

**2017 ANNUAL REPORT**  
**SCHOOL OF NURSING**  
**FACULTY OF HEALTH SCIENCES**



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# **SCHOOL OF NURSING**

## **ANNUAL REPORT: 2017**

### **INTRODUCTION**

During 2017 the School excelled on all three levels of Scholarship development, with community engagement and service learning the major contributor to the highlights reflected on in this regard.

The School also explored several opportunities to enhance and support international partnerships.

Finally, remarkably high throughput rates were noted in almost all the modules offered by the School of Nursing.

### **1. RESEARCH**

#### **1.1 Research Projects : Dr M Reid**

The Health Literacy project, funded by FUNDISA/PLUME/NRF (*Evaluation of written health education materials targeting adult Sesotho speaking patients with chronic diseases of lifestyle: towards the development of a health literacy test*), entered the last 6 months of the two-year funding cycle. All targets set were reached. An additional proposal has been prepared to include the validation of the developed Sesotho Health Literacy Test. It is envisaged that the validation will be completed in 2018. An extension of available funds has been requested from the sponsor.

In spite of excellent reviews, the second NRF Thuthuka application was unsuccessful.

Funding was received for a 2-year period from the Free State Department of Health. The funding is used to address *Patient Participation In Communication Regarding Postural Alignment: Sense Of Alignment Compared To Actual Alignment Of Posture In Standing And Sitting Positions*. The researchers are Dr Reid and Ms R Hough (Occupational Therapy) as well as Ms R Nel (Biostatistics).

The focused efforts to engage Master/PhD students within the field of health communication is starting to pay off. Currently Dr Reid acts as supervisor/co-

supervisor to six Master's students in Nursing and Allied Health Professions within the Faculty of Health Sciences. In 2017 an additional two Master's students joined the programme, as well as four PhD candidates.

## **1.2 Research Projects : Prof Y Botma**

The five-year FUNDISA/PLUME/NRF project delivered two Master's degrees and one doctoral candidate. Both Master's degree students conducted methodological studies and developed a competence assessment tool for undergraduate nursing students, and a self-administered questionnaire that measures the support provided by preceptors. The PhD candidate developed and implemented a preceptor-training programme, and produced an improved mid-range programme theory regarding preceptorship in nursing. Three papers have been delivered at international conferences and two articles have been published. An additional five articles have been submitted to accredited journals.

The curriculum innovation project in Lesotho is well underway with three doctoral students. One of the students is developing a framework to sustain curriculum innovation in a midwifery programme; the second is developing peer support guidelines for nurse educators during curriculum innovation, and the third is developing a cultural-sensitive continuous professional development programme for nurse educators implementing competency-based curricula in Lesotho. One article has been published and two papers have been presented at national conferences. Another three articles have been submitted to accredited journals.

Currently there are seven doctoral and six Master's degree students working in the transfer of learning research niche area.

### 1.3 Postgraduate students

Five Master's students graduated during 2017 and Mrs M Phillips, a lecturer from the School, obtained her PhD degree.

