



UNIVERSITY OF CAPE TOWN

FACULTY OF HEALTH SCIENCES (UNDERGRADUATE)

2017

Postal Address: University of Cape Town
Private Bag X3
7701 RONDEBOSCH

Dean's & Faculty Offices: Barnard Fuller Building
Anzio Road
Observatory

Office Hours: Mondays to Fridays: 08h30 - 16h30

Fax: (021) 447 8955

<u>Telephones:</u>	Dean's Office	(021) 406 6346
	Faculty Office	(021) 406 6346/6634
	Accounts and Fees	(021) 650 1704
	Admissions	(021) 650 2128

<u>Internet:</u>	UCT's Home Page	http://www.uct.ac.za
	Health Sciences	
	Home Page	http://www.health.uct.ac.za
	Dean's Office	dean.hs@uct.ac.za
	Faculty Office	N/A
	International Academic Programmes	
	Office	int-iapo@uct.ac.za

The Registrar's and General Enquiries offices are located in the Bremner Building and remain open during the lunch hour. The Admissions Office and Student Records Office are located in the Masingene Building, Middle Campus, and are open from 08h30 to 16h30. The Cashier's Office is located in Kramer Building, Middle Campus, and is open from 09h00 to 15h30.

This handbook is part of a series that consists of

- Book 1:** Undergraduate Prospectus
- Book 2:** Authorities and information of record
- Book 3:** General Rules and Policies
- Book 4:** Academic Calendar and Meetings
- Book 5:** Student Support and Services
- Book 6-11:** Handbooks of the Faculties of Commerce, Engineering & the Built Environment, Health Sciences, Humanities, Law, Science
- Book 12:** Student Fees
- Book 13:** Bursary and Loan Opportunities for Undergraduate Study
- Book 14:** Financial assistance for Postgraduate Study and Postdoctoral Research

The University has made every effort to ensure the accuracy of the information in its handbooks. However, we reserve the right at any time, if circumstances dictate (for example, if there are not sufficient students registered), to

- (i) make alterations or changes to any of the published details of the opportunities on offer; or
- (ii) add to or withdraw any of the opportunities on offer.

Our students are given every assurance that changes to opportunities will only be made under compelling circumstances and students will be fully informed as soon as possible.

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Guide to the usage of this Handbook

The following is a general overview of the structure of this Handbook for the guidance of users. The contents are organised in a number of different sections (see below) each of which has a particular focus. The sections are interlinked by cross-references where relevant.

General Information: This section includes contact details, term dates, disciplines within departments, definitions of terminology used and other explanatory notes.

General rules for undergraduate students: The rules in this section must be read in conjunction with the degree-specific rules in the next section.

Rules and curricula for undergraduate programmes: This section gives an outline of each of the undergraduate degrees and courses within those degrees, as well as rules relating to curricula. Please note especially the readmission rules under each programme; students who fall foul of these rules are in danger of being refused readmission.

Other courses offered: This section lists courses that do not form part of the postgraduate degrees, and include stand-alone courses offered to students in this faculty or other faculties.

Faculty structure and departments: The second half of this book lists all the teaching and research staff in departments and research structures.

Additional information: This section gives details of prizes and awards, charters (e.g. the Teaching and Learning Charter) and also Faculty-specific policies for postgraduate students.

All students must also familiarise themselves with the University rules in Handbook 3, General Rules and Policies. Students are also expected to check annually whether the rules or curriculum requirements have changed since the last edition of this Handbook or of the General Rules book.

GENERAL INFORMATION

Dean's office, Faculty office and other central offices in the Faculty

DEAN'S OFFICE AND FACULTY OFFICE

*L2, Barnard Fuller Building and Wernher & Beit North
(Tel: 021 406 6346 and 021 406 6634)*

Professor and Dean:

B M Mayosi, BMedSc MBChB UKZN FCP SA DPhil Oxon FESC FACC FRCP MASSAf

Professor and Deputy Dean: Research:

K Kliwa-Hahnle, MD Germany PhD DTM&H Witwatersrand FESC FACC

Professor and Deputy Dean: Postgraduate Education:

S H Kidson, BSc(Hons) MSc PhD Witwatersrand HDE JCE

Professor and Acting Deputy Dean: Undergraduate Education:

H Kathard, B(SPHT) M (SpPath) DED UDW

Deputy Dean: Clinical Health Services:

R L Morar, MBChB UKZN DHMEF MMed (Community Health) *Cape Town* FCPHM SA

Faculty Manager: Academic Administration:

B Klingenberg, BA HED *UFS*

Manager: Postgraduate Administration:

D J A Winckler, BA *Pret*

Manager: Undergraduate Administration:

J Stoffberg, BTech *CPUT*

PRIMARY HEALTH CARE DIRECTORATE

E47-25, Old Main Building, Groote Schuur Hospital (Tel: 021 406 6761)

Chair and Director:

S Reid, BSc (Med) MBChB *Cape Town* MFamMed *Medunsa* PhD (Ed) *UKZN*

Senior Lecturers:

I Datay, MBChB *Cape Town* DPhil *Oxon*

J Irlam, BSc (Med) (Hons) MPhil *Cape Town*

C Tsampiras, MA (AfrHist) *London* PhD (PolHist) *Grahamstown*

Lecturer:

S Crawford-Browne, MSocSc ClinSocW *Cape Town*

Honorary Senior Lecturer:

L Jenkins, Dip (Anaesthesia) (Obs) (HthServMan) *CMCA* MBChB *Stell* MFamMed *KZN* PhD (FamMed) *Stell*

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Honorary Lecturers:

K du Pré le Roux, IMCH MA (IntHlth) *Sweden MBChB Cape Town*
B Gaunt, Dip (Anae) Dip (Obs) SA MSc (IntPHC) *London MBChB Cape Town*

Honorary Research Associate:

R Baum, PhD (DramArts) *California*

Clinical Teaching Platform Manager:

D Swart, BSc(Med)(Hons) HDE (PG) *Cape Town MPhil (PubHth) UWC*

CBE Coordinator Eden District:

H Reuter, HDE *Rhodes MBChB Stell*

Student Coordinator Eden District:

F Marais, MBChB *Stell*

Facility Manager:

S Naidoo, Dip (RNurs) Dip (RM RK) Dip (CHNurs) *Durban*

Site Facilitators:

C Beauzac, Hons (DevStud) MA (ComHth) PhD (ComHlth) *UWC*
T Xapa, Dip (AdEd/BusPlan) *Cape Town*
L Davids BSc (Diet) *Stellenbosch BSocSc Cape Town*
F Jordaan

Site Coordinators:

Z Nyati, Dip (OffAdmin) *Cape Town BA (HlthSC & Soc Serv) UWC*
A Solomons Dip (HRMan) *Unisa*
S Adams
N Daniels
F Le Roux

Administrative Officer & PA to Director:

C Johnston, BA (Psych/ArtHist) *Johannesburg*

CENTRE FOR BIOETHICS

c/o Philosophy Department, 3.03 Neville Alexander Building, University Avenue, Upper Campus, University of Cape Town.

The Bioethics Centre, formally established in 1992, grew out of the Bioethics Unit, which has functioned informally in the (then) Faculty of Medicine since 1988. Since 2009, the Bioethics Centre has been a joint Centre of the Faculty of Health Sciences and the Department of Philosophy in the Faculty of Humanities. Bioethics Centre staff are actively engaged in bioethics teaching and research, and provide a consultation service.

To arrange bioethics consultations please email: bioethicsconsult@uct.ac.za (all emails to this address are confidential).

For general enquiries to the Bioethics Centre please email: bioethics@uct.ac.za

Professor and Director:

D Benatar, BSocSc(Hons) PhD *Cape Town*

Emeritus Professor:

S R Benatar, MBChB DSc(Med) *Cape Town FFA FRCP (Hon) FCP SA (Hon)*

Associate Professors:

J Anthony, MBChB *Cape Town* FCOG SA MPhil *Stell*

A Pope, LDipLib *Stell* BA LLB *Rhodes* PG Dip (International Research Ethics) *Cape Town*

Senior Lecturers:

T Burgess, BSc, BSc (Med)(Hons) PhD *Cape Town*

J de Vries, MSc (Hons) *Wageningen* MSc *European University Institute* PhD *Oxon*

E Galgut, BA(Hons) MA *Witwatersrand* MA *Cape Town* PhD *Rutgers*

Honorary Senior Lecturer:

L Henley, MSocSc MPhil(Bioethics) PhD *Cape Town*

Lecturers:

D Chapman, BSc *Cape Town* BSc(Hons) *Rhodes* MA *Cape Town* PhD *New York*

G Fried, BA(Hons) *Cape Town* MPhil PhD *Cantab*

G Hull, BA(Hons) *Cantab* MPhil PhD *London*

Contact details of University and Faculty administrative offices dealing with student matters

[Note: The Academic Administration section of the Faculty Office of Health Sciences is situated in the Wernher Beit North building, one level down from the Dean's Office.]

Query:	Whom to approach:	Telephone:
Academic transcripts/degree certificates	Records Office	(021) 650 3595
Admission: Undergraduate	Undergraduate Administration section of Faculty Office of Health Sciences	(021) 406 6328
Computer laboratory queries	ICTS, Anatomy Building, Health Sciences campus	(021) 406 6729
Deferred examinations	Records Office	(021) 650 3595
Fee problems/accounts	Central Fees Office (Kramer Law Building)	(021) 650 2142
Fee payments	Cashier's Office (Kramer Law Building) (09h30 to 15h30)	(021) 650 2207/ 2146
Financial assistance	Student Financial Aid Office (Kramer Law Building)	(021) 650 2125
Medical Library queries	Medical Librarian, Health Sciences Faculty Library	(021) 406 6130
Registration issues	Academic Administration section of Faculty Office of Health Sciences: Undergraduate	(021) 406 6634
Student health matters	Student Wellness	(021) 650 1020
Undergraduate curriculum matters	Undergraduate Administration section of Faculty Office	(021) 406 6634
Undergraduate student support (other than academic support)	Undergraduate Administration section of Faculty Office of Health Sciences	(021) 406 6614

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Health Sciences Student Council

Ground Floor (Next to the Cafeteria), Barnard Fuller Building

Phone number: 021 406 6421

Office Hours: 13h00-14h00 week-days

Term dates 2017

The 2017 term and registration dates for the various undergraduate degrees are given below:

MBChB

1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year	6 th Year
13 Mar – 28 Apr	13 Feb – 07 Apr	27 Feb – 07 Apr	20 Feb – 25 June	06 Feb – 25 June	06 Feb – 25 June
08 May – 14 July	18 Apr – 23 June	18 Apr – 23 June	17 Jul – 19 Nov	10 July – 26 Nov	10 July – 26 Nov
14 Aug – 22 Sept	10 Jul – 01 Sept	10 Jul – 08 Dec			
02 Oct – 01 Dec	11 Sept – 01 Dec				
Registration date:	Registration date:	Registration date:	Registration date:	Registration date:	Registration date:
06 Mar 2017 @9h00	13 Feb 2017 @08h30	27 Feb 2017 @08h30	20 Feb 2017 @08h30	06 Feb 2017 @13h30	06 Feb 2017 @08h30

BSc AUDIOLOGY AND BSc SPEECH-LANGUAGE PATHOLOGY

1 st Year	2 nd Year.	3 rd Year	4 th Year
13 Mar – 28 Apr	13 Feb – 28 Apr	20 Feb – 28 Apr	20 Feb – 13 Apr
08 May – 14 July	08 May – 14 July	08 May – 14 July	24 Apr – 07 July
14 Aug – 22 Sept	14 Aug – 22 Sept	14 Aug – 22 Sept	31 Jul – 08 Sept
02 Oct – 01 Dec	02 Oct – 01 Dec	02 Oct – 01 Dec	18 Sept – 08 Dec
Registration date:	Registration date:	Registration date:	Registration date:
06 Mar 2017 @09h00	13 Feb 2017 @14h00	20 Feb 2017 @14h00	20 Feb 2017 @14h00

BSc OCCUPATIONAL THERAPY

1 st Year	2 nd Year.	3 rd Year	4 th Year
13 Mar – 28 Apr	14 Feb – 28 Apr	21 Feb – 28 Apr	06 Mar – 28 Apr
08 May – 14 Jul	08 May – 14 Jul	08 May – 14 Jul	08 May – 28 Jul
14 Aug – 22 Sep	14 Aug – 22 Sep	14 Aug – 22 Sep	14 Aug – 22 Sep
02 Oct – 01 Dec	02 Oct – 08 Dec	02 Oct – 08 Dec	02 Oct – 08 Dec
Registration date:	Registration date:	Registration date:	Registration date:
06 Mar 2017 @09h00	14 Feb 2017 @09h00	21 Feb 2017 @09h00	03 Mar 2017 @09h00

BSc PHYSIOTHERAPY

1 st Year	2 nd Year.	3 rd Year	4 th Year
13 Mar – 28 Apr	20 Feb – 28 Apr	27 Feb – 28 Apr	06 Mar – 28 Apr
08 May – 14 Jul	08 May – 14 Jul	08 May – 07 Jul	08 May – 30 Jun
14 Aug – 22 Sep	07 Aug – 22 Sep	31 Jul – 15 Sep	24 Jul – 06 Oct
02 Oct – 01 Dec	02 Oct – 01 Dec	26 Sep – 01 Dec	16 Oct – 01 Dec
Registration date:	Registration date:	Registration date:	Registration date:
06 Mar 2017	20 Feb 2017	27 Feb 2017	03 Mar 2017 @14h00

@09h00

@14h00

@14h00

Definitions of terms used in this handbook

Concession: Formal Senate approval exempting a student from complying with a required rule.

Curriculum: Prescribed course of study for a degree or diploma.

DP (Due Performance) requirement: Required minimum level of performance during the year to qualify a student to do an examination in a particular course.

Exemption and credit: Exemption from a course means that a student need not complete this course since he/she has passed an equivalent course before. He/she is then also given credit towards the programme for the course he/she passed before.

Health and Rehabilitation Sciences: Physiotherapy, Occupational Therapy, Audiology, Speech-Language Pathology, Disability Studies and Nursing.

HEQSF course level and NQF credits: The University is required to align its qualifications with the Higher Education Qualifications Sub-framework or HEQSF (which forms part of the National Qualifications Framework). In terms of the Framework, the following criteria apply:

- ☐ A Bachelor's degree of four or more years is at HEQSF exit level 8 and must have a minimum of 480 credits. Minimum credits at HEQSF level 7: 120; minimum credits at HEQSF level 8: 96.
- ☐ Courses with content pitched at first year level are at HEQSF level 5; those at second year level at HEQSF level 6; those at third year level at HEQSF level 7; and those at fourth to six year at HEQSF level 8.
- ☐ NQF credits: 1 credit is 10 notional hours of learning.

ISCE: Integrated Structured Clinical Examination.

Joint staff: Staff employed jointly by the University and the Provincial Government of the Western Cape (PGWC).

OSCE: Objective Structured Clinical Examination.

OSPE: Objective Structured Practical Examination.

Convener: Academic staff member in charge of offering the degree or a course within the degree programme.

Readmission requirements: Requirements a student must meet to be permitted to continue with the programme. A student who fails to meet one or more of these requirements may be refused readmission.

Semester: A half-year.

Programme, plan and course codes

Each study programme has a code, indicating:

M = Faculty of Health Sciences

B = Bachelor's degree

+ a 3-digit number

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Example: BSc Physiotherapy = MB004.

The undergraduate programme codes are as follows:

MB001	BSc (Medicine)
MB003	BSc Occupational Therapy
MB016	BSc Occupational Therapy Intervention Programme
MB004	BSc Physiotherapy
MB017	BSc Physiotherapy Intervention Programme
MB010	BSc Speech-Language Pathology
MB018	BSc Speech-Language Pathology Intervention Programme
MB011	BSc Audiology
MB019	BSc Audiology Intervention Programme
MB014	MBChB
MB020	MBChB Intervention Programme
MU002	Higher Certificate in Disability Practice

Every course has a **course title** and a **course code**.

The structure is:

AAA1nnnS, where:

AAA	is a 3 alpha group identifying the department.
1	is a number identifying the year level at which the course is usually taken.
nnn	is a three character number that identifies the course uniquely.
S	is a single alpha character, specifying the time period during which the course is offered.

In many cases, the only change is the addition of a zero as the first identifying number.

For example: AHS373F becomes AHS3073F.

Courses use one of the following possible suffixes, which refer to the following time periods:

F	First Semester
S	Second Semester
W	Full Year – First and Second Semesters

[Note: The course extension does not denote the volume of work in the course or the relative weighting of the course in that year of study. The volume of work is determined by the NQF credit value of the course.]

GENERAL RULES FOR UNDERGRADUATE STUDENTS

[Note: All students must also familiarise themselves with the general rules for all students at UCT, contained in Handbook 3 of this series.]

Registration dates and first-year orientation, late registration and attendance of non-registered students

- FGU1.1 All first-year students are required to attend all academic orientation activities. Failure to do so without permission may prevent entry to first semester courses.
- FGU1.2 All students are required to renew their registration formally each year by completing registration forms for submission to the Faculty Office. No retrospective registration is allowed.
- FGU1.3 All students are required to adhere to the registration dates set out in this Handbook and/or notices sent to students by the University administration in the year preceding registration/re-registration. Students who register late are charged a penalty fine.
- FGU1.4 Except by permission of the Senate, a person who has not registered for the current year shall not be allowed to attend academic commitments and shall have no access to University facilities. Students who have not re-registered because they have fees outstanding may apply formally to the Deputy Vice-Chancellor concerned, via the Faculty Office, for a specified "grace period" (a grace period is granted only if there is documentary evidence that funds will become available) while they make arrangements to have their fees paid. In cases where students have been granted a grace period and allowed to attend despite not being registered, they may not be given results of any assessments.

Registration of students with professional bodies

- FGU2.1 All undergraduate students are required to register with the Health Professions Council of South Africa upon admission to their respective degree programmes and are bound by that Council's regulations.

Final year MBChB students are registered as student interns with the Health Professions Council of South Africa and, upon their qualification, as interns, are bound by that Council's regulations. Qualified students are required to do two years' internship and a year's community service.

Upon qualifying in their final year of study, students in the BSc Audiology, BSc Speech-Language Pathology, BSc Occupational Therapy and BSc Physiotherapy degree programmes are required to register with the relevant professional board of the Health Professions Council of South Africa and do a year's community service before they may practise in their respective disciplines.

- FGU2.2 From the second year of study, BSc Physiotherapy students are required to subscribe to the South African Society of Physiotherapy in order to obtain student professional malpractice insurance.

Hepatitis B immunisation

- FGU3 It is compulsory for all undergraduate students to have received a full course of Hepatitis B immunisation by the end of July of their first year of study. Students

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will not be permitted to register for the second year of study until they have submitted to the Faculty Office written proof that they have received a full course of such vaccination.

Rules for degrees and diplomas, and changes to courses and curricula

FGU4.1 Every candidate for a degree or diploma must attend and complete such qualifying courses or perform such work as may be specified in the rules for that degree, diploma or certificate. The University reserves the right to revise its rules from time to time, and any alteration of or addition to the rules for any degree or diploma shall, on the date specified in the notice of promulgation of such alteration or addition, become binding upon all candidates for that degree or diploma.

FGU4.2 The University has made every effort to ensure the accuracy of the information in its handbooks. However, it reserves the right at any time, if circumstances dictate, to:

- (a) make alterations or changes to any of the published details of the courses and curricula on offer; or
- (b) add to or withdraw any of the courses or curricula on offer.

Ethical norms, professional behaviour, impairment and fitness to practise healthcare

FGU5.1 Students doing degrees involving clinical work are expected to act in accordance with the ethical norms laid down by the Health Professions Council of South Africa. Students who are found guilty of unprofessional conduct may be required to terminate their registration in the Faculty.

Students who are found to be physically or otherwise impaired may also be required to terminate their registration in the Faculty.

Where a student who qualifies for the award of the degree or certificate for which he/she is registered, or where a student, in the course of his/her studies, following professional assessment, is deemed unfit to practise healthcare, the Dean will report the outcome of such professional assessment to the relevant regulatory body and inform the student accordingly.

[Note: The following definitions apply:

Impaired: The Health Professions Council (HPCSA) defines impairment as “a condition which renders a practitioner incapable of practising a profession with reasonable skill and safety”.

Unprofessional conduct: The HPCSA defines unprofessional conduct as “improper or disgraceful or dishonourable or unworthy conduct or conduct which, when regard is taken to the profession of a person who is registered in terms of this Act, is improper or disgraceful or dishonourable or unworthy”.

In terms of the Medical Dental and Supplementary Health Service Professions Act of 1974, a student or practitioner is required to:

- (a) *report impairment in another student or practitioner to the Council if he or she were convinced that such other student or practitioner was impaired as defined in the Act;*
- (b) *self-report his or her impairment to the Council if he or she was aware of his or her own impairment or has been publicly informed of being impaired or has been seriously advised by a colleague to act appropriately to obtain help in view of an alleged or established impairment.]*

- FGU5.2 The University welcomes applications from applicants with special needs. However, there are some disabilities that would prevent someone from completing a particular health sciences curriculum (for example, someone who is deaf may not be able to hear a heartbeat through a stethoscope). For this reason applicants with disabilities are urged to communicate with the Faculty, via the University's Disability Unit, to establish whether this would apply to them. The Faculty reserves the right to require an applicant (or an admitted student) to undergo a professional assessment to determine the extent and likely impact of a disability on his/her ability to meet the requirements of the curriculum, including such practical training and practice as is required in the health sciences discipline concerned. The University reserves the right to withdraw an offer to an applicant or cancel the registration of a student who fails to declare a disability that is found to be such as to make it impossible for him/her to meet the curriculum requirements in the health discipline concerned.
- FGU5.3 Students are expected to behave professionally and dress appropriately. Professional behaviour includes attendance of all scheduled academic activities and respectful behaviour towards teachers, patients and colleagues.

[A guide to professional behaviour and appropriate dress in the hospitals and on the Health Sciences Faculty campus, as well as the processes that are followed to consider possible cases of impairment or of professional misconduct, are given at the back of this handbook.]

Assessment

- FGU6.1 The performance of each student is subject to continuous assessment in all courses prescribed for the study programme. The student's academic standard of work performed during any course and, where relevant, the student's attendance will be taken into account in determining the result obtained by him/her in that course and/or the student's progression to the next year of study in the programme for which he/she is registered.
- FGU6.2 The Senate may permit a student who fails a course if, in its judgement, he or she has performed adequately in the work of the course, to write a supplementary examination. The mark for the supplementary examination is usually added to the class (or year-) mark in order to determine the final result for the course.

Admission, progression, readmission and re-registration of candidates

- FGU7.1 Applicants to this Faculty of Health Sciences who have been refused re-registration in this or another faculty are not generally eligible for consideration.
- FGU7.2 Except by permission of the Senate, a student shall not be admitted to register in the following academic year of study unless he/she has satisfactorily completed all the courses prescribed and satisfactorily performed all the work required for the preceding year.
- Notes:
- (a) An academic year is a suite of courses that must be completed at a specific academic level (for example third year audiology or fourth year MBChB). A calendar year starts in January and ends in December. A calendar year may contain courses from more than one academic year. (If a student is repeating a course in years 4 to 6 of the MBChB programme, for example, a student repeating a course/s will register for the courses for the next academic year of study immediately upon passing the course/s, i.e. within the same calendar year.)

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- (b) It is possible that a student can be registered for courses belonging to more than one academic year, but the student will officially be deemed to be a student of the lower year until all the courses for that year have been completed.
- FGU7.3 A student in any undergraduate degree who fails one or more courses prescribed in any year of study may be required to repeat not only the course/s failed but also one or more other courses already passed, to ensure maintenance of certain critical foundational skills and/or knowledge. (This does not apply to years 4 to 6 of the MBChB programme.) Students who are repeating courses which they have passed will be liable for fees for such courses.
- FGU7.4 The Senate may refuse to admit an applicant to a study programme leading to registration as a health professional, or may cancel the registration of a student already admitted to such programme, or may refuse to readmit a student registered for such a programme, if he/she:
- (a) has not met the minimum admission or readmission requirements set for the course or qualification concerned which include, but are not limited to:
 - i. failure to attend academic or clinical service commitments;
 - ii. failure to make sufficient academic progress;
 - (b) has been found guilty of unethical behaviour or unprofessional conduct;
 - (c) has, following professional assessment, been found unfit to practise healthcare.
- FGU7.5 An undergraduate student who is repeating one or more courses in any academic year of study and who applies and is permitted to register for one or more courses from the next academic year of study in addition to the courses which he/she is repeating, will be subject to the readmission rules of the Faculty in respect of the full load of courses for which he/she is registered.
- FGU7.6 Except by permission of the Senate, an undergraduate student who fails the same course twice, or who fails a course in a year in which he/she is repeating this or another course (where this is allowed), may be required to withdraw from the programme for which he/she is registered.
- FGU7.7 A first year undergraduate student who was admitted to an undergraduate programme in the Faculty subject to his/her obtaining conditional Matriculation Board exemption is required to submit proof of having applied for such exemption before he/she will be allowed to register for the second year of study.
- FGU7.8 An undergraduate student who fails any course or courses may be permitted by the Senate to write a supplementary examination and/or may be required to spend additional clinical training time in one or more of the courses failed and repeat the examination/s in the course/s failed. Supplementary examinations are offered at the discretion of the Faculty Examinations Committee. A supplementary examination is not usually offered when
- ☐ a student has failed a course with less than 48%;
 - ☐ a student has failed more than one component of a course that has subcomponents (e.g. failing both Ambucare and Acute Care in MDN4011W Medicine);
 - ☐ a student has performed poorly throughout the course, as opposed to only during the final examination;
 - ☐ a student fails more than two courses;
 - ☐ a student fails and has to repeat another course; or
 - ☐ a student falls foul of the readmission rules for the programme for which

she/he is registered.

Supplementary examinations are not offered in courses where this is specifically indicated (e.g. in some clinical courses).

- FGU7.9 A student who does not meet a specified Due Performance requirement for a course that has such requirements fails the course and has to repeat it. The Faculty of Health Sciences offers professional degrees. These require students to be professional, which includes attending all commitments and submitting all work by due dates. DP requirements for many courses therefore include full attendance and submission of all work by due dates. This includes fully completed logbooks and portfolios in the clinical years of study. A student who is absent for any reason must immediately report the reason for his/her absence to the course convener, who has the discretion to decide whether the reason is adequate and the DP should be allowed. Where the approved absence exceeds a maximum time, to be determined by the convener, the student will have to make up the time missed or repeat part or all of the course, as decided by the Faculty Examinations Committee.

Examination dates and results

- FGU8 It is the responsibility of students themselves to check with the Faculty Office what decisions have been taken by the Faculty Examinations Board/s regarding their academic progress (for example whether they are required to write supplementary examinations or do extra clinical time). Students themselves are also responsible for checking with the Faculty Office the dates, times and venues of examinations and supplementary/deferred examinations (where this applies).

Fieldwork and insurance cover

- FGU9.1 Undergraduate students receive clinical instruction in a variety of settings, which include community settings. The Faculty will take every precaution at its disposal to ensure the safety of students who are trained in community settings. While the University arranges professional indemnity and some personal accident insurance cover for all registered students, students who use their own vehicles to travel to fieldwork sites are advised to take out their own insurance cover for their vehicles.
- FGU9.2 In many cases, University transport is made available to enable groups of undergraduate students to attend fieldwork sites that are some distance from the Faculty's campus. Students who are required to attend fieldwork requirements for which Faculty transport is not available will be responsible for their own transport and transport costs to fieldwork sites. Students on financial aid or provincial bursaries may apply to the Undergraduate Student Support office for transport funding assistance, if required.

Withdrawal from a programme or course

- FGU10.1 Students wishing to withdraw from a study programme for which they are registered must complete the required forms and submit these to the Faculty Office by the specified dates to avoid being charged the full year's fees (see Fees handbook).
- FGU10.2 Students wishing to change their curricula (where this is allowed) must do so before the University deadlines for such changes, to avoid being charged a penalty fee (see Fees handbook).

Leave of absence and readmission after absence

- FGU11.1 A student may apply for short leave of absence from his/her studies on grounds of illness or bereavement, or in other exceptional cases at the discretion of the course

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conveners. To apply, he/she is required to submit a completed “short leave of absence” form, which can be collected from the Undergraduate Student Administration Office. Written evidence of the reason for the short leave of absence should be provided.

Students are required to obtain permission for the short leave of absence from all conveners of the courses for which they are registered, and the conveners will sign the form to indicate whether they approve or deny the application for leave of absence. The application form must also be countersigned by the overall Year Convener (in the case of MBChB) or the Head(s) of Department(s) of the course(s) from which he/she wishes to take leave of absence. The completed form is then to be submitted to the Faculty Office.

Taking leave of absence should in no way compromise the attendance requirements of the course. It is important to note that short leave of absence, for whatever reason, is not automatically granted simply because a student has applied for it, and the application may be denied. Should a student choose to take leave without permission being granted, there will be serious consequences for the student upon his/her return from leave; this could include being refused permission to write the final examinations (i.e. being refused a Due Performance certificate).

[Please note:

- In the case of a medical condition or illness, a medical certificate must be obtained. This application is usually retrospective, but may be submitted in advance, e.g. if the student is having an operation.*
- A medical certificate offered retrospectively will be accepted only if it was submitted on the day the student returns and if it is clear that the consultation with the doctor took place while the student was sick. A certificate in which a medical practitioner states that the student reports that he/she was ill is not acceptable.*
- In the case of bereavement, a student is required to submit a copy of the death certificate upon his/her return from the funeral. This application is usually made beforehand.*
- In the case of illness for only a portion of a day, or any other exceptional situations of very short duration, an explanatory letter may be accepted. This application is usually retrospective.]*

- FGU11.2 A student in clinical years of an undergraduate degree who misses more than a week (with permission) and is unable to make up the time may have to repeat the block. (Also see individual course requirements in this regard.)
- FGU11.3 Students may be granted long leave of absence for a specified period for medical or compassionate reasons, usually to the end of the academic year. A student who has been granted leave of absence until the end of the current year and fails to register in the following year will be required to reapply formally for admission to the programme. The student’s academic record and period of absence will be taken into account in deciding whether the student may return. The Faculty Examinations Committee will decide a student’s progression on the basis of his/her performance at the time he/she took leave of absence. (If, for example, a student has transgressed readmission rules at the time he/she went on leave of absence, the Committee may at its next meeting decide to exclude the student.)
- FGU11.4 Save in exceptional circumstances, no leave of absence shall be granted in the last quarter of the year, or granted retrospectively, or granted more than once. (See

General Rules handbook.)

- FGU11.5 Unbroken registration is normally required to ensure that students' knowledge and/or clinical skills do not deteriorate. In the event that a student has interrupted his/her studies for more than a year, the Faculty, if it has decided that a student may return, may require the student to repeat one or more courses which the student may already have passed. Each case will be considered on merit, and the student's academic record and period of absence will be taken into account before a decision is made.

RULES AND CURRICULA FOR UNDERGRADUATE PROGRAMMES

BACHELOR OF MEDICINE AND BACHELOR OF SURGERY (MBChB)

[SAQA ID: 3195]

Conveners:

Prof G Fieggen (Department of Surgery) and Prof G Louw (Department of Human Biology)

Programme Code: MB014 or MB020 (Intervention Programme)

This degree qualifies the holder thereof, after an internship, community service, and upon registration with the Health Professions Council of South Africa, to practise as a medical doctor. Students doing MBChB courses towards a Cuban degree may find outlines of courses designed specifically for them in the section entitled "Other courses offered" in this handbook.

Age limit

FBA1 The degree shall not be conferred until the student has attained the age of 21 years.

Curriculum

The curriculum for the MBChB aims to produce a competent, undifferentiated doctor with the attitudes, knowledge and skills to enter the healthcare field with confidence. This entails using a Primary Health Care approach with a balance between preventive, promotive, curative, palliative and rehabilitative healthcare. It promotes communication skills, teamwork, professional values and competent clinical practice, in the context of the primary, secondary and tertiary healthcare systems. The educational approach equips students with critical thinking and lifelong learning skills.

Duration of the degree programme

FBA2 The curriculum for the degree extends over at least six years of full-time study.

Curriculum outline

FBA3.1 Semesters 1 and 2 (first year)

Code	Course	NQF Credits	HEQSF Level
PPH1001F	Becoming a Professional.....	15	5
PPH1002S	Becoming a Health Professional.....	15	5
HUB1006F	Introduction to Integrated Health Sciences: Part I.....	30	5
IBS1007S	Introduction to Integrated Health Sciences: Part II.....	35	5
CEM1011F	Chemistry for Medical Students.....	18	5
PHY1025F	Physics.....	18	5
SLL1044S	Beginners Afrikaans for Medical Students.....	18	5
Total credits for year 1		149	

FBA3.2 *A student who fails a first or second semester course may be required to register for the Intervention Programme before continuing with the standard programme. [See FBA5 for details about the Intervention Programme.]*

FBA3.3 Semesters 3 and 4 (second year)

Code	Course	NQF Credits	HEQSF Level
PTY2000S	Integrated Health Systems Part IB	35	6
PPH2000W	Becoming a Doctor Part IA.....	43	6
SLL2002H	Becoming a Doctor Part IB	18	6
HUB2017H	Integrated Health Systems Part IA	57	6
<i>In semester 4, one of the following Special Study Modules:</i>			
AAE2001S/CHM2001S/MDN2001S/OBS2001S/PED2001S/PRY2001S/			
PPH2002S/RAY2004S/HUB2020S/AHS2054S		16	6
Total credits for year 2		169	

FBA3.4 Semesters 5 and 6 (third year)

Code	Course	NQF Credits	HEQSF Level
PPH3000H	Becoming a Doctor Part 2A.....	25	7
MDN3001H	Introduction to Clinical Practice	68	7
SLL3002H	Becoming a Doctor Part 2B.....	30	7
PTY3009H	Integrated Health Systems Part 2	59	7
Total credits for year 3		182	

FBA3.5 Semesters 7 and 8 (fourth year)

Code	Course	NQF Credits	HEQSF Level
SLL3003W	Clinical Languages.....	0	7
PRY4000W	Psychiatry	30	8
AAE4002W	Anaesthesia Part I	20	8
OBS4003W	Obstetrics	30	8
MDN4011W	Medicine	60	8
MDN4015W	Pharmacology & Applied Therapeutics	20	8
PED4016W	Neonatology.....	30	8
PPH4056W	Health in Context.....	40	8
Total credits for year 4		230	

FBA3.6 Semesters 9 and 10 (fifth year)

Code	Course	NQF Credits	HEQSF Level
PED5001W	Caring for Children.....	40	8
CHM5003W	Surgery	40	8
MDN5003H	Pharmacology & Applied Therapeutics	20	8
CHM5004H	Trauma.....	10	8
OBS5005W	Gynaecology.....	20	8
CHM5005H	Orthopaedic Surgery	10	8
MDN5005W	Dermatology	10	8
MDN5006W	Rheumatology.....	10	8
CHM5007W	Neurology and Neurosurgery.....	20	8
CHM5008W	Ophthalmology	10	8
CHM5009W	Otorhinolaryngology.....	10	8
CHM5010W	Urology.....	10	8
Total credits for year 5		210	

FBA3.7 Semesters 11 and 12 (sixth year)

Code	Course	NQF Credits	HEQSF Level
CHM6000W	Surgery	41	8
MDN6000W	Medicine (including Allied Disciplines)	41	8
OBS6000W	Obstetrics and Gynaecology	41	8
PED6000W	Paediatrics and Child Health.....	41	8
PPH6000W	Family Medicine and Palliative Medicine.....	21	8

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Code	Course	NQF Credits	HEQSF Level
PRY6000W	Psychiatry.....	21	8
AAE6000W	Anaesthesia Part II.....	10	8
PPH6001W	Primary Healthcare Elective.....	20	8
MDN6004W	Exit Examination on Procedural Competence.....	0	8
PPH6005W	Short Elective.....	10	8
PTY6012W	Forensic Medicine.....	10	8
	Total credits for year 6.....	256	
	Total NQF credits for programme:	1196	

Clinical instruction for MBChB students

FBA4 Clinical instruction may be given in (amongst others) the Groote Schuur, Somerset, Victoria, Mowbray Maternity, Red Cross War Memorial Children's and Princess Alice Orthopaedic Hospitals; and by the staff of the City Park Hospital, Valkenberg Hospital, day hospitals, municipal clinics, the Public Vaccination Station and at various fieldwork sites. Every student is expected to provide him/herself with the required instruments for clinical work.

Intervention programme

FBA5.1 A student who fails PPH1001F, HUB1006F, PHY1025F and/or CEM1011F in the first semester of the first year of study may be transferred to the Intervention Programme (Parts 1 and 2).

FBA5.2 A student who fails HUB1007S or PPH1002S in the second semester of the first year of study may be transferred to the Intervention Programme (Part 2).

FBA5.3 A student who entered MBChB having done Chemistry and/or Physics before (usually in a Science degree), and having received an exemption in first semester MBChB for Chemistry and/or Physics, but who is transferred to IP, shall be required to do Chemistry and/or Physics in IP, regardless of how well he/she passed this before he/she enrolled for MBChB.

FBA5.4 A student entering IP who passed Chemistry and/or Physics in the first semester MBChB with 70% or more is exempt from repeating these in IP. A student who obtained 69% and less for Chemistry and/or Physics in first semester MBChB has to repeat these in the Intervention Programme.

FBA5.5 A student who failed PPH1001F Becoming a Professional in semester 1 and is required to enter the Intervention Programme will be required to repeat this course while registered for the Intervention Programme.

FBA5.6 The student in the Intervention Programme must register for, attend and pass the following courses:

First Year Intervention Programme Part 1

Code	Course	NQF Credits	HEQSF Level
HSE1001S	Fundamentals of Integrated Health Sciences Part I.....	0	5
CEM1111S	Chemistry for Medical Students.....	0	50

Second Year Intervention Programme Part 2

Code	Course	NQF Credits	HEQSF Level
CEM1011X	Chemistry for Medical Students.....	18	5
HSE1002F	Fundamentals of Integrated Health Sciences Part II.....	105	5
PHY1025F	Physics.....	18	5

Code	Course	NQF Credits	HEQSF Level
	Total credits for Intervention Programme:141		

Attendance, completion of coursework, progression rules and Due Performance requirements

- FBA6.1 A student who has successfully completed the Intervention Programme (Parts 1 and 2 or Part 2, as the case may be) will proceed to Semester 2 of the standard curriculum. He/she will register for HUB1007S Introduction to Integrated Health Sciences Part II and PPH1002S Becoming a Health Professional. Once the student has passed these two second semester courses, he/she may proceed to semester 3 (second academic year of the standard curriculum).
- FBA6.2 A student who has successfully completed the Intervention Programme and continues with the second semester of the standard curriculum may be exempted from repeating PPH1002S Becoming a Health Professional. No exemption may be possible from HUB1007S, regardless of how well he/she may have passed this course before.
- FBA6.3 Students must meet the Due Performance (DP) requirements for a course that has such requirements in order to qualify to write the examination in that course. DP requirements reflect their importance in the development of professional attitudes. Continuous assessment, contribution to team-work and group-work, responsibility for self-learning and respect amongst fellows are key features of the curriculum that are assessed in DP requirements.
- FBA6.4 Students are required to obtain an overall pass mark of at least 50% for each course and (unless otherwise specified) if the course includes more than one sub-discipline, to pass each of the subcomponents of the course with at least 50%.
- FBA6.5 Apart from continuous assessment throughout each course, students are also assessed and/or examined at the end of a course or clinical block, and are required to undergo such written, clinical and oral examinations at the end of the year as may be prescribed.
- FBA6.6 **Failure of a course in Semesters 3 to 6** (*second and third academic years of study*):
- A student who fails any course in the second or third year MBChB may be required to repeat courses already passed.
 - Except by permission of the Senate, students who repeat the Special Study Module (SSM) will be required to pass the repeat SSM in the same year in which they are repeating other second year courses. They will also be required to complete the repeat SSM in a discipline other than that of their original SSM.
- FBA6.7 **Failure of a course in Semester 7 to 12** (fourth, fifth and final academic year of study):
- (Note: The courses for years 4, 5 and 6 of the MBChB programme are presented in modular blocks of equal length. A modular block may contain one or more courses, but all modular blocks within a particular AYOS are multiples of a single unit of time; for example, an AYOS based on an eight-week modular block system will accommodate courses of two (2), four (4) or eight (8) weeks.)*
- A student who fails any courses in the clinical years (semesters 7 to 12) may, at the discretion of the Faculty Examinations Committee
- be required to repeat the course;

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- (ii) be required to do additional clinical training* and (subject to the guidelines under General Rule FGU7.8) undergo a supplementary examination if she/he has obtained 48% or 49% for the course;
- (iii) (subject to the guidelines under General Rule FGU7.8) be offered a supplementary examination without additional training time, depending on the course requirements, provided she/he obtained 48% or 49% for the course;
- (iv) be refused readmission if he/she has fallen foul of the readmission rules under FBA7 below.

*(Note: *As far as is possible, an attempt will be made to include such additional training and the supplementary examination within the same calendar year. However, if the calendar year is too short to accommodate additional training time plus a supplementary examination, such additional training and supplementary examination will take place before the start of the next academic year.)*

FBA6.8 Students are required to complete a logbook and portfolio for certain clinical year courses by a due date. Should these be incomplete, or should a student despite warning fail to complete the requisite amount of clinical work and/or coursework by the due date in the clinical years of study, the student may be refused access to the final examination in the course/s concerned.

FBA6.9 A student with a DPR (Due Performance Certificate Refused) or who is absent for an examination, fails and must repeat the course (subject to the progression rules for the programme.)

(Note: in cases outside of a student's control, for example the lack of availability of enough clinical cases in a particular month to enable the student to complete the minimum number of cases, a more flexible approach will be taken.)

Readmission rules

FBA7.1 A student may be refused permission to renew his/her registration in the following semester, or may cancel his/her registration, if he/she:

- (a) fails a course which he/she is repeating;
- (b) is in the Intervention Programme and fails any course in it;
- (c) fails to complete the courses prescribed for semesters 1 and 2 (first year) by the end of his/her second year of study;
- (d) fails to complete the courses prescribed for the first six semesters (years 1 to 3) by the end of his/her fifth year of study;
- (e) fails to complete the courses prescribed for the first eight semesters (years 1 to 4) by the end of his/her sixth year of study;
- (f) in any one year fails more than half the course load for which he/she is registered;
- (g) in an academic year in which he or she is repeating a course, fails any course;
- (h) will be unable to complete the whole degree within eight years of study; (or, if the student has passed through the Intervention Programme, nine years of study);
- (i) has been found guilty of unprofessional behaviour or has been found to be impaired.

FBA7.2 A student who is permitted to renew his/her registration despite not having met the requirements set out above may be required to follow a specific curriculum and may be set specific performance and readmission criteria determined by the Senate.

[Note: To be read in conjunction with the general rules for students in the front section of this handbook.]

Distinction

FBA8 This degree may be awarded with distinction, with first class honours or with honours.

[See distinction rules at the back of this handbook.]

Intercalated BMedSc Honours, Master's and PhD studies for MBChB students

FBA9.1 MBChB students who wish to apply to interrupt their MBChB studies in order to do a BMedScHons specialising in Applied Anatomy, Biological Anthropology, Bioinformatics, Cell Biology, Physiology, Exercise Science, Human Genetics, Medical Biochemistry or Infectious Disease and Immunology, shall generally be required to have passed third year MBChB with an average of at least 70% in the following courses, with no less than 60% for any single course:

- (a) CEM1011F or CEM1111S and CEM1011X Chemistry for Medical Students (the latter two chemistry courses are taken by Intervention Programme students); and
- (b) PHY1025F Physics; and
- (c) HUB1006F and HUB1007S Introduction to Integrated Health Sciences I and II or (for Intervention Programme Students) HSE1001S and HSE1002F Fundamentals of Integrated Health Sciences I and II; and
- (d) HUB2017H, LAB2000S and LAB3009H Integrated Health Systems I and II; and
- (e) PPH2002S/HUB2020S/LAB2002S/MDN2001S/OBS2001S/PRY2001S/AAE2001S/PED2001S/ CHM2001S/RAY2004S Special Study Module; and
- (f) LAB3020W Molecular Medicine; or
- (g) to have passed third year MBChB as well as an approved third year level Bachelor of Science course with an average of at least 70%; and
- (h) to have undergone a successful interview with a selection committee.

FBA9.2 MBChB students doing an intercalated honours degree who wish to continue with MBChB after completing the honours programme shall be required, whilst registered for the BMedScHons programme concerned, to also register for and pass MDN3003H Introduction to Clinical Practice II.

FBA9.3 On completing the honours programme, the student is permitted to return to the remaining years of the MBChB after graduating with the BMedScHons.

FBA9.4 A student in the MBChB who holds a BMedScHons may be admitted concurrently to a research master's in the clinical years of the MBChB on recommendation of the Faculty and with permission of the Senate. A student thus registered whose research dissertation is of sufficient scope may subsequently be permitted, on application and with special permission of the Senate, to upgrade to a PhD. The Faculty may require the student to spread the load of the clinical years of the MBChB whilst registered for research degree studies. The student will graduate with the MBChB when the requirements for that degree have been met, and continue thereafter with the PhD.

Course outlines for MBChB curriculum**HSE1001S FUNDAMENTALS OF INTEGRATED HEALTH SCIENCES PART I**
0 NQF credits at HEQSF level 5**Convener:** E Badenhorst**Course entry requirements:** None**Course outline:**

This course revisits the content of HUB1006F. As in HUB1006F, students study the health and well-being of the whole person (bio-psycho-social model) through each of the phases of the life cycle. Learning activities are structured such that students acquire a basic understanding of the key physical, psychological, socio-cultural and developmental factors and issues that shape the life cycle. The course aims to develop skills, knowledge and attitudes that will enable students to overcome learning obstacles encountered in HUB1006F. On-going analysis of student performance identifies the skills that require targeted attention. Students receive guidance in developing the relevant language and cognitive skills essential for an integrated study of the health sciences. Their computer and information literacy skills are strengthened, and they explore and apply appropriate orientations to learning. The basis for scientific understanding is taught by integration through clinical reasoning sessions, lectures, tutorials and practicals to give students the opportunity to refine key life skills (e.g. an ability to work effectively in a team, problem-solve, and think critically) that are the central requirements for being an effective healthcare professional.

DP requirements: Attendance of and participation in all activities: PBL, lectures, tutorials, practicals; completion of all set assignments by the due dates and completion of all assessment activities. Absence on the ground of illness requires a medical certificate. Validity of absence on other grounds will be considered on an individual basis.

Assessment: This comprises two written in-course assessments and a portfolio of semester work assessing academic literacy skills. There is no final examination for this course. Overall marks for the course comprise 45% for basic sciences; 40% for psycho-social/public health; and 15% for the portfolio. The psycho-social/public health mark is made up of 30% discipline-specific material and 10% quantitative literacy skills. Students are required to obtain an overall pass mark of at least 50% and (unless otherwise specified) to pass each of the subcomponents of the course with at least 50%. The overall mark for HUB1010S contributes 40% towards the year mark for HUB1011F.

PPH1001F BECOMING A PROFESSIONAL

15 NQF credits at HEQSF level 5

Convener: L Olckers and S Toto**Course entry requirements:** None**Course outline:**

This course introduces first year students in all health science professions to professionalism and appropriate professional conduct. The course aims to promote the conduct, knowledge, attitudes and values associated with being a professional and a member of a professional team. Students learn interpersonal skills, including being non-judgemental, empathetic, ethical and respectful of human rights when working with colleagues, clients, patients and community members who may have different values and traditions. Students learn theory on interviewing and interpersonal skills which are applied in simulated and real interviews; theory related to group and social roles applied in simulated experiences to build team membership and leadership skills; and critical analysis of and reflection on professional conduct, diversity, health and human rights. The educational approach is participatory and experiential and all students are required to engage actively in facilitator-lead small learning groups. Academic, digital and information literacies are systematically integrated from the outset. The course also includes a workshop on HIV-AIDS, designed to introduce students to the relevance of HIV-AIDS issues in their private and professional lives.

DP requirements: Attendance of all small group learning sessions and other academic commitments, including the HIV-AIDS workshop; completion of all set assignments and assessment activities.

Assessment: Continuous, performance-based in-course assessments provide students with regular feedback. Those students who achieve an average of 60% or above for these in-course assessments are not required to write the final written examination. Those students who average below 60% for their in-course assessments are required to write a final examination and must achieve a minimum of 50% in this examination in order to pass the course.

HSE1002F FUNDAMENTALS OF INTEGRATED HEALTH SCIENCES PART II 105 NQF credits at HEQSF level 5

Convener: E Badenhorst

Course entry requirements: HUB1010S

Course outline:

This course builds on the knowledge, skills and attitudes acquired in HUB1010S, and prepares students for HUB1007S Introduction to Integrated Health Sciences Part II. In HUB1011F, attention is focused on the core principles and concepts of the basic health sciences (anatomy, physiology and biochemistry), physics, primary healthcare, and public health.

DP requirements: Attendance of and participation in all academic activities (PBL, lectures, tutorials, practicals); completion of all set assignments; and sitting all assessment activities.

Assessment: This comprises three written assessments that examine the range of knowledge, skills and attitudes developed during this course. These assessments contribute 60% of the total mark, and a final end-of-course examination contributes 40% of the mark. The overall mark for the course comprises 60% of marks acquired in HUB1011F and 40% of the total HUB1010S mark. Students are required to pass each of the subcomponents of the course with at least 50%.

PPH1002S BECOMING A HEALTH PROFESSIONAL

15 NQF credits at HEQSF level 5

Convener: L Olckers and S Toto

Course entry requirements: PPH1001F

Course outline:

This course builds on the knowledge and skills gained in PPH1001F Becoming a Professional. Focus is on the primary healthcare approach and disability. The course equips students to work collaboratively on a community-oriented project based on the primary healthcare principles and approach, including comprehensive health care (promotive, preventive, curative, rehabilitative and palliative care within the primary, secondary and tertiary levels of care), intersectoral collaboration, community involvement, and accessibility of and equity in healthcare. Students are required to apply the knowledge, skills and values from PPH1001F to develop an appreciation of the contribution of all healthcare professionals to the promotion, maintenance and support of health and the healthcare of individuals, families and communities within the context of disability. The educational approach is participatory and project-based and all students are required to engage actively in the project and in facilitator-lead small learning groups. Academic, digital and information literacies are systematically integrated from the outset. The course includes a basic life support skills workshop.

DP requirements: Attendance of all group sessions, community and health service site visits and the life support skills workshop; completion of all assignments and assessment activities.

Assessment: Continuous, performance-based in-course assessments provide students with regular feedback. Those students who achieve an average of 60% or above for these in-course assessments are not required to write the final written examination. Those students who average below 60% for their in-course assessments are required to write a final examination and must achieve a minimum of 50% in this examination in order to pass the course.

HUB1006F INTRODUCTION TO INTEGRATED HEALTH SCIENCES PART 1

30 NQF credits at HEQSF level 5

Convener: Dr K Bugarith and Dr F Amien**Course entry requirements:** Attendance at and participation in all HUB1006F-related activities in the orientation programme, such as “Introduction to Life Cycle”, “Introduction to PBL” and the “Health and Safety” seminar.**Course outline:**

The theme of the course is the human life cycle. Students are introduced to the key physical, psychological, social and developmental factors and issues that shape the human life cycle from conception to death. Problem-based learning (PBL) is the central learning activity of the course. Each student is allocated to a PBL group that meets regularly to discuss and analyse a number of carefully designed cases illustrating the key objectives of the course. In addition, students are provided with a range of activities (including lectures, tutorials and practical sessions) to support their learning. At the conclusion of this course, students will have gained an introductory overview of the human life-span as well as the necessary core knowledge and skills from a range of disciplinary domains (e.g. anatomy, physiology, psychology and sociology).

DP requirements: Attendance at all academic activities, including lectures, problem-based learning sessions, tutorials, workshops, and BHS practical sessions. Submission of all written assignments on time and completion of all in-course assessment activities. Students may not miss any PBL sessions, tutorials, workshops or BHS practical sessions without the written permission of the academic staff responsible for these activities.

Assessment: Both in-course and end-of-course assessments include written and practical components. The written components use a case-based format. In cases where students are unable to write an in-course assessment, for what is deemed a legitimate reason, a deferred assessment may be given. A medical certificate on ground of illness, or appropriate supporting documentation for all approved non-medical reasons, must be submitted when applying for a deferred assessment. In instances where students fail to provide legitimate reasons, with supporting documentation, for being unable to complete an assessment activity, or fail to take a scheduled deferred assessment, a mark of zero will be given for that assessment. A student will not be allowed to miss more than one assessment or have more than one opportunity to take a deferred assessment. In-course assessments (practical and written class tests) are weighted 40% and end-of-course assessments are weighted 60% (written and practical examination). Sub-minima may apply. Students are required to achieve a course result of 45-49% and to pass at least one class test or the final examination in order to be considered for a supplementary examination. Students who are granted a supplementary examination will have their final course results calculated using the same weightings as their original course mark. The marks from the supplementary examination will substitute for the original May/ June examination marks. The year mark (40%) will be retained in calculating the final course results.

CEM1011F CHEMISTRY FOR MEDICAL STUDENTS*(Faculty of Science)*

18 NQF credits at HEQSF level 5

Convener: Dr S Wilson**Course entry requirements:** None**Course outline:**

This introductory course is designed to provide first year medical students with knowledge of the fundamental aspects of chemical theory. The course also serves as a diagnostic tool to explore students' scientific knowledge and the possible need for intervention. It comprises 60 formal contact hours during which selected topics in physical and organic chemistry relevant to biochemistry, physiology, pharmacology, chemical pathology and medical microbiology are covered. Topics have been selected to equip students with the basic understanding of those key chemical principles they require for the medical programme. Formal contact sessions are augmented by a practical course and weekly tutorials. Specific support activities are provided to students who show difficulty in understanding the scientific domain. During the practical

component, students are required to demonstrate that they are able to use a variety of laboratory techniques with precision and accuracy. The practical course also seeks to expose students to the methods used in the acquisition, recording and manipulation of scientific data and expects students to derive inferences from such data.

Lecture times: Monday - Friday, 1st period. Tutorials: One per week. Practicals: One per week.

DP requirements: Attendance and completion of practicals tests and tutorial exercises.

Assessment: The class record counts 45% and comprises a practical record (10%); tutorial exercises (5%); two class tests (20%); and a practical test (10%). The final examination counts 55% and consists of a 3-hour written examination. A pass is required in the final examination.

CEM1011X CHEMISTRY FOR MEDICAL STUDENTS

(Faculty of Science)

18 NQF credits at HEQSF level 5

Convener: Dr S Wilson

Course entry requirements: CEM1111S

Course outline:

CEM1011X is a foundational chemistry course and, together with CEM1111S, covers the same material as that in the CEM1011F syllabus. Students in the Intervention Programme Part 2 are required to take this course. Although CEM1111S and CEM1011X together are equivalent to CEM1011F, the lecture material is not simply repeated. Instead, foundations and concepts pertaining to the core material in CEM1011F are discussed in depth. Additional and alternative approaches are used to help students understand the core material. The course comprises three lectures and one two-hour tutorial session per week in the first quarter and one two-hour tutorial session in the second quarter of the first semester.

DP requirements: Attendance and completion of tests and tutorials exercises.

Assessment: The CEM1011X class record (comprising tests and tutorials) counts 14%. The CEM1011X class record and the CEM1111S class record count 45%. The CEM1011X examination counts 55% and consists of a 3-hour written examination. A pass is required in the final examination.

PHY1025F PHYSICS 1025

18 NQF credits at HEQSF level 5

Convener: Dr S W Peterson

Course entry requirements: None

Course outline:

The course aims to provide a foundation in physics for later courses in the biological and physical sciences in the medical curriculum. Topics covered include mathematical skills for physics; Newton's laws of translational motion, force, friction, work and energy; bodies in static equilibrium; density and pressure in fluids; fluid flow, viscosity, temperature, gas laws, heat and heat transfer; first law of thermodynamics, human metabolism and first law; wave motion, transverse and longitudinal waves, interference of waves; sound, ear's response to sound, Doppler effect, ultrasound and medical imaging; electric charge and field, electric potential and potential difference, electric current, resistivity and simple circuits; light, reflection and refraction, thin lenses, the human eye.

DP requirements: Attendance of all scheduled tutorials and practical sessions; completion of all set written course activities (i.e. tutorial assignments, practical reports and course tests); and a minimum class record of 35%.

Assessment: Coursework counts 40% and comprises two class tests (15% each) and a laboratory record (10%); and the final examination counts 60%.

SLL1044S BEGINNERS' AFRIKAANS FOR MBChB

Offered in the Faculty of Health Sciences

18 NQF credits at HEQSF level 5

Convener: Dr M Lewis

Course entry requirements: This course is only available to students who have no prior knowledge of Afrikaans and who are registered for the MBChB degree. Students with limited knowledge of Afrikaans will be allowed entry to the course at the discretion of the course convener.

Course outline:

This is a course on the basic grammar of Afrikaans. It prepares beginner students in Afrikaans for the SLL2002H (*Becoming a Doctor Part IB*) course and is taken a year prior to SLL2002H registration. By the end of the course, students are ready to apply the acquired grammatical knowledge in a medical context.

Lecture times: Arranged internally.

DP requirements: Attendance of all lectures.

Assessment: One oral summative assessment, for which students receive a PA (pass) or F (fail) grade.

CEM1111S CHEMISTRY FOR MEDICAL STUDENTS

(Faculty of Science)

0 NQF credits at HEQSF level 50

Convener: Dr S Wilson

Course entry requirements: CEM1011F

Course outline:

CEM1111S is a foundational (Intervention Programme) chemistry course and, together with CEM1011X, covers the same material as that in the CEM1011F syllabus. Although CEM1111S and CEM1011X together are equivalent to CEM1011F, the lecture material is not simply repeated. Instead, foundations and concepts pertaining to the core material in the CEM1011F syllabus are discussed in depth. Additional and alternative approaches are used to help students understand this core material. The CEM1111S course comprises three lectures, two tutorials and one practical session per week in the second semester. The lectures and tutorials are one hour each and the practical is three hours. Students have daily contact with the chemistry lecturer and/or tutor.

DP requirements: Although there is no final examination for CEM1111S, to qualify for the CEM1011X final examination in June the following year, students are required to meet the DP requirements for both CEM1111S and CEM1011X, which entail: attendance and completion of practicals, tests and tutorial exercises.

Assessment: The CEM1111S class record counts 31%. The CEM1111S class record and the CEM1011X class record count 45%. The CEM1011X examination counts 55% and consists of a 3-hour written examination. A pass is required in the final examination.

PTY2000S INTEGRATED HEALTH SYSTEMS PART IB

35 NQF credits at HEQSF level 6

Convener: Dr J Ramesar

Course entry requirements: HUB2017H

Course outline:

The integrated courses HUB2017H, PTY2000S and PTY3009H extend across years 2 and 3 and provide a detailed understanding of normal structure and function of the human body and consequences of disease. Students learn core material in the basic health sciences (gross anatomy, embryology, histology, cell biology, medical biochemistry, molecular biology and physiology) and infectious diseases (medical microbiology, virology and immunology); they study changes in normal structure and function due to disease (anatomical pathology, chemical pathology and haematology) and learn principles of pharmacology/therapeutics and early management. Emphasis is placed on psycho-social matters relating to each case, drawing in relevant aspects of family

medicine, primary healthcare, public health, and mental well-being. Students also learn clinical skills, interpretation of data, professional values and ethics, and procedural skills related to the cases studied. They learn about the impact of illness and disease on the individual, family and society, and the role of the healthcare services in alleviating illness. Case-based, group learning is supported by lectures, practical sessions and stand-alone modules. Students are guided to develop key life skills required for an effective healthcare professional, including a multidisciplinary team approach. Cases have relevance to healthcare issues regionally and nationally.

DP requirements: Attendance of all problem-based learning sessions, tutorials, stand-alone units and practical sessions; completion of all set assignments and all assessment activities.

Assessment: HUB2017H and PTY2000S are assessed together in a final examination at the end of second year. Students must achieve an overall pass in semesters 3 and 4 (year 2) in order to progress to year 3. Students are required to complete a series of in-course assessments during semesters 3 and 4 that contribute 60% of the total mark by the end of semester 4. A summative assessment is held at the end of the year that contributes 40% of the total mark for year 2.

PPH2000W BECOMING A DOCTOR PART 1A [BADR]

BaDr is comprised of three strands – Family Medicine, Clinical Skills and Languages (isiXhosa & Afrikaans). SLL2002H (Languages code) Becoming a Doctor part IB and SLL3002H (Languages code) Becoming a Doctor Part IIB are integrated with the course content of PPH2000W and PPH3000H but separate course outlines are given in this Handbook.

43 NQF credits at HEQSF level 6; Lectures (6), tutorials (19), site visits for Family Medicine (5), tutorials for Clinical Skills (24), tutorials for Languages (24) - has separate entry under SLL2002H.

Convener: Dr N Parker and Dr R Weiss

Course entry requirements: All year 1 MBChB courses

Course outline:

This course integrates family medicine, clinical skills, and language and communication and builds on what has been learnt in BP and BHP in 1st year. Students learn and practise interviewing skills, history-taking and physical examination skills and learn concepts of professionalism and human rights. They use diagnostic equipment and apply basic skills essential for diagnosis. They use reflective journals to record their personal development as professionals. They are exposed to primary, secondary and tertiary care in both the public and private sectors. They learn appropriate clinical skills on simulated models and peers and later on patients. They also learn language and communication skills and, by the end of the course, are able to obtain the main points of history from a patient in English, isiXhosa and Afrikaans. The family medicine strand develops understanding of the delivery of healthcare, its management and organisation, and aspects of health promotion and disease prevention. Students gain practical experience of the doctor-patient relationship, the bio-psycho-social approach to patient care and the consultation process, and develop skills in the basic clinical examination of patients within a community setting. Tutorials integrate the learning of clinical skills with language acquisition and understanding of cultural aspects of patient interaction. Later, learning takes place in community practices, clinics and other centres, where students interact with patients.

DP requirements: Attending all clinical skills sessions, all language and communication activities, tutorials and practicals, all family medicine tutorials and off-campus visits; completion of portfolios of learning; and undergoing assessment activities. Students may not miss more than two sessions in each of family medicine, languages, or clinical skills during semesters 3 to 5 without official leave of absence or a medical certificate. Students will be marked as absent for the sessions which they miss without producing a valid medical certificate.

Assessment: An integrated, structured clinical examination (ISCE) covers the three components of the course. An ISCE tests practical skills, the ability to conduct an appropriate consultation, to communicate with patients and peers, and to communicate (in English, Afrikaans and isiXhosa) at a level sufficient for a basic sharing of health-related information. Students also complete a portfolio of learning using a reflective model. These portfolios are assessed. In-course assessments (assignments, written assessments and ISCEs held during and at the end of semester 3) constitute

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50% of the final mark for PPH2000W. The ISCEs, written assessment and assignments during and at the end of semester 4 constitute 50% of the final PPH2000W mark. Each of the course components contributes equally to the course mark and must be passed independently. If a student fails one of the components, a maximum mark of 45% (where the fail mark is $\leq 45\%$) or 46% to 49% (where the fail mark is $>45\%$) is recorded as the final mark. If a student passes the supplementary examination (if awarded) for the failed component(s), the original pass mark for the component(s) is used to calculate the final mark.

AAE2001S / AHS2054S / CHM2001S / HUB2020S / LAB2002S / MDN2001S / OBS2001S / PED2001S / PRY2001S / PPH2002S / RAY2004S SPECIAL STUDY MODULE

16 NQF credits at HEQSF level 6

Convener: Dr V Zweigenthal

Course entry requirements: None

Objective: The Special Study Module (SSM) is designed to give students an opportunity for independent supervised work in an area of interest and develop skills for rigorous scientific medical practice.

Course outline:

The Special Study Module (SSM) comprises a compulsory four-week period of supervised study, designed to complement the core curriculum and to broaden the learning experience. During this experience, each student undertakes a project designed to give opportunities to explore particular interests and develop intellectual and practical skills in a selected subject area. Each student selects one module from a list of modules offered by different Health Sciences departments. SSMs cover a wide range of topics, including basic medical science, pathology, clinical science, behavioural science, epidemiology, and community health. An SSM may take the form of data interpretation, a literature review, a patient record review, a survey, a practical project (language/music/other) or a laboratory-based study. To encourage depth of learning, students work individually or in small groups, and with a designated supervisor. Where human participants are the subject of the SSM, students are required to abide by the ethical requirement obtained for the project, adopt an ethical approach and obtain informed, signed consent from research participants.

DP requirements: Attendance of the library training session. Attendance and completion of specified learning objectives decided upon by the student and supervisor at the start of the SSM.

Assessment: Assessment in SSMs is based on a referenced, written report of 2500 – 3000 words, relating to the field of work and subject to a formative process throughout the SSM. Performance is marked using a criterion-based marking schedule, which is described in the SSM information booklet. A random selection of all SSM reports (and those with borderline or very high or low marks), is double-marked by the convener and a second marker (either another member of staff in that unit, and/or the overall convener, or the external examiner). The SSM Moderating Board decides the final mark. Students who fail the SSM are required to re-submit an improved written report at the end of the year.

SLL2002H BECOMING A DOCTOR: PART IB

Offered to students registered for the MBChB degree only.

18 NQF credits at HEQSF level 6

Convener: Dr I van Rooyen (Afrikaans) and (Xhosa) TBA

Course entry requirements: SLL1044S or equivalent.

Course outline:

The course teaches basic Afrikaans and Xhosa communication skills for doctors. The content of the languages course is synchronized with the content of PPH2000W (*Becoming a Doctor Part IA*). The focus of the course is on communication skills and specifically on those skills required for a doctor-patient interaction, including skill in asking questions and in effectively entering into dialogue with the patient. The course also deals with the unique pronunciation and stylistic variants of individual patients, culture-specific words and expressions, and the possible 'indigenisation' of language.

Lecture times: 6th – 8th period, Tuesdays to Fridays.

DP requirements: Completion of all in-course assessments. Students may not miss more than two class attendance sessions per language.

Assessment: Two oral summative assessments in semester 3 (50%) and two oral summative assessments in semester 4 (50%).

HUB2017H INTEGRATED HEALTH SYSTEMS PART IA

57 NQF credits at HEQSF level 6; Lectures (198 hours), group-work (70 hours) and tutorials and practicals (159 hours).

Convener: Dr C Slater

Course entry requirements: HUB1007S

Course outline:

The integrated courses HUB2017H, PTY2000S and PTY3009H extend across MBChB years two and three and provide the student with a detailed understanding of the normal structure and function of the human body and how these are affected when the body suffers from disease. Students learn core material in the basic sciences (gross anatomy, embryology, histology, cell biology, medical biochemistry, molecular biology and physiology); infectious diseases (medical microbiology, virology and immunology); changes in normal structure and function caused by disease (anatomical pathology, chemical pathology and haematology); and the principles of pharmacology/therapeutics and early management. Students are also introduced to skills such as critical thinking, reading, and analysis. Emphasis is placed on psychosocial matters relating to each case, drawing in relevant aspects of family medicine, primary healthcare principles, public health, and mental well-being. Students also learn clinical skills, interpretation of data, professional values and ethics, and certain procedural skills directly related to the cases studied. They study the impact of disease on the individual, family and society, and the role of the healthcare services in alleviating illness. Case-based group learning is supported by lectures, practical sessions and stand-alone modules. Students learn key life skills required of an effective healthcare professional, including a multidisciplinary team approach. The cases all have relevance to healthcare issues regionally and nationally.

DP requirements: Attendance at all problem-based learning sessions, tutorials, stand-alone units and practical sessions; completion of all set assignments and assessment activities.

Assessment: HUB2017H and PTY2000S are assessed together in a final examination at the end of second year. Students must achieve an overall pass in semesters 3 and 4 (year 2) in order to progress to year 3. Students are required to complete a series of in-course assessments during semesters 3 and 4 that contribute 52.5% of the total mark for the year by the end of semester 4. These include the March, June and September class tests, and separate Language of Medicine assessments (completed by March). A portfolio of work based on gross anatomy/histology tests and practical work (2.5%), and an essay for Critical Health Humanities (5%) contributes 7.5% of the total mark for the year. A summative assessment is held in October/November that contributes 40% of the total mark for year 2. Students thus receive identical marks at year end for HUB2017H and PTY2000S. In order to be considered eligible for a supplementary examination, students are required to have achieved a total mark for year two of 45-49%, and to have passed at least one class test or the final examination. Students who are granted a supplementary examination will have their results calculated using the same weightings as the original total mark for the year, and the mark achieved in the supplementary exam will be substituted for the original October/November examination mark.

PPH3000H BECOMING A DOCTOR [BADR] PART 2A

BaDr is comprised of 3 strands – Family Medicine, Clinical Skills and Languages (isiXhosa & Afrikaans). SLL2002H (Languages code) Becoming a Doctor part IB and SLL3002H (Languages code) Becoming a Doctor Part IIB are integrated with the course content of PPH2000W and PPH3000H but separate course outlines are given below.

25 NQF credits at HEQSF level 7; Lecture (1), on-campus tutorials (9), site visits for Family Medicine (6), tutorials for Clinical Skills (15), tutorials for Languages (15) – have separate entry under SLL3002H].

Convener: Dr N Parker and Dr R Weiss

Course entry requirements: All year 2 MBChB courses

Objective: To help produce an integrated health care professional who is empathic, reflective and knowledgeable.

Course outline:

This course integrates family medicine, clinical skills, and language and communication and builds on what has been learnt in BP and BHP in 1st year and BaDr Part IA and IB in 2nd year. Students learn the skills required to work with patients, including interviewing skills, history-taking and physical examination, concepts of professionalism and human rights. They learn how to use diagnostic equipment and apply other skills essential for diagnosis. The course aims to develop reflective, empathic and knowledgeable practitioners. Students are exposed to primary, secondary and tertiary care in the public and private sectors. They learn appropriate clinical skills on simulated models, peers and patients. By the end of the course, students are able to obtain the main points of history from a patient in English, isiXhosa and Afrikaans. The family medicine strand aims to develop an understanding of healthcare delivery, its management and organisation and aspects of health promotion and disease prevention. It also aims for the student to gain practical experience of the doctor-patient relationship, the bio-psycho-social approach to patient care and the consultation process and to develop skills in the basic clinical examination of patients within a community setting. Tutorials integrate the learning of clinical skills with language acquisition and understanding of cultural aspects of patient interaction. Learning takes place on campus, in community practices, clinics and other centres where students are given opportunities to interact with patients.

DP requirements: Attending all clinical skills sessions, language and communication activities, tutorials, and practicals, all family medicine tutorials and off-campus visits; completing the portfolios of learning and undergoing assessment activities. Students may not miss more than two sessions in each of family medicine, languages or clinical skills during semesters 3 to 5 without official leave of absence or a medical certificate.

Assessment: An integrated, structured clinical examination (ISCE), covering the three course components forms the basis of assessment. The ISCE tests practical skills, the ability to conduct an appropriate consultation, to communicate with patients and peers, and to communicate (in English, Afrikaans and isiXhosa) at a level sufficient for a basic sharing of health-related information. Students also complete a portfolio of learning using a reflective model. The portfolios are assessed. The in-course assessments (assignments, written assessments and ISCEs held during and at the end of semester 5) constitute the final semester 5 mark. Each of the course components (family medicine, clinical skills and languages) must be passed independently. Where a student has failed one of the components, a maximum mark of 45% (where the fail mark is < or = 45%) or 46% to 49% (where the fail mark is >45%) is recorded. If a student passes the supplementary examination (if awarded) for the failed strand/s, the original pass mark for the strand/s will be used to calculate the final mark.

MDN3001H INTRODUCTION TO CLINICAL PRACTICE

68 NQF credits at HEQSF level 7

Convener: Dr M Karjiker and M Jansen

Course entry requirements: PPH2000W; HUB2017H and PTY2000S

Course outline:

This course is designed to allow students to consolidate and broaden the clinical skills, knowledge and behaviours acquired in the Becoming a Doctor courses and to apply the principles learnt in the Integrated Health Systems courses to clinical practice. Students start acquiring professional life skills and behaviours while in the wards. They rotate through five clinical attachments of three weeks each, covering the domains of adult health, women's health, mental health, perinatal health and a clinical skills module. Students interview, examine and assess patients in hospitals and healthcare institutions. These clinical attachments are complemented by a lecture and tutorial programme introducing the principles of ethics, therapeutics and genetics.

DP requirements: Attendance of clinical tutorials and activities and all clinical skills training sessions; demonstration of competence in key resuscitation skills; ability to identify, interview, examine, assess and present cases to the satisfaction of the lecturer in charge of each clinical attachment; attendance of ethics and all other tutorials; a satisfactory portfolio of clinical teaching; satisfactory completion of all set assignments, including reading, self-study, written and oral presentations.

Assessment: An OSCE is done at the end of the clinical skills block. A summative assessment at the end of the course is based on an MCQ examination covering all the clinical modules and teaching done in tutorials and lectures and an oral examination which is clinically based and includes an assessment of the students' portfolio. Students are required to pass all components i.e. the OSCE, the MCQ and the oral/portfolio examinations independently to pass the course. The supplementary examination (should you be eligible for this) will take place during the first week of December.

SLL3002H BECOMING A DOCTOR: PART 2B

Offered to students registered for the MBChB degree only.

30 NQF credits at HEQSF level 7

Convener: Dr I van Rooyen (Afrikaans) and (Xhosa) TBA

Course entry requirements: SLL2002H

Course outline:

This course comprises "Afrikaans and Xhosa Communication Skills for Doctors" and further develops the skills learnt in the second year. Attention is given to history-taking within a clinical context and responses to individual speech acts. At the end of this course, students should be able to communicate with a speaker of Afrikaans or Xhosa about common everyday topics and elicit and understand information from a patient using case-specific terminology; and should have an awareness of some cultural issues that emanate from cross-cultural communication.

Lecture times: Arranged internally.

DP requirements: Completion of all in-course assessments. Students may not miss more than two sessions per language.

Assessment: Two oral summative assessments counting 70% and 30% respectively.

SLL3003W CLINICAL LANGUAGE

Offered to students registered for the MBChB degree only.

0 NQF credits at HEQSF level 7

Convener: Dr I van Rooyen (Afrikaans) and (Xhosa) TBA

Course entry requirements: SLL3002H

Course outline:

The aim of this course is to develop oral proficiency in Afrikaans and isiXhosa within a clinical environment, so that students will be proficient in Afrikaans and isiXhosa relating to the history-taking pertaining to a patient's primary presenting complaint and other relevant details. By the end

of the course, students are able to obtain the main points of history from a patient in English, isiXhosa and Afrikaans.

Lecture times: Arranged internally.

DP requirements: 100% class attendance. Students who miss a session will be required to write a case report of a patient interviewed and present this to a facilitator for oral discussion in Afrikaans/Xhosa.

Assessment: One summative assessment, which includes an interview in Afrikaans as well as an interview in Xhosa. The marks contribute towards the MDN4011W end-of-block clinical exam mark.

PTY3009H INTEGRATED HEALTH SYSTEMS PART II

59 NQF credits at HEQSF level 7

Convener: Dr J.E.Ramesar

Course entry requirements: PTY2000S

Course outline:

The integrated courses HUB2017H, PTY2000S and PTY3009H extend across years 2 and 3 and provide a detailed understanding of normal structure and function of the human body and consequences of disease. Students learn core material in the basic sciences (gross anatomy, embryology, histology, cell biology, medical biochemistry, molecular biology and physiology) and infectious diseases (medical microbiology, virology and immunology); they study changes in normal structure and function due to disease (anatomical pathology, chemical pathology and haematology); and learn principles of pharmacology/therapeutics and early management. Emphasis is placed on psycho-social matters relating to each case, drawing in relevant aspects of family medicine, primary healthcare, public health, and mental well-being. Students also learn clinical skills, interpretation of data, professional values and ethics, and procedural skills related to the cases studied. They learn about the impact of illness and disease on the individual, family and society, and the role of the healthcare services in alleviating illness. Case-based, group learning is supported by lectures, practical sessions and stand-alone modules. Students are guided to develop key life skills required for an effective healthcare professional, including a multidisciplinary team approach. Cases have relevance to healthcare issues regionally and nationally.

DP requirements: Attendance at all problem-based learning sessions, tutorials, stand-alone units and practical sessions; completion of all set assignments and assessment activities.

Assessment: Assessment tasks include written papers, computerised tests, practical examinations and a portfolio of work that comprises written assignments, computerised EMI and MCQ tests, oral assessments and practical book work. Regular self-assessment activities provide feedback to students on their progress. In year 3, all the in-course assessments comprise 45% of the total final mark. The final examination at the end of year 3 constitutes 40% of the total final mark. The weightings for the final mark are: 25% March Test, 6.25% Introduction to Neuroscience Test, 6.25% Neuroscience Test 1, 15% Neurosciences Test 2, 7.5% portfolio and 40% final examination.

PRY4000W PSYCHIATRY

30 NQF credits at HEQSF level 8

Convener: Dr Q Cossie

Course entry requirements: None

Course outline:

Clinical psychiatry is taught in year 4 at Valkenberg, Lentegeur, Groote Schuur and Red Cross Hospitals in a combined five-week block with medical sub-specialties, preceded by a three-week therapeutics block. At the first meeting, students are given a list of psychiatric disorders, conditions and special skills that they will be expected to know by the end of the block. They are expected to attend all seminars and case presentations. Students are in the wards from 08h30 until 12h30 and from 14h00 to 16h30. Their clinical duties under supervision include the assessment and clerking of patients; attending ward rounds where they present their findings; and the follow-up and management of these patients, where possible. They are required to keep a portfolio

(extended descriptive logbook) of all patients seen and this is used in their end-of-block and end-of-year assessments. The basics of psychiatry (general psychiatry, child and adolescent psychiatry, womens health, medico-legal issues pertaining to psychiatry, addictionology and community psychiatry) are covered in a mixture of lectures, seminars, case presentations and self-directed learning exercises. This is taught in small groups of 6 to 10 students and whole-group activities during the block.

DP requirements: At least 80% attendance of all teaching and clinical activities. Registers of all formal teaching and clinical activities are kept. Should the course convener and supervising consultant deem it necessary for the student to make up lost clinical time and the student cannot make up the lost time, the student will be refused a DP certificate, the student will fail the course and a recommendation be made to the Faculty Examinations Committee that the student repeat the course in its entirety.

Assessment: The final mark is made up of a written paper (40%); a ward assessment looking at the student's knowledge and skills as displayed in clinical interactions, and well as the student's participation in ward activities (15%); a written portfolio case report (25%); and a computerised multiple choice/extended matching questions assessment (20%). The assessments take place during the last week of the block. Students require a mark of 50% or more overall to pass psychiatry. No supplementary examination is offered for the course.

AAE4002W ANAESTHESIA PART I

20 NQF credits at HEQSF level 8

Convener: Dr E Cloete

Course entry requirements: None

Objective: The student is expected to acquire the basic knowledge and skills required for safe clinical anaesthesia, including the ability to perform pre-operative assessments and render appropriate postoperative care. There is an emphasis on safe anaesthesia practice with a focus on professional behaviour appropriate to the role of the anaesthetist as a peri-operative physician.

Course outline:

Anaesthesia is formally taught in the fourth and sixth years of study with a case studies component in the fifth and sixth year Surgery rotations. The four-week fourth year course is integrated with Therapeutics in a six-week rotation and is based on tutorials with clinical teaching and practical training in the operating theatres. In the sixth year, a two-week course of practical clinical instruction is presented during the combined four-week Forensic Medicine and Anaesthesia rotation. In addition, in fifth and sixth year, students are required to include an anaesthesia assessment in all surgical clinical case studies done during the General Surgery rotation, concentrating on the pre-operative workup, potential anaesthesia strategies and alternatives, and the postoperative intravenous fluid and pain management. The fourth to sixth years' learning in anaesthesia are complementary. Core knowledge includes basic knowledge of anaesthesia techniques and equipment. Learning in the fourth year is based on developing an understanding of the academic basis of anaesthesia, and the related physiology and pharmacology.

DP requirements: None

Assessment: To pass the course, students must meet each of the following requirements: a) Obtain an aggregate mark of 50% or more in the end-of-block examinations; and b) submit a logbook of anaesthesia skills performed. The logbook requirements and conditions are stipulated in the course information available from the Department. Summative assessment includes an end-of-block examination consisting of an examination testing theoretical anaesthesia knowledge (50%) and an examination assessing knowledge of anaesthesia-related equipment, procedures and/or techniques (50%). Students who pass the end-of-block examination but fail to submit a logbook may, depending on the circumstances, be granted an extension of time to complete the logbook at the discretion of the course convener. This extension will not extend beyond the end of the next vacation or the start of the next academic year of study, whichever occurs first. Students who are required to repeat the Anaesthesia rotation will not be exempt from the logbook or the end-of-block examination, i.e. they must fulfil all the course requirements.

OBS4003W OBSTETRICS

30 NQF credits at HEQSF level 8; 32 Lectures comprising of 30 obstetrics lectures and 2 languages (IsiXhosa) lectures. 2 Obstetric skills training session. A minimum of 5 tutorials Clinical placement at secondary level hospitals (Mowbray Maternity or New Somerset) x 2 weeks Clinical placement at Midwife Obstetric Unit (Mitchell's Plain or Vanguard) x 1 week. Midwife Obstetric Unit day visits (Retreat or Hanover Park) x 2 days.

Convener: Dr. TA Horak and Mr. J Marcus

Course entry requirements: None

Co-requisites: PED4016W. The obstetrics and neonatal components of the course must be passed individually.

Objective: The purpose of the course is to acquaint the student with regionalised perinatal care; and to develop the knowledge, skills, and attitudes to provide safe, effective, and compassionate maternal care in primary and secondary perinatal care settings.

Course outline:

Obstetrics runs within a six-week block and builds on the introduction provided in the third year programme. It forms part of a progressive spiral curriculum that runs through to the final year. During this time, students acquire the knowledge, skills and professional conduct required for medical practice. Teaching takes place within the Maternal and Neonatal Service: Metro West, which exposes students to primary (or community-based) and secondary (hospital-based) levels of care. Practical experience for Obstetrics (and Neonatology see PED4016W) is recorded in a logbook, and includes at least eight deliveries under supervision and caring for at least five women in the first stage of labour. Further details are specified in the logbook. Students are encouraged to develop professional behaviour, as well as to develop empathic and caring attitudes through compassion tutorials and a Health and Human Rights workshop. The programme is supplemented by a series of lectures, tutorials and skills training sessions that cover topics within the discipline, as well as contributions from other disciplines, in order to provide an integrated, multidisciplinary approach to common perinatal problems. The knowledge and skills acquired during the 4th year program form the foundation of Obstetric and Neonatal medicine.

Lecture times: Lectures are scheduled for the duration of week 1 (Monday to Friday) then on Monday (whole day) in weeks 3, 5 and 6 of the block.

DP requirements: Deliver at least eight patients, perform at least eight vaginal examinations in labour, monitor and care for at least five patients during the first stage of labour, do at least give night calls during the block, attend and participate in at least three obstetric ward rounds at a secondary level hospital, as well as five obstetric tutorials given by either student interns or clinicians, and attend at least six of the eight Academic Day lecture series. Additionally, students will need to prepare one typed case report, which must include a discussion of at least 300 (but no more than 400) words, and include three references. This will be presented to clinicians/tutors during the secondary level hospital attachment, and the student needs to achieve at least 60% to obtain DP. If the student has six or seven deliveries by the start of the assessment week, DP may be granted provided the minimum of five calls have been completed during the rotation.

Assessment: The assessment for Obstetrics will comprise of an OSCE and an MCQ examination, which will both take place during the last week of the block. OBS4003W Obstetrics and PED4016W Neonatology (informally called a joint perinatal medicine rotation) will be jointly examined during these examinations. Each student must achieve a combined OSCE + MCQ mark of $\geq 50\%$ in order to pass the Obstetrics and Neonatology components of the two examinations. Additionally, each student must achieve a minimum of $\geq 50\%$ for the Obstetric and Neonatal components individually in order to pass the joint perinatal rotation as a whole. Any student who obtains $\leq 47\%$ for Obstetrics or Neonatology will need to repeat the full joint perinatal medicine rotation – i.e. both OBS4003W and PED4016W. Should a student obtain a mark of between 48% or 49%, a recommendation will be made to the Faculty Examinations Committee that the student be offered a supplementary assessment (OSCE + MCQ) in a subsequent block.

MDN4011W MEDICINE

60 NQF credits at HEQSF level 8

Convener: Prof N Wearne (overall convener, and convener of Ward Care); Dr S Botha (AmbuCare); Dr C Tsampiras (Primary Health Care); Dr A Barnard (Palliative Care); Dr A Kropman (Acute Care); J Irlam (Evidence-based Medicine); and Dr L Ngwanya (Dermatology)

Course entry requirements: None

Course outline:

This course consists of two six-week modules:

Module 1 consists of Ward Care, during which students clerk and present eight patients from intake to discharge. These patients are included in the portfolio for medicine. Students attend seminars on topics relevant to the practice of medicine, as well as practical bedside teaching sessions and a presentation on the use of the Practical Approach to Care Kit [PACK]. Dermatology presentations are provided to teach terms to define and classify skin lesions into specific reaction patterns and clarify the relationship between the skin and other body systems. Evidence-based medicine presentations are aimed at teaching skills to critically appraise a systematic review. Primary Health Care teaching is aimed at implementing PHC principles to in-patient care and the submission of a portfolio of patients.

