

**2016 ANNUAL REPORT  
SCHOOL OF NURSING  
FACULTY OF HEALTH SCIENCES**



UNIVERSITY OF THE  
FREE STATE  
UNIVERSITEIT VAN DIE  
VRYSTAAT  
YUNIVESITHI YA  
FREISTATA



**UFS·UV**  
HEALTH SCIENCES  
GESONDHEIDSWETENSKAPPE

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# SCHOOL OF NURSING

## ANNUAL REPORT: 2016

### INTRODUCTION

The year 2016 was a challenging year with the national unrest on university campuses. Despite the #feesmustfall movement that hindered classes, academic throughput rate in almost all the programmes of the School of Nursing was the same as previous years due to dedicated teamwork amongst staff members.

### 1. A SECOND TERM APPOINTED AS HEAD OF SCHOOL OF NURSING

Prof Magda Mulder was appointed as Head of the School of Nursing for another term of five years from 1 April 2016 to 31 March 2021 (Refer to Image 1).



Image 1 : Prof Magda Mulder

Prof Yvonne Botma, Dr Marianne Reid, Dr Cynthia Spies and Dr Annali Fichardt each took responsibility for six weeks as acting Head of the School while Prof Magda Mulder was on leave during the second semester. Prof Annemarie Joubert was responsible for financial management in the absence of Prof Mulder.

Prof Mulder has resolved that she will motivate and support her team in the next five years to focus, amongst others, on the following aims:

- *To explore new collaborative partnerships with the Department of Health and the private sector to develop innovative capacity expanding approaches for preparing a new generation of nurses and nurse educators.*
- *To investigate innovative collaborative partnerships and innovative educational strategies with other schools/departments of Nursing at universities, that will allow for dual enrollment of students, dual appointment of staff and help to optimise the school's resources and enhance student learning opportunities. In time of resource constraints, we need to remain competitive where appropriate, but also embrace cooperation and partnership. So we build each other's strengths and specialisations rather than unnecessarily duplicating activities.*
- *To build on recent initiatives of interprofessional education to foster collaborative practice, to unite all health care professionals in the faculty and ultimately improve patient care.*
- *To support all educational strategies that enhance students' critical thinking and clinical judgement skills. (Refer to standardised patients and immersive simulation.)*
- *To commit ourselves to the Xhariep community outreach project because we believe that this project will embrace service learning as a life changing pedagogy. Through this project we as a faculty can demonstrate our willingness to serve the community and to take hands with the Department of Health to rebuild trust.*
- *To attract and retain a diverse, highly qualified, talented and committed team of academics who will ensure quality teaching and learning. We have to create a working environment to safeguard sufficient stimulation, development and acknowledgement of all staff members.*
- *To investigate all possibilities and pursue alternatives, internally and externally, to ensure and maintain financial sustainability of the school and the Academy for Continuing Nursing Education.*
- *To seek and create opportunities to capacitate staff as quality supervisors for postgraduate students, excellent researchers and ultimately to increase the research output of the school. (Four staff members with PhD qualifications will retire in the next four years).*

- *To commit ourselves to attract a growing number of excellent diverse postgraduate students.*
- *To strive to create a safe, non-threatening educational and cultural environment that will allow students to express their views on current issues such as the #Nightingale must fall campaign. This endeavor is necessary because of our own struggle with issues like inequality, conflict and a history of oppression.*

We have to enable our students to reflect on their own identity and to recognise and understand the dynamics of power in relationships.

## **2. RESEARCH**

### **2.1 Taking the lead**

Prof Yvonne Botma was inducted into the *Hall of Fame for Research Excellence in Nursing* at the 27<sup>th</sup> FUNDISA International Nursing Research Conference in Cape Town. She was also recognised as an expert in Nursing Education and was rated as an NRF C2 researcher. Prof Botma is the first NRF-rated researcher in the history of the School of Nursing. (Refer to Image 2)



Image 2: Prof Yvonne Botma

Dr Deirdre van Jaarsveldt and Prof Annemarie Joubert were awarded the Kerneels Nel Medal for the best educational article at the Faculty Research Forum.

## **2.2 Research niche areas**

### **2.2.1 Health communications niche areas**

The NRF Thutuka-funded project *Health dialogue with adult patients with chronic diseases in the Free State: towards a model for lower and middle income countries* completed the three-year funding cycle. All outcomes set for the project were reached.

The health literacy project, *Evaluation of written health education materials targeting adult Sesotho speaking patients with chronic diseases of lifestyle*, completed the first year of the two-year funding cycle. Funding was received from FUNDISA/PLUME/NRF.

The project *Developing and establishing the reliability of health dialogue elements* was conducted by Dr M Reid, Prof A Joubert and Dr P Nel.

The focus efforts to engage master's / PhD students within the field of Health Communication is starting to pay off. Currently Dr Reid acts as supervisor/co-supervisor to six masters' students in Nursing and Allied Health Professions within the Faculty of Health Sciences.

### **2.2.2 Transfer of learning niche area**

Although the funding of the interprofessional education project will terminate in March 2017, great strides regarding interprofessional education in sub-Saharan Africa have been made. The globally recognised Africa Interprofessional Education Network (AfriPEN) was constituted and various workgroups are trying to achieve set goals. The AfriPEN board is negotiating a collaborative project with the European network.

