



**SCHOOL OF ALLIED  
HEALTH SCIENCES**  
Prospectus 2022

**FACULTY OF HEALTH SCIENCES  
& VETERINARY MEDICINE**

**UNIVERSITY OF NAMIBIA  
SCHOOL OF ALLIED HEALTH SCIENCES  
STRUCTURE AND PERSONNEL**

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Matters regarding specific subjects and departments should be addressed to the relevant Head of Department.

ACADEMIC CALENDAR – UNAM CORE DATES 2022

FIRST SEMESTER:

10 January	University Open
10 January	Start of Summer School (until 22 January)
24 January	Academic staff resumes office duties
14 February	Lectures commence for FIRST SEMESTER – Senior Students
28 February	Lectures commence for FIRST SEMESTER – First Year Students
11 April	First semester BREAK commences
19 April	Lectures resume after first semester break
20 May	Lectures end for FIRST SEMESTER
31 May	Regular Examinations commence – Senior Students
07 June	Lectures end for FIRST SEMESTER – First Year Students
13 June	Regular Examinations commence – First Year Students
21 June	Regular Examinations end – Senior Students
24 June	Regular Examinations end – First Year Students
30 June	End of FIRST SEMESTER
04 July	Start of Winter School (Until 08 July)
04 July – 08 July	Mid-year Recess
11 – 15 July	Special/Supplementary/Winter Term Examinations start (until 15 July)

SECOND SEMESTER

25 July	Lectures commence for SECOND SEMESTER
22 August	Second semester BREAK commences
29 August	Lectures resume after second semester break
21 October	Lectures end for SECOND SEMESTER
27 October	Regular Examinations commence
18 November	Regular Examinations end
28 November	Special/Supplementary Examinations start (until 2 Dec)
09 December	End of SECOND SEMESTER
16 December	End of academic year
09 January 2023	Start of Summer School (until 21 January)
12 January 2023	University opens (2023 academic year)
24 January 2023	Academic staff resumes office duties

**Due Dates for the 2022 Academic Year**

<b>DATE</b>	<b>GENERAL DATES</b>
21 January	Last day for appeals (Semester 2 & Double modules – Regular and Supplementary/Special examinations of November 2021)
14 January	Last day for application of retention of continuous assessment (CA) mark and Last day for application for exemption(s) (Senior Students)
17 January	Last day for recommendation of retention of continuous assessment mark and Promotion Examinations by Faculties
24 January	Last day for approval of retention of continuous assessment mark and Promotion Examination by Examinations Department
07 February	Promotion Examination
11 February	Last day for application for exemption(s) - senior students
12 February	Last day for Late Registration for all Senior students (Late fee payable)
12 February	Last day for approval of module(s) & qualification changes (Senior Students)
04 March	Last day for application for exemption(s) – 1 <sup>st</sup> year students
11 March	Last day for approval of exemption(s) changes – all students
29 April	Last day to submit Theses and Dissertations for examinations (for Spring Graduation 2022)
02 August	Last day for Appeals (Semester 1 Modules - Regular and Supplementary/Special examinations of June 2022)
31 August	Last day to submit outstanding documentation
07 October	Last day to cancel enrolment
28 October	Last day to submit Theses and Dissertations for examinations (For Autumn Graduation 2023)
<b>DATE</b>	<b>CANCELLATION DUE DATES</b>
13 May	Last day to cancel Semester 1 modules
07 October	Last day to cancel Semester 2 modules
07 October	Last day to cancel Double modules (module that extends normally over one academic year)
<b>DATE</b>	<b>FINANCE DUE DATES</b>
18 March	Last day to cancel Semester 1 and Double modules with 100% credit
30 April	Last day to cancel Semester 1 modules with 50% credit
24 June	Last day to cancel Double modules with 50% credit
12 August	Last day to cancel Semester 2 modules with 100% credit
31 August	Last day to cancel Semester 2 modules with 50% credit

## **NOTE**

This Prospectus is valid for 2022 only. Regulations and curricula for 2022 may be amended. General regulations and information appear in the general information and regulations prospectus

## **GENERAL INFORMATION AND REGULATIONS PROSPECTUS.**

Although the information contained in this Prospectus has been compiled as accurately as possible, Council and Senate accept no responsibility for any errors and omissions, which may occur. The University retains the right to amend any regulation or condition without prior notice.

The information is correct up to 31 October 2022

The fact that particulars of a specific module or field of study have been included in this Prospectus does not necessarily mean that such module or field of study will be offered in 2022 or any consecutive year.

This Prospectus must be read in conjunction with the **General Information and Regulations Prospectus.**

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## DEPARTMENT OF OCCUPATIONAL THERAPY AND PHYSIOTHERAPY

### PREAMBLE

The Department of Occupational therapy and Physiotherapy was established to help meet the physical rehabilitation and functional needs of the Namibian population, across the lifespan and throughout all phases of recovery, to contribute towards shaping an occupationally just Namibian society which offers equitable opportunities for participation and develop, maintain and restore maximum movement and functionality, maximising physical potential.

Faculty and students alike value equity, integrity, accountability, and professionalism in the following ways:

- Equity: We remain in awe of the diversity of our society and treat all our patients, participants, team members and stakeholders fairly and patiently.
- Integrity: We remember that each person matters as much as all of us together; so, we fiercely safeguard honesty, openness, trustworthiness, reliability, dependability and loyalty.
- Accountability: We appreciate the potential within and among us and the opportunities around us; these we foster through due diligence, transparency, responsibility, commitment and stewardship.
- Professionalism: We respect our responsibilities and the contributions of our participants and protect these through pursuing excellence, effectiveness, kindness, politeness and ethics in all we do.

### VISION

To be a center of sustainable and innovative occupational therapy and physiotherapy training which incorporates clinical research to facilitate community development.

### MISSION

To foster the development of resilient, ethically accountable, culturally competent occupational therapists and physiotherapists who implement evidence-based, outcome-based and person-centered practice, by establishing interprofessional learning communities and collaborative practice platforms.

### PURPOSE

The Department of Occupational Therapy and Physiotherapy is concerned with collaborative training of health professionals who are skilled at promoting optimal health and well-being, preventing ill-health and disability, and restoring maximum functional ability of individuals within their environment across their lifespan.

We are well positioned for fostering interprofessional- and inter-sectoral collaborations focused on analyzing and addressing Namibia's health and participation needs through innovative education, research, and community service. Over-arching outcomes of such collaborations are envisioned to articulate with the reduction of the disability burden and the improvement of quality of life.

### GENERAL INFORMATION

- Students must register at the University as per the requirements of the University.
- The award of the degree is subject to candidates credited with all compulsory credits and who have met all the requirements of the degree programme.
- The award of the degree is subject to the satisfactory completion of the prescribed clinical hours and the satisfactory completion of clinical portfolios.
- All clinical documents are regarded as legal documents and should bear the signature of the student or the student and academic supervisor/clinician supervising the student.
- The clinical hours for the year must be completed before registering for the next academic year.
- The student must work under direct or indirect supervision of qualified personnel when doing clinical work.
- Lectures and practical will be given during the normal working day.
- Clinical working hours will be determined by the need of the specific clinical placement.
- Placement orientation will be conducted at the beginning of the clinical modules.
- Students will be required to conform to prescribed registrations with the Allied Health Professions Council of Namibia and its regulations.
- General information appears in the General Information and Regulations Prospectus

### CRITERIA FOR ADMISSION

In order to be admitted to the programme, candidates must satisfy at least one of the following requirements:

- 30 points in five subjects on the UNAM scale with a grade B or better in ordinary level English OR 32 points in five subjects on the UNAM scale with a grade C or better in ordinary level English
- A Score of "2" or better on higher level in Mathematics and Physical Sciences (or 2 in Mathematics and 3 in Physical Science) (or 2 in Physical Science and 3 in Mathematics) or a grade B or better in ordinary level Mathematics and Physical Sciences
- Grade B or better in ordinary level Biology/Life Science or a score of 3 or better on higher level Biology/Life Science

(Please refer to the General Information and Regulations Prospectus for the scale used by the University to calculate the UNAM score);

**OR**

- Successful completion of the entire first year science curriculum with a final mark of at least 60%.

**OR**

- Successful completion of a relevant science degree from a recognised university with a final mark of at least 60%.

Meeting the above student admission criteria **DOES NOT** necessarily ensure admission. Admission is awarded on merit based on places available on the programmes and any other conditions that may be determined from time to time. The Faculty reserves the right to administer special written entry tests and interviews before admission.

Additional assessment may include the following:

- Structured Interviews
- Written work
- Generic or subject-specific test of aptitude
- Generic or specific tests of critical reasoning
- Letters of recommendation

#### ATTENDANCE

- Students following modules of study in the Department of Occupational Therapy and Physiotherapy must have complied with at least 80% of class attendance and 100% practical attendance.
- In order to obtain registration with the Professional Council concerned students must comply with theory and practice requirements as stated by the Councils.
- Students are expected to attend 100% of clinical practice training for each allocation / block of clinical practice.
- No student with outstanding clinical hours will be allowed to progress to the next year or graduate.
- Emergency cases (sickness, death, delivery of a baby) will be considered as special cases and handled individually according to the UNAM regulations, provided that necessary proof is provided where applicable.

#### FRAUDULENT BEHAVIOR

- Fraudulent actions are regarded as serious professional misconduct. The student will appear before the SAHS disciplinary committee for misconduct.
- When fraud is confirmed through the University's investigation Office, and based on the gravity of the fraud, the SAHS disciplinary committee may impose disciplinary sanctions as decided by the disciplinary committee, guided by the Code of Conduct of the SAHS

#### RULES AND REGULATIONS

- All students must adhere to the code of conduct of the SAHS and department and sign the pledge.
- All students must adhere to the specific rules and regulations of the clinical placement facility, department and programme.
- All students should adhere to the dress code as agreed upon with the clinical placement, department and programme.
- Cheating is both an academic and professional transgression. As such, cheating will not be tolerated and will be subjected to both academic and professional disciplinary measures.

#### COUNCIL REGISTRATION

All students need to be registered with the Health Professions of Namibia in their specific discipline.

#### ASSESSMENT CRITERIA

- Modules are examined through 100% Continuous Assessment (CA) with tests, assignments, quizzes, duly completed tasks in any combination OR CA and final examination.
- To pass a module, a minimum final mark of 50% is required, unless otherwise stated in the individual module descriptor.
- A minimum CA mark of 50% is required to gain entrance into the relevant module examination, unless otherwise stated in the individual module descriptor.
- The final mark for a module with a CA and final examination will be calculated using a ratio of CA mark: Exam mark of 50%:50% unless otherwise stated in the individual module descriptor.
- Notwithstanding the above, a subminimum of at least 40% will apply to the Exam Mark and 50% for a Clinical Examination where applicable, unless otherwise stated in the individual module descriptor.
- For clinical modules students will be required to complete the stipulated hours and numbers of clinical procedures as a prerequisite for summative assessments.

#### **Continuous Assessment: Clinical Modules**

#### **100% Continuous Assessment (CA): Clinical Modules**

The pass mark for all continuous assessment clinical rotations is **50%**. If the student fails a clinical rotation, the student **does not qualify** to be admitted to the theoretical examination of the related module. This means the student is to repeat the clinical module in the next academic year and additional theoretical lectures will be mandatory regardless of passing the related theoretical module.

#### **CA and Final Examination: Clinical Modules**

If the subminimum of 50% is not achieved in a clinical assessment, the student fails the assessment. An average CA of 50% must be achieved to qualify for the final clinical examination. For domain specific clinical rotations, if more than one clinical rotation is failed the student will not qualify for the final clinical examination regardless of the average CA mark. If only one domain specific clinical rotation is failed, the student could still qualify for the final clinical examination if an average of 50% CA is achieved. However, additional clinical exposure will be mandatory in the specific domain that was failed. For longitudinal multi-domain clinical rotations both a clinical evaluation of a patient assessment and clinical treatment of a patient assessment should be passed for each clinical rotation and a minimum average of 50% should be obtained to qualify for the final clinical examination. If the subminimum of 50% is not achieved in the final clinical examination the candidate will fail the clinical module. This means the student is to repeat the clinical module in the next academic year and additional theoretical lectures will be mandatory regardless of passing the related theoretical module.

#### **Supplementary Examination:**

See General Information and Regulations Prospectus (Regulation 7.21.16(1) – (3) (Regulation 7.21.17(1-4).

