

Creating Healthy Work Environments VIRTUAL 2021

Guidelines for the Implementation of Community Service for Newly Qualified Nurses

Paulina Dora Mabusela, Masters

Adelaide Tambo School of Nursing Science, Tshwane University of Technology, Tshwane, South Africa

Tendani Sara Ramukumba, D Tech Nursing; Msc Nursing

Adelaide Tambo School of Nursing, Tshwane University of Technology, Pretoria, South Africa

Purpose:

In South Africa Newly Qualified Nurses are expected to serve in public health services for twelve months pre- registration. The programme is referred to as Community Service. It is considered important in facilitating and supporting the development and integration of Newly Qualified Nurses into the workplace and the profession. The programme also assist new nurses to learn nursing skills. However, literature alludes that there are no guidelines regarding implementation of community service.

The purpose of the study was to develop guidelines for the implementation of community service.

Methods:

The study was conducted in three phases. In phase 1: Systematic Literature Review was conducted on the experiences of new nurses placed for community service. Phase 2 and Phase 3 were qualitative and explored the experiences of professional nurses who were working with new nurses, and support provided by the public health facilities respectively. Qualitative data analysis was done. Evidence-based guidelines were developed by integrating findings from three phases.

Results:

Phase 1: Revealed that new nurses admitted to not being competent and confident to practise independently. Experience stressful community service. Not supported by senior colleagues. Phase 2: Professional nurses were concerns about the poor work-readiness of new nurses. Unhappy about their behaviour at work. They offered support even though they were not empowered to do that. Phase 3: Support to new nurses was provided through induction and skill development. Experienced professional nurses ensured that new nurses were skilled. There was no feedback by new nurses. Common and contradicting themes emerged from three phases, from which guidelines were developed. Presented to stakeholders for validation. Validated guidelines were presented as final guidelines. Guidelines included roles of Nursing Education Institutions, before nurses are send for Community Service. Roles of health facilities during Community Service. Responsibilities of new nurses and of health professionals were highlighted.

Conclusion:

Objective of the study was successfully achieved. Guidelines were essential to address areas that resulted in challenges during implementation. Stake holders were included

for validation. Guidelines were extended to include Nursing Education Institutions and clearly highlighted responsibilities of new nurses and professional nurses.

Title:

Guidelines for the Implementation of Community Service for Newly Qualified Nurses

Keywords:

Community Service, Guidelines, and Newly Qualified Nurses

Abstract Summary:

Community Service is an internship programme for new nurses, which mandates them to work for one year Pre-registration. Literature alludes that new nurses, and professional nurses experience challenges during community service. Lack of guidelines is accounted for challenges experienced. Guidelines are developed for implementation of Community Service.

References:

- MAKUA, M.G. 2016. Induction and professional development support of newly qualified professional nurses during community service [Online]. D Litt et Phil thesis, University of South Africa, Pretoria. Available from: <http://hdl.handle.net/10500/22273> [Accessed: 18/02/2020].
- MSHWESHWE, N.M. 2015. Experiences of professional nurses regarding clinical placement exposure during their compulsory community service at state hospitals in Nelson Mandela Bay [Online]. MCur dissertation, Nelson Mandela Metropolitan University, Port Elizabeth. Available from: <http://hdl.handle.net/10948/d1021074> [Accessed: 27/02/2020].
- ORTIZ, J. 2016. Clinical education: New graduate nurses' experiences about lack of professional confidence. *Nurse Education in Practice*, 197/1/July 2016:19-24.
- SOUTH AFRICA. Department of Health. 2016. Report on the 2015 Health Summit. Pretoria: Department of Health.
- SWART, B. 2013. A community (dis)service: reflections of a community service clinical psychologist. *South African Journal of Psychology*, 43(1):105-115.
- VALIZADEH, S., BORIMNEJAD, L., RAHMANI, A., GHOLIZADEH, L. & SHAHBAZI, S. 2016. Challenges of the preceptors working with new nurses: a phenomenological research study. *Nurse Education Today*, 44:92-97.

First Primary Presenting Author***Primary Presenting Author***

Paulina Dora Mabusela, Masters

Tshwane University of Technology

Adelaide Tambo School of Nursing Science

Lecturer

Pretoria West

Tshwane

South Africa

Author Summary: Professional nurse. . Master's in Public Health, speciality in PHC, Community Health Nursing, and Occupational health Nursing. STTI member. Lecturer at Tshwane University of Technology. Supervised Master's students. Reviewed research article for HSAG. PHD, (Doctoral) student

Second Author

Tendani Sara Ramukumba, D Tech Nursing; Msc Nursing, RN, CNM
Tshwane University of Technology
Adelaide Tambo School of Nursing
Associate Professor
Pretoria
South Africa

Author Summary: Associate Professor at Tshwane University of Technology, Chair Person for the Departmental Research and Innovation Committee. Member of the faculty Research Ethics Committee. Community Nursing Science specialist. Executive committee member of STTI, CHI-XI Chapter.