One master's degree and one doctoral degree candidate graduated under the supervision of Prof Y Botma in this niche area. The master's degree candidate worked within the preceptorship project, while the PhD candidate focused on

simulation. Three new PhD candidates registered in this niche area during 2016.

### 2.3 Research output and conference presentations

During 2016, twenty five papers/workshops were delivered by academic staff at international conferences and eight papers at national level. (Refer to Figure 1)

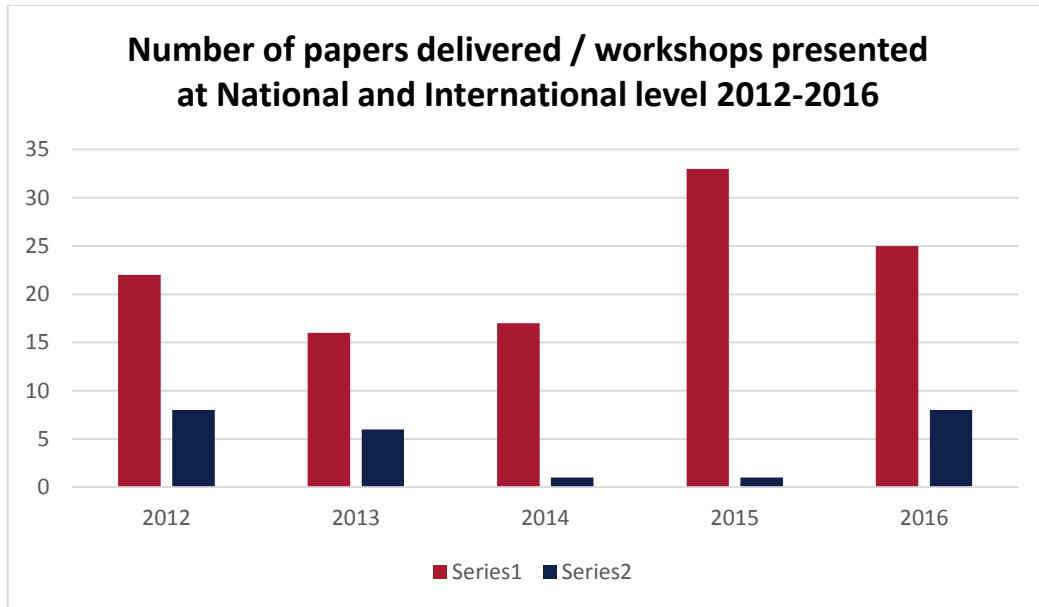


Figure 1

Nine articles were published in accredited journals and one chapter in a book. (Refer to Figure 2)

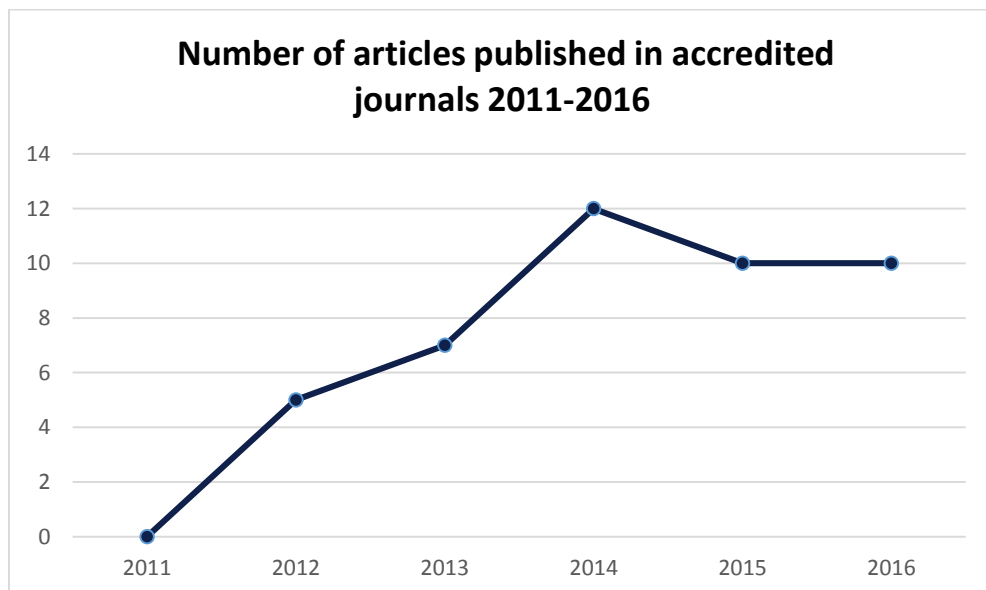


Figure 2

Five master's students graduated and Dr Cynthia Spies obtained her PhD.  
(Refer to Image 3)



Image 3: Dr Cynthia Spies (left) with her promotor,  
Prof Yvonne Botma

### **3. TEACHING AND LEARNING**

#### **3.1 Student numbers**

Figure 3 reflects a steady growth in student numbers in the undergraduate programme over the past four years (2013-2016). One hundred and three first-year students enrolled for the undergraduate programme during 2016. The throughput rate of the undergraduate programme also reflects a constant increase.



