MODEL FOR TRAINING OF REFLECTIVE NEONATAL NURSES IN A SOUTH-AFRICAN CONTEXT

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Dedicated to my husband Danie, my children Neal and Chris,
and all my students.

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Key terms

Model, reflective learning, reflective neonatal nurses, reflective neonatal practitioners, reflective practice, neonatal nursing practice, higher education, nursing education, education programme, South Africa.

Declaration

I, C.M. Maree, declare that the thesis 'Model for education of reflective neonatal nurses in a South African context' is my own work, and that all the sources used or quoted in this research study have been indicated and reflected by means of complete referencing.

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Researcher's Signature

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Witness's Signature

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Abstract:

Model for education of reflective neonatal nurses in a South African context

In post-basic education of neonatal nurses the challenge is in how to prepare reflective practitioners for their role in neonatal nursing practice. Generic outcomes from SANC and higher education are available that promote the education of reflective neonatal nurses, but do not give much clarity on exactly how this is to be achieved. This prompted the research question: 'How can professional nurses in a South African context be educated to become reflective neonatal nurses?' This study aims to develop a model for the education of reflective neonatal nurses in a South African context.

To achieve the aim of the study, an exploratory and descriptive design was used, which was in essence qualitative and contextual in nature, to develop the model. The model was developed following the process for developing nursing theory: a topic of interest was selected, which was a framework of several concepts; relationships between the concepts supported by evidence was identified and clarified; and relational statements were organised to describe the components of the conceptual model.

The structural components of the model were identified as a purpose (specific learning-, critical- and end-product outcomes of education of reflective neonatal nurses); a framework (higher education, nursing education and neonatal nursing practice in a South African context); dynamics (reflective learning); a recipient (neonatal nurses as students); an agent (neonatal educator); and a procedure (education programme).

The study had three phases that had different goals, but occurred simultaneously, overlapping and interrelating in the process of developing the model. The first phase was identifying and clarifying the concepts related to educational aspects of importance in education of reflective neonatal nurses. It was based on theoretical inquiry, concept analysis and inductive and deductive reasoning to describe the framework of education (higher- and nursing education), reflective learning, neonatal nursing students, role of the educator and educational approaches.

The second phase was identification and clarification of concepts in neonatal nursing practice related to education of reflective neonatal nurses. This was done by means of inductive and deductive reasoning, based on the extensive experience and knowledge of the researcher in the field, followed by literature control and confirmed by peer review of neonatal nursing

experts and/or educators. As a result the competences and professional characteristics expected of reflective neonatal nurses were synthesised and the content outline of an educational programme was deduced.

The third phase was constructing and describing a model for educating reflective neonatal nurses in a South African context, which involved developing relational statements linking the concepts clarified in the previous two phases. Experts in model development, higher education, nursing education and / or neonatal nursing practice evaluated the model in this phase.

Ethical considerations of relevance in this study were especially informed consent by the participants (peer- and expert review), and to give credit to all sources used.

Strategies to enhance trustworthiness included triangulation of sources, prolonged engagement of the researcher, clarification of the underlying assumptions of the study, thick description of the process, and validation by means of peer- and expert review.

Recommendations were made regarding dissemination of the model, practice, education and further research.

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Abstrak:

Model vir onderrig van reflektiewe neonatale verpleegkundiges in 'n Suid-Afrikaanse konteks

Na-basiese onderrig van neonatale verpleegkundiges is 'n uitdaging om hulle voor te berei as reflektiewe praktisyns vir hul rol in neonatal praktyk. Generiese uitkomste is beskikbaar van die SARV en hoër onderwys wat die onderrig van reflektiewe neonatale verpleegkundiges aanmoedig, maar dit is nie duidelik oor presies hoe om dit te bereik nie. Dit het aanleiding gegee tot die navorsingsvraag: 'Hoe kan professionele verpleegkundiges in 'n Suid-Afrikaanse konteks onderrig word om reflektiewe neonatale verpleegkundiges te word?' Die studie se doel was om 'n model te ontwikkel vir onderrig van reflektiewe neonatale verpleegkundiges in 'n Suid-Afrikaanse konteks.

