

## **DEVELOPING A COMPETENCY-BASED FRAMEWORK TO STANDARDIZE AFRICAN TRADITIONAL HEALTH KNOWLEDGE AND PRACTICES IN SOUTH AFRICAN NURSING CURRICULUM.**

### **Research problem or issue**

Most nurses still lack knowledge on the principles, beliefs and role played by African Traditional Health Knowledge and Practices (ATHKPs) in health service provision. Negative attitudes towards the use of ATHKPs by patients is still prevalent among nurses despite evidence that nurses possessing knowledge on ATHKPs provide holistic, culturally sensitive care to African patients. Also, there is no structured module or themes in nursing curricular that clarifies what should be taught about ATHKPs.

### **Objectives**

The aim of the study was to develop a competency-based framework for standardizing the teaching of ATHKPs in nursing curriculum.

### **Methods, data collection, and analytic approach**

An exploratory sequential mixed method approach underpinned on a pragmatic paradigm was conducted in 3 phases. Phase 1 was qualitative, designed to collect data from traditional health practitioners the about principles, beliefs and their roles. In phase 2, a questionnaire was distributed to nursing education institutions to determine what is taught in nursing curriculum about ATHKPs. Phase 3 was conducted to develop a competency-based framework to standardize African traditional health knowledge and practices in nursing curriculum. The process entails merging, comparing and consolidating data from phase 1 and 2, then developing competency-based framework. The competency-based framework is aimed at facilitating the standardization of ATHKPs into nursing curricular. The study is ongoing.

### **Significance and importance Implications for practice, community or policy**

Nurses equipped with knowledge and skills on ATHKPs can better meet their patient's needs, while rendering sensitive care.