



DIPLOMA IN NURSING  
FIRST YEAR  
MODULE NAME: GENERAL NURSING SCIENCE  
MODULE GUIDE  
2024

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## PART A: GENERAL INFORMATION

### 1. Introduction to this module

Welcome to the General Nursing Science (GNC) 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 nurse practitioner. In addition, a student is prepared to address the needs of the individual's life span, the family and the community in accordance with national ethical – legal and policy framework.

Success will only be achieved through commitment to your studies!

Your Nurse Educators wish you well.

### 2. Purpose of the module

This module in General Nursing Science is a 92-credit core learning module on NQF level 5, which prepares the learner to function as a clinically focused, service orientated, nurse practitioner.

The learner will apply evidence-based nursing practice, be equipped with knowledge, skills, methods and techniques related to the needs of an individual, the family and community.

This module will enable the learner to:

- Demonstrate knowledge of terms, concepts, facts, principles, rules and basic skills of nursing practice,
- Apply the scientific nursing process in nursing practice,
- Demonstrate competence in meeting the patients' needs as per the activities of daily living throughout the different life spans,
- Perform a comprehensive health assessment of an individual of any age group in different healthcare settings.
- Equip the learner with knowledge of patient safety, wellbeing and protection against any environmental risks.
- The learner will learn about the importance of patient safety processes and infection control measures.
- Introduced to the national and international standards that are meant to protect the patient and you as a healthcare provider.

At exit level of this module, the student will be able to reveal in-depth understanding, comprehensive explanations and application of nursing theory and practice.

### 3. Overview of the module

The scientific nursing process is the basis for assessing, planning, and evaluating the patient's care needs. You will learn to take care of your patients' basic needs by assisting them with their activities of daily living. You will learn to assist with a physical examination of your patient which you will record and report appropriately. As an auxiliary nurse it is your duty to care for your patient. Part of caring is ensuring your patients' safety, wellbeing, and protection against any environmental and infection risks. Therefore, you will learn of measures you can take to protect your patient from avoidable risks.

You will also be introduced to the health care services and system in South Africa and the role of the auxiliary nurse in protecting the patient's personal information.

Finally, you will learn the basic principles of providing first aid to individuals with common injuries and ailments.

#### 4. Teaching staff

Learning Centre	Name	Email address	Role	Consultation times
Cape Town	C. van Papendorp	Cristelle.vanPapendorp@lifehealthcare.co.za	Educator	8h00 – 15h00
East London	G. Ludidi	Gcobisa.Ludidi@lifehealthcare.co.za	Educator	8h00 – 15h00
East Rand	B. Sithole	Busisiwe.Sithole2@lifehealthcare.co.za	Educator	8h00 – 15h00
Port Elizabeth	J. Espach	Juanita.Espach@lifehealthcare.co.za	Educator	8h00 – 15h00
Pretoria	N. Hattingh	Naomi.Hattingh@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 1<sup>st</sup> 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.

### 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
<b>Total</b>	<b>376</b>	

- 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 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
<b>TOTAL CREDIT</b>		<b>125</b>

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
<b>TOTAL</b>	<b>599</b>	<b>40</b>	<b>187</b>	<b>404</b>
	<b>639</b>		<b>591</b>	

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 (experiential learning):** Students receive Work Integrated Learning (WIL) 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.

## 8. Module study units/themes

**Exit Level Outcome 1:** Provide nursing care throughout the lifespan in various healthcare settings.

**Exit Level Outcome 2:** Manage a healthcare unit by implementing the management process.

### 8.1 Unit 1 – General nursing care

Learning outcome	Specific learning Outcomes (SLO)
1.1 The student shall be able to demonstrate knowledge of terms, concepts, principles, rules and basic skills of nursing practice	1.1.1 Terms & Definitions related to nursing and health care. 1.1.2 Introduction to the philosophical approach to nursing care. 1.1.3 Introduction to nursing theories. 1.1.4 Stages of human growth & development across the life span. 1.1.5 Basic human needs
1.2 The student shall be able to apply the scientific nursing process in nursing practice.	1.2.1 Scientific nursing process 1.2.2 Implementing the scientific nursing process. 1.2.3 Nursing diagnoses 1.2.4 Nursing care plan
1.3 The student shall be able to demonstrate competence in meeting the patients' needs as per the activities of daily living (ADL)	1.3.1 Elementary nursing care to assist with patients' daily activities of living. 1.3.2 Nursing care in special situations
1.4 The student shall be able to perform a comprehensive health assessment of an individual of any age group in different healthcare settings.	1.4.1 Terms & definitions related to comprehensive assessment. 1.4.2 Patient admission, transfer & discharge 1.4.3 Patient history taking 1.4.4 Physical assessment of a patient in different age groups 1.4.5 Obtaining vital signs/Observations. 1.4.6 Risk and Pain Assessment

