



Health Deputy Minister first to take the Covid-19 jab at the Dr George Mukhari Academic Hospital's newly launched vaccination site housed at SMU!

By Phaladi Seakgwe

Deputy Minister of Health Dr Joe Phaahla was recently innoculated at the Dr George Mukhari vaccination site stationed at the Sefako Makgatho Health Sciences University premises. Accompanied by Gauteng Health MEC Dr Nomathemba Mokgethi, the Deputy Minister expressed his satisfaction with how the entire process unfolded. "The needle was very smooth I must say, sister Chauke was very good, she is a star, I could not feel any pain at all", said Dr Phaahla. He further said the vaccination programme for the first phase throughout the country is going on well and that the systems are up and running. He assured South Africans that the vaccine is safe as it has been tested. He further mentioned that it is not unusual for some people to react to any type of vaccine or medication. "Personally I have no history of reacting to medication, I feel very good and can run the comrades' marathon", said Dr Phaahla after taking the vaccine.

Speaking during the same occasion Professor Eunice Seekoe representing SMU said she was impressed with the partnership between the University and Dr George Mukhari hospital. "We
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are happy that SMU is the site for the vaccination programme, this shows our relevance and preparedness as a health sciences university in the fight against Covid-19", said Prof Seekoe. She said SMU is ready to engage in more partnerships in the fight against Covid-19 and will avail students to help health care workers to administer the vaccine. "As a health sciences university we have students in different fields and they can further be trained to be vaccinators and make a contribution", she said.

Gauteng Health MEC Dr Nomathemba Mokgethi was the first person in Gauteng to get the jab at the Chris Hani Baragwanath hospital when the rollout in the province started. She told Focus on SMU news that she had to do it first to give the health care workers the courage and the appetite to want to do it as they had to endure the pain of seeing their colleagues isolated, quarantined and others losing their lives in the process. "I just felt let me be the first one to take it to inspire and give them courage and it worked", said MEC

Mokgethi. She also revealed that with the two sites that were launched first, Gauteng finished all the doses allocated to it earlier within nine days of the given 14 days.

When asked how she felt to be the one to vaccinate the Deputy Minister, sister Chauke - Adetula said it was both exciting and nerve wrecking. "I was told that I will have to administer the vaccine to him and I was a bit nervous and excited at the same time, I prepared myself well for it as we are used to doing it but you can imagine that this is a new vaccine", said sister Chauke - Adetula.

The vaccination centre has since seen a number of people coming in for inoculation including SMU SRC President Thato Masekoa who was given the needle recently. "It was a smooth experience despite the fact that the needle demanded to be felt when it entered the body. I am happy that so far, I have not experienced any side effects at all after the process", he said.



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SAVIC Trains Vaccinators for COVID-19 Vaccination Rollout

By Tumelo Moila

The South African Vaccination and Immunisation Centre (SAVIC) at SMU is currently training vaccinators for the National Department of Health (NDoH)'s COVID-19 vaccination rollout programme. The main objective of the training is to capacitate vaccinators by providing key information necessary for rolling out COVID-19 vaccination to South African healthcare workers. The first phase, in which 7 953 participants were registered, was conducted entirely online through the NDOH's Knowledge Hub, and was aimed at training master trainers who are currently cascading this training in the second phase.

"We had completed the first phase of training the master trainers by the end of January 2021, and are continuing to support the NDoH with cascading this training, by updating the training materials as new information arises, and new vaccines get added to the NDoH programme," said Ms Varsetile Nkwinika, Health Programme Co-ordinator: SAVIC/SMU Department of Virology.

The major contributors to this training are from three departments at SMU. First, the Division of Public Health Pharmacy and Management, where Prof Hannelie Meyer developed two of the seven modules, and Mr Kesentseng Mahlaba and Mr Mncengeli Sibanda developed one module each. Furthermore, Prof Hannelie Meyer served as a presenter, module reviewer and expert panel member throughout the training of master trainers.

