



DUT

DURBAN UNIVERSITY OF TECHNOLOGY
INUVESI YASETHEKWINI YEZOBUCHWEPHESHE



FACULTY OF
**HEALTH
SCIENCES**



NURSING

2021 HANDBOOK

FACULTY of HEALTH SCIENCES

DEPARTMENT NURSING

The above department offers the following:

1. Undergraduate Programme
2. Postgraduate Programme

This handbook provides information on both the programmes.

What is a University of Technology?

A university of technology is characterized by being research informed rather than research driven where the focus is on strategic and applied research that can be translated into professional practice. Furthermore, research output is commercialized thus providing a source of income for the institution. Learning programmes, in which the emphasis on technological capability is as important as cognitive skills, are developed around graduate profiles as defined by industry and the professions.

NOTE TO ALL REGISTERED STUDENTS

Your registration is in accordance with all current rules of the Institution. If, for whatever reason, you do not register consecutively for every year/semester of your programme, your existing registration contract with the Institution will cease. Your re-registration anytime thereafter will be at the discretion of the institution and, if permitted, will be in accordance with the rules applicable at that time.

IMPORTANT NOTICES

The rules in this Departmental handbook must be read in conjunction with the General Rules (G Rules) contained in the DUT General Handbook for Students as well as the relevant module Study Guides.

Your attention is specifically drawn to Rule G1 (8), and to the process of dealing with Students' issues.

FACULTY VISION, MISSION, GOALS & VALUES

Vision

Leading Transformative and Innovative Health Sciences Education

Mission Statement

Developing Holistic Professionals responsive to Healthcare needs
Through Excellence in:

- Teaching and Learning
- Research, Innovation and Engagement
- Fostering Entrepreneurship

Goals

The Faculty aims to:

1. Respond to National human resource and industry needs within the health sector.
2. Ensure the offering of entrepreneurial and leadership skills as a core component
3. of all programmes within the Faculty of Health Sciences.
4. Continue to develop community based projects to foster social responsibility through collaborative projects between programmes.
5. Enhance established quality management frameworks to support teaching and learning.
6. Position DUT Health Sciences Nationally.
7. Develop applied research that is responsive to community and industry needs.

7. Develop mechanisms for the dissemination and application of research outcomes to inform teaching and learning, assessment, community engagement and further research.
8. Improve research participation and output through increased postgraduate student enrolment, publications and establishment of research groups.
9. Enable the generation of third stream income through research and innovation (patents and or / artefacts) in order to supplement existing sources of income for the next five years.
10. Attract and retain diverse quality staff while promoting advancement of individual

Values

The Faculty is guided by the following core values:

- Transparency, openness, honesty, and shared governance
- Professional and personal respect for others
- Educational relevance, equity and transformation (curriculum, access and success)
- Loyalty, accountability, dignity and trust

DEPARTMENTAL VISION, MISSION, GOALS & VALUES

Vision

Centre of Excellence in Innovative and Transformative Nursing Scholarship.

Mission

Develop professional nurses who are responsive to global healthcare needs through teaching and learning, research and community engagement.

Values

The 5 C's are interconnected:

Competence

To practice within educational and professional frameworks and standards.

Commitment

To be accountable and responsible. To have integrity and autonomy. To be a lifelong learner.

Communication:

To be honest, assertive, respectful and transparent.

Compassion:

To care, do no harm, have empathy and humility.

Courage:

To think critically, to act courageously and advocate.

PHILOSOPHY AND STRATEGIES UNDERPINNING

THE NURSING DEPARTMENT

The Department of Nursing supports excellence in innovative and transformative nursing scholarship through the concepts of clinical competence, holistic care, professionalism, evidence based practice, quality education and lifelong learning. The philosophy aims to provide direction for the selection and organization of learning experiences to achieve programme outcomes and serves to unite the following four constructs:

Nursing

Nursing is an art and a science and the embodiment of caring, which consists of a unique, integrated body of knowledge that requires critical thinking, decision making and problem solving skills, in advancing the science and practice of nursing to improve the health of individuals, families, communities and populations locally, nationally and internationally. We believe that a strong educational foundation enables nurses to engage in scholarly activities and translates knowledge to provide evidence-based healthcare. We believe that by providing a diverse and global perspective and raising the professional and social conscience of our students, they will become leaders in community and other healthcare settings.

Person

A person is a unique, holistic being or community with values, dignity, with the capacity for growth, change, and responsibility. We believe that nursing education is enriched by the diversity of human experiences. We believe that nurse educators serve as role models for nursing practice, community service, collaborative and inter-professional practice and health policy development. We are committed to designing and implementing curricula in which students develop clinical reasoning, cultural sensitivity and professional nursing values in an increasingly diverse and complex health care system.

Environment

We believe that, the learning environment is both internal, external and unique to students and their individual needs. We believe that the external environment is global, geopolitical, cultural and technical and the relationship between the nursing student and the learning environment is both dynamic and reciprocal. This dynamic process, allows

the nursing student, the capacity to learn, to care and to grow. We believe in designing nursing programmes that will acknowledge the relationship between nursing theory and nursing practice, whilst embracing cultural sensitivity, ethical principles and values in nursing.

Wellness

We believe that professional nursing education is built on an integrated study of the natural sciences, social sciences and humanities in order to promote critical thinking, caring, respect and concern for individuals, families, communities and societies. We believe that this contributes to nursing students' understanding of their participation in society as a whole.

This provides the foundation for graduate education and specialist nursing programmes, which expands the nursing students' perspectives on life.

CONTENTS

Page

1. DEPARTMENTAL & FACULTY CONTACT DETAILS	1
2. STAFFING	2-3
3. DEPARTMENTAL INFORMATION & RULES	4
3.1 PROGRAMMES OFFERED BY THE DEPARTMENT	4
3.2 QUALIFICATIONS OFFERED BY THE DEPARTMENT	4
3.3 NEW PROGRAMMES BEING PHASED IN	5
3.4 DEPARTMENTAL INFORMATION	5
3.4.1 Academic integrity	5
3.4.2 Code of conduct for students	5
3.4.3 Uniforms	5-6
3.4.4 Attendance	6
3.4.5 Health and Safety	7
3.4.6 Lectures	7
3.4.7 Academic Terms and Student Year Planner	7
3.4.8 Work Integrated Learning (WIL)	7
3.4.9 Assessment and Moderation	7
3.4.10 Special Tests and Condonement	8
3.4.11 Student Appeals	8
3.5 REGISTRATION WITH SOUTH AFRICAN NURSING COUNCIL	8
3.5.1 As a student	8
3.5.2 As a graduate	9
3.6 REGISTRATION WITH PROFESSIONAL ASSOCIATION	9
SECTION A: UNDERGRADUATE QUALIFICATIONS	
4. BACHELOR OF HEALTH SCIENCES IN NURSING (BHS: NURSING)	10
4.1 PROGRAMME INFORMATION	10
4.2 LEARNING PROGRAMME STRUCTURE	10
4.2.1 Bachelor of Health Sciences in Nursing (BHNSSI)	10-16
4.3 SELECTION CRITERIA	16-
17	
4.4 PROGRAMME RULES	18
4.4.1 Minimum Admission Requirements	18
4.4.2 Minimum Admission Requirements in Respect of Work Experience, Age and Maturity and Recognition of Prior Learning	18
4.4.3 Admission of International Students	18
4.4.4 Duration of the programme	18
4.4.5 Progression rules	18-19
4.4.6 Exclusion Rule	19
4.4.7 Re-registration	19
4.4.8 Interruption of Studies	19

- 4.5 **MODULE CONTENT BACHELOR OF HEALTH SCIENCES IN NURSING (BHNSI)** 19-29
- 4.6 **BACHELOR OF HEALTH SCIENCES IN NURSING (BHNSFI)(ECP)** 29-36

4.7	SELECTION CRITERIA	36-37
4.8	PROGRAMME RULES	37
4.8.1	Minimum Admission Requirements	37
4.8.2	Minimum Admission Requirements in Respect of Work Experience, Age and Maturity and Recognition of Prior Learning	37
4.8.3	Admission of International Students	38
4.8.4	Duration of the programme	38
4.8.5	Progression rules	38
4.8.6	Exclusion Rule	39
4.8.7	Re-registration	39
4.8.8	Interruption of Studies	39
4.9	MODULE CONTENT BACHELOR OF HEALTH SCIENCES IN NURSING (BHNSFI)	39-40
4.10	Module Contents for and Assessments (BHNSFI and BHNSSI)	41
4.10.1	Under Graduate Nursing	41-61

SECTION B: POSTGRADUATE QUALIFICATIONS

5. MASTER OF HEALTH SCIENCES IN NURSING (MHNRSI)

- 5.1 PROGRAMME INFORMATION
 - 5.1.1 Assessment and Moderation
- 5.2 LEARNING PROGRAMME STRUCTURE
- 5.3 PROGRAMME RULES
 - 5.3.1 Minimum Admission Requirements
 - 5.3.2 Selection Criteria
 - 5.3.3 Pass Requirements
 - 5.3.4 Exclusion and Re-registration Rules
 - 5.3.5 Interruption of Studies
 - 5.3.6 Minimum and Maximum Duration

6. DOCTOR OF NURSING (DRNRSI)

- 6.1 PROGRAMME INFORMATION
 - 6.1.1 Assessment and Moderation
- 6.2 LEARNING PROGRAMME STRUCTURE
- 6.3 PROGRAMME RULES
 - 6.3.1 Minimum Admission Requirements
 - 6.3.2 Selection Criteria
 - 6.3.3 Pass Requirements
 - 6.3.4 Exclusion and Re-registration Rules
 - 6.3.5 Interruption of Studies
 - 6.3.6 Minimum and Maximum Duration

I. DEPARTMENTAL AND FACULTY CONTACT DETAILS

All Departmental queries to:

Secretary: Ms Pamela Ndlovu

Tel No: 033 845 9002 (PMB office)
Tel No: 031 373 2606 (DBN office)
Fax No: 033 398 0824
Email: pamelan@dut.ac.za
Location of department: Indumiso Campus, Block No. 7
Imbali, Pietermaritzburg

All Faculty queries to:

Faculty officer: Ms Thembelihle Mayisela
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Location of Faculty office: Gate 8, Ritson Campus, Steve Biko Road,
Mansfield Site Area

Executive Dean:

Professor AHA Ross

Executive Dean's Secretary

Tel No: 031 373 2704
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Location of Executive Dean:

Gate 6, Ritson Campus, Steve Biko Road,
Floor above the Faculty office

2. STAFFING

Name and Qualification

Head of Department:

Dr TA Manson: Doctor of Philosophy in Health Science (DUT)

**Head of Programme:
(Postgraduate)**

Dr V Naidoo: Doctor of Nursing (DUT)

**Head of Programme:
(Undergraduate)**

Ms NP Xaba: (Acting) Master of Technology in Nursing (DUT)

Clinical Coordinator:

Ms N Bridgellall: Bachelor of Arts in Nursing Science (Unisa)

**ECP Coordinator:
(Undergraduate)**

Ms A.O. Mavundla: Master of Social Work (UKZN)

Senior Lecturers:

Dr TSP Ngxongo: Doctor of Nursing (DUT)
Dr DG Sokhela: Doctor of Nursing (DUT)

Lecturers:

Ms TJ Bhengu: Master of Health Sciences in Nursing (DUT)
Ms M Coopasami: Master of Public Health (UKZN)
Mr MJ Hadebe: Master of Health Sciences in Nursing (DUT)
Ms HT Mahlanze: Master of Nursing (DUT)
Ms NN Mazibuko: Master of Technology in Nursing (DUT)
Mr XL Mhlongo: Master of Arts in Nursing Science (UNISA)
Ms M Munsamy: Master of Technology in Nursing (DUT)
Dr N Naranjee: Doctor of Nursing (DUT)
Ms P Padayachee: Master of Nursing (SUN)
Ms P Pillay: Master in Nursing (Education) (UKZN)
Dr LA Snell: Doctor of Philosophy in Nursing (UKZN)
Dr NP Zikalala: Doctor of Philosophy in Health Sciences (DUT)

