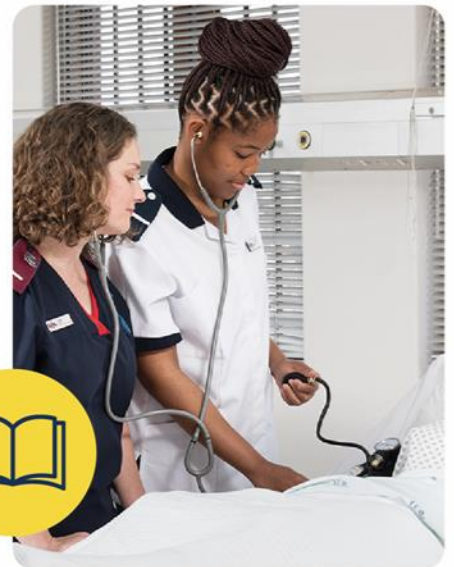




MODULE GUIDE APPLIED SOCIAL SCIENCE

DIPLOMA IN NURSING – 1ST YEAR



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PART A: GENERAL INFORMATION

1. Introduction to this module

Welcome to the Psychosocial (APS) module for the Diploma in Nursing (R171) first year programme. You would have gone through the college induction at this stage and therefore we hope that you have a good understanding of the college processes and all the structures we have in place to help support you in your studies.

The module focuses integrating the knowledge of psychosocial aspects into patient care and in doing so, ensure a holistic approach and enhance the quality of patient care.

Success will only be achieved through commitment to your studies!

Your Nurse Educator wish you well.

2. Purpose of the module

The purpose of the module is to develop a well-rounded nurse with the ability to connect with the patient on all levels of life to ensure holistic care and be able to integrate the knowledge gained in this module with the general nursing science.

The student will be equipped to integrate the knowledge of psychosocial aspects into patient care and in doing so, ensure a holistic approach and enhance the quality of patient care. Effective communication skills will be practiced as these are important in health service provision. It is important to remember that both the nurse and the patient/client are simultaneously encoders and decoders when messages are exchanged (verbally and non-verbally). The nurse has to be aware of what needs to be shared with the patient/client in order to promote a positive and culturally sensitive relationship conducive to restoring optimal health.

Topics such as self-esteem, spirituality, sexuality, death, dying, loss and grieving, enhance the ability of student to cope with the ever changing and challenging practice environments with its emotional demands on the nursing staff.

The module in Applied Psychosocial Sciences is a 4-credit learning module on NQF level 5 which prepares the student to understand the patient and the society in which the patient lives.

3. Overview of the module

The APS module will equip the students to integrate the knowledge of psychosocial aspects into patient care and in doing so, ensure a holistic approach to enhance the quality of patient care. This includes the integration of reflection, communication and cultural diversity, to enable students to effectively establish and maintain supportive and culturally sensitive relationships. Topics such as self-esteem, spirituality, sexuality, death, dying, loss, and grieving enhance the ability of students to cope with the ever changing and challenging practice environments with its emotional demands on the nursing staff professionally but also personally.

Broadly speaking, Psychology is the science that studies human nature and helps us to understand how people think, act and feel the way they do. This is achieved by doing research and applying this knowledge to practical problems, i.e., in applied psychology (Train, et al., 2016, p. 20). There are different schools of thought which are organised around particular theories in psychology relevant to that specific field, e.g., behaviourism, developmental psychology, cognitive psychology. Social psychology involves the study of the individual in relation to the social environment. Sociology, on the other hand, is the study of human behaviour. Because human behaviour may be influenced by various factors, it is complex to understand. Ponder over how you and your friends performed academically at high school and the reasons why you performed in the way you did. Were there any differences? What factors could have contributed to those differences, if any?

4. Teaching staff

Learning Centre	Name	Email address	Role	Consultation times
Cape Town	Chumani Nyezi	Chumani.Nyezi@Lifehealthcare.co.za	Educator	8h00 – 15h00
East London	S. Swartbooi	Stephanie.Swartbooi@lifehealthcare.co.za	LC Support	By appointment
East Rand	M. Kgatle	Motshabi.Kgatle@lifehealthcare.co.za	LC Support	By appointment
Kwa-Zulu Natal	J. Reddy	Jacqueline.Reddy@lifehealthcare.co.za	LC Support	By appointment
Port Elizabeth	M de Beer	Maryke.deBeer@lifehealthcare.co.za	LC Support	By appointment
Pretoria	N. Hattingh	Naomi.Hattingh@lifehealthcare.co.za	Educator	8h00 – 15h00
West Rand	C. Meintjies	Carien.Meintjies@lifehealthcare.co.za	LC Support	By appointment

