Erratum to the Health Sciences Faculty Undergraduate Handbook 2022:

Amendments to student processes within the Faculty of Health Sciences:

1. LOA – Leave of Absence

Amendments to processes and courses within the Undergraduate MBChB Programme:

1. MBChB Curriculum
2. NMFC Curriculum
3. Formulae for Undergraduate Degrees with Honours
4. CHM5007W - Neurology and Neurosurgery
5. HSE3001Q - Navigating COVID-19
6. HSE4012W - MBChB 4 COVID-19 Vaccinator
7. HSE5001W - MBChB 5 COVID-19 Vaccinator
8. HSE5002W - NMFC COVID-19 Vaccinator
9. HSE6001W - MBChB 6 COVID-19 Vaccinator
10. PPH3000F - Becoming a Doctor Part 2A
11. SLL2002H - Becoming A Doctor Part IB Languages
12. SLL3002F - Becoming A Doctor Part 2B Languages
13. PHY1025F - Physics For Medical Students
14. HSE1001FS - Fundamentals Of Health Sciences
15. HSE2000W - Becoming a Doctor Part 1C (Clinical Skills Blended and Contact)
16. HSE3000F - Becoming a Doctor Part IIC (Clinical Skills)

CHM5007W Rationale: To allow for COVID waves, blended teaching is introduced, some clinical exposure remains – part of which is an optional extra.

HSE3001Q Rationale: The impact of the COVID-19 pandemic on society and the health system necessitates that students acquire the knowledge of SARS Cov-2 virus and understand a pandemic and its impact on a population, and the principles of vaccination and vaccine health promotion for students to be adequately prepared to mitigate risks to themselves and for patients and the health system. This short online course has been developed to enable learning around COVID-19. This will be supplemented by learning within the Clinical Skills course for intramuscular injection and personal protective equipment (PPE) donning and doffing, and is in preparation for students participating in the Vaccinator course in years 4-6 of the MBChB programme.

HSE4012W, HSE5001W and HSE5002W Rationale: Given the immense task of vaccinating close to 40 million adults in South Africa, both the National and Provincial Departments of Health have requested of all universities that health sciences students assist with the COVID-19 vaccination rollout. Due to scope of practice, this only applies to medical students at UCT. MBCHB Years 4-6 will be vaccinating as part of the curriculum requirements hence the introduction of this course which through an online series of short video lectures and quizzes, this course gives basic information about COVID-19 as well as information on storage, handling, and administration of the vaccine on VULA. It also focusses on recording and monitoring, including for adverse events following vaccination. This is an exciting opportunity for students to be actively involved in health promotion and prevention activities through vaccination and be able to directly impact the COVID-19 pandemic. In this way they will be prepared for any vaccination activities they may be required to undertake once graduated.

HSE6001W Rationale: The impact of the COVID-19 pandemic on society and the health system necessitates those students acquire the knowledge of SARS Cov-2 virus and understand a pandemic and its impact on a population, and the principles of vaccination and vaccine health promotion for students to be adequately prepared to mitigate risks to themselves and for patients and the health

system. This short online course has been developed to enable learning around COVID-19. This will be supplemented by learning within the Clinical Skills course for intramuscular injection and personal protective equipment (PPE) donning and doffing, and is in preparation for students participating in the Vaccinator course in years 4-6 of the MBChB programme.

PPH3000F, SLL2002H, SLL3002F, PHY1025F, HSE1001F/S, HSE2000W, HSE3000F and Rationale: Amendments for 2022 handbook were finalised after the deadline had passed.

LEAVE OF ABSENCE (LOA)GUIDELINES:
Undergraduate and Postgraduate Students

Rules: G16.3-16.9 Handbook on General rules and Policies

Senate may grant leave of absence to students for a specified period usually to the end of the semester or end of year. (Reasons for granting leave of absence are illness, compassion, maternity leave and external study opportunity other than a formal exchange.) Senate may grant leave of absence to a postgraduate student registered for a part-time, coursework postgraduate (diploma or master's degree) programme on the grounds of exceptional work commitments.

PROCESS:

1. If a student approaches a department seeking LoA as described above, refer the student to the Faculty Manager (FM). A student obtains a leave of absence only if the necessary documentation (see details below) has been submitted, via People Soft- These are automatically assigned to the FM, and the LoA is approved by the Dean or the FM. Research (PG) students must consult with their supervisors to provide letters of support.

   - **LoA** is usually granted on the following grounds:
     - For medical reasons- supporting documents required from treating health care

NOTE: UG students who are in their clinical year who miss an academic clinical course/block can apply for and medical leave of absence and will be granted but will have to apply to return via the FSP and therefore will be requested to take longer period of leave; it will not be restricted to the course duration.

     - For compassionate reasons- supporting docs e.g death certificate
     - As maternity leave -letter from relevant medical practice
     - External study opportunity -letter from supervisor and organisation
     - Exceptional work-related commitments- letter from supervisor and organisation

2. The University uses the term "leave of absence" (LoA) to indicate leave for longer periods, usually to the end of the semester or the end of the year. Leave granted for shorter periods (see process on Concession to Miss Classes) are specific to the Faculty and not formally processed as LoA on PeopleSoft.

3. A student may not ordinarily be granted leave of absence if the student has already attended roughly two-thirds of the course. (Exceptionsare possible on receipt by the Faculty Manager of a sound motivation accompanied by evidence such as a medical report. The Faculty Manager (FM) may in extraordinary cases, after discussion with the Dean Programme convener, HODIV, supervisor or Deputy Dean, grant late LoA.]

4. Fee rebates may be made if students apply for leave of absence within certain periods. (Please consult the Student Fee booklet for the respective year for the rebate dates and rates).

     - Should LoA be granted before the due date for course withdrawals (see Student Fees Handbook) the courses will be removed from the student's record. Should the LoA be granted after the due date for course withdrawals, the PeopleSoft system automatically enters an INC (incomplete) or AB (absent) on the student's academic record.