Clinical Instructors

Ms B. Chamane: Bachelor of Technology in Nursing Science (DUT)

Mr L Govender: Diploma Post Basic Psychiatric Nursing Science (UKZN)

Ms NZ Majola: Bachelor of Nursing Honours (Nursing Education) (UKZN)

Mr EM Makhathini: Master in Nursing (UKZN)

Ms MP Mbonambi: Bachelor of Nursing Science (Education and Administration) (NWU)

Ms PZ Mdluli: Bachelor of Arts in Nursing Science (UNISA)

Ms S Moonsamy: Master of Arts in Nursing Science (Unisa)

Ms FB Ntombela: Baccalaureus Curationis Educationis et Administrationis (Potchefstroomse Universiteit)

Ms NP Ngcobo Bachelor of Arts in Nursing Science (UNISA)

Ms TB Ngcobo: Bachelor of Technology in Nursing Science (DUT)

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Computer Lab Technician:

Mr SS Zulu: Bachelor of Commerce (Management Information Systems) (UNIZULU)

Administration Assistant:

Mr ZS Zwane: National Diploma in Office Management and Technology (DUT)

Admin Assistant:

Ms CM Dlamini: Bachelor of Technology in Office Management and Technology (DUT)

Tel No:

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Senior Driver:

Mr ZC Shabalala: Higher certification in Project Management (MANCOSA)

Drivers:

Mr VN Manqele: Higher certification in

Project Management (MANCOSA)
 Mr M Mncwabe: Senior certificate (Std 10)
 (Zuzulwazi Adult Education)
 Mr BL Zwane: Senior certificate (Std 10)
 (Ongoye High School)

3. DEPARTMENTAL INFORMATION & RULES

3.1. PROGRAMMES OFFERED BY THE DEPARTMENT

This department offers the following programmes:

The Nursing Department offers two programmes:

- i. Undergraduate Programme.
- ii. Postgraduate Programme.

3.2. QUALIFICATIONS OFFERED BY THE DEPARTMENT

Learning programmes are offered in this department which will, upon successful completion, lead to the award of the following qualifications:

QUALIFICATION	Qual Code	SAQA Qual ID Number	Final first year intake
Bachelor of Technology in Nursing	BTNSS2	76925	2016
Bachelor of Health Sciences in Nursing (Main Stream)	BHNSSI	76925	2019
Bachelor of Health Sciences in Nursing (Foundation)	BHNSFI	76925	2019
Bachelor of Technology in Nursing (Primary Health Care)	BTNPHI	16732	2019
Bachelor of Technology in Nursing (Occupational Health Nursing)	BTNOHI	1803	2019
Bachelor of Technology in Nursing (Nursing Management)	BTNNMI	23293	2019
Master of Health Sciences in Nursing	MHNRSI	1763	Continuing
Doctor of Nursing	DRNRSI	1770	Continuing

3.3. New Programmes being phased in

The qualifications listed in the table below will be available in the Nursing Department from 2021 onwards, pending approval from the external regulatory bodies.

Qualification	First year of offering
Bachelor of Nursing	Pending approval by external regulatory bodies
Bachelor of Nursing (Main Stream)	2021
Bachelor of Nursing (Foundation)	2021
Postgraduate Diploma : Health Services Management	2021
Postgraduate Diploma: Occupational Health Nursing	2021
Postgraduate Diploma: Primary Care Nursing	2021

3.4. DEPARTMENTAL INFORMATION

3.4.1 Academic Integrity

Attention is drawn to the General Rules pertaining to academic integrity as per rule G13 (1) (0) of the General handbook. These will be enforced wherever necessary to safeguard the worthiness of our qualifications, and the integrity of the Faculty of Health Sciences at DUT.

3.4.2 Code of Conduct for Students

In addition to the General Rules pertaining to Student Conduct SR3(3), a professional code of conduct pertaining to behaviour, appearance, personal hygiene and dress shall apply to all students registered with the Faculty of Health Sciences, at all times. For rules pertaining to uniforms refer to programme rule 4.2.1.2 below. Additional requirements for Work Integrated Learning (WIL) are outlined in the rules of **South African Nursing Council (SANC)**.

3.4.3. Uniforms

Students must adhere to instructions regarding specific uniforms required during practical and clinic sessions as required by SANC. Hence the following rules apply:

Uniform: Only prescribed uniforms are to be worn during clinical practical; i.e. white dresses for females and white safari suits for males. Students are advised to discuss specific dress policies of the various institutions with their clinical instructors prior to entering a new setting.

Shoes: Shoes with regular heels to be worn. Sandals or shoes with open toes

and open heels are not permitted. Pumps may not be worn. Stockings are to be worn by females and black socks by males.

Jewelry: A fob watch with a second hand or digital watch marking seconds is required. The watch is to be worn on the uniform and not on the wrist. A plain wedding band is permitted or a ring without stones or sharp edges. Tongue, eyebrow, chin or lip jewelry is not permitted. No other jewelry is permitted besides a medic-alert band. These restrictions are to ensure both personal and patient/client safety.

Personal hygiene: Nails to be kept short and clean. Clear and coloured nail polish may not be used. Artificial finger nails are not permitted. Hair to be neatly combed and tied up in line with infection control standards when providing patient care. Neat beards and moustaches are permitted for male students, provided they can be fully covered by a surgical mask.

Identification/name badge: Identification name badge is considered an important part of the uniform and should be worn at all times and it will be provided by the Department of Nursing.

3.4.4 Attendance

Students are encouraged to achieve 100% attendance for all planned academic activities as these are designed to provide optimal support for the required competency. Where absence is unavoidable, the student must timeously advise the department of the reason. Only exceptional reasons will be accepted for absence from guest lectures, industry or field trips. Poor attendance records may lead to penalties. Where absence impacts on assessment – please refer to study guide and SRI. Attendance at clinical learning sites as placed by the department is a requirement by SANC hence, 80% attendance at clinical learning sites is a requirement for entry into the examinations of clinical subjects over and above the 40% subminimum stipulated by the Institution.

3.4.5 Health and Safety

Students must adhere to all Health and Safety regulations both while at DUT and in WIL placements. Failure to do so will be treated as a breach of discipline.

3.4.6 Lectures Lectures are provided by semester and the timetable is made available to students each semester. Lectures are between 08h00 and 16h00. At times, students will be required to attend Skills Laboratory sessions outside of these hours. Because there is a clinical portion to the Nursing programme, clinical placement sessions will take place each year at approved clinical facilities throughout the KwaZulu-Natal province, where clinical facilitated learning will occur. Clinical placement hours will be scheduled on both day and night duty, and can be over weekends and public holidays.

3.4.7 Academic Terms and Student Year Planner The DUT Critical

Pathway is followed and is made available to students each semester.

3.4.8 Work Integrated Learning (WIL)

In addition to Rule G28 of the General Handbook the following rules also apply:

- The student is referred to the clinical workbook for additional rules/guidelines pertaining to clinical placements.
- Experiential (ET) learning (clinical learning) as determined by the programme must be undertaken in SANC accredited clinical learning sites as allocated by the programme management. A total of 4000 clinical learning hours spread over the four-year period is required for degree completion as well as registration with the SANC as a nurse and midwife.
- All rules and regulations associated with attendance, behaviour and attitude of students during clinical placements must be observed. Failure to do so might lead to exclusion from the programme.

3.4.9 Assessment and Moderation

The following assessment plan will apply to all modules, except where indicated as different. Faculty principles on assessment; to be observed as follows:

Theoretical

- Minimum of two (2) forms of assessment per 8 credit module
- Minimum of three (3) forms of assessment per 16 credit and above module. A variety of assessment forms to be implemented
- A retest will earn the student a minimum of 50%
- Assessments to be conducted according to the assessment semester plans.

Pass Requirements

- DP entrance requirement (Year mark) minimum 40%
- Final Mark 60%

Clinical

Continuous assessment will be based on competencies and skills. Only one repeated assessment is allowed for formative and a supplementary clinical assessment for the final assessment. A maximum of 50% will be given for all repeat formative assessments.

Moderation

All assessments are moderated internally/externally as guided by the DUT policies and these are namely: DUT assessment policy, Quality assurance policy and any other relevant rules.

3.4.10 Special Tests and Condonement

No summative assessments will be condoned. Summative means all assessment marks that contribute to the final mark of a subject, but not including examinations for the purpose of this rule.

If a student misses a summative written, oral or practical test, for reasons of

illness, a special test may be granted if the student provides a valid medical certificate specifying the nature and duration of the illness, and a declaration that for health reasons it was impossible for the student to sit for the test. This certificate must be submitted to the programme coordinator, no later than one week after the date of the missed test.

If a student misses a summative written or oral or practical test, for reasons other than illness, a special test may be granted if the student provides a valid declaration that for unavoidable reasons it was impossible for the student to sit for the test.

This declaration must be submitted to the programme coordinator, no later than one week after the date of the missed test. In addition, a special test may be granted to students with borderline academic results.

The special test may take the form of an oral test, may be set at the end of the period of registration, and may include a wider scope of work than the original test. Any student who misses an assessment and who does not qualify for a special test, and any student who qualifies for a special test but fails to write it, shall be awarded a zero mark for the missed assessment.

A student who qualifies for a special test granted for borderline academic results, but fails to write it, or achieves lower than their original results, shall be awarded their original results.

3.4.11 Student Appeals

Rule G1 (8) of the General Handbook applies.

3.5 REGISTRATION WITH SANC

3.5.1 As a Student

Within three months of registration with the Department, all nursing students are required to register as student nurses with SANC as determined in the regulations set out by SANC. A penalty fee is payable for late registration as a student to SANC. ET clinical learning must be undertaken in SANC accredited clinical sites. Stipulated clinical learning hours spread over the required period for each programme registered for and these are mandatory for degree completion as well as registration with SANC.

3.5.2 As a graduate

On completion of the programme that each student is registered for, students will be eligible for registration with SANC for that particular programme.

The nursing programmes are aimed at preparing clinically focused and service orientated independent professionals who will be able to render care in related spheres of health care.

3.6 REGISTRATION WITH A PROFESSIONAL ASSOCIATION

Students are required to be paid up members of a nursing association that will provide them with indemnity cover e.g. Democratic Nurses Organization of South Africa (DENOSA).

SECTION A: UNDERGRADUATE QUALIFICATIONS

The purpose of the undergraduate nursing programme is to produce nurses who are competent to function within a district health system, with specific reference to Primary Health Care (PHC) settings. Hence, more than 50% of clinical learning placements will take place in community and PHC settings. The last semester of the programme will focus on consolidating PHC nursing and ensuring that the graduates are able to work in PHC settings immediately after graduation.

This four-year programme is followed by a year of compulsory community service. Community service placement is the responsibility of the National Department of Health (NDoH) and not of DUT. Qualifying learners will only be eligible for registration as professional nurses on completion of the government mandated one year.

4. BACHELOR OF HEALTH SCIENCES IN NURSING (BHScNursing)

Please note that new applicants will no longer be accepted for this programme as it is being phased out.

4.1 PROGRAMME INFORMATION

The Bachelor of Health Sciences in Nursing is a professional degree with a minimum number of 480 SAQA credits and is offered at NQF level 8 of the HEQSF. Whilst the majority of the modules are core, some of them are generic in nature and these are offered by both the Faculty of Health Sciences and the institution at large. At each level of study, the student has an opportunity to choose from at least two of the elective modules and students will also register for research modules.

The four-year bachelor programme is aimed at preparing clinically focused and service-orientated independent professionals who will be able to render holistic and emancipatory nursing care in all spheres of health care (general, community health, mental health and midwifery).

4.2 LEARNING PROGRAMME STRUCTURE:

This learning programme comprises:

HEQSF Level 1: 128; Level 2: 152; Level 3: 124; Level 4: 120

Total = 524

All modules are compulsory:

- A pre-requisite means this subject module must be passed prior to registration for the relevant module as stated in the programme structure.
- An elective refers to when an alternative module can be selected from the list provided.
- Within the context of this programme, a co-requisite means a module which must be registered for which all assessment; including examinations, must be undertaken, but need not be passed prior to or simultaneously with the module specified in the extreme left column.
- Students may choose one module from two or more modules provided in the same column as electives. This applies to general education modules only.

