

- Facilitators need to clearly defined objectives should and learners can be questioned to determine their understanding of the objectives.
- Objectives guide learners and instead of overwhelming them, focus on what is absolutely necessary by limiting the amount of information provided. Lawson (2006) states that an ‘information-dump’ (providing too much information) could create cognitive overload and causes respondents much frustration.

5.3.3 Guideline 3

The facilitator should identify and provide information about resources in such a way that it enhances clinical skills and knowledge.

One of the criteria for an effective nurse educator is the development of learners’ capacity to effectively use educational resources to support the success of their individual learning needs (SANC, 2005).

The following actions could be implemented:

- During orientation, the facilitators are actively involved in the interactive exposure to the use of manikins and simulators, and the introduction to simulated patients.
- The facilitator demonstrates and explains the capabilities of different manikins.
- The facilitator identifies other resources; e.g. library, Internet access, equipment, and the availability of resources.
- One of the key resources for learners are facilitators and individual support should be provided on a regular basis and when necessary with the view of assisting learners to realise their individual educational goals (SANC, 2005).

Guidelines to assist facilitators with improving the visualisation phase of the SLM are addressed in Guidelines 4, 5 and 6.

5.3.4 Guideline 4

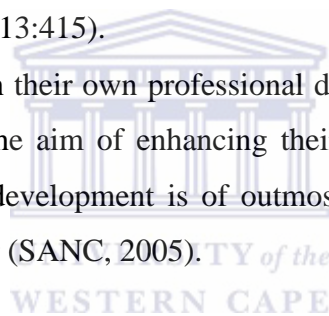
Facilitators must be aware that their knowledge, behaviour, and actions during visualisation have an influence on learners.



The ability to demonstrate a skill is fundamental to the teaching of clinical skills. The facilitator has to be adequately prepared, knowledgeable, approachable, and clinically skilled for enabling learners achieve their goals. Facilitators should be abreast of the latest developments in nursing and be able to face challenging questions from learners (Dale, Leland & Dale, 2013:5)

The following actions address Guideline 4:

- Being competent as a facilitator does not inevitably imply that one is competent in transferring skills to learners. Facilitators must be able to recognise their own shortcomings, needs, and preparedness for their role as facilitators (Andrews & Ford, 2013:415).
- Facilitators should act on these needs by identifying them and finding the necessary support structures. Facilitators are faced with many challenges and stress and often find that interacting with colleagues is beneficial to minimise the impact of challenges and stress (Andrews & Ford, 2013:415).
- Facilitators should focus on their own professional development to keep abreast of the latest developments with the aim of enhancing their teaching. Dedication to lifelong learning and professional development is of outmost importance and increases one's effectiveness as a facilitator (SANC, 2005).



5.3.5 Guideline 5

The facilitator should demonstrate skills in a supportive environment to encourage learners to take part in and improve their performance of skills.

Adequate clinical experiences are crucial for learners to become competent practitioners. Facilitators should ensure that learners are able to discover knowledge by ensuring that the learners “purposefully” observe in order to increase their knowledge and skills (McKimm, 2003:2).

The following actions should be taken into consideration by clinical facilitators to address Guideline 5:

- Assess learners' prior knowledge before the commencement of a demonstration. This can be done by questioning, short quizzes or short tasks. These actions are not for grading purposes but simply serve the purpose of identifying learners' preparedness or

establishing what learners' needs or expectations are in order to pace the demonstration accordingly (Elberly Center Teaching Fellows, 2014).

- Ask learners to follow the demonstration by explicitly telling them what to look for that supports the objectives.
- In order to bridge the “theory-practice gap”, theory should be provided concurrently to the skills that are demonstrated. Learners find it easier to integrate theory when practice closely follows the theory (McCallum, 2006:828).
- Allow questions but reflect questions back to the learner or the group. It enhances their ability to develop clinical reasoning skills.

5.3.6 Guideline 6

Facilitators should implement clinical teaching strategies that are realistic with the purpose of increasing knowledge, skills, and professional behaviour of learners.

It is important that facilitators utilise current technological resources and simulators to provide realistic patient scenarios. Learners will not benefit from simulation when realism is not taken into consideration (McCallum, 2006:826). Realistic scenarios that include personal behavioural and environmental factors as stated by Bandura (1977) enable learners to view patients holistically.