Second, the Department of Virology, where Prof Rose Burnett coordinated the training programme, with the assistance of Ms Varsetile Nkwinika and Ms Nontobeko Shabangu. Also, Prof Burnett, Dr Kgadi Maphoto and Dr Temitayo Famoroti served as module reviewers and expert panel members. Third, the Department of Microbiology, where Dr Andrew Musyoki developed and presented the

first module. Last but not least, the Department of Nursing Sciences, where Ms Sophy Moloko developed and presented the third module.

The second phase of the training is currently underway, with 15 401 participants being registered on the NDOH's Knowledge Hub, while the NDOH Regional Training Centres continue to cascade training for those healthcare workers who are unable to take part in the online training. "SAVIC is committed to increasing knowledge of vaccine-preventable diseases and improving the quality and sustainability of immunisation services. Prof Burnett and Prof Meyer serve on the National Technical Working Group for COVID-19 Vaccine Introduction, and all team members continue to provide technical support by updating training materials and answering questions posted on the NDoH Knowledge Hub," said Ms Nkwinika.

NB: You can register for the course on the NDOH Knowledge Hub here:

- <https://www.knowledgehub.org.za/form/covid-19-vaccination-training>.
- Healthcare workers should register to be vaccinated on the EVDS: <https://vaccine.enroll.health.gov.za/#/>.

SAVIC



South African
Vaccination &
Immunisation
Centre



health
Department
REPUBLIC OF SOUTH AFRICA



Prof Joshua Olowoyo – an NRF Rated Researcher

By Maditsi Matlala



Sefako Makgatho Health Sciences University congratulates Professor Joshua Olowoyo for attaining a C2 Rating from the National Research Foundation. The rating is given to researchers as a recognition for having recently produced a body of quality work recognized by their peers. Prof Olowoyo was able to identify activities that are introducing trace metals in the environment including vehicular emissions and various industries, especially mining industries, which are responsible for introducing numerous hazardous metals into the environment.

Maditsi Matlala spoke to him about this milestone

1. **Congratulations on your NRF C2 Rating. Please explain the kind of rating category you have been awarded?**

According to NRF, this is awarded to “Established researchers with a sustained recent record of productivity in the field who are recognised by their peers as having produced a body of quality work, the core of which has coherence and attests to ongoing engagement with the field. They have also demonstrated the ability to conceptualise problems and apply research methods to investigating them”.

2. What is its significance for you as a NRF rated researcher?

Looking at the explanation provided by the NRF on this category, this shows that the research I am doing along with my team is a quality research that has a positive impact in our society and above all it shows the importance and relevance of the research in our society.

3. What is the duration of this rating?

Jan 2021 – Dec 2026.

4. For you to keep this rating, is there a quota of research outputs that you have to comply with to keep your rating status?

Actually becoming a rated researcher is a call to duty. The feedback from NRF highlighted some areas that needs further investigation. Though, I have been working on that aspect before now, I need to intensify the research and produce more convincing evidence in that aspect. So you can see now that it is not a joke, but more work. With the help from God, guidance from the Dean (Prof Obi) who has been very supportive, my HOD (Prof King) who has also been very supportive, Dr Mugivhisa who is a strong member of my research team along with other postgraduate students, the goals are achievable. May I also tell you that I am in one of the best Departments in the University. We work as a family. Thanks to all my colleagues in the Department. Kudos to all my postgraduate students. Ntebo, Linda, Idris, Emmanuel, Mrs Nyathi, Kopaokpa, Thabo and all others just to mention a few.

5. Share with us the nature of research you conducted that enabled you to achieve this coveted rating?

The current work was mostly around toxic trace metals in the environment. "We might have lived or have been living in a trace metal polluted environment". This is just the summary of the work. We are looking at the presence, persistence and impact of these pollutants not only on the ecosystem but also in humans. Future work will involve the detection of emerging pollutants in the environment, interactions with plants especially their metabolites. We will also be looking at their effect on humans most especially women and children living around polluted environment.

