

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 Sliwa-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 (Anae) (Obs) (HthServMan) *CMCA* MBChB *Stell* MFamMed *KZN* PhD (FamMed) *Stell*

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

8 GENERAL INFORMATION

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

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

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

16 RULES AND CURRICULA FOR UNDERGRADUATE PROGRAMMES

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

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.]*

[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.

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

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

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.

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

34 RULES AND CURRICULA FOR UNDERGRADUATE PROGRAMMES

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-specialities, 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

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

40 RULES AND CURRICULA FOR UNDERGRADUATE PROGRAMMES

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.

42 RULES AND CURRICULA FOR UNDERGRADUATE PROGRAMMES

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

44 RULES AND CURRICULA FOR UNDERGRADUATE PROGRAMMES

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

46 RULES AND CURRICULA FOR UNDERGRADUATE PROGRAMMES

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.

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

50 RULES AND CURRICULA FOR UNDERGRADUATE PROGRAMMES

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%).

PED600W 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

FBB1 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

FBB2 The curriculum for the degree programme extends over one academic year of full-time study.

Curriculum

FBB3.1 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 FBB3.2) and for specific additional courses taken (see FBB3.3).

FBB3.2 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

FBB 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 FBB3.1 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 Oelgeschläger

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

58 RULES AND CURRICULA FOR UNDERGRADUATE PROGRAMMES

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,

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	

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

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.

76 RULES AND CURRICULA FOR UNDERGRADUATE PROGRAMMES

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

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,

86 RULES AND CURRICULA FOR UNDERGRADUATE PROGRAMMES

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

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

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

PSY2002W 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, practise 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 Gretschel 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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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 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%.

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

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 Sivasaru**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.

116 RULES AND CURRICULA FOR UNDERGRADUATE PROGRAMMES

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.

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

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

122 RULES AND CURRICULA FOR UNDERGRADUATE PROGRAMMES

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 Manic

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.

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

134 OTHER COURSES OFFERED

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

136 OTHER COURSES OFFERED

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 Hodkinson

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 clinicals 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

138 OTHER COURSES OFFERED

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%.

OB56001W 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

140 OTHER COURSES OFFERED

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, Grootte 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 Hodkinson

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

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

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* MHSce 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* BArb *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 Gretschel, B(OccTher) M(ECI) *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 Gamielidien, 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 Aмосun, 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 MHSoc(Bioethics) University of Toronto*

G Ferguson, BSc(Phys) MSc *Cape Town PhD Katholike 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 *Katholike 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*

HEALTH SCIENCES EDUCATION

Room 21, E52 Old Main Building, Grootte Schuur Hospital

Professor and Head of Department:

H Kathard, B(SPHT) M (SpPath) DEd *UDW*

Clinical Skills Unit

G13, New Grootte 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, Grootte 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*

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

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)

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, Grootte 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*

162 DEPARTMENTS IN THE FACULTY

H Amaler, MBBCh *Witwatersrand*
S Wasserman, MBChB *Cape Town* FCP Cert ID Phys SA

Honorary Lecturers:

M N Abrahams, MBChB *Cape Town* FCP SA
A Bruning, MBBCh *Witwatersrand* FCP SA
R Cornick, MBChB MPhil *Cape Town*
K D Ebrahim, MBChB *Cape Town* FCP SA
J Hitzerth, 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

164 DEPARTMENTS IN THE FACULTY

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

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 Lehloenyane, 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, Grootte 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 Grootte Schuur Hospital

Chief Specialist and Head:

P Raubenheimer, MBChB *Witwatersrand FCP SA*

Associate Professor:

M Sonderup, MBChB *Cape Town FCP SA*

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*

170 DEPARTMENTS IN THE FACULTY

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 Setshedi, 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:

172 DEPARTMENTS IN THE FACULTY

J Butler, MBChB *Pret 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 Grootte 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 Grootte 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, Grootte Schuur Hospital and University of Cape Town Lung Institute

Professor and Head:

K Dheda, MBBCh *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*

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 Hodkinson, 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 Kuehn, MBChB *Cape Town* MPhil (Applied Medical Ethics) *Stell* Dip HIV Man SA

OBSTETRICS AND GYNAECOLOGY

H-Floor, Old Main Building, Grootte 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