### 8.2 Unit 2 – Management

Learning outcome	Specific learning Outcomes (SLO)
2.1 The student shall demonstrate understanding of the principles of infection prevention and basic control measures.	2.1.1 Terms & definitions 2.1.2 Chain of infection 2.1.3 Factors increasing susceptibility to Infection 2.1.4 Healthcare Associated Infections (HAI) 2.1.5 Principles and measures to control and prevent infection. 2.1.6 Objectives for infection control policies and procedures
2.2 The student shall demonstrate understanding of role of the nurse in ensuring a risk-free nursing environment	2.2.1 Disaster management 2.2.2 Safety of patient and nurse

## PART C: TEACHING, LEARNING AND ASSESSMENTS

### 9. 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.
- Videos
- Interactive presentations
- Power Points

**E-learning instructions:**

- Moodle
- Narrated PowerPoint Presentations
- Virtual rotation stations <https://www.edutopia.org/article/how-make-station-rotation-work-during-hybrid-learning>

**Cooperative learning strategies:**

- Peer teaching / role play / brainstorm sessions
- Group work
- Participation in community engagement projects – Wellness Day involvement, Health education integrated into CSI

**Activity-based strategies:**

- Integration of theory and practice while placed for work integrated learning through applying the principles of GNS module. E.g.:
  - Designing health information leaflet in hospital and home care up a nursing care plan
  - Practical application in simulation lab
  - Plan health education talks
  - Plan visitation to departments in hospital setting: diagnostic department, e.g., Xray, Cath lab, MRI, Ampath, waste management, mortuary, pre-admissions,

**Independent learning:**

- Reflection
- Independent reading

**Case studies**

- Report writing and presentation

**10. Assessment strategy**

The GNS is a progression 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

The assessment strategy followed in this module includes diagnostic, 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 a multitude 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 report and observation methods. The module will require six formative credit bearing assessments. The credit bearing formative and summative assessments spread throughout the semester, consist of:

- Two online tests
- One Integrated assignment (GNS & APS) - First Semester (including a peer review form)
- Student participation on Moodle LMS and pre-class activities
- Four practical skill assessments – 2 per Semester
- Two written exams (Semester 1 and 2)
- One clinical exam (OSCE)

The scores obtained in the six 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 three-hour exam paper written 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.

### Assessment plan

Assessment Type	Description	Method	Weighting (%)	Due Date
<b>SEMESTER 1</b>				
Test 1	SLO 1.1.1 to SLO 1.1.3	Online	15%	18 March 2024
Test 2	SLO 1.3.1	Written	20%	8 May 2024
Participation on Moodle	SLO 1.3.2	Moodle participation	20%	20 May 2023
Group assignment (integrated)	GNS - SLO 1.1.4 and 1.1.5	Turnitin	45%	9 & 10 May 2024
Clinical 1	Urine analysis	Observation	25%	24 May 2024
Clinical 2	Completion of 40% of WIA	Skills and Competencies	25%	24 May 204
Semester 1 exam	All content covered in S1	Question paper	100%	10 June 2024
<b>SEMESTER 2 (subject to change)</b>				
Test 1	SLO 2.1.1 – SLO 2.1.6 SLO 1.2.1 and SLO 1.2.2	Written	20%	14 August 2024
Test 2	SLO 2.2.1 and SLO 2.2.2	Online	20%	12 September 2024
Case study (integrated)	SLO 1.2.3 – SLO 1.2.4	Turnitin	40%	13 September 2024
Participation on Moodle	SLO 1.4.1 and SLO 1.4.6	Moodle activities	20%	15 July 2024
Semester 2 exam	All content covered in S2	Question paper	100%	29 October 2024
Clinical 3	Vital Data	Observation	25%	27 September
Clinical 4	Completion of 80% of WIA	Skills and Competencies	25%	27 September 2024
Clinical summative	Clinical OSCE	Observation	100%	W/o 11 Nov 2024

### 11. Pass requirements

#### Theory Assessment:

The exam entry mark per semester will be determined by 4 assessments with weighting as follows:

Theory Exam entry mark semester 1 (50%) = Test 1 + 2 (35%) + Assignment (45%) + Moodle and pre-class activities (20%)

The exam entry mark per semester will be determined by 4 assessments with weighting as follows:

Theory Exam entry mark semester 2 (50%) = Test 3 + 4 (45%) + Case Study (40%) + Moodle and pre-class activities (15%)

Exam mark = written exam (50%)

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

#### Clinical Assessment:

Two formative Work Integrated Assessments (WIA) throughout the course of the year, each contributing to 25% of the clinical mark for OSCE entry which is 65%. Completion deadlines of WIA for Semester 1 (40%) of skills and competencies and Semester 2 (80%) of skills and competencies. All WIA needs to be completed before clinical exam entry.

