

## QUESTIONNAIRE

**Topic: Development of a Competency-Based Framework to Standardise African Traditional Health Knowledge and Practices in Undergraduate Nursing Curriculum in South Africa.**

**Date.....**

**Respondent Identification code.....(for office use only)**

Dear respondent

Thank you for agreeing to take part in this research project as titled above. Completing this questionnaire will take about 25 minutes of your time. Please remember that your participation is entirely voluntary, and your privacy and confidentiality is assured. This questionnaire is divided into 4 sections. The sections are described in the instructions below. Please fill all the information and pay attention to all instructions. Also feel free to ask questions where you need clarity.

### **INSTRUCTIONS:**

1. Answer all questions
2. Fill each provided space according to your best knowledge
3. This questionnaire consists of 4 sections:
  - Section A **Demographic data**
  - Section B **The structure of the module/s for teaching ATHKPs**
  - Section C **Content of ATHKPs taught in the module/s**
  - Section D **Methods of teaching and assessment of ATHKPS in the module**

**KEY \*\* African Traditional Health Knowledge and Practices (ATHKPs)**  
**Traditional Health Practitioners (THPs)**

## **SECTION A: DEMOGRAPHIC DATA**

***Purpose of this section is to get to know you and your involvement in teaching at your institution.***

### **1. Type of institution**

- ☐ Nursing college
- ☐ University
- ☐ University of Technology

### **2. Age**

- ☐ 18-24
- ☐ 25-34
- ☐ 35-44
- ☐ 45-54
- ☐ > 54

### **3. Gender**

- Female
- Male
- other

### **4. Discipline of Nursing in which you teach**

- Community Nursing ☐ Yes ☐ No
- General Nursing ☐ Yes ☐ No
- Mental Health ☐ Yes ☐ No
- Midwifery ☐ Yes ☐ No

### **5. Nursing programme offered in your institution**

**(You may choose more than 1 option)**

- ☐ Diploma in Nursing (general, community & Psychiatry) and Midwifery – R425
- ☐ Bachelor's Degree in Nursing Science- R425
- ☐ Bachelor of Nursing (R174) leading to registration as a Professional Nurse and Midwife
- ☐ Bachelor of Technology- R425
- ☐ Diploma in General Nursing- R171

### **6. Years of experience as a nurse educator**

- ☐ 2- 5
- 6-10
- 11-15
- above 15

## **SECTION B: ASSESS THE STRUCTURE OF THE MODULE/S FOR TEACHING ATHKPs**

*The purpose of this section is to assess the level at which ATHKPs is being taught at the NEIs. (Please tick the option that best describes the level of teaching for ATHKPs).*

**7. Does the discipline in which you teach have a module that covers ATHKPs?**

- ☐ Yes
- ☐ No
- ☐ Not sure

**8. The module that covers ATHKPs is credit-bearing (allocated credits)**

- ☐ Yes
- ☐ No
- ☐ Not sure

**9. There are clear objectives outlining how the module is taught**

- ☐ Disagree
- ☐ Not sure
- ☐ Agree

**10. There are clear objectives on how the module is assessed**

- ☐ Disagree
- ☐ Not sure
- ☐ Agree

**11. At what level of study is ATHKPs taught in your institution?**

- ☐ Level 1
- ☐ Level 2
- ☐ Level 3
- ☐ Level 4
- ☐ Postgraduate level
- ☐ Not sure
- ☐ Not taught at any level

**SECTION C: EVALUATING CONTENT OF ATHKPs TAUGHT IN THE MODULE/S**

***The purpose of this section is to evaluate the content of ATHKPs taught in the module in your institution.***

Please choose the response that best describes the content included in module/s for teaching of ATHKPs in your discipline.