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 Wigglinkhuizen, 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 ERCPCCH

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, AAAAAI

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 Wigglinkhuizen, MBBCh MMed (Paed) FCP SA

182 DEPARTMENTS IN THE FACULTY

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 MRCPC *UK*

184 DEPARTMENTS IN THE FACULTY

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 Delpont, 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* FCPaed *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 Nondo, 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, MBChB *Witwatersrand* FAAP BCPaedUSA BCPaed Pulmonology USA PhD *Cape Town* FCPaed SA

Senior Lecturer Full-time:

M Zampoli, MBChB *Cape Town* DCH FCPPaed 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 Bilobrck (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, MBBCh *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, MBBCh *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 Mfолоzi, 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 FCFORPath 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 FCPATH(Haem)

Lecturers, Specialists and Haematologists:

G Bellaires, MBChB
 J Makan, MBChB
 M Ntobong, MBChB FFPATH(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* FRCPC *H* 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) *Pret 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(VirolPath) *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*

PSYCHIATRY AND MENTAL HEALTH

J-Block, E36A, Grootte 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

L 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

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*

200 DEPARTMENTS IN THE FACULTY

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 FCPaedS SA MMed(PaedS) *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*

202 DEPARTMENTS IN THE FACULTY

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* MPH M FOM *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 Boulle, 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*

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 DFSRH*
 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 Beningfield, 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 Gamielidien MBChB *Cape Town* FCRadDiag SA
T Hartley MBChB *Cape Town* FCRad(Diag) SA
Q Said-Hartley MBChB *Cape Town* FCRad(Diag) SA
Z Somhlahlhlo, MBChB *Cape Town* FCRad(Diag) SA

SURGERY

J Floor, Old Main Building, Grootte 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) FRCSC (Hon) FRCS *Edinburgh* FMC SA FRCSI (Hon)

Cardiothoracic Surgery (Chris Barnard Division of Cardiothoracic Surgery)

Grootte 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 Grootte 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, Grootte 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* DAAnaes *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) FRCS (Hon) FRCS *Edinburgh* FMC SA FRCSI (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 Fiegen, 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 Rohlwink, 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

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, Grootte 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 FCS Surg 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*

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.

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, Grootte 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 Cunnam, 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.

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

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

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 FCPATH(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

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

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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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);

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.

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

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.

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)

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)

INDEX OF COURSES

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

INDEX

Acquired Neurogen Lang Disord.....	82
Addictions Psychiatry, Discipline of.....	195
Additional Undergraduate Information.....	242
Administrative offices at UCT dealing with student matters, contact details of.....	7
Adolescent Health Research Unit (AHRU).....	216
Adult Dysphagia and Motor Speech.....	83
Adult Rehabilitative Audiology.....	81
Afrikaans for HRS.....	119
Allergology (Paediatric), Discipline of.....	181
Allergology, Discipline of.....	181
Anaesthesia and Perioperative Medicine, Department of.....	146
Anaesthesia Part I.....	35
Anaesthesia Part I for External Credit.....	136
Anaesthesia Part II.....	47
Anatomical Pathology, Discipline of.....	187
Anatomy & Physiology IA.....	98
Anatomy & Physiology IB.....	98
Anatomy and Physiology II for Health and Rehabilitation Sciences.....	120
Anatomy for Comm Sciences.....	71
Anxiety & Stress Disorders, Medical Research Council (MRC) Unit on.....	234
Applied Electrophysiology.....	137
Applied Human Biology.....	134
Applied Physiotherapy I.....	122
Applied Physiotherapy II.....	124
Applied Physiotherapy III.....	126
Basis of Hearing & Balance.....	72
Becoming a Doctor [BaDr] Part 2A.....	32
Becoming a Doctor Part 1A [BaDr].....	29
Becoming a Doctor: Part 2B.....	33
Becoming A Doctor: Part IB.....	30
Becoming a Health Professional.....	25
Becoming a Professional.....	111
Becoming a Rehabilitation Professional I.....	124
Becoming a Rehabilitation Professional II.....	126
Beginners' Afrikaans for MBChB.....	28
Biochemistry and Structural Biology, Division of.....	158
Bioethics Centre.....	5
Biological Information Transfer.....	56
Biosciences for Physio II.....	120
Biosciences for Physiotherapy IA.....	114
Biosciences for Physiotherapy IB.....	115
Biostatistics, Discipline of.....	199
Brain Behaviour Initiative (BBI).....	217
BSc (Audiology).....	60
BSc (Medicine).....	55
BSc (Occupational Therapy).....	89
BSc (Physiotherapy).....	107
BSc (Speech-Language Pathology).....	60
Cardiology (Paediatric), Discipline of.....	183
Cardiology, Discipline of.....	163
Cardiothoracic Surgery, Discipline of.....	208
Cardiovascular Research in Africa, Hatter Institute for.....	226

