

BRONNELYS

AFRICAN NATIONAL CONGRESS, 1994: A National Health Plan For South Africa. Maseru: Bahr mapping and Printing.

ABRUZZESE, RSA 1996: Nursing Staff Development. Strategies for success; second edition. St. Louis: Mosby.

ALLEN, T & THOMAS, A 1992: Poverty and Development in the 1990s. Great Britain: Oxford University Press.

AMERICAN ASSOCIATION OF COLLEGES OF NURSING 2000: Violence as a public health problem. Journal of Professional Nursing, 16(1), January-February 2000:63-69.

ARTHUR, ML 1996: The implications of culture shock for health educators: reflections with barer-stein. Curationis, 19(4), December 1996:47-51.

AUGUST-BRADY, M 2000: Flexibility: a concept analysis. Nursing Forum, 35(1), January-March 2000:5-13.

BABBIE, E 1995: The practice of social research. Belmont: Wadsworth Pub. Co.

BABBIE, E; MOUTON, J & PROZESKY, B 2000: The practice of social sciences. Cape Town: Oxford.

BAKER, CM; MESSMER, PL; GYURKO, CC; DOMAGALA, SE; CONLY, FM; EADS, TS; HARSHMAN, KS & LAYNE, MK 2000: Hospital ownership, performance, and outcomes. JONA, 30(5), May 2000: 227-239.

BAKER, SK 2000: Minimizing litigation risks. Documentation strategies in the occupational health care setting. AAOHN Journal, 48(2), February 2000:100-105.

- BAKER, SK 2000: Minimizing litigation risks. Documentation strategies in the occupational health care setting. AAOHN Journal, 48(2), February 2000:100-105.
- BALDWIN, D 1999: Community Based experiences and culture competence. Journal of Nursing Education, 38(5), 195-196.
- BANDMAN, EL & BANDMAN, B 1988: Critical thinking in nursing. Norwalk: Appleton & Lange.
- BARNA, G & HATCH, M 2001: Boiling point, it only takes one degree. Monitoring cultural shifts in the 21st century. California: Regal Books.
- BARON, SA 1996: Organizational factors in workplace violence: developing effective programs to reduce workplace violence. Occupational Medicine, 11(2), April-June 1996: 335-348.
- BLOUNT, K & NAHIGIAN, E 1998: How to build teams in the midst of change. Nursing Management, 28(8), August 1998:27-29.
- BOND, S & THOMAS, LH 1991: Issues in measuring outcomes in nursing. Journal of Advanced Nursing, 16, 1492-1502.
- BOOYENS, SW 1996: Introduction to health service management. Kenwyn: Juta &Co.
- BOOYENS, SW 1998: Dimensions of nursing management. Kenwyn: Juta & Co.
- BOOYENS, SW & MINNAAR, A 1997: Verpleegpersoneel en die konsep van sorg: 'n verpleegbestuurperspektief. Curationis, September 1997:9-15.

- BOTES, AC 1989: 'n Model vir wetenskapsbeoefening in die verpleegkunde. Johannesburg: Randse Afrikaanse Universiteit. (Ongepubliseerd).
- BOTES, AC 1991: 'n Model vir wetenskapsbeoefening in die verpleegkunde. Johannesburg: Randse Afrikaanse Universiteit. (Ongepubliseerd).
- BOTES, AC 1994: Die skryf van 'n verantwoordbare navorsingsvoorstel of 'n oriënteringshoofstuk. Johannesburg: Randse Afrikaanse Universiteit (Kernaantekeninge).
- BROCK, R 1996: Head for Business. Managed care demands business savvy. Here's how nurses can get it. Hospital & Health Networks, December 1996:62-66.
- BURNS, N & GROVE, SK 1993: The practice of research, conduct, critique and utilization; second edition. Philadelphia: WB Saunders Company.
- CAHILL, AM 1997: Empowerment. Answering the phone first. JONA, 27(7/8), July/August 1997:5-6.
- CAMPINHA-BACOTE, J 1999: A Model and instrument for addressing cultural competence in health care. Journal of Nursing Education, 38(5); 203-206.
- CARREL, MR & KUZMITZ, FE 1986: Personnel human resource management; second edition. Columbus: Merrill Publishing Company.
- CARREL, MR; ELBERT, NF; HATFIELD, RD; GROBLER, PA; MARX, M & VAN DER SCHYF, S 1998: Human resource management in South Africa; second edition. South Africa: Prentice Hall South Africa (PTY) Ltd.

- CATALANO, JC 1994: A survey of educators' activities to empower nurses for practice. Nursing Outlook, 42(4), July/August 1994:182-187.
- CHANG, AM & GASKILL, D 1991: Nurses perception of their problem-solving ability. Journal of Advanced Nursing, 16, 1991:813-819.
- CHAVASSE, JM 1992: New dimensions of empowerment in nursing – and challenges. Journal of Advanced Nursing, 17, 1992:1-2.
- CHINN, PL & KRAMER, MK 1991: Theory and nursing: a systematic approach. St. Louis: Mosby Year Book.
- CIOFFI, J & MARKHAM, R 1997: Clinical decision-making by midwives: managing case complexity. Journal of Advanced Nursing, 25, 1997:265-272.
- COETSEE, LD 1996: Creating a motivating climate: a practical guide for the South African manager. PU for CHE: Post Graduate School of Management.
- CONGER, JA; KANUNGO, RN 1988: The empowerment process: integrating theory and practice. Academy of Management Review, 13(3),1988:471-482.
- COPI, IM & COHEN, C 1990: Introduction to logic; eighth edition. New York: Macmillan Publishing Company.
- CRESWELL, J 1994: Research design: Qualitative and Quantitative approaches. New York: Sage.
- DAWSON, S 1994: Using locus of control to empower student nurses to be professional. Nursing Forum, 29(4), October/ December 1994:10-15).

- DE KONING, K & MARTIN, M 1996: Participatory research in health. London: Zed Books Ltd.
- DELUCA, EK 1995: Reconsidering rituals: a vehicle for educational change. The Journal of Continuing Education in Nursing, 26(3), May/June 1995:138-144.
- DENZIN, NK & LINCOLN, YS 1994: Handbook of qualitative research. Thousand Oaks: Sage Publications.
- DE WOLF BOSEK, M S 1999: Ethics in practice. JONA'S Healthcare Law, Ethics, and Regulation, 1(3):16-19.
- DE VILLIERS, J 1992: Creativity/Skeppingsvermoë. Nursing RSA Verpleging, 7(1), 1992:30-32.
- DE VOS, AS 1998: Research at grass roots, a primer for the caring professions. Pretoria:JL van Schaik.
- DICKOFF, J; JAMES,P & WIEDENBACH, E 1968: Theory in a practice discipline. Part 1. Practice orientated theory. Nursing Research, 17(5), September-October 1968:415-435.
- DIERS, D; TORRE, C; HEARD, DM; BOZZO, J & O'BRIEN, W 2000: Bringing decision support to nurse managers. Computers in Nursing, 18(3), May/June 2000:137-144.
- DISCH, J 2000: The nurse executive. Healthy work environments for all nurses. Journal of Professional Nursing, 16(2), March-April 2000:75.

DIXON, DD 1999: Achieving results through transformational leadership. JONA, 29(12), December 1999:17-21.

ERASMUS, BJ 1998: Nursing professionals' views on the workplace. Curationis, December 1998:50-57.

ETHICS INSTITUTE OF SOUTH AFRICA. 2001.Chris Hani Baragwanath
Hospital Ethics Audit. Research Report No.2.

EVANS, DR; HEARN, MT; UHLEMANN, MR & IVEY, AE 1993: Essential interviewing, a programmed approach to effective communication; fourth edition. Pacific Grove: Brooks/Cole Publishing Company.

FAGIN, CM 1996: Executive leadership. Improving nursing practice, education, and research. JONA, 26(3), March 1996:30-37.

FALS- BORDA, O & RAHMAN, MA 1991: Action and knowledge, breaking the monopoly with participatory action research. London: Intermediate Technology Publications.

FARLEY, A & HENDRY, C 1992: Critical and constructive. Nursing Times, 23(88), 1992:36-37.

FITZPATRICK, JJ & WHALL, AL 1989: Conceptual models of nursing; second edition. Norwalk: Appleton & Lange.

FONN, S & XABA, M 1995: Health Workers for Change. A Manual to improve quality of care. Johannesburg: Women's health Project.

- FOSBINDER, D; PARSONS, RJ; DWORE, RB; MURRAY, B; GUSTUFSON, G; DALLEY, K & VORDERER, LH 1999: Effectiveness of nurse executives: measurement of role factors and attitudes. Nursing Administration Q, 23(3), 1999:52-62.
- FREIRE, P 1997: Pedagogy of hope. Reliving the pedagogy of the oppressed. New York: Continuum.
- GIBSON, CH 1991: A concept analysis of empowerment. Journal of Advanced Nursing, 1991, 16:354-361.
- GOODALE, JD 1982: The fine art of interviewing. Englewood Cliffs: Prentice-Hall, Inc.
- GREIG, BA & REHMER, P 1999: Career development for nurses in today's health care environment and the value of nontraditional roles. Nur Admin Q, 23(4), Summer 1999:63-74.
- GRINER, PF & BLUMENTHAL, D 1998: Reforming the structure and management of academic medical centres: case studies of ten institutions. Academic Medicine, 73(7), July 1998:818-825.
- HAMEL, J; DUFOUR, S & FORTIN, D 1993: Case study methods. Newbury Park: Sage Publications.
- HANSTEN, R & WASHBURN, M 1996: Why don't nurses delegate. JONA, 26(12), December 1996:24-28.