Actions that enhance realism could be addressed by the following actions (Guideline 6):

- Facilitators should creatively emulate real patient scenarios. The application of current nursing practice is imperative because learners might experience differences in what is taught and what is actually practised. Learners must be able to transfer the skills learnt in the skills laboratory to the clinical setting (Kirkman, 2013:5).
- Increase the use of high fidelity patient simulators.
- Ensure facilitators are properly trained and capable of using simulators. The need for training must be assessed. The South African Nursing Council guideline for nursing educators states that nurse educators should be able to use technology skilfully to support teaching practice (SANC, 2005).
- Include visual ‘props’ during the simulation; for example intravenous lines, nasogastric tubes, other drainage tubes, and catheters. The use of evidence-based practice to inform

learners are important during simulation, therefore, all procedures should be based on what is current (Edgecombe *et al.*, 2013:3).

- Consider using the Internet, since it has become an invaluable resource for teaching (short audio visual clips). Certain procedures are explicitly and clearly demonstrated on real patients.

Guidelines to assist facilitators with improving guided practice are addressed in Guidelines 7 and 8.

5.3.7 Guideline 7

Facilitators should provide time for learners to practice under supervision to develop their competence.

The main reason for the implementation of clinical skills laboratories in medical education are that learning opportunities in practice are not always guaranteed. Comprehensive training and practice in skills laboratories are, therefore, necessary to improve and maintain clinical skills. It should not be used to replace bedside teaching but to supplement and enhance clinical competence and continual growth of learners (Ahmed, 2008:101; Houghton *et al.*, 2012:30).

Facilitators can implement the following actions to address Guideline 7:

- Adequate time for individually supervised / guided practice should be allowed.
- Time should be included in the curriculum for guided practice.
- Facilitators should avoid lengthy descriptions of procedures and manage time efficiently.
- Stimulate learners by constant questioning to enhance critical thinking and problem solving skills.
- If groups are large, subdivide them and repeat the demonstration with the aim of allowing each learner an opportunity to practice before an assessment. It cannot be assumed that learners are able to gain skills on their own without formal guidance (Ahmed, 2008:100).
- The researcher suggests that guided practice occurs in the skills laboratory.

5.3.8 Guideline 8

Facilitators need to provide constructive feedback to increase confidence levels of learners with the aim of enhancing learning.

The value of feedback and reflection has been clearly demonstrated in the previous chapters. It is a critical component of the SLM and is one of the factors that can improve the effectiveness of simulation training and have an effect on how learners transfer skills to the real setting (Lammers, Davenport, Korley Griswold-Theodorson, Fitch, Naran Evans, Gross, Rodriguez, Dodge, Hamann & Robey, 2008:1080).

Guidelines to assist facilitators to provide constructive feedback can be addressed by the following actions:

- Facilitators need to recognise what to include in feedback and observation during the SLM and how the arising issues should be addressed. Knowledge about feedback and reflection is crucial.
- Include questions that allow learners to think and present potential problems to increase problem solving abilities.
- Offer timely, constructive, and thoughtful feedback to learners (SANC, 2005).
- Learners in this study identified a lack of positive feedback, as well as feedback about their limitations. Provide feedback that includes these issues while allowing time for remediation should be obligatory.
- Depending on the phase of the SLM, allow feedback from peers and simulated patients. Feedback from simulated patients should be authentic based on their current experience and should not be instructive. The focus should be placed on communication skills and clinical judgement (Bokken, Rethans, Jobsis, Duivivier, Scherpbier, and Van der Vleuten, 2010:15).
- Questions to encourage reflection for each procedure can be included in assessment tools to guide facilitators. Using any model for reflection (Chapter 3) may prove to be beneficial.

Guidelines to assist facilitators with improving independent practice are addressed in Guideline 9.

5.3.9 Guideline 9

Encouragement and support of learners to practise independently empower learners to take control of their learning and to become self-directed.

The empowerment of learners to become autonomous practitioners and lifelong learners seems to be significant in the skills laboratory teaching method. The majority of learners in this study indicated that they received support and encouragement. Learners have to identify their own shortcomings with the continual support and encouragement of facilitators to improve clinical reasoning and critical thinking abilities. In addition to facilitators being supportive and encouraging, their teaching competencies (knowledge and skills) influence learning outcomes (Dale, Leland & Dale, 2013:3).

