

Year-end message from the Acting Vice-Chancellor Prof Eunice Seekoe

As we bid farewell to the year 2021, in my capacity as Acting Vice-Chancellor of SMU, I want to take this opportunity to wish you and your loved ones a very Merry Christmas and a prosperous new year.

There is no doubt that the year 2021 was not easy for us and came with its own challenges in the life of our own University. Some of the challenges included prolonged staff and student protests which undoubtedly affected the academic activities and operations of the University. As a result, a huge amount of time was lost in the process which called for some adjustments to be made to the calendar of SMU. However, despite all this, we managed to work together as a community of SMU under the leadership of our Vice-Chancellor, Professor Peter Mbatj, and his collective Management team to ensure that we address the issues and find one another.

I am proud to say we are fully on course to successfully end the academic year as envisaged. We are now witnessing Oath taking events across the Schools of the University; this signals a significant step and a milestone in meeting our objectives as a University.

I want to thank all students, academic staff, administrative and support staff as well as all key stakeholders who put an extra effort to ensure that we get to where we are at this point. To those who have completed their studies, we want to congratulate you and wish you well as you go and serve society in your different fields. Those who remain with SMU to continue with your studies in 2022, I want to encourage you to do better and walk in the footsteps of those who came before you and work hard to complete your studies.

To all staff at different levels of the University, your efforts are greatly appreciated and let's go refuel so that we are ready for the year ahead.

I urge you to use this recess and the Christmas holidays to enjoy with your loved ones and friends. Please remain vigilant as the Covid-19 pandemic is still firmly with us. Be careful as you enjoy and continue to practice the basic non-pharmaceutical measures that have proved to shield us from the pandemic. I urge those who have not vaccinated to also do so as vaccines play a pivotal role in reducing severe illness, hospitalization and in some cases death. It is through vaccination that our life will go back to normal and restrictions eased.

Those who are traveling to various destinations across the country, please be safe and observe all the rules of the roads and take the necessary precautions so that you arrive alive.

Enjoy your holidays and let's meet again in 2022.

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New Health Professionals go through the rite of passage

The students in the Schools of Health Care Sciences, Medicine, Oral Health Sciences and Pharmacy participated in the Oath taking ceremonies in December 2021. The Oath taking ceremonies serve as a rite of passage in which students take an Oath to uphold professional and ethical conduct in their interactions with patients.

As nurses, medical doctors, physiotherapists, dietitians, pharmacists, radiographers, dentists, oral hygienists, dental therapists - all take the Oaths in front of the Vice-Chancellor, Deans and their lecturers.

At these ceremonies, the students not only commit to conduct themselves in a professional manner, but they also listen to words of encouragement and wisdom from the Deans of Schools and veterans who have been practising in the various health professions.

Prof Eunice Seekoe in her capacity as the Acting Vice-Chancellor presided over the ceremonies and also shared her wisdom with the excited students. "You have earned the right to take the professional Oaths. SMU has met its obligation of increasing the number of health professionals to support the implementation of the National Health Insurance in the country (NHI). Your skills and training you have received will require you to be at the forefront to confront health challenges faced by the country, so you have to be prepared and know that it will not be smooth sailing. You have responsibilities and when you get there, other professionals will be waiting to help offer solutions to these challenges", said Prof Seekoe.



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Breaking new ground in Plastic and Constructive Surgery and Burns Training

The Department of Plastic and Reconstructive Surgery and Burns (DPRSB), under the leadership of Dr Kenneth Segwapa, conducted a Rhinoplasty workshop which may turn out to be the first of its kind in the country as the workshop broke new ground by integrating techniques of cadaver dissection and live surgery.

The DPRSB organised the workshop after noting that the training of Registrars in plastic surgery and reconstructive surgery and burns at SMU, was scant and did not equip the Registrars with the requisite skills to enable them to hold their own upon completion of their four-year M Med/FC (Plast) programme in plastic and reconstructive surgery and burns.

“In the past, there was little or no training of undergraduate students in plastic and reconstructive surgery and burns. We now are involved from fourth year through to sixth year undergraduate students and allied departments”, said Dr Segwapa.