Cardiovascular Research Unit	218
Caring for Children	40
Caring for Children for External Credit	137
Charter, Faculty of Health Sciences	277
Chemical and Systems Biology, Division of	158
Chemical Pathology, Discipline of	188
Chemistry for Medical Students	26
Child and Adolescent Psychiatry, Discipline of	195
Child Health Unit	183
Child Language	77
Child Language II	84
Child Nursing Practice	182
Child Speech	77
Class Medals	244
Clinical Audiology I	79
Clinical Audiology II	80
Clinical Audiology IIIA	87
Clinical Audiology IIIB	86
Clinical Haematology, Discipline of	164
Clinical Immunology, Discipline of	162
Clinical Laboratory Sciences, Department of	158
Clinical Language	34
Clinical Pharmacology, Discipline of	164
Clinical Physiotherapy I	121
Clinical Physiotherapy II	123
Clinical Physiotherapy III	125
Clinical Sciences I	120
Clinical Sciences II	122
Clinical Speech Therapy I	78
Clinical Speech Therapy II	80
Clinical Speech Therapy IIIA	86
Clinical Speech Therapy IIIB	86
Cognition and Neuroscience	76
Communication Sciences and Disorders, Discipline of	148
Community Eye Health Institute	224
Computational Biology, Discipline of	159
Consultation-Liaison Psychiatry, Discipline of	195
Course code index	280
Critical Care (Paediatric), Discipline of	183
Critical Care Medicine	166
Cuban degree courses	132
Dean's Merit List	244
Dean's Office	5
Declaration, Faculty	278
Deferred examinations	7
Degree and course codes	9
Degree with distinction or honours	242
Departments in the Faculty	143
Dermatology	44
Dermatology (Paediatric), Discipline of	183
Dermatology, Discipline of (Adult)	166
Desmond Tutu Centre	224
Developmental Paediatrics, Discipline of	183
Developmental Psychology	102

Diagnostic Aud in Special Pops.....	79
Diagnostic Audiology.....	76
Disability Information Management and Communication Systems.....	129
Disability Studies, Discipline of.....	148
Distinguished Teachers in the Faculty.....	279
Drug Discovery and Development Research (DDD) Unit.....	235
Early Intervention.....	71
Education Development Unit.....	5
E-learning Policy.....	269
Emergency Medicine, Discipline of.....	208
Endocrinology (Paediatric), Discipline of.....	184
Endocrinology and Diabetic Medicine, Discipline of.....	167
Environmental and Occupational Health Research (CEOHR), Centre for.....	218
Environmental Health, Discipline of.....	199
Epidemiology, Discipline of.....	199
Exit examination on procedural competence.....	53
Faculty Office and other central offices in the Faculty.....	5
Family Medicine and Palliative Medicine.....	51
Family Medicine, Discipline of.....	200
Fees Office.....	7
Financial assistance.....	7
Forensic Medicine.....	54
Forensic Medicine and Toxicology, Discipline of.....	188
Forensic Psychiatry, Discipline of.....	195
Foundation Theory for Occupational Therapy Practice I.....	104
Foundation Theory for Occupational Therapy Practice II.....	105
Foundational Concepts in Early Intervention.....	69
Foundational Concepts in Human Communication Development.....	68
Foundations of Hearing and Balance.....	88
Functional Genetics.....	57
Fundamentals of Anatomy and Physiology IA.....	95
Fundamentals of Anatomy and Physiology IB.....	114
Fundamentals of Biosciences for Physiotherapy IA.....	114
Fundamentals of Biosciences for Physiotherapy IB.....	115
Fundamentals of Human Occupation and Development IB.....	97
Fundamentals of Human Occupation and Development IA.....	97
Fundamentals of Integrated Health Sciences Part I.....	24
Fundamentals of Integrated Health Sciences Part II.....	25
Fundamentals of Movement Science & Applied Physiotherapy IB.....	116
Fundamentals of Movement Science and Applied Physiotherapy IA.....	115
Fundamentals of Speech and Hearing Sciences.....	68
Gastroenterology (Paediatric), Discipline of.....	184
Gender, Health and Justice Research Unit.....	225
General Information.....	5
General Internal Medicine, Discipline of.....	167
General Paediatrics, Discipline of.....	184
General Psychiatry, Discipline of.....	195
General Rules for Undergraduate Students.....	11
General Surgery, Discipline of.....	209
George Hospital Staff (Medicine).....	174
Geriatric Medicine and the Albertina and Walter Sisulu Institute of Ageing in Africa.....	226
Guide to the usage of this Handbook.....	4
Gynaecology.....	43
Haematology, Discipline of (Adult).....	164