6. I sense this rating places another an added responsibility on your already overloaded portfolio in the Biology Department. How are you going to juggle your work with that of an NRF rated researcher?

I know, but with good time management and support from colleagues in the Department that will be possible.

The Research Directorate has also been so helpful. With their assistance and support, there is nothing to fear.

7. How are you going to take advantage of this achievement to inspire more staff and students to get more involved in research, to increase the research profile of SMU and also to increase the critical mass of NRF rated researchers, at SMU?

I am currently the Chairperson of School of Science and Technology Research Committee, Chairperson University Animal Research Ethics committee and also belong to other research groups in the university. What I hope to do, is to see how to facilitate timeously approval of research protocols either the independent research or those submitted by the students, so that we do not delay the commencement of research in the University. Apart from this, I need to see how I can support other researchers both emerging and established not only in my Department or School but in the University at large. An adage says "A tree cannot make a forest" so we need to support one another.

8. For staff and students still hard at work, trying to produce research that will enable them to achieve ratings, what tips do you want to give to them to assist them to achieve NRF Rating allocation?

We can do it. If we work together, seek for guidance and ask questions, then it is possible. Not forgetting the Latin phrase as usually mentioned by my father "Ora et labora", meaning pray and work.

9. Is there any monetary reward that goes with this rating?

Am not sure for now. I know you will get funding from NRF. In any case, it is not about the monetary value but the impact your work is making in the society.



World Hearing Day

3 March 2021



World Hearing Day was celebrated on the 3rd of March to raise understanding and awareness of how to prevent deafness and hearing loss as well as to promote ear and hearing care worldwide. Annually the World Health Organization (WHO) decides on a theme that guides activities and celebrations for that particular year and this year, it is “Hearing care for all”. The theme is aimed at policymakers as well as the public

on matters relating to hearing loss. The purpose of this article is in line with research findings that the public is not aware of the profession of audiology as well as the services offered (Joubert, Sebothoma & Kgare, 2017) and serves to inform the readers of what to expect when they visit the audiologists' consultation rooms.

What to expect when you visit the audiologist's consultation room?

The image of the anatomy of the ear below will help the reader understand what happens when they visit the audiologist's consultation room in terms of the different tests conducted as well as the different types of hearing losses that one may be diagnosed with.

- A series of questions will be asked with the aim of determining the general complaint regarding your ears or hearing; possible causes of the ear and hearing difficulty as well as assist the audiologist to manage the case.
- An otoscopic examination will then be performed to assess the condition or integrity of the ear canal, the eardrum i.e. mostly the outer ear (Mankowski & Raggio, 2019)
- This will be followed by tympanometry which measures the middle ear function i.e. movement and function of the eardrum as well as the middle ear in response to changes in pressure (Silva, Novaes, Lewis & Carvallo, 2007)
- Lastly, you may be requested to go into the audio booth so that pure tone testing can be conducted; this helps the audiologist to determine the hearing sensitivity of the patient i.e. the level of hearing (Kutz & Meyers, 2018)

b. Different types of hearing losses

When all hearing tests have been conducted, you may hear of these different types of hearing loss

1. Conductive hearing loss occurs when sound conduction is obstructed in the outer ear or middle ear or both that prevents sound transmission to the inner ear. The leading cause is mostly impacted wax, Otitis Media (ear infections) and (abnormal growth & hardening of the middle ear bone). Treatment can be medical or surgical (Cunningham & Tucci, 2019)

2. Sensorineural hearing loss: This hearing loss may occur because of a dysfunction in the inner ear or the nerve pathway to the brain (auditory cortex). It is mostly caused by hereditary and non-hereditary factors such as noise exposure, ageing and the use of ototoxic medications. The hearing loss is permanent in nature and treatment thereof may include assistive devices such as hearing aids and cochlear implants (Cunningham & Tucci, 2019; ASHA website)

3. Mixed Hearing loss: Hearing loss is a result of a combination of both conductive hearing loss and sensorineural hearing loss.

