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GOEWERMENTSKENNISGEWING.

DEPARTEMENT VAN GESONDHEID.

No. R. 360.]

[19 Maart 1965.]

DIE SUID-AFRIKAANSE VERPLEEGSTERSRAAD.

**REGULASIES VIR DIE OPLEIDING EN
EKSAMINEER VIR DIE SERTIFIKAAT IN
VOLKS-, SKOOL- EN BEROEPSGESONDHEIDS-
VERPLEGING.**

Die Minister van Gesondheid het, in uitoefening van die bevoegdheid hom verleen by subartikel (1) van artikel elf van die Wet op Verpleging, 1957 (Wet No. 69 van 1957), sy goedkeuring geheg aan die volgende regulasies betreffende die opleiding en eksamineer vir die sertifikaat in volks-, skool- en beroepsgesondheidsverpleging, wat deur die Suid-Afrikaanse Verpleegstersraad gemaak is:—

Toelating tot opleiding.

1. 'n Kandidaat vir toelating tot opleiding moet aan die persoon in beheer van die opleidingskool bewys lewer van lopende registrasie by die raad as 'n algemene verpleegster sowel as 'n vroedvrou. Beide registrasie moet dwarsdeur die voorgeskrewe opleidingstydperk en totdat die uitslae van die betrokke eksamen gepubliseer is, in stand gehou word, by gebreke waarvan die kandidaat alle opleiding wat voor die datum van hertoelating tot die register deurloop is, verbeur, tensy die raad anders bepaal.

L.W.—Ingevolge die regulasies betreffende die registers vir leerlingverpleegsters en leerlingvroedvroue, moet 'n leerling binne ses (6) weke na die datum van aanvangs van opleiding 'n aansoek om registrasie by die raad indien.

Opleidingskole.

2. (1) 'n Inrigting word nie as 'n opleidingskool goedkeur nie, tensy—

(a) bewys gelewer word, tot tevredenheid van die raad, dat fasiliteite vir die opleiding van leerlinge in die onderwerpe wat in die leerplan voorgeskryf word, bestaan;

(b) 'n persoon by die raad aangedui word as die persoon in beheer van die opleidingskool. Hierdie persoon is verantwoordelik aan die raad en moet die raad tevrede stel dat elke leerling toereikende onderrig in die teoretiese en praktiese aspekte van die leerplan ontvang;

GOVERNMENT NOTICE.

DEPARTMENT OF HEALTH.

No. R. 360.]

[19 March 1965.]

THE SOUTH AFRICAN NURSING COUNCIL.

REGULATIONS FOR THE TRAINING AND EXAMINATION FOR THE CERTIFICATE IN PUBLIC, SCHOOL AND OCCUPATIONAL HEALTH NURSING.

The Minister of Health, in exercise of the powers conferred on him by sub-section (1) of section eleven of the Nursing Act, 1957 (Act No. 69 of 1957), has approved of the following regulations regarding the training and examination for the certificate in public, school and occupational health nursing, made by the South African Nursing Council:—

Admission to Training.

1. A candidate for admission to training shall submit to the person in charge of the training school proof of current registration with the council both as a general nurse and as a midwife. Both the registrations shall be maintained throughout the prescribed period of training and until the results of the examination concerned are published, failing which the candidate shall forfeit all training undergone prior to the date of re-admission to the register, unless the council determines otherwise.

NOTE.—In terms of the regulations regarding the registers for student nurses and student midwives, a student shall lodge an application for registration with the council within six (6) weeks of the date of commencement of training.

Training Schools.

2. (1) An institution shall not be approved of as a training school unless—

(a) proof is furnished to the satisfaction of the council that facilities exist for the training of students in the subjects prescribed in the syllabus;

(b) a person is designated to the council as the person in charge of the training school. This person shall be responsible to and shall satisfy the council that every student receives adequate instruction in the theoretical and practical aspects of the syllabus;

(c) die raad, of 'n persoon daartoe afgevaardig deur die raad die reg het om ter enige tyd die opleidingskool te inspekteer en om sodanige inligting wat nodig geag mag word, aan te vra;

(d) die raad altyd die reg het om sodanige inligting van die opleidingskool te vra as wat nodig geag mag word en om op enige saak waar sy vereistes blykbaar nie nagekom kan word nie, of op enige saak wat na sy mening die opleiding van leerlinge benadeel, te wys, en om in enige geval wat onbevredigend bly, sy goedkeuring te weerhou, op te hef of in te trek.

(2) Nieteenstaande die vereistes vervat in paragraaf (1) hierbo, kan die raad, na goeddunke, 'n inrigting as 'n opleidingskool goedkeur, al voldoen die inrigting nie aan genoemde vereistes nie. Sodanige goedkeuring kan vir sodanige tydperk en op sodanige voorwaardes wat die raad mag besluit, verleen word.

(3) Goedkeuring deur die raad verleen, kan na sy goeddunke, verander of gewysig word.

Opleidingstydperk.

3. (1) Die kursus mag voltyds of deelyds geneem word en moet oor 'n tydperk van minstens tweehonderd (200) dae, allesinsluitend (behalwe diensvry dae), strek, wat binne 'n tydperk van hoogstens twee (2) jaar voltooi moet word, tensy die raad anders bepaal.

(2) In die geval van oorplasing van een opleidingskool na 'n ander, word opleiding wat aan die eerste opleidingskool deurloop is, nie erken nie, tensy die raad anders bepaal.

Die leerplan.

4. Die leerplan is soos in Bylae A voorgeskryf.

Lesings en praktiese opleiding.

5. Elke leerling moet—

(a) 'n kursus lesings bywoon; en

(b) die praktiese opleiding deurloop;

soos in die leerplan in Bylae A voorgeskryf.

Die eksamen.

6. Die eksamen bestaan uit twee (2) dele, naamlik:—

(a) 'n Skriftelike gedeelte wat uit twee vraestelle wat elk drie uur duur, bestaan; en

(b) 'n mondelinge gedeelte.

Toelating tot die eksamen.

7. (1) 'n Kandidaat vir toelating tot die eksamen dien by die raad in—

(a) 'n sertifikaat van die persoon in beheer van die opleidingskool, wat verklaar—

(i) dat die kandidaat teen die datum van die skriftelike gedeelte van die eksamen aan die bepalings van regulasie 5 sal voldoen; en

(ii) dat die kandidaat die opleidingstydperk in regulasie 3 voorgeskryf, nie later nie as die laaste dag van die maand waarin die eksamen gehou word, sal voltooi;

(b) 'n aansoek om toelating ingevolge regulasie 9.

(2) Van 'n kandidaat wat nie die eksamen binne een (1) jaar vanaf die datum van voltooiing van die voorgeskrewe opleidingstydperk aflê nie, kan vereis word om sodanige verdere opleiding wat die raad mag besluit, te deurloop voor toelating tot die eksamen.

Hertoelating tot die eksamen.

8. (1) 'n Kandidaat wat in 'n eksamen druip, moet binne een jaar vanaf die datum van die eksamen waarin die kandidaat onsuksesvol was, weer vir die eksamen inskryf, by versuim waarvan die kandidaat elke keer sodanige verdere opleiding wat die raad mag besluit, moet deurloop voor hertoelating tot die eksamen.

(c) the council, or a person deputed thereto by the council, shall have the right to inspect the training school at any time and to call for such information as may be deemed necessary;

(d) the council shall at all times have the right to call for such information from a training school as it may deem fit and to point out any matter in which its requirements appear to be insufficiently met, or any matter which, in its opinion, adversely affects the training of students, and to withhold, suspend or withdraw approval in any case which remains unsatisfactory.

(2) Notwithstanding the requirements set out in paragraph (1), the council may, at its discretion, approve of an institution as a training school although such an institution does not comply with the said requirements. Such approval may be granted for such period and upon such conditions as the council may determine.