Actions that can be taken to address Guideline 9:

- Make learners aware of resources for independent learning that are available to them.
- When learners attend independent sessions, facilitators need to be supportive, guide, and challenge learners to take responsibility for their own learning. Learners in this study observed that adequate records of attendance of SLM sessions were kept. However, when facilitators observe learners, they need to also record the learners' progress with the aim of identifying individual learner's needs to augment further goal setting. Learners are able to self-direct by viewing audio visual material and other resources but some require a collaborative effort where educators provide clear direction (i.e. support and motivation) to ensure self-direction (Brydges *et al.*, 2009:512).
- Continually motivate learners by providing them with realistic scenarios, by clearly stating objectives and outcomes, and making learning interesting. Constant motivation or general talks, reflection, guidance, and support from supervisors enhance positive learning experiences for learners (Dale *et al.*, 2013:5).
- Empower learners to take responsibility for their own learning.

Guidelines to assist facilitators with improving assessment in the SLM are addressed in Guidelines 10, and 11 and 12.

5.3.10 Guideline 10

Facilitators should be involved in the planning and assessment of learners to ensure relevance and effectiveness of assessments.

The facilitator has the responsibility to provide positive learning experiences, as well as fair and objective evaluation of learners to empower competent nursing practitioners. Some learners in the study felt that facilitator were not always involved in clinical assessments. This

might be the result of various factors, such as staff turnover and the rotation of facilitators between groups of learners. These factors led to the perception that facilitators were not always available or involved in assessment.

Actions that address Guideline 10 are:

- Facilitators need to be familiar with local assessment policies.
- Ensure that all facilitators are involved in clinical learning which contribute to positive relationships between learners and facilitators.
- Collaboration amongst all stakeholders who are involved in assessments with the purpose of designing and developing standardised assessment tools.

5.3.11 Guideline 11

Facilitators should provide feedback based on the learners requirements.

Learners confirm that facilitators include feedback throughout the SLM but some indicate the need for more constructive feedback, especially during the assessment phase of the SLM. Adult learners acknowledge the need for feedback but generally take it very personally. They expect facilitators to consider their feelings and learn best in a non-threatening environment where they receive trust and mutual respect (Butler, 2014). Debriefing, including reflection and feedback, must be established to enhance the development of clinical judgement (Lusk & Fater, 2013:16).

The following actions described for Guideline 11 can be incorporated with those for Guideline 8:

- The facilitator as a role model should be able to provide feedback that is non-judgmental.
- Mutual respect and understanding between facilitators and learners prevent unwanted and unpredictable situations from occurring (Dale *et al.*, 2013:4).
- Facilitators direct and guide the SLM process, especially when learners are unable to self-reflect.
- Allow sufficient time for the debriefing process.

5.3.12 Guideline 12

The facilitator's behaviour and attitude during assessments should be appropriate to ensure positive learning experiences for learners.

Learners generally fear assessments. However, by ensuring fairness and objectivity (which seemed to be lacking according to the findings of this study), learners become more motivated and interested. The diagnostic nature of assessments informs learners about their accomplishments and is necessary for facilitators to draw conclusions about learners and also to indicate whether their facilitation has been successful (Wynne, 2014). The “gate-keeping” function of assessments must be considered, since it ensures that learners are able to practise as autonomous nursing practitioners (Meyer & Van Niekerk, 2008:189).

Actions that address Guideline 12 are:

- Ensure learners acquire the necessary knowledge and skills for quality nursing care.
- Ensure fairness and objectivity from facilitators :
 - Refrain from being biased with regard to gender, age, ethnicity, language, religion, and sexual orientation.
 - Assumptions about the learners that are based on previous performances must be disregarded.
 - The use of checklists for assessments seems ideal for assessing procedural skills because it includes stepwise and structured components of a skill to be assessed.
 - Assessment tools must be standardised and developed by gaining the knowledge of “procedural experts” (Lammers *et al.*, 2008:1082). These tools must then be implemented after they have been fully evaluated or pilot tested by all facilitators.
- When there are time constraints due to other factors, such as the pressure on facilitators to meet deadlines, facilitators should endeavour to select the absolute necessary or core procedures for competence at each specific level of training.

5.4 RECOMMENDATIONS

Clinical skills laboratory teaching and simulation have been widely researched and found as an effective teaching and learning methodology.