For more information or clarity seeking questions regarding World Hearing Day or general ear and hearing care, feel free to contact the Department of Speech-Language Pathology and Audiology on the second floor of the Health Sciences Building (HSB) or simply contact us on 0125215331.

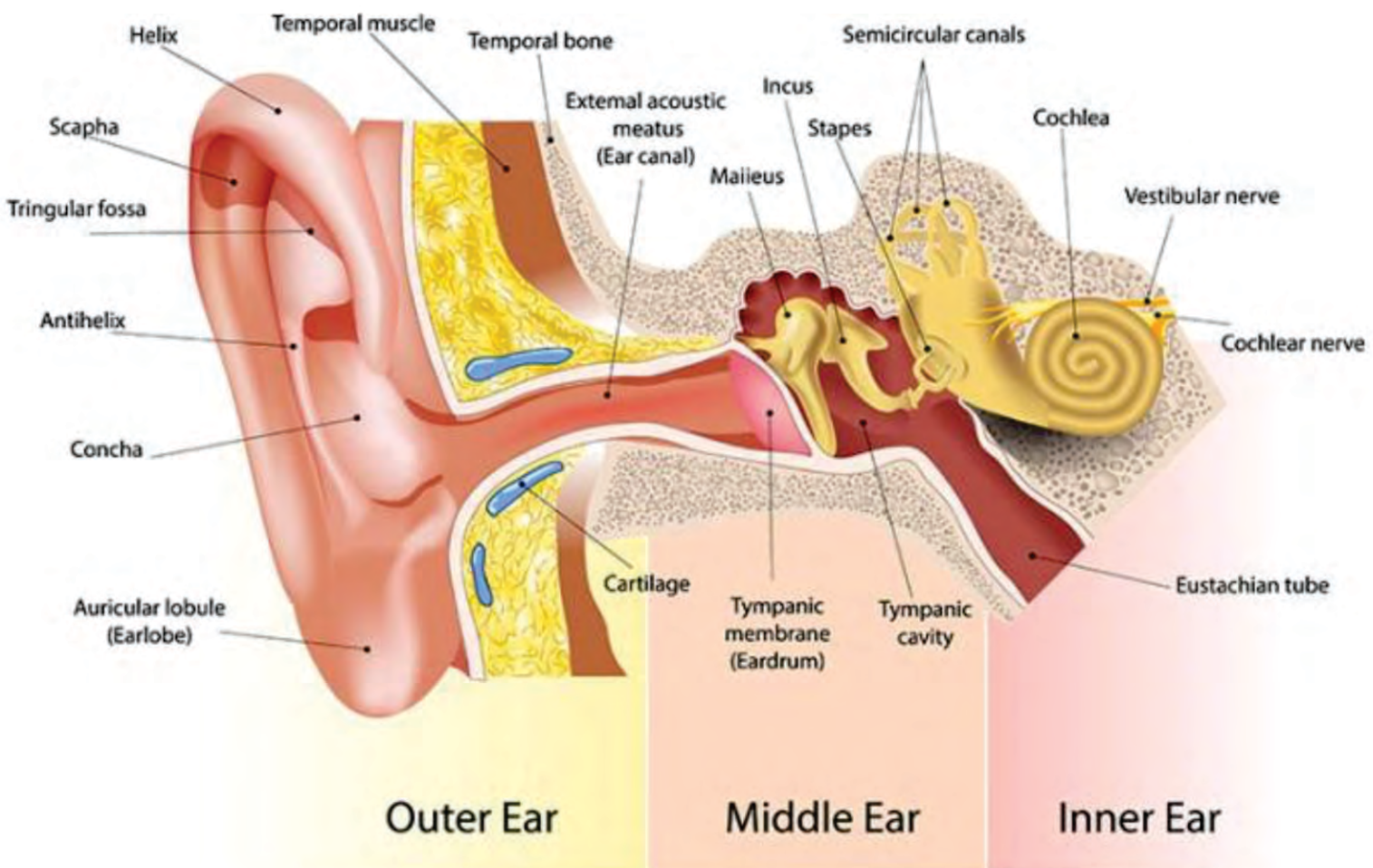
Take home message:

It is important to take care of our ears and hearing at all times AND Testing of one's ears every year is encouraged regardless of whether there is a hearing loss or not.