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#### UNDERGRADUATE PROGRAMMES

Bachelor of Science in Occupational Therapy Honours 18BOTY

Bachelor of Science in Physiotherapy Honours 18BPTY

## BACHELOR OF SCIENCE IN OCCUPATIONAL THERAPY HONOURS

### LEVEL OF QUALIFICATION

NQF 8

### TOTAL CREDITS REQUIRED

552

### VISION

The UNAM Occupational Therapy Programme will prepare its students to become reflective, ethical, client-centred, occupation-based, outcome-based and evidence-based occupational therapists, who work creatively, resourceful and skilled in order to restore function, enable participation in life and promote well-being, prevent secondary complications, and who are familiar with local as well as global scenarios, within the resources available in our Namibian setting.

### Mission

UNAM will, through its community service, its students' service learning (clinical attachments) and its graduates' service provision, enable and inspire the participants of occupational therapy services (service users).

- to be the best they can be,
- to participate in dignifying, health-promoting, meaningful and purposeful occupations,
- to find solutions to their occupational challenges and
- to change their occupational landscapes, and thus transform our Namibian society to become physically, emotionally and socially healthier.

### PURPOSE

The Bachelor of Science in Occupational Therapy Honours is designed to equip occupational therapists with comprehensive knowledge, skills and attitudes that will help change people's lives through human occupations that are appropriate to their environment, background and health needs. The qualification would provide students with systematic expertise unique to occupational therapists to interpret their conviction about the value of human occupation into practical terms, demonstrating applied competence in all their work endeavors. The Bachelor of Science in Occupational Therapy Honours will produce occupational therapists who are socially responsible, knowledgeable and well skilled to practice as generalists, at all levels of the health services, through the primary health care approach within an African context as appropriate for individuals, groups, communities according to national health priorities.

In addition, the qualification aims at providing individuals, communities and / or populations opportunities to engage in occupations (activities) in order to build a well-functioning society. These occupations are chosen to be a dignifying, health-promoting, meaningful and purposeful and range from self-care, community survival, leisure, play, education and learning, social participation, rest and sleep, and work. Participation can be either active or vicarious. Occupational therapy focuses on health, which included physical, mental, developmental and social aspects of health.

The graduates of this qualification will find employment opportunities in both public and private sectors in Namibians, particularly, in variety of sectors and healthcare settings, including health (hospitals, clinics, community health centres), welfare (homes and other community based facilities), labour, safety and security, industry, education and justice, as well as in Non-Governmental Organisations, self-help organisations, private practice and public enterprises within the local and global arena.

### PROGRAMME OUTCOMES

Holders of this qualification are able to:

- Maintain a safe working environment sensitive to the psychological and physiological needs of patients and make appropriate adjustments;
- Diagnosis or initial hypothesis which is congruent with the pathology, impairment, functional limitation or disability and prioritize selection of tests and measurements
- Select appropriate assessment techniques and request for diagnostic procedures, tests in a cost-effective manner and interpret results;
- Synthesize examination results from tests to make clinical diagnosis for physical therapy interventions and make clinical decisions/judgements
- Find physical therapy solutions of care in collaboration with the patient, family, care giver, and others involved in the delivery of healthcare services

- Manage independently and effectively patients through prevention, treatment or rehabilitative methods
- Perform interventions/procedures in a safe, effective efficient, logical and coordinated manner
- Manage pain and provide palliative care to patients and families
- Diagnose and present clinical decisions based on logic, rationale, evidence and within context of ethical practice
- Document all aspects of physical therapy care and develop a final rehabilitation plan

#### ARTICULATION OPTIONS

Graduates of the Bachelor of Science in Occupational Therapy Honours would articulate to the Master of Occupational Therapy, or a related cognate area of learning, at NQF level 9. This qualification has been endorsed by members of the Stakeholders Advisory Committee.

#### DURATION OF STUDY

The minimum duration for full-time study programme extends over a period of four (4) years. The maximum period of full-time study is six (6) years.

#### DELIVERY MODE

The qualification focuses on the engagement of students in an interactive learning process in order to provide for the development of generic cognitive and intellectual skills, key transferable skills, and, as the case may be, subject specific professional and/or technical practical skills.

The learning process will be facilitated both in and outside the classroom, requiring specific tasks to be carried out by the student. This facilitation will make use of, inter alia, lectures, practical projects, tutorials, case studies, problem based learning and individual and/or group work as well as excursions. Multimedia courses offering online tutorials and lectures will also be used. The progress of learning embedded in such tasks will be monitored, recorded and assessed. The programme is offered on a full-time basis at the Health Sciences Campus.

#### QUALITY ASSURANCE

Each module will have one or more examiners and one moderator. Moderators will be identified externally. The required minimum qualification of the moderator will be at least a Master degree. The moderators must also be knowledgeable individuals who are well-respected experts in Occupational Therapy. Lecturing staff will set and mark tests/assignments and/or examinations which will, together with relevant study material of that particular course and other material containing course learning outcomes in the context of the qualification learning outcomes, be forwarded to the moderator for moderation purposes, therefore, ensuring quality of the assessment and the qualification as a whole. The examinations, memoranda and course outlines will be forwarded to moderators, approved by Senate, for moderation. The thesis will be moderated in accordance with the University's rules for studies at postgraduate level.

#### MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE FACULTY

A student will not be re-admitted into the School if s/he has not obtained at least:

- 64 credits at the end of the First Year of registration; at least 2 modules should be non-core
- 160 credits at the end of the Second Year of registration including all UNAM core modules
- 256 credits at the end of the Third Year of registration
- 368 credits at the end of the Fourth Year
- 440 credits by the end of the Fifth year

#### ADVANCEMENT AND PROGRESSION RULES

In general, a student advances to the following academic level of study when at least 2/3 of the modules of the curriculum for a specific year have been passed. If a student passed only 1/3 of the full curriculum of a specific year, he/she may not register for any modules of the following year. In all cases, pre-requisites for modules have to be passed before a student can proceed to register for modules that require pre-requisites.

- From year 1 to year 2: At least 120 credits prescribed for year 1 must be passed.
- From year 2 to year 3: All first-year modules plus at least 120 credits prescribed for year 2 must be passed.
- From year 3 to year 4: All first, second and third-year modules must be passed.

#### MAXIMUM NUMBER OF MODULES PER YEAR

No student will be allowed to register for more than the following credits as indicated below

- Year 1: 152 credits
- Year 2: 168 credits
- Year 3: 152 credits
- Year 4: 128 credits

## REQUIREMENTS FOR QUALIFICATION AWARD

This qualification will be awarded to candidates credited with a minimum of 552 credits, and who have met all the requirements of the degree programme, including field/clinical placements and portfolios. A minimum of 1100 clinical hours should be acquired.

### CURRICULUM FRAMEWORK

Module	Outcomes of Learning	Year
<b>Core Modules</b>		
Computer Literacy	Apply practical computer skills to effectively use Microsoft Windows, Microsoft Word, Microsoft Excel and Microsoft PowerPoint.	1
English for Academic Purpose	Develop a student's understanding and competencies regarding academic conventions such as academic reading, writing, listening and oral presentation skills for academic purposes.	1
Contemporary Social Issues	Formulate, construct and justify the arguments around academic, social, economic and political reasoning, with regards to HIV/AIDS and ethical issues.	1
<b>Basic Science &amp; Medical Science</b>		
Medical Physics	Demonstrate an understanding of concepts and principles of physics that have direct relevance in the learning and practice of occupational therapy.	1
Embryology and Introduction to Anatomy	Apply principles of cell biology, histology, human embryology and introduction to anatomy.	1
Anatomy For Allied Health Sciences	Display detailed knowledge of the anatomy and histology of the upper and lower limbs and the organs of human body.	1
Systems Physiology I	Demonstrate an understanding of the concepts of how cells, tissues, organs, and organ systems function together to create one human organism. The course lays the basis for understanding diagnosis and treatment of diseases.	1
Systems Physiology II	Apply and incorporate basic physiology principles in the appropriate clinical context and be aware of physiological research to improve diagnoses and treatments of diseases. Understand why and how the human body maintains homeostasis.	1
<b>Social Science &amp; Communication</b>		
Sociology of Health and Disease	Display knowledge and skills necessary to practice in different social-cultural settings.	1
Local Language for Health science communication	Approach patients and relatives in a culturally sensitive manner in a language/culture that is not their home language/culture.	2
<b>Psychology and Psychiatry</b>		
Developmental Psychology	Analyse human behaviour as a response to nature (genetics) and nurture (environmental factors)	2
Psychopathology for Occupational Therapy	Discuss integrative approach to psychopathology; clinical assessment and diagnosis; culture and psychopathology; research methods; somatoform and dissociative disorders; mood disorders and suicide; eating and sleep disorders; physical disorders and health psychology;	3
Psychiatry for Occupational Therapy	Apply depth knowledge of the most common psychiatric conditions encountered in Namibia, their aetiology, prevalence, their medical management and the implications of the relevant Acts of Parliament.	3
<b>Occupational Science and Occupational Therapy Science</b>		
Occupational Science I	Describe the difference between occupational therapy and occupational science, the history of both and to analyse occupation.	1
Occupational Science II	Discuss various forms of occupational risk/dysfunction, focusing on environmental determinants and the implementation of occupational justice.	2
Occupational Science III	Apply principles of research to analyse occupational determinant of health and occupational justice at community level.	2
Occupational Therapy Science I	Describe the themes covered in occupational therapy science, and the relevance of occupational therapy as a health science from a Human Rights perspective	1
Occupational Therapy Science II	Assess a patient in order to create an occupational therapy intervention plan, covering all the fields of practice of the occupational therapy profession.	2
Occupational Therapy Science III	Apply clinical skills regarding somato-sensory, psychosocial conditions, Community Development and Community Based Rehabilitation across all age groups and create professional intervention plans and programme.	3
Occupational Therapy Interventions	Apply variety of Namibian occupations that produce either a tangible or and intangible outcome.	2

<b>Professional Practice</b>		
Professional Practice	Analyse a clinical/ professional situation in terms of the allied health sciences code of ethics and the Namibian code of conduct and practice in compliance of both.	2
<b>Clinical Science &amp; Pharmacology</b>		
Clinical Sciences I	Discuss common medical, neurological and psychiatric conditions encountered in Namibia, their aetiology, prevalence and their medical management with the skill to obtain the same knowledge of any other disease encountered.	2
Clinical Sciences II	Discuss common surgical, neurosurgical, orthopaedic surgical and other surgical conditions (e.g. ear nose and throat) encountered in Namibia, their aetiology, prevalence and their medical management with the skill to obtain the same knowledge of any other disease encountered.	2
<b>Applied Occupational Therapy</b>		
Applied Occupational Therapy I	Apply clinical reasoning processes to complex cases in order to sharpen the professional thinking	3
Applied Occupational Therapy II	Apply clinical reasoning processes to complex cases across all service levels in order to sharpen professional thinking and reasoning.	3
Applied Occupational Therapy III	Apply professional reasoning processes to complex cases (psychosocial and somatosensory conditions alongside each other) across all service levels in order to sharpen professional thinking and reasoning.	4
Applied Occupational Therapy IV	Apply principles of professional and ethical practice in all settings, with the emphasis of lifelong learning as an ethical principle.	4
<b>Clinical Occupational Therapy</b>		
Clinical Occupational Therapy I	Integrate practical skills and theoretical knowledge regarding somatosensory and psychosocial conditions, the occupational therapy assessments of the conditions, and principles of ethical practice in a clinical setting to consider an occupation therapy intervention plan.	2
Clinical Occupational Therapy II	Integrate practical skills and theoretical knowledge regarding somatosensory and psychosocial conditions, Community Development and Community Based Rehabilitation across all age groups and the occupational therapy assessments and professional interventions as well as the principles of ethical practice in a clinical and community setting and implement the occupation therapy intervention plan.	3
Clinical Occupational Therapy III	Practice occupational therapy in all fields of practice taught at undergraduate level with minimum of professional supervision.	4
<b>Research</b>		
Statistics for Health Sciences	Analyse data that can be used to provide honest information about unanswered biomedical questions and health status of populations.	1
Research Methods	Apply research methodologies used in medical and occupational therapy research and create an occupational therapy research proposal.	3
Research Project	Design, execute, analyse and write up own research project at a level of possible publication in undergraduate research journals.	4

#### SUMMARY TABLE FOR ALL MODULES

Module code	Module name	NQF Level	Credits	Contact hours per week	CA : EXAM Weights	Pre-requisite
<b>Year 1 Semester 1</b>						
<b>CLC3509</b>	Computer Literacy	5	8	2	100% CA	
<b>CSI3580</b>	Contemporary Social Issues	5	4	1	100% CA	
<b>LEA3519</b>	English for Academic Purposes	5	16	4	50:50	