4.2.1 Bachelor of Health Sciences in Nursing **BHNSSI** (See key below table)

YEAR OF STUDY – 1							
SP	MODULE TITLE	Module Code	HESQ F	SAQA Credit	C/ E	Prerequisites	Co-requisite
1	Anatomy & Physiology IA	ANPA103	5	12	C	None	None
1	Fundamental Nursing Science IA	FNSA102	6	12	C	None	CNPA103
1	Clinical Nursing Practice	CNPA103	5	8	C	None	None
1	Basic Sciences (Microbiology & ...)	BSCC 102	5	12	C	None	None
1	Personal and Professional Development I	PFDV101	5	12	E	None	None
	Or						
1	Suite B Environment Awareness for Health care Practitioners	EVAH 101	5	12	E	None	None
2	Anatomy & Physiology IB	ANPBI03	5	12	C	None	None
2	Fundamental Nursing Science IB	FNSBI02	6	12	C	None	CNPBI03
2	Clinical Nursing Practice IA [FNS]	CNPBI03	6	4	C	None	None

2	Community Health Nursing Science I	CHNS 102	6	12	C	None	CNPC 102
2	Clinical Nursing Practice IC [CHN]	CNPC 102	6	12	C	None	
2	Cornerstone 101	CSTN 101	5	12	C	None	
2	Information & Communication Literacy and skills	ICTL 101	5	8	E	None	
2	OR Values in the workplace	VWKP 101	5	8	E	None	
YEAR OF STUDY – 2							
SP	MODULE TITLE	Module Code	HESQ F Level	SAQA Credit	C/ E	Prerequisites	Co-requisites
3	Anatomy & Physiology IIA	ANPA 202	6	8	C	ANPA103 ANPB103	None
3	General Nursing Science IIA	GNSA 202	6	12	C	FNSA102 & FNSB 103	ANPA 103 BSCC102 CNPA 204102
3	Community Health Nursing Science II	CHNS 202	7	12	C		BSCC 102 CNPA 204
3	Social Sciences I	SCSC 102	6	12	C	None	None
3	Clinical Nursing Practice IIA [GNS Prac]	CNPA 204	5	4	C	CNPA 103	
3	Clinical Nursing practice IIC CHN Prac]	CNPC 202	7	8	C	CNPA 103 & CNPB 103	None
3	Basic Sciences II	BSCC 202	5	12	C	None	None

3	Doing it differently Child in the 21st Century OR The Entrepreneurial Edge	C21C 101 TENE 101	5	8	E		
3	SUITE A Personal and professional development 2 OR SUITE B Issues of gender Equity and Society within Health Care	PFDV 201 IGSH 101	6	12	E		

YEAR OF STUDY – 2

SP	MODULE TITLE	Module code	HESQ F Level	SAQA Credit	C/ E	Prerequisites	
4	Social Sciences II	SCSC 202	6	12	C		None
4	Anatomy & Physiology IIB	ANPB 202	6	8	C	ANPA 103 ANPB 103	None
4	General Nursing Science IIB	GNSB 202	6	12	C	FNSA 102 FNSB 102	ANPB 103 CNPB202
4	Midwifery II	MDWF 202	7	16	C	ANPA 103 ANPB 103 FNSA 102 FNSB 102	GNSB 202 CNPD 202
4	Introductory Pharmacology	INPH102	5	4	C	None	None
4	Clinical Nursing Practice IIB [GNS Prac]	CNPB 203	5	4	C	CNPA103	None
4	Clinical nursing practice IID	CNPD 202	6	8	C	CNPA 103 CNPB 103	CNPB 203
	CREDITS			152			

YEAR OF STUDY – 3

SP	MODULE TITLE	Module code	HESQ F Level	SAQA Credit	C/ E	Prerequisites	Co requisites
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5	General Nursing science III	GNSC 302	8	16	C	ANPA 202 GNS B202	ANPA 202 BSCC 201
5	Clinical Nursing Practice IIIA [GNS]	CNPA 303	7	8	C	CNPA 204 CNPB 203	
5	Midwifery III	MDWF 302	7	24	C	GNSA202 GNSB202 MDWF202	ANPA202 CNPB 301
5	Clinical Nursing Practice IIIC [Midwifery]	CNPC 302	7	8	C	CNPB 202 CNPA 204 CNPB 203	None
5	Nursing Research IIIA	NSRA 302	7	8	C	None	None
5	Pharmacology	PHMC 202	6	8	C	INPH102	None
5	Equality and Diversity or Global environment	EQDV 101 GENV 101	6 6	8 8	C C	None None	
6	Mental Health Nursing III	MHNR 302	7	16	C	GNSA 202 GNSB202	ANPB 202 CNPB304
5	Nursing Research IIIB	NSRB302	7	8	8	NSRA 302	None
6	Clinical Nursing Practice IIIB [MHN]	CNPB 304	7	8	C	CNPA 204 CNPB 203	None
6	SUITE A Personal and professional development 3 OR SUITE B Educational techniques	PFDV 301 EDUT 101	7 7	12 12	E E		
	Credits			124			
SP	MODULE TITLE	Module code	HESQ F Level	SAQA Credit	C/E	Prerequisites	Co-requisites

YEAR OF STUDY – 4							
7	Ethos and Professional Practice IV	EPPR 402	8	12	C		
7	Mental Health nursing IVA	MHNR 403	8	16	C	MHNR 302 GNSC 302	CNPA 402
7	Clinical nursing practice IVA [MHN]	CNPA 402	8	8	C	CNPB 304	NONE
7	Restorative Justice OR Philosophies and history of healing	RSJS 101 PHHL 101	7 7	12 12	E E	NONE	
7	SUITE A Personal and professional Development OR SUITE B	PFDV 401	8	12	E		
7	Healthcare Management Practice	HCMP 101	8	12	E		
7 & 8	Clinical Research Projects	CNRB 402	8	12	C	CNRA 402	NSRB 402
8	Integrated Primary Health Care	IPHC 403	8	12	C	GNSC 302 MHNR 302	CNPB 402
8	Unit Management	UNMN 402	8	12	C	NONE	
8	Clinical Nursing Practice IVA [IPHC]	CNPB 402	8	8	C	CNPA 303 CNPB 304	
Credits				120			
TOTAL CREDITS				524			

SP – Study Period; **C** – compulsory; **E** - elective

IGE – Institutional General Education; **FGE** – Faculty General Education

HEQSF – Higher Education Qualification Sub-Framework;

SAQA – South African Qualifications Authority

4.3 SELECTION CRITERIA

In accordance with Rule G5 of the General Handbook, acceptance into the programme is limited to 80 places. As more qualifying applications are received than can be accommodated, the following selection process will determine placement in the programme:

- All applicants must apply through the Central Applications Office (CAO).
- Initial shortlisting for selection is based on the applicant's academic performance in Grade 12 (Grade 11, or Grade 12 trial marks, will be used for current matriculants).

Provisional acceptance is given to selected applicants awaiting National Senior Certificate (NSC) results. If the final Grade 12 NSC results do not meet the minimum entrance requirements, this provisional acceptance will be withdrawn. Final selection for admission is based on results of the following:

- *NSC or SC*
- *Interview*

Table 1: Compulsory Subjects

COMPULSORY SUBJECTS	NSC Rating	Senior Certificate		NC (V)
		HG	SG	
English	3	E	C	
Mathematics/Mathematics Literacy and or Physical Sciences	4	D	B	
Life Sciences	4	D	B	

- The point scores for the **NSC** or the **SC** or the **NC (V)** results is obtained by using the table below:

Table 2: Point Scores

RESULTS	NSC Rating	Senior Certificate		NC (V)
		HG	SG	
90 – 100%	8	8	6	4
80 – 89%	7	7	5	4
70 – 79%	6	6	4	4

60 – 69%	5	5	3	3
50 – 59%	4	4	0	0
40 – 49%	3	3	0	0

4.4 PROGRAMME RULES

4.4.1 Minimum Admission Requirements

The table below outlines the minimum admission requirements.

Table 3: Minimum Admission Requirements

COMPULSORY SUBJECTS	NSC Rating	Senior	
		HG	SG
English	3	E	C
Mathematics/Mathematics Literacy	4	D	B
Life Sciences	4	D	B
Two additional 20 credit subjects, only one of which may be an additional language	4	D	B
Minimum total number of points required for this qualification (28 points)			

4.4.2 Minimum Admission Requirements in respect of Work Experience, Age, Maturity and RPL

The DUT general rules G7 (3), and G7 (8) of the General Handbook respectively, will apply.

4.4.3 Admission of International students

The DUT's Admissions Policy for International Students and General Rules G4 and G7 (5) of the General Handbook will apply.

4.4.4 Duration of the Programme

The minimum duration of the BHNSSI is four (4) years and BHNSFI is five (5) years. The maximum duration of both programmes is six (6) years as per DUT policy and rule (G17) as stipulated in the General Handbook

4.4.5 Progression rules

In order to proceed to subsequent years of study the following rules apply:

- **2nd Year:** the student must pass at least 60% of the 1st year modules; some of

which must be Fundamental Nursing Science IA & IB; Community Health Nursing Science I; Clinical Nursing Practice IA and IB.

- **3rd Year:** the student must pass all 1st year modules; 60% of the 2nd year Modules, some of which must be: General Nursing Science IIA & IIB; Community Health Nursing Science II; Clinical Nursing Practice IIA, IIB and IIC.
- **4th Year:** the student must pass all 2nd year modules; 60% of the 3rd year modules some of which must be Midwifery III; General Nursing III; Clinical Nursing Practice IIIC & IIIA.

4.4.6 Exclusion rule

In addition to Rule G17, the following rule applies:

4.4.4.1 A first-year student who fails at least four (4) or more modules with an average of less than 40% in the failed modules will not be permitted to re-register in the Undergraduate Nursing Programme. De-registration from any module is module to the provisions of Rule G6.

4.4.4.2 A student may be excluded if they are found guilty of conduct unbecoming as a nurse in during their training (e.g. absenteeism, failure to observe the clinical setting's rules of conduct as stipulated by the particular clinical setting's management or in the classroom).

4.4.7 Re-registration

Refer to section (4.4.6)

4.4.8 Interruption of Studies

In addition to Rule G23A (b) of the General Handbook the following rule applies:

- Should a student interrupt their studies by more than three (3) years, the student will need to apply to the department for permission to reregister and **will need to prove** currency of appropriate knowledge prior to being given permission to continue with registration.

4.5 MODULE CONTENT: BACHELOR OF HEALTH SCIENCES IN NURSING (BHNSSI)

Students are referred to the individual Study Guides for more information.

ANATOMY & PHYSIOLOGY I

ANATOMY & PHYSIOLOGY IA (ANPA103)

Module Content:

An overview & introduction to the Human Body; Cells: type, structure & functions; Tissues: type, structure & functions; Composition of blood: plasma & cellular content; The Organization of the body; Immunological system.

ANATOMY & PHYSIOLOGY IB (ANPB103):

Module content:

Structure and physiological functioning of the Muscular System, Blood, Cardiovascular System and Lymphatic System.

ANATOMY & PHYSIOLOGY II

ANATOMY AND PHYSIOLOGY IIA (ANPA201):

Module Content:

The Central and Peripheral Nervous System; Endocrine System; Lymphatic System; Respiratory System.

ANATOMY & PHYSIOLOGY IIB (ANPB202):

Module Content:

Structure & functioning the digestive tract; and accessory organs of digestion.

BASIC SCIENCE I (BSCC102)

Module Content:

Immunological system: The structure and properties of bacteria, fungi, viruses, parasites; Pathogenicity; Stages in the development of infection; List of sources of microbial reservoirs; Routes of transmission.

BASIC SCIENCES II (Biophysics and Biochemistry for Nurses) (BSCC202).

Module Content:

Biochemistry: Inorganic and Organic Chemistry in Relation to Nursing; Chemistry and Functioning of Enzymes; Organization of the Human Body; Nutrition and Metabolism; Respiratory System; Coronary System
Biophysics: Units; Motion; Gravity; Force, Work, Energy, Power; Heat; Light; Pressure; Sound.