Compiled by Ms Khomotjo Kgare, Audiology Lecturer, SMU.

#WeAreSMU

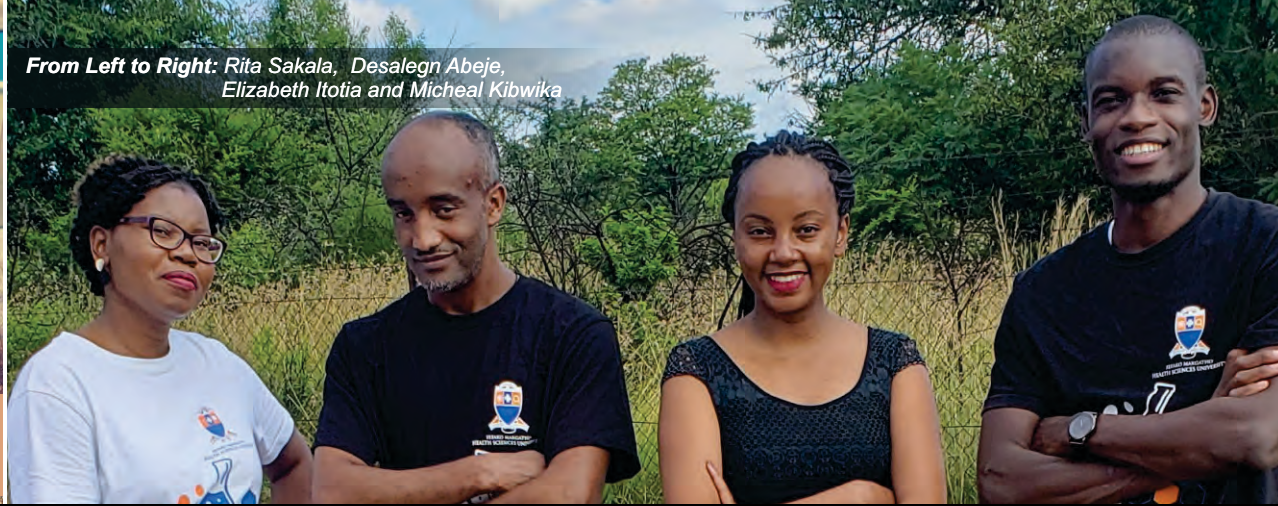
Anatomy of the Ear



**Image of Anatomy of the Ear retrieved from the Beltone website*



From Left to Right: Rita Sakala, Desalegn Abeje, Elizabeth Itotia and Micheal Kibwika



Ms Maryke Kahts Lundie
(MPharm Radiopharmacy
Course Coordinator)

SMU Obtains Exclusive Accreditation for MPharm Radiopharmacy Programme

By Tumelo Moila

Sefako Makgatho Health Sciences University (SMU) has exclusive accreditation to offer the Master of Sciences of Pharmacy (MPharm) Radiopharmacy degree in English throughout the African continent. Fellows from the African countries are sponsored by the International Atomic Energy Agency (IAEA) to enrol for the Radiopharmacy programme at SMU, to strengthen and improve the Radiopharmacy services and receiving training as radio pharmacists specialists.

Four fellows from Ethiopia, Kenya, Uganda and Zambia enrolled from January 2020, amid the constraints and challenges due to the Covid-19 pandemic. "The training consists of both theoretical and practical features done in collaboration with the Nuclear Medicine Department of Dr George Mukhari Academic Hospital (DGMHAH). The course is given by the professors, nuclear medicine physicians, experienced lecturers, and instructors at DGMHAH and SMU. The practical training at DGMHAH provides good insight and exposing me to new things. After finishing this study at SMU, I will be equipped with various new skills and expertise to undertake academic and research which is applied to the practice in my home country, Ethiopia. Eventually, I will be applying most of the things that I have learned from the Radiopharmacy course at my workplace," said Desalegn Abeje.