5. Communication channels

The following channels of communication are to be followed in the event of any problems related to your programme:

- 1) Your Nurse educator
- 2) Your programme guardian (the educator that oversees the 1st year programme in your learning centre)
- 3) The Regional Education Manager
- 4) The Undergraduate Programme Manager

The following channels of communication are to be followed in the event of Technical problems related to e-learning platforms:

- 1) Your Nurse educator
- 2) The Regional Education Manager

6. Timetable

- Please note class contact sessions will be arranged according to a study schedule (see Part D)
- Please be aware that classes commence at 08:00 – 16:00 with a tea and lunch break, daily.
- Please observe the academic year plan that will be provided to you.

PART B: QUALIFICATION BREAKDOWN AND OUTLINE OF THE MODULE CONTENT

7. Qualification breakdown

The exit level outcomes are the outcomes to achieve the qualification and are the generic standards for the specific qualification. The subjects are therefore aligned to the exit level outcomes so that the student can achieve the required outcomes by the end of the training period.

SUBJECT	CREDIT	Exit level outcome
General Nursing Science (Core)	302	Provide nursing care throughout the life spans in various healthcare settings Use & maintain healthcare information systems for nursing practice Manage a healthcare unit by implementing the management process Provide reproductive health care to promote and maintain optimum health of individuals and families Participate in addressing the needs of individuals, groups and communities
Foundations of Nursing Practice (core)	26	Render nursing care within a legal and ethical framework
Biological & Natural Sciences (core)	18	Apply knowledge of natural and biological sciences in nursing practice
Applied Psycho-social Sciences (Fundamental)	15	Apply knowledge of psycho-social sciences in the practice of nursing
Pharmacology (Fundamental)	15	Apply knowledge of pharmacology in nursing practice
Total	376	

- Core: is the essence of the qualification i.e., the essential elements of the profession you are studying towards.
- Fundamental: is the knowledge and skills that will be used throughout the programme and in professional practice.

The national Critical Cross Field Outcomes:

These are generic outcomes that all education and training programmes have to include. The aim is to ensure that student does not only develop the qualification knowledge, skills and attitudes but also skills that will make him/her a better citizen, community member and individual.

Critical Cross Field Outcomes	Contextualised in Curriculum
Identifying and solving problems using critical and creative thinking	Apply basic knowledge of nursing and apply problem-solving skills, critical thinking and creative thinking skills when providing nursing care to different individuals and age groups, in various settings
Working effectively with others to develop collaboration within the multidisciplinary team	As a member of the multidisciplinary patient care team understand and respect the different roles and responsibilities of the different team members. Provide information and collaborate as needed to ensure optimum patient care and a good working relationship within the health care teams and communities
Organising and managing oneself and one's activities responsibly and effectively	Apply time management skills learnt in planning the daily routine, carrying out specific tasks in an organised, efficient, cost effective, accountable and timely manner
Collecting, analysing, organising and critically evaluating information	Critically evaluate and analyse data collected and respond, mitigate and address any variances, efficiently and appropriately within the given circumstances
Communicate well orally and in writing	Documentation and good communication in the language of the institution is paramount in nursing practice and forms part of all aspects of practice. Communication skills learnt are applied daily in written and oral forms in practice as a nurse
Use science & technology responsibly	Use basic computer skills learnt effectively. Use the technical/electronic equipment for patient care safely and correctly. Be aware of the effect technology has on the environment and people and prevent negative effects thereof
Understand the world is a set of related systems	Understand the systems approach to nursing, in which the patient is treated effectively, appropriately and holistically within the cultural, social, political and economic system. In implementing nursing care the nurse is dependent on team decision making and planning. Holistic patient care is provided which includes recognizing the patients' family
Explore strategies to learn more effectively	Apply the study skills learnt in planning of own study future, study process and uses reflective practice skills to improve own daily practices.
Participate as responsible citizens in community life	Participate in the community involvement project at the College throughout training period and apply knowledge of community health when working in the community
Be culturally & aesthetically sensitive	Apply the skills learnt when interacting with patients and colleagues of different races, cultures, religions and social standing in daily practice as a nurse
Explore education & career opportunities	Understand the career pathways available to nurses and actively seek to develop personally and professionally

Programme Credit Breakdown

The following is a summary of the first-year programme of the credit allocation per subject. Refer to the annual programme planner for the full academic programme.