The following recommendations drawn from the perceptions of learners, could aid in the promotion and enhancement of clinical learning objectives:

- Facilitators should consider implementing the developed guidelines in this study in addition to the existing guidelines of the SLM.
- Facilitators should be committed to teaching and continually strive to keep abreast of the latest developments and changes in practice to ensure learners are fully prepared for the clinical environment.
- Facilitators should use their innovativeness and creativity to enhance simulation.
- The curriculum should provide adequate time and resources to ensure all the phases of the SLM are fully implemented.
- Lastly, facilitators should be knowledgeable of all procedures, policies, and guidelines pertaining to clinical teaching.
- A qualitative study could be conducted to explore the experiences of clinical supervisors with regard to each of the four phases as outlined in this study.

5.5 LIMITATIONS OF THE STUDY

The study was conducted at one undergraduate university in the Western Cape. Despite the fact that a fairly large sample size was used, it still limits the generalisation of the findings to other institutions. The study focused on perceptions of learners with regard to the implementation of the SLM by facilitators and not on the outcomes of this clinical teaching methodology.

5.6 IMPLICATIONS FOR RESEARCH

Further research is recommended about the outcomes of the skills laboratory method, the perceptions of facilitator about each of the SLM phases, and barriers that may impede clinical learning.

5.7 CONCLUSION

Based on the perceptions of learners, the study found that facilitators to a large extent implement aspects in the phases of the skills laboratory method. However, shortcomings were identified. The importance of these phases and the benefits were emphasised in the reviewed literature and research findings. The researcher addressed limitations and developed guidelines that may enhance positive clinical learning experiences.

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ANNEXURE A: INFORMATION SHEET



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21 959 2274, Fax: 27 21 959 2271

Email: nazmahjansen@gmail.com

INFORMATION SHEET

Project Title: Guidelines for facilitators to improve the implementation of the clinical skills laboratory method in an undergraduate nursing programme.

What is this study about?

I am Nazmah Jansen, registered for a Master's in Nursing degree at the University of the Western Cape with Prof K Jooste as my supervisor. I am inviting you to participate in this research project because you are a student nurse at the University of the Western Cape and registered for the undergraduate nursing degree or a clinical facilitator at the School of Nursing. The purpose of this research project is to obtain information about your perceptions about the teaching method used in the clinical skills laboratory in the undergraduate programme. From the results of the study, guidelines will be developed to assist the clinical facilitators to improve the implementation of the skills laboratory method.

You will be asked to complete a consent form to participate in the project.

What will I be asked to do if I agree to participate?

You will have to complete a questionnaire that will take approximately 15 - 20 minutes of your time.

The questions that will be asked are related to how you perceive each of the phases in the clinical skills laboratory method. The questionnaire will consist of statements about each of the

phases of the skills laboratory method with five possible responses, ranging from 1 (strongly disagree) to 5 (strongly agree). You will have to indicate your response by placing an X in the appropriate block.

Written consent for the questionnaire will be needed and only the supervisor, the statistician, and I will have access to these documents. The data analysed along with the questionnaires will be placed in a safe place and will be kept under lock and key for a period of five years.

Would my participation in this study be kept confidential?

We will do everything within our power to keep your personal information confidential. To help protect your confidentiality, the questionnaire does not require your name to provide your name.

The publication of the results of the project will not mention any names of either respondents or the institution.

What are the risks of this research?

There are no known risks associated with participating in this research project.

What are the benefits of this research?

The results may assist the researcher to learn more about the perceptions of learner nurses about learning in the clinical skills laboratory. Guidelines will be developed for clinical facilitators to improve the implementation of the skills laboratory method and to address learner nurses' needs.

Information acquired during this research project will be shared with all respondents prior to public dissemination. Results of the study will be published in an accredited journal.

Other people might benefit from this study by obtaining a better understanding of learning and teaching in a clinical skills laboratory at nursing education facilities. This study could be repeated in a different but similar contextual setting.

Am I obliged to take part in this research project and can I stop participating at any time?

Your participation in this research project is completely free and voluntary. You may choose not to take part at all. If you decide to participate in this research, you may withdraw at any time during the study. If you decide to withdraw from the study, you will neither be penalised in any way, nor will you forfeit any benefits to which you otherwise qualify.

How do I get my questions answered?

