

ANNUAL REPORT 2018
SCHOOL OF NURSING
FACULTY OF HEALTH SCIENCES
UNIVERSITY OF THE FREE STATE



INTRODUCTION

Notwithstanding the turbulent times faced by higher education nurse training institutions nationally, in 2018, the School of Nursing displayed the aptitude to surpass expectations stated in the University's strategic plan. The School accomplished the following successes in striving to achieve the UFS's four main pillars.

1. RESEARCH

Focus resource allocation for research and innovation on UFS areas of strength and distinctiveness

1.1 Research projects

MEGA project: Period: 20 October 2017 – 20 October 2020

The School of Nursing is one of nine partners of MEGA, a project aiming to build capacity by implementing mobile interventions (mhGAP) in SADC countries. The purpose of the project is to create a mobile version of mhGAP for conducting mental health screening of children and adolescents. A budget of €71,753.00, co-funded by the Erasmus+ programme of the European Union, was allocated to the School. The partners are as follows.

TEAM MEMBERS	INSTITUTION
Dr Mari Lahti and team	Turku University of Applied Science, Finland
Kārlis Valtīņš and team	Riga Technical University, Latvia
Prof. Gunter Groen and team	Hamburg University of Applied Science
Dr Gerhard Grobler and team	Pretoria University, South Africa
Ronelle Jansen, Marita Coetzee and Ega Janse van Rensburg-Bonthuyzen	School of Nursing, University of the Free State, Bloemfontein, South Africa
Prof. Dan Stein and team	University of Cape Town, South Africa
Dr Lonia Mwape and team	Lusaka University, Zambia
Dr John Mundenda and team	University of Zambia, Zambia
Prof. Sorya Seedat and team	Stellenbosch University, South Africa



Image 1: Team members of the MEGA project in Latvia



Image 2: Team members of School of Nursing and researcher, University of Pretoria. Front: Tumi Chiloane, Left: Ronelle Jansen, Back: Ega Janse van Rensburg-Bonthuyzen, Right: Marita Coetzee



Image 3: Team members MEGA project meeting April 2018

VLIROUS project 2018–2021

This joint research project, valued at €29,380.00, focuses on supporting community health workers through interprofessional learning. The project was initiated in 2018 for implementation in 2019 by the Flemish Interuniversity Council (VLIR), VIVES Noord, Brugge, University of Venda (UNIVEN), the University of Western Cape and University of the Free State. The aim of the Free State project is to develop a toolkit to support community health workers through inter-professional learning on an rural platform in the Xhariep district of the province.

1.2 Niche areas

The School of Nursing has two distinct research niche areas, namely, teaching and learning, and health communication. The majority of postgraduate student research falls within these two research niche areas.

Transfer of learning: Lead researcher Prof Y. Botma

Dr Lizemari Hugo (PhD) graduated on 6 December 2018, and has submitted the following three articles, of which one is under review, one has been

published, and one has been accepted for publication:

- Hugo, L., & Botma, Y. 2019. Looking beneath the surface of a preceptor-training programme through a realist evaluation. *Evaluation and Programme Planning*, 73 (1), 195-202.
- Hugo, L., & Botma, Y. 2019. A training programme for preceptors in South Africa: A consensus-seeking design. (Reviewed).
- Hugo, L., & Botma, Y. 2019. Implementing a preceptor-training intervention: lessons learned. (Under review).

F. Bruwer submitted a dissertation with the title, *A survey of venous ulcer care in wound care practices in Gauteng*, and graduated on 6 December 2018. She submitted an article entitled, The ears of a hippopotamus: Quality of venous ulcer care in Gauteng. South Africa, for publication in the journal, *Advances in Skin and Wound Care*.

Dr Sesi R. Noge graduated on 28 June 2018 with a thesis entitled, Strategies to reduce stillbirths in the Fezile Dabi district, South Africa. She has submitted one article, entitled, Social

norms as possible causes of stillbirths, for publication in *Midwifery*.

Candidate Hannelie Herzelman will submit her dissertation, entitled, Understanding people-centred care among collaborators in an oncology critical care unit, in June 2019.

Three Master's degree students are working on the transfer climate (clinical learning environment), as is one PhD candidate. The PhD candidate aims to submit in January 2020, with the title, A middle range theory for strengthening the advanced antenatal care programme in the Free State. The Master's degree students and their study titles are as follows:

- Orton, A. An integrative review of supportive clinical learning environment strategies for undergraduate students in health sciences
- Ndhlovu, M. A concept analysis on the transfer climate in health sciences
- Jordaan, H. Development of an instrument to measure the clinical learning environment in health sciences

The curriculum innovation project in Lesotho is making good progress with three doctoral students. Dr Nyoni was one of the candidates, and he graduated on 28 June 2019 with a thesis entitled, A framework for implementing and sustaining a curricular innovation in a midwifery programme in Lesotho. One article from this PhD has been published, namely:

- Nyoni, C.N. & Botma, Y. 2018. Sustaining a newly implemented competence-based midwifery programme in Lesotho: Emerging issues. *Midwifery*, 59(2018): 115-117.

Another two articles were submitted for publication:

- Strategies to sustain curricular innovations in higher education: An integrative review. *International Journal of Africa Nursing Science* (under review)
- A framework to implement and sustain a curricular innovation in a midwifery programme in Lesotho. *African Journal for Health Professions Education* (in press)

Candidate M Shawu will submit her PhD thesis with the title, Peer support

guidelines for nurse educators during curriculum innovation, in January 2020.

The study title of Mrs N. Molise, the third PhD candidate in this project is, A cultural-sensitive continuous professional development programme for nurse educators implementing competency-based curricula in Lesotho.

Ethics approval from all relevant ethics committees has been obtained for the study entitled, Continuing Inter-professional Education (CIPE) programme for sub-Saharan Africa. Consensus has been reached on the content and learning outcomes through a Delphi technique, and the article has been published in the *Journal of Interprofessional Care* (2019). The template for the development of the learning and teaching material has been developed and is under review by the task team. Once the task team has approved the template, the authors will start developing the learning and teaching material. The observational study in Bloemfontein is under way and the preliminary results will be presented at the AfrIPEN collaborative team planning session that is scheduled before the AfrIPEN and Tau Lambda at Large conference in Nairobi, Kenya.