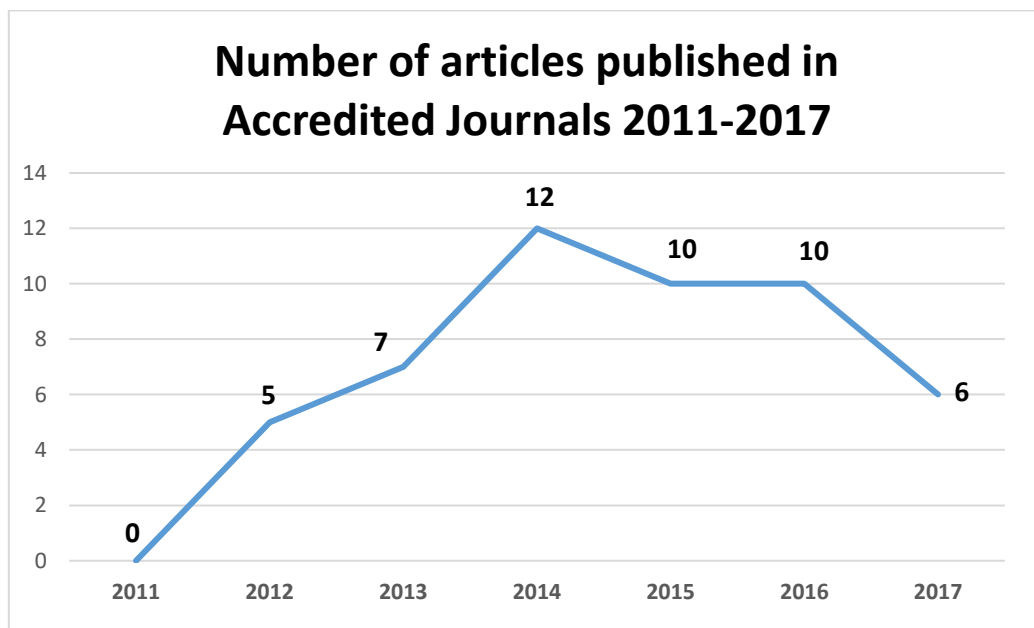


Image 1  
Dr M Phillips and Dr L van Rhyn (Promotor)

### 1.4 Publications

Six peer reviewed articles and ten chapters in scholarly books were published.  
(Refer to Addendum A)

Graph 1



## 1.5 Scholarship development

### Workshops

Workshops on innovative research methods were presented, as summarised in Table 1.

**Table 1**

Summary of Research Workshops 2017		
Date	Topic	Facilitators
11-12 May	Systematic Review	Prof Christa van der Walt
1-2 June	The Mmogo Method	Prof Vera Roos

### Engagement sessions

During 2017 the Research Portfolio assisted with the coordination of engagement sessions at the School of Nursing. A summary of these sessions is provided in Table 2.

**Table 2**

Summary of Engagement Sessions 2017		
Date	Topic	Facilitators
20 February	Providing feedback to postgraduate students	Dr Lily van Rhyn Dr Deirdre van Jaarsveldt Dr Marianne Reid
24 April	RIMS and HSREC submissions	Ms Maricel van Rooyen
12 June	Journal article style thesis or dissertation	Dr Lily van Rhyn Dr Deirdre van Jaarsveldt
31 July	The Workload Model	Mr Pieter Du Plessis
11 September	Report back on amendments to the Workload guidelines for the School of Nursing as presented in the Workload Manual	Dr Deirdre van Jaarsveldt
	Promotion criteria and salaries	Prof Magda Mulder
16 October	Panel Discussion on Predatory Journals	Dr Emmie Smit (Postgraduate School) Ms Annamarie Du Preez (Librarian)
13 November	Revised curriculum	Prof Yvonne Botma

## Academic writing

During the course of 2017 regular opportunities were created for academic writing as indicated below:

- Summer writing : 27 February 2017
- Winter writing retreat: 11-13 July 2017: Faculty of Health Sciences' facilities at Trompsburg (7 participants); included follow-up writing sessions.
- Three-day writing session: NARS, 1-3 November 2017 (13 Participants)
- Spring writing retreat: Haldon Estate from 28-30 November 2017 (15 participants)

Academic writing consultation was provided throughout for those who requested assistance. This included reading of drafts; provision of comments; sharing of research books, and the provision of electronic publications relating to the participants' research methods or topics.

## 1.6 Highlights

Several staff members received awards in 2017:

- Mrs M Jacobs and Dr D van Jaarsveldt were the winners of the Kerneels Nel medal at the Research Forum, Faculty of Health Sciences for their article: '*The character rests heavily within me*': *Drama students as standardized patients in mental health nursing education*. Journal of Psychiatric and Mental Health Nursing, 2016, 23: 198-206.
- Dr M Phillips was the runner-up winner (junior category) for her educational paper presented at the Faculty Research Forum.
- Dr C Spies was the runner-up winner (senior category) for her educational paper presented at the Faculty Research Forum.
- Mr LJ Mogakwe received the prize for the best operational research paper at the Provincial Research Conference Day in November 2017.





**Image 2**  
**Prof G van Zyl, Dean: Faculty of Health Sciences and Dr C Spies**



**Image 3**  
**Dr D van Jaarsveldt and Mrs M Jacobs**



**Image 4**  
**Mr LJ Mogakwe and Dr M Reid**



## **2. COMMUNITY ENGAGEMENT AND SERVICE LEARNING**

### **2.1 Undergraduate programme**

- **First-year students**

Students participated in a community-based project in Springfontein, Xhariep district. In the first semester students conducted door-to-door house visits to obtain basic data from each household. These visits were performed in collaboration with the PHC re-engineering team. At the end of the semester a community fair was hosted to address several of the community's needs. During the second semester the activities focused on early childhood development. Students first screened grade R (age 5-6) learners at the local primary schools and crèches. More than 100 learners' haemoglobin levels were tested, after which students visited allocated families in small groups. Students also screened family members for growth, development and general health. Intervention plans were made with the family members. The National Research Foundation (NRF) funded the Springfontein project

- **Third-year students**

The third-year students were involved in a wound care project at the Dermatology Clinic, Universitas Hospital; Surgical Clinic, Pelonomi Hospital; Serenitas Retirement Village; Bloemspruit Care Centre and home-based care.