Subject	Level	Credit
General Nursing Science (GNS)	5	92
Foundations of Nursing Practice (FNP)	5	16
Biological & Natural Sciences (BNS)	5	8
Applied Psycho-social Science (APS)	5	4
Pharmacology (Pharm)	5	5
TOTAL CREDIT		125

Subject	Theory		Work Integrated Learning	
	Theory	Reflexive	Simulation	WBL
GNS	352	12	172	364
FNP	100	11	9	40
BNS	75	5	0	0
APS	27	7	6	0
Pharm	45	5	0	0
TOTAL	599	40	187	404
	639		591	

The 1230 hours are divided into theory, reflective learning, simulation and work-based learning (WBL) hours as follows:

Work based learning refers to learning that takes place in the clinical environment i.e., hospitals and clinics. The aim of students working in the clinical environment is to ensure that they can apply the theory learnt in class in the actual real-world setting. Working with patients will help students develop their practical and attitude (soft) skills. There are 3 types of allocation when the student is placed in the units:

- **Clinical learning:** Students receive clinical outcomes that have to be met and are allocated to observe, practice, and assist with skills and procedures that meet the outcomes. This is done under the supervision of a registered general nurse, professional nurse, or allocated mentor in the nursing unit. The students work with patients but do not form part of any clinical service team. The direct support of students is in the form of direct guidance by a clinical specialist or accompaniment by a clinical supervisor.
- **Role taking:** After students are found competent through formal assessment and following adequate guided practice they are allowed to practice as part of the clinical service team where they are allocated tasks in the provision of daily patient care and practice as a team member under indirect supervision.
- **Clinical accompaniment:** A deliberate, planned, and structured process to provide direct assistance and support to the students by a dedicated clinical training specialist, to ensure the achievement of learning outcomes.
- **Simulation** Refers to the acting out or mimicking of an actual or probable real-life condition, event, or situation to find a cause of a past occurrence (such as an accident), or to forecast future effects (outcomes) of assumed circumstances or factors (SANC, 2013).

Pre knowledge

- A basic understanding and skill in the use of the internet, Microsoft office, downloading documents and videos is essential.
- A good understanding of the English language is required, and it is advisable to get a good medical dictionary to assist with the new medical terminology you will be introduced to.

8. Module study units/themes

Exit Level Outcome: On successful completion of this module, the student will be able to apply knowledge of psycho-social sciences in the practice of nursing.

Learning outcome (LO)	Specific learning Outcomes (SLO)
1. The student will demonstrate an understanding of social growth and development to establish a basis for psycho-social sensitive care.	1.1 Self-concept <ul style="list-style-type: none"> • Define concepts related to self-concept • Explain the stages of psychosocial development according to Erikson • Temperament theories • Attachment theories • Discuss the components of self • Discuss factors influencing self-concept • Assess a patient for altered self-concept
	1.2 Spirituality <ul style="list-style-type: none"> • Terms and concepts • Theories related to Moral development • Theories of spiritual development • Spiritual needs, disruption, health and lifespan development • Different religions
	1.3 Sexuality <ul style="list-style-type: none"> • Define sexuality-related terminology • Freud's theory related to sexual development • Describe sexual development throughout life • Identify and describe components of sexual health • Identify sexual rights

Learning outcome (LO)	Specific learning Outcomes (SLO)
	<ul style="list-style-type: none"> • Describe variations in experience and expressions i.e. sexual orientation, gender identity and erotic preferences (sexual practices) • Identify and describe factors influencing sexuality • Identify and briefly discuss factors altering the sexual function
<p>2. The student will be able to provide nursing care that encompasses principles of reflection, culturally sensitive communication to provide a conducive and stress-free environment for patients, family and fraternity, from birth to dying.</p>	<p>2.1 The student should be able to:</p> <ul style="list-style-type: none"> • Define the term reflection • Discuss the purpose, the benefits and the limitations related to reflection • Identify various methods of reflection • Discuss the process of reflection • Apply different methods of reflection
	<p>2.2 The student will be able to:</p> <ul style="list-style-type: none"> • Describe communication skills • Explain supportive relationships • Describe professional communication (with the stakeholders e.g., the doctor, the rest of the multi-disciplinary team, the family, and the patient) • Identify different forms of communication within a nursing unit • Describe communication with persons with special needs or disabilities • Apply culturally sensitive communication in clinical practice • Identify the causes of conflict • Describe the principles of conflict management • Identify the approaches to conflict management • Discuss the conflict management process • Describe strategies to prevent or limit conflict. - Receiving and giving constructive feedback
	<p>2.3 Culturally sensitive nursing</p> <ul style="list-style-type: none"> • Define terminology related to culturally responsive care • Identify and describe cultural issues in health • Identify cultural skills needed by the nurse • Cultural diversity in the workforce • Identify barriers in transcultural communication
	<p>2.4 Stress and coping</p> <ul style="list-style-type: none"> • Differentiate between stress and a stressor • Explain the sources of stress • Identify the effects of stress • Discuss in detail the different indicators of stress <ul style="list-style-type: none"> ○ Physiological Indicators ○ Psychological indicators ○ Cognitive indicators • Describe coping with stress and the nursing management of stress in detail
	<p>2.5 Loss, grief and dying</p> <ul style="list-style-type: none"> • Terminology related to loss, grief, death and dying • Types and sources of loss • Types of grief responses • Factors influencing loss and grief responses • Stages of grieving by Kübler-Ross