Health communication: Lead researcher Dr Marianne Reid

Health literacy

The project, entitled Evaluation of written health education materials targeting adult Sesotho speaking patients with chronic diseases of lifestyle: Towards the development of a health literacy test, and funded by FUNDISA/PLUME/NRF, has been concluded and culminated in the development of a Sesotho Health Literacy Test (SHLT). This is the first health literacy test that has been developed for a specific indigenous language group in South Africa. The test was presented to an international audience at the ICCH conference in Porto, Portugal. The analysis of data for validation of the test is in progress. The SHLT will be applied in three postgraduate projects in 2019/2020, and in undergraduate research projects.

Patient participation

The project entitled, Patient Participation in communication regarding postural alignment: Sense of alignment compared to actual alignment of posture in standing and sitting positions, funded

by the Free State Department of Health, has been completed and an article has been submitted for review. The results were presented at a local conference.

Focused postgraduate research

The projects in the niche area of health communication are progressing well. In 2018, one Master's student graduated and two Master's students, J Matuka and L van der Walt, submitted their dissertations in November 2018. Ten Master's students have completed their studies within this niche area since the establishment of the area in 2014 (this number excludes an additional four Master's students who also completed studies outside the niche area in this time).

Currently, four PhD students, M Pienaar, R Jansen, F Mbutia and E Opisia, are registered within the niche area.

Research funding

Dr Reid secured funding from:

- FUNDISA/PLUME/NRF – cycle completed 2018
- Free State Department of Health – cycle completed 2018

- VLIRUOS joint project with South African and Belgium partners – cycle to commence 2019

Challenges faced

- New funding opportunities need to be identified urgently and proposals prepared. This necessitates dedicated time, which is not currently available. Funders each have their own focus area and, therefore, research projects need to address those needs, and not necessarily focus on what the researcher wants to pursue.
- Biostatisticians of the Department of Biostatistics at the Faculty of Health Sciences find it increasingly difficult to assist with analysis of data that is not directly linked to student projects, due to their own workload. This poses financial and practical challenges to researchers, who are expected to be involved in “own research”, outside student projects. Such projects often run on a shoestring budget, due to challenges related to funding (alluded to above).

Outstanding events

- The health communication conference, which was attended by Dr M Reid in Baltimore in October 2017, and Porto in 2018, created the opportunity to contact lead researchers in the field of health communication. Various options are currently being explored to collaborate on research activities.

1.3 Scholarship development

The School of Nursing released two staff members, A Welman and R Jansen, from their academic responsibilities to focus on their PhD studies.

1.4 Research Methodology

module: Coordinator Dr Deirdre van Jaarsveldt

Twenty students registered for the Nursing Research (NVRT790) module at the beginning of the year, of whom 18 successfully completed the module; nine students passed the module with distinction. The students could consult with experts in compiling their research proposals, and drafts could be sent electronically for feedback, either to the consultant or the module coordinator. In addition, two full day writing sessions were presented for the students, where they could further consult with experts.

1.5 Postgraduate students

Student numbers and degrees awarded

Thirteen PhDs and 27 Master's students were registered. Discussion sessions are being held with PhD students via social media. The purpose of the sessions is to create a social presence and to provide a platform for support, particularly for those in distributed locations. The sessions include discussions on academic content, as well as informal discussions amongst the students. Positive feedback has been received and the initiative has become student driven. Five students received their Master's degrees on 28 June 2018, and three on 6 December 2018. Mrs I. Lombard obtained her Advanced University Diploma in Occupational Health Nursing. Refer to Figures 1 and 2.

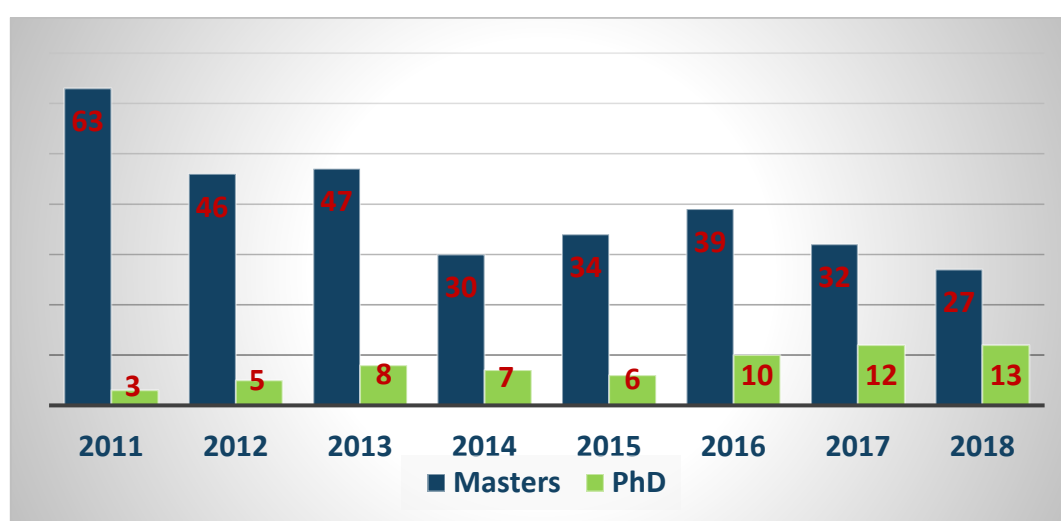


Figure 1: Number of students registered for postgraduate programme (2011–2018)

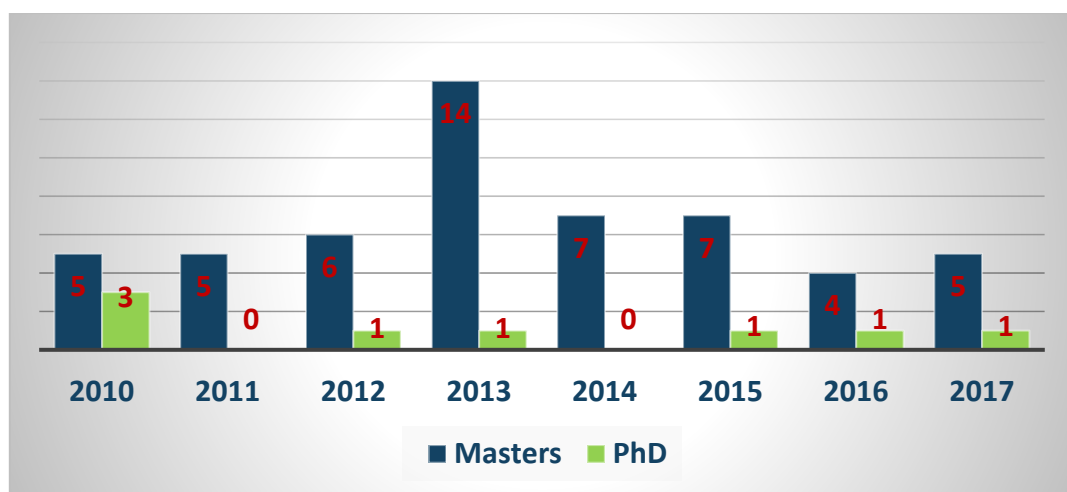


Figure 2: Number of postgraduate students that graduated 2010–2018 (8 Masters and 1 PhD)