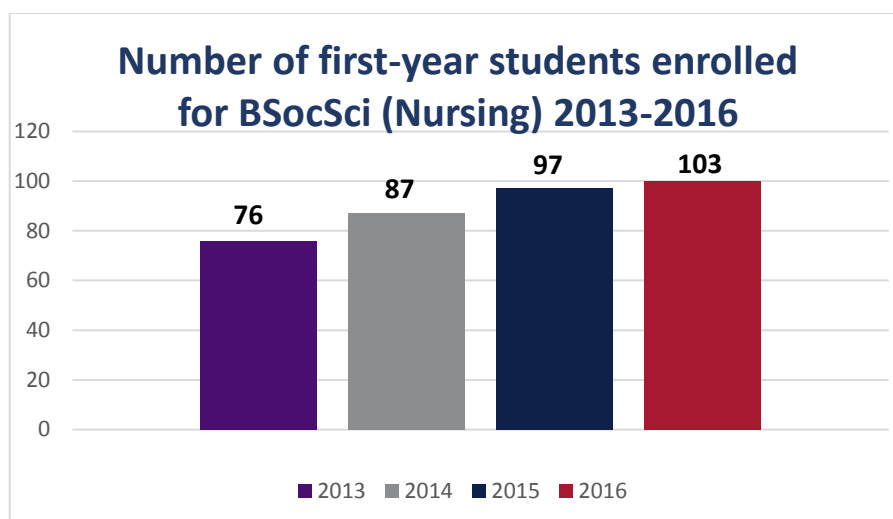


Figure 3

Unfortunately there has been a constant decrease in the number of students that enroll for the Post-Basic programme in the past five years (2012-2016) (cf. Table 1 and Figure 4).

### Post-Basic Programme (2012 - 2016)

Specialization	2012	2013	2014	2015	2016
HIV/AIDS Care	72	52	53	12	9
Health Care Management	123	93	81	56	60
Critical Care Nursing	11	13	14	5	7
Nursing Education	15	23	14	12	4
Primary Health Nursing	127	123	129	97	84
Community Health Nursing	30	22	15	11	
Child Psychiatric Nursing				23	13
Occupational Health Nursing	50	61	66	56	63
Psychiatric Nursing	13	5	3	5	3
Advanced midwifery	33	30	28	25	23
Operating Theatre Nursing	8	18	14	14	14
Forensic Nursing	33	22	26	37	26
Paediatric Nursing	15	21	16	15	16
Wound Care	10				
Orthopedic Nursing	10				
<b>Total</b>	<b>550</b>	<b>476</b>	<b>429</b>	<b>368</b>	<b>332</b>

Table 1

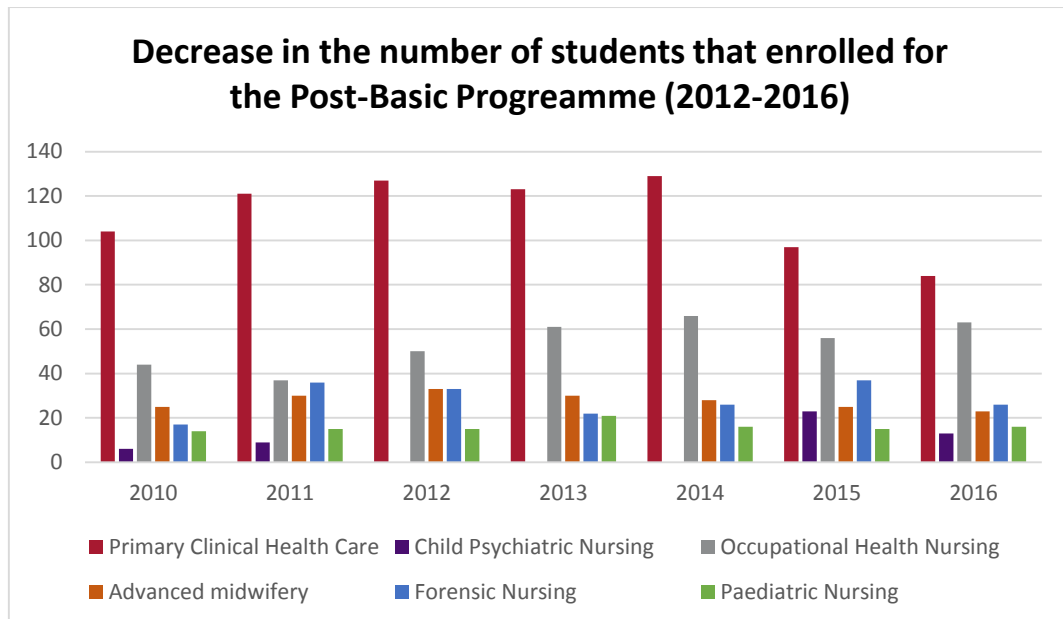


Figure 4

Possible reasons for the decline in student numbers might be:

- the financial position of the Department of Health (Free State and Northern Cape);
- the offering of certain specialties over weekends in Northern Cape and presentation of nursing education via e-learning.

### 3.2 Transformation of programmes

Seven new programmes have been approved by the university's Academic Planning and Development Committee. These approved programmes are:

- Midwifery
- Paediatric Nursing
- Critical care Nursing
- Forensic Nursing
- Occupational Health Nursing
- Primary care Nursing
- Nursing Education

### 3.3 Innovative teaching strategies

The school purchased a high fidelity simulator with additional functions such as drug recognition, ventilation capabilities for lung conditions and 12-lead ECG capacities and a five-year-mannequin (Refer to Image 4).



