

Erratum to the Health Sciences Faculty Undergraduate Handbook 2023:

Amendments to processes and courses within the Undergraduate MBChB Programme:

1. PED5005W – Caring for Children: Paediatric Surgery
2. PPH1001F/1002S – Becoming a Professional & Health Professional Prizes
3. Sidney Cywes & JH Louw Prize in Paediatric Surgery Prize
4. Physiotherapy Prizes
5. FCE2000W Becoming a Doctor Part 1A
6. FCE3000F Becoming a Doctor Part 2A
7. FCE6000W Family Medicine and Palliative Medicine
8. PHY1025F Physics for Medical Students
9. FBA6.5a MBChB programme rule
10. SOP: Concession to miss classes

Rationale:

PED5005W:

Amendment to rules for upcoming FEC's.

PPH1001F/1002S:

Prize criteria amended according to relevant course criteria.

Sidney Cywes & JH Louw Prize in Paediatric Surgery Prize & Physiotherapy Prizes:

Amendments which were approved by the Accreditation Committee in 2022 reflects incorrectly in the handbook.

FCE2000W, FCE3000F and FCE6000:

2023 handbook: course entry was incomplete. DP requirements and Assessments did not reflect in the new handbook only course outline.

PHY1025F:

2023 handbook: course entry did not reflect in the handbook. Must be added for upcoming FEC's.

FBA6.5a MBChB programme Rule:

Amendment to the existing rule for upcoming FEC's.

SOP: Concession to miss classes:

Updated document does not reflect in the 2023 handbook.

Signature: D Theron  Date : 12 April 2023



FACULTY ACCREDITATION COMMITTEE
SUBMISSIONS FOR PG & UG FACULTY HANDBOOKS 2024

SUMMARY OF SUBMISSION: EXISTING SUBMISSIONS

DATE OF MEETING: 2023 ERRATUM 1

Example: "how to complete a summary of submission" found below:

REQUEST APPROVAL OF:				
Changes to Existing Courses (Aca35), New Courses (Aca34) within Existing Streams, DP Requirements, Assessments, General Rules and Miscellaneous (Prizes etc)				
#	Complete where necessary	CURRENT Handbook Entry: Strike Through on content change	NEW Handbook Entry: <u>Bold And Underline</u> for proposed changes	Rationale: Compulsory Explanation for all proposals
1	Presenter			
	Department/Division	Paediatrics and Child Health		
	ACA034/035 Submitted (Word & signed pdf)			
	Course Name	Caring for Children: Paediatric Surgery	Unchanged	
	Course Code	PED5005W	Unchanged	
	Course Notes	n/a	n/a	
	NQF Level & Credits	10	Unchanged	
	Convenor/s Details	Assoe Prof S Cox, Dr P Wicomb and Dr K Reichmuth	Prof S Cox and Dr T Siyotula (<u>convenors</u>), Dr K Reichmuth (<u>co-ordinator</u>)	Succession planning for convenorship of this course requires Dr Siyotula to be added.
	Prerequisites	n/a	n/a	
	Co-requisites	n/a	n/a	
	Objectives	n/a	n/a	
	Course Outline	Caring for Children comprises two courses (Caring for Children: Paediatric Medicine [PED5006W] and Caring for Children: Paediatric Surgery [PED5005W]) that are fully integrated and must thus be taken during the same eight-week modular block. As this course forms the theoretical basis for final year, it incorporates considerable, structured online and face-to-face teaching and learning activities. Caring for Children: Paediatric Medicine comprises two weeks of ambulatory paediatrics and four weeks of inpatient care. Students will be placed at Red Cross War Memorial Children's Hospital, New Somerset Hospital, or Groote Schuur Hospital. Caring for Children: Paediatric Surgery comprises two weeks of exposure to paediatric surgery in- and out-patient care, and surgical theatre; it takes place at Red Cross War Memorial Children's Hospital. The curriculum is composed of core topics and common presentations which students address in terms of history taking, examination, and clinical reasoning; during bedside tutorials; in assembling portfolios; and engaging with online content. Students	Caring for Children comprises two courses (Caring for Children: Paediatric Medicine [PED5006W] and Caring for Children: Paediatric Surgery [PED5005W]) that are fully integrated and must thus be taken during the same eight-week modular block. As this course forms the theoretical basis for final year, it incorporates considerable, structured online and face-to-face teaching and learning activities. Caring for Children: Paediatric Medicine comprises two weeks of ambulatory paediatrics and four weeks of inpatient care. Students will be placed at Red Cross War Memorial Children's Hospital, New Somerset Hospital, or Groote Schuur Hospital. Caring for Children: Paediatric Surgery comprises two weeks of exposure to paediatric surgery in- and out-patient care, and surgical theatre; it takes place at Red Cross War Memorial Children's Hospital. The curriculum is composed of core topics and common presentations which students address in terms of history taking, examination, and clinical reasoning; during bedside tutorials; in	One typographical error

