



**South African Nursing Council**  
(Under the provisions of the Nursing Act, 2005)

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**GUIDE-LINES FOR THE BRIDGING COURSE  
FOR ENROLLED NURSES  
LEADING TO REGISTRATION AS  
A GENERAL NURSE OR A PSYCHIATRIC NURSE**

**Regulation**

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**DIPLOMA FOR REGISTRATION AS A**

**MIDWIFE**

**(ONE YEAR COURSE)**

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1. INTRODUCTION - PHILOSOPHY OF THE SOUTH AFRICAN NURSING COUNCIL

1.1 Objects of the South African Nursing Council

The objects of the South African Nursing Council are determined in section 3 of the Nursing Act, 1978 (Act 50 of 1978).

"3. The objects of the council shall be -

- (a) to assist in the promotion of the health standards of the inhabitants of the Republic;
- (b) subject to the provisions of the Chiropractors Act, 1971 (Act 76 of 1971)\*, the Homeopaths, Naturopaths, Osteopaths and Herbalists Act, 1974 (Act 52 of 1974)\*, the Pharmacy Act, 1974 (Act 53 of 1974), and the Medical, Dental and Supplementary Health Service Professions Act, 1974 (Act 56 of 1974), to control, and to exercise authority in respect of, all matters affecting the education and training of, and the manner of the exercise of the practices pursued by, registered nurses, midwives, enrolled nurses and nursing assistants;
- (c) to promote liaison of the education and training, and the manner of the exercise of practices, referred to in paragraph (b), both in the Republic and elsewhere, and to promote the standards of such education and training and the manner of the exercise of such practices in the Republic;
- (d) to advise the Minister on any matter falling within the scope of this Act;
- (e) to communicate to the Minister information on matters of public importance acquired by the council in the course of the performance of its functions under this Act."

1.2 Definition of nursing science

"Nursing science is a human clinical health science that constitutes the body of knowledge for the practice of persons registered or enrolled under the Nursing Act as nurses or midwives.

Within the parameters of nursing philosophy and ethics, it is concerned with the development of knowledge for the nursing diagnosis, treatment and personalized health care of persons exposed to, suffering or recovering from physical or mental ill-health. It encompasses the study of preventive, promotive, curative and rehabilitative health care for individuals, families, groups and communities and covers man's life-span from before birth."

\* Substituted by the Associated Health Service Professions Act, 1982 (Act 63 of 1982).

1.3 Definition of primary health care

"Primary health care is essential health care made universally accessible to individuals and families in the community by means acceptable to them, through their full participation and at a cost that the community and country can afford. It forms an integral part, both of the country's health systems of which it is the nucleus and of the overall social and economic development of the community." \*

1.4 Education in nursing

Council emphasizes that the education and training shall be directed specifically at the development of the nurse on a personal and a professional level and that the principles of learning be observed, namely that learning leads to behaviour change in the cognitive, affective and psycho-motor aspects, through active involvement of the student.

The development of the ability for analytical, critical, evaluative and creative thinking and the stimulation of the exercise of independent judgement of scientific data are of the utmost importance.

2. POLICY CONCERNING THE EDUCATIONAL TASK OF THE SOUTH AFRICAN NURSING COUNCIL

2.1 Council supports the concept of a continuous comprehensive health service, as supported by the Health Act, (Act 63 of 1977)

A comprehensive health service includes preventive, promotive, curative and rehabilitative services which provide for all man's (the patient's)<sup>1</sup> health needs, from before birth until death.

Continuity implies that the various components<sup>2</sup> are not seen as separate entities but as sub-systems<sup>3</sup> of the same comprehensive service linked through the exchange of information and co-ordination.

2.2 Council accepts nursing science as a human clinical health science

It is an area of study in which an objective, systematic approach to problem identification and problem solving should be applied in all health care situations with record keeping as the instrument with which and through which the nurse accounts for her actions as being systematic, scientific and within the framework of the law. The scientific approach in nursing is also referred to as the nursing process.