Module 2 consists of Acute care: teaching the triaging and management of acutely unwell and undifferentiated patients in an emergency centre; AmbuCare, during which students produce diagnostic maps and structured reflection charts for patients seen in an outpatient setting as well as attend outpatient clinics; languages teaching, where students learn Afrikaans, and isiXhosa at the bedside; and Palliative Care, during which students assess patients' palliative needs (including physical, psychosocial and spiritual).

Lecture times: Seminars Monday – Wednesday 3-5pm; Thursday & Friday 2-4pm

DP requirements: Medicine: module 1:(i) Ward Care: Attendance at 10 bedside tutorials and five PACK tutorials; completion by due date/s of eight Medicine portfolio cases with assessment templates, eight MiniCEX cases, three intakes and three PIWRs.(ii) Completion of an EBM task by due date.(iii) Primary Health Care: Attendance at one PHC tutorial and completion of seven PHC portfolio cases by due date/s.(b) Medicine: Module 2:(i) Acute Care: Attendance at six acute care shifts and completion of 10 miniCEX cases, a triage sheet, and self-directed learning tasks (CPR teaching, CPR practical and task relating to a critically ill patient) by due date/s.(ii) Ambucare: Attendance at six clinics; completion of six diagnostic maps, six group reflections and six miniCEX cases by due dates/s.(iii) Palliative Care: Attendance at Palliative Care Introductory tutorial, renal replacement meeting, two inter-disciplinary team meetings and a SOCKS feedback session; and submission of a discharge letter by the due date.(iv) Fundoscopy: Satisfactory completion of five fundoscopy assessments by due date/s.(v) Interpretation of a laboratory test SDL task by due date.(vi) Attendance of five language tutorials.(vii) Attendance of two ECG tutorials.(viii) MOPD attendance: Attendance at nine MOPD clinics and four patient write-ups from the clinics attended; attendance of one HIV counselling session and one diabetes session. On completion of the two modules, the Medicine logbook must be handed in by the due date.

Assessment: Module 1: Clinical Examination (35%); Theory of Medicine (MCQ+Dermatology Slide Show + EBM task) (25%); Portfolio of Medicine (includes medicine and PHC) (25%); Work-place Assessment (MiniCEX & Firm assessment) (15%).Module 2: Theory Assessment: MCQ exam from AmbuCare, Acute Care and Palliative Care (60%); Work-place assessment: MiniCEX from acute care and AmbuCare (40%).Module 1 will contribute to 60% of the MDN4011W assessment with Module 2 contributing to 40%. To pass the course a student requires: ³ 50% overall with ³45% in the following: a) The portfolio of medicine and PHC; b) Work-place assessment in module 1 and 2; c) Theory assessment in Module 1 and 2; d) two out of three clinical cases regardless of the overall mark.

MDN4015W PHARMACOLOGY AND APPLIED THERAPEUTICS

20 NQF credits at HEQSF level 8

Convener: S Dames

Course entry requirements: None

Objective: The objective of training in clinical pharmacology and applied therapeutics is to enable students to develop the skills required to prescribe essential medicines rationally in the acute and chronic management of common conditions.

Course outline:

During this course students develop a foundation in clinical pharmacology which provides them with an understanding of basic pharmacology (pharmacokinetics and pharmacodynamics) and the principles of prescribing rationally in the management of common acute and chronic conditions. Students are expected to apply these skills when considering the management of each patient they see, regardless of which rotation they are in.

DP requirements: None

Assessment: The final mark is made up of in-course assessments (30%) and an end-of-rotation examination (70%).

PED4016W NEONATOLOGY

30 NQF credits at HEQSF level 8; 44 Lectures comprising of 30 obstetrics lectures, 12 neonatal lectures and 2 languages (IsiXhosa) lectures. 2 Obstetric skills training session. 1 Neonatal resuscitation skills training session. A minimum of 10 tutorials (5 Obstetric and 5 Neonatal). Placement at secondary level hospitals (Mowbray Maternity or New Somerset) x 2 weeks Placement at Midwife Obstetric Unit (Mitchell's Plain or Vanguard) x 1 week. Midwife Obstetric Unit day visits (Retreat or Hanover Park) x 2 days.

Convener: Dr L L Linley and Dr MT Groenewald

Course entry requirements: None

Co-requisites: The obstetrics and neonatal components of the course must be passed individually.

Objective: The purpose of the course is to acquaint the student with regionalised perinatal care; and to develop the knowledge, skills, and attitudes to provide safe, effective, and compassionate maternal/newborn care in primary and secondary perinatal care settings.

Course outline:

Obstetrics (OBS4003W) and Neonatology (PED4016W) are taught jointly in a six-week perinatal medicine block rotation. The joint rotation builds on the introduction provided in third year MBhB, and forms part of a progressive spiral curriculum that runs through to the final year. During this time, students acquire the knowledge, skills and professional conduct required for medical practice. Teaching takes place within the Maternal and Neonatal Service: Metro West, which exposes students to primary (or community-based) and secondary (hospital-based) levels of care. Practical experience for both Obstetrics and Neonatology is recorded in a logbook, and includes at least eight deliveries under supervision, as well as assessment and care of the newborn as detailed in four neonatal case reports. Further details are specified in the logbook. Students are encouraged to develop professional behaviour, as well as to develop empathic and caring attitudes through compassion tutorials and a Health and Human Rights workshop. The rotation is supplemented by a series of lectures, tutorials and skills training sessions that cover topics within the discipline, as well as contributions from other disciplines, in order to provide an integrated, multidisciplinary approach to common perinatal problems. The knowledge and skills acquired during the 4th year of the MBChB programme form the foundation of Obstetric and Neonatal medicine.

Lecture times: Lectures are scheduled for the duration of week 1 (Monday to Friday) then on Monday (whole day) in weeks 3, 5 and 6 of the block.

DP requirements: Students must (a) attend the neonatal resuscitation training in the Introductory Week; (b) attend at least five of the whole block neonatal seminars; (c) examine the newborns of the mothers delivered by their clinical partners on at least five night calls during the block; (d) have one of their four neonatal case reports completed before the start of the assessment week; (e)

attend at least five of their eight neonatal clinical tutorials and the Friday Neonatology Academic Week tutorial.

Assessment: The assessment for Obstetrics comprises an OSCE and an MCQ examination, which both take place during the last week of the rotation. OBS4003W Obstetrics and PED4016W Neonatology (informally called a joint perinatal medicine rotation) are jointly examined during these examinations. Each student must achieve a combined OSCE + MCQ mark of $\geq 50\%$ in order to pass the obstetrics and neonatology components of the two examinations. Additionally, each student must achieve a minimum of $\geq 50\%$ for the obstetric and neonatal components individually in order to pass the joint perinatal rotation as a whole. Any student who obtains $\leq 47\%$ for Obstetrics or Neonatology will need to repeat the full joint perinatal medicine rotation – i.e. both OBS4003W and PED4016W. Should a student obtain a mark of 48% or 49%, a recommendation will be made to the Faculty Examinations Committee that the student be offered a supplementary assessment (OSCE + MCQ) in a subsequent block.

PPH4056W HEALTH IN CONTEXT

40 NQF credits at HEQSF level 8; Lectures (20); tutorials (25); community visits (11).

Convener: Prof T Oni (Overall Health in Context & Public Health); Dr N Beckett (Family Medicine); Dr P Wicomb (Child Health); Dr M Richards (Child Health); Ms L Ganca (Palliative Care); and Dr MI Datay (Health Promotion)

Course entry requirements: None

Objective: The overall aim of the course is to introduce students to the practice of community-oriented primary care through theoretical and experiential learning. Specific objectives are to a) understand the impact of socio-economic and environmental factors on quality of an individual's life and health, so that appropriate clinical and social management decisions can be made; and b) to enable students to assess, and become involved in initiatives that address socio-economic and environmental causes of ill health within communities.

Course outline:

This integrated course comprises public health, family medicine, palliative care, health promotion, and child health. The six-week block introduces students to community-oriented primary care, where the care and determinants of health of individuals and communities are studied. Clinical experience in family medicine, child health and palliative care at a primary care level is integrated with a public health research project, followed by a health promotion intervention. In public health, students study epidemiology, biostatistics, research methods, human rights, research ethics, demography, occupational and environmental health, communicable disease control, health economics, and health needs of vulnerable groups. In health promotion, during projects at community sites and during home visits, students learn skills such as networking, advocacy, communication, organising, facilitation, planning and negotiation, reflection, team-work, community participation and empowerment. Family medicine and palliative medicine include clinical attachments in primary care settings and an intermediate healthcare facility, during which students conduct and review video-taped patient consultations and home visits. In child health, students study the WHO Integrated Management of Childhood Illness (IMCI) and learn to use IMCI. Ambulatory tutorials and case presentations focus on general paediatric examinations, anthropometry and nutritional and developmental assessments within the context of population-based child health.

DP requirements: a) Completion of all portfolio cases and assignments submitted by the deadline/s as stipulated in the course manual; (b) completion of summative and formative assessments by the stipulated deadlines; (c) participation in and equal contribution to group-work; and (d) attendance at all clinical and community teaching and group presentations; and 90% attendance of in-class sessions prior to end-of-block assessment.

Assessment: The integrated end-of-course written examination contributes 30% to the overall mark. Coursework contributes 70% and comprises an epidemiology project report (group mark) (12.5%); a biostatistics assignment (2.5%); a health promotion project report (group mark): (15%); a combined epidemiology and health promotion oral presentation (group mark) (5%); a motivational interview assessment (5%); a family medicine patient case study (10%); a home visit

assignment (10%); and a child case portfolio (10%). Penalties for late submission of child case portfolio: 5% per working day. Penalty for late submission of FM patient study is 5% per day, to a maximum of five days, following which a student will get zero. Students must obtain an overall aggregate of 50% for the course, as well as 50% overall for the in-course assessments and 50% for the end-of-block assessment in order to pass the block. Students may be granted an opportunity during the block to re-submit assignments they have failed, provided they achieve a minimum of 40% for the first submission of the assignment.

PED5001W CARING FOR CHILDREN

40 NQF credits at HEQSF level 8

Convener: Dr H Buys, Dr S Cox and Dr P Wicomb

Course entry requirements: PED4016W

Objective: Build knowledge, skills and attributes needed for the holistic medical care of children and teenagers.

Course outline:

The course comprises an eight-week block divided into two four-week rotations. One rotation is integrated with paediatric surgery and focuses on ambulatory paediatrics; the other focuses on in-patient care. Four weeks of the block are spent at the Red Cross Children's Hospital (a two-week outpatient and a two-week paediatric surgery attachment), alternating with a four-week ward placement (two weeks at either New Somerset or Groote Schuur Hospital and two weeks at Red Cross Children's Hospital). Seminars in aspects of the care of children run weekly.

Students who pass this course will have knowledge of common core childhood medical and surgical diseases and conditions; skill in taking a history from children and their caregivers and in examining neonates, children and adolescents; the ability to define an appropriate problem list and formulate an appropriate management plan; awareness of basic procedures; professional behaviour and attitudes appropriate to handling children and their caregivers; and awareness of the rights of children and the doctor's role as an advocate for child health. The curriculum comprises core topics, divided into "must know" and "must recognise". Students learn history-taking, as well as the examination, assessment and management of patients, both during bedside tutorials and in assembling their portfolios.

DP requirements: Minimum of 80% attendance in each of the three rotations (ward, ambulatory and paediatric surgery) - absence allowed only with permission, subject to the University rules relating to absence - and completion of all requisite coursework/clinical work, including a written portfolio of 12 cases with associated tasks and five clinical methods templates; completion of online lessons and quizzes for paediatric surgery; and a signed paediatric medicine logbook. If a student is absent with permission, the time missed will need to be made up or the student may be required to repeat the block.

Assessment: Summative assessment comprises an end-of-block clinical and portfolio assessments: 50%; and end-of-block online MCQ assessment and Extended Matching Items: 50%. Coursework from PPH4056W Health in Context is also assessed. In order to pass the course, students are required to achieve 50% or more in each of the following components: (1) the clinical examination assessment (average of the two clinical cases); (2) the portfolio assessment; (3) the paediatric surgery component of the online assessment; and (4) the "general care-of-children" component of the online assessment. Any student not meeting the sub-minimum in paediatric surgery is required to undergo a repeat online assessment and pass/fail oral examination (based on the portfolio) and will have to spend additional time in paediatric surgery if his/her paediatric surgery mark is below 40%, followed by another assessment. Any student not meeting the sub-minimum in "general care of children" is required to undergo a pass/fail oral examination (based on the portfolio) and/or a repeat clinical examination and will have to spend additional time in paediatrics if his/her mark in this component is less than 45%, followed by another assessment. All repeat assessments (including deferred assessments, unless specifically arranged) will be held on the last Friday of the mid-year vacation for blocks 1-3, and at the end of the academic year for blocks 4-5.

CHM5003W SURGERY

40 NQF credits at HEQSF level 8

Convener: Dr S Burmeister (General Surgery) and Dr D Hudson (Plastic Surgery)

Course entry requirements: None

Course outline:

The general surgery component is taught over eight weeks at Groote Schuur Hospital within the units dealing with acute care and with hepatobiliary, upper gastro-intestinal vascular, colorectal, breast and endocrine medicine units. Daily seminars present common important clinical presentations and their initial management. Students attend regular interactive, patient-based tutorials where they develop and enhance clinical proficiency and diagnostic skills. They are exposed to theatre and procedural cases as an introduction to interventional management and produce a portfolio of at least six cases as a starting point for case-/problem-based learning. Core curriculum topics are divided into “must know” (detailed knowledge); and “must recognise” (awareness of topic and its inclusion in a differential diagnosis). Core learning outcomes include recognition of urgent, life-threatening clinical scenarios; ability to recognise common surgical diseases and less common but dangerous problems, initiate primary or emergency care as appropriate, initiate appropriate investigation(s), identify conditions requiring specialised services and understand therapeutic procedures in surgical conditions. In plastic surgery, core learning outcomes comprise knowledge of the important conditions requiring treatment by a plastic surgeon (e.g. skin cover, grafts and flaps, trauma, cosmetic surgery, burns) and skills of examination, initiating treatment and selecting patients for referral to a specialist centre.

DP requirements: Attendance of a minimum of 33 out of the 41 seminars; completion of six portfolio cases; and submission of completed logbook. Attendance is required at all tutorials. A student who for any reason is or has been unable to attend an activity or submit a requirement by the due date must supply a reason to the convener, who has the discretion to decide whether the reason is adequate to avoid being given a DPR. Approved absence beyond a certain maximum may require the student to repeat the course.

Assessment: Students are provided with continuous feedback from their tutors informally during their block. This is not recorded, and does not form part in the final mark. The final mark is made up of an end-of-block written paper (33,3%); end-of-block clinically-based MCQ (33,3%); and an end-of-block oral and portfolio assessment (33,3%). The general surgery component of the course must be passed with 50%. Both tutorials and witnessed procedures are signed off in a logbook, which may be reviewed during the end-of-block assessment. A recommendation will be made that students who fail the course with 48% or 49% be granted a supplementary examination.

MDN5003W PHARMACOLOGY AND APPLIED THERAPEUTICS

20 NQF credits at HEQSF level 8

Convener: Dr P Sinxadi

Course entry requirements: MDN4015W

Objective: The objective of training in pharmacology and therapeutics is to enable students to develop the skills required to prescribe essential medicines rationally in the management of common conditions.

Course outline:

The 5th year course is integrated through rotations in mixed specialties (dermatology, ENT, neurology and neurosurgery), and builds on the foundation of Clinical Pharmacology and Applied Therapeutics learnt in 4th year. The course focuses on applying an understanding of pharmacokinetics and pharmacodynamics to the management of common conditions. It aims to equip students with the skills for critically appraising evidence and judging the risk-benefit profiles of available treatment options, and promotes rational drug prescribing to ensure optimal patient care.

Lecture times: Lectures take place on Wednesday and Friday afternoons, with bedside presentations on selected Thursday mornings.

DP requirements: None.

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Assessment: The final end of block mark includes the in-course assessments (30%) and an end-of-block examination (70%).

CHM5004H TRAUMA

10 NQF credits at HEQSF level 8; Lectures (12), Skills Laboratory modules (suturing and intercostal simulation insertion) (2), on-site calls (3), on-site bedside teaching, and on-site equipment tutorial (1).

Convener: Dr S Edu, Prof P Navsaria, Prof A Nicol

Course entry requirements: None

Co-requisites: None

Objective: Build knowledge and basic skills necessary to manage common trauma problems.

Course outline:

The course comprises a four-week rotation, shared with Orthopaedics. Lectures are given every Wednesday and Thursday from 09h30 to 12h00. Skills courses and practical tutorials take place on Friday mornings from 10h00 to 12h00. The end-of-block assessment takes place on the last Thursday of the block and consists of a MCQ and OSCE component, weighted as follows: 80% MCQ and 20% OSCE. During their rotation students are required to do after-hours calls in C14, according to a roster, in order to improve their practical skills and develop a better understanding of the trauma patient. Core topics, lecture times, responsibilities are detailed in the introductory brochure, handed out to all students on their first day.

Lecture times: 9.30 – 11.30am Wed & Thurs 10 - 12am Friday

DP requirements: Full attendance for lectures and clinical skills courses. A student who for any reason is or has been unable to attend an activity must supply reasons to the convener, who has the discretion to decide whether the reason is adequate to avoid being given a DPR. The maximum amount a time a student may miss with permission before becoming ineligible to write the examination is one week (four lectures and one clinical skills course).

Assessment: The end-of-block examination comprises an MCQ (80%) and an OSCE (20%). A student who fails the course with 48% or 49% may be required by the Faculty Examinations Committee to undergo additional training time before writing a supplementary examination.

CHM5005H ORTHOPAEDIC SURGERY

10 NQF credits at HEQSF level 8; 30 Tutorials, 14 practicals, 1 course assignment.

Convener: Dr N A Kruger

Course entry requirements: None

Objective: Competency in basic orthopaedic knowledge and skills at a general practitioner level.

Course outline:

This course aims to cover the common entities in adult and paediatric orthopaedic surgery. Core learning outcomes include knowledge of common musculoskeletal trauma and pathological conditions; skills in examination of the musculoskeletal trauma and pathological conditions, application of treatments and carrying out procedures specific to the specialty; x-ray assessment; and professional behaviour appropriate to clinical practice. The curriculum has been organised into core clinical problems students are expected to be able to evaluate clinically and core clinical topics students are expected to be knowledgeable about. The topics have been further stratified into “must know” (have a detailed knowledge of the clinical presentation, laboratory investigation and management of these important, common conditions); “must recognise” (have a basic understanding of the clinical features suggestive of this diagnosis, appropriate investigations that would assist in making the diagnosis and a limited understanding of the principles of treatment of these important conditions, all of which have serious implications if missed); “must be aware of” (the student should be aware of the condition but is not expected to accurately diagnose or manage the condition) and “may hear of or see” (rare conditions that the student should refer for specialist opinion and management).

Lecture times: 08h00 daily

DP requirements: Full and punctual attendance of all ward rounds, clinics and tutorials as per timetable. Contact with allocated registrar as rostered. Completion of all requisite

coursework/clinical work by the due dates. A student who for any reason is or has been unable to meet the above requirements by the due date must supply a reason to the convener, who has the discretion to decide whether the reason is adequate to avoid being given a DPR. Approved absence beyond a certain maximum will require the student to repeat the course. A student who fails to meet the following by the due dates and without a valid and approved *medical certificate* will not be permitted to write the end-of-block examination: Completion of the practical log sheet with skills signed off by registrar. Clinical Video Production submitted by the last Thursday of the rotation at 15h00.

Assessment: The end-of-course examination consists of (a) VULA computer-based MCQ 50 question SBA (40%); an OSCE of nine to 10 stations (40%); and a video submission (20%).

MDN5005W DERMATOLOGY

10 NQF credits at HEQSF level 8; 15 face-to-face lectures and 23 Vula modules.

Convener: Dr R M Ngwanya

Course entry requirements: None

Objective: To master approach to patient with skin disorder in primary care.

Course outline:

This course provides students with the knowledge and clinical skills to treat skin problems commonly encountered in primary care, based on a list of core topics. Students learn about life-threatening conditions they may encounter in clinical practice. Clinical topics have been stratified into “Must know”: the student is expected to have a detailed knowledge of the clinical presentation, laboratory investigation and management, including procedural hands on skills; “must recognize”: the student is expected to have a basic understanding of the clinical features suggestive of diagnosis; a few basic appropriate investigations to assist in the diagnosis; and the management and treatment of these important conditions; and “nice to know”: additional topics/procedures to broaden knowledge and competency, but which do not form part of the assessment. Learning outcomes include clinical skills, clinical reasoning, professional behaviour and personal attributes. Teaching methods include small-group classroom tutorials and inter-active electronic tasks. Clinical teaching takes place in the OPD clinic, where students clerk and present patients to a staff member and peers. Clerked cases are included in the student’s Portfolio of Learning. Cases are described in terms of principles of Primary Health Care that relate to skin diseases, their management, possible psycho-social impact and human rights.

Lecture times: A full timetable is provided at orientation.

DP requirements: At least 75% attendance at tutorials. A student who for any reason is or has been unable to attend an activity or submit a requirement by the due date must supply a reason to the convener, who has the discretion to decide whether the reason is adequate to avoid being given a DPR. Approved absence beyond a certain maximum may require the student to repeat the course.

Assessment: The final mark is made up of an in-course assessment (information pamphlet for patient), to be presented to and marked by the group (20%); and an end-of-block MCQ (based on core clinical topics) (80%).

OBS5005W GYNAECOLOGY

This course is also taken by South African students studying towards a Cuban medical degree. Students join the same course as UCT students.

20 NQF credits at HEQSF level 8

Convener: Dr C Gordon and Dr D Richards

Course entry requirements: All fourth year MBChB courses.

Course outline:

This four week rotation in gynaecology builds on the prior three weeks of learning in women’s health during 3rd year. Students have already learnt to take histories from patients and to examine women using models and have been exposed to the broader issues about women’s health; and have been introduced to the role of gender in health promotion. In this course they learn about common gynaecological problems, contraception, issues of sexuality, and abuse of women, at the

same time gaining clinical experience in gynaecology and women's health. Teaching takes place in a variety of clinical venues where students learn how to perform a gynaecological examination on patients, mostly in outpatient settings, which is most appropriate for their future practice. The gynaecology clinical teaching is complemented by tutorials and clinical skills sessions, as well as further teaching in the relevant basic sciences. The course promotes professional attitudes and behaviours and empathetic attitudes towards patients; teach reflective health care; helps students explore their attitudes and beliefs about controversial issues such as sexuality, intimate partner violence and termination of pregnancy; and further promotes self-directed learning.

Lecture times: Friday mornings

DP requirements: Students are required to attend and participate in all ward, clinic and theatre duties, as per the programmes of the individual firms. Any unapproved absence will mean that the student is given a DPR. Ninety per cent (90%) of other teaching must be attended in order to be allowed to write the OSCE. Large group seminar registers must be signed. Skills training sessions are compulsory. The LGBT, TOP and intimate partner violence workshops are compulsory, as are post-workshop reflective commentaries. Professionalism will be assessed, which includes punctuality, attendance and conscientiousness. These are monitored by the consultants, and registrars in the firms, and form part of the in-course assessment. Should the in-course assessment be less than satisfactory, students may be required to do extra time. Completion of the logbook is a DP requirement. Each procedure must be individually signed off. All procedures are to be completed within the six-week block. Failure to complete the logbook by the end of the block will mean the student will not be allowed to write the end of course OSCE/ OSPE.

Assessment: There are three components to the summative assessment. (a) Portfolio exam (20%): This takes place during the rotation. Students must write up four patient cases which must be submitted for a written mark and a portfolio oral by due dates given by firm consultants. Carbon copies of patient clerking notes must be included with the portfolio. (b) End-of-block OSCE (50%); (c) MCQ (30%). Subminima of 50% apply for each of the end-of-block OSCE and MCQ.

MDN5006W RHEUMATOLOGY

10 NQF credits at HEQSF level 8

Convener: Prof A Kalla and Dr A Gcelu

Course entry requirements: None

Course outline:

Rheumatology is a two-week rotation and students are placed at Groote Schuur Hospital for the entire block. During the two weeks they are exposed to a series of patient encounters that cover the broad scope of common conditions such as gout, fibromyalgia and osteoarthritis. The patient encounters take place mostly in the outpatient department and other times in the hospital wards. This course covers the common entities in adult and paediatric rheumatology. Core learning outcomes comprise of knowledge of common musculoskeletal diseases and conditions; skills in examination of the musculoskeletal system; application of treatments specific to the speciality; carrying out procedures specific to the speciality; and radiological assessment; as well as professional behaviour appropriate to clinical practice.

DP requirements: Attendance of all activities and completion of the following coursework requirements: Eight Rheumatology clinics; four seminars; two portfolio cases; all academic departmental activities; and nine tutorials. A student who for any reason is or has been unable to meet the above requirements by the due date must supply a reason to the convener, who has the discretion to decide whether the reason is adequate to avoid being given a DPR. Activities will need to be made up where required. Where they cannot be made up the student may have to repeat the course.

Assessment: In-course-assessment (10%); end-of-block clinical examination (30%); and an end-of-block OSCE (60%). If a student fails the course with 48% or 49% a recommendation will be made to the Faculty Examinations Committee that the student spend two weeks in rheumatology before undergoing a supplementary examination.

CHM5007W NEUROLOGY AND NEUROSURGERY

20 NQF credits at HEQSF level 8

Convener: Dr L M Tucker (Neurology) and Assoc Prof D E J le Feuvre (Neurosurgery)

Course entry requirements: None

Objective: The objective of this course is to give students an understanding of the presentation, assessment, investigation and management of common disorders of the nervous system.

Course outline:

This course aims to cover common entities in adult neurosurgery in a mixed rotation where teaching takes place in both disciplines. In this way, the student develops an understanding of how patients with neurological disorders present. Core learning outcomes include knowledge of common neurological diseases and conditions, skill in examining the nervous system, in applying treatments and carrying out procedures specific to the speciality and in radiologic assessment, as well as professional behaviour appropriate to clinical practice. The core curriculum comprises core clinical problems that students are able to evaluate clinically and core clinical topics they are expected to know. The latter includes content the student “must know” (detailed knowledge of the clinical presentation, laboratory investigation and management of important, common conditions); “must recognise” (a basic understanding of the clinical features suggestive of this diagnosis, and appropriate investigations that assist in making the diagnosis and understanding the principles of treatment of these important conditions, all of which have serious implications if missed); and “must be aware of” (be aware of but not expected to accurately diagnose or manage). Students become familiar with rare conditions that they should refer for specialist opinion and management.

Lecture times: Tutorials and bedside teaching are scheduled every day, with exposure to other clinical environments such as OPD, ICU, theatre and cathlab. Time is also allocated for self-directed learning and students are expected to do at least two after-hours calls with a neurosurgery registrar.

DP requirements: Students are expected to attend all scheduled teaching activities and have at least 75% attendance where a register is taken.

Assessment: Formative assessment occurs in the block through feedback from clinical teachers. The final marks are made up of: (a) a neurosurgery case report (15%); (b) a neurology in-course assessment (15%); and (c) an end-of-block MCQ examination (70%).

CHM5008W OPHTHALMOLOGY

10 NQF credits at HEQSF level 8; 10 tutorials.

Convener: Assoc Prof N du Toit

Course entry requirements: None

Course outline:

This course covers common entities in adult and paediatric ophthalmology. Students undergo experiential learning in the outpatient clinics at Groote Schuur Hospital over a 10-day period. Core learning outcomes are categorised into core knowledge; skills, including clinical, clinical reasoning and procedural skills; and professional behaviour and personal attributes. The core curriculum comprises core clinical problems which students are expected to be able to evaluate clinically and core clinical topics students are expected to be knowledgeable about. Clinical topics are stratified into “must know” (have a detailed knowledge of the clinical presentation, limited management and appropriate referral); and “must recognise” (have a basic understanding of the clinical features suggestive of this diagnosis, take appropriate steps in the treatment of the condition and an understanding which needs to be referred to an ophthalmologist). As key outcomes, students should be able to diagnose and manage common, primary care eye problems, recognise and initiate the treatment of emergencies and know when to refer. Students’ mastering of a problem-orientated approach and their plan of management for every patient manifest in the necessary 30 cases that form part of each student’s portfolio.

DP requirements: Full attendance of all course requirements, including clinical and tutorial sessions, completion of portfolio cases, and satisfactory completion of practice examination skills by the due dates. Any student missing a session without a valid and approved reason will not be

allowed to do the clinical and portfolio exam at the end of the block. If missed due to illness, a medical certificate will be required, but no more than two clinic sessions may be missed. If this happens, the student will not be permitted to sit the end-of-course clinical and portfolio examinations. Such student will be required to attend a supplementary one-week clinical attachment either in the July vacation (for first semester defaulters) or in the December vacation (for second semester defaulters) before the clinical and portfolio exams can be done. Any students not having the required number of cases to present at the portfolio exam will fail the end-of-block assessment and will not be allowed to do the clinical examination. The student will be required to attend a supplementary one week clinical attachment either in the July vacation or in the December vacation to complete their portfolios before the examination can be done. If this is not logistically possible the student may need to repeat the course.

Assessment: The final mark is made up of an in-course assessment (clinical and portfolio exams) (50%) and an end-of-block slide show/MCQ computer-based exam (50%). A subminimum applies in respect of the clinical exam. Should any student fail the clinical exam or obtain less than 50% as an overall final ophthalmology mark a recommendation will be made to the Faculty Examinations Committee that the student spend an extra week in ophthalmology at a time to be decided, before undergoing a supplementary examination.

CHM5009W OTORHINOLARYNGOLOGY

10 NQF credits at HEQSF level 8

Convener: Dr T Harris

Course entry requirements: None

Course outline:

This course aims to cover the common entities in adult and paediatric ear, nose and throat (ENT) diseases. Students undergo experiential learning in ENT wards, outpatient clinics and theatres, they also attend afternoon lectures and watch DVDs. The core curriculum comprises content categorised as “must know” (have a detailed knowledge of the clinical presentation, assessment and management of these important, common conditions); and “must recognise” (recognise features suggestive of these conditions, have knowledge of appropriate examination and investigation to assist in confirming/excluding the conditions and have an understanding of the principles of treatment of the conditions which may have serious implications if missed). Students will become familiar with the spectrum of diseases/disorders managed by an ENT division, the examination techniques, investigations and management methods employed to refer and counsel patients appropriately.

DP requirements: Twelve out of the 17 available face-to-face teaching episodes must be signed off in the student’s attendance register at the time of the teaching episode, and this register handed in at the time of the end-of-block examination. If signatures are outstanding (i.e. less than 12), 5% will be deducted from the final mark for the attendance log per working day that the register is not handed in.

Assessment: Assessment comprises an end of block examination (60%), a mark for the case presentation mark (20%) and an attendance log (20%).

CHM5010W UROLOGY

10 NQF credits at HEQSF level 8

Convener: Prof J Lazarus

Course entry requirements: None

Course outline:

The Urology apprenticeship lasts two weeks and includes video tutorials and attendance and work at urology wards, clinics and in theatre. The curriculum has been organised into core clinical problems students are expected to be able to evaluate clinically and core clinical topics students are expected to be knowledgeable about. The course work is made up of the video tutorials and the textbook, “A handbook of Urology” which is available at Ward E26.

Lecture times: Activities start daily at 07h15.

DP requirements: Full attendance and completion of all requisite coursework/clinical work. A student who for any reason is or has been unable to meet the above requirements by the due date must supply a reason to the convener, who has the discretion to decide whether the reason is adequate to avoid being given a DPR. Activities will need to be made up where required. If this is not possible, the student may have to repeat all or a portion of the course.

Assessment: The final mark is made up of a case report. This comprises a case report (20%) a logbook/ward performance (30%) and an end-of-block MCQ examination (50%).

AAE6000W ANAESTHESIA PART II

10 NQF credits at HEQSF level 8

Convener: Dr B Brennan

Course entry requirements: AAE4002W

Objective: The student will demonstrate knowledge of clinical anaesthesia; skills in the pre-operative, intra-operative and postoperative care of patients necessary for safe anaesthetic practice; and professional behaviour appropriate to the pivotal role of the anaesthetist as a peri-operative physician.

Course outline:

Anaesthesia is formally taught in the fourth and sixth years of study with a case-studies component during the fifth and sixth year surgery rotations. In sixth year, a two-week course of practical clinical instruction is presented during the combined four-week Forensic Medicine and Anaesthesia rotation. The fourth and sixth years' learning in anaesthesia are complementary. Learning in the sixth year is based on a series of anaesthetics which the student administers under supervision, including the pre-operative assessment of the patient and their postoperative management. Students are required to perform a minimum of two general anaesthetics and two spinal anaesthetics case that they personally manage under specialist supervision. These assessments are "open" and known to the student. Students are encouraged to perform as many anaesthetics as possible; the best four scores are counted. In addition, students are required to include an anaesthesia assessment in all surgical clinical case studies done during the General Surgery rotation; concentrating on the pre-operative workup, potential anaesthesia strategies and alternatives, and the postoperative intravenous fluid and pain management. Core knowledge: Basic knowledge of anaesthesia techniques and equipment.

DP requirements: There are no DP requirements, but to pass the course the following must have been completed. (1) Obtain an aggregate of 50% or more in the End-of-Block examination; (2) Complete and submit the prescribed logbook of in-theatre discussion topics, as detailed in the course outline. (3) Conduct four or more anaesthetics under supervision (two general and two spinal anaesthetics) and submit the assessments.

Assessment: Formative assessments are conducted by the anaesthetists who supervise the student's administration of a series of anaesthetics and the interaction during the in-theatre discussions. Summative assessment includes an end-of-block examination (60%), and the scores from the best four supervised anaesthetics the student conducted (40%). Students who pass the end-of-block examination but fail to submit a logbook of in-theatre discussions and/or supervised anaesthetic assessments may, depending on the circumstances, be granted an extension of time to complete the logbook and/or anaesthetics at the discretion of the course convener. This extension will not extend beyond the end of the next vacation or the end of the academic year of study, whichever occurs first. Students who are required to repeat the Anaesthesia rotation will not be exempt from the logbook and/or the supervised anaesthetics, i.e. they must fulfil all the course requirements.

CHM6000W SURGERY (INCLUDING ALLIED DISCIPLINES)

41 NQF credits at HEQSF level 8

Convener: Dr S Burmeister**Course entry requirements:** All fifth year surgery courses**Course outline:**

Final year Surgery incorporates a hands-on, practical, four-week rotation during which student interns implement the clinical and management components of their previous training. The course consolidates and refines clinical examination, diagnosis and management of the major symptom complexes in surgery. Student interns are placed within one of the secondary level units based at Victoria, Mitchell's Plain, Somerset and Groote Schuur Hospitals where they have greater exposure to common general surgical conditions. They are involved in all aspects of their units' activities, including ward rounds, patient management and academic activities. The differential diagnosis and basic and specialised investigations are emphasised in each clinical situation. Students present their patients on the ward rounds, at firm meetings and the combined x-ray conferences. They accompany their patients to interventional procedures and present at least two cases per week to attending consultants; this is signed off in a logbook. Students produce a portfolio of at least six cases which provides a starting point for case / problem based learning. Additional weekly interactive tutorials and seminars by consultant staff review core theoretical knowledge. Students keep a logbook documenting their presentation of cases to consultants, and this may be reviewed during at the end-of-block assessment.

DP requirements: Completion of the six portfolio cases and a completed logbook of eight presented cases comprise the DP for the course. Full attendance and participation in unit are considered compulsory.

Assessment: The end-of-block assessment comprises a clinical, scenario-based and portfolio assessment (25%); a patient-based oral examination (25%); a computerised, clinically-based MCQ (25%); and a short answer written paper (25%). A supplementary examination will be recommended for students who fail the course with 48% or 49% (subject to supplementary examination guidelines).

MDN6000W MEDICINE (INCLUDING ALLIED DISCIPLINES)

41 NQF credits at HEQSF level 8; 9 bedside tutorials in ward care; 3 Pharmacology tutorials; 2 ECG tutorials; 3 Skill lab's sessions in acute care.

Convener: Dr A Gcelu MDN6000W; Dr A Gcelu Ward care; Dr A Kropman Acute care; Dr T Bana Ambucare; Mr J Irlam Evidence Based medicine (EBM)**Course entry requirements:** MDN4011W**Course outline:**

The eight-week course includes a four-week a four-week rotation in Internal Medicine (Ward Care) at Mitchell's Plain District (MPDH), New Somerset (NSH), Victoria (VHW) or George (GH) Hospitals, two weeks in Ambucare at GSH and two weeks in Acute Care at either GSH, MPDH or NSH. In the Eden district students spend two weeks of Acute/Ambucare in George followed by another two weeks in Oudtshoorn Hospital.

During Ward Care students undertake compulsory clinical clerkship attachments where they interview and examine or clerk patients and writing patient reports. There are compulsory after-hours clinical duties. They develop a portfolio of learning in which they collate all the case records of patients.

During Ambulatory Care students attend the outpatient department clinic from Monday to Thursday where they clerk two new patients under supervision. They make diagnostic maps on at least 12 other patients attending the clinic.

During Acute Care students learn the importance of triaging, assessing and managing acutely unwell patients and managing undifferentiated patients. They are allocated to an Emergency Centre and attend shifts in that centre working as part of the team during their shift. They clerk and manage patients and write up the patient encounters in their portfolio of learning.

DP requirements: Attendance of all activities and completion of all coursework stipulated below: Ward care module: Four admission intakes as scheduled; four post-Intake ward rounds

(PIWRs); nine bedside tutorials; 12 mini-CEX cases; write-up of at least 12 patient encounters during the module, to be included in portfolio of learning; completion of portfolio compiled in 5th year comprising Rheumatology, Neurology and Dermatology cases, with two cases from each of these courses; completion of procedures listed in the Department of Medicine logbook by due date. Ambucare module: Presentation and write-up of at least 12 patients evaluated in the OPD during the module; compilation of 12 diagnostic maps of patients discussed in the OPD during the module; completion of 12 Mini-CEXs by due date/s; attendance of eight OPD clinics during the module; attendance of all Friday morning academic meetings in the Department of Medicine conference room; and completion of procedures listed in the Department of Medicine logbook. Acute Care module: Attendance of 70 hours in the allocated EC during the module; attendance of three Skill Lab sessions; 12 patient encounters and completion of 12 Mini-CEX cases; completion of all self-directed learning (SDL) tasks and of procedures listed in the Department of Medicine logbook by due date/s. Evidence-based Medicine module: Attendance at workshop and completion of an individual assignment by due date/s.

Assessment: The final course mark is made up of the following: (i) Work place based assessment (WPBA) (30%), made up of Ward Care Assessment (10%); Ambucare Assessment (10%); and Acute Care Assessment (10%); (ii) Evidence Based Medicine (5%); (iii) End of course assessment (65%), made up of a clinical examination (30%); an oral portfolio examination (20%); and a theory (MCQ) examination (15%); (iv) Exit Skills Osce (must pass all stations) (This is assessed under MDN6004W Exit Examination on Procedural Competence). A subminimum of 50% is required for each of the following: Clinical assessment, work place assessment, portfolio oral and theory assessment. Subject to approval by the Faculty Examinations Committee, a supplementary examination may be granted when a student has obtained 48% or 49% in only one component of assessment but has passed the others and has obtained 50% or more overall. The student will be required to spend two weeks in Ward Care and collect a new set of portfolio cases.

OBS6000W OBSTETRICS

41 NQF credits at HEQSF level 8

Convener: Dr K Brouard and Dr C J M Stewart

Course entry requirements: OBS4003W, OBS5005W

Course outline:

This is a four-week Obstetrics block. Teaching is practical and involves patient assessment and management under supervision in clinics, antenatal and postnatal wards, labour wards, and theatre. Students are expected to monitor and follow up their patients throughout labour or ward admission. All clinical and teaching activities are compulsory. There are two whole group interactive seminars per week- also compulsory. At the end of the block, students will be expected to be competent in obstetric history-taking and examination; including speculum examination, vaginal examinations in labour, labour monitoring and delivery and assisting at common operations. Students are required to write up 4 portfolio cases during their block. These are examinable at the end of the block. Students are expected to dress professionally and wear white coats or scrubs and their student cards at all times.

DP requirements: Students are required to attend and participate in all ward, clinic and labour ward duties, as per the programmes of the individual firms. Attendance at Tuesday and Thursday seminars is compulsory. At least two formative bedside case presentations on ward rounds must be signed off by ward doctors during the block. Professionalism will be assessed, which includes punctuality, attendance and conscientiousness. These are monitored by the consultants, midwives and registrars in these firms, and form part of the in-course assessment. Should the in-course assessment be less than satisfactory, students may be required to do extra time. Completion of the logbook is a DP requirement. Each procedure must be individually signed off. All procedures are to be completed within the four-week rotation. Failure to complete the logbook by the end of the rotation will mean the student will not be allowed to write the end of rotation OSCE/OSPE. Successful performance in a skills station (part of the Multi-Disciplinary Exit OSCE) is also a requirement. Should the student fail the skills station they will be remediated until they pass. A record of patient clerking is also a DP requirement. This includes eight patient clerking notes as

per the stated requirements. A student absent for under three days will not have to repeat that time but will still be expected to have a completed logbook in order to sit the exam. A student who for any reason is or has been unable to meet the above requirements by the due date must supply a reason to the convener, who has the discretion to decide whether the reason is adequate to avoid being given a DPR. Activities will need to be made up where required. Where this is not possible, the student may have to repeat the course.

Assessment: There are three components to the summative assessment. (a) A formal bedside case presentation (10%); (b) a portfolio oral exam (20%); and (c) an OSCE/OSPE examination (70%).

PED6000W PAEDIATRICS AND CHILD HEALTH

41 NQF credits at HEQSF level 8; 10.

Convener: Dr P Gajjar, Dr R Muloiwa, Dr S Salie, Dr L Tooke (Neonatology)

Course entry requirements: PED5001W

Course outline:

This six-week course has two rotations – paediatric medicine and neonatal medicine – which, together with the two-week short elective course (PPH6005W), constitute an eight-week modular block.

In paediatrics students spend four weeks at George Hospital or two weeks at Red Cross Children's Hospital alternating with two weeks at either of Victoria, Groote Schuur or New Somerset Hospitals. The two-week rotation in neonatology is at either of Groote Schuur, New Somerset, Mowbray Maternity or George Hospitals.

During final year, students are integral members of the clinical team. They participate fully in the academic and clinical activities of the firm including after-hours cover. Learning outcomes include demonstration of core knowledge of common paediatric and neonatal diseases and conditions; history-taking skills; emergency management and resuscitation; defining problem lists; formulating appropriate management plans; performing basic procedures; professional behaviour and attitude; and advocacy of the rights of children. The core curriculum focuses on common paediatric and neonatal conditions. During the paediatric and neonatal attachments students attend the respective procedure and resuscitation training and are exposed to opportunities to acquire a prescribed list of necessary procedural skills.

DP requirements: To qualify for the end-of-block examination, students must fulfill all of the following: For paediatrics: Attend the procedure and resuscitation training; submit a signed skills log of independently performed procedures by the due date; complete a portfolio of the minimum required number of paediatric cases; obtain more than 50% in their paediatrics in-course assessment; and meet the minimum clinical attendance requirements as defined below*. For neonatology: Attend the procedure and resuscitation training; have a signed log of procedures and attend the minimum number of required activities; and obtain more than 50% in the neonatal in-course assessment.*Any student missing ward attendance without a valid and approved reason will not be allowed to do the end-of-block examination. In the event of a student being absent from the ward for whatever reason, permission will need to be granted by the convener. If the period of absence is more than five working days over the four-week paediatric rotation or more than two working days during the two-week neonatal rotation, the time will need to be made up. If for whatever reason the student cannot make up the time or is absent for more than two weeks of the paediatric rotation or more than one week of the neonatal rotation, the rotation has to be repeated.

Assessment: Formative assessment covering all aspects of the student's performance is given during the block. The final summative assessment is made up as follows: An in-course assessment in paediatrics (20%); an end-of-block paediatric short-cases clinical examination (30%); an end-of-block oral based on the paediatric portfolio (15%); a neonatal in-course assessment (10%); a neonatal clinical case examination (10%); and an end-of-block, computer-based MCQ and EMI (15%). While the overall pass mark is 50%, a subminimum of 50% must be met for each of the following: Paediatric in-course assessment; end-of-block paediatric short-cases clinical examination; neonatal in-course assessment; and neonatal clinical examination. In addition

students must obtain an exempt pass in the exit examination on procedural competence (MDN6004W). No supplementary examinations are offered for this course.

PPH6000W FAMILY MEDICINE AND PALLIATIVE MEDICINE

21 NQF credits at HEQSF level 8

Convener: Dr N Beckett (Family Medicine) and L Ganca (Palliative Medicine)

Course entry requirements: PPH4056W

Course outline:

The four-week rotation emphasises the theoretical and clinical integration of clinical, public health and behavioral science knowledge, and skills required for family and community-orientated primary care. Students consolidate prior learning by applying the knowledge, skills and professional values gained in all clinical disciplines (particularly family medicine, palliative care and public health) to the diagnosis, management and continuing care of patients presenting to primary care services. Learning materials used in prior learning provide the theoretical basis for practice, research and continuing professional development. The clerkship aims to provide students with a basis for postgraduate training in the practice of family medicine and palliative care and to enter the four-month family medicine internship with the necessary confidence and competence. During the block, all students are based at community health centres (CHCs) within the district health system in the Cape Town metropolitan area for three weeks, and spend one week in Vredenburg, within the rural district health services in the Western Province. Palliative care learning focuses on clinical aspects such as pain management and introduces paediatric palliative care. Palliative care activities include visits to a hospice, patient's home, intermediate care facility, CHC, paediatric health care facilities and district hospital exposure.

DP requirements: (a) Completion of all required coursework (including a logbook) and attendance of compulsory academic activities on campus (including orientation day session and tutorials/seminars). (b) Attendance of all clinical activities at the community health clinics (CHC), palliative care sites and Vredenburg. (c) Attendance at one SHAWCO session during the family medicine course/clerkship. Any student who misses up to two supervised CHC clinical sessions will be allowed to make up the missed clinical time by doing an additional SHAWCO session for each clinical session missed. A student who misses more than two clinical sessions will be required to do night call in casualty to make up time (in consultation with the convener). (d) Any student who does not submit a signed logbook with completed activities by the last Wednesday of the block will be denied entry to the end of -block OSCE examination. All logbook activities must be signed off immediately by the supervising clinician or healthcare worker, on the day the activity is done.

Assessment: The final mark is made up of (a) an in-course mark, comprising a patient study (20%) and a facility clinical mark (CHC & Vredenburg) (25 %) (the facility mark is weighted according to the time spent at Vredenburg and the CHC); and (b) an OSCE (55%). A penalty of 5% per day will be deducted from the patient study component for late submissions of patient studies to a maximum of five days, following which a mark of zero will be allocated. The facility clinical mark includes assessment of professionalism (punctuality, dress code; involvement in course activities, including clinical activities; attitude towards patients, colleagues and required activities; team-work; and conscientiousness) and clinical knowledge and skills as well as the mini-CEX cases. Any student who achieves less than 50% for the facility clinical component of the in-course assessment, and less than 50% for the end-of-block OSCE will have failed Family Medicine and Palliative Medicine and will not be eligible for a supplementary examination. The student will have to repeat the course.

PRY6000W PSYCHIATRY AND MENTAL HEALTH

21 NQF credits at HEQSF level 8

Convener: Dr M Karjiker**Course entry requirements:** PRY4000W**Course outline:**

This is a full-time clinical block of four weeks during which the student intern participates as a full member of the psychiatry team. This includes responsibility for managing patients, which entails clerking, investigating and presenting of completed data under supervision of a registrar or consultant. The student interns are expected to attend all ward meetings, departmental academic meetings and journal clubs. Every Friday, they present cases and discuss clinical material with the course convener/senior supervisor. The students are attached to units at Valkenberg Hospital, Lentegeur Hospital or Groote Schuur Hospital. A core component of the clerkship is the continued development of a portfolio of learning, in which the student intern is expected to collate at least four patients' case records, reflecting his/her involvement inpatient management. The portfolio of learning forms part of the assessment process.

DP requirements: a) Full attendance of the clinical and teaching programme. If there is approved absence the student must discuss with the ward consultant and the course convener ways in which the student must make up the missed time. If the conclusion of both clinicians is that the absence of the student was not justified then DP will be refused. (b) Professional conduct, dress and punctuality as prescribed by the convener and the clinical supervisors. (c) Full integration with a professional work ethic as a student intern into the clinical team. The ward consultant and clinical team will set the parameters of the clinical work. (d) One portfolio case must be handed to the ward consultant by the last Thursday of the block and three cases must be handed to the departmental administrator at the exam venue on the last Friday of the block, before writing the written paper. A student will not be permitted to write the written paper if the portfolio is not handed in at the exam venue. Failure to hand in the portfolio is evidence of lack of engagement with clinical work and thus the student will be denied a DP. (e) Academic topic presentation to be done for the first Friday of the block for use in the whole group teaching seminar. It must be emailed by the Thursday evening of the first week of the block to the convener and the departmental administrator. It must be emailed to the entire student group after the seminar on the first Friday of the block.

Assessment: The final course mark comprises marks for the ward assessment (20%); academic presentation (10%); portfolio (20%) and end-of-block written paper (50%). No supplementary examinations are offered in this course.

PPH6001W PRIMARY HEALTHCARE ELECTIVE

20 NQF credits at HEQSF level 8

Convener: J Irlam**Course entry requirements:** None**Co-requisites:** None

Objective: To provide students with an opportunity over four weeks to enhance their clinical competence and understanding of the social context of disease and health, and/or their skills in clinical or public health research.

Course outline:

Students are required to undertake either a self-funded clinical elective, public health elective or research elective anywhere they choose. Students formulate and submit their learning objectives as motivation for their elective at least a month prior to the elective. Research elective students must also submit a brief proposal for their chosen research topic for prior review and approval by the electives convener. Students identify a supervisor on site at their elective to direct and supervise their elective activities and to evaluate their performance on completion.

Lecture times: Not applicable

DP requirements: An evaluation form and clinical activity form (if applicable) signed by the elective supervisor.

Assessment: A written report on the elective for 100 marks within four weeks of the elective. A penalty of one mark per day applies for late submission. The marking rubrics are available on the VULA Electives site. Students who fail (i.e. obtain less than 50% for the elective report) will be given one opportunity to amend the report and re-submit, otherwise they may be required to repeat the elective in the following year.

PPH6002W SHORT ELECTIVE

10 NQF credits at HEQSF level 8

Convener: J Irlam

Course entry requirements: None

Objective: To provide students with an opportunity over two weeks to enhance their clinical competence and understanding of the social context of disease and health.

Course outline:

Students are required to undertake a self-funded clinical elective anywhere they choose. Students formulate and submit their learning objectives as motivation for their elective at least two weeks prior to the elective. Students identify a supervisor on site at their elective to direct and supervise their elective activities and to evaluate their performance on completion.

DP requirements: A completed student evaluation of the elective using the standard template provided, as well as an evaluation form and clinical activity form signed by the elective supervisor.

Assessment: A PASS/ NO PASS assessment is made by the electives convener. No mark is awarded for the report. Students who do not pass (i.e. who do not submit a report) will be given one opportunity to re-submit, otherwise they may be required to repeat the elective in the following year.

MDN6004W EXIT EXAMINATION ON PROCEDURAL COMPETENCE

0 NQF credits at HEQSF level 8

Convener: Dr R Weiss

Course entry requirements: Successful completion of all fifth and final year courses.

Course outline:

This is an integrated, exit-level examination for MBChB students on procedural competence. The examination takes place in the form of an Objective Structured Clinical Examination (OSCE) conducted in the Clinical Skills Centre, consisting of eight to ten stations, of a maximum of ten minutes each. Students are required to show competence in skills which include but are not limited to performance of venepuncture, IV cannulation or blood culture; insertion of a nasogastric tube; performance of bladder catheterization; endotracheal intubation of an adult or infant; CPR of an adult or infant; IM or IC or SC injection with dose calculation; completion of a death certificate or discharge letter; suturing a wound; writing a prescription; performance of a complicated delivery or another obstetric emergency; setting up an intraosseous infusion; and umbilical vein catheterisation.

DP requirements: None

Assessment: Assessment comprises an integrated OSCE examination. Each student is required to demonstrate satisfactory performance in each of the stations in the OSCE. No mark is given for the examination but student performance is rated as “satisfactory” or “not satisfactory” at each OSCE station. Competence is based on the following criteria: (1) the overall ability to correctly handle the required equipment; (2) perform the procedure safely (limited to two attempts) and without potential harm or injury to the patient; (3) adherence to aseptic technique; and (4) safe handling and disposal of sharp equipment, where relevant. Students who are rated as “not satisfactory” at any of the stations are re-examined on the specific station(s) after appropriate training and are required to demonstrate satisfactory performance prior to being considered eligible to graduate.

PTY6012W FORENSIC MEDICINE

10 NQF credits at HEQSF level 8; Lectures (10); tutorials (7).

Convener: Dr IJ Molefe

Course entry requirements: None

Co-requisites: None

Objective: The course is designed to equip students with skills to practice medicine according to South African medical laws and ethical rules, to complete medico-legal documentation encountered in general patient care, recognise medico-legal cases (clinical and pathological) that need referral to centers of expertise; to recognise what immediate steps should be taken to prevent loss of evidence before referral; and to ensure preservation of any pathology and evidence before referral.

Course outline:

This course is two weeks in duration during a four week block with Anaesthesia. It comprises 10 large group seminars and four practical tutorials at the Salt River Forensic Pathology Laboratory of at least four hours' duration each. There are task feedback tutorials; the rest of the time is spent in self-directed learning. Learning outcomes are based on the core knowledge and topics presented in large group seminars, small group sessions and tutorials, as well as the four topics covered in the four tasks presented during the two-week block. The learning outcomes are categorised broadly into core knowledge, core skills and professional/ethical behaviour. The core curriculum has been designed to highlight the forensic pathology and clinical forensic medicine problems and topics encountered by generalist medical practitioners. Students are expected to be able to complete medico-legal documentation, recognise, evaluate, appropriately assess and offer expert opinions on core subjects, in preparation for potential expert testimony in criminal court cases and inquest hearings for the Department of Justice.

Lecture times: Specified in the course guide available at the time of registration for the block rotation

DP requirements: As a DP requirement students are expected to attend of all 4 practical sessions at the Salt River Forensic Pathology Laboratory as stipulated in the course guide, attendance of and/or participation in 80% of plenary sessions, completion of 5 tasks and deliver a presentation during the attachment. The tasks and presentation comprise the in-course assessment, as stipulated in the course guide. In addition, students must achieve a subminimum of 50% in their coursework to be legible to write the final Forensic Medicine exam. Competency in Forensic Medicine requires achievement of three aspects: a subminimum of the 50% in the in-course assessment, a subminimum of the 50% in the final examination, and passing the final exit OSCE.

Assessment: The final mark is made up of in-course assessments (40%) and the final examination (60%). The exit OSCE component forms part of the overall final MBChB clinical assessment.

BACHELOR OF SCIENCE IN MEDICINE (BSC (MEDICINE))

[SAQA Registration awaited]

Convener:
Prof A A Katz

Programme Code: MB001

Plan codes: HUB27 General and Applied Physiology
 HUB28 Biophysics and Neurophysiology
 LAB30 Molecular Biology

Eligibility

FBF1 This programme is available only to MBChB students currently registered at the University of Cape Town. A candidate who has successfully completed at least the second year of the MBChB curriculum (MB014 or MB020) at this University may, upon application, be allowed to register for this programme.

Duration of the degree programme

FBF2 The curriculum for the degree programme extends over one academic year of full-time study.

Curriculum

FBF3.1 The BSc (Medicine) shall have at least 360 credits, of which a minimum of 120 credits shall be at HEQSF level 7 (third year level) and a maximum of 96 credits at HEQSF level 5 (first year level). Credit may be given towards the BSc (Medicine) for specific MBChB courses passed (see FBF3.2) and for specific additional courses taken (see FBF3.3).

FBF3.2 MBChB courses for which credit may be given towards BSc (Medicine):

Code	Course	NQF Credits	HEQSF Level
HUB1006F	Introduction to Integrated Health Sciences Part I.....	30	5
HUB1007S	Introduction to Integrated Health Sciences Part II	35	5
CEM1011F	Chemistry for Medical Students	18	5
PHY1025F	Physics.....	18	5
PTY2000S	Integrated Health Systems Part IB	35	6
HUB2017H	Integrated Health Systems Part IA	57	6
HUB2020S	Special Study Module or.....	16	6
IBS2001S	Special Study Module.....	16	6
PTY3009H	Integrated Health Systems Part II	59	7

FBF 3.3 In addition, the student shall enrol for a few of the following courses, with the proviso that the total number of credits (MBChB and other) meets the criterion given in FBF3.1 and provided the entry criteria for the courses below are met.

[Note: There is a limit on the number of students that may enter some of the courses below and admission is competitive.]

Courses offered by Departments in the Faculty of Science:

Code	Course	NQF Credits	HEQSF Level
MCB2020F	Biological Information Transfer	24	6
MCB2021F	Molecular Bioscience	24	6
MCB2022S	Metabolism and Bioengineering	24	6
MCB2023S	Functional Genetics	24	6

Courses offered by Departments in the Faculty of Health Sciences:

Code	Course	NQF Credits	HEQSF Level
HUB3006F	General and Applied Physiology	36	7
HUB3007S	Human Neurosciences	36	7
IBS3020W	Molecular Medicine	72	7

Progression and minimum requirement for re-registration

FBB4 Except by permission of the Senate, a candidate who has not satisfactorily completed all of the courses prescribed for the degree within one year of full-time study shall not be permitted to renew his/her registration for the degree.

Distinction

FBB5 The degree may be awarded with distinction (75% to 100%).

Course outlines for BSc (Medicine)

[Note: For MBChB courses see MBChB programme and courses in the previous section.]

MCB2020F BIOLOGICAL INFORMATION TRANSFER

Entrance is limited to 140 students.

24 NQF credits at HEQSF level 6

Convener: Dr P Meyers

Course entry requirements: CEM1000W or equivalent, BIO1000F and BIO1004S (or equivalent).

Course outline:

This course introduces students to fundamental concepts in genetics and examines how biological information is organised, used and transferred in viruses, prokaryotes and eukaryotes. Topics covered include the biological explanations for Mendel's laws of genetics, principles of evolutionary genetics, genome organisation, horizontal gene transfer and gene structure and regulation.

Lecture times: Monday - Friday, 4th period

DP requirements: 40% test average; 50% average for assignments; attendance at practicals.

Assessment: Tests and assignments count 40%; practicals count 10%; one three-hour paper written in June counts 50%. A subminimum of 40% in the examination is required.

MCB2021F MOLECULAR BIOSCIENCE

Entrance is limited to 140 students.

24 NQF credits at HEQSF level 6

Convener: Dr T Oelgeschl ger

Course entry requirements: CEM1000W or equivalent, BIO1000F and BIO1004S (or equivalents)

Course outline:

This course will introduce students to the concepts of biological chemistry fundamental to understanding the distinctive properties of living matter and biological processes. The course covers core principles in three major areas, (i) the structural chemistry of key components of living matter and the relationship between chemical structure and biological function of these components, (ii) metabolism - the nature of chemical reactions that occur in living matter and (iii) the chemistry of molecules and processes involved in the transmission of biological information. In addition to these core principles, students will learn about scientific method, basic biochemistry/molecular biology techniques and experimental design.

Lecture times: Monday - Friday, 5th period

DP requirements: 40% test average; 50% average for assignments; attendance at practicals.

Assessment: Tests and assignments count 40%; practicals count 10%; one three-hour paper written in June counts 50%. A subminimum of 40% in the examination is required.

MCB2022S METABOLISM & BIOENGINEERING

Entrance is limited to 140 students.

24 NQF credits at HEQSF level 6

Convener: Associate Professor L Roden

Course entry requirements: MCB2020F and MCB2021F (or at least 40% subminimum for the examinations and a final mark of 45% (supplementary) for these courses)

Course outline:

This course will introduce students to some key aspects of metabolic energy production in eukaryotic and prokaryotic systems. It aims to raise awareness of issues at the forefront of the discipline and give students the ability to dissect problems in order to identify solutions. Topics covered may include carbohydrate and lipid metabolism, metabolic integration, the metabolic diversity in Bacteria and Archaea, and bioengineering in bacteria and plants.

Lecture times: Monday - Friday, 5th period

DP requirements: 40% test average; 50% average for assignments; attendance at practicals.

Assessment: Tests and assignments count 40%; practicals count 10%; one three-hour paper written in November counts 50%. A subminimum of 40% in the examination is required.

MCB2023S FUNCTIONAL GENETICS

Entrance is limited to 140 students

24 NQF credits at HEQSF level 6

Convener: Professor N Illing

Course entry requirements: MCB2020F and MCB2021F (or at least a 40% subminimum for the examinations and a final mark of 45% (supplementary) for these courses)

Course outline:

The course lays the foundation for the major in genetics, and shows how the tools of classical and molecular genetics can be applied to understanding the regulation of gene expression, cell differentiation and patterning in bacteria and eukaryotes. Concepts covered include gene mapping, forward and reverse genetics; microbial genetics, including regulation of the lac operon; CRISPR/Cas9 gene editing and DNA repair; alternative splicing and sex-determination; epigenetic mechanisms used in dosage compensation; the genetic analysis of cell cycle regulation; stem cell technology and axis determination in *Drosophila*.

Lecture times: Monday - Friday, 4th period

DP requirements: 40% test average; 50% average for assignments; attendance at practicals.

Assessment: Tests and assignments count 40%; practicals count 10%; one three-hour paper written in November counts 50%. A subminimum of 40% in the examination is required.

HUB3006F APPLIED HUMAN BIOLOGY

36 NQF credits at HEQSF level 7

Convener: Assoc Prof A Bosch

Course entry requirements: HUB2019F; and HUB2021S or equivalent. Entry into this course requires a subminimum of 40% average for the Physiology component of HUB2017H and PTY2000S.

Objective: Understanding the physiology pertaining to exercise and performance with a view to furthering study at the Honours level.

Course outline:

The semester theme is "Living, working and playing". Topics dealt with include metabolism and homeostasis, sports nutrition and metabolism, obesity and diabetes, muscle physiology, cardio-respiratory physiology, sporting performance, exercise physiology, thermoregulation, and physiology in extreme environments. At the end of the course students should have a good understanding of the physiology related to movement, sport and exercise. They should understand physiological control, the basics of the physiological components underlying athletic performance, and energy balance and key components of sports nutrition. In addition, they should have a good

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understanding of the cardiovascular system, muscle function, and the effect of exercise on health, particularly diabetes and obesity. Students will prepare a seminar topic which will be presented as a PowerPoint presentation towards the end of the semester, during the “practical” time slot.

DP requirements: Attendance at all practicals, (including tutorials and seminar presentations held during the “practical” time slot), 40% average in class tests and an average of 50% for all assignments.

Assessment: Class tests (30%); assignments/seminar presentation (5%); practicals (15%); and examinations (written theory and practical theory) (50%). A subminimum of 40% is required for the theory and practical examinations to pass this course. An oral examination may be required in the case of selected students.

HUB3007S HUMAN NEUROSCIENCES

36 NQF credits at HEQSF level 7

Convener: Dr A Gwanyanya

Course entry requirements: HUB3006F (or approved equivalent). Exceptions are at the discretion of the convener.

Objective: To obtain a good grasp of core theoretical and practical concepts of human neurophysiological function.

Course outline:

This course offers theoretical and practical instructions on advanced concepts in neuroscience, such as embryological development and repair of the nervous system, histological and gross anatomical appearances of the brain, electrophysiology, principles of electrical and morphological brain imaging, neuronal signalling, signal transduction in sensory, motor and autonomic nervous systems, vision and pain perception, eating disorders, mechanisms of learning and the development of memory. At the end of the course, students should be able to apply knowledge gained and practical skills acquired to solve problems in neurophysiology; read and critically evaluate neuroscience literature; apply knowledge of human physiology in medical fields in the general market place; use acquired skills in assisting with undergraduate practical demonstrations; and teach the basics of human physiology.

Lecture times: Five 45-minute lectures per week, 1st period, Monday to Friday.

DP requirements: Attendance at all practicals, 40% average mark for class tests and an average of 50% for all assignments.

Assessment: Class tests (30%); tutorial project assignments (5%); practical experiments (15%); and examinations (theory and practical) (50%). An oral examination may be offered in case of selected students. A subminimum of 40% is required for the theory and practical examinations to pass this course.

IBS3020W MOLECULAR MEDICINE

72 NQF credits at HEQSF level 7

Convener: Prof A A Katz

Course entry requirements: For students admitted to the intercalated BMedSc(Hons)-MBChB track: Students wishing to do the intercalated BMedScHons must have passed second year MBChB, must generally have obtained an average of at least 70% in the courses listed below, with no less than 60% for any single course (exceptions to be considered on merit by the course admission committee): CEM1011F or (for Intervention Programme Students) CEM1111S and CEM1011X, Chemistry; PHY1025F; HUB1006F and HUB1007S; or (for Intervention Programme Students) HUB1010S and HUB1011F; HUB2017H; LAB2000S; and MDN2001S. **For students wishing to exit with a BSc(Med):** Students must have passed second year MBChB with an average of at least 60% and with no less than 55% for any of the courses mentioned above (exceptions to be considered on merit by the course selection committee).

Course outline:

The course includes lectures, tutorials and practical work that cover core and advanced topics on the molecular basis of disease. Core topics include DNA, RNA and protein structure, function, and how these are integrated to control normal cellular process such as signalling, proliferation,

apoptosis, development and differentiation. Fundamentals of molecular and cellular immunology and molecular genetics are introduced. Advanced topics include stem cells, their biology and application, cancer biology, and infectious agents, infectious diseases and inherited diseases. These topics are presented in a multidisciplinary fashion, integrating principles of genetics and genomics, eukaryotic gene regulation, and cell signalling. Basic bioinformatics of DNA and proteins are introduced. Practical laboratory work covers theoretical and practical aspects of molecular, cellular and biochemical laboratory techniques, with emphasis on recombinant DNA techniques. There is also an introduction to genomic, proteomic and computational approaches to study molecular systems.

DP requirements: Attendance of all practicals and an average mark of 50% in tests and assignments/laboratory reports combined.

Assessment: Two tests and assignments/laboratory reports that are written during the course and one examination at the end of the course. Tests contribute 50%, assignments/laboratory reports contribute 5% and the end-of-year examination contributes 45% to the course final mark.

BACHELOR OF SCIENCE IN AUDIOLOGY AND BACHELOR OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY

[SAQA ID: 12105 (Audiology); 12107 (Speech-Language Pathology)]

Conveners:

L Petersen (Audiology) and V Norman (Speech-Language Pathology)

[BSc Audiology programme code: MB011 or MB019 (Intervention Programme).

Plan code: MB011AHS02.]

[BSc Speech-Language Pathology programme code: MB010 or MB018 (Intervention Programme).

Plan code: MB010AHS01.]

These two degree programmes lead to the registration of graduates with the Health Professions Council of South Africa as speech-language therapists or audiologists. Graduates are required by the HPCSA to complete one year of community service before they may practise their professions in South Africa. Speech-language Pathology is the discipline addressing the assessment and management of individuals who have difficulties with speech (including disorders of articulation, voice and fluency) language, communication and swallowing. Audiology is the discipline dealing with the assessment and management of hearing and balance, hearing impairment and deafness. Speech-language therapists and audiologists work with people of all ages. These professions require background knowledge of biological, physical, psychological and behavioural sciences, which are all part of the learning programme. The field offers wide clinical and research opportunities.

Duration of programme

FBC1 Each curriculum extends over four years of full-time study. Students who pass through the Intervention Programme will take an additional year to complete the degree.

Curriculum

FBC2.1 First year

Common courses for Speech-Language Pathology and Audiology students:

Code	Course	NQF Credits	HEQSF Level
PPH1001F	Becoming a Professional.....	15	5
PPH1002S	Becoming a Health Professional.....	15	5
AHS1003F	Speech and Hearing Sciences.....	18	5
PSY1004F	Introduction to Psychology Part I *.....	18	5
PSY1005S	Introduction to Psychology Part II *.....	18	5
HUB1014S	Anatomy for Communication Sciences.....	20	5
AHS1025S	Early Intervention.....	18	5
AHS1042F	Human Communication Development.....	18	5
AXL1300F	Introduction to Language Studies.....	18	5

Course for Audiology students:

Code	Course	NQF Credits	HEQSF Level
AHS1045S	Basis of Hearing and Balance.....	18	5

Course for Speech-Language Pathology students:

Code	Course	NQF Credits	HEQSF Level
AXL1301S	Introduction to Applied Language Studies.....	18	5
Total NQF credits for year 1		176	

Note: *Some students may be required to do the following additional Psychology courses:

PSY1006F	Introduction to Psychology Part I Plus	10	5
PSY1007S	Introduction to Psychology Part II Plus	10	5

FBC2.2 A student who fails one or more of the following courses in the first semester may be required to enter the Intervention Programme Parts 1 and 2:

Code	Course
AHS1003F	Speech and Hearing Science
PSY1004F	Introduction to Psychology Part I
AHS1042F	Human Communication Development
AXL1300F	Introduction to Language Studies

FBC2.3 A student who fails one or more of the following courses at the end of semester 2 of the standard curriculum may be required to enter the Intervention Programme Part 2:

In the case of BSc Audiology:

Code	Course
PSY1005S	Introduction to Psychology Part II
AHS1025S	Early Intervention
AHS1045S	Basis of Hearing and Balance

In the case of BSc Speech-Language Pathology:

Code	Course
PSY1005S	Introduction to Psychology Part II
AHS1025S	Early Intervention
AXL1301S	Introduction to Applied Language Studies

[See rule FBC3 below for the Intervention Programme curriculum. The Intervention Programme starts in July and first year ends in June of the following year, after which the student joins the second semester of the standard first year curriculum.]

FBC2.4 Second year

Code	Course	NQF Credits	HEQSF Level
SLL1028H	Xhosa for Health and Rehabilitation Sciences* or		
SLL1048H	Afrikaans for Health and Rehabilitation Sciences*.....	18	5
PSY2006F	Research in Psychology I.....	24	6
PSY2010S	Cognition and Neuroscience.....	24	6
AHS2047S	Paediatric Rehabilitative Audiology.....	18	6
AHS2106F	Child Language.....	21	6

Courses for Audiology students:

Code	Course	NQF Credits	HEQSF Level
AHS2046F	Diagnostic Audiology.....	18	6
AHS2110W	Clinical Audiology I.....	24	6
AHS2111S	Diagnostic Audiology in Special Populations.....	15	6

Courses for Speech-Language Pathology students:

Code	Course	NQF Credits	HEQSF Level
AHS2107F	Child Speech.....	18	6
AHS2108W	Clinical Speech Therapy I.....	24	6
AHS2109S	School-based Interventions.....	21	6
Total NQF credits for year 2.....		162/168	

*[*Students who speak Xhosa as home language will be required to register for Afrikaans; those who speak English or Afrikaans as a home language will register for Xhosa.]*

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FBC2.5 Third year

Common courses for Speech-Language Pathology and Audiology students:

Code	Course	NQF Credits	HEQSF Level
AHS1054W	South African Sign Language.....	8	5
AHS3078H	Research Methods and Biostatistics I.....	10	7

Courses for Audiology students:

Code	Course	NQF Credits	HEQSF Level
AHS3008H	Clinical Audiology II.....	30	7
AHS3062F	Rehabilitation Technology	22	7
AHS3065S	Adult Rehabilitative Audiology.....	18	7
AHS3075S	OAEs and Electrophysiology	22	7
AHS3104S	Vestibular Management.....	15	7
AHS3105F	Public Health Audiology.....	15	7

Courses for Speech-Language Pathology students:

Code	Course	NQF Credits	HEQSF Level
AHS3004H	Clinical Speech Therapy II.....	30	7
AHS3071F	Acquired Neurogenic Language Disorders.....	22	7
AHS3072S	Paediatric Dysphagia and Motor Speech.....	22	7
AHS3073F	Adult Dysphagia and Motor Speech.....	22	7
AHS3102S	Child Language II.....	15	7
AHS3103F	Voice.....	15	7
Total NQF credits for year 3		140/144	

FMB2.6 Fourth year

Common courses for Speech-Language Pathology and Audiology students:

Code	Course	NQF Credits	HEQSF Level
AHS4000W	Research Report	30	8
AHS4067S	Seminars in Communication Sciences.....	4	8

Courses for Audiology students:

Code	Course	NQF Credits	HEQSF Level
AHS4008H	Clinical Audiology IIIA	45	8
AHS4009H	Clinical Audiology IIIB.....	45	8

Courses for Speech-Language Pathology students:

Code	Course	NQF Credits	HEQSF Level
AHS4005H	Clinical Speech Therapy IIIA.....	45	8
AHS4006H	Clinical Speech Therapy IIIB.....	45	8

Total NQF credits for year 4 **124**

Total NQF credits for programme **602/612**

Note: *If PSY1006F and PSY1007S are added, Total NQF credits

for Programme

Intervention programme

FBC3.1 The following courses must be satisfactorily completed during the Intervention Programme by a student who enters the Intervention Programme after semester 1 of the standard curriculum:

Intervention Programme Part 1:

Code	Course	NQF Credits	HEQSF Level
HSE1003S	Preparation for Entry-level Psychology for Health and Rehabilitation Sciences Part I.....	18	5
HSE1004S	Fundamentals of Speech and Hearing Sciences.....	18	5
HSE1005S	Foundational Concepts in Human Communication Development	18	5
AXL1302S	Linguistics Foundation.....	18	5

- FBC3.2 A student who fails HSE1003S or AXL1302S or HSE1004S or HSE1005S will be required to register for and complete a summer term course and to rewrite the examination at the end of this course (in December of the year in which he/she failed).
- FBC3.3 A student entering IP who failed PSY1004F or PSY1006F in the first semester of the standard first year programme will be required not only to pass HSE1003S but also to register for PSY1006F in IP2.
- FBC3.4 The following courses must be satisfactorily completed during the Intervention Programme by a student who has completed the Intervention Programme Part 1 or who is required to enter the Intervention Programme after semester 2 of the standard curriculum:

Intervention Programme Part 2:

Code	Course	NQF Credits	HEQSF Level
PSY1006F	Introduction to Psychology Part I Plus*.....	10	5
HSE1006F	Foundational Concepts in Early Intervention.....	18	5
HSE1007F	Foundations of Hearing and Balance (Audiology students)	18	5
AXL1303F	Sociolinguistics Foundation (Speech-Language Pathology students)	18	5
	Total NQF credits for IP.....	136	

*[*Note: For students who failed PSY1006F or PSY1004F in the first semester of first year.]*

- FBC3.5 Once a student has satisfactorily completed all the prescribed courses of the Intervention Programme, he/she may proceed to semester 2 of the standard first year curriculum.

Attendance and DP (Due Performance) requirements

- FBC4
- Attendance at all academic activities (e.g. lectures, tutorials) is required.
 - A minimum of 80% attendance is required at clinics. If this attendance requirement is not met, the student may be required to repeat the course or block (clinical rotation).
 - Absence from clinics or other commitments on medical grounds requires a medical certificate. Validity of absence on grounds of personal or other problems will be considered on an individual basis by the staff of the Division.
 - All coursework must be completed.
 - Students who do not demonstrate professional conduct will receive a written warning. Thereafter, violations of professional conduct will result in DP being refused for the course in question.

Progression rules

- FBC5.1 Students may not proceed to courses which have prerequisites until they have successfully completed the prerequisite courses (see individual course outlines in the pages that follow).
- FBC5.2 A student is required to pass AHS2106F Child Language and AHS2107F Child Speech in order to continue the second semester of the second year clinical practical course AHS2108W Clinical Speech Therapy I. If a student should fail either course, he/she will have to deregister from the clinical course AHS2108W at the start of the second semester. The student will continue with the clinical course AHS2108W following successful completion of AHS2107F and/or AHS2106F in the following year, if permitted to repeat these courses.

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- FBC5.3 A student is required to pass AHS2046F Diagnostic Audiology in order to continue the second semester of the second year clinical practical course AHS2110W Clinical Audiology. If a student should the course, he/she will have to deregister from the clinical course AHS2110W at the start of the second semester. The student will continue with the clinical course AHS2110W following successful completion of AHS2046F in the following year, if permitted to repeat these courses.
- FBC5.4 A student is required to pass AHS3071F Acquired Neurogenic Language Disorders and AHS3073F Adult Dysphagia and Motor Speech in order to continue with the second semester of the third year clinical practical course AHS3004H Clinical Speech Therapy II. If a student should fail these courses, he/she will have to deregister from the clinical course AHS3004H. The student will then continue with the programme following successful completion of AHS3071F and/or AHS3073F in the following year. Students will retain credit for the clinical hours obtained in the first semester of the clinical course.
- FBC5.5 A student is required to pass AHS3062F Rehabilitation Technology in order to continue with second semester of AHS3008H Clinical Audiology II. If a student fails AHS3062F, he/she will have to deregister from the clinical course AHS3008H. The student will then continue with the programme following successful completion of AHS3062F in the following year. Students will retain credit for the clinical hours obtained in the first semester of AHS3008H.
- FBC5.6 If a student is registered only for theoretical modules for any semester, he/she continues to be involved in clinical work under the direction of the clinical co-ordinator, and receives credit for additional clinical hours.
- FBC5.7 First year students are expected to complete independently organised electives requiring observation of clinical work in a variety of settings, and professional activities as per programme requirements. Total elective hours are 20, to be completed prior to registration for the second year of study.
- FBC5.8 In the fourth year clinical courses AHS4005H Clinical Speech Therapy IIIA, AHS4006H Clinical Speech Therapy IIIB, AHS4008H Clinical Audiology IIIA and AHS4009H Clinical Audiology IIIB, students are required to pass the final qualifying examinations in order to pass the course (i.e. obtain a minimum mark of 50% for each FQE).
If a student fails any section of the examination in each course, the student will fail the course, and a maximum mark of 49% will be awarded.
In the first semester: If a student fails the final qualifying examination in a course in June, and the final examination mark is above 45%, he/she may be offered a re-assessment of the section that has been failed.,
In the second semester: If the student fails the November final qualifying examination in a course, and the final examination mark is above 45%, the student may be offered a re-examination.
- FBC5.9 In the fourth year clinical course: AHS4005H, AHS4006H, AHS4008H and AHS4009H, the student must pass each clinic of each block (obtain a minimum mark of 50% for each clinic). If the student fails any clinic, he/she will be required to repeat and pass the clinic.
- FBC5.10 Following a supplementary examination (if awarded), the final mark in a course will be determined as follows: coursework: 60%; supplementary examination mark:

40%.

- FBC5.11 In the fourth year clinical courses AHS4005H Clinical Speech Therapy IIIA, AHS4006H Clinical Speech Therapy IIIB, AHS4008W Clinical Audiology IIIA and AHS4009H Clinical Audiology IIIB, students are required to pass each clinic in order to qualify for the final qualifying examinations.
- FBC5.12 In the third year clinical courses, AHS3004H Clinical Speech Therapy II and AHS3008H Clinical Audiology II, students are required to pass each clinic block in order to progress to 4th year clinics.
- FBC5.13 If a student fails AHS3102S or AHS3072S, the student may be permitted to participate in certain clinical blocks in AHS4005H which do not require the theoretical knowledge of these courses. The student will need to successfully repeat AHS3102S or AHS3072S before entering AHS4006H.
- FBC5.14 If a student fails AHS3065S AHS3075S, or AHS3104S, the student may be permitted to participate in certain clinical blocks in AHS4008H which do not require the theoretical knowledge of these courses. The student will need to successfully repeat AHS3065S AHS3075S, or AHS3104S before entering AHS4009H.

Readmission rules (standard programme and Intervention Programme)

- FBC6.1 Except by permission of the Senate, a student will not be permitted to renew his/her registration for the degree, or may have his/her registration cancelled:
- (a) if he/she is in the Intervention Programme and fails any course in it (no supplementary examinations are allowed for IP2 courses but students who fail an IP1 course may be allowed to repeat the course as a summer term course in the same year and write another examination. If the student fails this examination, he/she may be refused readmission);
 - (b) if he/she fails a course which he/she is repeating;
 - (c) unless he/she, from the second year of study, successfully completes in each year's examination cycle half or more of the course load for which he/she is registered in that year (an examination cycle being an examination plus a supplementary or deferred examination, if awarded);
 - (d) unless he/she successfully completes all the prescribed courses for any single year in two years;
 - (e) if he/she is unable to complete the standard programme in six years or if the student passed through the Intervention Programme - seven years.
 - (f) if he/she is found guilty of unprofessional behaviour or deemed to be impaired.
- FBC6.2 A student who has not fulfilled the required number of clinical hours will not be permitted to graduate.

[Note: These rules must be read in conjunction with the general rules in the front section of this handbook.]

Distinction

- FBC7 The degree may be awarded with distinction (average of 75% or above for all courses from first to final year of study).

Courses for BSc Audiology and BSc Speech-Language Pathology:**PPH1001F BECOMING A PROFESSIONAL**

15 NQF credits at HEQSF level 5

Convener: L Olckers and S Toto**Course entry requirements:** None**Course outline:**

This course introduces first year students in all health science professions to professionalism and appropriate professional conduct. The course aims to promote the conduct, knowledge, attitudes and values associated with being a professional and a member of a professional team. Students learn interpersonal skills, including being non-judgemental, empathetic, ethical and respectful of human rights when working with colleagues, clients, patients and community members who may have different values and traditions. Students learn theory on interviewing and interpersonal skills which are applied in simulated and real interviews; theory related to group and social roles applied in simulated experiences to build team membership and leadership skills; and critical analysis of and reflection on professional conduct, diversity, health and human rights. The educational approach is participatory and experiential and all students are required to engage actively in facilitator-lead small learning groups. Academic, digital and information literacies are systematically integrated from the outset. The course also includes a workshop on HIV-AIDS, designed to introduce students to the relevance of HIV-AIDS issues in their private and professional lives.

DP requirements: Attendance of all small group learning sessions and other academic commitments, including the HIV-AIDS workshop; completion of all set assignments and assessment activities.

Assessment: Continuous, performance-based in-course assessments provide students with regular feedback. Those students who achieve an average of 60% or above for these in-course assessments are not required to write the final written examination. Those students who average below 60% for their in-course assessments are required to write a final examination and must achieve a minimum of 50% in this examination in order to pass the course.

PPH1002S BECOMING A HEALTH PROFESSIONAL

15 NQF credits at HEQSF level 5

Convener: L Olckers and S Toto**Course entry requirements:** PPH1001F**Course outline:**

This course builds on the knowledge and skills gained in PPH1001F Becoming a Professional. Focus is on the primary healthcare approach and disability. The course equips students to work collaboratively on a community-oriented project based on the primary healthcare principles and approach, including comprehensive health care (promotive, preventive, curative, rehabilitative and palliative care within the primary, secondary and tertiary levels of care), intersectoral collaboration, community involvement, and accessibility of and equity in healthcare. Students are required to apply the knowledge, skills and values from PPH1001F to develop an appreciation of the contribution of all healthcare professionals to the promotion, maintenance and support of health and the healthcare of individuals, families and communities within the context of disability. The educational approach is participatory and project-based and all students are required to engage actively in the project and in facilitator-lead small learning groups. Academic, digital and information literacies are systematically integrated from the outset. The course includes a basic life support skills workshop.

DP requirements: Attendance of all group sessions, community and health service site visits and the life support skills workshop; completion of all assignments and assessment activities.

Assessment: Continuous, performance-based in-course assessments provide students with regular feedback. Those students who achieve an average of 60% or above for these in-course assessments are not required to write the final written examination. Those students who average

below 60% for their in-course assessments are required to write a final examination and must achieve a minimum of 50% in this examination in order to pass the course.

AHS1003F SPEECH AND HEARING SCIENCES

18 NQF credits at HEQSF level 5

Convener: Assoc Prof L Ramma

Course entry requirements: None

Course outline:

The aim of this course is an understanding of the nature of sound, how sound is perceived by humans and how speech is produced. Content also includes the dimensions and parameters of sound; transmission of sound; analysis of sound; resonance; measurement of sound; range of hearing; the concept of threshold; concepts of loudness and pitch; masking as well as binaural hearing; speech production; nature of speech; vocal anatomy, the vocal tract articulators and resonators; linguistic function of speech sounds; as well as spectra and spectrograms. Skills taught include basic numeracy, the interpretation of graphs, as well as ability to relate physical concepts of sound to speech and hearing. Students should develop an appreciation of the physical nature of sound as well as an appreciation of the fact that perception of sound is an individual experience. Teaching and learning activities comprise lectures; practical demonstrations; assigned activities, self-directed study (websites), and group discussions.

DP requirements: Attendance at all academic activities is required. Students are required to submit all coursework by the due date.

Assessment: The final mark is made up of coursework marks (60%) and examination marks (40%). If a supplementary examination is awarded, it will count 40% of the final mark, as the coursework mark will still be included in the final mark.

HSE1003S PREPARATION FOR ENTRY-LEVEL PSYCHOLOGY FOR HEALTH AND REHAB SCIENCES PART I

The credits are included in those for PSY1104F.