(3) Any approval given by the council may, at its discretion, be varied or amended.

Period of Training.

3. (1) The course may be taken on a full-time or a part-time basis and shall extend over a period of not less than two hundred (200) days in all (excluding days off) which shall be completed within a period of not more than two (2) years, unless the council determines otherwise.

(2) In the case of a transfer from one training school to another, training undergone at the first training school shall not be recognised, unless the council determines otherwise.

Syllabus.

4. The syllabus shall be as prescribed in Annexure A.

Lectures and Practical Training.

5. Every student shall—

(a) attend a course of lectures; and

(b) undergo the practical training;

as prescribed in syllabus in Annexure A.

The Examination.

6. The examination shall consist of two (2) portions being—

(a) a written portion consisting of two papers of three hours duration each; and

(b) an oral portion.

Admission to the Examination.

7. (1) A candidate for admission to an examination shall lodge with the council—

(a) a certificate from the person in charge of the training school certifying—

(i) that by the date of the written portion of the examination the candidate will have complied with the provisions of regulation 5; and

(ii) that the candidate will complete the period of training prescribed in regulation 3 not later than the last day of the month in which the examination is held;

(b) an application for admission in terms of regulation 9.

(2) A candidate who does not take the examination within one (1) year of the date of completion of the prescribed period of training, may be called upon to undergo such further training as the council may decide upon, before being admitted to the examination.

Re-admission to the Examination.

8. (1) A candidate who fails in an examination shall re-enter for the examination within one year of the date of the examination in which the candidate was unsuccessful, failing which the candidate shall each time undergo such further training as the council may decide upon, before re-admission to the examination.

(2) 'n Kandidaat wat by 'n tweede of daaropvolgende poging in die eksamen druip, moet elke keer sodanige verdere opleiding wat die raad mag besluit, deurloop voor hertoelating tot die eksamen.

(3) 'n Aansoek om hertoelating tot die eksamen moet ingevolge regulasie 9 ingedien word.

Datums van eksamens, aansoeke om toelating en hertoelating en eksamengelde.

9. (1) Die persoon in beheer van 'n opleidingskool moet die raad sonder versuim in kennis stel en redes verstrek, indien 'n leerling na die indiening van 'n aansoek kragtens hierdie regulasie, nie meer tot 'n eksamen toegelaat of hertoegelaat kan word nie.

(2) 'n Eksamen word twee keer per jaar gedurende Juniemaand en Novembermaand afgeneem en aansoeke om toelating of hertoelating moet voor of op 7 April en 7 September, onderskeidelik, by die raad ingedien word.

(3) (a) Gelde van tien rand (R10) word by aansoek om toelating tot die eksamen aan die raad betaal.

(b) Gelde van agt rand (R8) word by elke aansoek om hertoelating tot die eksamen aan die raad betaal.

(4) 'n Aansoek wat hoogstens sewe (7) dae na die datum voorgeskryf vir die indiening van aansoeke om toelating of hertoelating tot 'n eksamen, ingedien word, word slegs by betaling van 'n bykomende bedrag van drie rand (R3), aangeneem.

(5) 'n Aansoek wat meer as sewe (7) dae na die voorgeskrewe datum vir die indiening van aansoeke om toelating of hertoelating tot 'n eksamen ingedien word, word nie aangeneem nie.

(6) 'n Aansoek om toelating of hertoelating tot 'n eksamen word nie as ingevolge hierdie regulasies ingedien beskou nie, alvorens 'n aansoekvorm, behoorlik ingevul, die sertifikaat wat van toepassing mag wees, die eksamengeld, en waar van toepassing, die gelde in paragraaf (4) voorgeskryf, die raad bereik het nie.

(7) Indien 'n kandidaat 'n aansoek om toelating of hertoelating tot 'n eksamen intrek of van 'n eksamen afwesig is, word eksamengelde nie terugbetaal of op 'n volgende eksamen oorgedra nie, tensy die raad anders bepaal. Hierdie paragraaf is ook van toepassing op die gelde in paragraaf (4) voorgeskryf.

Eksamenpunte.

10. (1) Suksesvolle kandidate word aangedui as „geslaag” of „geslaag met lof”.

(2) Om in 'n eksamen te slaag, moet 'n kandidaat minstens vyftig (50) persent van die gemiddelde punte in elke vraestel van die skriftelike gedeelte van die eksamen en minstens vyftig (50) persent van die gemiddelde punte in die mondelinge gedeelte van die eksamen, behaal.

Vyftig (50) persent van die gemiddelde punte vir die eksamen word aan elke gedeelte van die eksamen toegeken.

(3) Om met lof te slaag, moet 'n kandidaat minstens vyf-en-sewentig (75) persent van die gemiddelde punte vir die eksamen behaal.

(4) Kandidate word nie in volgorde van verdienste geplaas nie en geen inligting aangaande punte of plekke van kandidate word verstrek nie, behalwe in verband met 'n prys of toekenning deur die raad goedgekeur.

Eksamensentrums.

11. Eksamens word op sodanige plekke afgeneem waarop die raad mag besluit.

Eksaminatore en moderatore.

12. Eksaminatore en moderatore word deur die raad aangestel.

(2) A candidate who fails in the examination at the second or at a subsequent attempt shall each time undergo such further training as the council may decide upon, before re-admission to the examination.

(3) An application for re-admission to the examination shall be lodged in terms of regulation 9.

Dates of Examinations, Applications for Admission and Re-admission and Examination Fees.

9. (1) The person in charge of a training school shall notify the council forthwith, giving reasons, if a candidate becomes ineligible for admission or re-admission to an examination subsequent to the lodging of an application in terms of this regulation.

(2) An examination shall be held twice a year during the months of June and November and applications for admission or re-admission shall be lodged with the council on or before the 7th April and the 7th September, respectively.

(3) (a) A fee of ten rand (R10) shall be paid to the council upon application for admission to the examination.

(b) A fee of eight rand (R8) shall be paid to the council upon each application for re-admission to the examination.

(4) An application lodged not more than seven (7) days after the date prescribed for the lodging of applications for admission or re-admission to an examination, shall be accepted only on payment of an additional fee of three rand (R3).

(5) An application lodged more than seven (7) days after the date prescribed for the lodging of applications for admission or re-admission to an examination, shall not be accepted.

(6) An application for admission or re-admission to an examination shall not be deemed to have been lodged in terms of this regulation unless an application form, duly completed, such certificates as may be applicable, the examination fee and, where applicable, the fee prescribed in paragraph (4), shall have reached the council.

(7) Examination fees shall not be refunded or carried forward to a succeeding examination in the event of a candidate withdrawing an application for admission or re-admission to an examination, or being absent from an examination, unless the council determines otherwise. This paragraph shall also apply to the fee prescribed in paragraph (4).

Examination Marks.

10. (1) Successful candidates shall be shown as having “passed” or “passed with honours”.

(2) To pass in the examination, a candidate shall obtain at least fifty (50) per cent, of the aggregate marks in each paper of the written portion of the examination and at least fifty (50) per cent, of the aggregate marks in the oral portion of the examination.

Fifty (50) per cent, of the aggregate marks for the examination shall be allocated to each portion of the examination.

(3) To pass with honours a candidate shall obtain at least seventy-five (75) per cent, of the aggregate marks of the examination.

(4) Candidates shall not be placed in order of merit and no information in regard to marks or places of candidates shall be given, except in connection with a prize or award approved of by the council.

Examination Centres.

11. Examinations shall be held at such places as the council may determine.

Examiners and Moderators.

12. Examiners and moderators shall be appointed by the council.

Registrasie van addisionele kwalifikasie en sertifikaat van voltooiing van opleiding.