Entry into the PhD programme

Two applicants presented their preliminary research proposals to a pre-PhD panel and were accepted into the PhD programme.

1.6 Publications

In 2018, the School of Nursing delivered 14 publications in academic journals, one in an online journal, as well as 10 chapters in books. Ten of the articles were published in international journals. Refer to Figure 3.

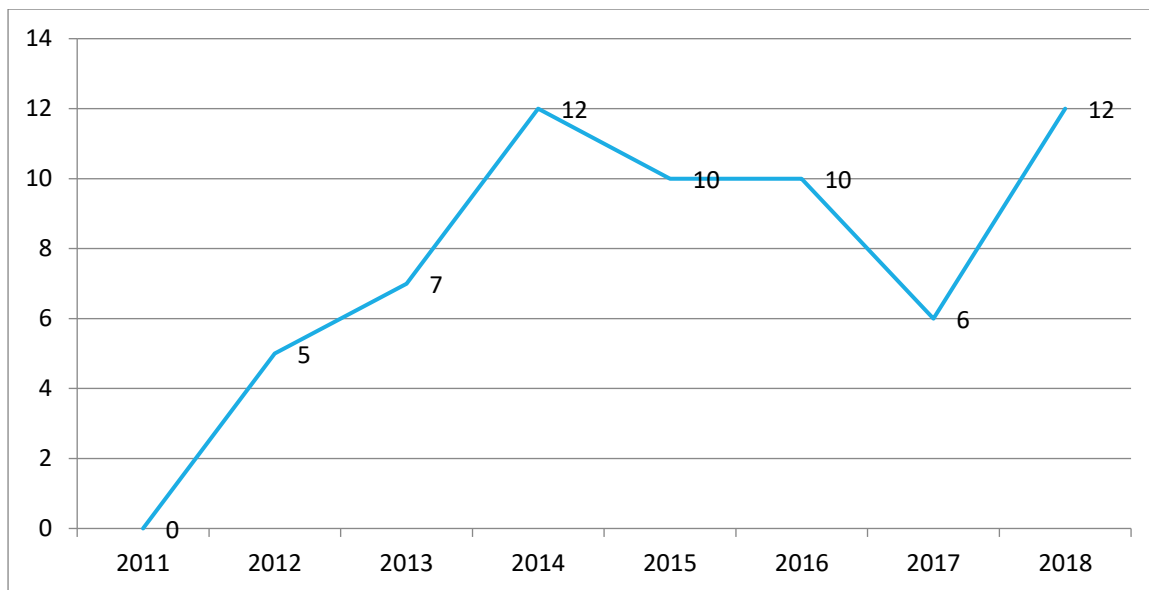


Figure 3: Number of articles published 2011–2018

1.7 Scholarship development

Writing retreats and academic staff development workshops

A postgraduate assessment workshop, facilitated by Prof. E Bitzer of Stellenbosch University, was presented at the School of Nursing; 18 academic staff members were in attendance, joined by six members of the Forum of University Deans South Africa (FUNDISA). During the workshop, academic staff were enabled to render postgraduate supervision, assess postgraduate studies and strengthen their academic writing skills.

Furthermore, two three-day writing retreats were held. In total 17 staff

members, postgraduate students and research associates participated in the Winter Writing Retreat, and five visitors joined to contribute to collaborative writing. Ten persons, including staff members and postgraduate students, attended the Spring Writing Retreat that was held at Haldon Estate. An additional seven persons joined the group for a morning workshop on Design Science Research, which was facilitated by Dr A. van Jaarsveld and Ms J. Swanepoel of the Department of Occupational Therapy.

An additional *three day writing retreat*, combined with a *writing dyad*, was sponsored by the Postgraduate School. The event was held at Haldon Estate from 21 to 23 November 2018, and nine persons were in attendance.

Engagement sessions and informal research discussions

Engagement sessions and informal research discussions continued during 2018. Attendance was a challenge, but picked up towards the end of the year. The informal research discussions was opened to interested colleagues in the Faculty of Health Sciences and the invitation was well received. The invitation has now been broadened for 2019 via the Faculty Research Committee.

Outstanding events

The support of academic development opportunities and the increase in academic output is encouraging. The two awards received by postgraduate students at the annual Faculty Research Forum testified to the high standard of postgraduate work:

- C Nyoni: Runner-up junior educational paper

- SR Noge: Runner-up junior category (educational posters)

Lessons learnt

Capacity development of staff is a priority. More opportunities should be created for academic writing and a wider variety of academic staff development opportunities should be offered, e.g., funding proposal writing and fund management.

Challenges

Eight academic staff members are due to retire by 2021 (three Master's and 5 PhDs). Two PhD-qualified staff members, Dr M. Wilke and Dr M. Phillips, resigned at the end of 2018. Currently, eight academic staff members are registered for PhDs. These losses have left a void that will be difficult to navigate with regard to supervision.

2. EDUCATION AND QUALITY ASSURANCE

2.1 Undergraduate programme

Intake in the undergraduate programme reached a maximum during the past three years. Refer to Figure 4.