This research is being conducted by Nazmah Jansen, registered at the University of the Western Cape. If you have any questions about the research study, please contact:

Nazmah Jansen

5 Jan Hartogh Close

Strand

7140

Cell Phone: 072 2138 990

Email: nazmahjansen@gmail.com



Should you have any questions with regard to this study and your rights as a research respondent or if you wish to report any problems you have experienced related to the study, please contact:

Head of Department: Prof Oluyinka Adejumo

021 9593024

Email: oadejumo@uwc.ac.za

Dean of the Faculty of Community and Health Sciences

Prof Hester Klopper

Tel: 021 9592631

Email: hklopper@uwc.ac.za

University of the Western Cape

Private Bag X17

Bellville 7535

Head of Department

Dean of the Faculty of Community and Health Sciences

University of the Western Cape

Private Bag X17

Bellville 7535

This research has been approved by the Senate Research Committee and Ethics Committee of the University of the Western Cape.



ANNEXURE B: WRITTEN INFORMED CONSENT



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21959 2274, Fax: 27 21 959 2271

Email: nazmahjansen@gmail.com

WRITTEN INFORMED CONSENT

Letter of request to participate in the study

Title of the research project: Guidelines for clinical facilitators to improve the implementation of the clinical skills laboratory method in an undergraduate programme.

The study has been described to me in language that I understand and I freely and voluntarily agree to participate. My questions about the study have been answered. I understand that my identity will not be disclosed and that I may withdraw from the study without giving a reason at any time and this will not negatively affect me in any way.

Respondent's name

Respondent's signature

Date

Should I have any questions regarding this study or wish to report any problems I have experienced related to the study, I am allowed to contact the study coordinator:

Study Coordinator's Name: Prof Karien Jooste

University of the Western Cape

Private Bag X17, Bellville 7535

Telephone: (021) 959 2274

Cell: 082 897 2228

Fax: (021) 959 2271

Email: kjooste@uwc.ac.za



**ANNEXURE C: LETTER OF REQUEST TO CONDUCT THE RESEARCH AT AN
EDUCATIONAL INSTITUTION**



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21 959 2274, Fax: 27 21 959 2679

Email: kjooste@uwc.ac.za

5 Jan Hartogh Close
Strand
CapeTown
7140
July 2012



Head School of Nursing

Prof O Adejumo

University of the Western Cape

Private Bag X17

Bellville

7535

Dear Professor Adejumo

Consent to conduct a research investigation

I am a post-graduate student at the University of the Western Cape and am studying to fulfil the requirements for a Master's Degree in Nursing. My research topic is: Guidelines for clinical facilitators to improve the implementation of the clinical skills laboratory method in an undergraduate programme.

I am a clinical nurse facilitator at the University of the Western Cape and I am interested in the perceptions of nursing students about teaching and learning in the clinical skills laboratory. The results of the study may well assist with enhancing the current guidelines for clinical facilitators.

I request your permission to conduct this study; a questionnaire will be administered to learner nurses and facilitators. Systematic stratified sampling of learner nurses will be obtained from class lists in all four year levels of training in clinical teaching in the clinical skills laboratory will be included in the study. Informed consent will be obtained from all the respondents and the questionnaire will take approximately 15 - 20 minutes to complete. Having access to the class lists and permission to administer questionnaires to students and facilitators would be of great importance to complete the study.

I hereby request your permission to conduct my research investigation at the University of the Western Cape. Attached is a copy of the student consent form. Students will participate voluntarily and may withdraw, without fear or favour, from the study at any time. All information will be handled confidentially. Learner nurses will remain anonymous.

Information acquired during this research project will be shared with all respondents prior to public dissemination. Results of the study will be published in an accredited journal.

Yours sincerely,

Nazmah Jansen

Student No: 9455518

Prof Karien Jooste

Supervisor

(021) 959 2274



ANNEXURE D: QUESTIONNAIRE



The purpose of the study is to determine to what extent facilitators are implementing the phases of the skills laboratory method.