Haematology/Oncology (Paediatric), Discipline of	184
Health and Rehabilitation Science, Department of	148
Health Economics Research Unit	227
Health Economics, Discipline of	201
Health in Context	39
Health Policy and Systems, Discipline of	202
Health Sciences Education, Department of	152
Health Sciences Students' Council	8
Health, Wellness and Functional Ability	130
Hepatitis B	11
Hepatology, Discipline of	169
HIV Mental Health Unit	228
HIV/AIDS Research Centre, Desmond Tutu	224
Honours Degree for MBChB students	23
Human Biology, Department of	154
Human Communication Developmnt	68
Human Genetics Research Unit, MRC/UCT	236
Human Genetics, Discipline of	189
Human Neurosciences	135
Human Nutrition, Discipline of	156
Human Occupation & Developmnt	99
II Military Hospital Staff	174
Immunology of Infectious Diseases Research Unit, MRC/UCT	237
Immunology, Discipline of	190
Impairment	256
Inclusive Development and Agency	130
Infectious Disease Epidemiology and Research (CIDER), Centre for	219
Infectious Diseases (Paediatric), Discipline of	185
Infectious Diseases and HIV Medicine, Discipline of	169
Infectious Diseases and Molecular Medicine, Institute of	228
Insurance	15
Integrated Anatomical and Physiological Sciences Part A	133
Integrated Anatomical and Physiological Sciences Part B	133
Integrated Health Systems Part IA	31
Integrated Health Systems Part IB	28
Integrated Health Systems Part II	34
Integrative Biomedical Sciences, Department of	158
Intellectual Disability Psychiatry, Discipline of	195
Intercalated BMedSc Honours, Master's and PhD studies for MBChB students	23
Intro to Psychology Part 1	68
Intro to Psychology Part 2	69
Introduction to Applied Language Studies	74
Introduction to Applied Physiotherapy	119
Introduction to Clinical Practice	33
Introduction to Clinical Practice Part II	134
Introduction to Integrated Health Sciences Part I	26
Introduction to Language Studies	74
Introduction to Medical Engineering	132
Introduction to Psychology Part 1 +	94
Introduction to Psychology Part 2 +	955
Khayelitsha Community Centre Staff	174
Leave of absence	16
Leukaemia Unit, UCT	240
Linguistics Foundation	74