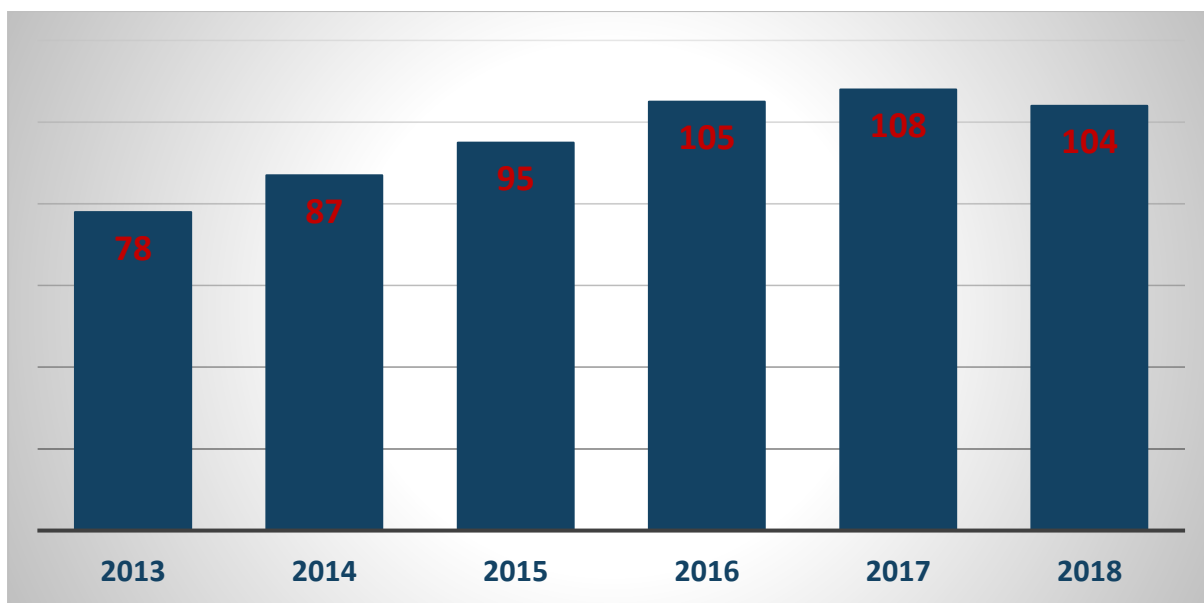


Figure 4: Student intake in the undergraduate programme 2013–2018

Increase student success and throughput rates, and reduce the achievement gap

In 2018, the throughput rate for nursing modules in the undergraduate programme was above 85%. The School of Nursing upholds an open-door policy for students, who can discuss any academic and other challenges with the Head of School and the Programme Director. A forum consisting of undergraduate students meets every month to discuss student and selected governance-related issues. The School of Nursing also collaborates with the Centre for Universal Access and Disability Support (CUADS) on campus, as well

as the Student Development Division of the Faculty of Health Sciences.

Threats

- The last intake for the existing BSocSci (Nursing) qualifications will be 2019 (NQF Act, Act 67 of 2008).
- The new Baccalaureus in Nursing curriculum has not yet been approved by South African Nursing Council (SANC) and Council on Higher Education (CHE).
- **Implication:** There is the possibility of no first-year student intake for the undergraduate programme in 2020. Refer to Image 4 Uniform ceremony.



Image 4: Uniform ceremony for first-year students 2018

Develop graduate attributes in curricular and co-curricular interventions

The School of Nursing adheres to the requirements of the SANC relating to theory-practice integration. Trained clinical preceptors (1 preceptor: 20 students) are appointed to support students with application of knowledge and skills during clinical placements in a variety of contexts, such as clinics, private and public healthcare sectors, and communities.

Improve student safety and health issues

The School of Nursing capacitates all students regarding the risk related to needle stick injuries, and its management is stipulated in the

School's and Faculty policy. Students experiencing mental health problems are referred to Kopsie Health for counselling.

Optimise the student lifecycle, from recruitment to graduation

The School of Nursing continuously monitors all students' academic progress. Year coordinators report to the Programme Director during scheduled monthly meetings, and measures are proactively implemented to support students (refer to throughput KPA 1.1).

Increase non-government-derived sources of income

In total 36 bursaries for undergraduate students are sponsored by private healthcare enterprises (Life Healthcare and Mediclinic).

Improve the integration of data and electronic systems to support both tactical and strategic decision-making

The academic and clinical records of students in the School of Nursing are captured by means of the PeopleSoft® Grade Book.

Innovative teaching strategies

Simulations with standardised patients are implemented as a transformative pedagogy, which enabled the School of Nursing to emerge as a simulation

leader, nationally and continentally. Transformative learning through simulation for nursing students, conducted in a controlled environment, forms an essential bridge between theoretical knowledge and clinical practice. These methods ensure learning opportunities that incorporate communication and decision-making skills, leadership development, and clinical judgement. Students are completely involved and actively participate while resolving contextualised situations. Simulations follow a structured approach of briefing and debriefing sessions, which are video recorded. Students learn most through well-structured and facilitated debriefing sessions. The number of students exposed to high-fidelity simulation opportunities increased from 100 in 2011 to 2,153 in 2018. Refer to Figure 5.

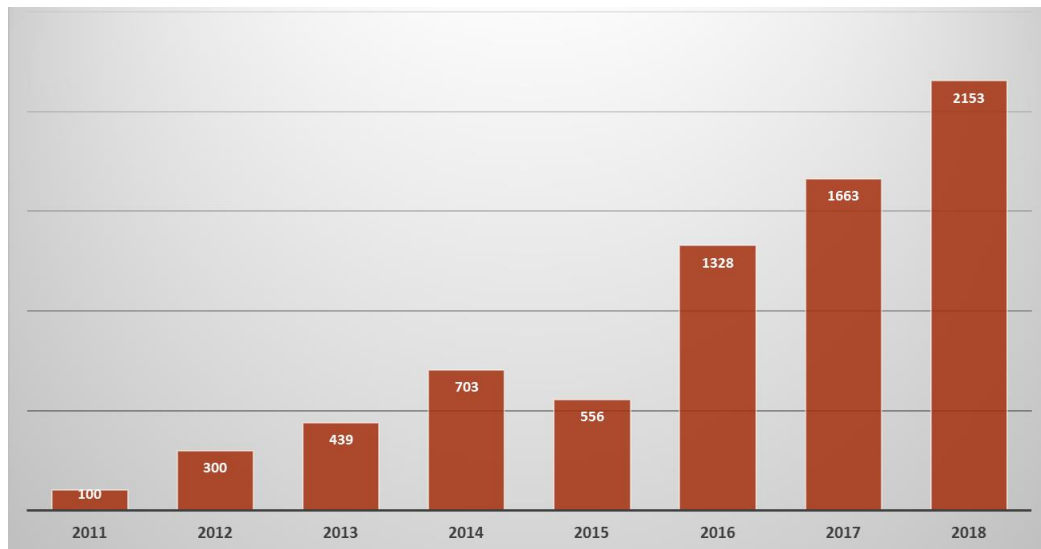


Figure 5: Number students exposed to high-fidelity simulation

In terms of a teaching and learning approach, it seems that experiential learning, as opposed to a traditional style of teaching, continues to work well with mature students. The course is structured in such a manner that it offers students numerous opportunities to integrate theory and practice, thus, enhancing their learning and skill acquisition, and fostering self-directed learning abilities. We will continue to cultivate independent learner behaviour