2.3 Council emphasizes that there is a fundamental need to create an awareness in the registered nurse of the socio-cultural implications in the provision of comprehensive nursing in the South African community

The promotion of the health standards of all the inhabitants of the Republic is entrusted to the Council in terms of the Nursing Act, 1978 (Act 50 of 1978).

\* WHO definition of Primary Health Care

- 2.4 Council considers the stipulation of minimum educational standards for nursing education as the most important requirement to ensure safe, effective nursing for the community

This function is entrusted to Council in terms of the Nursing Act, 1978 (Act 50 of 1978).

Minimum standards are always stipulated in threefold by Council, namely, in the first instance in respect of the training school, secondly in respect of the training programme and thirdly in respect of the individual student.

- 2.5 Since it is the function of Council to promote standards of nursing education and training and nursing practice, innovation by training authorities and research in these fields are encouraged and supported

- 2.6 Council institutes new courses or amends existing courses only on the grounds of factual evidence and the identification of the health requirements of the population of the Republic of South Africa

- 2.7 Council adopts the principle of specialisation to promote standards of nursing education, training and nursing practice

It must be possible to differentiate between this knowledge and skill and that required in a basic course.

- 2.8 With regard to the learning process in nursing science, Council emphasises that the education and training shall be directed specifically at the development of the nurse on a personal and a professional level and that the principles of learning be observed, namely that learning leads to behaviour change in the cognitive, affective and psycho-motor aspects, through active involvement of the student. The development of the ability for analytical, critical and creative thought and independent evaluation of scientific data are of the utmost importance

A student can learn only if an effective variety of learning opportunities is provided in respect of each skill, apart from the clear exposition of the standards which are required. To ensure that the student considers practica an essential learning opportunity<sup>4</sup> and approaches<sup>5</sup> it as such from the beginning, teaching for practice in laboratory<sup>5</sup> situations and proper introduction and orientation of the student with regard to the learning objectives are essential. A learning experience<sup>6</sup> occurs in a learning situation created by the person presenting the learning material and which is utilised by the student to achieve the programme and personal objectives<sup>7</sup>. These include, for example, lectures, projects, clinical teaching<sup>8</sup> and clinical practica, with educational accompaniment<sup>9</sup>.

Since effective practice in nursing depends upon skill in all three of the above-mentioned domains, Council requires that all three fields (cognitive, affective and psycho-motor) shall be evaluated to ensure a safe standard of nursing practice.

In order to ensure that learning opportunities and evaluation at training schools are in accordance with this policy guide, each school shall have a written curriculum for each programme.

- 2.9 Council's policy in respect of clinical practica stipulates that the student shall function as a member of the health team with certain responsibilities for patient care from the commencement of her training. This level of functioning shall be in accordance with the stage and terminal objectives of the programme

Clinical practica is the learning opportunities which permit the student to practise in the health service under supervision of registered nurses. The clinical practica shall be arranged in consecutive units in order to constitute a meaningful learning opportunity. It need not be continuous.

EXPLANATORY NOTES:

- 1 A patient is the person, sick or well, who needs help to supplement his specific ability to accept optimal responsibility for his own health in the various health service and treatment areas and in all age groups.
- 2 A component is a structural sub-section of a system: divisions are therefore made merely on the ground of geographical or government boundaries.
- 3 A sub-system is a functional sub-section of a system: divisions are therefore made on the ground of functional differences.
- 4 A learning opportunity is the possibility for learning created by the tutor in classroom and clinical teaching situations and used by the student to reach learning objectives.
- 5 (Clinical) laboratory refers to such didactic situations as are created for the student in patient, and simulated practica, situations.
- 6 A learning experience is a learning opportunity used by the student.
- 7 An objective is a specific description of measurable behaviour required from somebody at a given stage. Stage objectives are objectives which should be achieved at various periods during a programme. The programme may, for instance, be divided into stages of one year each; stage-one objectives would then stipulate what the student should be able to do at the end of the first year. Terminal (or programme) objectives are the general objectives for the entire programme and they are prescribed by the South African Nursing Council in the regulations.
- 8 Clinical teaching is the practice-orientated teaching given to students in laboratory situations.
- 9 Accompaniment encompasses the conscious and purposeful guidance and support for the student based upon her own unique needs, by creating learning opportunities that make it possible for her to grow from passiveness, to involvement, to independent, critical, practice. This process of accompaniment takes place in conjunction with the direct involvement and physical presence of the tutor, supplemented by the availability of guidelines and learning aids.

