Overview of Becoming a Professional (BP) and Becoming a Health Professional (BHP) – faculty core curriculum

BECOMING A PROFESSIONAL (PPH1001F) IS A HALF COURSE WHICH RUNS IN SEMESTER 1.

BECOMING A HEALTH PROFESSIONAL (PPH1002S) IS A HALF COURSE WHICH RUNS IN SEMESTER 2.

Together, these two courses comprise the faculty core curriculum for all first year Health Science students.

Background

According to the Primary Health Care approach, effective health care involves a multidisciplinary/professional team including the patient/client/family and community as central role-players. Health professionals, therefore, need to respect the knowledge, skills and roles of all colleagues and community members in understanding and promoting health.

Guiding Themes and Principles

Two major themes underpin Becoming a Professional (BP) and Becoming a Health Professional (BHP).

Commitment to:
- Sound professional relationships with colleagues, clients (patients) and the public;
- Primary Health Care and Disability.
THESE THEMES ARE SUPPORTED BY FIVE PRINCIPLES

Principle 1
Commitment to promoting health and wellness in the context of the individual, family and community.

Principle 2
Commitment to practising ‘whole person care’.

Principle 3
Commitment to being a reflective practitioner.

Principle 4
Commitment to health, human rights and social responsibility.

Principle 5
Commitment to practice within a healthcare team.

The themes and principles form the broad contextual framework for both BP and BHP, with the theme of "Sound Professional Relationships" being the focus of BP, and "Primary Health Care and Disability" the focus of BHP.

The educational approach is participatory and experiential, and requires students to participate actively within their respective learning groups.

Why experiential learning?
Experiential learning encourages students to draw on their previous knowledge, skills and values and to create new knowledge through ongoing experience.
## Course Outcomes

By the end of the year students will:

**1. BP specific outcomes**
1.1. have a working knowledge of how people interact and what facilitates good interpersonal skills between individuals and in groups
1.2. be able to demonstrate basic interpersonal and interviewing techniques
1.3 be aware of and understand the implications of stress and burnout on themselves
1.4 be aware of and understand the impact of HIV/AIDS on themselves

**2. BHP specific outcomes**
2.1. have a basic understanding of Primary Health Care – its origins, philosophy, links to wider healthcare debates (including National Health Insurance) and implementation in practice
2.2. have a basic understanding of disability as an equity issue
2.3. begin to value the contribution of different health professionals in the promotion, maintenance and support of health and health care of individuals, families and communities
2.4. have practical experience in applying the above knowledge, skills and values within a community oriented project
2.5. have a practical introduction to Basic Life Support Skills

**3. Generic BP and BHP outcomes**
3.1. be aware of the importance of professionalism in their interactions with colleagues, clients and the public
3.2. reflect an understanding of and respect for diversity/difference
3.3. have a basic knowledge of the concepts of Health and Human Rights and their implications for practice as a health professional
3.4. have experience and a working knowledge of how groups evolve and function
3.5. have developed basic information literacy (IL), digital literacy (DL) and academic literacy (AL) skills.
# PPH1001F – Becoming a Professional 2017

## Weekly plan

<table>
<thead>
<tr>
<th>Dates</th>
<th>Monday lectures &amp; workshops</th>
<th>Group Activities</th>
<th>Assessments</th>
<th>DL</th>
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<tr>
<td><strong>Week 1</strong></td>
<td>Introduction to BP</td>
<td>Lecture (2-2:45)</td>
<td>Introduction to Vula and</td>
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<tr>
<td>13 – 17 March</td>
<td></td>
<td>Professionalism in healthcare</td>
<td>orientation eval</td>
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<td></td>
<td></td>
<td>Working in groups: contracting</td>
<td>(compulsory for all)</td>
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<td>Being and becoming an “Integrated Health Professional”</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>BP: Introducing e-portfolios part 1</td>
<td>Listening, empathy &amp; reflection – the how and why for health care professionals (Tuesday groups to run one week later)</td>
<td>Health Sciences library (compulsory for all)</td>
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<tr>
<td>20 – 24 March</td>
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<td></td>
<td>21 March = public holiday (Tues)</td>
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<tr>
<td><strong>Week 3</strong></td>
<td>BP: Introducing e-portfolios part 2</td>
<td>Interviewing skills for healthcare professionals: the Preparation and Initiation Phases (Me &amp; HIV/AIDS workshops – Saturday 1 and Sunday 2 April)</td>
<td>PB1 Library task Submit by Friday 31 March 5pm</td>
<td>Health Sciences library (compulsory for all)</td>
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<td>27 March – 31 March</td>
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<thead>
<tr>
<th>Week 4</th>
<th>FYE workshop 1</th>
<th>Interviewing skills: the Exploration and Termination Phases. (Final Me &amp; HIV/AIDS workshop – Saturday 8 April)</th>
<th>PB2.1 Portfolio Task Submit by Friday 7 April 9am</th>
<th>UCT computer systems Submitting e-portfolio tasks (compulsory for all)</th>
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<tr>
<td>3 – 7 April</td>
<td>see vula for details</td>
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<tr>
<th>Week 5</th>
<th>FYE workshop 2</th>
<th>Lecture (2-2:45) Communication skills for healthcare professionals Communicating – verbal and non-verbal face to face and through social media Peer interview</th>
<th>To tweet or not to tweet? (compulsory for all)</th>
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<tr>
<td>10–14 April</td>
<td>see vula for details</td>
<td>(BP 1:1 with facilitator in weeks 5, 6 or 7)</td>
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<tr>
<th>Week 6</th>
<th>Public Holiday</th>
<th>Lecture (2-2:45) The roles we play How we relate to one-another as individuals and in groups</th>
<th>Microsoft office</th>
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<td>17 – 21 April</td>
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<tr>
<th>Week 7</th>
<th>Meet with Mentors</th>
<th>Tuesday groups only – catch up with other groups</th>
<th>PB2.2 Portfolio Task Submit by Wednesday 26 April 9am</th>
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<tr>
<td>24 - 28 April</td>
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| 29 April to Sunday 7 May | VAC | VAC | |