and help students to make the transition, from being dependent, to taking ownership of their own learning. It is, thus, be essential to involve all staff in this programme, and that they all have the same view of and goal for our adult learners. Refer to Image 6, Post-basic students specialising in paediatric nursing, and their coordinator, Dr C. Spies.



Image 5: Dr C. Spies and post-basic students specialising in paediatric nursing

2.2 Post-basic programme

After a marketing roadshow in the larger Mangaung and the Northern Cape, to inform healthcare facilities about the status of postgraduate diplomas, the intake of post-basic students increased by 59.

The fact that the SANC has not yet approved the exit-level outcomes for the postgraduate diplomas pose a

threat to offering the programme in 2020. Due to this delay, a total of 1q curricula could not be finalised. The implication is that the enrollment of ± 350 new students in 2020 might be at stake. A second intake of students was proposed in order to limit the abovementioned impact. Figure 6 depicts the number of students enrolled for advanced university diplomas.

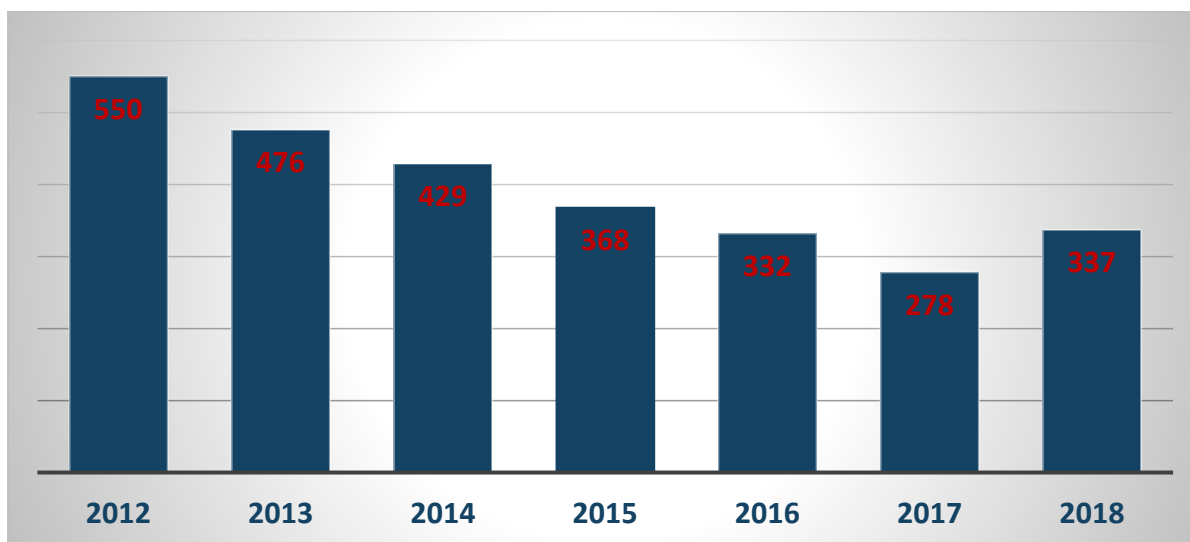


Figure 6: Number of students enrolled for advanced university diplomas (Post-basic programme) 2012–2018

2.3 New academic programmes

Two postgraduate diplomas, health-care management and theatre technique, were approved by the Academic Planning and Development Committee (APDC), UFS 2018.

3. ACADEMY FOR CONTINUING PROFESSIONAL DEVELOPMENT IN HEALTHCARE

Dr E. Petersen, an alumna of the School and currently employed at the University of Cape Town, Dr D. van Jaarsveldt and Prof A. Joubert, are in the process of establishing an organisation to cultivate clinical health science research for responsive health

care in Africa. This will entail offering short learning programmes, concluding research, and developing a career pathway for clinical research nurses.

Considering the number of short learning programmes offered by the Academy, 2018 could be labeled an extraordinarily successful year: 45 short learning programmes were presented under the auspices of the Academy in Bloemfontein and Cape Town, Ballito, Johannesburg and Kathu. In total 450 students enrolled, including students from Zimbabwe, Namibia, Botswana and Malawi, and 362 certificates were issued. Refer to Figure 7, which depicts the number of short learning programmes presented

2012 – 2018; Image 7 shows wound-care students, and eight high-fidelity

simulation students, and image 9, Mrs C. Fourie, a moulage expert.

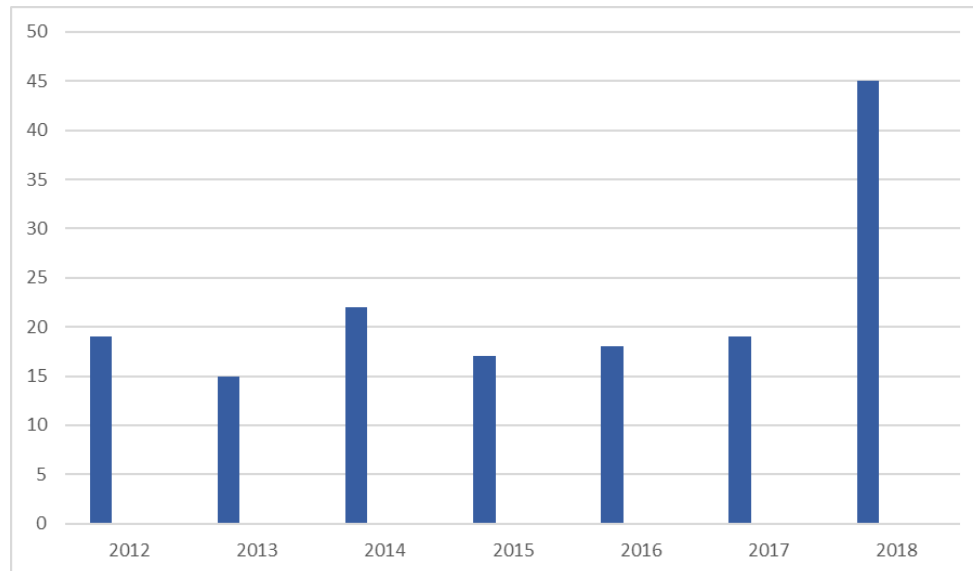


Figure 7: Number of short learning programmes presented 2012–2018



Image 6: Wound-care students at KwaZulu-Natal, treating a standardised patient



Image 7: An interprofessional group of students who attended a short learning programme in high-fidelity simulation

