

Module profile: GMP105 (2011)

1. Module detail	
1.1 Module code	GMP105
1.2 Module title	Community Health
1.3 Brief description of module content	The use of a health promotion model after a family assessment was done. It includes family dynamics, the nursing process, home visitation, community participation and development principles, environmental health, multicultural perspectives, human development in terms of developmental stages, philosophy of health as well as ethical behaviour.
1.4 Module Convenor	Mari Prinsloo
1.4.1 Years involved with SL or other forms of CBE	4
1.4.2 Completed HOS717	Yes
1.5 Other UFS staff members involved	
1.6 UFS peer support person.	
1.7 Faculty	08
1.8 School	071
1.9 Academic host programme	Community health post basic module
1.10 Main department involved	School of Nursing
1.11 Additional departments involved	
1.12 Study year of students	Post-basic
1.13 NQF level of the module	7
1.14 Number of credits for the module	20
1.15 Module offered during	1st Semester
1.16 The module was offered for the first time in	0
1.17 The module was adapted to include a SL component in	2006
1.18 Module type	Elective
1.19 Key words	Education & Training Health Life Skills Social Development

2. Student Information

2.1 Student enrolments and performance

Enrolments	34
Drop out	
Pass.	
Pass with distinction	
Fail	
Incomplete	

2.2 Student profile: Gender and race

Male
Female

Race

Black	23
White	3
Asian	
Coloured	2

2.3 Student profile: Language of instruction

Afrikaans	0
English	34

2.4 Student profile: Home language

Afrikaans
English
Ndebele
Xhosa
Zulu
Sesotho
Setswana
Swati
Venda
Other
Unknown

3. Partners and Sites

3.1 Partner(s) in the community

- Heidedal parents of children involved in crèche
- REACH, Bloemfontein

3.2 Partner(s) in the service sector

3.3 SL site(s)

3.3.1 Key engagement sites	Number of students
3.3.2 Other sites	Number of students

4. Module Outcomes

4.1 Student learning outcomes

4.1.1 Specific module outcomes

- Make use of the Nursing process, as a scientific method in order to make a diagnosis and promote health.
- Demonstrate acceptable interpersonal relationships while functioning in a multi-disciplinary team.
- Act independently within the legal ethical framework of your scope of practice.
- Develop practical knowledge and insight regarding principles of home visits.
- Give appropriate health education towards the promotion of health of this age group.
- Understand the principles and values of community development and community participation.

- Understand the developmental tasks of pre-school children.
- Understand the influence of all the aspects of the environment (social, physical, psychosocial) on the development of a pre-school child. Implement the scientific nursing process according to the holistic needs of the individual and family in the community.
- Give appropriate/applicable health education towards the promotion of health.
- Render comprehensive health service to the individual, group or community within a safe environment.
- Understand cultural differences and be able to guide a family so that family members can see themselves as a unit and can fulfil individual ideas.

4.1.2 Generic (critical cross-field) outcomes

- Identify and solve problems using critical and creative thinking.
- Work effectively in a team.
- Organise and manage oneself and one's activities.
- Collect, analyse, organize and critically evaluate information.
- Communicate effectively.
- Use science and technology effectively showing responsibility towards the environment and the health of others.
- Demonstrate an understanding of the world, problem-solving does not exist in isolation.

4.1.3 Service-learning activities of students (in the community)

Students visit Reach Bloemfontein as a group to understand the goal, values, mission and vision of the organisation. During the student's practical placement the student visit the crèche with the lecturer and choose a specific child. This child is then evaluated according to his/her age group regarding their developmental tasks. The student plans a home visit to the child's parents/guardian. During the home visit the student explains problems found (needs assessment) and make another appointment with the parent to guide her/him in simple activities to enable the child to reach these tasks. The student also evaluates the environment of the child to make sure about other negative influences on the child's development.

During a second home visit the student ensures that the parent is able to help the child with these exercises. After a given time the student re-evaluates the child to measure the progress and if none, a decision must be made in terms of re-planning, e.g. referral, etc.

4.1.4 Description of student reflection

Documentation on each session as a patient report that must be filed on the child's records. Class presentation as well as feedback during meetings.

4.2 Community outcomes

4.2.1 Service outcomes for the community

- Help parents to see their purpose, tasks and roles as a family of the young child.
- Promote better understanding of the specific developmental stages of the child.
- Identification of any problems in this particular developmental stage of the child.
- Help parent to develop the ability of fulfilling the educational role of the family in the young child.

4.2.2 Tangible community benefits of the SL module

Empowerment of the community:

- Self-actualisation because of self-worth and self-care.
- Enhancing of community participation that goes hand in hand with community development.

4.2.3 Community development priority to be addressed through the service

- Community participation.
- Community development.
- Sustainability.

4.2.4 The service needs of the community were identified in the following way

From the teachers at the crèche as well as the Service Sector who is experiencing no commitment and understanding from the parent's side. The teachers at the crèche are the community because it is their children and grandchildren that they are looking after.

4.2.5 Community resources to be utilised

- Crèche at Reach.
- Human resources in terms of the parents.
- Health facilities in the community, like the library and the health clinic.

4.3 Service sector outcomes

4.3.1 The service sector will benefit from the module in the following way

- Understand the relevance and importance of other role players.
- Understand the influence of the home environment of the child.
- Development and sustainability of community participation and development.
- Have a basis from where they can approach financial sector for needed funds.

4.3.2 These outcomes for the service sector were identified in the following way

During meeting and discussion with them.

4.3.3 Service sector resources to be utilised

Venues. Personnel at Reach.