FUNDAMENTAL NURSING SCIENCE IA (FNSA102)

Module Content:

The nursing profession; Nursing and the law; Code of practice for nursing; Functions of the South African Nursing Council; Ethics of nursing; The nurse as an employee; Scientific approach to nursing (nursing process); Understanding diversity in nursing; South African health care system; Selected Human Needs Theories; Threats to health and safety; Isolation of formidable epidemic diseases; Emergency situations (Choking, Accidental poisoning, Drowning, Burns etc.)

First aid intervention in medical, surgical and midwifery emergencies; Factors that affect the hygiene needs of a patient/individual; Assessing hygiene needs of

individuals and families; Levels of prevention.

CLINICAL NURSING PRACTICE IA: FUNDAMENTAL NURSINGSCIENCE(CNPA103)

Module Content:

Comprehensive physical assessment; Basic Nursing Care; including various positions as determined by patient condition; Patient Education; Bed making and bed accessories for various conditions; Application of Basic Principles of Infection Control; Assisting with care of the deceased; including observing the patient's religious and cultural beliefs and practices; Emergency nursing care and patient referral with the DHS.

FUNDAMENTAL NURSING SCIENCE IB (FNSB102)

Module Content:

Psychosocial Health; (Sensory Perception, Self-Concept; Sexuality and health; Spirituality; Stress and coping; Loss, grieving and death) Promoting Physiologic Health (Sensory Perception; Self-Concept; Sexuality and health; Spirituality; Stress and coping; Loss, grieving and death} Sleep; Nutrition; Urinary Elimination; Faecal Elimination; Oxygenation.

CLINICAL NURSING PRACTICE IB: FUNDAMENTAL NURSING SCIENCE (CNPB103)

Module Content:

Basic physical assessment and basic nursing care with regards to administration of oxygen, intravenous therapy, fluid, electrolyte and acid base balance, sleep and pain management. Collection of various specimens. Nursing care plans and nursing process (all phases) for various patient and discharge of patients. Types of records and their significance, recording and storage. Terminal care of patients and last offices. Patient admission and discharge. Basic life support and referral.

COMMUNITY HEALTH NURSING SCIENCE I (CHNSI02)

Module Content:

Conceptual Frameworks in Community Health Nursing Science; Introduction to basic epidemiological applications in Community Health Nursing Science; Concepts, theories and models of health promotion. Roles and responsibilities of nurses in health promotion and disease prevention; Health educational theories, concepts and models applicable to Community Health Nursing Science; Introduction to community participation and community development concepts, principles and approaches; Community Oriented Nursing Process; Common actual and potential community health problems

emanating from community assessment; Principles and strategies for infectious control and reduction of health risk for families and communities across the lifespan.

CLINICAL NURSING PRACTICE IC: COMMUNITY HEALTH NURSING SCIENCE (CNPC102)

Module content:

Basic understanding of PHC concepts, communication skills, leadership skills, problem solving skills and first Aid. Understanding of cultural diversity in order to render culturally congruent care. Community assessment and community engagement

Collaborates and convene meetings with stakeholders, fundraising and negotiation with stakeholders. Application of community nursing process, all levels of care and knowledge of interdisciplinary approach referral system.

COMMUNITY HEALTH NURSING SCIENCE II (CHNS202)

Module Content:

The district health care delivery system (including The interface among various spheres of the health care delivery system; Adequacy and capabilities of health human resources with the system; Efficiency and effectiveness of the system.; Population-focused nursing practice with reference to human rights for individuals with mental and physical disability; Multi-lateral organizations and their role in Community Based Rehabilitation (CBR); The role of the Community Health Nurse in CBR and Multi-sectoral collaboration in CBR.

CLINICAL NURSING PRACTICE IIC: [COMMUNITY HEALTH NURSING SCIENCE (CNPC202)]

Module Content:

Community Nursing Process (Assessment: Epidemiological Surveys, Rural Community Assessment Strategies, Participatory community interventions, Evaluating the effect of community interventions and CBR.

GENERAL NURSING SCIENCE IIA & IIB (GNSA202) & (GNSB202)

Module Content:

Manage patients (within the range of childhood, adolescent, adult and elderly) with acute and chronic conditions affecting body functioning such as alterations in the following: **GNSA**-Cardio-pulmonary functioning; Electrolyte and fluid balances; Integumentary and Musculo-skeletal functioning; Central nervous system functioning; haematological system functioning; emergencies related to all types of Shock

GNS2B-Endocrinology systems and functioning Metabolic functioning; Gastro-intestinal functioning; Renal system functioning; Immunological functioning;

Reproductive system functioning.

CLINICAL NURSING PRACTICE IIA: GENERAL NURSING SCIENCE (CNPA204)

Module Content:

Medical Nursing Clinical Competencies: Surgical cleansing of hands
Barrier nursing, Feeding (Nasogastric, gastrostomy), Administration of medicine: Oral, sublingual, intramuscular, intravenously, subcutaneously, administration of blood products; Perineal and Vulval care (swabbing, douche and pessary I insertion)

CLINICAL NURSING PRACTICE IIB: GENERAL NURSING SCIENCE (CNPB203)

Module Content:

Pre & Postoperative Care; Tracheostomy Care; preparation and care before during and after Diagnostic Procedures, blood products administration; Blood Cultures, Blood cross matching; Pre & Postoperative Care; Tracheostomy Care; Diagnostic Procedures and TPN.

SOCIAL SCIENCE I (SCSC102)

Module Content

Introduction to the Study of Human Development; Study of Human Development; Introduction to Major Theoretical Perspectives on Human development; growth and development across lifespan.

SOCIAL SCIENCE II (SCSC202)

Module Content:

Culture and society (Theories of cultural competency, Culture in nursing); Sociological perspectives in health and illness: Advocacy and human rights (Disease and responsibility, Bill of rights, Patient advocacy, Patients' rights, Forensic nursing); Vulnerability and vulnerable groups (Gender and sexually: perspective on gender equality, human sexuality, prostitution, teenage pregnancy, Race: prejudice, discrimination and racism, Violence and abuse in family life: domestic violence: spouse abuse, child abuse, elder abuse, divorce, Crime and deviance: types of crime-juvenile delinquency, rape , drug abuse, Alcoholism, Suicide; Globalization and Health (global health, change patterns of disease: burden of disease, Politics of Aids in South Africa, Disparities in treatment and outcomes).

MIDWIFERY II (MDWF202)

Module Content:

Maternal and physiological change and adaptations in pregnancy of: Endocrine system, Reproductive system; General maternal organs and physiological changes of the following systems: Hematologic, Cardiovascular, Metabolic, Renal, Respiratory, Digestive, Immune, Skin and Skeletal; Breast and increase

body mass in pregnancy; Maternal psychological and physical management during pregnancy, labour and puerperium: Analysis and interpretation of obstetric history, Different diagnosis in pregnancy, Antenatal care: Physical assessment and estimation of gestational period, Managing normal and uncomplicated labour, Neonatal Care, History of Midwifery in South Africa, Maternal and Pre-natal Mortality, Anatomy and Physiology of Pregnancy and Childbirth, Signs and symptoms and special test, Breast and lactation, Assessment diagnosis and treatment in pregnancy; Psychology of pregnancy and childbirth; Birth process: Physiology of stages of labour, Pain management and comfort in labour; Management and Care of the 2nd and

3rd Stage of Labour; Management and Care of the 4th Stage of Labour: Care of the mother, care of the new-born; Physiology of the puerperium; Management and Care of the Puerperium; The Baby: Physiology, abilities and characteristics of the new-born, Assessment and care of the new-born.

CLINICAL NURSING PRACTICE IID: [MIDWIFERY PRAC (CNPD202)]

Module Content:

Competencies in ***Antenatal care***; Intrapartum care (Diagnosis of labour, Observations, Mobilization, Nutrition, Comfort and Support, Management of the 2nd Stage of Labour); Maternal and new-born care during postnatal period; Postnatal care. New-born care (Physical Examination, Monitoring, Health Education, Apgar and Splen Scoring Establishing base-line data (weight, height)

INTRODUCTORY PHARMACOLOGY (INPHI02)

Module Content:

Pharmacokinetics; Pharmacodynamics; Dosage and toxicity; Side-effects and adverse reactions; Drug interactions; Action, side effects, Presentation of drugs and patient compliance; Brief Overview of Control and Regulation of Drugs in South Africa; Selected Commonly Used Over-the Counter Medications (Schedule 1-2).

MIDWIFERY III (MDWF302)

Module Content:

Complications in Pregnancy: High risk pregnancy; Bleeding in early pregnancy; Hyperemesis gravidarum; Polyhydramnios and Oligohydramnios; Multiple pregnancy; Rhesus and ABO incompatibility; Infections in pregnancy; Ante-partum haemorrhage; Post-term pregnancy; Intrauterine Growth Retardation; Cardiovascular, renal, and metabolic impairment in pregnancy and labour Complications in Labour: Premature rupture of membranes; Premature labour; Multiple pregnancy; Abnormal lie and/or presentation; Prolonged, obstructed, and precipitate labour; Accelerated labour; Abnormal placenta; Induction of labour; Maternal and foetal distress; Assisted and operative

delivery. Complications of Puerperium: Postpartum haemorrhage; Puerperal infections and pyrexia; Puerperal psychosis. High risk newborn: Asphyxia neonatorum, respiratory distress syndrome; Metabolic and nutritional disorders; Infection and haematological disorders; Birth injuries; Genetic abnormalities; Low birth weight, Premature infant and small for gestational age
Obstetric Emergencies: Cord prolapsed; Uterine inversion and uterine rupture; Amniotic fluid embolism; Hypovolemic shock.

Legal and Ethical considerations in Midwifery Practice: SANC regulations for midwifery practice, Scope of practice.

CLINICAL NURSING PRACTICE III C: [MIDWIFERY PRAC (CNPC302)]

Module Content:

Antenatal: Assessments to identify abnormalities, e.g. multiple pregnancy); Investigations to identify and manage abnormalities; Medication used in pregnancy related conditions during ANC, Monitoring of fetal well-being (kick counts). Health promotion during pregnancy (ante natal exercises, diet, lifestyle)

Management of obstetric emergencies: Management of Cord prolapse, APH, Eclampsia, Ruptured uterus; Management of first stage of labour: Identifying abnormalities on admission of a woman in labour; per vaginal examination.

Management of second stage of labour: Delivery of an uncomplicated Breech; Delivery of Shoulder dystocia;

Management of third stage of labour (Management of a retained placenta, Management of PPH)

Post-natal care: care of a new-born baby: Resuscitation of a new-born, Ballard Score, Splen Score.

GENERAL NURSING SCIENCE III (GNSC302)

Module Content:

Use of Biotechnological apparatus in the management of patients with critical and specialized conditions (Electrocardiography 'Cardiac Monitor, Ventilators,' Haemodynamic monitoring, Resuscitation equipment); Holistic care of patients with critical and specialised conditions; Fundamental critical and specialised care (Assisted and mechanical ventilation, Fluid and electrolyte management, Acid/base balance, Pain management, Dialysis); Legal and litigation aspects in critical care.

CLINICAL NURSING PRACTICE IIIA [GNS III] (CNPA303)

Module Content:

Nursing care of patient with assisted ventilator support equipment, (ventilators, CPAP, tracheostomy) electro-cardiac support equipment (ECGs, CVP), neurological assessments, procedures and diagnostic investigations (GCS, epilepsy, spinal anaesthesia) nursing patients on dialysis; nursing management and care of patients undergoing surgery in an operating theatre; nursing care of patients having alternate forms of nutrition and elimination

(TPN, Colostomy) Arterial blood gases, special investigations for critically ill patients.