18 NQF credits at HEQSF level 5

Convener: Dr B Ige and E Badenhorst

Course entry requirements: None

Course outline:

This course develops and strengthens students' understanding of the basic psychological concepts, principles and terminology introduced in semester one by revisiting material covered in PSY1004F. Students are introduced to the building blocks, core principles and concepts of PSY1004F, such as learning, memory, developmental psychology, health psychology and psychopathology, in order to develop and strengthen a basic knowledge of central areas in psychology. The course also develops and strengthens empirical skills in order to allow students to critically assess studies on which psychological theory is based. Students engage with the discipline in a critical and analytical way by revisiting the core principles of theory and research. In order to familiarise students with the modes of learning that will be required of them upon entry into PSY1005S, as well as the style of instruction they will encounter in the course, students attend lectures and small group tutorials to develop academic skills and techniques. The outcome of AHS1031S is a fundamental understanding of psychology, an ability to look critically at concepts and theories in the discipline, and an understanding of the practical application of psychology in everyday life and in students' future professions.

DP requirements: Full attendance of and participation in all lectures, practical sessions, workshops and tutorials. All assignments must be submitted by their due date.

Assessment: In-course assessment contributes 60% and comprises one essay (10%); one research project essay (15%); tutorial assignments (10%) and two tests (25%). The final written test contributes 40%.

HSE1004S FUNDAMENTALS OF SPEECH AND HEARING SCIENCES

18 NQF credits at HEQSF level 5

Convener: Assoc Prof L Ramma and Dr B Ige**Course entry requirements:** None**Course outline:**

This foundation (Intervention Programme) course revisits the core areas of AHS1003F Speech and Hearing Science and aims to facilitate a basic understanding of the nature of sound, how sound is perceived by humans and how human speech is produced. Course content includes basic numeracy skills; introductory physics relating to the characteristics, behaviour and phenomena of sound waves; as well as the concepts of frequency, intensity, phase and resonance as they relate to speech production and hearing (including measurement and perceptual correlates). Teaching/learning methods include lectures, demonstrations, practical work, tutorials and self-directed learning sessions. At the end of the course, the student will understand and describe the nature of sound, how humans hear and how speech is produced.

DP requirements: Full attendance of and participation in all lectures, practical sessions, workshops and tutorials. Students are required to complete all coursework.

Assessment: Coursework contributes 60% and comprises two tests (weighted at 20% each) and a written course assignment (20%). The examination contributes 40% to the final mark. Students who fail the final assessment may be required to register for a summer term course and write another examination in the same year.

PSY1004F INTRO TO PSYCHOLOGY PART 1

18 NQF credits at HEQSF level 5

Convener: TBA**Course outline:**

The course aims to introduce the student to some of the areas of specialisation within psychology. These include history of psychology, biopsychology and memory, genetics and evolutionary psychology, health psychology, developmental psychology, psychopathology and psychotherapy, and learning. Students are taught a great deal about plagiarism and develop skills necessary to write essays and prepare other submissions to the Psychology department.

Lecture times: 1st or 5th period, Tuesdays – Fridays.

DP requirements: Satisfactory completion of all assignments by due date, attend at least 80% of tutorials, complete all class tests. In addition, obtain one Student Research Participation Programme (SRPP) point or equivalent.

Assessment: Coursework (term assignments and tests) counts 50%; one two-hour examination in June counts 50%. Students are expected to complete the June examination as well as all coursework before being awarded a pass in this class.

HSE1005S FOUNDATIONAL CONCEPTS IN HUMAN COMMUNICATION DEVELOPMENT

18 NQF credits at HEQSF level 5

Convener: Dr B Ige and Dr M Pascoe**Course entry requirements:** None**Course outline:**

This foundation (Intervention Programme) course revisits key concepts of AHS1042F Human Communication Development. Content includes the scope of speech-language pathology and audiology practice; the communication chain; anatomy and physiology of speech and hearing; sign language development; principles and frameworks for understanding normal development; as well as key aspects of communication development in children aged 0-3 years, 3-6 years, 6 years and beyond. Students develop skills in profiling a child's development in relation to expected milestones and perform materials development. They develop attitudes that appreciate the influence of culture and individual differences on communication development. Teaching activities comprise small group discussions; class presentations; demonstrations, practical work,

self-study and tutorials. Themes underpinning the course include primary healthcare and contextual relevance; a multilingual, multicultural society; ethics and human rights.

DP requirements: Full attendance of and participation in all lectures, practical sessions, workshops and tutorials; completion of all coursework by the due dates.

Assessment: Coursework contributes 60% and comprises a test weighted at 30% and a second assessment weighted at 30%; the final examination contributes 40% to the final mark. Students who fail the final assessment may be required to register for a summer-term course and write another examination in the same year.

PSY1005S INTRO TO PSYCHOLOGY PART 2

18 NQF credits at HEQSF level 5

Convener: TBA

Course entry requirements: PSY1004F

Course outline:

This course builds on the content covered in Introduction to Psychology part 1. There is a major focus on research methods, both quantitative and qualitative methods. The student is also introduced to other areas of specialization, including intelligence, consciousness, emotion and motivation, personality and social psychology. With a focus on research methods, students develop skills necessary to write a research report and prepare other submissions to the Psychology department and to carry out conceptual analyses of research materials and results.

Lecture times: 1st or 5th period, Tuesdays – Fridays.

DP requirements: Satisfactory completion of all assignments by due date, attend at least 80% of classroom tutorials, submit all statistic lab-based exercises, complete all class tests. In addition, obtain 1 Student Research Participation Programme (SRPP) point or equivalent.

Assessment: Coursework (term assignments and tests) counts 50%; one two-hour examination in November counts 50%. Students are expected to complete the November examination as well as all coursework before being awarded a pass in this class.

HSE1006F FOUNDATIONAL CONCEPTS IN EARLY INTERVENTION

18 NQF credits at HEQSF level 5

Convener: Dr B Ige and V Norman

Course entry requirements: None

Course outline:

This foundation (Intervention Programme) course aims to prepare students for what they will encounter in AHS1025S Early Intervention upon re-entry into the standard curriculum. The rationale for early intervention in speech-language therapy and audiology practice is introduced. Primary healthcare principles are explained in relation to the promotion of normal communication development, prevention of communication disorders, and identification and intervention in speech language therapy and audiology. Early childhood intervention is described and discussed with particular reference to risk populations. Different models of service delivery at various levels of healthcare are discussed. Some aspects of assessment will be introduced.

DP requirements: Full attendance of and participation in all lectures, practical sessions, workshops and tutorials, and completion of all coursework.

Assessment: Coursework contributes 60%; it comprises a written in-course summative assignment (40%) and a second summative assignment (20%). The final examination contributes 40% to the final mark.

PSY1006F INTRODUCTION TO PSYCHOLOGY PART 1 +

10 NQF credits at HEQSF level 5

Convener: TBA

Course entry requirements: PSY1006F is only open to students registered in the Humanities Faculty Extended Degree Programme (HB062) who hope to major in Psychology or Organisational Psychology, and to students in named Health Sciences and Social Development

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programmes who do not meet the APS requirements for PSY1004F. Students registered for HB062 must have completed MAM1022F and MAM1016S. Students registered for Social Development programmes (HB063) must also be registered for MAM1014F.

Co-requisites: PSY1004F

Course outline:

The purpose of this course is to augment and support its co-requisite course: PSY1004F INTRO TO PSYCHOLOGY PART 1. It aims to improve students' performance by enhancing their grasp of key ideas and concepts, and by developing their mastery of the disciplinary discourse. It provides additional pedagogic enrichment in the form of regular Plus Tuts that extend into Writing Hub exercises and consultations. In these tutorials, students will receive explicit support around the co-requisite course assignments and detailed feedback on their written work.

Lecture times: Tutorial times by sign-up with the department.

DP requirements: There are no DP requirements for this course. Pass or fail grade will be awarded.

Assessment: Coursework 100% comprising of tutorial assessments and other written work. 100% tutorial attendance plus successful completion of all coursework assignments required to pass this course.

HSE1007F FOUNDATIONS OF HEARING AND BALANCE

18 NQF credits at HEQSF level 5

Convener: Dr B Ige and C Rogers

Course entry requirements: None

Course outline:

This is a foundational (Intervention Programme) course that prepares students for AHS1045S Basis of Hearing and Balance for which they register upon re-entry into the standard curriculum. The course addresses the anatomy and physiology of hearing as well as various pathologies of hearing (including embryological and genetic factors). Course content includes anatomy of the outer, middle and inner ear; eighth cranial nerve; auditory pathways and the auditory cortex; the physiology of hearing; and pathologies of the ear and hearing systems. Teaching/learning methods include lectures, demonstrations, practical work, tutorials and self-directed learning sessions. At the end of this course students should be able to describe the anatomy of the hearing and balance structures and mechanism; describe the physiology of hearing and balance; describe pathologies that impact hearing and balance ability; and apply the knowledge gained in the promotion of hearing, prevention of disease and education of peers.

DP requirements: Full attendance of and participation in all lectures, practical sessions, workshops and tutorials and completion of all coursework by the due dates.

Assessment: Coursework contributes 60% and comprises assessments weighted at 20% and 40% respectively, and a final examination is weighted 40%.

PSY1007S INTRODUCTION TO PSYCHOLOGY PART 2 +

10 NQF credits at HEQSF level 5

Convener: TBA

Course entry requirements: Students must have passed PSY1006F. PSY1007S is only open to students registered in the Humanities Faculty Extended Degree (HB062) who hope to major in Psychology or Organisational Psychology, and to students in named Health Sciences and Social Development programmes who have passed PSY1006F. Students registered for HB062 must have completed MAM1022F and MAM1016S.

Co-requisites: PSY1005S

Course outline:

The purpose of this course is to augment and support its co-requisite course: PSY1005S INTRO TO PSYCHOLOGY PART 2. It aims to improve students' performance by enhancing their grasp of key ideas and concepts, and by developing their mastery of the disciplinary discourse. It provides additional pedagogic enrichment in the form of regular Plus Tuts that extend into Writing

Hub exercises and consultations. In these tutorials, students will receive explicit support around the co-requisite course assignments and detailed feedback on their written work.

Lecture times: Tutorial times by sign-up with the department.

DP requirements: There are no DP requirements for this course. Pass or fail grade will be awarded.

Assessment: Coursework 100% comprising of tutorial assessments and other written work. 100% tutorial attendance plus successful completion of all coursework assignments required to pass this course.

HUB1014S ANATOMY FOR COMMUNICATION SCIENCES

20 NQF credits at HEQSF level 5

Convener: Dr C Warton

Course entry requirements: None

Course outline:

This course gives an overview of the anatomy relevant for the practice of the communication sciences. It covers the morphological anatomy of the head and neck and relevant parts of the thorax, neuro-anatomy, and the areas of embryology relating to these subjects. The course consists of five lectures and one practical per week for one semester. The practical involves the examination of pre-dissected specimens of the related body parts.

DP requirements: Completion of all coursework by the due dates.

Assessment: Continuous assessment involves written and practical tests. The in-course assessments carry 45% of the marks and the final written and practical examinations the remaining 55%.

AHS1025S EARLY INTERVENTION

18 NQF credits at HEQSF level 5

Convener: V Norman

Course entry requirements: None

Course outline:

The course aims to develop an understanding of the need for the speech-language therapist's/audiologist's role in early intervention in the South African context; of risk populations; and of principles and approaches to screening, assessment and intervention. Content includes early intervention within the primary healthcare framework; an introduction to hearing, communication and feeding difficulties in specific risk populations; specific approaches to screening; early intervention (asset-based, family-centred); and basic assessment and management of communication in children up to the age of three. Teaching and learning activities include lectures, small group discussions, literature searches and reviews and observation of interactions with young children. Themes underpinning the course are primary healthcare and contextual relevance; working in a multilingual, multicultural society; ethics and human rights; and developing agents for change.

DP requirements: Attendance of all academic activities is required. Students are required to submit all coursework by the due date.

Assessment: The final mark is made up of coursework marks (40%) and examination marks (40%). If a supplementary examination is awarded, it will count 40% of the final mark, as the coursework mark will still be included in the final mark.

SLL1028H XHOSA FOR HEALTH AND REHABILITATION SCIENCES*For students registered in the School of Health and Rehabilitation Sciences only.*

18 NQF credits at HEQSF level 5; 25 lectures.

Convener: TBA**Course entry requirements:** None**Course outline:**

This course introduces students to communication skills required for a successful interaction between a healthcare professional and a client. The course takes an integrated approach to language learning through incorporation of clinical experiences related to the disciplines of physiotherapy, occupational therapy, and communication and speech disorders. The main focus of this course is on pronunciation, grammar and interaction with clients. Interaction is used as a means of exposing students to Xhosa ways of expression, as well as to issues of cross-cultural and inter-cultural communication. At the end of this course students will be able to communicate with a speaker of Xhosa about common everyday topics; be able to elicit and understand information from a client using terminology specific to the fields of physiotherapy, occupational therapy and communication and speech disorders; and will have an awareness of some cultural issues that emanate from cross-cultural communication.

DP requirements: Attendance of at least 80% of the lectures; completion by the due dates of all assessments and projects.

Assessment: Coursework (vocabulary and oral assessments based on topics covered in the course) counts 50% and comprises four tests (two weighted at 15% each, and two weighted at 10% each); and examinations (June examination – simulated client interviews: 20%; and November examination – simulated client interviews: 30%).

AHS1042F HUMAN COMMUNICATION DEVELOPMENT

18 NQF credits at HEQSF level 5

Convener: Dr M Pascoe**Course entry requirements:** None**Course outline:**

The purpose of this course is to enable the student to understand the communication chain and difficulties when breakdown occurs; and key aspects of communication development in children up to the age of six and school-age children. Content also includes general principles of development; typical communication (speech, language and auditory) development; and a framework for language development. Students develop the skills of observation and interaction with children; profile a child's development in relation to expected milestones; and develop materials. The course emphasises an appreciation of the influence of culture and individual differences on communication development. Teaching and learning activities comprise lectures, small group discussions, class presentations, and observation of and interaction with young children. Themes underpinning the course include primary healthcare and contextual relevance; a multilingual, multicultural society; ethics and human rights.

DP requirements: Attendance at all lectures; completion of all coursework by the due dates.

Assessment: Mid-term test (20%); an assignment (30%); and a final summative examination (50%).

AHS1045S BASIS OF HEARING AND BALANCE

18 NQF credits at HEQSF level 5

Convener: C Rogers**Course entry requirements:** None**Course outline:**

This course aims to develop an understanding and knowledge of the anatomy, physiology and pathology of hearing and balance underpinning audiology diagnoses; the impact of hearing and balance difficulties; and prevention and health promotion strategies. Content includes the anatomy and physiology of hearing and balance and the patho-physiology of hearing and

vestibular disorders. Students learn to appreciate that a thorough knowledge of the anatomy, physiology and pathology is fundamental to an audiology diagnosis. They acquire a holistic view of clients and appreciate the need to exercise duty of care. Teaching and learning activities include lectures, web-based learning, case studies and group learning. Themes underpinning the course include primary healthcare, the burden of disease, and a bio-psycho-social model of healthcare.

DP requirements: Attendance of all academic activities is required. Students are required to submit all coursework by the due dates.

Assessment: The final mark is made up of coursework (60%) and examination marks (40%). If a supplementary examination is awarded, it will count 40% of the final mark, as the coursework mark will still be included in the final mark.

SLL1048H AFRIKAANS FOR HEALTH AND REHABILITATION SCIENCES

For students registered in the School of Health and Rehabilitation Sciences only.

18 NQF credits at HEQSF level 5

Convener: Dr I van Rooyen

Co-requisites: Students must be registered for a degree in physiotherapy, occupational therapy, speech and language pathology or audiology.

Course outline:

The content of the course is based on case studies covered in the streams of physiotherapy, occupational therapy and communication sciences and speech disorders. The focus of the Afrikaans course is on communication skills, and specifically on those skills that may be required for an interaction between a healthcare professional and a client. Other skills include skill in asking questions and the ability to enter effectively into dialogue with a client. The course is taught at both beginner and intermediate levels and focuses on the unique pronunciation and stylistic variants of individual clients and culture-specific words and expressions.

Lecture times: Arranged internally.

DP requirements: At least 80% class attendance and completion of all assessments.

Assessment: Coursework (vocabulary and oral assessments based on topics covered in the course) – 50%; June assessment (simulated client interviews) – 20%; November examination (simulated client interviews) – 30%.

AHS1054W SOUTH AFRICAN SIGN LANGUAGE

8 NQF credits at HEQSF level 5

Convener: L Petersen

Course entry requirements: None

Course outline:

The aim of this course is use of South African Sign Language (SASL) at a basic level to obtain case history, give instructions (plus diagnostic testing), feedback and informational counselling, and to demonstrate use of appropriate communication strategies for sign language. Content includes greetings, basic communication, finger-spelling and numbers, hand-shape, location, orientation, movement and non-manual features, production and reception of signs, dominant and passive hands, how to change the language structure from SASL into English and English into SASL, specific sign vocabulary relating to audiology and speech and language therapy, and general sign vocabulary. Students learn to conduct a case history using basic sign language. They acquire an attitude of empathy and respect for multilingual and multicultural diversity. Teaching and learning activities include modelling, lectures, group-work, role-play, and videos/DVDs. Students have interactions with members of the deaf community.

DP requirements: Attendance of all academic activities is required. Students are required to submit all coursework by the due dates.

Assessment: The final mark is made up of a coursework mark (60%) and an examination mark (40%). If a supplementary examination is awarded it will count 40% of the final mark, as the coursework mark will still be included in the final mark.

AXL1300F INTRODUCTION TO LANGUAGE STUDIES

18 NQF credits at HEQSF level 5

Convener: S Bowerman

Course entry requirements: None

Course outline:

This course provides an introduction to the main branches of Linguistics.

On completion of the course students would have covered topics which include themes such as: introduction (description vs. prescription, speech vs. writing, competence vs. performance); phonetics (the International Phonetic Alphabet, articulatory phonetics, classification of sounds, suprasegmentals); phonology (phoneme/allophone); morphology and syntax (morphemes, word-formation, constituents, phrase structure, elements of generative grammar); semantics and pragmatics (approaches to meaning, sense/reference, truth value, semantic features, speech acts, pragmatic rules); sociolinguistics (standard vs. dialect, social and regional variation, gender, register); psychology of language (the mental lexicon, elements of neurolinguistics); historical linguistics (language families, introduction to language change, language contact).

Lecture times: 3rd period, Monday – Wednesday.

DP requirements: All written work to be handed in and at least 75% attendance at lectures and tutorials.

Assessment: Tests and other written assignments set during the semester count for 50% of the final mark; one two-hour examination in June counts for 50%.

AXL1301S INTRODUCTION TO APPLIED LANGUAGE STUDIES

18 NQF credits at HEQSF level 5

Convener: Professor A Deumert

Course entry requirements: None

Course outline:

This course focuses on the study of language in its social context.

On completion of the course students would have covered topics which include themes such as: introduction (basic concepts and issues in Sociolinguistics); regional variation; social variation; language change; multilingualism; language and interaction; gender and language; language contact; pidgins, creoles and new Englishes; language planning and policy; language and education; the sociolinguistics of sign language.

Lecture times: 3rd period, Monday – Wednesday.

DP requirements: All written work to be handed in and at least 75% attendance at lectures and tutorials.

Assessment: Tests and other written assignments set during the semester count for 50% of the final mark; one two-hour examination in October/November counts 50%.

AXL1302S LINGUISTICS FOUNDATION

18 NQF credits at HEQSF level 5

Convener: Dr B Ige and S Bowerman

Course entry requirements: None

Course outline:

This foundational course revisits core areas of AXL1300F. It aims to move students beyond a lay person's understanding of the nature of language; generate a clear, basic understanding of the kinds and purposes of enquiry in linguistics and selected sub-disciplines, indicate how they are related to the study of communication sciences and disorders; ensure that students have a solid grounding in key concepts in phonetics, phonology, morphology, syntax and semantics, and that they have the skills to use these concepts in the analysis of data. Others are pragmatic rule, regional and social dialectology, elements of neurolinguistics and language families. Upon successful completion, students will understand the nature and interrelationship of language systems; grasp and work with the levels of abstraction involved in phonology, morphology, syntax

and semantics; and describe, analyse and explain selected linguistic processes and types of data and use appropriate conventions to present these descriptions, analyses and explanations.

Lecture times: Monday and Thursday (11h00-113h00), Tuesday (self-study) (14h00-16h00).

DP requirements: Full attendance of and participation in all lectures, tutorials and self-directed learning sessions.

Assessment: In-course assessment contributes 60% and comprises tutorial tasks (10%); and two tests (weighted at 25% each). The examination contributes 40% of the final mark. Students who fail the final assessment may be allowed to register for a summer term course and write another examination in the same year.

AXL1303F SOCIOLINGUISTICS FOUNDATION

18 NQF credits at HEQSF level 5

Convener: Dr B Ige and S Bowerman

Course outline:

This course forms part of the (foundational) Intervention Programme. It aims to prepare students for what they will encounter in AXL1301S when they re-enter the standard curriculum, and will ensure that students understand the ways in which social context affects all aspects of language use. The course will give students a solid grounding in key areas of sociolinguistics: language in interaction; language variation and change; language and identity; language contact; and multilingualism and language policy, particularly in South Africa. It helps to prepare students for phenomena and problems they are likely to encounter in their profession; assists students to learn to read and understand graphs, tables and other modes of data presentation in sociolinguistic texts; and develop students' ability to present their own descriptions and explanations of sociolinguistic phenomena appropriately in essays. At the end of the course students will be able to identify the attitudinal, aspirational, and other social factors which commonly have an impact on who speaks (or writes) to whom, about what, under what circumstances, and how these factors could shape aspects of actual and desired language use among the communities and individuals with whom they will engage in their clinical training and professional work. Students draw on the work they did in the previous semester (particularly phonetics, phonology, morphology and syntax).

Lecture times: Monday (10h00-12h00); Tuesday (self-study/fieldwork -14h00-16h00); and Thursday (11h00-113h00).

DP requirements: Full attendance of and participation in all lectures, fieldwork and self-directed learning sessions.

Assessment: In-course assessment contributes 60% and comprises fieldwork and self-directed learning tasks (10%), a test (25%) and an assignment (25%). The final examination contributes 40% to the final mark. These assessments and examination contribute 60% towards the final year mark at the end of Intervention Programme 2.

PSY2006F RESEARCH IN PSYCHOLOGY I

This course is a prerequisite for PSY2010S, PSY3007S, PSY3009F and PSY3010S. Students will therefore only be admitted to PSY2010S, PSY3007S, PSY3009F and PSY3010S if they have passed PSY2006F

24 NQF credits at HEQSF level 6

Convener: Associate Professor C Ward

Course entry requirements: Students must have passed (PSY1004F* and PSY1005S*) and have met the Mathematics proficiency requirements of PSY1004F.* Was PSY1001W

Course outline:

This course introduces students to research in psychology. There are four central components: (a) introduction to research methods in psychology; (b) introduction to statistical analysis in psychology; (c) qualitative methods in psychology, and (d) psychological measurement.

Lecture times: Meridian, Mondays – Thursdays.

DP requirements: Completion of all coursework, as well as completion of 90 minutes in the Student Research Participation Programme (SRPP) or equivalent.

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Assessment: Coursework (essay, tests and projects) counts 50%; one two-hour examination in June counts 50% towards the final mark.

PSY2010S COGNITION AND NEUROSCIENCE

Students who have passed PSY2005S will not be permitted to take PSY2010S.

24 NQF credits at HEQSF level 6

Convener: Dr S Malcolm-Smith

Course entry requirements: Students must have passed (PSY1004F* and PSY1005S*) and PSY2006F.* Was PSY1001W

Course outline:

An introduction to cognitive neuroscience. This course covers brain structures and functions that are involved in cognition. Cognitive functions covered include perception, memory, and language among others. There is a strong focus on the research methods used in this field. Classic research protocols are introduced as practical exercises and statistical analysis of data sets is required.

Lecture times: 7th period, Mondays – Thursdays.

DP requirements: Completion of all coursework (7 class tests and 2 tutorial reports), as well as completion of 90 minutes in the students' research participation program (SRPP) or equivalent.

Assessment: Coursework (tests and practical assignments) counts 50% (comprised of: class tests 10%; tutorial reports 15%; midterm test 25%); one two-hour examination in October counts 50% towards the final mark.

AHS2046F DIAGNOSTIC AUDIOLOGY

18 NQF credits at HEQSF level 6

Convener: L Petersen

Course entry requirements: AHS1003F or AHS1041S and AHS1045S

Course outline:

This course aims to enable students to devise and implement an appropriate audiology case history interview; describe and discuss a comprehensive diagnostic audiology process; describe audiology tests; and reflect on and communicate assessment outcomes to the client. Content includes case history; fundamentals of the audiology diagnostic process; audiology test battery; pure tone, speech and immittance audiometry; functional hearing loss; principles of masking; clinical reasoning; differential diagnosis; and clinical report writing. Students acquire the skills of jargon-free communication, appropriate test selection, analysis and interpretation, and knowing when and how to refer. They learn that information and personal adjustment counselling are key in the empowerment of clients, and learn an appreciation of the role of the team; they also cultivate an awareness of professional boundaries. Teaching and learning activities include lectures, case studies, self-directed study, role-play, experiential learning, simulations, and group-work. Themes underpinning course are primary healthcare and contextual relevance, disability and burden of disease, ethics and human rights, bio-psycho-social models of health, developing agents for change, and equity and affirmation of diversity.

DP requirements: Attendance of all academic activities is required. Students are required to submit all coursework by the due dates.

Assessment: The course mark is made up of a coursework mark (60%) and examination mark (40%). If a supplementary examination is awarded it will count 40% of the final mark, as the coursework mark will still be included in the final mark.

AHS2047S PAEDIATRIC REHABILITATIVE AUDIOLOGY

18 NQF credits at HEQSF level 6

Convener: Dr C Rutherford

Course entry requirements: AHS2106F

Course outline:

This course aims to enable the student to describe and discuss the paediatric population with hearing impairment; analyse and apply theoretical frameworks relating to communication; and

assess and comprehensively manage children with hearing impairment. Content includes the impact of hearing loss on children, families and society; local and international perspectives of newborn hearing screening and the importance of early intervention; philosophical approaches to habilitation (auditory and visual); literacy and spoken language facilitation; collaborating with families; management of infants, toddlers, school-age children and adolescents with hearing loss; and multi-lingual and multi-cultural considerations for paediatric aural habilitation. Teaching and learning activities include lectures, case studies, guided self-study, videos, an interview of a parent with a child with a hearing impairment, and role-play. Themes underpinning the course are primary healthcare and contextual relevance, disability and burden of disease, ethics and human rights, bio-psycho-social models of disability, developing agents for change, and equity and affirmation of diversity.

DP requirements: Attendance at all academic activities is required. Students are required to submit all coursework by the due dates.

Assessment: The final mark is made up of a course work mark (60%) and a final examination mark (40%). If a supplementary examination is awarded, it will count 40% of the final mark, as the coursework mark will still be included in the final mark.

AHS2106F CHILD LANGUAGE

21 NQF credits at HEQSF level 6

Convener: Dr M Hartly

Course entry requirements: AHS1042F or AHS1043S

Course outline:

This course aims to enable the student to compare and contrast child language delay, difference and disorder; and to describe and critically discuss the principles and nature of assessment and comprehensive management of child language. Content includes the nature, assessment and management of child language difficulties. Students learn to profile a child's general development in relation to expected milestones. They acquire knowledge and skills in the transcription and analysis of child language; clinical reasoning; and strategies for working with child language difficulties in multilingual, multicultural environments. They acquire an appreciation of a multilinguistic, multicultural society in the assessment and management of child language difficulties and a willingness to problem-solve when clients and clinicians do not share a common language. Teaching and learning activities include lectures, small group discussions, class presentations and case discussions (video and paper). Themes underpinning the course are a multilingual, multicultural society, provision of contextually relevant services, and developing agents for change.

DP requirements: Attendance of all academic activities is required. Students are required to submit all coursework by the due date.

Assessment: The course mark is made up of a coursework mark (weighted 60%) and a final examination mark (weighted 40%). If a supplementary examination is awarded, it will count 40% of the final mark, as the coursework mark will still be included in the final mark.

AHS2107F CHILD SPEECH

18 NQF credits at HEQSF level 6

Convener: O Mahura

Course entry requirements: AHS1042F or AHS1043S

Course outline:

This course aims to enable students to compare different speech difficulties in children, describe and discuss speech assessment and principles of speech intervention and apply principles of intervention to special populations. Content includes the nature of articulation and phonological difficulties, and assessment of and therapy for children with articulation and phonological difficulties. Students learn skills of observation and interaction with children, learn to profile a child's development in relation to expected milestones, and learn transcription and analysis of child speech, as well as knowledge translation and clinical reasoning skills. They acquire an awareness that culture and individual differences influence children's speech and acquire an

ability and willingness to problem-solve when clients and clinicians do not share a common language. Teaching and learning activities include lectures, small group discussions, class presentations, and observations of and interaction with young children. Themes underpinning the course are a multilingual, multicultural context; provision of contextually relevant services; and developing agents for change.

DP requirements: Attendance of all academic activities is required. Students are required to submit all coursework by the due date.

AHS2108W CLINICAL SPEECH THERAPY 1

24 NQF credits at HEQSF level 6

Convener: F Walters (Prof S Amosun – Disability in Context)

Course entry requirements: AHS2106F and AHS2107F

Course outline:

This course aims to enable the student to demonstrate professional conduct; promote communication development and prevent communication delays in children; and assess and manage children with speech and language delays, disorders and differences. Students have the opportunity to work with children of different ages and within different clinical settings. Students learn the skills of knowledge translation, effective written and verbal communication, and operational clinic management. They learn the need for respectful interpersonal relationships and professionalism and acquire an appreciation of ethical behaviour. Teaching and learning activities include observation of experienced clinicians, clinical practice, promotion and prevention activities, and assessment and management of children. Themes underpinning the course are primary healthcare, equity and affirmation of diversity, developing agents for change, evidence-based practice, ethical and professional practice, and a client- and family-centred approach.

DP requirements: Attendance at all academic activities, including clinics; completion of all coursework and required documentation (e.g. ELOs, hours) by the due dates; and professional conduct.

Assessment: Formative assessments plus three summative assessments per semester = 80%; Disability in Context Project = 20%.

AHS2109S SCHOOL-BASED INTERVENTIONS

21 NQF credits at HEQSF level 6

Convener: J le Roux & F Walters

Course entry requirements: AHS2106F

Course outline:

This course aims to enable the student to compare and contrast the range of communication challenges experienced by learners in school settings, including preschool, and to describe appropriate assessment and intervention strategies for managing these in the SA educational context. Content includes the nature, assessment and management of children with communication challenges, including language learning delays, difficulties and disorders (LLDs); fluency; and auditory processing/attention difficulties in the school context. Students acquire the skills of observation and interaction with school-age children, knowledge translation, assessment and analysis of language and literacy profiles of school-age children, clinical reasoning, as well as strategies for working in a multilingual, multicultural educational environment. They acquire an appreciation of a multilingual, multicultural society in the assessment and management of school-age children. They learn to develop a willingness to problem-solve when clients and clinicians do not share a common language; teaching and learning activities. Teaching activities include lectures, guided self-study, internet learning, role-play, case discussions (video and paper) and presentations. Themes underpinning the course are a multilingual, multicultural society, provision of contextually relevant services and developing agents for change.

DP requirements: Attendance of all academic activities is required. Students are required to submit all coursework by the due date.

Assessment: The final course mark is made up of a coursework mark (weighted 60%) and an examination mark (weighted 40%). If a supplementary examination is awarded it will count 40% of the final mark, as the coursework mark will still be included in the final mark

AHS2110W CLINICAL AUDIOLOGY I

24 NQF credits at HEQSF level 6

Convener: T Kuhn (Prof S Amosun – Disability in Context)

Course outline:

This course aims to enable the student to demonstrate professional conduct, to screen communication development in children aged 0 – 5yrs, and to assess peripheral auditory function in adults. Content includes neonatal hearing screening, school-based hearing screening, prevention and promotion, early childhood intervention, and diagnostic audiology in adults. There are six clinical blocks, which include Disability in Primary Healthcare. Students have the opportunity to work with children of different ages and adults, within different clinical settings. Students acquire skills of ethical and professional practice, professional communication, clinic management, and assessment and management of the client. Students learn to develop a willingness to engage professionally and ethically, begin to accept responsibility for clinical service provision, acquire sensitivity to cultural diversity, and develop respect for client autonomy. Teaching and learning activities include clinical practice, clinic workshops, modelling (by clinical educators) and guided observation, simulations (e.g. Otis), clinic preparatory worksheets, as well as tutorials and reflective tasks. Themes underpinning the course are primary healthcare, evidence-based practice, ethical and professional practice, and a client- and family-centered approach.

DP requirements: Attendance at all academic activities, including clinics; completion of all coursework and required documentation (e.g. ELOs, hours) by the due dates; and professional conduct.

Assessment: Formative assessments: Two marked clinic sessions per semester. Summative assessment: three marked clinic sessions per semester = 80% of final mark; Disability in Context = 20%.

AHS2111S DIAGNOSTIC AUDIOLOGY IN SPECIAL POPULATIONS

15 NQF credits at HEQSF level 6

Convener: T Cloete

Course entry requirements: AHS2046F

Course outline:

This course aims to enable the student to understand and discuss the nature, assessment and management of central auditory processing disorders (CAPD); and the hearing assessment of (a) the paediatric population (0-6 years), and (b) the difficult-to-test individual. Content includes CAPD – its nature, assessment, differential diagnosis, management, as well as paediatric and difficult-to-test populations. Students also learn the design and interpretation of test protocol, communication of results, and further management. Students acquire the ability to select an appropriate diagnostic test battery and the analysis and integration of test results. They design a management plan for further testing/referral/therapy (CAPD). They learn that early diagnosis and management of CAPD and hearing disorders in special populations is critical to a successful outcome and that holistic management and exercising duty of care are important. Teaching and learning activities include lectures, self-study, and case-based learning. Themes underpinning the course are disability and the burden of disease; equity and affirmation of diversity; and ethical conduct.

DP requirements: Attendance of all academic activities is required. Students are required to submit all coursework by the due dates.

Assessment: The final course mark is made up of a coursework mark (weighted 60%) and an examination mark (weighted 40%). If a supplementary examination is awarded it will count 40% of the final mark, as the coursework mark will still be included in the final mark

AHS3004H CLINICAL SPEECH THERAPY II

30 NQF credits at HEQSF level 7

Convener: F Camroodien-Surve (Prof S Amosun – Disability in Context)

Course entry requirements: AHS2108W, AHS2109S, AHS3071F and AHS3073F

Course outline:

This course aims to enable students to (i) assess, manage and support children (of all ages) with a range of communication difficulties, and their caregivers/teachers, in a variety of settings; and (ii) assess, manage and support adults with acquired communication difficulties and dysphagia. Students acquire skills of knowledge translation, effective written and verbal communication, operational clinic management, and clinical reasoning. They learn the need for an appreciation and respect for cultural and linguistic variability, empathy, and the need for ethical and professional practice. Teaching and learning activities include observation of experienced clinicians, clinical practice, promotion and prevention activities, assessment and management of children and adults, and team-work. Themes underpinning the course are primary healthcare, ethics and human rights, equity and affirmation of diversity, developing agents for change, disability and burden of disease, and evidence-based practice.

DP requirements: Minimum 80% attendance of all clinics; completion of all coursework and required documentation (e.g. ELOs, hours) by the due dates; and professional conduct.

Assessment: Formative assessments: two marked clinic sessions per semester. Summative assessment: three marked clinic sessions per semester = 63% of final mark; Disability in Context Project = 17%; final exam in November = 20%.

AHS3008H CLINICAL AUDIOLOGY II

30 NQF credits at HEQSF level 7

Convener: N Luwaca (Prof S Amosun – Disability in Context)

Course entry requirements: AHS2046F, AHS2047S, AHS2110W, and AHS2111S

Course outline:

This course aims to enable the student to assess and manage hearing impairment, demonstrate professional conduct, assess peripheral auditory function with guidance, plan and implement management with support, and assess and support individuals with disabilities in a primary healthcare context. Content includes Disability in Context Part III (a multidisciplinary module), evidence-based practice, community-based rehabilitation, and ethics (distributive justice). Learning takes place at a variety of community and clinical placements with both adult and paediatric clients. Students acquire skills of ethical and professional practice and reflective practice. They learn to design and implement an assessment and management plan based on a holistic view of the client; they learn to operate a multidisciplinary practice; and they acquire clinical reasoning skills. They learn an appreciation of diversity, the need to embrace rehabilitation and to own their role as a rehabilitative audiologist. Teaching and learning activities include experiential learning (clinical practice), written reports, and guided and structured reflection. Themes underpinning the course: a holistic and a client-/family-centred approach, primary healthcare, ethics and human rights, equity and affirmation of diversity, developing agents for change, disability and burden of disease, and evidence-based practice.

DP requirements: Minimum 80% attendance of all clinics; completion of all coursework and required documentation (e.g. ELOs, hours) by the due dates; professional conduct.

Assessment: Formative assessments: two marked clinic sessions per semester. Summative assessment: three marked clinic sessions per semester: 63% of final mark; Disability in Context: 17% of final mark; final examination in November: 20% of final mark.

AHS3062F REHABILITATION TECHNOLOGY

22 NQF credits at HEQSF level 7

Convener: L Petersen

Course entry requirements: None

Course outline:

The aim of this course is to enable students to compare the roles of professionals and technology in the rehabilitation process, to assess and analyse the client's need for rehabilitation technology, to design and discuss comprehensive management, and to debate relevant legal rights and ethical issues. Content includes the role of technology in the rehabilitation process, speech perception with hearing loss, hearing aids, frequency modulation (FM) systems, cochlear implants, features of amplification technology, and the verification and validation of technology fitting. Students acquire the skills of linking patient factors with technology and effective listening. They learn attitudes of client-centeredness and a respect for diversity. Teaching and learning activities include case-based learning, demonstrations, hands-on practice, and role-play. Themes underpinning the course are primary healthcare and contextual relevance, disability and the burden of disease, ethics and human rights, bio-psycho-social models of health, developing agents for change, and equity and affirmation of diversity.

DP requirements: Attendance at all academic activities is required. Students are required to submit all coursework by the due date.

AHS3065S ADULT REHABILITATIVE AUDIOLOGY

18 NQF credits at HEQSF level 7

Convener: Dr C Rutherford

Course entry requirements: AHS2046F and AHS3062F

Course outline:

This course aims to enable students to understand the role of the rehabilitative audiologist, to learn about auditory dysfunction and its impact, to analyse and apply frameworks guiding aural rehabilitation, to assess and establish candidacy for aural rehabilitation, and to design and implement aural rehabilitation plans. Content includes stigmatisation, self-assessment and quality of life, optimisation of hearing technologies, role of motivation and self-efficacy, auditory training, audio-visual speech perception, vocational support, communication strategies and management of conversational fluency, group aural rehab, musical perception and enjoyment, counseling and tinnitus management. Students acquire skills of critical thinking, adapting to cultural context, selection and administration of appropriate assessments, interpretation of results, clinical reasoning, and the creation of client profiles to guide management. They acquire sensitivity to cultural and contextual diversity, learn respect and sensitivity to issues of disability, and learn to recognise the need for individualised management plans and to be agents for change. Teaching and learning activities include lectures, brainstorming and snowball, case studies, guided self-study, and role-play. Themes underpinning the course include primary healthcare and contextual relevance, disability and the burden of disease, ethics and human rights, bio-psycho-social models of disability, developing agents for change, and equity and affirmation of diversity.

DP requirements: Attendance of all academic activities is required. Students are required to submit all coursework by the due date.

Assessment: The final course mark is made up of a coursework mark (weighted 60%) and an examination mark (weighted 40%). If a supplementary examination is awarded it will count 40% of the final mark, as the coursework mark will still be included in the final mark.

AHS3071F ACQUIRED NEUROGENIC LANGUAGE DISORDERS

22 NQF credits at HEQSF level 7

Convener: V Norman**Course entry requirements:** None**Course outline:**

This course aims to enable students to describe and critically discuss the consequences of an adult neurogenic language disorder with reference to the international classification of functioning, disability and health (ICF) and from a disability perspective. They learn the aetiologies and nature of adult neurogenic language disorders and the nature of assessments and comprehensive management of adults with neurogenic language disorders. Content includes the nature and prevalence of CVA, TBI and degenerative diseases; principles and the nature of assessment and management; the role of SLP and multidisciplinary management; and evidence-based practice. Students acquire skills of knowledge translation, critical and analytical thinking, and differential diagnosis. They acquire attitudes of empathy, ethical principles of respect and a holistic view of individuals. Teaching and learning activities include lectures, case discussions and presentations, videos, observation, and construction of assessment materials. Themes underpinning the course include management within a multilingual and multicultural context, the need for a holistic view of clients, developing agents for change, and materials development.

DP requirements:

Assessment: Formative assessments; two summative assessments totalling 60%; final summative examination in June: 40%.

AHS3072S PAEDIATRIC DYSPHAGIA AND MOTOR SPEECH

22 NQF credits at HEQSF level 7

Convener: V Norman**Course entry requirements:** None**Course outline:**

This course aims to enable the student to describe and discuss aetiologies, the nature and consequences of (i) dysphagia; (ii) cleft palate in infants and children; and (iii) dysarthria in children. It addresses the nature of assessments and comprehensive management. Content includes anatomy, physiology, pathology, the aetiology of swallowing, resonance and motor speech disorders; principles and nature of clinical and objective assessments (video-fluoroscopic swallow study for dysphagia); differential diagnosis; evidenced-based management; teamwork; and working with special populations and families. Students acquire skills of knowledge translation, critical and analytical thinking, effective communication and group-work. They learn to have a holistic view of individuals and acquire an appreciation of the infant/child within the family context. They learn about their role in improving participation, about client-centred interventions, advocacy, responsiveness to diversity, the need for an asset-based approach, and the importance of evidence-based practice. Teaching and learning activities include lectures, videos, case discussions, video analyses, literature reviews and critiques, group-work and presentations. Themes underpinning the course include management within a multilingual and multicultural context, developing agents for change, and materials development.

DP requirements: Attendance of all academic activities is required. Students are required to submit all coursework by the due date.

Assessment: The final course mark is made up of a coursework mark (weighted 60%) and an examination mark (weighted 40%). If a supplementary examination is awarded it will count 40% of the final mark, as the coursework mark will still be included in the final mark

AHS3073F ADULT DYSPHAGIA AND MOTOR SPEECH

22 NQF credits at HEQSF level 7; Lectures 64.

Convener: Assoc Prof S Singh

Course entry requirements: HUB1014S

Course outline:

The aim of this course is to enable the student to describe and critique the nature, assessment, and management of swallowing and motor speech disorders in adults. Content includes relevant neurology, anatomy, physiology, pathology, aetiology; principles and nature of clinical and objective assessments, differential diagnosis and evidenced-based management within an ICF framework. Skills developed include knowledge translation, critical and analytical thinking, effective communication and group-work. Values including empathy, respect, a holistic view of individuals, appreciation of challenges to participation and inter-professional practice are developed as key to client-centred interventions. Teaching and learning activities include lectures, case discussions, video analysis, review and critique of the literature. Through communal constructivism, students devise, administer and interpret culturally and linguistically relevant materials (in Xhosa and Afrikaans). Themes underpinning the course include clinical management within a multilingual and multicultural context, developing agents for change, disability and burden of disease, equity, and affirmation of diversity.

DP requirements: Attendance of all academic activities is required. Students are required to submit all coursework by the due date.

Assessment: The final mark is made up of 60% course work (includes formative and summative assessments) and 40% examination. If a supplementary examination is awarded it will count 40% of the final mark, as the coursework mark will still be included in the final mark.

AHS3075S OAES AND ELECTROPHYSIOLOGY

22 NQF credits at HEQSF level 7

Convener: Mrs T Cloete

Course entry requirements: AHS2046F

Course outline:

This course aims to enable the student to justify, implement, and interpret oto-acoustic emissions (OAEs) and electro-physiological measures in adults and children. Content includes oto-acoustic emissions and auditory evoked potentials in relation to auditory anatomy and physiology, specificity and sensitivity of these tests, test parameters and set-up, analysis and interpretation of results, and management decisions. Students acquire skills of clinical reasoning and the effective communication of results. They learn the need for a client-centred approach and respect for diversity. Teaching and learning activities include case-based learning, demonstrations, hands-on practice, and guided group-work. Themes underpinning the course are primary healthcare and contextual relevance, disability and burden of disease, ethics and human rights, bio-psycho-social models of health, developing agents for change, and equity and affirmation of diversity.

DP requirements: Attendance at all academic activities is required. Students are required to submit all coursework by the due date.

Assessment: The final mark is made up of 60% course work (includes formative and summative assessments) and 40% examination. If a supplementary examination is awarded it will count 40% of the final mark, as the coursework mark will still be included in the final mark.

AHS3078H RESEARCH METHODS & BIOSTATISTICS I

10 NQF credits at HEQSF level 7

Convener: Prof J Jelsma

Course entry requirements: None

Course outline:

The course provides students with the necessary skills and conceptual knowledge to conduct research in occupational therapy and physiotherapy. Students receive lectures which cover the theory of qualitative and quantitative research, the ethics of research, epidemiology and basic

biostatistics. Students learn how to analyse research articles critically and to develop a research proposal. This course is taught through lectures, tutorials and online assignments.

DP requirements: No student may proceed to the examination without attending lectures on ethics or completing an online ethics course. No student may proceed to the research project until the research protocol has been awarded a mark of 50%. The protocol may need to be resubmitted.

Assessment: The mark allocation is as follows: research methodology continuous assessment (April:10%); research methodology paper (July: 10%); epidemiology paper (July: 10%); research protocol (50%); biostatistics (20%)

AHS3102S CHILD LANGUAGE II

15 NQF credits at HEQSF level 7

Convener: Dr M Harty

Course entry requirements: AHS2109S

Course outline:

This course aims to build on basic knowledge of child language acquired in AHS2106F and AHS2109S. In this course students learn to assess and manage the communication of children who have a range of special education needs such as cerebral palsy, autism spectrum disorders, and traumatic brain injury. Students learn to implement Augmentative and Alternative Communication (AAC) strategies to assist children to participate within the home and school context. Content includes the nature, assessment and management of child language difficulties linked to a range of different etiologies. Students develop clinical reasoning skills and strategies for working with child language difficulties in a multilingual, multicultural environment. Teaching and learning activities include lectures, small group discussions, class presentations and case discussions (video and paper). Themes underpinning the course are a multilingual, multicultural society; provision of contextually relevant services; and developing agents for change.

DP requirements: Attendance of all academic activities is required. Students are required to submit all coursework by the due date.

Assessment: The final course mark is made up of a coursework mark (weighted 60%) and an examination mark (weighted 40%). If a supplementary examination is awarded it will count 40% of the final mark, as the coursework mark will still be included in the final mark.

AHS3103F VOICE

15 NQF credits at HEQSF level 7

Convener: V Norman

Course entry requirements: None

Course outline:

This course aims to apply the International Classification of Functioning, disability and health (ICF) framework to voice disorders and adult dysfluency. It develops the ability to describe and critically discuss the nature and aetiology of voice disorders and adult dysfluency; imparts knowledge of the principles and methods of voice and adult dysfluency assessment; and enables students to conduct a comprehensive management of the client with voice difficulties and adult dysfluency. Content includes laryngeal anatomy and physiology; nature, signs and symptoms of voice disorders and adult dysfluency; principles and nature of assessment; and differential diagnosis and management. Students learn skills of critical and analytical thinking and clinical reasoning. They learn the importance of empathy and respect and of a client-/caregiver-centred approach. Teaching and learning activities include lectures, case analyses and presentations, journal article reviews, observation of multi-professional management (stroboscopy clinic), and an analysis of audio and video recordings. Themes underpinning the course include disability and burden of disease, ethics and human rights, and bio-psycho-social models of health.

DP requirements: Attendance of all academic activities is required. Students are required to submit all coursework by the due date.

Assessment: Formative assessments – 60%; final summative examination – 40%.

AHS3104S VESTIBULAR MANAGEMENT

15 NQF credits at HEQSF level 7

Convener: C Rogers

Course entry requirements: None

Course outline:

This course aims to enable the student to discuss the nature and impact of dizziness and vertigo, and to assess and manage vestibular disorders. Content includes the anatomy, physiology and pathology of vestibular and related balance disorders; clinical and technological assessments of vestibular disorders; and vestibular rehabilitation therapy. Students acquire skills of analysis and the interpretation of results of clinical and objective evaluation, as well as the ability to select the appropriate management paradigm. They learn that balance disorders are multifactorial in nature, that management is possible at all levels of care, and that the audiologist is an integral part of management. Teaching and learning activities include lectures, web-based learning, case study and group learning. Themes underpinning the course include disability and burden of disease, the bio-psycho-social model, and ethical conduct.

DP requirements: Attendance of all academic activities is required. Students are required to submit all coursework by the due date.

Assessment: The final course mark is made up of a coursework mark (weighted 60%) and an examination mark (weighted 40%). If a supplementary examination is awarded it will count 40% of the final mark, as the coursework mark will still be included in the final mark.

AHS3105F PUBLIC HEALTH AUDIOLOGY

15 NQF credits at HEQSF level 7

Convener: Assoc Prof L Ramma

Course entry requirements: None

Course outline:

This course aims to enable students to describe and discuss frameworks for audiology service delivery in the public health sector; and to plan, implement and manage audiology services for the health of the public. Content includes noise and the health of the public, ototoxicity monitoring, cerumen management, and the management of hearing screening programs. Students acquire skills of critical and analytical thinking, knowledge translation, health communication, effective communication with key stakeholders, skills in training of other health workers, and the ability to critique literature. They learn the importance of empathy, the ethical principle of respect, an appreciation of and willingness to address challenges, social responsibility, an appreciation of the value of prevention measures, and to promote healthy and safe acoustic environments. Teaching and learning activities include lectures, case studies, class debates, self-guided study and group learning. Themes underpinning the course are primary healthcare, the burden of disease, developing agents for change, equity and affirmation of diversity, and ethics and human rights.

DP requirements: Attendance at all academic activities is required. Students are required to submit all coursework by the due date.

Assessment: The final mark is made up of 60% course work (includes formative and summative assessments) and 40% examination. If a supplementary examination is awarded it will count 40% of the final mark, as the coursework mark will still be included in the final mark.

AHS4000W RESEARCH REPORT

30 NQF credits at HEQSF level 8

Convener: T Cloete

Course entry requirements: None

Course outline:

The aim of this course is the formulation of a research proposal with guidance. Students learn to review and critique the literature; plan and manage data collection; analyse and interpret results; and describe, discuss, critique and present (oral and written) research findings. Content includes topic definition, quantitative and qualitative research methods, proposal writing, literature review,

data management, research ethics, and referencing. Students learn skills of working in teams; identifying, reviewing and critiquing appropriate literature; academic writing; succinct reporting and the interpretation of results. They learn the importance of appreciating individual and group contributions, develop awareness of personal bias, and acquire a willingness to accept feedback. Teaching and learning activities include workshops, lectures, group-work, supervision sessions, written feedback on drafts, and oral presentations. Themes underpinning the course are primary healthcare and contextual relevance, disability and burden of disease, ethics and human rights, bio-psycho-social models of health, developing agents for change, and equity and affirmation of diversity.

DP requirements: Attendance of all academic activities, supervision sessions, workshops and presentations, and participation in group-work.

Assessment: Minimum of five formative assessments; presentations: 20% and a written research report: 80%.

AHS4005H CLINICAL SPEECH THERAPY IIIA

45 NQF credits at HEQSF level 8

Convener: C Sameuls

Course entry requirements: AHS3004H, AHS3072S, and AHS3102S

Course outline:

This course aims to enable the student to demonstrate professional conduct; to conduct independent assessment and comprehensive evidence-based management of speech, language, communication, feeding and swallowing in children and adults across the continuum of care (prevention, promotion, curative, rehabilitation) in a variety of contexts and levels of care (primary, secondary, tertiary); and to learn skills enabling the independent planning and management of service delivery at sites. Students rotate through a number of clinical blocks and sites during the year. They learn to problem-solve, communicate effectively; engage in clinical reasoning; and to plan, implement, manage and evaluate service delivery programmes. They learn the skill of reflection; of needs analysis; of community engagement; and of competent clinical practice. They learn that ethical practice is vital and that collaborative, client- and family-centred intervention is key to best practice. Teaching and learning activities include the observation and modelling of experienced clinicians, service provision, clinical practice, team-work, tutorials and workshops, and written reports. Themes underpinning the course are primary healthcare, ethics and human rights, equity and affirmation of diversity, developing agents for change, disability and burden of disease, and evidence-based practice.

DP requirements: Minimum of 80% attendance at clinics; completion of all coursework by the due dates; professional conduct.

Assessment: Formative assessments; summative assessments during each clinical block contribute to coursework total of 60%; final qualifying examination in June: 40%.

AHS4006H CLINICAL SPEECH THERAPY IIIB

45 NQF credits at HEQSF level 8

Convener: C Sameuls

Course entry requirements: AHS3004H, AHS3072S and AHS3102S

Course outline:

This course aims to enable the student to demonstrate professional conduct; to conduct independent assessment and comprehensive evidence-based management of speech, language, communication, feeding and swallowing in children and adults across the continuum of care (prevention, promotion, curative, rehabilitation) in a variety of contexts and levels of care (primary, secondary, tertiary); and to learn skills enabling the independent planning and management of service delivery at sites. Students rotate through a number of clinical blocks and sites during the year. They learn to problem-solve, communicate effectively, engage in clinical reasoning, and to plan, implement, manage and evaluate service delivery programmes. They learn the skill of reflection, of needs analysis, of community engagement, and of competent clinical practice. They learn that ethical practice is vital and that collaborative, client- and family-centred

intervention is key to best practice. Teaching and learning activities include the observation and modelling of experienced clinicians, service provision, clinical practice, team-work, tutorials and workshops, and written reports. Themes underpinning the course are primary healthcare, ethics and human rights, equity and affirmation of diversity, developing agents for change; disability and burden of disease, and evidence-based practice.

DP requirements: Minimum of 80% attendance at clinics; completion of all coursework by the due dates; professional conduct.

Assessment: Formative assessments; summative assessments during each clinical block contribute to coursework total of 60%; final qualifying examination in November: 40%. .

AHS4008H CLINICAL AUDIOLOGY IIIA

45 NQF credits at HEQSF level 8

Convener: G Gonsalves

Course entry requirements: AHS3008H, AHS3065S and AHS3104S

Course outline:

The key focus of this clinical course is paediatric and adult assessment and management. Teaching takes place at a variety of clinical sites which may include secondary and tertiary hospitals, community clinics, university clinics, schools for children who are deaf/hard-of-hearing, and occupational settings. Each student is exposed to each of the major rotations although sites may differ. The course descriptors reflect learning across all four clinical blocks. Intended learning outcomes include a demonstration of professional conduct, an independent assessment and evidence-based management of adults and children with hearing and vestibular difficulties across the continuum of care (prevention, promotion, curative, rehabilitation) in a variety of contexts and levels of care (primary, secondary, tertiary). Teaching and learning activities include observation and modelling of experienced clinicians, service provision, clinical practice, teamwork, tutorials and workshops, and written reports. Themes underpinning the course are primary healthcare, ethics and human rights, equity and affirmation of diversity, developing agents for change, disability and burden of disease, and evidence-based practice.

DP requirements: Minimum 80% attendance at all clinics; completion of all coursework by the due dates; professional conduct.

Assessment: Formative assessments; summative assessments during each clinical block contribute to coursework total of 60%; final qualifying examination in June: 40%.

AHS4009H CLINICAL AUDIOLOGY IIIB

45 NQF credits at HEQSF level 8

Convener: G Gonsalves

Course entry requirements: AHS3065S and AHS3104S

Course outline:

The key focus of this clinical course is paediatric and adult assessment and management. Teaching takes place at a variety of clinical sites which may include secondary and tertiary hospitals, community clinics or university clinics, schools for children who are deaf/hard of hearing, and/or occupational settings. Each student is exposed to each of the major rotations, although sites may differ. Intended learning outcomes include a demonstration of professional conduct; and of independent assessment and the evidence-based management of adults and children with hearing and vestibular difficulties across the continuum of care (prevention, promotion, curative, rehabilitation), in a variety of contexts and levels of care (primary, secondary, tertiary). Teaching and learning activities include observation and modelling of experienced clinicians, service-provision, clinical practice, teamwork, workshops and written reports. Themes underpinning the course are primary healthcare, ethics and human rights, equity and affirmation of diversity, developing agents for change, disability and burden of disease, and evidence-based practice.

DP requirements: Minimum 80% attendance at all clinics; completion of all coursework by the due dates; and professional conduct.

Assessment: Formative assessments; summative assessments during each clinical block contribute to coursework total of 60%; final qualifying examination in November: 40%.

AHS4067S SEMINARS IN COMMUNICATION SCIENCES

4 NQF credits at HEQSF level 8

Convener: O Mahura

Course entry requirements: None

Course outline:

The aims of this course are: To enable students to review and critique literature; develop and present integrated and coherent oral and written arguments; and facilitate academic discussion and debate. Content includes topical and professional issues in audiology and speech-language pathology (SLP). Students acquire skills of knowledge translation; they develop academic writing skills through the ability to integrate and critique relevant literature; and learn the skill of self-directed learning for continuing professional development. They acquire an appreciation of the professions in context. Teaching and learning activities include guided self-study, small group discussions, tutorials and class presentations. Themes underpinning the course include the provision of contextually relevant services in a multilingual, multicultural society, evidence-based practice and developing agents for change.

DP requirements: Attendance of all academic activities and participation in group-work, tutorials and presentations.

Assessment: Written work 60%; oral presentation 40%.

BACHELOR OF SCIENCE IN OCCUPATIONAL THERAPY

[SAQA ID: 3497]

Convener: P Gretschel

[Programme code: MB003 or MB016 (Intervention Programme). Plan code: MB003AHS09.]

Occupational Therapy is an applied discipline dedicated to the study of occupation and its relevance to health and well-being. The purpose of this programme is to educate students to become professionals who can help to change people's lives by facilitating their engagement in occupations that are appropriate to their environment, background and health needs. Lecturers are committed to preparing graduates to make a contribution to the practice needs in our country. Students are encouraged and enabled to become self-directed and life-long learners. The profession requires mature people with integrity who are creative and innovative thinkers, good communicators and committed to service.

Students receive instruction in English, but Xhosa and Afrikaans will increasingly be used alongside English to enable students who are not familiar with an African language to communicate with persons who are unable to express themselves in English.

The BSc in Occupational Therapy leads to registration with the Health Professions Council of South Africa (HPCSA) as an occupational therapist.

Duration of programme

FBD1 The degree programme extends over either four or (for students passing through the Intervention Programme) five years of full-time study.

Curriculum

FBD2.1 First year

Code	Course	NQF Credits	HEQSF Level
PPH1001F	Becoming a Professional	15	5
PPH1002S	Becoming a Health Professional	15	5
PSY1004F	Introduction to Psychology Part I *	18	5
PSY1005S	Introduction to Psychology Part II *	18	5
HUB1019F	Anatomy and Physiology IA	18	5
HUB1020S	Anatomy and Physiology Part IB	18	5
AHS1032S	Occupational Perspectives on Health and Well-being	20	5
AHS1035F	Human Occupation and Development	22	5
Total NQF credits for year 1		144	

Note: *Some students may be required to do the following additional Psychology courses:

Code	Course	NQF Credits	HEQSF Level
PSY1006F	Introduction to Psychology Part I Plus	10	5
PSY1007S	Introduction to Psychology Part II Plus	10	5

FDB2.2 A student who fails one or more of the following courses at the end of Semester 1 may be required to enter the Intervention Programme Parts 1 and 2:

Code	Course
PSY1004F	Introduction to Psychology Part I or
PSY1006F	Introduction to Psychology Part I Plus
HUB1019F	Anatomy and Physiology IA
AHS1035F	Human Occupation and Development

FDB2.3 A student who fails one or more of the following courses at the end of Semester 2 of the

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standard curriculum may be required to enter the Interventions Programme Part 2:

Code	Course
PSY1005S	Introduction to Psychology Part II
HUB1020S	Anatomy and Physiology IB
AHS1032S	Occupational Perspectives on Health and Well-being

[See rule FBD3 below for the Intervention Programme curriculum. The Intervention Programme starts in July and ends in June of the following year, after which the student joins the second semester of the standard curriculum.]

FDB2.4 Second year

Code	Course	NQF Credits	HEQSF Level
MDN2002W	Clinical Sciences I.....	13	6
PRY2002W	Psychiatry for Occupational Therapy.....	14	6
PSY2003S	Social Psychology and Intergroup Relations.....	24	6
PSY2009F	Developmental Psychology.....	24	6
HUB2015W	Anatomy & Physiology II for Health and Rehabilitation Sciences.....	36	6
AHS2043W	Occupational Therapy II.....	36	6
	Total NQF credits for year 2.....	147	

FDB2.5 Third year

Code	Course	NQF Credits	HEQSF Level
SLL1028H	Xhosa for Health and Rehabilitation Sciences*.....	18	5
SLL1048H	Afrikaans for Health and Rehabilitation Sciences *.....	18	5
AHS3078H	Research Methods and Biostatistics I.....	10	7
AHS3107W	OT Theory and Practice in Physical Health.....	38	7
AHS3108W	OT Theory and Practice in Mental Health.....	38	7
AHS3113W	Foundation Theory for OT Practice I.....	26	7
	Total NQF credits for year 3.....	148	

FDB2.6 Fourth year

Code	Course	NQF Credits	HEQSF Level
AHS4119W	Occupational Therapy Research and Practice Management.....	48	8
AHS4120W	Foundation Theory for OT Practice II.....	48	8
AHS4121W	Occupational Therapy Practice and Service Learning.....	48	8
	Total NQF credits for year 4.....	144	
	Total NQF credits for programme:.....	583	

Note: *If PSY1006F and PSY1007S are added, total NQF credits for Programme **603**

*[*Note: A student may be exempted from doing Afrikaans or Xhosa in the third year under the following conditions:*

- a) the language concerned was taken as a home language in the final school year. A copy of the NSC certificate stating the first language status is required as evidence; or*
- b) the student is proficient in speaking the language concerned. The student will be given an oral during which his/her proficiency will be assessed.]*

Intervention programme

FBD3.1 The following courses must be satisfactorily completed during the Intervention Programme by a student that enters the Intervention Programme after semester 1:

Intervention Programme Part 1:

Code	Course	NQF Credits	HEQSF Level
HSE1008S	Fundamentals of Anatomy and Physiology IA	0	5
HSE1003S	Preparation for Entry-level Psychology for Health and Rehab Sciences Part I	18	5
HSE1010S	Fundamentals of Human Occupation and Development IA	0	5

[Note: Credits for IP1 courses, and final assessments of IP courses, are included in those of IP2 courses.]

- FBD3.2 A student who fails HSE1003S and has met the DP requirement for this course may be permitted to repeat the course during the summer term. If he/she again fails during the summer term, he/she may be refused readmission.
- FBD3.3 A student entering IP who failed PSY1004F or PSY1006F in the first semester of the standard first year programme will be required to register for all IP1 courses including HSE1003S.
- FBD3.4 The following courses must be satisfactorily completed during the Intervention Programme by a student who has completed the Intervention Programme Part 1 or who is required to enter the Intervention Programme after semester 2 of the standard curriculum:

Intervention Programme Part 2:

Code	Course	NQF Credits	HEQSF Level
PSY1006F	Introduction to Psychology Part I Plus*	10	5
HSE1009F	Fundamentals of Anatomy and Physiology IB	36	5
HSE1011F	Fundamentals of Human Occupation and Development 1B	48	5
Total NQF credits in IP:		112	

*[*Note: students who failed PSY1004F or PSY1006F in the first semester of the first year are required to register for PSY1006F as part of the intervention programme.]*

- FDB3.5 A student who has failed PPH1002S Becoming a Health Professional will register for this course as well.
- FBD3.6 Once a student has satisfactorily completed all the prescribed courses of the Intervention Programme, he/she may proceed to semester 2 of the standard curriculum.

DP (Due Performance) requirements and progression rules

- FBD4 (a) 100% attendance is required for practice learning. Absence from practice learning on medical grounds requires a medical certificate. Validity of absence on grounds of personal or other problems will be considered on an individual basis by the relevant academic staff members. If this attendance requirement is not met, the student will be required to repeat the course or the practice learning block.
- (b) A minimum of 80% attendance is required for lectures and practicals in all modules and courses. Absence on medical grounds requires a medical certificate. Validity of absence on grounds of personal or other problems will be considered on an individual basis by the academic staff in the Division.
- (c) To qualify for the summative assessment (final examinations) in all Occupational Therapy courses, students have to attend all compulsory educational activities listed in course booklets.

- (d) A student who fails a course may be permitted to write a supplementary examination. The class (or year-) mark is not added to the result of any such supplementary examination in determining the final result for the course.

Readmission

FBD5.1 Except by permission of the Senate, a student will not be permitted to renew his/her registration for the degree, or may have his/her registration cancelled:

- (a) if he/she is in the Intervention Programme and fails any course in it (no supplementary examinations are offered in the Intervention Programme);
- (b) if he/she fails a course which he/she is repeating;
- (c) unless he/she, from the second year of study, successfully completes in each year's examination cycle half or more of the course load for which he/she is registered in that year (an examination cycle being an examination plus a supplementary or deferred examination, if awarded);
- (d) unless he/she successfully completes all the prescribed courses for any single year in two years;
- (e) if he/she is unable to complete the standard programme in six years;
- (f) if he/she has been found guilty of unprofessional behaviour or found to be impaired.

FBD5.2 A student who has not fulfilled the required number of clinical hours will not be permitted to graduate.

Distinction

FBD6 The degree may be awarded with distinction (average of 75% or above for all courses from first to final year of study).

Courses for BSc Occupational Therapy

PPH1001F BECOMING A PROFESSIONAL

15 NQF credits at HEQSF level 5

Convener: L Olckers and S Toto

Course entry requirements: None

Course outline:

This course introduces first year students in all health science professions to professionalism and appropriate professional conduct. The course aims to promote the conduct, knowledge, attitudes and values associated with being a professional and a member of a professional team. Students learn interpersonal skills, including being non-judgemental, empathetic, ethical and respectful of human rights when working with colleagues, clients, patients and community members who may have different values and traditions. Students learn theory on interviewing and interpersonal skills which are applied in simulated and real interviews; theory related to group and social roles applied in simulated experiences to build team membership and leadership skills; and critical analysis of and reflection on professional conduct, diversity, health and human rights. The educational approach is participatory and experiential and all students are required to engage actively in facilitator-lead small learning groups. Academic, digital and information literacies are systematically integrated from the outset. The course also includes a workshop on HIV-AIDS, designed to introduce students to the relevance of HIV-AIDS issues in their private and professional lives.

DP requirements: Attendance of all small group learning sessions and other academic commitments, including the HIV-AIDS workshop; completion of all set assignments and assessment activities.

Assessment: Continuous, performance-based in-course assessments provide students with regular feedback. Those students who achieve an average of 60% or above for these in-course

assessments are not required to write the final written examination. Those students who average below 60% for their in-course assessments are required to write a final examination and must achieve a minimum of 50% in this examination in order to pass the course.

PPH1002S BECOMING A HEALTH PROFESSIONAL

15 NQF credits at HEQSF level 5

Convener: L Olckers and S Toto

Course entry requirements: PPH1001F

Course outline:

This course builds on the knowledge and skills gained in PPH1001F Becoming a Professional. Focus is on the primary healthcare approach and disability. The course equips students to work collaboratively on a community-oriented project based on the primary healthcare principles and approach, including comprehensive health care (promotive, preventive, curative, rehabilitative and palliative care within the primary, secondary and tertiary levels of care), intersectoral collaboration, community involvement, and accessibility of and equity in healthcare. Students are required to apply the knowledge, skills and values from PPH1001F to develop an appreciation of the contribution of all healthcare professionals to the promotion, maintenance and support of health and the healthcare of individuals, families and communities within the context of disability. The educational approach is participatory and project-based and all students are required to engage actively in the project and in facilitator-lead small learning groups. Academic, digital and information literacies are systematically integrated from the outset. The course includes a basic life support skills workshop.

DP requirements: Attendance of all group sessions, community and health service site visits and the life support skills workshop; completion of all assignments and assessment activities.

Assessment: Continuous, performance-based in-course assessments provide students with regular feedback. Those students who achieve an average of 60% or above for these in-course assessments are not required to write the final written examination. Those students who average below 60% for their in-course assessments are required to write a final examination and must achieve a minimum of 50% in this examination in order to pass the course.

HSE1003S PREPARATION FOR ENTRY-LEVEL PSYCHOLOGY FOR HEALTH AND REHAB SCIENCES PART I

The credits are included in those for PSY1004F.

18 NQF credits at HEQSF level 5

Convener: Dr B Ige and E Badenhorst

Course entry requirements: None

Course outline:

This course develops and strengthens students' understanding of the basic psychological concepts, principles and terminology introduced in semester one by revisiting material covered in PSY1004F. Students are introduced to the building blocks, core principles and concepts of PSY1004F, such as learning, memory, developmental psychology, health psychology and psychopathology, in order to develop and strengthen a basic knowledge of central areas in psychology. The course also develops and strengthens empirical skills in order to allow students to critically assess studies on which psychological theory is based. Students engage with the discipline in a critical and analytical way by revisiting the core principles of theory and research. In order to familiarise students with the modes of learning that will be required of them upon entry into PSY1005S, as well as the style of instruction they will encounter in the course, students attend lectures and small group tutorials to develop academic skills and techniques. The outcome of AHS1031S is a fundamental understanding of psychology, an ability to look critically at concepts and theories in the discipline, and an understanding of the practical application of psychology in everyday life and in students' future professions.

DP requirements: Full attendance of and participation in all lectures, practical sessions, workshops and tutorials. All assignments must be submitted by their due date.

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Assessment: In-course assessment contributes 60% and comprises one essay (10%); one research project essay (15%); tutorial assignments (10%) and two tests (25%). The final written test contributes 40%.

PSY1004F INTRO TO PSYCHOLOGY PART 1

18 NQF credits at HEQSF level 5

Convener: TBA

Course outline:

The course aims to introduce the student to some of the areas of specialisation within psychology. These include history of psychology, biopsychology and memory, genetics and evolutionary psychology, health psychology, developmental psychology, psychopathology and psychotherapy, and learning. Students are taught a great deal about plagiarism and develop skills necessary to write essays and prepare other submissions to the Psychology department.

Lecture times: 1st or 5th period, Tuesdays – Fridays.

DP requirements: Satisfactory completion of all assignments by due date, attend at least 80% of tutorials, complete all class tests. In addition, obtain one Student Research Participation Programme (SRPP) point or equivalent.

Assessment: Coursework (term assignments and tests) counts 50%; one two-hour examination in June counts 50%. Students are expected to complete the June examination as well as all coursework before being awarded a pass in this class.

PSY1005S INTRO TO PSYCHOLOGY PART 2

18 NQF credits at HEQSF level 5

Convener: TBA

Course entry requirements: PSY1004F

Course outline:

This course builds on the content covered in Introduction to Psychology part 1. There is a major focus on research methods, both quantitative and qualitative methods. The student is also introduced to other areas of specialization, including intelligence, consciousness, emotion and motivation, personality and social psychology. With a focus on research methods, students develop skills necessary to write a research report and prepare other submissions to the Psychology department and to carry out conceptual analyses of research materials and results.

Lecture times: 1st or 5th period, Tuesdays – Fridays.

DP requirements: Satisfactory completion of all assignments by due date, attend at least 80% of classroom tutorials, submit all statistic lab-based exercises, complete all class tests. In addition, obtain 1 Student Research Participation Programme (SRPP) point or equivalent.

Assessment: Coursework (term assignments and tests) counts 50%; one two-hour examination in November counts 50%. Students are expected to complete the November examination as well as all coursework before being awarded a pass in this class.

PSY1006F INTRODUCTION TO PSYCHOLOGY PART 1 +

10 NQF credits at HEQSF level 5

Convener: TBA

Course entry requirements: PSY1006F is only open to students registered in the Humanities Faculty Extended Degree Programme (HB062) who hope to major in Psychology or Organisational Psychology, and to students in named Health Sciences and Social Development programmes who do not meet the APS requirements for PSY1004F. Students registered for HB062 must have completed MAM1022F and MAM1016S. Students registered for Social Development programmes (HB063) must also be registered for MAM1014F.

Co-requisites: PSY1004F

Course outline:

The purpose of this course is to augment and support its co-requisite course: PSY1004F INTRO TO PSYCHOLOGY PART 1. It aims to improve students' performance by enhancing their grasp

of key ideas and concepts, and by developing their mastery of the disciplinary discourse. It provides additional pedagogic enrichment in the form of regular Plus Tuts that extend into Writing Hub exercises and consultations. In these tutorials, students will receive explicit support around the co-requisite course assignments and detailed feedback on their written work.

Lecture times: Tutorial times by sign-up with the department.

DP requirements: There are no DP requirements for this course. Pass or fail grade will be awarded.

Assessment: Coursework 100% comprising of tutorial assessments and other written work. 100% tutorial attendance plus successful completion of all coursework assignments required to pass this course.

PSY1007S INTRODUCTION TO PSYCHOLOGY PART 2 +

10 NQF credits at HEQSF level 5

Convener: TBA

Course entry requirements: Students must have passed PSY1006F. PSY1007S is only open to students registered in the Humanities Faculty Extended Degree (HB062) who hope to major in Psychology or Organisational Psychology, and to students in named Health Sciences and Social Development programmes who have passed PSY1006F. Students registered for HB062 must have completed MAM1022F and MAM1016S.

Co-requisites: PSY1005S

Course outline:

The purpose of this course is to augment and support its co-requisite course: PSY1005S INTRO TO PSYCHOLOGY PART 2. It aims to improve students' performance by enhancing their grasp of key ideas and concepts, and by developing their mastery of the disciplinary discourse. It provides additional pedagogic enrichment in the form of regular Plus Tuts that extend into Writing Hub exercises and consultations. In these tutorials, students will receive explicit support around the co-requisite course assignments and detailed feedback on their written work.

Lecture times: Tutorial times by sign-up with the department.

DP requirements: There are no DP requirements for this course. Pass or fail grade will be awarded.

Assessment: Coursework 100% comprising of tutorial assessments and other written work. 100% tutorial attendance plus successful completion of all coursework assignments required to pass this course.

HSE1008S FUNDAMENTALS OF ANATOMY AND PHYSIOLOGY IA

0 NQF credits at HEQSF level 5

Convener: Dr A Abrahams and Dr B Ige

Course entry requirements: None

Objective: At the end of the course students, should be able to: a) Understand the level of organisation of the human body b) Understand homeostasis and cellular physiology c) Describe the generation and propagation of action potentials d) Describe the anatomy of the upper limb which includes bone, muscle, nerves and blood vessels e) Understand the relevance of the selected systems for the physiotherapy and occupational therapy professions

Course outline:

This foundation (Intervention Programme) course revisits the key concepts and core material of HUB1019F Anatomy and Physiology IA. Course content addresses the fundamental anatomical and physiological knowledge and skills relevant to the rehabilitation sciences professions and includes an overview of cells and systems in the human body; cellular physiology; physiology of nerves; and the anatomy of the upper limbs. The relevance of these concepts for the rehabilitation professions is emphasised through the use of specifically selected examples of injury, health conditions and disability. Attention is given to the specific terminology of the anatomy and physiology disciplines, as well as to the underlying scientific literacy and numeracy skills required to achieve proficiency in these areas. At the end of the course, students will be able to describe the anatomy of the upper limb, explain the basic physiological and anatomical concepts and

processes outlined above, and give an overview of human physiology from the level of cells to the whole body. Teaching and learning strategies include lectures, tutorials, practical sessions, clinical case discussions and self-directed learning sessions.

Lecture times: Monday (9-10:45am), Tuesday (11-12:45pm), Thursday (12-12:45pm), Friday (9-9:45am)

DP requirements: Students are expected to attend and participate in all lectures, practical sessions and tutorials. All assignments are to be submitted by the due date. Students will be required to sign an attendance register at all sessions and complete a course evaluation at the end of the semester.

Assessment: Assessment of the course comprises written assignments and in-course assessments. The in-course mark contributes 50% to the final mark and comprises two tests (each weighted 15% and contributing 30% towards the in-course mark); and physiology and anatomy assignments (contributing 20% towards the in-course mark). The final written test contributes 50% to the final mark for HSE1008S. These assessments contribute 40% towards the final year mark in HSE1009F at the end of IP2.

HSE1009F FUNDAMENTALS OF ANATOMY AND PHYSIOLOGY IB

36 NQF credits at HEQSF level 5

Convener: Dr A Abrahams and Dr B Ige

Course entry requirements: None

Course outline:

This foundation (intervention programme) course aims to prepare students for HUB1020S Anatomy and Physiology IB, which they will be required to register for when they re-enter the standard curriculum. It revisits key concepts and core material of HUB1019F and builds on knowledge and skills acquired in HSE1008S. It focuses on key systems within the human body. Content includes the physiology of muscle, the cardiovascular system, the respiratory system, and the anatomy of the lower limb. The underlying physiological concepts, principles and mechanisms and relevant structural anatomy of the thorax, heart and lungs are presented in an integrated manner. Carefully selected studies relate the cases to the clinical practice of occupational therapy and physiotherapy. Specific terminology of the anatomy and physiology disciplines is included, and underlying scientific literacy and numeracy skills are developed. Teaching/learning strategies include lectures, tutorials, practical sessions, clinical case discussions and computer-aided learning sessions. At the end of this course, students will be able to describe the anatomy of the lower limb; explain key concepts in the normal physiology of muscle and nerve cells; describe the anatomy of the thorax, heart, blood vessels and lungs; explain key concepts in the normal physiology of the cardiovascular and respiratory systems; and explain how the cardiovascular and respiratory systems work together.

Lecture times: Monday and Tuesday (9-10:45am), Wednesday (2-2:45pm), Friday (9-9:45am)

DP requirements: Students are expected to attend and participate in all lectures, practical sessions and tutorials. All assignments are to be submitted by the due date. Students will be required to sign an attendance register at all sessions and complete a course evaluation at the end of the semester.

Assessment: Assessment of the course comprises a written in-course assessment and a final course examination. The in-course assessment consists of two tests (each weighted 15% and contributing 30% towards the in-course mark); physiology and anatomy assignments (contributing 20% towards the in-course mark). The final written examination contributes 50% towards the final mark. These assessments and examination contribute 60% towards the final year-mark at the end of IP2.

HSE1010S FUNDAMENTALS OF HUMAN OCCUPATION AND DEVELOPMENT IA

The credits are included in those for HSE1011F.

0 NQF credits at HEQSF level 5

Convener: Dr B Ige and Z Hajwani

Course entry requirements: None

Course outline:

This foundational (Intervention Programme) course revisits key concepts of AHS1035F Human Occupation and Development. The course develops students' procedural and critical thinking by exploring how basic concepts and theories in occupational therapy, including definitions, terminology, classification and professional values, are applied in practice. By engaging with people of different ages in various practice learning contexts, students gain a deeper appreciation of human development across the lifecycle. An integrated understanding of self-care, productivity and leisure unfolds as students explore these dimensions of occupational performance across the lifespan in relation to ability, culture and context. By the end of this course, students will be able to defend, in verbal and written form, using at least two occupational theories, their stance on the notions of 'doing', 'being' and 'becoming' as applied to their personal participation in selected occupations; execute and document with reasoned explanations a detailed macro and micro activity analysis on a selected occupation; retrieve, analyse and use literature to explain various dimensions of human development as evidenced in the performer/'doer' of a selected occupation; and explain and critique a range of occupational therapy terms and taxonomies in relation to their origins, meanings and relevance in context.

Lecture times: Monday and Tuesday 14:00-16:00 and Thursday 09:00-11:00

DP requirements: Students are expected to attend and participate in all learning activities – lectures, self-studies, tutorials and practice learning visits. All self-study tasks must be completed by the due dates.

Assessment: Assessment comprises continuous assessment tasks (weighted 10%), which include class tests, learning paragraphs and oral presentations; two assignments (weighted 10% and 20% respectively); and two tests (weighted 20% and 40% respectively). These assessments contribute 40% towards the final year mark in HSE1011F at the end of IP2. There is no summative examination for this course after IP1. The final assessment takes place in HSE1011F.

HSE1011F FUNDAMENTALS OF HUMAN OCCUPATION AND DEVELOPMENT IB

48 NQF credits at HEQSF level 5

Convener: Dr B Ige and Z Hajwani

Course entry requirements: HSE1010S

Course outline:

This foundational (Intervention Programme) course prepares students for what they will encounter in AHS1035F Human Occupation and Development when they re-enter the standard curriculum. It develops students' analytical thinking by exploring the relationship between what people do and their health, well-being and quality of life. By investigating the environments in which people function, students learn to appreciate the needs, aspirations and capabilities of humans as occupational beings. By the end of the course, students can execute a detailed macro and micro analysis of an activity performed by able and disabled people using a range of different approaches [e.g. Hagedorn, Cynkin and ICF] and identify links with psychology, anatomy and physiology; execute a basic ergonomic analysis of a selected occupational performance challenge experienced by a disabled person in context; identify and provide a rationale for the environmental determinants that influence what, why, when, where, how and with whom people do the things they do every day; identify and explain various forms of occupational risk factors; and draw on a range of sources (electronic, experiential, and documented) to critique and defend the values and philosophy of occupational therapy as evidenced in practice.

Lecture times: Monday and Tuesday 14:00-16:00 and Thursday 09:00-11:00

DP requirements: Students are required to attend and participate in all learning activities – practice learning visits, lectures, self-studies and tutorials. All self-study tasks must be completed by the due dates.

Assessment: This comprises continuous assessment tasks including class tests, learning paragraphs and oral presentations (weighted 10% towards the final mark); two assignments (weighted 15% each); two tests (weighted 15% each); and an examination that contributes 30% to the final mark.

HUB1019F ANATOMY & PHYSIOLOGY IA

18 NQF credits at HEQSF level 5

Convener: Dr C Warton

Course entry requirements: None

Course outline:

This course consists of five lectures and one practical/tutorial per week. It includes an introduction to anatomy and the structure of the upper limb. It also includes an introduction to the cellular basis of physiology, tissue and body systems, with emphasis on nerve, muscle and body fluids.

DP requirements: Attendance of and participation in all lectures, practical sessions, workshops and tutorials, and submission of assignments by the due date.

Assessment: The course comprises written and on-going practical assessments, which make up 45% of the course mark. The other 55% comprises marks for the final written and practical exams.

HUB1020S ANATOMY & PHYSIOLOGY IB

18 NQF credits at HEQSF level 5

Convener: Dr C Warton

Course entry requirements: HUB1016F or HUB1019F

Course outline:

This course consists of five lectures and one practical/tutorial per week. It focuses on human body systems and includes the anatomy and physiology of the cardiovascular system, thorax and respiratory systems and the lower limb. The main aim is to integrate anatomical and physiological knowledge in order to understand the human body as a complete organism. Content also includes the anatomy of the lower limbs.

DP requirements: Attendance of and participation in all lectures, practical sessions, workshops and tutorials, and submission of assignments by the due date.

Assessment: The course comprises written and on-going practical assessments, which make up 45% of the course mark. The other 55% is made up of marks for the final written and practical examinations.

SLL1028H XHOSA FOR HEALTH AND REHABILITATION SCIENCES

For students registered in the School of Health and Rehabilitation Sciences only.

18 NQF credits at HEQSF level 5; 25 lectures.

Convener: TBA

Course entry requirements: None

Course outline:

This course introduces students to communication skills required for a successful interaction between a healthcare professional and a client. The course takes an integrated approach to language learning through incorporation of clinical experiences related to the disciplines of physiotherapy, occupational therapy, and communication and speech disorders. The main focus of this course is on pronunciation, grammar and interaction with clients. Interaction is used as a means of exposing students to Xhosa ways of expression, as well as to issues of cross-cultural and inter-cultural communication. At the end of this course students will be able to communicate with a speaker of Xhosa about common everyday topics; be able to elicit and understand information

from a client using terminology specific to the fields of physiotherapy, occupational therapy and communication and speech disorders; and will have an awareness of some cultural issues that emanate from cross-cultural communication.

DP requirements: Attendance of at least 80% of the lectures; completion by the due dates of all assessments and projects.

Assessment: Coursework (vocabulary and oral assessments based on topics covered in the course) counts 50% and comprises four tests (two weighted at 15% each, and two weighted at 10% each); and examinations (June examination – simulated client interviews: 20%; and November examination – simulated client interviews: 30%).

AHS1032S OCCUPATIONAL PERSPECTIVES ON HEALTH AND WELL-BEING

20 NQF credits at HEQSF level 5

Convener: Z Hajwani and M Ramafikeng

Course entry requirements: AHS1035F or AHS1044F

Course outline:

This course analyses and explores the relationship between what people do and their health and well-being. By engaging with people of different ages in various practice learning contexts, students gain an appreciation of how dimensions of occupational performance in self-care, productivity and leisure unfold across the lifespan in relation to culture, context and ability. They also develop an appreciation of the lived experience of disability, and how dimensions of occupational performance in self-care, productivity and leisure are affected by disability. They engage with issues of diversity and explore the role of an OT as a transformative agent. They explore how art can serve as an income-generating activity and the role that the environment plays in facilitating or hindering people's occupational aspirations and capabilities. Students will be able to describe the link between human occupation, health and well-being; discuss forms of occupational risk/dysfunction; describe their understanding of the lived experience of a person with a disability; discuss means of enabling occupational performance; understand the role of an OT and other role-players within practice learning settings; use reflection and reasoning as crucial for taking control of own learning; and learn how to turn an art form into a possible business venture.