Om die studie se doel te bereik is 'n ondersoekende en beskrywende ontwerp gebruik wat in wese 'n kwalitatiewe en kontekstuele aard het, om die model te ontwikkel. Die model is ontwikkel volgens die proses van verpleegteorie-ontwikkeling: 'n onderwerp van belang is gekies, wat 'n raamwerk was van verskeie konsepte; verwantskappe tussen die konsepte is geidentifiseer en uitgeklaar ondersteun deur bewyse; en verbandhoudende stellings is georganiseer om die komponente van die konseptuele model te beskryf.

Die strukturele komponente van die konseptuele model is geidentifiseer as 'n doel (spesifieke leer-, kritiese- en eindproduk-uitkomste van onderrig van reflektiewe neonatale verpleegkundiges); 'n raamwerk (hoër onderwys, verpleegonderwys en neonatale praktyk in 'n Suid-Afrikaanse konteks); dinamika (reflektiewe leer); 'n ontvanger (neonatale verpleegstudente); 'n agent (neonatale dosent); en 'n prosedure (onderrigprogram).

Die studie het drie fases gehad met verskillende doelwitte, maar dit het gelyktydig plaasgevind, oorvleuel en gemeenskaplikhede in die proses van ontwikkeling van 'n model gedeel. Die eerste fase was die identifisering en uitklaring van konsepte wat verband hou met onderrigaspekte van belang in die onderrig van reflektiewe neonatale verpleegkundiges. Dit is gebaseer op teoretiese ondersoek, konsepanalise en induktiewe en deduktiewe redenering om die raamwerk van onderrig (hoër- en verpleegonderwys), reflektiewe leer, neonatale verpleegstudente, rol van die dosent en onderrigbenaderings te beskryf.

Die tweede fase was die identifisering en uitklaring van konsepte in neonatale praktyk wat verband hou met die onderrig van reflektiewe neonatale verpleegkundiges. Dit is gedoen deur

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middel van induktiewe en deduktiewe redenering, gebaseer op die ekstensiewe ervaring en kennis van die navorser, wat deur literatuurkontrole en gelykes gevalideer is. Die groep het bestaan uit neonatale verpleegeksperts en/of dosente. Na aanleiding daarvan is die bevoedghede en professionele eienskappe wat van reflektiewe neonatale verpleegkundiges verwag word gesintetiseer, en die oorsig van die inhoud van so 'n program is afgelei.

Die derde fase was konstruksie en beskrywing van 'n model vir onderrig van reflektiewe neonatale verpleegkundiges in 'n Suid-Afrikaanse konteks. Hierdie fase het die onwikkeling van verwante stellings behels wat die uitgeklaarde konsepte uit die vorige twee fases verbind. Eksperts in modelontwikkeling, hoër onderwys, verpleegonderwys en/of neonatale verpleegpraktyk het die model in hierdie fase gevalideer.

Etiese oorwegings van belang in hierdie studie was veral ingeligte toestemming deur die deelnemers (gelyke- en ekspertevaluerings), en om erkenning te gee aan alle bronne wat gebruik is.

Strategieë om vertrouenswaardigheid te verhoog het triangulasie van bronne, verlengde betrokkenheid van die navorser, uitklaring van die onderliggende aannames van die studie, digte beskrywing van die proses, en validering deur gelyke- en ekspertgroepe ingesluit.

Aanbevelings is gemaak met betrekking tot disseminasie van die model, sowel as aanbevelings vir praktyk, onderrig en verdere navorsing.

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List of Abbreviations

CHE	Council on Higher Education
CINN	Council of International Neonatal Nurses
CPD	Continuing Professional Development
ETQA	Education and Training Quality Assurance Body
HEMIS	Higher Education Management Information System
HEQC	Higher Education Quality Committee
HET SGB	Higher Education and Training Standards Generating Body
HRH Plan	National Human Resource for Health Plan
ICN NP/APN Network	International Council of Nurses International Council of Nurses: Nurse Practitioner / Advanced Practice Nurse Network
NEPAD	New Partnership for Africa's Development
NICUs	Neonatal Intensive Care Units
NQF	National Qualifications Framework
NSB	National Standards Body
OBE	Outcomes-Based Education
QC	Qualifications and Quality Assurance Council
SANC	South African Nursing Council
SAQA	South African Qualifications Authority
SETA	Sectoral Education and Training Authority
SGB	Standards Generating Body
WHO	World Health Organization