HAWKS, JH 1992: Empowerment in nursing education: concept analysis and application to philosophy, learning and instruction. Journal of Advanced Nursing, 17, 1992:609-618.

HAWKS, JH 1999: Organizational culture and faculty use of empowering teaching behaviours in selected schools of nursing. Nursing Outlook, 47(2), March/April 1999:67-73.

HIBBERD, JM; STOROZ & ANDREWS, HA 1992: Implementing shared governance: a false start. Nursing Clinics of North America, 27(1), March 1992:11-22.

HOPE, A & TIMMEL, S 1994(a): Training for transformation. A Handbook for community workers. Revised edition I. Zimbabwe: Mambo Press.

HOPE, A & TIMMEL, S 1994(b): Training for transformation. A Handbook for community workers. Revised edition II. Zimbabwe: Mambo Press.

HOPE, A & TIMMEL, S 1994(c): Training for transformation. A Handbook for community workers. Revised edition III. Zimbabwe: Mambo Press.

HORSTMAN, P; JANNEY, M & WALL, K 1998: A cultural transformation model for nursing. JONA, 28(4), April 1998:31-35.

HUMAN, L 1996: Contemporary conversations, understanding and managing diversity in the modern world. Senegal: The Gorée Institute.

INGERSOLL, GL; SCHULTZ, AW; HOFFART, N & RYAN, SA 1996: The effect of a professional practice model on staff nurse perception of work groups and nurse leaders. JONA, 26(5), May 1996:52-60.

- INGERSOLL, GL; KIRSCH, JC; EHRLICH, SE & LIGHTFOOT, J 2000: Relationship of organizational culture and readiness for change to employee commitment to the organization. JONA, 30(1), January 2000:11-19.
- JACOBS, PM; OTT, B; SULLIVAN, B; ULRICH, Y & SHORT, L 1997: An approach to defining and operationalizing critical thinking. Journal of Nursing Education, 36(1), January 1997:19-22.
- JOEL, LA 1999: Critical indicators about the workplace. NursingCentre.com, CE Article, AJN Career Guide, 2(1), January 1999:1-17.
- JOOSTE, K 1996: Die bestuursbemagtiging van verpleegkundiges in gesondheidsdienste. Verpleegnuus, 20(8), Mei 1996:12-14.
- KERFOOT, K 1999: On leadership. The new millennium and leadership: evolution or entropy? Nursing Economics, 17(6), November-December 1999: 324, 341-344.
- KERLINGER, FN 1986: Foundations of behavioral research, third edition. New York: Holt, Rinehart and Winston.
- KLAKOVICH, MD 1996: Registered nurse empowerment. Model testing and implications for nurse administrators. JONA, 26(5), May 1996:29-35.
- KLOPPER, HC 1994: 'n Model vir begeleide selfstudie in Verpleegkunde. Johannesburg: Randse Afrikaanse Universiteit (D.Cur-proefskrif).
- KLOPPER, H 1999: Nursing Education: A reflection. Johannesburg: Unpublished.

- KOLORIUTIS, M & THORSTENSON, T 1999: An ethics framework for organizational change. Nursing Administration, Quaterly/Winter, 1999:9-18.
- KOTLOLO 1995. The Star: 15 Augustus.
- KOTZÉ, W 1982: Profesionele gevormdheid van die verpleegkundige –die beeld van die beroep na buite. Curationis, Maart 1987:7-10.
- KOTZÉ, W 1984: Professionele vorming van die studentverpleegkundige. Curationis, Maart 1984:17-22.
- KREFTING L 1991: Rigor in qualitative research: The assesssment of trustworthiness. The American Journal of Occupational Therapy, 45(3), March 1991:214-222.
- KREITZER, MJ; WRIGHT, D; HAMLIN, C; TOWEY, S; MARKO, M & DISCH, J 1997: Creating a healthy work environment in the midst of organizational change and transition. Journal of Nursing Administration, 27(6), 1997:35-41Jun.
- KRITZINGER, MBS & EKSTEEN, LC 1989: Beknopte verklarende woordeboek. Kaapstad: J.L. van Schaik.
- KRUEGER, RA 1994: Focus groups, a practical guide for applied research, second edition. Thousand Oaks:SAGE Publications.
- KUOKKANEN, L & LEINO-KILPI, H 2000: Power and empowerment in nursing: three theoretical aspects. Journal of Advanced Nursing, 31(1), 2000:235-241.

KVALE, S 1996: Interviews. An introduction to Qualitative research interviewing. London: Sage Publications.

LINCOLN, YS 1985: Organizational theory and inquiry, the paradigm revolution. California: Sage Publications.

LINCOLN, YS & GUBA, EG 1985: Naturalistic Inquiry. London: Sage.

LLOYD, SR & BERTHELOT, T 1992: Self-empowerment, getting what you want from life. California: Crisp Publications. Inc.

MAMODUSI, RM 1999: Report by the commission of inquiry into hospital care practices. Submitted to the Premier of Gauteng, The Honourable Mbhazima Shilowa. September 1999.

MANION, J; SIEG, MJ & WATSON, P 1998: Managerial partnerships. The wave of the future?. JONA, 28(4), April 1998:47-55.

MARAIS 1995. Beeld. (Datum onbekend).

MARRINER- TOMEY, A 1996: Nursing management and leadership. Mosby: St. Louis.

MELLISH, JM 1998: An introduction to the ethos of nursing. Johannesburg: Heinemann.

MELLISH, JM & BRINK, H & PATON, F 1998: Teaching and learning the practice of nursing, a text in nursing. Johannesburg: Heinemann.

MELLISH, JM & PATON, F 2000: An introduction to the ethos of nursing. Johannesburg: Heinemann.

MYERS, MS 1970: Every employee a manager. New York: McGraw-Hill Book Company.

McHUGH, M; WEST, P; ASSATLY, C; DUPRAT, L; HOWARD, L; NILOFF, J; WALDO, K; WANDEL, J & CLIFFORD, J 1996: Establishing an interdisciplinary patient care team. JONA, 26(4), April 1996:21-27.

McDANIEL, C 1998: Hospital ethics committees and nurses participation. JONA, 28(9), September 1998:47-53.

MGIJIMA 1995. The Citizen: 13 September.

MILLER, A 1998: Strategic management; third edition. Boston: Irwin McGraw-Hill.

MORGAN, LD 1993: Successful focus groups. London: Sage Publications.

MORSE, MM & FIELD, PA 1996: The applications of qualitative approaches, second edition. London: Chapman & Hall.

MOUTON, J & MARAIS, HC 1993: Basiese begrippe, metodologie van die geesteswetenskappe, hersiene uitgawe, derde druk. Pretoria: Raad vir Geesteswetenskaplike Navorsing.

MOUTON, J & MARAIS, HC 1993: Basic concepts in methodology of social sciences. Pretoria: Human Sciences Research Council.

MOUTON, J 1996: Understanding Social Research. Pretoria: JL van Schaick.

- MULLER, ME 1996: Quality improvement in health care services. A fundamental analysis and South African perspective. Curationis, 19(4), December 1996:67-74.
- MULLER, M 1997: Change management in health services. The South African experience. Curationis, September 1997:33-39.
- MULLER, M 1998: Nursing Dynamics; second edition. Kwa-Zulu Natal: Heinemann.
- MULLER, M 2003: Nursing Dynamics; third edition. Cape Town: Heinemann.
- MYERS, MS 1970: Every employee a manager. New York: McGraw-Hill Book Company.
- OJA, SN & SMULYAN, L 1989: Collaborative action Research: A Developmental Approach. London: The Falmer Press.
- OKUN, BF 1992: Effective helping. Interviewing and counseling techniques; fourth edition. California: Brooks/Cole publishing Company.
- PARSONS, LC 1997: Delegation decision making. Evaluation of a teaching strategy. JONA, 27(2), February 1997:47-52.
- PAUL, S 1995: Capacity building for health sector reform. World Health Organization.
- PERA, SA & VAN TONDER, S 1996: Etiek in verpleegkunde. Kenwyn: Juta & Kie.