PHARMACOLOGY (PHMC202)

Module Content:

Infective diseases, anti-microbial and anti-parasitic drugs; Pathogenesis of some common infective diseases; Bacterial sore throat (pharyngitis); Pneumonia uncomplicated; Otitis externa & media; sexually transmitted infections e.g. gonorrhoea; Tuberculosis; Fungal infections e.g. Candidiasis, teniapedis; Dysentery. Specific antimicrobial and antibiotic drugs (Penicillins; Sulphonamides; Macrolides; Tetracyclines; Fluoroquinolones; Aminoglycosides; Anti-tuberculostatics) Anti-helminthic; Central Nervous System conditions Etiology of seizures and epilepsy (Anti- epileptics); Drugs that affect the respiratory system; cardiovascular system; digestive tract; endocrine system; Analgesics and non-steroidal anti-inflammatory drugs; Family Planning & Immunization; Pharmacodynamics (with relevance to the drugs used) Adverse drug events and reporting mechanisms.

NURSING RESEARCH IIIA (NSRA302)

Module Content:

Introduction to the basic concepts of research, significance of research and the role of health care professionals. The steps of the research process namely the identification of research problem/s; Research problem formulation; Description of the purpose of the study; Statement of objectives in terms of the scope of the study. Describing the significance of the study; Literature review write up; determining the research method. Research designs and research approaches (quantitative and qualitative) Ethical considerations in research.

NURSING RESEARCH IIIB (NSRB302)

Module Content:

Quantitative and qualitative research designs, sampling techniques, data collection methods, data analysis and presentation of findings
Reporting and critical evaluation of scientific research. Planning a research proposal.

MENTAL HEALTH NURSING III (MHNR302)

Module Content:

History of Mental Health Nursing; Influence of culture, beliefs, values and attitudes towards mental health care user; Theories underpinning mental health care {Interpersonal (Sullivan), Social (Bandura) Cognitive (Beck)}; Primary, secondary and tertiary prevention related to mental illness Common psychiatric disorders (Psychotic disorders, Mood disorders, Anxiety disorders); Re- lapse Management (Medication management, Symptom management,

psychosocial rehabilitation). Risk Management Protocol (Mental Health Act, Writing Protocols) Management of individuals with dual diagnoses: Substance use disorders Personality disorders; Neurological disorders; Epilepsy; HIV/AIDS cognitive disorders;

CLINICAL NURSING PRACTICE IIIB [MENTAL HEALTH NURSING PRAC (CNPB304)]

Module Content:

Application of GAPDOMJIR in the assessment of a patient with extreme psychotic, behavioural and mood disorders; Conducting medication interviews with families and patients; Patient education on using the periodic recording schedule; Conducting mental health in nursing interventions including: Group sessions Individual patient sessions etc.

MENTAL HEALTH NURSING IV (MHNR403)

Module Content:

Treatment Modalities used in psychiatric nursing: Psychotherapy; Group Therapy. Impact of integration of mental health into PHC on mental health management and treatment; Psychiatric conditions in general population; Somatoform conditions; Physical co-morbidity; Processes of consultation and referral; Report writing; Child and adolescent mental health in SA (Intellectual disability, Autistic spectrum disorders, Depression in children) Treatment modalities: Play therapy, Skills training, Sensory stimulation programmes.

CLINICAL NURSING PRACTICE IVA [MENTAL HEALTH NURSING PRAC (CNPA402)]

Module Content:

Selected assessment tools for managing patients with developmental disorders-Fair View, PAC etc. Creation of a therapeutic environment using appropriate principles. Holistic nursing care to individuals with developmental, dissociative, and cognitive disorders, with specific reference to the activities of daily living. Stimulation activities for patients with developmental disorders.

The nursing process in the management of clients with developmental, dissociative, and cognitive disorders, substance abuse, paraphilia's and dual diagnosis.

CLINICAL NURSING RESEARCH PROJECT IVA & IVB (CNRA402) & (CNRB402)

Module Content:

Participation in a group research project through: Problem identification, proposal development, through deciding on design, paradigmatic approach, data collection methods, statistical and/or thematic data analysis, and interpretation in clinical nursing research; Report writing and dissemination of research results

INTEGRATED PRIMARY HEALTH CARE (IPHC403)

Module Content:

Principles, models and frameworks for integrated PHC; managing a district health system: (Supervisory role and functions within a district health system, Implementation, monitoring and surveillance in PHC services, Comprehensive Physical Assessment, Quality of medicines for sick children and adults within a PHC setting, Drug standards and legislation, Labelling requirements for medicines, Legal requirements for dispensing and prescribing of medicine, Safe administration of medication as per the EDL, Integrated management of childhood illnesses (IMCI), Patient and family education re-prescribed medication., Philosophy and theories of rehabilitation nursing, Conceptual foundations of rehabilitation nursing, Case management- a client focused service, Functional assessment, Self-care family dynamics, Health policy and legislation in rehabilitation, National and provincial PHC Programs, Family Planning, IMCI, Referral System, TB and MDR protocol, HIV/AIDS protocol).

CLINICAL NURSING PRACTICE IVB: INTEGRATED PRIMARY HEALTH CARE PRAC (CNPB402)]

Module Content:

Comprehensive assessment of clients for all age groups in Primary Health Care settings: History Taking and Physical examination-head to toe. Application of relevant skills in the management of various conditions in PHC settings, including drug and non- drug management. Identification and prompt management of medical emergencies e.g. performance of cardiopulmonary resuscitation, management of severe dehydration etc.

Integrated Management of Childhood Illness: Prompt referral of clients where necessary using interdisciplinary team approach to prevent complications and provide relevant health education e.g. HIV/AIDS and Voluntary counselling (genetic) and testing (VCT).

ETHOS AND PROFESSIONAL PRACTICE (EPPR402)

Module Content:

Foundations of ethical and moral philosophies, theories and approaches: Bioethics and Nursing Ethics; Confidentiality and Informed Consent; Respect and autonomy; Euthanasia and the ethical debate; Distributive Justice and research; Advocacy and human rights; Professional Practice.

UNIT MANAGEMENT (UNM 401)

Module Content:

Foundations of ethical and moral philosophies, theories and approaches Bioethics and Nursing Ethics; Confidentiality and Informed

Consent; Respect and autonomy; Euthanasia and the ethical debate; Distributive Justice and research; Advocacy and human rights; Professional Practice.

Concepts, principles, models and approaches to health service planning (e.g. precede-proceed model); Models of strategic planning; Human resource management including selection and recruiting, managing groups and teams; Budgeting, planning and resource allocation (models and approaches); Efficacy, economy and efficiency in organizing a health care unit; Effective, ordering, utilization and control of resources; Electronic Management of patient and personnel data; Workload and staffing models in Nursing and Midwifery; Patient acuity-quality method; Professional judgmental approach; Nurse/bed occupancy model; Regression-based systems; Activity classification system; Taxonomy of nursing role characteristics; Timed motion and activity systems

Ward administration: Ordering and control of stock; Report writing and giving; Drafting of off duty schedules; Assist with staff allocation; Multidisciplinary team work; principles of policy formulation

Leadership and motivation theories as applicable to health service management Transformational and transactional leadership; Bureaucratic and democratic leadership; Servant leadership; Contextual/pragmatic view of leadership; Models for conflict management; Selected motivation theories and/or perspectives on human motivation (intrinsic/extrinsic motivation, Hertzberg's motivation theory, Abraham Maslow's motivation theory etc.)

GENERAL EDUCATION MODULES:

[Please consult the department for more information on how you can choose your modules]

1st Year:

Personal and Professional Development (I) OR Environmental Awareness for Health Care Practitioners,
Cornerstone 101***compulsory***, Information & Communication Literacy and Skills OR Values in the Workplace

2nd Year:

Doing it differently: Child in the 21st Century OR the Entrepreneurial Edge
Workplace Personal and Professional Development (ii) OR Issues of Gender and Society within Health Care

3rd Year:

Equality and Diversity OR the Global Environment
Workplace Personal and Professional Development (iii) OR Educational Techniques.

4th Year:

Restorative justice OR Philosophies and History of Healing
Workplace Personal and Professional Development (iv) OR Health Care

4.6 BACHELOR OF HEALTH SCIENCES IN NURSING (BHNSFI)

Code	Module	C/E	NQF Level	Study Period	SAQA Credit	Pre-requisite	Co-requisite
YEAR 1							
ANPA103	Anatomy and Physiology IA	C	5	1	12	None	None
FNSA102	Fundamental Nursing Science IA	C	6	1	12	None	CNPA103
CNPA103	Clinical Nursing Practice IA [FNS]	C	5	1	8	None	None
EPPA101	Essentials of Professional Practice IA	C	5	1	12	None	None
PFDV101	SUITE A Personal and Professional Development I	E	5	1	12	None	None
ANPB103	Anatomy & Physiology IB	C	5	2	12	None	None
FNSB102	Fundamental Nursing Science IB	C	6	2	12	None	None
PFDV101	SUITE A Personal and Professional Development I	E	5	1	12	None	None
EVAH101	OR SUITE B Environmental Awareness for	E	5	1	12	None	None

	Health Care Practitioners						
EPPB 101	Essentials of Professional Practice IB	C	5	2	8	None	None
CSTN101	Cornerstone 101	C	5	2	12	None	None
ICTL101	Information & Communication Literacy and Skills	E	5	2	8	None	None
VWKPI01	OR Values in the Workplace	E	5	2	8	None	
Credits					124		
YEAR 2							
ANPA202	Anatomy & Physiology IIA	C	6	3	8	ANPA103 ANPB103	None
BSCC102	Basic Sciences I (Microbiology & Parasitology)	C	5	3	12	None	None
SCSC102	Social Sciences I	C	6	3	12	None	None
EPPA 202	Essentials of Professional Practice IIA	C	5	3	8	EPPA 101 EPPB 101	None
C21C101 TENE101	Doing it differently Child in the 21 st Century OR	E	5	3	8	None	None
	The Entrepreneurial Edge	E	5	3	8	None	None
PFDV201 IGSH101	SUITE A Personal and Professional Development II					Personal and Professional Development I	
		E	6	4	12		None
	OR SUITE B	E	6	4	12	Environmental Awareness for Health Care Practitioners	
	Issues of Gender and Society						None
	within Health Care						

Code	Module		NQ F Level	Study Period	SAQA Credits	Prerequisites		Co- requisites
YEAR 3								
GNSA202	General Nursing Science IIA	C	6	5	12	FNSA102 FNSB102		ANPA103 BSCC102 CNPA204
CHNS202	Community Health Nursing	C	7	5	16	None		BSCC102
CHNS102	Community Health Nursing Science I	C	6	4	12	None		CNPC101
CNPC102	Clinical Nursing Practice IC [CHN]	C	6	4	12	None		None
ANPB202	Anatomy & Physiology IIB	C	6	4	8	ANPA103 ANPB103		None
EPPB202	Essentials of Professional Practice	C	5	4	4	EPPA 101		None
	II B					EPPB 101		
SCSC202	Social Sciences II	C	6	4	12	None		None
Credits					132			

	Science II						CNPC202
CNPA204	Clinical Nursing Practice IIA [GNS Prac]	C	5	5	4	None	CNPA103
BSCC202	Basic Sciences II (Biochemistry & Biophysics)	C	5	3	12	None	None
CNPC202	Clinical Nursing Practice IIC [CHN Prac]	C	7	5	8	CNPA103 CNPB103	None
EPPA 302	Essentials of Professional Practice IIIA	C	5	5	4	EPPA202 EPPB 202	None
EQDV101	Equality and Diversity	E	6	5	8	None	None
	OR The Global Environment						
GENV101		E	6	5	8	None	None

PFDV301	SUITE A						
	Personal and Professional Development		E	7	6	12	Professional

	OR SUITE B Educational Techniques						Development 2 OR SUITE B Issues of Gender and Society within Health Care	
Credits				220				
GNSB202	General Nursing Science IIB	C	6	6	12	FNSA102 FNSB102	ANPB103 CNPB203	
MDWF202	Midwifery II	C	7	6	24	FNSA102 FNSB102 ANPA103	GNSB202 CNPB202	
INPH102	Introductory Pharmacology	C	5	6	4	None	None	
CNPB203	Clinical Nursing Practice IIB [GNS Prac]	C	5	6	4	CNPA103 CNPB103	None	
CNPD202	Clinical Nursing Practice IID (Midwifery)	C	6	6	8	CNPA103 CNPB103 CNPA204	None	
EPPB302	Essentials of Professional Practice IIIB	C	5	6	4	EPPA202 EPPB202	None	
Credits					120			
YEAR 4								
GNSC302	General Nursing Science III	C	8	7	16	GNSA202	BSCC202	

