

Module profile: OVP105 (2011)

1. Module detail	
1.1 Module code	OVP105
1.2 Module title	Nursing Education Practical
1.3 Brief description of module content	Module content: <ol style="list-style-type: none"> 1. Transformation of higher education 2. Curriculum development in nursing 3. Situation analysis in nursing education 4. Outcomes 5. Curriculum strands 6. Conceptual frameworks in curriculum development 7. Teaching approaches (e.g. Outcomes-based education) 8. Teaching methods and teaching aids 9. Teaching units and lesson plans 10. Student assessment (theoretical and clinical) 11. Curriculum evaluation 12. Clinical practice teaching.
1.4 Module Convenor	Ielse Seale
1.4.1 Years involved with SL or other forms of CBE	15
1.4.2 Completed HOS717	Yes
1.5 Other UFS staff members involved	Karen Venter
1.6 UFS peer support person	0085217
1.7 Faculty	08
1.8 School	071
1.9 Academic host programme	
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	6
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	Core
1.19 Key words	Education & Training Health Information Technology Life Skills

2. Student Information	
2.1 Student enrolments and performance	
Enrolments	20
Drop out	
Pass	
Pass with distinction	
Fail	
Incomplete	
2.2 Student profile: Gender and race	
Male	
Female	
Race	
Black	12
White	7
Asian	0
Coloured	1
2.3 Student profile: Language of instruction	
Afrikaans	1
English	19
2.4 Student profile: Home language	
Afrikaans	
English	
Ndebele	
Xhosa	
Zulu	
Sotho	
Tswana	
Swati	
Venda	
Other	
Unknown	
3. Partners and Sites	
3.1 Partner(s) in the community	
<ul style="list-style-type: none"> Free State School of Nursing – Nursing students and their patient community Heidedal and patients in the community Kgotsong Community MediClinic Bloemfontein – Nursing students and their patient community Three Mil Hospital – Nursing students and their patient community 	
3.2 Partner(s) in the service sector	
<ul style="list-style-type: none"> 3 Mil Hospital (SAMS) Free State School of Nursing Kgotsong Crèche MediClinic Bloemfontein New Horizons Support Group 	

3.3 SL site(s)			
3.3.1 Key engagement sites		Number of students	
3.3.2 Other sites		Number of students	
• MediClinic Bloemfontein		5	
• Free State school of Nursing		5	
• Kgotsong Crèche		5	
• Three Mil Hospital Education division		5	
• New Horizons		5	
3.4 Site visits			
3.4.1 Venue(s)		<ul style="list-style-type: none">• Bultfontein Retirement Village• Bloemfontein MediClinic• Free State School of Nursing• Khotsong Crèche• 3 Mil Hospital, Training centre	
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
40	25	1 000	8

4. Module Outcomes

4.1 Student learning outcomes

4.1.1 Specific module outcomes

Specific learning outcomes:

1. Curriculum planning/programme development for nursing programmes in accordance with current educational and professional trends.
2. The demonstration of competence in the selection of teaching methods and techniques and their implementation and evaluation in theoretical and clinical teaching.
3. The development of valid and reliable clinical and theoretical evaluation methods and their implementation and evaluation.
4. Quality assurance of educational institutions and the planning, organising, implementation and evaluation of innovative actions for its adaptation/improvement in nursing.
5. Act as a leader, role model, professional and/or consultant in the educational team.
6. Show respect for the dignity and uniqueness of people in their socio-cultural contexts.
7. Experience an increased enthusiasm for the possibilities of service learning as pedagogy and will demonstrate confidence in applying theoretical knowledge in a practical service context.

4.1.2 Generic (critical cross-field) outcomes

Critical outcomes applied to the Nursing Education Qualification:

- **Problem solving (CO 1):** The identification and solution of complex nursing curriculum and education problems by means of a variety of problem-solving techniques. Identify and solve problems related to student-centered teaching approaches. Responses display that responsible decisions using critical and creative thinking have been made.
- **Working with others (CO 2):** Working effectively with others as a member of a team, group, organisation or community. Effective cooperation and negotiation as a member of the educational team with peers, role players, organised groups, organisations or communities. Act as a leader, role model, professional and/or consultant in the educational team. Show respect for the dignity and uniqueness of people in their socio-cultural and religious contexts. Participation in partnership negotiations.

- **Self-management (CO 3):** Organising and managing oneself and one's activities responsibly and effectively. Contributing to the full personal development of each student and the social and economic development of the society at large.
- **Do research (CO 4):** Collecting, analysing, organising and critically evaluating information. Interpret and implement educational research findings and other innovative suggestions. Do a situation analysis of a training school. Develop a curriculum based on a situation analysis.
- **Communicate effectively (CO 5):** Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasions.
- **Science and technology (CO 6):** Using science and technology effectively and critically, showing responsibility towards the environment and the health of others. Utilise educational technology to the advantage of student-centred education.
- **The world as a set of related systems (CO 7):** Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation. See that curriculum context does not exist in isolation, but is influenced by various systems.