Kenyan native Elizabeth Itotia said, "Radiopharmacy and nuclear medicine as a whole is a very new concept in my country, Kenya. My employer has recently set up a state of the art Integrated Molecular Imaging centre, which has two Position Emission Tomography – Computed Tomography (PET/CT) scans and a Single-Photon Emission Computed Tomography – Computed Tomography (SPECT/CT). On completion of my studies at SMU, I shall become the first female Radiopharmacist and the second Radiopharmacist in the country. The training I have acquired from SMU is what will enable me to competitively be among the pioneers of the profession and the practice in Kenya".

Rita Sakala mentioned that "I have learnt how radioactive materials can be used for the benefit of patients through

diagnosis and radionuclide therapy. I have learnt the preparation of various radiopharmaceuticals, how they should be handled to ensure radiation protection for both the patient and the personnel working with the radioactive source, how radioactive waste should be handled to ensure environmental safety, their mechanisms of localisation, patient preparation before administration of these radiopharmaceuticals and interpretation of results. This knowledge will strengthen the delivery of radiopharmacy services in Zambia and Africa at large".

The programme is not immune to challenges, "I have found the radiopharmacy course at SMU interesting and lively however Covid-19 made it hard for me to enjoy school especially that lockdown found me only three months at SMU. My observation is that more staffing is needed to assist in the training. Textbooks relating to the course in hard copies are lacking. To avoid rushing through the program in the future, I think IAEA fellows should be accommodated on campus for two years like the rest of the university and self-sponsored students. This is because there is too much to do in complexity. I have overall enjoyed the studies and the assistance received from staff in charge of the training at SMU," said Micheal Kibwika, from Uganda.

"The fellowships cover a year of full-time studies and on-campus accommodation, after which the students return to their respective countries and work with us via distance-learning on the writing of their dissertations for the next year. The current (2020) IAEA fellows' stay at SMU has been extended until March 2021 to accommodate for final examinations to be written and the required experiential learning which were delayed due to the Covid-19 pandemic," concludes Ms Maryke Kahts Lundie (MPharm Radiopharmacy Course Coordinator), SMU School of Pharmacy. Ms Lundie has also been appointed as the new project counterpart to lead the AFRA RAF/6/054 project in South Africa from 2020. In conclusion, three new IAEA fellows (one from Ethiopia and two from Kenya) are earmarked to register for the 2021 academic year.

Meet Mohale Machete – The Newly Appointed Residence Officer

By Tumelo Moila

The multi-skilled, self-motivated, and results-orientated, Mohale Machete has recently joined the workforce of Sefako Makgatho Health Sciences University (SMU), as the 4B Residence Officer. Machete subscribes to the SMU Student Residence's vision of providing quality residence services and promotion of living/learning communities that stimulate, enhance and extend the total learning experience. He believes students should be engaged in different activities as accommodation of students is not just a mere provision of bed, it is about establishing living, learning and social communities to promote academic excellence. "I will encourage the maximum participation of students in residence life activities to promote academic excellence for the benefit of both the

students and University. Creating a safe, comfortable and well-maintained living environment for students will enable them to get higher grades," he said.

Armed with previous working experience as a Residence Warden at his Alma Mater, the University of Venda (UNIVEN), Machete is already executing his key performance areas as a seasoned professional. "Indeed experience is the best teacher. My previous working experience enables me to make sure that I render quality services in the residence. It also assists me to make sure that students are informed about the rules and regulations of the residences and they are trained in all aspects of health and safety measures. My experience also taught me to be kind and accommodative to students, this makes me provide good service in the residence because being a Residence Officer is like being a parent to the students".

He is confident that SMU is the right place for his career growth and will give him the best professional workplace environment, as he collaborates with experienced professionals to develop students programs in the residences. "My desire for working with students made me look for a new challenge. I believe that grabbing this opportunity to work at SMU will motivate me to work hard, sharpen my skills and adhere to the University motto: 'Knowledge for Quality Health Services' for the benefit of our country, South Africa," indicates Machete.

