

Sefako Makgatho
Health Sciences University
**awards
students for
excellence**



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and SMU Executives**
meet with UJ to
cement collaboration

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Prof Dini Mawela

speaks on her journey in the
School of Oral Health Sciences



Prof Dini Mawela was appointed by SMU Vice-Chancellor to change the fortunes of the School of Oral Health Sciences in 2022 due to its prevailing challenges at the time. She has been at the helm of the School for about 18 months now. She shares her experience and insight on how she found the school and the measures she put in place to influence change.

You have been acting Dean in the School of Oral Health Sciences for a while now following your secondment, how has it been like so far?

I have been in the School of Oral Health Sciences now for 18 months exactly and all I can say is that this has been the most pivotal phase in my leadership journey. It comes with a mixture of joys, successes, frustrations and failures but as all good captains will tell you “Anyone can hold the helm when the sea is calm.” [Publilius Syrus], it would therefore be required of us to understand this call by Executive management to keep the School afloat even when the waters are choppy.

When you were sent to rescue the School, what went through your mind considering the many challenges that faced the school?

Interesting that you ask this because I was placed in the School just before the 2022 Easter break, which meant that for 3 days or so the university was on a recess – I blocked out all thoughts about the School and its

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challenges. I often refer to these 3 days as me going into the “wilderness” to ask God for guidance. It also helped me that I did not have an idea of the real task ahead. I really came in with an open mind. My intention was to listen, understand and only use my position to influence change.

Please share some of the issues/challenges you found in the School?

The biggest challenge I found was that while there was a building and people in Oral Health – there was literally no School in the sense that the School was on auto-pilot, the atmosphere was full of anger, fear, mistrust, and general negativity. This affected the academic project and all other operations of the School negatively. It took a lot of effort and teamwork to change the situation.

How did you deal with them and what would you say are the achievements so far?

The main focus of our leadership in that context was to very quickly find strategies to transform the School and the environment into one where all stakeholders would find



meaning and purpose, where people would look internally to heal their whole selves and therefore be motivated to be partners in the reshaping of the School.

How is the morale in the School among staff and students?

When we walk through the corridors of the School, there is a sense that the majority of people are consciously committed to make things work. There is a new energy and vibe in the School – despite challenges, most people are working hard to turn things around.

There are still pockets of resistance among students and staff. These are people who will do anything to disrupt the

academic project and in fact we are still dealing with people who are determined to in their own words “reduce the School of Oral Health Sciences to ashes”. We are working hard to prevent such and ensure that the School succeeds and produce fit-for-purpose professionals who will go and serve our communities with dedication, commitment and professionalism.

You are credited for turning the School around, what are some of the strategies you applied to bring the situation to normality?

While it would be nice to claim that I was the hero in this situation, the truth of the matter is that this positive shift would not have been possible without the inputs of many people. We really should appreciate the support of colleagues in Executive and Senior management at SMU who made sure that the School was supported through this period of rebuilding. It is also important to put it on record that there are academics, students and support staff in the School who wholeheartedly embraced the new leadership and together we have been able to develop strategic priorities, we have revived our shared values as a School and we are committed to collaboratively bring real and lasting change by creating a unitary vision for the School. We are rebuilding one brick at a time.

What do you think the future holds for the School?

Within a few weeks of my arrival in the School and having seen the amazing work that goes on in the School – I made a very public declaration that this School has the potential to regain its former glory. I am now even more convinced that the SMU School of Oral Health Sciences will be a trailblazer nationally and internationally in terms of innovations in Dental education, Research and highly impactful community engagement activities.

What is your message to staff and students in the school?

I want to thank everyone who worked very hard to make sure that all our 3 programmes in the School are accredited by the Health Professions Council of South Africa (HPCSA). We have been given a licence to continue building, improving and making sure that the School of Oral Health Sciences rises again.

Let us continue with boldness to build the School. We have a mandate to deliver the next generation of oral healthcare leaders and practitioners to this country and beyond.

Any other issue you wish to address?

I would like to close with this quote by Doris Kearns Goodwin: “A leader's strength ultimately depends on the strength of his bond with the people.” We will succeed – together, our success depends on all of us maintaining respect, reliability, and trust, in the calm times as well as in the stormy times.

SMU achieved a successful milestone by hosting the three-day virtual Southern African Association for Institutional Research (SAAIR) Institute 2023

Sefako Makgatho Health Sciences University (SMU) successfully hosted a three-day virtual Southern African Association for Institutional Research (SAAIR) Institute 2023 from 30 August to 1 September. The institute's central theme was "The role of Institutional Research (IR) in facilitating informed and evidence-based decision-making at Higher Learning Institutions and national bodies in South Africa". The primary objective of the SAAIR IR Institute 2023 was to cultivate a deeper understanding of the critical role of Institutional Research (IR) in guiding informed and evidence-based decision-making within Higher Learning Institutions and national bodies in South Africa.

Over three days, this virtual event aimed to provide a platform for diverse presenters to contribute significantly to the body of knowledge, planning, and effectiveness of higher education institutions and systems across the Southern African region. It provided valuable insights, capacity development, and networking opportunities. Ultimately, the event's primary goal was to advance Institutional Research, encourage evidence-based decision-making, and improve the quality of higher education in the region. Prof. Tandi Matsha-Eramus, SMU's Deputy Vice-Chancellor (DVC) for Academic and Research opened the 2023 SAAIR IR Institute with a brief overview of SMU's journey, highlighting its foundation of standing on the shoulders of the giant Medunsa, its merger with and subsequent demerger from the University of Limpopo, and outlining the current size and shape of SMU. She warmly welcomed all the delegates to the event.

On the first day of the event, Prof. Thandi Lewin from the University of Johannesburg (UJ) presented a comprehensive overview of the national context and fiscal situation in South Africa. Her presentation covered a range of critical topics, including the growth in national budgets across various policy functions, the expansion of budgets for Post-School Education and Training (PSET), funding sources for universities, trends in subsidy funding for higher education institutions, developments in funding from the National Student Financial Aid Scheme (NSFAS), trends in infrastructure funding and efficiency measures for universities, the escalation of student debt, and an assessment of the sustainability of the education system. Prof. Lewin's insights and analysis provided attendees with valuable insights into the complex financial landscape of higher education in South Africa.

A breakaway session titled "The Immediate Implications of Funding Shifts in SA Higher Education," which stemmed from Prof. Lewin's presentation, followed. This session proved to be very intriguing, and members expressed their enjoyment and appreciation for the engagement during these breakaway sessions. On the second day of the event, Dr. Mxolisi Masango from the University of Pretoria delivered a presentation covering key topics. He discussed trends in the National Senior Certificate (NSC) examination results, enrolment patterns within the Higher Education (HE) sector, and the Teaching Input Grant, along with its associated calculations. Dr Masango highlighted a positive trend in the percentage of students gaining admission to bachelor's

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programs since 2014, with 278,814 candidates (38.4%) achieving this milestone in 2022, compared to 256,031 (36.4%) in 2021. Dr. Masango explained that the Input Grant's purpose is to fund student registrations across undergraduate to doctoral levels, with weighting considerations.

Ms Lungisa Shisi from the National Student Financial Aid Scheme (NSFAS) also provided a comprehensive overview. She covered a 2023 Disbursement Summary up to the current date, offering insights into funding distribution. Ms. Shisi also presented a Journey Illustration, which likely depicted the trajectory or process involved in accessing NSFAS support. Furthermore, she discussed Student Accommodation, shedding light on how NSFAS supports students in this regard. Additionally, Ms. Shisi touched upon the preparations for 2024, which included incorporating new system enhancements, dealing with budget restrictions, and reviewing the funding policy to ensure effective support for students.

During his presentation, Dr. Lusani Netshitomboni, the Director of Communication and Marketing at SMU, provided a comprehensive overview of several key areas. He began by discussing the launch of the Prof. ET Mokgokong Foundation, highlighting its significance. Dr. Netshitomboni then delved into information about SMU itself, including its background and context. He presented key statistics, such as the total number of students, which is approximately 6,700. He emphasized the centrality of the Academic project and introduced SMU's Schools and Research Institutes.

