

Module profile: VRP324 (2011)

1. Module detail		
1.1 Module code	VRP324	
1.2 Module title	Nursing Practical: Wound Care	
1.3 Brief description of module content	This module is a wound care project where students care for patients with chronic wounds in the community for a period of six weeks.	
1.4 Module convener	Johanna de Villiers	
1.4.1 Years involved with SL or other forms of CBE	10	
1.4.2 Completed HOS717	Yes	
1.5 Other UFS staff members involved		
1.6 UFS peer support person	0091561	
1.7 Faculty	08	
1.8 School	071	
1.9 Academic host programme	Nursing	
1.10 Main department involved	School of Nursing	
1.11 Additional departments involved	Community Health Family Medicine Library and Information Service MUCPP Occupational Health and Safety Occupational Therapy Physiotherapy School of Allied Health Professions School of Medicine	
1.12 Study year of students	3rd year	
1.13 NQF level of the module	8	
1.14 Number of credits for the module	16	
1.15 Module offered during	1st and 2nd 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	2004	
1.18 Module type	Core	
1.19 Key words	Health Life Skills Schools Assistance Social Development	
2. Student Information		
2.1 Student enrolments and performance		
Enrolments		221
Drop out		0
Pass		220
Pass with distinction		54
Fail		1
Incomplete		0
2.2 Student profile: Gender and race		
Male		39
Female		182
2.3 Race		
Black		144

White	75
Asian	0
Coloured	2

2.3 Student profile: Language of instruction

Afrikaans	49
English	172

2.4 Student profile: Home language

Afrikaans	50
English	28
Ndebele	0
Xhosa	1
Zulu	0
Sesotho	131
Setswana	9
Swati	0
Venda	0
Other	2
Unknown	0

3. Partners and Sites

3.1 Partner(s) in the community

Dermatology Clinic Universitas & Residence
 Residence & Netcare Hospital
 Residence & Plastic Surgery Clinic, Universitas Hospital
 Universitas 6B & Rosepark Woundcare Clinic

3.2 Partner(s) in the service sector

3M
 Activa
 Silvo-Cure
 Smith & Nephew

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

After completing this module, students will be able to:

- assess, plan, implement, evaluate and record;
- do research work in a team;
- communicate effectively;
- teach patient/client;
- use technology effectively;
- assess costs and work economically;
- solve problems and think.

4.1.2 Generic (critical cross-field) outcomes

- Identifying and solving problems.
- Working effectively with others.
- Organising and managing oneself.
- Collecting analysing, organising and critically evaluating information.
- Communicating effectively using various methods.

- 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.

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

Six groups (6 students per group) find a patient/client in the community/hospital/clinic with a chronic wound(s). For 6 weeks they follow the patient up, doing his/her wound(s) and assess patient for factors that will influence wound healing. They visit the patient at least two times a week and take care of the whole patient and implement nursing care according to the factors they have assessed. The ideal is that the wound(s) will be healed after the six weeks and the patient will have more knowledge to help him/herself in future.

4.1.4 Description of student reflection

Evaluation reports on this project are positive. Students' comments are:

- Wonderful learning experience.
- I learn to work in a group.
- I become independent.
- I learn to solve problems, etc.

4.2 Community outcomes

4.2.1 Service outcomes for the community

Clients become knowledgeable about basic wound care and wound care products. While busy with the project, students educate clients on many aspects of life, e.g. hygienic environment, aseptic procedures, diet rich in protein, etc. Students arrange for the clients to go to specialised clinics if the need is there.

4.2.2 Tangible community benefits of the SL module

The patients learn more about basic wound care and wound care products. They are educated with regard to, among others, a hygienic environment, aseptic procedures and a diet rich in proteins. Most patients are grateful for the attention from the students and many friendships are established.

4.2.3 Community development priority to be addressed through the service

With this project the students give patients/clients in the community a better quality of life by helping them so that their wounds can heal.

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

Students go out to clinics, hospitals, old-age homes, homes for the disabled and specialist wound care clinics and also consult wound care specialists to find a patient with a chronic wound. Sometimes they know of such a patient in their community.

4.2.5 Community resources to be utilised

Students did the wound care in various settings and these settings were made available to the students. Student felt welcome and the family and/or patient/client were glad to see them. Students made use of community clinics to get equipment for wound care. Student taught patient/client/family/neighbours to dress the wound when the 6-8 weeks were over and the students had to leave.

4.3 Service sector outcomes

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

Representatives of the wound care companies were in the position to help members of the community who cannot afford advanced wound care products. They also assist the students to do their projects and be able to use the best wound care products. Sponsors/representatives were mentioned on the presentation day – advertisement for them. Staff of hospitals, old-age homes etc. where students worked, learned a lot about wound care and products because students involved them during the project. Staff can then go on using these products and make sure that the chemist provides it.