	<p>who pass these courses will have knowledge of common core childhood medical and surgical diseases and conditions; skill at taking a history from children and their caregivers; examining 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.</p>	<p>assembling portfolios; and engaging with online content. Students who pass these courses will have knowledge of common core childhood medical and surgical diseases and conditions; skill at taking a history from children and their caregivers; examining 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.</p>	
Lecture times			
DP Requirements	<p>To qualify for the end-of-block examination, students must fulfil ALL of the following: (a) Achieve a minimum of 80% attendance* at ward, ambulatory, and scheduled activities, monitored by signed attendance; (b) complete all online quizzes within the time stipulated in the course handbook; and (c) produce and submit an original portfolio of the stipulated number of cases as outlined in the course handbook. Students who do not meet DP requirement (a) or (c) above fail the course and must repeat it in full in the next academic year. Students who do not meet DP requirement (b) above must do an additional week of online time and complete all quizzes stipulated by the course convener by the deadline set. *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 two working days during the two-week paediatric surgery course, the time missed will need to be made up to attain the minimum attendance criterion - this may or may not be possible to do, given the time and/or activities missed. DP concession rules apply.</p>	n/a	Unchanged
Assessment	<p>The courses PED5005W and PED5006W will be examined together in the last week of the eight-week modular block. The overall pass mark for PED5005W is 50%. The assessment comprises an MCQ/EMI-type online examination. The following will be recommended to the Faculty Examinations Committee, that students who:(a) fail the assessment with a mark of 47% or less will be required to complete one week of additional time and undergo a supplementary examination* in paediatric surgery or (b) fail the assessment with a mark of 48–49% will be offered a supplementary examination. For</p>	<p>The courses PED5005W and PED5006W will be examined together in the last week of the eight-week modular block. The overall pass mark for PED5005W is 50%. The assessment comprises an MCQ/EMI-type online examination. The following will be recommended to the Faculty Examinations Committee, that students who: (a) achieve 48–49% may be offered a supplementary examination* or (b) achieve 47% or less fail the course and must repeat it in full. For students who do not meet the DP requirements for the course, recommendation to the Faculty Examinations Committee will be</p>	<p>It became apparent at the FEC that it is impossible to fail this course.</p>

	students who do not meet the DP requirements for the course, recommendation to the Faculty Examinations Committee will be according to what is stated in the DP Requirements section above. It will be recommended to the Supplementary Faculty Examinations Committee that students who achieve 49% or less in any component of the supplementary exam or who do not attend or fail any component of the deferred exam must repeat the course and the end-of-block summative assessment in full in the next academic year. *All additional time and supplementary examinations will take place in the supplementary time period as scheduled by the Faculty of Health Sciences.	according to what is stated in the DP Requirements section above. It will be recommended to the Supplementary Faculty Examinations Committee that students who achieve 49% or less in the supplementary exam or who do not attend or achieve 49% or less in the deferred exam must repeat the course and the end-of-block summative assessment in full in the next academic year. *All additional time and supplementary examinations will take place in the supplementary time period as scheduled by the Faculty of Health Sciences.	
Progression Rules	n/a	n/a	
Distinction Rules	n/a	n/a	
Session Change	n/a	n/a	
Miscellaneous (prizes etc)	n/a	n/a	



FACULTY ACCREDITATION COMMITTEE
SUBMISSIONS FOR PG & UG FACULTY HANDBOOKS 2024

SUMMARY OF SUBMISSION: EXISTING SUBMISSIONS
DATE OF MEETING: ERRATUM

Example: "how to complete a summary of submission" found below:

REQUEST APPROVAL OF: Changes to Existing Courses (Aca35), New Courses (Aca34) within Existing Streams, DP Requirements, Assessments, General Rules and Miscellaneous (Prizes etc)				
#	Complete where necessary	CURRENT Handbook Entry: Strike Through on content change	NEW Handbook Entry: <u>Bold And Underline</u> for proposed changes	Rationale: Compulsory Explanation for all proposals
1	Presenter	Motivation attached.		
	Department/Division	Public Health Medicine		
	ACA034/035 Submitted (Word & signed pdf)		n/a	
	Course Name	Becoming a Professional, and Becoming a Health Professional	Becoming a Professional, and Becoming a Health Professional	
	Course Code	PPH1001F/ PPH1002S	PPH1001F/ PPH1002S	
	Convenor/s Details	Mr Siwe Toto - Becoming a Professional Dr Ntsiki Mapukata - Becoming a Health Professional	Mr Siwe Toto - Becoming a Professional Dr Ntsiki Mapukata - Becoming a Health Professional	
	Objectives		n/a	
	Course Outline		n/a	
	Lecture times		n/a	
	DP Requirements		n/a	
	Assessment		n/a	
	Progression Rules		n/a	
	Distinction Rules		n/a	
Session Change		n/a		
Miscellaneous (prizes etc)	MBChB: Class medal for best overall performance in: PPH1001F Becoming a Professional, and PPH1002S Becoming a Health Professional	Class medal for best overall performance in: PPH1001F Becoming a Professional, and PPH1002S Becoming a Health Professional	PPH1001F Becoming a Professional, and PPH1002S Becoming a Health Professional constitutes core curriculum for all first-year students who are registered for any of the five professional degrees offered by the Faculty of Health Sciences. The class medal will be awarded to any student who attains the highest mark in PPH1001F Becoming a Professional, and in PPH1002S Becoming a Health Professional. Such a student will have registered for either BSc Audiology, MBChB, BSc Occupational Therapy, BSc Physiotherapy or a BSc Speech and Language-Pathology grammes at the beginning of the first semester to be awarded the BP (PPH1001F) class medal prize or the second semester to be awarded the BHP (PPH1002S) class medal prize.	



School of Public Health and Family Medicine
Isikolo Sempilo Yoluntu kunye Namayeza Osapho
Departement Openbare Gesondheid en Huisartskunde



UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

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18 January 2023

Dr Kerrin Begg
Chair: Accreditation Committee
Health Sciences Faculty
Observatory

Re: Review of Class Medal for PPH1001S (Becoming a Professional) and PPH1002S (Becoming a Health Professional)

First-year health sciences students are required to register for the two compulsory courses in the Faculty of Health Sciences, namely, PPH1001S - Becoming a Professional (BP) which is offered as a first semester course and PPH1002S - Becoming a Health Professional (BHP) in the second semester. Using an experiential learning approach, students engage in a series of structured activities that constitute content for BP and BHP in small groups of 12-14 students guided to engage in collaborative learning by a dedicated facilitator. Students are allocated to these groups to reflect diversity that is determined by their contexts, schooling background, programme affiliation, race, gender, and home language.

At the end of each semester, the final mark for each student, an aggregate of 60% and above is derived from a range of continuous, performance-based in-course assessments that are structured to evaluate their performance in individual activities, in paired assessments, in small groups and in big group assessments. Based on this methodology that facilitates multi-professional learning, we propose the following:

- A. Any first-year health sciences student who attains a minimum of **75%** having participated in all the in-class assessments as published in the **BP Student Guide and Course Pack (Course Reader)** will be eligible to be considered for the class award.
- B. A class medal will be awarded to a student who meets the criteria set out in **A** above and achieves the highest mark in **PPH1001F - Becoming a Professional (BP)** at the end of the first semester.
- C. Similarly, any first-year health sciences student who attains a minimum of **75%** having participated in all the in-class assessments as published in the **BHP Student Guide and Course Pack (Course Reader)** will be eligible to be considered for the class award.
- D. A class medal will be awarded to a student who meets the criteria set out in **C** above and achieves the highest mark in **PPH1002S - Becoming a Health Professional (BHP)** at the end of the second semester.
- E. The class medals will be awarded on merit as generic faculty prizes to the most deserving first-year student(s) as stated in **B & D** above irrespective of programme affiliation.