Final clinical mark: Clinical exam entry mark (50%) + OSCE mark (50%)

A final mark of 50% is required to pass theory component  
 A final mark of 65% is required to pass clinical component  
 Re-examination requirements in accordance with the College's assessment and moderation policies will be applied.

## 12. Internal and external moderation

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

- Assessment Policy for R.171 (LCL-POL-AS-008)
- Moderation Policy (LCL-POL-AS-003)
- Assessment Procedure (LCL-WP-AS-006)
- Marking of scripts Procedure (LCL-WP-AS-001)

## 13. Prescribed textbooks and recommended readings

Author	Title	Edition	Publishing year	Publisher
Mogottlane, S. (Editor)	Juta's Complete Textbook of Medical Surgical nursing	2 <sup>nd</sup>	2022	Juta
Brooker, C., Waugh, A., Van Rooyen, D & Jordan, P.J.	African Edition Foundations of Nursing Practice: Fundamentals of Holistic care	2 <sup>nd</sup>	2016	Elsevier
Geyer, N. (Editor)	A new approach to Professional Practice	2 <sup>nd</sup>	2022	Juta
Booyesen, L, Erasmus, I, Van Zyl, M.	The Auxiliary Nurse	4 <sup>th</sup>	2015	Juta
Mulder, M, Joubert, A and Olivier, N	Practical Guide for General Nursing Sciences	2 <sup>nd</sup>	2020	Pearson
Berman, A and Snyder	Kozier & Erb's Fundamentals of Nursing	11 <sup>th</sup>	2021	Pearson

## 14. 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

### 15. 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

##### Resources

- 1) Mogotlane, S. (Editor). 2022. Juta's Complete Textbook of Medical Surgical nursing. 2nd Edition. Cape Town. JUTA
- 2) Brooker, C., Waugh, A., Van Rooyen, D & Jordan, P.J. 2016. African Edition Foundations of Nursing Practice: Fundamentals of Holistic care. 2nd Edition. ELSEVIER
- 3) Geyer, N. (Editor). 2022. A new approach to Professional Practice. 2nd Edition. JUTA
- 4) Booyesen, L, Erasmus, I, Van Zyl, M. 2105. The Auxiliary Nurse. 4th Edition. JUTA
- 5) Mulder, M, Joubert, A and Olivier, N. 2020. Practical Guide for General Nursing Sciences. 2nd Edition. Cape Town. PEARSON
- 6) Berman, A; Snyder, S and Frandsen, G. 2022. Kozier & Erb's Fundamentals of Nursing Concepts. Process and Practice. 11th Edition, Global edition. PEARSON

Theory Block 1 (week 2): 5 – 9 February General Nursing Science (GNS)						
Day	Learning Outcomes	Blooms	Periods	Integration	Resources	
<b>Monday</b>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>LO 1.1:</b> The student shall be able to demonstrate knowledge of terms, concepts, principles, rules and basic skills of nursing practice                 </div> 1.1.1 Terms & Definitions related to nursing and health care: <ul style="list-style-type: none"> <li>• Nursing</li> <li>• Patient</li> <li>• Health</li> <li>• Environment</li> </ul>	2	7	Psycho-social sciences	1) Chapter 1:1-9 Chapter 2:23 – 25. 2) Chapter 1:1-6, Chapter 2:32 – 33, 193 – 198. 3) P170, 185, Chapter 15: 266-273. 6) Chapter 1:39-40  <b>Resource on Moodle</b> Online dictionary	
<b>Tuesday</b>	1.1.1 Terms & Definitions Continue 1.1.2 Introduction to the philosophical approach to nursing care: <ul style="list-style-type: none"> <li>• Meaning of philosophy</li> <li>• Philosophy in Nursing (need for)</li> </ul>	2	5 2	Foundation of Nursing Practice LHC Gentle principles		
<b>Wednesday</b>	1.1.2 Philosophies continue.	2-3	7	Integrated with Clinical skills		
<b>Thursday</b>	1.1.2 Philosophies continue.  1.1.3 Introduction to nursing theories <ul style="list-style-type: none"> <li>• Florence Nightingale</li> </ul>	2-3	3 4	Integrated with Clinical skills	<b>Resources on Moodle</b> <i>Jean Watson's theory</i> <i>Virginia Henderson</i> <i>Jean Orlando's nursing theory</i>	

Theory Block 1 (week 2): 5 – 9 February General Nursing Science (GNS)						
Day	Learning Outcomes	Blooms	Periods	Integration	Resources	
	<ul style="list-style-type: none"> <li>Orem</li> <li>Jean Watson</li> <li>Virginia Henderson</li> <li>Cecilia Makiwane (history of nursing)</li> <li>Ida Jean Orlando</li> <li>Nursing meta-paradigm</li> <li>Life Healthcare (implementation of the 'GENTLE' principles)</li> </ul>				<i>Video - Cecilia Makiwane Orem</i> <i>Florence Nightingale</i> <i>Life Healthcare GENTLE Principles</i>	
Friday	1.1.3 Nursing theories continue	2-3	7	Integrated with Clinical skills		
<b>Reflection:</b> Which of the identified nursing theories will have an influence on how you approach your nursing care? What have you seen in practice compared to what you have learned this week? How will you change your practice going forward?						