Various presenters made substantial contributions to enhancing our understanding of the critical role of Institutional Research (IR) in Higher Education (HE) and the importance of informed evidence-based decision-making. Mr. Benjamin Ntshabele, the organizer of the SAAIR Institute and an Institutional Researcher at SMU, highlighted the association's vital role in exposing its members to the body of knowledge within the field of IR. Additionally, he emphasized the association's commitment to capacity development and providing networking opportunities for its members.

The event garnered significant interest, as evidenced by an impressive participation of over 50 delegates who joined online on the first day. This strong turnout demonstrates the widespread engagement and enthusiasm within the IR community for knowledge sharing, collaboration, and advancing the field of Institutional Research.



Sefako Makgatho Health Sciences University awards students for excellence

Sefako Makgatho Health Sciences University's inaugural Student Affairs Excellence Awards last night, 19 October 2023 at the University's sports complex. In his opening remarks to outline the purpose of the event, SMU Registrar Dr Jeffrey Mabelebele explained that this was an important milestone for the university as the occasion was about celebrating one of the core values of SMU which is EXCELLENCE. "The purpose for tonight is really to honour, celebrate and award the excellent contributions by our students in the respective areas of student life which have been significant in shaping student life at SMU", he said.

SMU Vice-Chancellor Prof Peter Mbatipointed out that the awards initiative is rooted in the university's commitment to encourage and embed a culture of excellence in the daily lives of both students and staff. "This initiative is directed by our institutional values which are fundamental principles that guide our behaviours and actions every day. The significance of the Student Excellence Awards is therefore to recognize outstanding leadership and achievements", said the VC.

"I wish to congratulate all the award recipients - both as individuals and collectively as teams who have excelled in their respective areas. It is a great pleasure to recognize your dedication and commitment and to thank you for your outstanding work", Mbatip added.

The awards were a culmination of a vigorous process of selection and focused on the areas of sports.

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... and the WINNERS are...



SCHOOL OF PHARMACY: DEAN PROF MOLIEHI MATLALA

	TOP ACHIEVER	PROGRAMMES
1	MAKOLA T	BACHELOR OF PHARMACY
2	RACHEKU J	BACHELOR OF PHARMACY
3	MALATIJI T	BACHELOR OF PHARMACY
4	MAKONDO K	BACHELOR OF PHARMACY
5	MATSENYENGWA	BACHELOR OF PHARMACY
6	ZUNGU MY	BACHELOR OF PHARMACY
7	MAZARURA KR	BACHELOR OF PHARMACY
8	KHAN A	BACHELOR OF PHARMACY
9	LAMULA A	BACHELOR OF PHARMACY
10	MOKONYEMA TE	BACHELOR OF PHARMACY
11	DLAMINI BN	BACHELOR OF PHARMACY
12	MONGOAI NJ	BACHELOR OF PHARMACY
13	NTSANA MKA	BACHELOR OF PHARMACY
14	MAKONDO K	BACHELOR OF PHARMACY
15	ZUNGU MY	BACHELOR OF PHARMACY
16	RACHEKU NJ	BACHELOR OF PHARMACY
17	MAKOLA T	BACHELOR OF PHARMACY
18	MATSENYENGWA JP	BACHELOR OF PHARMACY
19	MABENA N	BACHELOR OF PHARMACY
20	DLADLA B	BACHELOR OF PHARMACY
21	OLAJIDE SO	BACHELOR OF PHARMACY
22	DLAMINI BN	BACHELOR OF PHARMACY
23	NTSANA MKA	BACHELOR OF PHARMACY

SCHOOL OF ORAL HEALTH SCIENCES: DEAN: PROF D MAWELA

	TOP ACHIEVER	PROGRAMMES
1	MALEPENG MT	BACHELOR OF DENTAL SURGERY
2	NGAKO PM	BACHELOR OF DENTAL SURGERY
3	TEFFO MP	BACHELOR OF DENTAL THERAPY
4	MAHANYELE PH	BACHELOR OF ORAL HEATH
5	VONGA IM	BACHELOR OF ORAL HEALTH
6	KHOSA K	BACHELOR OF DENTAL SURGERY
7	ABED SA	BACHELOR OF DENTAL SURGERY
8	SILOTOLO H	BACHELOR OF DENTAL SURGERY
9	PILUSA MC	BACHELOR OF DENTAL SURGERY
10	KARODIA Y	BACHELOR OF DENTAL SURGERY
11	MARUMA MM	BACHELOR OF ORAL HYGIENE
12	MALEPE MM	BACHELOR OF ORAL HYGIENE
13	TEFFO MP	BACHELOR OF DENTAL THERAPY
14	THWALA NTP	BACHELOR OF DENTAL SURGERY
15	MUTHIS J	BACHELOR OF DENTAL SURGERY
16	KAJEE A	BACHELOR OF DENTAL SURGERY
17	USEH OS	BACHELOR OF DENTAL SURGERY
18	BAWA T	POST GRADUATE DIPLOMA IN DENTISTRY
19	MAANO NM	BACHELOR OF DENTAL THERAPY
20	MAHANYELA PH	BACHELOR OF ORAL HYGIENE
21	MOKGOBU M	BACHELOR OF DENTAL SURGERY
22	CHOKWE'S AM	BACHELOR OF DENTAL SURGERY
23	MAHLOBOGOANE EM	BACHELOR OF DENTAL SURGERY
24	MALAN Y	BACHELOR OF DENTAL SURGERY
25	MHLANGA NP	BACHELOR OF ORAL HYGIENE

SCHOOL OF MEDICINE DEAN: PROF NATHANIEL MOFOLO

	TOP ACHIEVER	PROGRAMMES
1	NSIMANDE PPC	BACHELOR OF MEDICINE AND SURGERY
2	RIKHOTSO KJ	BACHELOR OF MEDICINE AND SURGERY
3	RAMPERSADH SS	BACHELOR OF MEDICINE AND SURGERY
4	MASHABELA OK	BACHELOR OF MEDICINE AND SURGERY
5	MASHABELA T	BACHELOR OF MEDICINE AND SURGERY
6	MASALA MN	BACHELOR OF MEDICINE AND SURGERY
7	SUTEKA TX	BACHELOR OF MEDICINE AND SURGERY
8	MUYENI NV	BACHELOR OF MEDICINE AND SURGERY
9	KHAN NA	BACHELOR OF MEDICINE AND SURGERY
10	ISMAIL MI	BACHELOR OF MEDICINE AND SURGERY
11	MASHABELA T	BACHELOR OF MEDICINE AND SURGERY
12	SOMBANE L	BACHELOR OF MEDICINE AND SURGERY
13	RIKHOTSO KJ	BACHELOR OF MEDICINE AND SURGERY
14	HASSEN B	BACHELOR OF MEDICINE AND SURGERY
15	NGAKE T	BACHELOR OF MEDICINE AND SURGERY
16	MOROKA AU	BACHELOR OF MEDICINE AND SURGERY
17	RALITHI TL	BACHELOR OF MEDICINE AND SURGERY
18	MABASO AJ	BACHELOR OF DIAGNOSTIC RADIOGRAPHY
19	SIBIYA CF	BACHELOR OF DIAGNOSTIC RADIOGRAPHY
20	NOORGAT MA	BACHELOR OF MEDICINE AND SURGERY
21	MAVHUNGA AJ	BACHELOR OF MEDICINE AND SURGERY
22	KHOTA Y	BACHELOR OF MEDICINE AND SURGERY
23	CHAMPION C	BACHELOR OF MEDICINE AND SURGERY
24	VIVIERS N	BACHELOR OF MEDICINE AND SURGERY
25	MULAUDZI NA	BACHELOR OF MEDICINE AND SURGERY
26	NEDOMBELONI K	BACHELOR OF MEDICINE AND SURGERY
27	BESTER E	BACHELOR OF MEDICINE AND SURGERY
28	MABASO AJ	BACHELOR OF DIAGNOSTIC RADIOGRAPHY

