

RESEARCH FOCUS : NURSING EDUCATION

Education at higher education institutions is a huge challenge and even more so in health sciences because healthcare services expect students to be competent and hit the profession already running after graduation. It is therefore of paramount importance to identify and develop effective teaching and learning strategies. Two generous grants were obtained to aid this endeavor.

The one grant is the Thutuka National Research Foundation (NRF) grant that supports the investigation and development of preceptors in South Africa. Objectives of this project are to:

- Develop an assessment tool to measure support offered by preceptors
- Develop an assessment tool to measure clinical judgment of nursing students
- Develop a training programme for preceptors
- Implement and evaluate the outcome of a training programme for preceptors on the quality of support offered and the ability of students to make sound clinical judgment

Two master degree students are sponsored by this project.

An Education grant from the NRF provides an opportunity to develop and implement an interprofessional education programme for the undergraduate students in the Faculty of Health Sciences. Two master degree students are receiving bursaries through this project. Students from all three Schools in the faculty are participating. Objectives of this project are to:

- Describe the development of and preparation for the implementation of the Interprofessional Education programme;
- Describe the delivery of the programme; and
- Describe the outcomes of the programme.

A master degree candidate in the School of Nursing has reported through an integrative review that simulation in all its forms may be an effective teaching and learning strategy. A number of articles have been published on research regarding simulation in the School of Nursing. Research is ongoing in this field with three doctoral and a number of master degree candidates.

Assessment is also seen as a teaching and learning strategy and a number of studies are being conducted in this field.

Curriculum and programme development is being done in neighboring countries where the nurse educators support the shift from content to a competence based curriculum. Ongoing support is being offered and a number of articles have been published on this process.