Is there a future for Advanced Practice Nurses in South Africa?
A situational analysis.
A need arose to introduce Advanced Practice Nurses due to the rapidly evolving specialist health care services.

Nursing specialists to be prepared at postgraduate diploma or Masters degree level.

Currently specialist nurses do exist; prepared at an advanced diploma level – no clear career pathway.
South African Context:

- Nursing programmes moving into Higher Education
- National qualification Framework – level 5 - 9

<table>
<thead>
<tr>
<th>Levels</th>
<th>Eight levels of NOF (2000)</th>
<th>Ten levels of NOF (2010)</th>
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<tbody>
<tr>
<td>5</td>
<td>National certificate (120 credits)</td>
<td>Higher certificate (120 credits)</td>
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<td></td>
<td>National diploma (240 credits)</td>
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<td>6</td>
<td>National certificate (120 credits)</td>
<td>Advanced certificate (120 credits)</td>
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<td>National diploma (120 credits)</td>
<td>Diploma (360 credits)</td>
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<td>Bachelors degree (360 credits)</td>
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<td>7</td>
<td>National certificate (120 credits)</td>
<td>Bachelors degree (360 credits)</td>
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<td>National diploma (240 credits)</td>
<td>Advanced diploma (120 credits)</td>
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<td>Bachelor’s degree (Professional 480 credits)</td>
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<td>Bachelor’s / Honours (120 credits)</td>
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<td>8</td>
<td>National certificate (120 credits)</td>
<td>Bachelors degree (professional) (480 credits)</td>
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<td></td>
<td>National diploma (240 credits)</td>
<td>Bachelor’s / Honours degree (120 credits)</td>
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<td>Master’s degree (180 credits)</td>
<td>Postgraduate diploma (120 credits)</td>
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<td>M Tech (180 credits)</td>
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<td>Doctoral degree (360 credits)</td>
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<td>Post-doc</td>
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<td>9</td>
<td>Not applicable</td>
<td>Master’s degree (180 credits)</td>
</tr>
<tr>
<td>10</td>
<td>Not applicable</td>
<td>Doctoral degree (360 credits)</td>
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Dilemma...
Aim

• Conduct a situational analysis of the feasibility of introducing an Advanced practice nurse curriculum in South Africa
• Explore international literature on roles, competencies and standards to guide the development of a curriculum for Advanced practice nurses
Methods:

- Situational analysis of the data of the South African Nursing Council was done
- Able to do projections to determine future needs for Advance practice nurses
Situational analysis - Results

Registered Nurses
Projections once ‘legacy’ courses stop

- Only degrees Nurses per 1000
- WHO benchmark
- SDG minimum threshold
- Univ + PC Nurses per 1000
Aging nursing population
How many need a PG diploma?

• Currently 140598 Professional nurses in RSA
• 55.7% from bridging course
• 32.2% from 4 year diploma course
• 12.1% from degree course

Therefore >87% will need upgrading in order to specialise.

But not all will want to / need to specialise.
How many need a PG diploma?

• If consider 47% of all professional nurses are between ages 30 and 49 and assume 10% of them wish to specialise, there are >12 000 in the country needing to upgrade.
Scoping review:

• Key words: Advanced Practice Nurse and Roles
• Databases: CINAHL, Medline, ProQuest and ScienceDirect
• Inclusion criteria: Peer reviewed, English Journal articles
• Time period: 2012 - 2017
Scoping review results

Summative content analysis were done according to Hsieh and Shannon (2004)

Two themes identified:

- Establishing the role of an advanced practitioner nurse
- Maintaining the role of the advanced practitioner nurse
Theme 1: Establishing the role

• Role ambiguity – no consensus or understanding of the role

• No “Rule-book” – areas of responsibility not clearly defined leading to becoming a “Lynchpin”

• Be prepared to become a “change agent”
Theme 2: Maintaining the role

• Improve the trust among healthcare team members

• Empower the APN to embrace their professional leadership role

• Management’s understanding of the role will provide needed support and prevent ad-hoc implementation and under utilisation of APN.
• There is a marked deficit of registered nurses with the capacity to train at the level required for advance practice.

• International literature indicates that there is a great deal of role confusion and many challenges that go beyond teaching or preparing APN’s for practice.

Discussion:

• Competencies should be aligned to establish an advance practitioner that can influence policy on a national and international platform.

• Lessons learned indicate that this will be a difficult road to implement this category of nurse and curriculum development is only a small part of establishing advance practice nursing in South Africa.
Conclusion

OR ...

Department of Nursing Education
“Advancing professional excellence through scholarship”
If you think you are too small to be effective, you have never been in bed with a mosquito!

Anita Roddick