13. Aan 'n kandidaat wat in die eksamen geslaag het, word 'n sertifikaat van registrasie van 'n addisionele kwalifikasie sonder betaling van gelde uitgereik; met dien verstande dat so 'n sertifikaat nie uitgereik word nie, alvorens 'n kennisgewing van voltooiing van opleiding ingevolge die regulasies betreffende die registers vir leerlingverpleegsters en leerlingvroedvroue ingedien is nie.

Toepassing op die gebied Suidwes-Afrika.

14. Hierdie regulasies is ook in die gebied van toepassing.

BYLAE A.

Die Leerplan.

('n Lesingsperiode duur minstens 45 minute.)

Die bepalings van die volgende Wette en Ordonnansies (insluitende wysigings, indien enige) en die regulasies onder hierdie Wette en Ordonnansies gemaak, vir sover as wat hulle van toepassing is, moet by die onderrig oor die verskillende aspekte van die leerplan, ingesluit word:

Anatomiewet, No. 20 van 1959.
 Behuisingwet, No. 10 van 1957.
 Wet op Blindes, No. 11 van 1936.
 Wet op Buitengewone Onderwys, No. 9 van 1948.
 Wet op Fabrieke, Masjinerie en Bouwerk, No. 22 van 1941.
 Wet op Geestesgebreke, No. 38 van 1916.
 Wet op Geneeshere, Tandartse en Aptekers, No. 13 van 1928.
 Wet op Geregtelike Doodsondersoeke, No. 58 van 1959.
 Kinderwet, No. 33 van 1960.
 Wet op Na-doodse Ondersoeke en Verwydering van Menslike Weefsels No. 30 van 1952.
 Wet op Ongeskiktheidstoelaes, No. 36 van 1946.
 Ongevalwet, No. 30 van 1941.
 Ouderdomspensioenwet, No. 22 van 1928.
 Provinsiale Hospitaal-Ordonnansies.
 Wet op die Registrasie van Geboortes, Huwelike en Sterfgevalle No. 81 van 1963.
 Slumswet, No. 53 van 1934.
 Wet op Testamente, No. 7 van 1953.
 Wet op Verpleging, No. 69 van 1957.
 Volksgesondheidswet, No. 36 van 1919.
 Werkloosheidsversekeringswet, No. 53 van 1946.

1. Historiese agtergrond.

(3 lesings.)

'n Beknopte algemene geskiedenis van volksgesondheid, beroepsgeondheid, skoolverpleging, distriksverpleging en moederkunde, met besondere verwysing na hulle verwantskapsbetrekking tot die maatskaplike en ekonomiese ontwikkeling van die land.

2. Toegepaste sosiologie en maatskaplike werk.

(50 lesings.)

(1) Die biologiese, psigologiese en kulturele grondslag van die maatskappy. Fundamentele begrippe by die organisasie en differensiasie van die maatskaplike vorme: die huwelik, die gesin, groepstruktuur, gemeenskap, verenigings, inrigtings. Tradisies, gewoontes en sedes. Die invloed van geografiese, beroeps-, opvoedkundige, ontspannings-, religieuse en rasse faktore op maatskaplike vooruitgang. Probleme in verband met maatskaplike verandering.

(2) Beginsels van plattelandse, stedelike en industriële sosiologie met besondere verwysing na die probleme van gemeenskapslewe: behuising, vervoer, ontspanning. Die beskikbaarheid en benutting van noodsaaklike maatskaplike dienste.

Registration of Additional Qualification and Certificate of Completion of Training.

13. A candidate who has passed in the examination shall be issued with a certificate of registration of an additional qualification without the payment of a fee; provided that such certificate shall not be issued until a notice of completion of training has been lodged in terms of the regulations regarding the registers for student nurses and student midwives.

Application to the Territory of South West Africa.

14. These regulations shall also apply in the territory.

ANNEXURE A.

The Syllabus.

(A lecture period shall extend over at least 45 minutes.)

The provisions of the following Acts and Ordinances (including amendments, if any), and the regulations made under these Acts and Ordinances, in so far as they apply, shall be included in the instruction on the various aspects of the syllabus:

Anatomy Act, No. 20 of 1959.
 Births, Marriages and Deaths Registration Act, No. 81 of 1963.
 Blind Persons Act, No. 11 of 1936.
 Children's Act, No. 33 of 1960.
 Disability Grants Act, No. 36 of 1946.
 Factories, Machinery and Building Work Act, No. 22 of 1941.
 Housing Act, No. 10 of 1957.
 Inquests Act, No. 58 of 1959.
 Medical, Dental and Pharmacy Act, No. 13 of 1928.
 Mental Disorders Act, No. 38 of 1916.
 Nursing Act, No. 69 of 1957.
 Old Age Pensions Act, No. 22 of 1928.
 Post Mortem Examinations and Removal of Human Tissues Act, No. 30 of 1952.
 Provincial Hospital Ordinances.
 Public Health Act, No. 36 of 1919.
 Slums Act, No. 53 of 1934.
 Special Education Act, No. 9 of 1948.
 Unemployment Insurance Act, No. 53 of 1946.
 Wills Act, No. 7 of 1953.
 Workmen's Compensation Act, No. 30 of 1941.

1. Historical Background.

(3 lectures.)

A brief general history of public health, occupational health, school nursing, district nursing and mothercraft, with special reference to their relationship to the social and economic development of the country.

2. Applied Sociology and Social Work.

(50 lectures.)

(1) The biological, psychological and cultural basis of society. Fundamental concepts in the organisation and differentiation of the forms of society: Marriage, the family, group structure, community, associations, institutions. Traditions, customs and mores. The influence of geographical, occupational, educational, recreational, religious and race factors on social progress. Problems of social change.

(2) Principles of rural, urban and industrial sociology with special reference to the problems of community life; housing, transport, recreation. The availability and utilisation of essential social services.

(3) *Sosiale patologie*.—Die aard, oorsake en uitwerking op geestelike en liggaamlike gesondheid van: die verbroke gesin, kinderverwaarloosing, jeugmisdaad, rondlopery, bedelary, alkoholisme, verdoofmiddelverslawing, prostitutie, die ongehude moeder, aborsie, selfmoord, die in die algemeen ontoereikende persoonlikheid.

(4) *Bevolkingsprobleme*.—Oor- en onderbevolking. Suigeling-, kraam- en algemene sterftesyfers. Gesondheidsprobleme voortspruitende uit stamgewoontes.

(5) *Gevallewerk*.—Beginsels en metodes van gevallewerk by probleemgesinne, belemmerde gesinne, verwaarloosde kinders, geestelike en liggaamlike versteurde persone. Wetgewing in hierdie verband. Maatskaplike werksaamhede. Metodes van verwysing na toepaslike verteenwoordigings. Die opstel van gevallestudies.

(6) Die rol van die gesondheidspersoneel in verband met bogenoemde.

3. Die beginsels van toegepaste sielkunde.

(50 lesings.)

(1) Die fisiologiese basis van psigologiese prosesse; gewaarwording; biologiese drifte; die begrip van homeostase; emosie; sosiale dryfvere; bewustheid; insig; aanleer; kondisionering; oplossing van probleme; geheue, intelligensie; persoonlikheid.

(2) *Kindersielkunde*.—Vroegste gedrag; aanleer, ontwikkeling van fisiese en motoriese vermoëns. Ontwikkeling van taal, emosies, geestesfunksies, maatskaplike opgewassenheid. Die siek kind.

(3) *Sosiale sielkunde*.—Motivering; die meganiek van wisselwerking; openbare opinie; leierskap; houdings; besondere aanpassingsprobleme; adolesensie; jeugmisdaad; huwelik en egskeiding; die psigologiese probleme verbonde aan beroepslewe; die probleme van bejaardes.