Image 4: Immersive simulation with high fidelity simulator

Consequently the number of students exposed to high fidelity simulation as an innovative teaching strategy nearly doubled (Refer to Figure 5).

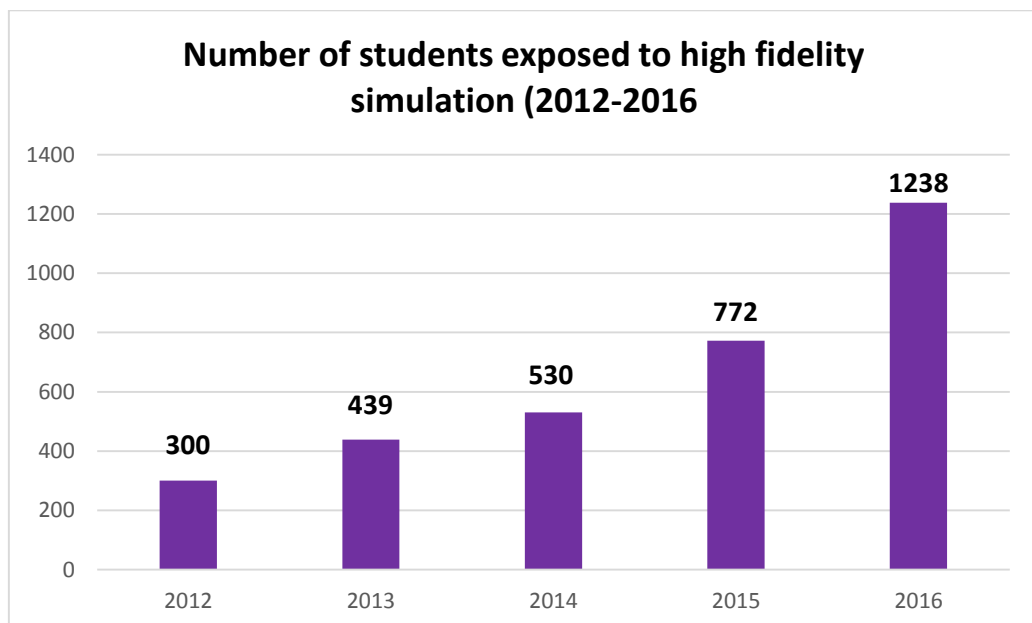


Figure 5

### **3.4 International student and lecturer exchange programme**

Several years of negotiations and visits between the School of Nursing, UFS and the Department of Nursing, School of Health Sciences, Jönköping University in Sweden, have resulted in a successful exchange programme for students as well as staff.

Two students from the respective universities participated (Refer to Image 5). Even though our students registered for modules at Jönköping, they also had to complete the School of Nursing's year modules. The classes at the University of the Free State were recorded and streamed to the students in Sweden.



Image 5: Fredrik Försberg, Swedish student (far left) on his visit to Trompsburg

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

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

### **4.1 Service learning modules**

#### **4.1.1 First-year programme**

Both theory modules are presented as service-learning modules. Early in the year, students participated in personality profiling 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.

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. (Refer to Image 6) 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 with input by the family members. The Springfontein project was co-funded by the National Research Foundation (NRF).



Image 6: Students walking into the community

For the third consecutive year, a doll-making workshop was held, and 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.

(Refer to Image 7)



Image 7: Students participating in the doll-making workshop

#### **4.1.2 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. The second-year students used the data retrieved from the community profiling to identify hypertension patients in the community. It formed the foundation for each 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 demonstration of their community teaching tool.

#### **4.1.3 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). 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 also supported the students with the treatment of their patients.

#### **4.1.4 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 an 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.

Last year's pilot project in the Responsible Reproductive Healthcare Education Programme (RHEPP) at Lekhulong and Albert Moroka 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. (Refer to Image 8) 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.



Image 8: 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 mobilisation and advocacy event in Thaba Nchu in collaboration with the House of Traditional Leaders.

#### **4.1.5 Fourth-year programme: Mental health**

The fourth year 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.



#### 4.1.6 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.

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 (Refer to Image 9).



Image 9: Students doing demonstrations at Kosmos, Free State Psychiatric Complex

#### 4.1.7 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 students performed growth and development screening on the 3/4-year-old children of Heideliggies Crèche in Heidedal (ROC). Clarification of roles and responsibilities in the community, the benefits of community gardening, and social awareness to identify challenges in the community were explained (Refer to Image 10).



Image 10: Students and workers at ROC

#### 4.1.8 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 (Refer to Image 11).



Image 11: Proud activities of the child psychiatry students

## 4.2 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. The Phelophepa train travelled to Empangeni from 13-24 June 2016. The Health Care Manager gave positive feedback regarding the 9 students of the school who participated in the venture.

## 4.3 Taking the lead in Community Engagement and Service Learning

Dr Marisa Wilke received a Vice-Rector's Award for Community Engagement in the category *Service Learning and Community Engagement Research*.

Although the Faculty of Health Sciences celebrated Mandela Day as a combined endeavour, the School of Nursing also grasped the opportunity to present an in-action refresher course on CPR to the staff at the Free State Psychiatric Complex.