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**SCHOOL OF HEALTH CARE SCIENCES
DEAN: PROF DOUGLAS MALEKA**

	TOP ACHIEVER	PROGRAMMES
1	LEHAHA KS	BSC IN PHYSIOTHERAPY
2	VAN DER LINDE C	BSC IN PHYSIOTHERAPY
3	PEDRO RD	BSC OCCUPATIONAL THERAPY
4	BENNETT A	BACHELOR OF SPEECH-LANGUAGE PATHOLOGY & AUDIOLOGY
5	MUDAU M	BACHELOR OF NURSING SCIENCE & ARTS
6	MOKOENA A	BACHELOR OF NURSING SCIENCE & ARTS
7	BERRY B	BACHELOR OF NURSING SCIENCE & ARTS
8	RAMAGAGA KP	BACHELOR OF SPEECH-LANGUAGE PATHOLOGY & AUDIOLOGY
9	WILLIS AM	BSC DIETETICS
10	RAMASHALA MC	BSC DIETETICS
11	MPITI A	BACHELOR OF SPEECH-LANGUAGE PATHOLOGY & AUDIOLOGY
12	MORAPI LM	BACHELOR OF SPEECH-LANGUAGE PATHOLOGY & AUDIOLOGY
13	MCWABE ZN	BACHELOR OF SCIENCE IN PHYSIOTHERAPY
14	MJOKA BL	BACHELOR OF OCCUPATIONAL THERAPY
15	PETA HN	BACHELOR OF SCIENCE IN DIETETICS
16	SEAPELA J	BACHELOR OF SCIENCE IN DIETETICS
17	NDLOVU NE	BACHELOR OF NURSING SCIENCE & ART
18	MATLOU KF	BACHELOR OF OCCUPATIONAL THERAPY
19	MANDIWANA V	BACHELOR OF SCIENCE IN PHYSIOTHERAPY
20	TSHABANGU PR	BACHELOR OF NURSING SCIENCE & ART
21	ROSHE NP	BACHELOR OF SPEECH-LANGUAGE PATHOLOGY & AUDIOLOGY
22	MORAPI LM	BACHELOR OF SPEECH-LANGUAGE PATHOLOGY & AUDIOLOGY
23	MALANE R	BACHELOR OF SCIENCE IN PHYSIOTHERAPY
24	SIEPKER C	BACHELOR OF SCIENCE IN PHYSIOTHERAPY
25	FRENCH N	BACHELOR OF OCCUPATIONAL THERAPY
26	PHITHI L	BACHELOR OF NURSING SCIENCE & ART
27	MOLEFI TI	BACHELOR OF SCIENCE IN DIETETICS

**SCHOOL OF HEALTH CARE SCIENCES
DEAN: PROF DOUGLAS MALEKA**

	TOP ACHIEVER	PROGRAMMES
1	MAHLANGU SM	BSC (LIFE SCIENCES)
2	MATHIPA MO	BSC (LIFE SCIENCES)
3	MAMLOKI DR	BSC (LIFE SCIENCES)
4	MOKWAPE O	BSC (LIFE SCIENCES)
5	MAKGOKE KC	BSC MATHEMATICS & APPLIED MATHEMATICS
6	LEKHULENI P	BSC PHYSICS
7	KOBANE O	BSC PHYSICS
8	MOKOENA TY	BSC PHYSICS
9	SEBESHO GT	BSC ENVIRONMENTAL SCIENCES
10	MB MAIMELA	BSC MATHEMATICS & APPLIED MATHEMATICS
11	MAROTA	BSC (LIFE SCIENCES)
12	MALEK A	BSC (MATHEMATICAL SCIENCE)
13	MANCHIDI LS	BSC(OCCUPATION AND ENVIRONMENTAL HEALTH)
14	SEPHIPHI KR	BSC (LIFE SCIENCES)
15	HAASBROEK A	BSC(OCCUPATION AND ENVIRONMENTAL HEALTH)
16	MOKHABUKHI M	BSC (LIFE SCIENCES)
17	BABAWALE IBS	BSC (LIFE SCIENCES)
18	MASHISHI TA	BSC (MATHEMATICAL SCIENCE)
19	MAJE K	BSC (PHYSICAL SCIENCES)
20	TSHIFHANGO MS	BSC (LIFE SCIENCES)
21	HADEBE AM	BSC BIOTECHNOLOGY
22	MABASA TA	BSC BIOTECHNOLOGY
23	MASHALE PN	BSC ENVIRONMENTAL MANAGEM AND TOXICOLOGY
24	MBOWENI T	BSC ENVIRONMENTAL MANAGEM AND TOXICOLOGY
25	RAMATLO RMP	BSC (LIFE SCIENCES)
26	KEKANA M	BSC (LIFE SCIENCES)
27	MASHILO OM	BSC (LIFE SCIENCES)
28	RATSHILINGANO M	BSC (LIFE SCIENCES)
29	NKOSI LI	BSC (MATHEMATICAL SCIENCE)
30	MABENA PN	BSC (MATHEMATICAL SCIENCE)
31	MOKOENA NA	BSC (MATHEMATICAL SCIENCE)
32	MOLALE R	BSC (MATHEMATICAL SCIENCE)
33	MASHIANE T	BSC (PHYSICAL SCIENCES)
34	MAJE K	BSC (PHYSICAL SCIENCES)
35	MOLEKWA MP	BSC (PHYSICAL SCIENCES)
36	DLADLA SF	OCCUPATIONAL & ENVIRONMENTAL SCIENCES (PSYCHOLOGY)
37	MABOTJA PG	OCCUPATIONAL & ENVIRONMENTAL SCIENCES (PSYCHOLOGY)





Professor Peter Mbat and SMU Executives meet with University of Johannesburg to cement collaboration

Recently, Professor Peter Mbat, Sefako Makgatho Health Sciences University Vice-Chancellor, led a delegation of SMU Executives in a courtesy visit to the University of Johannesburg (UJ). The SMU delegation was hosted by Professor Letlhokwa Mpedi, Vice-Chancellor of UJ.

The meeting was a result of a consultation that took place at SMU in May 2023, in which Prof. Mbat and Prof. Mpedi committed to explore potential areas of mutual interest and to firm up collaboration for the benefit of not just the two institutions, but for the broader South African society. The two leaders agreed that a follow-up meeting between the leadership of the two institutions will allow for the operationalisation of this intent.

At the meeting which took place at UJ's Auckland Park Kingsway Campus, Prof. Mbat reiterated SMU's strengths and knowledge and training needs. The meeting attendees agreed that joint research activities would be central to the collaboration between the two universities. Other items that were discussed included:

- Research and Innovation, including joint research proposal development and co-supervision of postgraduate students;
- Infusion of technology in pedagogy (SMU has started a pilot in the School of Science and Technology and would benefit from UJ's experience);
- Co-hosting of seminars on a range of topics including medico-legal/technology/ethics; and
- Awarding of co-badged certificates.

Executives from both institutions continued to exchanged ideas, with Professor Annie Temane, acting Dean: Health Sciences at UJ sharing the possibility for SMU to participate in and learn from UJ's Emergency Medical Care Simulation

Lab. The Lab is the first in Africa and simulates real-time medical emergency from the scene to the ambulance, to the Emergency Department, the ICU, to a general ward and to the transfer to another medical facility. Prof. Mbat concluded the discussions in stating that: "This is the first of many meetings of great minds in which we will share knowledge and work together in promoting our shared experiences and skills."

Prof. Temane then hosted the SMU Executives on the Doornfontein Campus for a tour of all their facilities, including the Simulation Lab. The operationalisation of this collaborative intent was felt on the SMU campus, with the very thought-provoking public lecture given by Prof. Mpedi on: "Exploring the Ethics and Legalities of Artificial Reproductive Technology through an African Lens" on the 12th of October.