<b>ATM3511</b>	Embryology and Introduction to Anatomy	5	16	3+4P	50:50	
<b>PLG3501</b>	Medical Physics	5	8	2	50:50	
<b>OTH3501</b>	Occupational Science I	5	8	2+2P	50:50	
<b>PLG3511</b>	Systems Physiology I	5	16	3+4P	50:50	
<b>Total Credits Semester 1</b>						<b>76</b>

<b>Year 1 Semester 2</b>						
<b>CSI3580</b>	Contemporary Social Issues	5	4	1	100% CA	
<b>OTH3502</b>	Occupational Therapy Science I	5	8	2+2P	50:50	
<b>RID3512</b>	Statistics for Health Sciences	5	16	4	40:60	
<b>CMM3512</b>	Sociology of Health and Disease	5	16	3+4P	50:50	
<b>ATM3532</b>	Anatomy for Allied Health Sciences	5	16	3+4P	50:50	
<b>PLG3512</b>	Systems Physiology II	5	16	3+4P	50:50	
<b>Total Credits Semester 2</b>						<b>76</b>
<b>TOTAL CREDITS YEAR 1</b>						<b>152</b>

<b>Year 2 Semester 1</b>						
<b>OTH3680</b>	Occupational Therapy Interventions	6	12	6P	100% CA	OTH3501, OTH3502, ATM3511, ATM3532, PLG3511, PLG3512, PLG3501
<b>OTH3690</b>	Occupational Therapy Science II	6	12	3+3P	50:50	OTH3501, OTH3502, ATM3511, ATM3532, PLG3511, PLG3512, RID3512, PLG3501
<b>OTH3601</b>	Occupational Science II	6	8	2+2P	50:50	OTH3501, OTH3502, ATM3511, ATM3532, PLG3511, PLG3512, RID3512, PLG3501
<b>PCT3600</b>	Developmental Psychology	6	8	2	50:50	
<b>OTH3611</b>	Clinical Sciences I	6	16	4	50:50	OTH3501, OTH3502, ATM3511, ATM3532, PLG3511, PLG3512
<b>PTY3681</b>	Professional Practice	6	12	3	50:50	OTH3501, OTH3502
<b>Total Credits Semester 1</b>						<b>68</b>

<b>Year 2 Semester 2</b>						
<b>OTH3680</b>	Occupational Therapy Interventions	6	12	6P	100% CA	OTH3501, OTH3502, ATM3511, ATM3532, PLG3511, PLG3512, PLG3501

<b>OTH3690</b>	Occupational Therapy Science II	6	12	3	50:50	OTH3501, ATM3511, PLG3511, RID3512, PLG3501	OTH3502, ATM3532, PLG3512, PLG3501
<b>OTH3602</b>	Occupational Science III	6	8	2+2P	50:50	OTH3501, ATM3511, PLG3511, RID3512, PLG3501	OTH3502, ATM3532, PLG3512, PLG3501
<b>PCT3600</b>	Developmental Psychology	6	8	2	50:50		
<b>OTH3612</b>	Clinical Sciences II	6	16	4	50:50	OTH3501, ATM3511, PLG3511, PLG3512	OTH3502, ATM3532, PLG3512, PLG3512
<b>OTH3622</b>	Clinical Occupational Therapy I	6	8	Total hours 80	100% CA	OTH3501, ATM3511, PLG3511, PLG3512, PTY3681	OTH3502, ATM3532, PLG3512, PLG3512, PTY3681
<b>LCH3682</b>	Local Language for Health Science Communication	6	4	1	100% CA		
<b>Total credits Semester 2</b>							<b>68</b>
<b>TOTAL CREDITS YEAR 2</b>							<b>136</b>
<b>Year 3 Semester 1</b>							
<b>OTH3710</b>	Occupational Therapy Science III	7	16	4+3P	50:50	OTH3690, OTH3612	OTH3611, OTH3612
<b>OTH3780</b>	Clinical Occupational Therapy II	7	20	Total hours 200	100% CA	OTH3622, OTH3690	PTY3681, PTY3681
<b>PTY3700</b>	Research Methods	7	8	2	100% CA		
<b>OTH3700</b>	Psychiatry for Occupational Therapy	7	8	2	50:50	PCT3600	
<b>OTH3711</b>	Applied Occupational Therapy I	7	16	3+2P	50:50	OTH3611, OTH3612	
<b>Total Credits Semester 1</b>							<b>68</b>
<b>Year 3 Semester 2</b>							
<b>OTH3710</b>	Occupational Therapy Science III	7	16	4+3P	50:50	OTH3690, OTH3612	OTH3611, OTH3612
<b>OTH3780</b>	Clinical Occupational Therapy II	7	20	Total hours 200	100% CA	OTH3622, OTH3690	PTY3681, PTY3681
<b>OTH3712</b>	Applied Occupational Therapy II	7	16	3+2P	50:50	OTH3611, OTH3612	
<b>PTY3700</b>	Research Methods	7	8	2	100% CA		
<b>OTH3700</b>	Psychiatry for Occupational Therapy	7	8	2	50:50	PCT3600	
<b>Total credits Semester 2</b>							<b>68</b>
<b>TOTAL CREDITS YEAR 3</b>							<b>136</b>
<b>Year 4 Semester 1</b>							

<b>OTH3810</b>	Research Project	8	16	4	100% CA	All 3 <sup>rd</sup> year modules passed
<b>OTH3801</b>	Applied Occupational Therapy III	8	8	4 <b>integrated</b>	50:50	All 3 <sup>rd</sup> year modules passed
<b>OTH3880</b>	Clinical Occupational Therapy III	8	40	Total 400 hours	100% CA	All 3 <sup>rd</sup> year modules passed
<b>Total Credits Semester 1</b>						<b>64</b>
<b>Year 4 Semester 2</b>						
<b>OTH3810</b>	Research Project	8	16	4	100% CA	All 3 <sup>rd</sup> year modules passed
<b>OTH3802</b>	Applied Occupational Therapy IV	8	8	4 <b>integrated</b>	100% CA	All 3 <sup>rd</sup> year modules passed
<b>OTH3880</b>	Clinical Occupational Therapy III	8	40	Total 400 hours	100% CA	All 3 <sup>rd</sup> year modules passed
<b>Total credits Semester 2</b>						<b>64</b>
<b>TOTAL CREDITS YEAR 4</b>						<b>128</b>
<b>TOTAL CREDITS FOR THE PROGRAMME</b>						<b>552</b>

#### SPECIFIC MODULE DESCRIPTORS

##### Year 1

##### **Module Title: Contemporary Social Issues**

<b>Code:</b>	<b>CSI3580</b>
<b>NQF level:</b>	5
<b>Notional hours:</b>	80
<b>Contact Hours:</b>	1 hour per week for both semesters
<b>NQF Credits:</b>	8
<b>Pre-requisite:</b>	None
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester offered:</b>	1 and 2

##### Module Description:

This module aims at encouraging behavioral change among UNAM students with special reference to their sexual behavior and to inculcate the primacy of moral reasoning in their social relations and their academic lives.

Special emphasis will be placed on the construct of citizenship and its relation to democracy and the common good. Critical transformative theory will underline the content of CSI. The following six areas will be covered: Learning Strategies and Approaches; Norms, Rules and Human Conduct; Leadership, Citizenship, Democracy and Common Good; Ethics; Health and Human Sexuality; Environment and Sustainability.

##### Learning Outcomes:

- On successful completion of this module students should be able to:
- Practice ethical reasoning
- Make informed decisions as responsible citizens
- Change and transform high risk behavior to the common good and responsible citizenship and give back such values to the community, nation, and world
- Explain how values and morals affect the attitudes of individuals and groups toward population issues
- Recognize the need of balance between freedom and responsible behavior
- Discuss stewardship/custodianship of the environment and sustainability of ecosystem services
- Explain how human activities affect the environment and the sustainability of ecosystem services

##### Assessment Strategies:

- Continuous flexible modes of assessment: 100% Continuous assessment

**Module Title: Computer Literacy**

<b>Code:</b>	<b>CLC3509</b>
<b>NQF level:</b>	5
<b>Notional hours:</b>	80
<b>Contact Hours:</b>	2 hours per week for one semester
<b>NQF Credits:</b>	8
<b>Pre-requisite:</b>	None
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester offered:</b>	1

Module Content:

Understanding computer systems and technology: The problem-solving base approach; Structure and components of a modern computer processor, memory, hard drives, disk drives, interfaces; The Windows based environment. Principles of information processing: word-processing, spreadsheets, presentations, databases; nature and use of software. Practical exercises: Use of MS Word, Excel, PowerPoint; Communication using email; Overview of Internet.

Learning Outcomes:

- Upon completion of this module students will be able to:
- Distinguish between the functions of various computer components and peripherals
- Use a computer under the Windows operating system
- Differentiate between word processors, spreadsheets, presentations and databases
- Perform practical exercises using MS Word, Excel and PowerPoint
- Be able to create own email address, communicate with email and use the Internet

Assessment:

- 100% Continuous Assessment: Contribution to final mark:
- Practical tests (2) 50%
- Theory tests (2) 50%

Quality Assurance Arrangements:

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

**Module Title: English for Academic Purpose**

<b>Code:</b>	<b>LEA3519</b>
<b>NQF level:</b>	5
<b>Notional hours:</b>	160
<b>Contact Hours:</b>	4 hours per week for one semester
<b>NQF Credits:</b>	16
<b>Pre-requisite:</b>	English (IGCSE B symbol) or LCE3419
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester offered:</b>	1

Module Aims:

This module develops a student's understanding and competencies regarding academic conventions such as academic reading, writing, listening and oral presentation skills for academic purposes. Students are required to produce a referenced and researched essay written in formal academic style within the context of their university studies. Students are also required to do oral presentations based on their essays. The reading component of the module deals with academic level texts. This involves students in a detailed critical analysis of such texts. The main aim is therefore to develop academic literacy in English.

Learning Outcomes:

- Upon completion of this module the students will be able to:
- Apply academic and formal writing conventions within the context of their studies
- Integrate advanced reading strategies in reading an academic context
- Apply oral and presentation skills in an academic context

- Demonstrate academic listening techniques in an academic context

#### Assessment Strategies:

- Continuous Assessment: 50% (minimum of 2 class tests and 2 assignments)
- Examination: 50% (1 x 3 hours' paper)

#### Quality Assurance Arrangements:

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

#### **Module Title: Embryology and Introduction to Anatomy**

<b>Code:</b>	<b>ATM3511</b>
<b>NQF level:</b>	5
<b>Notional hours:</b>	160
<b>Contact hours:</b>	3 + 4p hours per week for one semester
<b>NQF Credits:</b>	16
<b>Pre-requisite:</b>	None
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester offered:</b>	1

#### Module Aims

This module aims to provide a background to master certain principles of cell biology, histology, human embryology and anatomy. The module establishes the foundation for Systemic Anatomy and specialist Anatomy modules.

#### Learning Outcomes

- On successful completion of the module students should be able to:
- Describe the basic structure and function of various cell types (especially mammalian cells)
- Discuss and describe general aspects of human growth and development
- Discuss and describe the basic structure of all the body systems
- Define the basic terminology used in anatomy, embryology, histology and cell biology
- Name the bony structures that form part of the system and describe the osteology of bony elements of the system
- Identify and describe the normal macroscopic and microscopic structures of the major systems
- Describe the anatomical structures in relation to the function of different structures

#### Module Content

The module provides building blocks to master the following topics i) man's place in the organismic kingdom. ii) basic embryological concepts. iii) histological structure and function of the primary tissues in the body. iv) terminology and definitions in anatomy and v) organs and systems anatomy. The module includes an introduction to microscopy and methods in microscopy.

The module consists of the following entities and themes which gradually progress from cells, tissues, organs to organ systems: Cell biology, consisting of structure and function of cells and cell organelles and biological communication. Embryology, consisting of basic anatomy and physiology of reproduction, fertilization, implantation, the placenta, and development of the embryo till trilaminar stage. Introduction to human histology including histology of the basic tissues, namely epithelial tissue, connective tissues, muscle tissue and nervous tissue and introduction to hematology and immunology. Introduction to anatomy including topics: Organismic kingdom, evolution, humans and their environment, history of anatomy, anatomical concept and terms. Introduction to all the major body systems (nervous, sensory, cardiovascular, respiratory, muscular, digestive, urogenital, endocrine, lymphatic, integumentary and immune).