#### 4.4 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 experience on a rural platform. The aim of the programme was 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 schools of Allied Health and Medicine, fourth-year Nursing students were required to work in interprofessional teams. (Refer to Image 12) The programme include 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. During these sessions students voiced their satisfaction with the programme. They appreciated working in a collaborative environment in which learning from the different professions were optimised.



Image 12: Interprofessional education student groups preparing feedback during a session in Trompsburg

## 5. THE ACADEMY FOR CONTINUING NURSING EDUCATION

The year 2016 was an extraordinarily active year for the academy as a third stream income generating institution.

A new programme, *Dispensing for Health Professionals*, was approved by the university's Academic Planning and Development Committee.

Eighteen short learning programmes were presented, not only in Bloemfontein, but also in Cape Town, Durban, Johannesburg and Kathu (Refer to Figure 6). Two hundred and seventy-six (276) students enrolled, including students from Zimbabwe, Namibia, Botswana and Kenya. (Refer to Figure 7). Three hundred and twenty-one certificates were issued.

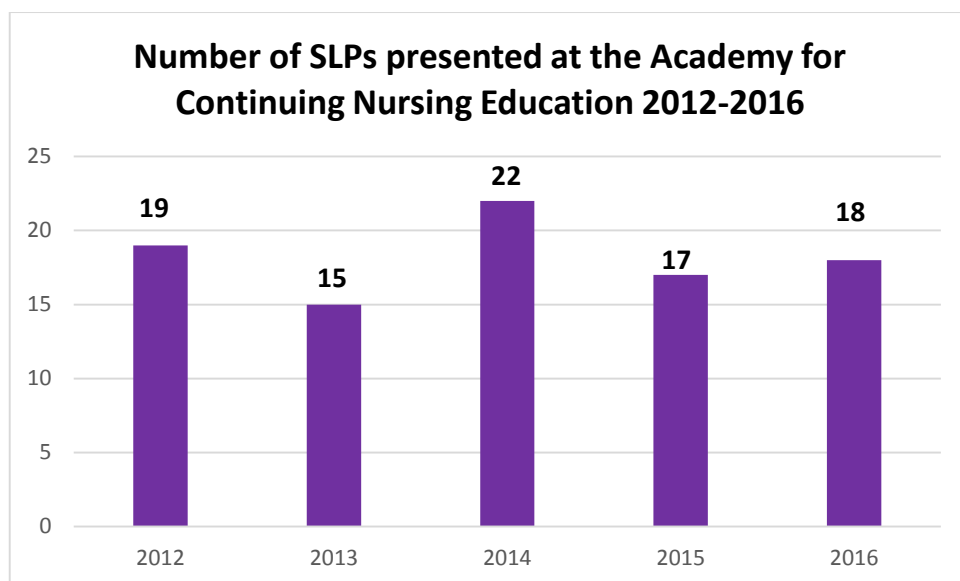


Figure 6

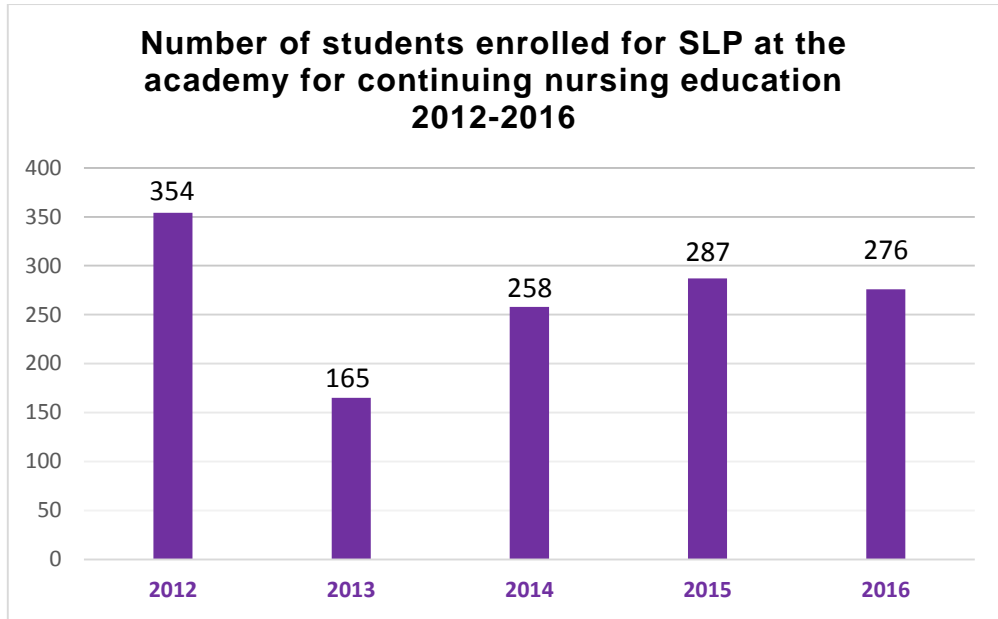


Figure 7

A successful Simulation in Health Care short learning programme (SLP) was hosted and presented twice by the three schools of the Faculty of Health Sciences. The focus of the programme was the use of simulation as educational strategy, and the practical implementation of simulation into the curriculum (Refer to Image 13). This programme was well attended by academics from various higher education institutions (nursing, medicine, emergency medicine and allied health) across South Africa and Africa.