The East Side Institute visits the SMU Department of Clinical Psychology



The Department of Clinical Psychology welcomed international visitors Prof Carrie Lobman and Ms Christine Helm from the East Side Institute (ESI), New York who joined the Master's Clinical Psychology class and Clinical Psychology lecturer Prof Annalie Pistorius to have conversations around psychotherapy theory building as a socio-cultural activity.

The Department's revised MSc Clinical Psychology Programme Qualification Mix aims to prepare clinical psychology students to master and contribute to indigenous, African, and international psychologies; and includes African epistemology, cognitive-behavioral, systems, and post-modern psychotherapies. The class formed part of the psychodynamic

therapy course unit. The Masters Clinical Psychology students were tasked to present in pairs a performed conversation of their assigned psychodynamic therapy contributors for instance, Freud, Fanon, and Foucault, embodying and creating critical dialogue around the therapy originator's socio-cultural context and prevailing therapy assumptions.

Prof Lobman and Ms Helm built onto this initiative and engaged the class in an improvisation exercise. Students were assigned tasks and assembled into three groups; each created a short skit on a critical theme of their choice, showcasing different psychology conversations. One group created a performance using different languages to embrace diversity,



demonstrating their critical understanding and development of the subject matter.

Prof Pistorius, also an international associate of the ESI, explained that the Institute is an international centre for studying social therapeutics and performance activism, bringing human and community development to the forefront of cultural change and social transformation. She further indicated that it promotes alternative and radically humanizing approaches to psychology, education, and community building.

Prof Carrie Lobman is a sociocultural scholar, play movement leader, and the ESI Leader of Education and Research. She is also the Associate Professor and Chair of the Department of Learning and Teaching at Rutgers University Graduate School of Education. Prof Lobman facilitates the Institute's Play Development and Social Justice webinar series and co-leads the International Class flagship programme. She serves as a mentor to emerging performance activists around the world and is on the national board of directors of the All Stars

Project. "You know we are community organizers at heart. We work at universities, but we also work in communities and are always looking to grow new communities. Meeting students like yours who are just becoming psychologists makes us eager to be in conversation," said Prof Lobman.

Ms Christine Helm leads philosophy and methodology seminars for international students studying the social therapeutic approach and co-leads the ESI's Developmental Philosophy Group. She earned a Masters of Arts in Anthropology and Education and Masters of Education in Applied Anthropology at Teachers College, Columbia University. "We think the world has to keep creating and new ways of helping people emotionally, so being in dialogue with new young clinicians and people interested in creating something new. We have achieved our goal 100%, meaning we build new relationships, and I think the students will be great clinicians. We gave the students some new ideas, and they gave me a lot to think about as an American educator," said Helm.

Cardiothoracic Surgeon receives the LIBERO FATTI Medal for his Exceptional Performance



SMU Cardiothoracic Surgeon Dr Dambuza Nyamande was recently awarded the LIBERO FATTI medal for his exceptional performance during the Fellowship examination of the College of Cardiothoracic Surgeons of South Africa. The medal was donated by Davis & Geck in 1992 in honour of the late Dr Libero Fatti, Associate Founder of the Colleges of Medicine of South Africa (CMSA), who pioneered cardiothoracic surgery in South Africa. Dr Nyamande spoke to Focus about this great achievement.

Congratulations on being awarded the LIBERO FATTI MEDAL and how do you feel about it?

Thank you so much, credit goes to my department of Cardiothoracic Surgery at SMU and my family for the support throughout my career. I see

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this as a departmental and family award, as it means a lot more than just an individual award.

What have you done to qualify and be conferred with this prestigious award and how does it feel to receive it?

I was awarded this medal for performing well in the Colleges of Medicine of South Africa 2021, Cardiothoracic Surgery fellowship final examinations. It feels great definitely, and I am grateful for the support provided to me which is continuous.

What are the benefits of receiving this award?

The benefits would be on a personal level as well as departmental or Institutional levels. Personally, it just gives me the satisfaction and the motivation to continue working towards becoming better every day. I believe that the institution also gets inspired for further future and even better awards. If there was someone at Sefako Makgatho Health Sciences University who was doubtful for one reason or the other, I guess they would know that they can aim and achieve higher in their field. I see it as an institutional paradigm shift from the "YES WE CAN", to "IT HAS ALREADY BEEN DONE, LET'S AIM HIGHER AND HIGHER", kind of thing. That's how I see it.

Since its inception, how many people have received this award?

Very difficult to be exact and accurate on that one, but I'm told it's now three people who have been awarded thus far and the last recipient before me was almost two decades ago.

What motivated you to choose a career in Cardiothoracic Surgery?

Cardiothoracic Surgery has been my dream since undergraduate medical school. I always got excited whenever we studied anything to do with the heart and chest. Funny enough, the final motivation was when I watched the cardiac surgery-related movie "SOMETHING THE LORD HAS MADE". I immediately knew that I was heading into cardiac surgery.

Which surgery projects are you currently busy with?

I am currently focusing and working towards establishing myself in aortic surgery and minimally invasive cardiac surgery. I see myself doing more in those areas in the future. Thank you for having me in this interview, and a huge thank you to my department at SMU.📍



Sefako Makgatho Health Sciences University Academic Attains Research Award

Dr Noluthando Zondi-Mredlana, a former registrar in the Department of Nuclear Medicine at SMU and now a Fellow in The College of Nuclear Physicians South Africa, won an award for the best poster research titled, “Scrotal wall pertechnetate washout as a predictor of testicular salvage for missed torsion”, during the 20th Biennial Congress of the South African Society of Nuclear Medicine. Her career in Nuclear Medicine began in 2019 when she started training as a registrar, which she completed in 2023. Her poster topic came from the MMed research that will be published in the Translation Andrology and Urology journal, titled: The Effectiveness of Radionuclide Scintigraphy in Confirming Testicular Torsion at Delayed Presentation. Focus on SMU interviewed Dr Zondi-Mredlana to learn more about her research.

What were the objectives, results and recommendations of your research?

- **Objectives:** We aimed to distinguish if the washout of the tracer from the scrotum could be predictive of salvageability of the testes in patients with testicular scintigraphy (TS) diagnostic of testicular torsion.

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- **Results:** In our case series of patients, we evaluated and found that in the non-salvaged group, a visual and semiquantitative increase in uptake in the scrotal wall was noted between the early and delayed images. In the salvaged group, visual and semiquantitative analysis, we detected a progressive decrease in pertechnetate uptake in the scrotal wall uptake noted between the early and delayed images.
- **Recommendations:** It is likely possible to be able to predict which patients who present with query missed testicular torsion still have salvageable testis as opposed to those whose testis is not salvageable. Also, even with a late presentation (beyond the Golden 6-hour time frame) testicular salvage is possible.

What is unique about your research and its impact on society at large?

There are very few studies that have looked at testicular salvage rates beyond six hours and in nuclear medicine, even fewer studies have been done to determine if nuclear medicine scintigraphy studies can assist further in the management of testicular torsion beyond a positive and negative study. The impact on secondary male infertility is likely high if healthcare professionals could determine if the patient's testis is salvageable or not, especially since we know there is a likelihood of the contralateral testis also being affected and possibly lost.

What triggered your interest in Nuclear Medicine?

An old sports injury that flared up during my internship. My then orthopaedics professor referred me for a bone scan

and for the first time I discovered there was a speciality called nuclear medicine. One of its bases on human physiology and pathophysiology intrigued me. Knowing that I can use physiology pathways to map out not only disease processes and create images that speak to the underlying pathophysiology but also target therapy and therapy response using radionuclides and the images we acquire was fascinating and mindboggling to me.

What is the gold standard for diagnosing testicular torsion?

According to the literature, the gold standard for the diagnosis of Testicular torsion is the Doppler ultrasound.

What is the treatment for missed testicular torsion?

Treatment is surgical scrotal exploration and orchidectomy.