We will be grateful if this proposal could be considered for implementation at the end of the 2023 academic year.

Do not hesitate to contact us should you have related queries.

Yours sincerely,

Dr Ntsiki Mapukata
BHP Course Convenor

Mr Siwe Toto
BP Course Convenor

Cc: Ms Dominique Theron; Mr Keith Flandorp
Prof Leslie London; Prof Susan Cleary

**FACULTY OF HEALTH SCIENCES
2022 RETURNER PRIZE, MEDAL AND DEAN'S MERIT LIST**

PLEASE NOTE: Signed PDF COPY OF PRIZE WINNERS and SIGNED AUTHORITY LETTER TO FINANCE must be emailed to dominique.theron@uct.ac.za. Prize payments will not be processed by Finance Department without the Authority Letter.

Closing date for submission of winners: 10th February 2023

CONVENOR AUTHORISATION: DATE:

- (A) PRIZES (GENERAL AND DEPARTMENTAL)
- (B) MEDALS
- (C) DEAN'S MERIT LIST (separate attachment)

DEPARTMENT OF PAEDIATRIC SURGERY:

FIFTH YEAR PRIZE: SIDNEY CYWES & JH LOUW PRIZE IN PAEDIATRIC SURGERY Best achievement in Paediatric Surgery in the fifth year of the MBChB programme.	R1 800 Department			Dr A Numanoglu Dr K Reichmuth	Kesh Moses
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The above prize was approved at the 12 May 2022 accreditation however the amendment did not reflect in the 2023 handbook. An additional change was added. The prize payment was amended to R1 800.00 cash prize and will no longer be paid as a book voucher.

**FACULTY OF HEALTH SCIENCES
2022 RETURNER PRIZE, MEDAL AND DEAN'S MERIT LIST**

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- (A) PRIZES (GENERAL AND DEPARTMENTAL)
(B) MEDALS
(C) DEAN'S MERIT LIST (separate attachment)

DEPARTMENTAL PRIZES: HEALTH & REHABILITATION SCIENCES:

PRIZE & CRITERIA	PRIZE VALUE	NAME & SURNAME	STUDENT NUMBER	CONVENER	ADMIN
DEPARTMENT OF PHYSIOTHERAPY:					
FIRST YEAR PRIZE: The student who performs best in AHS1033F and AHS1034S (combined) provided a course average of over 75% has been obtained for both courses	Certificate Department			Dr S Manie	Margo Rathan Dominica Arendse
SECOND YEAR PRIZE: Best performance in second year courses AHS2052H and AHS2053H provided an average of 75% or above is obtained	Certificate Department			Dr S Manie	Margo Rathan Dominica Arendse
SECOND YEAR PRIZE: IONE SELLARS MEMORIAL PRIZE Best student in Anatomy & Physiology II for Health & Rehabilitation Sciences. (HUB2015W Physiotherapy) (listed under Human Biology Department)	Certificate Department			Dr Y Albertus	Patience Zantsi
THIRD YEAR PRIZE: MARILYN AND TIM NOAKES AWARD The BSc Physiotherapy student with the best overall highest marks during second and third year clinical practical courses.	Certificate Department			Dr S Manie	Margo Rathan Dominica Arendse
THIRD YEAR PRIZE: Best performance in third year courses AHS3069W, AHS3070H, AHS3076H & AHS3077H provided a result of 75% or above has been obtained.	Certificate Department			Dr S Manie	Margo Rathan Dominica Arendse

MEDALS: HEALTH & REHABILITATION SCIENCES:

DEPARTMENT OF PHYSIOTHERAPY:					
(a)	FIRST YEAR CLASS MEDAL: Best overall performance in 1st year provided an average of 75% or above is obtained.			Dr S Manie	Margo Rathan Dominica Arendse
	SECOND YEAR CLASS MEDAL: Best overall performance in 2nd year provided an average of 75% or above is obtained.				
	THIRD YEAR CLASS MEDAL: Best overall performance in 3rd year provided an average of 75% or above is obtained.				