(4) *Beginsels van personeelkeuring*.—Belangrikheid van korrekte beroepsuitplasing; ekonomiese faktore by keuring; personeelomset; belangrikheid van bekwaamheid, temperament, karakter en belangstelling. Die gebruik van toetse by die keuring van personeel, die waarde en beskikbaarheid daarvan. Geestelike opgewassenheid; persoonlikheid, belangstelling, vaardigheid, werkverrigting, verdienstelikeidysfer. Opleiding van werknemers; faktore verbonde aan die doelmaticheid van werknemers—werk, afmatting, eentonigheid en bedrewenheid. Die wanaangepaste werker. Professionele leierskap en personeelverhoudings.

(5) *Menseverhoudings*.—Gesonde interpersonele verhoudings as grondslag van verpleegadministrasie. Die verhouding van die verpleegadministrateur tot—die publiek, die pasiënt en sy bloedverwante, haar werkgewers, haar professionele kollegas, haar onderhoriges. Menseverhoudings met betrekking tot 'n persoonlike diensfilosofie by—die voer van onderhoude, oriëntering van nuwe personeel aan die werksomstandighede, toesig, opdragte, raadpleging van werknemers en hulle organisasies, die hantering van werkstoestande, personeelopleiding, die bevordering van geestelike en fisiese gesondheid.

L.W.—Menseverhoudings behoort hierbenewens dwarsdeur die kursus beklemtoon te word.

(6) *Psigopatologie*.—Aanpassingstegnieke; die neurotiese persoonlikheid; angsvalligheid en vyandigheid; die basiese struktuur van neurose; die neurotiese behoefte aan toëgeneentheid; die strewe na mag, prestie en besittings; neurotiese mededinging en konflik; neurotiese skuldgevoelens; kultuur; normaliteit en abnormaliteit; angsneurose; abnormale gedrag; vrese; obsessies; dissosiasie; histerie; psigosomatiese steurings; sindrome van serebrale ongesteldhede; manies-depressiewe ongesteldhede; skisofrenie; waansin; alkoholisme.

4. Die beginsels van openbare administrasie.

(5 lesings.)

Betekenis en bestek van openbare administrasie; bestuursfunksies—die wetgewing, die uitvoerende funksie en die regterlike funksie; die kontrole wat deur die een op

(3) *Social Pathology*.—The nature, causes and effects on mental and physical health of: The broken home, child neglect, juvenile delinquency, vagrancy, mendicancy, alcoholism, drug addiction, prostitution, the unmarried mother, abortion, suicide, the generally inadequate personality.

(4) *Population Problems*.—Over and under population. Infant, maternal and general mortality rates. Health problems arising from racial customs.

(5) *Case Work*.—Principles and methods of case work in problem families, handicapped families, neglected children, mentally and physically disturbed persons. Legislation in this regard. Social agencies. Methods of referral to appropriate agencies. The writing of case histories.

(6) The role of the health personnel in relation to the above.

3. The Elements of Applied Psychology.

(50 lectures.)

(1) The physiological basis of psychological processes; sensation; biological drives; the concept of homeostasis; emotion; social motives; cognition; perception; learning; conditioning; problem solving; memory; intelligence; personality.

(2) *Child Psychology*.—Earliest behaviour, learning, development of physical and motor capacities. Development of language, emotions, mental functions, social ability. The sick child.

(3) *Social Psychology*.—Motivation; mechanisms of interaction; public opinion; leadership; attitudes; specific adjustment problems; adolescence; juvenile delinquency; marriage and divorce; psychological problems associated with vocational life; the problems of the aged.

(4) *Principles of Personnel Selection*.—Importance of correct vocational placement; economic factors in selection; staff turnover; importance of skill, temperament, character and interest. The use of tests in selection of personnel, their value and availability. Mental ability, personality, interest, dexterity, performance, merit rating. Employee training; factors associated with employee effectiveness—work, fatigue, monotony and efficiency. The maladjusted worker. Professional leadership and staff relationship.

(5) *Human Relationship*.—Sound interpersonal relationships as the basis of nursing administration. The relationship of the nurse administrator to—the public, the patient and his relatives, her employers, her professional colleagues, her subordinates. Human relationship in relation to a personal philosophy of service in—conducting interviews, orientation of new staff to the work situation, supervision, direction, joint consultation with workers and their organisations, management of working conditions, staff education, mental and physical health promotion.

N.B.—In addition, human relations should be emphasized throughout the course.

(6) *Psychopathology*.—Techniques of adjustment; the neurotic personality; anxiety and hostility; the basic structure of the neuroses; the neurotic need of affection; the striving for power, prestige and possessions; neurotic competitiveness and conflict; neurotic guilty feelings; culture; normality and abnormality; anxiety neurosis; abnormal behaviour; phobias; obsessions; dissociation; hysteria; psychosomatic disturbances; syndromes of cerebral disorders; manic depressive disorders; schizophrenia; paranoia; alcoholism.

4. The Elements of Public Administration.

(5 lectures.)

Meaning and scope of public administration, governmental functions—the legislature, the executive function and the judicial function; the checks which they exercise

die ander uitgeoefen word. Die funksies van die verskillende Regeringsvlakke, met besondere verwysing na opvoedkundige en gesondheidsaangeleenthede. Die maatskappy-analogie in openbare administrasie; tekortkominge van 'n burokratiese stelsel. Die verantwoordelikheid van die Staatsdiensamptenaar.

5. Persoonlike, Volks- en Geesteshigiëne. (40 lesings.)

(1) *Positiewe gesondheidsfaktore*.—Die wetenskaplike grondslag van die invloed van son, lug, netheid, kleredrag, slaap, rus, oefening, behoorlike voeding, versorging van die tande, gereelde uitskeidingsgewoontes en ontspanning op gesondheid. Faktore wat die ontwikkeling en instandhouding van geestesgesondheid beïnvloed.

(2) *Gesondheidsfaktore van die omgewing (Stedelik en Plattelands)*.—Konstruksie en beplanning van woonhuise; riolering; watervoorsiening; ventilasie; verwarming; beligting; skoonmaak. Bewaring van voedingstowwe; lewensloop en beheer van gewone huishoudelike peste; lewensloop van algemene draers van siekte—die huisvlieg, die muskiet, die luis, die vlooi en die bosluis. Beheer van oorbevolking. Dorpsbeplanning; watervoorsiening; verwydering van rioolvuil; verwydering van afvalprodukte; inspeksie van voedselvervaardigings- en verspreidingsdienste; voorsiening van openbare ontspanningsgeriewe.

(3) *Beheer van aansteeklike siektes*.—Die voorkomssyfer en beheer van die volgende aansteeklike siektes: akute poliomiëlitis, waterpokkies, difterie, harsing- en rugmurgvliesontsteking, cholera, amebiase, maagdermontsteking, loodvergiftiging, melaatsheid, malaria, masels, ophthalmia neonatorum, builepes, geboortekoors, hondsdoelheid, pokke, streptokokke-mangelontsteking, trachoom, tuberkulose, veneriese siektes, geelkoors, belroos, tifeuse koors, vlektyfus, spirochete koors, pemphigus neonatorum. Siektes wat deur melk en water versprei word. Toestande wat deur staphylococcus aureus veroorsaak word. Die rol van die distrikverpleegster by die voorkoming, afsondering, en verplegingsorg van hierdie toestande. Moderne vooruitgang in die behandeling van aansteeklike siektes; voorbehoedende propaganda insluitende intensiewe onder-
rig oor immuniseringsprosedures.

6. Moederkunde, moeder-, kinder- en gesinsorg. (50 lesings.)

(1) *Welsyn van die moeder*.—Voorgeboorte- en nageboortesorg: Pligte van die dokter, volksgesondheidsverpleegster en die vroedvrou. Belangrikheid van huisbesoek. Rol van voorgeboorteklinieke. Liggaamlike en psigologiese voorbereiding op kindergeboorte: Inlig van voornemende ouers; liggaamlike behoeftes van die verwagte moeder—dieet, higiëne, kleredrag, verloskundige en kliniese sorg, tandheelkundige sorg, ontspanning, voorbereiding vir bevalling; emosionele en sosiale behoeftes van die verwagte moeder—wegruiming van vrese, advies oor dienste, verduideliking van baring.