     - Ordinarily, leave of absence has no impact on fee liability. This means students are liable for fees or eligible for rebates depending on the date the LoA was granted. (See Fees Handbook for rebate due dates). In exceptional circumstances, where the Dean believes there are compelling compassionate reasons for granting a fee rebate greater than is set out in the Fees rule 2.7 of the Fees Handbook, the Dean may recommend to the Director of Finance that a Technical Fee Waiver be implemented. *The* motivation should be accompanied by substantive supporting documents. This applies only to

tuition fees.

- The rule of fee liability applies also to students on NSFAS funding, and the fact that a student receives NSFAS funding do not constitute grounds for seeking a technical fee waiver. NSFAS funding is not automatically extended to cover LoA. The Financial Aid Appeals Committee will however consider applications for additional funding in cases where NSFAS students are granted LoA. The strength of the student's academic record may be a determining factor.

5. There is no retrospective LoA so students should be encouraged to contact the faculty office immediately. The date on which the student submits the LoA application form to the Faculty Office is the date on which LoA become effective if the application is approved.

6. Where a student has been granted LoA, the student may not use any of the University facilities, stay in residence or receive supervision during the period of the LOA. Students do however retain access to their myuct email account while on LoA.

7. Students granted LoA on **medical** grounds are required to apply for return to studies via the Fit for Study Panel by writing to the email: (fitforstudy@uct.ac.za). They need to complete the ACA43, the confidential self-report and have the respective healthcare practitioner are recovered and ready to resume their studies (see Rule G16). They do this by completing an ACA form (ACA 37 for UG and ACA 38 PG) and arranging for medical reports to be submitted to the panel. Applications to return from medical leave of absence must be made to the Panel at least 5 weeks before registration. These details will be found in the official letter of approval that will is emailed by the Faculty manager to the student.

8. Students who are found fit to return (FTR) permitted to return will be communicated their outcomes by the Fit for Study Panel. Please note students in their clinical years of study, will be required to do a secondary assessment as part of the faculty requirement. An independent health care practitioner will review the medical report and provide feedback to the Fit for Study Panel. The final outcome will be communicated to the student with a copy to the FM and Student Development and Support office in the faculty. The respective Head of Programme or convener will then be requested to provide an official letter with curriculum advice and probationary conditions if deemed necessary.

9. Should the Fit for Study Panel decide that the student is not ready to return, the student will be required to take extended LoA in consultation with the FM: Academic Admin, where extended LoA will be processed.

10. Note that an application for LOA is not usually allowed for two consecutive years unless advised by the Fit for study panel or in certain circumstances that warrant this.

NOTE: Only the Faculty Manager may approve LoA in terms of UCT policy.

LoA granted for maternity and compassionate reasons:

LoA granted for maternity reasons	LoA granted for compassionate reasons
To apply for LoA: ▪ The student must obtain the LoA application form from the UCT website (ACA 37 for UG and ACA38 for PG) or email the faculty manager: Academic Admin who will email the document to the student, ▪ The student must upload via self- service on People Soft, the completed application form with a supporting document (including confirmation of due date of the baby from the doctor providing the student with professional care during the pregnancy. ▪ LoA is approved by the FM: Academic Admin, on recommendation by the treating healthcare professional. ▪ The letter granting the LoA will specify the condition/s for return, e.g., the student's confirmation to return at the end of the LoA. ▪ Once the LoA application process has been concluded, the FM: Academic Admin will inform the Student Development Support office and the relevant programme-convener. ▪ Students on maternity leave do not need to apply to the Fit for Study Panel to return. They need to contact the faculty office to indicate their intention to return.	**To apply for LoA**: ▪ The student must obtain the LoA application form from the UCT website (ACA 37 for UG and ACA38 for PG) or email the faculty manager: Academic Admin who will email the document to the student. ▪ The student must upload via self- service on People Soft, the completed application form with relevant supporting documents such as a copy of death certificate of the deceased relative or letter from the treating healthcare professional of the student's relative (if relevant). ▪ The letter granting the LoA will specify the condition/s for return, ▪ e.g. the student's confirmation to return at the end of the LoA. ▪ Once the LoA application process has been concluded, the FM: Academic Admin will inform the Student Development Support office and the relevant programme- convener. ▪ Students on compassionate leave do not need to apply to the Fit for Study Panel to return. They need to contact the faculty office to indicate their intention to return.

LoA granted for reasons related to external study opportunity and exceptional work-related commitments will follow similar process as outlined for maternity or compassionate. They need to provide the relevant supporting documents.

RULES AND CURRICULA FOR UNDERGRADUATE PROGRAMMES

BACHELOR OF MEDICINE AND BACHELOR OF SURGERY (MBChB)

[SAQA ID: 3195]

Conveners:
Dr P Wicomb (Department of Paediatrics and Child Health)

Programme Code: *MB014; MB020 (Fundamentals of Health Sciences 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.

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 First Year

Code	Course	NQF Credits	NQF 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 MBChB	18	5
SLL1041S	Beginners isiXhosa for MBChB	18	5
	Total credits for year 1	***167***	

FBA3.2 *All first year MBChB students are required to register for and complete the Beginners' Afrikaans and Beginners' Xhosa courses. Students requesting exemption from these course/s must notify the course convener/s by the end of the second week of the first semester. Exemption will only be granted once the student has undertaken and passed an oral proficiency assessment in the language course/s done in the last assessment week of first semester before the course/s commence in the second semester. Where an exemption is granted, students will not be expected to make up the course/s credit/s and the transcript will reflect accordingly.*

FBA3.3 *A student who fails a first or second semester course will be required to register for the Fundamentals of Health Sciences semester Programme before continuing with the standard programme. [see FBA9 for details about the Fundamentals of Health Sciences programme].*

FBA3.4 Second Year

Code	Course	NQF Credits	NQF Level
PTY2000S	Integrated Health Systems Part 1B	47	6
PPH2000W	Becoming a Doctor Part 1A - Family Medicine	21	6
SLL2002H	Becoming a Doctor Part 1B - Languages	18	6
HSE2000W	Becoming a Doctor Part 1C - Clinical Skills	22	6
HUB2017H	Integrated Health Systems Part 1A	57	6
	Total credits for year 2	***165***	