3 GENERAL NURSING SCIENCE

(For registration as a general nurse)

3.1 SUBJECTS AND SUBJECT CONTENT

The weight of a full course in a subject is equivalent to one (1) academic year.

The following are the minimum requirements of the Council with regard to subject content and shall be read in conjunction with the regulations relating to the scope of practice of persons who are registered or enrolled under the Nursing Act, 1978, published under Government Notice No R 2598 of 30 November 1984.

3.1.1 Ethos and professional practice (1 academic year)

(1 semester extending over the first year and 1 semester extending over the second year)

- Management approaches and principles, methods and techniques
- Management skills to manage a health service unit
- The principles and methods of clinical instruction and skills in giving clinical instruction
- Ethos of nursing and professionalisation: dynamics of professional practice, including legislation, control and historical factors which influence nursing
- Characteristics of the nursing profession, professionalisation in nursing, professional organisation (purpose and functions of a professional association)
- Contemporary moral-ethical problems which may influence the nursing profession

(This part of the curriculum must be commenced in the first year but consolidated in the last year of study)

3.1.2 Applied social sciences (1 academic year)

3.1.2.1 Applied social sciences I

(1 semester extending over the first year)

Psychology

- Developmental psychology
  - . human development from the pre-birth stage up to and including old age
- Psychopathology
  - . The classification and description of deviations in human behaviour
- Psychosomatic diseases

### 3.1.2.2 Applied social sciences II

(1 semester extending over the second year)

#### Sociology

- Social factors and the sickness behaviour of man
- Social causes and social consequences of disease
- Position and role, values and norms, culture
- Analysis of the family
- General orientation and introduction to the study of the family
- Sociological perspectives on the family
- Problems of modern family life
- Family alternatives
- Socialization
- Sociology of deviant behaviour
- Analysis of socially deviant phenomena, alcoholism, addiction to drugs, suicide, prostitution, etc.
- Social care and social security
- Social legislation and facilities

### 3.1.3 Integrated general nursing science (2 academic years)

To nurse a patient scientifically, the student must be enabled to complete the learning process (see 2.8 above) concerning the

- etiology
- pathology - based on applied
  - . anatomy and physiology (including applied natural sciences)
  - . microbiology
  - . chemistry (including pharmacology)
- clinical presentation
- prevention
- diagnostic examinations
- treatment (including applied pharmacology)
- complications
- prognosis
- principles of intervention and rehabilitation

in respect of genetically inherited and acquired diseases (including oncological conditions) and injuries, with regard to all age groups and systems of the body in the various fields of practice as indicated.

This includes laboratory and clinical instruction according to the stage objectives of the curriculum, and aspects indicated under guidelines for practice instruction.

The subject content is divided according to systems of the body and fields of practice as set out below.

#### 3.1.3.1 Integrated general nursing science I

- Medical and surgical nursing in respect of patients with diseases of the
  - . cardiovascular system
  - . respiratory system
  - . digestive system
  - . genito-urinary system
- Ear, nose and throat nursing
- Ophthalmological nursing
- Operating theatre technique and anaesthetics



### 3.1.3.2 Integrated general nursing science II

- Medical and surgical nursing in respect of patients with diseases of the
  - . endocrine system
  - . nervous system
  - . immune system
- Nursing of patients with metabolic disorders
- Orthopaedic nursing
- Dermatological nursing
- Nursing of patients with communicable diseases
- Disaster nursing

- NB 1 The abovementioned nursing refers to all age groups including child nursing and nursing of the aged.
- 2 Although special reference is made to patients with disease conditions, the preventive and promotive aspects (including health education) should be emphasized throughout.