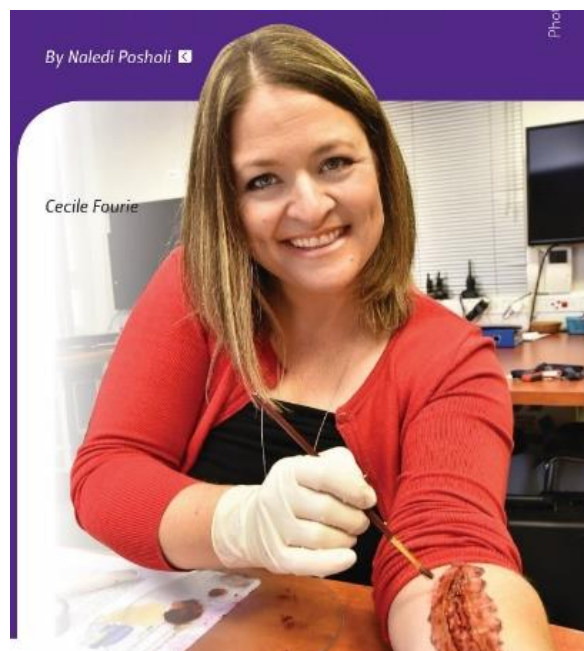


Image 8: Mrs C. Fourie, an expert in moulage and high-fidelity simulation

4. COMMUNITY ENGAGEMENT AND SERVICE LEARNING

Prioritise engaged scholarship in the UFS funding model

Community engagement and service learning is a priority in the School of Nursing. Yearly, students and staff render services through a diversity of teaching and learning activities. The activities are implemented in the broader Mangaung Municipality area and other areas, such as the southern Free State, and are funded through two University resources, that is, R185 394 allocated for service learning modules, and an amount of R530 000 for activities related to rural clinical platforms.

4.1 Service learning in the undergraduate programme

Community-based education is an integral part of the four-year undergraduate curriculum of the School of Nursing. Students, therefore, master the required professional competencies in a variety of community-based settings. Six service learning modules are offered in the undergraduate

programme, and three in the post-basic programme. All the nursing educators in the undergraduate nursing programme are involved in community-based education and service learning.

First-year students

A total of 106 students registered for the BSocSci (Nursing) programme. Building on past service-learning successes, students once again rendered services at retirement homes, and integrated their knowledge related to personal hygiene and basic needs during patient care.

Dr M. Wilke (School of Nursing), Ms H. Morgan (Occupational Therapy) and Ms C Saaiman (Physiotherapy) collaborated to establish a Junior IPE initiative. First-year Nursing, Occupational Therapy and Physiotherapy students, as well as post-basic paediatric and nursing education students, visited Trompsburg during April 2018 to complete a community profile. Delegates from Belgium, as well as staff from Paray Nursing School in Lesotho, joined this Junior IPE group. Refer to Image 10.



Image 9: Junior interprofessional team

The Trompsburg community received feedback on the results obtained from the community profile during a health fair. All students participated in this event and provided insightful

information to patients visiting the clinic, and the broader community, on health promotion and prevention. Refer to Image 10.



Image 10: Health promotion during health fair



Image 11: First-year students preparing a vegetable garden

During the second semester, first-year students completed their family studies and joined the Springfontein community for a toy-making event. A diverse group from the community attended the session. Four visits to the community involved developmental screening of children under five years of age, family visits, a play workshop and a celebration.

Second-year students

In collaboration with Kopsie Health, students of the Main and South Campuses were selected as target population. The second-year students identified eight first-aid themes and prepared posters and information leaflets for this event. The nursing students were very proud about sharing their knowledge with their peers.

Third-year students

Third-year students prepared themselves for the second semester community wound-care project. Prof M Mulder presented a lecture on the best practices in wound care and the latest wound-care products available. The facilitators responsible for the different wound-care groups also attended the lecture. On Friday, 18 May 2018, representatives of medical companies demonstrated their wound-care products. The project included home-based visits to at least eight patients suffering from chronic wounds. The groups presented their case studies to a panel of experts in October 2018.

Fourth-year students (midwifery and psychiatry)

The fourth-year students continued their home-based visits, which proved to be valuable. Mrs R. Jansen and the post-basic psychiatry and midwifery students collaboratively rendered services during the home-based visits. Refer to Images 12 and 13.

Awards and committees: Mrs E. Bekker

- Vice-Rector: External Relations Award in the category of Service-Learning (credit-bearing) at the

Community Engagement Awards, 2017.

- International Confederation of Midwives Research Award: 2018.
- Fellow of the Academy of Nursing of South Africa, 2018.
- Re-elected as the President of the professional association for midwives, Society of Midwives of South Africa.
- Member of the ministerial committee on Maternal Health, National Committee on Confidential Enquiries into Maternal Deaths (NCCEMD).



Image 12: Midwifery outreach demonstrating kangaroo care



Image 13: Fourth-year psychiatry students

Interprofessional education (IPE)

Since 2016, all final-year nursing students have participated in the IPE programme of the Faculty of Health Sciences at Trompsburg and Springfontein. The aim of this programme is to provide students with the opportunity to master key professional competencies, such as communication, person-centred care, roles and value clarification.

Transnet Phelopepa healthcare train

Fourth-year students valued their experiences as part of the Phelopepa healthcare train. Services were rendered to the community at Orkney from 11 – 22 Junie 2018, and Makado (Limpopo) 25 June – 6 July 2018.