Theory Block 2 (week 9): 25 – 29 March PH 29 March General Nursing Care						
Day	Learning Outcomes	Blooms	Periods	Integration	Resources	
Monday	<b>LO 1.1</b> The student shall be able to demonstrate knowledge of terms, concepts, principles, rules and basic skills of nursing practice  1.1.4 Life span considerations <ul style="list-style-type: none"> <li>Physical and motor development through developmental stages (excluding psychosocial, and moral development which will be done in APS)</li> </ul>	2-3	6	Integrated with Clinical skills	<b>Life span considerations:</b> 4) Chapter 7:230-246 6) Chapter 23: 437,438 6) Chapter 24: 6) Chapter 26: 501, 515	
Tuesday	1.1.4 Life span considerations 1.1.5 Basic human needs <ul style="list-style-type: none"> <li>Definition and application</li> <li>Needs identification</li> </ul>	2-3	5 2	Integrated with Clinical skills		
Wednesday	1.1.5 Basic human needs <ul style="list-style-type: none"> <li>Characteristics of basic human needs</li> <li>Application of a needs analysis in nursing</li> <li>Relate to Maslow's Hierarchy of Needs model</li> </ul>	2-3	7	Integrated with Clinical skills		
Thursday	1.1.5 Basic human needs <ul style="list-style-type: none"> <li>Performing a needs analysis</li> </ul>	2-3	3	Integrated with Clinical skills	<b>Basic human needs:</b> 1) Chapter 3: 29-36 2) Chapter 1:26 4) Chapter 7:224-230 6) Chapter 19:365-366	
	<b>LO 1.3</b> The student shall be able to demonstrate competence in meeting the patients' needs as per the activities of daily living (ADL)	2-3		Integrated with Clinical skills		

Theory Block 2 (week 9): 25 – 29 March PH 29 March General Nursing Care					
Day	Learning Outcomes	Blooms	Periods	Integration	Resources
	1.3.1 Elementary nursing care to assist with patients' activities of daily living (ADL). • Hygiene and grooming across the lifespan		4		5) Modules 15 – 22  Clinical standards guidelines
<b>Friday PH</b>	Self-directed learning - GNS				
<b>Reflection –</b> Reflect on the basic human needs – can you relate to your own needs? How will it be different for a patient who is ill?					

Theory Block 2 (week 10): 1 – 5 April PH 1 April General Nursing Care + Simulation					
Day	Learning Outcomes	Blooms	Periods	Integration	Resources
<b>Monday PH</b>	Self-directed learning				
<b>Tuesday</b>	<b>Simulation:</b> Performing a bed bath Performing oral care Baby bath		7	Clinical practice	Clinical standards guidelines NUR-WP-GEN-028 Fundamentals of Care: Hygiene 5) P243 - 255 and 257 - 377
<b>Wednesday</b>	• Mobility & exercise • Ventilation & oxygen therapy	2-3	5 2		6) P1109 – 1110 and 1304 – 1368 Clinical standards guidelines
<b>Thursday</b>	• Comfort (rest & sleep) • Pressure care (skin integrity)	2-3	5 2	A&P Clinical practice	1) P133 - 144 2) Chapter 18 + 23 4) P292 - 294 6) P917 – 918 and 1166 – 1184
<b>Friday</b>	• Pressure care (skin integrity)	2-3	4	Pharmacology Clinical practice	1) Chapters 3 and 10 2) Chapters 17 and 25 4) P260, 292 - 294 and 493 6) P915 – 922, 927, 1303, 1307 - 1324
	<b>Simulation:</b> • Back and pressure part care		3		NUR-WP-GEN-029 Fundamentals of care: Prevention and management of pressure complications and injuries
<b>Reflection</b> Use Kolb's model of reflection: Reflect on what you have learned this week about activities of daily living and apply it to your own activities of daily living					

Theory Block 2 (week 11): 8 – 12 April General Nursing Science (GNS) + Simulation					
Day	Learning Outcomes	Blooms	Periods	Integration	Resources
<b>Monday</b>	• Feeding & nutrition	2-3	5	Clinical practice	1) P76 - 96 2) Chapter 19 (P474, 481, 484 - 486) 4) P310 6) P1212 - 1231

