

Module profile: VRT116/VRT128 & VRP114/VRP124 (2011)

1. Module detail	
1.1 Module code	VRT116
1.2 Module title	Nursing Theory & Nursing Practical
1.3 Brief description of module content	<p>The following themes are addressed in VRT116/128 and VRP114/124:</p> <ol style="list-style-type: none"> 1. Nursing research: Community Diagnosis and Development, Aspects of Primary Health Care and the Community Health Nurse. 2. Environmental health, Communicable diseases, Fluid balance and Nutrition, Family assessment, care and education in the Community. 3. Introduction to HIV and AIDS.
1.4.1 Years involved with SL or other forms of CBE	7
1.4.2 Completed HOS717	No
1.5 Other UFS staff members involved	Prof Annemarie Joubert Mrs Lingiwe Nogabe Mrs Charlotte Foord Mrs Desiree Coetzee
1.6 UFS peer support person	I Seale (91561)
1.7 Faculty	08
1.8 School	School of Nursing
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	2005
1.18 Module type	Core
1.19 Key words	Education & Training Health Hiv & Aids Life Skills Research Social Development

2. Student Information	
2.1 Student enrolments and performance	
Enrolments	70
Drop out	2
Pass.	63
Pass with distinction	0
Fail	9
Incomplete	0

2.2 Student profile: Gender and race	
Male	10
Female	62
Race	
Black	34
White	33
Asian	2
Coloured	3
2.3 Student profile: Language of instruction	
Afrikaans	28
English	44
2.4 Student profile: Home language	
Afrikaans	32
English	8
Ndebele	0
Xhosa	2
Zulu	1
Sotho	20
Tswana	2
Swati	0
Venda	0
Other	7
Unknown	0
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
4. Module Outcomes	
4.1 Student learning outcomes	
4.1.1 Specific module outcomes	

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.
- Journal.
- 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 recognizing 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 utilized

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.