						GNSB202	ANPA202
MDWF302	Midwifery III	C	7	7	24	GNSA202 GNSB202 MDWF202	ANPA202
CNPC302	Clinical Nursing Practice III C [MIDWIFERY]	C	7	7	8	CNPA204 CNPD202	None
PHMC202	Pharmacology	C	6	7	4	INPH102	None
NSRA302	Nursing Research IIIA	C	7	7	8	None	None
CNPA303	Clinical Nursing Practice IIIA [GNS]	C	7	7	8	CNPB203 CNPA204	None
	SUITE A Restorative Justice						
RSJS101	SUITE B Philosophies and History of Healing	E	7	7	12		
PHHL101		E	7	7	12	None	None

PFDV401	Personal and Professional Development 4 OR SUITE B Health care Management Practice	E	8	8	12	professional Development 3 Or Educational Techniques	
HCMP101		E	8	8	12		None
CNPB304	Clinical Nursing Practice IIB [MHN]	C	7	8	8	CNPA204 CNPB204	None
MHNR302	Mental Health Nursing III	C	7	8	16	GNSA202 GNSB202 GNSC302	ANPB202 CNPB304
NSRB302	Nursing Research IIIB	C	7	8	8	NSRA 302	None
Credits					136		
YEAR 5							
MHNR402	Mental Health Nursing IV	C	8	9	16	MHNR302	CNPA402
EPPR 402	Ethos and Professional Practice IV	C	8	9	12	None	None
CNPA402	Clinical Nursing Practice IVA [MHN]	C	8	9	8	CNPB304	None
CNRA402	Clinical Research Project IVA	C	8	9	12	NSRA302 NSRB302	None
CNRB402	Clinical Research Project	C	8	10	12	CNRA402	NSRB302

	IVB						
IPHC 402	Integrated Primary Health Care	C	8	10	16	GNSC302 MHNR401	CNPB402
UNMN402	Unit Management IV	C	8	10	12	None	None
CNPB402	Clinical Nursing Practice IVA [IPHC)]	C	8	10	8	None None	IPHC 402
Credits					84		
TOTAL CREDITS					672		

4.7 SELECTION CRITERIA

In accordance with Rule G5, acceptance into the ECP is limited to 20 places. The following selection process will determine placement in the programme:

- All applicants must apply through the Central Applications Office (CAO).
- Initial shortlisting for selection is based on the applicant's academic performance in Grade 12 (Grade 11, or Grade 12 trial marks, will be used for current matriculants).
- Shortlisted students will be invited to undergo placement testing and an interview
- Provisional acceptance is given to selected applicants awaiting NSC results. If the final Grade 12 NSC results do not meet the minimum entrance requirements, this provisional acceptance will be withdrawn.

Final selection for placement into the ECP will be based on results of the SCINSC, DUT's placement tests and interview.

Table 1: Compulsory Subjects

COMPULSORY SUBJECTS	NSC Rating	Senior Certificate		NC (V)
		HG	SG	
English	3	E	C	

Mathematics/Mathematics Literacy and or Physical Sciences	4	D	B	
Life Sciences	4	D	B	

- The point scores for the **NSC** or the **SC** or the **NC (V)** results is obtained by using the table below:

Table 2: Point Scores

RESULTS	NSC Rating	Senior Certificate		NC (V)
		HG	SG	
90 – 100%	8	8	6	4
80 – 89%	7	7	5	4
70 – 79%	6	6	4	4
60 – 69%	5	5	3	3
50 – 59%	4	4	0	0
40 – 49%	3	3	0	0

4.8 PROGRAMME RULES

4.8.1 Minimum Admission Requirements

The table below outlines the minimum admission requirements.

Table 3: Minimum Admission Requirements

COMPULSORY SUBJECTS	NSC Rating	Senior	
		HG	SG
English	3	E	C
Mathematics/Mathematics Literacy	4	D	B
Life Sciences	4	D	B
Two additional 20 credit subjects, only one of which may be an additional language	4	D	B

Minimum total number of points required for this qualification (28 points)	
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4.8.2 Minimum Admission Requirements in respect of Work Experience, Age, Maturity and RPL

The DUT general rules G7 (3), and G7 (8) of the General Handbook respectively, will apply.

4.8.3 Admission of International students

The DUT's Admissions Policy for International Students and General Rules G4 and G7 (5) of the General Handbook will apply.

4.8.4 Duration of the Programme

The minimum duration of the BHNSFI is five (5) years. The maximum duration of the programme is six (6) years as per DUT policy and rule (G17) as stipulated in the General Handbook

4.8.5 Progression rules

The minimum duration for the ECP in Nursing is five (5) years and the maximum is six (6)

consecutive years.

Students registered in the ECP will only be eligible for subsequent registration provided that:

- Admission to 2nd year ECP students must have passed the following modules in the first year (ANPA103, ANPB 103, EPPA 101 and EPPB 101).
- Admission to 3rd year ECP students must have passed the following modules in the second year (FNSA 102, FNSB 102, CNPA 103, CNPB 103, EPPA 101, EPPB 101, EPPA 202 and EPPB 202).
- Admission to 4th year ECP students must have passed the following modules in the 3rd year (GNSA 202, GNSB 202, CNPA 204, CNPB 204, MDWF 202, CNPD 202, INPH 102, EPPA 202, EPPB 202, EPPA 302 and EPPB 302).

- Admission to fifth year ECP students must have passed the following modules in the 4th year (MNHR 301, CNPA 303, CNPB 304, NSRA 302, NSRB 302, GNSC 302, and MHNR 302).

Those students who do not comply with any rules as detailed under the progression rules above will need to re-apply for registration in the ECP to the Department of Nursing. Re-admission will be granted on merit.

4.8.6 Exclusion rule

In addition to Rule G17, the following rule applies:

4.8.6.1 A first-year student who fails at least four (4) or more modules with an average of less than 40% in the failed modules will not be permitted to re-register in the Undergraduate Nursing Programme. De-registration from any module is module to the provisions of Rule G6.

4.8.6.2 A student may be excluded if they are found guilty of conduct unbecoming as a nurse in during their training (e.g. absenteeism, failure to observe the clinical setting's rules of conduct as stipulated by the particular clinical setting's management or in the classroom).

4.8.7 Re-registration

Refer to section (4.4.6)

4.8.8 Interruption of Studies

In addition to Rule G23A (b) of the General Handbook the following rule applies:

Should a student interrupt their studies by more than three (3) years, the student will need to apply to the department for permission to reregister and will need to prove currency of appropriate knowledge prior to being given permission to continue with registration.

4.9 MODULE CONTENT: BACHELOR OF HEALTH SCIENCES IN NURSING (BHNSFI)

Over and above the module content for BHNSI the following modules apply to BHNSFI:

ESSENTIALS OF PROFESSIONAL PRACTICE 1A & 1B (EPP101)

Module Content

Understanding of Nursing as a profession, Basic Proficiency and competency in information Literacy: Access, assess and use information from various sources, Identify and use different information sources appropriately, Library orientation. Basic proficiency and competency in oral and written communication: Demonstrate effective individual/group oral communication,

Use appropriate academic writing skills to construct different academic assignments, Basic grammar rules. Functional proficiency in basic computer skills: Identify and use different computer components, execute basic word processing functions, Understand and use the internet for different functions. Basic Proficiency and competency in Numeracy skills:

Understanding fundamental arithmetic, Basic calculations (medicine formula), Basic Measurements. Extended core nursing modules (cross reference – ANP, FNS)

ESSENTIALS OF PROFESSIONAL PRACTICE 2A & 2B (EPP202)

Module Content

Proficiency and competency in information literacy: **data** search- Literature search. Proficiency and competency in oral and written communication, pure academic writing- academic referencing. Functional proficiency in basic computer skills: Functional proficiency in basic computer skills – end user. Basic Proficiency and competency in Numeracy skills: Basic measurements, statistics and graphing. Professionalism and Professional socialisation reviewed:

Components of professional socialisation in nursing, Professional and hospital etiquette
Extended core nursing modules (cross reference – ANP, Basic Sciences 1 & 2)

ESSENTIALS OF PROFESSIONAL PRACTICE 3A & 3B (EPP302)

Module Content

Basic proficiency and competency in oral and written communication: mastery of advanced academic writing skills, adequate critical and analytic thinking and effective interpersonal communication. Functional proficiency in basic computer skills: functional proficiency in basic computer skills – end user, excel. Basic Proficiency and competency in Numeracy skills Basic measurements, statistics and graphing. Professional socialisation reviewed:

Components of professional socialisation in nursing, Professional and hospital etiquette.
Understand professional values essential for healthcare professions

4.10 MODULE CONTENT AND ASSESSMENTS

Below is the list of the module content for both the undergraduate programmes offered in the nursing department and is as follows:

4.10.1 UNDER GRADUATE NURSING YEAR I

MODULE	LEARNING CONTENT	ASSESSMENT	%
Anatomy and Physiology IA (ANPA 103)	<p>An overview & introduction to the Human Body;</p> <ul style="list-style-type: none"> • Cells: type, structure & functions; • Tissues: type, structure & functions; • Composition of blood: plasma & cellular content; • The Organization of the body; • Immunological system. 	<p>Theory Assessment DPs Examination</p>	<p>40% 60%</p>
Anatomy and Physiology IB (ANPB 103)	<ul style="list-style-type: none"> • Structure and physiological functioning of the Muscular System, • Blood system • Cardiovascular system • Lymphatic system. 	<p>Theory Assessment DPs Examination</p>	<p>40% 60%</p>
Anatomy and Physiology IIA (ANPA 202)	<ul style="list-style-type: none"> • The Central and Peripheral Nervous System; • Endocrine System; • Lymphatic System; • Respiratory System. 	<p>Theory Assessment DPs Examination</p>	<p>40% 60%</p>

Anatomy and Physiology IIB (ANPB 202)	<ul style="list-style-type: none"> • Structure & functioning the digestive tract; and accessory organs of digestion. 	Theory Assessment DPs Examination	40% 60%
Basic sciences I (BSSC 102)	<p>Immunological system:</p> <ul style="list-style-type: none"> • The structure and properties of bacteria, fungi, viruses, parasites; • Pathogenicity; Stages in the development of infection; List of sources of microbial reservoirs; • Routes of transmission. 	Theory Assessment DPs Examination	40% 60%
Basic Sciences II (BSC 202)	<p>Biophysics and Biochemistry for Nurses</p> <ul style="list-style-type: none"> • Biochemistry: Inorganic and Organic Chemistry in Relation to Nursing; • Chemistry and Functioning of Enzymes; Organization of the Human Body; • Nutrition and Metabolism; Respiratory System & Coronary System • Biophysics: Units; Motion; Gravity; Force, Work, Energy, Power; Heat; Light; Pressure; Sound. 	Theory Assessment DPs Examination	40% 60%
Fundamental Nursing Science IA (FNSA 102)	<p>The nursing profession;</p> <ul style="list-style-type: none"> • Nursing and the law; Code of practice for nursing; Functions of the South African Nursing Council; Ethics of nursing; The nurse as an employee; • Scientific approach to nursing (nursing process); Understanding diversity in nursing; • South African health care sys- 	Theory Assessment DPs Examination	40% 60%