DP requirements: Students must complete the learning tasks related to the following parts of the curriculum in order to be eligible to write the final exam: OT as a transformative agent; occupational performance; and practice learning tutorials.

Assessment: Coursework assessments comprise a micro-enterprise assignment (weighted 20% of the final mark); a Human Development and Occupation assignment (30%); journal 1 (5% from Practice Learning Block Form 1) (20%); and journal 2 (5% from Practice Learning Block Form 2) (30%). The final mark calculated as follows: Coursework mark: 50%; exam mark (including the occupational performance assignment): 50%.

AHS1035F HUMAN OCCUPATION AND DEVELOPMENT

22 NQF credits at HEQSF level 5

Convener: M Ramafikeng

Course entry requirements: None

Course outline:

This course introduces students to the basic concepts that underlie occupational therapy principles, values and modes of practice. These concepts include foundational theories in the study of human occupation and development. Students develop procedural and critical thinking by exploring the occupational human and occupational behaviour in various contexts. By exploring art forms engaged in by people in urban as well as rural or informal settlements, students begin to appreciate the relationship between human occupation and the environment. Students also engage with issues of diversity through open and constructive dialogue that aims to facilitate an understanding of inter-group relations, conflict and community. By the end of this course, students are able to describe the concept of "occupation" and begin to understand its dimensions; discuss occupational

therapy values and their influence on understanding people and approaches for practice; discuss the place of activity analysis in occupational therapy and begin to use macro activity analysis; discuss the experience of practising an occupation; describe the role that the environment plays in an occupation; describe and discuss human development in relation to the occupational human; and discuss issues of diversity in relation to the self.

DP requirements: Students are required to complete written tasks related to the following parts of the curriculum in order to be eligible to write the final examination: basic concepts and human occupation.

Assessment: Coursework comprises an art forms report (30%); art forms presentation (30%); and test (40%). The final mark is calculated as follows: course mark (50%) and exam mark (50%).

SLL1048H AFRIKAANS FOR HEALTH AND REHABILITATION SCIENCES

For students registered in the School of Health and Rehabilitation Sciences only.

18 NQF credits at HEQSF level 5

Convener: Dr I van Rooyen

Co-requisites: Students must be registered for a degree in physiotherapy, occupational therapy, speech and language pathology or audiology.

Course outline:

The content of the course is based on case studies covered in the streams of physiotherapy, occupational therapy and communication sciences and speech disorders. The focus of the Afrikaans course is on communication skills, and specifically on those skills that may be required for an interaction between a healthcare professional and a client. Other skills include skill in asking questions and the ability to enter effectively into dialogue with a client. The course is taught at both beginner and intermediate levels and focuses on the unique pronunciation and stylistic variants of individual clients and culture-specific words and expressions.

Lecture times: Arranged internally.

DP requirements: At least 80% class attendance and completion of all assessments.

Assessment: Coursework (vocabulary and oral assessments based on topics covered in the course) – 50%; June assessment (simulated client interviews) – 20%; November examination (simulated client interviews) – 30%.

MDN2002W CLINICAL SCIENCES I

13 NQF credits at HEQSF level 6

Convener: Dr M A De Souza

Course entry requirements: None

Course outline:

The course covers the aetiology, clinical signs and symptoms, assessment and medical and surgical treatment of patients of all age groups suffering from conditions encountered by occupational therapists and physiotherapists during their work. The lecture series has been designed to integrate information about pathology and the clinical management of a range of conditions across the previously demarcated areas of medicine, surgery, orthopaedics and paediatrics. The topics covered include pathology, oncology, orthopaedics, child health, neurosurgery, spinal cord injuries, cardiothoracic surgery, medicine and palliative care. At the end of the course, students will have a basic understanding of the physiology, pathology, clinical presentation and management of the conditions presented; will be able to recognise and deal with the clinical emergencies that may impair or result in loss of function; will understand the role of the various disciplines in managing these conditions; and will recognise the importance of a multidisciplinary team in managing patients they are likely to encounter.

DP requirements: Eighty per cent attendance and full participation in all learning activities and completion of all coursework by the due dates.

Assessment: There are three term assessments, in March, June and September. Each of these is a one-hour online MCQ test and counts 14% each towards the year mark. Five percent (5%) of the year mark is made up from attendance and assignments during the year. There is an examination at the end of the year (a two-hour online MCQ assessment) which accounts for 53% of the total

mark. A supplementary assessment (a two-hour MCQ online test) may be offered for students obtaining an overall mark between 45 and 49%.

PRY2002W PSYCHIATRY FOR OCCUPATIONAL THERAPISTS

14 NQF credits at HEQSF level 6; 31 lectures 2-4 pm Wednesdays.

Convener: Dr A Hooper

Course entry requirements: PSY1005S or PSY1007S

Objective: To prepare OTs for professional work with people suffering from psychiatric disorders and intellectual disability

Course outline:

This course aims to teach occupational therapy students about the definitions, aetiology, clinical signs and symptoms, assessment and management, and prognosis of the major psychiatric conditions as classified in the ICD10 or DSM5. The intentions are to equip students with a sound theoretical knowledge of psychiatry symptomatology and conditions, to enable them to recognise a condition clinically and to comprehend management procedures and options, so as to appreciate the role of occupational therapy in conjunction with other disciplines. It also intends to foster an awareness of legal, ethical and cultural considerations that arise in the field of mental health and to provide a basic knowledge of the mental health service structure and available mental health resources. Finally, the course introduces discussion about legal, ethical and cultural factors that impact on patient management in the South African context and provides practical information about transforming health services and mental health resources.

Lecture times: 2 pm during term time

DP requirements: Full attendance and participation in all learning activities and completion of all coursework by the due dates.

Assessment: Two written tests of two hours during the course of the year – 30% each; end-of-year two-hour written examination – 40%; oral for borderline pass/fail or distinction candidates. The final result will be compiled as follows: April test (30%); June test (30%); and November examination (40%).

PSY2003S SOCIAL PSYCHOLOGY AND INTERGROUP RELATIONS

24 NQF credits at HEQSF level 6

Convener: Dr M Malinga

Course entry requirements: Students must have passed (PSY1004F* and PSY1005S*).* Was PSY1001W

Course outline:

The aim of this course is to introduce students to central topics in the social psychology of intergroup relations. We will commence by covering some of the main theories that attempt to explain prejudice and discrimination, as well as theories and practices dealing with how to improve intergroup relations. In later parts of the course we will consider recent work in the field, especially as it is relevant to South Africa. We will typically cover several of the following topics: Whiteness studies, intersectionality, liberation psychology, minority influence, social representation, discursive psychology, xenophobia.

Lecture times: 4th period, Tuesdays – Fridays.

DP requirements: Completion of all coursework, as well as completion of 90 minutes in the Student Research Participation Programme (SRPP) or equivalent.

Assessment: Coursework (tutorial and term assignments, tests) counts 50%; one final two-hour examination counts 50% towards the final mark.

PSY2009F DEVELOPMENTAL PSYCHOLOGY

24 NQF credits at HEQSF level 6

Convener: Dr L Wild

Course entry requirements: Students must have passed (PSY1004F* and PSY1005S*).* Was PSY1001W

Course outline:

This course introduces some of the major theoretical approaches to explaining general patterns and individual differences in human development from conception to death. Most of the material will focus on the processes that contribute to development in childhood. However, particular emphasis will be placed on the ways in which biological, social and cultural factors interact to shape psychological functioning across the entire life span.

Lecture times: 4th period, Tuesdays – Fridays.

DP requirements: Completion of all coursework.

Assessment: Coursework (essays and tests) counts 50%; one two-hour examination in June counts 50% towards the final mark.

HUB2015W ANATOMY AND PHYSIOLOGY II FOR HEALTH AND REHABILITATION SCIENCES

36 NQF credits at HEQSF level 6

Convener: Assoc Prof LM Davids

Course entry requirements: HUB1020S

Objective: To understand and obtain an integrative knowledge of the human body and its systems from an anatomical and physiological perspective.

Course outline:

This year-long course forms the second half of a two-year programme covering aspects of human anatomy and general physiology. Subjects include systems physiology such as respiratory, cardiovascular and reproductive physiology which are aligned with the anatomical teaching of these systems. Included in the syllabus is also aspects of endocrinology and nutrition and diet. It is a full course of lectures, interactive weekly tutorials, practicals and demonstrations. Special emphasis is placed on neuro-anatomy and neurophysiology.

DP requirements: Full attendance of and participation in all learning activities and completion of all coursework by the due dates.

Assessment: The in-course mark contributes 45% and comprises tutorial and practical tasks (15%) and a term test (30%). The summative assessment comprises two examinations, weighted at 55% and consisting of a written theory examination and structured practical examination.

AHS2043W OCCUPATIONAL THERAPY II

36 NQF credits at HEQSF level 6; Lectures (54, including pracs/OSPE) and two site visits. No tutorials, except for student support tutorials approximately every second Friday.

Convener: M Motimele

Course entry requirements: PSY1005S or PSY1007S, HUB1020S, AHS1035F and AHS1032S

Objective: At the end of this course students will be able to: The *Disability in Primary Healthcare* multidisciplinary module integrates with professional courses focusing on health promotion, culture, psyche and illness, equity, health and human rights.

Course outline:

This course focuses on the assessment of occupational performance, interests, needs and capacities in different life tasks/roles within the contexts of play, work, self-care and leisure. Students learn occupational therapy processes and assessment techniques for identifying individual health and occupational needs, interests and capacities. Content includes disability in primary healthcare, occupational performance assessment, occupational assessment of human beings and professional practice. .

Lecture times: Lectures are on a Monday and Thursday. Mondays: 08.00 – 10.45, 14.00 – 16.45. Thursdays 14.00 – 16.45

DP requirements: Full attendance of and participation in all lectures, practical sessions, workshops and tutorials, and submission of all coursework by the due dates.

Assessment: Coursework contributes 60% and comprises class tests, assignments, small group projects, presentations and practicals. The Disability in Context (DiC) module is assessed by means of one presentation and a written report and contributes 15% towards the year mark. Summative assessment contributes 40% toward the final course mark and comprises a written theory exam, an objective standardised practical exam, and a written report.

AHS3078H RESEARCH METHODS & BIOSTATISTICS I

10 NQF credits at HEQSF level 7

Convener: Prof J Jelsma

Course entry requirements: None

Course outline:

The course provides students with the necessary skills and conceptual knowledge to conduct research in occupational therapy and physiotherapy. Students receive lectures which cover the theory of qualitative and quantitative research, the ethics of research, epidemiology and basic biostatistics. Students learn how to analyse research articles critically and to develop a research proposal. This course is taught through lectures, tutorials and online assignments.

DP requirements: No student may proceed to the examination without attending lectures on ethics or completing an online ethics course. No student may proceed to the research project until the research protocol has been awarded a mark of 50%. The protocol may need to be resubmitted.

Assessment: The mark allocation is as follows: research methodology continuous assessment (April: 10%); research methodology paper (July: 10%); epidemiology paper (July: 10%); research protocol (50%); biostatistics (20%)

AHS3107W OCCUPATIONAL THERAPY THEORY AND PRACTICE IN PHYSICAL HEALTH

38 NQF credits at HEQSF level 7; Lectures (51), Tutorials (19), Practice learning (20 weeks), Site visits (2).

Convener: A Sondag

Course entry requirements: AHS2043W, PRY2002W, PSY2003S or PSY2009F MDN2002W, and HUB2015W

Objective: By the end of this course, students are able to select, apply and interpret appropriate assessment methods for determining performance enablers and performance components for a range of physical health conditions; develop and justify a client-centred occupational therapy plan to address performance enablers, performance components and occupational performance as appropriate; demonstrate skill in selecting, implementing and applying change modalities (including activity as means and occupation as an end) to enable performance and remediate performance component deficits; and begin to understand how policies inform service delivery and facilitate participation of people with a range of physical health conditions at an individual level.

Course outline:

This course enables students to demonstrate knowledge about and skills in promoting physical health and well-being through human occupation, and in addressing occupational implications of specific physical health conditions. It focuses on developing a client-centred occupational therapy plan that assists people with physical health concerns to participate in life through the everyday things that they need and want to do. Students learn to select, apply and interpret appropriate assessment methods for determining performance enablers and performance components for a range of 'physical' health conditions. Students develop skills in selecting, implementing and applying change modalities which enable performance and/or remediate performance component deficits. Students begin to understand how policies inform service delivery and facilitate participation of people with a range of 'physical' health conditions at an individual level.

Lecture times: Lectures are Monday to Friday from 9am – 4:45pm, During practice learning, lectures are on a Monday 9am – 4:45pm.

DP requirements: Full attendance of and participation in all lectures, practical sessions, workshops and tutorials, and completion of all coursework by the due dates.

Assessment: Coursework assessments contribute 50% and comprise a written paper, an objective standardised practical examination (OSPE), practice learning demonstrations, student performance reports and case studies. The final examinations contribute 50% to the final mark and comprise a written paper, an objective standardised practical examination and practice learning demonstration, as well as student performance reports.

AHS3108W OCCUPATIONAL THERAPY THEORY AND PRACTICE IN MENTAL HEALTH

38 NQF credits at HEQSF level 7; Lectures (51), tutorials (19), practice learning (20 weeks), site visits (2).

Convener: To be confirmed.

Course entry requirements: AHS2043W, PRY2002W, PSY2003S and PSY2009F

Course outline:

This course focuses on promoting mental health and well-being through human occupation and addresses occupational implications of specific mental health disorders. Students develop a client-centred occupational therapy plan to assist people with mental health concerns to participate in everyday life. They select, apply and interpret appropriate assessment methods for psycho-social performance impairments and occupational performance enablers and apply change modalities that address psycho-social impairments and promote people's engagement in valued life tasks and roles. They learn how policies inform mental health service delivery and their role in addressing psychiatric disability. By the end of this course, students have knowledge about mental health and the occupational performance implications of mental disorders; can implement an occupational therapy process with individuals and groups of mental health service users; can use and interpret standardised and non-standardised OT assessments; and can apply knowledge, skill and attitudes in client-centred, professional interactions with individuals who have a psychiatric illness. They also have skill in altering, adapting and creating optimal environments that support participation and occupational performance during and following an emotional crisis or mental health episode or when structural risks exist that impact adversely on people's mental health.

DP requirements: Full attendance at and participation in practice learning; and completion of all course requirements by the due dates.

Assessment: Coursework assessments contribute 50% and comprise a written paper, an objective standardised practical examination, practice learning demonstrations, student report forms and case studies, and a mental health assignment. The final examinations contribute 50% to the final mark and comprise a written paper, an objective standardised practical examination, practice learning demonstrations and student report forms.

AHS3113W FOUNDATION THEORY FOR OCCUPATIONAL THERAPY PRACTICE I

26 NQF credits at HEQSF level 7; 85 Lectures.

Convener: M Ramafikeng

Course entry requirements: AHS2043W

Course outline:

This course includes occupational therapy models and philosophy, theories of empowerment and development, equity and diversity, and disability in primary healthcare. Themes underpinning the course are primary healthcare and contextual relevance, and developing agents for change. Course objectives include skills of knowledge translation, problem-solving, professional writing and presentation, ethical reasoning and an attitude of professionalism. Teaching and learning activities include lectures, small group discussions, class presentations, and visits to service sites. By the end of this course, students will be able to understand the philosophy of client-centred practice; demonstrate competence in following the occupational therapy process; demonstrate skill in selecting, implementing and applying activity as a means and occupation as an end; understand and work effectively with diversity in context; understand professional and ethical use of self in

relationships with individuals, groups, and other stakeholders; demonstrate an ability to select and apply an appropriate OT practice model matched to the client; demonstrate skill in documenting OT plans; demonstrate skill in using the five modes of clinical reasoning; and demonstrate a multidisciplinary approach.

DP requirements: Attendance at all lectures; completion of all coursework by the due dates.

Assessment: Coursework assessments contribute 50% to the final mark and comprise a written paper, assignments and small group projects. The final examination contributes 50% to the overall mark and comprises a written paper.

AHS4119W OCCUPATIONAL THERAPY RESEARCH & PRACTICE MANAGEMENT

48 NQF credits at HEQSF level 8

Convener: Assoc Prof E Duncan

Course entry requirements: AHS3078H, AHS3107W, AHS3108W, AHS3113W and SLL1028H or SLL1048H

Course outline:

This course equips students with the knowledge, skills and attitudes required for learning through research, effective management and leadership, and a sound appreciation of OT philosophy and ethics. Students enter with a completed research proposal developed in AHS3078H. They implement and document a research project and acquire skill in writing and presenting findings to professional and stakeholder audiences. Content includes organisational development, practice management and service administration. Core functions include marketing, human resources, project and financial management and the theory of planning, implementing and evaluating health and development programmes across a range of public and private sectors. At the end of this course, students can demonstrate knowledge, skills and attitudes required for rigorous and ethical OT; are able to implement evidence-based OT interventions; appreciate relationships between management functions of controlling, leading, planning and organising in OT practice contexts; describe organisational development; recognise dynamics within an organisation; and identify strategies for working within the limitations imposed by these dynamics. They understand core principles of operations management, financial management, project management, strategic management and marketing in OT.

DP requirements: Attendance at all lectures; completion of all coursework by the due dates.

Assessment: Coursework assessments contribute 50% to the final mark and comprise a group research project and a June online test. The final examinations contribute 50% to the overall mark and comprise a policy brief and a written examination paper.

AHS4120W FOUNDATION THEORY FOR OCCUPATIONAL THERAPY PRACTICE II

48 NQF credits at HEQSF level 8

Convener: P Gretscher and L Peters

Course entry requirements: AHS3113W

Course outline:

This course focuses on occupation-based approaches to human and social development appropriate for the health needs of individuals, groups and populations across the life span within the South African context. The application of OT for the promotion of well-being and full participation of people with disabilities and people at risk of health and social marginalisation is explored. Disability and diversity politics, legislation and policies lay the foundation for understanding the contribution of occupational therapy to social change. Content also includes OT principles of promotive, preventive, therapeutic and rehabilitative practice, as these relate to the primary healthcare philosophy. Clinical, population and professional reasoning is developed, as is an occupation-focused understanding of contexts in which people play, learn, live, work and socialise. Students learn how policy applies to OT practice and how OT practice can promote social inclusion and participation. They analyse health, education/labour and social development policies in relation to occupational needs; influences shaping the world of work, play, learning and

development; learn to appreciate the value of play as to promote development and health; learn to understand the occupational therapist's role in promoting occupational engagement; learn to identify actions promoting occupational justice; and learn to design appropriate interventions.

DP requirements: Attendance at all lectures; completion of all coursework by the due dates.

Assessment: Coursework assessments contributes 50% to the final mark and comprise a work practice strategies assignment, a child learning development and play assignment, a community development practice assignment and a June test paper. Final assessment contributes 50% to the course mark and comprises a written examination paper.

AHS4121W OCCUPATIONAL THERAPY PRACTICE AND SERVICE LEARNING

48 NQF credits at HEQSF level 8; Lectures (4), tutorials (9), practice learning (21 weeks).

Convener: L Peters and T Mohomed

Course entry requirements: AHS3107W and AHS3108W

Course outline:

This course applies OT learning theory and processes in direct and indirect service to individuals, groups and communities to attain health and development objectives through occupation. An OT perspective of public health and the primary healthcare approach forms the basis of practice. Students acquire skills in the design and implementation of appropriate, comprehensive OT programmes, in collaboration with role-players. Knowledge, skills and attitudes, including clinical and population-based reasoning and reflection, are developed. The course provides learning environments across health and socio-economic conditions, age groups, settings and sectors for each individual student within available resources. At the end of this course, the student can identify occupational injustice; facilitate co-operation between government sectors; promote inclusive environments within policy frameworks; interpret limitations in or barriers to occupational performance; select, use and justify conceptual frameworks and change modalities to promote play, learning and development informed by evidence-based practice; contribute to children's development from an OT perspective; recommend enhancing opportunities for work entry/re-entry; implement a community-based OT programme or project using a developmental approach; and apply occupation-based methods that support social action.

DP requirements: Attendance at all practice-learning placements and practice-learning tutorials.

Assessment: Coursework assessments contribute 45% to the final mark and comprise practical demonstrations and a practice-learning student performance report. The final examinations contribute 55% to the final mark and comprise a portfolio, a video and poster of students' work with a client, group or organisation, as well as an objective standardised practical examination.

BACHELOR OF SCIENCE IN PHYSIOTHERAPY [SAQA ID: 3345]

Convener:

Dr S Maart (Department of Health & Rehabilitation Sciences)

[Programme code: MB004 or MB017 (Intervention Programme). Plan code: MB004AHS08. SAQA registration number: 3345.]

Physiotherapy is an applied discipline dedicated to the study of human movement and function and its relevance to health and well-being. As such, physiotherapy involves the skilled use of physiologically-based movement techniques, supplemented when necessary by massage, electrotherapy and other physical means, for the prevention and treatment of injury and disease. It is used to assist the processes of rehabilitation and restoration of function, including the achievement of personal independence. Candidates for the degree programme should be interested in human relationships and have a strong commitment to service within the field of healthcare.

The Division of Physiotherapy strives to be a world-class, African Division of Physiotherapy and is committed to the primary healthcare approach of educating physiotherapists who will be well prepared to meet the health, rehabilitation and research needs of our country. The programme is designed to equip students both academically and professionally with the skills and clinical expertise required to practise competently and confidently within a variety of healthcare settings, including hospitals, clinics, community health centres, special schools, homes and other community-based facilities. Accordingly, students are required to carry out clinical practice in urban and peri-urban areas as well as informal settlements. Students are required to wear shorts and T-shirts for practical classes. As physiotherapy is a practical discipline, students are expected to disrobe for some of their practical classes. They are expected to wear suitable navy trousers and a prescribed white shirt for their clinical practice. The lecturers are committed to a philosophy of evidence-based teaching within the undergraduate programme.

Duration of programme

FBE1 The curriculum for the degree extends over four years of full-time study. Students who pass through the Intervention Programme will take an additional year to complete the degree.

Curriculum

FBE.2.1 First year

Code	Course	NQF Credits	HEQSF Level
PPH1001F	Becoming a Professional	15	5
PSY1004F	Introduction to Psychology Part I *	18	5
HUB1019F	Anatomy and Physiology IA	18	5
HUB1022F	Biosciences for Physiotherapy IA	9	5
AHS1033F	Movement Science I	18	5
PPH1002S	Becoming a Health Professional	15	5
HUB1020S	Anatomy and Physiology IB	18	5
HUB1023S	Biosciences for Physiotherapy IB	9	5
AHS1034S	Introduction to Applied Physiotherapy	22	5
Total NQF credits for year 1		142	

Note: *Some students may be required to do the following additional Psychology course:

PSY1006F	Introduction to Psychology Part I Plus	10	5
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FBE2.2 Any student who fails one or more of the following courses may be required to enter the Intervention Programme Parts 1 and 2:

Code	Course
PSY1004F	Introduction to Psychology Part I
PSY1006F	Introduction to Psychology Part I Plus
HUB1019F	Anatomy and Physiology IA
HUB1022F	Biosciences for Physiotherapy IA
AHS1033F	Movement Science I

FBE2.3 A student who was not required to enter the Intervention Programme Part 1, or who fails a course in the second semester of the first year of the standard curriculum, may be required to enter the Intervention Programme Part 2:

Code	Course
PPH1002S	Becoming a Health Professional
HUB1020S	Anatomy & Physiology IB
HUB1023S	Biosciences for Physiotherapy IB
AHS1034S	Introduction to Applied Physiotherapy

[See rule FBB3.1 below for the Intervention Programme curriculum. The Intervention Programme starts in July and ends in June of the following year, after which the student joins the second semester of the standard curriculum.]

FBE2.4 Second year

Code	Course	NQF Credits	HEQSF Level
SLL1028H	Xhosa for Health and Rehabilitation Sciences* or		
SLL1048H	Afrikaans for Health and Rehabilitation Sciences*	18	5
MDN2002W	Clinical Sciences I	13	6
HUB2015W	Anatomy & Physiology II for Health & Rehab Sciences	36	6
HUB2023W	Biosciences for Physiotherapy II	9	6
AHS2050H	Clinical Physiotherapy I	18	6
AHS2052H	Movement Science II	38	6
AHS2053H	Applied Physiotherapy 1	32	6
Total NQF credits for year 2		164	

**[Note: Students who speak an African language other than Xhosa as a home language will have a choice of registration for either Xhosa or Afrikaans; students who speak English or Afrikaans as a home language will register for Xhosa.]*

FBE2.5 Third year

Code	Course	NQF Credits	HEQSF Level
MDN3004W	Clinical Sciences II	10	7
AHS3069W	Clinical Physiotherapy II	62	7
AHS3070H	Becoming a Rehabilitation Professional I	22	7
AHS3076H	Movement Science III	24	7
AHS3077H	Applied Physiotherapy II	22	7
AHS3078H	Research Methods and Biostatistics I	10	7
Total NQF credits for year 3		150	

FBE2.6 Fourth year

Code	Course	NQF Credits	HEQSF Level
AHS4065W	Clinical Physiotherapy III	98	8

Code	Course	NQF Credits	HEQSF Level
AHS4066H	Becoming a Rehabilitation Professional II.....	4	8
AHS4071H	Applied Physiotherapy III.....	20	8
AHS4072H	Research Methods and Biostatistics II	10	8
	Total NQF credits for year 4.....	132	
	Total NQF credits for programme:	588	

Note: *If PSY1006F is added, total NQF credits for Programme.....598

Intervention programme

FBE3.1 The following courses must be satisfactorily completed during the Intervention Programme by a student who enters the Intervention Programme after semester 1:

Intervention Programme Part 1:

Code	Course	NQF Credits	HEQSF Level
HSE1008S	Fundamentals of Anatomy and Physiology IA	0	5
HSE1012S	Fundamentals of Biosciences for Physiotherapy IA.....	0	5
HSE1003S	Preparation for Entry-level Psychology for Health and Rehab Sciences Part I	18	5
HSE1014S	Fundamentals of Movement Science and Applied Physiotherapy IA	0	5

FBE3.2 A student who fails HSE1003S and has met the DP requirement for this course may be permitted to repeat the course during the summer term. If he/she again fails HSE1003S during the summer term, he/she may be refused readmission.

FBE3.3 A student entering IP who failed PSY1004F or PSY1006F in the first semester of the standard first year programme will be required to register for all IP1 courses, including HSE1003S.

FBE3.4 The following courses must be satisfactorily completed during the Intervention Programme by a student who has completed the Intervention Programme Part 1 or who is required to enter the Intervention Programme after semester 2 of the standard curriculum:

Intervention Programme Part 2:

Code	Course	NQF Credits	HEQSF Level
HSE1009F	Fundamentals of Anatomy and Physiology IB.....	36	5
HSE1013F	Fundamentals of Biosciences for Physiotherapy IB	36	5
HSE1015F	Fundamentals of Movement Science and Applied Physiotherapy IB	36	5
PSY1006F	Introduction to Psychology Part I Plus*	10	5
	Total NQF credits in IP:	136	

**[Note: For students who failed PSY1004F in the first semester of first year.]*

DP (Due Performance) requirement

FBE4 A minimum of 80% attendance is required for lectures, practicals and tutorials in all professional modules and courses. Absence on medical grounds requires a medical certificate. Validity of absence on grounds of personal or other problems is considered on an individual basis by the academic staff in the Division.

Minimum requirements for progression and readmission

[Note: These rules must be read in conjunction with the general rules for students in the Faculty in the relevant front section of this Handbook.]

- FBE5.1 Students are required to do a nursing elective as part of AHS2050H. The elective must be for a total of 40 hours, at a facility recognised by the Divisional Board of Physiotherapy, and must be completed before the start of the second semester. Students whose performance in the nursing elective is deemed unsatisfactory have to repeat the elective before progressing to the next year of study.
- FBE5.2 Students are required to complete a three-week elective satisfactorily as part of AHS4065W and before the start of the second semester, during which they may arrange to work at any healthcare facility recognised by the Divisional Board. Students whose performance is deemed unsatisfactory are required to undertake a period of additional clinical work, at the discretion of the Divisional Board.
- FBE5.3 Except by permission of the Senate, a student will not be permitted to renew his/her registration for the degree:
- (a) if he/she is in the Intervention Programme and fails any course in it (no supplementary examinations are offered in IP);
 - (b) if he/she fails a course which he/she is repeating;
 - (c) unless he/she, from the second year of study, successfully completes in each year's examination cycle half or more of the course (an examination cycle being an examination plus a supplementary or deferred examination, if awarded);
 - (d) unless he/she successfully completes all the prescribed courses for any single year in two years;
 - (e) if he/she is unable to complete the standard programme in six years.
- FBE5.4 A student who has not fulfilled the required number of clinical hours will not be permitted to proceed to the next year of study (or to graduate, if he/she is in his/her final year of study).
- FBE5.5 A student who fails any course and is required to repeat any year will be required to repeat the Clinical Physiotherapy course for that year (AHS2050H Clinical Physiotherapy I; AHS3069W Clinical Physiotherapy II; AHS4065W Clinical Physiotherapy III) and to pay full fees. A student who has passed but obtained less than 55% for either the Applied Physiotherapy or Movement Science professional physiotherapy courses will be required to repeat those courses.

Distinction

- FBE6 The degree may be awarded with distinction (a credit-weighted average of 75% or above for all courses from first to final year of study).

Courses for BSc in Physiotherapy

PPH1001F BECOMING A PROFESSIONAL

15 NQF credits at HEQSF level 5

Convener: L Olckers and S Toto

Course entry requirements: None

Course outline:

This course introduces first year students in all health science professions to professionalism and appropriate professional conduct. The course aims to promote the conduct, knowledge, attitudes and values associated with being a professional and a member of a professional team. Students learn interpersonal skills, including being non-judgemental, empathetic, ethical and respectful of human rights when working with colleagues, clients, patients and community members who may have different values and traditions. Students learn theory on interviewing and interpersonal skills which are applied in simulated and real interviews; theory related to group and social roles applied in simulated experiences to build team membership and leadership skills; and critical analysis of and reflection on professional conduct, diversity, health and human rights. The educational approach is participatory and experiential and all students are required to engage actively in facilitator-lead small learning groups. Academic, digital and information literacies are systematically integrated from the outset. The course also includes a workshop on HIV-AIDS, designed to introduce students to the relevance of HIV-AIDS issues in their private and professional lives.

DP requirements: Attendance of all small group learning sessions and other academic commitments, including the HIV-AIDS workshop; completion of all set assignments and assessment activities.

Assessment: Continuous, performance-based in-course assessments provide students with regular feedback. Those students who achieve an average of 60% or above for these in-course assessments are not required to write the final written examination. Those students who average below 60% for their in-course assessments are required to write a final examination and must achieve a minimum of 50% in this examination in order to pass the course.

PPH1002S BECOMING A HEALTH PROFESSIONAL

15 NQF credits at HEQSF level 5

Convener: L Olckers and S Toto

Course entry requirements: PPH1001F

Course outline:

This course builds on the knowledge and skills gained in PPH1001F Becoming a Professional. Focus is on the primary healthcare approach and disability. The course equips students to work collaboratively on a community-oriented project based on the primary healthcare principles and approach, including comprehensive health care (promotive, preventive, curative, rehabilitative and palliative care within the primary, secondary and tertiary levels of care), intersectoral collaboration, community involvement, and accessibility of and equity in healthcare. Students are required to apply the knowledge, skills and values from PPH1001F to develop an appreciation of the contribution of all healthcare professionals to the promotion, maintenance and support of health and the healthcare of individuals, families and communities within the context of disability. The educational approach is participatory and project-based and all students are required to engage actively in the project and in facilitator-lead small learning groups. Academic, digital and information literacies are systematically integrated from the outset. The course includes a basic life support skills workshop.

DP requirements: Attendance of all group sessions, community and health service site visits and the life support skills workshop; completion of all assignments and assessment activities.

Assessment: Continuous, performance-based in-course assessments provide students with regular feedback. Those students who achieve an average of 60% or above for these in-course assessments are not required to write the final written examination. Those students who average

below 60% for their in-course assessments are required to write a final examination and must achieve a minimum of 50% in this examination in order to pass the course.

HSE1003S PREPARATION FOR ENTRY-LEVEL PSYCHOLOGY FOR HEALTH AND REHAB SCIENCES PART I

The credits are included in those for PSY104F.

18 NQF credits at HEQSF level 5

Convener: Dr B Ige and E Badenhorst

Course entry requirements: None

Course outline:

This course develops and strengthens students' understanding of the basic psychological concepts, principles and terminology introduced in semester one by revisiting material covered in PSY1004F. Students are introduced to the building blocks, core principles and concepts of PSY1004F, such as learning, memory, developmental psychology, health psychology and psychopathology, in order to develop and strengthen a basic knowledge of central areas in psychology. The course also develops and strengthens empirical skills in order to allow students to critically assess studies on which psychological theory is based. Students engage with the discipline in a critical and analytical way by revisiting the core principles of theory and research. In order to familiarise students with the modes of learning that will be required of them upon entry into PSY1005S, as well as the style of instruction they will encounter in the course, students attend lectures and small group tutorials to develop academic skills and techniques. The outcome of AHS1031S is a fundamental understanding of psychology, an ability to look critically at concepts and theories in the discipline, and an understanding of the practical application of psychology in everyday life and in students' future professions.

DP requirements: Full attendance of and participation in all lectures, practical sessions, workshops and tutorials. All assignments must be submitted by their due date.

Assessment: In-course assessment contributes 60% and comprises one essay (10%); one research project essay (15%); tutorial assignments (10%) and two tests (25%). The final written test contributes 40%.

PSY1004F INTRO TO PSYCHOLOGY PART 1

18 NQF credits at HEQSF level 5

Convener: TBA

Course outline:

The course aims to introduce the student to some of the areas of specialisation within psychology. These include history of psychology, biopsychology and memory, genetics and evolutionary psychology, health psychology, developmental psychology, psychopathology and psychotherapy, and learning. Students are taught a great deal about plagiarism and develop skills necessary to write essays and prepare other submissions to the Psychology department.

Lecture times: 1st or 5th period, Tuesdays – Fridays.

DP requirements: Satisfactory completion of all assignments by due date, attend at least 80% of tutorials, complete all class tests. In addition, obtain one Student Research Participation Programme (SRPP) point or equivalent.

Assessment: Coursework (term assignments and tests) counts 50%; one two-hour examination in June counts 50%. Students are expected to complete the June examination as well as all coursework before being awarded a pass in this class.

PSY1006F INTRODUCTION TO PSYCHOLOGY PART 1 +

10 NQF credits at HEQSF level 5

Convener: TBA

Course entry requirements: PSY1006F is only open to students registered in the Humanities Faculty Extended Degree Programme (HB062) who hope to major in Psychology or Organisational Psychology, and to students in named Health Sciences and Social Development

programmes who do not meet the APS requirements for PSY1004F. Students registered for HB062 must have completed MAM1022F and MAM1016S. Students registered for Social Development programmes (HB063) must also be registered for MAM1014F.

Co-requisites: PSY1004F

Course outline:

The purpose of this course is to augment and support its co-requisite course: PSY1004F INTRO TO PSYCHOLOGY PART 1. It aims to improve students' performance by enhancing their grasp of key ideas and concepts, and by developing their mastery of the disciplinary discourse. It provides additional pedagogic enrichment in the form of regular Plus Tuts that extend into Writing Hub exercises and consultations. In these tutorials, students will receive explicit support around the co-requisite course assignments and detailed feedback on their written work.

Lecture times: Tutorial times by sign-up with the department.

DP requirements: There are no DP requirements for this course. Pass or fail grade will be awarded.

Assessment: Coursework 100% comprising of tutorial assessments and other written work. 100% tutorial attendance plus successful completion of all coursework assignments required to pass this course.

HSE1008S FUNDAMENTALS OF ANATOMY AND PHYSIOLOGY IA

0 NQF credits at HEQSF level 5

Convener: Dr A Abrahams and Dr B Ige

Course entry requirements: None

Objective: At the end of the course students, should be able to: a) Understand the level of organisation of the human body b) Understand homeostasis and cellular physiology c) Describe the generation and propagation of action potentials d) Describe the anatomy of the upper limb which includes bone, muscle, nerves and blood vessels e) Understand the relevance of the selected systems for the physiotherapy and occupational therapy professions

Course outline:

This foundation (Intervention Programme) course revisits the key concepts and core material of HUB1019F Anatomy and Physiology IA. Course content addresses the fundamental anatomical and physiological knowledge and skills relevant to the rehabilitation sciences professions and includes an overview of cells and systems in the human body; cellular physiology; physiology of nerves; and the anatomy of the upper limbs. The relevance of these concepts for the rehabilitation professions is emphasised through the use of specifically selected examples of injury, health conditions and disability. Attention is given to the specific terminology of the anatomy and physiology disciplines, as well as to the underlying scientific literacy and numeracy skills required to achieve proficiency in these areas. At the end of the course, students will be able to describe the anatomy of the upper limb, explain the basic physiological and anatomical concepts and processes outlined above, and give an overview of human physiology from the level of cells to the whole body. Teaching and learning strategies include lectures, tutorials, practical sessions, clinical case discussions and self-directed learning sessions.

Lecture times: Monday (9-10:45am), Tuesday (11-12:45pm), Thursday (12-12:45pm), Friday (9-9:45am)

DP requirements: Students are expected to attend and participate in all lectures, practical sessions and tutorials. All assignments are to be submitted by the due date. Students will be required to sign an attendance register at all sessions and complete a course evaluation at the end of the semester.

Assessment: Assessment of the course comprises written assignments and in-course assessments. The in-course mark contributes 50% to the final mark and comprises two tests (each weighted 15% and contributing 30% towards the in-course mark); and physiology and anatomy assignments (contributing 20% towards the in-course mark). The final written test contributes 50% to the final mark for HSE1008S. These assessments contribute 40% towards the final year mark in HSE1009F at the end of IP2.

HSE1009F FUNDAMENTALS OF ANATOMY AND PHYSIOLOGY IB

36 NQF credits at HEQSF level 5

Convener: Dr A Abrahams and Dr B Ige**Course entry requirements:** None**Course outline:**

This foundation (intervention programme) course aims to prepare students for HUB1020S Anatomy and Physiology IB, which they will be required to register for when they re-enter the standard curriculum. It revisits key concepts and core material of HUB1019F and builds on knowledge and skills acquired in HSE1008S. It focuses on key systems within the human body. Content includes the physiology of muscle, the cardiovascular system, the respiratory system, and the anatomy of the lower limb. The underlying physiological concepts, principles and mechanisms and relevant structural anatomy of the thorax, heart and lungs are presented in an integrated manner. Carefully selected studies relate the cases to the clinical practice of occupational therapy and physiotherapy. Specific terminology of the anatomy and physiology disciplines is included, and underlying scientific literacy and numeracy skills are developed. Teaching/learning strategies include lectures, tutorials, practical sessions, clinical case discussions and computer-aided learning sessions. At the end of this course, students will be able to describe the anatomy of the lower limb; explain key concepts in the normal physiology of muscle and nerve cells; describe the anatomy of the thorax, heart, blood vessels and lungs; explain key concepts in the normal physiology of the cardiovascular and respiratory systems; and explain how the cardiovascular and respiratory systems work together.

Lecture times: Monday and Tuesday (9-10.45am), Wednesday (2-2.45pm), Friday (9-9.45am)

DP requirements: Students are expected to attend and participate in all lectures, practical sessions and tutorials. All assignments are to be submitted by the due date. Students will be required to sign an attendance register at all sessions and complete a course evaluation at the end of the semester.

Assessment: Assessment of the course comprises a written in-course assessment and a final course examination. The in-course assessment consists of two tests (each weighted 15% and contributing 30% towards the in-course mark); physiology and anatomy assignments (contributing 20% towards the in-course mark). The final written examination contributes 50% towards the final mark. These assessments and examination contribute 60% towards the final year-mark at the end of IP2.

HSE1012S FUNDAMENTALS OF BIOSCIENCES FOR PHYSIOTHERAPY IA

0 NQF credits at HEQSF level 5; Four lectures and two tutorial sessions a week per term.

Convener: Dr NTL Chigorimbo-Tsikiwa, Dr B Ige, and Dr S Sivasu

Objective: Physics: To equip students with basic skills to assess simple problems involving forces and torques in systems and to predict what forces and torques are required to cause motion. Chemistry: To provide students with a basic understanding of the principals of physical Chemistry and how they relate to the physiology of the body.

Course outline:

This foundation (Intervention Programme) course revisits the key concepts and core material of HUB1022F. It is an introductory course for physiotherapy students with a focus on the fundamental aspects of chemistry and fundamental physical science related to biomechanics. In addition, fundamental mathematical skills are covered to enable students to address the course syllabus. Course content for physical science includes measurement, units, conversion of units and review of trigonometry; vectors, vector algebra and resolution of vectors; and displacement, velocity and acceleration in linear and angular systems. Principals of matter, atoms and elements, basic stoichiometry and the mole concept, chemical reactions and equilibria, acids, bases, buffers and gases are covered. By the end of the course students should be able to assess simple problems and determine displacement, velocities and accelerations in linear and angular systems; understand the relationship between displacement, velocity and acceleration; understand the principles of basic physical chemistry; and be able to solve basic problems in general chemistry.

DP requirements: Full attendance of and participation in all lectures, practical sessions, workshops and tutorials, and submission of all coursework by the due dates.

Assessment: The course mark contributes 50% and comprises tutorial assessments (20%); class tests (30%) and a final test comprising a three-hour written theory test in November (50%). These assessments contribute 40% towards the final year mark in HSE1013F at the end of IP2. There is no summative examination for this course after IP1. The final assessment takes place in HSE1013F.

HSE1013F FUNDAMENTALS OF BIOSCIENCES FOR PHYSIOTHERAPY IB

36 NQF credits at HEQSF level 5; Four lectures and 2/two tutorial sessions a week.

Convener: Dr N T L Chigorimbo-Tsikiwa, Dr S Sivarasu and Dr B Ige

Course entry requirements: HSE1012S

Objective: Physics: To equip students to analyse basic biomechanical issues involving movement, forces, torques and stresses on the body. Chemistry: To provide students with a basic understanding of organic chemistry to assist in providing a foundation for pharmacology, physiology and metabolism.

Course outline:

This foundational (Intervention Programme) course is designed to prepare students for what they will encounter when they return to HUB1023S in the standard curriculum. The course employs the concepts, terminology and science covered in Fundamentals of Biosciences for Physiotherapy 1A. Course content for physical sciences includes forces and Newton's laws in linear systems (static and dynamic), torque and lever systems (static), and free body diagrams associated with force and torque systems. Students are introduced to the concepts of moment of inertia and its application in dynamic torque systems; centre of mass; work, energy and power; momentum and impulse; and stress analysis. Basic organic chemistry and biomolecules are introduced, including structure and bonding, classes of organic compounds, functional groups and isomers. An introduction to the major organic molecules of cells is also included. By the end of the course students should be able to assess simple problems and determine forces and torque systems, and understand the relationship between kinematics and force and torque systems. They will have a basic understanding of fundamental biochemistry and will be able to integrate and apply organic chemistry to life.

Lecture times: Monday and Wednesday 10:00-11:45am; Tutorials on Tuesday/Thursday 14:00-16:00

DP requirements: Full attendance of and participation in all lectures, practical sessions, workshops and tutorials and submission of all coursework by the due dates.

Assessment: The course mark contributes 70% and comprises the HSE1012S final mark (40%); tutorials (12%); and class tests in August and October (18%). The final examination contributes 30% and consists of a three-hour written theory examination in June.

HSE1014S FUNDAMENTALS OF MOVEMENT SCIENCE AND APPLIED PHYSIOTHERAPY IA

There is no summative assessment for this course and therefore there are no NQF credits. The credits are included in those for AHS1040F.

0 NQF credits at HEQSF level 5

Convener: Dr B Ige and N Naidoo

Course entry requirements: None

Course outline:

This foundation (Intervention Programme) course builds on the foundational concepts, terminology and science covered in AHS1033F Movement Science I. It re-visits aspects of the basic assessment and mobilisation of joints, muscle and soft tissue structure and function, and principles of muscle strengthening and theories on soft tissue healing. The principles and rationale underpinning the evaluation and treatment of movement dysfunction as covered in Movement Science I are re-emphasised. Teaching/learning strategies include lectures, practical demonstrations and workshops, tutorials, supervised site visits and self-directed learning sessions.

At the end of this course students will be able to apply techniques of joint mobilisation (passive movements); measure and record joint range of motion; evaluate muscle strength and apply the principles of strengthening as indicated; discuss soft tissue healing; and apply techniques to treat soft tissue dysfunction.

DP requirements: Students must attend all lectures and tutorial sessions, participate in lectures and practical sessions, and submit homework, self-study tasks and assignments by the due dates.

Assessment: In-course assessments contribute 50% towards the final mark and consist of term tests (15%); OSPE tests (15%); and assignments (20%). The final test contributes 50% and consists of a written theory paper (25%) and a structured practical test (25%). These assessments contribute 40% towards the final year mark for AHS1040F at the end of IP2. There is no summative examination for this course after IP1. The final assessment takes place in AHS1040F.

HSE1015F FUNDAMENTALS OF MOVEMENT SCIENCE & APPLIED PHYSIOTHERAPY IB

36 NQF credits at HEQSF level 5

Convener: Dr B Ige and N Naidoo

Course entry requirements: HSE1014S

Course outline:

This foundation (Intervention Programme) course is designed to prepare students for what they will encounter in AHS1034S when they re-enter the standard curriculum. The course builds on the foundational concepts, terminology and science covered in HSE1014S. Content includes an introduction to therapeutic massage, exercise prescription, movement analysis, posture analysis and correction of postural dysfunction, and the basic re-education of functional activities. Students are exposed to clinical situations to familiarise them with the scope of physiotherapy practice and to emphasise the relevance of the classroom learning activities. In addition, debriefing sessions are held to discuss students' experiences in clinical areas. Teaching/learning strategies include lectures, practical demonstrations and workshops, tutorials, supervised clinical visits and self-directed learning sessions. At the end of this course, students will be able to apply techniques of therapeutic massage and soft tissue mobilisation; analyse the components of normal human movement; assess posture and apply the principles of postural re-education; prescribe, demonstrate and teach exercises to address problems related to movement dysfunction; and demonstrate basic strategies and techniques for the rehabilitation of functional activities.

DP requirements: Students must attend all lecture and tutorial sessions and participate in lectures and practical sessions. They must submit homework, self-study tasks and assignments by the due dates.

Assessment: Coursework contributes 50% and consists of term tests (weighted 15% of the final mark); OSPE tests (15%); and assignments (20%). The examination contributes 50% and consists of a written theory examination (25%) and a structured practical examination (25%).

HUB1019F ANATOMY & PHYSIOLOGY IA

18 NQF credits at HEQSF level 5

Convener: Dr C Warton

Course entry requirements: None

Course outline:

This course consists of five lectures and one practical/tutorial per week. It includes an introduction to anatomy and the structure of the upper limb. It also includes an introduction to the cellular basis of physiology, tissue and body systems, with emphasis on nerve, muscle and body fluids.

DP requirements: Attendance of and participation in all lectures, practical sessions, workshops and tutorials, and submission of assignments by the due date.

Assessment: The course comprises written and on-going practical assessments, which make up 45% of the course mark. The other 55% comprises marks for the final written and practical exams.

HUB1020S ANATOMY & PHYSIOLOGY IB

18 NQF credits at HEQSF level 5

Convener: Dr C Warton

Course entry requirements: HUB1016F or HUB1019F

Course outline:

This course consists of five lectures and one practical/tutorial per week. It focuses on human body systems and includes the anatomy and physiology of the cardiovascular system, thorax and respiratory systems and the lower limb. The main aim is to integrate anatomical and physiological knowledge in order to understand the human body as a complete organism. Content also includes the anatomy of the lower limbs.

DP requirements: Attendance of and participation in all lectures, practical sessions, workshops and tutorials, and submission of assignments by the due date.

Assessment: The course comprises written and on-going practical assessments, which make up 45% of the course mark. The other 55% is made up of marks for the final written and practical examinations.

HUB1022F BIOSCIENCES FOR PHYSIOTHERAPY IA

9 NQF credits at HEQSF level 5

Convener: S Steiner

Course entry requirements: None

Objective: Physics: To equip students with basic skills to assess simple problems involving forces and torques in systems; predict what forces and torques are required to cause motion. Chemistry: To provide students with a basic understanding of the chemical principles and how they relate to the physiology of the body.

Course outline:

This introductory course provides first year physiotherapy students with the fundamental aspects of chemistry, biochemistry and fundamental physical science related to biomechanics. Topics have been selected to promote the integration of theoretical and practical knowledge. Content for physical science includes measurement, units, conversion of units, review of trigonometry; vectors, vector algebra and resolution of vectors; displacement, velocity and acceleration; free-body diagrams; forces and Newton's laws in linear systems; torques and angular systems; and lever systems. Content for chemistry includes physical chemistry; principles of atoms and elements; basic stoichiometry of reactions in solutions, with an emphasis on molar concentrations and the principle of osmosis; an introduction to physiological enzyme structure and kinetics; the basics of cellular metabolism; chemical equilibrium, acids and bases and biological buffering systems. The course is taught through lectures, weekly tutorials and assignments. By the end of the course, students should be able to assess simple problems and determine forces and torques in systems; predict what forces and torques are required to cause motion; and understand basic chemical principles and how they relate to body physiology.

DP requirements: Students must attend 75% of tutorials, hand-ins and mini tests and must obtain a combined class mark of at least 40%.

Assessment: The course mark contributes 60% and comprises assignments (10%); class tests (30%); and ad hoc mini tests (20%). The examination contributes 40% and consists of a three-hour written examination in June. Both the physics and chemistry components of the course must be passed, with a subminimum of at least 40% for each component in the final examination.

HUB1023S BIOSCIENCES FOR PHYSIOTHERAPY IB

9 NQF credits at HEQSF level 5

Convener: S Steiner

Course entry requirements: HUB1022F or HSE1013F

Objective: Physics: To equip students to analyse basic biomechanical issues involving movement, forces, torques and stresses on the body. Chemistry: To provide students with a foundation for pharmacology, physiology and metabolism.

Course outline:

This course builds on the foundational concepts, terminology and science covered in Biosciences for Physiotherapy 1A. The course content for physical science includes centre of gravity; body-segment parameters; Hooke's law; work, energy and power; momentum and impulse; static and dynamic systems; buoyancy; friction and stress analysis. Students learn how to assess journal articles. The course content for chemistry includes basic organic chemistry, covering fundamental aspects of structure and bonding, acids and bases, amines, carbohydrates, lipids and nucleic acids. Integrated with the chemistry principles, aspects of fat and protein metabolism are covered. The course is taught through lectures, weekly tutorials and assignments. By the end of the course, students should be able to assess simple problems and determine how forces and torques affect the work, energy and power in systems; determine whether certain types of loading are safe; and understand organic chemical principles and how they relate to body physiology.

DP requirements: Students must attend 75% of tutorials, hand-ins, and mini tests and obtain a combined class mark of at least 40%.

Assessment: The course mark contributes 60% and consists of assignments (10%), class tests (30%) and ad hoc mini tests (20%). The examination contributes 40% and consists of a three-hour written paper in November. Both the physics and chemistry components must be passed with a subminimum of 40% for each component in the final examination.

SLL1028H XHOSA FOR HEALTH AND REHABILITATION SCIENCES

For students registered in the School of Health and Rehabilitation Sciences only.

18 NQF credits at HEQSF level 5; 25 lectures.

Convener: TBA

Course entry requirements: None

Course outline:

This course introduces students to communication skills required for a successful interaction between a healthcare professional and a client. The course takes an integrated approach to language learning through incorporation of clinical experiences related to the disciplines of physiotherapy, occupational therapy, and communication and speech disorders. The main focus of this course is on pronunciation, grammar and interaction with clients. Interaction is used as a means of exposing students to Xhosa ways of expression, as well as to issues of cross-cultural and inter-cultural communication. At the end of this course students will be able to communicate with a speaker of Xhosa about common everyday topics; be able to elicit and understand information from a client using terminology specific to the fields of physiotherapy, occupational therapy and communication and speech disorders; and will have an awareness of some cultural issues that emanate from cross-cultural communication.

DP requirements: Attendance of at least 80% of the lectures; completion by the due dates of all assessments and projects.

Assessment: Coursework (vocabulary and oral assessments based on topics covered in the course) counts 50% and comprises four tests (two weighted at 15% each, and two weighted at 10% each); and examinations (June examination – simulated client interviews: 20%; and November examination – simulated client interviews: 30%).

AHS1033F MOVEMENT SCIENCE I

18 NQF credits at HEQSF level 5

Convener: N Naidoo

Course entry requirements: None

Course outline:

Students are introduced to the basic terminology and science associated with human movement. Course content includes basic assessment and mobilisation of joints, principles of muscle strengthening and soft tissue mobilising techniques. This course is taught through lectures, practical demonstrations, workshops, self-study sessions and tutorials. At the end of this course, students will be able to apply techniques of joint mobilisation (passive movements); measure and

record joint range of motion; evaluate muscle strength and apply the principles of strengthening; and will understand soft tissue healing and apply techniques to treat soft tissue dysfunction.

DP requirements: Full attendance of and participation in all lectures, practical sessions, workshops and tutorials, and submission of assignments by the due dates.

Assessment: The course mark is weighted 50% and comprises tutorial tasks (weighted 15% towards the final mark); a theory test (20%); and a structured practical test (15%). The final examination mark is weighted at 50% and comprises a written theory examination (25%) and a structured practical examination (25%).

AHS1034S INTRODUCTION TO APPLIED PHYSIOTHERAPY

22 NQF credits at HEQSF level 5

Convener: N Naidoo

Course entry requirements: All first semester courses in the BSc Physiotherapy programme.

Course outline:

This course builds on the foundational concepts, terminology and science covered in Movement Science 1. Course content includes exercise prescription, posture analysis and correction of postural dysfunction, normal development, gait analysis, assistive devices, lifting, transfers and introduction to NMS conditions. The course is taught through lectures, practical demonstrations and workshops, self-study sessions and weekly tutorials. Students are exposed to the clinical situation in order to familiarise them with the scope of physiotherapy practice. At the end of the course students will understand the concepts of tissue healing, will be able to describe normal infant development, and will be able to assess posture and apply the principles of postural re-education.

DP requirements: Full attendance of and participation in all lectures, practical sessions, workshops and tutorials, and submission of assignments by the due dates.

Assessment: Tutorial tests (alternate week tests) (15%); theory test (September) (15%); final exam (Oct/Nov) theory (25%); and SPE (25%). Final course mark will be calculated out of 80%.

SLL1048H AFRIKAANS FOR HEALTH AND REHABILITATION SCIENCES

For students registered in the School of Health and Rehabilitation Sciences only.

18 NQF credits at HEQSF level 5

Convener: Dr I van Rooyen

Co-requisites: Students must be registered for a degree in physiotherapy, occupational therapy, speech and language pathology or audiology.

Course outline:

The content of the course is based on case studies covered in the streams of physiotherapy, occupational therapy and communication sciences and speech disorders. The focus of the Afrikaans course is on communication skills, and specifically on those skills that may be required for an interaction between a healthcare professional and a client. Other skills include skill in asking questions and the ability to enter effectively into dialogue with a client. The course is taught at both beginner and intermediate levels and focuses on the unique pronunciation and stylistic variants of individual clients and culture-specific words and expressions.

Lecture times: Arranged internally.

DP requirements: At least 80% class attendance and completion of all assessments.

Assessment: Coursework (vocabulary and oral assessments based on topics covered in the course) – 50%; June assessment (simulated client interviews) – 20%; November examination (simulated client interviews) – 30%.

MDN2002W CLINICAL SCIENCES I

13 NQF credits at HEQSF level 6

Convener: Dr M A De Souza**Course entry requirements:** None**Course outline:**

The course covers the aetiology, clinical signs and symptoms, assessment and medical and surgical treatment of patients of all age groups suffering from conditions encountered by occupational therapists and physiotherapists during their work. The lecture series has been designed to integrate information about pathology and the clinical management of a range of conditions across the previously demarcated areas of medicine, surgery, orthopaedics and paediatrics. The topics covered include pathology, oncology, orthopaedics, child health, neurosurgery, spinal cord injuries, cardiothoracic surgery, medicine and palliative care. At the end of the course, students will have a basic understanding of the physiology, pathology, clinical presentation and management of the conditions presented; will be able to recognise and deal with the clinical emergencies that may impair or result in loss of function; will understand the role of the various disciplines in managing these conditions; and will recognise the importance of a multidisciplinary team in managing patients they are likely to encounter.

DP requirements: Eighty per cent attendance and full participation in all learning activities and completion of all coursework by the due dates.

Assessment: There are three term assessments, in March, June and September. Each of these is a one-hour online MCQ test and counts 14% each towards the year mark. Five percent (5%) of the year mark is made up from attendance and assignments during the year. There is an examination at the end of the year (a two-hour online MCQ assessment) which accounts for 53% of the total mark. A supplementary assessment (a two-hour MCQ online test) may be offered for students obtaining an overall mark between 45 and 49%.

HUB2015W ANATOMY AND PHYSIOLOGY II FOR HEALTH AND REHABILITATION SCIENCES

36 NQF credits at HEQSF level 6

Convener: Assoc Prof LM Davids**Course entry requirements:** HUB1020S

Objective: To understand and obtain an integrative knowledge of the human body and its systems from an anatomical and physiological perspective.

Course outline:

This year-long course forms the second half of a two-year programme covering aspects of human anatomy and general physiology. Subjects include systems physiology such as respiratory, cardiovascular and reproductive physiology which are aligned with the anatomical teaching of these systems. Included in the syllabus is also aspects of endocrinology and nutrition and diet. It is a full course of lectures, interactive weekly tutorials, practicals and demonstrations. Special emphasis is placed on neuro-anatomy and neurophysiology.

DP requirements: Full attendance of and participation in all learning activities and completion of all coursework by the due dates.

Assessment: The in-course mark contributes 45% and comprises tutorial and practical tasks (15%) and a term test (30%). The summative assessment comprises two examinations, weighted at 55% and consisting of a written theory examination and structured practical examination.

HUB2023W BIOSCIENCES FOR PHYSIOTHERAPY II

9 NQF credits at HEQSF level 6

Convener: S Steiner**Course entry requirements:** HUB1023S, AHS1033F or AHS1040F**Course outline:**

This course builds on the concepts taught in Biosciences IA and IB. The course content includes principles in orthopaedics; biomechanics of bone; fractures of the femur and the pelvis; joint

biomechanics; ankle, knee, shoulder and elbow; waves and basic electricity relevant to the principles of electrotherapy; laser, ultrasound, shortwave diathermy, interferential stimulation; gait analysis; and electromyography. The course is taught by means of lectures, practical demonstrations and assignments. By the end of the course, students should understand joint mechanics, modes of bone fracture and the influence of forces and torques on bones and joints; select the appropriate treatment modality for electrotherapy, with an understanding of the physics involved; analyse human movement and gait using Gaitlab software; and demonstrate an understanding of EMG as a predictor for muscle activity.

DP requirements: Full attendance of and participation in all lectures, practical sessions, workshops and tutorials, and submission of assignments by the due dates.

Assessment: The course mark contributes 60% and comprises assignments (15%), ad hoc mini tests (5%) and class tests in April, June and September (40%). There is a three-hour written theory examination in November (40%). The final exam must be passed with a subminimum of 40%.

AHS2050H CLINICAL PHYSIOTHERAPY I

18 NQF credits at HEQSF level 6

Convener: D Scott and S Amosun

Course entry requirements: All first year courses.

Course outline:

This course comprises three parts: The *clinical component* addresses the theory and practical application of respiratory, orthopaedic, paediatric neurology and musculoskeletal therapy. An introductory module introduces the students to the concepts of the International Classification of Functioning and how to relate these concepts to assessment. Students spend a portion of the week in various clinical areas, working with patients under supervision. Clinical reasoning sessions are included. Students are required to do a *nursing elective* of 40 hours at an approved facility. *Disability in Primary Healthcare* is a 160 hour, multidisciplinary module spread over the second and third years of study. It integrates vertically with the Becoming a Professional/Becoming a Health Professional multidisciplinary courses at first year level. The module consists of lectures and facilitated site visits. The content focuses on health promotion, culture, psyche and illness; and equity, health and human rights. Disability theory and the theory of health promotion and community development are also addressed.

DP requirements: Full attendance and participation in all coursework. Student attendance at clinical sessions is monitored in accordance with HPCSA regulations.

Assessment: *Clinical component:* This component is assessed entirely through continuous assessment in the clinical area. Students complete a portfolio of tasks including reflections, patient assessment, journal submissions and practical skill tests. The introductory ICF module is assessed via an online test at the end of the module. *Disability in Primary Healthcare module:* Students are assessed by means of group poster presentation, group assignment, peer assignment and reflective tasks. An overall average of 50% is required to pass this course. No supplementary examinations are awarded. The mark allocation is as follows: PCHD (20%); ICF module (10%) clinical block portfolio (70%). Students whose performance in the nursing elective is deemed unsatisfactory have to repeat the nursing elective before progressing to the next year of study.

AHS2052H MOVEMENT SCIENCE II

38 NQF credits at HEQSF level 6

Convener: Dr T Burgess and Dr R Parker

Course entry requirements: All first year courses

Course outline:

This course covers orthopaedics and neuromusculoskeletal physiotherapy. The *orthopaedics* component covers the physiotherapy assessment and management of orthopaedic conditions, focusing on the assessment and treatment of traumatic orthopaedic conditions of the spine and lower limbs, amputations and paediatric orthopaedic conditions. The *neuromusculoskeletal* component covers the physiotherapy assessment and treatment and rehabilitation of

neuromusculoskeletal (NMS) conditions, focusing on conditions of the spine and lower limbs. This course is taught through lectures, practical demonstrations and workshops, self-study sessions and tutorials. At the end of the course, students will be able to assess traumatic orthopaedic conditions of the spine and lower limbs, amputations and paediatric orthopaedic conditions; and NMS conditions of the spine and lower limbs according to the International Classification of Functioning (ICF); apply joint and soft tissue mobilisation techniques to treat NMS conditions of these areas; and prescribe progressive exercises to rehabilitate NMS and orthopaedic conditions of these areas.

DP requirements: Full attendance of and participation in all lectures, practical sessions, workshops and tutorials, and submission of assignments and coursework requirements by the due dates.

Assessment: March/April tests (NMS: 5%; orthopaedics: 5%); June tests (theory: 19%; structured practical evaluation: 10%; assignment: 10%) and November examination (theory: 36% and structured practical evaluation: 15%).

AHS2053H APPLIED PHYSIOTHERAPY I

32 NQF credits at HEQSF level 6

Convener: S Manie

Course entry requirements: All first year courses

Course outline:

This course covers modules in paediatric neurology, cardiopulmonary rehabilitation, electrotherapy, geriatrics, proprioceptive neuromuscular facilitation (PNF) and key requirements for becoming a rehabilitation professional, including ethics. The ICF framework tool is used in all modules in the course. The paediatric neurology component covers the foundation of neurological techniques of child development and assessment and treatment techniques used by physiotherapists in paediatric neurology. The cardiopulmonary rehabilitation component covers the theory, manual techniques and assistive devices required for the holistic assessment and treatment of cardiopulmonary clients. The emphasis is on primary healthcare and problem-solving, using the ICF. The electro-physical agents module includes the theoretical and practical application of such agents, including the application of electro-physical modalities in the management of patients. The rehabilitation professional/ethics component includes the ethics of individual patient care and explores the concepts of primary healthcare in more depth. The geriatrics component covers the process of ageing and the assessment and treatment techniques used by physiotherapists in the field of gerontology. The proprioceptive neuromuscular facilitation component covers the theory and practical application of PNF as it applies to the assessment and rehabilitation of patients.

DP requirements: Full attendance of and participation in all lectures, practical sessions, workshops and tutorials, and submission of assignments by the due dates.

Assessment: The coursework mark contributes 48% and the final November examination mark (comprising marks for a theory examination (42%) and a practical examination (10%)) contributes 52% to the final mark for the course. Coursework assessment includes assignments and tests in April, a theory test and practical test in June, and assignments and tests in September. The individual weighting for tests, assignments and practical tests that contribute to the coursework mark will be provided by the course convener.

MDN3004W CLINICAL SCIENCES II

10 NQF credits at HEQSF level 7

Convener: Dr M A De Souza

Course entry requirements: MDN2002W

Course outline:

The course covers the aetiology, clinical signs and symptoms, assessment and medical and surgical treatment of patients of all age groups suffering from conditions encountered by physiotherapists during their work. The lecture series has been designed to integrate information about pathology and the clinical management of a range of conditions across the previously

demarkated areas of medicine, surgery, orthopaedics and paediatrics. Topics covered include microbiology, pain, nutrition, introduction to pharmacology, pathology, orthopaedics, medicine, cardiothoracic surgery, obstetrics and gynaecology, mental health, and neurosurgery. At the end of the course, students will have a basic understanding of the physiology, pathology, clinical presentation and management of the conditions presented; will be able to recognise and deal with the clinical emergencies that may impair or result in loss of function; will understand the role of the various disciplines in managing these conditions; and will recognise the importance of a multidisciplinary team in managing patients they are likely to encounter.

DP requirements: Eighty per cent attendance, full participation in all learning activities and completion of all coursework by the due dates.

Assessment: There are three term assessments, in March, June and September. Each of these is a one-hour on-line MCQ test and counts 9%, 14% and 14% respectively towards the year mark. Additionally, there is a microbiology test that takes place in April/May, accounting for 5% of the year mark. Five per cent (5%) of the year mark is made up from attendance and assignments during the year. There is a two-hour examination at the end of the year which accounts for 53% of the total mark. A supplementary assessment (a two-hour MCQ online test) may be offered for students obtaining an overall mark between 45-49%, before the final mark is submitted.

AHS3069W CLINICAL PHYSIOTHERAPY II

62 NQF credits at HEQSF level 7

Convener: H Talberg

Course entry requirements: All second year courses. Registration with the South African Society of Physiotherapists is encouraged.

Course outline:

The course provides clinical exposure to the areas of paediatrics, cardiopulmonary conditions, orthopaedics, musculoskeletal conditions, and care of the elderly. Students work under supervision with patients in various clinical settings. This course is taught through practical sessions, group teaching and clinical practice.

Lecture times: Mon-to Fri mornings 8h00-12h00: on general hospital and musculoskeletal clinical placements. Care of the older persons and paediatrics: Two mornings a week from 8-12pm during teaching weeks.

DP requirements: Students are obliged to complete all the required hours for the year as per HPCSA regulations. Further requirements are full attendance of and participation in all coursework activities and completion of clinical requirements by the due dates.

Assessment: Clinical placements: Students undergo a clinical examination at the end of the general hospital and musculoskeletal rotation, in the format of either a patient treatment or a patient assessment. In addition, students' professional conduct during each clinical rotation is assessed in a performance evaluation form by their clinical educator and/or clinician. The final block mark consists of the clinical exam mark (60%) and the block performance mark (40%). The care of the elderly and paediatrics modules are evaluated through continuous summative assessments during the block, weighted 40% of the block, with a final summative assessment weighted 60% of the block. The final course mark is made up of the two clinical block marks and the marks from the care of elderly and paediatrics module. The general hospital and musculoskeletal rotation will each carry a weighting of 35% and care of the older persons and paediatrics each 15%. Students need to obtain an average of 60% for the course mark to be exempt from further testing. Students who obtain an average of less than 50% for the course mark fail the course and have to repeat the full course the following year. Students who obtain a course mark of between 50 – 59% are required to undergo a further clinical examination in November. Should the student achieve a pass of 50% or more for this clinical examination, this mark will be incorporated into the course mark (equivalent to a combined block and examination mark) and the student will pass the course. Should a student obtain less than 50% for this additional examination, he/she will be required to repeat the course in the following year. No supplementary examinations are offered.

AHS3070H BECOMING A REHABILITATION PROFESSIONAL I

22 NQF credits at HEQSF level 7

Convener: Dr S Maart**Course entry requirements:** AHS2050H**Course outline:**

In this course students' ability to think critically about South African health challenges is developed, to enable them to embed clinical reasoning within a contextual frame when working with populations and patients. During the first semester students focus on the health system within South Africa, to understand the context of service delivery. During the second semester, in the module CHH, students interrogate identity-based systems of privilege and power as well as identify and work with psychological cues that offer the health professional valuable insights to the complex systems that shape health, illness and recovery.

DP requirements: Full attendance of and participation in all lectures, practical sessions, workshops and tutorials, and submission of assignments by the due dates.

Assessment: Essays, assignments and tests (60%); Disability in Primary Healthcare (10%) and November examination (30%).

AHS3076H MOVEMENT SCIENCE III

24 NQF credits at HEQSF level 7

Convener: Dr T Burgess and Dr R Parker**Course entry requirements:** All second year courses**Course outline:**

This course covers orthopaedics and neuromusculoskeletal conditions. The orthopaedic component covers the scope of physiotherapy assessment and management of orthopaedic conditions, focusing on non-traumatic orthopaedic conditions of the spine and upper quarter, rheumatological conditions, joint replacements and peripheral nerve injuries. The neuromusculoskeletal component covers the physiotherapy assessment and treatment of neuromusculoskeletal (NMS) conditions. The focus is on NMS conditions of the upper quarter. At the end of this course, students will be able to assess orthopaedic and NMS conditions of the upper quarter according to the International Classification of Functioning (ICF); apply joint and soft tissue mobilisation techniques to treat NMS conditions of these areas; prescribe progressive exercises to rehabilitate NMS and orthopaedic conditions of these areas; assess orthopaedic conditions, including rheumatological conditions, joint replacements, non-traumatic spinal conditions, and peripheral nerve and tendon injuries; and apply physiotherapy treatment and rehabilitation for orthopaedic conditions, including rheumatological conditions, joint replacements, non-traumatic spinal conditions, peripheral nerve and tendon injuries.

DP requirements: Students are expected to attend and participate in all lectures, practical sessions, workshops and tutorials. Students are required to submit all coursework as required in their course manuals.

Assessment: The mark allocation is as follows: April tests (10%); June tests (Theory: 19% and structured practical evaluation: 10%); assignment (10%) and November examination (theory: 36% and structured practical evaluation: 15%).

AHS3077H APPLIED PHYSIOTHERAPY II

22 NQF credits at HEQSF level 7

Convener: G Ferguson**Course entry requirements:** AHS2053H and all second year courses

Objective: By the end of the course, students will be able to accurately assess and effectively manage patients with neurological and cardiopulmonary conditions, women's health issues and burns according to the International Classification of Functioning framework.

Course outline:

This course covers modules on adult neurology, cardiopulmonary rehabilitation, women's health, management of burn injuries, neurosciences and neurological conditions, designed to develop

clinical reasoning and creative problem-solving skills within the South African health care context. The *adult neurology* module equips the student with knowledge and skills to enable management of a variety of adult neurological conditions. The *cardiopulmonary rehabilitations* module equips the student with knowledge and skills to enable management of a variety of common adult and paediatric pulmonary conditions, including adult cardiothoracic surgery and cardiopulmonary rehabilitation. The emphasis is on primary healthcare and clinical reasoning. The *women's health* module equips the student with knowledge and skills to enable management of women's health conditions, including stress incontinence, mastectomy and pelvic floor dysfunction. The *management of burn injuries* module equips the student with knowledge and skills to enable management of burn injuries, using case studies relevant to the South African context. By the end of the course, students will be able to accurately assess and effectively manage patients with neurological and cardiopulmonary conditions, women's health issues and burns according to the International Classification of Functioning framework.

Lecture times: Adult Neurology: Weekly throughout the academic year. Cardiopulmonary rehabilitation: Block teaching in term 1, 2 and 3. Women's Health: Block teaching in term 1 and 2. Burns: Block teaching in term 4.

DP requirements: Students are expected to attend and participate in 80% of all lectures, practical sessions, workshops and tutorials. Attendance is monitored through the signing of an attendance register at each session. Students are required to submit all coursework as required in the different modules by the due dates.

Assessment: Coursework contributes 60% toward the final mark and comprises of: The final examination contributes 40% to the final mark and comprises of: Students who achieve a final mark of 45%-49% may qualify to write a supplementary examination. If a supplementary examination is granted, the year mark is not included in the final mark.

AHS3078H RESEARCH METHODS & BIOSTATISTICS I

10 NQF credits at HEQSF level 7

Convener: Prof J Jelsma

Course entry requirements: None

Course outline:

The course provides students with the necessary skills and conceptual knowledge to conduct research in occupational therapy and physiotherapy. Students receive lectures which cover the theory of qualitative and quantitative research, the ethics of research, epidemiology and basic biostatistics. Students learn how to analyse research articles critically and to develop a research proposal. This course is taught through lectures, tutorials and online assignments.

DP requirements: No student may proceed to the examination without attending lectures on ethics or completing an online ethics course. No student may proceed to the research project until the research protocol has been awarded a mark of 50%. The protocol may need to be resubmitted.

Assessment: The mark allocation is as follows: research methodology continuous assessment (April: 10%); research methodology paper (July: 10%); epidemiology paper (July: 10%); research protocol (50%); biostatistics (20%)

AHS4065W CLINICAL PHYSIOTHERAPY III

98 NQF credits at HEQSF level 8

Convener: N Edries

Course entry requirements: All third year courses. Registration with the South African Society of Physiotherapy is encouraged).

Course outline:

This course provides clinical exposure to the areas of paediatrics, cardiopulmonary, orthopaedic, neurological, musculoskeletal and other tertiary level skills as well as a community placement. Students spend approximately 30 hours per week in clinical areas, working under supervision with patients/clients. This course is taught entirely through clinical practice and group teaching sessions.

Lecture times: Mon, Tues, Thurs 8-15h30 and Wed, Fri 8-12h00.

DP requirements: Students need to complete the necessary course hours as prescribed by the HPCSA. Further requirements are full attendance of and participation in all coursework activities and submission of clinical requirements by the due dates.

Assessment: Students complete five clinical blocks during the year, each comprising a professional performance mark (40%) and clinical examination (60%). The end-of-block clinical examination is either a patient treatment or an assessment. During the community placement, a presentation takes the place of a patient treatment or assessment. Should multi-professional practice occur on a clinical rotation, student participation is assessed by a variety of methods, including portfolios and case and project presentations. The final course mark is made up of the five block marks and an additional end of year clinical examination. This additional examination takes the form of a patient evaluation. Students need to obtain an average of 60% for the course mark to be exempt from further testing. Students who obtain a course mark of between 50 – 59% undergo a further clinical examination. Should a student achieve 50% or more for this clinical examination, the mark is incorporated into the course mark (equivalent to a combined block and examination mark) and the student will pass the course. Should the student obtain less than 50% for this additional examination, he/she will be required to do a further six months of clinical work in the following year. There are no supplementary examinations.

AHS4066H BECOMING A REHABILITATION PROFESSIONAL II

4 NQF credits at HEQSF level 8

Convener: S Maart

Course entry requirements: All third year courses.

Course outline:

The emphasis of the course is on developing appropriate knowledge, skills and attitudes for independent physiotherapy practice. This course includes two modules viz Professional Ethics and Practice Management. Lectures are offered during block teaching weeks. At the end of the professional ethics module, students should have an understanding of the ethical codes and policies that regulate physiotherapy practice in the private and public sector. At the end of the practice management module, students should have the basic knowledge for starting a physiotherapy private practice, and managing a physiotherapy department in the public sector.

DP requirements: Full attendance of and participation in all lectures, practical sessions, workshops and tutorials, and submission of assignments by the due dates.

Assessment: Year mark: April assignment (10%); June test (30%); September assignment (20%); November examination (40%). Should a student obtain between 45 – 49% in the final mark, he/she may be eligible for an additional assessment before the final mark is submitted.

AHS4071H APPLIED PHYSIOTHERAPY III

20 NQF credits at HEQSF level 8

Convener: C Hendricks

Course entry requirements: All third year courses.

Course outline:

This course consists of a variety of workshops/teaching sessions on specialist/advanced topics within physiotherapy and South African healthcare. The course also comprises modules on sports physiotherapy, adult and paediatric ICU management, adult neurology and pharmacology. This course is taught through lectures, practical sessions and tutorials.

DP requirements: Full attendance of and participation in all lectures, practical sessions, workshops and tutorials, and submission of assignments by the due dates.

Assessment: The assessment is weighted as follows: March theory test/assignment (10%); June theory test and practical test (OSCE) (35%); August theory test/assignment (15%); November theory examination (40%). A student who obtains between 45% and 49% for their final mark may be offered an additional oral or written assessment. A student who obtains less than 50% for this additional assessment will fail the course and – subject to readmissions rules – will need to repeat their 4th year.

AHS4072H RESEARCH METHODS AND BIOSTATISTICS II

10 NQF credits at HEQSF level 8

Convener: Prof J Jelsma

Course entry requirements: AHS3078H and all other third year courses.

Course outline:

Students, working in groups, prepare a 3500 word literature review and will conduct a research project that will be documented as a scientific article of no more than 3500 words.

Assessment: The allocation of marks is as follows: literature review (35%); and project (50%). The course mark will be calculated out of 85%. individual student's contribution to the project will be peer evaluated and this mark will be incorporated into the project.

Higher Certificate in Disability Practice

[SAQA ID: 93691]

Conveners:

Assoc Prof T Lorenzo and A Brinkman

Programme Code: MU002AHS21

The programme will be of benefit to current home-based carers, community-based workers and matriculants who have an interest in pursuing a career in the field of community based disability practice. It will create foundational skills for disability prevention and care. This qualification is to provide students with the basic knowledge, cognitive and conceptual tools and practical techniques for application in the field of disability inclusive development. This qualification signifies that the student has attained a basic level of higher education knowledge and competence in their role as community development workers. The Higher Certificate includes theoretical and practical work integrated learning components.

Admission requirements

- FGC1.1 An applicant may be considered for admission to this Higher Certificate on the basis of
- having obtained a matric certificate or National Senior Certificate for Adults (NASCA) or HEQSF level 4 equivalent qualification.
 - RPL (Recognition of Prior Learning), in which case applicants will be required to submit a personal portfolio reflecting, amongst others, their experience in the field of disability and/or development; any relevant work experience; past attendance of relevant courses for which they may have obtained certificates or diplomas; assessments related to evidence of critical thinking skills in writing and reading.
 - evidence that they are proficient in English.
- FGC1.2 An applicant is also recommended to submit two letters of support from his/her employer, granting the applicant study leave for the weeks requiring block attendance, and undertaking to provide support to enable the applicant to complete assigned tasks and assignments within the work context.

Structure and duration of programme

- FGC2 The programme comprises four taught courses and one practical course. The curriculum extends over one year. There are 3 theoretical teaching blocks per year of a maximum of four weeks each and 15 weeks of practice learning (a total of 24 weeks which will run from February to November). Participation in tutorials and group projects is compulsory. All coursework must be completed in a minimum of one year and a maximum of two years.

Programme outline FGC3 The prescribed courses are:

Code	Course	NQF Credits	HEQSF Level
AHS1048W	Disability Information Management and Communication Systems.....	15	5
AHS1049S	Promoting Healthy Lifestyles.....	10	5
AHS1050W	Health, Wellness and Functional Ability.....	30	5
AHS1051F	Inclusive Development and Agency.....	15	5
AHS1052F	Work-Integrated Practice Learning Part I.....	25	5
AHS1053S	Work-Integrated Practice Learning Part II.....	25	5
Total NQF credits:		120	

DP requirements

FGC4 In order to undergo the final examinations, students have to meet the following requirements:

- (a) A minimum of 90% attendance for all lectures.
- (b) A minimum of 100% attendance for the work-integrated practice learning. If this attendance requirement is not met, the student will be required to repeat the course or the practice learning block (clinical rotation).
- (c) All coursework must be completed within the prescribed time period, unless otherwise approved by the programme convener. Participation in tutorials and group projects is compulsory and will be monitored.
- (d) A year mark of at least 50% is required for examination entrance to each course, unless approved otherwise by the programme convener.

[Note:

Absence from courses or the practice learning block or other commitments on medical grounds requires a medical certificate. Validity on absence on grounds of personal or other problems will be considered on an individual basis by the staff of the Programme.]

Readmission and progression rules and supplementary examinations

FGC5.1 Except by permission of the Senate, a student will not be permitted to renew his/her registration for the degree, or may have his or her registration cancelled

- (a) if he/she fails a course which he/she is repeating.
- (b) unless he/she successfully completes all the prescribed courses for any single year in two years.
- (c) if he/she is unable to complete the standard programme in two years.
- (d) if he/she is found guilty of unprofessional behaviour.

FGC5.2 A student who has not fulfilled the required number of clinical hours for practice learning will not be permitted to graduate.

FGC5.3 A student who fails a course may be permitted to write a supplementary examination. The class (or year) mark is not added to the result of any such supplementary examination in determining the final result for the course.

Courses for Higher Certificate in Disability Studies

AHS1048W DISABILITY INFORMATION MANAGEMENT AND COMMUNICATION SYSTEMS

15 NQF credits at HEQSF level 5

Convener: I Nwanze

Course entry requirements: None

Course outline:

The students will learn basic information and communication systems in relation to care pathways and referral systems for people with disabilities. By the end of this course, students should appreciate critical enquiry; know how to use a variety of participatory rural appraisal methods; be able to apply ethical principles in research ethics work with DPOs; know the components of an information system; understand the principles and practice of record-keeping; know how to use a variety of different tools to gather information (WHO checklist, ICF, PRA); and know how to identify relevant support service and care pathways for effective referral across sectors.

DP requirements: Full attendance of and participation in all lectures, practical sessions, workshops and tutorials, and submission of assignments by the due dates.

Assessment: Coursework mark counts 50% and is comprised of the following: on-site assessment, assignments and structured practical tests. The examination mark counts 50% and comprises of a structured practical examination.

AHS1049S PROMOTING HEALTHY LIFESTYLES

10 NQF credits at HEQSF level 5

Convener: S Gabriels

Course entry requirements: None

Course outline:

The course aims to cultivate an understanding of the relevance of health promotion actions and advocacy strategies. By the end of the course, students will be able to define health promotion; identify social determinants of health; enable community participation in active health promotion campaigns; mediate between health services and families/persons with disabilities; advocate for access to education, health or community facilities; liaise with NGOs/community structures; and promote participation of persons with disabilities.

DP requirements: Full attendance of and participation in all lectures, practical sessions, workshops and tutorials, and submission of assignments by the due dates.

Assessment: Coursework mark counts 50% and comprises assignments, written tests and practical tests. Exam mark counts 50% and comprises written and structured practical examinations.

AHS1050W HEALTH, WELLNESS AND FUNCTIONAL ABILITY

30 NQF credits at HEQSF level 5

Convener: Dr S Maart and S Gabriels

Course entry requirements: None

Course outline:

Students learn to screen for impairments and provide basic interventions to improve participation of clients in the life areas of living, learning, working and socialising. By the end of the course, students will be able to discuss and describe normal development and wellness in children and adults; identify clients with selected disorders and difficulties; demonstrate appropriate kinetic handling and positioning skills; demonstrate appropriate use of assistive devices; identify risk factors for emotional distress in carers, clients and self; apply basic counselling and support methods to carers, clients and self; recognise when referral is required; demonstrate appropriate referral patterns; and work in a multidisciplinary team.

DP requirements: Full attendance of and participation in all lectures, practical sessions, workshops and tutorials, and submission of assignments by the due dates.

Assessment: Coursework mark counts 50% and comprises assignments, written and practical tests. The examination mark counts 50% and comprises a structured practical examination.

AHS1051F INCLUSIVE DEVELOPMENT AND AGENCY

15 NQF credits at HEQSF level 5

Convener: Prof T Lorenzo

Course entry requirements: None

Course outline:

This course aims to cultivate knowledge of the rights of people with disabilities and strategies and actions to enable participation in opportunities for development. By the end of this course, students should be able to explain the concepts of disability, inclusion development, identity, agency and power; explain the purpose of disability rights policies; identify and describe barriers to participation across sectors; implement strategies to enable participation and access to services; mobilise local resources; and work with relevant experts and stakeholders.

DP requirements: Full attendance of and participation in all lectures, practical sessions, workshops and tutorials, and submission of assignments by the due dates.

Assessment: Coursework mark counts 50% of the year mark and comprises assignments (essay writing and poster presentations). The examination mark counts 50% of the year mark and comprises a structured practical examination.

AHS1052F WORK-INTEGRATED PRACTICE LEARNING PART I

25 NQF credits at HEQSF level 5

Convener: A Hansen

Course outline:

The course provides various practice learning opportunities to help students acquire the ability to screen, provide basic care, follow up and refer a person with a disability, as it relates to health, education, social development and empowerment needs of the communities in which they are placed. By the end of this course, students should be able to demonstrate an understanding of the disability issues within a wider context and in relation to the community in which they practice; be able to apply essential methods, procedures and techniques to address the difficulties and disorders experienced by people in the community; demonstrate ability to solve problems as required; demonstrate efficient information-gathering, analysis and decision-making abilities; demonstrate ability to evaluate and reflect in and on action; and demonstrate appropriate written and verbal communication skills.

DP requirements: Full attendance of and participation in all lectures, practical sessions, workshops and tutorials, and submission of assignments by the due dates.

Assessment: Coursework contributes 50% and the examination contributes 50% toward the final course mark. The examination consists of an OSPE, a final demonstration, and a video and/or poster of the student's work with a client group or organisation.