What is the scrotal exploration technique?

Surgical exploration of the testis in theatre involves the untwisting of the affected testis and fixation of both testes in the scrotum to prevent twisting in the future if the testis is salvageable. If it is not salvageable then it is removed (*Orchidectomy procedure*).

In conclusion, what is the Prehn's test for testicular torsion? Prehn's test is when you lift the affected testis and if there is relief of the pain, then that's termed a positive Prehn's test. It is used to determine the cause of scrotal pain as it could be testicular torsion or epididymitis. [Q](#)



“

I would like to acknowledge my research supervisors Professor Nozipho Nyakale (Head of Department: Nuclear Medicine) and Professor Shingai Mutambirwa (Head of Department: Urology) for their assistance and contributions.



SMU Medical Technologist obtains Advanced Microsurgery Certificate from New York

Mr Cornelius Nkosi, Senior Medical Technologist in the Department of Hand & Microsurgery at SMU, obtained an Advanced Microsurgery Certificate at the Microsurgery Training & research laboratory at Presbyterian/Columbia University Irvin Medical Centre, New York, United States. He speaks to us on this achievement below.

Congratulations on acquiring the Advanced Microsurgery Certificate from Columbia University, New York. Kindly introduce yourself to our readers.

I was born and raised in Daveyton, a township in the Ekurhuleni Metropolitan Municipality of Gauteng, where I started my schooling at Siphumele Primary and completed my matric at Hulwazi Secondary School in 1997. Since then, I have been part of this University for more than two decades, initially as a student registered for a Bachelor of Science degree until I worked for the Institution. I consider myself fortunate that I made it this far and I know the journey continues.

I am truly thankful to the late Prof MN Muthupei, the former head of Anatomical Pathology who allowed me and other students to advance our postgraduate studies in the department. Although it was not easy at first to find my footing in the department by divine purpose, self-perseverance and determination, I managed to complete my Honours and Master of Science degrees. The department became my incubating space and expanded my knowledge base, even though, at the time I was not cognisant of it but it shaped and moulded me in preparation for the career path I was to embark on years later.

Eventually, I worked for the National Health Laboratory Service as a Medical Scientist for Anatomical Pathology from 2007 until the third quarter of 2012, when I left and joined the Department of Hand & Microsurgery headed by Prof SS

Golele. Since then, I never looked back and I have been with the Department for eleven years now. My current work revolves around the training of clinicians in Basic Microvascular surgery using live animals that are anaesthetized and operated on under the stereomicroscope.

What are the benefits of having the certificate?

The certificate is a form of validation and endorsement of one's competency in this field. It reaffirms our strength and highlights the capabilities of our Institution. I expect to have more opportunities in this field of supermicrosurgery which has drawn my attention as it is gaining momentum globally. Today, the management of lymphedema has witnessed tremendous advancement over the years when coupled with super microsurgical techniques.

How many people attended the course with you?

The course was attended by three individuals. Two consultants from the US, involving an Orthopaedic and Maxillofacial Surgeon. I was the third medical technologist from South Africa.

What were the requirements for you to qualify for the course?

The Basic Microsurgery certificate was a requirement for an Advanced Microsurgery Course. Fortunately, I had already completed my basic microsurgery course at JW Goethe University Clinic Frankfurt/Germany in 2014.

What kind of educational methods were used during the course?

Microsurgery often uses an objective structure assessment to evaluate the outcome of the procedure performed by a trainee.

Are you currently transferring the skills to other healthcare professionals who need the skills?

Yes, our training facility has been providing Basic

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Microsurgical training to healthcare professionals since 1987 when the laboratory was first established by Prof Ulrich Mennen and Ms Annamarie Wiese. We have continued from where our predecessors left off, by ensuring that we maintain the standards they have set. The laboratory is located in the clinical pathology building, first floor, in room S117. This is where our training takes place.

In conclusion, what advice can you give to people who would like to acquire the same certificate you obtained?

They should come to our facility so that we can train and equip them with the basic skills before they embark on the advanced course. Our training programme is highly robust and competitive. The time has come that we should embrace our strengths and capitalise on our abilities to contribute to a meaningful change that has a direct impact on the lives of South Africans. As I would normally say to our trainees, the lab can only touch people's lives through them. When they leave our institution they become an extension of the lab. For every successful microsurgical procedure, they perform they lift Sefako Makgatho Health Sciences University even higher.



SST Reviews it's Curriculum to Enhance the Employability & Entrepreneurial Skills of Graduates

The School of Science and Technology (SST) at Sefako Makgatho Health Sciences University (SMU) recently conducted a two-day curriculum review workshop. The ultimate objective of the workshop was to enhance the employability and entrepreneurial skills of graduates. The recommendations and implementation of the workshop findings will empower students in terms of the imperatives of the fourth industrial revolution (4IR) and the future of work. SST academics and student representatives engaged robustly on how to outline what is essential for teaching and learning as well as the use of emerging technologies.

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In his address, the Dean of SST Professor Lawrence Obi outlined the purpose of the workshop as follows: “The main purpose of this workshop is to review our curriculum. We have had instances where after the last review was done in 2019, it was benchmarked nationally and internationally and found to be competitive and some gaps were addressed. So after four years, we are also here now to review the curriculum and the need to review the curriculum has become very urgent because of the imperatives of the fourth industrial revolution and the future of work. We must ensure that our students that are graduating can fit into the new dispensation that is now driven by technology,” said Prof Obi.



Prof Obi further said, “when reviewing the curriculum, we need to be sure that the curriculum that we are offering has the elements of the fourth industrial revolution and how they impact the future of work. So we're talking about artificial intelligence. Virtual reality augmented reality simulations, metaphors, data analytics, and nanotechnology.

Knowing things around artificial intelligence or virtual reality and data analytics. These are critical aspects that we must interrogate in our review of the curriculum. The other aspect that also leads to it is the need to foreground work-integrated learning to make sure that our students have had all experiences”.

The institution's Academic Planner Professor Nomathemba Taukobong presented on SMU Curriculum Review and Development Principles. She emphasised the active adoption of innovative approaches to curriculum and programme design aimed at equipping students with the skills to access and manage knowledge and competencies to bridge the National skills gap (NDP 2030). “SST curriculum review and development must match the global standards which are consistent with SMU's vision, mission, values and strategic imperatives that support the objectives outlined in the University's Teaching and Learning Policy. Quality assurance measures must be enforced to ensure alignment with SMU strategic imperatives, compliance to standards and guidelines, stakeholder engagement (alumni, community, and industry/employer), student involvement and situational/needs analysis,” appeals Prof Taukobong.

EdTech Specialist/Senior Manager at PwC (PricewaterhouseCoopers) Quintin Hawes outlined what is required for graduates to meet the requirements of the job market. "Reinvention of teaching & learning is needed to meet the 21st century student and employment needs. Currently, higher education is mostly able to bring students to a level of understanding, while the labour market is looking for workers who can create. Our solution: Curricula transformation for competent, job-ready graduates. Cooperative project-based programmes supported by adaptive "molecular" online learning".



Curriculum review and development expectations entail the availability of facilities and equipment needed and suitably qualified academic staff. The review process consists of four phases: needs assessment, recommendations, implementation, refinement and continuous improvement. "The goal of the review and improvement process is to advance the quality of curriculum and instruction, and promote excellence in student performance using the best possible instructional practices, curricula, and materials," said Prof Stanley Gololo, Head of Department: Biochemistry & Biotechnology.

Bridging the "employability" gap between academia and industry requires SST to partner with mining chambers or other relevant companies (up-to-date knowledge, skills & abilities in different fields), introduction of relevant work during integrated learning at the undergraduate level, invest in necessary scientific knowledge and specialized skills required to become employable at environmental and/or occupational health industries and register with the relevant bodies/ boards and collaborate with industry partners," said Prof Harold Majane.

The review also addressed the incorporation of entrepreneurship into the new curriculum that will encompass industrial projects with different themes per year such as renewable energy, green chemistry, and global warming amongst others.