The session, conducted by Dr Cameron Macintosh, a highly experienced Ear, Nose and Throat (ENT) Surgeon with fellowship in Facial plastic surgery, from Edge Day Hospital in Gqeberha, it offered Registrars theoretical and bedside training exposure. The two-day workshop, began with Dr Macintosh giving a pre-operation overview of how to prepare a rhinoplasty patient. Using high tech digital camera, Macintosh took 3-D facial pictures of the rhinoplasty patients and identified landmarks to be followed to do the nose jobs, showing the patients different nose designs. In the process,

Macintosh interviewed and asked them about what motivated them to opt for the rhinoplasty surgery, and in their response both patients indicated that they disliked the shape of their noses Afro nose which they felt undermined their self-confidence. The patients were then afforded an opportunity to choose nose shape designs that would, in their reckoning, go a long way to address their low self-esteem.

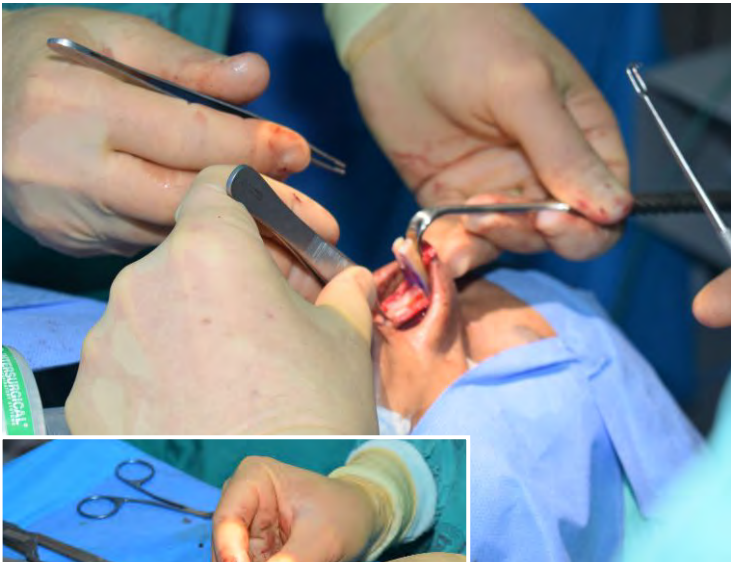
Watched by a captive audience of Registrars, Macintosh then proceeded to the anatomy laboratory to do a cadaver dissection. Having demonstrated to them how rhinoplasty surgery is conducted, he gave way to the Registrars to test their theoretical learning on another cadaver, which was on another stretcher.

As this was a two-day workshop, the first day was dedicated to theory, the pre-rhinoplasty surgery preparations, and cadaver dissection. The second day was the real deal as Dr Macintosh and the multi-disciplinary team performed live rhinoplasty on an anaesthetised 40-year-old female patient which was streamed live, and was watched by Registrars on their mobile phones. The three hour long rhinoplasty surgery consisted of Macintosh, as the team leader and demonstrator, one Registrar who was assisting him, theatre nurses and Dr Segwapa assisted by Dr Gloria Tshukudu, who harvested a cartilage from the rib of the patient below her left breast and handed it to Macintosh for curving and insert.

Macintosh, upon receiving a small piece of the cartilage, cut several strips from it and stitched them together into a shape

which he inserted into the nose which has been cut open to make way for the implant. He deftly manipulated it into the nose shape that has been designed on his laptop with the aid of facial design software. Happy that the nose has taken the correct shape, rounded off and handed over the patient to the anaesthetist and theatre nurses to take over patient management.

When she woke up, the patient marvelled at her newly shaped nose, in the recuperation ward. According to Dr Segwapa, the significance of this rhinoplasty surgery workshop is that it lays down a firm foundation to train more Registrars in future, in the Science of rhinoplasty surgery. He is planning to make the workshop an annual event, training Registrars and inviting experts in the field from other universities and around the world to conduct workshops. The workshop will target Registrars, who have qualified in Bachelor of Medicine and Bachelor Surgery (MBChB), and who join the departments of plastic and reconstructive surgery and burns to acquire post grad qualification specialist skills.



Fraud and Corruption perpetuates poverty and inequality

Mr Tshepo Mofokeng, Director for Risk Management and Internal Audit at SMU speaks about fraud and corruption and how it impacts institutions

The Higher Education sector has been beset with perceptions of fraud and corruption as a result of the headlines in the media in the last couple of years. SMU itself has had its fair share of fraud allegations over the last couple of years. It is therefore not surprising that in the 2019 culture survey, one of the findings was that employees consider SMU as a corrupt institution.

