

**FACULTY OF HEALTH SCIENCES  
DEPARTMENT OF NURSING SCIENCE**



**PROGRAMME** : PROFESSIONAL NURSING SCIENCE 2B

**SUBJECT** : MODULE 1: HISTORICAL DEVELOPMENT AND FOUNDATION OF NURSING EDUCATION  
: MODULE 2: EDUCATION AND TRAINING IN NURSING

**CODE** : PNS02A1 / PNS2B10/20

**DATE** : SUPPLEMENTARY EXAMINATION JULY 2016

**DURATION** : 2 HOURS

**WEIGHT** : 50:50

**TOTAL MARKS** : 80

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**EXAMINER** : DR M KRIEL (UNISA)

**MODERATOR** : MRS IJ KEARNS

**NUMBER OF PAGES** : THIS PAPER CONSISTS OF EIGHTEEN (8) PAGES

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**INSTRUCTIONS:**

- Students registered for section 1 and section 2 answer **both** sections (questions 1-11)
- Students who have credit for section 1 **only** answer the questions in section 2 (questions 8-11)
- Students who have credit for section 2 **only** answer section 1
- Answer section 1 in book no.1
- Answer section 2 in a separate book no.2

**REQUIREMENTS:** ONE EXAMINATION BOOK PER MODULE

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**INSTRUCTIONS TO CANDIDATES:** This examination paper remains the property of the University of Johannesburg and may not be removed from the examination room.

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**SECTION 1**

**QUESTION 1**

**(5)**

Choose the correct answer/answers and only write the correct symbol/s on your answer sheet.

E.g. 1.1=1

1.1 The first university nursing degree programmes in the country were introduced in:

- 1 1956
- 2 1877
- 3 1985
- 4 1958
- 5 1983

Choose the correct number

1.2 Which of the following qualifications are on the same NQF level?

- a Registered auxiliary nurse
- b Registered staff nurse
- c Registered midwife
- d Registered professional nurse and midwife
- e Specialist nurse

Choose the correct combination of the responses:

- 1 a c
- 2 c d
- 3 d e
- 4 b c
- 5 b d

1.3 The nurses of this country owe a tremendous debt to those who fought for a sound educational system for nurses.

Those who fought for a sound educational system for nurses are:

- a members of the health matters advisory committee
- b principles of teacher training colleges
- c the National Health Policy Council
- d the advisory committees of the universities
- e the committee of university Principals

Choose the correct combination of responses:

- 1 a c e
- 2 c d
- 3 b c d e
- 4 a b d e
- 5 a c d e

1.4 Which of the following programmes will no longer be offered after June 2015?

- a Course leading to Enrolment as a Nurse (R.2175 of 19 November as amended)
- b The education and training programme leading to registration as a Nurse (General, Psychiatric and Community) and Midwife. ((R425 of February 1985)
- c Course leading to Enrolment as Nursing Auxiliary (R2176 of 19 November 1993 as amended).
- d Bridging Course for Enrolled Nurses leading to Registration as a General Nurse or Psychiatric Nurse (R 683)

Choose the correct combination of the responses:

- 1 a c
- 2 c d
- 3 b c d
- 4 a b d
- 5 a b c d

- 1.5 Factors which exerted pressure for change that diploma nursing education must be placed on par with that of teacher education includes the:
- a drop of nurses into the existing nursing education system
  - b pressure by SANC and SA Nursing Association on health and university authorities
  - c statements by various ministers of health that there is a necessity for comprehensive approach to the education and training of nurses
  - d increased awareness of nurse educators of the benefits of a university-linked system of nursing education
  - e shortage of nurses

Choose the correct combination of responses:

- 1 a c e
- 2 c d e
- 3 b c d
- 4 a b c
- 5 a b c d e

**QUESTION 2**

**(5)**

Match the descriptions on andragogy assumptions in Column B with the assumptions in Column A.