Liggaamlike behoeftes van die baba voor en na geboorte: Voorbereiding vir borsvoeding en speen; kleding, slaap. Emosionele en sosiale behoeftes—liefde, sekuriteit, konsekwensie. Aandeel van albei ouers.

Die gesin en die baba: Aanpassing; jaloesie van broers of susters; begroting.

Nageboortesorg en die behoeftes van die voedende moeder: Vrugaarheidsklinieke; gesinsbeplanning.

Die ongehude moeder—besondere behoeftes en probleme. Oorsake en voorkoming van sieklike van die moeder en moedersterfte.

Dooie geboortes en sterftesyfer van pasgeborenes. Toepaslike wetgewing.

(2) *Die suigeling*.—Geschiedkundige ontwikkeling van kindersorg. Stadiums van liggaamlike en geestelike groei. Invloed van erflikheid en omgewing. Algemene versorging van die suigeling: Bevordering en tegniek van

on each other. The functions of the various levels of Government, with particular reference to educational and health matters. The company analogy in public administration; defects of a bureaucratic system. The responsibility of the servant of the State.

5. Personal, Public and Mental Hygiene. (40 lectures.)

(1) *Positive Health Factors*.—The scientific basis of the influence of sun, air, cleanliness, clothing, sleep, rest, exercise, proper nutrition, dental care, regular eliminative habits and recreation on health. Factors which influence the development and maintenance of sound mental health.

(2) *Environmental Health Factors (Urban and Rural)*.—Construction and planning of houses; sewerage; water supply; ventilation; heating; lighting; cleaning. Care of foodstuffs; life history and control of general household pests; life history of general vectors of disease—the housefly, the mosquito, the louse, the flea and the tick. Control of over-crowding. Town planning: Water supply; sewage disposal; refuse removal; inspection of food manufacturing and distribution services; provision of public recreational facilities.

(3) *Control of Communicable Diseases*.—The incidence and control of the following communicable diseases: Acute poliomyelitis, chickenpox, diphtheria, cerebro-spinal meningitis, cholera, amoebiasis, gastro-enteritis, lead poisoning, leprosy, malaria, measles, ophthalmia neonatorum, bubonic plague, puerperal sepsis, hydrophobia, smallpox, streptococcal tonsillitis, trachoma, tuberculosis, venereal diseases, yellow fever, erysipelas, typhoid, typhus fever, relapsing fever, pemphigus neonatorum. Diseases spread by milk and water. Conditions caused by staphylococcus aureus. The role of the community nurse in the prevention, quarantine and nursing care of such conditions. Modern advances in infectious disease treatment; prophylactic propaganda including intensive instruction in immunization procedures.

6. Mothercraft, Maternal, Child and Family Care. (50 lectures.)

(1) *Maternal Welfare*.—Ante-natal and post-natal care: Functions of doctor, public health nurse and midwife. Importance of home visiting. Role of anti-natal clinics. Physical and psychological preparation for childbirth. Education of prospective parents; physical needs of expectant mother—diet, hygiene, clothing, obstetrical and clinical care, dental care, relaxation, preparation for confinement, emotional and social needs of expectant mother—removal of fears, advice on services, explanation of labour.

Physical needs of baby before and after birth: Preparation for breast-feeding and weaning; clothing; sleep. Emotional and social needs, love, security, consistency. Roles of both parents.

The family and the baby: Adjustment, sibling jealousy; budgeting.

Post-natal care and needs of nursing mother: Fertility clinics; family planning.

The unmarried mother—special needs and problems. Causes and prevention of maternal morbidity and mortality.

Still-births and neo-natal deaths. Appropriate legislation.

(2) *The Infant*.—Historical development of child welfare. Stages of physical and mental growth. Influence of heredity and environment. General infant care: Promotion and technique of breast-feeding; artificial feeding; process of weaning and subsequent diet. Care

borsvoeding; kunsmatige voeding; die speenproses en daaropvolgende dieet. Versorging van die voortydige baba. Die swak en siek baba. Aangebore gebreke. Vroegste infeksies en minder belangrike siektes; toetse vir doofheid.

Suigelingsterftesyfer: Omskrywings, oorsake en voorkoming. Probleme van buite-egtelike en ontroofde kinders. Die toepaslike wetgewing.

(3) *Die voorskoolse kind*.—Fundamentele behoeftes vir liggaamlike, geestelike en sosiale groei. Algemene behandeling en versorging. Stadiums van liggaamlike, emosionele en sosiale ontwikkeling: Spraak, loop, gewoontevorming, die betekenis van spel. Speelgoed en spel. Gedragsprobleme en wanaanpassing—oorsprong, voorkoming en behandeling. Gewone ongesteldhede van kinders—oorsake, voorkoming, behandeling.

Kleuterskole—dag- en inwoningskleuterskole. Die uitwerking wat verblyf in inrigtings het.

(4) *Die skoolkind*.—Oorgang van huis na skool. Stadiums van ontwikkeling en ontwikkelingsbehoefte. Opgroei en buitenshuise belangstellings. Vervanging van beheer deur selfdisipline. Opleiding. Verantwoordelikheid. Gedragsprobleme wat algemeen voorkom—oorsake, voorkoming. Kinderleiding. Gewone siektes. Die rol van die volksgesondheidsverpleegster: Skakeling met onderwysers, ouers en ander maatskaplike werksaamhede; huisbesoek; bevordering van liggaamlike, emosionele en sosiale gesondheid. Kleuterskole en klaskamers. Werk van jeugarbeidsburo. Gesondheidsopvoeding in skole—formeel, informeel, higiëne, liggaamlike gesondheid, emosionele en sosiale welstand, kuns van ouerskap.

(5) *Die jeugdige*.—Liggaamlike en emosionele ontwikkeling; bereiking van volwassenheid; veranderde houdings teenoor ouers en gesag; verantwoordelikheid as burgers; sosiale ontwikkeling en ontwikkeling van die estetiese sin; probleme en moeilikhede van adolessensie—anti-sosiale gedrag; misdadigheid; jeugbewegings; ontspanning en vrye-tyd besteding; voorbereiding vir lewe as volwassene.

(6) *Die volwassene en die gesin*.—Kenmerke van volwassenheid; voorbereiding vir huwelik en die verantwoordelikhede van ouerskap; normale gesinslewe; die gesin en sy betrekking tot die gemeenskap; die plek van buitenshuise belangstellings; ontspanningsgeriewe; behuising; ongewingsprobleme. Die probleemgesin; verbroke gesinne; egskieding en geregtelike skieding; uitwerking op kinders van verkeerde houdings van ouers en onbevredigende gesinsverhoudings; die ontroofde kind; huweliksvoorligtingsdiens; probleme van middeljarigheid.

(7) *Bejaardes*.—Veroudering en die sosiale en ekonomiese implikasies daarvan; die plek van bejaardes in die gesin en gemeenskap; liggaamlike en geestelike eienskappe van oues van dae. Die behoeftes van bejaardes—gesondheid, instandhouding van moreel, kameraadskap, werksbelangstellings en vrye-tyd besteding. Die besondere probleme van bejaardes—dieet, gebrek aan beweeglikheid, verswakking van die sintuie, siektes, vrese, eensaamheid, bedruktheid verwardheid.

7. Beroepsgesondheidsorg.

(50 lesings.)