Definition of Fraud

Fraud is generally defined as an act of dishonesty by one or more parties falsely misrepresenting information to the other (s) and/or by failing to disclose relevant information to the other(s) and/or abusing a position of trust with an institution to make a gain for her/himself or another or to cause loss to another or expose another to the risk of loss, added Mofokeng.

Typically, fraud would include manipulation of procurement processes to favor non qualifying bidders, forgery of invoices and other financial information, stealing of cash and/or assets, confirming the receipt of goods that were never or partially delivered, submitting false expense claims, misapplication of the leave management processes amongst others.

Fraud may thrive under the following circumstances:

- The incorrect application of the cooperative governance model may indirectly encourage this behavior.
- When the values of the different stakeholders are quite divergent and not aligned to institutional values.
- The excellence in performance culture is not embraced by all.
- When the institution incorrectly recruits undesirable staff, students and service providers who may not have the best interest of the institution at heart.

Impact of Fraud

The impact of fraud and corruption and their perceptions are:

- Fraud and corruption may rob the institution from achieving its potential quicker. The institution has the potential to increase its course offering and student numbers but stakeholders might be deterred from supporting these initiatives due to perceptions around fraud and corruption.
- It may affect the institution's ability to attract donor funding. The institution is a R1 billion institution and has the potential to attract additional donor funding of least another R300 million given its capability, expertise and heritage.
- It may perpetuate inequalities on Campus as the resources are not distributed equitably among the qualifying students, staff and other stakeholders.
- It may result in low performance and achievement of institutional targets, as some officials might focus on other activities other than institutional objectives.

How to report Fraud and Corruption at SMU?

If you suspect fraudulent and corrupt activities at SMU, you can report them anonymously on the hotline; 0800 333 463 or email smu@behonest.co.za.





Focus on what has been happening at the SMU Library & Information Services

International Open access week was celebrated this year as a collaborative event between the Library and Research Directorate. The theme for 2021 was “It Matters How We Open Knowledge: Building Structural Equity”.

In her opening remarks, Prof M Seheri, Director Research and Innovation stressed, amongst others, the benefits of open access publishing as it relates to research visibility and impact. She also spoke about the SMU Data archive (FIGSHARE) as a key element in new SMU research services suite as it complements the recently launched Research Information Management System, PURE and the newly launched INFONETICA protocol submission tool. The event featured presentations from three SMU researchers and two service providers who shared experiences and advice on open access publishing. The SMU researchers were: Dr. Adrian Kelly, Neurosurgical consultant: Neurosurgery, Dr Maggie Aphane, HOD: Mathematics and Applied Mathematics, Dr. Stanley Gololo, HOD: Biochemistry,

Launch of the SMU Data Archive Platform

The SMU Data Archive platform, Figshare, is now operational and accessible at <https://smu-za.figshare.com/>. Research datasets may be uploaded using the approved workflow. The launch follows the recent SMU Council approval of the SMU Research Data Management Policy (RDM) being the SMU Library's response to national policies relating to open data as well as institutional, sponsor and publisher requirements for access to research datasets. This policy is aimed at ensuring that research data sets generated at SMU are archived, preserved and made accessible to the wider research community globally, to increase the visibility and impact of SMU research, which in turn enhances SMU's positioning as a competitive research institution. Training and support is available from the Library's Research & Scholarly Communications office.

Featured Research Support tools at SMU Library

SCOPUS: a citation and abstract database has been procured to augment the research information management processes at SMU including the recently launched PURE system.

Web of Science

Web of Science is a platform consisting of several databases designed to support scientific and scholarly research. These include the **Web of Science Core Collection** with over 21,000 peer-reviewed; high-quality scholarly journals published worldwide (including Open Access journals); over 205,000 conference proceedings; and over 104,000 editorially selected books.

SciELO SciELO Citation Index is an index of over 1,000 open access journals published in Latin America, the Caribbean, Spain, Portugal, and South Africa. It gives researchers a more complete global picture, by discovering new insights from research in regional journals in Latin America, Spain, Portugal and the Caribbean.