Machete is a critical thinker and a good problem solver, yearning to attain his PhD qualification by the age of 30 years. Already, he has degrees in BA Development Studies, Honours in Gender Studies, and Master in Rural Development (all from UNIVEN). Apart from his studies, Machete has participated in student development activities, including Amplifying Community Voices Student Association, Enactus Entrepreneurial Action, Peer Education Programme, amongst others. His creativity impelled him to create a monitoring instrument that monitored the residences at UNIVEN, and mortuary services at the Office of the Premier in Limpopo Province. "I will request a meeting with my colleagues at SMU to discuss the monitoring instrument to make it to be adopted. The instrument plays a vital role in ensuring that residences are comfortable and well maintained for living and learning. It keeps the records of the maintenance programs completed in the residences. It also focuses on monitoring COVID-19 regulations in the residences, and check if the residents are complying with the regulations set by the government to curb the spread of COVID-19," concludes Machete.



SMU has recorded another achievement;

Prof Sphiwe Madiba

has earned
a C3 rating from
the National Research
Foundation through
her work in the area
of HIV

By Maditsi Matlala



Maditsi Matlala (MM): What does it mean to be a NRF rated researcher for you and the university?

Sphiwe Madiba (SM): The NRF C rating is a recognition from peers as an established researcher in my field as an HIV prevention specialist. It validates my research niche area among colleagues in the university communities locally and internationally. It also increase the status of the university to produce quality research and rated scientist. NRF C rating category enables the scientist to attract funding and collaborations locally and internationally.

MM: What is the duration of this rating?

SM: The rating is valid for 6 years (till December 2026).

MM: For you to keep this rating, is there a quota of research outputs that you have to comply with to keep your rating status?

SM: The NRF will invite me to reapply in the 5th year, I intent to do so. My goal is to produce a sustained body of quality work to obtain a C1 rating. As a C1 rated researcher, I will have attained a sound solid international standing in my field.

MM: Please share with us the nature of research you conducted that enabled you to achieve this coveted rating?

SM: I have since 2004 successfully supervised and graduated more than 65 students who have undertaken a Master's in Public Health (MPH) in the areas of HIV prevention, sexual health, and reproductive health, and six doctoral candidates (three co-supervised and three single supervised). I have authored and co-authored 87 papers and present papers in local and international conferences. My research niche has explored 1) HIV disclosure across population groups, 2) adolescent health and mental health status, and 3) social aspects of HIV with a major focus on HIV prevention. My research on disclosure is an expansion of my PhD, where I developed a substantive theory that explains the decision by caregivers of children on paediatric ART to disclose or not disclose their HIV diagnosis to children. I was motivated by my concern about HIV transmission between children with perinatal acquired HIV (PHIV) and their HIV-negative peers. At the beginning of the epidemic of HIV-positive adolescents with PHIV, disclosure to children was not on the research agenda because they were not expected to survive beyond five years. However, a small proportion survived beyond 5 years and access to ART increased their survival to adolescence, and disclosure became crucial because of the risk of HIV transmission to sexual partners if they were not informed about their disease.

The interest in disclosure has extended to work in various other areas of disclosure. I have published extensively in

the area of disclosure, and my work culminated in a book chapter that focused on the contextual factors shaping disclosure across population groups. More recently, the focus of my research has been on developing and piloting a disclosure intervention model to prepare caregivers to manage the HIV disclosure to children, for which I was awarded the NRF self-initiated grant for unrated researchers. My work on disclosure is among the few studies conducted in South Africa that informed the development of the 2016 National Disclosure Guidelines for children and adolescents in South Africa. The guidelines together with the findings served as a groundwork for disclosure to be incorporated into the clinical management of children with perinatal HIV.