Nywerheidsorganisasie en die verpleegster; algemene beginsels van die organisasie en administrasie van die nywerheid en handel; die verwantskapsbetrekking van die bestuurders tot die werkers en die plek van die verpleegster; menseverhoudings in nywerheid en handel; algemene beginsels wat suksesvolle werksverhoudings tussen die bestuur en die werkers bepaal; pligte en verantwoordelikhede van die verpleegster in die nywerheid; administratiewe dienste; opvoedkundige werk; geneeskundige voorligting in die nywerheid—tipes en metodes; organisasie van 'n mediese afdeling in die nywerheid—plasing, toerusting, bestuur. Gevare verbonde aan die werksomgewing en hoe hulle verhoed kan word—behoorlike huishouding. Beroepsgevaar—plaasruimte, beligting,

of the premature infant. The feeble and ill baby. Congenital defects. Early infection and minor ailments; deaf screening. Infant mortality: Definitions, causes and prevention. Problems of illegitimate and deprived children. Relevant legislation.

(3) *The Pre-school Child*.—Fundamental needs for physical, mental and social growth. General management and care. Stages of physical, emotional and social development.

Speech, walking, habit formation, significance of play. Play materials and play activity. Behaviour problems and maladjustment—origin, prevention and treatment. Common disorders of childhood—causes, prevention, treatment.

Nurseries—day and residential. Effects of institutional life.

(4) *The School Child*.—Transition from home to school. Stages of development and developmental needs. Growth and interests outside the home. Replacement of control by self discipline. Training. Responsibility. Common behaviour problems—causes, prevention. Child guidance. Common diseases. The role of the public health nurse: Liaison with teachers, parents and other social agencies; home visiting; promotion of physical, emotional and social health.

Nursery schools and classes. Work of youth employment bureau. Health education in schools—formal, informal, hygiene, physical health, emotional and social health, parentcraft.

(5) *The Adolescent*.—Physical and emotional development; attaining maturity; changing attitudes to parents and authority; civic responsibility; social development; development of the aesthetic sense; problems and difficulties of adolescence—anti-social behaviour; delinquency; youth organisations; recreation and leisure activities; preparation for adult life.

(6) *The Adult and the Family*.—Characteristics of maturity; preparation for marriage and the responsibilities of parenthood; normal family life; the family in relation to the community; the place of outside interests; recreational facilities; housing; environmental problems. The problem family; broken homes; divorce and separation; effects on children of faulty parental attitudes and unsatisfactory family relationships; the deprived child; marriage guidance service; problems of middle age.

(7) *The Aged*.—The ageing trend and its social and economic implications; the place of the aged in family and community; physical and mental characteristics of the elderly. The needs of the aged—health, maintenance of morale, companionship, work and leisure interests.

The special difficulties of the aged—diet, lack of mobility, failure of special senses, diseases, fears, loneliness, depression, confusion.

7. Occupational Health Care.

(50 lectures.)

Industrial organisation and the nurse; general principles of the organisation and administration of industry and commerce; the relationships of management and workers and the place of the nurse; human relationships in industry and commerce; general principles governing successful working relations with management and workers; duties and responsibilities of the nurse in industry; administrative services; educational work; medical direction in industry—types and methods; organisation of medical department in industry—sitting, equipment, administration. Hazards of working environment and their prevention—good housekeeping. Occupational hazards—seating,

ventilasie, afmatting, lawaai, skoonmaak, persoonlike higiëne. Beraming van individuele gesondheid en die bevordering daarvan; toetse voor werksuïtplasing; spesiale eksamens vir gevaarlike ambagte; opvolgingsondersoeke; algemene toetsing en periodieke eksamens. Ongevalle—veroorsaking en voorkoming. Beroepsiektes—veroorsaking en voorkoming. Nie-beroepsiektes en ongevallen—soorte en noodhulpbehandeling. Noodhulp—verwantskapsverhouding tot private praktisyne en hospitale. Geestelike gesondheid. Adviesbediening. Beginsels van rehabilitasie. Besondere probleme ten opsigte van vroue en jong en ou werkers. Afwesigheid—oorsake en voorkoming. Huisbesoek. Behuising. Reis. Geneeskundige en sosiale voordele. Ontspanning.

8. Distriksverplegingsorg.

(15 lesings.)

(1) *Algemeen.*—(a) Modifikasie en adaptasie van basiese verplegingstegnieke om in die behoeftes van die pasiënt in sy woning te voorsien.

(b) Basiese beginsels van asepsie soos toegepas in tuisverpleging.

(c) Onderrig in verband met die mees doeltreffende gebruik van toerusting in die huis en ander beskikbare bronne.

(2) Praktiese toepassing van die kuns van interpersoonale verhoudings, en die instandhouding van die moreel in die huis.

(3) *Besondere verplegingsorg.*—Versorging van siek kinders, belemmerdes, kroniese siekes, bejaardes en persone wat geestelik krank is. Die ontwikkeling van maksimale onafhanklikheid by siekes.

(4) Leiding en beheer van helpers in die huis.

9. Skoolverpleging.

(15 lesings.)

(1) *Die skoolgesondheidsdiens.*—Die skoolgebou — watervoorsiening, sanitasie, latrines, kleedkamers, gimnasium, swembad, beligting, verwarming, lugreëling van klaskamers. Toerusting—skoolbanke, skryfborde, skryfmateriaal. Liggaamshoudings. Oogspanning. Liggaamsopvoeding. Die onderrig van gesondheidsleer. Gebreke wat algemeen by skoolkinders aangetref word. Die besondere probleme van adenoïde, mangels, tandgebreke, neus- en oorgebreke. Die senuagtige kind; sensusiektes; wanvoeding; pedikulose; vuilheid. Voorkoming en genesende maatreëls. Skakeling met onderwysers, ouers en ander maatskaplike organisasies; huisbesoek; skoolvoedingsdienste. Voorkomende, bevorderlike en genesende gesondheidsorg in vakansieskole en kampe. Kindergesondheidsopvoeding. Geestelike en liggaamlike versorging van die belemmerde kind op skool.

(2) *Voorkomende tandheelkunde* (10 lesings).—(a) Belangrikheid van die verwantskap tussen gesondheid van die mond en algemene gesondheid; metodes om mond-siektes te verhoed; die noodsaaklikheid van sistematiese toepassing van die beginsels van mondhigiëne op die gebied van voorkomende en bevorderlike gesondheidsdienste met besondere verwysing na: Anatomie van die mond, patologie van die mond soos mondinfeksies van plaaslike oorsprong en infeksies onderhewig aan gestelstoestande; siektes wat algemeen voorkom en vervormings van die tande en kakebene by wangeplaaste en beklemde tande, leukoplakie en geswelle, haaslip en gesplete verhemelte; noodbehandeling van gewone beserings aan die weefsels van die mond en die kakebene.

(b) *Die rol van die verpleegster.*—(i) By die voorkoming van gebitsonreëlmatighede te wye aan swak slaapgewoontes, byt, liggaamshouding, duimsuig, uitstoot van die tong, suig van die lip, voortydige verlies van die tande, met besondere verwysing na die ouderdom waarop sy die kind na behandeling behoort te verwys.

(ii) By die voorkoming van gebreke van die kindertande met besondere verwysing na voorligting van ouers, behoud van tussenruimtes en ouderdom waarop sy die kind na behandeling behoort te verwys.

lighting, ventilation, fatigue, noise, cleaning, personal hygiene. Individual health evaluation and promotion; pre-placement examinations; special examinations for dangerous trades; follow-up investigations; general supervision and periodic examinations. Accidents—their causation and prevention. Occupational diseases—their causation and prevention. Non-occupational diseases and accidents—types and emergency treatments. First aid—relationship to private practitioners and hospitals. Mental health. Counselling. Principles of rehabilitation. Special problems relating to women and young and old workers. Absenteeism—causes and prevention. Home visiting. Housing. Travelling. Medical and social benefits. Recreation.

8. District Nursing Care.

(15 lectures.)

(1) *General.*—(a) Modification and adaptation of basic nursing techniques to meet the needs of the patient in his home.

(b) Basic principles of asepsis applied to home nursing.

