:

- Root cause analysis

### Learning unit 3:

- Investigation

## WHO WILL BENEFIT FROM THIS SLP?

Human resource practitioners, health and safety officers, safety representatives and occupational practitioners involved in the application of the Occupational Health and Safety Act and the Compensation for Occupational Injuries and Diseases Act

# demonstrate knowledge and insight into the compensation for occupational injury and disease act 130 of 1993 (coida)

## PROGRAMME FRAMEWORK

NQF Level: 5

36

### Learning unit 1:

- Legislation and definitions

### Learning unit 2:

- The right to compensation

### Learning unit 3:

- The procedure and documentation involved with injury on duty and occupational diseases

### Learning unit 4:

- Duties of the employer

## WHO WILL BENEFIT FROM THIS SLP?

Human resource practitioners, health and safety officers, safety representatives and occupational practitioners involved in the application of the Occupational Health and Safety Act and the Compensation for Occupational Injuries and Diseases Act

### Foundational knowledge

- Anatomy of the eye
- History-taking and the examination of the eye
- Common ocular conditions
- Visual acuity screening including the interpretation and calculation of refractive errors

### WHO WILL BENEFIT FROM THIS SLP?

Health care professionals/workers performing visual acuity screening in occupational health, school health and other relevant settings

- Ethical, legal and therapeutic considerations in all aspects of dispensing
- Assessing the prescription and patient profile
- Dispensing of the prescription
- Management of procuring, storing and discarding of medicines
- Educating patients on the use, storing and discarding of medication
- Practical dispensing

### WHO WILL BENEFIT FROM THIS SLP?

Professional nurses working in Occupational Health, Primary Clinical Healthcare or Community Healthcare clinics who require dispensing licences to dispense medication.

## forthcoming programmes

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- Ocular emergencies
- Trauma programmes (various)
- Management of the Central Sterilising Service Department (CSSD)
- Clinical Coding for Clinical Personnel (ICD-10)
- Case Management











## Contact Details

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