FBA3.5 Third Year

Code	Course	NQF Credits	NQF Level
PPH3000F	Becoming a Doctor Part 2A - Family Medicine	10	7
MDN3001S	Introduction to Clinical Practice	68	7
SLL3002F	Becoming a Doctor Part 2B - Languages	30	7
HSE3000F	Becoming a Doctor Part 2C - Clinical Skills	15	7
PTY3009F	Integrated Health Systems Part II	59	7
HSE3001Q	Navigating COVID-19	10	7
SPECIAL STUDY MODULES	One of the following Special Study Modules: **AAE2001S** **CHM2001S** **MDN2001S** **OBS2001S**		

Code	Course	NQF Credits	NQF Level
	PED2001S **PRY2001S** **PPH2002S** **RAY2004S** **HUB2020S** **AHS2054S**	16	6
	Total credits for year 3	***208***	

FBA3.6 Fourth Year

Code	Course	NQF Credits	NQF Level
SLL3003W	Clinical Languages	0	7
PRY4000W	Clinical Psychiatry	30	8
AAE4002W	Anaesthesia Part 1	20	8
OBS4003W	Obstetrics	30	8
MDN4011W	Medicine Module 1: Ward Care	40	8
MDN4001W	Medicine Module 2: Ambulatory Care	20	8
MDN4015W	Pharmacology and Applied Therapeutics	20	8
PED4016W	Neonatology	10	8
PED4049W	Introduction to Child and Adolescent Health	10	8
PPH4056W	Health in Context	40	8
HSE4012W	COVID-19 Vaccinator course	0	7
	Total credits for year 4	***220***	

FBA3.7 Fifth Year

Code	Course	NQF Credits	NQF Level
PED5005W	Caring for Children: Paediatric Surgery	10	8
PED5006W	Caring for Children: Paediatric Medicine	30	8
CHM5003W	Surgery	40	8
MDN5003H	Pharmacology and 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
HSE5001W	COVID-19 Vaccinator course	0	7
	Total credits for year 5	***210***	

FBA3.8 Sixth Year

Code	Course	NQF Credits	NQF Level
CHM6000W	Surgery (including Allied Disciplines)	41	8
MDN6000W	Medicine (including Allied Disciplines)	41	8
OBS6000W	Obstetrics	41	8
PED6000W	Paediatrics and Child Health	30	8
PED6004W	Neonatal Medicine	10	8
PPH6000W	Family Medicine and Palliative Medicine	21	8
PRY6000W	Psychiatry and Mental Health	21	8
AAE6000W	Anaesthesia Part II	10	8
PPH6001W	Long Elective	20	8
PPH6005W	Short Elective	10	8
PTY6012W	Forensic Medicine	10	8
HSE6004W	Exit Examination on Procedural Competence	0	8
HSE6001W	COVID-19 Vaccinator course	0	7
	Total credits for year 6	***255***	
	Total NQF credits for programme	**1225**	

NELSON MANDELA FIDEL CASTRO MEDICAL TRAINING PROGRAMME (NMFCMTP)
[MZ010]

Convener:
Mr JK Marcus (Department of Obstetrics and Gynaecology) and Dr P Wicomb (Department of Paediatrics and Child Health)

This programme is offered to South African students studying toward the Doctor of Medicine degree from the Medical University of Villa Clara, Faculties of Medicine, in Cuba. Admission to the programme is limited to medical students who have been placed at the University of Cape Town by the South African National Department of Health (NDoH). 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.

Curriculum
The curriculum for the Nelson Mandela Fidel Castro Medical Collaboration Training Programme focusses on a clinical-oriented problem and concomitant guideline-driven patient management approach. It aims to provide a platform to ensure that the student has the required attitudes, knowledge and skills to enter particularly the primary and secondary South African healthcare field with confidence.

Duration of the programme
FBB2 The programme extends over three semesters (18 months) of full-time study.

First Year Curriculum outline

Code	Course	NQF Credits	NQF Level
AAE4003W	Anaesthesia (Part I) for External Credit	8	8
MDN4017W	Medicine for External Credit	15	8
PED4017W	Neonatology for External Credit	7	8
OBS4006W	Obstetrics for External Credit	15	8
PRY4001W	Psychiatry for External Credit	15	8
HSE4008Q/R	Navigating COVID-19	10	7

Second Year Core Modules

Code	Course	NQF Credits	NQF Level
AAE5000W	Anaesthesia (Part II) for External Credit	10	8
PTY5012W	Forensic Medicine for External Credit	10	8
OBS5006W	Gynaecology for External Credit	27	8
MDN5000W	Medicine for External Credit	24	8
OBS5007W	Obstetrics for External Credit	41	8
CHM5005W	Orthopaedic Surgery for External Credit	10	8
PED5004W	General Care of the Child for External Credit	40	8
PRY5001W	Psychiatry and Mental Health for External Credit	30	8
CHM5011W	Surgery for External Credit	19	8
CHM5004W	Trauma for External Credit	10	8
HSE5002W	COVID-19 Vaccinator course	0	8
HSE6004W	Exit Examination on Procedural Competence	0	8

FORMULAE FOR UNDERGRADUATE DEGREES WITH HONOURS AND DISTINCTION

Name

Formulae for undergraduate degrees with honours and distinction	
Contents entry level: 1 - 3, or empty for no contents entry.	2
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Description

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
IBS1007S	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
LABPTY2002S	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 Module 1	8	7	3
MDN4001W	Medicine Module 2	4	3	2
AAE4002W	Anaesthesia Part I	3	2	1
OBS4003W	Obstetrics & Gynaecology	6	4	2
PED4016W	Neonatology	4	2	1
PED4049W	Child Health	4	2	1
PPH4056W	Health in Context	6	4	2
PRY4000W	Psychiatry	6	4	2
MDN4015W	Pharmacology& Applied Therapeutics	4	2	1
	Maximum points for fourth year examinations	**45**		

