

Module profile: GVD409 (2011)

1. Module detail	
1.2 Module title	GVD409
1.3 Brief description of module content	Community Nutrition – Nutrition Info on Wheels
1.4 Module Convenor	Ronette Lategan
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1.4.1 Years involved with SL or other forms of CBE	8
1.4.2 Completed HOS717	No
1.5 Other UFS staff members involved	Ronette Lategan Anna Kruger
1.6 UFS peer support person.	
1.7 Faculty	08
1.8 School	061
1.9 Academic host programme	
1.10 Main department involved	Nutrition and Dietetics
1.11 Additional departments involved	
1.12 Study year of students	4th Year
1.13 NQF level of the module	8
1.14 Number of credits for the module	36
1.15 Module offered during	Year Course
1.16 The module was offered for the first time in	0
1.17 The module was adapted to include a SL component in	2009
1.18 Module type	Core
1.19 Key words	EDUCATION & TRAINING HEALTH HIV & AIDS RESEARCH SCHOOLS ASSISTANCE SOCIAL DEVELOPMENT

2. Student Information	
2.1 Student enrolments and performance	
Enrolments	18
Drop out	0
Pass.	18
Pass with distinction	0
Fail	0
Incomplete	0
2.2 Student profile: Gender and race	
Male	1
Female	17

Race	
Black	4
White	13
Asian	1
Coloured	0
2.3 Student profile: Language of instruction	
Afrikaans	8
English	10
2.4 Student profile: Home language	
Afrikaans	8
English	6
Ndebele	0
Xhosa	2
Zulu	0
Sesotho	1
Setswana	0
Swati	0
Venda	0
Other	1
Unknown	0
3. Partners and Sites	
3.1 Partner(s) in the community	
<ul style="list-style-type: none"> • MUCPP informal settlement • Philippolis • Springfontein • Trompsburg 	
3.2 Partner(s) in the service sector	
<ul style="list-style-type: none"> • Bergmanshoogte • Creches in Southern Free State • PHC clinics • PT Saunders school • Trompsburg Tehuis • Williamsville school 	
3.3 SL site(s)	
3.3.1 Key engagement sites	Number of students
MUCPP (Mangaung University of the Free State Community Partnership Programme)	18
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3.3.2 Other sites	Number of students
Xhariep	18

3.4 Site visits			
3.4.1 Venue(s)		MUCPP and Xhariep	
3.4.2 Number of active SL hours spent in the community per student	3.4.3 Number of students	Total number of hours	Total number of student visits
144	54	7776	18

4. Module Outcomes

4.1 Student learning outcomes

4.1.1 Specific module outcomes

- analyse, integrate, and interpret nutritional assessment data to identify nutrition and related health risks and problems;
- predict and diagnose, based on the appropriate methods of nutritional assessment, types and severity of nutrition-related health issues which may occur in individuals or communities;
- perform in-depth cause analysis of nutrition-related health issues based on appropriate conceptual frameworks and scientific and contextual information;
- select, plan, implement, monitor, evaluate and document appropriate nutrition care and education for individual patients/clients ;
- assess patient, client, and group food preferences;
- determine needs for nutrition services, including nutrition health promotion;
- assess the training needs of individuals and/or groups in communities/institutions involved in nutrition service delivery to build capacity in this regard;
- design, implement, monitor, evaluate and documenting appropriate intervention strategies to address nutrition and related health issues of groups in communities and/or the public;
- collaborate with relevant stakeholders to address nutrition and related health problems of groups in communities and/or the public;
- facilitate and monitor community or public participation in the selection, planning, implementation and evaluation of appropriate intervention strategies.
- utilise various communication methods and media for effectively communicating with individuals and groups in diverse contexts; and
- manage finances and calculate an operational budget according to budgetary constraints.

4.1.2 Generic (critical cross-field) outcomes

- promote nutrition and nutritional care as a basic human right;
- participate and work effectively in and with the health care team;
- work effectively with peer group in accomplishing complex tasks;
- manage and organise his/her activities responsibly and effectively; show sensitivity for diversity in dealing with clients;
- function in diverse groups and contexts;
- solve problems in unspecified health and nutrition related contexts; and
- perform self-study tasks and take responsibility for own learning.

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

- Clinics at the department of Health;
- School, crèches and support groups in the Southern Free State;
- MUCPP home visits;
- Departmental clinic projects;
- Intervention program at home.

4.1.4 Description of student reflection

Learn a lot from working in a group Show the true community Interesting new experience Gain experience Fun environment and learn to be creative Interaction with other cultures appreciated Enjoy interaction with community Eye-opening Learn people skills and communication

4.2 Community outcomes

4.2.1 Service outcomes for the community

Support groups established Home visits performed Health talks presented Promotion of vegetable gardens School health Food service training.

4.2.2 Tangible community benefits of the SL module

Various dietetic services are delivered in undersourced areas.

4.2.3 Community development priority to be addressed through the service

Nutrition education to prevent maternal and young child malnutrition.

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

Formal research project (AHA-FS) during 2007 and 2009.

4.2.5 Community resources to be utilised

Local clinics.

4.3 Service sector outcomes

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

Additional services delivered and development of training material.

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

Negotiations and continuous dialogue between Nutrition and Dietetics and Department of Health and Department of Education.

4.3.3 Service sector resources to be utilised

Combi and food supplements from the Department of Health.

5. Curriculum Development

5.1 Student contribution and input

Annual feed-back and evaluation of activities.

5.2 Community contribution and input

- Continuous evaluation and feed-back during intervention programmes.
- Research results.

5.3 Service sector contribution and input

Feed-back from meetings and participatory planning.

5.4 Lecturer(s) learned from the community

- There is more than one way to fix a problem.
- Practice makes perfect.

5.5 Students learned from the community

- Coping strategies.
- Creative solutions for basic problems.
- Theory sometimes has to bend.

5.6 Lecturer(s) learned from the service sector partners

Service delivery is still possible even with limited resources if you are creative and join forces.

5.7 Students learned from the service sector partners

Creative solutions in practice.

5.8 Students learned from their peers

- Solutions are easy to find if you work in a group.
- Not everybody work in the same way and pace.
- Life is not always fair.

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

6. Financial Implications

6.1 Cost implications

Accommodation (1561)	R 12200.00
Equipment (rental) (1823)	R 400.00
Groceries consumed (1694)	R 6207.57
Photocopying (2041)	R 270.00
Printing (2031)	R 78.95
Receptions, refreshments & meals (1571)	R 4837.20
Salaries (0544)	R 97011.00
Salaries: claims basis (0508)	R 36000.00
Travelling expenses: car rental (1553)	R 35400.00
Total expenditure	R 192404.72

6.2 Sources of funding

Sources	Amount
6.2.1 UFS (institutional)	R 120000.00
6.2.2 UFS (faculty)	R 0.00
6.2.3 UFS (department)	R 67011.00
6.2.4 National government	R 0.00
6.2.5 Provincial government	R 13200.00
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 200211.00