#### Methods of Facilitation of Learning

- The module will be facilitated through the following learning activities:
- Lectures, class discussions, presentations
- Histology practical, dissection and skills lab sessions (small group exercises)

#### Quality Assurance Arrangements

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching

- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

#### Assessment Strategies

- Continuous Assessment mark: 50%
- Written assessment Class Test 1 15%
- Written assessment Class Test 2 15%
- Written assessment Class Test 3 15%
- Assignment, workbook 5%
- Practical's 50%
- Examination mark:
  - One 2-hour theory examination paper (50%)
  - One practical examination paper (50%)
- Final mark: 50% of exam mark and 50% of CA

#### Learning resources:

#### Prescribed textbooks:

- Moore KL, Dalley AF. Clinically oriented anatomy. 7th ed. Philadelphia: Lippincott Williams & Wilkins; 2006.
- Netter, F. Atlas of Human Anatomy. Novartis.
- Young B. Wheater's functional histology: a text and color atlas. 5th ed. Edinburgh; New York: Churchill Livingstone; 2006. TANK PW. Grant's dissector. 15th ed. Lippincott Williams & Wilkins; 2014

#### Other Resources:

Silverthorn. 2004. Human Physiology - An Integrated Approach (3<sup>rd</sup> Edition). Pearson Benjamin Cummings.

Coetzee HL, Loots GP. Human histology. Pretoria: Van Schaik; 2003.

Equipment to be bought: Dissection kits

Additional costs: Practical workbook

#### **Module Title: Medical Physics**

<b>Code:</b>	<b>PLG3501</b>
<b>NQF level:</b>	5
<b>Notional hours:</b>	80
<b>Contact Hours:</b>	2 hours per week for one semester
<b>NQF Credits:</b>	8
<b>Pre-requisite:</b>	None
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester offered:</b>	1

#### Module Aims

The aim of this module is for students to learn core concepts of physics and relating these to their application in medical practice. Students will learn about motion, elasticity, fluids, gases, waves, temperature, electricity, magnetism and electromagnetism, lights, solids, and radioactivity all of which have direct application in studying some disease processes such as cardio-vascular disease in respect with fluid mechanics or diagnostics such as the use of ultrasound and X-ray which are based on radiation and high frequency resonance; or treatment for example in radiation in cancer therapy or use of laser beams. Students will have opportunity to observe some of the equipment in use.

#### Learning Outcomes

- On successful completion of the module students will be able to:
- Explain the basic Physics concepts with regard to motion, elasticity, fluids, gases laws, waves, temperature, electricity, magnetism and electromagnetism, lights, solids, and radioactivity

- Explain the relationship between these Physics concepts and their medical application with particular reference to the cardiovascular, respiratory, nervous and musculoskeletal systems
- Describe commonly used medical equipment based on direct application of the concepts of Physics for example spectacles, ultrasound, Xray, CT Scan or various endoscopes and electronic machines
- Explain simple/selected medical phenomena using the basic principles of physics
- Work in a Physics laboratory environment that draws upon the fundamentals of recording, representation and interpreting data

#### Module content

Topics: Units (standards, SI system, converting units, order of magnitude); Motion (displacement, velocity, acceleration, falling objects); Vectors (representation, adding, subtracting scalar product, vector product); Force (Newton's 1st on 3rd laws, mass, weight); Equilibrium (statics, equilibrium, elasticity); Fluids (density, specific gravity, pressure, Pascal's principle, measurement, flow, Bernoulli's Principle, viscosity, surface tension, pumps); Waves (wave motion, types of waves, energy, amplitude and frequency, reflection and interference, refraction and diffraction); gas laws; Temperature (atomic theory, temperature and thermometers, thermal expansion, thermal stress, diffusion); Electricity (charge, field, potential, currents, basic circuits; Magnetism (magnetic fields, electric currents, force, electric charge, ampere and coulomb, Ampere's Law, torque); Electromagnetism (electromagnetic induction, transformers, transmission of power, production of electromagnetic waves, light and electromagnetic spectrum); Light (wave versus particles, diffraction, refraction, visible spectrum and dispersion); Molecules and Solids (bonding in molecules, weak bonds); Radioactivity (structure and properties of nucleus, binding energy and nuclear forces, radioactivity, alpha, beta, and gamma decay, half-life and rate of decay, radioactive dating).

#### Methods of Facilitation of Learning

- Lectures, in-class discussions, assignments and laboratory experiments

#### Quality Assurance Arrangements

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

#### Assessment Strategies

- Continuous Assessment: 50% (minimum of 2 class tests and assignments)
- Examination: 50% (1 x 3 hours' paper)

#### **Module Title: Occupational Science I**

<b>Code:</b>	<b>OTH3501</b>
<b>NQF level:</b>	5
<b>Notional hours:</b>	80
<b>Contact hours:</b>	2 hours per week for one semester
<b>NQF Credits:</b>	8
<b>Pre-requisite:</b>	None
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester offered:</b>	1

#### **Module Aims:**

The module aims at providing students with an introduction to the basic science, occupational science, the associated concepts and how this field of study interfaces with occupational therapy.

#### **Learning outcomes:**

On successfully completing this module the student should be able to:

- Explain occupational science as an academic discipline.
- Contrast the relationship between occupational science and occupational therapy.
- Interpret the definition of occupation as used in occupational science and occupational therapy
- Argue the importance of form, function and meaning of occupations in relation to humans as occupational beings.

#### Module Content:

Defining occupational science and occupational therapy; Describe what occupational scientists and occupational therapists do (similarities and differences); History of occupational science and history of occupational therapy; Theory of Human Nature and participation in occupation; Describing human occupation and the term "natural occupation"; Analyze the concepts form (physical and sociocultural dimensions) function, and meaning of occupations; Explore human beings as occupational and social beings.

#### Methods of Facilitation of Learning

- Lectures, projects, group work, video or movie clips.

#### Module assessment:

- Continuous assessment: 50%
- Attendance 10%
- Class test (1) 20%
- Assignment (1) 20%
- EXAM: 50% Assignment (2000 words)

#### Quality Assurance Arrangements

- Student evaluation
- Programme review after each module for the first two years, then on a regular prescribed cycle
- Internal and external moderation of papers and scripts

#### Learning

material

#### Prescribed textbook:

- CHRISTIANSEN C. H., & TOWNSEND E. A., 2010 Introduction to occupation: The art and science of living. 2nd ed. New Jersey Person
- WILCOCK A. A., 2006 An occupational perspective of health 2nd edition. Thorofare, NJ: Slack Inc.
- Transformation through occupation. R. Watson and L. Swartz. London, Whurr Publishers: 33-50.

#### Additional reading

Occupational Science for Occupational Therapy, Doris Pierce, ISBN 10 1-55642-933-9

ISBN 13 978-1-55642-933-0

#### Suggested readings

- Clark et al (Eds) (1991) Occupational science: Academic innovation in the service of occupational therapy's future. The American Journal of Occupational Therapy. 45 (4) 300-309.
- Yerxa, E. J. (1993). "Occupational Science: A new source of power for participants in occupational therapy." Journal of Occupational Science 1(1): 3-9.
- Kielhofner G (2008) (Ed) Model of human occupation: Theory and application. (4th ed). Baltimore: Lippincott, Williams & Wilkins.
- Kramer P, Hinojosa, J & Royeen CB (2003) Perspectives in human occupation: Participation in life. Baltimore: Lippincott Williams & Wilkins.
- McKay, E & Molineux M (2001) Occupation: Reaffirming its place in our practice.
- British Journal of Occupational Therapy, 64 (8), 241-242.
- Molineux M (2000) Another step in the right direction. British Journal of Occupational Therapy. 63 (5) 191.
- Wilcock A A (1991) Occupational Science. British Journal of Occupational Therapy. 54 (8) 297-300.
- Wilcock A.A (1995) The Occupational Brain: A theory of human nature. Journal of Occupational Science 2 (1) 68-73.
- Wilcock A.A (1998) Occupation for health. British Journal of Occupational Therapy. 61 (8) 340-345.
- Wilcock A A (2006) An occupational perspective of health (second edition). Thorofare, NJ: Slack Inc.
- Wilcock A.A (1999) Reflections on doing, being and becoming. Australian Journal of Occupational Therapy. 46 (1) 1-11.
- Wilcock A A (2001) Occupational science: the key to broadening horizons.
- British Journal of Occupational Therapy, 64 (8), 412-417

#### **Module Title: Systemic Physiology I**

**Code: PLG3511**

**NQF level: 5**

<b>Notional hours:</b>	160
<b>Contact Hours:</b>	3+4P hours per week for one semester
<b>NQF Credits:</b>	16
<b>Pre-requisite:</b>	None
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester offered:</b>	1

#### Module Aims

The systems physiology module is a two semester module designed to provide an understanding how cells, tissues, organs, and organ systems function together to create one human organism. The module lays the basis for understanding diagnosis and treatment of diseases. Laboratories include presentations of clinical cases, practicing of clinical procedures and debriefing of problem-solving skills.

#### Learning Outcomes

- On successful completion of the module students should be able to:
- Apply basic physiology principles in the appropriate clinical context
- Incorporate physiology into the personal path of becoming a competent and caring physiotherapist
- Be aware of physiological research to improve diagnoses and treatments of diseases
- Explain physiological mechanisms by applying basic principles of physics and chemistry
- Describe the fundamental mechanisms underlying normal function of cells, tissues, organs, and organ systems of the human body, commensurate with the requirements for a physiotherapist providing primary care to patients
- Explain the basic mechanisms of homeostasis by integrating the functions of cells, tissues, organs, and organ systems
- Apply knowledge of functional mechanisms and their regulation to explain the pathophysiology underlying common diseases
- Effectively solve basic problems in physiology and pathophysiology, working independently and in groups
- Describe the structure and function of the various aspects of a cell
- Explain the fundamental mechanisms underlying cell function
- Explain how homeostasis is established and maintained in the face of disease and infection
- Discuss the structures and functions of the endocrine system
- Discuss the structure/function relationship inherent in the central and peripheral nervous systems
- Describe how the organ systems covered interact throughout the body to maintain homeostasis

#### Module Content

The study of physiology encompasses a number of fields of study from molecules to ecosystems. Here we begin with an investigation of basic cell processes. The students will be expected to understand how molecular interactions are integral to the generation, storage and utilization of energy, signaling and cellular dynamics. Building upon this we will stress the importance of cellular and tissue compartmentation and how information flows within a cellular and mass context. The integration of these systems and how they may impact homeostasis is also of critical importance.

Students will familiar them with the components and mechanics of the: Basic Cell Processes, energy and cellular metabolism, membrane dynamics and communication, integration and homeostasis; the cellular and network properties of neurons and how they function within the context of the central and peripheral nervous systems; the muscular skeletal system and the control of body movement; the structure and function of the endocrine system; digestive system; cardiovascular control including blood flow and the control of blood pressure; respiratory mechanics and gas exchange; blood and blood products; renal function and control including fluid and electrolyte balance; exercise and metabolism; reproduction and development.

#### Methods of Facilitation of Learning

The module will be facilitated through the following learning activities:

- Lectures, in-class exercises and group work and individual homework assignments
- Students will be given reading resources for self-study and be exposed to laboratory exercises relevant to the module

#### Quality Assurance Arrangements

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

#### Assessment Strategies

- The Continuous Assessment (CA): 50% (minimum of 2 tests and 5 laboratory exercises).

- Examination: 50% (1 X 3 hours' paper)

Prescribed textbooks:

- Human Physiology: An Integrated Approach, 5th edition, Dee Unglaub Silverthorn

- Module Title: Occupational Therapy Science I

<b>Code:</b>	<b>OTH3502</b>
<b>NQF level:</b>	5
<b>Notional hours:</b>	80
<b>Contact hours:</b>	2 +2P hours per week for one semester
<b>NQF Credits:</b>	8
<b>Pre-requisite:</b>	None
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester offered:</b>	2

Module Aims:

Our occupations harness our time and interests, and utilize our personal capacities. Our ability to participate in occupations that we have to do or want to do can be impacted on by a variety of determinants, thus placing challenges to people in doing needed occupations. Occupational therapy science is founded on research that suggests that appropriately selected occupations used in specific therapeutic ways are agents of change and improve participation in, performance in, and satisfaction in occupations and thus contributes to occupational justice and quality of life.

Learning Outcomes:

At the end of this module a student is expected to be able to:

- Describe the factors that influence health and their inter-related functions
- Outline human development across the life span and organize related occupations as performance enablers
- Master basic interviewing skills
- Describe their understanding of the lived experience of a person with a disability
- Apply principles of design to minimize the disability gap
- Use reflection and reasoning as crucial for taking control of own learning.