Theory Block 2 (week 11): 8 – 12 April General Nursing Science (GNS) + Simulation					
Day	Learning Outcomes	Blooms	Periods	Integration	Resources
	<b>Simulation:</b> Caring for Patients with enteral tube Feeding a baby	3	2		NUR-WP-GEN-022 Insertion and management of Nasogastric tube and enteral feeding of an adult
Tuesday	<ul style="list-style-type: none"> <li>Catheter &amp; stoma care</li> </ul>	2-3	2	Clinical practice	1) P145 - 174 2) Chapters 19 - 21 4) P298 – 303 and P322 – 324 6) P1250 – 1252, 1258 – 1259, 1290 – 1294 and 1370 - 1375
	<ul style="list-style-type: none"> <li>Fluid &amp; electrolyte (intake &amp; output)</li> </ul>		3		
	<b>Simulation:</b> Catheter care			2	
Wednesday	1.3.2 Nursing care in special situations <ul style="list-style-type: none"> <li>Deceased patient and family</li> <li>Patient with visual impairment</li> <li>Patient with speech/hearing impairment</li> <li>Unconscious patient</li> <li>Mentally challenged patient</li> </ul>	2-3	5		1) P1124 – 1148  6) P1092 - 1102
	<b>Simulation:</b> Communicating with a hearing-impaired patient			2	APS
Thursday – Friday	1.3.2 Nursing care in special situations Continue	2-3			
Reflection: Reflect on what you have practiced this week – what do you need to become skilled in these basic procedures?					

## SEMESTER 2

### Resources

- 1) Mogotlane, S. (Editor). 2022. Juta's Complete Textbook of Medical Surgical nursing. 2nd Edition. Cape Town. JUTA
- 2) Brooker, C., Waugh, A., Van Rooyen, D & Jordan, PJ. 2016. African Edition Foundations of Nursing Practice: Fundamentals of Holistic care. 2nd Edition. ELSEVIER
- 3) Geyer, N. (Editor). 2022. A new approach to Professional Practice. 2nd Edition. JUTA
- 4) Booysen, L, Erasmus, I, Van Zyl, M. 2105. The Auxiliary Nurse. 4th Edition. JUTA
- 5) Mulder, M, Joubert, A and Olivier, N. 2020. Practical Guide for General Nursing Sciences. 2nd Edition. Cape Town. PEARSON
- 6) Berman, A; Snyder, S and Frandsen, G. 2022. Kozier & Erb's Fundamentals of Nursing Concepts. Process and Practice. 11th Edition, Global edition. PEARSON

Theory Block 5 (week 20): 1 – 5 July					
General Nursing Science – Infection Prevention and Risk management					
Day	Learning Outcomes	Blooms	Periods	Integration	Resources
<b>Monday</b>	Professionalism		1	All subjects	This presentation by the REM
	<b>LO 2.1:</b> The student shall demonstrate understanding of the principles of infection prevention and basic control measures			General Nursing care	1) P43 - 45 2) Chapter 15 6) P727 – 753
	2.1.1 Terms and definitions <ul style="list-style-type: none"> <li>• Infection</li> <li>• Sepsis</li> <li>• Asepsis</li> </ul> 2.1.2 Chain of Infection <ul style="list-style-type: none"> <li>• Etiologic agent</li> <li>• Reservoir/carrier</li> <li>• Portal of exit from source (sources of infection)</li> <li>• Method of transmission</li> <li>• Portal of entry to susceptible host</li> <li>• Susceptible host</li> <li>• Breaking the chain of infection</li> </ul> 2.1.3 Factors increasing susceptibility to infection <ul style="list-style-type: none"> <li>• Age</li> <li>• Hereditary</li> <li>• Level of stress</li> <li>• Nutritional status</li> <li>• Current medical therapy</li> <li>• Pre-existing disease processes</li> </ul>	2	6		IPC-WP-S-215 Tier 2 Terminal cleaning and disinfection IPC-WP-S-221 General Terminal cleaning and disinfection
<b>Tuesday</b>	2.1.4 Healthcare Associated Infections (HAI) <ul style="list-style-type: none"> <li>• Definition</li> <li>• Causes</li> <li>• Common examples</li> <li>• Responsibilities of the nurse</li> </ul>	3	7		