PART C: TEACHING, LEARNING AND ASSESSMENTS

9. Teaching and learning strategy.

A blended teaching and learning approach are a strategy followed to enhance student-centeredness. These strategies may include direct and e-learning instructions, cooperative learning, activity-based strategies, independent learning, and case studies. Examples of such strategies are:

Direct instructions:

- Formal lectures to clarify core concepts and principles. Active student participation is encouraged. E.g., flipped classroom, pre-class quiz integrated into the lecture.

- Video
- Film review
- Interactive presentations
- Role play

E-learning instructions:

- Moodle
- Narrated PowerPoint Presentations

Cooperative learning strategies:

- Peer teaching
- Group work
- Participation in community engagement projects

Activity-based strategies:

- Integration of theory and practice while placed for work integrated learning through applying the principles of the Applied Psychosocial Science module.
- Observation exercises in clinical practice to ensure understanding of concepts (assignment)

Independent learning:

- Reflection
- Independent reading

Case studies

- Report presentation

Simulation

- Role play

10. Assessment strategy

The APS is a non-exit level module that will be assessed in a formative and summative manner using various assessment instruments, methods and tools throughout the semester.

The purpose of assessment is to:

- (1) Monitor the level of learning taking place (diagnostic)
- (2) Enhance learning and to
- (3) Establish whether the student has achieved the required learning outcomes within the module

- One on-line test
- One assignment
- One clinical assessment
- One on-line examination

The scores obtained in the three formative assessments will be collectively calculated to determine the exam entry mark. The exam entry mark and examination mark will then each contribute 50% to the final year mark. The summative assessment will consist of one 90-minute on-line paper at the end of the semester during the college's formal examination period.

Diagnostic and formal assessment will be done throughout the year in the form of student presentations, case study discussions, simulated skills feedback, tests, an assignment, a practical skills assessment and a final written examination. In order to develop reflective thinking skills, feedback will not only be provided from the lecturer but also peer group and self-reflection on learning by the student.

Students will receive feedback in writing and verbally on all formative assessments within 2 weeks of the date they were completed and will be entered into the Electronic Student Management System (ESMS) for students to track their progress throughout the semester. Feedback will enable students to better understand what was expected and how they can improve their performance to meet the outcomes of the specific units and module. Answer Guides will be discussed in detail with students. Individual discussions between Nurse Educator and students will be encouraged. Evidence of the abovementioned formative and summative assessments will be kept in the electronic module file which is kept at the College's Archives as well as being recorded on College's ESMS.

Summative assessment results will be published in accordance with the College's' assessment and moderation policy.

11. Assessment plan

Assessment Type	Description	Method	Weighting (%)	Due Date
Test 1	SLO 2.2, 2.3, 2.4 & 2.5	Online	35%	6 May
Oral patient presentation	Patient interview and presentation SLO 1.1 + 2.2 + 2.3	Presentation	20%	12 May
Assignment	Integrated assignment SLO 1.2, 2.4 & 2.5	Written	45%	7 May
Examination assignment	SLO 1.1, 1.2 & 1.3	Turnitin	100%	6 June

12. Pass requirements

The exam entry mark will be determined by three assessments with weighting as follows:

Exam entry mark (50%) = Test 1 (35%) + Assignment (45%) + Patient presentation (20%)

Exam mark = Exam assignment (50%)

A final mark of 50% is required to pass.

Final mark = Exam entry (50%) + exam mark

Re-examination requirements in accordance with the College's assessment and moderation policies will be applied.

Exemption= consistently obtaining 80% in all assessments in accordance with the Assessment Policy.