InCites Benchmarking & Analytics

InCites, by Clarivate, is a benchmarking and analytics tool that uses publication information to analyze productivity, impact, and collaborations as reflected in the literature indexed in the Web of Science Databases. It includes all academic disciplines. A range of customised research reports at institutional, national and international level.

The full guide to SMU Library Research Services is available at <https://smu-za.libguides.com/researchsupport>.

FOCUS ON LIBRARY ONLINE INFORMATION RESOURCES





Tricks of the Trade in Minimal Access Surgery (TOTMAS) Symposium



Held under the auspices of the Department of Surgery (DS) at SMU, the tenth edition of the Tricks of the Trade Minimal Access Surgery Symposium in the midst of COVID 19 Symposium, served as a vital platform for veteran clinicians to exchange best practices and finer tricks of the trade with their peers across the world.

Thought-provoking presentations were made live in the auditorium, whilst others connected virtually from across the world. Prof Risenga Chauke, the Acting Dean of the School of Medicine, in delivering the opening address said surgery is an act of doing simple or complex operations, and that it is important for clinicians to know how to navigate the area being operated on. Having such constitutes a trick of the trade for the clinician.

He mentioned that as the Symposium reached a critical tenth year milestone, there is a need to explore new innovative ways to extend the life of minimal invasive surgery. “This Symposium is an important platform where new ways to carry out minimal access surgery are explored so that minimal access surgery rises to a higher level”, said Prof Chauke.

Prof Zack Koto, the Head of the Department of Surgery, said the minimal access surgery Symposium is held annually for clinicians to share experiences, to enhance minimal access and to improve the surgery skills set of clinicians for the benefit of the patient. He emphasized that the Symposium, which is an international event, taps into the best in the trade to share finer tricks of the trade that have been gained in practice, over the years.

The presenters focused on a number of areas which are listed below:

- Dr Galya Chinnery, from University of Cape Town (UCT), presented on: POEMS and when to use it
- Prof C Ziady (SMU), presented on: Endoscopic Zenker's Diverticulum septum division
- Dr R de Jongh (SMU); presented on: Challenging laparoscopic gastrectomy: The norm at DGMAH
- Prof Zach Koto presented on Bariatric surgery: How to decide on the correct procedure
- Dr NC Kalenga (SMU) presented on: Bariatrics, minimally invasive surgery and COVID 19
- Dr E Dalwai (UCT), presented on: Endoscopic management of colorectal polyps, by. Laparoscopic right hemi-colectomy
- Dr T Sumbana (SMU) presented on: the Role of colonic tattooing/inking in colo-rectal surgery
- Dr MT Matlala (SMU)(Marcus Medical; Pinnaclesurg; J&J) presented on: COVID 19 impact on colorectal surgery at DGMAH
- Dr F N Mlimi (SMU), presented on: Learning minimally invasive hernia surgery as a trainee
- Dr M Magwai (SMU), presented on: Minimally

- invasive surgery for the Paediatric Surgery trainee
- Dr W Vosloo (SMU), presented on: My surgical training and the pandemic
- Prof I Belyansky (Anne Arundel Medical Centre), presented on: The evolution of ventral hernia repair
- Dr R de Jongh (SMU), presented on: Our experience of complex hernia repair
- Prof MZ Koto (SMU), presented on: Teaching laparoscopic hernia repair during the pandemic
- Dr OY Matsevych (SMU), presented on: Surgery during the current and future pandemics
- Invited guest: Prof Peter Kingham (MSKCC), presented on: Robotic hepatectomy, MSKCC Faculty
- Prof C Palanivelu/GEMS team (GEMS Hospital, Coimbatore), presented on: Laparoscopic Living Donor Hepatectomy
- Dr Z Khan (Wits), presented on: Laparoscopic liver surgery: lessons learned
- Dr J Devar (Wits), presented on: Advanced cholangioscopy
- Dr C Steyl (SMU), presented on: Laparoscopic liver resection: peri-operative management
- Prof Becker (SMU), presented on: Ethics





Rugby Coaches are doing wonders with the SMU Team

SMU Rugby Team recently made the University proud when they were crowned the 2021 Blue Bulls Reserve League Champions. The masterminds behind the success of the team are the coaching duo of Sivenkosi Mboneli and Barry Nkosi. Focus on SMU Reporter had an interesting chat with the coaches to unpack the recipe behind the success.