5. Curriculum Development

5.1 Student contribution and input

1. Assessment of the children to determine their educational needs.
2. Analyse the needs.
3. Home visit to determine the environmental influences on the child's learning and development.
4. Student study the needs of the child and plan accordingly.
5. This plan is presented to the parent because the parent take over the role as educator of the child.
6. During a follow-up visit the student make sure the parent understand the plan of action.
7. During last follow-up home visit the student re-assess the child to see if any progression has been made.

5.2 Community contribution and input

1. The community volunteers namely Sarah en Nicolene got trained as educarers.
2. With the help of Nicoline Schoeman from Hugenoot Congregation, she oversees the educational tasks of the educarers. She was also appointed once a week to give about an hour of extra stimulation to the children going to grade 1 in 2012, because these children's stimulation was very poor and they could not even write their names or could only count up till 10. The parents as the community had to attend these sessions to learn what is expected from them from home, which they voluntarily have done.

5.3 Service sector contribution and input

The service sector provides the physical infrastructure to prepare the food for the children.

5.4 Lecturer(s) learned from the community

Community engagement is a slow process if you want to gain the community's trust and involvement. It is a process of building relationship where respect must be shown and equal partnership shown. The lecturers have "walked" the streets of the community this year and visited the parents in their homes. Many assessments were done in the houses instead of at the school. The lecturers had to refer some problems to the social workers as well. The lecturers, however, tried to focus on the educational needs of the children because that is the aim of the project, namely to get the parents involved.

5.5 Students learned from the community

Out of the student's reflection reports came the following:

1. "A community health nurse should be culturally competent to be able to accommodate different cultures and accept that change takes some time."
2. "Cultural competence was not easy as what is wrong to other cultures is not regarded as wrong in this community."
3. "I have learnt that if women take initiative the nation can be changed."
4. "When the mother starts to partake, development has taken place."
5. "The outcome has been reached because of the Mother's co-operation."
6. "I was involved in the development of this child it gave me an opportunity to guide the mother and I was surprised at the mother's enthusiasm, we help empower the mother to be involved in her child's development."
7. "I have learnt that one of the aspects of culture is the child learn to cook, dress, speak like the parents because they have seen it for years."
8. "The mother actively took part in teaching of her child, eventually the child was able to perform the majority of activities."
9. "Cultural competence is not easy."
10. "Empowerment was proofed by the full participation of the mother."

5.6 Lecturer(s) learned from the service sector partners

We could discuss problems experienced during meetings and the service sector who are living nearer to the community could help with answers or different ways of doing things.

5.7 Students learned from the service sector partners

The students learnt how community-based settings function, where do they get money, what to do or train personnel, etc.

5.8 Students learned from their peers

1. They have to work together because two students have seen a child together.
2. Even their peers come from different family backgrounds and they had to accommodate each other.

5.9 Local, traditional and/or indigenous knowledge that was recorded during the implementation of the module

It was only cultural competency that students have reflected on in their reflection reports.

5.10 The way the knowledge was recorded

5.11 The knowledge will be utilised to enrich and contextualise the curriculum content in the following way

Students do theoretical work on culture and how it is the drive of all your actions. They experienced it during the practical work, and as reflected; for some very difficult and others easy.

5.12 Recognition that will be given to the partners for their knowledge sharing/contribution

At the end of the year during the Christmas concert of the children all the thanking is being done and a celebration takes place with a feast of tea and something to eat.

6. Financial Implications

6.1 Cost implications

Books and stationery (1521)	R 545.45
Salaries (0544)	R 11652.78
Travelling expenses: car rental (1553)	R 4950.00
Travelling expenses: petrol (1721)	R 1909.60
Total expenditure	R 19057.83

6.2 Sources of funding

Sources	Amount
6.2.1 UFS (institutional)	R 29340.50
6.2.2 UFS (faculty)	R 0.00
6.2.3 UFS (department)	R 0.00
6.2.4 National government	R 0.00
6.2.5 Provincial government	R 0.00
6.2.6 Local government	R 0.00
6.2.7 Private sector	R 0.00
6.2.8 Other	R 0.00
Total funding	R 29340.50

10. Celebration and Dissemination of Outcomes

10.1 Date	2011-12-01
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10.2 Venue	Reach Heidedal
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10.3 Short description	<p>At the end of the year a Christmas concert is held by the little ones of the pre-school. In 2010 this was arranged by Nicoline Schoeman who has helped a lot at the pre-school, but this year it was the task of the educators namely Sarah and Jacqueline who are parents and grannies as well. They managed extremely well and the concert was a great success. The previous year the parents attended with about 60% and were late. This year all the parents were there, waiting in advance for the concert to begin. They sang songs together before all the children come. There was really an atmosphere of togetherness. It was the first time this year that the parents start talking of "our" school. Patrick Kaars mentioned that he was surprised. We think it has to do with the parents visiting the groups that Nicoline has held with the children. The development was showed to the parents and a nice file of proof was given to them. We constantly throughout the year motivated them as the only ones that will make a difference in their children's lives. Also the fact that the lecturers visited them in their homes made a difference in terms of "we are the same and strive for one goal namely the development of the children with the help of the parents.</p>
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10.4 Participation of the various roleplayers

The facilitation of Reach was used with the help of their personnel to get the place ready. Aunt Sarah and Jacqueline took full responsibility for the preparation of the concert with great success. The University supply something to eat and drink as well as a lunch box with a water bottle to each child going to grade 1 next year. Presents for the children was sponsored by various people but mainly from Huguenote Congregation from where Nicoline Schoeman also operates.

10.5 Communications pertaining to the celebration

Please refer to the document(s) attached.