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#	Complete where necessary	CURRENT Handbook Entry: Strike Through on content change	NEW Handbook Entry: <u>Bold And Underline</u> for proposed changes	Rationale: Compulsory Explanation for all proposals
1	Presenter	Dr Petula Wicomb		
	Department/Division	MBChB Programme: MB014		
	ACA034/035 Submitted (Word & signed pdf)	N/A		
	Course Name	N/A		
	Course Code	N/A		
	Course Notes	N/A		
	NQF Level & Credits	N/A		
	Convenor/s Details	Dr Petula Wicomb		
	Prerequisites	N/A		
	Co-requisites	N/A		
	Objectives	N/A		
	Course Outline	N/A		
	Lecture times	N/A		
	DP Requirements	N/A		
	Assessment	N/A		
	Programme Rules	FBA6.5 Failure of a course in second and third academic years of study: (a) A student who fails any course in the second or third year MBChB may be required to repeat courses already passed.	FBA6.5 Failure of a course in second and third academic years of study: (a) A student who fails any course in the second or third year MBChB may be required to <u>register to attend</u> courses already passed. <u>All DP requirements of the course to be attended must be met and the course result will reflect as ATT.</u>	The need to attend courses already passed is based on the integration of the teaching and learning and retention of basic clinical skills acquired. A further consideration is that students do not then enter into the following year of study having done a reduced course load the year before if only repeated a single failed course.
	Distinction Rules	N/A		
	Session Change	N/A		
	Miscellaneous (prizes etc)	N/A		

BECOMING A DOCTOR PART 1A

Name

Becoming A Doctor Part 1A

Code

FCE2000W

Note

BaDr is comprised of three strands – Family Medicine, Clinical Skills and Languages (isiXhosa & Afrikaans). SLL2002H (Language's code) Becoming a Doctor part IB and SLL3002H (Language's code) Becoming a Doctor Part IIB are integrated with the course content of FCE2000W and FCE3000F but separate course outlines are given in this Handbook.

NQF credits

21

Class number

HEQF level

6

Custom course interventions

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

Lectures (3), tutorials (19), site visits for Family Medicine (5), tutorials for Clinical Skills (24), tutorials for Languages (24) - has separate entry under SLL2002H.

Convener

Dr D Matthews and Dr R Holdman

Prerequisites

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

Co-requisites

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

Objective

Course outline

The BaDr (Becoming A Doctor) theme is comprised of three Courses, each of which have their own Course Codes. Becoming a Doctor Part 1A Family Medicine (FCE2000W); Becoming a Doctor part 1B- Clinical Skills (HSE2000W); and Becoming A Doctor part 1C- Languages (SLL2002H), are all integrated but separate course codes and course outlines are given in this book. The three Courses of the BaDr theme aims to integrate Family Medicine, Clinical Skills and Languages. Students learn and practise interviewing skills. They are exposed to primary, secondary, and tertiary care in both the public and private sectors. The Family Medicine Course develops understanding of delivery of healthcare including palliative care and its management and aspects of health promotion and disease prevention. Students gain practical experience of the doctor-patient relationship, of a bio-psycho- social approach to patient care and the consultation process within a community setting. Learning takes place in a blended learning format in small tutorial groups on-campus and online, synchronously, and asynchronously family medicine, clinical skills, and languages. Students learn and practise interviewing skills. They are exposed to primary, secondary, and tertiary care in both the public and private sectors. The family medicine develops understanding of delivery of healthcare including palliative care and its management and aspects of health promotion and disease prevention. Students gain practical experience of the doctor-patient relationship, of a bio-psychosocial approach to patient care and the consultation process within a community setting in small tutorial groups.