- PHILPOT, T & WARD, L 1995: Values and visions. Oxford: Butterworth Heinemann.
- POGGENPOEL, M 1989: Psychiatric nursing conceptual model. Johannesburg: Randse Afrikaanse Universiteit. Ongepubliseerd.
- POLIT, DF & HUNGLER, BP 1993: Essentials of nursing research, methods, appraisal and utilization; third edition. Philadelphia: JB Lippencott company.
- POTGIETER, S & MULLER, M 1997: 'n Model vir griewehantering vir verpleegdienste. Change management in health services. The South African experience. Curationis, December 1997:27-31.
- POTGIETER, S & MULLER, M 1998: Griewe in Suid-Afrikaanse hospitale: 'n geskiedkundig-verpleegkundige perspektief. Curationis, December 1998:14-23.
- PORTER-O'GRADY, T 1999: Quantum leadership. New roles for a new age. JONA, 29(10), October 1999:37-42.
- PRESCOTT, P 2000: The enigmatic nursing workforce. JONA, 30(2), February 2000:59-65. M.Cur verhandeling. Johannesburg: Randse Afrikaanse Universiteit.
- PULLEN, AE 1996: Die bestuur van didaktiese steunstelsels aan 'n verplegingskollege. M.Cur verhandeling. Johannesburg: Randse Afrikaanse Universiteit.
- RADEMEYER 1995. Beeld: 11 September.

- RAHMAN, MDA 1993: People's Self-Development. Dhaka: United Press Limited.
- RAINES, ML 2000: Ethical decision making in nurses. Relationships among moral reasoning, coping style, and ethics stres. JONA'S Healthcare Law, Ethics, and Regulation, 2(1): March 2000:29-41.
- RANDOLPH, WA 1995: Navigating the journey to empowerment. Organizational Dynamics, 23(4), 1995:19-32.
- RAPPAPORT, J; SWIFT, C & HESS, R 1984: Studies in empowerment: steps toward understanding action. New York: The Haworth Press.
- REYNOLDS, WJ & SCOTT, B 2000: Do nurses and other professionals normally display much empathy? Journal of Advanced Nursing, 31(1), 2000:226-232.
- RIBEIRO, VE & BLAKELEY, JA 1995: The proactive management of rumor and gossip. JONA, 25(6), June 1995:43-49.
- RIEHL-SISCA, JP 1989: Conceptual models for nursing practice; third edition. Norwalk: Appleton & Lange.
- RIEHL, JP & ROY, C 1980: Conceptual Models for nursing practice; second edition. New York: Appleton-Century-Crofts.
- ROBERTS, CA & BURKE, SO 1989: Nursing research, a quantitative and qualitative approach. Boston: Jones and Barlett Publishers.
- ROLFE, G 2000: Closing the theory-practice gap. A new paradigm for nursing. Oxford: Butterworth Heinemann.

ROSSOUW, GJ 1992: Dinkvaardigheid. Inleidend tot filosofiese vaardighede. Pretoria: RGN-Uitgewers.

ROSSOUW, GJ 1995: Ons postmoderne wêreld. Pretoria: RGN-Uitgewers.

RUBIN, HJ & RUBIN, IS 1992: Community organising and development. Boston: Allyn and Bacon.

RUDI, EB; ANDERSON, NA; DUDJAK, L; KOBERT SN & MILLER, RA 1995: Faculty practice: Creating a new culture. Journal of Professional Nursing, 11(2), March-April 1995:78-83.

SCOLASTIKA, NL 2001: Capacity building for home care in rural namibia. D.Cur Thesis. Johannesburg: Rand Afrikaans University.

SEARLE, C 1969: 'n Suid-Afrikaanse Verplegingscredo. Pretoria: Universiteit van Pretoria.

SEARLE, C 1988: Professionele Praktyk. 'n Suid-Afrikaanse perspektief; herdruk. Durban: Butterworths.

SEARLE, C & PERA, S 1993: Professionele Praktyk. 'n Suid-Afrikaanse perspektief; tweede uitgawe. Durban: Butterworths.

SEARLE, C & PERA, S 1998: Professionele Praktyk. 'n Suid-Afrikaanse perspektief. Durban: Butterworths.

SCHUMACHER, S & MCMILLAN 1993: Research in education; third edition. New York: Harper Collins College Publishers.

SLEUTEL, MR 2000: Climate, culture, context, or work environment? Organizational factors that influence nursing practice. JONA, 30(2), February 2000:53-57.

SMITH, DPJ 1996: Die aard van filosofie in opvoeding. Monografie. Johannesburg: Randse Afrikaanse Universiteit.

SMITH, R; HIATT, H & BERWICK, D 1999: A shared statement of ethical principles for those who shape and give health care. A working draft from the travistock group. JONA, 29(6), June 1999:5-8.

SMITH, SL & FRIEDLAND, DS 1998: The influence of education and personality on risk properties in nurse managers. JONA, 28(12), December 1998:22-27.

SOFIE, JK 2000: Creating a successful occupational health and safety program. Using workers perception. AAOHN Journal, 48(3), march 2000:125-131.

STEWARD, DW & SHAMDASANI, PN 1990: Focus groups, theory and practice. Newbury Park: Sage Publications.

SOUTH AFRICAN NURSING COUNCIL. The rights of nurses. <http://www.sanc.co.za/policyrights.htm>. 2002/06/16.

SOUTH AFRICA, 1996: Constitution of the Republic of South Africa as adopted by the Constitutional Assembly on 8 May 1996 and as amended on 11 October 1996, Act No. 108 of 1996. Pretoria: Government Printer.

SOUTH AFRICA, 1996: Restructuring the national health system for universal primary health care. Official policy document issued by the department of health (Government notice no. 667 of 1997). Pretoria: Government Printer.

- SOUTH AFRICA, 1997: White paper on the transformation of the health system in South Africa. April 1997. Pretoria: Government Printer.
- SOUTH AFRICA, 1997: Draft white paper on transforming public service delivery. 9 May 1997. Pretoria: Government Printer.
- SOUTH AFRICA, 1998: Skills Development Act, Act No. 97 of 1998. Pretoria: Government Printer.
- SOUTH AFRICA, 1999; Skills Development Levies Act, Act No. 9 of 1999. Pretoria: Government Printer.
- SOUTH AFRICA, 1999: Department of Health. National Patients' Rights. Government Printer.
- SOUTH AFRICA, 1999: Report into hospital care practices. Gauteng Department of Health.
- SOUTH AFRICA, 2000: Report on Primary Health Care progress. Cluster Health Monitoring and Evaluation. Department of Health.
- STRAUSS, A & CORBIN, J 1990: Basics of qualitative research. Newbury Park: Sage Publications.
- STREUBERT, HJ & CARPENTER, DR 1999: Qualitative research in nursing. Advancing the humanistic imperative; second edition. New York: Lippencott.
- SUID-AFRIKA (REPUBLIEK). Wet op verpleging, soos gewysig deur wet no. 21 van 1992 (Wet no. 56 van 1978). Pretoria: Staatsdrukker.

SUID-AFRIKAANSE RAAD OP VERPLEGING, 1984: Regulasies betreffende die praktyk van persone wat kragtens die wet op verpleging, 1978 geregistreer is. Goewermentskennisgewing, R no. 2598. Pretoria: Suid Afrikaanse Raad op Verpleging.

SUID-AFRIKAANSE RAAD OP VERPLEGING, 1985: Regulasie betreffende die handeling en versuime van persone wat kragtens die Wet op Verpleging, 1978 geregistreer of ingeskryf is. Goewermentskennisgewing, R no. 387. Suid Afrikaanse Raad op Verpleging. Pretoria: Staatsdrukker.

SUID-AFRIKAANSE RAAD OP VERPLEGING. Goewermentskennisgewing, R no. 2488. Suid Afrikaanse Raad op Verpleging. Pretoria: Staatsdrukker.

SUID-AFRIKAANSE RAAD OP VERPLEGING, 1985: Goewermentskennisgewing, Regulasies betreffende die minimum vereistes vir die opleiding en onderrig van 'n verpleegkundige (algemenene, psigiatrise, en gemeenskaps-) en vroedvrou wat lei tot registrasie, no 425 van 22 Februarie 1985. Pretoria: Staatsdrukker.

SUID-AFRIKAANSE RAAD OP VERPLEGING, 1992(a): Die filosofie en beleid van die Suid-Afrikaanse Raad op Verpleging ten opsigte van professionele verpleegopleiding en onderrig. Pretoria: Suid-Afrikaanse Raad op Verpleging.

SUID-AFRIKAANSE RAAD OP VERPLEGING, 1992(b): Standaarde van verpleegpraktyk. Pretoria: Suid-Afrikaanse Raad op Verpleging.

SUID-AFRIKAANSE RAAD OP VERPLEGING, 1994: Terminologielys. Suid-Afrikaanse Raad op Verpleging.

- SUID-AFRIKA, 1994: Witskrif oor die heropbou en ontwikkelingsprogram. (Goewermentskennisgewing no. 1954 van 1994). Kaapstad: Creda Press vir die Staatsdrukker, Pretoria.
- SUID-AFRIKA, 2000-2001: Kalafong Hospitaal Plan. Verslag oor Strategiese Beplanning. Pretoria: Ongepubliseerd.
- SWANSON, JW 2000: Zen leadership: Balancing energy for mind, body, and spirit harmony. Nurs Admin Q, 24(2), 2000:29-33.
- SWANSBURG, RC & SWANSBURG, RJ 2002: introduction to management and leadership for nurse managers, third edition. Boston: Jones and Bartlett Publishers.
- STEWART, DW & SHAMDASANI, PN 1990: Focus groups: theory and practice. Newbury Park: Sage Publications.
- TALBOT, LA 1995: Principles and practice of nursing research. St. Louis: Mosby.
- TAYLOR, LJ 1992: A survey of mentor relationships in Academe. Journal of Professional Nursing, 8(1), January-February 1992:48-55.
- TERRY, D 1999: Effective employee relations in reengineered organizations. JONA'S Healthcare Law, Ethics, and Regulation, 1(3): September 1999:33-40.
- THOMAS, C; WARD, M; CHORBA, C & KUMIEGA, A 1990: Measuring and interpreting organizational culture. JONA, 20(6), June 1990:17-24.