FIFTH YEAR				
CHM5003W	Surgery	8	6	3
CHM5004H	Trauma	2	1	0.5
CHM5005H	Orthopaedic Surgery	2	1	0.5
MDN5008W	Dermatology	2	1	0.5
MDN5006W	Rheumatology	2	1	0.5
CHM5007W	Neurology and Neurosurgery	2	1	0.5
CHM5008W	Ophthalmology	2	1	0.5
CHM5009W	Otorhinolaryngology	2	1	0.5
CHM5010W	Urology	2	1	0.5
MDN5003H	Pharmacology & Applied Therapeutics	4	2	1
OBS5000W	Gynaecology	4	2	1
PED5005W	Caring for Children: Paediatric Surgery	3	2	1
PED5006W	Caring for Children: Paediatric Medicine	7	6	3
	Maximum points for fifth year examinations	**42**		
SIXTH YEAR				
AAE 6000W	Anaesthesia Part II	3	2	1
MDN6000W	Medicine (including Allied Disciplines)	10	8	4
OBS6000W	Obstetrics	10	8	4
PED6000W	Paediatrics and Child Health	7	6	3
PED6004W	Neonatal Medicine	3	2	1
CHM6000W	Surgery	10	8	4
PPH6000W	Family Medicine and Palliative Medicine	6	4	2
PRY6000W	Psychiatry	6	4	2
PTY6012W	Forensic Medicine	4	2	1
PPH6001W	Primary Health Care Elective	6	4	2
	Maximum points for sixth year examinations	**65**		

Maximum points for preclinical examinations (years 1 to 3)	110
Maximum points for clinical examinations (years 4 to 6)	152
Maximum overall points (years 1 to 6)	262

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	114 out of 152
Award of degree with honours	Student must achieve an overall point score of at least 75% of the maximum overall points	197 out of 262
Award of degree with first class honours	Student must achieve an overall point score of at least 85% of the maximum overall points	223 out of 262

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%.

Neurology and Neurosurgery

Name

Neurology and Neurosurgery

Code

CHM5007W

Note

A student will be registered for one of the following equivalent courses, to be determined by the group that the student is allocated to: CHM5107X, CHM5207X, CHM5307X, CHM5407X, CHM5507X

NQF credits

20

Class number

12787

HEQF level

8

Custom course interventions

Add the total number of course interventions, e.g. 10 lectures or 20 tutorials or 1 site visit.

Convener

Dr S Rothemeyer (Neurosurgery) and Assoc Prof S Marais (Neurology)

Prerequisites

Successful completion of all courses within the preceding academic year.

Co-requisites

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

Blended teaching format. Tutorials and bedside teaching are offered, some sessions are optional others are required as stipulated in the teaching program. Time is also allocated for self-directed learning

DP requirements

Minimum 75% attendance of scheduled teaching sessions. If a student fails to meet 75% attendance, they must complete a concession to miss academic activities form and meet with the convenor to discuss reasons for not attending else risk DPR.

Assessment

Formative assessment occurs throughout the course/block. The summative assessment consists of: (a) ~~a~~ Participation Cards (15%): Each student will receive a card at the start of the course/block. During tutorials, clinical teaching or other interactive sessions, the lecturer will ask a series of questions (clinical or theory related) of a student, or of the group where any student can volunteer to answer. Participation in the short interaction around the teaching point will be marked off on the card. Any student who does not complete this activity despite reminder will receive 0 for this. (b) a 45-question, 90-minute end-of-block MCQ examination (85%).

Course ID

~~Import field only for purposes of PeopleSoft export.~~
~~9517~~

Effective date

~~Effective date for purposes of PeopleSoft export.~~
~~2019-06-12~~

Becoming a Doctor: Part 1C (Clinical Skills: Blended and Contact)

Name

Becoming a Doctor: Part 1C (Clinical Skills: Blended and Contact)

Code

HSE2000W

Note

The BaDr (Becoming A Doctor) theme is comprised of three Courses, each of which have their own Course Codes. Becoming a Doctor part 1A- Family Medicine (PPH2000W); Becoming a Doctor part 1B- Clinical Skills (HSE2000W); and Becoming A Doctor part 1C- Languages (SLL2002H), are all integrated but separate course codes and course outlines are given in this book.

NQF credits

22

Class number

0

HEQF level

6

Custom course interventions

Add the total number of course interventions, e.g. 10 lectures or 20 tutorials or 1 site visit.

Convener

Mr J Muller-Stuurman

Prerequisites

Registration in MBChB Year2 and having successfully completed all first-year courses.

Co-requisites

All DP requirements must be met. The three courses of the BaDr theme (Clinical Skills, Languages, Family Medicine and Languages) are integrated and must be completed concurrently but be passed independently. If one course is failed, that failed Course must be repeated, however, students may be required to repeat a course already passed.

Objective

Course outline

The three Courses of the BaDr theme aims to integrate Family Medicine, Clinical Skills and Languages. The aims of the Clinical Skills (HSE2000W) course are to: (a) Gain a theoretical understanding of and practical competence in how to conduct a biopsychosocial history, perform a general and focused clinical examination of a patient pertaining to the cardiovascular, respiratory, and abdominal systems, and perform certain non-invasive procedural skills; (b) To develop a foundation for clinical reasoning. The course draws on online modules and assignments and skills lab practice sessions.

Lecture times

DP requirements

(a) Compulsory attendance of face-to-face clinical skills contact sessions; (b) Compulsory online seminars as indicated on the timetable. (c) Participate and complete all mid & end semester activities. Students to consult the online weekly planner that will provide detailed information regarding teaching and assessment activities.

Assessment

An integrated, Objective Structured Clinical Examination (OSCE) covers the three Courses of the BaDr theme, that is Clinical Skills (HSE2000W), Family Medicine (PPH2000W) and the Languages (SLL2002H). Coursework: 40% in-course assessments, 60% end of semester assessments (MCQ and OSCE).Each of the Courses within the BaDr theme must be passed independently. A final mark of less than and equal to 45% in any of the Courses, constitutes a fail for that Course(s). If a student scores between 46% and 49%, they will be recommended to FEC for a supplementary examination for the failed Course(s).