Lecture times

DP requirements

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

Assessment

An integrated, Objective Structured Clinical Examination (OSCE) covers the three Courses of the BaDr theme, that is, Family Medicine (FCE2000W), Clinical Skills (HSE2000W) and the Languages (SLL2002H). An OSCE tests practical skills, the ability to conduct an appropriate consultation, to communicate with patients and peers, and to communicate (in English, Afrikaans, and isiXhosa) at a level sufficient for a basic sharing of health-related information. Students also complete a portfolio of learning using a reflective model. These portfolios are assessed. In-course assessments (assignments, written assessments and OSCEs held during and at the end of semester 3) constitute 50% of the final mark for FCE2000W, HSE2000W and SLL2002H. The OSCEs, written assessments and assignments during and at the end of semester 4 constitute 50% of the final FCE2000W, HSE2000W and SLL2002H mark. Each of the Courses within the BaDr theme must be passed independently. A final mark of less than and equal to 45% in any of the Courses, constitutes a failure for that Course(s). If a student scores between 46% and 49%, they will be recommended to FEC for a supplementary examination for the failed course(s), the ability to conduct an appropriate consultation, to communicate with patients and peers, and to communicate (in English, Afrikaans, and isiXhosa) at a level sufficient for a basic sharing of health-related information. Students also complete a portfolio of learning using a reflective model. These portfolios are assessed. In-course assessments (assignments and written assessments).

Course ID

Import field only for purposes of PeopleSoft export.

Effective date

Effective date for purposes of PeopleSoft export.

BECOMING A DOCTOR PART 2A

Name

Becoming a Doctor Part 2A

Code

FCE3000F

Note

BaDr is comprised of 3 strands – Family Medicine, Clinical Skills and Languages (isiXhosa & Afrikaans). SLL2002H (Language's code) Becoming a Doctor part IB and SLL3002H (Language's code) Becoming a Doctor Part IIB are integrated with the course content of FCE2000W and FCE3000F but separate course outlines are given below.

NQF credits

10

Class number

HEQF level

7

Custom course interventions

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

Lecture (1), on-campus tutorials (9), site visits for Family Medicine (6), tutorials for Clinical Skills (15), tutorials for Languages (15) – have separate entry under SLL3002H].

Convener

Dr D Matthews and Dr R Holdman

Prerequisites

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

Co-requisites

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

Objective

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

Course outline

The BaDr (Becoming A Doctor) theme is comprised of three Courses, each of which have their own Course Codes. Becoming a Doctor part 2A- Family Medicine (FCE3000F); Becoming a Doctor part 2B- Clinical Skills (HSE3000F); and Becoming A Doctor part 2C- Languages (SLL3002H), are all integrated but separate Course Codes and Course outlines are given in this book. The three Courses of the BaDr course aims to integrate Family Medicine, Clinical Skills and Languages. Students learn and practise interviewing skills. They are exposed to primary, secondary, and tertiary care in both the public and private sectors. The Family Medicine Course develops understanding of delivery of healthcare including palliative care and its management and aspects of health promotion and disease prevention. Students gain practical experience of the doctor-patient relationship, of a bio-psychosocial approach to patient care and the consultation process within a community setting. Learning takes place in a blended learning format in small tutorial groups on-campus and online, synchronously, and asynchronously. Students learn and practise interviewing skills. They are exposed to primary, secondary, and tertiary care in both the public and private sectors. develops understanding of delivery of healthcare including palliative care and its management and aspects of health promotion and disease prevention. Students gain practical experience of the doctor-patient relationship, of a bio-psycho- social approach to patient care and the consultation process within a community setting in small tutorial groups.

Lecture times

DP requirements

Attending all clinical skills sessions, language and communication activities, tutorials, and practicals and all family medicine tutorials. Completing the portfolios of learning and undergoing assessment activities. Students may not miss more than two sessions in each of family medicine, languages, or clinical skills during semesters 3 to 5 without official leave of absence or a medical certificate. Attending all clinical skills sessions, language and communication activities, tutorials, and practical's, all family medicine tutorials, completing the portfolios of learning and undergoing assessment activities. Students may not miss more than two sessions in each of family medicine, languages, or clinical skills during semesters 3 to 5 without official leave of absence or a medical certificate.

Assessment

An integrated, Objective Structured Clinical Examination (OSCE) covers the three Courses within the BaDr theme, that is, Family Medicine (FCE000F), Clinical Skills (HSE3000F) and the Languages (SLL3002H). An OSCE tests practical skills, the ability to conduct an appropriate consultation, to communicate with patients and peers, and to communicate (in English, Afrikaans, and isiXhosa) at a level sufficient for a basic sharing of health-related information. Students also complete a portfolio of learning using a reflective model. These portfolios are assessed. In-course assessments (assignments, written assessments and OSCEs held during and at the end of semester 3) constitute 50% of the final mark for FCE3000F, HSE3000F and SLL3002H. The OSCEs, written assessments and assignments during and at the end of semester 4 constitute 50% of the final FCE3000F, HSE3000F and SLL3002H mark. Each of the Courses must be passed independently. A final mark of less than and equal to 45% in any of the Courses, constitutes a failure for that Course(s). If a student scores between 46% and 49%, they will be recommended to FEC for a supplementary examination for the failed Course(s). The ability to conduct an appropriate consultation, to communicate with patients and peers, and to communicate (in English, Afrikaans, and isiXhosa) at a level sufficient for a basic sharing of health-related information. Students also complete a portfolio of learning using a reflective model. These portfolios are assessed. In-course assessments (assignments and written assessments)