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<tr>
<th>Week 8</th>
<th>FYE workshop 3</th>
<th>PB3 Interview assessments</th>
<th>PB3 Interview assessments</th>
<th>Open education resources (compulsory for all)</th>
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<tr>
<td>8 – 12 May</td>
<td>see vula for details</td>
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<tr>
<th>Week 9</th>
<th>FYE workshop 4</th>
<th>Exploring diversity, stereotyping, discrimination and prejudice in individuals, groups and social media</th>
<th>Poster design (in collaboration with BP) (compulsory for all)</th>
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<tr>
<td>15 – 19 May</td>
<td>see vula for details</td>
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<tr>
<td>Week 10</td>
<td>FYE workshop 5</td>
<td>Introduction to Human Rights</td>
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<tr>
<td>22 – 26 May</td>
<td>see vula for details</td>
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<tr>
<td>Week 11</td>
<td>Meet with mentors</td>
<td>Lecture (2-3) ‘What do Human Rights have to do with us’ Understanding health, human rights and patient rights</td>
<td>Microsoft Office</td>
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<tr>
<td>29 May – 2 June</td>
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<td>PB2.3 Portfolio Task Submit by Monday 29 May 9am</td>
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<tr>
<td>Week 12</td>
<td>SDL work on posters</td>
<td>Exploring the violation of rights – link to Book of the Year</td>
<td>Online human rights debate (in collaboration with BP) (compulsory for all)</td>
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<td>5 – 9 June</td>
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<tr>
<td>Week 13</td>
<td>FYE workshop 6</td>
<td>Understanding and coping with personal and professional stress and burnout</td>
<td>PB4 Poster Submit by Monday 12 June 9am</td>
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<tr>
<td>12 – 16 June</td>
<td>see vula for details</td>
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<tr>
<td>16 June = public holiday (Fri)</td>
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<tr>
<td>Week 14</td>
<td>SDL</td>
<td>Evaluating our group roles Consolidation, evaluation and ending!</td>
<td>BP and mentor evaluations</td>
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<tr>
<td>19 – 23 June</td>
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HIV/AIDS module

The *Me and HIV/AIDS* module is a component of the BECOMING A PROFESSIONAL course. The module is a carefully constructed workshop designed to bring awareness to all first year Health Science students about the HIV and AIDS pandemic affecting South Africa and the rest of the world. The workshops run on **Saturday 1 April, Sunday 2 April and Saturday 8 April 2017**, and each student is required to **sign up for and attend one** of the HIV/AIDS workshops. Signing up must be completed on vula.

**Any problems must be taken to Keith Flandorp, the course administrator.**

The workshop aims to:

- educate students about HIV/AIDS.
- inform students about transmission, prevention and treatment available.
- encourage discussion and reflection about HIV/AIDS and its impact on us all as individuals through interaction with HIV Positive speakers, small group activities and discussion, and active student participation.
Assessment

- Assessment for BP is in-course performance-based (PB).
- Students are required to complete all assessment tasks for DP purposes.
- Continuous, performance-based in-course assessments provide students with regular feedback.
- Those students who achieve an average of 60% or above for their 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.
- Students who are struggling to meet assessment deadlines must contact the course convener.
- Students are required to know and respect the University's policy on plagiarism.

### In-course performance-based assessment

<table>
<thead>
<tr>
<th>PB1.</th>
<th>Library assignment</th>
<th>10%</th>
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<tbody>
<tr>
<td>PB2.1, 2.2 &amp; 2.3</td>
<td>E-portfolio tasks</td>
<td>40%</td>
</tr>
<tr>
<td>PB3</td>
<td>Practical interview</td>
<td>30%</td>
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<tr>
<td>PB4</td>
<td>Health and Human Rights poster</td>
<td>20%</td>
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**Final written examination for students averaging below 60%**

| S1.   | Students must achieve a minimum of 50% |
Reading Material

The prescribed text books are:

Students are required to purchase these two text books or to borrow them from the Health Sciences Library short loan section. Other prescribed material is handed to students in the form of a Reading Pack.

Recommended and additional material is available from the Health Sciences Library and from the Vula course environment for BP.