Lipidology, Discipline of.....	170
Long Elective	52
Lung Infection and Immunity Unit	233
Master's Degree for MBChB students	23
Medical Gastroenterology, Discipline of	170
Medical Imaging Research Unit, MRC/UCT	237
Medical Microbiology, Discipline of.....	191
Medical Physics, Discipline of	206
Medical Virology, Discipline of	192
Medicine.....	37
Medicine (Including Allied Disciplines).....	48
Medicine External Credit.....	141
Medicine For External Credit	136
Medicine, Department of.....	160
Metabolism & Bioengineering.....	57
Military Hospital Staff (Medicine)	174
Mission Statement, Faculty	277
Mitchell's Plain Hospital Staff.....	174
Molecular Bioscience	56
Molecular Medicine.....	58
Molecular Mycobacteriology Research Unit, MRC/NHLS/UCT	237
Movement Science I.....	118
Movement Science II.....	121
Movement Science III	124
Neonatology	38
Neonatology, Discipline of.....	185
Nephrology (Paediatric), Discipline of	185
Nephrology and Hypertension, Discipline of.....	170
Neurology (Paediatric), Discipline of	186
Neurology and Neurosurgery.....	45
Neurology, Discipline of	171
Neuropsychiatry, Discipline of.....	195
Neurosurgery, Discipline of.....	210
New Somerset Hospital Staff (Medicine)	174
Nuclear Medicine, Discipline of	206
Nursing and Midwifery, Division of.....	149
OAEs and Electrophysiology.....	83
Obs & Gynae Ext Credits	135
Obstetrics.....	49
Obstetrics and Gynaecology, Department of	176
Obstetrics for External Credit.....	139
Occupational Medicine, Discipline of	202
Occupational Perspectives on Health and Well-being	99
Occupational Therapy II	102
Occupational Therapy Practice and Service Learning	106
Occupational Therapy Research & Practice Management	105
Occupational Therapy Theory and Practice in Mental Health	104
Occupational Therapy Theory and Practice in Physical Health	103
Occupational Therapy, Division of.....	149
Ophthalmology.....	45
Ophthalmology, Discipline of.....	211
Orthopaedic Surgery.....	42
Otorhinolaryngology	46
Otorhinolaryngology, Discipline of.....	213

Paed Motor SP Dis & Dysphagia	82
Paediatric Pathology, Discipline of	193
Paediatric Radiology, Discipline of	206
Paediatric Rehab Audiology	76
Paediatric Surgery, Discipline of	213
Paediatrics and Child Health	50
Paediatrics and Child Health, Department of	179
Paediatrics for External Credit	140
Pathology, Department of	187
Pharmacology and Applied Therapeutics	38
Pharmacology and Therapeutics External Credit	138
Physics 1025	27
Physiotherapy, Division of	150
Plastic, Reconstructive and Maxillo-facial Surgery, Discipline of	214
Preparation for Entry-level Psychology for Health and Rehab Sciences Part I	112
Primary Healthcare Directorate	5
Prizes	244
Professional Behaviour	252
Promoting Healthy Lifestyles	130
Psychiatry	34
Psychiatry and Mental Health	52
Psychiatry and Mental Health, Department of	195
Psychiatry for Occupational Therapists	101
Psychopharmacology, Discipline of	195
Psychotherapy, Discipline of	195
Public Health and Family Medicine, Department of	199
Public Health Audiology	85
Public Health Medicine, Discipline of	203
Public Mental Health, Alan Flisher Centre for	216
Public Mental Health, Discipline of	195
Pulmonology (Adult), Discipline of	172
Pulmonology (Paediatric), Discipline of	186
Radiation Medicine, Department of	206
Radiation Oncology, Discipline of	206
Radiobiology	132
Radiology, Discipline of	207
Receptor Biology, MRC/UCT Research Group for	238
Rehabilitation Technology	81
Research In Psychology I	75
Research Methods & Biostatistics I	125
Research Methods and Biostatistics II	127
Research Report	85
Rheumatology	44
Rheumatology (Adult), Discipline of	174
Rheumatology (Paediatric), Discipline of	186
Rules and Curricula for Undergraduate Programmes	18
SA Sign Language	73
School-Based Interventions	78
Seminars in Comm Sciences	88
Short Elective	53
Social and Behavioural Sciences. Discipline of	205
Social Psych & Intergroup Rel	101
Sociolinguistics Foundation	75
Special Study Module	31

Speech and Hearing Sciences	67
Student Transport Policy	272
Surgery	41
Surgery (Including Allied Disciplines)	48
Surgery External Credit	141
Surgery, Department of	208
Surgical Gastroenterology, Discipline of	215
Term dates	8
Transcripts	7
Trauma	42
Tuberculosis, Policy on	266
Unprofessional Conduct	256
Urology	46
Urology, Discipline of	215
Vestibular Management	85
Victoria Hospital Staff	174
Voice	85
Women’s Health Research Unit	240
Work-Integrated Practice Learning Part I	131
Work-Integrated Practice Learning Part II	131
Xhosa for Health and Rehabilitation Sciences	118