

# Which Nursing School Is Registered In Gauteng

**Nursing Education** Margaret Steed Henderson.1982

*How to Succeed in Nursing School* Caroline Porter Thomas.2011-12-22 Previously published with the same ISBN.

**Essentials of a Good School of Nursing** National League of Nursing Education. Committee on Standards.1936

*Education for Nursing--the Diploma Way* National League for Nursing. Department of Diploma Programs.1970

**A Documentary Analysis of Educational Programmes Leading to the Award of Degree in Nursing at Pre and Post Registration Level** Jill Robinson, Jen Leamon.1999 This study was undertaken to compare the learning outcomes and content of pre- and post-registration nursing degrees. Curriculum documents were obtained from 50 nursing degree programs from 32 institutions. The total set of documents was studied to get a sense of how student achievement at the graduate level was differentiated from awards at the sub-degree level, and then a subset of 15 documents was chosen to represent the broad range of course outcomes. A recurring question was the meaning of degree. Something that was very apparent in the curriculum documents studied was the almost universal use of descriptors based on Bloom's Taxonomy (B. Bloom, 1956) without empirical evidence to show that incremental learning follows the sequence of level descriptors. The research suggests that in relation to degrees there is a need to share good practice across institutions and then to gather empirical evidence about the relationship between the level descriptors used in curriculum documents and students' actual progression toward degree outcomes. With regard to nursing degrees specifically, there is a need for professional and statutory bodies to work together to ensure that nursing is fully represented in debates about standards and quality assurance. An appendix contains a chart of emerging nursing curriculum issues. (Contains 5 tables, 10 figures, and 58 references.) (SLD)

*The Southern African Development Directory* .1996

*Johannesburg* .2000

**Evaluating the Clinical Learning Environment of First Year Nursing Students at a Nursing Education Institution in Gauteng** Maggie Nyelisani.2016 Quality education and training should enable nursing students to master the theoretical and clinical component of a programme, clinical education (practica) forms a vital part of the curriculum of nursing programmes. Clinical education takes place in a Clinical Learning Environment (CLE) where the nurse educator monitors the needs of both the patient and students. Nursing students are provided with an opportunity to combine cognitive, psychomotor, and affective skills within this environment. A supportive CLE is important for first year nursing students for successful teaching and learning. Many nursing students view the CLE as anxiety and stress provoking; they feel vulnerable in the CLE as most activities are unplanned in relation to the classroom activities. In order to make the most of the first year students' clinical learning experience, the overall aim of this study was to by means of an Appreciative Inquiry (AI), evaluate the clinical learning environment they are placed in to rotate as part of their clinical component of the training programme. In this study a qualitative and descriptive design has been utilised. Nursing students in their first year reflected on their clinical experience and provided inputs regarding the CLE as part of their learning in comprehensive four-year programme. Data was collected by means of self-reported interview schedules which were distributed to the nursing students where they reflected their inputs regarding their experiences in the CLE. Data was collected using the four phases of AI, in the discovery phase the first year nursing students had the opportunity to reflect and (e)valuate the best of what is within the CLE. During the dream phase the first year nursing

students had the opportunity to dream and envision what could be the ideal CLE for them to rotate through and work in, to gain knowledge and the required skills. During the design phase the first year nursing student had the opportunity to give inputs and make recommendations towards designing what should be the ideal CLE. During the delivery phase the researcher had the opportunity to present the recommendations to the involved stakeholders. Recommendations were compiled based on the findings of the study, to enhance the clinical learning environment for first year nursing students and work towards educational excellence in this unique CLE.