This project is a wonderful learning opportunity for the students to integrate theory with practice, and to nurture a better understanding of challenges in the community.

Many of the students went the extra mile and did not stop treating the patients after 6 weeks when their outcomes were met; they demonstrated their commitment by continuing their care.

- **Psychiatry**

The students made low-cost toys for persons with intellectual disabilities. The challenge was to use the principles of stimulation to develop a toy that is tailor-made for an individual.

The purpose of this project was to empower parents and/or caregivers to make inexpensive toys to stimulate children with intellectual disabilities. The community partners included families of children at the Beudene care facility and caregivers at the Free State Psychiatric Complex (FSPC). The service sector providers were Beudene and FSPC (Care and Rehabilitation wards). Secondly, the students decorated rooms in several of the wards at the FSPC. This initiative was very well received by the FSPC, and both the students and patients enjoyed themselves in the process.

- **Midwifery**

The fourth-year students, together with a preceptor, conducted post-natal home visits to mothers who had given birth recently. Due to early discharge the opportunity for normal midwifery care in hospitals is reduced. The need for a midwife in the home is aligned with the concept of partnership to empower the mother to care for herself and the infant. Comprehensive holistic care of the mother and baby includes breastfeeding issues, screening for post-natal depression, and supportive self-care for the mother and the baby.



**Image 5**  
**A fourth-year student caring for a newborn baby during a home-visit**

The second project is a collaborative project titled Responsible Reproductive Health through an Education Programme (RRHEP). This project was offered under the auspices and support of UFS CSL with the collaboration of our partners including the Princess Gabo foundation. The parents are empowered via an advocacy and information session. The grade 8 learners are exposed to a doll-parenting phase, using rag dolls carried in kangaroo mother care wraps and based on exclusive breastfeeding. These strategies are essential to protect newborns.

▪ **Transnet Phelophepa Health Train Placement**

As part of the partnership agreement that the School of Nursing, UFS has with Transnet Phelophepa, fourth-year nursing students were sent for experiential learning placements on the Phelophepa trains I and II. During the two-week placement from 18-30 June 2017, 18 female students were exposed to the community members of Komatipoort, Mpumalanga (Train I) and Klerksdorp/Mahikeng, North West (Train II).

During their placement the students visited various schools and community centres. Sick children were screened and referred based on the assessment findings. Visitors at the community centres were screened for hypertension and diabetes, and referred to the train or health care facilities in the community. The students stationed on the train assessed and treated patients who visited the health clinic with various health needs. The students work hard during their placement and treat more than 100 clients per day. Through this valuable placement the students are able to integrate their nursing theory with practice, and implement their second- and fourth-year nursing knowledge.



**Image 6**

**Fourth-year nursing students were placed on the Transnet Phelophepa Health train for experiential learning**

#### ▪ **FACULTY OF HEALTH SCIENCES COLLABORATIVE PRACTICE REPORT**

The Faculty of Health Sciences (FoHS) Interprofessional Education (IPE) team, in collaboration with multiple stakeholders, developed a programme tailored to provide students with learning experiences on a rural platform. The aim of the programme is to provide students with the opportunity to master key professional competencies such as communication, community centred care, and role clarification.

Together with students from the School of Allied Health Professions and School of Clinical Medicine, fourth-year nursing students were required to work in interprofessional teams. The programme includes screening of learners and patients with diabetes mellitus, health management plans, a weekly activity that involves patients and learners, and a digital story compiled and presented by students. Student reflections on daily activities formed an important part of the programme; it was clear that students were satisfied with the programme. They appreciated working in a collaborative environment in which learning from different professions was optimised.



**Image 7**  
**An interprofessional group of students working on their weekly activities**

## **2.2 Post-Basic Programmes Paediatric Nursing**

During a screening visit at ROC in Heidedal, students screened 28 children. One child with an eye problem was identified and referred to Ms Risna Heyns, an optometrist. Ms Heyns screened the child and sponsored the glasses. The child was also referred to Pelonomi for further medical care.