SECTION A: BIOGRAPHICAL AND DEMOGRAPHICAL INFORMATION

This section of the questionnaire refers to the background information necessary for the perceptions of learners with regards to the Skills Laboratory Method. (SLM)

Instructions:

Mark 'X' in the response box to indicate your answer: NB. The facilitator in this context refers to your clinical supervisor, lecturers and skillslab coordinators who is all involved in the different phases of the SLM

1. Gender

Male	
Female	

2. Age group

<19 years	
-----------	--

20 years	
21 years	
22 years	
23 years	
>23 years	

3. Home language

English	Afr	Zulu	Sotho	Pedi	Tswan	Swati	Venda	Tshon	Ndebele	Xhosa	Othe
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4. Year of study:

1st Year	2nd Year	3RD Year	4th Year
----------------------------	----------------------------	----------------------------	----------------------------

5. Have you previously repeated a year of study?

YES	NO
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6. If yes in item nr.5, which year did you repeat?

1st year	
2nd year	
3rd year	
4th year	



SECTION B

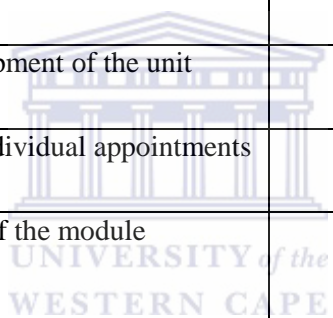
For each of the statements below please ensure that you mark **X** on the scale. Indicate the extent to which you agree with the statements, ranging from 1 strongly disagree to 5 strongly agree.

- 1 STRONGLY DISAGREE (SD)
- 2 DISAGREE (D)
- 3 UNCERTAIN (U)
- 4 AGREE (A)
- 5 STRONGLY AGREE (SA)



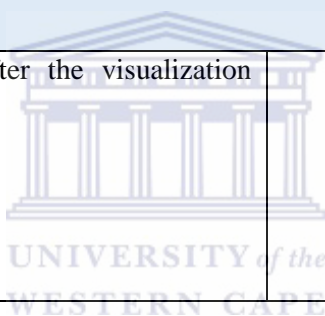
THE SKILLS LABORATORY METHOD (SLM)	1	2	3	4	5
	SD	D	U	A	SA
ORIENTATION TO THE SKILLS LABORATORY METHOD					
The Facilitator:					
1. encourage me to attend the orientation for my particular year level					
2. informs me in time of the general orientation					
3. introduce and orientate me to the clinical skills laboratory					
4. explains educational expectations in a clear manner that students can understand					

5. keep the attendance register of students attending the orientation					
6. orientates learners to the purpose of the skills lab method by:					
6.1. showing a video of the method					
6.2. explaining the purpose of the manikins					
6.3. introducing me to the simulated patients					
6.4. providing information with regard to resources e.g. library, videos, self-recording rooms					
7. inform students about the correct handling of equipment					
8. focus on the safe keeping of equipment of the unit					
9. explain consultation times for individual appointments					
10. explain the assessment criteria of the module					



THE SKILLS LABORATORY METHOD (SLM)	1	2	3	4	5
	SD	D	U	A	SA
VISUALIZATION					
The Facilitator:					
11.schedule small group sessions for demonstrations					
12. small groups varies between 8-12 students for demonstrations					
13.large group sessions with more than 12 learners is scheduled for demonstrations of a new skill, e.g. urinalysis , immunizations,					
14.ensure attendance register for each demonstration is kept					
15.emphasize the objectives for a particular demonstration					
16.emphasize the importance of viewing the procedure holistically (considering all aspects of patient care)					
17.allows students to set their expectations of the method					
18.determines what students know about the procedure before continuing with the demonstration(pre-knowledge)					
19.makes the simulated scenario as realistic as possible					
20.give a demonstration by using a simulated patient(real patient)					
21.use a manikin(doll) to demonstrate					

22. silently demonstrates the procedure by emphasizing communication skills with the simulated patient					
23. explains procedure to students whilst demonstrating					
24. allow learners to ask questions about the procedure					
25. appears to be knowledgeable when answering questions					
26. pose questions to the group about the particular skill					
27. is able to help me to integrate theory to practice					
GUIDED PRACTICE					
The Facilitator:					
28. re-demonstrate a procedure after the visualization phase					



THE SKILLS LABORATORY METHOD (SLM)	1	2	3	4	5
	SD	D	U	A	SA
29.allow adequate time for a guided practice to be done					
30.allow the student to make mistakes					
31.allow the student to reflect on their guided practice					
32. give the student constructive feedback after completing the procedure					
33.involve all students in the during group sessions					
34.undertake guided practice of individual students before they are assessed on a particular skill					
35. give time for a guided practice during scheduled sessions					
36. give advice when needed					
37. provides direction during guided practice					
38.provides adequate and immediate feedback					
39.allow simulated patient to give feedback with regard to this guided practice					
40.allow peers to give feedback					
41.the manner of how feedback is given is acceptable e.g. attitude of the facilitator					
42. have a non-threatening attitude whilst giving feedback					
INDEPENDENT PRACTICE					