Module Content:

This module introduces students to the ICF and their understanding of human occupation by including an analytical exploration of the relationship between what people do and their health, well-being and quality of health, in the form of WHO determinants of health. By introducing Erik Erikson's stages of psychosocial development and related actions/tasks/occupations and by engaging with people of different ages in various practice learning contexts, students gain deeper appreciation of normal human development challenges, how dimensions of occupational performance in self-care and community living and survival; play; work; social interaction unfold across the lifespan and how culture context and ability relate to these. Students are exposed to interviewing techniques and skills and practice; student gain skills in obtaining a narrative from another person in the classroom; Kinesiology, ergonomics and design (synergistic and pathological moment patterns, body alignment, proportions and relationship of these and functioning and disability gap (ICF). Students are introduced to the practice of reflection and reasoning and its values for self-learning and development as a scientifically thinking therapist. In a clinical setting, student apply engaging with narrative, and thus develop an appreciation of the lived experience of having a disability, and how dimensions of occupational performance in self-care, productivity and leisure are affected by disability. Students learn how to describe their understanding of the lived experience of a person with a disability using techniques of interviewing and using narrative.

Methods of Facilitation of Learning

- Lectures, projects, group work, video or movie clips, field trip (visits).

Module assessment:

- Continuous Assessment: 50%
- Attendance 5%
- Class test (1) 20%
- Assignment(1) 15%
- Reflective Diary 10%
- EXAM: Written 2-hour paper 50%

Quality Assurance Arrangements

- Student evaluation
- Programme review after each module for the first two years, then on a regular prescribed cycle
- Internal and external moderation

Prescribed textbook:

- Taylor, M.C., 2007, Evidence-based practice for occupational therapists, Blackwell Science, Oxford,
- Townsend, E.A. & Polatajko, H.J. Enabling Occupation II, 2007, CAOT Publications, Ottawa.

#### **Module Title: Statistics for Health Sciences**

<b>Code:</b>	<b>RID3512</b>
<b>NQF Level:</b>	5
<b>Notional hours:</b>	160
<b>Contact Hours:</b>	4 hours per week for one semester
<b>NQF Credits:</b>	16
<b>Pre-requisite:</b>	None
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester offered:</b>	2

Module Aims

This module aims at teaching the students how to gather and analyze data that can be used to provide honest information about unanswered biomedical questions and health status of populations. The module will aim at equipping the students with technical skills in applied statistics that is concerned with the application of statistical methods to medicine, clinical trials, demography, population estimation, modeling, community diagnosis, surveys and survival analysis.

Learning Outcomes

On successfully completing the module students should be able to:

#### **Still to gather from the department**

Module Content

Describing Univariate Data: Central Tendency, Spread, shape and graphs. Describing Bivariate Data: Scatterplots, Introduction to Pearson's Correlation, Computational formula for Pearson's Correlation, Example values of  $r$ , Effect of linear transformations on Pearson's Correlation, Spearman's  $\rho$ . Introduction to Probability (elementary): Simple probability, Conditional probability, Probability of A and B, Probability of A or B, Binomial distribution. Normal Distribution: What is it? The standard normal distribution: Why is it important? Converting to percentiles and back, Area under portions of the curve, Sampling Distributions. Sampling Distributions: Sampling distribution of the mean, Standard error, Central limit theorem, Area under sampling distribution of the mean, Difference between means, Proportion, Difference between proportions. Confidence Intervals: Overview, Mean,  $\sigma$  known, Mean,  $\sigma$  estimated, General formula, Difference between means of independent groups,  $\sigma$  known, Difference between means of independent groups,  $\sigma$  estimated, Pearson's correlation, Difference between correlations. The Logic of Hypothesis Testing: Ruling out chance as an explanation, The null hypothesis, Steps in hypothesis testing Why the null hypothesis is not accepted, The precise meaning of the  $p$  value, At what level is  $H_0$  really rejected? Statistical and practical significance, Type I and II errors, One- and two-tailed tests, Confidence intervals and hypothesis testing following a non-significant finding. Testing Hypotheses with Standard Errors: General formula Tests of  $\mu$ ,  $\sigma$  known, Tests of  $\mu$   $\sigma$  estimated,  $\mu_1 - \mu_2$ , independent groups,  $\sigma$  estimated,  $\mu_1 - \mu_2$ , dependent means,  $\sigma$  estimated, Tests of Pearson's correlation, Differences between correlations Proportions Differences between proportions. Chi square: Testing differences between  $p$  and  $\pi$ , more than two categories, Chi square test of independence (Introduction, Calculations, Assumptions), Reporting results. Power: Factors affecting power: Size of difference between means, Significance level, Sample size, Variance Other factors, Estimating power. Measuring effects: Variance explained in ANOVA, Variance explained in correlation, Variance explained in contingency tables.

Methods of Facilitation of Learning

The module will be facilitated through the following learning activities:

- Lectures, in-class exercises, case studies for group assignments and individual homework and self-learning
- Students will be referred to reading resources for their assignments and self-study

Quality Assurance Arrangements

- Internal and External moderation of examination papers
- Peer review of teaching and materials
- Student feedback on teaching and materials
- Regular review of module content and prescribed materials
- Feedback on assignments, test and examinations of students

#### Assessment Strategies

- The continuous assessment (CA): 40% (minimum of 3 tests and 2 assignments).
- Examination: 60% (1 x 3 hours written paper)

#### Prescribed Textbooks

Request from the department

#### **Module Title: Sociology of Health and Disease**

<b>Code:</b>	<b>CMM3512</b>
<b>NQF Level:</b>	5
<b>Notional hours:</b>	160
<b>Contact Hours:</b>	3 + 4P hours per week for one semester
<b>NQF Credits:</b>	16
<b>Pre-requisite:</b>	None
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester offered:</b>	2

#### Module Aims

The module aims at equipping students with knowledge and skills necessary to practice in different social-cultural settings. Students will learn about the indirect pathways between sociology and health/disease with emphasis on the role of that beliefs and behaviors play in health and illness. The goal of the module is to acquaint students with the sociological construct of health, illness and disease which takes into account the structural and social factors not necessarily relying on biological and medical explanations of health and disease. Students also gets exposure to amylase political, economic, and sociocultural elements that foster ill/health as well as the forces that allow or constrain the healthcare system and individual's responses to illness.

#### Learning Outcomes

On successfully completing the module a student will be able to:

- Describe the sociological definition of health and disease
- Distinguish behavioral science from related definitions of psychology, sociology, anthropology and behavioral epidemiology; health promotion, education; primary care scribe the concepts Sociology of Health and Disease
- Discuss the concept of "health beliefs"
- Discuss the socio-economic and cultural dimensions of health (social determinants of health)
- Discuss the role of culture in shaping the individual/community's experience of illness and its treatment
- Explain the importance of incorporating theoretical principles into interventions and in particular the 3-4 prominent theories as they relate to health
- Describe the social construction of health and disease i.e. discuss health-defying behaviors: smoking and alcohol
- Analyze medicine as an institution of power and social control
- Apply sociological explanations and evaluation of relationships between gender, class, ethnicity, culture, HIV/AIDS and ill health
- Examine the role that sociology plays at each stage of an illness: HIV and Cancer, Obesity and Coronary Health Disease
- Describe the interaction between patient and health provider
- Identify and explain the role of alternative medicine
- Discuss quality of life and the controversies on the measurement of quality of life

#### Module Content

Sociological understanding of health, illness and disease considers the structural and social factors and not largely relies on biological medical explanations of health and disease. The structural emphasis will entail consideration of the political, economic and social cultural elements that foster ill/health, as well as the forces that allows/constrain the health care system and individuals' responses to illness. The module also focuses on the indirect pathway between sociology and health/disease and emphasizes the role that beliefs and behaviors play in health and illness.

Furthermore the module will address the sociological definition of disease, explore major theoretical perspectives in health, behavioral science and sociology, the influence of class, gender and ethnicity on health; global and rural health problems;

health promotion and community health services among others. This will enable the students to understand the social determinants of health, social construction of illness, social meanings of illness, patterns in the distribution of health and illnesses, people health seeking behaviors; interaction between patients and the health provider. The module will also explore medicine as power and social control and the role of alternative medicines.

Students will also examine health-related behaviors and apply many of the theories to specific behaviors, e.g., addictive behaviors and the factors that predict smoking and alcohol consumption as well as Gender Based Violence and HIV. Throughout the module students will focus on the interrelationships between beliefs, behavior and health using the example of placebo effects; illustration of this interrelationship in the context of illness, focusing on HIV, cancer, obesity and coronary heart disease; aspects of women's health; the problems with measuring health status and the issues surrounding the measurement of quality of life.

#### Methods of Facilitation of Learning

The module will be facilitated through the following learning activities:

- Lectures, in-class exercises, case studies for group assignments and individual homework and self-learning
- Students will be referred to reading resources for their assignments and self-study

#### Quality Assurance Arrangements

- Internal and external moderation of examination papers
- Peer review of teaching and materials
- Student feedback on teaching and materials
- Regular review of module content and prescribed materials
- Feedback on assignments, test and examinations of students

#### Assessment Strategies

- Continuous Assessment: 50%
- Attendance 10%
- Student Directed seminars 10%
- Class test (1) 20%
- Assignment (1) 20%
- Group projects (2) 40%
- Final Examination: 50%

#### Learning materials

##### **Prescribed textbook**

Weitz R (2010) The Sociology of health, illness and health Care: A critical approach; Wadsworth. Apart from this required text relevant readings will also be provided according to the session

#### **Module Title: Anatomy for Allied Health Sciences**

Code:	ATM3532
NOF level:	5
Notional hours:	160
Contact hours:	3 + 4p hours per week for one semester
NOF Credits:	16
Pre-requisite:	None
Compulsory/Electives:	Compulsory
Semester offered:	2

#### Module Aims

This module is designed to provide continued study of histological and anatomical systems with the emphasis on occupational therapy outcomes. In this semester special attention is paid to the relation of anatomy of these systems to their function and dysfunction in human movement. It has a strong focus on the mechanical properties of bone, ligaments, tendons, cartilage, neural and muscle tissue as these are the fundamental materials or structures of which the musculoskeletal system is composed. There is some revision of gross anatomy and functional musculoskeletal anatomy of the limbs and trunk as appropriate to the module. In addition to normal function it includes the mechanisms of and adaptations to injury, disease and rehabilitation. Anatomical aspects of posture and locomotion and their changes through the lifespan are also covered.

## Learning Outcomes

- Upon successful completion of this module students should be able to:
- Describe the embryological development of the musculoskeletal and neurological systems
- Describe and identify the surface anatomy in relationship to deeper lying structures
- Identify the bony structures that form part of the system and describe the osteology of bony elements of the system
- Describe and identify the normal macroscopic and microscopic structures of musculoskeletal and neurological systems
- Describe and identify the nerves, blood supply, and lymphatic drainage of the structures
- Describe the anatomical and histological structures in relation to their function
- Describe the relationship of structures to each other in a system
- Explain the structure and function of the neuro-musculoskeletal system in relation to human movement
- Discuss the biomechanics of the musculoskeletal system at the micro and macro levels of organization, and in relation to human development from birth to old age
- Explain the mechanisms of injury and the biological processes involved with rehabilitation
- Discuss the body mechanics in relation to posture and locomotion

## Methods of Facilitation of Learning

The module will be facilitated through the following learning activities:

- Lectures and presentations
- Histology and anatomy practical sessions (small group exercises)

## Quality Assurance Arrangements

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

## Assessment Strategies

- Continuous Assessment mark: 50%
  - Written assessment Class Test 1 15%
  - Written assessment Class Test 2 15%
  - Written assessment Class Test 3 15%
  - Assignment, workbook 5%
  - Practical's 50%
- Examination mark:
  - One 2-hour theory examination paper (50%)
  - One practical examination paper (50%)
  - Final mark: 50% of exam mark and 50% of CA

## Learning Resources

### Prescribed Textbooks

- Moore KL, Dalley AF. Clinically oriented anatomy. 7th ed. Philadelphia: Lippincott Williams & Wilkins; 2006.
- Netter, F. Atlas of Human Anatomy. Novartis.
- Young B. Wheater's functional histology: a text and color atlas. 5th ed. Edinburgh; New York: Churchill Livingstone; 2006. TANK PW. Grant's dissector. 15th ed. Lippincott Williams & Wilkins; 2014

### **Module Title: Systemic Physiology II**

<b>Code:</b>	<b>PLG3512</b>
<b>NQF level:</b>	5
<b>Notional hours:</b>	160
<b>Contact Hours:</b>	3 + 4P hours per week for one semester
<b>NQF Credits:</b>	16
<b>Pre-requisite:</b>	None
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester offered:</b>	2

## Module Aims

The systems physiology module is a two semester module designed to provide an understanding how cells, tissues, organs, and organ systems function together to create one human organism. The module lays the basis for understanding diagnosis and treatment of diseases. Laboratories include presentations of clinical cases, practicing of clinical procedures, and debriefing of problem solving skills.