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

Service-learning activities:

1. Develop a nursing educational programme that reflects the philosophical basis, influence of the social context, partnership building and the design of a programme on macro and meso level. The product includes a situation analysis/needs assessment that reflects external and internal factors that will influence the development of a relevant programme (include OBE and CSL principles).
2. Compile a lesson plan that is indicative of a learner-centred approach and methods. Perform a demonstration, of any clinical competency. Utilise the lesson plan to facilitate a student-centred lesson that includes an introduction, body and conclusion as well as reflects all didactic principles and critical outcomes.
3. Compile a written test with a memorandum that consists of various types of questions.
4. Design a video script that can be used by the service sector and community for teaching and learning.
5. Students must reflect on how their service experience that relates to the relevant project/activity enhanced their learning in terms of
 - personal development,
 - social responsibility and
 - understanding of the theoretical content (DEAL model).

4.1.4 Description of student reflection

Students must reflect on how their service experience that relates to the relevant project/activity enhanced their learning in terms of

- personal development,
- social responsibility and
- understanding of the theoretical content (DEAL model).

Three formal reflection reports must be handed in for assessment, but continuous reflection is encouraged.

4.2 Community outcomes

4.2.1 Service outcomes for the community

- Curriculums developed or assessed based on the needs of the service sector and the community.
- Teaching and learning sessions with the student community.
- Video scripts written for the service sector to develop for the community based on their needs.

4.2.2 Tangible community benefits of the SL module

The community (nursing students and their patients) receive training material and knowledge/experience related to their needs and patient diagnoses.

4.2.3 Community development priority to be addressed through the service

Undergraduate nursing students in their learning environment (hospitals, clinics old age homes and community) will be the community for this module. The community development priority will be to expose the undergraduate nursing students in their learning environment to current innovative educational practices. Indirectly the OVP105 nursing education students will do their teaching practical with undergraduate nursing students in various primary, secondary and tertiary settings. The OVP105 curriculum, with its various service possibilities, will be explored by all partners so that everyone can identify and voice their priorities and concerns. Focal concerns will then be addressed. At Khotsong Crèche the IMCI (Integrated Management of Childhood Illnesses) are the focus in training of the health care workers.

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

Various factors played a role in identifying the community development priority. A shortage of nurses in our country is a known fact. Apart from the shortage there is an urgent need to adapt nursing curricula and teaching approaches to international and national trends and legislation. The undergraduate students in nursing (as a community) and their training institutions (service partners) need to have an input in this process of change which directly involve them and indirectly their learning environment (patients and clients). Through negotiations with these students and their different education institutions priorities will be further refined through regular meetings and reflection sessions.

4.2.5 Community resources to be utilised

Availability of the community members themselves.

4.3 Service sector outcomes

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

- Assistance in the development of contemporary nursing curricula.
- Exposure to student-centred teaching methods.
- Video scripts that can be used to make videos.
- Facilitate teaching and learning sessions.

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

See 4.2.4. Student groups must each do a situation analysis to identify the areas related to their curriculum that can be addressed.

4.3.3 Service sector resources to be utilised

- Venues such as lecture rooms.
- Assist nursing education students with their expertise.

5. Curriculum Development

5.1 Student contribution and input

Students do a module assessment during and at the end of the year. Viable suggestions are noted and implemented.

5.2 Community contribution and input

1. Situation analysis info utilised.
2. Community members are mostly involved by being available in identifying needs related to the curriculum.

5.3 Service sector contribution and input

1. Situation analysis info utilised.
2. Service sector informal reflection provide information that support general implementation of curriculum.

5.4 Lecturer(s) learned from the community

1. Consistency in visiting the community helps to build relationships.
2. The community desire knowledge.
3. The community appreciates the involvement of the university and their projects that contributes to community development.

5.5 Students learned from the community

1. Through reflection students became aware of extreme poverty and unacceptable social situations.
2. Students realised that their stereotype thinking is a disadvantage for the community.

5.6 Lecturer(s) learned from the service sector partners

Lecturers became aware of the great need for support, especially at places such as new Horizons (NGO).

5.7 Students learned from the service sector partners

Same as for lecturers.

5.8 Students learned from their peers

1. Multi-cultural groups learn about diversity.
2. Realise that you can do much more in a group because of encouragement of each other and the emotional support.
3. Commitment became a reality.

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

Crushed, dried ostrich egg shell is used to dry the umbilical entrance of the newborn babies.

5.10 The way the knowledge was recorded

Not officially recorded.

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

Not applicable to curriculum.

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

Not applicable.