Becoming a Doctor Part IIC (Clinical Skills)

Name

Becoming a Doctor Part IIC (Clinical Skills)

Code

HSE3000F

Note

The BaDr (Becoming A Doctor) theme is comprised of three Courses, each of which have their own Course Codes. Becoming a Doctor part 2A- Family Medicine (PPH3000F); Becoming a Doctor part 2B- Clinical Skills (HSE3000F); and Becoming A Doctor part 2C- Languages (SLL3002H), are all integrated but separate Course Codes and Course outlines are given in this book.

NQF credits

15

Class number

0

HEQF level

7

Custom course interventions

Add the total number of course interventions, e.g. 10 lectures or 20 tutorials or 1 site visit.

Convener

Sr G Edelstein

Prerequisites

Must have successfully completed all MBChB second year courses including HSE2000W Becoming a Doctor: Part 1C (Clinical Skills: Blended and Contact Learning)

Co-requisites

The three courses of the BaDr theme (Clinical Skills, Languages, Family Medicine and Languages) are integrated and must be completed concurrently but be passed independently. If one course is failed, that failed Course must be repeated, however, students may be required to repeat a course already passed.

Objective

Course outline

The three Courses of the BaDr theme aims to integrate Clinical Skills Family Medicine, and Languages. The aim of the course is to develop students' clinical reasoning skills towards constructing a differential diagnosis, to expand their history-taking and examination skills to the neurological system and to develop professional bedside skills through clerking ward patients. The course draws on classroom tutorials, bedside learning, encounters with patients and the theoretical knowledge. Students develop a portfolio of patient cases to demonstrate clinical reasoning. The course builds on the techniques and skills learnt during BaDr1C.

Lecture times

DP requirements

All DP requirements must be met, including compulsory attendance of all ward tutorials, patient-linked activities, and assessments. DP requirements are stipulated on the Clinical Skills Vula site.

Assessment

An integrated, Objective Structured Clinical Examination (OSCE) covers the three Courses within the BaDr theme, that is, Family Medicine (PPH3000F), Clinical Skills (HSE3000F) and the Languages (SLL3002H). ***Coursework:*** *30% in-course assessment, 70% end of semester assessments.* Assessments comprises of OSCE, MCQ and written reflective portfolio (marked). Each of the Courses must be passed independently. A final mark of less than and equal to 45% in any of the Courses, constitutes a fail for that Course(s). If a student scores between 46% and 49%, they will be recommended to FEC for a supplementary examination for the failed Course(s).

Course ID
Import field only for purposes of PeopleSoft export.

Effective date
Effective date for purposes of PeopleSoft export.

Navigating Covid-19

Name

Navigating COVID-19

Code

HSE3001Q

Note

Compulsory course to be taken by all MBChB Year 3 students to be completed by the end of the third academic year of study.

NQF credits

10

Class number

HEQF level

8

Custom course interventions

Add the total number of course interventions, e.g. 10 lectures or 20 tutorials or 1 site visit.

Convener

Dr P Wicomb

Prerequisites

Co-requisites

Objective

Course Objectives: (a) To understand the epidemiology, transmission, and pathogenesis of COVID-19 (b) To understand the impact of COVID-19 on the population (c) To introduce pandemic management and prepare students for working on the clinical platform (d) To learn and refine skills for personal safety (e) To learn vaccination strategies and how to manage vaccine hesitancy (f) To explore coping mechanisms during a pandemic.
Learning Outcomes: (a) Knowledge of SARS CoV-2 virus and its disease manifestations (b) Understanding of the impact of a pandemic on a population (c) Principles of vaccination and vaccine health promotion (d) Personal safety measures in health care and community settings.

Course outline

This short online course comprises units encompassing the different dimensions of the COVID-19 pandemic. The course prepares students to be within the health care setting by focussing on acquiring knowledge of the disease, its epidemiology and transmission; the response to the pandemic; preparation on the use of personal protective equipment (PPE) and conduct within the multidisciplinary and interprofessional clinical envirnment; and preparation on professional and personal coping strategies. This course is run primarily as self-directed, asynchronous learning and will be supplemented by teaching within the Clinical Skills course for intramuscular injection and personal protective equipment (PPE) donning and doffing.

Lecture times

DP requirements

Submission on Vula of the KTU PACK Western Cape COVID-19 training module on PPE, health worker exposure and occupational stress certificate of completion.

Assessment

Completion of the current UCT Knowledge Translation Unit (KTU) PACK Western Cape COVID-19 training module on PPE, health worker exposure and occupational stress and associated assessment. The course result will be recorded as ATT - course attended.

Course ID

~~Import field only for purposes of PeopleSoft export.~~
~~9517~~

Effective date

~~Effective date for purposes of PeopleSoft export.~~
~~2019-06-12~~

COVID-19 Vaccinator course

Name

Navigating COVID-19

Code

HSE4012W

Note

NQF credits

0

Class number

HEQF level

8

Custom course interventions

Add the total number of course interventions, e.g. 10 lectures or 20 tutorials or 1 site visit.

Convener

Dr K Reichmuth , Mr J Muller-Stuurman and Dr P Wicomb

Prerequisites

Successful completion of MBChB Year 3 and the Navigating COVID-19 course

Co-requisites

None

Objective

Course outline

The purpose of this course is to enhance knowledge regarding aspects of care related to the roles and responsibilities of COVID-19 vaccinators. This will be accomplished through core concepts related to this role. These core concepts include assessment, planning, implementation, and evaluation of a client presenting at the health facility with respect to the correct preparation and safe administration of the vaccine. The course is delivered as an online series of short video lectures and quizzes on VULA and in-person supervision of the vaccination administration. On completion of this course, students will be able to:

(a) define infection prevention and control (IPC) and its function in preparedness, readiness, and reaction situations.
(b) describe other IPC steps that may be implemented to help a health care facility's overall readiness.
(c) describe the coronavirus disease (COVID-19) and pathogen (SARS-CoV-2)
(d) provide critical information on types of COVID-19 vaccines
(e) describe effective communication and the reporting framework for a vaccination centre
(f) explain cold-chain requirements, storage, and handling principles, and describe procedures for waste disposal
(g) demonstrate safe principles for administering the COVID-19 vaccine and the infection prevention and control measures that should be utilized during immunization sessions.
(h) identify and manage adverse event following COVID-19 immunization and explain reporting procedure
(i) recognize and successfully complete the relevant EVDS registration documents.