AHS1053S WORK-INTEGRATED PRACTICE LEARNING PART II

25 NQF credits at HEQSF level 5

Convener: A Hansen

Course outline:

The course provides various practice learning opportunities to help students acquire the ability to screen, provide basic care, follow up and refer a person with a disability, as it relates to health, education, social development and empowerment needs of the communities in which they are placed. By the end of this course, students should be able to demonstrate an understanding of the disability issues within a wider context and in relation to the community in which they practice; apply essential methods, procedures and techniques to address the difficulties and disorders experienced by people in the community; demonstrate ability to solve problems as required; demonstrate efficient information-gathering, analysis and decision-making abilities; demonstrate ability to evaluate and reflect in and on action; and demonstrate appropriate written and verbal communication skills.

DP requirements: Full attendance of and participation in all lectures, practical sessions, workshops and tutorials, and submission of assignments by the due dates.

Assessment: Coursework contributes 50% and the examination contributes 50% towards the final mark. The examination consists of an OSPE, final demonstration, and a video and/or poster of the student's work with a client group or organisation.

OTHER COURSES OFFERED

RAY2001W RADIOBIOLOGY

For students in Faculty of Science; not offered every year.

48 NQF credits at HEQSF level 6

Convener: Dr A S Hendrikse and Dr A J Hunter (Department of Radiation Medicine)

Course entry requirements: At least two full courses or the equivalent chosen from: MTH105W, MAM100W, H101F/S, MAM104F, MAM105S/H, BIO100F/S, BOT102S, ZOO103S, ZOO104F, BIO101F, BIO104S, CEM100W, CEM101W, CEM102W, CEM109S, CEM110H, PHY100W, PHY104W, PHY106S, PHY107F/S.

Objective: To be introduced to the basic concepts of radiobiology including its application in radiotherapy.

Course outline:

This course examines the biological effects of ionizing radiation (x-rays, gamma-rays, alpha particles, beta particles and neutrons) on mammalian systems, including radiation-induced cell death, DNA and chromosome damage, mutations and carcinogenesis as well as the mechanisms of radioprotectors and sensitisers. Medical aspects including the radiobiology of radiation therapy of cancer forms a significant part of this course. The radiation pathology of normal tissues and a basic introduction to cancer biology will also be presented. Students who perform well in the course may apply to do the BMedScHons (Radiobiology) once they have completed their undergraduate degrees.

DP requirements: Attendance at all lectures and tutorials and completion of all practicals. Satisfactory marks in tests during the year.

Assessment: Essays, tests and practicals count 50%. Two three-hour examinations written in November count 50%.

HUB2005F INTRODUCTION TO MEDICAL ENGINEERING

This course is intended as an introduction to the field of Biomedical Engineering and for students with an interest in applying for their engineering skills to the solution of problems in healthcare. This course is offered by the Division of Biomedical Engineering in the Department of Human Biology, and is particularly valuable for students considering postgraduate studies in Biomedical Engineering. Entrance may be limited.

8 NQF credits at HEQSF level 6

Convener: Dr A Alhamud and EM Meintjes

Course entry requirements: None

Objective: To provide an introduction to biomedical engineering in particular to undergraduate students.

Course outline:

This course provides an introduction to the field of biomedical engineering to undergraduate students in the Faculty of Engineering and the Built Environment and others. Topics include an overview of medical technology and innovation, medical imaging, image processing, and biomechanics of the musculoskeletal system.

Lecture times: Wednesday and Thursday 09h00-09h45

DP requirements: None

Assessment: Class test: 20%; group presentation: 30%; June examination: 50%.

HUB2019F INTEGRATED ANATOMICAL AND PHYSIOLOGICAL SCIENCES**PART A***Entrance is limited to 80 students.*

24 NQF credits at HEQSF level 6; 60 lectures, 10 practicals.

Convener: Dr E L van der Merwe**Course entry requirements:** BIO1000F, BIO1004S and CEM1000W (or equivalent courses).**Co-requisites:** An average grade of 60% or more for these two courses is recommended.**Course outline:**

The course introduces the concept of integrating human physiology, anatomy, cell biology and histology. It includes the study of cells and tissues, the basic anatomy and histology of the musculoskeletal, endocrine and digestive systems, and an introduction to embryology and osteology. Physiological concepts include fluid balance, cell signaling, hormone regulation, digestion, absorption and metabolism. The course consists of lectures, practical sessions and tutorials. In the practicals, students work in small groups using computers and specialised equipment to study the physiology and histology of the abovementioned organ systems. At the end of the course, students will be able to describe structure-function relationships of body systems covered in the course; apply concepts and principles taught in lectures and practical sessions to solve theoretical or real-life problems posed in tutorials, tests and examinations; follow and implement instructions in computer-simulated physiology experiments and interpret result; identify micro-anatomical organisation of organs under a microscope or in monographs; identify and name structures in anatomical specimens; and design simple experiments to determine physiologic parameters such as blood type, fluid compartment volumes, enzyme activities etc.

Lecture times: Lectures: 8h00- 8h45 Monday to Friday; Practical: 14h00-17h00 Mondays or Tuesdays

DP requirements: Attendance at all practical sessions, 40% average in class tests and an average of 50% for all assignments.

Assessment: The breakdown of course marks is as follows: Class tests 30%, practical write-up 15%, assignments or tutorials 5%. Final examinations (50%) as follows: Theory examination 30%, practical examination 20%. A subminimum of 40% is required for the theory and practical examination to pass this course. Supplementary examinations, in the form of written, practical or oral assessment, may be offered to students whose overall score is 45-49%. An oral examination may be required in the case of selected students.

HUB2021S INTEGRATED ANATOMICAL AND PHYSIOLOGICAL SCIENCES**PART B***Entrance is limited to 80 students*

24 NQF credits at HEQSF level 6; 60 lectures; 10 practicals.

Convener: Dr E L van der Merwe; Co-convener: Dr A Gwanyanya**Course entry requirements:** HUB2019F or approved equivalent, CEM1000W (or equivalent).**Course outline:**

The course integrates aspects of human physiology, anatomy and histology of organ systems, including cardiovascular, respiratory, nervous, reproductive, urinary and immune systems. The concept of integrating homeostasis and regulation forms the golden thread throughout this course. Homeostatic concepts covered include thermoregulation, acid-base balance, neural transduction, cardiac output and regulation, and respiration. Students are introduced to anthropology and to concepts of ageing and disease. In the practicals, students work in small groups using computers and specialised equipment to study the physiology of the nervous system, the electrical events in the contraction of cardiac muscle and the mechanics of the respiratory system. Students also examine human anatomical specimens of various organs and examine the histology of the organ systems. At the end of the course, students will have a thorough grounding in the physiological mechanisms of the nervous, urinary, cardiovascular, respiratory, reproductive, and immune systems. They will have an understanding of the basic anatomy and microanatomical organisation (histology) of key organs within the above bodily systems; will be able to integrate the concepts above in terms of understanding structure-function relationships, so as to understand the basic key elements that

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impact on the physiology of organs during ageing which leads to disease processes; and will be able to interpret data obtained from the various practicals.

Lecture times: Lectures: 8h00- 8h45 Monday to Friday; Practicals: Mondays or Tuesdays 14h00-17h00

DP requirements: Attendance at all practicals, 40% average in class tests and an average of 50% for all assignments.

Assessment: The final mark comprises class tests (30%); practicals, assignments and tutorials (20%); and final examinations (50%), consisting of a written theory exam (30%) and a practical (20%). A subminimum of 40% is required for the theory and practical examination to pass this course. Supplementary examinations, in the form of written, practical or oral assessment, may be offered to students whose overall score is between 45% and 49%. An oral examination may be required in the case of selected students.

MDN3003H INTRODUCTION TO CLINICAL PRACTICE PART II

10 NQF credits at HEQSF level 8

Convener: Dr N Gogela

Course entry requirements: Students must be in the third year of the MBChB.

Course outline:

This course is designed for medical students completing the intercalated BMedScHons programme. The course aims to build on the clinical skills and knowledge acquired in the Introduction to Clinical Practice course offered in the third year of the MBChB programme. Students will attend two bedside tutorials and clerk one patient per week for the duration of the course (25 weeks). Students will be expected to further develop their skills in history-taking, physical examination and diagnostic reasoning by interviewing and examining patients with medical problems commonly encountered in clinical in South Africa. Students will be able to conduct a full medical consultation and write a comprehensive set of clinical notes documenting the clinical encounter. They will also be expected to develop a clinical assessment of the medical problem including a differential diagnosis. A basic understanding of the treatment required for the medical problem will also be expected. Students will be expected to further develop their skills in history-taking, physical examination and diagnostic reasoning by interviewing and examining patients with medical problems commonly encountered in clinical practice in South Africa.

DP requirements: Students will be required to attend all bedside tutorials and complete a portfolio of 25 patient encounters to fulfil the DP requirements of the course.

Assessment: Students will receive an in-course mark based on their performance in the weekly bedside tutorial sessions and this mark will contribute 40% to the final year mark. Students will also do an oral portfolio-based examination at the end of the course and this will contribute 60% to the final course mark. Coursework percentage 40%, examination percentage 60%.

HUB3006F APPLIED HUMAN BIOLOGY

36 NQF credits at HEQSF level 7

Convener: Assoc Prof A Bosch

Course entry requirements: HUB2019F; and HUB2021S or equivalent. Entry into this course requires a subminimum of 40% average for the Physiology component of HUB2017H and PTY2000S.

Objective: Understanding the physiology pertaining to exercise and performance with a view to furthering study at the Honours level.

Course outline:

The semester theme is "Living, working and playing". Topics dealt with include metabolism and homeostasis, sports nutrition and metabolism, obesity and diabetes, muscle physiology, cardio-respiratory physiology, sporting performance, exercise physiology, thermoregulation, and physiology in extreme environments. At the end of the course students should have a good understanding of the physiology related to movement, sport and exercise. They should understand physiological control, the basics of the physiological components underlying athletic performance, and energy balance and key components of sports nutrition. In addition, they should have a good

understanding of the cardiovascular system, muscle function, and the effect of exercise on health, particularly diabetes and obesity. Students will prepare a seminar topic which will be presented as a PowerPoint presentation towards the end of the semester, during the “practical” time slot.

DP requirements: Attendance at all practicals, (including tutorials and seminar presentations held during the “practical” time slot), 40% average in class tests and an average of 50% for all assignments.

Assessment: Class tests (30%); assignments/seminar presentation (5%); practicals (15%); and examinations (written theory and practical theory) (50%). A subminimum of 40% is required for the theory and practical examinations to pass this course. An oral examination may be required in the case of selected students.

HUB3007S HUMAN NEUROSCIENCES

36 NQF credits at HEQSF level 7

Convener: Dr A Gwanyanya

Course entry requirements: HUB3006F (or approved equivalent). Exceptions are at the discretion of the convener.

Objective: To obtain a good grasp of core theoretical and practical concepts of human neurophysiological function.

Course outline:

This course offers theoretical and practical instructions on advanced concepts in neuroscience, such as embryological development and repair of the nervous system, histological and gross anatomical appearances of the brain, electrophysiology, principles of electrical and morphological brain imaging, neuronal signalling, signal transduction in sensory, motor and autonomic nervous systems, vision and pain perception, eating disorders, mechanisms of learning and the development of memory. At the end of the course, students should be able to apply knowledge gained and practical skills acquired to solve problems in neurophysiology; read and critically evaluate neuroscience literature; apply knowledge of human physiology in medical fields in the general market place; use acquired skills in assisting with undergraduate practical demonstrations; and teach the basics of human physiology.

Lecture times: Five 45-minute lectures per week, 1st period, Monday to Friday.

DP requirements: Attendance at all practicals, 40% average mark for class tests and an average of 50% for all assignments.

Assessment: Class tests (30%); tutorial project assignments (5%); practical experiments (15%); and examinations (theory and practical) (50%). An oral examination may be offered in case of selected students. A subminimum of 40% is required for the theory and practical examinations to pass this course.

OBS4005W OBSTETRICS & GYNAECOLOGY EXTERNAL CREDIT

This course is taken by South African students studying towards a Cuban medical degree.

20 NQF credits at HEQSF level 8

Convener: Dr A Horak and Sr C Zeelenberg

Course entry requirements: Prior courses as required by the relevant Cuban medical training programme.

Course outline:

This is an eight-week block shared between obstetrics and neonatology. During the obstetrics blocks students acquire the knowledge, skills and professional conduct required for obstetric practice. Teaching takes place within the Maternal and Neonatal Service: Metro West, which exposes students to primary (or community-based) and secondary (or hospital-based) levels of care. Students also attend the tertiary academic centre for two weeks in order to gain a well-rounded perspective of common serious obstetric conditions. Practical experience is recorded in a logbook and includes at least 10 deliveries under supervision. Students are encouraged to develop professional behaviour; as well as to develop empathic and caring attitudes through compassion tutorials and a Health and Human Rights workshop. The programme is supplemented by a series of lectures, tutorials and skills training sessions that cover topics within the discipline, as well as

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contributions from other divisions in order to provide an integrated, multidisciplinary approach to common problems.

DP requirements: Full attendance and completion of all coursework by the due dates. Failure to adhere to these criteria may result in extra time or outright failure of the block. All requisite coursework/clinical work as well as completion of a logbook (including 10 deliveries) by the due date is mandatory.

Assessment: Students are examined at the end of the block, but not at the end of the year. Completion of the required number of practical procedures is mandatory and has to be signed off in the logbook. The end-of-block assessment includes an in-course assessment (15%), case presentations (15%), an OSCE (55%), and the presentation of research projects (15%). Students are required to pass each assessment mode before qualifying to pass the block as a whole, failing which they repeat the relevant assessments, the pass marks for which are 50%. The in-course assessment includes professionalism (punctuality, dress code, extent of involvement in course activities – including clinical activities, attitude towards patients, colleagues and required activities, team work, conscientiousness); and clinical knowledge & skills. Should the student score under 60% for this in-course assessment, he/she may be disqualified from writing the end-of-block exam, and/or given extra time. Students who fail the end-of year examinations may be offered oral re-examinations before the final mark is submitted.

AAE4012W ANAESTHESIA PART I FOR EXTERNAL CREDIT

This course is taken by South African students who are studying toward the Doctor of Medicine degree from the University of Villa Clara, Faculties of Medicine, in Cuba.

0 NQF credits at HEQSF level 8

Convener: Dr E Cloete

Course entry requirements: Prior courses as required by the relevant Cuban medical training programme.

Course outline:

Students follow a condensed course in Anaesthesia over a period of three weeks. Teaching consists of a series of tutorials with clinical teaching and practical training in the operating theatres.

Core learning outcomes: The student is expected to acquire the basic knowledge and skills required for safe clinical anaesthesia, including the ability to perform pre-operative assessments and render appropriate postoperative care. There is an emphasis on safe anaesthesia practice with a focus on professional behaviour appropriate to the role of the anaesthetist as a perioperative physician.

Core knowledge: Basic knowledge of anaesthesia techniques and equipment. Learning in the fourth year is based on developing an understanding of the academic basis for anaesthesia and of the related physiology and pharmacology.

DP requirements: None.

Assessment: An end-of-block examination consisting of a theoretical examination (50%) and a practical assessment (50%).

MDN4016W MEDICINE FOR EXTERNAL CREDIT

This course is taken by South African students studying towards a Cuban medical degree.

32 NQF credits at HEQSF level 8; Six weeks of general medicine clinical training: 3 tutorials per week (minimum).

Convener: Associate Professor B Hodgkinson

Objective: Proficiency in clinical skills at 4th year level

Course outline:

The first two weeks of the rotation are dedicated to teaching and revising basic clinical interview and examination skills, basic life support and basic invasive procedures – blood cultures, venepuncture and catheterisation. During these two weeks, students also participate in patient-based tutorials emphasising correct clinical techniques and the principles of clinical reasoning. For the remaining six weeks of the rotation students are attached to a firm in one of the university-affiliated teaching hospitals where they are expected to become an integrated member of the clinical team participating in all the weekly clinical activities including intakes, ward rounds, x-ray meetings,

clinical meetings and bedside tutorials. As part of their clinical training they are expected to clerk and manage at least two patients per week during their six-week clinical attachment. These 12 clinical cases are written up as patient cases in a portfolio of learning which forms part of the course assessment.

DP requirements: Attendance at all intakes and post-intake ward rounds as well as all bedside tutorials and departmental academic meetings, including x-ray meetings. Students are also required to complete a portfolio of learning for which they are required to collate at least 12 patient case records reflecting the in-hospital course and management they have provided.

Assessment: The final mark is made up of an end-of-block clinical examination based on four patient encounters (50%), an end-of-block oral examination (30%) based on the portfolio of cases managed during the clerkship and an in-course assessment (20%) of clinical competence, theoretical knowledge and professional behaviour.

HUB4071F/S APPLIED ELECTROPHYSIOLOGY

12 NQF credits at HEQSF level 8

Convener: Dr Y Albertus

Course entry requirements: Mathematics 2 and Physics 2, or approved equivalent.

Course outline:

This course provides an introduction to electrical activity in the human body from an engineering perspective. As such, it is located between cellular electrophysiology and the design of non-invasive electrophysiological equipment. Lecture topics are selected from cellular membrane potentials, electrocardiography (ECG), cardiac fibrillation, pacemakers, surface electromyography (EMG) and high density EMG, electrical stimulation (FES TES) of muscles and nerves, electroencephalography (EEG), brain-computer interfacing (BCI), electrooculography (EOG), electrical bioimpedance, heart-rate variability (HRV) and galvanic skin response (GSR). The course includes lectures, assignments, practical demonstrations, visits to electrophysiological clinics at Groote Schuur Hospital by arrangement, class tests and a final examination.

DP requirements: Completion of all assignments.

Assessment: Attendance and participation: 10%. Assignments: 30%. Class tests: 10%. Final examination: 50%.

PED5003W CARING FOR CHILDREN FOR EXTERNAL CREDIT

This course is taken by South African students who are studying toward the Cuban Doctor of Medicine.

40 NQF credits at HEQSF level 8; N/A.

Convener: Dr H Buys, Dr S Cox and Dr P Wicomb

Course entry requirements: All fourth year MBChB courses.

Objective: Build knowledge, skills and attributes needed for the holistic medical care of children and teenagers.

Course outline:

This course is an eight-week block divided into two four-week rotations. One rotation comprises two weeks of paediatric surgery and two weeks of ambulatory paediatrics both done at Red Cross Children's Hospital. The other rotation focuses on inpatient care and is a ward placement of which two weeks is spent at Red Cross Children's Hospital and two weeks at either New Somerset or Groote Schuur Hospital. In addition, whole group seminars in aspects of the care of children run weekly.

The curriculum is composed of common presentations (which students address in terms of history-taking, examination, assessment and management plans, as well as during bedside tutorials, and in assembling their portfolio) and core topics – designated as 'core' and 'core plus' topics. Students who pass this course will have knowledge of common core childhood medical and surgical diseases and conditions; skill at taking a history from children and their caregivers; examining neonates, children and adolescents; the ability to define an appropriate problem list and formulate an appropriate management plan; awareness of basic procedures; professional behaviour and attitudes

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appropriate to handling children and their caregivers; and awareness of the rights of children and the doctor's role as an advocate for child health.

Lecture times: Monday lecture/seminar program, with other seminars and bedside tutorials according to the rotation.

DP requirements: To qualify for sitting the end-of-block examination, students must fulfill ALL of the following: (a) Minimum of 80% attendance in each of the three rotations (ward, ambulatory and paediatric surgery) monitored by signed attendance in the log book. (b) A written portfolio of the required minimum number of cases with associated tasks (Primary Health Care and question & answer for each case) and the required clinical methods templates. (c) A signed paediatric medicine logbook (bedside teaching, ward tutorials, outpatient clinics). (d) Completion of online lessons and quizzes for paediatric surgery by the last Tuesday of the eight-week block. (e) ANY absence is only allowed with permission subject to the leave of absence rules as stated in the course handbook. If a student is absent with permission for more than five working days in the four-week ward placement or for more than two working days during either of the two-week ambulatory or paediatric surgery placements, the time missed will need to be made up to attain the minimum attendance. If any of the DP requirements are not met, a student will not be allowed to enter the examinations and will have to repeat the block.

Assessment: The end-of-block summative assessment comprises a clinical and portfolio assessment: 50%; and an online MCQ and Extended Matching Items assessment: 50%. Coursework from PPH4056W Health in Context in year 4 is also assessed. The overall course pass mark is 50%. In addition, in order to pass the course, students are required to achieve 50% or more in EACH of the following components: (a) the overall clinical and portfolio assessment; (b) the clinical examination assessment (average of the 2 clinical cases); (c) the oral portfolio assessment; (d) the paediatric medicine (including neonatology) section of the online assessment; and (e) the paediatric surgery section of the online assessment. Students who score 46 – 49 % (a) In the clinical and portfolio assessments will be required to attend a supplementary one week paediatric medicine clinical attachment followed by a reassessment comprising a clinical (two short cases) and oral paediatric medicine portfolio examination (existing cases); (b) In the clinical assessment but pass the portfolio part of the component will be required to attend a supplementary one week paediatric medicine clinical attachment followed by a reassessment comprising a clinical (two short cases) only; (c) In the oral portfolio assessment but pass the clinical part of the component will have a repeat oral portfolio examination based on the existing paediatric medicine cases; (d) In the paediatric medicine section of the online assessment will have a repeat oral portfolio examination based on the existing paediatric medicine cases; (e) in the online assessment, of paediatric surgery will have a reassessment comprising a paediatric surgery MCQ and an oral based on the existing surgery cases in the portfolio. Students who fail with a mark of 45% or less (a) in any aspect of the paediatric medicine rotation will repeat the block including repeat assessments; (b) in paediatric surgery will repeat the two-week rotation with repeat paediatric surgery assessments.

MDN5004W PHARMACOLOGY AND THERAPEUTICS EXTERNAL CREDIT

This course is taken by South African students who are studying toward the Doctor of Medicine degree from the University of Villa Clara, Faculties of Medicine, in Cuba.

20 NQF credits at HEQSF level 8

Convener: Dr P Sinxadi

Course entry requirements: MDN4015W

Objective: The objective of training in pharmacology and therapeutics is to enable students to develop the skills required to prescribe essential medicines rationally in the management of common conditions.

Course outline:

The 5th year course is integrated through rotations in mixed specialties (dermatology, ENT, neurology and neurosurgery), and builds on the foundation of Pharmacology and Applied Therapeutics learnt in 4th year. The course focuses on applying understanding of pharmacokinetics and pharmacodynamics to the management of common conditions. It aims to equip students with the

skills for critically appraising evidence and judging the risk-benefit profiles of available treatment options, and promotes rational drug prescribing to ensure optimal patient care.

Lecture times: Lectures take place on Wednesday and Friday afternoons, with bedside presentations on selected Thursday mornings.

DP requirements: None.

Assessment: The final end of block mark includes the in-course assessments (30%), and an end of block examination (70%).

CHM5006W SURGERY EXTERNAL CREDIT

[Note: This course is taken by South African students studying towards a Cuban medical degree.]

41 NQF credits at HEQSF level 8

Convener: Dr S Burmeister

Course entry requirements: Fourth year MBChB courses.

Course outline:

The general surgery component is taught over eight weeks at Groote Schuur Hospital within units dealing with acute care and hepatobiliary, upper gastro-intestinal vascular, colorectal, breast and endocrine medicine. Daily seminars present common important clinical presentations and their initial management. Students attend regular interactive, patient-based tutorials to develop and enhance clinical proficiency and diagnostic skills. They are exposed to theatre and procedural cases to introduce interventional management and encouraged empathy and communication competence. They produce a portfolio of at least six cases as a starting point for case-/problem-based learning. Core curriculum topics are divided into “must know” (detailed knowledge); and “must recognise” (awareness of the topic and its inclusion in a differential diagnosis). Core learning outcomes include recognition of urgent and life-threatening clinical scenarios; ability to recognise common surgical diseases and less common but dangerous problems, initiate primary or emergency care as appropriate, initiate appropriate investigation(s), identify conditions requiring specialised services and to understand therapeutic procedures in surgical conditions. In plastic surgery, core learning outcomes comprise knowledge of the important conditions requiring treatment by a plastic surgeon (e.g. skin cover, grafts and flaps, trauma, burns); and skills of examination, initiating treatment and in selecting patients for referral to specialist centres.

DP requirements: Students are expected to attend a minimum of 33 out of the 41 seminars. This and the six portfolio cases represent the DP requirements. Tutorials are however considered compulsory. Both tutorials and witnessed procedures are signed off in a logbook, which may be reviewed during the end-of-block assessment.

Assessment: Students are provided with continuous feedback from their tutors informally during their block. This is not recorded, and does not form part in the final promotion mark. The final mark is made up of an end-of-block written paper (33,3%), end-of-block clinically-based MCQ (33,3%), end-of-block oral and portfolio assessment (33,3%). The general surgery component of the course must be passed with 50%.

OBS6001W OBSTETRICS FOR EXTERNAL CREDIT

This course is taken by South African students studying towards a Cuban medical degree.

20 NQF credits at HEQSF level 8

Convener: Dr K Brouard and Dr C J M Stewart

Course entry requirements: Fifth year MBChB courses.

Course outline:

This is a four-week Obstetrics block. Teaching is practical and involves patient assessment and management under supervision in clinics, antenatal and postnatal wards, labour wards, and theatre. Students are expected to monitor and follow up their patients throughout labour or ward admission. All clinical and teaching activities are compulsory. There are two whole group interactive seminars per week- also compulsory. At the end of the block, students will be expected to be competent in obstetric history-taking and examination; including speculum examination, vaginal examinations in labour, labour monitoring and delivery and assisting at common operations. Students are required to write up 4 portfolio cases during their block. These are examinable at the end of the block. Students

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are expected to dress professionally and wear white coats or scrubs and their student cards at all times.

DP requirements: Students are expected to attend and participate in all ward, clinic and labour ward duties, as per the programmes of the individual firms. Attendance at Tuesday and Thursday seminars is compulsory. At least two formative bedside case presentations on ward rounds must be signed off by ward doctors during the block. Professionalism will be assessed, which includes punctuality, attendance and conscientiousness. These are monitored by the consultants, midwives and registrars in these firms, and form part of the in-course assessment. Should the in-course assessment be less than satisfactory, students may be required to do extra time. Completion of the logbook is a DP requirement. Each procedure must be individually signed off. All procedures are to be completed within the four-week block. Failure to complete the logbook by the end of the block will mean the student will not be allowed to write the end of block OSCE/ OSPE. A record of patient clerking is also a DP requirement. This includes eight patient clerking notes, carbon copies of which must be submitted with the portfolio. A student absent for under three days will not have to repeat that time but will still be expected to have a completed logbook in order to sit the exam. A student absent for more than three days will have to meet with the convener urgently to decide on the available options, which could include extra time, a deferred exam, or repeating the block, depending on the reason for and duration of absence. Please check the course manual for more information.

Assessment: Pass marks for all examination modalities is 50%. The pass mark for the block is 50%. End of block assessment: There are 3 components to the summative assessment. (a) A formal bedside case presentation (10%); (b) A portfolio oral exam (20%); (c) An OSCE/OSPE examination (70%). In order to qualify for the OSCE/ OSPE, all time must be completed, and all DP requirements met. Should a student fail the OSCE/ OSPE, they may either rewrite or have to repeat the course, depending on the mark. If the student gets less than 50% for the block overall, they will have to repeat the block.

PED6001W PAEDIATRICS FOR EXTERNAL CREDIT

This course is taken by South African students who are studying towards a Cuban Doctor of Medicine degree.

41 NQF credits at HEQSF level 8

Convener: Dr P Gajjar, Dr R Muloiwa, Dr S Salie, Dr P Wicombe

Course entry requirements: Prior courses as required by the relevant Cuban medical training programme.

Course outline:

For this four-week course students are placed on the wards at either of Red Cross Children's, Victoria, Groote Schuur or New Somerset Hospitals. Students are integral members of the clinical team. They participate fully in the academic and clinical activities of the firm including after-hours cover. Learning outcomes include demonstration of core knowledge of common paediatric diseases and conditions; history-taking skills; emergency management and resuscitation; defining problem lists; formulating appropriate management plans; performing basic procedures; professional behaviour and attitude; and advocacy of the rights of children. The core curriculum focuses on common paediatric conditions. During the paediatric attachment students attend the respective procedure and resuscitation training and are exposed to opportunities to acquire a prescribed list of necessary procedural skills.

DP requirements: To qualify for sitting the end-of-block examination, students must fulfill all of the following: (a) Attend the procedure and resuscitation training; (b) Have a signed skills log of independently performed procedures; (c) Complete a portfolio of the minimum required number of paediatric cases; (d) Obtain more than 50% in their paediatrics in-course assessment; and (e) Have fulfilled the subminimum clinical attendance as defined below*. *Any student missing ward attendance without a valid and approved reason will not be allowed to do the end-of-block examination. In the event of a student being absent from the ward for whatever reason, permissions will need to be granted by a course convener. If the period of absence is more than five working

days over the four-week course, the time will need to be made up. If for whatever reason the student cannot make up the time or is absent for more than two weeks, the course has to be repeated.

Assessment: Formative assessment covering all aspects of the student's performance is given during the block. The final summative assessment is made up as follows: (a) An in-course assessment in paediatrics (30%), (b) End-of-block paediatric short-cases clinical examination (35%) (c) End-of-block oral based on the paediatric portfolio (20%) (d) An end-of-block, computer-based MCQ and EMI (15%). The overall course pass mark is 50%. However, in order to pass the course students must in addition to the overall mark also attain a mark of 50% or in each of the following: (a) Paediatric in-course assessment (b) End-of-block paediatric short-cases clinical examination. Students who do not meet these requirements will be required to repeat the course. Any student who has outstanding tasks will incur a penalty of 5% per working day on the overall course mark, to a maximum of five working days, after which the student has to repeat the course. No supplementary examinations are offered for this course.

MDN6003W MEDICINE EXTERNAL CREDIT

This course is taken by South African students studying towards a Cuban medical degree.

16 NQF credits at HEQSF level 9; 4 weeks minimum of 12 clinical tutorials over this time.

Convener: Associate Professor B Hodgkinson

Course entry requirements: All 5th year MBChB courses

Objective: Proficiency in clinical medicine

Course outline:

Students complete a four-week rotation in general medicine attached to an acute general medicine firm at one of the UCT-affiliated teaching hospitals. They are expected to become an integrated member of the clinical team participating in all the weekly clinical activities including intakes, ward rounds, x-ray meetings, clinical meetings and bedside tutorials. As part of their clinical training they are expected to clerk and manage at least three patients per week during their four-week clinical attachment. These 12 clinical cases are written up as patient cases in a portfolio of learning which forms part of the course assessment.

DP requirements: Attendance at all intakes and post-intake ward rounds as well as all bedside tutorials and departmental academic meetings, including x-ray meetings. These activities are monitored by completion of a logbook. Students are also required to complete a portfolio of learning for which they are required to collate at least 12 patient case records reflecting the in-hospital course and management they have provided.

Assessment: The final mark is made up of an end-of-block clinical examination based on four patient encounters (40%), an end-of-block oral examination (40%) based on the portfolio of cases managed during the clerkship and an in-course assessment (20%) of clinical competence, theoretical knowledge and professional behaviour.

CHM6020W SURGERY EXTERNAL CREDIT

19 NQF credits at HEQSF level 8

Convener: Dr S Burmeister

Course entry requirements: Fifth year MBChB courses

Course outline:

Final year Surgery incorporates a hands-on, practical, two-week rotation during which student interns implement the clinical and management components of their previous training. The course consolidates and refines clinical examination, diagnosis and management of the major symptom complexes in surgery. Student interns are placed within a secondary level unit based at Victoria, Mitchell's Plain, Somerset and Groote Schuur Hospitals where it is felt they will have greater exposure to common general surgical conditions. They are involved in all aspects of their units' activities, including ward rounds, patient management and academic activities. The differential diagnosis and basic and specialised investigations are emphasised in each clinical situation. Students present their patients on the ward rounds, at firm meetings and the combined x-ray conferences. They accompany their patients to interventional procedures and present at least two cases per week to attending consultants; this is signed off in a logbook. Students produce a portfolio

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of at least six cases which provides a starting point for case / problem based learning. Additional weekly interactive tutorials and seminars by consultant staff review core theoretical knowledge. Students keep a logbook documenting their presentation of cases to consultants, and this may be reviewed during at the end-of-block assessment.

DP requirements: Completion of the six portfolio cases and a completed logbook of eight presented cases comprise the DP for the course. However, full attendance and participation in unit is considered compulsory.

Assessment: The end-of-block assessment comprises a clinical, scenario-based and portfolio assessment (25%); a patient-based oral examination (25%); a computerised, clinically-based MCQ (25%); and a short answer written paper (25%).

DEPARTMENTS IN THE FACULTY

LIST OF DEPARTMENTS, DIVISIONS and UNITS

Department	Division/Unit
Anaesthesia & Perioperative Medicine	N/A
Health & Rehabilitation Sciences	Communication Sciences & Disorders
	Disability Studies
	Nursing & Midwifery
	Occupational Therapy
	Physiotherapy
Health Sciences Education	Clinical Skills Unit
	Intervention Programme Unit
	Education Development Unit
Human Biology	Biomedical Engineering
	Cell Biology
	Clinical Anatomy & Biological Anthropology
	Exercise Science & Sports Medicine
	Human Nutrition
	Physiological Sciences
Integrative Biomedical Sciences	Medical Biochemistry & Structural Biology
	Chemical & Systems Biology
	Computational Biology
Medicine	Allergology & Clinical Immunology
	Cardiology
	Clinical Haematology
	Clinical Pharmacology
	Critical Care Medicine
	Dermatology
	Endocrinology & Diabetic Medicine
	General Internal Medicine
	Geriatric Medicine
	Hepatology
	Infectious Disease & HIV Medicine
	Lipidology
	Medical Gastroenterology
	Nephrology & Hypertension
	Neurology
	Occupational Medicine
	Pulmonology
	Rheumatology
Obstetrics & Gynaecology	General Obstetrics & Gynaecology
	Gynaecological Oncology
	Maternal-Fetal Medicine
	Reproductive Medicine
	Urogynaecology
Paediatrics & Child Health	Allergology (Paediatric)
	Associated Paediatric Disciplines
	Child and Adolescent Psychiatry
	Child Nursing Practice
	Cardiology (Paediatric)
	Child Health Unit

	Critical Care (Paediatric)
	Dermatology (Paediatric)
	Developmental Paediatrics
	Endocrinology (Paediatric)
	Gastroenterology (Paediatric)
	General Paediatrics
	Haematology/Oncology (Paediatric)
	Infectious Diseases (Paediatric)
	Medicine (Paediatric)
	Neonatology
	Nephrology (Paediatric)
	Neurology (Paediatric)
	Neuropsychology (Paediatric)
	Pulmonology (Paediatric)
	Rheumatology (Paediatric)
Pathology	Anatomical Pathology
	Chemical Pathology
	Forensic Medicine
	Haematology
	Human Genetics
	Immunology
	Medical Microbiology
	Medical Virology
	Paediatric Pathology
Psychiatry & Mental Health	Addiction Psychiatry/Psychology
	Child & Adolescent Psychiatry
	Consultation/Liaison Psychiatry
	Forensic Psychiatry
	General Psychiatry
	Intellectual Disability Psychiatry
	Neuropsychiatry
	Psychopharmacology
	Psychiatric Intensive Care
	Psychotherapy
	Public Mental Health
Public Health & Family Medicine	Environmental Health
	Epidemiology & Biostatistics
	Family Medicine
	Health Economics
	Health Policy & Systems
	Occupational Medicine
	Public Health Medicine
	Social & Behavioural Sciences
Radiation Medicine	Medical Physics
	Nuclear Medicine
	Paediatric Radiology
	Radiation Oncology
	Radiology
Surgery	Cardiothoracic Surgery
	Emergency Medicine
	General Surgery
	Neurosurgery
	Ophthalmology
	Orthopaedic Surgery

Otorhinolaryngology
Paediatric Surgery
Plastic, Reconstructive & Maxillo-facial Surgery
Surgical Gastroenterology
Urology

ANAESTHESIA AND PERIOPERATIVE MEDICINE

D23, New Groote Schuur Hospital

Professor and Head:

JLC Swanevelder, MBChB DA SA FCA SA MMed SA FRCA

Professor:

RA Dyer, BSc (Hons) *Stell* MBChB *Cape Town* PhD *Cape Town* FCA SA

BM Biccard, MBChB *Cape Town* FFARCSI FCA SA MMedSc *Kwazulu-Natal* PhD *Kwazulu-Natal*

Associate Professor:

IA Joubert, MBBCh *Witwatersrand* DA SA FCA SA

Senior Lecturers Full-time:

K Bergh, MBChB *Pret* DA FCA SA

K Bester, MBChB *Stell* DA FCA SA

KH Bhagwan, MBChB *Cape Town* DA SA FCA SA

B Brennan, MBChB *Cape Town* DA SA FCA SA

M Casey, MBChB *Pret* Dip PEC SA DA SA FCA SA

E Cloete, MBChB *Pret* DA FCA SA

A De Vaal, MBChB *UFS* DA SA FCA SA

R Duys, MBChB *Cape Town* MRCP UK MMed Anes

A Ernst, MBChB *Pret* DA SA FCA SA

RM Gray, MBChB *Cape Town* DA FCA SA

N Hadebe, MBBCh *Witwatersrand* FCA SA

N Hauser, BSc Physiotherapy *Cape Town* MBChB *Cape Town* DA SA FCA SA MMed Anes

RA Haylett, MBChB *Cape Town* DA SA FCA SA

SAM Heijke, MBChB *Cape Town* FFA SA

M R Hofmeyr, MBChB *Stell* Dip Pec DA SA FCA SA

K Kemp, MBChB *Stell* DA FCA SA

N Khan, MBChB *Cape Town* DA FCA SA

RL Llewellyn, MBChB *Cape Town* FFA SA

A Marais, MBChB *Stell* DA SA MMed Anes FCA SA

H Meyer, MBChB *London* FRCA UK

MGA Miller, MBChB *Stell* FCA SA Cert Critical Care SA

LF Montoya-Pelaez, MBChB *Zimbabwe* FCA SA

TC Ngaka, MBChB *Cape Town* DA SA FCA SA MMed Anes

MB Nejthardt, BSc Hons Physiology *Witwatersrand* MBBCh *Witwatersrand* DA SA FCA SA

RW Nieuwveld, BSc MBBCh *Witwatersrand* FFA SA

G Picken, MBChB *Cape Town* DA SA FCA SA

JL Piercy, BSc Hons *London* MBBS *London* FCA SA Cert Crit Care SA

O Porrill, MBBCh *Witwatersrand* DA SA FCA SA

MK Rademeyer, MBChB *Cape Town* DA SA FCA SA

AR Reed, MBChB *Cape Town* DA SA FRCA UK

F Roodt, MBChB *Cape Town* DA SA FCA SA

F Schneider, MBChB *Cape Town* FRCA UK FANZCA AUS

C Simons, MBChB *Cape Town* DA SA FCA SA

HKS Steinhaus, MBChB *Cape Town* DA SA FCA SA

K Timmerman, MBChB *Cape Town* DA SA FCA SA

D van Dyk, MBChB *Cape Town* DA SA FCA SA

J van Nugteren, MBChB *UFS* DA SA FCA SA

D Visu, MBChB *Romania* Dip Obst SA DA SA FCA SA

A Vorster, MBChB *Stell* DA SA FCA SA

GS Wilson, MBChB *Cape Town FCA SA*

Lecturer Part-time:

DJB Batty, MBChB *Cape Town FCA SA*

HEALTH AND REHABILITATION SCIENCES

F45, F56 Old Main Building, Groote Schuur Hospital

Associate Professor and Head of Department:

SA Singh, B(SPHT) UDW MA PhD(SLP) *Northwestern*

Communication Sciences and Disorders

F45, F56 Old Main Building, Groote Schuur Hospital

Senior Lecturer and Head:

V Norman, BSc(Log) *Cape Town* M(CommPath) *Pret*

Associate Professor:

L Ramma, BA(CommSci&Dis) *Fresno State* MA(Audio) *San Diego* AuD *Florida* PGDip (Health Economics) *Cape Town* MPH *Witwatersrand*

Senior Lecturers:

M Harty, B(CommPath) MA(AAC) PhD *Pret*

M Pascoe, BSc(Log) MSc(SLP) *Cape Town*, PhD *Sheffield*

L Petersen, B(Spraak&Audio) *Stell* MSc(Audio) *Cape Town*

C Rogers, MSc(Audio) *Cape Town*

Lecturers Full-time:

T Cloete, BSc MSc(Audio) *Cape Town*

O Mahura, BSc(SLP) MSc(SLP) *Cape Town*

C Rutherford, B(SpLang Th & Audio) *Stell* MHSc and AuD *Florida*

Senior Clinical Educators Part-time

N Keeton, BSc(Audio) MSc(Audio) *Cape Town*

F Walters, B(SpLang&HearTh) *Stell*

Clinical Educators Part-time:

F Camroodien-Surve, BSc(SLP) *Cape Town* M(ECI) *Pret*

C Edwardes, BSc(SLP) *Cape Town*

G Gonsalves, BSc(Audio) *Cape Town*

T Kuhn, BSc(Log) *Cape Town*

N Luwaca, BSc(Audio) *Cape Town*

J le Roux, BSc(Log) *Cape Town* M(ECI) *Pret*

Intervention Programme Lecturer:

A Hansen, BSc(Audio) *Cape Town*

Disability Studies

F45, F56 Old Main Building, Groote Schuur Hospital

Senior Lecturer and Head:

J McKenzie, BSc(Log) BA *Cape Town* MA York PGCE UNISA PhD *Rhodes*

Professor

T Lorenzo, BSc(OccTher) HDEdAd *Witwatersrand* MSc(CommDisStud) *London* PhD *Cape Town*

Lecturers:

A Hansen, BSc(Audio) *Cape Town*

S Gabriels, BSc(Phys) *UWC*

I Nwanze, B(Business Systems) BHons(Computing) *Monash* MPhil (Disability Studies) *Cape Town*

Senior Lecturer:

B Watermeyer, MA(Clin Psych) *Cape Town* DPhil *Stell*

Guest Lecturers:

C Howell BA(Social Work) BA Hons (Social Work) MEd *Witwatersrand*, PhD *Cape Town*

N Mayat, BA(Social Work) *UDW* BA Hons *UNISA* MPhil (Disability Studies) *Cape Town*

R Popplestone, MA *Cape Town*

Honorary Professor:

R McConkey, BA Hons(Psychology) *Queen's University Belfast* PhD *Manchester*

Nursing and Midwifery

F45, F56 Old Main Building, Groote Schuur Hospital

Senior Lecturer and Head:

NA Fouché, PhD, MSc(Nursing) AUDNEd *Cape Town*, DipIntNurs Science, RM *Carinus Nursing College*, RN *Andrew Fleming Hospital*

Associate Professors:

S E Clow, PhD *Cape Town* MSc(Nurs) BSocSc(Nurs) *UND* AUDNEd *Cape Town* RN RM CHN

S E Duma, PhD *Cape Town* MCur *UKZN* BCur(NEdNAdmin) *UNISA* RN RM CHN RPsychN

Honorary Professors:

S Ersser, PhD *Kings College University of London* BSc (Hons) *London South Bank University* RGN *Guys Hospital* London CertHE *Oxford Brookes University*

N Abrahams, PhD MPhil Public Health *UWC* CHN *PenTech* RN RM

Lecturer Full-time:

Y van der Nest, Dip Nursing Ed & Admin *UJ*, Dip Nephrology Nursing *NMMU*, RN RM CHN *Coronation Nursing College*

Occupational Therapy

F45, F56 Old Main Building, Groote Schuur Hospital

Associate Professor and Head:

R Galvaan, BSc(OccTher) MSc(OccTher) PhD *Cape Town*

Associate Professors:

E M Duncan, Dip(OccTher) *Pret* BA(BA) *UFS* BA(Hons) *UDW* MSc(OccTher) *Cape Town* PhD *Stell*

E Ramugondo, BSc(OccTher) MSc(OccTher) PhD *Cape Town*

Senior Lecturer Full-time:

H A Buchanan, BSc(OccTher) MSc(OccTher) PhD *Cape Town*

Lecturers:

P Gretschesel, B(OccTher) M(Ed) *Pret*

M Motimele, BSc(OccTher) MSc(OccTher) *Cape Town*

L Peters, BSc(OccTher) MSc(OccTher) *Cape Town*

M Ramafikeng, BSc(OccTher) MSc(OccTher) *Cape Town*

150 DEPARTMENTS IN THE FACULTY

A Sunday, BSc(OccTher) *UWC M(ECI) Pret*

Clinical Educators Part-time:

S Barker, BSc(OccTher) *Cape Town*

S Damonse, BSc(OccTher) *UWC*

A Ebrahim, BSc(OccTher) *Cape Town; MEd CPUT*

J Ferguson, BSc(OccTher) *Cape Town*

H Flieringa, BArb *Stell MSc(OccTher) Cape Town*

F Gamieldeen, BSc(OccTher) MSc (OccTher) *Cape Town DipBusManagement Varsity College*

L Lewis, BSc(OccTher) *Cape Town*

T Mohamed, BSc(OccTher) *UWC*

L Richards, BSc(OccTher) *Cape Town*

Physiotherapy

F45, F56 Old Main Building, Groote Schuur Hospital

Senior Lecturer and Head:

S Maart, BSc(Phys) MPH *UWC PhD Cape Town*

Professors:

S L Amosun, BSc(Phys) PhD *Ibadan SRP UK PGDip(Health Professional Education) Cape Town*

J Jelsma, BSc(Phys) *Stell DipTertEd UNISA DipInternResEthics Cape Town MPhil Zimbabwe PhD Leuven*

Associate Professor:

R Parker, BSc(Phys) BSc(Med)(Hons) PhD *Cape Town MSc(Pain) Queen Margaret University Edinburgh*

Senior Lecturers:

T Burgess, BSc(Phys) BSc(Med)(Hons) PhD *Cape Town MHS(Bioethics) University of Toronto*

G Ferguson, BSc(Phys) MSc *Cape Town PhD Katholieke Universiteit Leuven*

N Naidoo, BSc(Phys) *UDW MMS ME Natal*

Lecturers:

C Hendricks, BSc(Phys) MSc *UWC*

S Manie, BSc(Phys) *UWC MSc Stell*

Part-time Lecturers:

K Buchholtz, BSc(Phys) MPhil *Cape Town*

L Corten, BSc (Rehab Science and Phys) MSc *Katholieke Universiteit Leuven*

Assistant Director, Department of Physiotherapy, Groote Schuur Hospital:

C Davids, BSc(Phys) *UWC*

Senior Clinical Educators Part-time:

N Edries, BSc(Phys) MSc *Cape Town*

L Rustin, BSc(Phys) MSc *Cape Town*

H Talberg, BSc(Phys) MPhil(Ed) *Cape Town*

Clinical Educators Part-time:

I Croy, BSc(Phys) *Cape Town*

I Du Plessis, BSc(Phys) MSc *Pret*

F Harris, BSc(Phys) *UWC*

M Naidoo, BSc(Phys) MSc *UWC*

D Scott, BSc(Physio) *Cape Town*
F Solomons, BSc(Phys) *UWC*

Honorary Professor:

B Smits-Engelsman, BA *Polytechnic Nijmegen* MA *Utrecht* MEd *Maastricht* MSc MA *Avansplus Breda* PhD *Nijmegen*

Honorary Lecturer:

P Versveld, BSc(Phys) MSc *Cape Town*

Intervention Programme Lecturer:

S Gabriels, BSc(Phys) *UWC*

HEALTH SCIENCES EDUCATION

Room 21, E52 Old Main Building, Groote Schuur Hospital

Professor and Head of Department:

H Kathard, B(SPHT) M (SpPath) DEd *UDW*

Clinical Skills Unit

G13, New Groote Schuur Hospital

Senior Lecturer & Acting Director:

R Weiss, MBChB MPhil *Cape Town*

Lecturer/Clinical Educator

M Jansen, BTech (Emergency Medical Care) NDip (Emergency Medical Care) *CPUT*

Clinical Educators

N A Moller, RN RM RSCN DNE and BA

G Edelstein, RN RM Dip IntN Dip CHN DNE MPhil *Cape Town*

S Buthelezi, BCur (Nursing) Masters of Nursing (Nursing Education) *UWC*

Intervention Programme

Co-ordinator and Senior Lecturer: MBChB programme

E Badenhorst, BA(Hons) *Stell* MPhil *Cape Town*

Coordinator and Lecturer Health and Rehabilitation programme

B O Ige, BA(Hons) *Ilorin, Nigeria* MA PhD *UKZN* PGDip Health Professional Education

Education Development Unit

E52, Old Main Building, Groote Schuur Hospital

Associate Professor and Director: Education Development Unit

F Cilliers, MBChB HonsBSc(MedSc) MPhil(HE) *Stell* PhD *Maastricht*

Senior Lecturer

N Hartman, BA *Stell* BSocSc(Hons) MSocSc PhD *Cape Town*

Curriculum Development Officer:

M Alperstein, BSocSc (Nursing) *UKZN* Dip PHC (Ed) *Witwatersrand* MPhil (Adult Ed) *Cape Town*

Lecturer:

L Pienaar, BSc(Physio) *UWC* MSc(Physio) *Stell*

IT Education Manager:

G Doyle, BSc(Hons) HDE *Rhodes*, MSc (IT) *Cape Town*

E-Learning Technologists

S Mandyoli, BA (Hons) *UWC*

D Sias, BA HDE BEd (Hons) *UWC* BPhil (Info and Knowledge Management) *Stell* PGDip (Ed Tech) *Cape Town*

F van Breda, ND (Horticulture) *CPUT* BA (Communication Science) *UNISA*

N Withers, BSc (Biodiversity & Conservation Biology) *UWC*

The Writing Lab

*E53 – 27, Old main Building, Groote Schuur Hospital
(Tel: 021 4066241)*

Language Development Lecturer

N Muna, PhD *Cape Town*

Consultants

K Moxley, MSc

T Moola, BSc(Med)(Hons)

A Dabengwa, MSc

E Nwosu, MSc

HUMAN BIOLOGY

Room 5.14, Level 5, Anatomy Building, Health Sciences Campus and Sports Science Institute of South Africa Building, Newlands. (This incorporates the disciplines of anatomy, biokinetics, biological anthropology, biomedical engineering, cell biology, exercise science, health technology and infrastructure management, physiology, and sport and exercise medicine).

Professor and Head:

M R Collins, BSc(Hons) *Stell* PhD *Cape Town* FECSS

Professor and NRF/DST South African Research Chair in Biomedical Engineering & Innovation:

TS Douglas, BSc (Eng) *MBA Cape Town* MS *Vanderbilt* PhD *Strathclyde*

Professor and NRF/DST South African Research Chair in Brain Imaging:

E Meintjes, BSc(Hons) MSc *UKZN* MS PhD *Oregon State*

Professors:

SH Kidson, BSc(Hons) MSc PhD *Witwatersrand* HDE *JCE*

EV Lambert, BA(PhysEd) MSc *South Carolina* PhD *Cape Town*

MI Lambert, BSc(Agric) *UKZN* BA(PhysEd)(Hons) *Rhodes* MSc *South Carolina* PhD *Cape Town*

GJ Louw, BVSc DVSc *Pret*

S Prince, BSc (Hons) HDE PhD *Cape Town*

Emeritus Professors:

LA Kellaway, BSc(Hons) MSc PhD *Cape Town*

AG Morris, BSc(WLU) PhD *Witwatersrand*

TD Noakes OMS, MBChB MD DSc(Med) *Cape Town* FACSM (Hon) FFSEM *UK*

VA Russell, BSc(Hons) MSc *Cape Town* PhD *Stell*

CL Vaughan, BSc(Hons) *Rhodes* PhD *Iowa* DSc *Cape Town*

Honorary Professors:

M Glucksberg, BS MS PhD *Columbia*

JL Jacobson, MA PhD *Harvard*

SW Jacobson, BA *Brandeis* MA PhD *Harvard*

D Kelso, BS *Purdue* MS PhD *Northwestern*

A Mairal, BSc *Raipur* MSc *Bombay* PhD *Boulders* MBA *Berkeley*

W Van Mechellen, MD PhD *VU Amsterdam* FACSM

Associate Professors:

AN Bosch, BSc *UKZN* BA(PhysEd)(Hons) MA *Rhodes* PhD *Cape Town*

T Franz, PhD *Bremen*

DM Lang, Dr rer nat *Konstanz Germany*

E Ojuka, BSc(Med) *Makerere* PhD *Brigham Young*

L Davids, BSc(Hons) MSc(Eng) *UKZN* PhD *Cape Town*

M Senekal, BSc(Hons)(Diet) MSc PhD *Stell*

NP Steyn, BSc(Diet) *UKZN* Hons MSc MPH *Cape Town* PhD *Stell*

Associate Professor and Chief Research Officer:

AV September, BSc(Med)(Hons) (Human Genetics) MSc(Med) (Human Genetics) PhD *Cape Town*

Adjunct Associate Professor:

W van der Merwe, MBChB *UFS* Social Studies (*Oxford*), BSc(Med)(Hons) *Cape Town* FCS (*SA*) Ortho

Honorary Associate Professors:

JH Goedecke, BSc(Med)(Hons) Nutrit&Dietetics PhD *Cape Town* RD(SA)
 RP Lamberts, BSc(Physiotherapy) MSc(Pedagogics/Human Movement Science) *Netherlands* PhD
Cape Town FECSS
 G Limbert, BSc MSc *Toulouse* MPhil *Bordeaux* PhD *Southampton* CEng FIMechE
 LK Mickelsfield, BA (Human Movement Studies) *Rhodes* BSc(Med (Hons) Biokinetics MSc(Med)
 PhD *Cape Town*
 A van der Kouwa, BEng MEng *Pret* PhD *Ohio State*

Senior Lecturers:

S Sivarasu, PhD(Biomed Eng) *VIT University India*
 J Swart, MBChB MPhil (Sports Medicine) PhD *Cape Town*
 Y Albertus-Kajee, BSc (Med) (Hons) Exercise Science PhD *Cape Town*
 K Bugarith, BSc(Hons) *UKZN* PhD *Washington State*
 J Harbron BSc (Diet) *Stell* MSc PhD *Stell*
 G Gunston, MBChB *Cape Town*
 A Gwanyanya, MBChB DA SA MMed(Anaesthetics) *Zimbabwe* PhD *Leuven*
 VE Gibbon, BArts (Adv) *Manitoba* PhD *Witwatersrand*
 V Naidoo, BSc *UKZN* BSc(Hons) Pret MMedSci *UKZN* PhD *Michigan*
 D Shamley, BSc PhD *Witwatersrand*
 CP Slater, MBChB MPhil *Cape Town* FFRad(T) SA
 EL van der Merwe, BSc(Med)(Hons) MSc PhD *Cape Town*
 CMR Warton, MBChB *Zimbabwe*

Honorary Senior Lecturers:

J de Beer, MBChB MMed(Orthop) *Pret*
 J Gray, BSc(Physio) *Witwatersrand* BSc(Med)(Hons) Exercise Science PhD *Cape Town*
 TL Kolbe-Alexander, BA *UWC* BSc(Med)(Hons) MPH PhD *Cape Town*
 B S Spottiswoode, BSc *Witwatersrand* PhD *Cape Town*

Lecturers:

E Badenhorst, BA(Hons) *Stell*
 A Abrahams, BSc (Hons) PhD *Cape Town*
 R Ballo, MSc PhD *Cape Town*
 S Booley, MSc (Nutr Manag) *UWC*
 J Fortuin, BOH *UWC* M eHealth & Telemedicine *UQ* PhD *UWC*
 J Friedling, MSc PhD *Cape Town*
 J Kroff, BSc(Human Movement Science) BHons(Biokinetics) MSc(Medical Physiology) PhD *Stell*
 T Mutsvangwa, BScEng MSc(Med) PhD *Cape Town*
 M Theron, BSc(Hons)(Diet) *Pret*

Assistant Lecturer:

KS Mpolokeng BSc *UFS* BMedSc(Hons) Anatomy and Cell Morphology

Honorary Lecturers:

DT Crombie, BA(Hons) (Industrial Relations) BA(Hons) (Industrial Psychology) PhD
 (Management Theory) PhD *Cape Town*
 S Dawson, BScHons MSc (Med) *Cape Town* PhD *Edinburgh*
 M K Patrick, MA *Cape Town*

Senior Research Officers:

C Draper, BSocSci(Psych) BSocSc(Hons)(Psych) MA(Psych) PhD *Cape Town*
 T Kohn, BSc BSc(Hons)(Biochemistry) PhD *Stell*
 M Posthumus, BSc BSc(Med)(Hons) Exercise Science PhD *Cape Town*

156 DEPARTMENTS IN THE FACULTY

D Rae, BA(Human Movement Studies) *AUS* BSc(Med)(Hons) Exercise Science PhD *Cape Town*

Clinical Educators:

M Blacker, BSc(Med)(Hons)(Diet) *Cape Town*

N Jaffer, BSc(Med)(Hons)(Diet) *Cape Town*

K Sexton, BSc(Med)(Hons)(Diet) *Cape Town*

Research Officers:

A Alhamud, MSc PhD *Cape Town*

M Holmes, BS *Western Washington* MS PhD *Vanderbilt*

M Jankiewicz, MS *Copernicus* PhD *Vanderbilt*

M Nglazi, BSc(Microbiology) *Zambia* MPH *Cape Town*

L Rauch, BSc(Physiology) BSc(Med)(Hons) Exercise Science PhD *Cape Town*

F Robertson, BSc(Eng) MSc PhD *Cape Town*

J Smith, PhD *Cape Town*

Honorary Research Associate:

N J Bergman, MBChB *Cape Town* DCH *Sweden* MPH MD *Zimbabwe*

Principal Technical Officers:

C Harris, NTC(Tool, Jig and Die Making) *Athlone Tech Coll*

S Cooper, BSc BMedSc (Hons) BEd MMedSc MBA *UFS*

Chief Technical and Scientific Officers:

D A Bouwers, BSc (Hons) *Cape Town* MSc *Stell*

G de Bie, BSc *Rhodes* BSc(Hons) *UOFS* MPhil *Stell*

I Fakier, NDElectricEng *CPUT*

M Petersen, Dip(MedTech) BTech *CPUT*

V Fourie

H Victor, Dip (Datametrics) *UNISA*

Senior Technical and Scientific Officers:

S Rayise, MSc *UWC*

M Cassar

P Steyn BSc(Hons) MSc PhD *Stell*

Technical Officer:

D Abrahams

Clinical Research Sister:

M Blackaller-Smal, BCur PGDNS (Clinical Nursing, Community) PGDNS (Nursing Management)

Human Nutrition

Level 3, Anatomy Building

Associate Professor and Head:

NP Steyn, BSc(Diet) *UKZN* Hons MSc MPH *Cape Town* PhD *Stell*

Associate Professor

M Senekal, BSc(Hons) PGDip Diet MNutr PhD *Stell* RD (SA)

Senior Lecturer:

J Harbron, NNutr MSc NutrSc PhD *Stell* RD (SA)

Lecturer:

S Booley, MSc(NutrManagement) *UWC* RD (SA)

Senior Clinical Educator:

B Najaar, MSc(Nutritional Sciences) *Stell* RD (SA)

Lecturers/Clinical Educators Full-time/Part-time:

L Cornelissen, BA HE(Hons) MA HE *UWC*

C Day, BScLife Sc(Hons) *Stell* BSc(Med)(Hons) Nutr&Diet *Cape Town*

N Jaffer, BSc(Med)(Hons) (Diet) *Cape Town* (SA)

K Sexton, BSc(Med)(Hons) *Cape Town* RD (SA)

M Theron, BDiet(Hons) *Pret* RD (SA)

INTEGRATIVE BIOMEDICAL SCIENCES

Professor and Head of Department

E D Sturrock, BSc(Med)(Hons) PhD *Cape Town*, FRSSAf, Fellow of UCT

Medical Biochemistry and Structural Biology

Level 6, Falmouth Building and Wernher and Beit Building North

Associate Professor and Head:

V Leaner, BSc(Med)(Hons) PhD *Cape Town*

Professors:

AA Katz, PhD *Weizmann Institute*

PN Meissner, BSc(Med)(Hons) PhD *Cape Town* Fellow of UCT

RP Millar, PhD *Liverpool* FRCPath(Chem) FRSE Life Fellow of UCT (UCT Senior Scholar)

MI Parker, BSc(Hons) PhD MASSAf (International Centre for Genetic Engineering and Biotechnology – ICGEB *Cape Town* (South African Research Chair)

BT Sewell, MSc *Witwatersrand* PhD *London*

Emeritus Professor:

W Gevers, MBChB DSc(hc) ad eundem *Cape Town* MA DPhil *Oxon* DSc(hc) *UPE* CMSA Fellow of UCT

Honorary Professors:

CGP Mathew, BSc(Hons) *UPE* PhD *London* FRCPath *Royal College of Pathologists*

W-D Schubert, BSc(Hons) MSc *Cape Town* PhD *Berlin*

K R Acharya, BSc MSc PhD *Bangalore*

Associate Professor:

DT Hendricks, BSc(Med)(Hons) PhD *Cape Town*

Emeritus Associate Professor:

LR Thilo, MSc *Pret* Dr rer Nat *Heidelberg*

Senior Lecturer:

Z Woodman, BSc(Med)(Hons) PhD *Cape Town*

Honorary Lecturer:

KJ Sales, BSc(Med)(Hons) MSc PhD *Cape Town*

Senior Researcher:

G Schäfer, PhD *Humboldt Bonn*

Lecturer/NRF career:

P van der Watt, PhD *Cape Town*

J Woodward, PhD *Cape Town*

Chemical and Systems Biology

Level 3, Wernher and Beit Building North

Professor and Head:

J Blackburn, BSc(Hons) DPhil *Oxon* (South African Research Chair)

Professors:

S Barth, PhD *Bonn* DMSc *Cologne*
 ED Sturrock, BSc(Med)(Hons) PhD *Cape Town*
 M Mhlanga, PhD

Honorary Professor:

DL Tabb, PhD *Washington*

Honorary Associate Professor:

L Zerbinì, MSc PhD *São Paulo, Brazil*

Lecturer/Junior Research Fellow

NC Soares BSc(Hons) *Westminster* PhD *Lisbon*

Chief Scientific Officer

S Schwager, MSc *Cape Town*

Computational Biology

Level 1, Wernher and Beit Building North, IDM

Professor and Head:

NJ Mulder, BSc(Hons) PhD *Cape Town*

Honorary Professor:

S Bergmann, PhD *Rehovot*

Associate Professor Full-time:

D Martin, PhD *Cape Town*

Honorary Associate Professor:

G Mazandu, PhD *Cape Town*

Lecturer/NRF career:

N Wood, PhD *Cape Town*

MEDICINE

J46, Old Main Building, Groote Schuur Hospital

The Department of Medicine is a large academic and clinical department which plays a leading role in medical education and research, and provides clinical services to the communities of the Western Cape and, in the case of our highly specialised services, to patients throughout Southern Africa.

Professor and Head:

N B A Ntusi, BSc(Hons) MBChB FCP SA MD *Cape Town* DPhil *Oxon* Cert Cardio1 Phys SA

Professor of Clinical Medicine and Deputy Head:

V C Burch, MBChB *Witwatersrand* MMed *Cape Town* FCP SA FRCP *London* PhD *Rotterdam*

Emeritus Professors:

E D Bateman, MBChB MD *Cape Town* DCH FRCP *UK*

S R Benatar, MBChB DSc(Med) *Cape Town* FFA FRCP

P J Commerford, MBChB *Cape Town* FCP SA FACC

L H Opie, DPhil *Oxon* MD DSc(Med) *Cape Town* FRCP *UK*

S Saunders, MBChB MD *Cape Town*

J L Seggie, BSc(Hons) MBChB MD *Birm* FRCP *London* FCP SA

G Todd, BSc(Agric) *UKZN* MBChB PhD *Cape Town* FC *Derm SA*

Honorary Professors:

M O Bachman, MBChB DOH MSc FFCH SA FFPH *UK* PhD

M Badri, BSc(Hons) MSc Statistics *India* MSc(Medicine) PhD *Cape Town*

J P Bassand, MD FESC FACC

T G Clark, BCom MSc *New Zealand* DPhil, *Oxon*

C A de Jager, BSc(Hons) HDE *Natal* PhD *Cape Town*

T Forrester, DM(Med) PhD MBBS *West Indies* MSc

B J Gersh, MBChB *Cape Town* DPhil *Oxon* FCP SA FRCP *UK* FACC

P Heering, MD FASN

A P Kengne, MD PhD *Sydney*

M C Kew, MRCP *UK* MBBCh MD *Witwatersrand* PhD FCP SA FRCP *London*

V J Louw, MBChB *Stell* MMed (Internal Medicine) *Stell* FCP SA PhD (Health Professions Education) *UFS*

C Masimirembwa, PhD *Sweden* DPhil BSc(Hons) *Zimbabwe*

G A Mensah, MD FACC FESC FAHA FACP FCP SA Hon

A Nel, MBChB PhD *Cape Town*

M G N Pai, MD PhD

G Pillai, PhD (Pharmacology)

P J Schwartz, MD PhD

S Stewart, PhD *Glasgow* NFESC FAHA FCSANZ

R J Wilkinson, BMBCh MA PhD DTM&H FRCP *UK*

D M Yellon, PhD FESC FRCP *UK*

M F Zwarenstein, MBChB *Witwatersrand* MSc PhD *Sweden*

Visiting Professors:

L Thabane, PhD (Statistics) *London* MSc DipSci *England* BSc *Lesotho*

Associate Professors:

M E Engel, BSc(Hons) MPH (Epid) PhD *Cape Town*

G Meintjes, MBChB PhD *Cape Town* MRCP *UK* FCP Dip HIV Man SA MPH *Johns Hopkins*

Emeritus Associate Professors:

R W Eastman, MBChB *Cape Town* FRCP *UK*
 G R Keeton, MBBCh *Witwatersrand* FRCP *Glasgow* FCP *SA*
 S R Ress, MBChB *Pret* FCP *SA*
 R Scott Millar, MBBCh *Witwatersrand* FCP *SA*
 C R Swanepoel, MBChB *Cape Town* MRCP FRCP *UK*
 R van Zyl Smit, MBBCh *Witwatersrand* MD *Cape Town* FRCP

Honorary Associate Professors:

G Cotter, MD FACC FESC *Israel*
 R Dawson, MBChB *Cape Town* FCP Cert Pulm Phys *SA*
 L R Fairall, MBChB PhD *Cape Town*
 T Gumbo, MD *Zimbabwe*
 A P Kengne, MD PhD *Sydney*
 M Khali, BSc BSc(Med)(Hons) *Cape Town* MSc (Medicine) DIC DPhil *UK*
 R McNerney, PhD *UK*
 R N van Zyl-Smit, MBChB MMed *Cape Town* FCP Cert Pulm Dip HIV Man *SA* MRCP *UK*
 K Wilkinson, MSc(Chem) PhD (Chem&PetideImmunol) *Budapest*

Senior Lecturers part-time:

N P Gina MBBCh *Witwatersrand* FCP DipHIVMan *SA*
 C A Viljoen, MBChB *Pret* FCP *SA*

Honorary Senior Lecturers:

M Abelson, MBChB *Witwatersrand* FCP *SA* MRCP *UK*
 A J Brink, MBChB MMed (Path) *Pret*
 R Burton, BSc PhD MB BS MRCOG FCP DipHIV Cert ID Phys *SA*
 J Butler, MBChB *Pret* FCP Neurology *SA*
 E Danso, MBChB FCP *SA*
 R Davidson, MBChB MD *Cape Town*, MRCP DTM&H FRCP *UK*
 C A de Jager, BSc(Hons) HDE *Natal* PhD *Cape Town*
 J M G du Toit, MBChB *Cape Town* FCP *SA*
 R J Freercks, MBChB MPhil *Cape Town* FCP Cert Neph Phys *SA*
 T Gould, MBChB *Witwatersrand* FCP *SA*
 L Geffen, MBChB *Cape Town* FCFP *SA*
 M Gnechi, MD PhD
 A A Haripersad, MBChB FCP *SA*
 C Kenyon, MBChB *Cape Town* FCP *SA*
 J Kuehne, MBChB *Cape Town* MPhil (Applied Medical Ethics) *Stell* Dip HIV Man *SA*
 M A Latib, MBChB FCP Cert Cardiol Phys *SA*
 M H Letier, MBChB *Cape Town* FCP *SA*
 S Mathee, MBChB *Cape Town* MMed (Fam Med) *Stell*
 A G Parrish, MBChB *Cape Town* FCP DA *SA*
 M Pascoe, MBChB FCP *SA*
 K Rebe, MBChB *Cape Town* FCP *SA* DTM&H
 A Robins, MBChB *Cape Town* MD *Witwatersrand* DPM RCP *London* RCS *England*
 G Smit, MBChB MMed (Med) *Stell*
 A Tooke, MBChB *Cape Town* FCP *SA*
 J Turner, MBChB MD MMed Dip Pall Med *UCT* FCP *SA* FCCP
 G Van Wyk, MBChB FCP *SA*
 D Woolf, MBChB FCP *SA*

Lecturers part-time:

A Barnard, MBChB *Cape Town*

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H Amaler, MBChW *Witwatersrand*
S Wasserman, MBChB *Cape Town* FCP Cert ID Phys SA

Honorary Lecturers:

M N Abrahams, MBChB *Cape Town* FCP SA
A Bruning, MBChW *Witwatersrand* FCP SA
R Cornick, MBChB MPhil *Cape Town*
K D Ebrahim, MBChB *Cape Town* FCP SA
J Hitzeroth, MBChB *Stell* DA FCP Cert Cardiol Phys SA
A Parker, MBChB *Stell* FCP SA

Honorary Research Associates:

L Acquah, MD MSc FACP *USA*
A Binder, PhD(Biology) *Germany*
M Carrington, BA Postgrad Dip (Psych) PhD *Australia*
J R Hoffman, DPhil (Sociology) *Oxon* BA(Hons)
V Ives-Deliperi, PhD *Cape Town*
A Orren, MBChB *Cape Town* MD
N Peer, MBChB, *Natal* MPH PhD *Cape Town*
M Rangaka, MBChB *Cape Town*, MSc MPhil PhD *UK*
C Stek, MD *Netherlands*
H Struthers, MBA MSc BSc(Hons) BSc *Witwatersrand*
D Watkins, MD MPH *USA*
B Young-Gqamana, BSc PhD *USA*

Senior Research Officers Full-time:

A Deffur, MBChB MMed (Int) DTG *Pret* Cert ID Phys SA
J de Vries, DPhil *Oxon* BSc MSc *Netherlands*
G Shaboodien, BSc(Hons) PhD *Cape Town*
F Thienemann, MD DTMPH PhD MScIH *Germany*

Clinical Educator:

F Drummond, SRN *UK*

Allergology and Clinical Immunology

Allergy Diagnostic and Clinical Research Unit, UCT Lung Institute, George Street, Mowbray E16 and Allergy Diagnostic and Clinical Research Unit, UCT Lung Institute

Head of Division:

J G Peter, MBChB FCP SA MMED PhD *UCT*

Emeritus Professors:

P C Potter, MD *Cape Town* MBChB DCH FCP (Paed) SA BSc(Hons)(Immunology) FAAAAI
FAAAAI
E Weinberg, MBChB FCP SA FAAAAI

Emeritus Associate Professor:

S R Ress, MBChB *Pret* FCP SA

Senior Lecturer Full time:

J G Peter, MBChB FCP SA MMED PhD *Cape Town*

Lecturer Part-time:

R Leaver, MBChB FCP SA

J Holtzhausen, MBChB Dip Allergy

Honorary Lecturer

S Emanuel, MBChB *Cape Town*

Medical Officer:

D Hawarden, MBChB BSc DipMedTech

Research Medical Officers:

K Coovadia, MBChB Dip Allergy

C Holmgren, MBChB

R Mistry, MB BS *New Delhi* Dip Allergy Dip HIV Man SA MBA *Cape Town*

A Le Roux, MBChB

Honorary Research Associate:

A Orren, MBChB MD *Cape Town*

Research Nurses:

S Baker, BSc Nursing MSc Dip Asthma NAEP *UK*

G Poggenpoel, CNP BTech Dip Asthma NAEP *SA*

D Van der Walt, CNP

Technical Staff:

B Fenemore

Cardiology

E17, New Groote Schuur Hospital

Helen and Morris Mauerberger Professor of Cardiology and Head:

M Ntsekhe, BA MD *Columbia* FCP Cert Cardiol Phys SA MPhil PhD *Cape Town* FACC

Emeritus Professor:

P J Commerford, MBChB *Cape Town* FCP SA FACC

Honorary Professors:

B Gersh, MBChB DPhil *Oxon* FCP SA FRCP *UK*

P J Schwartz, MD PhD

Emeritus Associate Professor:

R N Scott Millar, MBBCh *Witwatersrand* FCP SA

Senior Lecturers Full-time:

A Chin, MBChB FCP SA Cert Cardiol Phys SA MPhil CEPS, CCDS *IBHRE*

B J Cupido, MBChB FCP Cert Cardiol Phys SA

S Pandie, MBChB FCP Cert Cardiol Phys SA

Senior Lecturer Part-time:

J E Stevens, MD FRCP *UK*

Honorary Senior Lecturers:

M J Abelson, MBChB *Witwatersrand* MRCP *UK* FCP SA

A M Latib, MBChB FCP Cert Cardiol Phys SA

Lecturer Part-time:

M De Andrade, MBChB *Cape Town* MRCGP *UK*

Honorary Lecturer:

J Hitzeroth MBChB *Stell* DA FCP Cert Cardiol Phys *SA*

Senior Registrars:

K Moeketsi, MBChB FCP *SA*

A Mutyaba, MBChB FCP *SA*

Clinical Haematology

Chris Barnard Building

Professor and Head:

N Novitzky, PhD *Cape Town* FCP *SA*

Senior Lecturers Full-time:

C Du Toit, MBChB MMed (Int Med) *UOFS*

E Verburgh, MBChB MMed

Senior Registrars:

K R Antel, MBChB FCP *SA*

J R Du Toit, MBChB *Pret* FCP *SA*

Chief Professional Nurses:

R Charles, RN Groote Schuur Hospital, Nico Malan College *Cape Town*

W Vries, RN Groote Schuur Hospital, Nico Malan College *Cape Town*

Clinical Trials Co-ordinator:

Helen Vermeulen RN

Haemophilia Nurse Co-ordinator Western Cape:

A L Cruickshank, RN Groote Schuur Hospital *Cape Town*

Medical Scientist:

S Mowla, PhD *Cape Town*

Chief Medical Technologist:

V Thomas, NDMT

Clinical Pharmacology

K Floor, Old Main Building, Groote Schuur Hospital

Professor and Head:

G Maartens, MBChB MMed *Cape Town* FCP *SA* DTM&H LSTMH *UK*

Professor:

K I Barnes, MBChB MMed *Cape Town*

Honorary Professors:

C Masimirembwa, PhD *Sweden* BSc(Hons) DPhil *Zimbabwe*

G Pillai, PhD (Pharm) MPharm BPharm

Associate Professors:

M Blockman, MBChB BPharm MMed *Cape Town*

H McIlleron, MBChB PhD *Cape Town*

P J Smith, BSc(Hons) PhD *Cape Town*

Senior Lecturers:

K Cohen, MBChB MSc (Epidemiol) MCFP Dip HIV Man Dip Obst SA

S Dames, BPharm *MMU*

P Z Sinxadi, MBChB PhD *Cape Town*, DA SA

L Wiesner, PhD *Cape Town*

Honorary Senior Lecturer:

A Robins, MBChB *Cape Town* MD *Witwatersrand* DPM RCP *London* RCS *Eng*

Senior Research Officer:

C Njuguna-Obwolo, BPharm *Rhodes*, MPH *Cape Town*

Research Officers:

C de Kock, BSc(Microbiology) BSc(Hons)MedPharm *Cape Town*

P Denti, PhD *Italy*

JP Mouton, MBChB *Pret*

Registrars:

I Ebrahim, MBChB *Cape Town*

R Griesel, MBChB *Pret*

M Mogano, MBChB *Limpopo* Dip HIV SA

Study Managers:

E Allen, MPH, *Cape Town*

S Castel, PhD *Cape Town*

Medicine Information Centre Manager and Pharmacist:

A Swart, BSc (Pharm) *Stell*

Medicines Information Centre Pharmacists:

B S Chisholm, BPharm *Rhodes*

J Jones, BPharm *Cape Town*

A Uys, MSc (Pharm) BPharm *PU for CHE*

South African Medicines Formulary (SAMF) Pharmacist:

D Rossiter, DipPharm *Pret* MPharm PhD *Medunsa*

Principal Technical Officers:

A C Evans, NatDip(MedLabTech) *CPUT*

G A Gabriels, NatHighDip(AnalChem)(Hons) MSc PhD *Cape Town*

Chief Scientific Officer:

M J Smit

Scientific Officers:

B Holtzhausen

N Salie

S Salie

Technical officer:

M Marais

Data Manager

L Workman

Research Administration Manager

M Solomons

Technical Assistant

V Verhoog

Critical Care Medicine

New Groote Schuur Hospital

Associate Professor and Head:

I A Joubert, MBBCh *Witwatersrand* DA FCA(Crit Care) SA

Professor:

K Dheda, MBBCh *Witwatersrand* FCP SA FCCP PhD FRCP *London*

Emeritus Professors:

W L Michell, MBChB *Cape Town* DA FFA(Crit Care) SA

P A Willcox, BSc(Hons) MBChB *Birmingham* FRCP *UK*

Associate Professor:

G M Ainslie, MBChB *Cape Town* FRCP *UK*

Associate Professors Part-time:

J Brink, MBChB *Cape Town* FCS(Cardiothoracic) SA

P L Semple, MBChB MMed PhD *Cape Town* FCS(Neurosurg) SA

Honorary Associate Professor:

R Dawson, MBChB *Cape Town* FCP Cert Pulm Phys SA

Senior Lecturers Full-time:

G Calligaro, MBChB *Cape Town* BSc(Hons) *Witwatersrand* FCP SA

M Miller, MBChB *Stell* FCA SA Cert Crit Care (Anaes)

L Mottay, MBChB *Natal* FCP SA

J Piercy, BSc(Hons) MB BS *London* FCA SA Cert Crit Care (Anaes)

R I Raine, MBChB FCP SA MMed *Cape Town*

G Symons, MBChB Dip PEC *Cape Town* FCP Cert Pulm Phys SA

Registrars in Pulmonology:

S Mothilal, MBChB *Natal* FCP SA

T Mnguni, MBChB *Natal* FCP SA

Senior Technology Staff:

G Strathie, BTech *Durban*

Y Wells, DipClinTech (Pulmonology/Critical Care)

Dermatology

G23, New Groote Schuur Hospital

Associate Professor and Head:

N P Khumalo, MBChB *UKZN FC Derm SA PhD Cape Town*

Senior Lecturers Full-time:

C Hlela, MBChB MMed (Derm) *UKZN FC Derm SA PhD Oxon*

T Isaacs, MBChB *Cape Town*

R Ngwanya, MBBCh *UKZN DTM&H Witwatersrand MFGP FC DERM SA*

Senior Lecturers Part-time:

F Esmail, MD *Dar-es-Salaam FC Derm SA*

S J Jessop, MBChB *Cape Town FC Derm SA*

R Lehloeny, BSc *Lesotho MBChB Medunsa FC Derm SA*

M H Omar, MBChB *Cape Town FCP SA*

Senior Research Officer:

H Adeola, PhD *Cape Town BDS Nigeria*

Research Officer:

J van Wyk, BSc(Hons), MSc PhD *Cape Town*

Registrars Full-time:

A Dhana, MBBCh *Witwatersrand*

L Fick, MBChB *Stell*

N Spengane, MBChB *Cape Town*

K York, MBBCh *Witwatersrand*

Endocrinology and Diabetic Medicine

J47, Old Main Building, Groote Schuur Hospital

Professor and Head:

N Levitt, MBChB MD *Cape Town*

Associate Professor:

I L Ross, MBChB *Stell FCP Cert Endocrinol & Metab Phys SA PhD Cape Town*

Senior Lecturer Full-time:

J A Dave, MBChB *Cape Town FCP PhD Cert Endocrinol & Metab Phys SA*

Research Officer Full-time:

N Folb, MBChB *Cape Town MRCGP*

Diabetic Nurse Educator:

B C Majikela-Dlangamandla, DipGenNursing&Midwifery DipCommNursingScience BACur
UNISA

General Internal Medicine

G8, New Groote Schuur Hospital

Chief Specialist and Head:

P Raubenheimer, MBChB *Witwatersrand FCP SA*

Associate Professor:

M Sonderup, MBChB *Cape Town FCP SA*

Senior Lecturers Full-time:

T Bana, MBChB *Natal* FCP SA
B Hodkinson, MBChB *Witwatersrand* FCP Cert Rheum Phys SA PhD
A Kropman, MBChB *Cape Town* FCEM SA
G Parolis, MBChB *Cape Town* FCP SA
J G Peter, MBChB FCP SA MMED PhD *Cape Town*
G Symons, MBChB DipPEC *Cape Town* FCP Cert Pulm Phys SA
M Setshedi, MBChB *UKZN* FCP SA MPhil MPH Cert Gastro Phys PhD *Cape Town*

Senior Lecturers Part-time:

S Botha, MBChB *Stell* Specialisation Intern. Med and Rheum PhD *LUMC*
H Kajee, MBChB *Transkei* FCP SA

Lecturer Part-time:

W Latief, MBChB *Cape Town*

Geriatric Medicine

L-51 Old Main Building, Groote Schuur Hospital

The Albertina and Walter Sisulu Institute of Ageing in Africa (IAA) conducts interdisciplinary research in Geriatric Medicine, Neurosciences, Neuropsychology, Old Age Psychiatry and Social Gerontology. Current research interests include physical, cognitive and social functioning in old age: quality of life; vascular risk factors and stroke; falls in older persons; quality of care; dementia and cognitive disorders; and social and economic well-being.