#### Learning Outcomes

On successful completion of the module students should be able to:

- To apply basic physiology principles in the appropriate clinical context
- To incorporate physiology into the personal path of becoming a competent and caring occupational therapist
- To be aware of physiological research to improve diagnoses and treatments of diseases
- Explain physiological mechanisms by applying basic principles of physics and chemistry
- Describe the fundamental mechanisms underlying normal function of cells, tissues, organs, and organ systems of the human body, commensurate with the requirements for a physiotherapist providing primary care to patients
- Explain the basic mechanisms of homeostasis by integrating the functions of cells, tissues, organs and organ systems
- Apply knowledge of functional mechanisms and their regulation to explain the pathophysiology underlying common diseases
- Effectively solve basic problems in physiology and pathophysiology, working independently and in groups
- Describe the structure and function of the various aspects of a cell
- Explain the fundamental mechanisms underlying cell function
- Explain how homeostasis is established and maintained in the face of disease and infection
- Discuss the structures and functions of the endocrine system and
- Discuss the structure/function relationship inherent in the central and peripheral nervous systems
- Describe how the organ systems covered interact throughout the body to maintain homeostasis

#### Module Content

The study of physiology encompasses a number of fields of study; from molecules to ecosystems. Here we begin with an investigation of basic cell processes. The students will be expected to understand how molecular interactions are integral to the generation, storage and utilization of energy, signaling and cellular dynamics. Building upon this we will stress the importance of cellular and tissue compartmentation and how information flows within a cellular and mass context. The integration of these systems and how they may impact homeostasis is also of critical importance. By the end of the module students will also be familiar with the components and mechanics of the:

Basic cell processes including cells and tissues, energy and cellular metabolism, membrane dynamics and finally, communication, integration and homeostasis

The cellular and network properties of neurons and how they function within the context of the central and peripheral nervous systems

The muscular skeletal system and the control of body movement

The structure and function of the endocrine system

Digestive System

Cardiovascular control including blood flow and the control of blood pressure

Respiratory mechanics and gas exchange

Blood and blood products

Renal function and control including fluid and electrolyte balance

Exercise and metabolism

Reproduction and development

Methods of Facilitation of Learning

The module will be facilitated through the following learning activities:

- Lectures, in-class exercises and group work and individual homework assignments
- Students will be given reading resources for self-study and have laboratory exercises designed to teach the relevant module content in a practical manner

## Quality Assurance Arrangements

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

## Assessment Strategies

- The continuous assessment (CA): 50% (minimum of 2 tests and 5 laboratory exercises).
- Examination: 50% (1 X 3 hours' paper)

## Prescribed textbooks:

- Human Physiology: An Integrated Approach, 5th edition, Dee Unglaub Silverthorn

## Year 2

### **Module Title: Occupational Therapy Interventions**

<b>Code:</b>		<b>OTH3680</b>
<b>NQF level:</b>	6	
<b>Notional hours:</b>		240
<b>Contact hours:</b>		6P hours per week
<b>NQF Credits:</b>	24	
<b>Pre-requisite:</b>		OTH3501, OTH3502, ATM3511, ATM3532, PLG3511, PLG3512 RID3512, PLG3501
<b>Compulsory/Electives:</b>		Compulsory
<b>Semester offered:</b>	1 and 2	

### Module Aims:

This module provides students with an experiential learning opportunity in which they start to build up a repertoire of occupations (indoor/outdoor and performing arts), which they can use in therapy.

### Learning outcomes:

On successful completion of this module, the student will be able to:

- Plan, manage and execute a variety of dignifying, health-promoting, meaningful and purposeful occupations relevant to the Namibian context and which could be used as income generating projects.
- Explain the importance of insight into the process of participation in occupation and the value of various outcomes.
- Differentiate between occupations that have tangible and intangible outcomes: occupation as means, as an end, as a mean to an end.

### Module Content:

This module will cover the following theoretical aspects of a number of indoor activities (such as cookery and nutrition, wool crafts, pottery, paper crafts, sewing, leather crafts, jewellery making, wire craft, string craft, woodwork and performing arts), as well as outdoor activities (soccer, basketball, netball, volleyball, fun ball games athletics and other outdoor games, indoor/outdoor gardening) history of, purpose of, materials needed, tools/implements/equipment needed, care, maintenance and storage of these and precautionary measures. Practical skills for all these activities need to be acquired.

### Methods of Facilitation of Learning

- Tutorials, projects (including setting up a markets and sell products), practical.

### Module assessment:

- Continuous Assessment: 100%
- Attendance 20%
- Reflective Diary 30%
- Portfolio 1 20%
- Portfolio 2 20%
- Group activity 10%

Reflective Diary: experiential learning diary (answering pre-set questions and free responses).

Portfolio 1 (theoretical aspect and products of selected activities).

Portfolio 2 (theory and budget of sellable product, patterns, etc. and one product).

Group activity (plan a market and sell own products).

Quality Assurance Arrangements

- Student evaluation
- Programme review after each module for the first two years, then on a regular prescribed cycle
- Internal and external moderation

Learning resources

Prescribed textbook:

- Cole, M (2011), Group Dynamics in Occupational Therapy: The Theoretical Basis and Practice Application of Group Intervention Slack Incorporated, 4th Edition

### **Module Title: Occupational Therapy Science II**

<b>Code:</b>		<b>OTH3690</b>
<b>NQF level:</b>	6	
<b>Notional hours:</b>		240
<b>Contact hours:</b>		3 + 3P hours per week for both semesters
<b>NQF Credits:</b>	24	
<b>Pre-requisite:</b>		OTH3501, OTH3502, ATM3511, ATM3532 PLG3511, PLG3512, RID3512, PLG3501
<b>Compulsory/Electives:</b>		Compulsory
<b>Semester offered:</b>	1 and 2	

Module Aims:

Occupational therapy science is founded on research that suggests that appropriately selected occupations used in specific therapeutic ways are agents of change and improve participation in, performance in, and satisfaction in occupations and thus contributes to occupational justice and quality of life. This module focuses on models, and how these inform assessment of mobility and disability, environment and social power structures as well as physical, mental and social ability and disability and how this information translates into an occupational therapy plan.

Learning outcomes:

On successful completion of this module, the student will be able to:

- Explain the history for occupational therapy as a profession
- Compare occupational therapy models with emphasis on occupation and activity participation.
- Perform mental and physical activity analysis
- Carry out an intersectional analysis and an environment analysis
- Plan activity adaptation taking components of functioning and the environment into account as well as leaning theories
- Apply principles of design and minimise the disability gap
- Interpret the occupational therapy practice process
- Carry out a variety of assessments and document results accurately.
- Formulate intervention goals in relation to strengths and challenges.
- Apply intervention principles to a described scenario.
- Outline the format and content expected to make up a case study of a patient.

Module Content:

Foundation of Occupational Therapy (philosophy of occupational therapy (Adolf Meyer/ Eleanor Clark Slagle; Medical approaches, social approaches, occupational approaches); Foundation of Occupational Therapy in Namibia. Selected frame works used in occupational therapy (WHO ICF (2002) and ICF-CY (2001), (2008), and Occupational Therapy Models (CAOT Canadian Model of Occupational Performance - Engagement (2007), and Kielhofner's Model of Human Occupation practice and models (MOHO, CMOP -E and PEO, Vona du Toit's MOCA, Occupation Based Community Development Framework (ObCD) and the models change modalities. Introduction to function (Based on ICF (2002) such as mental, sensory, pain musculoskeletal and movement related, cardiovascular, respiratory, genitourinary and reproductive functions and AOTA Occupational Therapy Practice Framework -Domains and Framework (2014):Activity analysis (with reference to above-mentioned functions, e.g. physical (muscles, joints, physical endurance etc.), mental (concentration, attention, higher

cognitive functions) emotional (gratification, locus of control, number of steps, concept formation), social and community requirements (intra- and interpersonal relationships, emotional intelligence, adhering to social standards etc.). Intersectional analysis ref Kimberlé Williams Crenshaw (Intersection of class, gender, sexual orientation, race, religion socio-economic status, educational status, ability, nationality, their interactional power relations and influence on identity formation. Environment analysis (observes occupations meaningful in the environment and aligns occupations according to cultural preferences whilst deepening their understanding of the role a variety of environments (physical, social, political etc.). Kinesiology, ergonomics and design (synergistic and pathological movements patterns, body alignment, proportions, positions and relationship of how these minimise the disability gap. Activity adaptations (to increase or decrease or adapt the requirements related to occupations (activity level) across the life span). Reflect on the explicit knowledge of and implicit understanding of disability, ability and participation, integrating knowledge of the above-mentioned analyses using activities that form part of occupational therapy change modalities. Learning theories: Moya Wilson and others; Anne Cronon Mosey's seven adaptive skills, adult learning theories, action learning, participative action learning. Occupational therapy practice process; occupational therapy targets; Change theories and modalities; Learn about professional relationships with patients. Assessment (theory and assessment, types of, reason for, information gathering to choose, learn assessment at body structure (e.g. wound assessment, muscle strength, ROM) and body function (nerve function, attention, concentration level (all assessment that are used in third year practical need to be covered here – including all diagnosis and across all ages), and at activity and participation levels (activities that form part of occupational therapy change modalities. Assessment of environment, recording of data, analysis of data, theory and data analysis, strengths and challenges); Intervention goals, occupational therapy targets, change modalities and enablement and intervention (understanding an intervention plan and an intervention programme – using strengths to address challenges in execution of activities of daily living (ADL), using environment and structure to facilitate change to enable persons to achieve their aspirations and capabilities as occupational beings). Intervention principles (Handling, Structuring, Presentation, Activity requirements and grading of these treatment principles). Introduction to theoretical base of clinical work: case studies (reasoning behind case studies, models and theories in case studies, patient records and ethical considerations, documentation and legal responsibilities, format of case studies and patient file audit).

#### Methods of Facilitation of Learning

- Lectures, practical, group work, video or movie clips, debates

#### Module assessment:

- |                                |     |     |
|--------------------------------|-----|-----|
| • Continuous Assessment:       | 50% |     |
| • Attendance                   |     | 10% |
| • Class test (4)               | 40% |     |
| • EXAM: 1x3 hour written paper | 50% |     |

#### Quality Assurance Arrangements

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

#### Learning resources

#### Prescribed textbooks:

- United Nations Convention on the Rights of Persons with Disabilities (2006)
- Refer to attached textbook list

#### **Module Title: Occupational Science II**

<b>Code:</b>		<b>OTH3601</b>
<b>NQF level:</b>	6	
<b>Notional hours:</b>		80
<b>Contact hours:</b>		2 +2P hour per week for one semester
<b>NQF Credits:</b>	8	
<b>Pre-requisite:</b>		OTH3501, OTH3502, ATM3511, ATM3532 PLG3511, PLG3512, RID3512, PLG3501
<b>Compulsory/Electives:</b>	Compulsory	
<b>Semester offered:</b>	1	

#### Module Aims:

The module aims at introducing students to analyzing the relationship between engagement in occupation, occupational justice and quality of life.

Learning Outcomes:

At the end of this module a student is expected to be able to:

- Discuss various forms of occupational risk/dysfunction, focusing on environmental determinants.
- Discuss the implementation of occupational justice.
- Evaluate occupational reconstructions and social transformation

Module Content:

Occupational risk factors (injustice, justice, marginalization, imbalance, deprivation and alienation) and how people, the physical environment, government policies, economic factors, cultural believes etc. impact on occupational justice). Analyze occupation as means (roles, purpose and meaning), as an end (acquiring skills, earn a living, overt or covert, tangible or intangible) and as a means to an end. Relate occupational injustice to practice situations (Intersectional Analysis). Analyze themselves as occupational beings and identify which occupations require active engagement, which passive and which vicarious. Complete an occupational profile for an identified person and identify links between human occupation, health and well-being combining the all the above-mentioned analytical elements. e.g. occupational risk factors.

Methods of Facilitation of Learning

- Lectures, projects, group work, video or movie clips, field trip (visits).

