

## Module profile: VRP114/124 & VRT116/128 (2011)

1. Module detail	
1.1 Module code	VRP114/124 & VRT116/128
1.2 Module title	Nursing Theory & Nursing Practical
1.3 Brief description of module content	<p>The following themes are addressed in VRT116/128 &amp; VRP114/124:</p> <ol style="list-style-type: none"> <li>1.Nursing research: Community diagnosis and development, aspects of primary health care and the community health nurse.</li> <li>2.Environmental health, communicable diseases, nutrition.</li> <li>3.Introduction to HIV and AIDS.</li> </ol>
1.4 Module Convenor	
1.4.1 Years involved with SL or other forms of CBE	5
1.4.2 Completed HOS717	No
1.5 Other UFS staff members involved	Prof. Annemarie Joubert
1.6 UFS peer support person	I Seale (91561)
1.7 Faculty	08
1.8 School	0
1.9 Academic host programme	B.Soc. Sc. (NURSING)
1.10 Main department involved	
1.11 Additional departments involved	
1.12 Study year of students	1st Year
1.13 NQF level of the module	6
1.14 Number of credits for the module	16
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	
1.18 Module type	Core
1.19 Key words	<p>Agriculture Education &amp; Training Health HIV &amp; Aids Information Technology Life Skills Language Natural Sciences Religion Research Schools Assistance Social Development</p>

2. Student Information	
2.1 Student enrolments and performance	
Enrolments	<p>VRT116: 84 VRT128: 76 VRP124: 75 VRP114: 83</p>

Drop out  
 Pass  
 Pass with distinction  
 Fail  
 Incomplete

## 2.2 Student profile: Gender and race

Male  
 Female

### Race

Black	VRT116: 34 VRT128: 28 VRP124: 26 VRP114: 33
White	VRT116: 31 VRT128: 27 VRP124: 26 VRP114: 33
Asian	VRT116: 2 VRT128: 2 VRP124: 2 VRP114: 2
Coloured	VRT116: 2 VRT128: 2 VRP124: 2 VRP114: 3

## 2.3 Student profile: Language of instruction

Afrikaans	VRT116: 31 VRT128: 27 VRP124: 26 VRP114: 31
English	VRT116: 63 VRT128: 49 VRP124: 49 VRP114: 52

## 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			
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
3.4 Site visits			
3.4.1 Venue(s)		Mangaung Phase 7	
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
31	N.a	N.a	6

<b>4. Module Outcomes</b>			
<b>4.1 Student learning outcomes</b>			
<b>4.1.1 Specific module outcomes</b>			

Critical and specific outcomes are integrated in Column A.

**First outcome exit level:**

- Collect, analyse and interpret data, formulate a nursing diagnosis, implement and evaluate a nursing care plan.
- Communicate effectively.
- Solve problems in context by thinking critically, questioning assumptions and actively seek a solution.
- Set long and short-term objectives, prioritise and plan how to achieve them.
- Implement nursing care in collaboration with a multidisciplinary team and the patient.
- Monitor patient progress and adapt interventions to deliver optimum quality care (only partially done).
- Utilise technology effectively

**Second outcome exit level:** Keep accurate record of assessment, planning, implementation and evaluation of nursing care in order to promote quality care.

**Third outcome exit level:** Manage emergency situations correctly.

**Fourth outcome exit level:** Identify with others, research areas, launch a research study and apply the findings sensibly.

**Fifth outcome exit level:** Utilise community services effectively and do a cost assessment of care provided.

**Sixth outcome exit level:** Form partnerships with one another, patients and other health care workers, maintain and assume leadership role.

**Seventh outcome exit level:** Assume responsibility and be accountable for own acts.

**Eighth outcome exit level:** Identify and utilize learning opportunities.

**Ninth outcome exit level:** Act as patient advocate and protect his human rights (patient rights).

**Tenth outcome exit level:** Evaluate working conditions in terms of the legal guidelines.

The evidence indicated in Column B:

- Community profile; family study.
- Reflection reports.
- Journal.
- Group work.
- Debating.
- Public speaking during presentation.
- Community profile.
- Reflection reports, workbook and theme activities.
- Community profile.
- Workbook and theme activities.
- Community profile.

- Workbook and theme activities.
- Community profile.
- Reflection report.
- Clinical practice.
- Computer-assisted communication.
- Record-keeping and/or assessment of records.
- Journal.
- Community profile and family study.
- Cardiopulmonary resuscitation.
- Patient/client education, for example paraffin poisoning.
- Planning & implementation of profile projects.
- Community profile.
- Referrals – Health system.
- Small group dynamics.
- Community profile.
- Reflection reports.
- Debating.
- Application of codes of behaviour (scope of practice, acts and omissions), human rights, manifesto's and labour law.
- Journal.
- Clinical facilities (Community & hospital).
- Community profile; family study (referral).
- Clinical facilities (Community & hospital).
- Ethics workshop.

#### **4.1.2 Generic (critical cross-field) outcomes**

The following critical outcomes are applicable to all education and training programs in South Africa and are the aim for every citizen:

- Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made.
- Working effectively with others as a member of a team, group, organization, or community.
- Organising and managing oneself and one's activities responsibly and effectively.
- Collecting, analysing, organizing, and critically evaluating information.
- Communicating effectively using visual and language skills in the modes of oral and/or written persuasions.
- Using science and technology effectively and critically, showing responsibility towards the environment and the health of others.
- Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
- Contributing to the full personal development of each learner and the social and economic development of the society at large.

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

Community development:

- Perform a community survey and identify problems.
- Implement strategies in the community and present findings to stakeholders.

#### **4.1.4 Description of student reflection**

N.a.

### **4.2 Community outcomes**

#### **4.2.1 Service outcomes for the community**

- Community diagnosis and development.

#### **4.2.2 Tangible community benefits of the SL module**

- Improvement of health and safety.
- Milestone development of children and families.

#### 4.2.3 Community development priority to be addressed through the service

- Environmental health and safety.
- Milestone development.
- Improvement of physical health.

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

N.a.

#### 4.2.5 Community resources to be utilised

N.a.

#### 4.3 Service sector outcomes

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

N.a.

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

N.a.

##### 4.3.3 Service sector resources to be utilised

N.a.

#### 7. Modes of Delivery and Notional Hours

	Notional hours (Contact)	Percentage of notional hours (Contact)
Lectures	224	88.89
Practicals and tutorials	9	3.57
Co-operative learning	N.a	0
Service sector site placements	N.a	0
Community site placements	N.a	0
Structured reflection	N.a	0
Formative assessment	19	7.54
Summative assessment	N.a	0
Continuous assessment	N.a	0
Contact hours sub total	252	
	Notional hours (Self-directed study)	Percentage of notional hours (Self-directed study)
Summative assessment	N.a	0
Preparation for contact sessions	N.a	0
Preparation for assessment	N.a	0
Dialogue with peers, partners	1	4
Online learning	N.a	0
Other	24	96
Self study hours sub total	25	
<b>Total hours</b>	<b>277</b>	