William P Slater Chair of Geriatrics and Associate Professor:

M I Combrinck, MBChB BSc(Med)(Hons) PhD *Cape Town* FCP SA Neurology MRCP *UK*
DTM&H *London*

Associate Professor and Director of the Albertina and Walter Sisulu Institute of Ageing in Africa:

S Z Kalula, BSc MBChB *Zambia* MMed MPhil PhD *Cape Town* FRCP *UK*

Honorary Associate Professors:

J A Joska, MBChB MMed PhD *Cape Town* FC Psych SA
K G F Thomas, PhD (Clin Psych) *Arizona*

Senior Lecturer Full-time:

L de Villiers, MBChB *Cape Town* FCP SA

Senior Lecturers Part-time:

K Ross, MBChB *Stell* FCP Cert Geriatrics Phys SA

Honorary Senior Lecturer:

C A de Jager, BSc(Hons) HDE *Natal* PhD *Cape Town*
L Geffen, MBChB *Cape Town* FCFP SA

Honorary Research Associate:

J R Hoffman, DPhil(Sociology) *Oxon* BA(Hons)

Hepatology

K-Floor, Old Main Building, Groote Schuur Hospital

Associate Professor and Head:

C W N Spearman, MBChB MMed PhD *Cape Town FCP SA*

Emeritus Professor:

S J Saunders, MBChB MD *Cape Town FRCP UK FCP SA*

Honorary Research Professor:

M C Kew, MBChB PhD MD DSc *Witwatersrand FCP FRS SA FRS London*

Associate Professor:

M Sonderup, MBChB MMed *Cape Town FCP SA*

Senior Lecturer Part-time:

M Setshedi, MBChB *UKZN FCP SA MPhil MPH Cert Gastro Phys PhD Cape Town*

Medical Technical Officer

B Jennings, MSc(Med)

Medical Technologist

G Abdullah, Nat Dip Biomed Tech (SA)

Infectious Diseases and HIV Medicine

G16 Floor, New Groote Schuur Hospital

Professor and Head:

M Mendelson, BSc MB BS PhD *Cantab FRCP London DTM&H*

Professor Part-time:

G Maartens, MBChB MMed *Cape Town FCP SA DTM&H*

Honorary Professor Part-time:

R J Wilkinson, MA *Cantab PhD BM BCh Oxon DTM&H FRCP London*

Associate Professors Part-time:

L-G Bekker, MBChB PhD *Cape Town DCH DTM&H FCP SA*

G Meintjes, MBChB PhD *Cape Town MRCP UK FCP DipHIVMan SA MPH Johns Hopkins*

Honorary Associate Professor Part-time:

K Wilkinson, MSc(Chem) PhD (Chem&PetideImmunol) *Budapest*

Senior Lecturer Full-time:

T Boyles, BA MD MB BS MRCP DTM&H Cert ID Phys *SA*

S Dlamini, MBChB FCP Cert ID Phys *SA*

Honorary Senior Lecturers:

J Black, MBChB FCP Dip HIV Man *SA*

A J Brink, MBChB MMed (Path) *Pret*

R Burton, BSc PhD MB BS MRCOG FCP Dip HIV Cert ID Phys *SA*

K Rebe, MBChB *Cape Town FCP SA DTM&H*

Senior Registrar:

D Reddy, MBChB *Cape Town, Pret FCP SA*

Honorary Research Associate:

H Struthers, MBA BSc BSc(Hons) MSc *Witwatersrand*

Lipidology

Fifth Floor, Chris Barnard Building

Associate Professor and Head:

D J Blom, MBChB MMed PhD *Cape Town FCP SA*

Medical Officers Part-time:

B C Brice, MBChB *Cape Town*

K H Wolmarans, MBChB *Pret*

Sonographer

Z Behardien, NatDipDiagRad *SA*

Trial Co-ordinators Part-time:

R Jooste, RN *Carinus College*

R Taylor, RN *Groote Schuur Hospital*

Medical Gastroenterology

E23, New Groote Schuur Hospital

Professor and Head:

S R Thomson, ChM FRCS *England & Edinburgh*

Senior Lecturers Full-time:

S Hlatshwayo, BSc MBChB *Cape Town HDipIntMed FCP Cert Gastro Phys SA*

D Levin, MBChB MBA FCP Cert Gastro Phys *SA*

G Watermeyer, MBChB *Cape Town FCP Cert Gastro Phys SA*

Senior Lecturers Part-time:

J E C Botha, MBChB *Stell MPraxMed Pret*

A K Cariem, MBChB *Cape Town FCP SA*

D Epstein, MBChB *Cape Town FCP Cert Gastro Phys SA*

M Setshed, MBChB *UKZN FCP SA MPhil MPH Cert Gastro Phys PhD Cape Town*

Senior Registrars:

N N Mokhele, Transkei, FCP *SA*

C J Rush, MBChB *Cape Town FCP SA*

Nephrology and Hypertension

E13, New Groote Schuur Hospital

Professor and Head:

B L Rayner, MBChB MMed *Cape Town FCP SA PhD Cape Town*

Emeritus Professor:

L H Opie, MD DPhil DSc(Med) FRCP DMed (Hon)

Honorary Professor:

P Heering, MD Fellow of the American Society of Nephrology

Associate Professor

I Okpechi, MB BS FWACP Cert Nephrol Phys SA PhD *Cape Town*

Emeritus Associate Professor:

C R Swanepoel, MBChB *Cape Town* MRCP FRCP *UK*

Senior Lecturers Full-time:

Z Barday, MBChB FCP *SA*

N Wearne, MBChB BMedSci(Hons) *Sydney* FCP *SA* Cert Nephrol Phys *SA* PhD

Senior Lecturer Part-time:

E Jones, MBBCh FCP Cert Nephrol Phys *SA* PhD *Cape Town*

Honorary Senior Lecturer:

R Freercks, MBChB MPhil *Cape Town* FCP Cert Neph Phys *SA*

Honorary Lecturer:

J L Ensor, MBChB *Cape Town* FCP *SA*

Senior Research Officer Full-time:

Y Trinder, MBChB *Birmingham*

Senior Registrars:

B Davidson, MBChB *Cape Town* FCP *SA*

M Borkum, MBChB *Cape Town* FCP *SA*

Control Technologist:

M Maree, NatDip *Cape Town* BTech *CPUT*

Social Worker:

L Hlakudi, BASocWork *Fort Hare* Pub Management (Hons) *Stell*

Neurology

E8, New Groote Schuur Hospital

Associate Professor and Head:

A Bryer, MBBCh *Witwatersrand* MMed PhD *Cape Town* FC Neurol FCP *SA*

Associate Professor:

J Heckman, MBChB *Witwatersrand* MMed PhD *Cape Town* FC Neurol FCP *SA*

Senior Lecturers Full-time:

K J Bateman, MBChB MRCP (UK) FC Neurol *SA*

E B Lee Pan, MBChB *Cape Town* MMed Neurol *Stell*

L M Tucker, MBChB *Cape Town* FC Neurol *SA* MSc *London* PhD *Cantab*

Senior Lecturers Part-time:

C A de Jager, BSc(Hons) HDE *Natal* PhD *Cape Town*

R W Eastman, MBChB *Cape Town* FRCP *UK*

Honorary Senior Lecturer:

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J Butler, MBChB *Prer FCP Neurol SA*

Honorary Research Associate:

V Ives-Deliperi, PhD *Cape Town*

Senior Registrars:

S Chetty, MBChB *Cape Town*

H Cross, MBChB *Cape Town Dip HIV Man SA MSc(Med)*

W Matshikiza MBChB *Walter Sisulu*

Occupational Medicine

*E16, Occupational Medicine Clinic, New Groote Schuur Hospital**

The Division of Occupational Medicine is concerned with the study, diagnosis, treatment, rehabilitation, incapacity management and prevention of disease and ill-health attributable to work. Our Occupational Medicine Clinic at New Groote Schuur Hospital is one of the few referral clinics in the country offering specialist services in the diagnosis and management of occupational disease and hazardous occupational exposures.

Professor and Head:

M F Jeebhay**, MBChB *UKZN DOH MPhil Cape Town MPH (OccMed) PhD Michigan*

Emeritus Professors:

R Ehrlich, BBusSc MBChB PhD *Cape Town DOH Witwatersrand FFCH FCPHM (OccMed) SA*

G Todd, BSc(Agric) *UKZN MBChB PhD Cape Town FCDerm SA*

Senior Lecturer:

S Adams**, MBChB DOH MMed PhD *Cape Town MFamMed Stell FCPHM (OccMed) SA*

Lecturer Part-time:

A D H Burdzik, MBChB MMed *Cape Town DipOccMed UK FCPHM (Occ Med) SA*

[Run jointly with Divisions of Pulmonology and Dermatology]*

*[** Jointly appointed with Department of Public Health and Family Medicine]*

Pulmonology

Respiratory Clinic, Ward E16, Groote Schuur Hospital and University of Cape Town Lung Institute

Professor and Head:

K Dheda, MBChB *Witwatersrand FCP SA PhD London FRCP UK FCCP*

Emeritus Professors:

E D Bateman, MBChB MD *Cape Town DCH FRCP UK*

S R Benatar, MBChB DSc(Med) *Cape Town FFA FRCP (Hon) FCP (Hon) SA*

Honorary Professor:

T G Clark, BCom MSc *New Zealand DPhil Oxon*

Associate Professor:

G M Ainslie MBChB *Cape Town FRCP UK*

Emeritus Associate Professor:

P A Willcox, BSc(Hons) MBChB *Birmingham FRCP UK*

Honorary Associate Professors:

R Dawson, MBChB *Cape Town* FCP Cert Pulm Phys SA

L R Fairall, MBChB PhD *Cape Town*

R McNerney, CBiol PhD *UK*

K Steingart, MD PhD *USA*

R N van Zyl-Smit, MBChB MMed *Cape Town* FCP Cert Pulm Phys Dip HIV Man SA MRCP *UK*

Senior Lecturers:

G Calligaro, MBChB *Cape Town* BSc(Hons) *Witwatersrand* FCP SA

R I Raine (Head: Respiratory Critical Care), MBChB MMed *Cape Town* FCP SA

G Symons, MBChB Dip PEC *Cape Town* FCP (CertPulm) SA (*seconded to Pulmonology part-time*)

Lecturers Full-time:

M E Bateman, MBChB *Cape Town*

S M Oelofse, MBChB *Pret*

Honorary Lecturer:

A Bruning, MBChB *Witwatersrand* FCP SA

Honorary Research Associates:

A Binder, PhD(Biology) *Germany*

R Hendricks, BChD MChD, *Cape Town*

B Young-Gqamana, BSc PhD

Senior Research Officer Part-time:

G Theron, BSc(Hons) MSc PhD *Cape Town*

Senior Registrars:

S Mothilal MBChB *Natal* FCP SA

A T Mnguni, MBChB *Natal* FCP SA

Research Officers Full-time:

B Bam, DipClinTech(Pulm)

D Carter, DipNursing

R Cornick, MBChB MPhil *Cape Town*

B Draper, MBChB *Pret* MMed *Cape Town* FCPHM SA

J Etheridge, DipClinTech(Pulm/CritCare)

M Evreva, DipNursing

G Faris, AdvCertAdultEducation *Cape Town* General Nursing (Midwifery, Oncology, Psych)

D Georgeu, DipNursing

J Gershman, NDip(Pharmacy)

R Gillespie, BNursing (GenPsych) DipMidwifery DipIC BNursing(Hons)(Education and CommunityHealth) MNursing

H J Golakai, BSc *Zululand* BSc(Hons) *Cape Town* MScMed *Stell*

B Green, DipNursing

J Holborn, DipNursing

S Hood, DipMedTech(Lab)

N James, BTechClinicalTechnology(Pulm)

L Kapa, DipClinTech(Pulm)

R Lehloeny, BSc MBChB FC Derm SA

L Lenders, BSc(Med)(Med) *Cape Town*

K Narunsky, MBChB *Cape Town*

M B Ngobese, DipClinTech(Pulm)

A Olkers, DipClinTech(Pulm)

174 DEPARTMENTS IN THE FACULTY

J Philips, DipNursing
A Smith, DipNursing
N Tsutsu, DipClinTech (PulmCard)
V Timmermann, MSc *Pret*
K Uebel, BScMed MB BS *Australia* DCH DO MFamMed *UOFS*
Y Wells, DipClinTech (PulmCritCare)
C Wilson, DipNursing
C Whitelaw, NDip(Pharmacy)

Principal Scientific Officer:

M Tomasicchio, BSc BSc(Hons) MSc PhD *Rhodes*

Research Officers Part-time:

E Dommisie, MBChB *Cape Town* MRCGP DRCOG *UK* DCH *SA*
F Esmail, MD *Dar-es-Salaam* FC Derm *SA*
J Holtzhausen, MBChB *Stell* DCH *SA* BSc(Hons)Pharmacology
L Semple, BSc(Hons) MSc PhD *Cape Town*

Laboratory Technologist:

R Meldau, BSc(Med)(Hons) *Cape Town*

Rheumatology

J-Floor, Old Main Building, Groote Schuur Hospital

Professor and Head:

A A Kalla, MBChB MD *Cape Town* FCP *SA*

Senior Lecturers Full-time:

A Gcelu, MBChB *Cape Town* FCP Cert Rheum Phys *SA*
B Hodgkinson, MBChB *Witwatersrand* FCP Cert Rheum Phys *SA*

Senior Lecturers Part-time:

R Breeds, MBChB *Cape Town* FCP *SA*
S Botha, MBChB *Stell* Specialisation Intern. Med and Rheum PhD *LUMC*
S J Jessop, MBChB *Cape Town* FC Derm *SA*
I Joubert, MBChB *Stell*

Senior Registrar:

F Moosajee, MBChB *Cape Town* FCP *SA*

Research Coordinator:

Z Patel , DipN

Staff in associated hospitals who teach undergraduate and postgraduate students

GEORGE HOSPITAL

Senior Lecturer and Head:

T J Gould, MBChB MMed(IntMed) *Witwatersrand*

KHAYELITSHA COMMUNITY CENTRE

Honorary Senior Lecturers Part-time:

J Kuehne, MBChB *Cape Town* MPhil (Applied Medical Ethics) *Stell* Dip HIV Man *SA*

S Mathee, MBChB *Cape Town* MMed (FamMed) *Stell*

II MILITARY HOSPITAL

Senior Lecturer and Head:

G Smit, MBChB MMed (Med) *Stell*

Senior Lecturer Full-time:

A Tooke, MBChB *Cape Town* FCP SA

MITCHELL'S PLAIN HOSPITAL

Senior Lecturer and Head:

T Credé, MBChB Dip HIV FCP SA

Senior Lecturers:

A Parker, MBChB *Stell* FCP SA

D F Maughan, MBChB *Cape Town* FCP SA

NEW SOMERSET HOSPITAL

Senior Lecturer and Head:

Y Vallie, MBChB *Cape Town* FCP SA

Senior Lecturers Full-time:

M S Moosa, MBChB *Natal* FCP SA

I Banderker, MBChB *Cape Town* FCP SA

Senior Lecturer Part-time:

H Spilg, FCS SA

VICTORIA HOSPITAL

Senior Lecturer and Head:

N van der Schyff, MBChB *Cape Town* FCP SA

Senior Lecturers Full-time:

B Brink, (Head of Unit) FCS SA

C Cupido, MBChB *Cape Town* FCP SA

Senior Lecturers Part-time:

H Allison, FCS SA

S Cullis, FCS SA

L de Villiers, MBChB *Cape Town* FCP SA

N Fuller, MBChB *Cape Town* FCP SA

K Goldberg, FCS SA

A Lachman, MBBCh *Witwatersrand* FCP SA

K Michalowski, FCS SA

J Turner, MBChB MD MMed Dip Pall Med *UCT* FCP SA FCCP

Honorary Senior Lecturer:

A A Haripersad, MBChB FCP SA

OBSTETRICS AND GYNAECOLOGY

H-Floor, Old Main Building, Groote Schuur Hospital

Professor and Head:

L A Denny, MBChB PhD *Cape Town* MMed FCOG SA

Professor and Deputy Head:

S J Dyer, MBChB *Munich* PhD *Cape Town* MMed FCOG SA

Professor Full-time:

S R Fawcus, MA (Hons) MB BS *London* MRCOG FRCOG UK

Emeritus Professor:

Z M van der Spuy, MBChB *Stell* PhD *London* FRCOG FCOG SA

Honorary Professors:

C A Matthews, MD *Charlotteville*

D J M Ncayiyana, MD *Groningen* FACOG

R Parkar, MB BS *Mysore* MMed *Nairobi*

J P W R Roovers

P Steer, MB BS *London* MRCS LRCP MD MRCOG FRCOG

Associate Professor Full-time:

J Anthony, MBChB *Cape Town* FCOG SA MPhil *Stell*

Honorary Associate Professors:

S W Lindow, MBChB *Sheffield* MMed MD FRCOG FCOG SA

I M Meinhold-Heerlein

S P Puntambekar, MBBS *India*

P S Steyn, MBChB, MMed FCOGSA, DFFP *London*, MPhil (Social Sciences of Methodology) *Stell*

Emeritus Associate Professors:

E J Coetzee, MBChB *Cape Town* FRCOG FCOG SA

A Kent, MBChB MPhil *Cape Town* FRCOG

H A van Coeverden de Groot, MBChB *Cape Town* FRCOG (Community Obstetrics)

Chief Specialist Level Two Service and Head New Somerset Hospital:

G A Petro, MBChB *Cape Town* FCOG SA

Senior Lecturers Full-time:

T Adams, MBChB *Cape Town* FCOG SA Subspeciality Gynaecological Oncology

T A Horak, MBChB *Stell* FCOG SA MMed (O&G)

S Jeffrey, MBChB *Stell* FCOG SA Subspeciality Urogynaecology (RCOG)

L A Kenneth, MBChB *UKZN* FCOG SA MMed (O&G)

J Marcus, MPhil, PGDN (Adv.Mid), RM, RPN, RCN, RPsychN

M Matjila, BSc MBChB *UKZN* FCOG SA PhD *Cape Town*

N H Mbatani, MBChB *Medunsa* FCOG SA

M Patel, MBChB *Cape Town* FCOG SA MMed (O&G) Subspeciality Reproductive Medicine

D Richards, MBChB *Stell* MMed *Cape Town* FCOG, Cert. Gynaecol. Oncol. (CMSA)

L Schoeman, MBChB *Cape Town* MMed FCOG SA

C J M Stewart, BA MBChB MMed *Cape Town* FCOG SA MRCOG

H van Zyl, MBChB *Stell* FCOG SA

Senior Lecturers Part-time:

C M C Dehaeck, MBChB *Stell* FCOG SA
 P R de Jong, MBChB *Pret* MMed *Cape Town* FCOG SA MRCOG
 A S Lachmann, MBBCh *Witwatersrand* MD FCP SA
 J O Olarogun, MB BS *Ilorin* DipObst FCOG SA MMed *Cape Town*
 L J Rogers, MBChB *Cape Town* MMed FCOG SA Subspeciality Gynae-Oncology (RCOG)

Lecturers Full-time:

S Allie, MBChB *Cape Town* FCOG SA
 K J Brouard, MBChB *Cape Town* FCOG SA
 C Gordon, MBChB *Cape Town*
 K Kadwa, MBChB
 D Kennedy, MBChB *Stell* FCOG SA MMed (O&G)

Lecturers Part-time:

U Botha, MBChB *Stell* MMed *Cape Town* FCOG SA
 G Breeds, MBChB *Cape Town* FCOG SA
 M Cloete, MBChB *UFS* FCOG SA MMed (O&G)
 J P F Dalmeyer, MBChB *Pret* FCOG SA PhD *Stell*
 A R Dhansay, BSc *UDW* MBChB *UKZN* FCOG SA
 D Dumbrill, MBChB *Cape Town* FCOG MRCOG DA SA
 G Groenewald, MBChB *Stell* FCOG SA
 B R Howard, MBChB *Cape Town* FCOG SA
 L Jansen, MBChB *Cape Town* FCOG SA
 M Kleyn, MBChB *Cape Town* FCOG SA
 C Nel, MBChB *Cape Town* FCOG SA
 M S Puzey, MBChB MMed *Cape Town* FCOG SA
 J R Robinson, MB BS *Perth* MRACOG FCOG SA MRCOG
 J Rowlinson, MBBCh *Witwatersrand*
 S W Sandler, MBChB *Cape Town* FRCOG MA *Stell*
 S Shanahan, MBBCh *Witwatersrand* FCOG SA
 R Sheldon, BA RN
 V Stefan, MedicDip PhD *Bucharest*
 M Wasserman MSocSc *UFS* DHS *San Francisco*
 H Wright, MBChB *Cape Town*
 C Zeelenberg, PN PGDN
 P Zinn, MBBCh *Witwatersrand* MRCOG *London* MMed (O&G)

Fellows Full-time:

B Guzha, MBChB *Zimbabwe*, FCOG SA
 R Saidu, MB BS *Nigeria* FMCOG MPH
 C Senaya, MBChB (*Ghana*) FWACS,

Fellow Part-time:

TG Deo, MBChB *Medunsa* FCOG SA

Honorary Senior Lecturers:

M Mbenge, (Dora Nginza Hospital) MBChB *Pret* MMed FCOG SA
 C P Nel, MBChB *Cape Town* MRCOG, FRANZCOG FRCOG
 V E M Perrott, MBChB *Cape Town*, MBChB, MRCGP, MA (Linguistics)
 E van Wyk, (HoD Wynberg Military Hospital) MBChB *Cape Town* FCOG SA

Honorary Lecturers:

F Abdurahman (Wynberg Military Hospital) MBChB *Cape Town* FCOG SA

178 DEPARTMENTS IN THE FACULTY

R D Boa, MBBCh *Witwatersrand*

S MacPherson (Wynberg Military Hospital) MBChB *Cape Town* FCOG SA

Medical Officers Full-time:

A Boutall, MBChB *Stell* A Ciesielski, MBChB *Cape Town*

S N Constantatos, MBChB *Cape Town*

L Dietrich, MBChB *Cape Town*

M F Hendricks, MBChB *Stell*

F Loggenberg, MBChB *UOFS* D Nage, MBChB *Medunsa*

B Schilder, MBChB *Cape Town*

Medical Officers Part-time:

R D Boa, MBBCh *Witwatersrand*

M De Souza, MBChB *Cape Town*

C Floweday, MBChB *Cape Town*

L S Matthews (Ultrasound), MBChB MD *Cape Town*

J McInroy, MBChB *Cape Town*

M E Moss (Family Planning) MBChB *Manchester* DCH (Head of Family Planning and Reproductive Health)

K Soeters, MD *Leiden*

PAEDIATRICS AND CHILD HEALTH

ICH Building, Red Cross War Memorial Children's Hospital, Rondebosch

Professor and Head:

H J Zar, MBBCh Witwatersrand FAAP BC Paed, USA BC Paed Pulm, USA PhD *Cape Town*, FCPaed SA

Professors:

A Argent, MBBCh MMed (Paed) *Witwatersrand* MD (Paed) *Cape Town* DCH FCPaed CertCritCare SA FRCPCCH UK

B S Eley, BSc(Hons)(MedBiochem) MBChB *Cape Town* FCP SA

J Wilmshurst, MB BS *London* MRCP UK FCPaed SA

Emeritus Professors:

D W Beatty, MBChB MD *Cape Town* FCP SA

F Bonnici, MBChB MMed *Cape Town* FCP SA ADE

G Swingler, MBChB PhD *Cape Town* DCH SA FCP SA

J Wigginkhuizen, MB BCh MMed (Paeds) FCP SA

Honorary Professors:

S Andronikou MBBCh *Witwatersrand*, FCRad Diag, FRCR *London*, PhD UCTSir D M B Hall, MB BS UK BSc (Pharm) MRCS LRCP MRCP UK FRCP FRCPH

S M Hall, MB BS BSc(Pharm) MSc(SocMed) *London* MFPH FFPH FRCP ERCPCH

M Levin, MBBCh *Witwatersrand* MRCP(Paed) FRCP UK PhD *London* Foundation Fellow *Medical Science*

D Saunders, MBChB *Birmingham* DCH *England* DTPH CertEpid and Med Stats *London* DSc *Cape Town*

N Silverman, MBBCh DSc *Witwatersrand* MD *UCSF*

D Tibboel, MBChB PhD *Amsterdam*, FCPaed *Rottendam*

J Warner, BSc University of *London*, PhD *London*

J Warner MBChB, DCH, MRCP UK, MD, FRCP UK, FRCPCCH UK, DMedSci, AAAAI

Associate Professors:

M Coetzee, BSocSc(Hons) *UFS* DipPaedNurs PhD *Cape Town*

A Davidson, MBChB *Cape Town* DCH FCP CertMedOnc (Paed) SA

K Donald, MBChB *Cape Town* DCH FCPaed SA MRCPCH UK

W Hanekom, MBChB *Stell* DCH FCP(Paed) SA

M Harrison, MBChB *Cape Town* MRCP FRCPCCH UK

M Hendricks, MBChB *Cape Town* DipPEC DCH FCPaed CMO (Paed) SA

A Horn, MBChB *Cape Town* FCPaed DCH CertNeon SA MRCP (Paed) UK

M E Levin, MBChB MMed *Cape Town* FCPaed DipAllerg SA PhD

M McCulloch, MBBCh *Witwatersrand* DTM&H FRCPCCH *London* DCH FCPaed SA

B Morrow, BSc (Physio) PhD *Cape Town*

C Scott, MBChB *Cape Town* FCPaed SA

A Westwood, MBChB MD MMed (Paed) *Cape Town* FCP SA MRCP UK

Emeritus Associate Professors:

M D Bowie, BSc UKZN MBChB MD *Cape Town* FRCP *Edinburgh* DCH RCP&S UK

V C Harrison, MBChB *Cape Town* MRCP FRCPCCH UK

C D Karabus, MBChB MMed (Paed) *Cape Town* DCH RCP&S FRCP *Edinburgh* FRCP *London*

A F Malan, MBChB MMed (Paed) MD *Cape Town* Dip(O&G) SA

M Mann, MBChB PhD MMed (Paed) MMed (Nuclear Med) *Cape Town*

J Wigginkhuizen, MBBCh MMed (Paed) FCP SA

180 DEPARTMENTS IN THE FACULTY

D L Woods, MBChB MD *Cape Town* FRCP DCH RCP&S *UK*

Senior Lecturers Full-time:

J Ahrens, MBChB *Cape Town* DA DCH FCPaed CIC(Paed) *SA*
H A Buys, MBChB *Zimbabwe* LRCP LRCS *Edinburgh* MRCP *UK* FCP *SA*
A Brink, MBChB *Pret* MMed (Nuclear Med) *Cape Town* FCNP DCH *SA*
M Carrihill, MBChB (Paed) MPhil *Cape Town* FCPaed CertEndo&Metab *SA* (PaedEndo)
R De Decker, MBChB MSc *Cape Town* DCH *London* FCPaed CertMedGenetics (Paed) *SA*
S V Delport, MBChB MMed (Paed) BSc (Hons)Epidem *Cape Town* FCP DCH *SA*
R Dunkley, MBChB *Cape Town* FCPaed *SA*
P Gajjar, MBChB DCH FCP CertPaedNephro
M G Hendricks MBChB *Cape Town* DCH Dip PEC FCPaed CertMedOnc (Paed) *SA*
C Hlela, MBChB FCDerm MSc GHS MMed (Derm) PhD *Oxon*
Y Joolay MBChB *Stell* FCPaed *SA*
T Kerbelker, MBChB ATLS ACLS BLS PALS *Cape Town* DCH FCPaed *SA* DipHIVMan *Griffiths*
Neuro DipAllergy
CertPaedRheum *Australia*
S M Kroon, MBChB *Cape Town* FCPaed *SA* DTM & H *London* MRCP *UK*
R de Lacey, MBChB MMed (Paed) *Cape Town*
L Linley, MBChB *Cape Town* FCPaed *SA*
R Muloiwa, MBChB *UKZN* DCH FCPaed *SA* MSc LSHTM
S Naidoo, MBChB *Cape Town* DCH (*SA*) FCPaeds(*SA*) DipAllerg(*SA*)
A P Nondo, MBChB *Medunsa* FCPaed *SA*
P Nourse, MBChB MMed *Cape Town* FCP *SA* CertPaedNephrol
J C Nuttall, MBChB *Cape Town* DipObst DCH FCPaed *SA* DTM&H *Witwatersrand*
R Petersen, MBChB FCP (Paed) *Cape Town* DHC *SA*
S Raban, MBChB *Cape Town* DCH DipHIVMan FCPaeds CertNeon *SA*
M T Richards, MBChB CertDevPaed *Cape Town* DCH FCPaed *SA*
N R Rhoda, MBChB *Cape Town* FCPaed *SA* Cert (Neon) *SA*
B Rossouw, MBChB DipTropMed (Paed) MSc (Sports Medicine) *Pret* CertCritCare *SA*
A Spitaels, MBChB *Cape Town* DCH FCPaed *SA*
L Tooke, MBChB *Cape Town* FCPaed MMed (Paed) DipObst Dip(PEC) *SA*
A L van Eyssen, MBChB *Stell* DCH FCPaed CertMedOnc (Paed) *S*
M Zampoli, MBChB *Witwatersrand* DCH FCP(Paed) *SA*
L Zuhlke, MBChB *Cape Town* DCH *SA* FCPaed *SA* Card Cert *SA* MPH *Cape Town* FESC *UK*

Lecturers Full-time:H Mohamed, MBChB MMed (Public Health) *Cape Town*

S Moyo, MBChB MPH *Cape Town*

M Tameris, MBChB *Cape Town*

J Shea, MPHE

P Wicomb, MBChB *Cape Town* DCH FCPaed *SA*

Senior Lecturers Part-time:

F Desai MBChB *Cape Town* DCH FCP *SA*

E Goddard, MBChB BSc(Med)(Hons) MMed (Paed) PhD *Cape Town*

G Riordan, MBChB *Cape Town* DCH MMed (Paed) FCP *SA*

A Vanker, MBChB MMed *Stell* FCPaed CertPulmPaed *SA*

D Gray, MBChB *Cape Town* FCPaed(*SA*) PhD *CapeTown*

Lecturers Part-time:

M Ledger, MBChB BSc (Physiology) BSc(Med)(Hons) *Cape Town* DCH FCPaed *SA*

W R Mathiassen, MBChB *Cape Town* MRCP *UK*

C Rainier-Pope, MBChB MMed *Cape Town* DCH RCP&S *London*

Honorary Senior Lecturers:

J Alt, MBChB *Cape Town* DCH SA ATLS APLS FCP
 N J Bergman, MBChB *Cape Town* DCH Sweden MPH MD Zimbabwe
 G Boon, MBChB *Cape Town* FCP SA
 W Breytenbach, MBChB *Stell* FCP SA
 R Cullis, MBChB *Cape Town* DCH SA FCPaed SA APLS ACLS PALS ATLS
 C Dippennar, MBChB *Cape Town* DCH MMed *Stell* CertNeon SA Adv Paed Life Support USA
 L Henley, BSocSci MSocSci PhD MPhil (Bioethics) AdvDipPsychSocWrk *Cape Town*
 C Hugo-Hamman, MBChB *Cape Town* MA USA DCH FCP SA
 V Ramanjam, MBChB *Cape Town* DCH FCP SA
 N McKerrow, MBChB *Cape Town* BA Unisa MMed(Paed) *Cape Town* FCPaed SA DCH SA
 P J Sinclair, MBChB *Cape Town* DCH FCP SA
 G Schermbrucker, MBChB *Cape Town* DCH FCP SA

Honorary Lecturers:

C Gray, MBChB *Cape Town* MRCPCH London MSc Surrey DipAllergy Southampton
 DipPaedNutr
 S Karabus, MBChB *Cape Town* DCH Dip in Allergology FCPaed SA MRCPCH UKM A Meiring,
 MBChB *Pret* FCPaed SA MMed
 (Paed) *Witwatersrand*
 D Van Der Merwe, MBChB *Cape Town* FCPaeds *Griffiths* Neuro CertEndocr ATLS ACLS APLS
 SA MMed (Paed) *Stell* APLS
North Ireland
 A L Watkins, MSc (Allergy) BSc(Hons) (Nutrition and Dietetics) MA *Cantab* (Social and Political
 Science) *UK*

Allergology (Paediatric)**Associate Professor and Head:**

M Levin MBChB *Cape Town* FCPaed MMed (Paed) DipAllergy SA PhD

Honorary Professor

M Levin, MBBCh *Witwatersrand* MRCP(Paed) FRCP *UK* PhD *London* Foundation Fellow
 Medical Science
 J Warner, BSc, PhD *London*

Honorary Senior Lecturers:

C Gray, MBChB *Cape Town* MRCPCH London MSc Surrey DipAllergy Southampton
 DipPaedNutr
 S Karabus, MBChB *Cape Town* DCH Dip in Allergology FCPaed SA MRCPCH UK
 A L Watkins, MSc (Allergy) BSc(Hons) (Nutrition and Dietetics) MA *Cantab* (Social and Political
 Science) *UK*

Associated Paediatric Disciplines**Head:**

S Rahim, BSc (Physio) *Cape Town*

Physiotherapy Department:

S13 Ground Floor OPD, Red Cross Children's Hospital, Rondebosch

Head:

S Rahim, BSc (Physio) *Cape Town*

Occupational Therapy Department:

S10 Ground Floor OPD, Red Cross Children's Hospital, Rondebosch

Head:

M Pursad, B(OccTher) *Stell*

Speech and Language Therapy Department:

S24 1st Floor OPD, Red Cross Children's Hospital, Rondebosch

Head:

L le Roux, B(Speech and Audiology) *Stell*

Nutrition and Dietetics Department:

S14 Ground Floor OPD, Red Cross Children's Hospital, Rondebosch

Head:

S Cader, BSc(Med)(Hons) (Nutrition and Dietetics) *Cape Town*

Audiology Department:

S24 1st Floor OPD, Red Cross Children's Hospital, Rondebosch

Head:

C Cox, BSc (Audiology) *Cape Town*

Social Worker Department:

B8 B Floor Main Hospital, Red Cross Children's Hospital, Rondebosch

Head:

C Brown, Dip Social Work *UWC*

Child and Adolescent Psychiatry

[See Department of Psychiatry and Mental Health.]

Child Nurse Practice Development Initiative

Associate Professor:

M Coetzee, BSocSc(Hons) *UFS DipPaedNurs PhD Cape Town*

Lecturer Full-Time:

T Castle, BCUr RN *UWC*, RPaedN

Lecturers Part-time:

C Davis, BNurs (Child) *DipPICU England*

L Rees, BSc Nursing *Cape Town*, DipCommHealth *CPUT*, DipPaedNurs *RAU*, MSc Nursing with
Nurs Ed *Witwatersrand*, Cert in PHC Clinical Skills *Witwatersrand*

Practice Development and Research Staff:

C Bonaconsa, BNurs *Stell RN*

A Leonard, MSc (Nurs) *Cape Town RN*

N North BA (Hons) Social Policy *London*, RGN

S Sieberhagen, Hons, M Psyche *RAU*

Programme Facilitator:

J Vos, DipNurs RN

Cardiology (Paediatric)**Head:**

J Lawrenson, MBBCh *Witwatersrand* MMed *Cape Town* FCP SA

Senior Lecturers Full-time:

G Comitis, MBChB *Cape Town* DCH DipAnaes FCPaed SA

R De Decker, MSc MBChB *Cape Town* DCH *London* CertMedGenet (Paed) FCPaed SA

Senior Lecturer Part-time:

H Pribut, MBChB *Cape Town* FCPaedSA

Honorary Senior Lecturer:

C Hugo-Hamman MA *Oxon* MBChB *Cape Town* DCH *London* FCPaed SA

Child Health Unit**Acting Head and Senior Lecturer:**

J Shea, MPHE

Critical Care (Paediatric)**Professor and Head:**

A Argent, MBBCh MMed (Paed) *Witwatersrand* MD (Paed) *Cape Town* DCH FCPaed
CertCritCare SA FRCPC *UK*

Associate Professor Full-time:

M McCulloch, MBBCh *Witwatersrand* DCH FCPaed SA

Senior Lecturers Full-time:

J Ahrens, MBChB *Cape Town* DA DCH FCPaed CertCritCare SA

B Rossouw, MBChB DipTropMed (Paed) MSc (Sports Medicine) *Pret* CertCritCare SA

S Salie, MBChB *Cape Town* DCH *London* FCPaed CertCritCare SA

Honorary Professor

D Tibboel, MBChB PhD *Amsterdam*, FCPaed *Rottendam*

Dermatology (Paediatric)**Head:**

C Hlela, MBChB FCDerm MSc GHS MMed (Derm) PhD *Oxon*

Developmental Paediatrics**Associate Professor and Head:**

K Donald, MBChB MPhil (PaedNeurol) *Cape Town* DCH FCPaed CertPaedNeuro SA MRCPCH
UK

Senior Lecturer Full-time:

R Petersen, MBChB *Cape Town* DCH FCPaed CertDevPaed SA

Senior Lecturers Part-time:

S Ackermann, MBChB *Pret* FCPaed CertPaedNeurol) SA

V Ramanjam, MBChB *Cape Town* DCH FCPaed CertDevPaed SA

Lecturers Part-time:

W van der Meulen, MBChB

S Warner, MBChB *Cape Town* DCH SA

Endocrinology (Paediatric)

Head:

S V Delpoit, MBChB MMed (Paed) BSc(Hons) (Epidem) *Cape Town* FCP DCH SA

Senior Lecturers Full-time:

M Carrihill, MBChB (Paed) MPhil *Cape Town* FCPaed CertEndo&Metab SA (PaedEndo)

A Spitaels, MBChB *Cape Town* DCH FCPaed SA

Gastroenterology (Paediatric)

Head:

E Goddard, BSc(Hons) MSc (Med) MBChB PhD MMed (Paed) *Cape Town* FCPaed
CertPaedGastro SA

Senior Lecturer Full-time:

R de Lacey, MBChB *Cape Town* FCPaed CertPaedGastro SA

Lecturer Part-time:

M Ledger, MBChB BSc (Physiology) BSc(Med)(Hons) *Cape Town* DCH FCPaed SA

R A Brown, MBChB *Cape Town* MPhil (Ancient Cultures) *Stell* DCH FCS SA FRCS *Edinburgh*

General Paediatrics

Associate Professors:

C Scott, MBChB *Cape Town* FCPaed SA

M Hendricks, MBChB *Cape Town* DipPEC DCH FCPaed CMO (Paed) SA

M E Levin, MBChB MMed *Cape Town* FCPaed DipAllerg SA PhD

A Westwood, MBChB MD MMed (Paed) *Cape Town* FCP SA MRCP UK

Senior Lecturers Full-time:

H A Buys, MBChB *Zimbabwe* LRCP LRCS *Edinburgh* MRCP UK FCP SA

L Cooke, MBChB *Cape Town*, FCPaed SA

R Dunkley, MBChB *Cape Town* FCPaed SA

R Muloiwa, MBChB *UKZN* DCH FCPaed SA MSc LSHTM

M Richards, MBChB DCH FCPaed CertDevPaed SA

Haematology/Oncology (Paediatric)

Associate Professor and Head:

A Davidson, MBChB MPhil *Cape Town* DCH FCPaed CertMedOnc (Paeds) SA

Senior Lecturers Full-time:

M G Hendricks, MBChB *Cape Town* DCH Dip PEC FCPaed CertMedOnc (Paeds) SA
 A L van Eyssen, MBChB *Stell* DCH FCPaed CertMedOnc (Paeds) SA

Lecturer Part-Time

F Desai MBChB *Cape Town* DCH FCP SA
 W R Mathiassen, MBChB *Cape Town* MRCP UK

Infectious Diseases (Paediatric)**Professor and Head:**

B S Eley, BSc(Hons) (MedBiochem) MBChB *Cape Town* FCP SA

Senior Lecturer Full-time:

J C Nuttall, MBChB *Cape Town* DipObst DCH FCPaed SA DTM&H *Witwatersrand*

Neonatology**Associate Professor and Head:**

M C Harrison, MBChB *Cape Town* MRCP FRCPCH UK

Emeritus Associate Professors:

V C Harrison, MBChB *Cape Town* MRCP FRCPCH UK
 A F Malan, MBChB MMed MD *Cape Town* DipO&G SA
 D L Woods, MBChB MD *Cape Town* FRCP DCH RCP&S UK

Senior Lecturers Full-time:

A Horn, MBChB *Cape Town* FCPaed DCH CertNeon SA MRCP(Paed) UK
 Y Joolay, MBChB *Stell* FCPaed SA
 S M Kroon, MBChB *Cape Town* FCPaed SA DTM&H *London* MRCP UK
 L Linley, MBChB *Cape Town* FCPaed SA
 N R Rhoda, MBChB *Cape Town* FCPaed SA Cert (Neon) SA
 N R Rhoda, MBChB *Cape Town* FCPaed SA Cert (Neon)
 SAL Tooke, MBChB *Cape Town* FCPaed MMed (Paed) DipObst DipPEC SA

Lecturers Full-time:

M T Ismail, MBChB *Cape Town* DCH DipHIV SA
 A M van Niekerk, MBBCh *Witwatersrand* DCH FCPPaed CertPaedCardiol SA

Lecturers Part-time:

J C G Dyssell, MBChB *Cape Town* MMed (Paed) *Witwatersrand* DCH FCPaed SA
 D H Greenfield, MBChB MPhil MCH *Cape Town* DCH DPH DTM&H *Witwatersrand*

Honorary Lecturer:

D Van Der Merwe, MBChB *Cape Town* FCPaeds *Griffiths* Neuro CertEndocr ATLS ACLS APLS
 SA MMed (Paed) *Stell* APLS *North Ireland*

Nephrology (Paediatric)**Head:**

P Gajjar, MBChB DCH FCP CertPaedNephrol

Senior Lecturer Full-time:

P Nourse, MBChB MMed *Cape Town* FCP SA CertPaedNephrol

Neurology (Paediatric)

Professor and Head:

J Wilmshurst, MB BS *London* MRCP *UK* FCPaed SA MD *Cape Town*

Senior Lecturer Full-time:

A P Ndondo, MBChB *Medunsa* FCPaed CertPaedNeuro SA

Senior Lecturers Part-time:

V Kander, MTech (Neurophysiol) *UFS*

G Riordan, MBChB *Cape Town* DCH MMed (Paed) FCPaed SA

B Schlegel, MBChB *Cape Town* FCPaed SA

K Walker, MBChB *Cape Town* DCH SA

Pulmonology (Paediatric)

Head:

H J Zar, MBBCh *Witwatersrand* FAAP BCPaedUSA BCPaed Pulmonology USA PhD *Cape Town* FCPaed SA

Senior Lecturer Full-time:

M Zampoli, MBChB *Cape Town* DCH FCPaed CertPulmPaed SA

Senior Lecturers Part-time:

D Gray, MBChB *Cape Town* FCPaed CertPulmPaed (SA) PhD *CapeTown*

A Vanker, MBChB MMed *Stell* FCPaed CertPulmPaed SA

Rheumatology (Paediatric)

Associate Professor and Head:

C Scott, MBChB *Cape Town* FCPaed SA

PATHOLOGY

Professor and Head (UCT/NHLS joint staff):

C Williamson, BSc (Hons) PhD *Cape Town*

Anatomical Pathology

Level 4, Falmouth Building North/D7, Groote Schuur Hospital/1st Floor ICH Building, Red Cross Children's Hospital

Wernher & Beit Professor and Head:

D Govender, MBChB MMed (AnatPath) PhD *UKZN* FCPATH (Anat) SA FCPATH *ECSA* FRCPath *London* IFCAP FAMB

Associate Professors Full-time:

R Naidoo, BSc(Hons) *UDW* MMedSc PhD *UKZN*

K Pillay, MBChB *UKZN* MMed *Cape Town* FCPATH (Anat) SA FRCPath *London*

Emeritus Associate Professor:

H C Wainwright, MBChB *Cape Town* FCPATH (Anat) SA

Senior Lecturers Full-time:

M S Duffield, MBChB *Rhodes* LRCP&S *Edinburgh & Glasgow* MMed *Cape Town* MRCPATH

M L Locketz, MBChB MMed *Cape Town* FCPATH (Anat) SA

H-T Wu, MBBCh *Witwatersrand* MMed *Cape Town* FCPATH (Anat) SA

Honorary Senior Lecturer:

G M Learmonth, MBChB BAO *Galway* FCPATH (Anat) SA MIAC

Lecturers Full-time:

FCJ Botha, MBChB *UFS* FCPATH (Anat) SA

D Chetty, MBBCh *Witwatersrand*

L Govender, MBChB *Pret*

M J Otto, MBChB *UFS* FCPATH (Anat) SA

A Ramburan, BSc (Hons) MMedSc (Anat) SA

R Roberts, MBChB MMed *Cape Town* FCPATH (Anat) SA

N Osman, MBChB *Cape Town* FC Path (Anat) SA

M J Otto, MBChB *UFS* FCPATH (Anat) SA

Assistant Lecturers/Registrars:

C Jackson, MBChB *Cape Town*

M le Grange, MBChB *Cape Town*

B Kosi, MBChB *Cape Town*

S C Madlala, MBChB *Limpopo*

T Nkomo, MBChB *UKZN*

B Price, BSc(Hons), PhD *UKZN*, MBBCh *Witwatersrand*

T N Rikhotso, MBChB *Medunsa*

S Tu, MBChB *Cape Town*

D Zgambo, MB BS *Malawi*

Chief Scientific Officer/Research Laboratory Manager

R Kriel, NatDip(MedTech) *CPUT* Dip(ProfPhotography) PostGradDip(BusManagement) *UKZN*

Laboratory Managers (NHLS):

C Bilobrk (Histopathology-Groote Schuur Hospital), NatDip(MedTech) *CPUT*

S Davids (Acting) (Cytopathology-Groote Schuur Hospital), NatDip(MedTech) *CPUT*

E Dollie (Histopathology-Red Cross Hospital), NatDip(MedTech) BTech (BioMedTech) *CPUT*

Chemical Pathology

Level 6, Entrance 4, Falmouth Building

Professor and Head:

A D Marais, MBChB *Cape Town FCP SA*

Associate Professor:

G F Van der Watt, MBChB *Pret MMed Cape Town FCPATH SA*

Emeritus Professor:

E H Harley, PhD MD *London FRCPATH UK*

Senior Lecturers:

D M Blackhurst, PhD *Cape Town*

J A King (Principal Medical Scientist), BSc(Hons) MSc PhD *Cape Town*

F Omar (Specialist), MBChB *Stell MMed Cape Town FCPATH SA*

H Vreede (Senior Specialist), MBChB MMed *Cape Town*

Lecturer Full-time:

P Fortgens, FCPATH SA Chem Path PhD *UKZN*

Honorary Professors and Lecturers:

I Jialal, MBChB *UKZN MD FCPATH SA DABCCM*

T S Pillay, MBChB *UKZN PhD Cambridge MRCPATH UK*

D B Sacks, MBChB *Cape Town* (American Board of Internal Medicine) (American Board of Pathology)

Forensic Medicine

Level 1, Entrance 2, Falmouth Building

Professor and Head:

L J Martin, MBChB *Witwatersrand MMed Path (Foren) Cape Town DipForMed FCFORPATH SA*

Senior Lecturers Full-time:

M Heyns, BSc Hons (cum laude) MSc (cum laude) PhD Hons BBA (cum laude) MBA (cum laude) *Stell PGCHET QUB*

G M Kirk, MBChB *Witwatersrand DipForMed FCFORPATH SA*

L Liebenberg, MBChB *Stell MMed Path (Foren) Cape Town DipForMed SA*

Y van der Heyde, BScMicro MBChB MMed Path (Foren) *Cape Town DipForMed SA*

Lecturers Full-time:

I Alli, MB BS *Mysore DipForMed Clin/Path SA Cert Medical Law UNISA FCFORPATH SA*

M Date-Chong, MBChB *Cape Town DipForMed Path FCFORPATH SA*

B Davies, BSc Hons *Cape Town MSc (For Sci) George Washington*

L Heathfield, BSc BSc (Med) Hons *Cape Town MSc (For Sci) Strathclyde*

S Mfolozi, MBChB *Cape Town DipForMed Path FCFORPATH SA MMed (For_Path) Cape Town*

I J Molefe, MBChB *Cape Town DipForMed Path FCFORPATH SA*

I Möller, MBChB *Pret* LLB *UNISA* DipForMed Path FCFPath SA
 L Peddle MBChB *Cape Town* DipForMed SA Path

Medical Technologists:

Y Davies, NDMedTech *CPUT*
 M Perrins, NHDMedTech *CPUT*

Haematology

Chris Barnard Building

Professor and Head:

N Novitzky, PhD *Cape Town* FCP SA

Senior Lecturers, Specialists and Haematologists:

J Opie, MBChB FCP
 N Mashigo, MBChB FCPPath(Haem)

Lecturers, Specialists and Haematologists:

G Bellaires, MBChB
 J Makan, MBChB
 M Ntobong, MBChB FFPPath(Haem)

Medical Natural Scientist:

K Shires, PhD *Cape Town*

Research Officer:

S Mowla, PhD

Laboratory Manager:

D Rousseau, B Tech Haem)

Chief Technologist:

J Blackbeard, NDMedTech(Haem)

Human Genetics

Room 3.14, Level 3, Wernher and Beit North, IDM

Professor and Head:

R S Ramesar, BSc(Hons) MSc *UKZN* PhD *Cape Town*

Professor/Senior Specialist:

A Wonkam, MBChB *Cameroon* MD Dip(MedGenet) *Switzerland*

Professor:

C Dandara, BSc(Hons) PhD *Zimbabwe*

Emeritus Professors:

L J H L Greenberg, BSc *Stell* PhD *Cape Town*
 P H Beighton, MD *London* PhD *Witwatersrand* FRCP *UK* FRCPCH FRS *SA*

Honorary Professors:

W James, BA(Hons) *UWC* MSc PhD *Madison Wisconsin*
 M J A Wood, MBChB *Cape Town* MA DPhil *Oxford*

Senior Specialist/Senior Lecturer:

K Fieggen, MBChB *Cape Town* FCPaeds CertMedGenet SA

Senior Lecturers:

T Wessels MSc (Genetic Counselling), PhD *Witwatersrand*

E Chimusa BSc(Hons) MSc and PhD *Cape Town*

Sessional Specialists and Honorary Senior Lecturers:

S Zieff, MBChB MMed *Cape Town* FCP SA

Laboratory Manager (Cytogenetics NHLS):

T Ruppelt, NDip BTech(BiomedicalTechnology) *UPE*

Immunology

Falmouth Building and Wernher and Beit Building South, IDM

Wernher & Beit Chair, Professor and Head:

C M Gray, BSc(Hons) *Western England* MSc PhD *Witwatersrand*

Honorary Professors:

G D Brown, PhD *Cape Town*

B Ryffel, PhD *Switzerland*

Professors:

F Brombacher, PhD *Freiburg*

M Jacobs, PhD *Cape Town*

Associate Professor:

W Horsnell PhD *UK*

Visiting Professors:

G Alber, PhD *Germany*

J Alexander, PhD *Glasgow*

G Ferrari, MD *Genoa*

T Huenig, PhD *Wuerzburg*

M Kopf, PhD *ETH Zürich*

S Magez, PhD *Brussels*

Senior Lecturer:

H Jaspán, BSc *USA* MD PhD *Tulane* FAAP PaedsID *Washington*

Honorary Senior Lecturer:

J Dorfmann, PhD *Berkeley*

Research Scientists:

R Guler, PhD *Switzerland*

J Hoving PhD, *Cape Town*

N-J Hsu, PhD *Cape Town*

F Kirstein, PhD *Cape Town*

Research Associates:

A Lopata, PhD *Cape Town*

B Ryffel, PhD *Basel*

NHLS staff:

J Banks, DipMedTechnology
 K Jonas, DipMedTechnology
 S Maart, DipMedTechnology/Lab Manager
 B Pillay, DipMedTechnology
 G Sheba, DipMedTechnology
 L Johnson, DipMedTechnology
 N Semela, DipMedTechnology
 M Watkins, MS PhD *Cape Town*
 A Adefuye, MBChB, PhD *Cape Town*

Chief Medical Technologist:

L Fick, DipMedTechnology *CPUT*

Manager FACS Facility:

R Dreyer

Falmouth Laboratory Manager:

B Allinde

Medical Microbiology

Falmouth Building, Faculty of Health Sciences Campus

Professor and Head:

M P Nicol, MBBCh MMed(MedMicro) *Witwatersrand* DTM&H FCPATH(Microbiol) SA PhD *Cape Town*

Professor:

G Hussey, MBChB MMed *Cape Town* MSc ClinTropMed *London* DTM&H UK FFCH SA

Senior Lecturers Full-time:

C Bamford, MBChB MMed (MedMicro) MPhil *Cape Town* FCPATH(Microbiol) DCH SA
 N Beylis, MBBCh Dip HIV Management *Witwatersrand* DTM&H FCPATH(Microbiol) SA
 PR Naicker, MBChB *UKZN* DTM&H *Witwatersrand* FCPATH(Micro) SA

Lecturers:

L Ah Tow Edries, BSc(Hons) *UWC* PhD *Cape Town*
 H Cox, BSc MPH PhD *UM Australia*
 E du Toit, PhD *Cape Town*
 M Kaba, MD MSc PhD *AMU France*
 C Moodley, PhD *Cape Town*
 L Robberts, BSc(Hons) *Prer* PHD *Stell D(ABMM) USA FCCM Canada*

Honorary Lecturers:

D A Lewis, FRCP *UK* PhD DipGUM DTM&H
 J Simpson, MMedPath (Microbiol) *Cape Town*

Registrars:

C M Centner, MBChB MSc(Med) *Cape Town*
 S Ntuli, MBChB *Medunsa*
 H Tootla, MBChB *Cape Town*

Medical Virology

Werner and Beit Building South (IDM), Faculty of Health Sciences Campus

Professor and Head (UCT/NHLS joint staff):

C Williamson, BSc (Hons) PhD *Cape Town*

Professor and SARCHI Chair in Vaccinology (NHLS/UCT joint staff):

A L Williamson, BSc (Hons) PhD *Witwatersrand*

Emeritus Professor:

K Dumbell, MBChB MD FRCPATH UK DSc *Cape Town*

Associate Professors:

D R Hardie, MBChB MMedPath (MedViro) *Cape Town*

J A Passmore, PhD *Cape Town*

Senior Lecturers/Clinical Virologists (NHLS/UCT joint staff):

M Hsiao, MBChB DTM&H *Witwatersrand* MMedPath *Cape Town* FCPATH (Viro) SA

S Korsman, MBChB *Pret* MMed(ViroPath) *Stell* FCPATH (Viro) SA

Senior Lecturer (UCT):

W Burgers, PhD *Cantab*

Registrars:

A Enoch, MBChB *UKZN*

N Nkosi, MBChB *UKZN*

A Khan, *MBChB UKZN*

Senior Lecturer/Scientist (UCT/NHLS joint staff):

H Smuts, PhD *Cape Town*

Lecturers:

T Meiring, PhD *Pret*

L Masson, PhD *Cape Town*

C Anthony, PhD *Cape Town*

Medical Scientists/Lecturers (UCT/NHLS joint staff):

Z Mbulawa, PhD *Cape Town*

Z Valley-Omar, PhD *Cape Town*

Honorary Senior Lecturers:

E Andersen-Nissen, PhD *USA*

A Bere, PhD *Cape Town*

Senior Researchers:

G Chege, PhD *Cape Town*

C Riou, PhD *Lyon*

Research Officers:

R Chapman, PhD *Cape Town*

N Douglass, PhD *Cape Town*

Senior Scientific Officers:

C Adams, MSc *Cape Town*

C Rademeyer, MSc *Cape Town*
 S Galant, NatDip (ClinPath) NatDip (Microbiology II) *CPUT*
 E Margolin, MSc *Cape Town*
 A Keyser, MSc *Cape Town*
 M Logan MSc *Cape Town*
 R Thebus, NatDip (MedTech) *CPUT*

Scientific Officers:

N Ndabambi, MSc *UWC*
 P Ximba, MSc, *KZN*
 T York, MSc *KZN*
 C Combrinck, MMed Sc *UFS*
 W Nevondo, MSc *UWC*

Senior Technical Officer:

H Gamaldien, Nat Dip (MedTech) *CPUT* MSc *Cape Town*

Senior Medical Technologist:

T Muller, NatDip (BiomedTech) BTech *CPUT* MSc *Cape Town*

Project Managers / Administrators:

D Stewart, MSc *Zimbabwe*
 L. Stephens PhD *Rhodes*
 K Norman

Paediatric Pathology

Red Cross War Memorial Children's Hospital

Senior Lecturer Full-time and Acting Head:

M H G Shuttleworth, BSc (Hons) MBChB MMed *Cape Town*

Senior Lecturers Full-time:

K Pillay, MBChB FC Path(AnatPath) SA FRC Path *UK* MMed *Cape Town*
 G van der Watt, MBChB FCPATH(ChemPath) *DA SA*

Medical Technologists (Chemical Pathology):

B Bergstedt, NatDip(ClinPath) NatDip(ChemPath) BTech
 R Brown, BSc(Microbiol) NatDip(ChemPath)
 P Joseph, NatDip(ClinPath)
 I Kamaar, NatDip(ClinPath)
 S Kear, NatDip(ClinPath)
 P Mangala, NatDip(ClinPath)
 R Manuel, NatDip(ClinPath)
 C Seaton, NatDip(ClinPath) NatDip(Haem) Higher NatDip
 L Ungerer, NatDip(ChemPath)
 J van Helden, NatDip(ChemPath)
 V West, NatDip(ChemPath)

Medical Technologists (Haematology):

Z Abrahams, NatDip(ClinPath) BTech *Cape Tech*
 K Benjamin, NatDip(Haem) BTech *Cape Tech*
 A Bertscher, NatDip(BloodTransfus) NatDip(Haem) *Joburg Tech*
 C Booysen, NatDip(ClinPath) *Cape Tech*
 S Brink, NatDip(ClinPath) BTech *Cape Tech*

194 DEPARTMENTS IN THE FACULTY

L de Wet, NatDip(ClinPath) *CPUT*

H Hendricks, NatDip(ClinPath) *Pen Tech*

M Pickard, NatDip(Haem) *Cape Tech*

M Prins, NatDip(ClinPath) BTech *Cape Tech*

G Tappan, NatDip(BloodTransfus) NatDip(Haem) *Cape Tech*

E van der Heyde, BSc(Microbiol) NatDip(Haem) NatDip(ClinPath) *Cape Tech*

T Zbodulja, NatDip(Haem) *Cape Tech*

Medical Technologists (Histopathology):

E Dollie, NatDip(HistopathTechniques) BTech

S Ford, NatDip(HistopathTechniques)

C Jackson, NatDip(Microbiol) NatDip(HistopathTechniques) Higher NatDip

PSYCHIATRY AND MENTAL HEALTH

J-Block, E36A, Groote Schuur Hospital

Professor and Head:

D J Stein, BSc (Med) MBChB *Cape Town* FRCPC PhD DPhil *Stell*

Sue Struengmann Professor of Child & Adolescent Psychiatry:

P J de Vries, MBChB *Stell* MRCPsych *London* PhD *Cantab*

Vera Grover Professor of Intellectual Disability:

C M Adnams, BSc *UKZN* BSc(Med)(Hons) MBChB *Cape Town* FCPaed *SA*

Professors:

C Lund, BA *UKZN* BA Hons MA *Cape Town* MSocSci (ClinPsych) *Rhodes* MA PhD *Cape Town*

J van Honk, PhD *Utrecht*

Associate Professors:

J Hoare, MBChB MPhil (Neuropsychiatry) *Cape Town* MRCPsych FCPsych *SA*

J Joska, MBChB MMed (Psych) PhD *Cape Town* FCPsych *SA*

S Z Kaliski, BA MBChB *Witwatersrand* MMed (Psych) PhD *Cape Town* FCPsych *SA*

S Kleintjes, MA (ClinPsych) MPhil (ChildAdolPsych) PhD *Cape Town*

Emeritus Professors/Associate Professors:

A Berg, MBChB *Pret* MPhil (Child Dol Psych) *Cape Town* FC Psych *SA*

J S Gillis, MD DPM *Witwatersrand* FRC (Psych) *UK*

C D Molteno, MBChB MMed (Paed) MD *Cape Town* BA(Hons) (Sociology) PhD *UNISA* DCH RCP *UK*

B A Robertson, MD *Cape Town* DipPsych *McGill* FCPsych *SA*

D A White, MBChB MMed (Psych) *Cape Town* FCPsych *SA*

T Zabow, MBChB DPM *Cape Town* FCPsych *SA* MRCPsych *UK*

Lecturers:

L Abrahams, MPsych *UWC*

T Abrahams, MA (ClinPsych)

R R Allen, BSc (CompScience Maths Stats) MBChB MBA *Cape Town* FCPsych *SA*

S E Baumann, MBChB BA *Cape Town* FCPsych *SA* MRCPsych *UK*

E Benjamin, MA (ClinPsych) *Cape Town*

S Brooks, BSc(Hons) Psychology, PGCE *Greenwich*, MSc Neuroscience, PhD Clinical Neuroimaging *Kings College*, Postdoc Fellowship, Higher Education Teaching Certificate *Uppsala University*, Postdoc Fellowship *Cape Town*

N Cader, MA (ClinPsych)

C Capri, BSocSci Hons *Cape Town*, MA (cum laude) Clinical Psychology and Community Counselling, International Relations, PhD Psychology/Intellectual Disability, DPhil Political Science *Stell*

O Coetzee, MA (ClinPsych) *PU for CHE*

Q Cossie, MBChB *Cape Town* FCPsych DMH *SA*

J J Dawson-Squibb, MA (ClinPsych) *Cape Town*

C De Clercq, MBChB *Pret* FCPsych *SA*

W De Jager, MA (ClinPsych) *UPE*

C Dean, M Psych *UWC* MBA *Milpark/Oxford Brookes*

G Douglas, MSc Nursing *Witwatersrand* MA (ClinPsych) *Cape Town*

L Frenkel, MA (ClinPsych) *Witwatersrand*

P Gasela, MBChB *Cape Town* FCPsych Cert in Child and Adolescent Psych *SA*

196 DEPARTMENTS IN THE FACULTY

N Groenewold, MSc Behavioural and Cognitive Neuroscience (cum laude) MSc Clinical and Developmental Psychology (cum laude) PhD Psychiatry and Neuroscience *Groningen*
 J Hoare, MBChB MPhil (Neuropsychiatry) *Cape Town* MRCPsych FCPsych SA
 A J Hooper, MBChB *Cape Town* FCPsych SA
 I Hoosen, MbChB *Cape Town* MRCPsych *Royal College of Psychiatrists London* DipOcc Health *Royal College of Physicians UK* Dip CBT *Birmingham*
 N R Horn, MBChB *Cape Town* PGDipCogTher *Manchester* MRCPsych *UK*
 F Howells, PhD (Physiology) *Cape Town*,
 J Ipser, PhD *Cape Town*, MSc Epidemiology *Columbia*
 Z Kahn, MBChB MMed (Psych)
 M Karjiker, MBChB *Witwatersrand* FCPsych SA
 N Koen, MBChB PhD *Cape Town*
 N Lalkhen, MA (ClinPsych) *Stell*
 S J Lay, MA (ClinPsych) *Cape Town*
 I Lewis, BSc MBChB MMed (Psych) *Cape Town* FCPsych SA
 D Liedemann, MPsych *UWC*, PG Dipl in Addictions Care *Cape Town*
 A Marais, PhD *Cape Town* MA (ClinPsych) *Stell*
 S Mkabile, MA (ClinPsych) *UWC*
 N Matross, MBChB MMed (Psych) *Cape Town*
 P Milligan, MBChB *Cape Town* FCPsych SA
 J S Parker, MBChB *Cape Town* FCPsych SA
 Z Parker, MA *Cape Town* MPsych *UWC*
 M Schneider, BSc (Logopaedics) *Cape Town*, MA (Applied Linguistics) *Reading*, PhD (Public Health) *Witwatersrand*
 NG Sibeko, MBChB *UKZN*
 N Siegfried, MBChB *Cape Town* MPH (Hons) *Sydney* DPhil *Oxon*
 P Smith, MBChB *Cape Town* FCPsych SA
 K Sorsdahl, PhD *Cape Town*
 T Swart, BSc (Biochem) *Cape Town* MSc (ClinPsych) *UKZN*
 H Temmingh, MBChB MMed (Psych) *Stell* FCPsych SA MPH *Cape Town*
 H Thornton, MA (ClinPsych) *Rhodes* PhD *Stell*
 T Timmermans, MBChB *Cape Town* FCPsych SA
 A Uhlmann PhD *Cape Town*
 W Vogel, MBChB MMed (Psych) MSc *Witwatersrand* FF Psych SA
 M F Williams, MBChB *Cape Town* FCPsych SA
 P F Williams-Ashman, MBBCh *Witwatersrand* FCPsych SA
 D A B Wilson, BSc MBChB *Cape Town* FCPsych SA
 J Yako, MA (ClinPsych) *Cape Town*

Honorary Professors/Associate Professors:

C Allgulander, MD PhD *Karolinska Institutet*
 D Baldwin, DM *Southampton* FRCPsych MRCPsych MB BS *London*
 D Castle, MBChB MD *Cape Town* MRCPsych FRCPsych MSc (Epi) *London* DLSHTM *FRANZCP GCUT Melbourne*
 D Edwards, Psych (Hons) *Oxon* MA (ClinPsych) PhD *Rhodes*
 S W Jacobson, MA *Brandeis* MA PhD *Harvard*
 J L Jacobson, MA PhD *Harvard*
 J Leff, MB.BS *University College London* MRCP *UK* MD *Kings College London* FRCPsych *UK*
 I Marks, MBChB MD *Cape Town* DPM MRCPsych FRCPsych *London*
 C Mathews, BA *Natal* MSc (Med) PhD *Cape Town*
 B Myers, MSocSc (cum laude) *Natal* PhD *Cape Town*
 M Robertson, MBChB MD DSc (Med) *Cape Town* DPM FRCPsych FRCP FRCPCH MRCPsych *London*
 O Shisana, BA *Univ of the North* MA (ClinPsych) *Loyola College* PhD *Univ of South Florida* ScD

Johns Hopkins School of Hygiene and Public Health
 L Simbayi, BSc *Zambia MSc Utah DPhil Sussex*
 M Tomlinson, BA *Rhodes BA(Hons) Witwatersrand MA (ClinPsych) Cape Town PhD Reading*
 D Williams, BTh(Hons) *University of the Southern Caribbean MDiv (cum laude) Andrews*
University PhD (Sociology) Michigan
 C Zlotnik, MA *Witwatersrand, PhD Rhode Island University*

Honorary Lecturers:

T Amos, MA *UWC PhD Cape Town*
 L Cluver, DPhil *Oxon*
 B Dickman, PhD (Psych) *Cape Town*
 A Gevers, BA (Psych) *Grinnell College MA (ClinPsych) Missouri St. Louis PhD Cape Town*
 V Ives-Deliperi, BA *Unisa PhD Cape Town*
 C Kuo, BA *Virginia DPhil Oxon*
 A Mason-Jones, BA(Hons) MA (Public Health) *PhD Nottingham*
 I McCallum, BA BSocSc MBCh *Cape Town FCPsych SA*
 U Meys, MBChB MPhil (Child and Adolescent Psychiatry) *Cape Town FCPsych SA*
 A Muller, BCur *NMMU MCur (Psych) UJ*
 A Robins, MBChB *Cape Town MD Witwatersrand DRM England MRC Psych London*
 C F Ziervogel, MBChB *Cape Town FCPsych SA*

Research Officers:

N J Bikwana, BPA *Stell BA(Hons) UWC HDE Cape Town*
 E C Baron BSc *Reading MSc Durham*
 E Breuer BAppSc(Phty) *Hons Sydney MPH (Epidemiology) Cape Town*
 S D Cooper, BA(Hons) *MPH Cape Town*
 T Davies, BA *Hons Rhodes MPhil Cape Town*
 B L Evans, MA (ClinPsych) *UNISA*
 S Field, BA *Hons Rhodes MA Southampton*
 S Honikmann, MBChB MPhil (MCH) *Cape Town DCH DOBstet SA*
 A Kleinhans, HDE *UWC MSc Open*
 R J Paulsen, MA *UWC*
 D Soowamber, BBusSci *Cape Town*

Addiction Psychiatry

B Myers, MSocSc (cum laude) *Natal PhD Cape Town*
 H Temmingh, MBChB MMed (Psych) *Stell FCPsych SA MPH Cape Town*

Child and Adolescent Psychiatry

W Vogel, MBChB MMed (Psych) *MSc Witwatersrand FF Psych SA*

Consultation-Liaison Psychiatry

L Frenkel, MA (ClinPsych) *Witwatersrand*
 J Hoare, MBChB MPhil (Neuropsychiatry) *Cape Town MRCPsych FCPsych SA*

Forensic Psychiatry

S Z Kaliski, BA MBCh *Witwatersrand MMed (Psych) PhD Cape Town FCPsych SA*

General Adult Psychiatry

R R Allen, BSc (CompScience Maths Stats) *MBChB MBA Cape Town FCPsych SA*
 P Milligan, MBChB *Cape Town FCPsych SA*

Intellectual Disability Psychiatry

C M Adnams, BSc *UKZN* BSc (Med)(Hons) MBChB *Cape Town* FCP SA

Neuropsychiatry

J Joska, MBChB MMed (Psych) PhD *Cape Town* FCPsych SA

Psychopharmacology and Biological Psychiatry

D J Stein, BSc(Med) MBChB *Cape Town* FRCPC PhD DPhil *Stell*

Psychotherapy

L Abrahams, MPsych *UWC*

S Kleintjes, MA(ClinPsych) MPhil (ChildAdolPsych) *Cape Town*

Public Mental Health

C A Lund, BA(Hons) (Psych) MA MSocSci (ClinPsych) PhD *Cape Town*

M F Williams, MBChB *Cape Town* FCPsych SA

PUBLIC HEALTH AND FAMILY MEDICINE

Level 4, Falmouth Building South

Professor and Head/Director:

M F Jeebhay, MBChB *Natal* DOH MPhil (Epi) *Cape Town* MPH (OccMed) PhD *Michigan*

Environmental Health

Level 4, Falmouth Building South

Associate Professor and Head:

H-A Rother, BA MA PhD *Michigan*

Visiting Professors:

K Ahmed, BSc MSc *Karachi* BS PhD *Minnesota*

T Arcury, BA *Duquesne* MA PhD *Kentucky*

S Quandt, BA *Lawrence* MA PhD *Michigan*

Associate Professor:

A Dalvie, BSc BSc(Med)(Hons) MSc(Med) PhD *Cape Town*

Senior Lecturer Full-time:

J Irlam, BSc(Med)(Hons) MPhil *Cape Town* (Joint School-Directorate of Primary Healthcare appointment)

Honorary Senior Lecturer:

G Manuweera, BSc MPhil *Peradeniya* PhD *Missouri*

Epidemiology and Biostatistics

Level 5, Falmouth Building South

Professor and Head:

L Myer, BA *Brown* MA MBChB *Cape Town* MPhil PhD *Columbia*

Honorary Professors:

D Bradshaw, BSc *KwaZulu-Natal* MSc *Cape Town* PhD *Oxon*

J McIntyre, MBChB *Zimbabwe* FRCOG

T Rehle, MD *Munich* MPH *London* PhD *Antwerp*

Visiting Professor:

M Egger, MD *Bern* FFPH MSc *London* DTM&H *Basel*

Senior Lecturer:

M Lesosky, BSc MSc PhD *Guelph*

Honorary Senior Lecturers:

N Ford, BSc *Warwick* DHA *Liverpool* MPH *Cape Town* PhD *Simon Fraser*

T Tucker, MBChB PhD *Cape Town*

Lecturer:

J Ramjith, BSc MSc *UKZN*

Senior Research Officer Part-time:

A Cois, BSc MSc *Caligiari MPH Cape Town*

Research Fellows:

K Brittain, BSc *KwaZulu-Natal MPH Cape Town*

N Langwenya, BSc *York MPH Cape Town*

T Phillips, BSc *Johannesburg MPH Cape Town*

Family Medicine

Level 2, Falmouth Building South

Associate Professor and Head:

D Hellenberg, MBChB *Cape Town MFamMed Stell FCFP SA Certificate in Policy, Planning and Management for Health Sector Reform (COPHE) UWC ACLS*

Honorary Professor:

R Harding, PhD Public Health *Kings College London*

Visiting Professor

M H Cassimjee, LLMRCP and LLMRCS *Ireland MPrax Med UKZN FCFP SA BMedSci (Hon) UDW DipHealthServiceManagement UKZN*

Senior Lecturers Full-time:

G Bresick, MBChB MPH *Cape Town DCH SA*

A de Sa, MBChB *Cape Town MCFP SA*

E de Vries, MBChB *Stell MFamMed Medunsa FCFP SA*

A Isaacs, MBChB *Cape Town MFamMed Stell*

R Krause, MBChB MFamMed *UOFS MPhil (Palliative Medicine) Cape Town PGDipHealthProfessionalEduc Cape Town*

L Morales Perez, MBChB MMed Family Medicine *Stell PGDipHealthProfessionalsEduc Cape Town*

T Motsohi, MBChB MFamMed DipFamMed *Cape Town*

M Namane, MBChB MPhil (FamMed and PHC) *Cape Town BSc (LabSciences) MSc (Immunology)*

UNIN CertCommRheum Pret MSc (MedSci) (ClinEpi) Stell

T Ras, MBChB *Cape Town MFamMed Cape Town MFGP SA*

B Schweitzer, MBChB *Witwatersrand DA MFGP SA MPraxMed Medunsa*

Senior Lecturer Part-time:

E Gwyther, MBChB MFGP *Cape Town DipPallMed MSc (PallMed) Wales*

Lecturers Full-time:

N Beckett, BSc MBChB *Stell DipFamMed Cape Town SAFRI Fellow (SA)*

L Ganca, BASocSc(Hons) (Social Work) MPhil (PallMed) *Cape Town DipSecEd Transkei PGDipHealthProfessionalsEduc Cape Town*

N Parker, MBChB *Cape Town*

Lecturers Part-time:

A J Barnard, MBChB Dip Anaes MFGP SA MPhil (PallMed) *Cape Town*

F Begg, MBChB *Cape Town*

C Bruce, MBChB LMCC Dip Pall Med SA MPhil (PallMed) *Cape Town*

C Chouler, MBChB *Cape Town FCFP SA*

M Meiring, MBChB *Pret FCPaed SA MMed(Paed) Witwatersrand*

M Navsa, MBChB MPhil (FamMed and PHC) *Cape Town*

M S Saban, MBChB *Cape Town* MFamMed *Stell* FCFP SA

Honorary Lecturers:

S Craven, MBChB *Oxon* LRCP

J Dhansay, MBChB MFGP SA DPT&M *Witwatersrand*

G Petros, PhD CertAdEd NatDip (Public Health) MPH *Cape Town*

Facilitators:

S Bhagwan, MBChB *Natal*

U Breytenbach, MBChB *Cape Town*

J Durandt, MBChB *Cape Town*

R Jacobs, MBChB *Cape Town*

M A Jardine, MBChB *Cape Town*

D Klemp, MBChB *Cape Town*

J Makan, MBChB Dip Pall Med *Cape Town*

D Petit, MBChB *Cape Town*

M A Potts MCB *Cape Town*

A Smith, MBChB PGDipFamMed *Cape Town*

S Snyders-Hermann MBChB *Cape Town*

S Sunday, MBChB *Cape Town* MRCGP UK MMed *Warwick*

J Taite, MBChB *Cape Town*

F Yasin, MBChB *Cape Town*

Registrars:

A C Anele

T Aronsun

T N Eziohuru

O Fayanju

D Huang

B Machina

L McCrindle

A Nya

S I Ohiagu

N Snyders

S Sobamowo

T Sobamowo

Health Economics

Falmouth Annex

Associate Professor and Head:

E Sinanovic, BSc (Econ) *Zagreb* DipFinMgt *Maastricht* MCom (HealthEcon) *Cape Town*

PhD (Health Econ) *London*

Professor:

D McIntyre, BCom(Hons)(Econ) MA (Econ) PhD *Cape Town*

Associate Professor:

S Cleary, BA *Grahamstown* BA(Hons) (Econ) MA (Econ) PhD *Cape Town*

Senior Lecturers:

J E Ataguba, BSc (Econ) *Nigeria* MPH (HealthEcon) PhD (Economics) *Cape Town*

O A Alaba, BSc (Econ) MSc (Econ) PhD (Econ) *Ibadan*

A Honda, BA (Sociology) MSc (IntHealth) *Tokyo* PhD (HealthEcon) *London*

Lecturer:

M Orgill, BAdmin (Econ&PubAdmin) BAdmin(Hons)(Econ) MPhil (PubPolicy) *Cape Town*

Health Policy and Systems

Level 1, Falmouth Building South

Professor and Head:

L Gilson, BA(Hons) *Oxon* MA *East Anglia* PhD *London*

Honorary Professors:

U Lehmann, PhD *Hanover*

H Schneider, MBChB *Cape Town* DCH DTMH MMed (Public Health) *Witwatersrand*

Senior Lecturer:

M Shung King, MBChB *Westville* DPhil (SocPolicy) *Oxon*

Senior Lecturer and Research Coordinator:

J Olivier, PhD *Cape Town*

Honorary Senior Lecturer:

K Daniels, BA (Hons) *Cape Town* MPH *Cape Town* DrPH *Nordic School of Public Health*

Junior Research Fellow:

L Brady, MBChB *Pret* MPH *London*

E Whyte, BA (Hons) MA *Witwatersrand* MPH *Cape Town*

Honorary Senior Research Associate Emeritus:

J Cochrane, BSc (Chemistry) PhD *Cape Town* MDivinity *Chicago*

Honorary Research Associate:

R English, MBChB *Cape Town*

Occupational Medicine

Level 4, Falmouth Building South

Professor and Head:

*M F Jeebhay, MBChB *Natal* DOH MPhil (Epi) *Cape Town* MPH (OccMed) PhD *Michigan*

Emeritus Professor and Senior Scholar:

R Ehrlich, BBusSc MBChB PhD *Cape Town* DOH *Witwatersrand* FFCH FCPHM (OccMed) *SA*

Emeritus Professor:

G Todd, BSc(Agric) *UKZN* MBChB PhD *Cape Town* FCDerm *SA*

Honorary Professor:

G J Churchyard, MBChB MMed (IntlMed) PhD *Witwatersrand* FCPSA

Senior Lecturer:

*S Adams, MBChB DOH MMed PhD *Cape Town* MFamMed *Stell* FCPHM (OccMed) *SA*

Honorary Senior Lecturers:

S Kisting, MBChB DOH *Cape Town* MFamMed *Witwatersrand* MCFP *SA*

S Manjra, MBChB *Natal* MMedSc (OccHealth) *Birmingham* BSc(Med)(Hons) DOH *Cape Town*

A Raynal, MBChB *Cape Town* MSc *LSHTM* MPhil MFOM *UK*
 J te WaterNaude, MBChB MPhil *Cape Town* FCPHM *SA*
 J van Zyl, MBChB MMed DipMed DipOccHealth *Stell* FAADEP CIME *USA* FCPHM *SA*

Lecturer Part-Time:

A D H Burdzik, MBChB MMed *Cape Town* DipOccMed *UK* FCPHM (Occ Med) *SA*

Honorary Lecturers:

D Knight, MBChB MMed *Cape Town*
 A van der Walt, DipMidw *SA* DOH MPhil *Cape Town*
 H Williams, MBChB DOH MMed *Cape Town* FCPHM (OccMed) *SA*

Registrars:

F Al Badri
 B Cloete
 V Faruk
 D Ngajilo
 N van de Water

**Joint appointment with Department of Medicine*

Public Health Medicine

Levels 2 and 4, Falmouth Building South

Professor and Head:

L London, MBChB MMed MD *Cape Town* BSc(Med)(Hons) *Stell* DOH *Witwatersrand* FCPHM *SA*

Honorary Professors:

T Rehle, MD *Munich* MPH *LSHTM* PhD *Antwerp*
 W Pick, MBChB MMed *Cape Town* DPH DTM&H *Witwatersrand* FFCH *SA*

Visiting Professors:

L Baldwin-Ragaven, AB *USA* MDCM CCFP FCFP *Quebec*
 F Coomans, PhD *Maastricht* MA (Human Rights) *Italy*
 S Whittaker, MBChB MMed PhD *Cape Town* FFCH *SA*

Associate Professors:

A Boule, MBChB PhD *Cape Town* MSc *London* FCPHM *SA*
 D Coetzee, BA *Cape Town* MBChB DPH DTM&H DOH *Witwatersrand* FFCH *SA* MSc(Epi) *Columbia*

Associate Professor Part-time:

G Perez, BDentistry *Algiers* DHSM MDent (CommDentistry) *Witwatersrand* (Deputy Dean;
 Joint Faculty Department appointment)

Honorary Associate Professors:

L Bourne, BSc(Dietetics) *UKZN* BSc(Med)(Hons) MSc(Med) PhD MPH *Cape Town*
 N Morojele, PhD *Kent*

Senior Lecturers Full-time:

J Irlam, BSc(Med)(Hons) MPhil *Cape Town* (Joint School-Directorate of Primary Healthcare
 appointment)
 N Jacob MBChB MMed *Cape Town* FCPHM *SA*
 L Olckers, MPhil (Ed) (Higher Education Studies) BSocSc (SocWrk)(Hons) *Cape Town*

204 DEPARTMENTS IN THE FACULTY

T Oni, BSc *London* MB BS *UCL MPH MMed Cape Town* MD (Res) *Imperial College London*
MRCP DFPH *UK FCPHM SA*
V Zweigenthal, BSc DTM&H DPH *Witwatersrand* BSocSc(Hons) MBChB PhD *Cape Town*
FCPHM *SA*

Honorary Senior Lecturers:

E Goemare, MSc MD DTMH *Belgium DSc hc. Cape Town*
T Hawkrigde, MBChB FCPHM *Cape Town DTM&H MSc (Med) Witwatersrand*
S Moyo, MBChB MPH Dip MSHS PhD
T Naledi, MBChB *Cape Town FCPHM*
D Pienaar, MBChB MMed *Cape Town*
M Stuttaford, PhD *UK*

Lecturers Full-time:

F Amien, BChD MChD (CommDentistry) *Cape Town*
I Datay, MBChB *Cape Town* DPhil *Oxon* (Joint School-Directorate of Primary Healthcare appointment)
S Toto BSc(OT) *Cape Town*

Lecturer Part-time:

R Morar, MBChB *Natal DHMEF MMed (CommH) Cape Town FCPHM SA* (Deputy Dean; Joint Faculty-Department appointment)

Honorary Lecturers:

G Denicker, MSc *Oxford* BChD *UWC*
J Evans, PhD BSc(Med)(Hons) BSc Physiology *Cape Town*

Senior Research Officer:

T Boulle, BSc(OccTher) MPH *UWC*

Research Officers:

H Haricharan, MA (SocAnthrop) *Cape Town* MJournalism *Canada*
M Heap, PhD *Cape Town*

Medical Natural Scientist:

N Zinyakatira, BSc(Hons) Statistics *Zimbabwe* MPhil (Demog) CertProjMgt *Cape Town*

Honorary Research Associates:

T Alfaro-Velkamp, PhD MA *Georgetown*, MSc *London*, BA *California*
N Harker-Burnhams, PhD *Cape Town*, BA Honours Social Sciences MPhil in Health and Welfare Management *UPE*
R Matzopoulos, BBusSci MPhil (Epi) PhD *Cape Town*
D Michaels, PhD *Cape Town*, MSc Epidemiology *Columbia*, MPhil (Maternal and Child Health) BSocSci *Cape Town*
CJ Seebregts, PhD BSc(Hons) Medical Biochemistry, BSc(Hons) Software Eng., BSc Physiology, Dip Comp Sci, *Cape Town*

Facilitators:

T Abrahams, MPhil (Social Work)
D Aldera, BSocSci *Cape Town*
R Banoobhai, BA (Hons) *Natal*
M Botsis, BA *Rhodes* Dip (HE) *Stell*
F Cassim, BSc (Occ Therapy) *Cape Town*
M Chinaka, BSocSci(Hons) *Cape Town*

G Cook, BSc (Hons) Psych *UK Dip (Careers Guidance) Kent*
 S Cotton, PhD *Cape Town*
 K Fataar, BSocSci (Hons) *Cape Town*
 D Grey, BSoc Sci *Cape Town*
 P Hoffman, BSocSci (Hons) (SocWrk) *Cape Town*
 J Jayakumar, PhD *Cape Town*
 H Katito, MSocSci, (Clinical Social Work) *Cape Town*
 L Khalema, BA (Psychol) *Cape Town*
 M Limikatso BSc (Physiotherapy) *Cape Town*
 L Louskieter, BSocSci (Hons) *Cape Town*
 H McGlead, BA *Cape Town*
 C Ohajunwa, MPhil (Disability Studies) *Cape Town*
 A Parker, BA(Hons) *Cape Town*
 G Pienaar, MSc (Applied Forensic Psychol) *York BA(Hons) Psych UNISA*

Registrars:

K Bobrow
 Z Mgugudo-Sello
 T Mosedi
 L Mureithi
 S Peters
 A von Delft
 G Ward

Social and Behavioural Sciences

Level 3, Falmouth Building South

Associate Professor and Head:

C Colvin, BA *Virginia Tech* MA PhD *Virginia MPH Cape Town*

Honorary Professor:

D Cooper, BSocSci BA(Hons) PhD *Cape Town*

Visiting Professor:

S Guttmacher, MPhil PhD *Columbia*

Associate Professor:

J Harries, BA(Hons) MPhil MPH PhD *Cape Town*

Honorary Associate Professors:

A Harrison, BA *Penn* MA MPH *Johns Hopkins* PhD *LSHTM*
 M Lurie, PhD *Johns Hopkins* MA *Florida* BA *Boston*
 C Mathews, BA *UKZN* BSocSci(Hons) MSc (ComHealth) PhD *Cape Town*

Honorary Senior Lecturers:

C Morroni, MPhil MBChB *Cape Town* PhD (Epi) *Columbia* DTM&H *LSHTM* DFRSH
 D Peacock, BA(Hons) *California* MA (SocWrk) *San Francisco*

Lecturer:

A Swartz, BSocSci BA(Hons) MPH *Cape Town*

Honorary Research Associates:

E Stern, MPH PhD *Cape Town*
 E Venables, PhD *Edinburgh*

RADIATION MEDICINE

Professor and Head:

Rotating head: S J Beningsfield, MBChB Cape Town FFRadDiag SA

Medical Physics

L-Block, Groote Schuur Hospital

Head:

H Burger, BSc(Hons) MSc(MedPhys) *Pret*

Lecturers:

H Mac Gregor, BSc(Hons) *Stell*

C Trauernicht, BSc(Hons) MSc(Med) *Cape Town*

N Willemse (Joubert), BMedSc(Hons) MMedSc (MedPhys) *UFS*

Nuclear Medicine

C4/C3, New Groote Schuur Hospital

Head of Division and Senior Lecturer Full-time:

T Kotze, MBBCh *Witwatersrand FCNP SA*

Consultants:

A Brink, MBChB *Pret DCH FCNP SA MMed (NucMed) Cape Town*

R Steyn, MBChB *Free State FCNP SA*

Paediatric Radiology

Red Cross Children's Hospital

Senior Lecturers Full-time:

T N Kilborn, MBChB *Cape Town FRCR UK*

N A Wieselthaler, MBChB *Cape Town FCRadDiag SA*

Lecturer Full-time:

E Banderker, MBChB *Cape Town FCRadDiag SA*

Radiation Oncology

L-Block, Groote Schuur Hospital

Professor and Head:

J Parkes, MBChB *Cape Town FCRadOnc SA*

Senior Lecturers Full-time:

H Burger, MBChB *Cape Town FCRadOnc SA*

A J Hunter, BSc(Med)(Hons) PhD *Cape Town*

Z Mohamed, MBChB *Stell MMed Cape Town*

H Simonds, MBChB PGDip (HealthEcon) *Cape Town MRCP FRCR UK*

A L van Wijk, MBChB *Cape Town FCRadOnc SA*

Lecturers Full-time:

S Dalvie, MBChB *Cape Town FCRadOnc SA MMedRadOnc UFS*

A S Hendrikse, BSc(Hons) PhD *Cape Town*

B Robertson, MBChB *Cape Town* FCRadOnc SA
 J Wetter, MBChB *Cape Town* FCRadOnc SA MMedRadOnc UFS

Radiology

C16, New Groote Schuur Hospital

Professor and Head:

S J Beningfield, MBChB *Cape Town* FFRadDiag SA

Senior Lecturers Full-time:

N Ahmed, MBChB *Cape Town* FCRadDiag SA
 S E Candy, BSc HDE MBChB *Cape Town* FFRadDiag SA

Senior Lecturers Part-time:

H T Goodman, MBChB *Cape Town* MPraxMed *Pret* MFGP FFRadDiag SA FRCR UK
 H Ball *MBChB St Andrews* FFRad SA

Lecturers Full-time:

R Gamielien MBChB *Cape Town* FCRadDiag SA
 T Hartley MBChB *Cape Town* FCRad(Diag) SA
 Q Said-Hartley MBChB *Cape Town* FCRad(Diag) SA
 Z Somhlahllo, MBChB *Cape Town* FCRad(Diag) SA

SURGERY

J Floor, Old Main Building, Groote Schuur Hospital

Professor and Head:

D Kahn, MBChB *Birmingham* ChM *Cape Town* FCS SA

Emeritus Professors:

P C Bornman, MMedSurg FRCS Ed FCS SA FRCS *Glasgow*

D M Dent, MBChB ChM *Cape Town* FCS SA FRCS UK FRCPS *Glasgow* (Hon)

J E J Krige, MBChB MSc *Cape Town* FRCS *Edinburgh* FCS SA

J Terblanche, MBChB ChM *Cape Town* FCS SA FRCS UK FRCPS *Glasgow* FACS (Hon)

FACP(Hon) FRCS UK (Hon) FRCS (Hon) FRCS *Edinburgh* FMC SA FRCSI (Hon)

Cardiothoracic Surgery (Chris Barnard Division of Cardiothoracic Surgery)

Groote Schuur Hospital, Red Cross Children's Hospital; Cape Heart Centre, Medical School

The Division of Cardiothoracic Surgery provides clinical cardiac and thoracic surgery services for the community of Cape Town and the Western Cape region at both Groote Schuur Hospital and Red Cross Children's Hospital. In addition, this Division is the only academic unit that provides cardiac transplantation in South Africa. This Division also has an active laboratory research programme centering on the development of an 'easy to implant' synthetic heart valve for developing countries; myocardial regeneration, restenosis and angiogenesis in tissue engineering.