(c) Instruction in the best use of domestic equipment and other resources available.

(2) Practical application of the skill of interpersonal relationships, and the maintenance of home morale.

(3) *Special Nursing Care.*—Care of sick children, the handicapped, the chronically sick, the aged and the mentally sick. The development of maximum independence of the sick.

(4) Guidance and control of home helpers.

9. School Nursing.

(15 lectures.)

(1) *The School Health Service.*—The school building—water supply, sanitation, latrines, cloakrooms, gymnasium, swimming bath, lighting, heating, ventilation of classrooms. Equipment—desks, blackboards, writing materials. Posture. Eye strain. Physical culture. The teaching of hygiene. Defects commonly found in school children. The special problem of adenoids, tonsils, dental defects, nasal and aural defects. The nervous child; nervous disorders; malnutrition; pediculosis; uncleanliness. Prevention and remedial measures. Liaison with teachers, parents and other social agencies; home visiting; school meal services. Preventive, promotive and curative health care in holiday schools and camps. Child health education. Mental and physical care of the handicapped child in the school.

(2) *Preventive Dentistry* (10 lectures).—(a) Importance of the relationship of oral health and general health; methods of preventing oral diseases; the need for the systematic application of the principles of oral hygiene in the field of promotive and preventive health services with particular reference to: Oral anatomy, oral pathology such as mouth infections of local origin and those secondary to systemic conditions; common diseases and deformities involving the teeth and jaws e.g. malposed and impacted teeth, leukoplakia and tumours, harelip and cleft palate; emergency treatment of common types of injuries to tissues about the mouth and jaws.

(b) *The Nurse's Role.*—(i) In the prevention of orthodontic conditions caused by poor sleeping habits, biting, posture, thumbsucking, tongue thrusting, lip sucking, premature loss of teeth, with special reference to the age at which she should refer the child for treatment.

(ii) In the prevention of pedodontic conditions with special reference to parental education, space maintenance and age at which she should refer the child for treatment.

(iii) Met betrekking tot mondheelkunde en siektes van die tandvleis met besondere verwysing na: Die siektes wat vry algemeen voorkom aan die sagte weefsels en die tandkasbeen—tandvleisontsteking; vincentinfeksie; virusinfeksie; reaksies op geneesmiddels; siektes van die tandwortelvliet. Beserings. Voorkomende prosedures: Versorging van die tande, voorbeeld van ouers, dieet, beheer van tandbederf, gebruik van tandekraper, tandegare, tussentandstimuleerder, tandepoeiers en -pastas, mondspoelmiddels. Verskynsels van die mondholte van beroeps-oorsprong—beroepe wat skaafplekke aan harde tandvleise veroorsaak; mondletsels te wyte aan aftakelings- en bytmiddels; mondletsels te wyte aan absorbering deur die gestel van metaalstofdele en van giftige organiese verbindings.

(iv) Met betrekking tot prostodontiese sorg met besondere verwysing na stadiums van kunsgebitsverskaffingsdienste, redes waarom verlore tande vervang moet word, belangrikheid van die behoud van gesonde natuurlike tande, gereelde versorging van prostetiese voorwerpe deur die tandarts en pasiënt, regstelling van spraakgebreke van tandheelkundige oorsprong.

(v) By die opsporing van tandbederf en ander abnormaliteite.

10. Voeding en begrotings. (30 lesings.)

Gewone voedingsvereistes vir alle ouderdomme en rasse-groepe wat in gesondheid verkeer. Die invloed van oor- en ondervoeding. Die voedingsbehoefte van siekes. Dieet gedurende swangerskap en borsvoeding. Voeding van kinders. Die samestelling van diëte vir verskillende ekonomiese en kulturele vlakke. Die uitwerking van emosionele spanning op eetlus en spysvertering. Groepsvoedingskemas met besondere verwysing na voedselkombuis in die nywerheid. Opstel van begrotings. Bemarking. Demonstrasie van goedkoop voedsame diëte. Eenvoudige voedselbereiding. Voorligting in verband met voeding. Besondere voedingsprobleme in Suid-Afrika met besondere verwysing na die verskillende rasse-groepe en die liggaamlike en ekonomiese gevolge hiervan.

11. Die beginsels van administrasie. (50 lesings.)

(1) *Algemeen.*—(a) Die grondbeginsels van organisasie en bestuur.

(b) 'n Oorsig oor die volksgesondheids- en welsyn-administrasie in die Republiek.

(c) Die rol van vrywillige organisasies.

(d) Koördinasie van dienste—hospitaal, kliniek, distriksdiens, beroepsgesondheidsklinieke, maatskaplike dienste.

(e) Die plek van die distriksverpleegster in die gesondheidsdiensprogram van die gemeenskap.

(f) Maatskaplike bystand—sosiale versekering, die versorging van bejaardes, ouderdomspensioene, die versorging van persone wat blywend ongeskik is, toelaes aan invalides, pensioene vir blindes, onderhoudstoelaes, toelaes vir moeders en kinders, werkloosheidsversekering, gesondheidsversekering tuberkulose-toelaes.

(g) Bewaarskole; dagkleuterskole; kleuterskole; welsynsentrums; gemeenskapsentrus; kindersorgdienste.

(2) *Organisasie van klinieke en werksprogramme.*—(a) Die uitrusting en personeelverskaffing van klinieke vir alle soorte volksgesondheidsverpleging, distriksverpleging, skoolverpleging, beroepsgesondheidsverplegingsdienste. D voorsiening van toereikende geriewe vir die ontsmetting van verpleegtoerusting. Beheer van toerusting en geleende voorraad.

(b) *Toewysing van verantwoordelikhede.*

(i) Organisasie van verskillende dienste.

(ii) Pligroosters.

(iii) Vervoerreëlins.

(iii) In relation to oral medicine and periodontics with special reference to: The more common diseases involving the soft tissues and the alveolar bone—gingivitis; vincent's infection; virus infection, drug reactions, periodontal disease. Injuries. Preventive measures: Bone care, parental example, diet, caries control, use of tooth pick, dental floss, interdental stimulator, dentifrices, mouth washes. Oral manifestations of occupational origin—occupations causing abrasions of hard dental tissues; oral lesions due to corrosive or caustic agents; oral lesions due to systemic absorption of metal substances and of toxic organic compounds.

(iv) In relation to prosthodontics care with special reference to phases of prosthetic services, reasons for restoring lost dental parts, importance of retaining healthy natural teeth, regular care of prosthetic appliances by dentists and patient, correction of speech defects of dental origin.

(v) In detecting dental caries and other abnormalities.

10. Nutrition and Budgeting. (30 lectures.)

Normal food requirements for all ages and racial groups in health. The influence of over and under nutrition. The nutritional needs of the sick. Diet in pregnancy and lactation. Child feeding. The construction of diets for various economic and cultural levels. The effects of the emotional stress on appetite and digestion. Group feeding schemes with special reference to canteens in industry. Budgeting. Marketing. Demonstration of cheap nutritious diets. Simple food preparation. Nutritional education. Special nutritional problems in South Africa with special reference to the different racial groups and the physical and economic results of these.

11. The Elements of Administration. (50 lectures.)

(1) *General.*—(a) The underlying principles of organisation and management.

(b) An outline of the public health and welfare administration of the Republic.

(c) The role of voluntary organisations.

(d) Co-ordination of services—hospital, clinic, district, occupational health clinics, social services.

(e) The place of the community nurse in the community health service programme.

(f) Social assistance—social insurance, the care of the aged, old age pensions, the care of the permanently unfit, invalidity grants, pensions for the blind, maintenance grants, mother and child grants, unemployment insurance, health insurance, tuberculosis grants.

(g) Places of safety; day nurseries; nursery schools; welfare centres; community centres; child welfare services.