	<ul style="list-style-type: none"> • Threats to health and safety; Isolation of formidable epidemic diseases; • Emergency situations (Choking, Accidental poisoning, Drowning, Burns etc.) • First aid intervention in medical, surgical and midwifery emergencies; • Factors that affect the hygiene needs of a patient/individual; Assessing hygiene needs of individuals and families; Levels of prevention. 	Theory Assessment DPs Examination	40% 60%
Clinical Nursing Practise IA (CNPA 103)	<ul style="list-style-type: none"> • Comprehensive physical assessment; • Basic Nursing Care; • Patient Education; • Bed making and bed accessories for various conditions; • Application of Basic Principles of Infection Control; • Assisting with care of the deceased; including observing the patient's religious and cultural beliefs and practices; • Emergency nursing care and patient referral with the DHS. 	Continuous Assessments Weightings	100%
Fundamental Nursing Science IB (FNSB 102)	<p>Psychosocial Health; (Sensory Perception,</p> <ul style="list-style-type: none"> • Self-Concept; Sexuality and health; Spirituality; • Stress and coping; Loss, grieving and death) • Promoting Physiologic Health (Sensory Perception; Sleep; Nutrition; Urinary Elimination; Faecal Elimination and Oxygenation 	Theory Assessment DPs Examination	40% 60%

<p>Clinical Nursing Practise IA (CNPB 103)</p>	<p>Basic physical assessment and basic nursing care with regards to;</p> <ul style="list-style-type: none"> • Administration of oxygen, intravenous therapy, fluid, electrolyte • Sleep and pain management. • Collection of various specimens. • Nursing care plans and nursing process • Types of records and their significance, recording and storage. • Patient admission and discharge. • Terminal care of patients and last offices. • Basic life support and referral. 	<p>Continuous Assessments Weightings</p>	<p>100%</p>
<p>Community Health Nursing Science I (CHNSI02)</p>	<ul style="list-style-type: none"> • Community Nursing Process (Assessment: Epidemiological Surveys) • Rural Community Assessment Strategies) • Participatory community interventions • Evaluating the effect of community interventions and CBR. 	<p>Theory Assessment DPs Examination</p>	<p>40% 60%</p>

<p>Clinical Nursing Practice IC (CNPC 102)</p>	<ul style="list-style-type: none"> • Basic understanding of PHC concepts, communication skills, leadership skills, problem solving skills and first Aid. • Understanding of cultural diversity in order to render culturally congruent care. Community assessment and community engagement • Collaborates and convene meetings with stakeholders, fundraising and negotiation with stakeholders. • Application of community nursing process, all levels of care and knowledge of interdisciplinary approach referral system. 	<p>Competency based assessments</p> <p>Community assessment and planning project</p> <p>Reflective Journals</p>	<p>30%</p> <p>50%</p> <p>20%</p>
<p>Community Health Science II (CHNS 202)</p>	<ul style="list-style-type: none"> • The district health care delivery system (including The interface among various spheres of the health care delivery system; • Adequacy and capabilities of health human resources with the system. • Population-focused nursing practice with reference to human rights for individuals with mental and physical disability; • Multi-lateral organizations and their role in Community Based Rehabilitation (CBR); • The role of the Community Health Nurse in CBR and Multi-sectoral collaboration in CBR. 	<p>Theory Assessment DPs Examination</p>	<p>40%</p> <p>60%</p>

<p>Clinical Nursing practice IIC (CNPC 202)</p>	<ul style="list-style-type: none"> • Screening and surveillance for common communicable and non-communicable diseases e.g. Tuberculosis, HIV, hypertension, diabetes etc. • Health promotion strategies e.g. breast feeding and immunization for vaccine preventable diseases for all ages including pregnant women and children. • Medication management for persons with chronic and stable illnesses. • Interventions for sexual and reproductive health. • Community based learning skills (negotiation, conflict resolution, planning and conducting meetings, fundraising skills). <ul style="list-style-type: none"> - Project management and evaluation. - Report writing. 	<p>Competency based assessments</p> <p>Community assessment and planning project</p> <p>Reflective journals</p>	<p>20%</p> <p>50%</p> <p>20%</p>
<p>General Nursing Science IIA (GNSA 202)</p>	<p>Manage patients (within the range of childhood, adolescent, adult and elderly) with acute and chronic conditions affecting body functioning such as alterations in the following:</p> <ul style="list-style-type: none"> • Cardio- pulmonary functioning; • Electrolyte and fluid balances; • Integumentary and Musculo-skeletal functioning; • Central nervous system functioning; • Haematological system functioning; • Emergencies related to all types of Shock 	<p>Theory Assessment</p> <p>DPs Examination</p>	<p>40%</p> <p>60%</p>

General Nursing Science IIB (GNSB 202)	<p>Manage patients (within the range of childhood, adolescent, adult and elderly) with acute and chronic conditions affecting body functioning such as alterations in the following:</p> <ul style="list-style-type: none"> • Endocrinology systems and functioning • Metabolic functioning; • Gastro-intestinal functioning; • Renal system functioning; • Immunological functioning; • Reproductive system functioning. 	Theory Assessment DPs Examination	40% 60%
Clinical Nursing Practice IIA (CNPA 204)	<p>Medical Nursing Clinical Competencies:</p> <ul style="list-style-type: none"> • Surgical cleansing of hands • Barrier nursing, • Feeding (Nasogastric, gastrostomy), • Administration of medicine • Administration of blood products; • Perineal and Vulval care (swabbing, douche and pessary I insertion) 	Continuous Assessments Weightings	100%
Clinical Nursing Practice IIB (CNPB203)	<p>Medical Nursing Clinical Competencies:</p> <ul style="list-style-type: none"> • Tracheostomy Care; preparation and care before during and after • Diagnostic Procedures, blood products administration; • Blood Cultures, Blood cross matching; • Pre & Postoperative Care; Diagnostic Procedures and administration of TPN. 	Continuous Assessments Weightings	100%

Social Sciences I (SCSC 102)	<ul style="list-style-type: none"> • Introduction to the Study of Human Development; • Study of Human Development; • Introduction to Major Theoretical Perspectives on Human development; growth and development across lifespan. 	Theory assessments DPs Examination	40% 60%
Social sciences II (SCSC 102)	<ul style="list-style-type: none"> • Culture and society (Theories of cultural competency, Culture in nursing); • Sociological perspectives in health and illness: • Advocacy and human rights • Vulnerability and vulnerable groups • Violence and abuse in family life: domestic violence: • Crime and deviance: types of crime-juvenile delinquency, Alcoholism, Suicide; • Globalization and Health (global health, change patterns of disease: burden of disease • Politics of Aids in South Africa, Disparities in treatment and outcomes). 	Theory assessments DPs Examination	40% 60%
Midwifery II (MDWF 202)	<p>Maternal and physiological change and adaptations in pregnancy</p> <p>physiological changes of the following systems:</p> <ul style="list-style-type: none"> • Hematologic, Cardiovascular, Metabolic, Renal, Respiratory, Digestive, Immune, Skin and Skeletal; Breast and increase body mass in pregnancy; • Maternal psychological and physical management during pregnancy, labour and puerperium: • Antenatal care: Physical assessment and estimation of gestational period management 	Theory assessments DPs Examination	40% 60%

	<ul style="list-style-type: none"> • Neonatal Care and management • Puerperium; Management and Care of the Puerperium; • The Baby: Physiology, abilities and characteristics of the new-born, Assessment and care of the newborn. 		
Clinical nursing practice IID (CNPD 202)	<ul style="list-style-type: none"> • Competencies in Antenatal care; Intrapartum care (Diagnosis of labour) • Management of the 2nd Stage of and the 3rd Labour); • Maternal and new-born care during postnatal period; Postnatal care. • Newborn care (Physical Examination, Monitoring, Health Education, Apgar and Splen Scoring Establishing base-line data (weight, height) 	Continuous Assessments Weightings	100%
Introduction to Pharmacology (INOH 102)	<ul style="list-style-type: none"> • Pharmacokinetics; Pharmacodynamics; Dosage and toxicity; Side-effects and adverse reactions; • Drug interactions; Action, side effects, Presentation of drugs and patient compliance; • Brief Overview of Control and Regulation of Drugs in South Africa; • Selected Commonly Used Over- the Counter Medications (Schedule 1-2). 	Continuous Assessments Weightings	100%
Midwifery III (MDWF 302)	<p>Complicated midwifery Complications in Pregnancy: High risk pregnancy; Bleeding in early pregnancy; Poly and Oligo - hydramnios</p>	Theory assessments DPs Examination	40% 60%

MDWF 302	<ul style="list-style-type: none"> • Rhesus and ABO incompatibility; • Infections in pregnancy • Ante-partum & Post-term pregnancy; • Intrauterine Growth Retardation; • Abnormalities in all systems body CVS, RS, CNS etc. and metabolic impairment in pregnancy <p>Complications in Labour:</p> <ul style="list-style-type: none"> • Premature rapture of membranes; Premature labour; Multiple pregnancy; • Abnormal lie and/or presentation; • Prolonged, obstructed, and precipitate labour; • Accelerated labour; • Maternal and foetal distress; • Assisted and operative delivery <p>Complications of Puerperium:</p> <ul style="list-style-type: none"> • Postpartum haemorrhage; • Puerperal infections and pyrexia; • Puerperal psychosis. High risk newborn: • Asphyxia neonatorum & RDS and Low birth weight, Premature infant and small for gestational age • Infection and haematological disorders; Birth injuries; • Genetic abnormalities; <p>Obstetric Emergencies: Cord prolapsed; Uterine inversion & uterine rapture; Amniotic fluid embolism; Hypo & hypervolemic shock.</p>		
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	Legal and Ethical considerations in Midwifery Practice: SANC regulations for midwifery practice & Scope of practice.		
Clinical Nursing Practice III C (CNPC 302)	<p>Antenatal:</p> <ul style="list-style-type: none"> • Assessment of abnormalities, e.g. multiple pregnancy); • Investigations to identify and manage abnormalities; • Medication used in pregnancy related conditions during ANC, • Monitoring of fetal well-being (kick counts). • Health promotion during pregnancy (ante natal exercises, diet, lifestyle) <p>Management of obstetric emergencies: Cord prolapse, APH, Eclampsia, Ruptured uterus etc.</p> <ul style="list-style-type: none"> • Management of first stage of labour: • Management of second stage of labour: Delivery of an uncomplicated Breech; Delivery of Shoulder dystocia; • Management of third stage of labour (Management of a retained placenta, Management of PPH) • Post-natal care: care of a new-born baby: Resuscitation of a new-born, Ballard Score, Splen Score. 	Continuous Assessments Weightings	100%

<p>General Nursing Science III (GNSC 302)</p>	<p>Critical care nursing includes;</p> <ul style="list-style-type: none"> • Use of Biotechnological apparatus in the management of patients with critical & specialized conditions • Haemodynamic monitoring, • Resuscitation equipment); • Fundamental critical & specialised care (Assisted and mechanical ventilation, • Fluid and electrolyte management, Acid/base balance, Pain management, Dialysis) • Legal and litigation aspects in critical care. 	<p>Theory assessments DPs Examination</p>	<p>40% 60%</p>
<p>Clinical Nursing Practice IIIA (CNPA 303)</p>	<p>Nursing care of patient with;</p> <ul style="list-style-type: none"> • Assisted ventilator support and all critical use equipment, • Neurological assessments, procedures and diagnostic investigations (GCS, epilepsy, spinal anaesthesia) • Nursing patients on dialysis; • Nursing management & care of patients undergoing surgery in an operating theatre; nursing care of patients having alternate forms of nutrition and elimination (TPN, Colostomy) Arterial blood gases, special investigations for critically ill patients. 	<p>Continuous Assessments Weightings</p>	<p>100%</p>

Pharmacology (PHMC 302)	<ul style="list-style-type: none"> • Infective diseases, anti-microbial and anti-parasitic drugs; • Specific antimicrobial and antibiotic drugs (Penicillin's; Sulphonamides; Macrolides; Tetracycline's; • Central Nervous System (Anti-epileptics); • Drugs that affect the respiratory system; cardiovascular system; digestive tract; endocrine system; • Analgesics and non-steroidal anti-inflammatory drugs; Family Planning & Immunization; Pharmacodynamics • Adverse drug events and reporting mechanisms. 	Continuous Assessments Weightings	100%
Nursing Research IIIA (NSRA 302)	<ul style="list-style-type: none"> • Introduction to the basic concepts of research, significance of research and the role of health care professionals • The steps of the research process namely the identification of research problem/s; Research problem formulation; Description of the purpose of the study; Statement of objectives in terms of the scope of the study. • Describing the significance of the study; Literature review write up; determining the research method. 	Theory assessments DPs Examination	40% 60%
	<ul style="list-style-type: none"> • Research designs and research approaches (quantitative and qualitative) Ethical considerations in research. 		