Module assessment:

- Continuous Assessment: 50%
- Attendance 5%
- Class test (1) 15%
- Assignment(1) 15%
- Assignment (2) 15%
- EXAM 50%: 1x3 hour written paper

Quality Assurance Arrangements

- Student evaluation
- Programme review after each module for the first two years, then on a regular prescribed cycle
- Internal and external moderation

## Learning

material

### Prescribed textbook:

- ZEMKE R., & CLARKE F., 1996 (Eds.) Occupational science: the evolving discipline. Philadelphia, PA: F.A Davis Company.
- Occupational Science: Society, Inclusion, Participation Gail E. Whiteford (Editor), Clare Hocking (Editor) ©2012, Wiley-Blackwell

### Suggested readings

- CHRISTIANSEN C. H., & TOWNSEND E. A., 2010 Introduction to occupation: The art and science of living. 2nd ed. New Jersey Person
- WILCOCK A. A., 2006 An occupational perspective of health 2nd edition. Thorofare, NJ: Slack Inc.
- Additional reading
- Clark et al (Eds) (1991) Occupational science: Academic innovation in the the service of occupational therapy's future. The American Journal of Occupational Therapy. 45 (4) 300-309.
- Kielhofner G (2008) (Ed) Model of human occupation: Theory and application. (4th ed). Baltimore: Lippincott, Williams & Wilkins.
- Kramer P, Hinojosa, J & Royeen CB (2003) Perspectives in human occupation: Participation in life. Baltimore: Lippincott Williams & Wilkins.
- McKay, E & Molineux M (2001) Occupation: Reaffirming its place in our practice.
- British Journal of Occupational Therapy, 64 (8), 241-242.
- Molineux M (2000) Another step in the right direction. British Journal of Occupational Therapy. 63 (5) 191.
- Whiteford G (1997) Occupational deprivation and incarceration. Journal of Occupational Science:Australia 4 (3) 126-130.
- Wilcock A A (1991) Occupational Science. British Journal of Occupational Therapy. 54 (8) 297-300.
- Wilcock A.A (1995) The Occupational Brain: A theory of human nature. Journal of Occupational Science 2 (1) 68-73.

- Wilcock A.A (1998) Occupation for health. British Journal of Occupational Therapy. 61 (8) 340-345.
- Wilcock A A (2006) An occupational perspective of health (second edition). Thorofare, NJ: Slack Inc.
- Wilcock A.A (1999) Reflections on doing, being and becoming. Australian Journal of Occupational Therapy. 46 (1) 1-11.
- Wilcock A A (2001) Occupational science: the key to broadening horizons. British Journal of Occupational Therapy, 64 (8), 412-417
- Wilcock, A. (2005). 2004 CAOT Conference keynote address: Occupational science bridging occupation and health. The Canadian Journal of Occupational Therapy, 72 (1), 5-12.

**Module Title: Occupational Science III**

<b>Code:</b>		<b>OTH3602</b>
<b>NQF level:</b>	6	
<b>Notional hours:</b>		80
<b>Contact hours:</b>		2 +2P hours per week for one semester
<b>NQF Credits:</b>	8	
<b>Pre-requisite:</b>		OTH3501, OTH3502, ATM3511, ATM3532, PLG3511, PLG3512, RID3512, PLG3501
<b>Compulsory/Electives:</b>		Compulsory
<b>Semester offered:</b>		2

Module Aims:

The course aims at providing the student with the skills and knowledge to obtain and appraise relevant scientific information and in particular regarding occupational science and occupational therapy to apply the information in relation to occupational therapy.

Learning Outcomes:

At the end of this module a student is expected to be able to:

- Apply information literacy skills effectively and critically appraise information obtained.
- Synthesize the contributing concepts and theories relating to occupation.
- Discuss occupational science with related basic and applied sciences.
- Evaluate the occupational science literature and its application to occupational therapy professional practice.

Module Content:

Search for the philosophical and theoretical perspectives of occupation by devising information seeking strategies; using appropriate paper and electronic search tools effectively and appraise information. Exploration of the current body of knowledge relating to occupational science, including health and well-being; Explore occupation and temporality, occupational and human development, the relationship between occupational science occupational therapy and other scientific disciplines.

Methods of Facilitation of Learning

- Lectures, projects, group work, video or movie clips, field trip (visits).

Module assessment:

- Continuous Assessment: 50%
- Attendance 5%
- Class test (1) 15%
- Assignment(1) 15%
- Assignment (2) 15%
- EXAM 50%: 1x3 hour written paper

Quality Assurance Arrangements

- Student evaluation
- Programme review after each module for the first two years, then on a regular prescribed cycle
- Internal and external moderation

Learning

material

Prescribed textbook:

- ZEMKE R., & CLARKE F., 1996 (Eds.) Occupational science: the evolving discipline. Philadelphia, PA: F.A Davis Company.
- Occupational Science: Society, Inclusion, Participation Gail E. Whiteford (Editor), Clare Hocking (Editor) ©2012, Wiley-Blackwell

### Suggested readings

- CHRISTIANSEN C. H., & TOWNSEND E. A., 2010 Introduction to occupation: The art and science of living. 2nd ed. New Jersey Person
- WILCOCK A. A., 2006 An occupational perspective of health 2nd edition. Thorofare, NJ: Slack Inc.
- Additional reading
- Clark et al (Eds) (1991) Occupational science: Academic innovation in the the service of occupational therapy's future. The American Journal of Occupational Therapy. 45 (4) 300-309.
- Kielhofner G (2008) (Ed) Model of human occupation: Theory and application. (4th ed). Baltimore: Lippincott, Williams & Wilkins.
- Kramer P, Hinojosa, J & Royeen CB (2003) Perspectives in human occupation: Participation in life. Baltimore: Lippincott Williams & Wilkins.
- McKay, E & Molineux M (2001) Occupation: Reaffirming its place in our practice.
- British Journal of Occupational Therapy, 64 (8), 241-242.
- Molineux M (2000) Another step in the right direction. British Journal of Occupational Therapy. 63 (5) 191.
- Whiteford G (1997) Occupational deprivation and incarceration. Journal of Occupational Science:Australia 4 (3) 126-130.
- Wilcock A A (1991) Occupational Science. British Journal of Occupational Therapy. 54 (8) 297-300.
- Wilcock A.A (1995) The Occupational Brain: A theory of human nature. Journal of Occupational Science 2 (1) 68-73.
- Wilcock A.A (1998) Occupation for health. British Journal of Occupational Therapy. 61 (8) 340-345.
- Wilcock A A (2006) An occupational perspective of health (second edition). Thorofare, NJ: Slack Inc.
- Wilcock A.A (1999) Reflections on doing, being and becoming. Australian Journal of Occupational Therapy. 46 (1) 1-11.
- Wilcock A A (2001) Occupational science: the key to broadening horizons.
- British Journal of Occupational Therapy, 64 (8), 412-417
- Wilcock, A. (2005). 2004 CAOT Conference keynote address: Occupational science
- bridging occupation and health. The Canadian Journal of Occupational Therapy, 72 (1), 5-12.

**Module Title: Developmental Psychology**

<b>Code:</b>	<b>PCT3600</b>
<b>NQF Level:</b>	6
<b>Notional hours:</b>	160
<b>Contact Hours:</b>	2 hours per week for both semesters
<b>NQF Credits:</b>	16
<b>Pre-requisite:</b>	None
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester offered:</b>	1 and 2

## Module Aims

The aim of the course is to introduce students to the different theories of human development, normal and abnormal life-span development and specific reference to individual and contextual circumstances and challenges.

## Learning Outcomes

On successfully completing the module a student should be able to:

- Explain applicable developmental theories such as the psychosexual developmental theory (Freud), psychosocial developmental theory (Erickson), cognitive developmental theory (Piaget), and the sociocultural theory (Vygotsky)
- Discuss normal developmental milestones: physical development/locomotion; cognition; speech/language and communication, cognitive, emotional and social development
- Recognize the normal model of development of the domains of child/human development
- Explain social attainment, social attachment, primary bonding and belonging
- Recognize, explain, and discuss hereditary/genetic influences on (child) development, including hereditary/genetic transmission; chromosomal and genetic abnormalities
- Recognize, explain, and discuss birth complications and maternal stress and their effects and consequences on child development
- Explain perinatal/prenatal development, including the period from conception to birth, the environmental influences on prenatal development, and birth complications and their effects on the development of the child
- Identify, explain, and discuss chronic illness in children and adolescence
- Identify, explain, and discuss serious illness in children and adolescence leading to hospitalization
- Identify, explain, and discuss the development of the concept of death among children
- Identify, explain, and discuss ethical issues surrounding childhood chronic illness and hospitalization
- Identify, explain, and discuss child physical, emotional, and sexual abuse

## Module Content

The module provides life-span related themes in terms of normal and abnormal development, extrinsic and intrinsic contextual influences and special circumstances, including cultural as well as communication and assessment techniques as follows: Theories of development / learning theories. Developmental Processes and periods including but not limited by biological development, physical, socio-emotional and cognitive development from pre-natal to late adulthood; Language acquisition and communication, memory function; Developmental delays (abnormalities/mental childhood abnormalities/behavioral problems) & decline. Death and Bereavement; Palliative Care. Child abuse (emotional/physical/sexual)/childhood neglect). Introduction to Assessment. Theories of personality. Communication including facilitation of patient compliance. Cultural influences including cultural and language barriers

## Methods of Facilitation of Learning

The module will be facilitated through the following learning activities:

- Lectures, in-class exercises, case studies for group assignments and individual homework and self-learning
- Students will be referred to reading resources for their assignments and self-study

**Quality Assurance Arrangements**

- Internal and external moderation of examination papers
- Peer review of teaching and materials
- Student feedback on teaching and materials
- Regular review of module content and prescribed materials
- Feedback on assignments, test and examinations of students

## Assessment Strategies

- The Continuous Assessment (CA): 50% (minimum of 3 tests and 2 assignments)
- Examination: 50% (1 x 3 hours written paper)

## Learning Resources

### Prescribed textbooks

See attached list of textbooks –Request from department

### **Module Title: Clinical Sciences I**

<b>Code:</b>	<b>OTH3611</b>
<b>NQF level:</b>	6
<b>Notional hours:</b>	160
<b>Contact Hours:</b>	4 hours per week for one semester
<b>NQF Credits:</b>	16
<b>Pre-requisite:</b>	OTH3501, OTH3502, ATM3511, ATM3532, PLG3511, PLG3512
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester offered:</b>	1

### Module Aims

This module aims at equipping students with knowledge on structural changes affecting tissues, organs and systems of the human body due to various processes and insults for each the most common medical, neurological and psychiatric condition encountered by occupational therapists and physiotherapists.

### Learning Outcomes:

On successful completion of the module students should be able to:

- Describe the basic principles of general pathology with reference to systemic diseases and specific organ pathology in order to illustrate these principles
- Recognize the general signs and symptoms of the most common medical, neurological and psychiatric conditions
- Identify and discuss which examinations and special investigation are available for diagnosing medical, neurological and psychiatric conditions
- Describe and explain the following: diagnosis, their differential diagnosis, presentation, etiology, pathology, prognosis and management of the conditions
- Define the potential functional consequences of each of the health condition
- Identify and explain the legislative / contextual factors e. g. burden of disease
- Discuss the treatment model in the Namibian context and options for treatment in the Namibian context (level of care)

### Module Content

This module focuses on systemic discussions of the sign and symptoms, diagnosis and management of the most common condition in neurology, internal medicine, geriatrics, pediatrics and community health. The place for psychiatry and psychology in neurosciences will be discussed including the neuroanatomy and physiology related to mental disorders and the classification and terminology defining it. This module is divided into units: UNIT 1: GENERAL PATHOLOGY looks at Neuropathology, Disease on a cellular level, Fluid and hemodynamic disease, Inflammation, Healing and repair, Disorders of immunity, Neoplasia, Nutritional disorders, Osteoarthritis and rheumatoid arthritis, Diabetes mellitus, Ophthalmology and Geriatrics. UNIT 2: PEDIATRICS looks at Development, Congenital conditions, Most common medical conditions in infants and young children and Most common medical conditions in older children. UNIT 3: OBSTETRICS AND GYNAECOLOGY looks at Anatomical, physiological and emotional changes during adolescence, pregnancy, labor and puerperium, Pathology of the female reproductive functions, pregnancy and labor, Medical management of pregnancy, labor, puerperium, menopause and gynecological disorders and "Women's health" management. UNIT 4: PRIMARY HEALTH CARE looks at Public healthcare service delivery in the Namibian context, Laws and policies with regards to job-specific work performance, Typical conditions seen in primary health care, Community based rehabilitation, Urban based rehabilitation, Primary health care strategy/model. UNIT 5: INTRODUCTION TO PSYCHIATRY looks at Mental Health Act and mental health policy, Symptoms, signs and behavior typically seen in persons with mental illness, Generic principles underpinning the practice of effective mental health treatment, The role of medication in the treatment of mental health conditions, Stigma and fighting stigma – attitudes toward person suffering from mental illness, Mental State Examination and prevalence's and management of Schizophrenic spectrum disorders, major depressive disorder, mood disorders and bipolar mood disorder, trauma and stress related disorders, anxiety disorders, eating disorder, substance use disorder, psychiatric condition seen in children and adolescents, Psycho-geriatrics, Personality disorders, intellectual disability, mental disorders due to general medical condition and Introduction to forensic psychiatry. UNIT 6: NEUROLOGY looks at Identifying and explaining disturbances of normal neurological function, Aetiology, pathology and clinical picture of lesions of different areas of the central and peripheral nervous system and Medical management, including course and prognosis, and applicable diagnostic procedures and precautions. UNIT 7: GENERAL MEDICINE looks at Cardiovascular and Respiratory conditions and care, Genetic abnormalities and TB and HIV.