Theory Block 5 (week 20): 1 – 5 July					
General Nursing Science – Infection Prevention and Risk management					
Day	Learning Outcomes	Blooms	Periods	Integration	Resources
	2.1.5 Principles and measures to prevent and control infections <ul style="list-style-type: none"> <li>• Hand hygiene</li> <li>• Isolation and reverse isolation</li> <li>• PPE</li> <li>• Waste disposal</li> <li>• Environmental hygiene</li> <li>• Assessment of patients at risk</li> <li>• Role of the nurse</li> </ul> 2.1.6 Policies and Procedures <ul style="list-style-type: none"> <li>• Infection prevention policies</li> <li>• Infection prevention bundles</li> </ul>				
Wednesday	<div style="border: 1px solid black; padding: 2px;"> <b>LO 2.2:</b> The student shall demonstrate understanding of the nurse's role in ensuring a risk-free nursing environment.         </div> 2.2.1 Disaster Management <ul style="list-style-type: none"> <li>• Disaster and emergency evacuation plan for hospital and unit</li> <li>• Use of fire equipment</li> </ul> 2.2.2 Safety of patient and the nurse <ul style="list-style-type: none"> <li>• National standards of patient safety</li> <li>• Correct identification of patient</li> <li>• Factors affecting patient's potential for accidents</li> <li>• Safety in the paediatric unit – special precautions</li> <li>• Identification and management of fall risk</li> <li>• Principles of using patient restraints</li> <li>• Safety of the disorientated/unconscious patient</li> <li>• Special precautions for the geriatric patient</li> <li>• Prevention and management of needle stick injuries</li> </ul>	2-3	7	General nursing care	1) Chapter 57 2) P295  NUR-WP-SF-003 Preventing Slips and Falls: Hendrich II Fall Risk Assessment Guideline  NUR-POL-CP-001 The Use of Mechanical Restraints  IPC-WP-OH-304 Management of exposure to needle stick injuries
Thursday	<div style="border: 1px solid black; padding: 2px;"> <b>LO 1.2:</b> The student shall be able to demonstrate understanding of the scientific nursing process and its application in nursing practice         </div> 1.2.1 Scientific nursing process as a critical thinking framework <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Planning</li> <li>• Implementation</li> <li>• Evaluation</li> </ul>	3	7	General Nursing science	1) Chapter 13 4) P214 – 215 6) Chapter 10  CLINICAL PRACTICE Workflow 5 - Scientific Process



Theory Block 5 (week 20): 1 – 5 July General Nursing Science – Infection Prevention and Risk management					
Day	Learning Outcomes	Blooms	Periods	Integration	Resources
Friday	1.2.2 Implementing the Scientific Nursing process <ul style="list-style-type: none"> <li>Implementing the scientific nursing process for assisting with activities of daily living</li> <li>Critical Thinking – Techniques</li> <li>Attitudes that foster critical thinking</li> <li>Creativity and critical thinking</li> <li>Application in nursing practice:</li> <li>Problem solving</li> <li>Decision making</li> </ul>	3	7		6) Chapter 9
<b>Reflection –</b> Reflect on the infection prevention practices you observed during your clinical placement. Can you understand why these practices are implemented? Reflect on your knowledge and understanding of disaster management. What do you need to do in order to be disaster ready? Reflect on the steps of the scientific process. Can you relate it to how you plan activities or projects in your everyday life?					

Theory Block 5 (week 22): 15 – 19 July General Nursing Science (GNS) + Simulation					
Day	Learning Outcomes	Blooms	Periods	Integration	Resources
Monday	<b>LO 1.4:</b> The student shall be able to perform a comprehensive health assessment of an individual of any age group in different healthcare settings	2	5	Integrated with all subjects	1) P217 – 218, 283, 558 - 559  6) P197
	1.4.1 Terms and definitions <ul style="list-style-type: none"> <li>Health assessment</li> <li>Health history</li> <li>Objective data</li> <li>Subjective data</li> <li>Physical examination</li> <li>Assessment techniques</li> </ul> 1.4.2 Admission of a patient				
	<b>Simulation:</b> Admission documentation				
Tuesday	1.4.2 Discharge and transfer of a patient	2	5		1) P49 - 50, 419 – 421, 1108, 1111 2) P300, 419
	<b>Simulation:</b> Discharge and transfer documentation	3	2		Moodle LHC Policy Internal and External Hospital Patient Transfer Doc. No: NUR-WP-GEN-035
Wednesday	1.4.5 Obtaining Vital signs <ul style="list-style-type: none"> <li>Temperature</li> </ul>	2-3	7		1) P104, Chapter 11, Chapter 32

	<ul style="list-style-type: none"> <li>• Pulse</li> <li>• Respiration</li> <li>• Blood pressure</li> <li>• Oxygen saturations</li> <li>• Blood glucose</li> <li>• Urine analysis</li> </ul>				2) P314 – 330, 497 NUR-POL-GEN-006 Vital Signs Monitoring and Management CLINICAL PRACTICE WORKFLOW: VITAL SIGNS ASSESSMENT
<b>Thursday</b>	<b>Simulation:</b> Blood pressure taking skill Pulse taking skill Respiration taking skill Saturation taking skill Temperature taking skill Interpretation of Vital signs		5		
<b>Friday</b>	1.4.3 History taking	3	7		
<b>Reflection:</b> Reflect on what you have practiced this week – what do you need to become skilled in these basic procedures?					