The facilitator:					
43.verbalize the importance of independent practice or self-directed learning (SDL)					
44.adopts a supportive role in the learning process of the student					
45.help students identify the factors necessary for effective learning					
46. treat students with respect					
47.help students to identify their learning needs					
48.acknowledge that students' views are also important					
49. ensure the availability of adequate resources e.g. videos, self-recording					
50.encourage students to reflect on experiences					
51.encourage the student to make use of the skills lab and other resources for SDL					
52. is available for consultation if the student needs assistance during SDL(skillslab coordinators)					
53.keep adequate record of the students' SDL sessions in the skills lab					
54.motivates students constantly					
THE SKILLS LABORATORY METHOD (SLM)	1	2	3	4	5
	SD	D	U	A	SA
ASSESSMENT					

The Facilitator					
55. is involved in all assessment of clinical skills during the year					
56. make sure assessments is linked to specific outcomes (explained in workbooks)					
57. make sure assessments are relevant to specific procedures					
58.give clear and understandable instructions					
59.is fair during assessments					
60.is objective when assessing students					
61.make students feel comfortable during assessments					
62. make students feel confident during assessments					
63. allow adequate time for assessments					
64. give feedback to students that allow students to realize importance of clinical learning					
65. use simulated patients during OSCE					
66. provide specific instructions for assessments					
67. give clear feedback on performances					
68. allow students to reflect on assessments of specific skills					
69. is able to identify students' strengths and limitations after each assessment					
70.give feedback on students' limitations after assessments					

71.give positive feedback after assessments					
---	--	--	--	--	--

SECTION C

GENERAL QUESTIONS

THE SKILLS LABORATORY METHOD (SLM)	1	2	3	4	5
	SD	D	U	A	SA
72. is an effective clinical teaching method					
73. encourage me to take responsibility for my own learning (being self-directed)					
74. allows me to practice independently					
75. improves my problem-solving ability					
76. improves decision making ability					

THANK YOU

ANNEXURE E: ETHICAL APPROVAL



OFFICE OF THE DEAN DEPARTMENT OF RESEARCH DEVELOPMENT

20 August 2012

To Whom It May Concern

I hereby certify that the Senate Research Committee of the University of the Western Cape has approved the methodology and ethics of the following research project by:
Mrs N Jansen (School of Nursing)

Research Project: Guidelines for clinical facilitators to improve the implementation of the clinical skills laboratory method in an undergraduate nursing programme.

Registration no: 12/7/7

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

The Committee must be informed of any serious adverse event and/or termination of the study.

A handwritten signature in black ink, appearing to read 'Josias'.

*Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape*

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T: +27 21 959 2988/2948 . F: +27 21 959 3170
E: pjosias@uwc.ac.za
www.uwc.ac.za

A place of quality,
a place to grow, from hope
to action through knowledge

ANNEXURE F: CONFIRMATION OF EDITING



* The stars that tell the spade when to dig and the seeds when to grow *

* Isilimela – iinkwenkwezi ezixelela umhlakulo ukuba mawembe nembewu ukuba mayikhule*

P O Box 65251
Erasmusrand
0165

11 November 2014

Dear Ms Nazmah Jansen

CONFIRMATION OF EDITING THE THESIS WITH THE TITLE GUIDELINES FOR FACILITATORS TO IMPLEMENT THE SKILLS LABORATORY METHOD AT AN UNDERGRADUATE INSTITUTION IN THE WESTERN CAPE

I hereby confirm that I have edited the abovementioned document as requested.

Please pay particular attention to the editing notes AH01 to AH71 for your revision.

The tracks copy of the document contains all the changes I have effected while the edited copy is a clean copy with the changes removed. Kindly make any further changes to the edited copy since I have effected minor editing changes after removing the changes from the tracks copy. The tracks copy should only be used for reference purposes.

Please note that it remains your responsibility to supply references according to the convention that is used at your institution of learning.

You are more than welcome to send me the document again to perform final editing should it be necessary.

Kind regards

André Hills
083 501 4124