**Image 8**  
**A child identified with an eye condition at ROC during screening (*Informed consent given by parent to place photo*)**



### **2.3 Nursing Education**

The nursing education students once again participated in the Springfontein IPE/CBE initiative as part of their outcome to accompany nursing students in the community and to assess student activities. The students developed an understanding of community service learning as a mechanism to nurture social responsibility and responsiveness to institutions of higher and further education, and to the community at large.

### **2.4 Child Psychiatric Nursing**

The groups of students who visited institutions in QwaQwa, Bethlehem and Kroonstad consisted of 4-7 persons. Each group visited the mentioned towns 3-5 times for mental health outreach visits. They were accompanied either by a facilitator stationed at the Psychiatric Complex who is a registered Child Psychiatric Nurse, or their lecturer (Mrs M Jacobs). According to the students, the practical experience was very rewarding and satisfying to ensure theory and practice integration.

A student described her experience as follows:

*“Looking and observing at the disruptive, destructive and abusive traits of our communities, the rise in criminal acts by young children, as well as the dropping academic levels of the country, there is absolutely no question that the world needs more mental health services, child practitioners in particular, for a healthy community. Through this journey, I have developed an urge to create awareness within the nursing profession and to ultimately influence the health system on the importance of child mental health. Given another opportunity into this journey, I would use some of the time to create awareness within the nursing profession to widen informed professional advice and recommendations for the community, as well as to recruit more professional nurses into Child and Family Mental Health.”*



**Image 9**

**A group of students in Mental Health Nursing enrolled for the Advanced Diploma in Child Psychiatric Nursing**

## **2.5 Highlights**

Mrs M Jacobs, Dr D van Jaarsveldt and the midwifery division of the School of Nursing (Mrs E Bekker, Dr D Botha, Mrs V Booysen, Mrs C Human, Mrs M Lesia and Mrs W Motlolometsi) received the Vice-Rector's Award for Community Engagement in recognition of outstanding service, commitment and excellence.





**Image 10**  
**Mrs Mandie Jacobs (in the middle) was awarded the Vice-Rector's Award for Community Engagement**



**Image 11**  
**Dr Marianne Reid (second from the right) was awarded the Vice-Rector's Award for Community Engagement**



**Image 12**  
**The group of midwives that was awarded the Vice-Rector's Award for Community Engagement**

### **3. EDUCATION AND QUALITY ASSURANCE**

#### **3.1 Scholarship development**

Three extensive workshops on preceptorship have been held in an effort to improve the quality of preceptorship in the School of Nursing. Workshops on assessment have been offered for the staff of the Henrietta Stockdale Nursing College (Kimberley) and Free State School of Nursing (Welkom, Bloemfontein and QwaQwa).

#### **3.2 New academic programmes**

The curriculum of the new Bachelor of Nursing programme was submitted to the South African Nursing Council (SANC) for approval. The Postgraduate Diploma in HIV/Aids has been approved by the Council of Higher Education (CHE) and will be offered in 2019. The School of Nursing played a pivotal role in homogenising postgraduate diplomas in Nursing on behalf of the Forum for Nursing Deans in South Africa (FUNDISA) for submission to the SANC.

A new short learning programme, Dispensing for Health Professionals (DISP 47035), was also approved and accredited by the Academic and Planning Development Committee of the Senate, University of the Free State.

## Challenges

The reticence of SANC regarding the postgraduate diplomas remains a challenge as the timeline for submission and approval to SANC and the CHE becomes constrained. The SANC approval of the new undergraduate and postgraduate programmes is vital for the future offering of these programmes since the current qualifications will phase out by 31 December 2019.

### 3.3 Undergraduate programme

**Table 3**

	2013	2014	2015	2016	2017
<b>First year</b>	78	87	95	105	108
<b>Second year</b>	97	63	79	75	86
<b>Third year</b>	56	75	49	74	66
<b>Fourth year</b>	35	58	71	45	69
<b>TOTAL</b>	266	283	294	299	266

**Pass rate: 88%**

### 3.4 Post basic programme

#### **TOTAL NUMBER OF POST BASIC STUDENTS REGISTERED FROM 2015-2017**

**Table 4**

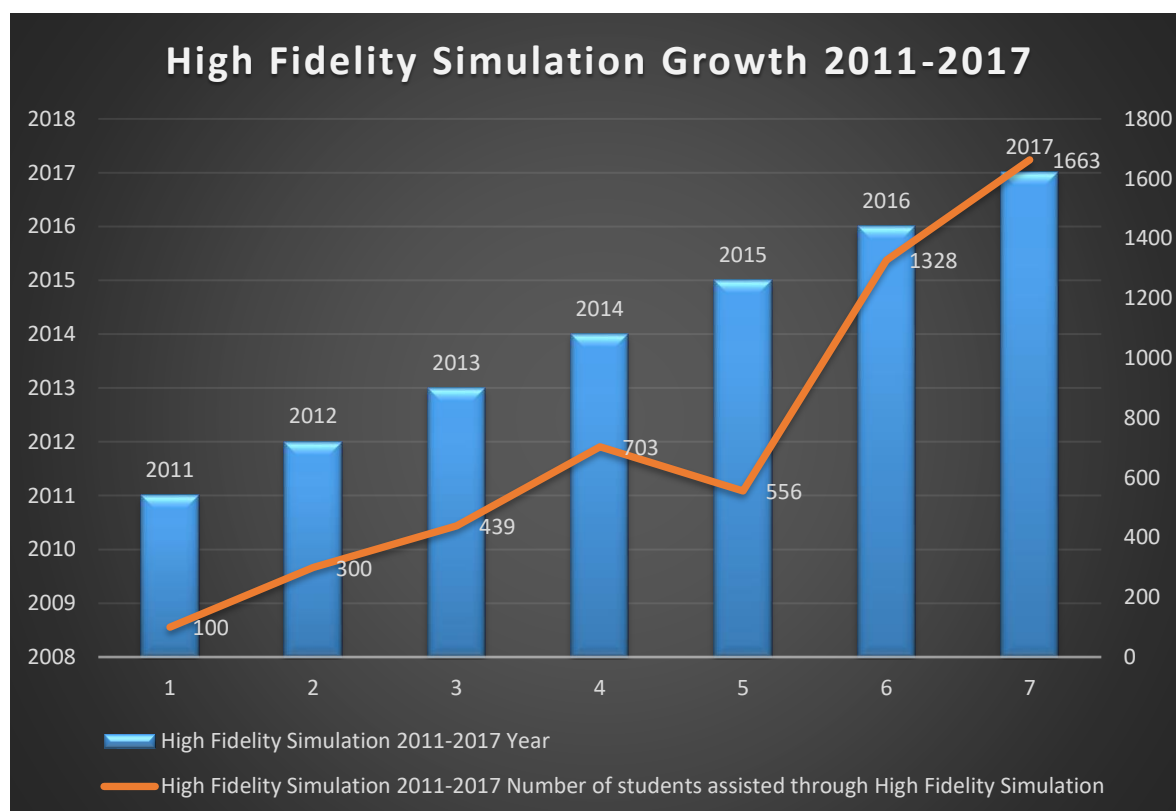
<b>Specialization</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Health Care Management	56	60	57
Critical Care Nursing	5	7	5
Nursing Education	12	4	6
Primary Clinical Health care	97	84	70
Community Health Nursing	11		5
Child Psychiatric Nursing	23	13	11
Occupational Health Nursing	56	63	51
Psychiatric Nursing	5	3	2
Advanced midwifery	25	23	22
Operating Theatre Nursing	14	14	16
Forensic Nursing	37	26	22
Paediatric Nursing	15	16	11
<b>TOTAL</b>	<b>356</b>	<b>313</b>	<b>278</b>

### 3.5 Innovative teaching strategies

Simulation, especially high fidelity paediatric simulation, continues to be an effective teaching and learning strategy in the School of Nursing. Students found the use of the newly implemented double-patient scenarios especially enjoyable and applicable to their everyday clinical practice. The students remarked that it felt even more authentic than the single-patient scenarios, and that they learned more through the double-patient scenarios.

During 2017, 1663 students were taught through high fidelity simulation.

**Graph 2**



## 4. Academy for Continuing Nursing Education

The Schools of Nursing, Allied Health Professions and Clinical Medicine offered a Simulation for Health Professions Educators short learning programme under the auspices of the Academy for Continuing Nursing Education. Prof Mathys Labuschagne was the course coordinator. The feedback from the fifteen

attendees was overwhelmingly positive and all the staff members were praised for their dedication, knowledge and enthusiasm.

Eighteen other short learning programmes were offered on a national level in Bloemfontein, Durban, Cape Town, Johannesburg and Kathu. Two hundred and sixty-seven students attended these programmes, including students from Zimbabwe, Namibia, Botswana and Kenya.



**Image 13**  
**The group of academics who attended the short learning programme titled Simulation for Health Professions Educators**

## **5. Internationalisation**

Two Swedish exchange students enrolled for a Psychiatric Nursing module during the second semester of 2017.



**Image 14**  
**Daniel Olsson and Oskar Källberg, Swedish Students**



Two staff members, Prof Annemarie Joubert and Mrs Ielse Seale, visited VIVES, University College in Kortrijk, Belgium from 10-15 December 2017 to explore cooperation and possibilities regarding the exchange of academic staff and students. The visit was largely sponsored by VIVES. Three campuses were visited – Kortrijk, Roeselare and Brugge.



**Image 15**  
**Mrs Ielse Seale and Prof Annemarie Joubert (in the middle) during their visit to VIVES, University College in Kortrijk, Belgium**

Several possibilities for future collaboration were identified:

- Student (clinical placement) and staff exchange (teaching related)
- Collaborated research in areas such as simulation, interprofessional education and mental health nursing
- Involvement of School of Allied Health Professions
- Co-supervisors for postgraduate students
- Exchange of resources (simulation scenarios)

## **6. Conclusion**

No academic disruptions due to student unrest occurred during 2017. The new language policy was introduced in the School of Nursing. As always, challenges arise, regardless of strategic planning. Addressing these problems as soon as they arise with a commitment to improve the quality of learning remains cardinal.

# **ADDENDUM A**

## **LIST OF PUBLICATIONS**



<b>Publications 2017</b>
<b>Published</b>
Botma, Y & Bruce, J. 2017. Clinical teaching and learning. ( <i>In Bruce, J &amp; Klopper, H., ed. Teaching and learning the Practice of Nursing</i> ). Sixth ed. Cape Town: Pearson, pp 315 – 343).
Botma, Y & Bruce, J. 2017. Competencies of health-sciences educators. ( <i>In Bruce, J &amp; Klopper, H., ed. Teaching and learning the Practice of Nursing</i> ). Sixth ed. Cape Town: Pearson, pp 131 – 149). RIMS no EFS/030520
Botma, Y & Klopper, H. Thinking. ( <i>In Bruce, J &amp; Klopper, H., ed. Teaching and learning the Practice of Nursing</i> ). Sixth ed. Cape Town: Pearson, pp 189 – 210).
Botma, Y. 2017. Interprofessional education. ( <i>In Bruce, J &amp; Klopper, H., ed. Teaching and learning the Practice of Nursing</i> ). Sixth ed. Cape Town: Pearson, pp 473 – 490).
Botma, Y., Labuschagne, M. Application of the Donabedian quality assurance approach in developing an educational programme.
Fichardt, A. 2017. Elimination needs. ( <i>In Uys, L., ed. Integrated Fundamental Nursing. 2<sup>nd</sup> ed. Cape Town: Pearson, pp 423 – 444</i> ).
Fichardt, A. 2017. Hygiene needs. ( <i>In Uys, L., ed. Integrated Fundamental Nursing. 2<sup>nd</sup> ed. Cape Town: Pearson, pp 349 – 368</i> ).
Heyns, T., Botma, Y. & van Rensburg, G. 2017. A creative analysis of the role of practice development facilitators in a critical care environment. <i>Health SA Gesondheid</i> , 22:105-111.
Krige, D, Reid M. A pilot investigation into the readability of Sesotho Health Information Pamphlets <i>Communitas</i> 22:2017 online It is available at <a href="http://journals.ufs.ac.za/index.php/com/issue/view/354">http://journals.ufs.ac.za/index.php/com/issue/view/354</a>
M. Jacobs., Venter I. 2017. Standardized patient-simulated practice learning: A rich pedagogical environment for psychiatric nursing education. <i>African Journal of Health Professions Education</i> . 2017, 9(3) 103-106.
Mulder, M. 2017. Basic wound care needs. ( <i>In Uys, L., ed. Integrated Fundamental Nursing. 2<sup>nd</sup> ed. Cape Town: Pearson, pp 633 – 663</i> ).
Mulder, M. 2017. The need for internal homeostasis. ( <i>In Uys, L., ed. Integrated Fundamental Nursing. 2<sup>nd</sup> ed. Cape Town: Pearson, pp 445 – 468</i> ).
Nyoni, C.N., & Botma, Y. 2017. Aligning summative clinical assessments with competence-based curriculum: The experience of Midwifery educators in Lesotho. <i>International Journal of Africa Nursing Sciences</i> , 7: 11-17
Roets, L., Botha, D. & Van Vuuren, L. 2017. The research supervisors' expertise of postgraduate student preparedness: which is the real challenge. <i>African Journal of Nursing and Midwifery</i> .
Venter, I. 2017. Nursing and its history. ( <i>In Uys, L., ed. Integrated Fundamental Nursing. 2<sup>nd</sup> ed. Cape Town: Pearson, pp 3 – 13</i> ).
Venter, I., Van Rhyn, L. & Oruche, U.M. 2017. Family stress and care in South Africa. ( <i>In Yearwood, E.L. &amp; Hines-Martin, V.P., ed. Routledge Handbook of Global mental Health Nursing: Evidence, practice and empowerment. London: Routledge, Taylor and Francis group, pp 379 – 387</i> ).