- THOMAS, B; MA'AITH, R & MALINOWSKI, A 2000: Advancing the development of human resources in nursing in Jordan. The Journal of Continuing Education, 31(3), May/June 2000:138-139
- TONGES, MC 1989: Redesigning hospital practice: the professional advanced team (ProACT™) Model, Part 1. JONA, 19(7), July/August 1989:31-38.
- TULLOCK, S 1993: The Reader's Digest. Oxford Complete WordFinder. London: The Reader's Digest Association Limited.
- UNITAR 1980: Planing in developing countries, theory and methodology. Printed in the Union of Soviet Socialist Republics: Progress Publishers.
- UNIVERSITY OF PRETORIA 2004: Faculty of Health Sciences Ethics Package. Pretoria: Unpublished.
- VAN ASWEGEN, E & VAN NIEKERK, K 1993: The excitement of Self-discovery. Nursing RSA Verpleging, 1993, 8(4), 1993:24-31.
- VAN DER WAL, D 1999: Furthering caring through nursing education. Curationis, June 1999:62-70.
- VAN RYN, M & BURKE, J 2000: The effect of patient race and socio-economic status on the physicians' perceptions of patients. Social Science & Medicine, 50 (2000): 813-828.
- VIDEBECK, SL 1997: Critical thinking: a model. Journal of Nursing Education, 36(1), January 2000: 23-28.

- WALKER, LO & AVANT, KC 1995: Strategies for theory construction in nursing; third edition. Norwalk: Appleton & Lange.
- WALLACE CL & APPLETON, C 1995: Nursing as the promotion of well-being: the client's experience. Journal of Advanced Nursing, 22, 285-289.
- WEBB, SS; PRICE, SA & VAN ESS COELING, H 1996: Valuing authority/ responsibility relationships. The essence of professional practice. JONA, 26(2), February 1996:28-33.
- WEITEKAMP, MR; THORNDYK, LE & EVARTS, MC 1996: Strategic planning for health centers. The American Journal of Medicine, 101, September 1996: 309-315.
- WILLIAMSON, SB 1981: Caring for our patients-fact or legend-and economic review. Curationis, 19(4), December 1981: 55-56.
- WILSON WIDMARK-PETERSSON, V; VON ESSEN, L & SJÖDÉN, P 2000: Perceptions of caring among patients with cancer and their staff. Cancer Nursing, 23(1): 32- 39
- WIDMARK-PETERSSON, V; VON ESSEN, L & SJÖDÉN, P 2000: Perceptions of caring among patients with cancer and their staff. Cancer Nursing, 23(1): 32- 39
- WILSON, B & LASCHINGER, HKS 1994: Staff nurse perception of job empowerment and organizational commitment. A test of Kanter's theory of structural power in organizations. JONA, 24(4S), April 1994:39-47.

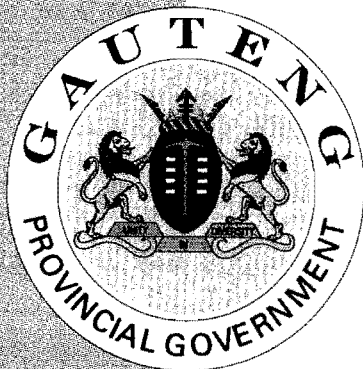
WOODS, NF & CATANZARO, M 1988: Nursing research, theory and practice. St. Louis: The C.V. Mosby Company.

WOODWARD, CA 2000: Issues in health services delivery. Improving provider skills. Strategies for assisting health workers to modify and improve skills: developing quality health care- a process of change. Geneva: World Health Organization.

WRIGHT, SG 1990: Building and using a model of nursing; second edition. London: Edward Arnold.

ZWINGMAN-BRAGLEY, C 1999: Transformational management style positively affects financial outcomes. Nursing Admin Q, 23(4), Summer 1999:29-34.

BYLAES



BYLAE A
DEPARTMENT OF HEALTH DEPARTEMENT VAN BYLAE A GESONDHEID

Tel: (012) 354 1560
Fax/Faks: (012) 354 1831
Ref/Verw: Ethics Committee
Enquiries/Navrae: Dr R Sommers
Ward 4 Room 19
Date : 18/08/2000

Number : S93/2000
Title : Research protocol for a model for an enrichment program in nursing.
Investigator : Mev A.E. Pullen; Department of Nursing Science;
Pretoria Academic Hospital; Pretoria.

This Protocol and Informed Consent has been considered by the Ethics Committee, Faculty of Medicine, Univ.of Pretoria and Pretoria Academic Hospitals on 16/08/2000 and found to be acceptable.

Dr J.E. Davel (female) MBChB:Hospital Superintendent
Prof A.P. du Toit BA;DiplTheo; BA (Hons);MA;DPhil:Philosopher
Prof C.I. Falkson (female)MBChB;M.Med(Int);MD;Med. Oncologist
Prof G. Falkson CHAIRPERSON; MBChB;M.Med(Int);MD;OSG: Medical Oncologist
Mrs C. Gerber (female)BA(FineArts);Architectural Draughting (Boston House College Pta)
Prof S.V. Grey (female)BSc(Hons);MSc; DSc :Deputy Dean
Mrs R. Jooste (female) Dip. Pharm; M Pharm; Pharmacist.
Dr V.O.L. Karusseit MBChB;MFGP(SA);M.Med(Chir); FCS (SA): Surgeon
Dr S. Khan (female)MB.BCh.; Med.Adviser (Gauteng Dept.of Health).
Ms B.C.F. Magardie (female) BCur:Matron/Senior Nursing-Sister
Miss B. Mullins (female) BschHons;Teachers Diploma;
Dr P.Z. Njongwe (female)MBChB ;D.P.H.;DTMth; DOH ;F.F.C.H(CM)
S.A.Chief Med.Super of Pretoria Academic Hospital.

Snr Sr J. Phatoli (female) BCur(Et.AI)Senior Nursing-Sister
Prof H.W. Pretorius MBChB;M.Med (Psych) MD: Psychiatrist
Prof P. Rheeder MBChB;MMed(Int);LKI(SA);MSc (KLIN.EPI): Specialist Physician
Prof M.M.S. Smuts (female) BVSc; DVSc
Prof J.R. Snyman MBChB,M.Pharm.Med: MD:Pharmacologist
Prof De K. Sommers BChB; HDD; MBChB; MD: Pharmacologist
Dr R. Sommers SECRETARIAT (female)MBChB; M.med (Int);MPhar.Med;
Prof FFW van Oosten BA; LLB ; LLD ;LLD ;Head of Department of Public
Law and Prof in Criminal Law and Medical Law

Student Ethics Sub-Committee

Mrs E. Ahrens (female)B. Cur;
Prof S.V. Grey (female)BSc(Hons);MSc ;DSc :Deputy Dean
Prof P. Rheeder MBChB;MMed(Int);LKI(SA);MSc (KLIN.EPI): Specialist Physician
Dr R. Sommers SECRETARIAT (female)MBChB; M.med (Int); MPharMed;
Dr C. van der Westhuizen (female) D.Cur; M.Ed.

PROF G FALKSON;

MBChB;M.Med(Int);MD;OSG: Medical Oncologist
CHAIRPERSON of the Ethics Committee at Pretoria Academic Hospital;

PROF P RHEEDER;

BChB;MMed(Int);LKI(SA);MSc (KLIN.EPI):Specialist Physician
CHAIRPERSON of the Student Ethics Committee at P.A. H

BYLAE B

DEPARTMENT OF HEALTH

Chief Director: Hospital Services
Enquiries: Dr. L Rispel
Tel. No.: (011) 355-3848
Fax No.: (011) 355-3537
E-Mail : laetitia@gpg.gov.za



University of Pretoria
Private Bag X396
PRETORIA
0001

Fax (012) 373 9031

Attention: AE Pullen

RE: Permission to conduct a research project: Model for an enrichment programme for nurses in a hospital context at Kalafong Hospital

Your letter dated 5/1/2000 has reference.

Permission has been granted for you to continue with your research project. You are kindly requested to forward the protocols for the research project to Dr A Valli at tel no . 355 3871 for review

Kind Regards

Dr L Rispel
Chief Director: Hospital Services

BYLAE C



DEPARTMENT OF HEALTH DEPARTEMENT VAN GESONDHEID

KALAFONG HOSPITAL

PRIVATE BAG X396

PRETORIA

0001

ENQUIRIES : M. G. MOTLOUNG
TEL. NUMBER : (012) 318 6622
FAX. NUMBER : (012) 373 4710



Mrs A. E. Pullen
Senior Research Officer
Klinikala Building
Room 1.22
PRETORIA
0001

Dear Madam

RE - PERMISSION TO CONDUCT A RESEARCH PROJECT

1. Your letter dated 05 January 2000 refers.
2. Permission has been granted to you to conduct a research project at Kalafong Hospital.
3. I wish you a success in this research.