Course ID

Import field only for purposes of PeopleSoft export.

Effective date

Effective date for purposes of PeopleSoft export.

PHYSICS FOR MEDICAL STUDENTS

Name

Physics For Medical Students

Code

PHY1025F

Note**NQF credits**

18

Class number**HEQF level**

5

Custom course interventions

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

Convener

Associate Professor SW Peterson

Prerequisites**Co-requisites****Objective****Course outline**

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

Lecture times**DP requirements**

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

Assessment

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

Course ID

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Effective date

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STANDARD OPERATING PROCEDURE FOR A CONCESSION TO MISS CLASSES/ACADEMIC ACTIVITIES

Name

Standard Operating Procedure for a Concession to Miss Class/Academic Activities	
Contents entry level: 1 - 3, or empty for no contents entry.	2
Contents entry text: Leave blank to use field value above.	

Description

<p>STANDARD OPERATING PROCEDURE FOR A CONCESSION TO MISS CLASSES/ACADEMIC ACTIVITIES</p> <p>ISSUE:</p> <ul style="list-style-type: none"> • A student who does not meet one or more Due Performance requirements of a course is denied access to the course examination/s in any of the Health and Rehabilitation or MBChB programme. A fail result is recorded and the student must repeat the course. (A student who is unable to write an examination must apply for a deferment to the central Deferred Examinations Committee.) • There are instances where an otherwise well-performing student may risk missing one or more DP requirement/s either due to circumstances beyond the student’s control – e.g., a death in the family, a car accident, etc – or where other exceptional circumstances – e.g., when representing the university or country in an event. It would be unacceptable for such a student to fail the course and then repeat it, given the cost, and given the fail result on a student’s academic record. In some cases, students would – if required to repeat the course – extend their studies and lose sponsorship for their studies as a result. <p>DECISION:</p> <ul style="list-style-type: none"> • That every attempt be made to assist Faculty of Health Sciences students in Health and Rehabilitation and MBChB programmes who have been unable to meet their DP requirements due to circumstances beyond their control or in other exceptional circumstance and for reasons deemed legitimate in terms of this policy to do so without being unduly penalised. • That, where an application for a concession is approved, arrangements will be made so that the student: <ul style="list-style-type: none"> • will not fail the course (even if the student is unable to write the course exam after not being able to complete the DP); and • will be assisted to make up the lost time/DP as far as this is possible without having to extend the formal training time for the degree. <p>PRINCIPLES:</p> <ul style="list-style-type: none"> • It is vital that all applications are treated consistently across courses and across years of study. All appeals are therefore to be considered by the same group of academic staff (see below) to ensure consistency across courses in all programmes and years of study. Individual course conveners can recommend but not decide a concession. • It is students’ responsibility to ensure that they meet the DP requirements for a course. If students realise that they cannot meet the DP, and they believe that they have a valid reason for not being able to meet the DP, they must apply for a concession immediately, as soon as the problem manifests. • The application will as far as possible be considered and a decision taken within three working days after it has been received, and a decision taken about whether any special arrangements can be made to accommodate the students (e.g., to see if time missed can be made up elsewhere without students extending their period of study). • The principles that govern the award of deferred examinations (by the central Deferred Examinations Committee) shall guide the staff responsible for considering the application. (See rule G28 in the General Rules and Policies Handbook). Key to these principles are the following: <ul style="list-style-type: none"> • A concession can be approved only the basis of sound medical or compassionate grounds. Such reasons may include illness, or a recurring medical complaint, or a history of illness, or a physical disability. • A recurring medical complaint or a history of illness or a physical disability will be considered possible grounds for a concession only if the student has reported the complaint, the history or the disability to the Student Wellness Services at least three weeks before the application for a concession has been submitted and a documented effort has been made to avert a recurrence of the complaint or illness or overcome the disability.
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- The production of a medical certificate will not necessarily be sufficient to secure approval of an application for a concession.
- The serious illness or death of a near relative may be accepted as good cause.
 - Students must submit documentary evidence in support of their applications to prove that circumstances were beyond their control.
 - Any pattern of poor attendance across courses and the student's academic performance to date may be considered in deciding on an application.
 - Students who may qualify for leave of absence based on medical grounds should be referred to the Faculty Manager.
 - All finalised applications with documentary evidence shall be kept in a file in the Faculty Office (separate copy also to be placed in student file). The Faculty Office will track progress and do follow-up where required.