Mandela Day

The Faculty of Health Sciences celebrated Mandela Day in Trompsburg on 28 July 2018. Five members of the School of Nursing participated in the fun run. Learners from Trompsburg High and PT Saunders School, as well as students from the Faculty, competed in the sports events. The School of Nursing also acknowledged the contributions related to the learning experiences of students made by the primary healthcare clinics in both Trompsburg and Springfontein, by serving refreshments to staff and patients. Mandela Day celebrations, furthermore, included contributions by staff members to Lorraine's Heaven, a place of safety for battered women.

The midwifery lecturers in collaboration with the Princess Gabo foundation officially celebrated Mandela day with the participation of the Nelson Mandela foundation - a centenary celebration of the life and work of Nelson Mandela.

The first week of August, as part of women's' month, was allocated to breastfeeding and the day was celebrated 3 August 2018. This two-fold activity included a social mobilisation campaign in Thaba Nchu, joining the House of Traditional leaders, the Central University of Technology (CUT), and the education project of the South Campus. The event at the royal kraal was followed by a march to the Moroka hospital. Students in the undergraduate and post-basic groups joined this march. Following the handing out of Kangaroo Mother Care wraps to mothers in the postnatal ward, an information session including almost 500 community members was presented. The day was attended by several stakeholders including the great grandson of Nelson Mandela. He was also the keynote speaker on the importance of breastfeeding and KMC.

4.2 Service learning in the post-basic programme

Education students

Bloem Shelter, a Non-profit Christian organisation providing shelter for the homeless, catering for women, women with children, the elderly, and male tenants, presented their projects to the education students. The students, as part of their curriculum requirements, presented their community lessons at the shelter during June and July 2018. An event to celebrate achievements of both students and tenants was combined with the presentations. In September 2018, the students attended the learning festival that was hosted the Service Learning Division (UFS), in collaboration with other stakeholders.

Pediatric nursing students

Paediatric nursing students expanded their "Junior IPE" by visiting Trompsburg and Springfontein together with nursing education and first-year students. They also assisted the first-year students at the health fair. Mrs C. Rafferty accompanied lecturers from the Paray Nursing School in Lesotho during their visit to Bloem Shelter and the Reach Our Community (ROC)

foundation, a NPO serving the community of Heidedal and Bloemfontein.

Child psychiatry students

Students completed some of the 22 scheduled child psychiatry outreaches. The students, together with social workers, occupational therapists, psychologists and psychiatrists, formed part of a newly established senior IPE initiative.

Other research initiatives

Data was captured through two mMogo research sessions, one in Springfontein

and one in Trompsburg. Members of the different lifestyle groups were selected as participants. Data gathering was facilitated by Ms H Morgan (Occupational Therapy) and Mrs M. Wilmot (Facilitator IPE Trompsburg). The research results will be published.

5. INTERNATIONALISATION

The School of Nursing signed memoranda of agreement with VIVES Katholieke Hogescholen, Kortrijk, Belgium, and University of Jönköping, Sweden, regarding the annual exchange of undergraduate students. Refer to Images 16, 17 and 18.

DATE	DESCRIPTION
7 January 2018 – 2 February 2018	RHIZO University, Kortrijk, Belgium (S. Soenen). Two students, L. du Toit and C. Roberts of the UFS visited RHIZO for a three-week clinical exchange.
18 February – 10 March	A delegation of four incoming students and four lecturers from RHIZO, Belgium, visited the UFS to explore clinical placement opportunities and students and staff exchange possibilities. The delegation was hosted by Prof. Francis, for a meet and greet. Ms H. Morgan was invited to take part and facilitate occupational health student placements. The students were placed at Bloemshelter, Trompsburg, Sunflower House and Beudene.

26 February 2018 – 10 February 2018	Three lecturers from RHIZO visited the UFS to explore “child health” and “old age” care clinical/community exchange possibilities. Community sites were visited.
12 – 17 March 2018	A delegation from Paray Nursing School, Lesotho, visited the UFS to explore collaboration possibilities (visited the School of Nursing, ROC, Bloemshelter and Trompsburg).
	Jönköping University, Sweden (M. Lindroth and L. Weissova). The School of Nursing hosted five exchange students (Pierre Dahlgren, Samuel Larsson, Fanny Martinsson, Caroline Brändström and Ludwig Simmeborn) from Jönköping University during the second semester for an academic exchange.



Image 14: Visit by lecturers Paray Nursing School, Lesotho: Mrs E Mukurunge, Mrs M Shawa, Prof. M. Mulder



Image 15: Mr C. Hagenmeier (Internationalisation), Prof. M. Mulder (Head School of Nursing), staff School of Nursing and Paray Nursing School



Image 16: Motlagonong Pelesane, Chané Vorster, Nyonisi Nwili and Gesche Binding

6. ADVANCE AN INSTITUTIONAL CULTURE THAT DEMONSTRATES THE VALUES OF THE UFS

The social climate of the School of Nursing was evaluated by a private consultant, and strategies were implemented to address certain issues through a collective meeting with all staff members.

7. CONCLUSION

Higher education in South Africa, especially nursing education at universities and training colleges, are experiencing turbulent times. Major concerns for most nurse training institutions, excluding Stellenbosch and the University of Cape Peninsula, are that the legacy qualifications will phase

out 31 December 2019, and that approval by the SANC to implement the newly submitted undergraduate curricula in 2020 has not been received. In addition, the regulations for the postgraduate diplomas have not been promulgated, resulting in nurse training schools in South Africa being unable to finalise their curricula for specialisation areas for approval by the SANC. The fact that the new diploma curricula to be offered by nursing colleges in South Africa, have not been accredited either, contributes to the major concerns. Considering the existing shortage of nursing staff who can provide the necessary general healthcare to ensure positive patient outcomes, the future training and provisioning of nurses in South Africa are under threat.