Yours faithfully


M. G. MOTLOUNG
DEPUTY DIRECTOR : NURSING

INFORMED CONSENT

TITLE: MODEL FOR AN ENRICHMENT PROGRAMME AT KALAFONG HOSPITAL

RESEARCHER: AE DE VILLIERS (AE PULLEN)

SUPERVISOR: PROF. NC VAN WYK

University of Pretoria in agreement with Kalafong Hospital.

1. THE STUDY

I, _____ -willingly agree to participate in the study, which has been explained to me by the interviewer.

2. PURPOSE OF THE STUDY

The purpose of the study has been explained to me. The aim is to develop an enrichment model for nursing personnel at Kalafong Hospital.

3. RISKS

There are no risks. Confidentiality will be maintained.

4. BENEFITS

The nurses will benefit in personal and professional growth. The hospital will benefit by the knowledge gained. The model will benefit patients by when patient care is improved.

5. WAY FORWARD

Focus groups and individual interviews will be held where information will be generated and validated.

6. CONFIDENTIALITY

Ethical norms and standards will be maintained as laid down by the University of Pretoria (S93/2000) and the SANC. No raw data will be provided to other persons than the researcher and external moderator.

7. COMPENSATION

No compensation will be given to any person participating in the project.

8. CONTACT PERSON

It was explained to me whom to contact for this study.

9. I AM PARTICIPATING WILLINGLY. I UNDERSTAND THAT THERE IS NO PENALTY SHOULD I WISH TO DISCONTINUE.

Participant signature

Interviewer

Date

BYLAE E

VERSLAG: Oorsig van deurloop deur Hospitaal.

NAVORSER: AE de Villiers

Die doel van die deurloop "walk through" deur die hospitaal was om 'n oorsig te verkry van die fasiliteite, omgewing, eenhede, hulpbronne, pasiëntsorg, verpleegpersoneel en die bestuur van die hospitaal en verpleegeenhede.

Uit die deurloop blyk dit dat daar probleme bestaan ten opsigte van struktuur en sisteme, prosesse en uitkomst. Die probleme rondom strukture en sisteme sluit ondermeer in die ondoeltreffende infrastruktuur, 'n onhigiëniese omgewing, en onvoldoende en ontoereikende voorraad en toerusting.

Probleme bestaan rondom wetlike en etiese verantwoordelikhede van verpleegpersoneel. Onvoldoende standaarde, beleide, prosedures en protokolle bestaan. Dit veroorsaak dat daar geen gemeenskaplike standaard van verpleegsorg is. Daar is 'n ontbreking in 'n gemeenskaplike visie, misie, doelwitte van die hospitaal en verpleegeenhede. Professionalisme blyk verder 'n probleem te wees. Dit blyk dat verpleegpersoneel onprofessionele gedrag openbaar wat insluit die wyse waarop hulle hul uniforms dra, die gebrek aan die dra van kentekens of naamplaatjies,/ identifikasie, die versuim om verpleging te rekordeer, en onprofessionel gedrag teenoor pasiënte.

Daar is ook leemtes in die bestuursprosesse op beide materieële en menslike hulpbronne op institusionele en verpleegeenheidsvlak.. Sommige van die probleme geïdentifiseer hou verband met die vermoëns (kennis en vaardighede) van die verpleegkundige. Die uitkoms hiervan is ernstige leemtes in die standaard van pasiëntsorg, 'n lae werkstrots, 'n lae moraal, ondergeskiktheid en 'n lae-selfbeeld by verpleegpersoneel.

Typology: Ward round

- Basic nursing care
- Hygiene of patients and ward
- Ward round
- Treatment/management of patients
- Documentation / recording
- Education role
- Active participation
- Infection control
- Attitudes
- Scope of practice
- Distinguishing devices- nametags- professional image
- Neglect of patients
- Unit management
- Resources
- Multi-disciplinary team
- Relationships
- Role of the nurse
- Scientific approach to nursing
- Safe environment
- Medico - legal risks
- Continuous development
- No calling system
- Responsibility and accountability
- Team management
- Caring ethos
- Interpersonal skills
- Knowledge and skills
- Multi- cultural environment
- Therapeutic environment
- Patient rights

Lys van konsepte: Deurloop deur hospitaal

Struktuur	Standaarde, Beleide, Prosedures en Protokolle Visie, missie en doelwitte Wetlik-etiese aspekte Voorraad en toerusting Professioneel, eties en wetlike aspekte Demotiverende omgewing Hulpbronne(menslike en materieële) Infrastruktuur Bestuurs-sisteme
Prosesse	Personeel motivering Personeelontwikkeling Emosionele en psigiese ondersteuning Bestuursvaardigheid en vermoëns Eenheidsbestuur Interpersoonlike vaardighede Kommunikasievaardighede
Uitkomst	Moraal Kwalitiet pasientsorg Werkstrots Vermoëns (kennis en vaardighede, houdings) Instaatstelling/ bemagtiging

Date:

Interviewer: AE de Villiers

Comments	Transcription	Coding
	<p>R: ...it is a hospital policy thing... you see the other hospitals have that ...it is ideal to have a <u>nursing file</u> <u>and records</u> ... to keep your patient doctor notes separate ...and that the instructions are written on the nursing file ...and that is where all the instructions are kept ...every thing is kept in this big file in the ward and frequently you <u>can't even find</u> where you wrote your instructions... <u>it just got lost..</u> <u>so in the morning you come and you throw your toys out of the cot</u> ..it is gone some one has lost it ... it is a big problem ...some hospitals I have worked at had separate nursing and patient notes..</p> <p>I: This is one problem that has been identified .. is there any other problems...?</p> <p>R: Everything more than minimum patient care is a problem... it is to the point that if a patient needs more than <u>minimum care at night</u>... you want them in the ICU ... everything more than minimum ... fluids and midnight BP or whatever the case might be ... obviously we can't do that.... we have a large turnover of operation cases .. diabetic man who needs to be monitored a little bit more closely after his simple prostatectomy .. you are going to ask for high care to look after him...</p>	<p>Unit Policy</p> <p>Record keeping</p> <p>Professional- Legal and Ethical framework</p> <p>Interpersonal relationships</p> <p>Communication</p> <p>Standard of patient care</p> <p>Accountability</p> <p>Professionalism</p>

R	<ul style="list-style-type: none"> ▪ Supervisor not presenting information to the top 	Dissatisfaction
R	<ul style="list-style-type: none"> ▪ Status of the nurse not recognized 	
R	<ul style="list-style-type: none"> ▪ Comparison to clerks ▪ They have better career opportunities ▪ They are better recognized 	
R	<ul style="list-style-type: none"> ▪ Nurses remain in a horizontal career position 	
R	<ul style="list-style-type: none"> ▪ Most nurses on the same rank even if responsibilities differ 	Aggression
R	<ul style="list-style-type: none"> ▪ Even if you have a qualification it is not recognized 	
R	<ul style="list-style-type: none"> ▪ Problem with security ▪ Wards are not secure 	All members show aggression
R	<ul style="list-style-type: none"> ▪ Security guards have a baton only 	
R	<ul style="list-style-type: none"> ▪ Feel unsafe 	
R	<ul style="list-style-type: none"> ▪ High rate of violence and crime 	
R	<ul style="list-style-type: none"> ▪ Counseling - some nurses refuse it 	
R	<ul style="list-style-type: none"> ▪ Lack of material resources 	
R	<ul style="list-style-type: none"> ▪ Lack of recognition 	Despondent
R	<ul style="list-style-type: none"> ▪ Need money 	
R	<ul style="list-style-type: none"> ▪ Problem with the crèche ▪ Crèche closes at 16H00 ▪ Nurses go home at 19H00 ▪ What to do with children ▪ May not take them to ward ▪ Can not lock them up at home 	
R	<ul style="list-style-type: none"> ▪ No crèche for night duty nurses 	Aggressive

Filed notes: Observation

Ward round: _____

Date: _____

Researcher: AE de Villiers

The following was observed during the ward round:

- Basic nursing care a problem
- Doctor does not inform nurses that they are there for a ward round-relationships
- Hygiene of patients and ward a problem
- All the nursing staff attend ward round in labor ward- see it as a learning experience-in the post natal ward a staff nurse accompanies doctors on round
- Sisters involved in discussion in labor ward
- Documentation / recording a problem
- Consultants education role well done
- Infection control a problem
- Scope of practice not effectively implemented
- Sister has no distinguishing devices- any nametags
- Neglect of patients- urine bags are hanging on the floor- patients poorly dressed
- General ward management a problem in ward
- Resources are limited or not available
- Ward round is done in English
- The consultant recognizes the patient and informs them about decisions
- More than 200 deliveries done in previous week
- Overflow of post natal ward and high care patients accommodated in labor ward
- Linen a problem-limited
- Caring ethos needs attention
- Interpersonal skills in the team can be enhanced
- Nurses knowledge and skills in labor ward needs continuous development
- Environment is multi- cultural
- Therapeutic environment lacking
- Patient rights not effectively adhered to
- In the post natal ward attention needs to be given to IV therapy
- Scientific approach to nursing needs attention
- No calling system for patients

