

# NORTH-WEST UNIVERSITY THIRD LEADERSHIP CAMP FOR STUDENT NURSES

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The School of Nursing Sciences (SONS) at the Mafikeng Campus of the North-West University (NWU) organised the third leadership camp for Level 1 student nurses from 18–20 November 2017 at the Dome Inn Lodge in Parys, Free State, South Africa. The leadership camp was attended by the SONS management and facilitators, student nurses and a member of the Nursing Parents Forum.

The purpose of the camp was to reward Level 1 student nurses for their hard work, dedication and commitment for being the first group in the history of the SONS to obtain 96% clinical attendance. The candidates who attended the camp included Dr Molekodi Matsipane (Acting School Director), Ms Puledi Sithole (Clinical Programme Manager), Mrs Maud Chulu (Facilitator), Ms Sesepo Lethale (Facilitator), Mr Gopolang Gause (Clinical Accompanist), Mr Phaladi Molebatsi (Clinical Accompanist), Mr Boitumelo Molato (Clinical Teaching and Learning Logistics Manager), and Mrs Maria Kwatisi (a member of the Nursing Parents Forum). The camp

was officially opened by Dr Matsipane who welcomed all the attendees and thanked them for honouring an invite to attend the camp.

Ms Lethale led the series of presentations by focusing on the attitude of student nurses in the clinical practice and teaching and learning environment. She further encouraged them to have a respectful approach in both the clinical learning environment and theoretical learning environment. Dr Matsipane, in his presentation, emphasised socialisation in the nursing profession. The attributes of professional socialisation, which he covered, included ethics, norms, culture, behaviour, values, and attitude. The SWOT analysis was presented by Mrs Chulu. She presented the identification of SWOT as follows: Strengths (experienced senior staff, quality of clinical resources and strong information system), Weaknesses (lack of staff development, nursing staff turnover of 36%, and the high nurse/patient ratio), Opportunities (increase in the ageing opportunity, development of the mentor programme and the student preceptorship programme), and Threats (urban population deeding, salary competition between hospitals, and the high unemployment rate).

Mr Molebatsi presented an educational poem which focused on motivation and perseverance in the journey of life. The attributes that were covered in the poem included courage, patience, flexibility, respect, and integrity. The second poem, which was presented by Mr Gause, was about identifying challenges that interfere with the progress along the academic journey and life at its best. The poem highlighted how to structure day, week, year and life goals. An expert in the midwifery discipline, Ms Sithole, gave a presentation on how to maintain and sustain professionalism. Her main discussion was on professional behaviour, professional secrecy, confidentiality, integrity, trustfulness, truthfulness and honesty. Mrs Kwatisi emphasised compliance with government service standards, such as the Batho Pele Principles and the Patients' Rights Charter. Furthermore, she emphasised collaboration among parents and nurse educators to groom student nurses to be professionals.

In the last session, the students were requested to share their theoretical and clinical experiences as first-year students. Their experiences comprised a passion for being nurses, challenges, and strengths. Their passion for being nurses included references to the disturbing history of how their families were treated at the clinical facilities and the medical history of the families. The challenges which they experienced are poor family background, the lack of financial support because they did not have bursaries, their first experience in the clinical learning environment, their first exposure to be allocated in groups, practical examinations, and their workload because of the integrated learning-system approach and case-based approach. The strengths included comprehensive support from both their colleagues and facilitators.

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