ADDENDUM A

LIST OF PUBLICATIONS

Academic journal articles published in 2018

Authors	Year	Title	Journal	Accreditation	Impact factor
Botma, Y.	2018 (Published online: 13 Nov. 2018)	Consensus on interprofessional facilitator capabilities	<i>*Journal of Interprofessional Care</i>	ISSN: 1356-1820 (Print) 1469-9567 (Online)	2.205
Hugo, L., Botma, Y. & Raubenheimer, J.E.	2018 (Accepted 12 May 2018)	Monitoring preceptors' supportive role: A measuring instrument for increased accountability	<i>*Nurse Education Today</i> . 67: 83–89	ISI ISSN: 0260-6917 Scopus ISSN: 2606917	2.067 CiteScore: 2.11
Le Roux, M., Walsh, C., Reid, M. & Raubenheimer, J.	2018 (Published online: 6 Jul 2018)	Diabetes-related knowledge, attitude and practices (KAP) of adult patients with Type 2 diabetes mellitus in the Free State province, South Africa	<i>South African Journal of Clinical Nutrition</i> . 0(0): 1–8.	Scopus ISSN: 1607-0658	RG Journal Impact: 0.40
Mpeli, M.R.	2018 (Published online: 11 June 2018)	Strategies for integrating cultural values in ethics education for nurses	<i>*Global Journal of Health Science</i> . 10(7).	Scopus ISSN: 1916-9736	RG Journal impact: 1.26
Mpeli, M.R.	2018 (Published: 29 August 2018)	Analysis of self-evaluated ethical competence of midwifery students at a selected nursing college in the Free State	<i>Curationis</i> . 41(1): a1925.	Scielo SA Scopus ISSN: 3798-577	RG Journal Impact: 0.48
Nyoni, C.N. & Botma, Y.	2018 (Accepted 20 January 2018)	Sustaining a newly implemented competence-based midwifery programme in Lesotho: Emerging issues	<i>*Midwifery</i> . 59: 115–117.	Scopus ISSN: 0266-6138 (print) 1532-3099 (online)	1.787

Authors	Year	Title	Journal	Accreditation	Impact factor
Reid, M., Walsh, C., Raubenheimer, J., Bradshaw, T., Pienaar, M., Hassan, C., Nyoni, C. & Le Roux, M.	2018 (Accepted 9 May 2018)	Development of a health dialogue model for patients with diabetes: A complex intervention in a low-/middle income country	<i>*International Journal of Africa Nursing Sciences</i> . 8: 122–131.	Scopus ISSN: 2214-1391	SCImago JR 0.396 CiteScore: 1.18
Roets, L. & Botma, Y.	2018 (Available online 11 June 2018)	Challenges and opportunities nurses experienced to turn conference presentations into journal articles	<i>*International Journal of Africa Nursing Sciences</i> . 9: 9–13.	Scopus ISSN: 2214-1391	SCImago JR 0.396 CiteScore: 1.18
Roets, L., Chelagat, D. & Joubert, A.	2018 (Available online 24 August 2018)	Strategies to improve postnatal care in Kenya: A qualitative study	<i>*International Journal of Africa Nursing Sciences</i> . 9: 62–67.	Scopus ISSN: 2214-1391	SCImago JR 0.396 CiteScore: 1.18
Rossouw, S., Heyns, T. & Botma, Y.	2018 (Published June 2018)	Towards a conceptual framework to guide the education of paediatric nursing	<i>*Gender & Behaviour</i> . 16(1), June, 10686–10699.	IBSS ISSN: 1596-9231	-
Steyn, A.	2018 (24 June 2018)	A student midwife's perspective from South Africa	<i>*Midwifery</i> . 65: 91.	ISSN: 0266-6138 (print) 1532-3099 (online)	2017 Impact Factor: 1.787
Van Jaarsveldt, D.E. & Joubert, A.	2018 (Available online 24 August 2018)	Short learning programme provisioning in nursing: An evaluative case study	<i>*International Journal of Africa Nursing Sciences</i> . 9: 87–91.	Scopus ISSN: 22141391	SCImago JR 0.396 CiteScore: 1.18

ADDENDUM B

PRESENTATIONS AND ATTENDANCE AT NATIONAL AND INTERNATIONAL CONFERENCES

Conference proceedings

1. Nyoni, C.N. & Botma, Y. (2018). Sustaining a newly implemented competency-based midwifery programme in Lesotho: Emerging issues. Oral presentation at the South African Association for Health Education (SAAHE), Durban, South Africa.
2. Nyoni C.N. & Botma Y. (2018). Implementing a competency-based midwifery programme in Lesotho: A gap analysis. Oral presentation at the Faculty of Health Sciences (UFS), Research Forum, Bloemfontein, South Africa.
3. Botma, Y. & Labuschagne, M.J. 2018. A theory infused interprofessional education programme. 4th Annual International Conference Scholarship of teaching and learning (SoTL) in higher education: Transforming teaching and learning through a culture of research in higher education. Bloemfontein, Central University of Technology 24-25 October, 2018
4. Botma, Y. & Labuschagne, M. J. (2018). Students' perceptions of interprofessional education and collaborative practice: Analysis of freehand drawings. International Journal of Arts and Science, 24-27 July 2018, Central European University, Budapest, Hungary.
5. Botma, Y. 2018. Closing the gap in nursing education in response to NHI implementation. 7th Annual Free State Provincial Health Research Day, "Unifying the public and private sectors through research: dream or reality". 8-9 Nov 2018. Kines 1-4 Faculty of Medicine, UFS Main Campus, Bloemfontein.

Conference

- Jansen, R., Reid, M. (year). Exploring rural caregivers' challenges and their interest in communication technology when caring for adolescents with mental health issues: Using the Mmogo-method® (poster). International Conference on

Communication in Healthcare. 1-4 Sept., Porto, Portugal.

- Reid, M., Joubert, A., Nel, P. (year). Observational Checklist of Health Dialogue Elements (OCHDE): Development and evidence of reliability (poster). International Conference on Communication in Healthcare. 1-4 Sept., Porto, Portugal
- Reid, M., Nel, M., Janse van Rensburg-Bonthuysen, E. (year). Addressing the lack of health literacy tests for South African indigenous languages: Developing the SHLT (oral). International Conference on

Communication in Healthcare. 1-4 Sept., Porto, Portugal

News snippet for STTI Newsletter

21 September 2018

Mr Lebuile Mogakwe of the School of Nursing, University of the Free State, recently participated in the STTI Leadership Connection that was held in Indianapolis, Indiana, from 15-18 September 2018. These photographs, taken during the Headquarters Tour, were posted on the STTI website. Refer to Image 19.



Image 17: Mr J. Mogakwe presenting a paper at STTI Philadelphia