TABEL 3.1: OPSOMMING VAN DATA-INSAMELING VAN FASE 1

Sleutel vir afkortings:

AO = Aanvanklike ontmoetingsessies

DO = Deelnemende observasie

V = Veldnotas

AO	AO 1	AO 2	AO 3	AO 4	AO 5															(n)=5
Nummer	v.1	v.2	v.3	v.4	v.5															
Getal deelnemers (n)	12	13	18	31	10															(n)=84
DO Getal	v.51	v.52	v.53	v.54	v.55															(n)= 16
<i>Totale getal deelnemers</i>																				(n)=316
<i>Totale getal onderhoude</i>																				(n)=51

BYLAE H**KONTROLE LYS VIR _____ ONDERHOUD****DATUM:** _____**LOKAAL:** _____**SPAN/GROEP:** _____

ITEMS	AFGEHANDEL	KOMMENTAAR
1. Uitnodiging		
2. Lokaal bespreek		
3. Bandopname toerusting en Oudiobande		
4. Verlengingskooorde		
5. Verversings		
6. Water en glase		
7. Stille asb. borde		
8. Toestemmingsvorms		
9. Skryfbehoeftes		
10. Assistent moderator		

**MODEL FOR AN ENRICHMENT PROGRAM FOR EXCELLENCE IN NURSING
 TYPOLOGY OF CONCEPTS
 UNIVERSITY OF PRETORIA
 KALAFONG ACADEMIC HOSPITAL**

D C 2. Focus Groups	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Concepts:	24/11	19/1	17/11	17/2	10/11	2/2	7/12	29/2	3/3	7/12	16/1	24/1	21/1	16/2
➤ Relationships														✓
<input type="checkbox"/> Open/Transparent	✓	✓	✓	✓	✓	✓			✓		✓			
<input type="checkbox"/> Trust			✓	✓	✓	✓	✓	✓				✓	✓	
<input type="checkbox"/> Honest	✓	✓									✓			
<input type="checkbox"/> Humor														
<input type="checkbox"/> Attitudes	✓	✓				✓	✓	✓		✓	✓	✓	✓	
<input type="checkbox"/> Submissiveness/ self assertive	✓	✓	✓	✓	✓	✓	✓	✓				✓		✓
<input type="checkbox"/> Socialize	✓	✓									✓			
<input type="checkbox"/> Communication/Dialogue	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<input type="checkbox"/> Reliable							✓						✓	
<input type="checkbox"/> Understanding						✓								
<input type="checkbox"/> Respect	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
<input type="checkbox"/> Freedom of expression														
<input type="checkbox"/> Self image						✓								
<input type="checkbox"/> Positive mindedness/Open minded					✓	✓					✓			
<input type="checkbox"/> Friendly														
<input type="checkbox"/> Genuine														
<input type="checkbox"/> Personal attributes/Characteristics	✓	✓	✓	✓		✓			✓					
<input type="checkbox"/> Professional Jealousy									✓					
<input type="checkbox"/> Relaxed														
<input type="checkbox"/> Happy														
<input type="checkbox"/> Enthusiasm														

D C 2. Focus Groups

➤ Environment
<input type="checkbox"/> Historical
<input type="checkbox"/> Political
<input type="checkbox"/> Economic
<input type="checkbox"/> Social
<input type="checkbox"/> Understanding
<input type="checkbox"/> Disadvantaged
<input type="checkbox"/> Oppressed
<input type="checkbox"/> Sensitivity
<input type="checkbox"/> Personal space
<input type="checkbox"/> Language
<input type="checkbox"/> Multi-cultural
<input type="checkbox"/> Religious
<input type="checkbox"/> Therapeutic
<input type="checkbox"/> Positive/motivating
<input type="checkbox"/> Diversity
➤ Scientific approach applied to
<input type="checkbox"/> Nursing
<input type="checkbox"/> Education
<input type="checkbox"/> Management
<input type="checkbox"/> Research
<input type="checkbox"/> Projects
<input type="checkbox"/> Publish
<input type="checkbox"/> Exposure

D C 2. Focus Groups

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	24/11	19/1	17/11	17/2	10/11	2/2	7/12	29/2	3/3	7/12	16/1	24/1	21/1	16/2
➤ Nurse														
<input type="checkbox"/> Professionalism	✓	✓	✓	✓					✓	✓		✓	✓	✓
<input type="checkbox"/> Therapeutic use of self						✓								
<input type="checkbox"/> Creative					✓	✓								
<input type="checkbox"/> Initiative													✓	
<input type="checkbox"/> Reflective										✓				
<input type="checkbox"/> Prioritize													✓	
<input type="checkbox"/> Knowledge, skills, values and attitudes			✓	✓	✓	✓			✓		✓	✓	✓	
<input type="checkbox"/> Sharing of expertise						✓								
<input type="checkbox"/> Clinical specialist						✓								
<input type="checkbox"/> Self empowerment/ Development			✓	✓		✓			✓					
<input type="checkbox"/> Practical skills/implementation						✓			✓		✓	✓		✓
<input type="checkbox"/> Professional image/status	✓	✓	✓	✓	✓	✓			✓					
<input type="checkbox"/> Leadership	✓	✓			✓	✓						✓	✓	
<input type="checkbox"/> Unit management	✓	✓								✓		✓		
<input type="checkbox"/> Role in the team					✓	✓			✓			✓		
<input type="checkbox"/> Role model					✓	✓			✓			✓		
<input type="checkbox"/> Legal ethical frame work	✓	✓	✓	✓	✓	✓					✓	✓		✓
<input type="checkbox"/> Back to basics	✓	✓									✓			
<input type="checkbox"/> New generation/age gap											✓			

D C 2. Focus Groups

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	24/11	19/1	17/11	17/2	10/11	2/2	7/12	29/2	3/3	7/12	16/1	24/1	21/1	16/2
➤ Nurse														
<input type="checkbox"/> Professionalism	✓	✓	✓	✓					✓	✓		✓	✓	✓
<input type="checkbox"/> Therapeutic use of self						✓								
<input type="checkbox"/> Creative					✓	✓								
<input type="checkbox"/> Initiative													✓	
<input type="checkbox"/> Reflective										✓				
<input type="checkbox"/> Prioritize													✓	
<input type="checkbox"/> Knowledge, skills, values and attitudes			✓	✓	✓	✓			✓		✓	✓	✓	
<input type="checkbox"/> Sharing of expertise						✓								
<input type="checkbox"/> Clinical specialist						✓								
<input type="checkbox"/> Self empowerment/ Development			✓	✓		✓			✓					
<input type="checkbox"/> Practical skills/implementation						✓			✓		✓	✓		✓
<input type="checkbox"/> Professional image/status	✓	✓	✓	✓	✓	✓			✓					
<input type="checkbox"/> Leadership	✓	✓			✓	✓						✓	✓	
<input type="checkbox"/> Unit management	✓	✓								✓		✓		
<input type="checkbox"/> Role in the team					✓	✓			✓			✓		
<input type="checkbox"/> Role model					✓	✓			✓			✓		
<input type="checkbox"/> Legal ethical frame work	✓	✓	✓	✓	✓	✓					✓	✓		✓
<input type="checkbox"/> Back to basics	✓	✓									✓			
<input type="checkbox"/> New generation/age gap											✓			

D C 2. Focus Groups	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	24/11	19/1	17/11	17/2	10/11	2/2	7/12	29/2	3/3	7/12	16/1	24/1	21/1	16/2
> Support	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓
<input type="checkbox"/> Holistic														
<input type="checkbox"/> Spiritual-staff and patients	✓	✓												
<input type="checkbox"/> Counseling			✓	✓	✓	✓	✓	✓						
<input type="checkbox"/> Sense of belonging									✓					

D C 2. Focus Groups	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	24/11	19/1	17/11	17/2	10/11	2/2	7/12	29/2	3/3	7/12	16/1	24/1	21/1	16/2
Partnerships									✓					
<input type="checkbox"/> Multi-disciplinary team			✓	✓					✓					
<input type="checkbox"/> Community	✓	✓								✓				✓
<input type="checkbox"/> Multi-sectoral														
<input type="checkbox"/> Volunteers														
<input type="checkbox"/> Funding														
<input type="checkbox"/> Agreements														
<input type="checkbox"/> Referral system	✓	✓							✓					