<b>Theory Block 5 (week 23): 22 - 26 July General Nursing Science (GNS) + Simulation</b>					
<b>Day</b>	<b>Learning Outcomes</b>	<b>Blooms</b>	<b>Periods</b>	<b>Integration</b>	<b>Resources</b>
<b>Monday</b>	1.4.3 History taking continue	3	4		NUR-WP-GEN-001 Assessment of the patient's health status and health needs
<b>Tuesday</b>	Practicing vital data	3	7		
<b>Wednesday</b>	<b>Skills assessments (OSCE)</b> Blood pressure Pulse Respiration Temperature Saturation	3	7		
<b>Thursday</b>	Self-directed learning				
<b>Friday</b>	Self-directed learning				
<b>Reflection:</b> Reflect on what you have practiced this week – what do you need to become skilled in these basic procedures?					

Theory Block 6 (week 27): 19 – 23 August						
General Nursing Science						
Day	Learning Outcomes	Blooms	Periods	Integration	Resources	
Monday	<p><b>LO 1.4:</b> The student shall be able to perform a comprehensive health assessment of an individual of any age group in different healthcare settings</p> <p>1.4.4 Physical assessment of a patient in different age groups</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Inspection</li> <li>• Palpation</li> <li>• Percussion</li> <li>• Auscultation</li> <li>• Biometric measurements (height &amp; weight)</li> <li>• Systematic head to toe physical assessment</li> </ul>	3	7		1) P218, 559, 564, 719 4) 331 – 332 6) Chapter 29 Clinical standards guideline	
Tuesday	<p>1.4.6 Risk and Pain management</p> <ul style="list-style-type: none"> <li>• Fall risk</li> <li>• Skin breakdown risk</li> <li>• Infection risk</li> <li>• Techniques for assessing pain</li> </ul>	3	7		1) P43, 183, 238, 287 2) P244 – 245, 269 – 270, 334, 335, 447 – 448, 512, 564 – 575, 621 – 628, NUR-WP-GEN-029 Prevention and Management of Pressure complications and injuries NUR-DOC-VTE-001 Guideline for the completion of the Venous Thrombo-embolism (VTE) risk assessment document	
Wednesday	<p><b>Simulation:</b>            Skin risk assessments            Risk of falling            VTE risk assessment</p>	2-3	7			
Thursday - Friday	<p><b>LO 1.2:</b> The student shall be able to demonstrate understanding of the scientific nursing process and its application in nursing practice</p> <p>1.2.3 Nursing diagnosis</p> <ul style="list-style-type: none"> <li>• Needs identification               <ul style="list-style-type: none"> <li>○ Actual</li> <li>○ Potential</li> </ul> </li> </ul>	3	14		1) Chapter 13 and nursing diagnosis and nursing care plan specific to all disorders discussed in this book 2) P304-305, 310-313 6) P250 Moodle – Nursing care plans	
<p><b>Reflection</b>            Reflect on your experiences with pain management in the hospital?            Reflect on the risk assessments being conducted on patients. What is the value it adds to your nursing care?</p>						

Theory Block 6 (week 28): 26 - 30 August General Nursing Science					
Day	Learning Outcomes	Blooms	Periods	Integration	Resources
Monday	1.2.4 Nursing care planning <ul style="list-style-type: none"> <li>• Components</li> <li>• Timelines</li> <li>• Continuous review and evaluation</li> <li>• Standardized care plan</li> </ul>	4	7		1) P223 - 227  6) P250 - 256
Tuesday	<b>Simulation:</b> Creating Nursing diagnosis Creating Nursing care plans		3		
Wednesday	<b>Simulation:</b> Physical assessment of a patient		7		
Thursday	Self-directed learning GNS		9		
Friday	Self-directed learning Pharmacology		7		
<b>Reflection</b> Reflect on your understanding and ability to create a nursing diagnosis relevant to your patient. What gap do you still have?					

## PART E: CASE STUDIES FOR DISCUSSION AND PRESENTATIONS

### 15. 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**

Ms S is an 18-year-old student at a nursing college. She is in her first year of the programme. Ms S consulted the local doctor with symptoms of cramp-like abdominal pain, bloated stomach, nausea and loss of appetite. On history-taking, she mentions that this is not occurring for the first time and is not related to her menstrual period. The doctor referred her to the local hospital for further investigation and management.

- 1.1. Role play the initial assessment of Ms S within your small group with one of your colleagues assuming the role of Ms S. Outline the information you will collect during the data-collecting interview (i.e. subjective data collection) when Ms S arrives at the emergency department where you are allocated.
- 1.2. You are to perform a physical examination of Ms B. Demonstrate to your colleagues how you would perform an abdominal examination; remember to explain why you would perform auscultation before palpation and percussion. You may use the mannequin for this procedure.
- 1.3. Identify other clinical skills (objective data collection) that need to be conducted and complete these (under supervision) as indicated in your clinical workbook.
- 1.4. Differentiate between the terms: 'symptoms' and 'signs'.
- 1.5. Based on the assessment data you have gathered, identify any 2 examples of 'symptoms' and any 2 of 'signs' that Ms B may be having.