Chris Barnard Chair of Cardiothoracic Surgery and Head:

P Zilla, MD *Vienna* DMed *Zurich* PhD *Cape Town* PD *Vienna* FCS SA

Associate Professors Full-time:

D Bezuidenhout, PhD

J G Brink, MBChB *Cape Town* FCS SA

J Hewitson, MBChB *Cape Town* FCS SA

Associate Professor Part-time:

A Linegar, MBChB *Cape Town* PhD *UFS* FCS SA

Senior Lecturers Full-time:

A Brooks, MBChB *Stell* FCS SA

N Davies, PhD

P Human, PhD *Cape Town*

J Scherman, MBChB *Cape Town* FCS SA

Senior Lecturers Part-time:

W Lichtenberg, MBChB MMed *Cape Town*

L Moodley, MBChB *Natal* FCS SA

J Rossouw, MBChB PhD FCS SA

Emergency Medicine

F Floor Old Main Building, Groote Schuur Hospital and Metro EMS, Karl Bremer Hospital

Professor and Head:

L Wallis, MBChB FRCS (A&E) *Edinburgh* MD DIMCRCS DipSportMed *Glasgow* FRCS Ed FCEM UK FCEM SA FIFEM

Senior Lecturers Full-time:

S Bruijns, MBChB *Pret* MPhil (EM) PhD *Cape Town* DipPEC SA FCEM UK FCEM SA
 P Hodgkinson, MBBCh *Witwatersrand* MPhil (EM) PhD *Cape Town* DipPEC DA Dip Obst SA
 DTM&H *Witwatersrand*

Senior Lecturers Part-time:

T Welzel, MBChB *Cape Town* DipPEC HDipIntMed DipHIVMan DipForMed (ClinPath) SA
 DTM&H *Pret* BSc(Med)(Hons) (DivingMed) MSc(Med)(ClinEpi) *Stell* EMDM *Novara*

Lecturers (Joint Staff):

K Cohen, MBChB MMed (EM) *Cape Town*
 B Cheema, MB BS BSc (Psychology) MRCPCH *London* DTM&H *Liverpool*
 P Cloete, MBChB FCEM SA MMed *Cape Town*
 R Dickerson, MBBCh *Witwatersrand* Dip PEC DA SA FCEM SA Cert Critical Care SA ATCL UK
 K Evans, MBChB FCEM SA MMed *Cape Town*
 D Fredericks, MBChB *Cape Town* FCEM SA
 H Geduld, MBChB MMed (EM) *Cape Town* DipPEC FCEM SA
 C Hendricks, MBChB FCEM SA MMed *Cape Town*
 M Kalla, MBChB FCEM SA MMed *Cape Town*
 AM Kropman, MBChB *Cape Town* FCEM SA
 A Smith MBChB FCEM SA MMed *Cape Town*
 W Smith BSc MBChB *Cape Town* EMDM FCEM SA

Honorary Lecturers:

S de Vries, MBChB MPhil(EM) *Cape Town* DipPEC SA
 S Lahri, MBBCh *Witwatersrand* FCEM SA
 H Lamprecht MBChB *Stell* DAnaes *London* FCEM UK FRCPI *Ireland*
 S Le Roux, BSc MBChB *Cape Town*
 P Louw MBChB *Pret* MMed (EM) *Cape Town*
 J Malan, MBChB *Pret* DipPEC FCEM SA
 I Maconochie, MB BS FRCPC PhD *London* FCEM UK FRCPI *Ireland*
 A Parker MBChB FCEM SA MMed *Cape Town*
 M Stander, MB BCh *UJ* MMed(EM) *Cape Town*
 H Tuffin MBChB *Cape Town*
 M Twomey BSc PhD *Cape Town*
 K Vallabh, MBBCh *Witwatersrand* FCEM SA
 N van Hoving, MBChB *Free State* DipPEC SA MMed(EM) MSc(Med)(ClinEpi) *Stell*

General Surgery

J-Floor, Old Main Building, Groote Schuur Hospital

Professor and Head:

D Kahn, MBChB *Birm* ChM *Cape Town* FCS SA

Professors:

A Mall, BSc(Med)(Hons) MSc *Cape Town* PhD *Newcastle-upon-Tyne*
 P Navsaria, MBChB MMed *Cape Town* FCS SA

Emeritus Professors:

P C Bornman, MMedSurg FRCS Ed FCS SA FRCS *Glasgow*
 D M Dent, MBChB ChM *Cape Town* FCS SA FRCS UK FRCPS *Glasgow* (Hon)
 J E J Krige, MBChB MSc *Cape Town* FRCS *Edinburgh* FCS SA
 J Terblanche, MBChB ChM *Cape Town* FCS SA FRCS UK FRCPS *Glasgow* FACS (Hon) FACP
 (Hon) FRCS UK (Hon) FRCSC (Hon) FRCS *Edinburgh* FMC SA FRCSEd (Hon)

210 DEPARTMENTS IN THE FACULTY

Associate Professors:

P A Goldberg (Head: Colorectal Unit), MBChB MMed *Cape Town* FCS SA
A J Nicol (Head: Trauma Unit) MBChB *Cape Town* FCS SAE Panieri (Head: Oncology, Endocrinology) MBChB MMed *Cape Town* FCS SA
E Muller, MBChB *Pret* MMed *Cape Town* MRCS FCS SA
E Jonas MBChB; MMed; FCS (SA); PhD

Senior Lecturers Full-time:

M Bernon, MBBCh *Witwatersrand* FCS SA CertGastro
A B T Boutall, MBBCh *Stell* FCS SA CertGastro
S Burmeister, MBChB *Cape Town* FCS SA CertGastro
L Cairncross, MBChB *Cape Town* FCS SA
G Chinnery, MBChB *Witwatersrand* MMed FCS SA CertGastro
S Edu, Dip in Medicine *Romania* FCS SA
J H Klopper, MBChB *Pret* MMed (Surg) *UFS* Cum laude
J C Kloppers, MBChB *Stell* DipPEC FCS SA MRCS FRCS (GenSurg) *Edinburgh*
N G Naidoo (Head: Vascular Unit), MBChB *UKZN* FCS SA
D A Thomson, MBChB *UKZN* FCS SA MMed *Cape Town*
C Warden, MBChB *Cape Town* MMed FCS SA
F Malherbe MBChB FCS SA

Adjunct Professor:

R J Baigrie, BSc MD *Cape Town* FRCS UK

Senior Lecturers Part-time:

H F Allison, MBChB *Cape Town* FRCS *Edinburgh* FCS SA
D Anderson, MBChB *Cape Town* FCS SA
S N R Cullis, MBChB *Cape Town* FCS SA FRCS *Edinburgh*
K J Goldberg, MBChB *Cape Town* FCS SA
M V Madden, MBChB *Cape Town* FCS SA FRCS UK FRCS *Edinburgh*
P J Matley, MBChB *Cape Town* FCS SA
K Michalowski, MD *Poland* FCS SA
J A Tunnicliffe, MBChB *Cape Town* FCS SA
S Bhaila MBChB, FRCS Cert Surgical Gastroenterology
B Natha MBChB, FCS SA Cert Vascular Surgery
M Forlee MBChB, FCS SA Cert Vascular Surgery
B Jones MBChB, FRCS

Neurosurgery

H53, Old Main Building, Groote Schuur Hospital

Helen & Morris Mauerberger Professor and Head:

A G Fieggen, BSc(Med) MBChB MD *Cape Town* MSc *London* FCS SA

Professors:

A A Figaji, MBChB MMed PhD *Cape Town* FCNeurosurg SA
P L Semple, MBChB MMed PhD *Cape Town* FCS SA

Emeritus Professors:

J C Peter, MBChB *Cape Town* FRCS *Edinburgh*
J C de Villiers, MD *Cape Town* MD *Stell* DSc UWC FRCS UK FRCS *Edinburgh*

Honorary Professors:

P Siesjö, MD PhD *Lund*

M J A Wood, MBChB *Cape Town* DPhil *Oxon*

Associate Professors:

D E J Le Feuvre, MBChB MMed *Cape Town* MSc *Paris/Mahidol* FCS *SA*

A G Taylor, MBBCh *Witwatersrand* MMed *Cape Town* MSc *Paris/Mahidol* FCS *SA*

Senior Lecturers:

L C Padayachy, MBChB *Pret* FCNeuroSurg *SA* MMed PhD *Cape Town*

S J Röthemeyer, MBBCh *Witwatersrand* FCNeuroSurg *SA*

Senior Lecturers Part-time:

N D Fisher-Jeffes, MBChB *Stell* FCS *SA*

C F Kieck, MBChB *Stell* MD *Cape Town* FCS *SA*

R L Melvill, MBChB *Cape Town* FCS *SA*

S A Parker, MBChB *Cape Town* FCS *SA*

D G Welsh, MBChB *Cape Town* FRCS *London* FCS *SA*

G A White, MBChB *Cape Town* FCS *SA*

Lecturer:

C Thompson, MBChB MMed *Cape Town* FCNeuroSurg *SA*

Senior Research Officer:

N G Langerak, BSc (Physio) MSc (HumMovSci) PhD (BiomedEng)

Postdoctoral Fellow:

U Rohlwick, Neuroscience Post-doctoral Research Fellow, Division of Neurosurgery

Ophthalmology

H52, Old Main Building, Groote Schuur Hospital

Morris Mauerberger Professor of Ophthalmology and Head:

C Cook, MBChB MPH *Cape Town* FCS(Ophth) *SA* FRCOphth

Emeritus Professor:

A Murray, MBChB *Witwatersrand* FRCS *Edinburgh* FRCOphth

Senior Lecturers Full-time:

N du Toit, MBChB *Cape Town* DipOphth FCSOphth *SA*

K Lecuona, MBChB *Cape Town* FCSOphth *SA*

T Pollock, MBChB *Cape Town* FCSOphth *SA*

J Rice, MBChB *Witwatersrand* FCSOphth *SA*

J Steffen, MBChB *Stell* FCSOphth *SA*

C Tinley, MBChB *Cape Town* FCSOphth

Director: Community Eye Health Programme

D Minnies, NHDMT(Haematology) *SA* MPH *Cape Town*

Senior Lecturers Part-time:

E Albrecht, MBChB *Stell* FCSOphth *SA*

M Attenborough, MBChB *Witwatersrand* FRCOphth

N Cockburn, MBChB *Cape Town* FCSOphth *SA*

J de Villiers, MBChB *Cape Town* FCSOphth *SA*

R Grötte, MB BS *Newcastle* FRCS *Edinburgh* DO RCP *London* RCS *UK*

D Harrison, MBChB *Cape Town* FCSOphth *SA*

212 DEPARTMENTS IN THE FACULTY

F J Kupper, MBChB MMed *Cape Town* DO RCP *London* RCS *UK*
A Perrott, MBChB *Cape Town* FCSOphth *SA*
P Steven, MBChB *Cape Town* DOMS RCP *London* RCS *UK*
K Suttle, MBChB *Cape Town* FCSOphth *SA*
H van Velden, MBChB *Stell* FCSOphth *SA*

Orthopaedic Surgery

H49 Old Main Building, Groote Schuur Hospital

Pieter Moll & Nuffield Professor of Orthopaedic Surgery and Head:

R Dunn, MBChB MMed *Cape Town* FCSOrth *SA*

Emeritus Professor:

J Walters, MBChB *Cape Town* FCSOrth *SA*

Associate Professor:

S Roche, MBChB *Cape Town* LMCC *Canada* FCSOrth *SA*

Emeritus Associate Professor:

E B Hoffman, MBChB *Stell* FCSOrth *SA*

Honorary Associate Professor:

B C Vrettos, MBChB *Zimbabwe* FRCS *England* MMed *Cape Town* FCSOrth *SA*

Adjunct Professor:

W M van der Merwe, MBChB *UOFS* Social Studies *Oxon* BMedSci(Hons) (Sport) *Cape Town*
FCSOrth *SA*

Senior Lecturers Full-time:

S Dix-Peek, MBBCh *Witwatersrand* FCSOrth *SA* MMed *Cape Town*
A Horn, MBChB *Pret* MMed Orth *Cape Town* FC Orth *SA*
N Kruger, MBChB *Cape Town* FCSOrth *SA*
M Laubscher, MBChB Dip PEC FC Orth *SA* MMed Ortho *Cape Town*
S Maqungo, MBChB *Natal* FCSOrth *SA*
G McCollum, MBChB MMed *Cape Town* DIP PEC FCSOrth *SA*
S Mears, MBChB *Stell* FCSOrth *SA*
M Nortje, MBChB MMed Orth *Cape Town* FC Orth *SA* DipPEC *SA*
P Rowe, MBBCh *Witwatersrand* FCSOrth *SA*
M Solomons, MBChB *Cape Town* FCSOrth *SA*

Senior Lecturer Five-eighths:

G Grobler, MBChB MMed *Cape Town* FRCS *Edinburgh* FCS (Orth) *SA*

Senior Lecturers Part-time:

S Carter, MBChB *Cape Town* FCSOrth *SA*
B Dower, MBChB *Cape Town* FCSOrth *SA*
P Ehlers, MBChB *Stell* FCSOrth *SA*
M Held, Med Cert *Heidelberg* MD *Munich* MMed *Cape Town* PhD *Cape Town* FC Orth *SA*
Facharzt Ortho/Unfall *Germany*
H Hobbs, MBChB *Cape Town* DipPEC FCSOrth MMed (Orth) *SA*
K V Hosking, MBChB *Cape Town* FCSOrth *SA*
I Koller, MBChB *Pret* FC Orth *SA* MMed (Orth) *Cape Town*
P Makan, BSc(Med) MBChB MMed *Cape Town* FCSOrth *SA*
M Maree MBChB *Cape Town* FCSOrth *SA* MMed (Orth) *Cape Town*

D McGuire, MBChB *Witwatersrand MMed Cape Town FCOOrth SA*
 S Mears, MBChB *Stell FCSOrth SA*
 P Polley, MBChB *Cape Town FCSOrth SA*
 L T Sparks, MBChB *Cape Town FRCS UK*
 R von Bormann, MBChB *Cape Town FCOOrth DA SA*

Honorary Senior Lecturers:

B Bernstein, MBBCh *Witwatersrand FCSOrth SA*
 D Engela, MBChB *Pret FCSOrth SA*

Honorary Lecturers:

R K Marks, MBChB *Cape Town FRCS Edinburgh FCSOrth SA CIME*
 Martin, MBChB *Cape Town FCOOrth SA*

Otorhinolaryngology

H53, Old Main Building, and Ward F8, Groote Schuur Hospital, Red Cross War Memorial Children's Hospital and New Somerset Hospital

Leon Goldman Professor of Otorhinolaryngology and Head:

J J Fagan, MBChB MMed *Cape Town FCS SA*

Emeritus Professor:

SL Sellars, FRCS FCS SA

Senior Lecturers Full-time:

G J Copley, MBChB *Cape Town FCSOtol SA*
 O Edkins, MBChB *Witwatersrand FCSOtol SA*
 T Harris, MBChB *Cape Town FCSOtol SA*
 D E Lubbe, MBChB *Stell FCSOtol SA*

Lecturer Five-eighths:

E Meyer, MBChB *Pret FCSOtol SA*

Lecturers Part-time:

M D Broodryk, MBBCh *Stell FCSOtol SA*
 P J de Waal, MBChB *Cape Town FCSOtol SA*
 L Nel, MBChB *Pret FCS SA*
 P S Traub, MBBCh *Witwatersrand FCSOtol SA*
 M J R R Vanlierde, MBChB *Cape Town FCSOtol SA*
 A van Lierop, MBChB *Stell FCSOtol SA*

Paediatric Surgery

Institute of Child Health, Red Cross Children's Hospital, Rondebosch

Charles F M Saint Professor of Paediatric Surgery and Head:

A Numanoglu, MBChB *Turkey FCS SA*

Professors:

A A Figaji, MBChB MMed PhD *Cape Town FCNeurosurg SA*
 A B van As, MBChB *Netherlands FCS SA PhD Cape Town MBA SA*

214 DEPARTMENTS IN THE FACULTY

Adjunct Professor:

R A Brown, MBChB *Cape Town* MPhil (Ancient Cultures) *Stell DCH SA FRCS Edinburgh*
FCSSurg SA

Emeritus Professors:

M R Q Davies, MBChB *Pret MMed (Surg) FCS SA FRCS UK & Edinburgh*

A J W Millar, MBChB *Cape Town FRCS UK FRCS Edinburgh FRACS DCH (RCP&Seng)*
FCS SA

H Rode, MBChB *Pret MMed (Surg) FRCS Edinburgh FCS SA*

Associate Professor:

J Lazarus, MBChB *Cape Town FCS (Urol) SA*

Senior Lecturers:

S Adams, MBChB *Cape Town FC(Plast&ReconSurg) SA*

A Alexander, MBBCh *Witwatersrand FCS SA CertPaedSurg SA*

G Copley, MBChB *Cape Town FCSOtol SA*

S G Cox, MBChB *Cape Town FCS SA CertPaedSurg SA*

S Dix-Peek, MBChB *Cape Town FCSOrth SA*

L C Padayachy, MBChB *Pret FCSNeurosurg SA MMed Cape Town*

T Pollock, MBChB *Cape Town FCSOphth*

C Tinley, MBChB *Stell FRCOphth*

Research Social Worker:

R Albertyn, BSocSc(MW) *Free State BA(Hons)(GMW) Stell PhD Cape Town*

Child Accident Prevention Foundation of Southern Africa (Childsafe):

P Nyakaza, BA (SocWrk) *UWC*

Senior Medical Technologist:

J Raad, DipMedTech(Microbiol)(Haem) *UJ*

Plastic, Reconstructive and Maxillo-facial Surgery

F16, New Groote Schuur Hospital

Associate Professor and Head:

D A Hudson, MBChB MMed *Cape Town FCS (SA) FRCS Edinburgh FACS*

Consultants Full-time:

K G Adams, MBChB *Cape Town FC Plast(Plast&ReconSurg) SA*

S Adams, MBChB *Cape Town FC Plast(Plast&ReconSurg) SA*

Senior Lecturers Part-time:

D B Fernandes, MBChB *FRCS Edinburgh*

S Geldenhuys, MBChB *FCS SA*

A Landau, MBChB *Cape Town FCS SA*

D Lazarus, MBChB *Cape Town FCS SA*

R Lechtape-Grüter, MD MMed *Cape Town*

S Moodley MBChB *FCS SA MMed Cape Town*

C Pienaar, MBChB *UOFS FCS SA*

P J Skoll, MBChB *Cape Town FRCS FCS SA*

L B van Oudenhove, MBChB *Cape Town FCS SA*

J E van Zyl, MBChB *Stell FCS SA*

M van der Velde, MBChB *FCS SA*

Part-time Dental Surgeon and Acting Head of Oral and Dental Surgery:

G Kariem, BChD *UWC MChD MFOS Stell*

Maxillo-facial and Oral Surgery: Part-time Consultants:

G J Hein, BChD MChD *UWC*

G Kariem, BChD *UWC MChD MFOS Stell*

Maxillo-facial Prostheticist:

R Goolam, BDChD MChD

Dentists:

S Aniruth, BChD *UWC*

A Kassan, BDS *RAU*

S Singh, BChD *UWC BSc UKZN*

Maxillo-facial Prosthetics Technologist:

R Wallis, DipDentTech *SA CertAdvOrthod&MaxilloFacialTech*

Surgical Gastroenterology

E23, New Main Building, Groote Schuur Hospital

Professor and Head:

J E J Krige, MBChB MSc (Med) *Cape Town FCS SA FACS FRCS*

Associate Professor and Head Colorectal Clinic:

P A Goldberg, MBChB *Cape Town FCS SA*

Senior Lecturers:

M Bernon, MBBCh *Witwatersrand FCS SA Cert Gastroenterology*

A B T Boutall, MBBCh *Stell FCS SA Cert Gastroenterology*

S Burmeister, MBChB *Cape Town FCS SA Cert Gastroenterology*

G Chinnery, MBChB *Witwatersrand MMed FCS SA Cert Gastroenterology*

Urology

E26, New Groote Schuur Hospital

Associate Professor and Head:

J M Lazarus, MBChB *Cape Town FCSUrol SA*

Emeritus Associate Professor: (subject to approval at time of print).

R D Barnes, MBChB *Cape Town FCSUrol SA*

Senior Lecturers Full-time:

Justin Howlett, FC Urol *SA MMed Urol UKZN MBChB Cape Town*

L Kaestner, MBChB *Stell FCSUrol SA MMed Cape Town*

J M Lazarus, MBChB *Cape Town FCSUrol SA*

S Sinha, MB BS *Ranchi, HDipSurg FCSUrol SA FRCS Glasgow*

Senior Lecturers Part-time:

L A Aldera, MBChB *Cape Town FCSUrol SA*

T M Borchers, MBChB *Cape Town FCSUrol SA*

K S Jehle, MBChB *Free State MRCS (Eng) FCSUrol SA*

RESEARCH STRUCTURES

Adolescent Health Research Unit (AHRU)

Division of Child & Adolescent Psychiatry, 46 Sawkins Road, Rondebosch, 7700

Adolescents face a wide range of health problems due to a combination of biological, social and psychological factors. There is therefore a clear need for a research facility that focuses specifically on the health needs of adolescents. The AHRU was established in 2003 by Prof Alan Flisher as an interdisciplinary facility to co-ordinate, promote and facilitate research on all aspects of adolescent health. The specific aims of the Unit are to: facilitate cutting edge interdisciplinary research that addresses key national public adolescent-health priorities; promote networking among adolescent-health researchers, practitioners and policy makers; increase the profile of the Faculty of Health Sciences, UCT, with regard to world-class adolescent-health research; provide policy consultation at local, provincial, national and international levels; and increase and improve educational offerings in adolescent health at undergraduate and postgraduate levels. The specific research themes in the AHRU include sexual & reproductive health, adolescent mental health, intimate partner violence in adolescence, abuse & bullying, and health & education systems for adolescents.

Website: www.ahru.uct.ac.za

P J de Vries, MBChB *Stell* MRC Psych London PhD Cantab
C Mathews, BA Natal MSc (Med) PhD Cape Town

Alan Flisher Centre for Public Mental Health

Department of Psychiatry and Mental Health, University of Cape Town, and Department of Psychology, University of Stellenbosch

The Alan J Flisher Centre for Public Mental Health (CPMH, www.cpmh.org.za), based in the Department of Psychiatry and Mental Health, Health Sciences Faculty at UCT, was established in April 2010, through approval by the UCT Senate Executive Committee and a Memorandum of Understanding signed between UCT and Stellenbosch University. Since its establishment the Centre has grown substantially and now conducts research in 8 countries in sub-Saharan Africa and south Asia with a research budget of over US\$14 million. It is one of the leading international research centres in Public Mental Health based in a developing country. The CPMH currently leads two major mental health research consortia: the DfID-funded Programme for Improving Mental health care (PRIME, www.prime.uct.ac.za) and the NIMH-funded Africa Focus on Intervention Research for Mental health (AFFIRM, www.affirm.uct.ac.za), and is a partner in a third European Commission funded consortium, the Emerging mental health systems in low and middle-income countries project (EMERALD, www.emerald-project.eu). The CPMH also runs a distance learning Masters (MPhil) programme in Public Mental Health, with students from 7 African countries, as well as a PhD programme (currently supporting 9 PhD students) and 2 Postdoctoral Fellowships. Fellowships for these programmes are supported through the NIMH AFFIRM grant and the Wellcome Trust funded African Mental health Research Initiative (AMARI). The CPMH is also home to the Perinatal Mental Health Project (www.pmhp.za.org). The CPMH employs a multi-disciplinary team dedicated to undertake high quality research in the areas of public mental health, mental health policy and services.

C Lund, BA (Hons)(Psych) MA MSocSci (ClinPsych) PhD Cape Town

Brain and Behaviour Initiative (BBI)

J-Block, Groote Schuur Hospital

The Brain and Behaviour Unit is a multi-disciplinary hub for psychiatric neuroscience research based in the Division of Psychopharmacology and Biological Psychiatry of the Dept of Psychiatry & Mental Health. The Brain and Behaviour Unit focuses on psychiatric neuroscience (i.e. psychiatric neurogenetics, psychiatric neuroimaging, translational neuroscience relevant to mental disorders), and provides a mechanism for supporting postgraduate students and postdoctoral fellows; for psychiatric neuroscience education; and for multi-disciplinary collaborative relationships. It comprises three groups; the Psychiatric Neurogenetics Group, the Psychiatric Neuroimaging Group, and the Translational Neuroscience Group. The Brain and Behaviour Unit aims to contribute to issues that are particularly relevant to the South African and African contexts, such as psychological trauma, substance use, and neuroHIV. Members of the Brain and Behaviour Unit employ a range of methods in this work, including phenotyping, cognotyping, genotyping, brain imaging and characterizing molecular signature.

D J Stein, BSc(Med) MBChB Cape Town FRCPC PhD DPhil Stell

Cancer Research Initiative

J52-12, Old Main Building, Groote Schuur Hospital

Cancer is an important cause of morbidity and mortality worldwide, with an increasing proportion of the burden falling on low- and middle-income countries.

The aim of the Cancer Research Initiative is to foster an integrated, interdisciplinary cancer research program, enabling the Faculty to be at the forefront of research endeavors to address the alarming cancer burden in South Africa, Africa and beyond. There are many excellent researchers conducting high quality basic, clinical and population oriented cancer research in the Faculty.

The Initiative builds on current strengths and promotes collaborative research into effective and relevant approaches to prevention, diagnosis, and treatment of cancer. It supports translation of this knowledge into preventive, therapeutic and public health strategies. In this context the Initiative encourages and supports local, national and international partnerships.

The Initiative will also develop research capacity among clinicians, other health professionals and scientists with a view to developing and maintaining a critical mass of expert cancer researchers.

Director:

Associate Professor J Moodley (PhD, MMed (Public Health Medicine), MBChB)

Cape Heart Centre

Christiaan Barnard Building, Faculty of Health Sciences

This combined research entity is the largest heart research group in South Africa. The Hatter Institute is involved in the study of the molecular and cellular biology of ischaemic heart disease, as well as the molecular and cellular pathophysiology of cardiac hypertrophy and heart failure. The goals of the research programme are to contribute to the fundamental understanding of the mechanisms in the development of ischaemic heart disease, cardiac hypertrophy and heart failure. The Cardiovascular Research Institute is focusing on tissue regeneration, heart valve prostheses and biocompatible materials for vascular and valvular prostheses. Lipidology is concerned with the research into lipid and lipoprotein disorders in patients in the region and novel treatment strategies for these disorders. Additionally, their research includes new diagnostic assays for local problems in healthcare and lipid peroxidation. The University of Cape Town start-up company with its 32 engineers and technologists occupies 2 floors of the Cape Heart Centre. 'Strait Access Technologies' (SAT) is in its 5th year of developing long-lasting, easily insertable heart valve

replacements and repairs for the young patients in Africa with Rheumatic Heart Disease who have no access to open heart surgery.

Professor, Director and CEO:

P Zilla (MD, PhD)
Christiaan Barnard Chair

Cardiovascular Research Unit

Third Floor, Chris Barnard Building, Faculty of Health Sciences

The Cardiovascular Research Unit is an integral part of the Division of Cardiothoracic Surgery. As such, it provides postgraduate training in the disciplines of Biomaterials, Cardiothoracic Surgery and Computational Biomechanics. Both MSc (Medicine) and PhD degrees by dissertation are offered in these disciplines.

Laboratory-based research is carried out in the fields of biomaterials, myocardial regeneration, cardiovascular biomechanics, regenerative vascular grafts and tissue engineering.

Professor and Director:

P Zilla, MD PD Vienna DMed Zurich PhD Cape Town

Deputy Director:

P Human, PhD Cape Town

Associate Professor:

Neil Davies PhD Oxford

Associate Professor:

Deon Bezuidenhout PhD US

Laboratory Assistant:

R Michaels

Financial Officer

Judy Brooks

Centre for Environmental and Occupational Health Research (CEOHR)

Level 4, Falmouth Building South

The Centre, a WHO collaborating centre in occupational health since 2005, was upgraded in 2009, following its initial establishment as a research unit in 1993. The core objectives of the Centre are:

- *To be a principal centre of occupational and environmental health research, teaching and training occupational medical clinical services, policy advisor, technical consultant services, advocacy and a source of supportive outreach activities in South Africa, in the Southern and Eastern regions of Africa, in Africa more generally, and internationally;*
- *To conduct multidisciplinary research, teaching and service provision integrating laboratory, clinical, epidemiological and policy skills in relation to occupational-health problems that have high priority in Southern Africa in order to facilitate identification and improved characterisation of these and other problems and to better understand the determinants of these problems and their solutions;*
- *To explore and develop means of maintaining the health of individuals and the environment, especially the work environment, and of preventing the development of health problems in those exposed to injurious environments at work or more generally;*

- *To conduct public policy research into issues ranging from toxic or injurious exposures through to health surveillance and the functioning of relevant health services including promotive, preventive, curative and rehabilitative/compensation aspects;*
- *To foster inter-institutional research, teaching and service (including outreach) collaboration with United Nations and other agencies;*
- *To foster local and global networks for environmental and occupational health promotion through collaboration with United Nations and other agencies; and*
- *To implement the results of research in teaching, training, policy, service provision and outreach.*

Associate Professor and Director:

MA Dalvie, BSc BSc(Med)(Hons) MSc (Med) PhD *Cape Town*

Associate Professor and Deputy Director:

H-A Rother, BA MA PhD *Michigan*

Professors:

M F Jeebhay, MBChB *Natal* DOH MPhil (Epi) *Cape Town* MPH (OccMed) PhD *Michigan*

L London, MBChB MMed MD *Cape Town* BScMed(Hons) *Stell* DOH *Witwatersrand*

Professor Part-time:

M L Thompson, BSc(Hons) *Natal* PhD *Gottingen*

Senior Lecturer:

S Adams, MBChB DOH PhD *Cape Town* MFamMed *Stell* FCPHM (OccMed) *SA*

Emeritus Professors:

R Ehrlich, BBusSc MBChB PhD *Cape Town* DOH *Witwatersrand* FFCH FCPHM (OccMed) *SA*

J E Myers, BSc MBChB MD *Cape Town* DTM&H MFOM *UK*

Research Officer:

Z Holtman, MA (ResPsychology) PhD *Cape Town*

Research Co-ordinator:

R Baatjies, BTech MTech *CPUT* MPH *Witwatersrand* PhD *Cape Town*

Honorary Research Associates:

R Matzopoulos, BBusSci MPhil (Epi) PhD *Cape Town*

Post-Doctoral Research Fellow:

Petr Konecny, BSc MSc PhD *Palacky University*

A Saban, BSc (Zoo & Psych) BSc (Hons) M.A PhD *University of Cape Town*

Centre for Infectious Disease Epidemiology and Research (CIDER)

Level 5, Falmouth Building South

The Centre for Infectious Disease Epidemiology and Research conducts multidisciplinary research on priority infectious diseases in Southern Africa, in order to improve disease prevention and management. The Centre has strong links to service providers at provincial and national level, and a long track record of conducting operations research around service delivery challenges. Staff includes epidemiologists, biostatisticians, mathematical modellers, social scientists and public health specialists.

Areas of research include:

- *Observational epidemiology:* CIDER is an internationally recognized centre for observational research on HIV care and treatment in both adults and children. As part of this the Centre hosts a global project for cohort research on paediatric HIV treatment, houses a regional data centre for collaborative HIV cohort research in Southern Africa, and provides support not only to provincial and national HIV treatment initiatives but also to a range of individual projects. The Centre is also involved in a range of prospective HIV prevention studies, focused primarily on the prevention of mother-to-child transmission (PMTCT) of HIV and other aspects of maternal and child health.
- *Health systems research:* CIDER is involved in a number of projects that seek to identify novel service delivery approaches to strengthen services relating to antiretroviral therapy (ART), PMTCT, tuberculosis (TB), sexually transmitted infections (STI) and other services for priority conditions in this setting.
- *Health information systems:* The Centre plays a central role in the development and evaluation of health information systems appropriate to the region, with particular emphasis on informatics to support ART, TB and PMTCT services.
- *Mathematical modelling:* CIDER personnel lead the development and application of mathematical modelling to help address key questions in the prevention and treatment of infectious diseases of interest, including HIV and STI.

Professor and Director:

L Myer, BA Brown MA MBChB Cape Town MPhil PhD Columbia

Associate Professor and Deputy Director:

M-A Davies, MBChB MMed Cape Town FCPHM SA

Associate Professors Full-time:

A Boule, MBChB PhD Cape Town MSc London PCPHM SA

Senior Clinical Research Officer Full-time:

E Kalk, MBBCh Witwatersrand PhD Birmingham MRCP London DipHIVMan SA

Senior Research Officers Full-time:

L Johnson, BBusSc PGDipActSc PhD Cape Town

U Mehta, BPharm Wits DPharm Albany DrPH James Cook

M Schomaker, Dip. Stat. Dr.rer.nat. Munich

N Tiffin BSc Cape Town PhD London

M Schomaker, Dip. Stat. Dr.rer.nat. Munich

Clinical Research Officer Full-time:

J Odayar MBChB Cape Town

Clinical Research Officer Part-time:

R de Waal, MBChB Cape Town DipPharmMed UK

Research Officers Full-time:

M Cornell, MPH PhD Cape Town

K Hilderbrand, BSc Sussex MSc London

M Osler, BS Colorado MPH Cape Town

G Patten, BSc Cape Town MSc LSHTM

A Ronan, BCur Zimbabwe MBA Birmingham MPH Cape Town

Research Coordinators:

L Dunning BSc MSc Oxon

H Madladla BSc Durban MSc PhD KwaZulu-Natal
 T Malaba BSc Zimbabwe
 O Olatunbosun BSc Abeokuta

Data Managers:

A Heekes BSc Cape Town
 N Maxwell
 E Mukonda BSc Zimbabwe MPhil Cape Town
 T Mutemaringa BSc MSc Zimbabwe MPhil Cape Town
 M Smith BSc Stellenbosch MSc Erasmus

Software Managers:

M Bosland BSc Stellenbosch
 R Burley BSc UNISA
 J Euvarad BA MA Rhodes

Honorary Professors:

J McIntyre, MBChB Zimbabwe FRCOG
 T Rehle, MD Munich MPH London PhD Antwerp

Honorary Research Associates:

V Cox BA Stanford MD Colorado
 L Wilkinson LLB Wits MSc London

Post-Doctoral Research Fellow:

A Slogrove MBChB MMed Stellenbosch FCPaed(SA) PhD British Columbia

Children's Institute

46 Sawkins Road, Rondebosch

Universities play an important role in contributing to strategies that address the circumstances of children. As one of the duty-bearers responsible for intervention to improve children's lives, universities are increasingly being called upon to exercise their social responsibility towards this important sector of society. Against this background, the Children's Institute aims to harness the collective academic capability in the University to promote enquiry into the situation of children, to share this capacity through teaching and training programmes, and to present evidence to guide the development of laws, policies and interventions for children. In addition, in positioning itself as an independent broker of evidence, the Institute is also able to provide evidence to those who are advocating on behalf of children. The work of the Children's Institute is aimed at promoting the principle of taking the best interest of the child into account, and at ensuring that children are given primary consideration by society. In particular, the Institute pays special attention to promoting child participation in its work, and advocates for their voices to be heard, and their opinions to be taken seriously.

Functions

The Children's Institute is a multi-disciplinary institute aiming to contribute to policies, laws and interventions that promote equality and realise the rights and improve the conditions of all children in South Africa, through research, advocacy, education and technical support.

Research

- *defining research questions in specific child policy areas*
- *conducting quality policy research*
- *stimulating inter-disciplinary research*
- *collating and analysing secondary research and data sets*

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Education

- *conducting policy research training for graduate students from different disciplines*
- *contributing child policy modules to existing programmes*
- *delivering short courses or other appropriate training to child practitioners and policy makers*

Technical assistance and support

- *providing technical assistance to policy makers and practitioners*
- *supporting child policy role players with information, training and practice guidelines*

Advocacy

- *using evidence-based communication with government decision-makers*
- *producing publications directed at the policy, service provider, academic and popular fields*
- *information dissemination through a range of platforms*
- *participating in and supporting social movements that prioritise and promote children's well-being*
- *increasing the cadre of practitioners, scholars and researchers versed in evidence-based approaches to child-focused policies and practice.*

Director and Associate Professor:

S Mathews (MPH, PhD)

Chronic Disease Initiative for Africa (CDIA)

J47/86 Old Main Building, Groote Schuur Hospital

The CDIA is unique in South Africa, as well as in the region. It strives to connect a wide range of experts in NCD public health, clinical medicine, epidemiology, lifestyle modification, health economics, health behaviour, and implementation research and health service management in an expanding collaborative network. CDIA supports the World Health Organisation's model for innovative, integrated care for chronic conditions (ICCC) and focuses on underprivileged patients attending public sector primary health care facilities. Consequently, CDIA is committed to the development, evaluation and dissemination of methods and programmes to prevent NCD and to improve the quality of care for people with these diseases and their risk factors. This commitment has already impacted on practice in South Africa and other African countries. Further, the initiative is developing the next generation of NCD researchers, by mentoring postgraduate students, as well as developing clinical capacity for NCD in health care providers who participate in CDIA research projects. Many CDIA network members have been actively involved with the Departments of Health in contributing to NCD policy development in South Africa.

Originally, CDIA research network members were drawn from three major tertiary academic institutions in Cape Town: (the University of Cape Town (UCT), Stellenbosch University (US) and the University of the Western Cape (UWC), as well as the South African Medical Research Council (MRC) and Harvard University (HU), USA. Since 2012, the membership has expanded to include members from Malawi, Kenya, Botswana, the Universities of Witwatersrand, North-West and Pretoria. In addition, Western Cape and National Departments of Health representatives sit on our management committee and governing board respectively.

Professor and Director:

N Levitt (FCP (SA), MD, MBChB)

Clinical Infectious Diseases Research Initiative (CIDRI)

IDM, UCT Faculty of Health Sciences

The Clinical Infectious Diseases Research Initiative at the University of Cape Town was established by a Strategic Award from the Wellcome Trust of Great Britain. The Initiative is administered from the IDM under the direction of Professor Robert J Wilkinson and the Initiative Operations Manager, Kathy Wood.

Professor and Director:

RJ Wilkinson (MA PhD BM BCh DTM&H FRCP)

Collaborating Centre for Optimising Antimalarial Therapy (CCOAT)

UCT Division of Clinical Pharmacology, K Floor, Old Main Building, Groote Schuur Hospital

UCT's Collaborating Centre for Optimising Antimalarial Therapy (CCOAT, www.ccoat.uct.ac.za) serves to bring together the expertise of clinical and laboratory researchers, working together to improve malaria treatment. Our strong track record of successful malaria research initiatives has led to our being selected to lead the Pharmacology module of Worldwide Antimalarial Resistance Network (WWARN) and as one of three South African Medical Research Council Collaborating Centres for Malaria Research.

Our clinical research studies conducted in Cape Town, and in malaria areas in South Africa and elsewhere in Africa, aim to inform policy-making at national, regional and global levels. As there are now countries where resistance has been confirmed to all currently available malaria medicines, there is an urgent need for new treatments. The first clinical step to develop novel antimalarials involves studies in healthy adults, which we conduct with participants identified from our adult volunteer database comprising a source population who are contactable and willing to be involved in our Cape Town-based clinical research studies. Most recently we conducted the first-in-human clinical trial on the novel antimalarial MMV390048, discovered by the team lead by UCT's Professor Kelly Chibale. We also have an interest in finding optimal methods to evaluate the efficacy and safety of malaria treatments. The world-class quality of all our research is driven by our research staff, who also serve as members of The Global Health Network (www.tghn.org). This creates a synergistic relationship; our staff contribute to and work with the local South African clinical research community to use Global Health Network eLearning and other resources to enhance clinical research standards in this region, while internal resources developed for our clinical research studies are shared with the broader Global Health Network community.

WWARN (www.wwarn.org) aims to provide the information necessary to prevent or slow antimalarial drug resistance and therefore reduce malaria morbidity and mortality. Through WWARN, our data is combined with those contributed by research groups globally, to conduct pooled individual patient data analyses to answer pivotal questions to inform the best use of available antimalarials to prolong their useful therapeutic life and develop regulatory-compliant data standards for malaria clinical trials. Building on WWARN's experience in collating and curating individual patient data from >400 clinical trials in >135,000 malaria patients, we have facilitated the development of CDISC standards for malaria that are now required for submissions for licensing novel treatments by regulatory authorities (e.g. US Food and Drug Administration).

As our work involves many different methods to answer key questions on optimising malaria treatments, we collaborate with various other groups including the UCT Clinical Research Centre (www.crc.uct.ac.za), the UCT Pharmacometrics unit and Analytical laboratories within the Division of Clinical Pharmacology and H3D (www.h3d.co.za), as well as our many WWARN collaborators, the South African National Institute for Communicable Diseases, and the Universities of Pretoria and the Witwatersrand. The dynamic nature of this model results in a sustainable collaborating centre that impacts on malaria treatment policy and practice.

Core staff

Professor and Director: K Barnes (MBChB, MMed Clinical Pharmacology)

Senior Clinical Research Manager: Dr. E Allen (BSc (Hons) Pharmacy, MPH, CHP, PhD)

Lead Investigator: Dr. Phumla Sinxadi (MBChB, MMed Clinical Pharmacology, PhD)

Senior Data Manager: Mrs. Lesley Workman (RN, MPH)

Project coordinator, research nurse: Sister Cody Reddy (RN, MCur)

Clinical Research Assistant: Mrs Faikah Davids

Community Eye Health Institute

H53, Old Main Building, Groote Schuur Hospital

The Community Eye Health Institute provides postgraduate training in community eye health and eye care programme management. Both a Postgraduate diploma and an MPH (community eye health) track are offered. Consultancy for programme planning, evaluation and research is provided for blindness prevention programmes in developing countries.

Director: D Minnies MPH

Desmond Tutu HIV/AIDS Research Centre

IDM, Wernher & Beit Building North

Professor and Head:

R Wood, MBChB *Cape Town* DCH DTM&H FCP SA

Professor:

L-G Bekker, MBChB PhD *Cape Town* DCH DTM&H FCP SA

Associate Professors:

S Lawn, BMedSci MB BS MRCP *UK* MD DRM&H Dip HIV Med

C Orrell, MBChB *Cape Town* MSc DCH SA

Senior Research Officers:

D Crida, MBChB *Stell* DipHIVMan SA

R J Kaplan, Arts Diploma (MD) *Netherlands*

K Middelkoop, MBChB PhD *Cape Town*

Affiliate Member:

L Myer BA *Brown* MA MBChB *Cape Town* MPhil PhD *Columbia*

Medical Researchers:

R J Kaplan, Arts Diploma (MD) *Netherlands*

Principal Scientific Officer:

C Morrow, PhD *Cape Town*

Social Behavioural Scientist

M Atujuna, PhD *Natal*

Research Officers:

N Chigorimbo-Tsikiwa, BSc *Rhodes* BSc(Med)(Hons) MSc PhD *Cape Town*

S Coovadia, MBChB *Natal* MPH *Cape Town*

L Fleurs, MBChB *Cape Town*

L Jennings, MBChB, *Cape Town*

M Jose, MBChB *Cape Town*

C Orrell, MBChB *Cape Town* MSc DCH SA

T Radzilani, MBCh Witwatersrand
S Sattar, MBChB, Cape Town

Laboratory Managers:

D Belonje, BA (Hons) Psych, UNISA
M Vogt, NatDip(MedTech) SA

Trials Unit Manager:

C Heiberg, BSc Dietetics MTechBiomedicalTechnology

Academic Facilitator:

M May-Slabbert, B.Ed, M.Ed, NMMU

Research Study Coordinators:

J Aploon, BA
E Fielder, SPN
D Reynolds, DipNursing
E Sebastian,
RNJ Van Der Vendt, DipNursing
M Rattley, SPN

Gender, Health and Justice Research Unit

Room 101, Entrance 1, Falmouth Building

e-mail: mrd-gender@uct.ac.za

The Gender, Health and Justice Research Unit is an interdisciplinary research unit at the University of Cape Town, officially launched in August 2004. The mission of the Unit is to improve service provision to victims of violence against women in South Africa through research, advocacy and education. It draws together researchers from various disciplines, including law, criminology, forensic sciences, gynaecology and psychology. The Unit aims to fulfil its mission by focusing on five core areas:

- *Research – Conducting rigorous, evidence-based research into experiences of and responses to violence against women, particularly exploring the intersections between health and criminology, forensic sciences, gynaecology and psychology.*
- *Advocacy – Developing well-informed, evidence-based advocacy positions to support legal and policy reform in South Africa and similarly situated countries.*
- *Education – Development of university-based courses that allow law and medical students to understand the intersections between these two disciplines in their response to violence against women.*
- *Training – Development and implementation of innovative training programmes to build the capacity of criminal justice and health personnel.*
- *Consultancy services – Providing technical assistance to a wide range of government departments, non-governmental organisations and community-based organisations.*

Director and Principal Researcher:

L M Artz, BA (Hons) SFU MA Cape Town PhD Queens University Belfast

Senior Researcher:

K Moulton, BSocSc (Hons) Cape Town MA George Washington University PhD American University (Washington)

Researchers:

K G Aschman, BSocSc(Hons) Cape Town MSc Oxon
K Corral, Licenciatura (Psychol) MA (Clinical Psych) PhD University of Duesto

T Meer, BA (Hons) *UKZN MA Dalhousie University Halifax*
J Mthembu, BA(Hons) *MA UWC*

Research Affiliates:

H Combrinck *UWC*

B Iur LLB BA (Hons) *Northwest LLM Cape Town PhD UWC*

J Flavin (Fordham University), BA *Kansas MA PhD American University (Washington)*

Geriatric Medicine and the Albertina and Walter Sisulu Institute of Ageing in Africa

L-51 Old Main Building, Groote Schuur Hospital

The Albertina and Walter Sisulu Institute of Ageing in Africa conducts interdisciplinary research in Geriatric Medicine, Neurosciences, Neuropsychology, Old Age Psychiatry and Social Gerontology. Current research interests include physical, cognitive and social functioning in old age: quality of life; vascular risk factors and stroke; falls in older persons; quality of care; dementia and cognitive disorders; and social and economic well-being.

William P Slater Chair of Geriatrics and Associate Professor:

M I Combrinck, MBChB BSc(Med)(Hons) PhD *Cape Town FCP SA Neurology MRCP UK DTM&H London*

Associate Professor:

J A Joska, MBChB MMed PhD *Cape Town FC Psych SA*

S Z Kalula, BSc MBChB *Zambia MMed MPhil PhD Cape Town FRCP UK*

Senior Lecturers:

L de Villiers, MBChB *Cape Town FCP SA*

Senior Lecturers Part-time:

K Ross, MBChB *Stell FCP Cert Geriatrics SA*

K G F Thomas, PhD (Clin Psych) *Arizona*

Honorary Senior Lecturer:

C A de Jager, BSc (Hons) HDE *Natal PhD (Medicine) Cape Town*

L Geffen, MBChB *Cape Town MCFP SA*

Honorary Research Associate:

J R Hoffman, DPhil(Sociology) *Oxon BA(Hons)*

Hatter Institute for Cardiovascular Research in Africa (HICRA)

4th and 5th floor of the Chris Barnard Building, Faculty of Health Sciences

The Hatter Institute for Cardiovascular Research in Africa (HICRA), within the Department of Medicine, is an active and productive arena for the training of both clinician-scientists and biomedical scientists with a focus on condition common in Africa. HICRA is comprised of several groups, namely the Cardiac Disease and Maternity Group, Cardioprotection Group, Cardiovascular Genetics and Heart of Africa Projects. Our state-of-the-art Translational Research hub provides a vibrant and stimulating space for interaction between members from the different research groups. A major focus is on translational research and to serve as a centre of training for post-graduate students from South Africa and other African countries. We are linked with the Institute of Infectious Diseases and Molecular Medicine, University of Cape Town. The vision of HICRA is to facilitate national and international collaborations in its fields of expertise.

Aims and Objectives

- To investigate cardiac disease interlinked with pregnancy (*Cardiac Disease in Maternity Group, led by Prof. K. Sliwa*);
- To study ways of protecting the heart against insults such as lack of blood flow (ischaemia) (*Cardiac Protection Group, led by Prof. S. Lecour*);
- To study the genetic basis of cardiomyopathy and other forms of heart disease (*Cardiovascular Genetics Group; led by Prof. Mayosi and Dr. G. Shabodien*);
- To undertake African population studies, with a focus on translational research (*Heart of Africa projects, led by Prof. K. Sliwa*).
- To develop awareness projects linked to health education in South Africa and Africa
- In order to achieve research excellence, we strive to produce work that is published in high impact factor journals and that relevant to the society in which we live.
- A major focus is on translational research and serving as a centre of training for post-graduate students from South Africa and other African countries.

Professor and Director:

K Sliwa, MD *Germany* PhD DTM&H Witwatersrand FESC FACC

Emeritus Professor:

L H Opie, DPhil *Oxon* MD DSc(Med) Cape Town FRCP UK

Associate Professor:

S Lecour, PharmD PhD *Dijon*

Honorary Professors:

P J Schwartz, MD PhD *Pavia*

S Stewart, PhD *Glasgow* NFESC FAHA FCSANZ

D M Yellon, PhD FESC FRCP UK

Honorary Associate Professor:

G Cotter, MD FACC FESC *Israel*

Honorary Research Associate:

M Carrington, BA, Postgrad Dip (Psych) PhD *Australia*

Health Economics Unit

Falmouth Annex

The Health Economics Unit (HEU) works to improve the performance of health systems through informing health policy and enhancing technical and managerial capacity in Sub-Saharan Africa. Its foundation is academic excellence in research in health economics and related health systems issues.

The four core objectives of the HEU are:

- *To conduct high-quality research in health economics, health policy and health systems;*
- *To train at the postgraduate level to improve technical research and health systems capacity;*
- *To develop capacity in health economics and related health systems research in Africa; and*
- *To provide technical support to facilitate the translation of health policies into practical programmes.*

Associate Professor and Director:

E Sinanovic, BSc (Econ) *Zagreb DipFinMg Maastricht MCom (HealthEcon) Cape Town*
PhD (Health Econ) *London*

Professor:

D McIntyre, BCom(Hons) (Econ) MA (Econ) PhD *Cape Town*

Associate Professor:

S Cleary, BA *Rhodes BA(Hons)(Econ) MA (Econ) PhD Cape Town*

Senior Lecturers:

O A Alaba, BSc (Econ) MSc (Econ) PhD (Econ) *Ibadan*

J E Ataguba, BSc (Econ) *Nigeria MPH (HealthEcon) PhD (Econ) Cape Town*

A Honda, BA (Sociol) MSc (IntHealth) *Tokyo PhD (HealthEcon) London*

Research Officers:

L Cunnama, BSc (Physio) MPH (HealthEcon) *Cape Town*

N Foster, BPharm *UPE MPH (HealthEcon) Cape Town*

Post-doctoral Fellows:

J Hunter, BA *Wellesley MA Witwatersrand MPH Boston PhD Cape Town*

A Obse, BA (Economics) *Addis Ababa MSc (Economics) Addis Ababa PhD Dublin*

HIV Mental Health Unit

J-Block, Groote Schuur Hospital

The HIV Mental Health Research Unit is involved in neurobehavioral (specifically adherence and psycho-therapeutic interventions) and neuro-biological (specifically brain imaging, genetic, neurocognitive aspects, as well as drug interventions) research in HIV-associated neuropsychiatric disorders. The Unit is funded by the NIMH, MRC and NRF, as well as the University. It is collaborating with senior investigators from leading international and local groups.

J Joska, MBChB MMed (Psych) PhD *Cape Town FCPsych SA*

J Hoare, MBChB MPhil (Neuropsychiatry) *Cape Town MRCPsych FCPsych SA*

Institute of Infectious Diseases and Molecular Medicine

Wolfson Pavilion, IDM Building

The Institute of Infectious Disease and Molecular Medicine (IDM) is a trans-faculty, multidisciplinary postgraduate research enterprise that operates in the fields of infectious disease and molecular medicine research. It is situated on the health sciences campus of the University of Cape Town (UCT) in a 7 100m² state-of-the-art facility.

The IDM is distinguished by the ability to drive world-class research at the laboratory-clinic-community interface by engaging a wide range of scientific and clinical disciplines.

These include medical biochemistry; chemical biology; genetics; clinical and experimental immunology; paediatrics; microbiology; molecular and cell biology; virology; infectious diseases; vaccinology; epidemiology; medicinal chemistry; pre-clinical pharmacology; structural biology; bioinformatics and computational biology.

Established in 2004, the IDM has become the largest research entity at UCT and a national leader in research and human capital development in the field of health sciences.

Web address: <http://web.uct.ac.za/depts/idm>

Professor and Director:

V Mizrahi, BSc(Hons) PhD *Cape Town* MSc AftWAS MASSAf FRSSAfOMS

Full Members and Professors:

L-G Bekker, MBChB DCH DTM&H FCP PhD *SA*
 J Blackburn, BA(Chem) MA(Chem) DPhil(Chem) *Oxon*
 F Brombacher, PhD *Freiburg*
 K Chibale, BSc(Ed) *Zambia* PhD *Cantab* FRSSAf
 C M Gray, BSc(Hons) *Western England* MSc PhD *Witwatersrand*
 W A Hanekom, MBBCh *Stell* DCH FCP(Paed)
 G Hussey, MBChB MMed *Cape Town* MScClinTropMed *London* DTM&H *UK* FFCH *SA*
 A A Katz, PhD *Weizmann Institute*
 S Kidson, BSc(Hons) MSc PhD *Witwatersrand* H Dip Ed *JCE*
 P N Meissner, BSc(Med)(Hons) PhD *Cape Town* (Fellow of UCT)
 R Millar, BSc(Hons) MSc *London* PhD *Liverpool* MRCP FRCP
 MP Nicol, MBChB MMed (MedMicro) *Witwatersrand* DTM&H FCPath(MicroBiol) *SA* PhD *Cape Town*
 R S Ramesar, BSc(Hons) MSc *UKZN* PhD *Cape Town*
 E P Rybicki, BScHons MSc PhD *Cape Town* MASSAf FRSSAf (Fellow of UCT)
 B T Sewell, MSc *Witwatersrand* PhD *London*
 E D Sturrock, BSc(Med)(Hons) PhD *Cape Town* FRSSAf (Fellow of UCT)
 A L Williamson, BSc(Hons) PhD *Witwatersrand* MASSAf FRSSAf (Fellow of UCT)
 C L Williamson, BSc(Hons) PhD *Cape Town* MASSAf FRSSAf (Fellow of UCT)
 R Wood, BSc(Hons) BMBCh *Oxon* MMed DSc(Med) FCP *SA* (Fellow of UCT)

Full Members and Associate Professors:

M Hatherill, MBChB DCH MMed MRCP FCPaed MD *Cape Town*
 M Jacobs, BSc(Med)(Hons) PhD *Cape Town*
 G Meintjes, MBChB PhD *Cape Town* MRCP *UK* FCP DipHIVMan *SA* MPH *Johns Hopkins*
 N Mulder, BSc(Hons) PhD *Cape Town*
 J Passmore, BSc (Hons) *UKZN* PhD *Cape Town*

Full Member and Honorary Professor:

R Wilkinson, MA *Cantab* PhD DTM&H FRCP MRC Programme Leader National Institute for Medical Research *London* MBBCh *Oxon* (Wellcome Trust Senior Fellow in Clinical Science and Professor of Infectious Diseases *Imperial College (London)*)

Full Member and Senior Lecturer:

D P Martin, BSc(Hons) MSc *UKZN* PhD *Cape Town*

Affiliate Members and Professors:

K Dheda, MBBCh *Witwatersrand* FCP *SA* FCCP PhD FRCP *London*
 J Greenberg, BSc (Physiol&Chem) *Stell* PhD *Cape Town*
 G Maartens, MBChB MMed FCP *SA* DTM&H
 B M Mayosi, BMedSc MBChB *UKZN* FCP *SA* DPhil *Oxon* FESC FACC FRCP MASSAf
 M I Parker, BSc(Hons) PhD *Cape Town* MASSAf FIAS fTWAS
 K Sliwa-Hahnle, MD PhD FESC FACC
 D J Stein, BSc(Med) MBChB *Cape Town* FRCPC PhD *Stell* DPhil
 H J Zar, MBBCh *Witwatersrand* FAAP BCPaed BCPaed Pulmonology *USA* PhD FCPaed *SA*

Affiliate Members and Associate Professors:

A Boule, MBChB PhD *Cape Town* MSc *London* FCPHM *SA*

D Coetzee, BA *Cape Town* MBBCh DPH DTM&H DOH *Witwatersrand* FCPHM SA MS
Columbia

B S Eley, MBChB FCP(Paed) SA BSc(Med)(Hons) *Cape Town*

H McIlleron, MBChB PhD *Cape Town*

L Myer, BA *Brown* MA MBChB *Cape Town* MPhil PhD *Columbia*

Associate Members and Associate Professors:

V Leaner, PhD *Cape Town*

T Scriba, BSc(Hons) MSc *Stell* DPhil *Oxon*

Associate Member and Honorary Associate Professor:

K A Wilkinson, MSc (Chem) PhD (Chem&PetideImmunol) *Budapest* MRC Senior Investigator
Scientist, National Institute for Medical Research *London*

Associate Members and Researchers:

W Burgers, BSc(Hons) MSc *Cape Town* PhD *Cantab*

H Cox, BSc(Hons) MPH PhD *UniMelb*

W Horsnell, BSc(Hons) *Leeds* PhD *London*

H Jaspán, BSc USA MD PhD *Tulane* FAAP PaedsID *Washington*

D F Warner, BCom BSc(Hons) PhD *Witwatersrand*

Kidney and Hypertension Research Unit

E13, Groote Schuur Hospital

The Kidney and Hypertension Research Unit is a group of approximately 40 staff and students, who through their academic and clinical activities seek to reduce death rates and improve the quality of health of people with kidney disease and hypertension particularly in the Black population of South Africa. This would be in keeping with the strategic goal of the University of Cape Town namely expanding and enhancing South Africa's Development Challenges.

The focus areas of research will concentrate on aspects of hypertension and kidney disease in African (Black) people of our country, who are prone to excess morbidity and mortality from both hypertension and chronic kidney disease. For example HIV associated nephropathy is an almost exclusive disease of Blacks. The thrust of the research will explore the underlying causes and translate this into preventive and treatment strategies. The specific focus areas are resistant hypertension in indigenous people, genetics of salt sensitive hypertension, genetics of hypertensive kidney disease, therapeutic drug monitoring, physiological treatment of hypertension, classification of HIV and the kidney or HIVAN, effects of antiretroviral treatment of blood pressure and vascular stiffening, MRI findings in HIVAN, effects of tenofovir on renal function, kidney biopsy finding in HIV+ve to HIV+ve kidney transplants, outcomes of systemic lupus erythematosus (SLE), bioinformatics of SLE and glomerulonephritis in Africa. In the past 5 years the unit has published 84 peer reviewed publications.

From the capacity point of view the Unit has at least 16 post graduate students registered for Master's degrees and 1 intended PhD candidate, and is involved in the teaching of post graduate students through degrees, lectures, seminars, and courses. Teaching and training of nephrologists from Sub-Saharan Africa through the International Society of Nephrology is a major component of our programme. Acquisition of a state of the art ultrasound machine has resulted in upskilling of post graduate registrars in the insertion of vascular access and performance of renal biopsies. Two major NRF research grants to the value of nearly R3 million were awarded to Brian Rayner and Ike Okpechi.

Professor and Head:

B Rayner (MBChB, FCP, MMed, PhD)

Other staff:

A/Prof I Okpechi MBBS, FWACP, PhD, Cert Nephrol (SA) Phys
 Dr Z Barday MBChB (UCT), FCP (SA), Cert Nephrology
 Dr N Wearne BA Med Sci, MBChB (honors) USyd Aust, FCP, Cert Nephrology
 Dr E Jones MBChB (Wits), PhD (UCT), FCP, Cert Nephrology
 A/Prof C Swanepoel MBChB (UCT), MRCP (UK), FRCP (Edin)
 Dr M Pascoe MBChB (UCT), FCP (SA)
 Prof P Heering (MD, FASN)

Surgeons (Transplants and Dialysis Access):

A/Prof E Muller
 Prof D Kahn
 Dr D Thomson
 Dr Tinus Du Toit

Social Worker:

Mr L Hlakudi

Transplant coordinators

Ms Fiona McCurdie
 Ms Maryn Reyneke

Transplant Clinic/Unit Nursing Staff

Ms K Goliath
 Ms R Solomon
 Ms F Du Plessis

Admin and Clerical Staff

Ms D Blankenberg
 Ms A Oosthuizen
 Ms J Eiman
 Mr A Daniels

Lung Institute

George Street, Mowbray

The University of Cape Town Lung Institute is a privately registered company, wholly owned by the University of Cape Town. The Institute opened for business in 2000 and as a private registered company retains its own separate corporate identity, administration department, staffing procedures and finance. The Institute benefits from representation from the University on its Board and Finance committees, and the Institute collaborates with many departments within the Health Sciences Faculty. Associate Professor Rod Dawson has been Director of the UCT Lung Institute since January 2016.

There are five Clinical Research Units (CRU'S) that are part of the Lung Institute:

Allergy Diagnostic and Clinical Research Unit

University of Cape Town Lung Institute, George Street, Mowbray

The Allergy Diagnostic & Clinical Research Unit (ADCRU) of the UCT Lung Institute serves as a centre for the investigation, diagnosis and management of allergic diseases.

It has 5 main areas of operation:

- *A state of the art diagnostic and research Allergology laboratory for investigation of allergic reactions to environmental agents, including several allergens unique to Southern Africa.*
- *A clinical trial section research unit focusing on studies of paediatric and adult asthma, rhinitis, urticaria, eczema, allergen immunotherapy, drug allergy and allergy diagnosis.*
- *Specialist allergy clinics for investigation and treatment of children and adults with allergic diseases, with a special focus on sublingual and subcutaneous allergen immunotherapy, food allergy, chronic urticaria and drug allergy.*
- *Training of undergraduates and postgraduates students in clinical and laboratory aspects of Allergology.*
- *Postgraduate training of subspecialist allergists*

Head:

J Peter (MBChB, FCP (SA), MMED, PhD (UCT))

Centre for TB Research Innovation

2nd Floor, University of Cape Town Lung Institute, George Street, Mowbray

Tuberculosis is one of the most important global health problems. The vast majority of TB cases are in developing countries and South Africa has an exceedingly high TB case rate. New drug treatment regimens for tuberculosis are a global priority and the current TB regimen although effective in drug sensitive disease but is not user friendly and requires prolonged observed therapy. Developing drug- resistance fuelled by poor compliance is a growing concern.

Our mandate at the CTBRI is to facilitate the development of innovative new drug compounds aimed at reducing duration of therapy, pill burden and improved patient outcomes. We have developed extensive clinical experience in conducting relevant and quality tuberculosis drug research.

Our particular strengths are:

- *An experienced team of dedicated research staff dedicated to improving quality of life in our patients living with tuberculosis.*
- *A proven patient recruitment network and established relationships with local TB authorities with excellent patient compliance profiles developed through our day to day experience with monitoring patients on clinical trials.*
- *Broad experience gained through an extensive network of collaborating institutions, funders and NGO's.*
- *A proven academic record at the University of Cape Town Lung Institute.*
- *Extensive experience in bronchial lavage studies and lung immunology studies in tuberculosis.*
- *Access to a state of the art, FDA compliant digital database.*
- *Our state of the art inpatient drug testing unit is situated on Level 1 of the UCT Lung Institute. Our medical staff of TB research sisters and an on-site clinicians and pulmonologists handle the clinical and regulatory aspects required for quality research. We also are able to provide advice and guidance on investigating new treatments for multi drug resistant (MDR) tuberculosis.*

Associate Professor and Head:

Rod Dawson (MBChB, FCP (SA), Cert Pulm (UCT))

Knowledge Translation Unit

4th Floor, University of Cape Town Lung Institute, George Street, Mowbray

The Knowledge Translation Unit is a Clinical Research Unit of the University of Cape Town Lung Institute. It was formally established in 2005 to continue work begun in 2000 to provide primary

care guidelines and training on respiratory disease. It has since expanded its scope to address priority conditions in primary care in line with the Lung Institute's mandate to "address priority health issues in Southern Africa through education, research and service."

Knowledge Translation defines the interactions between researchers, health services and patients to expedite the implementation of research findings into practice, to strengthen health services and to improve patient outcomes. It is about bridging the gap between evidence based research (what we know) and its use and implementation by health services (what we do). The Knowledge Translation Unit has developed, rigorously tested and implemented at provincial and national scale programmes that have helped to standardize and integrate healthcare delivered at primary level. At the core of these programmes are clinical practice guidelines that are evidenced-based, aligned with policy and regularly updated, and that use an evidence-based implementation strategy called educational outreach.

Associate Professor and Head:

L Fairall (MBChB, PhD)

Lung Clinical Research Unit

3rd Floor, University of Cape Town Lung Institute, George Street, Mowbray

The LCRU has been in existence from the beginning of the Lung Institute, and has gained international recognition for work done on asthma COPD drug and clinical management in addition to the epidemiology of lung disease in South Africa. The Unit's strategic focus remains in three areas – airways disease drug evaluation, Poverty related respiratory disease and tobacco cessation, with a broad objective "to perform research and provide highly specialized services in the field of pulmonology, relevant to the needs of Africa".

Research:

Research in the LCRU is in four distinct directions: Asthma and COPD drug development with Industry partners, Clinical research in COPD and non-tobacco COPD epidemiology and mechanisms, Clinical research in smoking cessation strategies and laboratory research in environmental exposures and infectious diseases (tobacco, indoor air pollution and pneumonia, tuberculosis).

Clinical service:

The Unit provides a dedicated world class clinical trial unit capable of conducting phase II-IV clinical trials including detailed respiratory physiology and radiology. The Unit houses a dedicated research laboratory focusing on tobacco and indoor air pollution and respiratory infection. The unit also serves as a referral centres for complicated asthma and COPD review for the public and private sectors.

Associate Professor and Head:

R van Zyl-Smit (MBChB, MRCP (UK), Dip HIV (Man), MMED, FCP (SA), Cert Pulm (SA), PhD)

Lung Infection and Immunity Unit

University of Cape Town Lung Institute, George Street, Mowbray

The Lung Infection and Immunity Unit is a WHO-associated Center for Diagnostic Excellence. The group's main research interests are the study of pulmonary regulatory immunological pathways in relation to infection, development and validation of rapid and field-friendly diagnostics for pulmonary infections, and outcome and intervention studies of drug-resistant tuberculosis.

The Lung Infection and Immunity unit has been associated with the University of Cape Town Lung Institute since 2009 and has conducted seminal studies into new diagnostics for tuberculosis. The

unit has successfully managed and completed multiple national and international research grants and has published widely in the fields of tuberculosis immunology, new TB diagnostics and drug-resistant TB. Prof Dheda's team of experienced researchers conduct studies ranging from basic science to pragmatic clinical trials of new tuberculosis drugs.

Holder of the SARCHI Research Chair in “Lung Infection and Immunity in Poverty-related Diseases” Professor and Head:

K Dheda, MBChB (Wits), FCP (SA), FCCP, PhD (Lond), FRCP (Lond)

Senior Lecturer and Pulmonologist:

R Van Zyl-Smit, MBChB MMed PhD *Cape Town* MRCP UK FCP Dip HIV Man Cert Pulm Phys SA

Chief Research Officer Part-Time:

G Theron, BSc(Hons) MSc PhD *Cape Town*

Principal Scientific Officer:

M Tomasicchio, BSc BSc (Hons) MSc PhD *Rhodes*

Medical Officer and Clinical Trial Co-ordinator:

M Pascoe, MBChB *Cape Town*

Honorary Professor:

T G Clark, BCom, MSc *New Zealand* DPhil, *Oxon*

Honorary Associate Professors

R McNerney, CBIol PhD *UK*

K Steingart, MD PhD *USA*

Honorary Research Associates:

A Binder, PhD(Biology) *Germany*

R Hendricks, BChD MChD, *Cape Town*

B Young-Gqamana, BSc PhD

Laboratory Technologists:

R Meldau, BSc(Med)(Hons) *Cape Town*

V Woodburne, Lab Technician

MRC Unit on Anxiety & Stress Disorders

Department of Psychiatry & Mental Health, University of Cape Town, and Department of Psychiatry, University of Stellenbosch.

The Medical Research Council (MRC) Unit on Anxiety and Stress Disorders was founded with the mandate of: 1) establishing a unit that focused specifically on research on the anxiety disorders; 2) fostering a multidisciplinary approach to these conditions, incorporating a bio-psycho-social focus; 3) promoting increased awareness of these conditions in the community; and 4) building capacity. The anxiety disorders are the most prevalent of the psychiatric disorders, and amongst the most disabling of all medical disorders. At the same time, given advances in basic and clinical neuroscience methodologies, there are now unique opportunities to advance our understanding and management of these conditions.

Professor and Head:

D J Stein, BSc(Med) MBChB *Cape Town* FRCPC PhD DPhil *Stell*

MRC/UCT Child & Adolescent Health Unit

Red Cross War Memorial Children's Hospital, Cape Town,

The MRC Unit on Child & Adolescent Health undertakes translational research focused on priority childhood diseases including TB, pneumonia, HIV and the intersection of infectious diseases and non-communicable diseases such as asthma. Research integrates perspectives from basic, clinical and population science. A flagship study is a longitudinal birth cohort study, the Drakenstein Child Health study, to investigate the antenatal and early life determinants of child health, with a focus on childhood pneumonia, growth, development and the impact of early infection on chronic disease. This study is unique in integrating the impact of maternal factors, environmental exposures and childhood exposures with the development of child health in a low and middle income country context.

Professor and Director:

H Zar, Head of the Department of Paediatrics & Child Health at UCT and Red Cross Children's Hospital (MBBCh, FCPaed, BC Pediatr (USA), BC Pediatr Pulm (USA), PhD)

MRC/UCT Drug Discovery and Development Research (DDD) Unit

Institute of Infectious Disease and Molecular Medicine (IDM), Wernher & Beit Building North

The MRC/UCT Drug Discovery and Development Research (DDD) Unit, amongst other things, focuses on:

- *Becoming a principal Drug Discovery and Development Research (DDD) Unit in South Africa, in Africa and internationally;*
- *Establishment of a scientific infrastructure as well as capacity for drug discovery and development of natural products in the broad sense using general biodiversity, including traditional medicines;*
- *Development of infrastructural and operational systems for new drug discovery and development, with special reference to natural product-guided medicinal chemistry as well as biological screening platforms against infectious and other diseases;*
- *Performing customised synthesis of compounds with important biological activities;*
- *Attracting young South African scientists, and scientists from elsewhere on the African continent, and in doing so to make a concerted effort at transformation and capacity building;*
- *Providing career development opportunities for mid-career researchers;*
- *The introduction of modern innovative drug-discovery tools including novel accessible screening;*
- *Enhancing the value of the identified therapeutics, by strengthening pre-clinical development capacity including the introduction of predictive (in silico and in vitro) drug metabolism and pharmacokinetic (DMPK) studies as reflected in the processes of Absorption, Distribution, Metabolism and Excretion (ADME).*

Professor and Director:

K Chibale, BScEd Zambia PhD Cantab FRSSAF

Affiliate Members and Professors:

K I Barnes, MBChB MMed Cape Town

T J Egan, BSc Hons PhD Wits MSACI

V Mizrahi, BSc(Hons) PhD Cape Town AftWAS MASSAf FRSSAf OMS

E D Sturrock, BSc(Med)(Hons) PhD Cape Town FRSSAf (Fellow of UCT)

Associate Professors:

P J Smith, BSc BSc(Hons) PhD *Cape Town*

D Warner, BCom BSc (Hons) PhD *Witwatersrand*

Senior Lecturer:

L Wiesner, PhD *Cape Town*

Lecturer

S Sunassee PhD *Rhodes*

Drug Discovery and Development Scientist:

D Taylor, BSc BSc(Med)(Hons) *Cape Town*

Researchers/ Affiliates:

C Lategan, PhD *Cape Town*

S Schwager, MSc *Cape Town*

Postdoctoral Fellows:

M Njoroge, BSc BSc Pharm MSc *Nairobi* PhD *Cape Town*

E Pavadai BSc MSc *Madras* MPhil *Bharathidasan* PhD *National Taipei University of Technology*

K Singh PhD *Guru Nanak Dev Univ*

Principal Scientific Officers:

T Kellerman, BSc BSc(Hons) *Stell* MSc *Witwatersrand* PhD *Cape Town*

Scientific Officer:

S Salie

Laboratory Technologist

R Seldon

Technical Officer:

W Olifant

MRC/UCT Human Genetics Research Unit

Room 3.14, Level 3, Wernher and Beit North, IDM

The UCT/MRC Human Genetics Research Unit benefits from the strong history of excellent research within UCT's Division of Human Genetics, and focuses its efforts on the genome research/clinic interface, building capacity as one of its major outcomes.

The envisaged expansion of the unit is focused in the areas of:

- *developing a high throughput genetic analysis facility for the purpose of disease-genomic research;*
- *training researchers to map and identify genes which are of interest in and to our populations; and*
- *understanding the biology of such genetic elements by drawing on the expertise within the Institute of Infectious Diseases and Molecular Medicine on the Faculty of Health Sciences campus, and within other relevant institutions in the country.*

The core expertise and resident functions in the Unit will ultimately include:

- *Genetic study co-ordination which helps with the development and co-ordination of patient, family and population-based studies, and the design of such investigations;*
- *assistance with the development of diagnostic criteria and screening for specific research*

- programmes;
- subject contact and collection of biological material;
- a high-throughput genetic analysis capability to carry out large-scale genotyping and sequencing to identify disease-predisposing elements in our populations.

Professor and Director:

R S Ramesar, BSc(Hons) MSc UKZN PhD Cape Town

MRC/UCT Immunology of Infectious Diseases Research Unit

Room S1.27, Werner and Beit Building South

The control and eradication of infectious diseases, leading cause of childhood and adult morbidity and mortality, is a high priority area for South Africa and the African continent. The unit investigates the underlying cellular and molecular immunological mechanisms for host protection or failure thereof in experimental murine models for human diseases like:

- Tuberculosis
- Leishmaniasis
- Helminth diseases (bilharziosis)
- African trypanosomiasis (sleeping sickness)
- Allergy
- Ulcerative colitis

The Unit's mission is to be relevant as an excellent multidisciplinary and international team, embracing both basic and applied research, in order to improve capacity, teaching and training in Immunology.

Professor and Director:

F Brombacher, PhD Freiburg

MRC/UCT Medical Imaging Research Unit

Room 514, Anatomy Building

The late Allan Cormack, who won the Nobel Prize for Medicine in 1979 for his pioneering work on the computed tomography (CT) scanner, was the inspiration that led to the creation of MIRU. Professor Cormack was an alumnus of UCT who performed his research at Groote Schuur Hospital in the mid-1950s. The mission of the Unit is to conduct world-class research in medical imaging that specifically addresses the healthcare needs of Africa. The Unit has a multidisciplinary focus, attracting talented physicists, engineers, computer scientists and clinicians. Research in the Unit focuses on the role of medical imaging in addressing healthcare problems such as trauma, cancer, tuberculosis, cardiovascular disease, neuromuscular disorders, brain disorders and the effects of alcohol abuse.

Professor and Director:

T Douglas, BScEng MBA Cape Town MS Vanderbilt PhD Strathclyde

MRC/NHLS/UCT Molecular Mycobacteriology Research Unit

The MRC/NHLS/UCT Molecular Mycobacteriology Research Unit (MMRU) is based in the Institute of Infectious Diseases and Molecular Medicine (IDM) and forms the UCT node of the DST/NRF Centre of Excellence for Biomedical TB Research (CBTBR). Research in the MMRU is focused on aspects of mycobacterial physiology and metabolism that are of relevance to drug discovery and drug resistance, and the Unit is best known for its work on mechanisms of DNA metabolism, resuscitation and culturability, respiration and cofactor biosynthesis in mycobacteria. In pursuing

this focus, the MMRU has developed specific expertise in mycobacterial molecular genetics and applied these skills in the construction of approximately 150 single and multiple mutant strains of M. tuberculosis H37Rv and several hundred targeted mutants of M. smegmatis. The recipient of two major grants from the South African government, the Unit makes research capacity development a key focus of laboratory work. The Unit, which currently comprises senior scientists, post-doctoral fellows, and both PhD and MSc students, also participates in several major TB drug discovery consortia funded by grants from the Bill & Melinda Gates Foundation under the TB Drug Accelerator programme (HIT-TB), the Seventh Framework Programme of the European Union (MM4TB), and the Technology Innovation Agency of South Africa (SATRII).

Professor and Director:

V Mizrahi, BSc(Hons) PhD Cape Town AFTWAS MASSAf FRSSAfOMS

Senior Research Officer:

D F Warner, BCom BSc(Hons) PhD Witwatersrand

MRC/UCT Research Group for Receptor Biology

Wernher and Beit Building North

The mission of the group is to study the structure and function of G protein-coupled receptors and to apply the research to understanding and treating diseases that have major effects on the social and economic welfare of South Africa. The Group focuses on the gonadotropin-releasing hormone receptors and on the kisspeptin receptor, which are central regulators of reproductive function, on the prostaglandin receptors and their role in cervical cancer and on the CCR5 chemokine receptor and its role in HIV entry and infection.

Co-Directors:

C A Flanagan, BSc(Hons) PhD Cape Town

A A Katz, PhD Weizmann Institute

R P Millar, BSc(Hons) MSc London PhD Liverpool

Neurosciences Institute (NI)

UCT Faculty of Health Sciences and Groote Schuur Hospital

The Neurosciences Institute (NI) was established in 2016 as a flagship interdisciplinary research in initiative of the University. The NI's mission is to create a vibrant environment where clinicians, basic scientists and colleagues from other disciplines can share ideas about the human brain in health and disease, thereby accelerating scientific discovery and innovation.

Professor and interim director:

Graham Fieggen (MSc MD FCS)

Research Centre for Adolescent and Child Health (REACH)

Red Cross Children's Hospital

REACH is a paediatric clinical research unit within the Faculty of Health Sciences, University of Cape Town, based at Red Cross War Memorial Children's Hospital (RCH).

Opened in October 2013, it follows a decade of successful clinical research at RCH. The centre comprises 50 staff members funded through grant support, is involved in the training of 48 postgraduate students (18 masters, 25 doctoral and 5 post-doctoral) and is host to several African healthcare professionals, building clinical and research capacity to improve child health in Africa. The research program is locally responsive, addressing national priorities such as HIV, TB and childhood pneumonia as well as globally relevant, fostering international, national and local

collaborations. Directed by Prof Heather Zar, this centre is a remarkable partnership between RCH, the Western Cape Health Department and the Department of Paediatrics and Child Health, UCT.

Professor and Director:

H Zar, Head of the Department of Paediatrics & Child Health at UCT and Red Cross Children's Hospital (MBBCh, FCPaed, BC Pediatr (USA), BC Pediatr Pulm (USA), PhD)

South African Tuberculosis Vaccine Initiative (SATVI)

Institute of Infectious Diseases and Molecular Medicine

The South African Tuberculosis Vaccine Initiative (SATVI) is a University of Cape Town-based Tuberculosis research group housed within the Institute of Infectious Diseases and Molecular Medicine, accommodating several disciplines including paediatrics, infectious diseases, epidemiology, public health, immunology and clinical/biological sciences. SATVI has a large and well-developed clinical field site in the Boland Overberg region, with the core on the premises of the Brewelskloof TB Hospital in Worcester, from where most clinical/epidemiological studies and clinical trials of new TB vaccines are conducted.

The Immunology and Laboratory based work is led by Associate Professor Tom Scriba; and the Clinical Trials work is led by SATVI Director, Associate Professor Mark Hatherill.

SATVI has achieved international recognition as a world-leader in the evaluation of the safety, immunogenicity, and efficacy of novel TB vaccines. SATVI's research mandate spans clinical vaccinology and TB immunology, including the search for correlates of risk for TB and correlates of vaccine-induced protection against TB and most recently, application of TB risk tests for prevention of TB. The group's focus on this research agenda has underpinned SATVI's academic success, in terms of research funding secured, students graduated, and papers published.

SATVI has been extraordinarily productive in the clinical trials arena, having conducted more than a dozen Phase I-IIb trials of nine novel TB vaccine candidates, among more than 4,000 research participants. Additionally, the group has enrolled more than 20,000 participants in observational and immunological TB studies and clinical trials of BCG vaccine. The SATVI postgraduate program has produced many PhD and Masters graduates since 2006. The group has a prolific publication output with a number of high-impact and highly cited papers.

Associate Professor and Director:

M Hatherill (MD, FCPaed)

Associate Professor and Deputy Director (Immunology):

T Scriba (PhD)

Chief Operations Officer:

Dr M Kaskar (MBChB; MBA)

Worcester Field Site Manager:

Mrs Marwou de Kock (MPhil)

Structural Biology Research Unit

Institute of Infectious Diseases and Molecular Medicine, Wolfson Pavilion

The Structural Biology Research Unit co-ordinates and promotes the experimental determination of biological structure at the University of Cape Town. The Unit is a grant funded entity, operationally located in the Integrative Biomedical Sciences Department in the Health Sciences Faculty. It employs staff, provides a home for post-graduate students and post-doctoral fellows and conducts research. It has members who are UCT academics who wish to conduct structural research and who

are prepared to apply for grants to fund research in the Unit. The Unit also has affiliates, either from South Africa or abroad, who participate in the activities of the Unit in a variety of ways – including but not limited to: providing advice and expertise, exchanging materials, providing resources and using the resources of the Unit.

The visualization of the structure of biological objects ranging from cells to macromolecules with microscopic or atomic detail is essential for understanding how living systems work. The knowledge of the structures can be exploited to produce medicines and vaccines, ecologically friendly industrial processes and agricultural products. The unit specializes in determining structures experimentally by electron microscopy and X-ray crystallography and makes extensive use of computer based modelling to extend the results. The unit has access to unique resources for the purification and preliminary characterization of proteins, cryo-electron microscopy and X-ray diffraction at a synchrotron beamline. It plays a pivotal role in South Africa's BioEconomy strategy by providing the core expertise for establishment of the discipline of Structural Biology in the whole country and applying the technology to a wide range of problems of scientific, medical and industrial interest.

Professor and head:

T Sewell (PhD (Lond))

UCT Leukaemia Unit

Room 6.06, Chris Barnard Building

Director:

N Novitzky, PhD Cape Town FCP SA

Researchers:

L du Pisani, MBChB FPath(Haem)

C du Toit, MBChB MMed(Int Med) UFS

R Mohamed, NDMedTech

S Mowla, PhD Cape Town

M Ntombogwana, MBChB FPath(Haem)

J Opie, MBChB FCP SA

K Shires, PhD Cape Town

W van Schalkwyk, MBChB FCPPath(Haem) MMed(Haem)

Women's Health Research Unit

Level 3, Falmouth Building South

The Women's Health Research Unit (WHRU) was established in the Faculty of Health Sciences at the University of Cape Town (UCT) in 1996. The Unit is involved in research, teaching and technical health service support in the area of women's health and gender and health. It is made up of a multidisciplinary team of researchers with expertise in public health, epidemiology and anthropology. The overall aim of the Unit is to improve the health of women through research that informs policy and practice.