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

Coordinator and staff members of the School invited the representatives to a products day at the School and they had a session with all the students to show and explain their products. We told them about the project and asked their help and asked them what they want. Students took their telephone numbers and get in touch with them. When students came in the hospitals etc. where they identified the patient/client they explained to the person in charge about the project and the benefits of it. Students brought a letter with from the School to the person in charge to explain what they were doing.

4.3.3 Service sector resources to be utilised

The representatives made their products available for our students. They went with the students to the patients/clients and did follow-ups and help the students to use the products in the correct way. Students could sometimes get products and help from community clinics; doctors are also sometimes available to prescribe the necessary equipment. The hospital had the infrastructure to assist the students. In the community at the home of the patient/client the family were a resource to support the patient/client and did the wound care if the students were not able to come.

6. Financial Implications

6.1 Cost implications

Books and stationery (1521)	R 428.98
Groceries consumed (1694)	R 542.08
Receptions, refreshments & meals (1571)	R 5162.84
Receptions, refreshments & meals (1571)	R 70.02
Travelling expenses: petrol (1721)	R 4533.92

7. Modes of Delivery and Notional Hours

	Notional hours (Contact)	Percentage of notional hours (Contact)
Lectures	13	12.87
Practicals and tutorials	12	11.88
Co-operative learning	15	14.85
Service sector site placements	N.a	0
Community site placements	36	35.64
Structured reflection	10	9.9
Formative assessment	7	6.93
Summative assessment	8	7.92
Continuous assessment	N.a	0
Contact hours sub total	101	
	Notional hours (Self-directed study)	Percentage of notional hours (Self-directed study)
Summative assessment	5	17.24
Preparation for contact sessions	6	20.69
Preparation for assessment	6	20.69
Dialogue with peers, partners	6	20.69
Online learning	6	20.69
Other	N.a	0
Self study hours sub total	29	
Total hours	130	

9. Module Evaluation

9.1 Module evaluation by students

It was a learning experience. I learnt a lot from products used to treat these wounds, to processes of wounding healing, caring for patient holistically – it was great very interesting, improves team work and communication it gives a sense of fulfillment by doing something for someone else in need it took a lot of time to do, but in the end it was worth it. The presentations were well done; baie lekker het ongelooflik baie geleer; WOW, this was a nice exercise because we were given an opportunity to learn and put a smile on our facilitators and patients; it was hectic especially when it comes to working with different people and some of them they are difficult people, but at the end we learned a lot; the big problem with this one is TRANSPORT; we really struggle; Is a wonderful opportunity to actually put out theory knowledge into practice.

9.8 Notes on the partnership

I gave instructions to the students on how to use the product. The exposure is very good, it's a new product in the Free State. Students were very well prepared training and observing communication was very good: verantwoordelik om die produk te

verskaf; produksatisfaksie – weereens besef hoe goed ons produkte is; was die "delicator"; verantwoordelik om kennis ten opsigte van wondprodukte te verskaf; geen probleme met kommunikasie; feedback from students the positive results is a good; reflection for the company was a very positive experience; consulting communication was good; we cared for a patient with our product as our client for this project; our sponsor was honoured to be a part of the project and grateful for the opportunity to advertise his product; I made sure that I didn't contaminate the wound by unnecessarily opening the wound. I did get the exercise that was expected from me and I walked everything was fine, I managed to abide to the commands.

10. Celebration and Dissemination of Outcomes

10.1 Date	2011-09-28
10.2 Venue	Faculty of health sciences Kine 1
10.3 Short description	Students give their presentations at a wound care morning. Guests are invited. These include nurses who come to learn about new techniques and products. The students' presentation skills are evaluated. Students are encouraged to write an article for an accredited journal. Refreshments are served, photographs taken and people are thanked.
10.4 Participation of the various role-players	Students give their presentations. Three evaluators evaluate their presentation for a mark. Patients attend the day. Personnel from the university, especially people from service learning, join us to listen to the students. Representatives from the wound care companies attend and contribute to the catering. Dean of the Faculty attended.
10.5 Communications pertaining to the celebration	Please refer to the document(s) attached

11. Research

11.1 Research Output

Research category	Number
Total number of research output	0

11.2 Postgraduate Studies

Level of study	Number
Total number of postgraduate studies	0

11.3 Research projects

Field/discipline	Title	Project Leader
wound care	authentic integrated assessment	Mrs De Villiers 2009

12. Collaboration Requested

12.1 Need for multi-disciplinary cooperation	With wound care many members of the health multidisciplinary team play roles, e.g doctor, physio, occupational health, sister in charge of the hospital, dietician, etc. because the whole person is involved when he/she has a wound. We involve some these members already.
12.2 Other sectors	N.a.