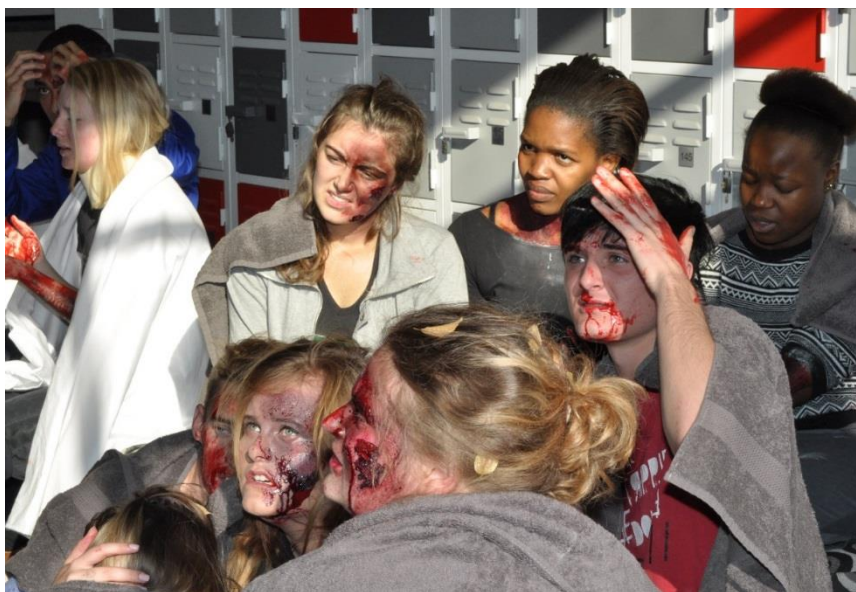


Image 13: Simulated patients for mass casualty presented to SLP attendees

The academy generated a total of R1 737 650.00 in tuition fees. The profit is used to ensure sustainability of the infrastructure in the teaching and learning facility situated in the Benedictus Kok building, to pay incentives to staff members for research output, and to support scholarship development to academic staff and postgraduate students.

## **6. CONCLUSION**

What the School of Nursing has achieved is due to the commitment of knowledgeable, skilled and passionate staff members. They seized every opportunity and surpassed all expectations to make the vision of the school come true.

**ADDENDUM A – LIST OF PUBLICATIONS  
2016**



## Publications 2016

### Published

Andersen, A., Fletcher, J & **Mulder, M.** 2016. Wound management. (In Brooker, C., Waugh, A., Van Rooyen, D. & Jordan, P.J., ed. *Foundations of Nursing Practice: Fundamentals of holistic care. 2<sup>nd</sup> ed.* Edinburgh: Mosby Elsevier. P. 609-630).

**Botma, Y.** 2016. Suggested competencies for a preceptor training programme. *Trends in Nursing*, 3(1).

**Botma, Y. & MacKenzie, M.J.** 2016. Perspectives on transfer of learning by nursing students in primary healthcare facilities. *Journal of Nursing Education and Practice*, 6(11).

Fawcus, F., Pattinson, R.C., Moodley, J., Moran, N.F., Schoon, M.G., Mhalanga, R.E., Baloyi, S., **Bekker, E.** & Gebhardt, G.S. 2016. Maternal deaths from bleeding associated with caesarean delivery: A national emergency. *South African Medical Journal*, 106(5):472-476.

**Jacobs, A.C.** & Lourens, M. 2016. Emotional challenges faced by nurses when taking care of children in a private hospital in South Africa. *Africa Journal of Nursing and Midwifery*, 18(2):196-210

**Jacobs, A.C. & Van Jaarsveldt, D.E.** 2016. 'The character rests heavily within me': drama students as standardized patients in mental health nursing. *Journal of Psychiatric and Mental Health Nursing*, 23(3-4):198-206.

Milimo, B.W., Obel, M.C. & **Mpeli, R.** 2016. Women's preferences on quality care during hospital birth in Kenya. *Kenyan Journal of Nursing and Midwifery*, 1(1):29-39

Roets, L., **Botma, Y. & Grobler, C.** 2016. Scholarship in nursing: Degree-prepared nurses versus diploma-prepared nurses, *Health SA Gesondheid*, 21: 422 - 430

Roos, E., **Fichardt, A.E., MacKenzie, M.J.** & Raubenheimer, J. 2016. Attrition of undergraduate nursing students at selected South African universities. *Curationis*, 39(1).

Van Rensburg, G.H., **Botma, Y.**, Heyns, T. & Coetzee, I.M. 2016. Establishing a community of practice: from outsiders to insiders. *Gender and Behaviour*, 14(1):7028-7039.

