Strengthening the preparation of student nurses to participate in the provision of nurse initiated and monitored Antiretroviral (NIMART) in South Africa.

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Outline

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• Introduction
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• Nurses’ role
• NIMART in pre-service training
• Purpose
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Background

• The fight against the HIV epidemic is continuing
• Reduction in incidence and mortality rate
• Total number of people infected with HIV in 2014
  – Globally: 36.9 million (34.3 million – 41.1 million)
  – Sub Saharan Africa: 25.8 million (24.0 million – 28.7 million)
  – South Africa: 6.8 million (6.5 million – 7.5 million)
Introduction

• The fight against the epidemic is a priority in South Africa
• South Africa has up to 3.1 million on treatment for HIV
• The Joint United Nations Programme on HIV/AIDS (UNAIDS) has set the 90-90-90-target by year 2020
South African plans

- HIV is one of the health priorities in South Africa
- Changes in policy related to eligibility criteria
- Increase in number of people initiated and monitored on antiretroviral therapy
- WHO recommends pre-exposure prophylaxis: still being discussed at national level
Nurses’ role in the fight against HIV epidemic

• In South Africa, nurses form the bulk of health care providers
• On graduation, they will be expected to provide care and management to the population
• Nurse initiated and monitored antiretroviral therapy (NIMART) was effective in studies conducted in South Africa
NIMART in pre-service training

• The 2013 United Nations General Assembly Special Session on AIDS mid-term report by South Africa:
  – Strengthening capacity of nurses to include NIMART in pre-service training – requires integration into the curriculum

• Literature indicates that
  – Important for nurses to be trained to attend to HIV as a health priority (Relf et al., 2011a,b)
  – It’s unclear how NIMART aspect is covered (Zuber et al., 2014)
  – Need for consensus on how to strengthen NIMART knowledge and practice in the SA pre-service nursing curriculum
Purpose

• To strengthen South African student nurses’ preparation for nurse initiated and monitored ART (NIMART), through integration in the pre-service nursing curriculum at one university in South Africa
Methods

• Paradigm: Constructivism
• Qualitative approach
• Data collection:
  – Individual interviews
  – Nominal group technique
• Sample size:
  – 52 nurse educators from 7 of the 9 provinces in the country
  – 2 members of the governing body (South African Nursing Council)
Results

• Development of HIV and AIDS related nursing competencies and outcomes for each year
• NIMART was acknowledged as an important aspect
• Two separate views:
  – NIMART to be included in pre-service
  – NIMART to be covered in post graduate programs
• Section 56 of the 2005 Nursing Act (Act 33 of 2005) provides the legal framework for the implementation of NIMART
Integration of HIV and AIDS nursing competencies into a four year nursing curriculum

IDA = Interdisciplinary Approach; PPD = Personal and Professional Development; HE = Health Education; HSP = Holistic Safe Practice.

New nurse graduate HIV and AIDS Nursing competencies

<table>
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<th>Year level 1 to 4</th>
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<td>Policies</td>
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<td>Ethics</td>
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<td>Knowledge</td>
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Teaching strategies and learning opportunities

Performance category of competencies

Supporting pillars category of competencies

Foundation category of competencies
Results (Cont.)

• On graduation, nurse graduates should be able to practice and attend to the health priorities.

• This can be achieved by integration of HIV and AIDS related nursing competencies into the curriculum

• Integrating NIMART in the pre-service programme to strengthen nurses preparation for initiating and monitoring patients living with HIV and AIDS on antiretroviral therapy
<table>
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<tr>
<th>Competency</th>
<th>Outcomes</th>
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| Knowledge  | • Identify and describe the different types of ART, mechanism of action, side-effects, interaction with other medication (year 2)  
• Describe and critique criteria for ART initiation and the use of guidelines (year 3)  
• Describe and assess the interaction of ART with medication given for common mental health illnesses (year 4) |
| Ethics     | • Appropriately manage ethical dilemmas related to access to treatment (PMTCT, ART, prophylaxis) and management of HIV and AIDS (year 2) |
# Examples of outcomes

<table>
<thead>
<tr>
<th>Competency</th>
<th>Outcomes</th>
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<tr>
<td>Policies</td>
<td>• Describe policies, regulations and protocols related to HIV and AIDS (year 2)</td>
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<td>• Participate in the implementation of policies, guidelines and regulations related to HIV and AIDS (year 3)</td>
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<tr>
<td>Interdisciplinary approach</td>
<td>• Identify the need for referral and correctly refer patients by following proper pathways (year 3)</td>
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<td>Holistic safe practice</td>
<td>• Assess and rectify situations that can impact access to and administration of ART (year 2 and 3)</td>
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<td>• Participate in NIMART and monitor related investigations (year 3)</td>
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<td>• Interpret results: Viral load and CD4, treatment failure or complications (year 3)</td>
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Conclusion

• Potential for implementation of the integration

• Potential benefits:
  – Holistic preparation of nurses
  – Relevance to health priorities
  – Contribution to achieving the 2020 targets
  – Stronger health system
  – Increased access to antiretroviral therapy
References


Thank you!

Questions / Comments