| <b>I. Features of African Traditional Health Knowledge and Practices (ATHKPs)</b><br>The following contents are included in the module/s: |                                                                                      |          |       |          |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------|-------|----------|--|--|
| No                                                                                                                                        | Item                                                                                 | Disagree | Agree | Not sure |  |  |
| 12.                                                                                                                                       | The origin and history of ATHKPs                                                     |          |       |          |  |  |
| 13.                                                                                                                                       | African philosophies such as Ubuntu                                                  |          |       |          |  |  |
| 14.                                                                                                                                       | The values, beliefs and principles underlying ATHKPs                                 |          |       |          |  |  |
| 15.                                                                                                                                       | The evolution of traditional medicine                                                |          |       |          |  |  |
| 16.                                                                                                                                       | Definition of health from a traditional healing perspective                          |          |       |          |  |  |
| 17.                                                                                                                                       | Approaches to illness in traditional healing (physical, psychological and spiritual) |          |       |          |  |  |
| 18.                                                                                                                                       | The role of spirituality in traditional healing                                      |          |       |          |  |  |
| 19.                                                                                                                                       | Signs of ancestral calling                                                           |          |       |          |  |  |
| 20.                                                                                                                                       | Various types of African foods                                                       |          |       |          |  |  |
| 21.                                                                                                                                       | Laws, regulations and policies governing traditional medicine                        |          |       |          |  |  |
| 22.                                                                                                                                       | Training of THPs to become competent practitioners                                   |          |       |          |  |  |

| <b>II. Elements of practice in African Traditional Health Knowledge and practices</b> |                                                                                   |          |       |          |  |  |
|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------|-------|----------|--|--|
| The module/s include the following content:                                           |                                                                                   |          |       |          |  |  |
| No                                                                                    | Item                                                                              | Disagree | Agree | Not sure |  |  |
| 23.                                                                                   | The following categories of THPs are included in the module:                      |          |       |          |  |  |
|                                                                                       | • Diviner                                                                         |          |       |          |  |  |
|                                                                                       | • Herbalist                                                                       |          |       |          |  |  |
|                                                                                       | • Sangoma                                                                         |          |       |          |  |  |
|                                                                                       | • Traditional surgeon                                                             |          |       |          |  |  |
|                                                                                       | • Traditional Birth Attendant                                                     |          |       |          |  |  |
| 24.                                                                                   | The use of language in identifying and naming things, objects or people in ATHKPs |          |       |          |  |  |
| 25.                                                                                   | Accountability of THPs in traditional healing                                     |          |       |          |  |  |
| 26.                                                                                   | Similarities between ATHKPs and other health systems such as western medicine     |          |       |          |  |  |
| 27.                                                                                   | Diagnostic methods used in traditional healing                                    |          |       |          |  |  |

| <b>III. Challenges encountered by Traditional Health Practitioners</b> |                                                                    |          |       |          |  |  |
|------------------------------------------------------------------------|--------------------------------------------------------------------|----------|-------|----------|--|--|
| The following challenges are included in the module:                   |                                                                    |          |       |          |  |  |
| No                                                                     | Item                                                               | Disagree | Agree | Not sure |  |  |
| 28.                                                                    | Regulation and governance of THPs                                  |          |       |          |  |  |
| 29.                                                                    | Implementation of Traditional Health Practitioner's Act 22 of 2007 |          |       |          |  |  |
| 30.                                                                    | Stereotypes about ATHKPs                                           |          |       |          |  |  |
| 31.                                                                    | Recognition of THPs                                                |          |       |          |  |  |

| <b>IV. Competencies of Traditional Health Practitioners</b> |                                                                   |                 |              |                 |  |  |
|-------------------------------------------------------------|-------------------------------------------------------------------|-----------------|--------------|-----------------|--|--|
| The following competencies are taught in the module:        |                                                                   |                 |              |                 |  |  |
| <b>No</b>                                                   | <b>Item</b>                                                       | <b>Disagree</b> | <b>Agree</b> | <b>Not sure</b> |  |  |
| 32.                                                         | Physical assessment of patients                                   |                 |              |                 |  |  |
| 33.                                                         | Spiritual assessment and alignment                                |                 |              |                 |  |  |
| 34.                                                         | History taking and discussions                                    |                 |              |                 |  |  |
| 35.                                                         | Diagnosis of patients                                             |                 |              |                 |  |  |
| 36.                                                         | Diagnostic methods such as bone throwing and using glass of water |                 |              |                 |  |  |
| 37.                                                         | Indigenous names for diseases                                     |                 |              |                 |  |  |
| 38.                                                         | Harvesting herbs and medicinal plants                             |                 |              |                 |  |  |
| 39.                                                         | Prescribing of medicine by THPs                                   |                 |              |                 |  |  |
| 40.                                                         | Technique of measuring quantity of medicines                      |                 |              |                 |  |  |
| 41.                                                         | Writing of referral letters by THPs                               |                 |              |                 |  |  |
| 42.                                                         | Collaboration between nurses and THPs                             |                 |              |                 |  |  |
| 43.                                                         | Counselling of patients                                           |                 |              |                 |  |  |
| 44.                                                         | Exorcism (casting out evil spirits in possessed patient)          |                 |              |                 |  |  |