On behalf of the SST student body, Chairperson Bongisizwe Sibeko proposed the introduction of more degree programmes to enhance and avail more opportunities for students. "The main purpose of the curriculum review process is to streamline offerings to stay competitive with contemporary developments in Science and Technology and to address concerns of students on employability. Three new major fields are proposed, namely Microbiology and Molecular Biology, Plant Science, and Biomedical Engineering," said Bongisizwe.

There were proposals regarding the work integrated learning (WIL). "The proposed new WIL programme in SST should be incorporated into the curriculum at the third-year level of all departments. It should form part of the learning outcomes in one of the third-year course modules. Must be assessed in the form of a report submission/presentation & incorporated into the formative assessment mark," said Prof Liziwe Mugivhisa, Chairperson of SST WIL.

In conclusion, various new committees were set up to address the School's research throughput led by Prof Maggie Aphane, HOD: Mathematics and Applied Mathematics, infrastructure under the leadership of Prof Piet King, HOD: Biology, and establishment of the Environmental Health and Occupational Hygiene task team under the stewardship of Prof Harold Majane, HOD: Physiology. Q

Understanding & Combating Gender-based Violence & Femicide (GBVF)

1. What is GBVF?

The United Nations Declaration on the Elimination of Violence against Women describes GBVF as follows:

Violence is directed at an individual based on his or her biological sex or gender identity. It includes physical, sexual, verbal, emotional and physical abuse, threats, coercion, and deprivation, whether occurring in public or private.

2. Who can experience GBVF?

GBVF occurs across all groups in society, regardless of age, gender, race, religion, sexuality, wealth, or location.

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3. What are forms of gender-based violence?

It includes but not limited to:

- **Physical Violence:** This includes any intentional use of physical force against someone, such as hitting, punching, slapping, kicking, or any form of bodily harm.
- **Sexual Violence:** This involves any sexual act or behaviour that is forced or coerced, including rape, sexual assault, sexual harassment, or any form of sexual exploitation.
- **Emotional or Psychological Violence:** This includes any behaviour that causes emotional or mental harm to someone, such as verbal abuse, threats, intimidation, or isolation.
- **Economic Violence:** This includes any act that denies a person the ability to earn a livelihood or control their finances, such as limiting access to resources or forcing someone to work without pay.
- **Cultural or Traditional Violence:** This refers to any act that is based on cultural or traditional norms and practices that perpetuate gender inequality and discrimination.

4. How to guard against becoming a GBV perpetrator?

Guarding against becoming a GBV perpetrator requires a conscious effort to change attitudes and behaviours that perpetuate violence and abuse. Here are some steps you can take:

- Educate yourself about gender and power dynamics, as well as the impact of violence and abuse on individuals and society.
- Challenge attitudes and beliefs that support violence and abuse, including sexist or discriminatory language, jokes, and behaviours.
- Practice healthy communication skills, such as active listening, empathy, and respect for others' boundaries.
- Seek help if you have a history of abusive behaviour or have been a victim of violence or abuse.
- Build healthy relationships based on equality, mutual respect, and consent.
- Be a role model for positive behaviour by speaking out against GBV and advocating for gender equality in your community.

Remember that GBV is a serious violation of human rights and can have long-lasting consequences for survivors and their families. It is important to take responsibility for our actions and work towards creating a culture of respect and equality for all.

USEFUL CONTACTS

1. Gender-Based Violence Unit

012 521 3085

2. Campus Protection Services (24/7)

012 521 4139 / 012 7005434/080 016 0874 / 082 793 1367

3. Student Counselling Services

Counselling, Referrals and General Mental Health support for Students

012 521 4579

0726871898 (Whatsapp Only)

4. Employee Health and Wellness Services

Counselling, Referrals and General Mental Health support for Employees

012 521 5786

NATIONAL EMERGENCY CONTACTS

1. GBV Command Centre: 0800 428 428/

*120*7867 from any cell phone

2. SMS 'help' to 31531

3. South African Police Service (SAPS) Crime Stop:

08600 10111/ SMS Crime Line: 32211

4. National AIDS Helpline: 0800 012 322

5. National Human Trafficking Helpline: 0800 222 777

6. Stop Gender Violence: 0800 150 150

7. Suicide Helpline: 0800 567 567

8. Legal Aid: 0800 110 110



SMU Joined the National Oral Health Month Commemoration through Community Engagement

Sefako Makgatho Health Sciences University (SMU), School of Oral Health Care Sciences together with the School of Health Care Sciences joined the Ride for Smiles cycling event which was hosted by Kids Dental Home Foundation (KDHF) in collaboration with Kolonnade Retail Park Mall in Montana, Pretoria on 25 September 2023.

The Ride for Smiles event is held annually in September to commemorate National Oral Health Month. It is aimed at raising funds for dental surgeries of children who cannot afford theatre costs and it also serves as a platform to educate the community about the importance of good oral health and dental care.



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The event brought together enthusiastic participants which included cyclists, runners, walkers, volunteers, healthcare professionals and sponsors. Participants had a choice to undertake different distances such as 85km, 45km, 15km, 750m Kiddies Ride and 5km Walk/Run with the aim of accommodating all levels of fitness. Kolonnade Retail Park Mall served as a start and finish point for all the activities which took place during the course of the event. Amongst other services rendered on the day were free dental screening open to the community, free physiotherapy services especially for the participants, free bike workshop, shower facilities, networking opportunities and more.

The SMU physiotherapy and dental students together with other dental students from the University of Pretoria (UP), and members of SMU Alumni, Phaswana & Mazibuko Partners, were among those who provided free screening services and post muscle recovery treatment.

Speaking during the occasion, Gauteng Department of Health and Wellness MEC, Ms Nomantu Nkomo - Ralehoko stressed that events like Ride for Smiles play a significant role in bringing the community together and raising awareness about some of the most burning health issues such as childhood cavities.

"I want to take this moment to express my appreciation for the remarkable charity work that the Kids Dental Home Foundation has undertaken in our communities through Ride for Smiles. Their dedicated efforts in extending lifelines to children who are battling with oral health care diseases particularly those who are affected by early childhood care, and who come from low socio-economic backgrounds do not go unnoticed. This event is not about us, but it is about those who are sitting at home, those who cannot even smile due to low self-esteem resulting from their dental challenges.

Let us continue to make our children smile," said the MEC. Dr Nthabiseng Pulane Metsing, a Registrar at the School of Oral Health Care at SMU indicated that it is important to recognise that oral health is interconnected with our overall health. "Poor oral health can lead to serious systemic health issues, and by promoting oral health, we are promoting holistic well-being. Oral health is often overlooked, but its significance can never be underestimated. When we smile, it is not merely about the aesthetics, it is also about our overall well-being. A healthy mouth is a gateway to good health, as it impacts our ability to speak, eat, and engage in the pleasures of life without pain or discomfort. Yet, many children in our country still suffer silently due to inadequate access to dental care. It is a shocking reality that should compel all of us to act," Dr Metsing advised.

"Ride for Smiles is not only a thrilling physical challenge but also a beacon of hope for countless children in South Africa. Every pedal, step, or stride taken during this event brings us one step closer to providing essential dental surgeries for those who need them the most. Imagine a world where every child, regardless of their background, enjoys the gift of a healthy smile through accessible oral health care," said the Founder and Director of KDHF, Dr. Londiwe Sibisi-Maboye

Delight Sekgala, a third-year physiotherapy student at SMU said, "We were treating cyclists during and after the cycling by doing Soft Tissue Mobilization (STM) which involves the use of deep freeze and ice to help them loosen their muscles and help them to relax. I wish this could happen more often as we get to learn a lot of things in a short period and it helped us as third-year students to be able to work in a faster pace environment because we were dealing with lots of people as compared to what we do in class. It was such a memorable experience".