Objectives

- Act as a centre for women's health research in South Africa
- Conduct interdisciplinary and translational research in high priority areas
- Conduct health systems research aimed at influencing policy
- Support the public health sector
- Develop capacity in the field of women's health, and gender and health
- Be involved in advocacy efforts
- Network and collaborate nationally and internationally

The research focus can be summarized in terms of the following three thematic areas:

- 1) *Socio-behavioural research*
- 2) *Health services operational research*
- 3) *Quantitative/epidemiological research*

The Unit has established a model of work that is consultative and socially responsive and at the same time scientifically rigorous. The WHRUs strong links with government departments, civil society organisations and non-governmental organisations (NGOs), enables the voices of diverse stakeholders to be heard in both describing the issues and shaping solutions. The focus on women's health is aligned with national and international concerns in addressing the health needs of women.

Associate Professor and Director:

J Harries, BA(Hons) MPhil MPH PhD *Cape Town*

Associate Professor:

J Moodley, MBChB *Natal* MMed PhD *Cape Town*

Emeritus Associate Professor:

M Hoffman, BSc(Med)(Hons) MBChB DCM *Cape Town*

Research Officer:

D Constant, BSc (Physio) BSc(Hons) MSc (Med) MPH *Cape Town*

Honorary Professor:

D Cooper, BSocSc BA(Hons) PhD *Cape Town*

Honorary Associate Professor:

C Mathews, BA(Hons) MSc (Med) PhD *Cape Town*

Honorary Senior Lecturer:

C Morroni, MPhil MBChB *Cape Town* PhD (Epi) *Columbia* DTM&H *LSHTM* DFSRH

ADDITIONAL INFORMATION

FORMULAE FOR UNDERGRADUATE DEGREES WITH HONOURS AND DISTINCTION

[Subject to review and approval at time of print]

		POINTS TOWARD HONOURS AND DISTINCTION		
		FIRST 75%+	UPPER 2ND 70-74%	LOWER 2ND 60-69%
FIRST YEAR				
CEM1011F	Chemistry for Medical Students	4	2	1
PHY1025F	Physics	4	2	1
PPH1001F	Becoming a Professional	4	2	1
PPH1002S	Becoming a Health Professional	4	2	1
HUB1006F	Integrated Health Sciences Part I	8	6	3
HUB1007S	Integrated Health Sciences Part II	8	6	3
	Maximum points for first year examinations	32		
SECOND YEAR				
HUB2017H	Integrated Health Systems Part IA	12	10	5
LAB2002S	Integrated Health Systems Part IB	8	6	3
PPH2000W	Becoming a Doctor Part IA	10	8	4
SLL2002H	Becoming a Doctor (languages) Part IB	6	4	2
Special Study Module		4	2	1
	Maximum points for second year examinations	40		
THIRD YEAR				
LAB3009H	Integrated Health Systems Part II	12	10	5
PPH3000H	Becoming a Doctor Part IIA	6	4	2
SLL3002H	Becoming a Doctor(languages) Part IB	6	4	2
MDN3001H	Introduction to clinical Practice	14	12	6
	Maximum points for third year examinations	38		
FOURTH YEAR				
MDN4011W	Medicine	12	10	5
OBS4003W	Obstetrics & Gynaecology	6	4	2
PPH4013W	Public Health	4	2	1
PPH4043H	Health Promotion	4	2	1
PRY4000W	Psychiatry	6	4	2
MDN4015W	Pharmacology& Applied Therapeutics	4	2	1
SLL3003W	Clinical Languages	2	1	0.5
	Maximum points for fourth year examinations	38		
FIFTH YEAR				
AAE5000H	Anaesthesia	6	4	2
CHM5003W	Surgery	8	6	3
CHM5004H	Trauma	2	1	0.5

CHM5005H	Orthopaedic Surgery	2	1	0.5
LAB5008H	Forensic Medicine	4	2	1
MDN5002W	Medical & Surgical Specialities	8	6	3
MDN5003H	Pharmacology & Applied Therapeutics	4	2	1
OBS5000W	Obstetrics & Gynaecology	4	2	1
PED5001W	Paediatrics and Child Health	10	8	4
	Maximum points for fifth year examinations	52		
SIXTH YEAR				
MDN6000W	Medicine (including Allied Disciplines)	10	8	4
OBS6000W	Obstetrics and Gynaecology	10	8	4
PED6000W	Paediatrics and Child Health	10	8	4
CHM6000W	Surgery	10	8	4
PPH6000W	Family Medicine and Palliative Medicine	6	4	2
PRY6000W	Psychiatry	6	4	2
	Maximum points for sixth year examinations	52		
Maximum points for clinical examinations (years 1 to 3)		110		
Maximum points for clinical examinations (years 4 to 6)		142		
Maximum overall points (years 1 to 6)		252		

Award	Criteria	Minimum Point Score
Distinction in the basic sciences	Student must score at least 80% of the maximum points for the preclinical examinations	88 out of 110
Distinction in the clinical sciences	Student must score at least 75% of the maximum points for the clinical examinations	106 out of 142
Award of degree with honours	Student must achieve an overall point score of at least 75% of the maximum overall points	189 out of 252
Award of degree with first class honours	Student must achieve an overall point score of at least 85% of the maximum overall points	214 out of 252

For students who transfer from other universities/faculties, an average will be allocated for their previous courses, based on achievement at UCT. "Repeat" results do not count.

Health and Rehabilitation Sciences:

BSc Audiology and BSc Speech-Pathology:

Degree with distinction calculation is based on the average of the marks obtained for all courses from the first to the fourth year of study. Distinction is awarded for an average of 75% - 100%.

BSc Occupational Therapy:

Degree with distinction calculation is based on the average of the marks obtained for all courses from the first to the fourth year of study. Distinction is awarded for an average of 75% - 100%.

BSc Physiotherapy:

Degree with distinction calculation is based on the average of the marks obtained for all courses from the first to the fourth year of study. Distinction is awarded for an average of 75% - 100%.

CLASS MEDALS, DEAN'S MERIT LIST AND PRIZES

[Note: Any student taking a course for a second time is ineligible for a prize or class medal.]

GENERAL NAMED PRIZES

BARNARD FULLER PRIZE	For the best student qualifying for MBChB with first class honours.
FORMAN PRIZE	For the undergraduate student who has made a special contribution to student affairs.
THE DEAN'S PRIZE	For the top final year MBChB student.
PROFESSOR MARY ROBERTSON PRIZE FOR EXCELLENCE	For the top female MBChB graduate.
PROFESSOR MARY ROBERTSON PROGRESS PRIZE	For the graduating female MBChB student from a disadvantaged background who made the most progress over the six years of study.
STANLEY PHILIP NEUMANN MEMORIAL AWARD	Awarded to the overall outstanding student completing the courses prescribed for semesters 3 to 5 of the MBChB programme.
ZALMEN ATLAS MEMORIAL PRIZE	For the best student in the first year of the MBChB programme.
ZWARENSTEIN PRIZE	For the best student in the first year of the MBChB programme.

NAMED PRIZES BY DEPARTMENT

DEPARTMENT OF ANAESTHESIA

PRISMAN PRIZE	For two final year MBChB students submitting the best portfolios in Anaesthesia. This submission is voluntary. It will entail a detailed and comprehensive essay on all aspects of the peri-operative Anaesthetic management and issues of one of their surgical clinical case studies already included in their sixth year MBChB Surgery portfolio. A monetary prize will be awarded to the two best portfolios. The Department of Anaesthesia reserves the right to withhold the prize if the standard of the essays is deemed to be inadequate.
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SA SOCIETY OF ANAESTHETISTS' MEDAL	For the best fifth year MBChB student in Anaesthesia.
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DEPARTMENT (SCHOOL) OF CHILD & ADOLESCENT HEALTH

DOWIE DUNN MEMORIAL PRIZE	Awarded to the best sixth year MBChB student in Paediatrics.
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DR I MIRVISH PRIZE	Awarded to the top student in fifth year MBChB Paediatrics.
DR KATHY CHUBB MEMORIAL PRIZE	For the final year MBChB student (preferably female) who has shown excellent overall performance in the fields of Paediatrics and Surgery, and recognised dedication to the practice of Medicine.
NESTLÉ PRIZE	For the best final year MBChB student in Paediatrics oral and clinical examinations.

DEPARTMENT OF CLINICAL LABORATORY SCIENCES

General

LAFRAS STEYN CLINICAL LABORATORY SCIENCES PRIZE	Awarded at the bi-annual research day for the best student oral presentation of the day.
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Anatomical Pathology

B J RYRIE BOOK PRIZE	For meritorious work in Anatomical Pathology in third year MBChB.
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R O C KASHULA PRIZE	For the best Anatomical Pathology essay in semester five MBChB.
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Chemical Pathology

RAYMOND ZETLER BOOK PRIZE	For the MBChB student with the best examination results in third year Chemical Pathology.
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Forensic Pathology

DIVISIONAL PRIZE	For the top student in LAB5008H Forensic Pathology
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Haematology

H S EBRAHIM MEMORIAL MEDAL	Awarded on the results of the third, fourth and sixth year MBChB examinations on haematology, with the final result being decided by an oral examination.
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Medical Biochemistry

MARK HORWITZ PRIZE	For the best MBChB student in Molecular Medicine (LAB3020W).
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SANTILAL PARBHOO PRIZE	For the best Special Study module in Molecular Medicine.
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Medical Microbiology

THE ARDERNE FORDER BOOK PRIZE	Awarded to the MBChB student who has shown the most improvement in Medical Microbiology (semesters 3 to 5)
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Virology

GOLDA SELZER PRIZE	For achievement in Virology in second and third year MBChB Integrated Health Systems Parts IA, IB and II (HUB2017H, LAB2000S and LAB3009H).
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DEPARTMENT (SCHOOL) OF HEALTH & REHABILITATION SCIENCES

Communication Sciences and Disorders (Audiology and Speech-Language Pathology)

A B CLEMONS AWARD

Awarded by the South African Speech-Language-Hearing Association for the student who obtains the highest mark for the research report submitted in the final year of study, provided that a minimum of 75% is obtained.

P DE V PIENAAR PRIZE

Awarded by the South African Speech-Language-Hearing Association to the student who maintained the highest academic standard over four years, with a minimum average of 75% throughout the programme.

SA ASSOCIATION OF AUDIOLOGISTS PRIZE

For the best clinical performance in Audiology.

SUSAN SWART PRIZE

To the best Audiology student who has maintained the highest academic standard over four years, provided a minimum average of 75% has been obtained throughout the programme.

THE SOUTH AFRICAN SPEECH-LANGUAGE-HEARING ASSOCIATION PRIZE

Awarded to the best final year student in Audiology: Clinical, provided an average of at least 75% has been obtained.

THE SOUTH AFRICAN SPEECH-LANGUAGE-HEARING ASSOCIATION PRIZE

Awarded to the best final year student in Speech-Language Pathology: Clinical, provided an average of at least 75% has been obtained.

Occupational Therapy

OCCUPATIONAL THERAPY ASSOCIATION OF SOUTH AFRICA (OTASA)

For the BSc Occupational Therapy student/s who presented the best final year research project.

PRACTICE LEARNING MERIT AWARD

For the best final year BSc Occupational Therapy student/s in fieldwork.

MARIÉ DU TOIT ANNUAL AWARD

For the BSc Occupational Therapy students who presented the best final year research project nationally, in the previous year.

Physiotherapy

JOHANNES KARL WILHELM BINNEWALD TROPHY

For the best final year student in clinical Physiotherapy.

MARILYN AND TIM NOAKES AWARD

For the BSc Physiotherapy student with the overall highest marks during second and third year clinical practical courses.

PAGET PHYSIOTHERAPY SHIELD

For the student achieving the highest academic standard during the four years of BSc Physiotherapy study.

PHYSIOTHERAPY THIRD YEAR SHIELD For the best overall student in third year BSc Physiotherapy.

SOUTH AFRICAN SOCIETY FOR PHYSIOTHERAPY TROPHY For the best overall student in final year BSc Physiotherapy.

DEPARTMENT OF HUMAN BIOLOGY

AW SLOAN PRIZE For the best performance in Integrated Health Sciences Parts 1 and 2 (HUB1006F and HUB1007S).

IONE SELLARS MEMORIAL PRIZE For the best student in Anatomy & Physiology II for Health & Rehabilitation Sciences. (HUB2015W).

KURT GILLIS PRIZE For the best performance in Fundamentals of Integrated Health Sciences Parts 2 (HUB1011F).

MR DRENNAN MEMORIAL PRIZE For the best student in HUB2017F and LAB2000S Integrated Health Systems Parts IA and Part IB in second year MBChB.

RICHARD WILLIAM SPENCER CHEETHAM PRIZE For the highest mark in the neuroscience component of LAB3009H Integrated Health Systems Part II.

UCT SURGICAL SOCIETY PRIZE For the second year MBChB student with the highest score in the Anatomy sections of OSPE and SAQ examinations throughout the year.

W A AND GORDON JOLLY PRIZES (3 awards) For the best practical performance in each of the following:

- i. HUB2021S Integrated Anatomical and Physiological Sciences 2.
- ii. HUB3006F General and Applied Physiology.
- iii. HUB3007S Human Neurosciences.

DEPARTMENT OF MEDICINE

DR FRANCOIS MAJOOS MEDAL For the top MBChB student in the fourth year Medicine.

DR HELEN BROWN PRIZE For the second best final year student in Clinical Medicine.

JIM MacGREGOR PRIZE For the medical undergraduate student who performs best in the Neurology course CHM5007W.

PROFESSOR NORMAN SAPEIKA AWARD For the best fifth year MBChB Pharmacology student.

SIDNEY STEIN DERMATOLOGY PRIZE For the sixth year MBChB student with the best overall results in Dermatology.

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WILL-FRID EXNER BAUMANN MEMORIAL PRIZE	For the best results in final year Medicine in MBChB.
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DEPARTMENT OF OBSTETRICS AND GYNAECOLOGY

CUTHBERT CRICHTON OBSTETRICS PRIZE	For the best student in Obstetrics in fourth year MBChB (OBS4003W).
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CUTHBERT CRICHTON PRIZE	For the best student in Obstetrics and Gynaecology in the final MBChB examinations.
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JAMES T LOUW PRIZE	For the best student in Gynaecology at the end of fifth year MBChB.
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DEPARTMENT OF PSYCHIATRY AND MENTAL HEALTH

SA SOCIETY OF PSYCHIATRISTS' AWARD	For the most distinguished final year MBChB student in Psychiatry (PRY6000W).
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DEPARTMENT (SCHOOL) OF PUBLIC HEALTH AND FAMILY MEDICINE

FAMILY PRACTICE/PRIMARY CARE PRIZE	For the best student in final year MBChB Primary Healthcare.
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SOUTH AFRICAN ACADEMY OF FAMILY PRACTICE	For the top student in final year MBChB Family Medicine.
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ISADORE JACOB WALT PRIZE	For the best student in Primary Healthcare in fourth year MBChB (PPH4043W).
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JOHN FLEMING BROCK PRIZE	For the best fourth year Public Health MBChB student. (PPH4013W).
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DEPARTMENT OF SURGERY

General Surgery

BERK-SILBER PRIZE	For the best student in the final written Surgery examination – fifth year MBChB.
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DR KATHY CHUBB MEMORIAL PRIZE (also listed under School of Child & Adolescent Health)	For the final year MBChB student (preferably female) who has shown excellent overall performance in the fields of Paediatrics and Surgery, and recognised dedication to the practice of Medicine.
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FACULTY OF HEALTH SCIENCES SURGERY PRIZE	For the final year MBChB student who has shown the greatest promise in surgery in the final MBChB examination (the student with the second highest mark).
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J H LOUW PRIZE IN SURGERY	For the most distinguished student in the final MBChB surgical examination (the student with the highest mark).
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MOFFATT MEMORIAL PRIZE	For a fifth year MBChB student who has demonstrated
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excellence in Surgery and an interest in the Humanities.

Neurosurgery

KAY DE VILLIERS PRIZE

For the best performance in Neurosurgery in CHM5007W

Ophthalmology

J S DU TOIT MEMORIAL PRIZE

For the winner of a competition in Ophthalmology open to fifth year MBChB students.

WELCH ALLYN S.A.

For the top student in Ophthalmology fifth year MBChB.

Orthopaedic Surgery

SMITH & NEPHEW

For the best overall fifth year MBChB student in Orthopaedic Surgery.

SYNTHESES PRIZES

For the best fifth year MBChB Orthopaedic Surgery student in the final clinical examination.

Otorhinolaryngology

WELCH ALLYN S.A.

For the student obtaining the highest marks in the final ENT examination in fifth year MBChB.

Paediatric Surgery

J H LOUW PRIZE IN PAEDIATRIC SURGERY

For the best student in Paediatric Surgery in the final examination – fifth year MBChB.

SIDNEY CYWES PRIZE

For the best achievement in Paediatric Surgery in the final year of the MBChB programme.

Urology

DONAL BARNES PRIZE

For the best performance in an end-of-block viva examination and the Urology case report.

MEDALS

MBChB

Class medal for best overall performance in
PPH1001F Becoming a Professional, and
PPH1002S Becoming a Health Professional

Class medal for best overall performance in
HUB1006F Introduction to Integrated Health Sciences Part I, and
HUB1007S Introduction to Integrated Health Sciences Part II

Class medal for best overall performance in
HUB2017H Integrated Health Systems Part IA, and
LAB2000S Integrated Health Systems Part IB, and
LAB3009H Integrated Health Systems Part II

Class medal for best overall performance in Pathology components in
HUB2017H Integrated Health Systems Part IA, and
LAB2000S Integrated Health Systems Part IB, and

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LAB3009H Integrated Health Systems Part II

Class medal for best overall performance in
PPH2000W Becoming a Doctor Part IA, and
SLL2002H Becoming a Doctor Part IB, and
PPH3000H Becoming a Doctor Part IIA, and
SLL3002H Becoming a Doctor Part IIB

Final year class medal for best overall performance in
PRY6000W Psychiatry

Final year class medal for best overall performance in
OBS6000W Obstetrics and Gynaecology

Final year class medal for best overall performance in
MDN6000W Medicine (including Allied Disciplines)

Final year class medal for best overall performance in
CHM6000W Surgery

Final year class medal for best overall performance in
PED6000W Paediatrics and Child Health

Final year class medal for best overall performance in
PPH6000W Family Medicine and Palliative Medicine

Gold medal for overall top performance throughout the MBChB programme

HEALTH & REHABILITATION SCIENCES

BSc Occupational Therapy:

- (a)
 - (i) A class medal to be awarded for best performance in each year of study (provided an average of 75% or above is obtained);
 - (ii) A class medal to be awarded for top performance in the following clusters:
 - ☐ AHS3113W Foundation Theory for OT Practice I and AHS4119W Occupational Therapy Research & Practice Management.
 - ☐ AHS3113W Foundation Theory for OT Practice I and AHS4120W Foundation Theory for OT Practice II.
 - ☐ AHS3107W OT Theory and Practice in Physical Health, AHS3108W OT Theory and Practice in Mental Health, and AHS4121W Occupational Therapy Practice and Service Learning.
- (b) Distinction for the degree: Overall average of 75% throughout all four years of study.

BSc Physiotherapy:

- (a)
 - (i) A class medal to be awarded for best performance in each year of study (provided an average of 75% or above is obtained);
 - (ii) A class medal to be awarded at the end of final year in the following three professional courses, provided a result of 75% or above has been obtained in each case:

- ☐ AHS4065W Clinical Physiotherapy III
 - ☐ AHS4071H Applied Physiotherapy III
 - ☐ AHS3076H Movement Science III
- (b) Distinction for the degree: Overall average of 75% throughout all four years of study.

BSc Audiology and BSc Speech-Language Pathology:

- (a)
- (i) A class medal to be awarded for best performance in each year of study (provided an average of 75% or above is obtained);
 - (ii) A class medal to be awarded for the best clinical performance in the following courses provided a result of 75% is obtained in each case:
 - ☐ AHS3004H Clinical Speech Therapy II (third year BSc Speech-Language Pathology);
 - ☐ AHS3008H Clinical Audiology II (third year Audiology);
 - ☐ AHS4005H Clinical Speech Therapy IIIA and AHS4006H Clinical Speech Therapy IIIB (combined) (fourth year Speech-Language Pathology)
 - ☐ AHS4008H Clinical Audiology IIIA and AHS4009H Clinical Audiology IIIB (combined) (fourth year Audiology).
- (b) Distinction for the degree: Overall average of 75% throughout all four years of study.

DEAN'S MERIT LIST

MBChB

- ☐ All MBChB students in years 1 to 5 who have a full course load and with 75% or more for all courses will be acknowledged on the Dean's Merit List (each year).

HEALTH & REHABILITATION SCIENCES

- ☐ All Health and Rehabilitation Science students in years 1 to 3 who have a full course load and 70% or more for all courses will be acknowledged on the Dean's Merit list (each year).
- ☐ The name of the student in each discipline who is deemed to have made the most progress academically over the four years of study in each programme will be placed on the Dean's Merit list.

GUIDE TO PROFESSIONAL BEHAVIOUR EXPECTED OF HEALTH SCIENCES STUDENTS (INCLUDING USAGE OF SOCIAL MEDIA)

The general rules for students in the faculty states that “students doing clinical work are expected to act in accordance with the ethical norms laid down by the Health Professions Council of South Africa”. This guide sets out the behaviour expected of all health sciences students in their personal and professional lives and in the presence of patients and their families. The intention of the guide is to encourage students to maintain high standards in their personal and professional lives and to strive to uphold, in their behaviour, the high esteem in which health professionals are viewed.

UCT Faculty of Health Sciences aims to develop distinctive qualities in all its graduates. These qualities are based on the CANMeds Framework. The Faculty aims to produce Expert Health Professionals who have the qualities of:

- Communicator
- Collaborator
- Manager
- Health advocate
- Scholar
- Professional

The Faculty expects its students to:

- Learn the knowledge and understanding of the scientific, philosophical, ethical and legal principles underlying the practice of patient centred care and demonstrate the ability to apply that knowledge and understanding to problem solving in the health care environment;
- Acquire the ability to work as an effective member of a health care team through understanding and respecting the roles of other health professionals and work collaboratively through appropriate interprofessional and interdisciplinary relationships in the interests of delivering a high level of patient care; and
- Be committed to forming appropriate partnerships with patients through respecting their cultural, ethnic, age, gender, sexual orientation and socioeconomic origins in order to optimise their health and the care they are offered.
- The following areas of general behaviour, dress, academic and clinical training, relationships with patients, relationships with colleagues, clinical practice and social media are presented as a guide in developing professional qualities.

General Behaviour

- 1 Students need to be aware that their behaviour outside the clinical environment, including in their personal lives impacts on both their clinical and academic work and may have an impact on the confidence that their patients and their teachers have in them and their fitness to practice.

Students are expected to be polite, honest, compassionate and trustworthy and act with integrity. This includes being honest when conducting research, writing reports and logbooks signing attendance registers and when completing and signing forms. Students need to be aware of plagiarism and report it when observed in others.

Students need to be present and punctual for all formally arranged learning opportunities and assessments or provide medical or other valid reasons for their absences.

Dress

- 2 Students are expected to dress appropriately, particularly when they are in contact with patients. Students are expected to:
 - (a) Be tidy, clean and neat;
 - (b) Refrain from wearing very casual or inappropriate clothes (no bare midriffs, shorts, short skirts or slippers);

- (c) Refrain from sporting hairstyles and jewellery that may offend patients and their families;
- (d) Maintain a high standard of personal hygiene; and
- (e) Wear uniforms or clean white coats where appropriate.

Academic and clinical training

3

Students need to take responsibility for their own learning and to maintain their learning and skills throughout their careers. This means that they need to keep up to date and practice as much as possible the skills that they are taught. Health sciences professionals learn through seeing procedures done, trying these skills under supervision or in a clinical skills laboratory and then practising the skills in a clinical environment under supervision until they are skilled enough to do these alone. Students are expected to gain as much clinical proficiency as they can.

Students are expected to:

- (a) Attend all structured teaching and learning sessions (lectures, tutorials, clinics, ward rounds, after hours duties, laboratory sessions etc);
- (b) Complete all assignments and written work on time;
- (c) Show respect for the knowledge and skills of their teachers and others involved in their learning;
- (d) Behave with courtesy towards teachers, administrators and support staff;
- (e) Reflect on the feedback they are given about their behaviour and performance and respond appropriately;
- (f) Respond to communication, whether this be in connection with patient care or their own education; and
- (g) Give constructive feedback on the quality of their learning and teaching.

Relationship with patients

4

Health sciences students have extensive contact with patients and their families throughout the clinical years of their training. Patients generally look upon the students as part of the health care team. This places responsibilities upon the student to behave in a manner that earns the respect of patients.

Students are expected to:

- (a) Be respectful, polite and considerate towards everyone including patients, their escorts, community members, staff and fellow students;
- (b) Greet patients politely and address them appropriately being mindful of age differences and sensitive to the cultural context;
- (c) Build relationships with patients and their families based on honesty, openness, trust and good communication;
- (d) Maintain a professional boundary between themselves, their patients and anyone else close to the patient;
- (e) Ensure that patients or their caregivers give their informed consent for any activity performed by the student on the patient;
- (f) Ensure that they are adequately supervised when performing any procedures on patients;
- (g) Be aware of the rights of the patient and respect the decisions made by patients;
- (h) Not unfairly discriminate against patients nor allow personal views to affect the treatment that they provide. (This includes views about ethnic origin, race, age, colour, culture, gender, sex, religious beliefs, political orientation, lifestyle, marital status, disability, sexual orientation, social and economic status etc).

- (i) Ensure that they maintain patient confidentiality and not discuss the patient with anyone not directly involved in the patient's care;
- (j) Be aware of ethical issues in relation to the care of the patient;
- (k) Ensure that they are clearly identified as students;
- (l) Be aware of their own limitations in relation to the care of the patient and refer to their supervisors; and
- (m) Ensure the protection of their own health when treating patients.

Relationship with colleagues

- 5 Teamwork is key to the work of the health professional. Health professional students have to be able to work effectively with their colleagues in order to deliver a high standard of care and ensure patient safety. Students need to develop skills to work in multi-disciplinary teams, offering respect for the skills of other members of the team and developing effective communication with all members of the health care team.

Clinical Practice

- 6 Being able to provide a high standard of clinical care is key to becoming a health professional.

Students are expected to:

- (a) Recognise and work within the limits of their competence and ask for assistance when necessary;
- (b) Be honest with patients and accurately represent their position as students;
- (c) Ensure that they are appropriately supervised;
- (d) Ensure that the treatment offered is based on clinical need;
- (e) Be aware of scarce resources and not waste these;
- (f) Maintain high standards of clinical practice;
- (g) Raise concerns with the relevant authorities when clinical standards that could compromise patient or others safety are not upheld.

Social Media

- 7 Social media has grown phenomenally over the past few years. It has become common for health care professionals to use blogging, personal websites and online social networking in both their professional and personal lives. While social media is a useful tool, health professionals need to be aware of the risks, particularly to patient confidentiality and the blurring of professional and private boundaries that is posed by social media. Once information is posted on social media it is difficult and sometimes impossible to remove and can spread beyond an individual's control. Inappropriate online activities can have a detrimental effect on relationships with colleagues, patients, employment prospects and personal integrity.

Be aware of:

- (a) Maintaining confidentiality – do not post information about patients (living or deceased), colleagues or teachers on social media (even when names are removed) regardless if this communication is only meant for colleagues or other health professionals.
- (b) Refraining from defaming others – defamation is the publication, declaration or broadcast of material that is capable of lowering a person in the estimation of others thereby damaging the reputation of the subject. Do not re-post material about others that can be defamatory. Do not post comments that can harm the reputation of colleagues or the profession or jeopardise your future as a health

- professional.
- (c) Doctor-patient boundaries – social media allows patients to access information about health professionals’ personal lives that goes beyond what a normal patient/health professional relationship would allow. Be aware of what you post about yourself and your personal life. Be careful not to violate professional boundaries. Avoid online relationships with current or former patients.
 - (d) Your ethical and legal obligations to protect patient confidentiality.
 - (e) Professional boundaries: think carefully before “friending” others, including employers, other health professionals, administrative staff, teachers and tutors and allowing them to access personal information. Don’t place staff members into an awkward position by requesting them to join your network.
 - (f) Be aware of the image you project of yourself online and how this can impact on your professional standing.
 - (g) Practical tips:
 - Protect your privacy – be careful what personal information you share with others, check your privacy settings regularly (please note even with privacy settings in place, it is possible to underestimate the number of people who can see your posts and how quickly it can be spread)
 - Consider the size of your audience – it is probably much wider than you think
 - Check who your friends are – ensure that you do not have patients as your friends. Check past posts and ensure that you have not made offensive comments in the past.
 - Check the groups you have joined – check the posts on the group to ensure that there are no offensive comments made or that the groups do not subscribe to racist, sexist, culturally insensitive or other such offensive or derogatory views.
 - Check your photographs – are there any that you would not like your patients or colleagues to see?

PROCESS TO INVESTIGATE REPORTED STUDENT IMPAIRMENT OR UNPROFESSIONAL CONDUCT

Introduction

In terms of its mandate to guide health professionals and to protect the public, the Health Professions Council of South Africa (HPCSA) is responsible for ensuring that practitioners are fit to practise. This means that the HPCSA will not licence an *impaired* person to practise.

The Health Professions Council Act and the associated regulations relating to impairment of students and practitioners oblige students, practitioners and faculties of health sciences to report impairment when observed in students or in fellow students or members of the health professions to the HPCSA. The HPCSA is required to consider any report it receives and to make a decision on the merits of the case.

Definitions

Impaired: The Health Professions Council (HPCSA) defines impairment as “a condition which renders a practitioner incapable of practising a profession with reasonable skill and safety”.

The University understands this to mean that an undergraduate student may be reported as *impaired* where he or she:

- has become physically or mentally disabled to such an extent that the student is unable to perform the clinical duties of his/her chosen profession or it is not in the public’s interest to allow that student to practise the profession;
- has become unfit to purchase, acquire, keep, use, administer, prescribe, order, supply or possess any scheduled substance;
- has used, possessed, prescribed, administered or supplied any substance contrary to prescribed regulations; or
- has become addicted to the use of any chemical substance.

Unprofessional conduct: The HPCSA defines unprofessional conduct as “improper or disgraceful or dishonourable or unworthy conduct or conduct which, when regard is taken to the profession of a person who is registered in terms of this Act, is improper or disgraceful or dishonourable or unworthy”.

The University understands this to include but not to be limited to:

- Failure to attend academic, clinical or clinical service commitments and continuing to be absent from academic or clinical commitments without permission.
- Unethical behaviour (e.g. deliberate misrepresentation or dishonesty, abusive or foul language towards teachers, fellow students or patients).

The **Student Development and Support Committee** is a Committee consisting of several academic staff members who identify, support and monitor the performance of students with academic and other difficulties.

In the event of a reported disability this Committee may seek advice from the Disability Unit or other expert body.

The **Dean’s nominee** will ordinarily be the Deputy Dean: Undergraduate Education.

IMPAIRMENT REVIEW PROCESS

- 1 An impairment, or any physical or emotional or behavioural problem that may be or become an impairment, must be reported by either the student, tutor, fellow student, course convener or clinician teaching the student to the Student Development and Support Committee (SDSC) or to the Dean's nominee. If the matter is reported to the Dean's nominee, the Dean's nominee may refer it to SDSC in the first instance. The role of the SDSC will be to assess whether the student needs support and, if so, to try to provide this support.

If the matter can be resolved with appropriate support and reasonable accommodation, the SDSC will arrange this and no further action needs to be taken. In such a case the Dean's nominee will arrange for the Faculty Manager to record the findings in a letter to the student, with such conditions for continued registration as the Dean, acting on behalf of the Faculty, may determine. SDSC shall continue to monitor the student.

- 2 If the SDSC deems it to be not a matter of supporting the student, it will refer the matter to the Dean's nominee.
- 3 The Dean's nominee will assess the report and, if he/she believes that there is reason to do this, he/she will ask the relevant year convener, or another appropriate staff member who teaches the student, to chair a Conveners' Committee, at which all conveners teaching/convening courses for which the student is registered in that year, report on whether they deem the student to be impaired, and/or unfit to undergo training and/or practise the relevant profession.

The Chair of the Conveners' Committee will record the findings of the Committee in a written report to the Dean's nominee.

- 4 The Dean's nominee, having received the report of the Conveners' Committee, will decide whether to drop the matter, or, if he or she believes there is reason to proceed, shall:
 - (a) inform the student of the concerns and explain the process forward;
 - (b) appoint a senior academic staff member who does not teach the student, to chair an Impairment Review Committee of two or more academic staff members who do not teach the student in the current year.
- 5 The Impairment Review Committee:
 - (a) will provide the student with a copy of the report of the Conveners Committee and invite the student to submit a written response to it; assess the written report of the Conveners Committee and assess any written response by the student;
 - (b) may require the student to undergo a professional assessment by an independent healthcare professional or other expert (e.g. an expert who is knowledgeable about the skills required for the relevant discipline, or who can assess a psychiatric or a substance abuse problem, and who is not teaching the student in the current year).
 - (c) will consider the evidence and may, depending on the circumstances, interview the student, and then report its finding and the reasons for its finding in writing to the Dean's nominee.

- 6 The Impairment Review Committee may decide that:
 - (a) the student's registration will be cancelled with immediate effect in terms of the relevant Faculty rule/s; or
 - (b) there will be strict conditions for continued registration, with regular monitoring and with re-assessment by a due date, if necessary, after which a final decision about continued registration is taken; and/or
 - (c) the student's impairment will be reported to the Health Professions Council of South Africa, at the time or, if appropriate, upon graduation.
- 7 If the finding of the Impairment Review Committee is that the student is unable to perform procedural skills or is unfit to undergo training and/or practise clinically as required by the profession, the Committee shall also report its decision about whether or not the outcome should be reported to the HPCSA.
- 8 The Dean's nominee shall inform the student and provide the student with the finding of the Impairment Committee, orally and in writing. If the student was found unfit for training, the student's registration is cancelled. The student is informed of the Committee's reasons and of the student's right of appeal to the Vice-Chancellor or nominee.

UNPROFESSIONAL CONDUCT

- 1 Any unprofessional conduct observed by a fellow student, tutor, course convener or other person shall be reported to the Deputy Dean.
- 2 The Deputy Dean shall, if he or she believes there is reason to do so,
 - (a) ask the Year Convener, or another appropriate academic staff member, to chair a Conveners Committee (made up of the conveners of the relevant academic year of study and members of the Student Development and Support Committee) to discuss the reported conduct and make a recommendation as to whether the reported conduct should be referred to a Professional Conduct Review Committee; and/or
 - (b) ask an independent academic staff member (who does not teach the student) to appoint a Professional Conduct Review Committee.
- 3 The Professional Conduct Review Committee (PCRC) shall comprise at least two senior academic staff members who are in the opinion of the Dean's nominee able to act independently and objectively in their assessment of evidence from (amongst others) academic staff and the student concerned relating to the student's alleged transgression of UCT, Faculty and HPCSA rules and regulations on misconduct and/or unprofessional behaviour.
- 4 The Professional Conduct Review Committee shall provide the student with a copy of the report of the Conveners Committee, if the matter has been considered by a Conveners Committee, and shall invite the student to respond in writing to this/these report/s.
- 5 The PCRC shall assess the evidence and record its finding and the reasons for its finding. The Committee shall on the basis of its finding decide a course of action

with reasons in writing, namely that:

- (a) the student's registration be cancelled with immediate effect in terms of the relevant Faculty rule/s; or
- (b) the student's action be referred for action under the rules on disciplinary jurisdiction and procedures; and/or
- (c) there be strict conditions for continued registration, with regular monitoring and with re-assessment by a due date, if necessary, after which a final decision about continued registration is taken; and/or
- (d) the student's impairment be reported to the Health Professions Council of South Africa, at the time or upon graduation.

- 6 The student will be advised that he/she may appeal to the Vice-Chancellor or nominee against the findings of the PCRC.

AVOIDING PLAGIARISM: A GUIDE FOR STUDENTS

What is Plagiarism?

You commit plagiarism – intentionally or not – in written work when you use another person's sentences, ideas or opinions without acknowledging them as being from that other person.

In academic work, researchers build on the ideas of others. This is a legitimate and accepted way of doing research. Plagiarism is using someone else's ideas or words and presenting them as if they are your own. It is therefore a form of academic cheating, stealing or deception. Because plagiarism is an offence, all universities take a very serious view of anyone who is found cheating. Those who are suspected of having plagiarized will be referred to the Vice-Chancellor or nominee for possible disciplinary action in terms of the rules on disciplinary jurisdiction and procedures (DJP1.1).

Not all plagiarism is deliberate, but even inadvertent plagiarism will be severely penalized. It is therefore your responsibility to know what will be regarded as plagiarism and to know how to avoid it.

What makes plagiarism tricky to avoid and dangerous is that it can take many forms.

Forms of Plagiarism

Academic writing requires of you to discuss existing literature but at the same time to come up with your own ideas; to rely on the findings of other researchers, but also to say something new and original; to give an exposition of key readings on the topic, but to express it in your own structure and own words. It is academically difficult to manage a path between these seemingly contradictory demands.

Plagiarism can range from deliberate academic dishonesty to accidental academic sloppiness, and can range from serious and clear forms of plagiarism to instances that are less obvious.

Obvious forms of plagiarism include:

1. Buying or borrowing a paper and copying it.
2. Hiring someone to write the paper or thesis for you.
3. Cutting and pasting large portions of text from the web or from someone else's paper or book without any quotation marks (or clear indentation for block quotes) or proper reference to the source. The ease of cutting-and-pasting from electronic sources makes this a form of plagiarism that is particularly widespread.
4. Word-for-word copying of a sentence, or paragraph without any proper acknowledgement.
5. Direct translation into English of a paper – or large sections of writing – written in another language.
6. Citing sources that you didn't actually use.
7. Using substantive extracts from your own earlier work without acknowledgement.

Less obvious forms of plagiarism include:

8. *Not giving proper credit to someone else's ideas or findings.*
When is it proper to give credit and when not? As a general rule, you need to give a reference for any text, diagram, table, illustration or an idea if it comes from:
 - a. a book, journal, website, or any other public medium;
 - b. what someone has said in an interview you have conducted;
 - c. someone's personal correspondence in the form of a letter or email.

You don't need to give a reference or give credit if the idea, text, diagram, table, illustration or idea comes from:

- a. your own insights, work or experiences. Ideas from co-authored papers, however, still need to be acknowledged;
- b. writing up your own field notes or lab reports;
- c. "common knowledge", common sense observations, well-established facts, historical events (but you would obviously have to give a reference if you use an historical *document*) and myths. It is, of course, difficult to know exactly when something is "common knowledge", but a general rule to follow is: if the same observation is made in multiple sources without any attached references, or if it is something that the general public is well aware of, then no references are needed.

9. *Improper paraphrasing.*

The rule to "put it in your own words" is not always helpful, because many of the accepted key words in academic discourse have precise meaning or are accepted expressions that you shouldn't change. However, whenever you do written work you must distinguish what you have written from what you are paraphrasing or quoting. To paraphrase is to summarize someone else's ideas in your own writing style, sentence structures and, where applicable, own words. This is a particularly demanding task for writers whose first language is not English.

10. *Failing to give a proper reference*

You may copy word for word (but not significant chunks), and you are expected to build on the ideas of others, but then you must give proper credit to the source of the quotation or the paraphrased argument, idea or reasoning.

11. *Not acknowledging outsourcing of substantive data analysis*

You may have someone else do the descriptive statistics or statistical data analysis for you, but you need to acknowledge the extent to which it is not your own analysis. In cases where the statistical analysis (model fitting or estimation) forms the central thesis, instead of just being a minor section, or where the thesis is in a discipline that requires you to demonstrate this skill of analysis, it is unacceptable to outsource it, even if you do acknowledge it.

How to Avoid Plagiarism

When you start reading and taking notes, carefully distinguish between material that is quoted, material that is paraphrased in your own words and own structure, and material that is your own and expressed in your own words. The way you can distinguish between these different types of sources is to use a different colour for each one, or to put a big Q for "quote", P for "paraphrase" or M for "mine" after the relevant section. Make sure that you keep scrupulous track of the author, year, title, and page from which you are taking the quote. There are numerous electronic tools that can assist you with this, such as RefWorks and Mendeley. (See section on "resources" below.)

1. *Fully reference and acknowledge the work of others*

While academic staff will teach you about systems of referencing, and how to avoid plagiarizing, you too need to take responsibility for your own academic career. Knowing how to give proper credit, cite appropriately, and acknowledge the original source and reference accurately is an essential step in avoiding plagiarism. There are numerous referencing conventions and you are expected to use a referencing convention that is accepted in your discipline. There are many guides on how to reference properly. See "Referencing Conventions" below for resources and guides.

2. *Use your own expressions and present your work in your own writing style*

It is tempting to use someone else's elegantly structured phrase or sentence/s, but doing so without proper quoting (acknowledging your use of their exact words) constitutes plagiarism.

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It is not enough to change just a word here and there when paraphrasing; you need to use your own sentence constructions. Of course, there are accepted key words in specific academic discourses that have precise meaning or are accepted expressions; you shouldn't try to put these precise and commonly accepted expressions in your own words.

3. *Organise your work and structure your reasoning in your own way*
Don't merely give properly acknowledged summaries of other people's work (paraphrasing), develop your own sequence of reasoning and line of argumentation.
4. *Use TURNITIN*
Turnitin is an internet-based service that checks the extent of unoriginal content in your paper or thesis. It will identify all the parts where you have copied text from elsewhere. Where you have acknowledged doing so with direct quotes, that is acceptable. Of course, you should not have too many direct quotes since you are required, after all, to demonstrate your own academic writing and critical thinking skills. Identified copied content that is not acknowledged is plagiarism and you must reword and restructure these identified sections. Note that Turnitin is not a guarantee that there is no plagiarism – it is only a guide. See more about Turnitin [here](#).

Note that you should not submit the same re-worked draft multiple times because the system will then compare your new version with the earlier one you submitted and indicate a very high unoriginality score.

UCT Rules and Senate Policy

RULES ON CONDUCT FOR STUDENTS (Student Rules - Academic conduct)

RCS2.4 A student:

- (a) must refrain from dishonest conduct in any examination, test or in respect of completion and/or submission of any other form of academic assessment. Dishonest conduct includes but is not limited to plagiarism;
- (b) may not submit the work of any other person in any examination, test or in respect of the completion and/or submission of any other form of academic assessment without full and proper attribution and acknowledgement.

RULES FOR DEGREES (Rules relating to examinations – Examination sessions and class tests)

G18.12 Dishonesty, including plagiarism or the submission by a student of other people's work as his/her own, in an examination or any other form of assessment will be dealt with in terms of the disciplinary rules.

SENATE POLICY

Senate policy (PC11/99 dated 6.12.1999), sets out the following:

- (i) For each course, academic staff must prescribe a referencing convention, or allow a student to choose from a set of referencing conventions prescribed by the academic staff member (and by implication must teach this key academic literacy skill to junior students) when setting assignments; *and*
- (ii) All undergraduates are required to make and include a declaration each time they submit written work for assessment.

Declaration

Each time your work is assessed, you will need to insert the declaration (see shaded block) or one like it.

Plagiarism Declaration:

1. I know that plagiarism is a serious form of academic dishonesty.
2. I have read the document about avoiding plagiarism, am familiar with its contents and have avoided all forms of plagiarism mentioned there.
3. Where I have used the words of others, I have indicated this by the use of quotation marks.
4. I have referenced all quotations and properly acknowledged other ideas borrowed from others.
5. I have not and shall not allow others to plagiarise my work.
6. I declare that this is my own work.
7. I am attaching the summary of the Turnitin match overview (when required to do so).

Signature:

Declaration to be included in your thesis

In the front of your thesis, a signed and dated declaration in the following format must be included:

Declaration

I,, hereby declare that the work on which this thesis is based is my original work (except where acknowledgements indicate otherwise) and that neither the whole work nor any part of it has been, is being, or is to be submitted for another degree in this or any other university. I authorise the University to reproduce for the purpose of research either the whole or any portion of the contents in any manner whatsoever.

Signature: Date:

Referencing conventions

The responsibility is on your lecturer to ensure that you are (or become) familiar with, and observe, one of the internationally recognised guides to scholarly conventions on presentation, documentation of sources and referencing. It is your responsibility to question any part of this that you do not understand, to apply the rules, and to be aware of the consequences of plagiarism.

There are many ways of referencing, and the University has not set one way as preferable to another. The Library and Writing Centre, however, recommend one of the following forms:

the Harvard system
American
Modern Language Association (MLA) or
Footnoting

They also have a standard for referencing articles in electronic journals.

For advice and guides on referencing see:

UCT Library Referencing Help:

<http://libguides.lib.uct.ac.za/refworks>

and

<http://www.lib.uct.ac.za/research-help/referencing-help/>

and

<http://libguides.lib.uct.ac.za/refworks-referencing>

Harvard UCT: Handbook on citation:

<http://www.lib.uct.ac.za/wp-content/uploads/2014/02/harvard-uct-2014.pdf>

Common citation styles (University of Melbourne): <http://www.lib.unimelb.edu.au/cite/>

If you are confused because each lecturer tells you to reference your work in a different way, discuss this with him or her.

Consequences of plagiarising

By committing plagiarism you will get zero for the plagiarised work, and may fail the course or your thesis. In addition, the matter must be referred to the Vice-Chancellor or nominee for possible disciplinary action in terms of the rules on disciplinary jurisdiction and procedures (DJP1.1) against you.

If this is the case, and the plagiarism is substantial, the Registrar has indicated that, unless there are unusual circumstances, the prosecution will ask for your expulsion. Even if you are not expelled, a conviction for cheating on your academic record is likely to limit your career opportunities. If you are preparing for a profession, you should know that a conviction for cheating in academic work may bar you from professional licensing temporarily or permanently.

Web-based information and resources

There are many sites and guides on the internet regarding plagiarism.

Video on how to avoid plagiarism: <https://www.youtube.com/watch?v=2XUPZ9jx4gs>

A Student's Guide to Avoiding Plagiarism (UCT Philosophy department): this handy and concise resource looks at forms of plagiarism, gives tips on how to avoid it and provides some examples.

UCT Faculty of Health Sciences Guide A site listing different referencing conventions and guide to Turnitin

UCT information on RefWorks

Information on APA referencing convention

Guide on the Harvard referencing convention

UCT Writing Centre on referencing

UCT writing Centre on postgraduate writing

UCT Writing Centre on resources in grammar

The UCT Senate policy declaration on plagiarism

Turnitin services – Student Guide

Contact the Vula Team for further support: help@vula.uct.ac.za or 021-650 5500

Assistance for staff and students

The Library Staff, the Writing Centre and the Office for Research Integrity are willing to assist you, by providing details of referencing conventions, and helping you use them.

UCT Library staff for general queries about referencing:

Amina Adam; Jen Eidelman; Cyrill Walters

UCT Library staff for queries about RefWorks:

Dilshaad Brey; Dianne Steele; Gill Morgan; Khumbulele Faltein

UCT Library staff for queries about Mendeley:

Tamzyn Suliaman

Research Ethics:

Dr Robert McLaughlin (UCT Office for Research Integrity)

UCT Writing Centre

<http://www.writingcentre.uct.ac.za/writing/talk/contacts>

Tel: 021 650 5021

POLICY ON TUBERCULOSIS FOR UNDERGRADUATE HEALTH SCIENCES STUDENTS

Reducing the risk of tuberculosis in undergraduate Health Sciences students

South Africa is at the centre of the HIV and tuberculosis pandemics. The lifetime risk of tuberculosis for individuals with latent TB infection (up to 60% of the South African population) in non-HIV-infected persons is approximately 10%, increasing to >10% per year in HIV-infected persons. Hence, the approach to reducing your risk of tuberculosis is intimately linked to knowing and acting upon your HIV status.

1 Know your HIV status

All students within the University of Cape Town should be offered counselling and testing for HIV infection. Any student who will have contact with patients or will work in a hospital, community health centre or clinic environment must have undergone counselling and education surrounding the issues of HIV testing.

2 Minimising risk of tuberculosis transmission in the workplace

Due to the massive burden of tuberculosis in South Africa, students working in a healthcare environment will be unable to avoid contact with tuberculosis patients at all times. It is, however, impractical to wear protective masks continuously. The following measures will be enforced to reduce risk:

2.1 Education

- 2.1.1 All health sciences students will be specifically educated as to the risks of acquisition of TB and as to the preventive measures which should be taken to minimize such risks. Record of such education will be a prerequisite before any patient contact.
- 2.1.2 All health sciences students will be made aware of the common symptoms associated with tuberculosis – that is, cough, night sweats, loss of appetite and loss of weight. Students should be encouraged to seek medical advice from UCT's Student Wellness Service or any other health facility of their choice if these symptoms occur.

2.2 Risk avoidance

- 2.2.1 Students must if at all possible avoid contact with patients who are known to have multi-drug resistant (MDR) or extensively drug resistant (XDR) pulmonary tuberculosis. Students must NOT enter an isolation cubicle accommodating a patient with MDR or XDR pulmonary tuberculosis or one accommodating a patient with extrapulmonary MDR or XDR tuberculosis, where pulmonary involvement has not been ruled out.
- 2.2.2 Students will not receive bedside teaching from medical staff using patients known to have MDR or XDR pulmonary tuberculosis.
- 2.2.3 *Students whose immune systems are compromised*
Students who are immunocompromised for whatever reason (HIV-infected, on long-term immunosuppressant's such as corticosteroids or methotrexate, have cancer, are struggling with stress and poor nutrition, etc) are encouraged to discuss their health with UCT's Student Wellness Service or any other health facility of their choice. There is a vital role for isoniazid

preventive therapy (IPT) for some of these students (e.g., those with a positive tuberculin skin test) and, for those who are HIV-infected, antiretroviral therapy may be indicated.

2.3 Risk reduction through personal protective wear – masks

2.3.1 When masks are to be worn

All health sciences students should be required to wear a mask in the following high-risk environments:

2.3.1.1 When in contact with:

- patients with an unexplained cough,
- formally identified pulmonary TB patients presenting for the first time or confirmed drug-sensitive tuberculosis patients who have not been on anti-tuberculosis treatment for ≥ 2 weeks;

2.3.1.2 When entering or working in an induced sputum cubicle (of specific relevance to physiotherapy students).

2.3.2 Type of mask to be worn

Surgical masks are ineffective as a means of reducing tuberculosis acquisition. Students must, therefore, wear an N95 (or FFP3) particulate filter mask (respirator).

2.3.3 Fit-testing

All health sciences students must have a once-off fit-test to determine the correct type and size of mask for their face, thereby ensuring a proper fit. The outcome of each student's fit-test will be recorded for future reference.

The fit-testing process will include instructing the student on how to use the mask correctly. They must be informed of at least the following:

2.3.3.1 that facial hair (notably beards) disrupt N95 mask efficiency and therefore that facial hair removal is advisable – students who choose to wear a beard nonetheless must understand that the N95 mask will be less efficacious;

2.3.3.2 that they must check the integrity of the mask every time they use it;

2.3.3.3 how to put the mask on and take it off;

2.3.3.4 that they must disinfect their hands before and after putting the mask on and taking it off;

2.3.3.5 that care must be taken not to squash the mask;

2.3.3.6 that under normal working conditions an N95 mask can remain effective for at least 8 hours of continuous use. Mask efficacy is reduced if they become torn or moist. If the N95 mask is used only intermittently then it can be effective for 1–4 weeks, depending on the frequency of use;

2.3.3.7 that used masks must be disposed of by being discarded in a medical waste box.

2.3.4 **Provision and distribution of masks**

- 2.3.4.1 The FHS will provide students, as needed, with free access to supplies of the N95 mask that fits them throughout the period of their undergraduate studies. Students should not obtain N95 masks from hospital wards as these are often in short supply for healthcare workers and visitors.
- 2.3.4.2 At sites where there is a UCT-employed Site Coordinator, Site Facilitator or Facility Manager, this person will be responsible for supplying students with masks as needed. At all other sites the distribution of masks will be the responsibility of the Lecturer, Clinical Educator or Supervisor responsible for the students concerned.
- 2.3.4.3 The Faculty's provision of masks will be administered by the office of the Health Teaching Platform Coordinator.

3

Students with TB

- 3.1 Any student diagnosed with TB is urged in the strongest possible terms to ensure that they know their HIV status in order to ensure optimal treatment.
- 3.2 A student who is found to have TB is also strongly encouraged to confidentially advise the Student Development and Support Office of their TB status in order to enable the Faculty to help ensure that s/he receives whatever support and essential treatment and follow-up are needed.
- 3.3 In the case of drug-sensitive pulmonary TB, a student should stay out of class and out of the work environment for two weeks after diagnosis and commencement of treatment. With pulmonary MDR-TB, while the final decision will be in the hands of the attending doctor, generally a return to class and work should be allowed once they have sputum converted – that is, established to be culture-negative on two occasions from sputum taken one month apart.
- 3.4 The Student Development and Support Office will maintain a confidential record of all students who have reported their diagnosis of TB in order to help ensure that such students are appropriately managed throughout their illness.
- 3.5 Reporting: The Head of the Faculty's Student Development and Support Portfolio will monitor infections on the basis of confidential student TB statistics made available to him/her monthly by the Student Development and Support Office. If there are sudden changes in incidence, s/he can initiate an investigation – including consultation with the Head of the Division of Infectious Diseases and HIV Medicine – with a view to preventing further infections.

UCT HEALTH SCIENCES FACULTY E-LEARNING AND E-TEACHING POLICY

[Only appendices applicable to students are displayed below, for the full policy please see <http://www.healthedu.uct.ac.za/elearning/overview>.]

Appendix A - Use of Electronic Devices

A.1 Definition

Electronic devices include cell phones (including smart phones), computers (laptops, notebooks, netbooks, and handhelds), mp3 and other digital audio and video players (including DVD players), and analogue and digital audio and video recording devices (still and movie cameras). Recordings include any format which may be done by any electronic device including videos, images and sound.

A.2 Application

This policy is applicable to students and other individuals who attend courses and lectures offered by the Faculty of Health Sciences. This also includes ward rounds, bed side teaching and interactions which happen in medical facilities. No part of this policy is intended to conflict with established policies of University of Cape Town or a student's right to due process as stated in the Code of Student Conduct or the Student Handbook.

A.3 Background

There are a number of electronic devices which are available to students and which they bring where teaching happens and when they interact with patients. The Faculty considers teaching to be a special time for focused engagement between educators and students. This includes teaching which happens in lectures, tutorials and bed side teaching. Electronic devices are often an impediment to such focused engagement and under no circumstances should students use electronic devices to make unauthorised recordings without the necessary permission.

A.4 Rationale

The usage of personal electronic devices in teaching can hinder instruction and learning, not only for the student using the device but also for other students. Usage of an electronic device for activities unrelated to teaching tends to distract the student using the device, and is distracting and disrespectful to his/her neighbours and the educator. Both teaching and learning are thus undermined. In addition it is unethical to record patients or information related to patients in any format, whether video, images or audio with explicit written consent.

A.5 Classroom teaching

Electronic devices are allowed in the classroom only for the purposes of course instruction. The use of personal computers and other electronic devices in the classroom is a privilege which may be withdrawn at the discretion of the educator.

In all cases, when permission has been granted by an educator for the use of an electronic device in the classroom, the student shall employ such device solely in a manner appropriate to the coursework and avoiding distractions or interruptions to fellow students or the educator. For example where permission has been given for the use of a device for personal note-taking, it may only be used for this sole purpose and not noisily to the extent that others are distracted by it.

The educator has the discretion to grant either individual or a blanket approval or prohibition for the use of one or more types of electronic devices in the classroom. If the latter then it is each student's responsibility to ensure that all cell phones and electronic devices such as PDAs, pagers, instant message devices, games, other handheld devices and laptop computers are turned off and stowed in a secure place during class.

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The educator reserves the right to withdraw a previously granted approval for the use of an electronic device, on an individual or blanket basis, if in the educator's best judgment continued use of such a device detracts from the effectiveness of the classroom learning environment.

A student with a diagnosed disability must present to the educator the appropriate paperwork from the Undergraduate Office so that special accommodation can be made for the use of an otherwise prohibited electronic device. Other exceptions are medically necessary assistive devices, approved emergency communications and warning devices operated by authorized law enforcement officers, fire-fighters, emergency medical personnel or other emergency personnel. Such individuals must present the educator or the Undergraduate Office with the necessary paperwork confirming such status or information.

The educator should include in each course syllabus a statement establishing under what conditions electronic devices may be used in the classroom, and the manner in which a violation of the educator's rules of use of such devices shall be addressed. In case of a change in status of an electronic device in the course of the semester, the educator should update the course syllabus as appropriate.

It is expected that access to the internet will be off during class unless the educator specifically authorizes it for class-related purposes. Use of cell/smart phones during class time is always prohibited, as is leaving the room to answer or make a call.

A.6 Patient information

Under no circumstances should electronic devices be used when dealing with patients except for purposes of taking personal notes. Using such devices to record interviews of patients, images of patients whether still or video without explicit written consent is not allowed at all.

A.7 Violations

Any behaviour determined as inappropriate use or distractions resulting from the use of electronic devices may result in a warning, dismissal from class for the day of the infraction, a reduction in the grade for the class, or referral to the Undergraduate Office. Violating the ethical, privacy and confidentiality rights of patients may result in more serious consequences.

Appendix B - Appropriate use of Computing Facilities

B.1 Introduction

Computing and networking play increasingly important roles in teaching, research, and administration. The Faculty anticipates many benefits from the use of information technology by students and staff. UCT maintains computing and networking facilities for the purpose of conducting and fostering the teaching, research and administration activities of the Faculty. To maximize the usefulness of Computer Facilities, UCT provides access in the most open manner permitted by the owners or providers of the Computing Facilities.

B.2 Prohibited activities

The following activities involving use of Computer Facilities are prohibited:

- ☐ Transmitting unsolicited information which contains obscene, indecent, lewd or lascivious material or other material which explicitly or implicitly refers to sexual conduct.
- ☐ Transmitting unsolicited information which contains profane language or panders to bigotry, sexism, or other forms of discrimination.
- ☐ Transmitting information which threatens bodily harm or which intimidates another person or organisation.
- ☐ Communicating any information concerning any password, identifying code, personal identification number or other confidential information without the permission of its owner or the controlling authority of the computer facility to which it belongs.

- ☐ Creating, modifying, executing or retransmitting any computer program or instructions intended to gain unauthorized access to, or make unauthorized use of, a Computer Facility or Licensed Software.
- ☐ Creating, modifying, executing or retransmitting any computer program or instructions intended to obscure the true identity of the sender of electronic mail or electronic messages, collectively referred to as "Messages", including, but not limited to, forgery of Messages and/or alteration of system and/or user data used to identify the sender of Messages.
- ☐ Accessing or intentionally destroying software in a Computer Facility without the permission of the owner of such software or the controlling authority of the Facility.
- ☐ Making unauthorized copies of Licensed Software.
- ☐ Communicating any credit card number or other financial account number without the permission of its owner.
- ☐ Effecting or receiving unauthorized electronic transfer of funds.
- ☐ Violating the provisions of copyright, particularly on software, data and publications.
- ☐ Broadcasting email messages indiscriminately to all users of a computing facility, the broadcasting of messages concerning the use of a facility by the manager of a facility being a specific exception.

Appendix C – Social Media

C.1 Introduction

The growing popularity of social networks such as Facebook (FB) and Twitter provides increasing connectivity for Employees and Students in their personal and professional communications. Although there are clear benefits, frequently the potential risks are not fully appreciated. Information management ought to be introduced into curricula in the early years.

C.2 Online identity and relationships

Online communication blurs the traditional professional and personal boundaries. Even when privacy is anticipated, the online environment needs to be considered as a public space. For instance conversations with Friends on FB remain in FB permanently and are retrievable by others. The permanence of postings provides a significant indication of a person's character. Social media contributions may have a positive or negative impact on future job applications.

Comments made online in social spaces can be detrimental to the person and to others. For example thoughts and behaviours may be appropriate in a social setting yet indicate unprofessional behaviour from a practitioner's perspective.

Information tends to be permanent and durable. Defamation of others or an institution may lead to detrimental consequences. A conscious awareness of the possible harm to the reputation of colleagues must be clarified. Links can be made even when there is no obvious connection. For instance a derogatory comment about a colleague may be tracked. Previous postings can provide clues to identify that person.

C.3 Patient relationships

Confidentiality needs to be respected online too. Health professionals hold an implicit social contract with society to be leaders. Improper disclosure of information related to the health of individuals or quality of care in facilities can be harmful. Any images, video or audio clips need to be used with full consent.

C.4 Refer to

- ☐ Social media and the medical profession: A guide to online professionalism for medical practitioners and medical students. <http://www.waikatodhb.govt.nz/file/fileid/37681>.
- ☐ British Medical Association. 2011. Using social media: practical and ethical guidance for

doctors and medical students. Standing up for doctors.

- http://www.bma.org.uk/images/socialmediaguidancemay2011_tcm41-206859.pdf
- Quote on a slideshare at <http://www.slideshare.net/SuzanneHardy/amee2011-workshop-3phardybrown-slides> “Many medical students seem unaware of or unconcerned with the possible ramifications of sharing personal information in publicly available online profiles even though such information could affect their professional lives”.

STUDENT TRANSPORT POLICY

1 Purpose

All students registered for professional degrees in the Faculty of Health Sciences (FHS) are required during the course of their studies to visit and to do work at a range of off-campus learning sites. These sites are mostly within greater Cape Town while some are further afield.

The purpose of this policy is to set out a framework for how students will travel between the FHS campus and the institutions and communities in which they are required to do work as part of their formal academic programme. Such a framework will clarify student responsibilities, FHS responsibilities and shared responsibilities.

2 Principles

The policy is informed by the following underlying principles:

- Academic need and relevant educational outcomes
- Equity (with reference to transformation)
- Duty of care (with reference to safety and security)
- Needs of the academic programme and relevant educational outcomes
- Time efficiency
- Cost-effectiveness
- Flexible transport solutions
- Shared responsibility (University/Faculty and students)
- Transport provided only if booked
- University-funded transport is a centrally-coordinated Faculty function
- Accessibility to students with disabilities
- Social responsiveness
- Environmental responsibility

These principles have to be understood and applied within a context of necessarily limited funding available for student transport.

3 Transport options

Given that students' transport needs are highly variable and diverse, they can only be met by using a combination of different transport solutions within a flexible system.

Transport solutions that are potentially available to students and FHS include the following:

- | Walking
- | Cycling
- | Public transport
- | Own car
- | Lift provided by a fellow-student
- | Lift provided by a staff member
- | Partner-owned vehicle (partners including government and NGOs)

- | Jammie Shuttle
- | FHS-owned vehicle driven by an FHS-employed driver
- | FHS-owned vehicle driven by an FHS staff member other than a driver
- | FHS-owned vehicle driven by a student (one of the group being transported)
- | Hired vehicle driven by a staff member
- | Hired vehicle driven by a student (one of the group being transported)
- | Bus with a driver provided by an external ('outsourced') service provider

4 **Responsibilities**

In keeping with students' responsibility for their own learning, it is in the first instance individual students' responsibility to be where they are required to be for the purposes of both on-campus and off-campus learning activities. Where students elect – or, as in some cases, are required – to use Faculty transport, it is their responsibility to comply with the conditions under which such transport is provided – for instance, booking each trip needed, timeous arrival at the place from which the transport will depart, etc.

The Faculty for its part takes responsibility for giving students as much assistance with their programme-related transport needs as funding allows. In giving effect to this commitment the Faculty undertakes further to make whatever decisions and choices are required with reference to the principles listed in (2) above.

5 **Own transport arrangements**

Students are in general encouraged to make their own transport arrangements where this is practical, whether this involves walking, cycling, using public transport, driving their own car or accepting a lift from a fellow student or staff member.

Students who make their own transport arrangements are alone responsible for ensuring that they present themselves where they are required to be and do so on time.

Whatever mode of transport students use – including transport provided by the Faculty/University – it is at the individual student's own risk.

Students who use their own car, must note that at certain facilities there will not be sufficient on-site parking to enable them to park within the facility's premises. Students are expected to respect that those who work at such sites on a regular basis enjoy priority access to whatever on-site parking is available. At certain sites – e.g., Khayelitsha (Site B) Community Health Centre – this precludes the use of students' private cars because there is no suitable parking available outside the facility's premises either.

6 **Faculty-provided transport for fieldtrips and other non-routine purposes**

To enable the Faculty to plan optimal use of its transport budget, by the end of June each year conveners of courses that during the following year will involve students travelling to, from and/or within off-campus teaching/learning sites, will submit to the Faculty Transport Committee (see Section 10 below) a schedule of non-routine trips for which they request the provision of transport. With such a schedule Course Conveners will provide the following:

- A motivation for how such off-campus teaching/learning adds value to the curriculum;
- The location of the sites where students will be required to present themselves;
- The target enrolment for the course;

- Estimated numbers of students who will require the transport requested where this is expected to differ from total enrolment.

The Faculty will respond to such requests, if possible, by the end of August of the year in which the request is made and draw up a provisional transport plan for the following year.

Where the transport requested is approved, the Course Convener will submit confirmation of all relevant details of such transport to the Faculty Transport Office by the end of the third week of January in the year that the transport is required. Such details must include confirmation of the precise destinations to which students will need to be transported, the dates or days of the week on which they need to be transported, by what time on those days they must reach the specified destinations and at what time they must be picked up and returned to campus.

Students planning to make use of Faculty-provided transport for fieldtrips and other non-routine purposes may be required to book their place on such transport as per the procedure set out in Section 7 below.

7 **Faculty-provided routine transport**

The Faculty will routinely provide the following transport as booked by students:

- on weekdays during the day to and from teaching sites along set routes determined by the Faculty as advised by the Faculty Transport Committee;
- every night including on weekends a single pick-up between 22h00 and 23h00 for students on-call at GF Jooste, New Somerset, Red Cross Children's and Victoria Hospitals.

Students will be responsible for booking places on each trip for which they elect to utilise FHS-provided transport.

- In the case of weekday, daytime transport, bookings must be made in advance via the FHS Transport Vula site.
- In the case of night transport, bookings must be made – again in advance – by messaging or calling the night transport cell phone.

Places on the buses will be reserved exclusively for students who have booked a place for themselves following the procedures set out above. Students who neglect to book transport are responsible for finding their own way to and from the relevant learning site.

When travelling back to campus on FHS-provided buses, students will be responsible for ensuring that they are at the pre-arranged pick-up points on time. In the event of something beyond their control happening such that they are unable to make it to the pick-up point on time, it will be their responsibility to contact the driver concerned or, failing this, a relevant staff member on campus. Whenever possible, such contact should be made before the scheduled pick-up time.

Where students fail without good reason to present themselves on time at the relevant pick-up point, it will be their responsibility to find their own way back to campus.

Where students have not managed to present themselves on time at the relevant pick-up point through no fault of their own, a driver may be requested by an authorised FHS representative to fetch the students concerned, particularly in

instances where the students' safety might be at risk. However, if this situation arises in the latter part of the afternoon such that the driver making a special trip to collect a student who has missed their bus, would arrive back on campus later than 17h00, a special trip will not as a rule be approved and the student concerned will be responsible for finding their own way home.

8 **Safety and personal physical integrity**

The University regards the safety and physical integrity of every student as of paramount importance.

The University recognises at the same time that there are inevitable and unavoidable occupational health and safety risks associated with training to be and practicing as a healthcare professional.

Thus, the FHS

- a) will not require students to travel to and work within sites where the risk of physical harm is known to be unreasonably high;
- b) will provide students with clear directions to the sites where they are required to be present;
- c) will endeavour to prepare students with information and skills to keep themselves as safe as possible *en route* to and within all off-campus learning sites;
- d) will seek to ensure that all University and University-commissioned vehicles used to transport students to and from, as well as within, off-campus learning sites – both those owned by the University and those hired for this purpose – are roadworthy and appropriately registered and licensed;
- e) will seek to ensure that the drivers of such vehicles – whether University employees, students or those whose services are hired for this purpose – have valid, unendorsed licenses;
- f) will in the event of an accident, hijacking or any other form of criminal assault or theft, provide affected students with whatever support it can within the means at its disposal;
- g) will in the event of FHS-provided transport being delayed or having to be cancelled as a result of a vehicle breaking down, an accident, roadworks, unanticipated traffic or an external service provider failing to arrive as contracted, communicate what has happened, to the staff members responsible for the affected students at the sites where they are being expected – this will be the responsibility of the driver concerned as assisted, when necessary, by the Faculty Transport Supervisor, the Faculty Operations Manager or another member of Faculty staff.

9 **Insurance**

The University does not have the financial resources to provide students with more than limited insurance cover.

The UCT Student Handbook No.3 states as follows:

“The University provides no cover for personal possessions, including motor vehicles, even when a student may be involved in compulsory academic activity. The University does not accept liability for any personal items that may be stolen or damaged”.

Regarding personal accident insurance, the same Student Handbook states:

“The University operates a Group and Funeral Cover

Insurance Scheme, which aims to supplement students' private medical aid or insurance schemes in the event of UCT-related accidental injury. Participation is compulsory and the premium is included in the academic fee".

The maximum benefits under the Group and Funeral Cover Insurance Scheme include R25 000 for medical expenses where the student is involved in an official field trip for academic purposes.

It is recommended that students arrange for their own medical aid cover as well as insurance cover for personal accidents, including motor vehicle accidents, and loss, theft or damage of personal possessions.

10 **Governance and implementation**

The organisation and funding of student transport in the FHS will be centralised Faculty functions. To ensure that its provision is as cost effective as possible, no transport for students that is to be paid for using university – that is, departmental or faculty – funds may be commissioned other than through, or with the written consent of, the Faculty Transport Office.

Implementation and monitoring of this policy will be the responsibility of the Deputy Dean: Undergraduate Education as advised by a Faculty Transport Committee constituted as a sub-committee of the Clinical Teaching Platform Committee.

The FTC will consider all proposals pertaining to the provision of transport by the Faculty and make recommendations in the light of this policy to the Clinical Teaching Platform Committee and the Deputy Dean: Undergraduate Education.

The Faculty Transport Office will keep statistics of student usage of the transport provided, with a view, in particular, to ensuring that HEQSF levels of transport provision are aligned as closely as possible with levels of actual usage. Further, to inform regular reviews of this policy, detailed statistics will be kept of journeys made both by FHS and outsourced vehicles, destinations served, distances covered and numbers of students conveyed as identified by course. The coordination of the collection of these statistics and their analysis will be the responsibility of the Faculty Operations Manager.

FACULTY MISSION STATEMENT

The Faculty's mission is to:

- ☐ Respond to the healthcare needs of South Africa and beyond.
- ☐ Educate health professionals, educators and scientist for life.
- ☐ Undertake research that is relevant to the needs of our country and beyond.
- ☐ Promote health equity through promoting health professional standards in the delivery of quality healthcare.
- ☐ To be socially responsive to the needs of the people of our country and beyond.
- ☐ To develop interventions to reduce the risk of ill health, disability and mortality.

FACULTY OF HEALTH SCIENCES CHARTER

[Adopted by the Faculty on 9 May 2002]

Preamble

Post-apartheid South Africa is emerging from decades of systematic discrimination that affected every aspect of society, including the health sector, resulting in profound inequities in health status in the population. Central to the reconstruction of South African society is the need to develop a culture of human rights based on respect for human dignity and non-discrimination.

Although there were significant attempts by staff, students and the institution to resist apartheid injustices, UCT was not immune to the racist, sexist, and other discriminatory practices and values that typified society under apartheid. As UCT grapples with transformation, we remain burdened with the legacy of these discriminatory practices.

To overcome this legacy of apartheid and other forms of discrimination, the UCT Health Sciences Faculty has produced this Charter as a basis for transformation of the institutional culture of the Faculty to ensure that students and staff have access to an environment where they are able to realise their full potential and become active participants in the academic life of the Faculty.

Principles

Non-discrimination

The Faculty will not tolerate any form of negative discrimination and will uphold the University's policy on non-discrimination.

Supportive culture

The Faculty will foster a supportive culture, where diversity and difference is respected, in order to encourage students and staff to reach their full potential in their activities of learning, working, teaching, research and service in the Faculty.

Capacity-building

The Faculty will strive to develop the skills of its employees and help to build the skills base of South Africans, in particular formerly disadvantaged South Africans, through various strategies at its disposal.

Employment Equity

The Faculty will strive to attract and retain talented black professionals by recognising their abilities, affirming their skills and ensuring an environment that is welcoming and supportive.

Facilitation of learning

The Faculty will strive to uphold and encourage the highest standards of teaching to create an atmosphere conducive to learning for all students.

Research

The Faculty will strive to uphold the highest ethical standards of research and ensure that research seeks to benefit the South African community.

Service

The Faculty will strive to ensure that students and staff uphold the highest standards of service to the community, including commitments to ethical principles and human rights.

Consultation

The Faculty will strive to consult with staff and students on major policy changes that may be undertaken by the Faculty and that affect them, and will seek to entrench transparency in its workings.

Monitoring and evaluation

The Faculty will endeavour to review its performance annually in the light of this Charter.

Community participation

The Faculty will strive to ensure participation of the community in decisions in the spirit of the Primary Healthcare Approach adopted by the Faculty as its lead theme.

FACULTY OF HEALTH SCIENCES DECLARATION

(For all graduating students)

At the time of being admitted as a member of the healthcare profession:

I solemnly pledge to serve humanity.

My most important considerations will be the health of patients and the health of their communities.

I will not permit considerations of age, gender, race, religion, ethnic origin, sexual orientation, disease, disability or any other factor to adversely affect the care I give to patients.

I will uphold human rights and civil liberties to advance health, even under threat.

I will engage patients and colleagues as partners in healthcare.

I will practise my profession with conscience and dignity.

I will respect the confidentiality of patients, present or past, living or deceased.

I will value research and will be guided in its conduct by the highest ethical standards.

I commit myself to lifelong learning.

I make these promises solemnly, freely and upon my honour.

DISTINGUISHED TEACHERS IN THE FACULTY

Students may nominate (to the Registrar's office) academic staff for UCT's Distinguished Teacher Awards. Faculty of Health Sciences staff who have received Distinguished Teacher Awards are:

2014	Professor Delawir Kahn (Surgery)
2010	Associate Professor R Eastman (Medicine)
2010	Professor Z van der Spuy (Obstetrics & Gynaecology)
2007	Dr I A Joubert (Anaesthesia)
2005	Dr M Blockman (Pharmacology)
2004	Associate Professor V Burch (Medicine)
	(Also received the National Excellence in Teaching and Learning Award from the Council for Higher Education and the Higher Education Learning and Teaching Association of South Africa in 2009)
2003	Associate Professor G Louw (Human Biology)
2003	Dr P Berman (Chemical Pathology)
2002	Associate Professor J Krige (General Surgery)
2001	Dr C Slater (Human Biology)
2000	Associate Professor A Mall (General Surgery)
2000	Professor D Knobel (Forensic Medicine)
1998	Professor MFM James (Anaesthesia)
1993	Professor J de Villiers (Neurosurgery)
1989	Professor EJ Immelman (General Surgery)
1988	Associate Professor G R Keeton (Medicine)
1987	Dr C Warton (Anatomy & Cell Biology)
1985	Professor A Forder (Medical Microbiology)
1984	Dr AH Robins (Pharmacology)
1982	Professor W Gevers (Medical Biochemistry)
1981	Professor R Kirsch (Medicine)

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The lecture periods given below were correct at time of going to press. The times and meeting patterns should be checked in the Lecture Timetable or with the department concerned.

LECTURE PERIODS

1	08:00 to 08:45	The meridian	13:00 to 14:00
2	09:00 to 09:45	6	14:00 to 14:45
3	10:00 to 10:45	7	15:00 to 15:45
4	11:00 to 11:45	8	16:00 to 16:45
5	12:00 to 12:45	9	17:00 to 17:45

Class No	Course Code	Course Name
1559	AAE2001S / AHS2054S / CHM2001S / HUB2020S / LAB2002S / MDN2001S / OBS2001S / PED2001S / PRY2001S / PPH2002S / RAY2004S	Special Study Module
1280	AAE4002W	Anaesthesia Part I
1281	AAE4012W	Anaesthesia Part I for External Credit
23468	AAE6000W	Anaesthesia Part II
1454	AHS1003F	Speech and Hearing Sciences
1986	AHS1025S	Early Intervention
1506	AHS1032S	Occupational Perspectives on Health and Well-being
1979	AHS1033F	Movement Science I
1507	AHS1034S	Introduction to Applied Physiotherapy
1987	AHS1035F	Human Occupation and Development
1406	AHS1042F	Human Communication Development
1512	AHS1045S	Basis of Hearing and Balance
9134	AHS1048W	Disability Information Management and Communication Systems
9204	AHS1049S	Promoting Healthy Lifestyles
9133	AHS1050W	Health, Wellness and Functional Ability
9205	AHS1051F	Inclusive Development and Agency
9051	AHS1052F	Work-Integrated Practice Learning Part I
9135	AHS1053S	Work-Integrated Practice Learning Part II
1627	AHS1054W	South African Sign Language
1009	AHS2043W	Occupational Therapy II
1455	AHS2046F	Diagnostic Audiology
2037	AHS2047S	Paediatric Rehabilitative Audiology
1026	AHS2050H	Clinical Physiotherapy I
1977	AHS2052H	Movement Science II
1978	AHS2053H	Applied Physiotherapy I
2036	AHS2106F	Child Language
1416	AHS2107F	Child Speech
2040	AHS2108W	Clinical Speech Therapy I
1513	AHS2109S	School-Based Interventions

Class No	Course Code	Course Name
1252	AHS2110W	Clinical Audiology I
1514	AHS2111S	Diagnostic Audiology in Special Populations
2046	AHS3004H	Clinical Speech Therapy II
1008	AHS3008H	Clinical Audiology II
2041	AHS3062F	Rehabilitation Technology
1485	AHS3065S	Adult Rehabilitative Audiology
1029	AHS3069W	Clinical Physiotherapy II
1973	AHS3070H	Becoming a Rehabilitation Professional I
1388	AHS3071F	Acquired Neurogenic Language Disorders
1551	AHS3072S	Paediatric Dysphagia and Motor Speech
1389	AHS3073F	Adult Dysphagia and Motor Speech
2042	AHS3075S	OAEs and Electrophysiology
1974	AHS3076H	Movement Science III
1975	AHS3077H	Applied Physiotherapy II
1976	AHS3078H	Research Methods & Biostatistics I
2045	AHS3102S	Child Language II
1515	AHS3103F	Voice
1516	AHS3104S	Vestibular Management
2043	AHS3105F	Public Health Audiology
8297	AHS3107W	Occupational Therapy Theory and Practice in Physical Health
1276	AHS3108W	Occupational Therapy Theory and Practice in Mental Health
8334	AHS3113W	Foundation Theory for Occupational Therapy Practice I
1034	AHS4000W	Research Report
1035	AHS4005H	Clinical Speech Therapy IIIA
1036	AHS4006H	Clinical Speech Therapy IIIB
1037	AHS4008H	Clinical Audiology IIIA
2029	AHS4009H	Clinical Audiology IIIB
1040	AHS4065W	Clinical Physiotherapy III
1981	AHS4066H	Becoming a Rehabilitation Professional II
1390	AHS4067S	Seminars in Communication Sciences
1980	AHS4071H	Applied Physiotherapy III
8060	AHS4072H	Research Methods and Biostatistics II
1314	AHS4119W	Occupational Therapy Research & Practice Management
1312	AHS4120W	Foundation Theory for Occupational Therapy Practice II
1315	AHS4121W	Occupational Therapy Practice and Service Learning
5564	AXL1300F	Introduction to Language Studies
9076	AXL1301S	Introduction to Applied Language Studies
9075	AXL1302S	Linguistics Foundation
8155	AXL1303F	Sociolinguistics Foundation
8520	CEM1011F	Chemistry for Medical Students
8530	CEM1011X	Chemistry for Medical Students
9042	CEM1111S	Chemistry for Medical Students
1607	CHM5003W	Surgery
1052	CHM5004H	Trauma
1197	CHM5005H	Orthopaedic Surgery
1606	CHM5006W	Surgery External Credit
2034	CHM5007W	Neurology and Neurosurgery

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Class No	Course Code	Course Name
2032	CHM5008W	Ophthalmology
2033	CHM5009W	Otorhinolaryngology
2051	CHM5010W	Urology
1049	CHM6000W	Surgery (Including Allied Disciplines)
1265	CHM6020W	Surgery External Credit
9046	HSE1001S	Fundamentals of Integrated Health Sciences Part I
9047	HSE1002F	Fundamentals of Integrated Health Sciences Part II
9198	HSE1003S	Preparation for Entry-level Psychology for Health and Rehab Sciences Part I
9199	HSE1004S	Fundamentals of Speech and Hearing Sciences
9042	HSE1005S	Foundational Concepts in Human Communication Development
9041	HSE1006F	Foundational Concepts in Early Intervention
9040	HSE1007F	Foundations of Hearing and Balance
9045	HSE1008S	Fundamentals of Anatomy and Physiology IA
9044	HSE1009F	Fundamentals of Anatomy and Physiology IB
9039	HSE1010S	Fundamentals of Human Occupation and Development IA
9043	HSE1011F	Fundamentals of Human Occupation and Development IB
9050	HSE1012S	Fundamentals of Biosciences for Physiotherapy IA
9049	HSE1013F	Fundamentals of Biosciences for Physiotherapy IB
9036	HSE1014S	Fundamentals of Movement Science and Applied Physiotherapy IA
9034	HSE1015F	Fundamentals of Movement Science & Applied Physiotherapy IB
1394	HUB1006F	Introduction to Integrated Health Sciences Part 1
1836	HUB1014S	Anatomy for Communication Sciences
1802	HUB1019F	Anatomy & Physiology IA
1804	HUB1020S	Anatomy & Physiology IB
1798	HUB1022F	Biosciences for Physiotherapy IA
1799	HUB1023S	Biosciences for Physiotherapy IB
1959	HUB2005F	Introduction to Medical Engineering
1625	HUB2015W	Anatomy and Physiology II for Health and Rehabilitation Sciences
1857	HUB2017H	Integrated Health Systems Part IA
1397	HUB2019F	Integrated Anatomical and Physiological Sciences Part A
1500	HUB2021S	Integrated Anatomical and Physiological Sciences Part B
1843	HUB2023W	Biosciences for Physiotherapy II
1396	HUB3006F	Applied Human Biology
1624	HUB3007S	Human Neurosciences
8460/8545	HUB4071F/S	Applied Electrophysiology
23537	IBS3020W	Molecular Medicine
3369	MCB2020F	Biological Information Transfer
3370	MCB2021F	Molecular Bioscience
3371	MCB2022S	Metabolism & Bioengineering
3372	MCB2023S	Functional Genetics
1338	MDN2002W	Clinical Sciences I

Class No	Course Code	Course Name
1196	MDN3001H	Introduction to Clinical Practice
8337	MDN3003H	Introduction to Clinical Practice Part II
1339	MDN3004W	Clinical Sciences II
1072	MDN4011W	Medicine
1223	MDN4015W	Pharmacology and Applied Therapeutics
1270	MDN4016W	Medicine For External Credit
1081	MDN5003W	Pharmacology and Applied Therapeutics
1266	MDN5004W	Pharmacology and Therapeutics External Credit
2030	MDN5005W	Dermatology
2031	MDN5006W	Rheumatology
1071	MDN6000W	Medicine (Including Allied Disciplines)
1267	MDN6003W	Medicine External Credit
1335	MDN6004W	Exit examination on procedural competence
1183	OBS4003W	Obstetrics
1262	OBS4005W	Obstetrics & Gynaecology External Credit
1282	OBS5005W	Gynaecology
1105	OBS6000W	Obstetrics
1263	OBS6001W	Obstetrics for External Credit
1291	PED4016W	Neonatology
1109	PED5001W	Caring for Children
1269	PED5003W	Caring for Children for External Credit
1108	PED6000W	Paediatrics and Child Health
1268	PED6001W	Paediatrics for External Credit
2903	PHY1025F	Physics 1025
1635	PPH1001F	Becoming a Professional
1489	PPH1002S	Becoming a Health Professional
1632	PPH2000W	Becoming a Doctor Part 1A [BaDr]
1633	PPH3000H	Becoming a Doctor [BaDr] Part 2A
1920	PPH4056W	Health in Context
1602	PPH6000W	Family Medicine and Palliative Medicine
9138	PPH6001W	Long Elective
9038	PPH6002W	Short Elective
1256	PRY2002W	Psychiatry for Occupational Therapists
11151	PRY4000W	Psychiatry
1146	PRY6000W	Psychiatry and Mental Health
7854	PSY1004F	Intro to Psychology Part 1
8813	PSY1005S	Intro to Psychology Part 2
7881	PSY1006F	Introduction to Psychology Part 1 +
8831	PSY1007S	Introduction to Psychology Part 2 +
8403	PSY2003S	Social Psychology and Intergroup Relations
7452	PSY2006F	Research In Psychology I
7453	PSY2009F	Developmental Psychology
8531	PSY2010S	Cognition and Neuroscience
23538	PTY2000S	Integrated Health Systems Part IB
23525	PTY3009H	Integrated Health Systems Part II
23536	PTY6012W	Forensic Medicine
1296	RAY2001W	Radiobiology
6510	SLL1028H	Xhosa for Health and Rehabilitation Sciences
8923	SLL1044S	Beginners' Afrikaans for MBChB
6509	SLL1048H	Afrikaans for Health and Rehabilitation Sciences
23426	SLL2002H	Becoming A Doctor: Part IB
6673	SLL3002H	Becoming a Doctor: Part 2B
7154	SLL3003W	Clinical Language

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