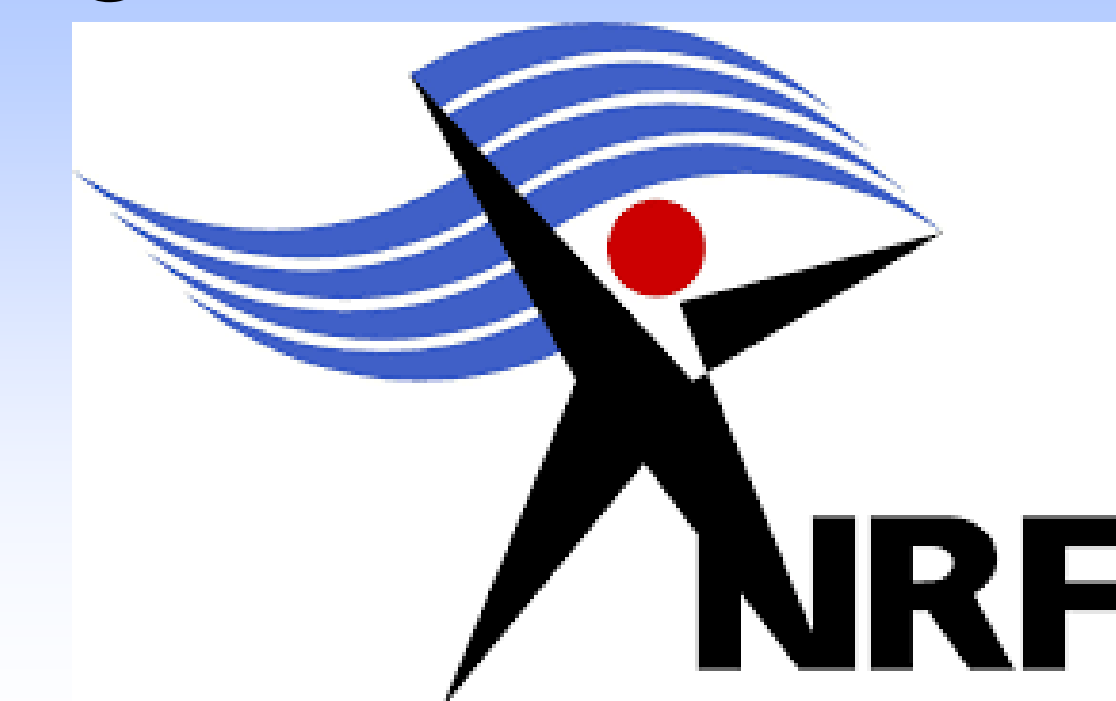


# Descriptive guidelines on how to integrate theory and clinical practice using innovative mobile learning strategies

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## BACKGROUND

In today's health care environment, with the advancement in computers and information technology made it imperative for nurses to adapt to technological advancements to enable them to address the complexity in health care issues thus ensuring optimal delivery of care.

Mobile devices have the capacity to store large quantities of information and their functioning systems allow applications that support sophisticated user interactions, their graphics capabilities offer representative flexibility and their networked status means that they afford easy communication among their users.

A methodological review recognised that mobile phones have become ubiquitous and established itself in popularity in the delivery of health care interventions with the extensive proliferation in technical capabilities.

Mobile devices have thus become a platform in the delivery of primary health care that includes the provision of health education, encouraging attendance of primary care appointments and the use of applications to monitor patients' health status.

## RESULTS



In my experience with the study thus far the idea of the study is promising and the tasks that were assigned is a very great tool for learning. I have learned quite a bit during these sessions and find it quite "fun".  
Participant 1

It is more convenient, in my experience to learn electronically. There is only one downside to the whole electronic-learning process and that is data usage.  
Participant 3

I have develop the boldness of imagination...  
Participant 13

I think the last week really help me get back in touch with my anatomy, and to use my knowledge to identify some conditions and how to treat it.  
Participant 18

The study played a big role in helping me revise the theoretical and practical aspect of PHC via the mobile learning.  
Participant 38

## OBJECTIVE

To describe guidelines for educators on how to integrate theory and clinical practice of the health assessment of the head and neck within the Primary Health Care Module through mobile learning in an undergraduate nursing program at a HEI in the Western Cape.

## METHOD

Descriptive qualitative data was collected through electronic reflections and a focus group sessions with students and educators.

These included those who participated in a mobile learning intervention on the integration of theory and clinical practice of the health assessment of the head and neck within the Primary Health Care Module.

Data analysis was done using Tesch's (1990) steps of analysis to complete the thematic analysis of the data collected from data collected.

## THEMES IDENTIFIED

1. Provide clear participatory guidelines for an intervention
2. Ensure internet accessibility
3. Ensure availability of an educator to provide guidance
4. Ensure authenticity & flexibility within the activity

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