SMU

Internationalization Department hosted an International Scholarship Information Session to empower staff and students on available opportunities



Director of Institutional Advancement and Internationalization: Dr Carlien Jooste hosted the first hybrid International Scholarship Information Session at SMU in collaboration with the Department of Higher Education and Training (DHET), Department of Science and Innovation (DSI), and the Embassy of Japan on 14 September 2023.

Dr Jooste indicated that the purpose of this session was to expose SMU students and staff members to the opportunities that are available internationally for studying, research, and other short courses abroad. Presentations were made to educate the audience about scholarships available for both students and staff. The presentations highlighted various courses offered internationally from undergraduate to Ph.D. level and the requirements needed to qualify for the scholarships.

DHET Assistant Director of Scholarship Management, Johanna Gabe said that she came to SMU to share opportunities that are available to South Africans to go study abroad which included scholarships and mobility opportunities. She indicated that their opportunities start at the undergraduate level. "If you want to pursue an AA diploma or a veteran for free at any of the universities abroad that we partner with, we will accept your applications. There are different classes for different programmes on our website. Whereas most of our opportunities are meant for master's candidates, however, we do cater to all degree levels," said Gabe.

Gabe said SMU students and staff should grab these opportunities because it is not every day that you will find scholarships that provide everything including all the costs. She said for you to network, meet new people, and have a wide view of what is out there, there is a need to participate in such

opportunities. "We always say we want to be competitive global citizens. These scholarships ensure that when you step into a workplace, you get the correct opportunities that you have been exposed to. "It is important to take advantage of these opportunities to apply and go out there to learn new cultures and other ways of teaching. To experience advanced institutions, state-of-the-art equipment, and facilities," Gabe emphasized.

Ryan Keat from the Embassy of Japan talked about two of the programmes they offer at the Embassy which include the Japan exchange and teaching programme that is responsible for sending young graduates to Japan to work as English teachers, and the mixed scholarship which sends students to study in Japanese universities. He indicated that to qualify for the jet programme, a minimum of a Bachelor's degree is required in any field that does not have to be in education and that they have undergraduate courses for the mixed scholarship. "If you would like to go to Japan, you must have strong reasons why you want to go to Japan and not necessarily any other country. You must follow the application guidelines very carefully and make sure that your documents are perfect and that they reach us before the deadline," stressed Keat.

Physiotherapy Honours student Mphoentle Itsoeng said she learned during the session that there are many available scholarships that she can apply for in different countries mostly for postgraduate studies since she wants to pursue a master's degree. From the scholarships, she has an interest in the one offered in Japan because she always wanted to go there. "I feel like the information was very insightful because it was not lacking anything and I encourage those who could not attend contact Dr Jooste to get more information on international scholarships", said Mphoentle.

Student Housing Inducts New HC Members

The Department of Student Housing held its annual House Committee (HC) Induction Programme to equip the newly elected members with relevant information that will assist them as they navigate their roles. The day-long programme equipped the delegates on how to become quality leaders and follow all protocols when presenting and addressing their respective residence matters, as well as executing planned activities.

During his address, the Director of Student Affairs Mr Tulani Nkuntse emphasised the importance of being an HC member. "Reflect on the importance of being elected. Your fellow students have given you their trust to lead them. This is an opportunity for you to learn more about yourself and the constituency you are leading. During your term, be patient with yourself and others, do not take this for

granted, and make sure that you milk this opportunity to develop your leadership," he said.

HC members are elected annually by fellow students in their respective residences. One of the duties of the Committees is to represent residents in all matters affecting their interests.

Acting HOD: Student Housing Mr Mohale Machete said, "This is a momentous occasion, one that marks the beginning of a journey filled with responsibility, dedication, and service to our student community. Today, as you are being inducted, we are not only celebrating your achievements but also acknowledge the challenges that lie ahead. The road to progress may be filled with obstacles,

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but it is our collective responsibility, determination, and teamwork that will see us through. Together, we can build a stronger, more vibrant student community that we can all be proud to be a part of.”

Machete further said that the HC members should use induction as a symbol of commitment to the principles of fairness, transparency, and inclusivity. “Let it be a reminder that our actions and decisions will impact the lives of many, and we must uphold the trust placed in us by the students we serve. As we move forward, let us work together to make our residences a better place for all. We pride ourselves by making a campus a home away from home,” said Machete.

SRC Residence Officer (RO) Lebogang Mathe explained that she was confident that the newly inducted members will excel in their new roles. “With the Experience that I have as one of the former HC members and current SRC RO, there are common qualities that are of a great foundation to your resolves as committee members, namely hard work, humility, morality, responsibility, reliability, teamwork and transparency. In conclusion, it takes a lot of courage and selflessness to be in this position. Serving your student community is not easy but I hope you get the best out of it,” she concluded. Q



SMU 1st Annual School of Health Care Sciences Day Celebration



Sefako Makgatho Health Sciences University (SMU) celebrated the first-ever annual School of Health Care Sciences (SHCS) Day on the 29th of September 2023. This day was used to educate and share extensive information with the SMU community about the school's various departments such as Physiotherapy, Occupational Therapy, Human Nutrition and Dietetics, Speech-Language Pathology and Audiology, Nursing Science, and Public Health.



Dr Vuyokazi Soga the SHCS Operations Manager indicated that the SHCS Day was celebrated to promote what the school offers in terms of various educational training, research, and academic career options. She also specified that the school plays a vital role in responding to South African challenges in the context of African and global health while supporting training and research. "Our students obtain clinical experience at various facilities such as hospitals, clinics, and community-based programs in Gauteng and North-West Provinces. We pride ourselves as a school of choice for those seeking world-class training," added Dr Soga. Q





SMU Donated 30 Trees to NM Tsuene Secondary School in Commemoration of Arbor Day

Sefako Makgatho Health Sciences University (SMU) together with several partners visited NM Tsuene Secondary School in Ga-Rankuwa on the 15th of September 2023 to observe Arbor Day, Under the theme “Forests and Health”. Arbor Day is aimed at raising awareness about the importance of trees and the role they have in people’s lives. It also ensures that the environment is conserved through tree planting. Forest provides important health benefits for all people; the benefits include edible products that contribute macro and micronutrients to a healthy diet. Fruits, nuts, mushrooms, and honey wild meat all come from forests.

SMU Personnel and students from the Built Environment as well as Biology and Environmental Sciences departments used the occasion to educate learners about the importance of taking care of their environments and the crucial role trees play in human lives and the preservation of environmental degradation. In addition, learners were also guided on the various careers available in the biology and environmental sciences fields.

SMU horticulturist Mpho Mmako indicated that SMU joined the International Community to celebrate Arbor Day as a way of giving back to the community through tree donation. He further mentioned that 30 trees were donated to the school, and the importance of planting trees in the schoolyards has been highlighted to learners and teachers. Mmako further pointed out that trees contribute significantly to the personal well-being of both learners and teachers as well as maintaining the environment. "Climate change is becoming a reality and is up to us to produce mitigation measures to conserve our environment. Tree planting

can provide multiple solutions to the climate change problem. I urge people to always replace trees when a tree dies since it can take so many years to be a well-established tree”, Said Mmako. Mr Sibongakonke Radebe, speaking on behalf of the school said, “As the school, we are more than happy because the entire program also promotes other things that are going to benefit the school. For example, we had an issue with the ceiling in the school that fell on top of the learners during the break time, now we indicated that to the personnel of SMU build environment, and they promised that they are going to come and repair the ceilings for us. They even went to the extent where they looked into the nature of our school toilets and found some of them to be leaking and they advised us to go and look for the plumber that is going to do the quotation of everything that has been damaged and the University will assist in fixing the toilets. We appreciate the assistance from SMU and this shows their commitment to working with communities”.

Thabang Rabotho from friends of Tulane indicated that their role during the course of the visit was mainly to coordinate the event, identify the school that needs replanting the most and also, plant the trees and teach the kids about the environment and the importance of protecting the environment and natural heritage.