**Clinical Influences on Nurse-Academics' Instructional Planning Decisions in the Implementation of Basic Nursing Curricula in Colleges of Advanced Education in New South Wales** Kathryn Louise Roberts.1990

A study examined the clinical influences on the instructional planning decisions made by registered nurses who are lecturers in basic nursing at colleges of advanced education (CAEs) in New South Wales, Australia. Data were collected from a questionnaire that was completed by 98 nurse-academics from 12 of New South Wales' 15 CAEs offering basic nursing courses and from interviews of 14 nurse-academics from 4 of the 15 CAEs that were selected as being representative of CAEs offering basic nursing in New South Wales. The nurse-academics were asked about the factors influencing their instructional planning decisions. Statistical analyses were performed to determine the significance and identify trends. The following factors were identified as the main influences on selection of a system of supervision: type of nursing; geographical placement of students in the hospital; students' level; and number of students in the lecturers' charge. Lecturers did much less advance planning for clinical teaching in clinical facilities than for lectures, tutorials, or nursing laboratories. Seven of 11 nurse-academics interviewed mentioned wanting to produce safe nurses. Extraintitutional clinical factors did not directly affect nurse-academic teaching in lectures and tutorials but did have a direct effect on teaching in the extraintitutional clinical facilities themselves. (Contains 28 references.) (MN)

**Sustainable Management Development in Africa** Hamid Kazeroony.2016-04-14 Sustainable Management Development in Africa examines how African management and business scholarship can serve African and multinational management and organizations operating in Africa. In a broader sense, this book, within an African context, explores how human capital and intellectual capabilities can be organized at the higher education level; describes the cultural, social, and political influencers impacting management and organization; helps conceptualize African management theories to address organizational effectiveness; addresses the current management and organizational practices in Africa in identifying challenges; and provides guidance for more effective management and organizational operation. Aimed at researchers, academics, and advanced students alike, this book lays the groundwork for the application of uniquely African theoretical and practical perspectives for sustainable management and organizational operation, as explained from a contemporary African point of view. In addition and most important, this book contains a uniquely African content that allows for developing new theories and examining new ways of doing business, thus reaffirming the rise of African scholarship in the fields of management, organization, and business.

Nursing Aide to Enrolled Nurse Jan Bassett.1993

*Facilitators and Barriers to the Use of E-learning Tools Among Nursing Educators in a Selected Nursing School in the Eastern Cape, South Africa*

Ngozi Mbah.2019 The aim of this study is to determine the facilitators and barriers to the use e-learning tools among nurse educators in a selected nursing school in Eastern Cape. This study followed a quantitative research approach that used a descriptive survey design. A questionnaire was used to collect data from nurse educators on the factors that facilitate and the barriers to the use of e-learning tools in the selected nursing education institution. 110 questionnaires were distributed and 85 (74%) were returned and N=3 questionnaires had missing data so the remaining 82 (71%) was analysed. From the research, inadequate information and communication technology (ICT) facilities have been identified as one of the major

barriers to effective use of e-learning tools in teaching and learning. It was also discovered that high costs of accessing the internet negatively affect the use of e-learning tools in the nursing school. These findings of this study might add to the knowledge of e-learning in nursing education as an approach to improve the quality and efficiency of teaching and learning if incorporated into the nursing education curriculum. Additionally, the study might add to the body of knowledge in nursing practice regarding the use of e-learning tools in teaching and learning.