| <b>V. Practical teaching on ATHKPs</b>    |                                                                      |                 |              |                 |  |  |
|-------------------------------------------|----------------------------------------------------------------------|-----------------|--------------|-----------------|--|--|
| The following are included in the module: |                                                                      |                 |              |                 |  |  |
| <b>No</b>                                 | <b>Item</b>                                                          | <b>Disagree</b> | <b>Agree</b> | <b>Not sure</b> |  |  |
| 45.                                       | Physical visits by THPs to the institution to teach nursing students |                 |              |                 |  |  |
| 46.                                       | Practical visits by students to traditional health practices         |                 |              |                 |  |  |
| 47.                                       | Ethics for conducting research and collaborating with THPs           |                 |              |                 |  |  |

| <b>VI. Inclusion of Complementary and Alternative Medicine (CAM)</b> |                                                                                                                                          |          |       |          |  |  |
|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------|-------|----------|--|--|
| The following are included in the module:                            |                                                                                                                                          |          |       |          |  |  |
| No                                                                   | Item                                                                                                                                     | Disagree | Agree | Not sure |  |  |
| 48.                                                                  | <b>The following CAM content are taught in the curriculum:</b>                                                                           |          |       |          |  |  |
|                                                                      | <ul style="list-style-type: none"> <li>• Mind-body medicine (Acupuncture, Meditation, Yoga, Hypnotherapy)</li> </ul>                     |          |       |          |  |  |
|                                                                      | <ul style="list-style-type: none"> <li>• Herbal medicine, natural products, others (nutritional supplements or not specified)</li> </ul> |          |       |          |  |  |
|                                                                      | <ul style="list-style-type: none"> <li>• Manipulative and body-based practices (massage, spinal manipulation, other)</li> </ul>          |          |       |          |  |  |
|                                                                      | <ul style="list-style-type: none"> <li>• Homeopathy and naturopathy, energy field, art therapy, aroma therapy</li> </ul>                 |          |       |          |  |  |
|                                                                      | <ul style="list-style-type: none"> <li>• Equilibrium therapy</li> </ul>                                                                  |          |       |          |  |  |

**49.** Please provide a short description of the course content on ATHKPs if not include above.

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**SECTION D: METHODS OF TEACHING AND ASSESSMENT OF ATHKPs IN THE MODULE.**

***The purpose of this section is to determine the methods of teaching and approaches to assessment for ATHKPs in your NEI.***

**50.** Which of the following best describes the approach to teaching of ATHKPs in your discipline:

- |                                                 |                              |                             |
|-------------------------------------------------|------------------------------|-----------------------------|
| <input type="checkbox"/> Theory only            | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| <input type="checkbox"/> Practical only         | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| <input type="checkbox"/> Problem based learning | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| <input type="checkbox"/> Projects               | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| <input type="checkbox"/> Other                  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

**50.1** Please provide examples of how the approach is used.

**51.** Do you have assessment tasks used in your course for ATHKPs?

- ☐ Yes  
☐ No

**51.1.** Please indicate, if applicable, the examples of assessment tasks used in your module/course for ATHKPs

**52.** How important do you think it is to teach nursing students about ATHKPs?

- ☐ Not important  
☐ Not sure  
☐ Important

**53.** What content do you think should be included in the curriculum for nurses on ATHKPs?



54a. List 4 suggestions that you consider will assist in the development of curriculum on ATHKPS.

1.....

2.....

3.....

4.....

54b. List 4 challenges that you consider serve as limitations .

1.....

2.....

3.....

4.....

End of questionnaire

Thank you for responding to the questions.