6. Financial Implications

6.1 Cost implications

Accommodation (1561)	R 480.00
Books and stationery (1521)	R 330.00
Gifts and mementos (1574)	R 400.00
Printing (2031)	R 400.00
Receptions, refreshments & meals (1571)	R 4000.00
Salaries: claims basis (0508)	R 20000.00
Travelling expenses: petrol (1721)	R 1000.00
Total expenditure	R 26610.00

6.2 Sources of funding

Sources	Amount
6.2.1 UFS (institutional)	R 28000.00
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 28000.00

7. Modes of Delivery and Notional Hours

	Notional hours (Contact)	Percentage of notional hours (Contact)
Lectures	20	25
Practicals and tutorials	10	12.5
Co-operative learning	5	6.25
Service sector site placements	5	6.25
Community site placements	20	25
Structured reflection	2	2.5
Formative assessment	8	10
Summative assessment	10	12.5
Continuous assessment	N.a	0
Contact hours sub total	80	
	Notional hours (Self-directed study)	Percentage of notional hours (Self-directed study)
Summative assessment	20	16.67
Preparation for contact sessions	15	12.5
Preparation for assessment	60	50
Dialogue with peers, partners	20	16.67
Online learning	5	4.17
Other	N.a	0
Self study hours sub total	120	
Total hours	200	

8. Strategies for Reflection and Assessment

8.1 Reflection plan Please refer to the document(s) attached

8.2 Assessment plan Please refer to the document(s) attached

8.3 Methods of assessment of the student learning

Assignment(s)	Case studies	Group projects
Portfolio	Presentations	Reflection reports
Tests	Summative assessment	Examination

Other Demonstrations

8.4 Assessment forms utilised Please refer to the document(s) attached

9. Module Evaluation

9.1 Module evaluation by students

Formal and informal reflections took place during the year. Students use the tutorial of Ash, Clayton and Day as a guideline to reflect. The steps are as follows:

- Describe the experience.
- Analyse the experience (Personal, civic and academic).
- Articulate the learning that results

Main topics related to civic engagement (New Horizons):

- Empower caregivers.
- Understand partnerships.
- Have a heart for less advantaged people.
- Difficulties in communities.

9.2 Module evaluation by community

The community welcomed the involvement of the School of Nursing because students updated the community on new training requirements.

9.3 Module evaluation by service sector partners

Free State School of Nursing complimented students for their contribution. They developed a new assessment instrument for the compilation of a portfolio (midwifery).

MediClinic: They thanked the students for their contribution during orientation of new nursing employees.

9.4 Module self-evaluation by lecturer

N.a.

9.5 Peer or other forms of evaluation

Facilitators reflect weekly to determine student growth and learning needs.

9.6 Assessment of impact of the module on participants

In general this is a module that displays the unique value of service learning as a pedagogical tool that actively engages students in the learning process and bridges the gap between theory and practice. Understanding of community service learning takes place as a mechanism for developing social responsibility of students and responsiveness towards the community at large. Experiential learning is instilled in the student by means of the application of theory in practical situations, where services are rendered in the community.

9.7 Review and improvement of the module

Please refer to the document(s) attached.

9.8 Notes on the partnership

All the partnerships related to this module were established prior to 2010. The partnership with Khotsong Crèche started in 2010. We continued with it in 2011 and we started a new partnership with new Horizons.

9.9 Evaluation forms utilized

Please refer to the document(s) attached.

10. Celebration and Dissemination of Outcomes

10.1 Date

2011-10-19

10.2 Venue

Benedictus Kok Building, UFS

10.3 Short description	Members of the triad partnership and special guests gathered together at the University of the Free state, School of Nursing to celebrate a year of success. A guest speaker addressed the group, whereafter certificates were handed out, mutual acknowledgement given and refreshments enjoyed.
10.4 Participation of the various roleplayers	During the 2011 celebration the various student groups invited their partners and community members to join in the closing celebrations. The New Horizons student group handed out certificates of attendance to the health care workers that were trained by the nursing education students to do minor health care procedures. As part of the new Horizons organisation, the health care workers support the Heidedal community with health care activities. A guest speaker shared on personality types. The group enjoyed the insight it brought. Small gifts were handed to the partners and facilitators. Together we all enjoyed something to eat. It was a lovely day.
10.5 Communications pertaining to the celebration	Please refer to the document(s) attached

11. Research		
11.1 Research Output		
Research category		Number
Conference presentations		1
Total number of research output		1
11.2 Postgraduate Studies		
Level of study		Number
Total number of postgraduate studies		0
11.3 Research projects		
Field/discipline	Title	Project Leader

12. Collaboration Requested	
12.1 Need for multi-disciplinary cooperation	In 2011 the medical students requested that the nursing education students get involved with a non-profit organisation called New Horizons. The medical students identified a training need and approached the School of Nursing to get involved. The nursing education students did a situation analysis and identified training needs.
12.2 Other sectors	The department of accounting was contacted to request support with the bookkeeping of New Horizons. Hopefully someone will be able to them in 2012. The theology students were also involved by doing a workshop on handling of stress.