Effectiveness of Reflective Sessions on the Academic Performance of Midwifery Students at a Gauteng Nursing College Ansie Susanna Alkema.2019  
Midwifery is one of the core subjects in the four-year Diploma in Nursing Science at a Gauteng Nursing College. The high failure rate in midwifery theoretical assessment results has been of great concern. By developing students' reflective skills, students might be able to understand and learn midwifery theoretical knowledge better and the academic performance in midwifery theoretical results might improve. The purpose of the study is to determine the effectiveness of reflective sessions on the academic performance of midwifery students, enrolled for the four-year Diploma in Nursing Sciences at a Gauteng Nursing College. A quasi-experimental non-equivalent control group design was used to guide the study. Students in their second academic year were introduced to and thereafter attended midwifery theoretical classes in two separate groups. The theoretical material was divided into three block weeks, which was spread over a year. During the block weeks, they were exposed to conventional methods of education. In this study, reflective sessions in education were added to the one group (experimental group 03 137 students) from the second midwifery block onwards, which was expected to enhance their academic performance. Randomised selection was used; Group 1 (137 students) was selected as the experimental group and Group 2 (141 students) as the control group. The academic performance of both groups at the end of the first block was used as baseline data for the respective groups. Their academic performance (assessment marks) during the following two blocks was compared to the baseline data by means of statistics. Data analysis was done using multivariate analysis of covariance (MANCOVA) to compare the progress of the midwifery students over time. The results were presented in graphs, tables and charts. Ethics committee approval was obtained from the Faculty of Health Science University of Pretoria Ethics Committee, Gauteng Provincial Department of Health and study site authorities. In the research study, assessment results of a large group of participants (by estimation 278 students) was used to enhance validity. The purpose and significance of the study was explained to students and the researcher adhered to ethical principles such as respect, beneficence and justice. Students had the right to withdraw from the study at any time. All data is regarded as confidential and will be kept safe for 15 years by employing computer passwords. The study findings contributed to the existing body of scientific knowledge regarding the application of reflective sessions in nursing education. Students have realised the benefit and importance of reflective session, which allowed them to understand learning content better. And to academically perform well. Midwifery students improved their academic performance, which will allow them to complete their studies in the allocated time and be incorporated in the country's workforce. The results will be shared with educators at different nursing colleges.

**Pace** .2003-05

**The Student Nurse in the Diploma School of Nursing** George Psathas.2013-12-14

*Experiences and Support of the Newly-qualified Four-year Trained Professional Nurses Placed for Remunerated Community Service in Gauteng Province* Annajoseph Dulcie Tsotetsi.2012

**Storied Inquiries in International Landscapes** Tonya Huber.2010-06-01 Storied Lives: Emancipatory Educational Inquiry—Experience, Narrative, & Pedagogy in the International Landscape of Diversity contains exemplary research practices, strategies, and findings gleaned from the contributions to the 15 issues of the Journal of Critical Inquiry Into Curriculum and Instruction (JCI~>CI). Founding Editor Tonya Huber initiated the JCI~>CI in 1997, as a refereed journal committed to publishing educational scholarship and research of professionals in graduate study. The journal

was distinguished by its requirement that the scholarship be the result of the first author's graduate research—according to Cabell's Directory, the first journal to do so. Equally important, the third issue of each volume targeted wide representation of cultures and world regions. "Current thinking on ..." written by members of the JCI~>CI Editorial Advisory Board explores state-of-the-art topics related to curriculum inquiry. Illustrations, photography (e.g., Sebastião Salgado's Workers in vol. 2), collage, student-generated art/artifacts, and full-color art enhance cutting-edge methodologies extending educational research through Aboriginal and Native oral traditions, arts-based analysis, found poetry, data poetry, narrative, and case study foci on liberatory pedagogy and social justice action research.

*The Journal of Multicultural Nursing & Health* .2002

**Allen's Indian mail and register of intelligence for British and foreign India** .1864

**Nurse Education and Training** Australia. Committee of Inquiry into Nurse Education and Training, Australia. Committee on Nurse Education and Training.1978

**South Africa Yearbook** .2006

*Umrabulo* .2001

*Reflections* .1996

*The South African Development Directory* .1996

**Socio-Cultural Influences on Teenage Pregnancy and Contemporary Prevention Measures** Akella, Devi.2018-09-07 Teenage pregnancy is a public health concern that is growing more prevalent in both developed and developing countries. Understanding the problems of teenage motherhood and suggesting relevant preventive strategies and interventions can help break the cycle of poverty, poor education, and risky behaviors that can lead to health and child welfare issues. *Socio-Cultural Influences on Teenage Pregnancy and Contemporary Prevention Measures* is an essential reference source that discusses the causes and factors responsible for early motherhood, as well as the mental and psychological outlooks of teen mothers. Featuring research on topics such as minority populations, family dynamics, and sex education, this book is ideally designed for healthcare students, medical professionals, practitioners, nurses, and counselors seeking coverage on the issues, reasons, and outcomes of teenage pregnancy, as well as preventive strategies to combat teenage motherhood.