13. Internal and external moderation

All assessments will be done according to the following policies/procedures:

- Assessment Policy for R.169 (LCL-POL-AS-007)
- Moderation Policy (LCL-POL-AS-003)
- Assessment Procedure (LCL-WP-AS-006)
- Marking of scripts Procedure (LCL-WP-AS-001)

14. Class attendance

Applied Psycho-social Science is a compulsory online subject. It consist of modules, which will be presented in a virtual classroom. Virtual classroom attendance is compulsory and the following rules will apply:

- 1) Students are allowed to attend a virtual classroom from home or off site provided that:
 - Each student logs on using their own device. The rationale is that attendance cannot be accurately tracked if students share a device.
 - Students who do not have a suitable device will attend from their respective Learning Centre using the computers in the media lab.
 - Students connecting from home need to ensure they have stable, continuous internet connection with appropriate bandwidth to allow for uninterrupted connection to the virtual class.
- 2) Students need to be aware of their load shedding schedule. Absence due to load shedding will be marked as "Absent ". If there is scheduled load shedding during planned virtual class times, students are required to attend class at the Learning Centre or another appropriate venue where connection is uninterrupted.
- 3) Students who are absent during a virtual lesson, will need to provide evidence that they have completed the outcomes within a reasonable time as stipulated by the Nurse Educator.

Attendance Management

- 1) Online attendance will be managed through a Microsoft Forms link that will be shared with the students by the educator presenting the class.
- 2) This attendance will be signed by each student 3 times during the virtual session to remain in line with SANC requirements of attendance management.
- 3) The educator responsible for the classroom will pull a collated attendance register at the conclusion of the virtual class and distribute the register to the educators at each learning centre.
- 4) Absenteeism will be managed by the educators responsible for the subject at the individual learning centre

15. Prescribed textbooks and recommended readings

Students will receive a reader with the required material, but can access the following from the library:

	Author	Title	Edition	Year	Publisher
1.	Mogotlane, S (editor)	Juta's complete textbook of medical Surgical Nursing 2 nd edition	2 nd	2022	Van Schaik
2.	Brooker, C., Waugh, A., Van Rooyen, D & Jordan, PJ.	African Edition Foundations of Nursing Practice: Fundamentals of Holistic care	2 nd	2016	
3.	Geyer N	A new approach to Professional Practice	2 nd	2022	Juta
4.	Booyesen L, Erasmus, I, Van Zyl, M.	The Auxiliary Nurse	4 th	2015	Juta
5.	Berman, A and Snyder	Kozier & Erb's Fundamentals of Nursing	11 th	2021	
6.	Du Toit, D, Le Roux, E and G du Plessis	Nursing Sociology	7 th	2024	Van Schaik
7.	Muller, M. Bester, Petra.	Nursing Dynamics	5 th	2018	Pearson
8.	Jooste, K.	Principles and practise of nursing and health care. Ethos and professional practise management, staff development and research	5 th	2018	Van Schaik

PART D: STUDY SCHEDULE

The study schedule describes the class schedule and academic plan for meeting the learning outcomes (LO). This module will be presented as a Virtual module, thus all the classes are attended in virtually. As Sociology is a human science, there will be some class days that will be scheduled at the learning center to aid understanding and engagement.

SEMESTER 1

Theory Block 2 (week 13): 28 April – 2 May 28 April and 1 May PH Applied Social Sciences					
Day	Learning Outcomes	Blooms	Periods	Integration	Resources
Monday PH	Self-directed learning: Reflection: During induction you have learned to reflect on hand of the Rolf's reflective model. In demonstration of understanding reflection answer the following: <ul style="list-style-type: none"> - How did you apply the practice of reflection in your student life during the past few months - Think back on a difficult situation you encountered during you first placement in the hospital. Using Rolf's reflective cycle to explain the situation Access the APS Moodle page and complete activities on the following topics: Communication <ul style="list-style-type: none"> • Watch the two videos posted and complete the quiz Self-concept <ul style="list-style-type: none"> • Watch a video about the stages of psychosocial development according to Erikson and complete an online quiz Continue to prepare for class on the above-mentioned topics	3	1	Clinical	
Tuesday	LO 2: The student will be able to provide nursing care that encompasses principles of reflection, culturally sensitive communication to provide a conducive and stress-free environment for patients, family and fraternity, from birth to dying. 2.1 Reflection (done in Induction week) 2.2 Communication and conflict 2.2.1 Describe communication skills. <ul style="list-style-type: none"> • Communication model on the process of communication • Factors affecting communication • Barriers to communication • Identify barriers in transcultural communication • Verbal and Nonverbal communication • Apply culturally sensitive communication in clinical practice 2.2.2 Identify different forms of communication within a nursing unit.	2-3	5	Integrate with GNS	Communication: 2) Chapter 9:188-200 3) Chapter 18:312-324 4) Chapter 6:187-200 Chapter 11:610-611 5) Chapter 16:295-308

Theory Block 2 (week 13): 28 April – 2 May 28 April and 1 May PH
Applied Social Sciences

Day	Learning Outcomes	Blooms	Periods	Integration	Resources
	<ul style="list-style-type: none"> • Lines of communication • Handover • Phone etiquette • Communicating with a colleague and members of the multidisciplinary team • Therapeutic communication • Patient progress report • Notice boards • Impilo boards <p>2.2.3 Describe communication with persons with special needs or disabilities.</p> <ul style="list-style-type: none"> • Hearing impairment • Sight impairment • Cognitive impairment • Communicating with a paediatric patient <p>2.2.4 Identify the causes of Conflict</p> <ul style="list-style-type: none"> • Information conflicts • Values conflicts • Interest conflicts • Relationship conflicts • Structural conflicts <p>2.2.5 Describe the principles of conflict management</p> <ul style="list-style-type: none"> • Respect • Clear Communication • Appropriate Enforcement • Truth • Knowledge • Acknowledge the problem. • Gather necessary information. • Set guidelines. • Keep emotion out of the discussion. • Be decisive <p>2.2.6 Identify the approaches to conflict management</p> <ul style="list-style-type: none"> • Accommodating • Avoiding • Collaborating • Competing • Compromise 				<p>Conflict: 2)Chapter 9:202-203 3)Chapter 18:323 4)Chapter 6:199-200 6)Chapter 12:311-315 7)Chapter 20:240-242</p>

Theory Block 2 (week 13): 28 April – 2 May 28 April and 1 May PH					
Applied Social Sciences					
Day	Learning Outcomes	Blooms	Periods	Integration	Resources
	2.2.7 Discuss conflict management <ul style="list-style-type: none"> • Constructive conflict • Destructive conflict • Discipline 2.2.8 Describe strategies to prevent or limit conflict. <ul style="list-style-type: none"> • Receiving and giving constructive feedback 				
LO 1: The student will demonstrate an understanding of social growth and development to establish a basis for psycho-social sensitive care.					
	1.1 Self-concept 1.1.1 Define concepts related to self-concept <ul style="list-style-type: none"> • Self-image • Self-esteem • Self-awareness 1.1.2 Discuss the components of self-concept <ul style="list-style-type: none"> • Personal identity • Body image • Role performance 1.1.3 Discuss factors influencing self-concept <ul style="list-style-type: none"> • Stage of development • Family and culture • Stressors • Resources • History of success and failure • Illness 1.1.4 Explain the stages of psychosocial development according to Erikson <ul style="list-style-type: none"> • Trust vs. Mistrust (infancy) • Autonomy vs. Shame and Doubt (toddlerhood) • Initiative vs. Guilt (preschool) • Industry vs. Inferiority (school-age) • Identity vs. Role Confusion (adolescence) • Intimacy vs. Isolation (young adulthood) • Generativity vs. Stagnation (middle adulthood) • Integrity vs. Despair (late adulthood) 1.1.5 Assess a patient for altered self-concept	2-3	3		1) Chapter 3:31-33 5) Chapter 23 438-443 5) Chapter 39:1012-1022
Wednesday	2.3 Culturally sensitive Nursing 2.3.1 Define terminology related to culturally responsive care <ul style="list-style-type: none"> • Cultural Competence • Cultural Sensitivity 	2-3	3		1) Chapter 2:18-27 2) Chapter 8:155

Theory Block 2 (week 13): 28 April – 2 May 28 April and 1 May PH
Applied Social Sciences

Day	Learning Outcomes	Blooms	Periods	Integration	Resources
	<ul style="list-style-type: none"> • Cultural Awareness • Cultural Knowledge • Culturally Responsive Care <p>2.3.2 Identify cultural skills needed by the nurse</p> <ul style="list-style-type: none"> • Use of medical terminology • Respect <p>2.3.3 Cultural issues in Healthcare</p> <ul style="list-style-type: none"> • Health beliefs and practices • Family patterns • Space and time orientation • Sexuality • Diet • Death and dying including disposal of body parts • Communication • Hygiene and charms and amulets 				<p>3) Chapter 18:314</p> <p>4) Chapter 2:37-41</p> <p>5) Chapter 21:397-399;409-415</p>
	<p>1.2 Spirituality</p> <p>1.2.1 Terms and concepts</p> <ul style="list-style-type: none"> • Spiritual needs • Spiritual disruption • Spiritual health <p>1.2.2 Different religions:</p> <ul style="list-style-type: none"> • Muslim • Christian • Buddhist • Jehovah witness • Traditional African religion <p>1.2.3 Spiritual needs</p> <ul style="list-style-type: none"> • Holy days • Sacred symbols • Prayer and meditation • Beliefs about illness and health • Beliefs related to dress and modesty • Beliefs related to birth and death <p>1.3 Sexuality</p> <p>1.3.1. Define sexuality-related terminology</p> <ul style="list-style-type: none"> • Sexual orientation • LGBTQQIA+ <p>1.3.2 Freud's theory related to sexual development</p>	2-3	3		<p>Spirituality:</p> <p>1) Chapter 1:18-27; 31-36</p> <p>5) Chapter 41:1047-1061</p> <p>5) Chapter 23:446-450</p>

Theory Block 2 (week 13): 28 April – 2 May 28 April and 1 May PH Applied Social Sciences					
Day	Learning Outcomes	Blooms	Periods	Integration	Resources
	1.3.3 Describe sexual development throughout life 1.3.4 Identify and describe components of sexual health <ul style="list-style-type: none"> • Self-concept • Body image • Androgyny • Gender identity • Gender expression 1.3.5 Identify sexual rights 1.3.6 Identify and describe factors influencing sexuality <ul style="list-style-type: none"> • Family • Culture • Religion • Personal Expectations & Ethics 1.3.7 Identify and briefly discuss factors altering the sexual function <ul style="list-style-type: none"> • Sexual pain disorders • Past and current factors 		2		Sexuality: 1) Chapter 1:18-27; 31-36 5) Chapter 23: 439-440 5) Chapter 40:1025-1038
Thursday PH	Self-directed learning: Access the APS Moodle page and complete activities on the following topics: Stress and coping <ul style="list-style-type: none"> • Access the voice over PowerPoint and work through the content, completing your summaries • Post questions or remarks on the forum discussion platform. Your educator will answer your questions, but the students can also assist each other in finding answers. Loss and death <ul style="list-style-type: none"> • Access the voice over PowerPoint and work through the content, completing your summaries • Post questions or remarks on the forum discussion platform. Your educator will answer your questions, but the students can also assist each other in finding answers. The detail of what needs to be covered on the above topics for test and exam purposes is available on Moodle. The resources can be found in the same document.	2-3	5		
Friday	Self-directed learning Preparation for Oral Patient Presentation: <ul style="list-style-type: none"> • Role-play in simulation • Interview with patient assessed by the CTS 	3	8	Clinical practice Simulation	Instructions will be posted on Moodle

Clinical block 2 (week 15 - 16): 12 – 23 May

Please refer to your Standard Clinical Facilitation plan for clinical learning.

The below Self-directed activities should be completed at home/learning centre/library – you will need to provide proof to your NED/CTS that you have completed the work

Date	Self-directed activity	Blooms	Periods
w/o 12 May	GNS SDL (see module guide)		10
	Self-directed learning – APS Teams' presentation: Patient interview	3	2
	Study skills: Access the study skills workshop on Moodle and complete the following topics <ul style="list-style-type: none"> • Writing • Reading 		2
w/o 19 May	GNS SDL (see module guide)		5
	APS SDL : Complete summaries on all topics discussed during the APS online week	2-4	5
	Computer skills Access the Digital literacy course on Moodle and complete the following topic <ul style="list-style-type: none"> • Microsoft Power Point 	3	2
Receive APS exam assignment from your educator – due date for handing on 6 June			

PART E: CASE STUDIES FOR DISCUSSION AND PRESENTATIONS

A nursing case study is an account of a specific patient's health patterns, problems, and progress from before admission until discharge/rehabilitation and follow-up. The extent of the health problem is determined, and medical and nursing interventions are modified or changed to resolve the problem. The aim of the case study is to integrate theory and practice. It will give you practice in combining real clinical situations with the information in textbooks and academic journals. It is important for you, the student, to demonstrate critical and reflective thinking when analysing the patient's condition and the management thereof.

The skills you will learn are:

- how to search the literature on a specific disease entity
- how to interpret, analyse and synthesize theoretical information from a few sources
- how theory and practice must be integrated
- how to critically analyse current practice
- how to develop academic writing skills
- how to reference your work

For this module, students are expected to investigate based on a real scenario or health issue. This is presented by the student in a class discussion or written format after the relevant information has been collected, analysed, and evaluated.

STEPS TO FOLLOW:

Step 1: Read the case study and questions carefully

Step 2: Identify the issues in the case study

Step 3: Link theory to practice

Step 4: Plan your answer

Step 5: Start writing your case study feedback

Step 6: Edit and proofread (if presenting for marking)

Step 7: Submit / present in class

CASE STUDY 1

At one of your visits to a local community health centre, you meet Mr X, a 38-year-old, client who told you that he was diagnosed with Diabetes Mellitus a year ago and has been receiving treatment at that community health centre. You observe that the community health nurse is asking him questions about his cultural practices and beliefs in relation to his lifestyle.

- 1.1. Explain the reasons for the questions regarding the cultural practices and beliefs that Mr X needs to respond to.
- 1.2. *On checking his blood glucose level, it was found to be very high; he was asked to explain why. Mr X explained that he stopped taking medication after consulting his traditional healer who was adamant that his illness was due to 'evil spirits'. Because of this, he decided to undergo a cleansing ceremony to get rid of these spirits and only came to the community health centre at the insistence of his wife to honour his check-up date.*

The community health nurse asks you to have a talk with Mr X to help him to improve his health status because you seemed to have a better understanding of the language he speaks.

- 1.2.1. Identify the issues in the above scenario.
- 1.2.2. Discuss with your colleagues in class the content of your talk with Mr X.
- 1.2.3. Identify relevant members of the multi-disciplinary team that could be consulted in Mr X's care and the reasons for their involvement.

Describe the significance of culture in the care of patients, families, groups and communities. (Each small group to select one interest group to focus on in their description, e.g. one group to deal with family, another with patients, etc.) Each small group to share their discussion with the whole class.

CASE STUDY 2

Mr G is a married 50-year-old schoolteacher at a local primary school who consulted the community health centre for problems with his urination and change in bowel habits. His wife is 35 years old who stays at home raising their 4-year-old boy and is planning to have a second pregnancy. They live in a 2-bedroomed townhouse situated in a newly developed neighbourhood.

When asked more specific questions, Mr G reports frequency in micturition with a reduction in the flow of urine, dysuria, nocturia and a feeling of incomplete bowel emptying. He said he sometimes has constipation and occasional diarrhoea. His vital signs were within normal limits.

The doctor is about to perform a *digital rectal examination* on Mr G and booked him for a *transurethral ultrasonography*. He asked the doctor if there was no alternative therapy or herbal medication he could take in the place of these planned interventions.

- 2.1. Explain the reasons for the above diagnostic examinations on this client.
- 2.2. In your small group, discuss cultural and ethnic considerations related to the male reproductive system with special reference to Mr G.
- 2.3. Mr G is scheduled for further investigations and consultations with the oncologist. He verbalized his concerns about the continuation of his salary while recuperating from possible surgery and prolonged treatment.
Discuss the psychosocial impact of Mr G's treatment and possible surgery on his well-being.
- 2.4. Mr G is distressed by his subsequent diagnosis of cancer of the colon. Describe the stages of grieving by Kübler-Ross that Mr G may experience.
- 2.5. Role-play, in your small group, how you will assist him and his wife through these various stages of grieving in a holistic, compassionate manner.

CASE STUDY 3

One of your colleagues in your group confides in you of her intention to 'come out' about her sexual preference. She says her main concern is how her parents would react to this new revelation which she says is against their religious beliefs. She is desperate for assistance.

- 3.1. Outline your response to your colleague in an effort to help her with this decision.
- 3.2. Identify any resources available at your institution or community that could be accessed to help her in her plight.
- 3.3. With members of your small group, describe variations in experience and expressions, i.e. sexual orientation, gender identity and erotic preferences (sexual practices).
- 3.4. Erikson's stages of development is a series of eight stages through which a healthy developing individual passes from the cradle to the grave. Identify the most appropriate stage of development relevant to your colleague referred to in the above scenario. Give reasons for your answer.
- 3.5. Briefly discuss the connection between spirituality and health.

CASE STUDY 4

You are planning an Outreach Programme with your classmates. Identify a local high school, write a letter to propose the health information day you plan for their learners. This should include a programme of suggested activities and which age groups/grades would be appropriate for which session.

- 4.1 Submit your proposal and programme to your facilitator for review before sending it to the identified school management. The topics should be on possible social problems the communities face and the effect thereof on their health and well-being.