Nursing Research IIIB (NSRB 302)	<ul style="list-style-type: none"> Quantitative and qualitative research designs, sampling techniques, data collection methods, data analysis and presentation of findings Reporting and critical evaluation of scientific research. Planning a research proposal. 	Theory assessments DPs Examination	40% 60%
Mental Health Nursing III (MHNR 302)	<p>History of Mental Health Nursing;</p> <ul style="list-style-type: none"> Influence of culture, beliefs, values and attitudes towards mental health care user; Theories underpinning mental health care {Interpersonal (Sullivan), Social (Bandura) Cognitive (Beck)}; Primary, secondary and tertiary prevention related to mental illness Common psychiatric disorders & Medication management, Symptom management, psychosocial rehabilitation). Risk Management Protocol (Mental Health Act, Writing Protocols) <p>Management of individuals with dual diagnoses: Sub-stance use disorders Personality disorders; Neurological disorders; Epilepsy; HIV/AIDS cognitive disorders;</p>	Theory assessments DPs Examination	40% 60%

<p>Clinical Nursing Practice IIIB (CNPB 304)</p>	<ul style="list-style-type: none"> • Application of GAPATOMJIR in the assessment of a patient with extreme psychotic, behavioural and mood disorders; • Conducting medication interviews with families and patients; Patient education on using the periodic recording schedule; • Conducting mental health in nursing interventions including: Group sessions Individual patient sessions etc. 	<p>Continuous Assessments Weightings</p>	<p>100%</p>
<p>Mental Health Nursing IVA (MHNR 403)</p>	<p>Treatment Modalities used in psychiatric nursing:</p> <ul style="list-style-type: none"> • Psychotherapy; Group Therapy. Impact of integration of mental health into PHC on mental health management and treatment; • Psychiatric conditions in general population; • Somatoform conditions; Physical co-morbidity; • Processes of consultation and referral; • Report writing; Child and adolescent <p>Mental health in SA (Intellectual disability, Autistic spectrum disorders,</p> <ul style="list-style-type: none"> • Depression in children) <p>Treatment modalities: Play therapy, Skills training & Sensory stimulation programmes.</p>	<p>Theory assessments DPs Examination</p>	<p>40% 60%</p>

<p>Clinical Nursing Practice IVA (CNPA403)</p>	<ul style="list-style-type: none"> • Selected assessment tools for managing patients with developmental disorders- Fair View, PAC etc. • Creation of a therapeutic environment using appropriate principles. • Holistic nursing care to individuals with developmental, dissociative, and cognitive disorders, with specific reference to the activities of daily living. • Stimulation activities for patients with developmental disorders. • The nursing process in the management of clients with developmental, dissociative, and cognitive disorders, substance abuse, paraphilia's and dual diagnosis. 	<p>Continuous Assessments Weightings</p>	<p>100%</p>
<p>Clinical Nursing Research Project IVA & IVB (CNRA402) & (CNRB402)</p>	<p>Participation in a group research project through:</p> <ul style="list-style-type: none"> • Problem identification, proposal development, through deciding on design, paradigmatic approach, • Data collection methods, statistical and/or thematic data analysis, • Interpretation in clinical nursing research; report writing and dissemination of research results 	<p>Continuous Assessments Weightings</p>	<p>100%</p>

<p>Integrated primary health care (IPHC)</p>	<p>Principles, models and frameworks for integrated PHC; managing a district health system:</p> <ul style="list-style-type: none"> • Implementation, monitoring and surveillance in PHC services • Comprehensive Physical Assessment, Quality of medicines for sick children and adults within a PHC setting, Drug standards and legislation, Labelling requirements for medicines, • Legal requirements for dispensing and prescribing of medicine, Safe administration of medication as per the EDL, Integrated management of childhood illnesses (IMCI), Patient and family education re-prescribed medication., Philosophy and theories of rehabilitation nursing, • Conceptual foundations of rehabilitation nursing, Case management- a client focused service, • Functional assessment, Self-care family dynamics, Health policy and legislation in rehabilitation, National and provincial PHC Programs, Family Planning, IMCI, Referral System, TB and MDR protocol, HIV/AIDS protocol). 	<p>Theory assessments DPs Examination</p>	<p>40% 60%</p>
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CNPB 402	<ul style="list-style-type: none"> • Comprehensive Physical Assessment, Quality of medicines for sick children and adults within a PHC setting, Drug standards and legislation, Labelling requirements for medicines, • Legal requirements for dispensing and prescribing of medicine, Safe administration of medication as per the EDL • Integrated management of childhood illnesses (IMCI) • Patient and family education re-prescribed medication • Philosophy and theories of rehabilitation nursing, • Conceptual foundations of rehabilitation nursing, • Case management- a client focused service, • Functional assessment, Self-care family dynamics, Health policy and legislation in rehabilitation, • National and provincial PHC Programs, Family Planning, IMCI, Referral System, TB and MDR protocol, HIV/AIDS protocol). 	Continuous Assessments Weightings	100%
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CNPB402	<ul style="list-style-type: none"> • Comprehensive assessment of clients for all age groups in Primary Health Care settings: History Taking and Physical examination-head to toe. • Application of relevant skills in the management of various conditions in PHC settings, including drug and non- drug management. • Identification and prompt management of medical emergencies e.g. performance of CPR management of severe dehydration etc. • Integrated Management of Childhood Illness: Prompt referral of clients where necessary using interdisciplinary team approach to prevent complications and provide relevant health education e.g. HIV/AIDS and Voluntary counselling (genetic) and testing (VCT). 	Continuous Assessments Weightings	100%
Ethos And Professional Practice	<ul style="list-style-type: none"> • Foundations of ethical and moral philosophies, theories and approaches: • Bioethics and Nursing Ethics; Confidentiality and Informed Consent; Respect and autonomy; Euthanasia • Ethical debate; Distributive Justice and research; Advocacy and human rights; Professional Practice. 	Theory assessments DPs Examination	40% 60%

<p>General Education Modules</p>	<ul style="list-style-type: none"> • Cornerstone 101: Content; History, Politics, Economics and Philosophy; Languages, Culture and Society; Environmental Sustainability; • Information & Communication Literacy and Skills; • Entrepreneurship Values in the Workplace Personal and Professional Development 1; 2; 3; 4 Languages, Culture & Society; <p>Work preparedness;</p> <ul style="list-style-type: none"> • Personal Development Health & Wellness • Environmental Awareness for Health Care Practitioners History, Politics & Philosophy; Work preparedness Personal Development; Health & Wellness; • Issues of Gender and Society within Health Care; • Educational Techniques Management Practice • Doing it differently Child in the 21st Century • The Entrepreneurial Edge Equality and Diversity • The Global Environment • Restorative justice • Philosophies and History of Healing. 	<p>Continuous Assessments Weightings</p>	<p>100%</p>
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Unit management	<p>Concepts, principles, models and approaches to health service planning; Models of strategic planning; Human resource management including selection and recruiting, managing groups and teams; Budgeting, planning and resource allocation (models and approaches); Efficacy, economy and efficiency in organizing a health care unit; Effective, ordering, utilization and control of resources; Electronic Management of patient and personnel data; Workload and staffing models in Nursing and Midwifery; Patient acuity-quality method; Professional judgemental approach; Nurse/bed occupancy model; Regression-based systems; Activity classification system; Taxonomy of nursing role characteristics; Timed motion and activity systems.</p> <ul style="list-style-type: none"> • Leadership and motivation theories as applicable to health service management • and perspectives on human motivation • (intrinsic/extrinsic motivation, Hertzberg's motivation theory, Abraham Maslow's motivation Theory etc.). 	Theory assessments DPs Examination	40% 60%
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SECTION B: POSTGRADUATE PROGRAMMES

Postgraduate programme includes the following programmes:

Bachelor of Technology in Nursing which is available in three specialties

- (i) Bachelor of Technology in Nursing (Nursing Management) (BTNNMI)
- (ii) Bachelor of Technology in Nursing (Occupational Health) (BTNOHI)
- (iii) Bachelor of Technology in Nursing (Primary Health Care) (BTNPFI)

Master of Health Sciences in Nursing

Doctor of Nursing

Please note that the last intake of the above programmes was in 2019 and will be replaced by the Postgraduate Diploma programmes pending approval (see page 2 and section 3.3 for phase out phase in plan).

MASTER OF HEALTH SCIENCES IN NURSING (MHNRSI)

I PROGRAMME INFORMATION

This programme is a full research Master Degree offered to nurses who want to get an advanced qualification in Nursing. This qualification is offered at the HEQSF Level 9. This is in accordance with Rule G24, G26 and the guidelines in the Postgraduate Student Handbook.

Assessment and Moderation

For more information regarding Application, Registration, Assessment and Moderation processes related to Masters and Doctoral programmes and Research and Postgraduate Support, please refer to the **Postgraduate Student Guide 2020** <https://www.dut.ac.za/research/>

LEARNING PROGRAMME STRUCTURE

Code	Subject/Modules	Year of study	Assessment Type (CA/E)	HEQSF credits	Prerequisites Subjects	Co-Requirements Subjects
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PROGRAMME RULES

Minimum Admission Requirements

In addition to Rule G24 (1), candidates must be in possession of a Bachelor's degree in Nursing (BSc) or a Bachelor of Technology (B Tech) in Nursing with conferment of status according to the relevant Act. Candidates may also apply for admission through Recognition of Prior Learning (RPL) in accordance with Rule G7 and/or GI OB. Please also refer to the Postgraduate Student Guide.

Selection Criteria

In accordance with Rule G5, acceptance into the programme is limited, and entry into the Master of Health Sciences in Nursing programme is not automatic. To register for the Master of Health Sciences in Nursing, a student shall:

- Be registered with SANC as a general nurse;
- Be in possession of a senior certificate unless exempted by the mature age exempt exemption. Submit and have a concept paper approved by the Department Research Committee. Attend an interview.

Pass Requirements

In addition to Rule G24, the following programme rule applies:

Students are encouraged to apply themselves to their research, and

strive for the best academic results possible in order to adequately prepare themselves for their future careers.

Exclusion and Re-registration Rules

Exclusion: Rule G24 (1)(d); Rule G24 (2), and the Postgraduate Student Guide apply.

Re-registration: Rule G24 (2), Rule G26 (5) and the Postgraduate Student Guide apply.

Interruption of Studies

In addition to Rule G24 and the Postgraduate Student Guide the following programme rule applies:

Should a student interrupt their studies by more than three (3) years, the student will need to apply to the department for permission to re-register and will need to prove currency of

Assessment and Moderation

For more information regarding Application, Registration, Assessment and Moderation processes related to Masters and Doctoral programmes and Research and Postgraduate Support, please refer to the **Postgraduate Student Guide 2020** <https://www.dut.ac.za/research/>

LEARNING PROGRAMME STRUCTURE

This programme is a full research option.

Code	Subject/Modules	Year of study	Assessment Type (CA/E)	SAQA credits	Prerequisites Subjects
DRNRSI	Full thesis	2 (full time) 4 (part time)	External examiners	360	

PROGRAMME RULES

1 Minimum Admission Requirements

In addition to Rule G25(1), candidates must be in possession of a Master's degree in Nursing (M Sc) or a Master of Technology (M Tech) in Nursing with conferment of status according to Rule G24. Candidates may also apply for admission through Recognition of Prior Learning (RPL) in accordance with Rule G7 and/or G1 OB. Please also refer to the Postgraduate Student Guide.

2 Selection Criteria

An applicant should meet the following requirements.

- Registered with SANC as a general nurse;
- In possession of a senior certificate unless exempted by the mature age exemption;
- Submission and approval by the department, of a concept paper.

Pass Requirements

In addition to Rule G24, the following programme rule applies:

Should a student interrupt their studies by more than three (3) years, the student will need to apply to the department for permission to reregister and will need to prove currency of appropriate knowledge prior to being given permission to continue with registration. Please refer to the Postgraduate Student Guide.