



**C. Course Description** (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
<ul style="list-style-type: none"> <li>• <i>Introduction to the course</i></li> <li>• <i>The Profession of Nursing</i></li> <li>- Historical overview. Basic terminology</li> <li>- Definition of nursing and nurse</li> <li>- Scope and core of nursing practice</li> <li>- Characteristics of nursing profession.</li> </ul>	2	4
<ul style="list-style-type: none"> <li>• <i>Legal Issues in Nursing Practice</i></li> <li>- ICN Code of Ethics</li> <li>- Element of ICN code of ethics</li> </ul>	1	2
<ul style="list-style-type: none"> <li>- <i>Legal Issues in Nursing Practice</i></li> <li>- Nursing Practice according to ICN</li> <li>- Patient rights and responsibilities</li> </ul>	1	2
<i>The Nursing process as a Foundation for practice</i>	1	2
<ul style="list-style-type: none"> <li><i>Evolution of Health Care System</i></li> <li>- Historical background</li> <li>- Health care system in SA</li> <li>- Health manpower resources</li> </ul>	1	2

<ul style="list-style-type: none"> <li>• <i>Components of Health System</i> <ul style="list-style-type: none"> <li>- Development of health resources</li> <li>- Organized arrangement of resources</li> </ul> </li> </ul>	1	2
<ul style="list-style-type: none"> <li>• Understanding The Health Care Environment</li> </ul>	2	4
<ul style="list-style-type: none"> <li>• Traditional and Emerging health system</li> </ul>	2	4
Changes in Health Care Delivery System and Its Implication for Nursing	2	4

2 Course components (total contact hours per semester):			
Lecture: 30 hours	Tutorial:	Practical/Fieldwork/Internship:	Other:

3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week)
<p>4. Development of Learning Outcomes in Domains of Learning</p> <p>For each of the domains of learning shown below indicate:</p> <ul style="list-style-type: none"> <li>• A brief summary of the knowledge or skill the course is intended to develop;</li> <li>• A description of the teaching strategies to be used in the course to develop that knowledge or skill;</li> <li>• The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.</li> </ul>
<b>a. Knowledge</b>
(i) Description of the knowledge to be acquired
<p>(ii) Teaching strategies to be used to develop that knowledge</p> <ol style="list-style-type: none"> <li>1. Lectures.</li> <li>2. Class discussion.</li> <li>3. Collaborative learning/Team work.</li> </ol>

(iii) Methods of assessment of knowledge acquired

1. Class participation and attendance.
2. Presentation or Homework and quizzes.
3. First and 2<sup>nd</sup> Exam questions.
4. Final exam.

**b. Cognitive Skills**

(i) Cognitive skills to be developed

(ii) Teaching strategies to be used to develop these cognitive skills

(iii) Methods of assessment of students cognitive skills

1. Class participation
2. Presentations
3. Presentation
4. First , 2<sup>nd</sup> Exam questions and Final Exam .

**c. Interpersonal Skills and Responsibility**

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

1. Students can complete assignments in due time
2. Students can participate in class discussion and think critically
3. Students can act responsibly and ethically in carrying out individual assignment.
4. Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team

(ii) Teaching strategies to be used to develop these skills and abilities

1. Lectures in which students are made aware of the significance of time management
2. Discussions with students on ethical behavior in conducting assignment
3. Individual counseling on assignment projects and writing difficulties

<p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</p> <ol style="list-style-type: none"> <li>1. Active class participation reflects the students ability to keep up with the reading Schedule.</li> <li>2. Assignment papers will attest to the student's ability to fulfill assignments and respect dead lines.</li> <li>3. Performance on First , 2<sup>nd</sup> and final exams are evidence of the student's ability to recollect and synthesize information.</li> <li>4. Instructor's assessment of student's performance and seriousness during individual supervision hours.</li> </ol>
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**d. Communication, Information Technology and Numerical Skills**

<p>(i) Description of the skills to be developed in this domain.</p> <ol style="list-style-type: none"> <li>1. Use of electronic data basis.</li> <li>2. Use of PowerPoint and laptop – projector systems.</li> </ol>
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<p>(ii) Teaching strategies to be used to develop these skills</p> <ol style="list-style-type: none"> <li>1. Encourage students to make extensive use of material on the web.</li> <li>2. Encourage students to consult the specialist in the computer lab for help on web-based material.</li> <li>3. Demand the use of PowerPoint when giving presentations.</li> </ol>
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<p>(iii) Methods of assessment of students numerical and communication skills</p> <ol style="list-style-type: none"> <li>1. Allot marks for the use of web-based material in students' presentations.</li> <li>2. Distribute rubric at beginning of assignment so students know what they will be evaluated on.</li> </ol>
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**e. Psychomotor Skills (if applicable)**

<p>(i) Description of the psychomotor skills to be developed and the level of performance required</p> <p>Not Applicable.</p>
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<p>(ii) Teaching strategies to be used to develop these skills</p> <p>Not Applicable.</p>
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<p>(iii) Methods of assessment of students psychomotor skills</p> <p>Not Applicable.</p>
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**5. Schedule of Assessment Tasks for Students During the Semester**

Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final
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			Assessment
1	First Exam	Week 7	20%
2	2 <sup>nd</sup> Exam	Week 11	20%
3	Participation & Attendance	All along	10%
4	Presentation or (Quizzes & Assignment)	All along	10%
5	Final Exam	Week 15	40%

#### **D. Student Support**

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)

6 hours per course per week.

#### **E Learning Resources**

1. Required Text(s)  
Schwirian, P. Professionalization of Nursing: Current Issue and Trends. 3<sup>rd</sup> ed.  
Lippincott Co. 1998

2. Essential References

1. Salvage, Jane. Nursing in Action: Strengthening Nursing and Midwifery to Support  
HFA. WHO Regional Pub. No. 48,1993.

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

2. Salvage, Jane. Nursing in Action: Strengthening Nursing and Midwifery to Support  
HFA. WHO Regional Pub. No. 48,1993.

4- Electronic Materials, Web Sites etc

5- Other learning material such as computer-based programs/CD, professional standards/regulations

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**F. Facilities Required**

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Lecture rooms should be large enough to accommodate 40 students.
2. Computing resources  Laptop computer - projector system
3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list) . Data show to facilitate going over student papers in class

**G Course Evaluation and Improvement Processes**

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:  1. First and 2 <sup>nd</sup> Exam evaluation feed-back form to increase instructor’s awareness of the weak and strong points of the class. 2. End of term college evaluation of course by students ( to be collected by the department). 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better.
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department:  1. Peer evaluation to asses ability of faculty members to work with their colleagues. 2. Cass observations by supervisors.
3 Processes for Improvement of Teaching:  1. Training sessions 2. Workshops to facilitate the exchange of experiences among faculty members. 3. Regular meetings where problems are discussed and solutions given. 4. Discussion of challenges in the classroom with colleagues and supervisors. 5. Encouragement of faculty members to attend professional development conferences. 6. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester’s teaching strategies and results.

4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)

1. Check marking of a sample of examination papers either by a resident or visiting faculty member.
2. Arrange with another institution (Female branch) to have two common test items included on an exam and compare marks given.
3. Students who believe they are under graded can have their papers checked by a second reader.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

1. Compare syllabi and course description with other universities (including those on the net).
2. Biannual meetings of faculty members to discuss improvement
3. Have a curriculum review committee to review the curriculum periodically and suggest improvements.