# **ADDENDUM B – CONFERENCES AND WORKSHOPS**

**2016**

<b>NAME</b>	<b>WORKSHOP/CONFERENCE</b>	<b>DATE</b>	<b>PLACE</b>	<b>PAPER DELIVERED</b>	<b>WORKSHOP PRESENTED</b>
Mrs Elgonda Bekker	STTI 27 <sup>th</sup> International Nursing Research Congress	20-25 July 2016	Cape Town	Appreciative Inquiry used in specialist Midwifery Education to strengthen human rights based approach.	
	13 <sup>th</sup> Annual Congress of Society of Midwives in SA	19-26 Aug 2016	Durban	Respectful care : A pledge for Midwives	
Mrs Vanessa Booysen	Sensitive Midwifery Symposium	9 Jun 2016	Port Elizabeth	Attended	
	13 <sup>th</sup> Annual Congress of Society of Midwives in SA	19-26 Aug 2016	Durban	Attended	
Mrs Lorette Botha	STTI 27 <sup>th</sup> International Nursing Research Congress	20-25 July 2016	Cape Town	Evaluation of the instructional design of high-fidelity simulation by the third year undergraduate nursing students.	
Dr Delene Botha	STTI 27 <sup>th</sup> International Nursing Research Congress	20-25 July 2016	Cape Town	Enhancing Responsible Reproductive health choices in Teenagers	
Prof Yvonne Botma	Facilitated a week-long training session on preceptorship as applied in a curriculum on HIV/Aids and TB	15-18 Mar 2016	Blantyre, Malawi	Facilitator	
	SAAHE Conference 2016 "transformative health education in motion"	19-24 June 2016	Port Elizabeth	Students' grasp of interprofessional collaboration; development of an assessment rubric	

	SAAHE Conference 2016 “transformative health education in motion”	19-24 June 2016	Port Elizabeth	Assessment rubric to evaluate interprofessional student collaboration	
	SAAHE Conference 2016 “transformative health education in motion”	19-24 June 2016	Port Elizabeth	Interprofessional student collaboration on a rural clinical platform	
	STTI 27 <sup>th</sup> International Nursing Research Congress. Leading Global Research: Advancing Practice, Advocacy and Policy	20-25 July 2016	Cape Town	A systematic review of educational practices that improve clinical judgment of students in Health Sciences	
	STTI 27 <sup>th</sup> International Nursing Research Congress. Leading Global Research: Advancing Practice, Advocacy and Policy	20-25 July 2016	Cape Town	Research capacity building in Africa	
	STTI 27 <sup>th</sup> International Nursing Research Congress. Leading Global Research: Advancing Practice, Advocacy and Policy	20-25 July 2016	Cape Town	Evaluation of the instructional design of high fidelity simulation by the third-year undergraduate Nursing students	
	STTI 27 <sup>th</sup> International Nursing Research Congress. Leading Global Research: Advancing Practice, Advocacy and Policy	20-25 July 2016	Cape Town	Optimizing simulation as meaningful learning experience for postgraduate Paediatric Nursing students	
	The 6 <sup>th</sup> International Jerusalem Conference on Health Policy: Health Policy: from local experience to global patterns and back again	21-26 May 2016	Jerusalem	Stumbling blocks in nursing education in sub-Saharan Africa	

	ANSA Workshop	25-26 Aug 2016	Johannesburg		
	12 <sup>th</sup> Biennial East, Central and Southern Africa College of Nursing (ECSACON) Scientific Conference: Nurses and Midwives for Universal Health Coverage	6-10 Sept 2016	Nairobi, Kenya	Innovations in nursing education: system responsibilities	
	12 <sup>th</sup> Biennial East, Central and Southern Africa College of Nursing (ECSACON) Scientific Conference: Nurses and Midwives for Universal Health Coverage	6-10 Sept 2016	Nairobi, Kenya	Interprofessional Education: a success story	
Mrs Uvain Burger	36 <sup>th</sup> SASHON Conference	2-4 Nov 2016	Port Elizabeth	Attended	
Mrs Johanna de Villiers	Graduate Women in International Empowering Women & Girls through lifelong education	24-26 Aug 2016	Cape Town	Attended	
Mrs Adele du Plessis	Toddler, Dino and Astro Therapy	18-20 Aug 2016	Bloemfontein	Attended	
Dr Annali Fichardt	21 <sup>st</sup> Biennial congress/WCET 2016 Embrace the circle of life	12-17 Mar 2016	Cape Town	Attended: Session leader	
	Mixed Methods Workshop	16-21 Jun 2016	Cape Town	Attended	
Mrs Herma Foster	Annual National Child Abuse Conference	16-18 Nov 2016	Pretoria	Attended	
Ms Lizemari Hugo	STTI 27 <sup>th</sup> International Nursing Research Congress	20-25 July 2016	Cape Town	An assessment tool to measure the supportive roles of preceptors	
	12 <sup>th</sup> Scientific Conference	6-10 Sept 2016	Nairobi	Introducing Standardized Patient simulation as an	

				innovative teaching and learning strategy of IMCI principles	
Mrs Mandie Jacobs	Royal College Conferences	23-23 Sep 2016	Kansas, USA	Attended workshops: Data collection for PhD research	
	12 <sup>th</sup> Nursing Healthcare Congress	3-5 Oct 2016	Vancouver, Canada	'The character rests heavily within me': Drama students as standardized patients in simulated-based learning	
	The 7 <sup>th</sup> Annual Sim Expo	5-7 Oct 2016	Toronto, Canada	Attended workshops: Data collection for PhD research	
	2016 Simulation Summit	14-15 Oct 2016	St John's Royal College, St John, Canada	Attended workshops: Data collection for PhD research	
Mrs Ronelle Jansen	Mixed Methods Workshop	19-24 Jun 2016	Cape Town	Attended	
	Mental Health Care Service Conference	17-18 Nov 2016	Johannesburg	Attended	
Prof Annemarie Joubert	12 <sup>th</sup> Biennial East, Central and Southern Africa College of Nursing (ECSACON) Scientific Conference: Nurses and Midwives for Universal Health Coverage	6-10 Sep 2016	Nairobi, Kenya	Student Nurses' Expectations of Service Quality versus Actual Experiences of a Simulation at a Higher Education Institution	
Dr Marianne Kotze	Annual National Child Abuse Conference	16-18 Nov 2016	Pretoria	How to explain normal findings in Child Sexual Abuse	