Students will be registered as vaccinators by the Department of Health once they have completed the online component of the course and are expected to sign a code of conduct on the VULA site prior to commencing at the vaccination site.

Lecture times

DP requirements

(a) Completion of all training modules as specified on the course VULA site, (b) Completion of the quizzes passed with 80% on the course Vula site, (c) Attendance and participation at the vaccination site for one morning or one afternoon or one full day slot approximately 4 times per year or more frequently as the vaccination demand neccessitates; attendance will be logged at the site.

Assessment

Completion of all the DP requirements will be marked as an ATT (course attended) outcome

Course ID

Effective date

COVID-19 Vaccinator Course

Name

COVID-19 Vaccinator Course

Code

HSE5001W

Note

Compulsory course to be undertaken by all students in year 5 of the MBChB programme.

NQF credits

0

Class number

HEQF level

8

Custom course interventions

Add the total number of course interventions, e.g. 10 lectures or 20 tutorials or 1 site visit.

Convener

Dr K Reichmuth, Mr J Muller-Stuurman and Dr P Wicomb

Prerequisites

Successful completion of MBChB Year 4 and the Navigating COVID-19 course.

Co-requisites

None

Objective

Course outline

The purpose of this course is to enhance knowledge regarding aspects of care related to the roles and responsibilities of COVID-19 vaccinators. This will be accomplished through core concepts related to this role. These core concepts include assessment, planning, implementation, and evaluation of a client presenting at the health facility with respect to the correct preparation and safe administration of the vaccine. The course is delivered as an online series of short video lectures and quizzes on VULA and in-person supervision of the vaccination administration.

On completion of this course, students will be able to:

(a) define infection prevention and control (IPC) and its function in preparedness, readiness, and reaction situations.
(b) describe other IPC steps that may be implemented to help a health care facility's overall readiness.
(c) describe the coronavirus disease (COVID-19) and pathogen (SARS-CoV-2)
(d) provide critical information on types of COVID-19 vaccines
(e) describe effective communication and the reporting framework for a vaccination centre
(f) explain cold-chain requirements, storage, and handling principles, and describe procedures for waste disposal
(g) demonstrate safe principles for administering the COVID-19 vaccine and the infection prevention and control measures that should be utilized during immunization sessions.
(h) identify and manage adverse event following COVID-19 immunization and explain reporting procedure
(i) recognize and successfully complete the relevant EVDS registration documents.

Students will be registered as vaccinators by the Department of Health once they have completed the online component of the course and are expected to sign a code of conduct on the VULA site prior to commencing at the vaccination site.

Lecture times

DP requirements

(a) Completion of all training modules as specified on the course VULA site, (b) Completion of the quizzes passed with 80% on the course Vula site, (c) Attendance and participation at the vaccination site for one morning or one afternoon or one full day slot approximately 4 times per year or more frequently as the vaccination demand neccessitates; attendance will be logged at the site.

Assessment

Completion of all the DP requirements will be marked as an ATT (course attended) outcome.

Course ID
Effective date

COVID-19 Vaccinator Course

Name

COVID-19 Vaccinator Course

Code

HSE5002W

Note

Compulsory course to be undertaken by all students in the final year (semester 2 and 3) of the NMFC programme.

NQF credits

0

Class number

HEQF level

8

Custom course interventions

Add the total number of course interventions, e.g. 10 lectures or 20 tutorials or 1 site visit.

Convener

Dr K Reichmuth , Mr J Muller-Stuurman and Dr P Wicomb

Prerequisites

Successful completion of Semester 1 of the NMFC programme and the Navigating COVID-19 course.

Co-requisites

Objective

Course outline

The purpose of this course is to enhance knowledge regarding aspects of care related to the roles and responsibilities of COVID-19 vaccinators. This will be accomplished through core concepts related to this role. These core concepts include assessment, planning, implementation, and evaluation of a client presenting at the health facility with respect to the correct preparation and safe administration of the vaccine. The course is delivered as an online series of short video lectures and quizzes on VULA and in-person supervision of the vaccination administration.

On completion of this course, students will be able to:

(a) define infection prevention and control (IPC) and its function in preparedness, readiness, and reaction situations.
(b) describe other IPC steps that may be implemented to help a health care facility's overall readiness.
(c) describe the coronavirus disease (COVID-19) and pathogen (SARS-CoV-2)
(d) provide critical information on types of COVID-19 vaccines
(e) describe effective communication and the reporting framework for a vaccination centre
(f) explain cold-chain requirements, storage, and handling principles, and describe procedures for waste disposal
(g) demonstrate safe principles for administering the COVID-19 vaccine and the infection prevention and control measures that should be utilized during immunization sessions.
(h) identify and manage adverse event following COVID-19 immunization and explain reporting procedure
(i) recognize and successfully complete the relevant EVDS registration documents.

Students will be registered as vaccinators by the Department of Health once they have completed the online component of the course and are expected to sign a code of conduct on the VULA site prior to commencing at the vaccination site.

Lecture times

DP requirements

(a) Completion of all training modules as specified on the course VULA site, (b) Completion of the quizzes passed with 80% on the course Vula site, (c) Attendance and participation at the vaccination site for one morning or one afternoon or one full day slot approximately 4 times per year or more frequently as the vaccination demand neccessitates; attendance will be logged at the site.

Assessment

Completion of all the DP requirements will be marked as an ATT (course attended) outcome

Course ID

Effective date

COVID-19 Vaccinator Course

Name

COVID-19 Vaccinator Course

Code

HSE6001W

Note

Compulsory course to be undertaken by all students in year 6 of the MBChB programme.

NQF credits

0

Class number

HEQF level

8

Custom course interventions

Add the total number of course interventions, e.g. 10 lectures or 20 tutorials or 1 site visit.