## 3.2 PRACTICE INSTRUCTION

The following guide-lines, with due consideration of the subject contents and stage objectives, apply to practice instruction of integrated nursing science and are presented with supportive guidance (accompaniment) for the full duration of the course.

This includes laboratory and clinical instruction according to the stage objectives of the curriculum and must make provision for instruction which includes at least the following fields of practice:

- medical nursing
- surgical nursing
- operating theatre nursing
- nursing in casualty and outpatients
- paediatric nursing

### 3.2.1 Guide-lines

#### 3.2.1.1 Assessment and diagnosis:

Identification and implementation of the requirements of the patient with regard to:

- Observation skills through practise and interpretation of sensory observation
- Validating observations with technological aids
- Interviewing
- Reading and interpreting records

#### 3.2.1.2 Planning with a view to promotion, maintenance and recovery of optimal patient functioning through:

- Setting objectives
- Determining priorities
- Choosing nursing methods and strategy/strategies
- Designing an individual nursing plan

3.2.1.3 Implementation of the nursing plan

Practising and mastering all clinical nursing skills, interventions, therapeutic actions and management and instruction skills required for the nursing of a patient in accordance with the clauses contained in the regulations for the scope of practice of the registered nurse and midwife (compare GN R 2598 of 30 November 1984, as amended by GN R 1469 of 10 July 1987)

3.2.1.4 Evaluation

Practising and mastering evaluation skills - continuously, retrospectively and prospectively - as required to determine the successful achievement of short and long term nursing objectives.

3.3 EXAMINATIONS

3.3.1 First year examination

- Integrated general nursing science I including social sciences I : 2 question papers
- A practical examination conducted by the school

3.3.2 Second year examination

- Integrated general nursing science II : 1 question paper
- Ethos and professional practice including )  
ward administration and clinical instruction ) 1 question paper
- Social sciences II )
- A practical examination conducted by the school

4 PSYCHIATRIC NURSING SCIENCE

(For registration as a psychiatric nurse)

4.1 SUBJECTS AND SUBJECT CONTENT

The weight of a full course in a subject is equivalent to one (1) academic year.

The following are the minimum requirements of the Council with regard to subject content and shall be read in conjunction with the regulations relating to the scope of practice of persons who are registered or enrolled under the Nursing Act, 1978, published under Government Notice No R 2598 of 30 November 1984.

4.1.1 Ethos and professional practice (1 academic year)

(1 semester extending over the first year and 1 semester extending over the second year)

- Management approaches and principles, methods and techniques
- Management skills to manage a health service unit
- The principles and methods of clinical instruction and skills in giving clinical instruction
- Ethos of nursing and professionalisation: dynamics of professional practice, including legislation, control and historical factors which influence nursing
- Characteristics of the nursing profession, professionalisation in nursing, professional organisation (purpose and functions of a professional association)
- Contemporary moral-ethical problems which may influence the nursing profession

(This part of the curriculum should be commenced in the first year but consolidated in the last year of study)

4.1.2 Applied social sciences (1 academic year)

4.1.2.1 Applied social sciences I

(1 semester extending over the first year)

Psychology

- Developmental psychology
  - . Development of man from the pre-natal stage up to and including old age
- Approaches in clinical psychology
- Psychometry and diagnostic methods

4.1.2.2 Applied social sciences II

(1 semester extending over the second year)

Sociology

- Social factors and the sickness behaviour of man
- Social causes and social consequences of disease
- Position and role, values and norms, culture
- Analysis of the family
- General orientation and introduction to the study of the family
- Sociological perspective on the family
- Problems of modern family life
- Family alternatives
- Socialization
- Sociology of deviant behaviour
- Analysis of socially deviant phenomena, alcoholism, addiction to drugs, suicide, prostitution, etc.
- Social care and social security
- Social legislation and facilities

4.1.3 Integrated psychiatric nursing science (2 academic years)

To nurse a patient scientifically, the student must be enabled to complete the learning process (see 2.8 above) concerning the

- etiology
- pathology - based on applied
  - . anatomy and physiology (including applied natural sciences)
  - . microbiology
  - . chemistry (pharmacology)of genetically inherited and acquired diseases (including oncological conditions) and injuries
- psychopathology with regard to
  - . organic
  - . physiological
  - . genetic
  - . psychological
  - . environmental factors

and the

- clinical presentation
- prevention
- diagnostic examinations
- treatment (including applied pharmacology)
- complications
- prognosis
- principles of intervention and/or therapeutic interventions, and rehabilitation

with regard to the bio-, psycho- and social needs and systems of the body of the individual, sick and/or well, in all age groups in the various fields of practice as indicated.