SOP:

STEP 1:

Student completes Section A of application form, attaches documentary evidence, submits to Course Convener, as soon as problem preventing achievement of DP manifests

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STEP 2:

Within 24 working hours (as far as possible), the Course Convener then completes Section B with conditions if approved or reason/s if not approved (this can first be discussed with the HoD or HoDivision or their nominee), and submits form to Year Convener

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STEP 3:

Within 24 working hours (as far as possible) the Year Convener

- Consults with the course convener if necessary (e.g., to get clarity about whether - if application is approved - the proposed concession arrangements will enable the students still to complete the studies in the minimum formal time)
- completes Section C, giving conditions / requirements (if approved) for the student to adhere to
- scans and sends the document to the relevant Programme Head for the final decision and signature (this can also be done by the relevant administrator)

STEP 4:

Within 24 working hours (as far as possible) the Programme Administrator (or Programme Head)

- scans and sends the final completed document to the student and Year and Course Conveners
- submits all documents with the final decision to the Student Development and Support Administrator in the Faculty Office administration.

STEP 5

Faculty Office administration

- diarises any follow-up required (e.g., obtain final mark after a future course)
- files a copy of all documentation in the student's file.

FAMILY MEDICINE AND PALLIATIVE MEDICINE

Name

Family Medicine and Palliative Medicine

Code

FCE6000W

Note

A student will be registered for one of the following equivalent courses, to be determined by the group that the student is allocated to: PPH6100X, PPH6200X, PPH6300X, PPH6400X, PPH6500X

NQF credits

21

Class number

HEQF level

8

Custom course interventions

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

Convener

Dr N Beckett and Dr M De Swart (Acting Pall care Convenor)

Prerequisites

Successful completion of all courses within the preceding academic year.

Co-requisites

Objective

Course outline

The four-week rotation emphasises the theoretical and clinical integration of clinical, public health and behavioural 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 six-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 currently 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 may include visits to a hospice, patient's home, intermediate care facility, paediatric health care facilities and district hospital exposure.

Lecture times

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 conducted virtually or face to face). (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, unless otherwise indicated by the convener. Any student who misses up to two supervised CHC/FM clinical sessions will be allowed to make up the missed clinical time by arrangement with the relevant supervisor on site. Any missed palliative care clinical sessions must be made up by arrangement with the PC UG convener. A valid medical certificate with completed DP concession form to miss classes must be produced in all instances. Any student who misses more than 25% of clinical activities will be DPR and will have failed FM. (d) Any student who does not submit a signed logbook with completed activities by the last Thursday of the rotation will be denied entry to the end of -block OSCE examination.

Assessment

The final mark is made up of: (A) an in- course mark comprising a patient study (25%) and a Facility Clinical mark (CHC and Vredenburg):15%. The facility clinical mark is weighted according to time spent at CHCs and VB (75% vs 25% respectively). For Garden Route students, the VB mark will be replaced with a portfolio mark (25%). (B) OSCE (60%). 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/assignments; attitude towards patients, colleagues and required activities; teamwork; and conscientiousness) and clinical knowledge and skills as well as the miniCEX cases. Any student who achieves more than 48% but less than 50% for either the Facility Clinical mark or the OSCE or both, will be eligible for a supplementary examination at the discretion of the FEC Subcommittee. This may be associated with additional clinical time at the discretion of the course convenor. A student who achieves less than 50% for the supplementary examination will have to repeat the 4- week FM rotation.

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