One of the highlights of my collaborative research on the HIV prevention theme; was the formative assessment of the acceptability of HIV counselling and testing among students in schools. The finding was presented at a local public health conference and made headlines in the print (The Times and Health News 24), television (eNCA), and several radio stations in the country as well as Al Jazeera TV station. The article was chosen to be part of the 5th issue of "HIV this month (2015)". The issue contains abstracts from scientific journals that are carefully filtered from a selection of close to a thousand articles over a period of one month:

(<https://scienzenow.unaids.org/post/reduce-sexual-transmission-126>).

he findings informed the development on the Department of Basic Education National Policy on HIV Testing at school. Providing HTC at schools will normalize HIV testing and increase the uptake of testing for learners.

My initial focus on the mental health and psychosocial wellbeing of adolescents with perinatal HIV culminated in a broader scope of investigation. The broader focus is the mental wellbeing of other vulnerable population groups of adolescents including orphans, living with disability, immigrants and refugees, displaced, exposed to domestic violence, pregnant, and those seeking asylum. This work is linking to the work of Prof Mokwenas NRF Chair in substance abuse and population mental health and collaborations with other academics in the Department of Public Health. My ongoing on mental health and wellbeing of adolescents falls in line with the WHO's Global Research Priorities for adolescent health.

MM: How do you plan to juggle your work with that of an NRF rated researcher considering the already huge workload that you have?

SM: The COVID-19 lockdown has taught us that we can find new ways of doing things. We are capable of being more and doing more. My academic responsibilities include teaching, facilitating doctoral seminars, qualitative data analysis and dissertation write up workshops for students. I believe that building the capacity of young and upcoming

researchers in the Department of Public Health is one way to juggle the added responsibilities.

MM: This is certainly a huge achievement, how are you going to take advantage of this achievement to inspire more staff and students to get more involved in research, to increase the research profile of SMU and also to increase the critical mass of NRF rated researchers, at SMU?

SM: I have been tasked by the Dean to facilitate manuscript writing to increase the research throughput in the School of Health Care Sciences. My editorial appointment as an academic and associate editor by two international journals has put me in the position to advance the writing skills of academics and postgraduate students in my school. I mentor academics in research and manuscript writing. In 2020, during the COVID-19 lockdown, I facilitated weekly virtual writing workshops with academics from the five departments in the SHCS. This has led to an increased number of articles published, submitted for consideration for publication, and or at an advanced stage of preparation.

As a chair of the PhD Committee to ensure quality of PhD degrees in the SHCS, I am responsible for the doctoral seminar sessions at the Department of Public Health. During COVID-19 lockdown, I ran virtual biweekly proposal writing workshops for the new doctoral students and monthly workshops for other cohorts of doctoral students. These activities will continue in 2021 and beyond.

MM: For staff and students still hard at work, trying to produce research that will enable them to achieve ratings - what tips are you sharing with them to assist them to achieve NRF Rating allocation?

SM: The fundamental to successful publication or to increase the publication output is to conduct quality research as an independent researcher or students' research projects. Quality work facilitates the production of manuscripts that are accepted in high impact international journals. NRF rating is attainable if the body of research is focused to a niche area or discipline specific topic and there is sustained record of publication of quality work. As a principle, the conceptualization of students' research projects should take into consideration the plan to publish a manuscript because for NRF rating, the body of research that is evaluated include publications with students. I am a believer that hard work pays, therefore a sustained record of publications is key towards becoming an established researcher that is recognized by peers.

MM: Is there any monetary reward that goes with this rating?

SM: There is a R50 000. 00 once-off grant over duration of NRF rating.



Interprofessional Education and Collaborative Practice (IPECP)

IPECP week for final year students:

Date: 23 – 26 March 2021

NB: The virtual link will be provided a day before the event takes place.

IPECP for 3rd year students:

- **9 April 2021** : Introduction to IPE, role clarification and explanation of TeamSTEPPS.
- **16 April 2021:** Communication and mutual support in a healthcare team.
- **23 April 2021:** Leadership and Situation monitoring.
- **30 April 2021:** Project presentation: Video of a home programme.