This includes laboratory and clinical instruction according to the stage objectives of the curriculum, and aspects indicated under guide-lines for practice instruction.

The subject content is divided according to systems of the body, psycho-social needs and fields of practice as set out below.

4.1.3.1 Integrated psychiatric nursing science I

- Psychopathology
  - . etiology
  - . classification
  - . clinical pictures of mental disorders including mental retardation
- Interpersonal skills
- Psychiatric methods of treatment and psycho-pharmacology
- Introduction to psychiatric nursing
- Basic medical and surgical nursing with regard to patients with illnesses of the
  - . cardio-vascular system
  - . respiratory system
  - . digestive system
  - . genito-urinary system
  - . nervous system

- Basic nursing care of
  - . patients suffering from contagious diseases
  - . orthopaedic patients
  - . the unconscious patient (including basic anaesthetics)
  - . disaster nursing

#### 4.1.3.2 Integrated psychiatric nursing science II

- Psychiatric nursing skills
- Psychiatric nursing with regard to patients with
  - . thought disorders
  - . affective disorders
  - . organic disorders
  - . behavioural disorders
  - . sexual deviations
  - . personality disorders
  - . mental retardation
- The psycho-geriatric patient
- Community psychiatry
- Legal aspects

NB Although special reference is made to patients with disease conditions, the preventive and promotive aspects (including mental health and health education) should be emphasized throughout.

#### 4.2 PRACTICE INSTRUCTION

The following guide-lines, with due consideration of the subject contents and stage objectives, apply to practice instruction of integrated psychiatric nursing science and are presented with supportive guidance (accompaniment) accompaniment for the full duration of the course.

This includes laboratory and clinical instruction according to the stage objectives of the curriculum and must make provision for instruction which includes at least the following fields of practice:

- admission units and units for neuroses
- longterm and security units
- geriatric units
- units for the physically ill
- community and rehabilitative units and services
- therapy for the mentally retarded
- general nursing in a general hospital
  - . surgical nursing
  - . casualty department

4.2.1 Guide-lines

Assessment and diagnosis:

Identification and implementation of the requirements of the patient with regard to:

- Observation skills through practise and interpretation of sensory observation
- Validating observations
- Interviewing and interpersonal skills
- Reading and interpretation of records

4.2.1.2 Planning with a view to promotion, maintenance and recovery of optimal mental health functioning of the individual by:

- Setting objectives
- Determining priorities
- Choosing nursing method and strategy/strategies
- Designing an individual nursing plan

4.2.1.3 Implementation of the nursing plan

Practising and mastering all clinical nursing and interpersonal skills, psychiatric nursing interventions and therapeutic actions and management and instruction skills required for the nursing of a patient in accordance with the clauses contained in the regulations for the scope of practice of the registered nurse and midwife (compare GN R 2598 of 30 November 1984, as amended by GN R 1469 of 10 July 1987, and the Mental Health Act, No 18 of 1973).

4.2.1.4 Evaluation

Practising and mastering evaluation skills - continuously, retrospectively and prospectively - as required to determine the successful achievement of short and long term nursing objectives.

4.3 EXAMINATIONS

4.3.1 First year examination

- Integrated psychiatric nursing science I )  
including social sciences I and ) 2 question papers  
basic medical and surgical nursing science )

- A practical examination conducted by the school

4.3.2 Second year examination

- Integrated psychiatric nursing science II : 1 question paper
- Ethos and professional practice including )  
ward administration and clinical instruction ) 1 question paper
- Social sciences II )