D C 2. Focus Groups

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	24/11	19/1	17/11	17/2	10/11	2/2	7/12	29/2	3/3	7/12	16/1	24/1	21/1	16/2
➤ Labour relations														
<input type="checkbox"/> Discipline	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
<input type="checkbox"/> Occupational health	✓	✓			✓	✓								
<input type="checkbox"/> Job satisfaction	✓	✓			✓	✓			✓					
<input type="checkbox"/> Racism	✓	✓			✓	✓			✓	✓				
<input type="checkbox"/> Responsible and accountable	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
<input type="checkbox"/> Motivation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓
<input type="checkbox"/> Victimization, favoritism, intimidation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓
<input type="checkbox"/> Moonlighting						✓	✓	✓						
<input type="checkbox"/> Power/ (control) struggle	✓	✓					✓	✓	✓					
<input type="checkbox"/> Non nursing duties			✓	✓			✓	✓		✓		✓		
<input type="checkbox"/> Absenteeism	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓
<input type="checkbox"/> Unionism							✓	✓				✓		
<input type="checkbox"/> Communication	✓	✓	✓	✓	✓	✓			✓	✓		✓		✓
<input type="checkbox"/> Language	✓	✓	✓	✓	✓	✓				✓	✓	✓		
<input type="checkbox"/> Trust relationship	✓	✓	✓	✓					✓					
<input type="checkbox"/> Labour relation officer	✓	✓												
<input type="checkbox"/> Environment	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	
- Safe /conducive/ - Secure	✓	✓	✓	✓		✓	✓	✓						
<input type="checkbox"/> Morale/ happy/ enjoyment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	
<input type="checkbox"/> Energy														
<input type="checkbox"/> Stress/Burnout/ Post traumatic stress			✓	✓		✓	✓	✓	✓					
<input type="checkbox"/> Remuneration	✓	✓	✓	✓	✓	✓				✓				
<input type="checkbox"/> Recognition	✓	✓	✓	✓		✓			✓					
<input type="checkbox"/> Incentives	✓	✓			✓	✓				✓		✓		
<input type="checkbox"/> Challenging	✓	✓											✓	
<input type="checkbox"/> Compensation	✓	✓				✓								
<input type="checkbox"/> Allowances	✓	✓												
<input type="checkbox"/> Job enrichment	✓	✓				✓								
<input type="checkbox"/> Fatalism													✓	
<input type="checkbox"/> Equal opportunities / equality	✓	✓								✓				
<input type="checkbox"/> Job description	✓	✓				✓			✓			✓		
<input type="checkbox"/> Performance management	✓	✓			✓	✓	✓	✓	✓	✓				
<input type="checkbox"/> Code of conduct	✓	✓			✓				✓					✓
<input type="checkbox"/> Occupational health	✓	✓												
<input type="checkbox"/> Job satisfaction/ Individual needs	✓	✓			✓				✓					

D C 2. Focus Groups

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	24/11	19/1	17/11	17/2	10/11	2/2	7/12	29/2	3/3	7/12	16/1	24/1	21/1	16/2
> Legal ethical Framework														
<input type="checkbox"/> Scope of practice	✓	✓	✓	✓			✓	✓	✓		✓	✓		✓
<input type="checkbox"/> Advocacy	✓	✓							✓			✓		
<input type="checkbox"/> Ethical issues/ Behavior	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓		✓
<input type="checkbox"/> Ethical decision-making														
<input type="checkbox"/> Fraud	✓	✓					✓	✓					✓	
<input type="checkbox"/> Negligence	✓	✓					✓	✓		✓	✓		✓	✓
<input type="checkbox"/> Abuse	✓	✓					✓	✓			✓		✓	✓
<input type="checkbox"/> Patient rights	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
- Confidentiality														
- Informed														
- Consent														
- Privacy														
- Respect														
- Communication														
- Dignity														
- Quality of life														
<input type="checkbox"/> Rights of Health care professionals	✓	✓				✓			✓					
<input type="checkbox"/> Code of conduct	✓	✓	✓	✓			✓	✓	✓				✓	
<input type="checkbox"/> Etiquette														
<input type="checkbox"/> Medico – legal risks	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓
<input type="checkbox"/> Execution of medical and nursing regime	✓	✓								✓		✓	✓	
<input type="checkbox"/> Standards/ norms/quality	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
<input type="checkbox"/> Role model	✓	✓												
<input type="checkbox"/> Ethics/etiquette	✓	✓					✓	✓				✓		✓
<input type="checkbox"/> Documentation/ recording	✓	✓					✓	✓		✓		✓	✓	
<input type="checkbox"/> Basic nursing care	✓	✓								✓		✓		

D C 2. Focus Groups

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	24/11	19/1	17/11	17/2	10/11	2/2	7/12	29/2	3/3	7/12	16/1	24/1	21/1	16/2
➤ Caring ethos	✓	✓			✓	✓								
☐ Patients care/outcomes	✓	✓			✓	✓					✓			
☐ Commitment	✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	
☐ Dedication	✓	✓	✓	✓									✓	
☐ Image of the profession and hospital	✓	✓			✓	✓	✓	✓	✓	✓		✓		
☐ Caring/ compassion	✓	✓				✓						✓		
☐ Spirit of care									✓				✓	
☐ Health illness continuum														

D C 2. Focus Groups

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	24/11	19/1	17/11	17/2	10/11	2/2	7/12	29/2	3/3	7/12	16/1	24/1	21/1	16/2
➤ Development	✓	✓												
☐ Personal and Professional						✓			✓			✓		✓
☐ Career path development	✓	✓										✓		
☐ Responsibility of self and management	✓	✓	✓	✓	✓	✓			✓					
☐ Induction/ Orientation							✓	✓						
☐ Academic excellence	✓	✓									✓	✓		
☐ Identifying potential and development									✓			✓		
☐ In-service – practice related	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓
☐ Resources	✓	✓	✓	✓	✓	✓	✓							✓

DC 3. Individual Interviews	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	28/2	29/11	3/12	10/1	7/1	7/1	11/1	17/1	28/1	10/2	18/2	14/2	3/2	25/2
➤ Support		✓	✓	✓		✓							✓	✓
<input type="checkbox"/> Holistic				✓										
<input type="checkbox"/> Spiritual-staff and patients			✓			✓							✓	
<input type="checkbox"/> Counseling	✓		✓			✓						✓		
<input type="checkbox"/> Sense of belonging				✓										

DC 3. Individual Interviews	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	28/2	29/11	3/12	10/1	7/1	7/1	11/1	17/1	28/1	10/2	18/2	14/2	3/2	25/2
➤ Partner-ships	✓		✓											
<input type="checkbox"/> Multi-disciplinary team												✓		
<input type="checkbox"/> Community			✓	✓		✓								
<input type="checkbox"/> Multi-sectoral														
<input type="checkbox"/> Volunteers						✓								
<input type="checkbox"/> Funding						✓	✓							
<input type="checkbox"/> Agreements														
<input type="checkbox"/> Referral system												✓		

DC 3. Individual Interviews

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	28/2	29/11	3/12	10/1	7/1	7/1	11/1	17/1	28/1	10/2	18/2	14/2	3/2	25/2
➤ Legal ethical Framework														
<input type="checkbox"/> Scope of practice		✓				✓						✓	✓	
<input type="checkbox"/> Advocacy														
<input type="checkbox"/> Ethical issues/ Behavior			✓			✓							✓	
<input type="checkbox"/> Ethical decision-making														
<input type="checkbox"/> Fraud						✓								
<input type="checkbox"/> Negligence												✓	✓	
<input type="checkbox"/> Abuse						✓						✓	✓	
<input type="checkbox"/> Patient rights	✓			✓		✓							✓	
- Confidentiality														
- Informed														
- Consent														
- Privacy														
- Respect														
- Communication														
- Dignity														
- Quality of life														
<input type="checkbox"/> Rights of Health care professionals														
<input type="checkbox"/> Code of conduct		✓												
<input type="checkbox"/> Etiquette														
<input type="checkbox"/> Medico – legal risks						✓						✓	✓	
<input type="checkbox"/> Execution of medical and nursing regime		✓				✓								
<input type="checkbox"/> Standards/ norms/quality		✓		✓		✓				✓		✓	✓	
<input type="checkbox"/> Role model							✓							
<input type="checkbox"/> Ethics/etiquette														
<input type="checkbox"/> Documentation/ recording		✓				✓								
<input type="checkbox"/> Basic nursing care												✓		

DC 3. Individual Interviews

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	28/2	29/11	3/12	10/1	7/1	7/1	11/1	17/1	28/1	10/2	18/2	14/2	3/2	25/2
➤ Caring ethos								✓		✓		✓		
☐ Patients care/outcomes			✓											
☐ Commitment						✓			✓					
☐ Dedication														
☐ Image of the profession and hospital				✓		✓	✓		✓				✓	
☐ Caring/ compassion				✓		✓							✓	
☐ Spirit of care						✓						✓		
☐ Health illness continuum							✓							

DC 3. Individual Interviews

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	28/2	29/11	3/12	10/1	7/1	7/1	11/1	17/1	28/1	10/2	18/2	14/2	3/2	25/2
➤ Development														
☐ Personal and Professional		✓	✓			✓	✓					✓	✓	
☐ Career path development														
☐ Responsibility of self and management														
☐ Induction/ Orientation		✓	✓											
☐ Academic excellence														
☐ Identifying potential and development							✓							
☐ In-service – practice related		✓	✓		✓	✓					✓	✓		
☐ Resources												✓		

BYLAE U

DEPARTMENT OF HEALTH
DEPARTEMENT VAN GESONDHEID



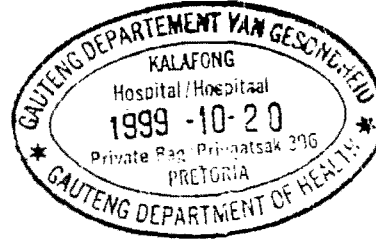
KALAFONG HOSPITAL

PRIVATE BAG X396

PRETORIA

0001

ENQUIRIES : M. G. MOTLOUNG
TEL. NUMBER : (012) 318 6622
FAX. NUMBER : (012) 373 4710



TO : ALL NURSING PERSONNEL

The under-mentioned staff members are invited to needs determination briefing sessions.