(2) *Organisation of Clinics and Work Programmes.*—(a) The equipment and staffing of clinics for all types of public health nursing, district nursing, school nursing, occupational health nursing services. The provision of adequate facilities for disinfection of nursing equipment. Control of equipment and loan stock.

(b) *Allocation of Responsibilities.*

(i) Organisation of various services.

(ii) Duty schedules.

(iii) Transport management.

(c) Beskerming van die verpleegster.

- (i) Instandhouding van goeie gesondheid.
- (ii) Beskerming teen infeksies deur—korrekte gebruik van beskermende klere, immunisering, eindontsmetting, uitskakeling van onnodige blootstelling aan giftige en irriterende stowwe.

(d) *Toesig en inspeksie van.*—Privaathospitale, vroedvroue op amptelike lyste, crèches, kleuterskole, inrigtings vir bejaardes en belemmerdes.

(e) *Gesondheidsopvoeding.*—Gesondheidsopvoeding en gesondheidsopvoedingstegnieke. Die verantwoordelikheid van die gemeenskap by die bevordering van gesondheid.

(f) *Hou van rekords.*—Die grondbeginsels wat die waarde van rekords bepaal; geregtelik—geneeskundige aspekte; gewone rekords wat gehou moet word—rekords van individuele gevalle, rekords van daaglikse besoeke, tydboek, rekordboek vir geleende toerusting, geneesmiddelregisters, rekord van die daaglikse pasiëntebezoek, standaard notavorms, verloskunde- en kraamrekords.

(g) *Bevolkingstatistiek en voorbereiding van verslae.*—Statistiese metodes—klassifisering, tabellering, omskrywing van distribusie; steekproewe en statistiese betekenisvolheid; indeksyfers en koerse; die gebruike van statistiek in volksgesondheid; bronne van bevolkingstatistiek; insamelmodes; die bydrae van die verpleegster tot die uitvoering van maatskaplike oorsigte; die opsomming en beraming van bevolking; geboorte-, sterfte- en suigelingsterfesyfers; sterftelikeidisyfers ooreenkomstig beroep en sosiale status; statistieke in verband met die gewone aansteeklike siektes; ongeluksyfers. Die aanwending van grafieke en diagramme by die opstel van verslae; die voorbereiding van amptelike verslae—maandelikse, jaarlikse en buitengewone verslae.

12. Professionele praktyk.*(5 lesings.)*

Die filosofie van 'n professie; die verantwoordelikheid van 'n professie vir gemeenskapsdiens; professionele voorbereiding—instandhouding van hoë standaarde van beroepsuitoefening en persoonlike optrede; die verantwoordelikheid om die kuns oor te dra; die verantwoordelikheid van die professionele persoon as 'n burger; verhouding tot ander professionele groepe—die „International Council of Nurses”; die Wêreldgesondheidsorganisasie, die Geneeskundige Professie; voorligting oor professionele bevordering; die verantwoordelikheid van die professionele persoon om op hoogte te bly van nuwe ontwikkelinge; professionele organisasie; die Internasionale Kode vir Etiek van Verpleging; die etiese kode van die Suid-Afrikaanse Verpleegstersraad; beginsels van Gemeenereg wat verplegingsadministrasie raak; geregtelik-geneeskundige strikke verbonde aan verpleging en die plig van die verpleegster in hierdie verband; voorsienings- en pensioenfondse.

13. Praktiese opleiding.*('n Periode duur minstens een uur.)*

Praktiese opleiding moet by sentrums soos hieronder genoem, wat deur die raad goedgekeur word, deurloop word (praktiese ondervinding moet in kliniek asook deur middel van huisbesoek, deurloop word):—

Periodes.

- | | |
|--|----|
| (1) Tuberkuloseklinieke, klinieke vir veneriese siektes, immuniseringsentrums; tandheelkundige klinieke; skoolklinieke; voorgeboorte- en nageboorteklinieke; kindersorgklinieke; geestesgesondheidsklinieke; kinderleidingsklinieke; spraakterapieklinieke; buite-pasiëntklinieke by algemene hospitale soos oogklinieke, diabeteklinieke, hartklinieke, ortopediese klinieke, epileptiese klinieke, geriatriese klinieke, pediatriese klinieke en kankerklinieke; spesiale skole vir vertraagde kinders; kleuterskole; crèches; jeugsentrums; tehuise vir bejaardes en belemmerdes, tehuise vir ongehude moeders..... | 80 |
| (2) Psigiatrisie buite-pasiëntklinieke..... | 40 |
| (3) Beroepsgesondheidsafdeling..... | 40 |
| (4) Algemene en verloskundige distriktewerk..... | 20 |
| (5) Geneeskundig-maatskaplike werk in hospitaalafdelings, gesondheidsdepartemente, maatskaplike werksentrus en in tuisles..... | 60 |
| (6) Moederkunde-klinieke en afdelings..... | 60 |

(c) Protection of the Nurse.

- (i) Maintenance of good health.
- (ii) Protection against infections—the correct use of protective clothing, immunisation, terminal disinfection, elimination of unnecessary exposure to toxic and irritating substances.

(d) *Supervision and Inspection of.*—Private hospitals, listed midwives, crèches, nursery schools, institutions for the aged and handicapped.

(e) *Health Education.*—Health education techniques. The responsibility of the community in the promotion of health.

(f) *Record Keeping.*—The basic principles underlying the value of records; medico-legal aspects; usual type of record to be kept—individual case records, daily visit records, time book, loan equipment book, drug registers, daily patients attendance records, standard message forms, midwifery and maternity records.

(g) *Vital Statistics and Report Preparation.*—Statistical methods—classification, tabulation, description of distribution; sampling and statistical significance; indices and rates; the uses of statistics in public health; sources of vital statistics; methods of collection; the nurse's contribution to the conduct of social surveys; the enumeration and estimation of population; birth, death and infant mortality rates; mortality according to occupation and social class; statistics of the common infectious diseases; accident statistics. The use of graphs and diagrams in reports; the preparation of official reports—monthly, annual special reports.

12. Professional Practice.*(5 lecturers.)*

The philosophy of a profession; the responsibility of a profession for community service; professional preparation—the maintenance of high standards of practice and personal conduct; the responsibility of passing on the art; the responsibility of the professional person as a citizen; relationship with other professional groups—the International Council of Nurses, the World Health Organisation, the Medical Profession; guidance on professional advancement; the responsibility of the professional person to keep abreast of new developments; professional organisation; the International Code of Nursing Ethics; the ethical code of the South African Nursing Council; elements of Common Law affecting nursing administration; medico-legal hazards in nursing and the duty of the nurse in this regard; provident and pension funds.

13. Practical Training.*(A period shall extend over at least one hour.)*

Practical training shall be undergone at centres approved of by the council (practical experience shall be gained in clinics as well as in home visiting), such as:—

Periods.

- | | |
|---|----|
| (1) Tuberculosis, clinics, venereal disease clinics, immunization centres; dental clinics; school clinics; ante and post-natal clinics; child welfare clinics; mental health clinics; child guidance clinics; speech therapy clinics; general hospital out-patient clinics such as eye, diabetic, cardiac, orthopaedic, epileptic, geriatric, paediatric and cancer clinics; special schools for retarded children; nursery schools; crèches; youth centres; homes for the aged and handicapped; homes for unmarried mothers..... | 80 |
| (2) Psychiatric out-patient clinics..... | 40 |
| (3) Occupational health department..... | 40 |
| (4) General and midwifery district work..... | 20 |
| (5) Medico-social work in hospital departments, health departments, social welfare centres and in homes.. | 60 |
| (6) Mothercraft clinics and departments..... | 60 |

INHOUD.

No.

BLADSY

Departement van Gesondheid.
GOEWERMENTSKENNISGEWING.

R. 360. Die Suid-Afrikaanse Verpleegstersraad:
Regulasies vir die Opleiding en Eksami-
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