Convener

Dr K Reichmuth , Mr J Muller-Stuurman and Dr P Wicomb

Prerequisites

Successful completion of MBChB Year 5 and the Navigating COVID-19 course.

Co-requisites

None

Objective

Course outline

The purpose of this course is to enhance knowledge regarding aspects of care related to the roles and responsibilities of COVID-19 vaccinators. This will be accomplished through core concepts related to this role. These core concepts include assessment, planning, implementation, and evaluation of a client presenting at the health facility with respect to the correct preparation and safe administration of the vaccine. The course is delivered as an online series of short video lectures and quizzes on VULA and in-person supervision of the vaccination administration.

On completion of this course, students will be able to:

(a) define infection prevention and control (IPC) and its function in preparedness, readiness, and reaction situations.
(b) describe other IPC steps that may be implemented to help a health care facility's overall readiness.
(c) describe the coronavirus disease (COVID-19) and pathogen (SARS-CoV-2)
(d) provide critical information on types of COVID-19 vaccines
(e) describe effective communication and the reporting framework for a vaccination centre
(f) explain cold-chain requirements, storage, and handling principles, and describe procedures for waste disposal
(g) demonstrate safe principles for administering the COVID-19 vaccine and the infection prevention and control measures that should be utilized during immunization sessions.
(h) identify and manage adverse event following COVID-19 immunization and explain reporting procedure
(i) recognize and successfully complete the relevant EVDS registration documents.

Students will be registered as vaccinators by the Department of Health once they have completed the online component of the course and are expected to sign a code of conduct on the VULA site prior to commencing at the vaccination site.

Lecture times

DP requirements

(a) Completion of all training modules as specified on the course VULA site, (b) Completion of the quizzes passed with 80% on the course Vula site, (c) Attendance and participation at the vaccination site for one morning or one afternoon or one full day slot approximately 4 times per year or more frequently as the vaccination demand neccessitates; attendance will be logged at the site.

Assessment

Completion of all the DP requirements will be marked as an ATT (course attended) outcome.

Course ID

Effective date

Becoming a Doctor Part 2A

Name

Becoming a Doctor Part 2A

Code

PPH3000F

Note

The BaDr (Becoming A Doctor) theme is comprised of three Courses, each of which have their own Course Codes. Becoming a Doctor part 2A- Family Medicine (PPH3000F); Becoming a Doctor part 2B- Clinical Skills (HSE3000F); and Becoming A Doctor part 2C- Languages (SLL3002H), are all integrated but separate Course Codes and Course outlines are given in this book.

NQF credits

10

Class number

HEQF level

7

Custom course interventions

Add the total number of course interventions, e.g. 10 lectures or 20 tutorials or 1 site visit.

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 D Matthews, Dr R Weis and Mr J Muller-Stuurman (Acting Convener)

Prerequisites

Must have done BECOMING A DOCTOR PART 1 in the preceding year and have passed all 2nd year courses

Co-requisites

All DP requirements must be met. The three Courses of the BaDr theme (Languages, Family Medicine and Clinical Skills) are integrated and must be completed concurrently but be passed independently. If one Course is failed, that failed Course must be repeated, however, students may be required to repeat a Course already passed.

Objective

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

Course outline

The three Courses of the BaDr course aims to integrate Family Medicine, Clinical Skills and Languages. Students learn and practise interviewing skills. They are exposed to primary, secondary, and tertiary care in both the public and private sectors. The Family Medicine Course develops understanding of delivery of healthcare including palliative care and its management and aspects of health promotion and disease prevention. Students gain practical experience of the doctor-patient relationship, of a bio-psycho- social approach to patient care and the consultation process within a community setting. Learning takes place in a blended learning format in small tutorial groups on-campus and online, synchronously, and asynchronously. Students learn and practise interviewing skills. They are exposed to primary, secondary, and tertiary care in both the public and private sectors. develops understanding of delivery of healthcare including palliative care and its management and aspects of health promotion and disease prevention. Students gain practical experience of the doctor-patient relationship, of a bio-psycho- social approach to patient care and the consultation process within a community setting in small tutorial groups.

Lecture times

DP requirements

Attending all clinical skills sessions, language and communication activities, tutorials, and practicals and all family medicine tutorials. 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. Attending all clinical skills sessions, language and communication activities, tutorials, and practical's, all family medicine tutorials, 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, Objective Structured Clinical Examination (OSCE) covers the three Courses within the BaDr theme, that is, Family Medicine (PPH3000F), Clinical Skills (HSE3000F) and the Languages (SLL3002H). An OSCE 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 OSCEs held during and at the end of semester 3) constitute 50% of the final mark for PPH3000F, HSE3000F and SLL3002H. The OSCEs, written assessments and assignments during and at the end of semester 4 constitute 50% of the final PPH3000F, HSE3000F and SLL3002H mark. Each of the Courses must be passed independently. A final mark of less than and equal to 45% in any of the Courses, constitutes a failure for that Course(s). If a student scores between 46% and 49%, they will be recommended to FEC for a supplementary examination for the failed Course(s).

Course ID

Effective date

Becoming A Doctor: Part IB

Name

Becoming A Doctor: Part IB (Languages)

Code

SLL2002H

Note

Offered to students registered for the MBChB degree only. The BaDr (Becoming A Doctor) theme is comprised of three Courses, each of which have their own Course Codes. Becoming a Doctor part 1A- Family Medicine (PPH2000W); Becoming a Doctor part 1B- Clinical Skills (HSE2000W); and Becoming A Doctor part 1C- Languages (SLL2002H), are all integrated but separate course codes and course outlines are given in this book.

NQF credits

18

Class number

0

HEQF level

6

Custom course interventions

Add the total number of course interventions, e.g., 10 lectures or 20 tutorials or 1 site visit.

Convener

Dr I van Rooyen (Afrikaans) and Dr W Gambushe (Xhosa)

Prerequisites

SLL1044S and SLL1041S or passing the corresponding SLL1044S and SLL1041S oral proficiency tests and must have passed all first-year courses.

Co-requisites

The three courses of the BaDr theme (Languages, Family Medicine and Clinical Skills) are integrated and must be completed concurrently but passed independently. If one course is failed, that failed course must be repeated; however, students may be required to repeat a course already passed.