Unit Managers

Date : 26.10.1999
Time : 10:30
Venue : Recreation Hall

Senior Professional and Professional Nurses

Date : 27.10.1999
Time : 10:30
Venue : T. V. Room

Enrolled and Assistant Nurses

Date : 28.10.1999
Time : 10:30
Venue : T. V. Room

N.B : Each ward to be represented by one or two representatives.

Yours faithfully


M. G. MOTLOUNG

P.S. Contact person is Mrs Seno : EXT. 6853

BYLAE J

	No.	Time	Starting	End
Unit 1		Mondays	10h30	12h00
Unit 2		Tuesdays	14h00	16h00
Unit 3		Wednesdays	10h00	12h00
Unit 4		Thursdays	13h30	15h30
Unit 5		Fridays	14h00	16h00

**IMPLEMENTERING
BYLAE K**

Support Center for Staff



Conducive working environment



Family Support:

- information desk
- counseling



Motivating Environment

BYLAE K

Poems from:

FONN, S & XABA, M 1995: Health Workers for Change. A Manual to improve quality of care. Johannesburg: Women's health Project.

Joal

At the first call to prayer
I climb over my husband
And go straight to the sea
Greeting the morning dew and wind.
Keccax, yeet and tambaje
Have liberated me,
Have transformed my world...
Their putrid odour is now for me
The smell of life.
I no longer need to wait for man.
To give me money.
I am independent
And can take care of my family.
When I finish my work on the beach
I go to this shed
Which once was used to store dried fish
And today has become our temple to knowledge,
Our school
Symbolizing the rebirth
Of our national languages.

The children are sucking
My breasts and my sweat.
The school waters my mind
And becomes as a mother
From whom I suck knowledge
Until I am drunk.

I am in my ngemb
Wrestling with our era
Which pins me down, yes,
But which I am sometimes able to pin down too.
Yet I know for certain that now
When I meet my husband's gaze
I will no longer lower my eyes.
If I have a problem
I can solve it myself
And don't need to wait for his judgment.

And so at this first call to prayer
I go to the sea
To breathe in my myrrh and my incense...
Keccax, yeet and tambaje.
Husband, don't lay out your shame

Dear wife, please lay out my noontime lunch,
My dinner, my breakfast.
Let the children eat couscous with leaf sauce.

As for me, children, liver and lamb.
At lunch I prefer the fish's head, middle and tail.
The children don't need meat and vegetables.
Sauces and rice are my dear friends.
Don't save food for the children
When they're not on time.
Dear wife if I'm late for lunch, be sure to save me
At least half of the bowl.

Your stomach is huge, while your own child
Looks at you like a bird of prey.
Your child is pregnant with hunger
His stomach swelled out like a calabash.
Yet you are not ashamed,
You have become so fat that you can hardly walk.
Men, if you can't feed your families
Why do you seek three wives
And have twenty children
And tire them so and serve them up hunger?

You grow old and your children feed you, saying:
"Father. I've killed a sheep for you,
But your grandchildren
Must share this food with you!"

Shame should unsettle your white hair,
Regret is born...
But now is too late!

Get Married with Our Times

The young girl talks with her parents:

You think that marriage
Is my one concern
My one hope, my one future
In this house of life.
I am here in the smoke of the kitchen
With the wood, with the fire.
You have made of me a servant,
You have told me that I am not male,
That I don't need to go to school,
That marriage is my destiny.

My mother, my father,
Our times are restless
And cannot sit in the same spot.
This one has legs and is walking.
You need to be walking with it,
For if you don't,
Regret is the only food
You will be serving to your family.

I am a female
Yet knowledge is neither male nor female.
It only need to be planted, then watered
To flower bear fruit.

My mother, my father
The mind has spoken:
I am neither male nor female,
Why do you so discourage us,
Making of me a cow
That you raise in the enclosure of this kitchen?

Tomorrow my heart will be broken
Because of this distinction
That you insist on making
Between the male -female.

KNOWLEDGE IS BISEXUAL!
God gives it to whom he pleases
Be it a man or be it a woman.

You, you do not realize that yesterday has died...
We have placed it in a coffin,
Buried it and sent it to the heavens!

Each era asks for its own meaning.
In our times, men prefer to be with women
Who can contribute to the well-being of the home.
In fact, our times have shown
That everything a man does
A woman can do as well
Or even better.

The mind, our shepherd
Told me I must study,
Look for work, and a project for the future
So that I may interpret tomorrow
And not be at the mercy of a man
Who wants to divorce me
Because the shadow of his ear is itching.

My mother, my father
Good-bye, I am going to off to study.
Out times have closed the kitchen door
And thrown the key into the sea

OF OUR GENERATION

Unit Team

Date:

Researcher: AE de Villiers

Attendance list:

1 Unit manager

4 Registered nurses

2 Nursing Students

1 Enrolled Nurse

1 Unit secretary

1 Auxiliary Nurses

1 General Assistants

1 Medical Doctor

2 Medical Students

Date	Time	Topic	Person
01 /04/02 & 04/04/02	10H:30	Unit Orientation: Organogram Job description Vision, Mission, Objectives	
17/04/02 & 08/05/02	10H:30	Value Statement Team approach	
01/04/02 & 03/04/02	7H:30	Unit routines	
14/05/02 & 28/05/02	10H:30	Standards, Policies, Procedures, Protocols	
08/04/02 & 15/04/02	10H:30	Management of Patient Care: Introduction to Spinal Cord Injury Nursing Care	
05/04/02 & 15/04/02	10H:30	Admission Acute Management	
25/04/02 & 15/05/02 & 30/05/02	10H:30	Rehabilitation Phase 1 Phase 2: Home preparation and family rehabilitation	
11/04/02 & 16/05/02	10H:30	Legal and ethical issues Ethical decision-making Cultural issues Patient rights Support System	
23/04/02 & 14/05/02	7H:30	Labour relations	



Kalafong Hospital Labour Ward

Value Statement

The staff of the ward shares the following value system and work ethics:

- ❑ Through commitment and dedication provide family centered maternal and neonatal care.
- ❑ Recognize the worth and dignity of individuals and treat them according to the Charter of Patient Rights.
- ❑ Demonstrate effective interpersonal and communication skills during interaction with the team, mother, family and community.
- ❑ Manage the ward in a cost effective manner.
- ❑ Provide a friendly, safe and motivating environment.
- ❑ Practice accountably and responsibly.
- ❑ Wear uniform with pride and dignity.
- ❑ Take part in decisions to reach the goals and objectives of the ward and the hospital.
- ❑ Provide continuous teaching and learning for a competent and productive workforce.
- ❑ Provide visible leadership and support.

Our Style

- Courteous, smart and open.
- Honest, ethical and creative.

Kalafong Hospital Labour Ward



Information Leaflet

Our Aim

**Excellence towards a family centered
service for a better life**

Dear Mother/Family

Welcome to the Labour Ward of Kalafong Hospital. We hope that your stay with us will be as comfortable as possible.

General Information

You have the right to be informed about your progress and to make decisions according to the information provided to you.

You will be cared for during your stay in one of the following units after being assessed by a midwife and medical doctor:

- **High care area** for mothers who need more frequent monitoring.
- **High risk area:** Doctors and midwives will take care of you in the high risk/ high care area.
- **Low risk area:** This area is a midwife obstetric driven unit. Only midwives will attend to you in this area. Doctors are available at all times should any problems arise.

It is the policy of the ward to practice *Better Birth Initiative* meaning that we encourage:

- Walking around before delivery particularly mothers in the low risk area.
- Enough food and drink unless otherwise indicated by the medical and nursing staff.
- Kangaroo mother care - mother-to-infant skin-to-skin care of the newborn baby. Information will be provided to you.
- Bedding-in of the newborn with mother.
- Breast-feeding.

The family:

- The partner and a family member are allowed and encouraged to support the mother during labour. Only two people are allowed to support the mother during the labour process.

- Should you have any requests that differ from the normal hospital practices please discuss this with the midwife appointed to take care of you. Requests will be evaluated and where possible attended to within the legal guidelines of the medical and nursing profession.
- The family is encouraged to bring clothes and toiletries for the mother and baby's comfort. We can only provide some necessities within our financial constraints.

We are working in a culturally diverse hospital; the staff of the hospital is highly skilled. We are also an academic training hospital in partnership with various medical and nursing schools. Our main training partner is the University of Pretoria.

The care that you can expect from the nursing and medical staff:

- We are committed and dedicated to promote the health of the mother and baby.
- Have a non-judgmental and caring attitude in providing quality care.
- Respond to the needs of the mother and baby.
- Provide safe care, this includes:
 - Monitoring of the mother and baby's condition.
 - Deliver the baby when the time is ready.
 - Provide adequate information.
 - Transfer the mother to ward 10 or 25 after delivery.

If you experience any problems please do not hesitate to talk to the nursing sister in charge of the unit.

Tel no (012) 318 6400/6477