## Methods of Facilitation of Learning

- This module is taught through lectures, practical field visits, self-study sessions and tutorials.

## Module Assessment

- Continuous assessment 50% - Min. of 3 block tests (25% each) and 1 logbook (25%) for field visits
- Examination pass mark is 50% - 1 written paper (3 hours)

## Quality Assurance Arrangements

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

## Learning Resources

### Prescribed textbooks

- Musculoskeletal Physiotherapy, 2nd Edition: Its Clinical Science and Evidence-Based Practice by Kathryn Refshauge & Elizabeth Gass, 2005.

### **Module Title: Clinical Sciences II**

<b>Code:</b>	<b>OTH3612</b>
<b>NQF level:</b>	6
<b>Notional hours:</b>	160
<b>Contact Hours:</b>	4 hours per week for 16 weeks
<b>NQF Credits:</b>	16
<b>Pre-requisite:</b>	OTH3501, OTH3502, ATM3511, ATM3532, PLG3511, PLG3512
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester offered:</b>	2

## Module Aim

This module aims to build on Clinical Sciences I, equipping students with knowledge to interpret the medical and surgical management of the structural changes affecting tissues, organs and systems of the human body due to various processes and insults

## Learning Outcomes

At the end of this module students will be able to:

- Identify and describe the diagnosis, medical examinations and special investigations of structural changes and clinical manifestation of pathologies on the basis of the underlying pathological changes and pathogenesis.
- Identify and explain the related medical and surgical management of structural changes and clinical manifestation of pathologies on the basis of the underlying pathological changes and pathogenesis.
- Describe the management model in Namibian context and options for treatment in Namibian context (level of care).

## Module Content

This module focuses on surgical management and will include the basic concepts and terminology as well as an insight in the management of a surgical patient during all phases of treatment. Units included are general surgery, orthopedics, neurosurgery, obstetrics and gynecology, ophthalmology, and plastics and reconstructive surgery. UNIT 1: GENERAL SURGERY looks at Terminology and basic concepts used in surgery, The management of a surgical patient with hemorrhage and shock, The management of a surgical patient with wounds and soft tissue infection, Pediatric surgery, Vascular surgery and amputations, The management of a surgery patient in the ICU, Cardiothoracic surgery, The management of a surgical patient with hearing and balance disorders. UNIT 2: ORTHOPEADIC SURGERY looks at Terminology and basic concepts used in cold orthopedic conditions/orthopedic surgery, The indications for conservative treatment of traumatic orthopedic conditions, The management of traumatic orthopedic conditions, including precautions and complications, The indications for surgical treatment of cold orthopedic conditions, The management of cold orthopedic conditions including precautions and complications and Orthopedic surgery related to pediatrics. UNIT 3: OTHLAMMOLOGY looks at the Terminology and basic concepts used in eye surgery, Indications for and consequences of eye surgery, the surgical treatment for eye conditions, including course and prognosis, The pre- and post-operative care and precautions. UNIT 5: URO/GYNE looks at Terminology

and basic concepts used in eye surgery, Indications for and consequences of uro/gyne surgery, the surgical treatment for uro/gyne conditions, including course and prognosis, The pre- and post-operative care and precautions. UNIT 6: NEUROSURGERY looks at the Terminology and basic concepts used in neurosurgery, Indications for and consequences of neurological surgery, the surgical treatment for neurological conditions, including course and prognosis, The pre- and post-operative care and precautions. UNIT 7: PLASTIC, RECONSTRUCTIVE SURGERY & BURNS looks at the Terminology and basic concepts used in plastic and reconstructive surgery, Conditions typically needing plastic/reconstructive surgery, identify patients who will benefit from therapy and interpret referrals correctly, The general principles of treatment and precautions applicable to therapy after plastic and reconstructive surgery.

#### Methods of Facilitation of Learning

- This module is taught through lectures, practical field visits, self-study sessions and tutorials.

#### Assessment Strategies

- Continuous assessment 50% - Min. of 3 block tests (25% each) and 1 logbook (25%) for field visits
- Examination pass mark is 50% - 1 written paper (3 hours)

#### Quality Assurance Arrangements

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

#### Prescribed Textbooks

- Musculoskeletal Physiotherapy, 2nd Edition: Its Clinical Science and Evidence-Based Practice by Kathryn Refshauge & Elizabeth Gass, 2005.
- Neurological Rehabilitation: Optimizing Motor Performance 1998; Carr, Janet; Shepherd, Roberta; Butterworth-Heinemann
- An Illustrated Guide to Normal Development (1994); L Bly; Therapy Skills Builders Tuscon
- Explain Pain. Butler, D Mosely. Noigroup Publications
- Painful Yams, Moseley. Dancing Giraffe Press

#### **Module Title: Professional Practice**

<b>Code:</b>	<b>PTY3681</b>
<b>NQF level:</b>	6
<b>Notional hours:</b>	120
<b>Contact Hours:</b>	3 hours per week for one semester
<b>NQF Credits:</b>	12
<b>Pre-requisite:</b>	OTH3501, OTH3502
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester offered:</b>	1

#### Module Aims

The aim of this module is assist students to develop a personal philosophy for lifelong practice of medicine and ongoing professional growth. In particular, students will be equipped with skills to examine the four cardinal principles of: respect for autonomy, beneficence, non-maleficence and justice. Legal aspects of being a professional will be covered as well as the importance of and the ethical implication of documentation

#### Learning Outcomes:

On successfully completing the module students should be able to:

- Carry out a medical interview professionally
- Maintain confidentiality
- Work as a member of a team with equal respect to others regardless of discipline or rank
- Cope with ambiguity including in matters of faith
- Advise patients, couples, family members on results from clinical finding or laboratory test
- Make ethical choices on patient care
- Advocate for the health rights of individuals, family or population group/community
- Promote the image of the profession in personal life and avoid behavior/practices that might put the profession into disrepute
- Discuss and adhere to the HPCNA professional Code of Ethics

## Module Content

**Medical Ethics and Philosophy:** This module is designed to describe the basic principles of professional conduct, ethics and legal practice in health, with particular emphasis on social values, norms and culture of the Namibian society. A student will be able to professionally engage in his/her medical practice, observe professional conduct with regard to patients, their families and professional colleagues, evaluate ethical dilemmas and give professional evidence in a court of law. Topics covered include: basic principles of ethics and philosophy in health; social obligations, values and norms with the emphasis of the Namibian society regarding health; the patient-physiotherapist relationship; common ethical dilemmas: fundamental ethical guidelines, conflicts between beneficence and autonomy, patients who lack making-decision capacity, decision about life-sustaining interventions, conflicts of interest; basic principles of medico-legal practice, review of the health related Namibian legislative code.

## Methods of Facilitation of Learning

The module will be facilitated through the following learning activities:

- Lectures, in-class exercises, group work and individual homework assignments, site/field visits and skills lab training
- Students will see and examine real patients in a primary care setting

## Quality Assurance Arrangements

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

## Assessment Strategies

- Continuous assessment (50%): 2 x written tests, 2 assignments
- End of module examination (50%): 1 x 3-hour paper

## Learning resources

### Prescribed Textbooks

- **Alsop A (2000)** Continuing Professional Development, A Guide for Therapists. Oxford: Blackwell Publishing.

### **Module Title: Clinical Occupational Therapy I**

<b>Code:</b>	<b>OTH3622</b>
<b>NQF level:</b>	6
<b>Notional hours:</b>	80
<b>Contact Hours:</b>	80 of integrated learning for one semester
<b>NQF Credits:</b>	8
<b>Pre-requisite:</b>	OTH3501, OTH3502, ATM3511, ATM3532, PLG3511, PLG3512, PTY3681
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester offered:</b>	2

## Module Aims:

Occupational therapy intervention aims at addressing challenges a person (or population) faces in relation to doing their everyday occupations. This module introduces students to become agents of change by consolidating and applying already acquired knowledge and skills in a service learning setting.

## Learning Outcomes:

Upon successful completion of this module the student will be able to:

- Examine a person's rights (patient rights) and a therapist's compliance and commitment to these
- Formulate results of a situation analysis
- Formulate results of an intersectional analysis

- Utilise narrative in conjunction with participation in occupation to determine some occupational challenges and occupational risk factors of a person

Module Content:

Patient rights (autonomy, privacy, beneficence, justice, informed consent, right to refuse treatment, participation, etc.) Gatekeeping (referrals, requests for intervention, permission to enter premises/community/institution). Conduct visits to non-clinical settings in which occupational therapy could be meaningful (prison services, old age homes, orphanages, self-help schemes, craft projects, etc. aiming at sharpening observation skills); Engage a person in a non-clinical setting in occupation and narrative (sharpen interviewing skills and skills of facilitating engagement in occupation). Formulating results (including results obtained from observations, narratives, co-lateral information and reflection).

Methods of Facilitation of Learning

- Clinical work attachments (services learning), direct supervision and guidance, reflection.

Module assessment:

- Continuous Assessment: 100%
- Logbook 20%
- Class test (1) 25%
- Assignment (1) 25%
- Reflective Diary 30%

### Quality Assurance Arrangements

- Internal and external moderation of all assessment components
- Peer review of module outlines and teaching
- Student evaluation
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assessments

### Learning resources

#### Prescribed textbook:

- Trombly, C.A Occupational Therapy for Physical Dysfunction Williams and Wilkins Baltimore
- Occupational Therapy and Physical Dysfunction: Principles, Skills and Practice by Annie Turner TDipCOT MA FCOT (Editor), Marg Foster TDipCOT SROT Cert Ed MMedSci (Editor)
- Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction, 7e (Occupational Therapy Skills for Physical Dysfunction (Pedretti)) 7th Edition

#### **Module Title: Local Language for health science communication**

<b>Code:</b>	<b>LCH3682</b>
<b>NQF level:</b>	6
<b>Notional hours:</b>	40
<b>Contact Hours:</b>	1 hour per week for one semester
<b>NQF Credits:</b>	4
<b>Pre-requisite:</b>	None
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester offered:</b>	2

Module Aims

The module is to ensure that students have adequate communications skills in one of the commonly used Namibian in addition to their home language in terms of patient interaction and practice.

Learning Outcomes

On successful completion of this module the student will be able to:

- Engage in basic patient occupational therapist conversation
- Obtain basic medical information from patients in the relevant language
- Convey basic medical information to patients in the relevant language
- Relay and communicate patient information with fellow medical professionals in relevant language

- Approach patients and relatives in a culturally sensitive manner

#### Module Content

This module develops a student's understanding regarding social norms and confessions in one other population group in Namibia; listening, verbal and non-verbal communication; medical terminology and construct of common symptoms in the relevant language.

#### Assessment Strategies

- 100% Continuous Assessment consisting of at least six interactive engagement of dialoging in class

#### Methods of Facilitation of Learning

- Direct and indirect supervision, formative feedback, clinical service; Audio and interactive engagement of dialoging in class

#### Quality Assurance Arrangements

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

#### Learning resources

#### Prescribed textbooks

Dictionaries as indicated by the Language center

#### Year 3

#### **Module Title: Occupational Therapy Science III**

<b>Code:</b>	<b>OTH3710</b>
<b>NQF level:</b>	7
<b>Notional hours:</b>	320
<b>Contact Hours:</b>	4+3P hours per week for both semesters
<b>NQF Credits:</b>	32
<b>Pre-requisite:</b>	OTH3690, OTH3611, OTH3612
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester offered:</b>	1 and 2

#### