

# School of Nursing

## COMMUNITY ENGAGEMENT AND SERVICE LEARNING 2016

Community engagement, service learning and community-based education activities at the School of Nursing are described below:

### 1. SERVICE LEARNING MODULES

#### 1.1 FIRST-YEAR PROGRAMME

Both theory modules are presented as service-learning modules. Students participated in personality profiling early in the year and learned how to work more effectively in groups.

All students visited a local non-governmental organisation (NGO) where they could learn about the services provided and how these services complement the public healthcare system. Students donated vegetables to the NGO and assisted with the preparation of the food for the day. Other activities included interaction with the residents at the NGO.

Furthermore, 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 by second-year nursing students who assisted with medical screening of household members. At the end of the semester a community fair was held to address several of the community's needs. During the second semester students visited identified families in small groups. Students screened family members for growth, development and general health. Intervention plans

were made together with the family members. The Springfontein project was co-funded by the National Research Foundation (NRF).



Figure 1 Students walking into the community

For the third consecutive year, a doll-making workshop was held while a “play for communication workshop” was introduced. The students demonstrated how to make a doll and used it to show the community how communication with children should take place. After the workshop an appreciative mini-inquiry session was held to discuss the role of play in peoples’ lives. Students implemented these skills at Springfontein.



Figure 2 Students participating in the doll-making and play workshop

## 1.2 SECOND-YEAR PROGRAMME

A buddy system was piloted for the first- and second-year students. This initiative consisted of second-year students assisting first-year students to gather community health-based information for a health data base on the Springfontein area. However, the initiative was not without challenges. Feedback from personnel and students related to the initiative and the programme itself, will be reflected on, adapted and re-implemented again during 2017. A comprehensive orientation session and de-briefing will be scheduled for both first- and second-year students involved in this project. The second-year students used the data retrieved from the community profiling to identify hypertension patients in the community. It formed the foundation for the student's patient case study which was addressed in the second semester. Each student assessed and implemented an intervention, based on the problems that had been identified during the assessment of the patient. The students concluded the service learning project with the implementation and illustration of their community teaching tool.

## 1.3 THIRD-YEAR PROGRAMME

The wound care project started early in the second semester and lasted over a period of six weeks. During this time, the third-year nursing students worked in groups of six to eight students with patients suffering from chronic wounds, whom they identified in the

community (National Hospital Dermatology Clinic). Students were prepared for important practical aspects on wound care and service learning related aspects. Wound care medical representatives supported the students during the project by supplying specialised products and offering their assistance and knowledge to their designated group. An interdisciplinary team was available for consultation and referral of the patients and supported the students with the treatment of their patients. The wound care students' presentations was planned for the 28th of September 2016, but had to be cancelled due to the closure of the university as a result of protests. The students enjoyed the wound care project and learnt a lot about wounds and how to work as a group in the community.

#### 1.4 FOURTH-YEAR PROGRAMME: MIDWIFERY

Supervised by a midwife, the fourth-year midwifery students visited mothers who gave birth during the ten-day period preceding the visit. The home-based care visits focused on mother and baby care, such as the management of engorged breasts and the care of the baby's umbilicus. The advanced midwifery students are placed with the fourth-year students. This year the outcome for psychiatry was added, with an assessment on coping and post-natal depression so that multiple outcomes could be reached and the mothers cared for holistically. Only a limited number of students could go on the home visits, as the preceptor had limited availability.

Last year's pilot project in the Responsible Reproductive Healthcare Education Programme (RHEPP) at Lekhulong and Albert Morokka secondary schools continued. Last year there was a pilot project where Grade 8 learners were exposed to a doll-parenting week. This year we repeated it with the new Grade 8 group and the Grade 9 group conducted value clarification. The School of Nursing's Midwifery department is fortunate to have collaborations with the Service Learning division and the Princess Gabo Foundation that give this project a lot of possibilities. The need to empower parents and other learners is also addressed through assembly gatherings and parental workshops before implementation. The project is evolving and the inclusion of more year groups as they progress is planned. There is also interest in this project at provincial and national



level with the MEC and Minister of Social Welfare expressing interest. The need to rewrite the project was identified and is currently underway.



Figure 3 Pilot project where Grade 8 learners were exposed to a doll-parenting week

As part of the bigger partnership with the Princess Gabo Foundation the fourth-year students and advanced midwifery students were part of a big women's month social mobilization and advocacy event in Thaba Nchu in collaboration with the house of traditional leaders. The event *Basadi a ra bueng* at the Boloko bo Seleka focused on the bigger theme of #Blessers must fall, specifically addressing the empowerment of women.

#### 1.5 FOURTH-YEAR PROGRAMME: MENTAL HEALTH

This module is a continuation of the previous year where the students were involved in two community projects. Firstly 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 & Rehabilitation wards.

As the planned home visits for postnatal women that would include psychiatric assessments did not materialise due to the allocated preceptor's availability, another opportunity was secondly utilised to engage with the community as part of service learning. Due to the flourishing relationship between the School of Nursing's midwifery department and the Princess Gabo Foundation that was established to advocate on reproductive health and wellness of women, an opportunity for community engagement arose on the 31st August 2016. At the *Basadi a ra bueng* event at the Boloko bo Seleka in Thaba Nchu the fourth-year nursing students demonstrated to women from a resource-poor environment how to make cheap toys with recyclable materials for the stimulation of children. They also conducted mental health screening of these women as part of the wellness leg of the project.

#### 1.6 POST-BASIC NURSING EDUCATION PROGRAMME

This module involves registered nurses who specialise in Nursing Education within the higher education field where the transformation dispensation is enhanced by using service learning as an educational approach. This approach facilitates the implementation of service activities related to educational practice; that is, the application of theory to practice. The nursing education students continue to participate in the Springfontein NRF initiative as trainers for community health care workers of the re-engineering team. They conducted a nominal group in Springfontein to identify the learning needs of workers and to prioritise teaching and learning lessons. The presentation of student lessons to the health care workers took place in Springfontein during the second semester.



Figure 4 Implementation of student lessons in Springfontein

This year the students offered demonstrations on Diabetes Mellitus at the Kosmos facility, Free State Psychiatric Complex, who had approached the School of Nursing with a need for such a demonstration. This was a valuable learning opportunity for the students where a range of teaching and learning principles was met.



Figure 5 Students doing demonstrations at Kosmos, FSPC

## 1.7 POST-BASIC PROGRAMME: CHILD HEALTH NURSING

The service learning component of this module focused on children with special needs (orphans and vulnerable children) and the implementation of primary health care principles. The community partners included parents/caregivers of children admitted at the Heideliggies Crèche as part of the Reach Our Community (ROC) service sector partner. The students performed growth and development screening on the 3-4 year-old children of Heideliggies Crèche in Heidedal (ROC). Some children's parents and caretakers attended the session. Two children were identified with abnormalities and referred to the Heidedal clinic. Clarification of roles and responsibilities in the community, the benefits of community gardening, social awareness to identify challenges in the community were made known. The principle of GULL (Global University of Lifelong Learning) were explained and workers at ROC were encouraged to become involved. The second semester was concluded at Heideliggies Crèche with a celebration day. At Ibuyambo Day Care a "gesture of goodwill" was handed over in the form of a recipe book containing ideas for healthy snacks for toddlers as well as an activity book to use as a hardcopy for class activities.

A letter was received from ROC to express their appreciation to the stakeholders and partners.



Figure 6 Students and workers at ROC



The post-basic paediatric nursing students (aka “paeds mommies”) also accompanied the first-year students to Springfontein and rendered clinical support as mentors during the first semester. The vision of the post-basic paediatric nursing students of 2016 is to implement the same goals at the Springfontein Crèche in future as at the Heideliggies Crèche with the main focus on early childhood development. During the second semester the post-basic pediatric nursing students met with Mrs Virginia Tseke in Springfontein who is the founder and owner of Ibuyambo Day Care, Springfontein (an NGO). A situation analysis was done and the post-basic paediatric nursing students did a needs analysis with Mrs Tseka. A memorandum of understanding (MOU) was explained and handed over to Mrs Tseka. A mutual agreement was reached to sign the MOU on 21 September 2016 during the post-basic paediatric nursing students’ second visit to Springfontein. Due to the student protests on campus the students could not honour their commitment on 21 September 2016. However, Mrs K. Venter, Mrs C. Rafferty and Mr K. Ngudu visited Springfontein on 21 September 2016. They were accompanied by three guests from Botswana University who focused on benchmarking the child health nursing programme and service learning.

#### 1.8 POST-BASIC PROGRAMME: CHILD PSYCHIATRY

The Child Psychiatric Nursing module is characterised by the passion and enthusiasm with which the Free State Psychiatric Complex staff and students contribute to the mental health of children and families. The implementation of this module took place in QwaQwa, Bethlehem and Kroonstad in collaboration with the child unit of the Free State Psychiatric Complex. The students performed mental assessments, therapy and health education with referred children. Students also visited Heidedal (ROC), where they gave mental health education and supported young children and families with poverty-related and mental health challenges in the community. The various communities conveyed their appreciation for the support received from the UFS and its students with regard to the families and young children with poverty-related and mental health challenges. Collaboration actions were celebrated from time to time with fresh fruit.



Figure 7 Proud activities of the child psychiatry students

## 2. COMMUNITY ENGAGEMENT

### 2.1 TRANSNET PHELOPHEPA TRAIN

As part of the partnership agreement between the University of the Free State's School of Nursing and the Transnet-Phelophepa train, fourth-year nursing students were placed for experiential learning on one of the two trains. Mrs A Welman orientated Mr E Mgozeli who managed the selection of students who were placed for service on the Phelophepa train. The Phelophepa train travelled to Empangeni from the 13<sup>th</sup> to 24<sup>th</sup> of June. The Health Care Manager gave positive feedback regarding the 9 students of the School who participated in this venture during June 2016.

### 2.2 NRF PROJECT REPORT

In 2016 the NRF project titled "Knowledge Sharing through Rural Based Health Dialogue in Action" continued. A partnership between the School of Nursing (NRF project), Office of Community Engagement and Bloemshelter was established. This includes a collaboration of service learning students to conduct knowledge sharing and reflection with community members at Bloemshelter who have enrolled at the Global University of Lifelong Learning (GULL).

The UFS-HiComm sms communication project that was implemented in the Springfontein district was presented at Rhodes University by Bishop B Ramakhele on behalf of the School of Nursing.

Prof R Albertyn was invited to assist with the writing of a book within the scope of the NRF funding available to the School of Nursing. A workshop will be held from 26 to 27 October 2016. It is regarded as an exciting opportunity to publish a book instead of a number of articles.

Dr Marisa Wilke from the SoN together with an undergraduate nursing student and two registered nurses from the Springfontein clinic attended the Public Health Association of South Africa (PHASA) 2016 conference in East London and delivered a joint paper on a model for community-based nursing education in partnership with a PHC re-engineering team.

### 2.3 MANDELA DAY CELEBRATION

Although the faculty celebrated Mandela day as a collaborative endeavour, the School of Nursing took the opportunity to present an in-action refresher course on CPR to the staff at the Free State Psychiatric Complex.



Figure 8 Mandela day implementation

## 2.4 AWARDS

Dr Marisa Wilke received a Vice-Rector's Award for Community Engagement in the category "Service learning and community-engaged research". Princess Gabo, a partner, also received a Vice-Rector's Award for her contributions.