Students are encouraged to read widely.

The timetable

Each student is assigned to a group and a facilitator. Groups meet for three hours on either Tuesday, Wednesday, or Thursday afternoon from 2pm to 5pm. On certain afternoons, lectures are integrated into this time.

4pm to 5pm after DL classes – is reserved for self-directed learning and completion of e-portfolio, individual and group tasks.

Monday 5th Period – is reserved for BP lectures in New Groote Schuur Lecture Theatres 1 and 2 (E floor), FYE workshops and for self-directed learning (SDL).

- Lectures – students are required to attend all BP lectures that fall on their group days. Monday lectures are optional but highly recommended.
- BP groups – students are required to attend all BP groups.
- First Year Experience (FYE) workshops – offered by the Faculty. Further information will be shared via vula. Students are required to attend at least two out of the six workshops.
Attendance and leave of absence

- **ATTENDANCE** at all BP group and lecture sessions as well as the HIV/AIDS workshop is **COMPULSORY**.
- Attendance is recorded by the group facilitator.
- Students who miss or plan to miss BP activities must inform the Course Convenor and submit a ‘*Leave of Absence*’ form on vula (see BP vula tab) explaining why they have missed or plan to miss any BP activities.
- Students who are absent due to illness must attach a medical certificate to their leave of absence form.
- The Course Convenor and Course Administrator check for leave of absence applications on vula.
- The Course Convenor makes decisions about leave of absence applications and this is communicated to students via email.
- It is important to note that leave of absence is **not automatically granted**.

### Instructions for completing the Leave of Absence application

- Open the BP 2017 tab – PPH1001F – on vula
- Click on the *Leave of Application* tab at the bottom left of the task bar
- Click on *Continue Assessment*
- Answer all the questions
- Add comments in the box
- Upload any supporting documents such as medical certificates/student wellness certificates etc.
- Click on *Submit for Grading*
- Make sure that it has gone through.
DL and AL

DL (digital literacy) and AL (academic literacy) are separate activities but are closely linked to BP, and students attend DL and library classes on assigned afternoons. When formal classes are not scheduled, students are encouraged to use their time to complete assignments and other tasks related to BP or other areas of their studies. **ALL DL related queries are dealt with by the DL lab staff at the DL lab reception desk situated in the computer labs.**

FHS Writing Lab

To support you on your journey to becoming a better writer, the Writing Lab offers one-on-one and group consultations, workshops and paper-based resources. The services are free of charge to all UCT students.

See their website on [www.writingcentre.uct.ac.za/about/healthsciences](http://www.writingcentre.uct.ac.za/about/healthsciences) for more information.

The Role of the Small Group Facilitator

Facilitators:

1. Facilitate a group/s of approximately 12 students for the duration of the semester
2. Participate in weekly facilitator training and group activities
3. Respond appropriately to the learning needs of students
4. Model and support co-operative learning
5. Model professional conduct
6. Encourage students to value the group and the experiential nature of the course
7. Inform the convenor of any problems or challenges related to individual students or the student group
8. Support students through consultation related to their BP/BHP courses
9. Mark student work and offer constructive feedback and encouragement
10. Submit feedback reports to the Course Convenor.

My group facilitator:

Name:
Tel:
E-mail:

Group members:
Communication and contact people

Questions and problems related to BP can be taken up with group facilitators. Should further discussion be needed, students are encouraged to contact the course convenor.

**BP and BHP course convenor**
Lorna Olckers  
Tel 021 406 6442  
School of Public Health and Family Medicine  
Room 2.25 Falmouth Building (entrance 5)  
Faculty of Health Sciences  
E-mail lorna.olckers@uct.ac.za

**BP and BHP deputy course convenor**
Siwe Toto  
Tel 021 406 6018  
School of Public Health and Family Medicine  
Room 2.14 Falmouth Building (entrance 5)  
Faculty of Health Sciences  
E-mail Siwe.Toto@uct.ac.za

**Course Administrator**
Keith Flandorp  
Tel 021 406 6710  
Room 2.19 Falmouth Building (entrance 5)  
Faculty of Health Sciences  
E-mail Keith.Flandorp@uct.ac.za
**HIV/AIDS module convenor**
Sianne Abrahams  
Project Officer: HEAIDS and Curriculum Integration  
Tel: 021 650 1003  
HAICU HIV/AIDS Unit - University of Cape Town  
28 Rhodes Avenue, Mowbray 7700  
E-mail sianne.abrahams@uct.ac.za  
Web: http://haicu.uct.ac.za

**Undergraduate Unit: Student Support**
Nonkosi Malala  
Tel: 021 406 6749  
Room N2.15.2  
Wernher & Beit North  
Email: nonkosi.malala@uct.ac.za

**FHS Writing Lab Coordinator**
Natashia Muna  
Tel: 021 406 6241  
Room 53-27 E floor GSH Old Main Building  
Email: natashia.muna@uct.ac.za  
Website: www.writingcentre.uct.ac.za/about/healthsciences

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It is the responsibility of every student to regularly check the BP/BHP noticeboard and Vula for further course information.