**ADDENDUM B**

**PRESENTATIONS AND ATTENDANCES AT  
NATIONAL AND INTERNATIONAL  
CONFERENCES**

## **FACULTY OF HEALTH SCIENCES 49<sup>th</sup> RESEARCH FORUM**

- ER14 Transformative learning experiences of nurse educators implementing high fidelity simulation: an interpretative phenomenology analysis.

Presenter: Mrs Maria Phillips

Authors: M Phillips, L van Rhyn, D van Jaarsveldt

Department: School of Nursing

- ER15 An assessment tool to measure the supportive roles of preceptors

Presenter: Ms Lizemari Hugo

Authors: L Hugo, Y Botma

Department: School of Nursing

- ER16 Nursing students' evaluation of support offered by preceptors

Presenter: Ms Lizemari Hugo

Authors: L Hugo, Y Botma

Department: School of Nursing

- ER11 Meaningful simulation learning experiences for mature learners: a conceptual framework

Presenter: Dr Cynthia Spies

Authors: C Spies, Y Botma

Department: School of Nursing

## PRESENTATIONS AND ATTENDANCE AT NATIONAL AND INTERNATIONAL CONFERENCES: 2017

NAME	WORKSHOP/CONFERENCE	DATE	PLACE	PAPER DELIVERED	WORKSHOP PRESENTED
Mrs Elgonda Bekker	31 <sup>st</sup> Triennial Congress of the International Confederation of Midwives (ICM)	18-22 June 2017	Toronto, Canada		ICM Global sphere of influence: leadership  Education in clinical practice
	The Society of Midwives	22-25 August 2017	Klerksdorp	Opening of congress as President	Attend
Mrs Vanessa Booysen	The Society of Midwives	22-25 August 2017	Klerksdorp		Attend
Dr Delene Botha	Priorities in Perinatal Care Association of South Africa	7-10 March 2017	Mpekweni Beach Resort		Attend
	The Society of Midwives	22-25 August 2017	Klerksdorp	Values clarification making meaningful reproductive health choices	
Prof Yvonne Botma	44 <sup>th</sup> STTI Biennial Convention	28 Oct – 1 Nov 2017	Indianapolis, Indiana, USA	A tool to assess clinical judgement of preregistration nurses	
	Annual Nursing Education Conference. #Nursing Kaleidoscope,	6-8 September 2017	Sandton, Johannesburg	Methodological development of a competence assessment instrument.	
	Chi Xi at-Large Chapter 1 <sup>st</sup> Biennial Conference. Advancing Global Health- The voice of nurses in the 21 <sup>st</sup> century.	9-11 August 2017	Royal Swazi Convention Centre, Lobamba, Swaziland	Clinical teaching: techniques to promote clinical judgement	
	1 <sup>st</sup> AfriPEN Symposium for Interprofessional Education in Africa	17-23 September 2017	Windhoek		Interprofessional facilitator training: Teaching and learning activities