Objective

Course outline

The three courses of the BaDr theme aims to integrate Family Medicine, Clinical Skills and Languages. 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

Arranged internally

DP requirements

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

Assessment

An integrated, Objective Structured Clinical Examinations (OSCE) covers the three courses within the BaDr theme, that is, Family Medicine (PPH2000W), Clinical Skills (HSE2000W) and the Languages (SLL2002H).

Continuous assessment will occur through a blend of asynchronous in-course and oral summative assessments. The cumulative Semester 3 and 4 marks count 50% each. The elected form of assessment will be aligned with the mode of content delivery.

A final mark of less than and equal to 45% in any of the courses constitutes a fail for that courses(s). If a student scores between 46% and 49%, they will be recommended to the FEC for a supplementary examination for the failed course(s).

Course ID

Import field only for purposes of PeopleSoft export.

Effective date

Effective date for purposes of PeopleSoft export.

Becoming A Doctor: Part 2B

Name

Becoming A Doctor: Part 2B (Languages)

Code

SLL3002F

Note

Offered to students registered for the MBChB degree only. The BaDr (Becoming A Doctor) theme is comprised of three Courses, each of which have their own Course Codes. Becoming a Doctor part 2A- Family Medicine (PPH3000F); Becoming a Doctor part 2B- Clinical Skills (HSE3000F); and Becoming A Doctor part 2C- Languages (SLL3002H), are all integrated but separate Course Codes and Course outlines are given in this book.

NQF credits

30

Class number

0

HEQF level

7

Custom course interventions

Add the total number of course interventions, e.g., 10 lectures or 20 tutorials or 1 site visit.

Convener

Dr I van Rooyen (Afrikaans) and Dr W Gambushe (Xhosa)

Prerequisites

SLL2002H and must have passed all second year courses.

Co-requisites

The three courses of the BaDr theme (languages, Family Medicine and Clinical Skills) are integrated and must be completed concurrently but passed independently. If one course is failed, that failed course must be repeated; however, students may be required to repeat a course already passed.

Objective

Course outline

The three courses of the BaDr theme aims to integrate Family Medicine, Clinical Skills and Languages. 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

An integrated, Objective Structured Clinical Examinations (OSCE) covers the three courses within the BaDr theme, that is, Family Medicine (PPH3000F), Clinical Skills (HSE3000F) and the Languages (SLL3002F).

Continuous assessment will occur through a blend of asynchronous in-course and oral summative assessments. Cumulative mid-term and end-of term assessments count 50% each. The elected form of assessment will be aligned with the mode of content delivery. A final mark of less than and equal to 45% in any of the courses constitutes a fail for that courses(s). If a student scores between 46% and 49%, they will be recommended to the FEC for a supplementary examination for the failed course(s).

Course ID

Import field only for purposes of PeopleSoft export.

Effective date

Effective date for purposes of PeopleSoft export.

PHYSICS FOR MEDICAL STUDENTS

Name
PHYSICS FOR MEDICAL STUDENTS

Code
PHY1025F

Note

NQF credits
18

Class number

HEQF level
5

Custom course interventions
Add the total number of course interventions, e.g. 10 lectures or 20 tutorials or 1 site visit.

Convener
Dr K Cole

Prerequisites
None

Co-requisites

Objective

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; 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, and the human eye. Learning takes place in a blended learning format with both on-campus and online activities, occurring synchronously and asynchronously.

Lecture times

DP requirements
Attendance of all scheduled tutorials and practical sessions; completion of all set written course activities (i.e. practical reports and course tests); average of 50% on practicals; and a minimum class test average of 35%.

Assessment
Coursework counts 40% and comprises three class tests (10% each) and a laboratory record (10%); and the final

Course ID
Import field only for purposes of PeopleSoft export.

Effective date
Effective date for purposes of PeopleSoft export.

FUNDEMENTALS OF HEALTH SCIENCES

Name
FUNDEMENTALS OF HEALTH SCIENCES

Code
HSE1001F/S

Note
This course if offered in a blended format.

NQF credits
60

Class number
0

HEQF level
5

Custom course interventions
Add the total number of course interventions, e.g. 10 lectures or 20 tutorials or 1 site visit.

Convener
Dr E Badenhorst and Dr B Ige

Prerequisites

Co-requisites

Objective

Course outline
This course is designed for students who failed any first year course in the following programmes: MBChB, Physiotherapy, Occupational Therapy, Audiology and Speech Therapy. Students will enter the Fundamentals of Health Sciences semester to revisit content covered in first year semester one courses of the programmes. The aim of the course is to strengthen and develop foundational building blocks in courses students were unsuccessful in, in semester one, and to further equip students with learning strategies to successfully navigate their undergraduate studies in the health sciences. The course will be presented as content modules and academic skills workshops. The content modules will be revisiting content from semester one, but with the aim of addressing the necessary building blocks for successful transitioning from school subjects to first year health sciences courses. The academic skills workshops will address learning skills students need to develop and strengthen to successfully navigate the content modules. Academic skills will therefore continuously be developed and integrated into the content modules. Further objectives include creating a safe environment where students can develop and refine study skills, competencies and knowledge in order to successfully continue with their studies; allowing for opportunities to promote more effective learning for subsequent years; and aspiring to improve self-confidence, in order to contribute to students' academic and personal growth and development. The course aims at familiarising students with the modes of learning that will be required of them when they return to semester one courses the following year, as well as the style of instruction they will encounter in the rest of their studies. Learning activities in the programme are designed to enhance students' capacity to transfer skills and knowledge between different aspects and components of their studies.

Lecture times

DP requirements
Students are required to attend all learning and assessment opportunities which form the basis for this course as scheduled.

Assessment
Assessment is continuous and formative. Students need to demonstrate competencies and milestones. There will be no summative assessment at the end of the course. Students who have completed this course, will be allowed to register and repeat first year failed semester one or semester two courses.

Course ID
Import field only for purposes of PeopleSoft export.

Effective date
Effective date for purposes of PeopleSoft export.