Why did you become an SMU Rugby Coach?

Sivenkosi Mboneli (SM): SMU is a developing Institution with regards to sport, particularly Rugby, so as a Coach who likes to develop players to become better athletes in future, I wanted to develop SMU rugby to be able compete at a higher level like your Varsity Shield in the Varsity Competitions.

Barry Nkosi (BN): I am a skills development coach. I watched SMU at the 2015 USSA tournament, and I identified raw talent and great potential.

How did you strategise to win the Blue Bulls Reserve League (Finals)?

SM: We, as the coaches, only had to change the mentality of the players and their attitudes towards the game. Teamwork is what we always emphasise on players and not individual brilliance. We had to develop a philosophy of players' being happy on the field; and this approach gave us positive results.

BN: Our vision for achieving this goal started in 2017. We had a 3-year plan to upskill the athletes and create a winning culture and an environment conducive for the athletes to understand team dynamics firstly, and then work on the athletes work rate and their work ethics. Our game plan was

structured around ability and strength as a team, as well as understanding the strength and weaknesses of our opponents. In short, we used deception as a strategy where we appeared weak yet we knew we were strong.

Can you describe what a typical practice looks like for your team?

SM: We always have a practice plan before a training session.

MONDAY: 90 minutes - starting 17:30

- Briefly: Register for players 3 minutes
- Warm-up: 10 minutes
- Conditioning 20 minutes
- Team play: split backs and forwards

Backline

- Attack moves
- Defence pattern
- Support play
- Phase play

Forwards

- Lineout calls
- Scrums & follow up play
- Pods
- Rucks: Pillar - post-guard

The game plan combine execution

Warm down 10 minutes

- Reduce level of intensity
- Stretch to assist in recover
- Ball skills while warming down

BN: Our practice sessions are structured based on the skill we aim to achieve in the session.

We create an environment where there is buy-in from the athletes on the vision and goal setting.

What are your core values as a Coach?

SM: Discipline, Integrity, Solidarity.

BN: Integrity, knowing and doing what is right. In addition, have room to learn; Respect, understanding leadership in team dynamics; Responsibility, to teach and be teachable; Sportsmanship, meaning that you respect all but fear non; Father first principle, I am a father first before I am a coach. Athletes are not products but people. Athletes cannot achieve greatness when they are breathing in fear.

How do you view the relationship between academics and Rugby?

SM: Academics play a very vital role in rugby because players must be educated about the game and understand the rules. Rugby has now become an institution of intellectuals who can interpret what has been said inside the change rooms to the field. At higher Varsity competitions, a player must obtain a certain percentage to be participating, so that motivates players to study and pass.

BN: Sports compliments academics. Athletes learn discipline and work ethics whether it is in class or on the field. Academics play a pivotal role in sports for the athlete to be skilled in their talent, hence we call them student-athletes, being a student comes first before being an athlete, and finding the balance creates a winning formula.

How do you develop community support for your team?

SM: As rugby coaches, we make sure that players engage in

community outreach programs to uplift the community. Our rugby team has a development side from the community Schools and Clubs that we assist in coaching.

BN: Through the development of the game at grass roots level; and mass participation at youth clubs, both girls and boys, as well as Community engagement.

What approach do you take when your team is struggling?

SM: We always use the approach of motivation to uplift our spirits called "igwijo", this is a song that makes every player believe that it's not a struggle and it's just a phase.

BN: We go back to basics and do a SWOT analysis on the team, to identify needs and challenges, and how to adapt and overcome these. Struggles are a learning process to understand the strategy that things change with time.

How do you handle parents who have concerns about their child's playing time?

SM: I always advise parents to come and watch their children play, and to understand how they behave; interact amongst other children and how they enjoy the sport. I also give myself time to visit and talk with the players individually to understand their lifestyles. After a training session and a game, they must all confirm arrival at home.

BN: By taking the concerns of the parent seriously. First, we would seek to understand then be understood. The student comes first before the athlete, so the student athletes' academics are very important to us as coaches and we must address an athlete when a parent raises concerns over the athlete's discipline, when it comes to time management and responsibility towards their academics.