Bongani William Nkosi a Bachelor of Science honours in zoology student expressed his appreciation that SMU allowed him to share his knowledge about the role and significance of the trees in people’s lives and to be able to educate learners and teachers whilst creating awareness about the impact trees have on the environment.




SMU celebrates Nuclear Medicine and Molecular Imaging Week



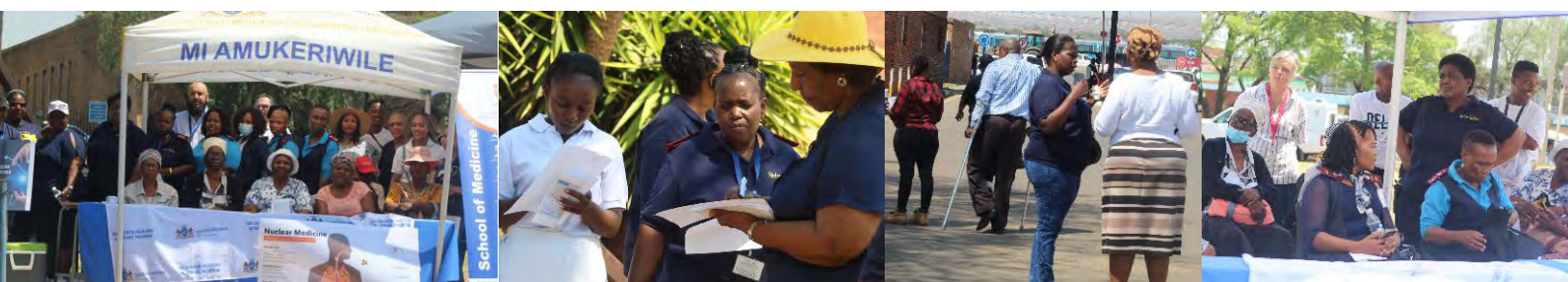
Radiographer, Mr Akhona Ndlela, indicated that the field composes of nuclear medicine doctors, physicists, nurses, and support colleagues in nuclear medicine. He said the first person a patient sees when coming to the nuclear medicine department is a nurse who will examine the patient and thereafter, they will see the radiographer. He also indicated that they administer the small radioactive material to check different organs in the body depending on the studies conducted during that day. "After injecting this small radioactive material in the body, we then take the patient into our imaging equipment for a scan that can be obtained either immediately or a few hours and/or minutes after the injection is given depending on the study being conducted. For instance, where a patient is doing a bone scan, the small radioactive material injected will help the radiographer identify what is happening in his or her body from the time it flows inside the blood until it settles in the bone," explained Ndlela.

Nompumelelo Masango also explained the important role that they, as medical physicists, play in ensuring the smooth functioning and quality control of all equipment in the department as well as their essential role as radiation protection officers who ensure that the staff, patients, and general population are not overexposed to radiation or its effects.

Radiopharmacist Matlhatse Malope, educated the audience about his profession and where they are located. He informed me that his primary role within the Nuclear Medicine Department is in acquisition legislation regarding acquisition, ordering, compiling, compounding, quality assurance, and control of the radioactive medicine, radiopharmaceuticals, being used. He explained that they use radiopharmaceuticals which is a combination of radioactive substances to a ligand and work closely with doctors using medical technologies. 

Sefako Makgatho Health Sciences University's (SMU) Department of Nuclear Medicine in partnership with Dr George Mukhari Academic Hospital (DGMAH) joined the rest of the world in commemorating Nuclear Medicine and Molecular Imaging Week under the theme 'Saving lives with half-lives' on 6 October 2023.

Head of Department: Nuclear Medicine Prof Nozipho Nyakale said that the purpose of this day was to create awareness and educate colleagues, visitors, and patients at the hospital about the applications and profession of nuclear medicine and molecular imaging. Nuclear Medicine and molecular imaging evaluate physiological processes in the body using small amounts of radioactive medication to diagnose and treat patients with diseases involving multiple systems in the body. Nuclear medicine is used to treat patients with multiple cancers such as prostate and thyroid cancer, lymphomas, bone pain from different types of cancers, hyperthyroidism, joint disorders caused by conditions such as haemophilia and rheumatoid arthritis, blood disorders and a host of other diseases.





FACT SHEET: Mental Health Nutrition

Nutrition plays a vital role in various disease management including mental health problems. Thus every single person must make healthier food choices to prevent and manage mental health issues. The brain needs to be fed with a variety of nutrients for it to work efficiently. The following nutrients are vital for our brain health:

1. Good Quality Starches

- Carbohydrates are the body's first preferred energy for the human body source and intake brains also rely on this food group for constant glucose/sugar supply. Eating the right quality and quantity of starches helps to keep one's mood at its best. The good quality starches include Whole grains-such as brown rice, Mabele porridge, wholegrain pasta, quinoa, barley, rye, bulgar wheat, and oat bran. Unpeeled fruit and vegetables, Legumes such as lentils, beans, chickpeas, Seeds and nuts.

- Oats and oat bran

These starches are high in fibre which makes them low in GI and slower to digest thus providing a good rate of sugar supply to our brains and improving energy levels for the day. Refined starches such as white bread and rice, brown bread, pasta, white couscous, pastries, pizzas, muffins, biscuits, rusks, sweets, chocolates, and sugary drinks should be consumed in moderation.

2. The right balance of fat

Fat constitutes about 50% of our brain structure and for that reason, we need adequate quality fat intake to maintain the brain cells structure. Unsaturated fats found in plant & fish

is recommended. This includes oily fish like salmon, sardines, mackerel, king klip, trout, pilchards at least 2-3 times a week, Chia seeds and walnuts, Olive oil, avocado, avo oil, olives, nuts and seeds. Transfats found in processed foods such as sausages, chorizo, salami, polony, viennas, bacon, smoked meats, processed cheese, pre-packed cakes and biscuits should be avoided as it hurts the brain structure and function, thus we should try and eat food closest to natural form.

3. Adequate good quality protein

Vital for our mental health. Tryptophan, an Amino acid that is one of the building blocks of proteins is critical in depression management. Sources of tryptophan include fish, eggs and poultry. Also found in leafy green vegetables such as morogo and spinach.

4. Drinking enough fluid

Dehydration may affect one's mood and mental health. Aim for at least 6-8 glasses of water/ 1.5-2 litres per day. Limit caffeine intake to less than 200mg/ day (Energy drinks, coffee, cold drinks) since excessive caffeine intake may affect one's mood.

5. Limiting alcohol intake

Excessive alcohol intake affects vitamin B absorption which may lead to vitamin B deficiency that can make people anxious or more depressed. If you drink alcohol, do so sensibly i.e. not more than two units of alcohol for males and one for females. A single Alcohol unit is 150ml for wine, 330ml for beers and ciders and 30ml for spirits.

Compiled by: Ms Moloko Mehlape, Human Nutrition & Dietetics Lecturer

Institutional

Values

Aligned to Strategic Plan 2021-2025

Accountability:

We are obliged to answer for the execution of our responsibilities. Accountability cannot be delegated, whereas responsibility can be delegated without abdicating accountability.

1.

Effective Leadership

We are results-driven and focus on achieving strategic objectives and positive outcomes.

2.

Efficiency

We pledge to be efficient stewards of the resources entrusted to our care for maximum benefit to the University.

3.

Excellence

Performance excellence in the core and operational functions of the university.

4.

Integrity

We act with integrity in accordance with the highest academic, professional, and ethical standards.

5.

Respect

We respect and honour the dignity of each person, embrace civil discourse, and foster a diverse, inclusive, and safe community.

6.

Student Centered

Promoting student-centeredness as the heart of the academic enterprise.

7.

Ubuntu

encompasses respect, dignity, value, acceptance, sharing, co-responsibility, humanness, social justice, fairness, personhood, morality, group solidarity, compassion, conciliation etc.

8.

The University is a values-driven institution. Our people adopt and live on values and shapes our culture lived by the alignment of the objectives of all stakeholders. Our institutional values guide our behaviors and actions every day.

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