Mrs Nozimanga Lesia	13 <sup>th</sup> Annual Congress of Society of Midwives in SA	22-26 Aug 2016	Durban	Responsible Reproductive Health Education Project	
Mrs Carolin Maarsingh	SLP Simulation for Health Professional Educators	2016	Bloemfontein	Attended	
Mrs Julie MacKenzie	Graduate Women in International Empowering Women & Girls through lifelong education	24-26 Aug 2016	Cape Town	Attended	
Mrs Winnie Motlolometsi	13 <sup>th</sup> Annual Congress of Society of Midwives in SA	22-26 Aug 2016	Durban	Advanced Antenatal care Model (AANC) in the Free State.	
Prof Magda Mulder	ANSA Workshop	25-26 Aug 2016	Johannesburg	Attended	
Ms Lingiwe Nogabe	26 <sup>th</sup> National Conference of the School of Health Sciences	23-23 Jun 2016	University of Venda, Thohoyandou	The accessibility and acceptability of sexual reproductive health services: lived experiences of youth in Kimberly.	
Mrs Nora Olivier	21 <sup>st</sup> Biennial congress/WCET 2016 Embrace the circle of life	12-17 Mar 2016	Cape Town	Attended	
	African Congress & Incentives IIWCC	8-13 Mar 2016	Cape Town	Attended	
Mrs Maria Phillips	Annual Critical Care Society of South Africa (CCSSA)	12-14 Aug 2017	Champagne Sports Resort, KZN	Attended	
	Royal College Conferences	23-23 Sep 2016	Kansas, USA	Attended workshops	
	12 <sup>th</sup> Nursing Healthcare congress	3-5 Oct 2016	Vancouver, Canada	A framework resulting from implementing high-fidelity simulation in South Africa	



	The 7 <sup>th</sup> Annual Sim Expo	5-7 Oct 2016	Toronto, Canada	Attended	
	2016 Simulation Summit	14-15 Oct 2016	St John's Royal College, St John, Canada	A transformative learning framework for development of educators using simulation	
Mrs Mari Prinsloo	World Congress on Community Nursing	20-22 Jun 2016	Cape Town	Attended	
Dr Marianne Reid	6 <sup>th</sup> World Nursing and Healthcare Conference	14-28 Aug 2016	London/Amsterdam	Development of a health dialogue model for patients with diabetes: A complex intervention in a low and middle-income country	
	Sigma Theta Tau International's 27 <sup>th</sup> International Nursing Research Congress	21-25 July 2016	Cape Town	Perceptions of patients regarding diabetes related health communication strategies in the Free State, South Africa	
	Sigma Theta Tau International's 27 <sup>th</sup> International Nursing Research Congress	21-25 July 2016	Cape Town	Communication strategies to accomplish effective health dialogue in adult patients with chronic diseases in low and middle income countries: a systematic review	
	Sigma Theta Tau International's 27 <sup>th</sup>	21-25 July 2016	Cape Town	Attitude and Practices survey of adult patients	

	International Nursing Research Congress			with type 2 diabetes pertaining to diabetes in the Free State, South Africa	
	Sigma Theta Tau International's 27 <sup>th</sup> International Nursing Research Congress	21-25 July 2016	Cape Town	Attitude and Practices survey of health care workers working with adult patients with type 2 diabetes in the Free State, South Africa	
Mrs Natasha Rowe-Rowe	Psychodrama Workshop	1-7 May 2016	Pretoria	Attended	
Dr Cynthia Spies	STTI 27 <sup>th</sup> International Nursing Research Congress	20-25 July 2016	Cape Town	Optimizing simulation as a meaningful learning experience for postgraduate nursing students	
Dr Lily van Rhyen	Annual National Child Abuse conference	16-18 Nov 2016	Pretoria	Attended	
	Mixed Methods Workshop	19-21 Jun 2016	Cape Town	Attended	
Dr Idalia Venter	32 <sup>nd</sup> Postgraduate Course in Victimology, Victim Assistance and Criminal Justice	9-21 May 2016	Inter-University Centre, Dubrovnik, Croatia	Mental Illness: Ignored, Victimized, and Disposable	
Mrs Anna-Marie Welman	ADA Summer School	10-15 Jan 2016	Stellenbosch	Attended	
Dr Marisa Wilke	Public Health Association of SA Conference	17-23 Sep 2016	East-London	Training nurses by working with a ward-based outreach team in Xhariep District, South Africa	

	High-level Capacity Strengthening Programme	21 Aug 2016 to 9 Sep 2016	Southern African Systems Analysis Centre (SASAC), Wits, Johannesburg	Attended	
	FUNDISA Plume Cohort 2	25-29 Jan 2016 3-6 May 2016 26-29 Sep 2016	Somerset-West	Attended	
	Mixed Methodology Workshop. Prof A J Onwuegbuzie	20-24 Jun 2016	Somerset-West	Attended	

Thank you to all staff members who contributed to the success of the  
School of Nursing in 2016

Prof Magda Mulder  
Head : School of Nursing