<b>NAME</b>	<b>WORKSHOP/CONFERENCE</b>	<b>DATE</b>	<b>PLACE</b>	<b>PAPER DELIVERED</b>	<b>WORKSHOP PRESENTED</b>
Mrs A du Plessis	Child and Adolescent Mental Health Seminar ADHD & Anxiety	2 June 2017	Bloemfontein		Attend
Ms Sarine Fourie	Annual National Child Abuse Conference (SAPSAC)	7-8 August 2017	Pretoria		Attend
Ms Lizemari Hugo	STTI 28 <sup>th</sup> International Nursing Research Congress	27-31 July 2017	Dublin, Ireland	Nursing students' evaluation of support offered by preceptors	
Mrs Charné Human	Priorities in Perinatal Care Association of South Africa	7-10 March 2017	Mpekwini Beach Resort		Attend
Mrs Mandie Jacobs	Child and Adolescent Mental Health Seminar ADHD & Anxiety	2 June 2017	Bloemfontein		Attend
Mrs Ronelle Jansen	19 <sup>th</sup> Congress of the South African Association of Child & Adolescent Psychiatry and Allied Health Professions	7-9 September 2017	Stellenbosch		Attend
Prof Annemarie Joubert	International Network for Health Workforce Education Conference	25 June – 1 July 2017	Porto, Portugal	Healthcare Professions' Students Learning Experiences of a Rural Collaborative Engagement Platform	
Ms Belinda Karstens	Ventilation through the ages 2017 Symposium	24-26 February 2017	Johannesburg		Attend
Dr Marianne Kotze	Annual National Child Abuse Conference (SAPSAC)	7-8 August 2017	Pretoria		Attend
Dr Thandiwe Letsie	"The question of Doctorateness" Workshop for Postgraduate Supervisors	20-21 March 2017	Cape Town		Attend
	International Institute for Global Healthcare Emerging Global Leader Institute	25-30 September 2017	Washington, DC		Attend

NAME	WORKSHOP/CONFERENCE	DATE	PLACE	PAPER DELIVERED	WORKSHOP PRESENTED
Mr John Mogakwe	Challenges and Opportunities for pluralism in the Nursing Curriculum	17-20 May 2017	Johannesburg	Challenges with management practices as a reason for managers' non-compliance with quality standards at PHC clinics in the Ekurhuleni Health District	
	2017 Nursing Education Association ANEC	5-9 September 2017	Sandton		Attend
	Free State Provincial Department of Health Research Day 2017	3 November 2017	Bloemfontein	Lessons learned to facilitate managers' compliance with quality standards at PHC clinic	
Mrs Winnie Motlolometsi	31 <sup>st</sup> Triennial Congress of the International Confederation of Midwives (ICM)	18-22 June 2017	Toronto, Canada	Advanced Antenatal Care (AANC) model: Free State Province, South Africa	
	The Society of Midwives of South Africa	22-26 August 2017	Klerksdorp		Attend
Dr Maria Phillips	The Question of Doctorateness Workshop for Postgraduate Supervisors	20-21 March 2017	Cape Town		Attend
Dr Marianne Reid	Doctoral Supervision	9-13 January 2017	Stellenbosch		Attend
Dr Marianne Reid	2017 International Conference on Communication in Healthcare & Health Literacy Annual Research Conference,	8-11 October 2017	Baltimore, USA	Addressing the challenge of health literacy in a South African indigenous language	
	STTI 44th Biennial Convention	28 October – 1 November 2017	Indianapolis, USA	Health Dialogue Elements Identified During Communication Between Patients and Nurses in a	

NAME	WORKSHOP/CONFERENCE	DATE	PLACE	PAPER DELIVERED	WORKSHOP PRESENTED
				South African Municipality	
Mrs Ielse Seale	7 <sup>th</sup> International Symposium on Service Learning as a response to global Transitions in Higher Education	14-16 June 2017	Galway, Ireland		#Silos must fall: Re-featuring Innovative and Inclusive Scholarship of Engagement
Dr Cynthia Spies	Building Children's Nursing for Africa	27-30 March 2017	Cape Town		Breaking the world of parrot learning - Debriefing workshop
	Debriefing workshop – Faculty of Health Sciences Staff development session	June 2017	Bloemfontein		Debriefing workshop
	Research Forum – Faculty of Health Sciences	August 2017	Bloemfontein	High-fidelity simulation and adult learning	
	Simulation for Educators (short learning course)	October 2017	Bloemfontein		Short-learning course - facilitator
Dr Lily van Rhyn	28 <sup>th</sup> International Research Congress	25 July – 2 August 2017	Dublin, Ireland		Attend
Dr Deirdre van Jaarsveldt	The Question of Doctorateness workshop for Postgraduate Supervisors and Doctoral	20-21 March 2017	Cape Town		Attend
Dr Marisa Wilke	8th Annual CUGH Conference  Consortium of Global Universities for Global Health (CUGH) Annual Conference	31 March – 11 April 2017	Washington, DC  Baltimore, Maryland USA		Attend



**Thank you to all staff members who contributed to the success of the  
School of Nursing in 2017.**

**Prof Magda Mulder  
Head : School of Nursing**