E.g. 2.1=a

ASSUMPTIONS	ANDRAGOGY
2.1 Need to know	a Adults have greater and much varied experience
2.2 Self-concept	b Motivation is internal
2.3 Role experience	c Self-direction adults take responsibility for their own learning
2.4 Readiness to learn	d Adults have a life centered orientation to learning and problem solving
2.5 Orientation to learning	e Adults need to know why they must learn something
	f Adults readiness relates to the things he/ she need to know and do in real life

**QUESTION 3 (15)**

3.1 List five (5) functions of SANC in respect of assessors (5)

3.2 Motivate the importance of teaching students critical thinking skills (10)

**QUESTION 4 (15)**

4.1 Motivate why evidence-based practice should lead to clinical effectiveness (5)

4.2 List 10 aspects to use when checking the teaching of critical thinking. \* [40]

**SECTION 2**

**QUESTION 5 (5)**

Choose the correct answer/answers and only write the correct symbol/s on your answer sheet.

E.g. 5.1=a

5.1 The science which studies teaching and learning is:

- a. didactics
- b. pedagogic
- c. pedagogy
- d. andragogics
- e. andragogy

5.2 The science which studies education as an aspect of reality is:

- a. pedagogy
- b. andragogic
- c. andragogy
- d. pedagogic
- e. sociology

- 5.3 Pedagogy is the activity engaged when teaching:
- a. adults
  - b. students
  - c. children
  - d. peer group
  - e. teachers
- 5.4 Didactics is a discipline of:
- a. ontology
  - b. anthropology
  - c. sociology
  - d. psychology
  - e. pedagogics
- 5.5 Sociology studies is about:
- a. culture
  - b. one's mind and intellect
  - c. human society as an aspect of reality
  - d. the aspects relating to education
  - e. the aspects relating to teaching and learning

**QUESTION 6**

**(5)**

Match the characteristics of the didactic principles in Column B with the appropriate didactic principle in Column A.

E.g. 6.1=a

COLUMN A DIDACTIC PRINCIPLES	COLUMN B CHARACTERISTICS
6.1 Individualisation	a. Learners get time to practice
6.2 Perception	b. Involves cognitive, psychomotor and affective characteristics optimally
6.3 Active participation	c. Learners should handle, touch, smell and taste
6.4 Totality and globalization	d. It reveals the know-how of teaching
6.5 Scientism	e. Learners receive personal attention
	f. To monitor the sequence and events

**QUESTION 7**

(4)

Match the principle characteristic of field dependence learning in Column A with the description of field dependence learning in Column B

E.g. 7.1=a

COLUMN A	COLUMN B
7.1 Personal orientation	a. The self-view is derived from others
7.2 Holistic	b. Less skilled in interpersonal/social relationships
7.3 Dependent	c. Perceives field as a whole
7.4 Not so socially aware	d. Reliance on external frame of reference in processing information
	e. Reliance on internal frame of reference

**QUESTION 8**

(4)

Match the learning styles in Column A with the description of the learning style in Column B.

E.g. 8.1=a

COLUMN A LEARNING STYLES	COLUMN B DESCRIPTION OF LEARNING STYLES
8.1 Converger	a. Create theoretical models
8.2 Diverger	b. Carry out plans and experiments
8.3 Assimilator	c. Difficulty with written language
8.4 Accommodator	d. Generation of ideas
	e. Single correct answer

**QUESTION 9**

**(5)**

Match the learning approaches in Column A with the description of the learning approach in Column B.

E.g. 9.1=a

COLUMN A		COLUMN B	
9.1	Visual learner	a.	Often talks to themselves
9.2	Auditory learner	b.	Enjoy written word
9.3	Reader/write	c.	Enjoy hands- on activities
9.4	Kinesthetic learner	d.	Like to learn as part of a group
9.5	Social	e.	Difficulty with written language
		f.	Use imagination

**QUESTION 10**

**(11)**

10.1 Distinguish between syllabus-bound learning style and syllabus-free learning style

10.2 List six (6) benefits of meta-teaching

**(6)**

**QUESTION 11**

**(6)**

Describe the strategy of each one of the following learning approaches:

Superficial atomistic approach

Deep holistic approach

Achievement orientated approach

**TOTAL: [40]**