



DIPLOMA IN NURSING
FIRST YEAR
MODULE NAME: FOUNDATIONS OF NURSING
PRACTICE
MODULE GUIDE
2024

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PART A: GENERAL INFORMATION

1. Introduction to this module

Welcome to the Foundations of Nursing Practice (FNP) 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 prepares the student to function as a competent ethical and professional practitioner as part multidisciplinary team. In addition, a student is prepared to address the global community's health needs. Application of research knowledge to promote evidence-based practice will develop the student's technical agility.

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 equip the students with knowledge and attitude related to the professional behavioural needs of the profession, the healthcare institutions and the individual, such as ethical codes, legislations and regulations, research and evidence-based practice. Knowledge and skills will be imparted which are responsive to the needs of the individual's life span, the family and the community in accordance to national ethical – legal and policy framework. This knowledge and understanding will enable to the student to apply problem-solving and decision-making skills to ensure safe and professional nursing practice.

The module in Foundations of Nursing Practice is a 16-credit core learning module on NQF level 5 which prepares the student to function as a competent ethical and professional practitioner as part of the multidisciplinary team. In addition, a student is prepared to address the global community's health needs. Application of research knowledge to promote evidence-based practice will develop the student's technical agility.

3. Overview of the module

The FNP module will equip the students to integrate knowledge and attitude related to the image of the profession by adhering to ethico-legal and professional principles and standards. This knowledge and understanding will enable to the student to apply problem-solving and decision-making skills to ensure safe and professional nursing practice in response to the needs of the individual's life span, the family, and the community (nationally and globally where relevant). In addition, a student is prepared to address the global community's health needs. Application of research knowledge to promote evidence-based practice will develop the student's technical agility. It is vital to create an educational environment that is conducive to ethics and caring and which reflects ethical conduct and caring action.

4. Teaching staff

Learning Centre	Name	Email address	Role	Consultation times
Cape Town	M Radyn	Margaretha.Radyn@lifehealthcare.co.za	Educator	8h00 – 15h00
East London	S. Zweni	Sisilo.Zweni@lifehealthcare.co.za	Educator	8h00 – 15h00
East Rand	G. Malape	Glen.Malape@lifehealthcare.co.za	Educator	8h00 – 15h00
Port Elizabeth	M. De Beer	Maryke.deBeer@lifehealthcare.co.za	Educator	8h00 – 15h00
Pretoria	R. Schroeder	ronel.schroeder@lifehealthcare.co.za	Educator	8h00 – 15h00
West Rand	E. Fisher	Eileen.Fisher@lifehealthcare.co.za	Educator	8h00 – 15h00

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 center)
- 3) The Regional Education Manager
- 4) The Undergraduate Programme Manager

The following channels of communication are to be followed in the event of any problems related to your technical related issues regarding e-learning platforms:

- 1) Your Nurse educator
- 2) The Undergraduate Programme Manager

6. Timetable

- Please note class contact sessions will be arranged according to a study schedule that will be made available to you by your Nurse Educators.
- Please be aware that classes commence at 07:00 – 16:00 with a tea and lunch break, daily.
- Please observe the academic year plan that will be provided to you.

7. PART B: QUALIFICATION BREAKDOWN AND OUTLINE OF THE MODULE CONTENT

8. 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 (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

Critical Cross Field Outcomes	Contextualised in Curriculum
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 own study future studies 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 staff 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.

9. Module study units/themes

Exit Level Outcome: On successful completion of this module, the student will be able to render nursing care within a legal and ethical framework.

Learning outcome (LO)	Specific learning Outcomes (SLO)
1. The student shall be able to demonstrate knowledge of the history of nursing and professional organisation	1.1 History of nursing 1.2 The South African Nursing Council 1.3 Professional nursing association & trade unions
2. The student shall be able to apply understanding of the prescribed organisational and professional ethical codes of conduct, values and practices and apply in own practice	2.1 Moral & ethical foundation of nursing 2.2 Ethical practice as applied to nursing 2.3 Code of ethics 2.4 Ethical decision making 2.5 Ethical issues in healthcare
3. The student shall be able to demonstrate understanding of the relevant legislation, regulations, and policies when providing nursing care.	3.1 Laws, regulation and governance
4. The student shall be able to demonstrate effective skills in use of the computer and internet in literature searches	4.1 Implementing research in nursing practice Evidence based practice (EBP) 4.2 Obtaining data for a literature review
5. The student shall be able to apply understanding of health information management and specifically the application of legal record keeping principles when completing patient documentation	5.1 Promotion of Access of information Act 2 of 2000 5.2 Reporting 5.3 Principles of legal record keeping 5.4 Specific legal documents
6. The student shall be able to apply understanding of professional behaviour and attitude and seek appropriate guidance in managing	6.1 Professionalism 6.2 Nursing responsibilities & standards 6.3 Professional practice challenges
7. The student shall be able to demonstrate good teamwork, interpersonal abilities and take responsibility for own decisions and actions within a team	7.1 Member of the multidisciplinary team 7.2 Delegation methods 7.3 Team building 7.4 Leadership
8. The student shall be able to demonstrate knowledge of research methodology	8.1 Introduction to Research 8.2 Steps in the research process 8.3 Ethical principles applied to Research

10. Teaching and learning strategy

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

Direct instructions:

- Formal lectures to clarify core concepts and principles. Active student participation is encouraged.
- Demonstrations on manikins for example how to assess the cardiovascular system.
- Videos
- Interactive presentations

E-learning instructions:

- Moodle (quizzes; informal assignments / activities)
- Narrated PowerPoint Presentations
- Kahoot classroom gaming

Cooperative learning strategies:

- Peer teaching
- Group work
- Interprofessional Education
- Debates / mediated argumentation

Activity-based strategies:

- Integration of theory and practice while placed for work integrated learning through applying the principles of FNP module.

Independent learning:

- Reflection
- Independent reading

Case studies

- Report presentation
- Literature review report and peer-group presentation

11. Assessment strategy

The FNP is progression module that will be assessed formatively and summative 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 in the various units of the module.

The assessment strategy followed in this module includes formative, and summative assessments to identify misconceptions, provide feedback to students on academic progress and for formal assessment. The objective is to assess students using of differing assessment methods, to provide evidence of learning which has been assessed with valid, reliable and authentic instruments and techniques. These assessment methods include questioning, case studies, informal intermitted assessments, and a literature review. The module will require four formative credit bearing assessments, multiple online informal assessments and 2 formal summative assessments. The credit bearing formative and summative assessments spread throughout each semester, consist of:

Semester 1:

- One written test.
- Online informal assessments
- One assignment
- One written examination

Semester 2:

- One online test
- One assignment / Case study
- Online informal assessments
- Summative literature review written assignment and peer-group presentation.

The scores obtained in the formal and informal 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 exam paper written at the end of semester 1 during the college's formal examination period. The summative assignment and peer-group presentation will take place at the end of semester 2.

Formal assessment will be done throughout the year in the form of student presentations, case study discussions, informal online tests and quizzes, an assignment, 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 two 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.

12. Assessment plan

Assessment Type	Description	Method	Weighting (%)	Due Date
SEMESTER 1				
Test 1	Written	Questioning	50%	9 May 2024
Moodle activities	Participation activities/quizzes etc	Online and in-class	35%	12 May 2024
Assignment 1	Nurse leaders having an impact on modern day Nursing. Do assignment on SDL day (1 May 2024)	Submit to educator	15%	2 May 2024
Examination 1	Written	Questioning	50%	12 June 2024
SEMESTER 2				
Test 2	Online	Questioning	50%	15 August 2024
Moodle activities	Participation activities/quizzes etc	Turnitin.	35%	7 October 2024
Assignment 2	Leadership	Online and in-class	15%	16 August 2024
Summative Research assignment	Literature review group presentation	PPT presentation	50%	29 + 30 October 2024

13. Pass requirements

Semester 1:

The exam entry mark will be determined by formal and informal assessments with weighting as follows:

Exam entry mark (50%) = Test 1 (50%) + Moodle activities/participation (35%) + Assignment 1 (15%)

Exam mark (50%) = written exam (50%)

Semester 2:

Exam entry mark (50%) = Test 2 (50%) + Moodle activities/participation (35%) + Assignment 2 (15%)

Exam mark = Literature review assignment and peer-group presentation (50%)

A final mark of 50% is required to pass.

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

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

14. 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)

15. Prescribed textbooks and recommended readings

Prescribed:

Author	Title	Edition	Publishing Year	Publisher
Brink, H.I, Van Rensburg, G and Van der Walt, C.	Fundamentals of research methodology for health care professionals	4 th	2017	Juta
Geyer, N. General Editor.	A New Approach to Professional Practice	2 nd	2021	Juta
Muller, M & Bester, P.	Nursing Dynamics.	5 th	2016	Pearson
Pera S & van Tonder, S	Ethics in Healthcare	4 th	2018	Juta
Mulaudzi FM, Mokoena JD & Troskie R.	Basic nursing ethics in practice	3 rd	2020	Pearson
Searle, C., Human, S. and Mogotlane, S. M.	Professional Practice. A Southern African Nursing Perspective.	5 th	2009	Heinemann
SANC Website (Regulations; Nursing Act, Code of Ethics) DoH Website - (Healthcare legislations) Gateway Intra-site (Policies) Nursing History reader https://journals.lww.com/ijebh/Fulltext/2019/03000/The_updated_Joanna_Briggs_Institute_Model_of.8.aspx				

Recommended:

Author	Title	Edition	Publishing Year	Publisher
Armstrong, S, et.al.	A new approach to professional practice.	2 nd	2022	Juta
Berman, A and Snyder	Kozier & Erb's Fundamentals of Nursing	11 th	2021	Paerson
Botma, Y., Greeff, M., Mulaudzi, F. & Wright, S.	Research in Health Sciences	1 st	2010	Heinemann
Van Rooyen, D. & Jordan, P. J.	Foundations of Nursing Practice. Fundamentals of Holistic Care. African ed.	1 st	2009	Mosby Elsevier

16. Class attendance

General Nursing Science is a compulsory face-to-face subject. It consist of modules, which could 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

PART D: STUDY SCHEDULE

17. Study schedule

The study schedule describes the class schedule and academic plan for meeting the learning outcomes (LO). This module will be presented as an in-contact module; thus, all the classes are attended in person at the learning center.

SEMESTER 1

Theory Block 3 (week 14): 29 April – 3 May PH 1 May Foundations of Nursing Practice - Ethics in Nursing					
Day	Learning Outcomes	Blooms	Periods	Integration	Resources
Monday	Professionalism		1	All subjects	This presentation will be presented by the REM
Monday 29/04/2024	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> LO 1: The student shall be able to demonstrate knowledge of the history of nursing and professional organisation </div> <p>1.1 History of nursing and professional development International and national nurse leaders' contribution to the profession</p> <ul style="list-style-type: none"> Florence Nightingale Henrietta Stockdale Cecelia Makiwane Charlotte Searle Leana Uys <p>1.2 The South African Nursing Council</p> <ul style="list-style-type: none"> Purpose 		6	General Nursing Care	Berman, A., Snyder, S. & Frandsen, G. 2021. Kozier & Erb's Fundamentals of Nursing. 11 th Edition. Pearson. New Jersey. Page 30 Nursing History reader Florence Nightingale - Bing video (Link on Moodle) Booysen L, Erasmus I & van Zyl M. 2015. The auxiliary nurse, 4th edition. Juta, Cape Town. Page 1 Moodle resources Geyer. N. General Editor. 2021 A New approach to professional practice. 2nd edition. Juta, Cape Town: Chapters 3, 4 https://www.sanc.co.za
Tuesday 30/04/2024	<p>1.3 Professional nursing association & trade unions</p> <ul style="list-style-type: none"> Role and function of nursing associations (include specialist associations) The role and function of trade unions 		1	General Nursing Science	Geyer. N. General Editor. 2021. A New approach to professional practice. 2nd edition. Juta, Cape Town. Chapter 12, page 218 Code-of-Ethics-for-Nursing-in-South-Africa. PDF (www.sanc.co.za)
	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> LO 2: The student shall be able to apply understanding of the prescribed organisational and professional ethical codes of conduct, values and practices and apply in own practice </div> <p>2.1 Moral & ethical foundation of nursing</p>				Pera S & van Tonder, S. 2018. Ethics in Healthcare. 4 th edition. Juta. Chapter 1

Theory Block 3 (week 14): 29 April – 3 May PH 1 May					
Foundations of Nursing Practice - Ethics in Nursing					
Day	Learning Outcomes	Blooms	Periods	Integration	Resources
	<ul style="list-style-type: none"> The relationship between ethics and law Concepts related to foundations <ul style="list-style-type: none"> Morals Norms Attitude Beliefs Values <p>The virtue ethics of Ubuntu in professional practice</p> <p>2.2 Ethical principles in nursing</p> <ul style="list-style-type: none"> Autonomy Confidentiality & privacy Advocacy Veracity & fidelity Accountability & responsibility <ul style="list-style-type: none"> Duty to care Justice Beneficence vs non-maleficence Caring <ul style="list-style-type: none"> The six (6) Cs of caring 		6		<p>Geyer. N. General Editor. 2021. A New approach to professional practice. 2nd edition. Juta, Cape Town. Chapter 10.</p> <p>Mulaudzi, F.M., Mokoena, J.D and Troskie R. 2021. Basic Nursing Ethics in Practice. 3rd edition. Pearson: Page 133-140</p> <p>Code-of-Ethics-for-Nursing-in-South-Africa PDF (www.sanc.co.za)</p> <p>Six C's of Caring in Nursing: Berman, A and Snyder. 2021. Kozier & Erb's Fundamentals of Nursing concepts, process and practice. 11th ed. Pearson. Page 286.</p>
Wednesday	Self-directed learning		7		
Thursday 02/05/2024	<p>2.3 Code of Ethics</p> <ul style="list-style-type: none"> ICN code of ethics – influence on SANC code of ethics Code of Ethics as per SANC – purpose. <p>2.4 Ethical decision making:</p> <ul style="list-style-type: none"> Ethical decision-making steps Application of ethical principles in decision making process <p>2.5 Ethical issues in healthcare</p> <ul style="list-style-type: none"> HIV/AIDS & TB Abortion Euthanasia Sexual and gender minorities Technological advances <ul style="list-style-type: none"> Organ donation Blood transfusion 		6	General Nursing Science	<p>Geyer. N. General Editor. 2021. A New approach to professional practice. 2nd edition. Juta, Cape Town. Chapter 1-2</p> <p>Pera S & van Tonder, S. Ethics in Healthcare Pg 239 – 326</p> <p>Geyer, N. General Editor. A New Approach to Professional Practice – Chapter 5</p> <p>Pera S & van Tonder, S. 2018. Ethics in Healthcare. 4th edition. Juta. Chapter 3, 4, 12, 13</p> <p>Mulaudzi, F.M., Mokoena, J.D and Troskie R. 2021. Basic Nursing Ethics in Practice. 3rd edition. Pearson. Chapter 2, pages 72-88</p> <p>Code-of-Ethics-for-Nursing-in-South-Africa</p>

Theory Block 3 (week 14): 29 April – 3 May PH 1 May					
Foundations of Nursing Practice - Ethics in Nursing					
Day	Learning Outcomes	Blooms	Periods	Integration	Resources
	<ul style="list-style-type: none"> Resuscitation Child abuse Gender based Violence 				PDF (www.sanc.co.za)
	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> LO 3: The student shall be able to demonstrate understanding of the relevant legislation, regulations, and policies when providing nursing care </div>	3.1 Laws,			Geyer. N. General Editor. 2021. A New approach to professional practice. 2nd edition. Juta, Cape Town. Chapter 5 Pera S & van Tonder, S. Ethics in Healthcare Chapter 8 (151-165) Moodle – Legislation www.doh.gov.za http://www.sanc.co.za Moodle sources
Friday 03/05/2024	3.1 Laws, regulation and governance continue	2-3	7	General Nursing Science	Moodle – Legislation www.doh.gov.za http://www.sanc.co.za Moodle sources Mulaudzi, F.M., Mokoena, J.D and Troskie R. 2021 Basic Nursing Ethics in Practice. 3rd edition. Pearson: 72-88
Reflection –Reflect on how the ethical aspects covered in this week can be applied to your everyday life					

Theory block 3 (week 15): 6 – 7 May					
Foundations of Nursing Practice					
Day	Learning Outcomes	Blooms	Periods	Integration	Resources
Monday	3.1 Laws, regulation and governance continue	2-3	4	GNS	Brink, H.I, Van Rensburg, G and Van der Walt, C. 2017.Fundamentals of research methodology for health care professionals. 4 th edition. Juta. Chapter 1
	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> LO 4: The student shall be able to demonstrate effective skills in use of the computer and internet in literature searches </div>				Pera S & van Tonder, S. 2018. Ethics in Healthcare. 4 th edition. Juta. Page 227 – 228. Copy the following link into your browser https://journals.lww.com/ijebh/Fulltext/2019/03000/The_updated_Joanna_Briggs_Institute_Model_of.8.aspx
	4.1 Implementing research in nursing practice: Evidence Based Practice (EBP) <ul style="list-style-type: none"> Definition Use in nursing practice Model for EBP – Joanna Briggs Institute 		3		

Theory block 3 (week 15): 6 – 7 May Foundations of Nursing Practice					
Day	Learning Outcomes	Blooms	Periods	Integration	Resources
Tuesday	4.2 Obtaining data for a literature review <ul style="list-style-type: none"> Purpose of review Types of information sources Primary and secondary sources Accessing Literature <ul style="list-style-type: none"> EBSCOHost Google Scholar Process/steps for writing up a literature review 		3	All subjects	Brink, H.I., Van Rensburg, G and Van der Walt, C. 2017. Fundamentals of research methodology for health care professionals. 4 th edition. Juta. Do research post class activities about research and laws quiz
	Self-directed learning		5		

SEMESTER 2

Theory Block 5 (week 21): 8 – 12 July Foundations of Nursing Practice					
Day	Learning Outcomes	Blooms	Periods	Integration	Resources
Monday	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> LO 5: The student shall be able to apply understanding of health information management and specifically the application of legal record keeping principles when completing patient documentation </div> 5.1 Popia training – completed in S1 5.2 Reporting <ul style="list-style-type: none"> Change of shift (hand over) reports Telephone reports ISBAR communication tool Telephonic/verbal orders 5.3 Principles of legal record keeping <ul style="list-style-type: none"> Guidelines for legal standards (Complete CPD) 5.4 Specific legal documents <ul style="list-style-type: none"> Informed consent Incident reporting process and documents (principles of completing the document, how and when) Incomplete record keeping 	2-3	4	General Nursing Care	Geyer, N. General Editor. 2021. A New approach to professional practice. 2nd edition. Juta, Cape Town. Chapter 16 ISBAR: Copy the link below in your browser https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-020-02285-0 . Clinical workflow: Recordkeeping Moodle resources

Theory Block 5 (week 21): 8 – 12 July Foundations of Nursing Practice					
Day	Learning Outcomes	Blooms	Periods	Integration	Resources
	<p>LO 6: The student shall be able to apply understanding of professional behaviour and attitude and seek appropriate guidance in managing</p> <p>6.1 Professionalism – Done by REM in S1</p> <p>6.2 Nursing responsibilities & standards</p> <ul style="list-style-type: none"> • Responsibility or Duties <ul style="list-style-type: none"> ○ Continuous development (CPD) ○ Towards Employer ○ Towards the Patient ○ Towards the Profession • National Core Standards • Nursing Standards – purpose of standards 	2-3	3	General Nursing Care	<p>Geyer. N. General Editor. 2021. A New approach to professional practice. 2nd edition. Juta, Cape Town. Chapter 12, 16, 17.</p> <p>Moodle resources</p>
Tuesday	<p>6.3 Professional practice challenges</p> <ul style="list-style-type: none"> • PESTLE <ul style="list-style-type: none"> ○ Political ○ Economical ○ Social ○ Technology ○ Legal ○ Environmental 	3-4	7	General Nursing Care	Geyer. N. General Editor. 2021. A New approach to professional practice. 2nd edition. Juta, Cape Town. Chapter 1
Wednesday	<p>LO 7: The student shall be able to demonstrate good teamwork, interpersonal abilities and take responsibility for own decisions and actions within a team</p> <p>7.1 Member of the multidisciplinary team</p> <ul style="list-style-type: none"> • Roles • Independent/ interdependent/ dependent functions of the nurse <p>7.2 Delegation methods (three types)</p> <ul style="list-style-type: none"> • Nurse: patient ratios • Skills mix <p>7.3 Team building</p> <ul style="list-style-type: none"> • Achieving positive relationships • Advantages of effective teamwork and disadvantages of poor teamwork <p>7.4 Leadership</p>	2-4	5	General Nursing Care	<p>Geyer. N. General Editor. 2021. A New approach to professional practice. 2nd edition. Juta, Cape Town. Chapter 2 P31 – 34, 130 – 133, 262 - 263, 299</p> <p>Moodle resources</p>

Theory Block 5 (week 21): 8 – 12 July					
Foundations of Nursing Practice					
Day	Learning Outcomes	Blooms	Periods	Integration	Resources
	<ul style="list-style-type: none"> Definition Leadership in 21st century nursing: Transformational and transactional Leadership styles: Democratic, Bureaucratic, Laissez-faire and Autocratic. Characteristics of a good leader 				
	<p>LO 8: The student shall be able to demonstrate knowledge of research methodology</p> <p>8.1 Introduction to Research</p> <ul style="list-style-type: none"> The purpose of research Differentiate between <ul style="list-style-type: none"> Quantitative Qualitative Mixed methods 	2	3	General Nursing Science Applied Social Science	Brink, H.I, Van Rensburg, G and Van der Walt, C. 2017.Fundamentals of research methodology for health care professionals. 4 th edition. Juta. Moodle resources
Thursday	<p>8.2 Steps in the research process</p> <p>Step 1: Identify the Problem.</p> <p>Step 2: Purpose</p> <p>Step 3: Evaluate the Literature.</p> <p>Step 4: Create Hypotheses/Research question</p> <p>Step 5: The Research Design + Method</p> <p>Step 6: Describe Population + sampling</p> <p>Step 7: Pilot study</p> <p>Step 8: Data Collection</p> <p>Step 9: Data Analysis</p> <p>Step 10: Interpretation of the results</p> <p>Step 11: Communicate the findings</p>	2-3	7		
Friday	<p>8.3 Ethical principles applied to Research:</p> <ul style="list-style-type: none"> Informed consent Autonomy Justice Beneficence and non-maleficence Privacy and confidentiality Functions of the Research Ethics Committee 	2-3	3		

Theory Block 5 (week 21): 8 – 12 July
Foundations of Nursing Practice

Day	Learning Outcomes	Blooms	Periods	Integration	Resources
	<ul style="list-style-type: none"> ○ Protecting the participants ○ Rights of the participant 				
	Self-directed learning		4		

Reflection

Consider what you have seen in practice regarding professionalism and professional behaviour of nursing staff, did you experience professionalism? What will you do differently in your professional development?

What is your experience regarding the reporting and recording in nursing practice? What will you change in your practice?

What is your role in the multi-disciplinary team?

18. 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 number of 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

According to Pera and van Tonder (Pera & van Tonder, 2018, p. 28), caring is a virtue; and virtue is the power of acting exclusively according to one's true nature. Virtues form one's character; they are intrinsic to the individual. When we explore the character of the individual, we enter the realm of virtue ethics. The question to ponder over is: "Who defines what is virtuous and who benefits from virtuous behaviour?" Pera and van Tonder (Pera & van Tonder, 2018, p. 30) also assert the importance of competence as a defining aspect of caring. This includes the three domains of learning: cognitive, psychomotor, and affective. These domains need to be given equal attention in the nursing programme.

- 1.1. Discuss how your philosophy of nursing compares and contrasts with the Philosophy of Life Health Care.
- 1.2. Explain the worth of virtue ethics for nursing
- 1.3. Relate African humanism (Ubuntu) to virtue ethics
- 1.4. Name four major ethical principles which guide moral action in health care
- 1.5. Write an essay on caring and reflect on what caring means to you personally.
- 1.6. Moral conduct is one of the core values of nursing. Apply Kohlberg's Theory of Moral Development to the socialisation of the neophyte nurse.
- 1.7. Compare the levels of development of Kohlberg's moral development theory with those of the affective domain of learning.

CASE STUDY 2

Ms R is a 24-year-old female who was brought in by paramedics on a Sunday afternoon. The patient was found lying on a pavement in town. She appears unhygienic and disorientated on neurological assessment. There are no visible injuries found on examination. She was treated for dehydration and subsequently admitted for observation and further investigation.

You are working in the medical unit where Ms R is admitted. On the day after admission, as you are about to take her vital data, she insists that she wants to go home and refuses any treatment that she is given.

- 2.1. Apply the principle of respect for autonomy in your response to this demand from Ms R who still seems to be slightly disorientated.
- 2.2. Distinguish between the principles of non-maleficence and beneficence and explain how these can be respected in Ms R.
- 2.3. Would you consider Ms R a 'difficult patient'? Justify your answer.
- 2.4. Describe your advocacy role in the care of Ms R. Apply the provisions of the South African Bill of Rights (Chapter 5 of the Constitution of the Republic of South Africa, 1996) in this regard.

CASE STUDY 3

The International Council of Nurses' Code of Ethics for Nurses (2012) refers to these four fundamental responsibilities of nurses: (i) to promote health, (ii) to prevent illness, (iii) to restore health, and (iv) to alleviate suffering. The role of the nurse would also involve helping the patient/client to regain autonomy and independence. This demands that nurses render appropriate evidence-based health services to the individual, families as well as the communities in liaison with other relevant members of the multidisciplinary team. This requires teamwork, interpersonal abilities and taking responsibility for own decisions and actions within the team.

- 3.1. Discuss record keeping and confidentiality in health information management and specifically the application of legal record keeping principles when completing electronic patient documentation in liaison with members of the multidisciplinary team.
- 3.2. It is the moral obligation of each health professional to contribute to the advancement of the body of knowledge of the profession. The nurse can be involved in research activities that are related to the four fundamental responsibilities indicated in the opening paragraph above. Health care professionals can also be asked to participate in a research project as a respondent or informant.
 - 3.2.1. Explain the importance of ethical considerations in research
 - 3.2.2. Describe the steps to be followed in the research process

CASE STUDY 4



Picture by: Johnny Miller / Time Magazine

- 4.1 Within your small group of classmates, debate the issue of spatial factors and their effect on health provision. Refer to the image above as your point of departure.
- 4.2 Perform literature search on a topic of interest and complete the activities hereunder.
 - 4.2.1 Obtaining data for a literature review: Practice internet searches for the various types of data.
 - 4.2.2 Practice searching information from other sources, e.g. books and journals in library.
 - 4.2.3 Prepare to present your literature search at the Annual Research Day at Life College of Learning.
- 4.3 Critique a research article using the guidelines provided. Remember to report on the ethical considerations of this study.

CASE STUDY 5

Despite the sufficient claims from the scientific research and the medical industry people are still unwilling to change their opinion about wearing masks. Changing the beliefs of people may be a challenge in such situations however, behavioural change may happen in others if the evidence was provided to prove the benefits of the desired practice.

Learning activities:

- 5.1 Discuss an example of a situation where either you or someone else was reluctant to change their opinion and methods implemented to persuade or sway this opinion.
- 5.2 Briefly discuss the significance of research in nursing.
- 5.3 Discuss, using case studies/examples, the negative impact ethical issues could have if not considered in research.
- 5.4 In your small group, identify a topic you would like to research and present the steps you would follow in your plan to conduct this study.
- 5.5 Debate the topic: Practice based on experience vs. practice based on scientific evidence.
- 5.6 Select one clinical research article and discuss the means by which the findings from this study may be used to modify nursing practice. This should be done in your small groups.
- 5.7 Complete the research methodology workbook.
- 5.8 Discuss implementing Evidence Based Practice (EBP) research in nursing practice under the following headings:
 - Definition
 - Use in nursing practice
 - Model for EBP (Life Healthcare)

CASE STUDY 6

One mandate of the South African Nursing Council (SANC) is to advocate on behalf of the public in matters concerning health services generally and nursing services in particular.

Learning activities:

- 6.1 Discuss, in your small group of classmates, the above-mentioned mandate of the South African Nursing Council (SANC).
- 6.2 Debate the topic: Nursing: is it a Profession or NOT?
- 6.3 Explain how behaviours relate to values.
- 6.4 Explain how values are influenced by role models.
- 6.5 Discuss your understanding of the following values and how these influence your nursing practice:
 - Advocacy
 - Caring
 - Quality
 - Professionalism
 - Innovation
- 6.6 Differentiate between (a) Acts and (b) SANC Rules and Regulations. Give examples of each.