**Handbook of Comparative Higher Education Law** Charles J. Russo, Ed.D., J.D., Panzer Chair in Education, University of Dayton.2013-07-11 This book can serve as valuable resource for educational practitioners in higher education insofar as it provides them with an enhanced awareness of strategies that are being used to manage problems commonly faced in multiple educational settings.

*Criteria for the Evaluation of Educational Programs in Nursing Leading to a Diploma* National League for Nursing. Division of Diploma Programs.1982

**Handbook of Research on Shifting Paradigms of Disabilities in the Schooling System** Maapola-Thobejane, Hlabathi Rebecca, Maguvhe, Mbulaheni Obert.2023-10-16 Children living with disabilities face hardships of many kinds that make it impossible for them to access quality education in the same way as their peers in the schooling system. All children are entitled to quality education and a supportive school environment that allows them to develop to their full potential irrespective of their disabilities. However, different factors make it difficult for many learners who live with disabilities to access, participate, and succeed in the schooling system. *The Handbook of Research on Shifting Paradigms of Disabilities in the Schooling System* focuses on the global trends in education that require the total eradication of every form of impediment in the process of accessing quality education and lifelong learning for people living with disabilities. Rooted in the philosophy of equal rights, human dignity, and

social justice, access to quality education for all has led to the current drive for inclusive education. Covering topics such as inclusive schooling systems, visual impairments, and emotional disabilities, this major reference work is an essential resource for students and faculty of higher education, administrators of both K-12 and higher education, government officials, policymakers, non-profit organizations, researchers, and academicians.

**A Reform of Nursing Education** Royal College of Nursing (Great Britain).1964 Report on the vocational training of nurses in the UK - comprises information on the present system and recommendations for reform thereof, and covers training programmes, admission requirements (with particular reference to minimum age), fellowships, training allowances, etc.

**ECEL2012-The Proceedings of the 11th European Conference on E-Learning** Hans Beldhuis.2012

**Views of Pre-graduate Students Regarding Clinical Accompaniment at a Nursing Education Institution in Gauteng** Nkola Sabina Kgafela.2013

**The History of the Development of Nursing in South Africa, 1652-1960** Charlotte Searle.1965

*Factors Influencing the Turnover and Retention of Registered Nurses in New South Wales Hospitals* David Battersby.1990

Nursing Education Jennifer Boore,Patrick Deeny.2012-09-18 Nursing Education provides a strategic guide and practical focus to curriculum planning and development. It will help all those involved in the provision of nursing education to understand the issues involved at the different stages of preparing a nursing curriculum which: - meets both professional and academic requirements; - integrates theory and practice; - enables students to achieve the skills and competencies they need for professional practice; - includes different methods of teaching and learning; - provides clear guidance for student selection and assessment. Balancing theoretical principles with practical application, and linked closely to the NMC's 2010 standards for pre-registration nursing, Jennifer Boore and Pat Deeny illustrate clearly and accessibly how to develop tailored education programmes so that nurse educators and clinicians in practice can enable their students to provide up-to-date and appropriate patient care.

**South African Directory of Black Managers** .1997

**The Research Capacity and Research Capacity Needs of Nurse Educators at Provincial Nursing Colleges in Gauteng, South Africa** .2019  
Research capacity -- Research-capacity needs -- Nurse educators -- Nursing college.

**Criteria for the Evaluation of Diploma Programs in Nursing** National League for Nursing. Council of Diploma Programs.1988

Experiences of student nurses regarding scientific foundations of nursing at a nursing college in Southern Tshwane District, Gauteng Province M. M. Jasop.2021

*Education for Nursing--the Diploma Way* National League for Nursing. Dept. of Diploma Programs.1969

**FET Colleges** South Africa. Department of Education.2007

The Enigmatic Realm of **Which Nursing School Is Registered In Gauteng**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **Which Nursing School Is Registered In Gauteng** a literary masterpiece penned with a renowned author, readers set about a transformative journey,

unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting effect on the hearts and minds of those that partake in its reading experience.

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