Ms S was booked for a gastroscopy and was diagnosed as having acute gastritis. She mentioned that she gets these feelings usually when she is due for major assessments or examinations.

- 1.6. Describe the health education you will share with Ms S to prevent recurrence of this problem.
- 1.7. Identify available resources that Ms S can be referred to improve her wellbeing.

## CASE STUDY 2

Mr B is an alert and orientated 84-year-old gentleman admitted to your hospital with complaints of dizziness and syncope for investigation. He lives at a retirement home not far from the hospital. He normally uses a walker to aid his ambulation but now needs to be assisted while walking to avoid falling.

On admission, his vital data were: BP: 110/64mmHg; HR: 88 beats/min; RR: 16 breaths/min; Temp: 37.2°C. He is placed on alert for falling.

2.1. Identify measures that should be instituted at home to help prevent falls in older adults.

Later that evening, you hear a scream from the room where Mr B is sleeping and sees a call light coming from his bed. You quickly go to his room and find him lying on the floor on his left hip. He seems to be in pain and explains that he regrets not calling for assistance to go to the bathroom and thought it would be faster to reach for his walker which was nearby. Unfortunately, he slipped and fell before reaching it.

2.2. Describe your nursing actions when you enter Mr B's room finding him on the floor.

2.3. Describe how you would assess the level of pain that Mr B is experiencing.

2.3. Discuss who should be notified about Mr B's fall and the type of documentation needed regarding this incident.

Mr B was assisted gently back to bed by a group of nurses. His vital signs remain within normal limits. His left leg appears shorter than his right leg and is externally rotated. He has moderate ecchymosis of his left hip that extends towards his lower back and left upper buttock. You assisted the doctor to stabilize his leg before he had an urgent X-ray of his left hip. The X-ray confirmed an extracapsular fracture of the trochanter region of his left hip. He is booked for an open reduction and internal fixation (ORIF) with an intramedullary implant the next morning.

2.4. Explain why Mr B's age would affect his hospitalization and recovery.

2.5. Describe at least three (3) potential problems that may occur following the hip surgery.

2.6. Using the nursing process, prioritize three nursing diagnoses and describe the plan for the appropriate nursing care (with rationale) that should be rendered to Mr B following surgery.

2.7. Progress made by the patient needs to be compared with the expected outcomes. Write the expected outcomes for the problems you have identified above as these could be used as a basis for evaluation of the patient.

2.8. Mr B has compression stockings (TEDs) and a compression device prescribed. Explain the reasons for these interventions.

2.9. Mr B will be discharged to continue therapy at the frail care unit of the retirement home. Draw up a discharge plan for Mr B to ensure his safe rehabilitation based on the following subtopics:

2.9.1. Home care activities and exercises

2.9.2. Wheelchair safety

2.9.3. Active range of movement exercises

2.9.4. Controlling postural hypotension

2.9.5. Using canes, walkers, and crutches

### CASE STUDY 3

In the clinical environment where you are allocated, select a patient with mobility and exercise needs for presentation as a case study in class. Obtain consent from the patient to use his/her data ensuring that the personal details of the patient are kept confidential.

Present the subjective and objective data you have collected and relate the relevant ethico-legal provisions that needed to be considered.

Your presentation should not last more than 30 minutes.

After the presentation, facilitate further discussion of the topics hereunder.

- 3.1. Describe the need and the importance of mobility and exercise under the following headings:
  - 3.1.1. Medical-legal considerations
  - 3.1.2. Ethical considerations
  - 3.1.3. Essential health information
  - 3.1.4. The benefits of exercise
- 3.2. Tabulate the differences between these types of exercises: isotonic, strengthening, isometric, isotonic, isokinetic, aerobic, anaerobic exercises, active and passive exercises.
- 3.3. Differentiate between acute pain, chronic pain, nociceptive pain, neuropathic pain, psychogenic pain and psychosomatic pain.
- 3.4. Describe the significance of pain as a symptom of an illness.
- 3.5. Describe the pathophysiology of pain.
- 3.6. Describe the non-pharmacological management of pain.



#### **CASE STUDY 4**

Your facilitator will divide you into small groups and assign you systems for discussion by each group. Decide within the group, on a case you will present as a role play involving various members of the multidisciplinary team. The group leader should explain the role of each member at the beginning of the role play.

Each group to brainstorm the main needs/problems appropriate for the case discussion including relevant health education.

*Systems to be assigned to groups:*

*Group 1: Cardiovascular system*

*Group 2: Respiratory system*

*Group 3: Urinary system*

*Group 4: Gastrointestinal system*

*Group 5: Integumentary system*

*Group 6: Psychological system*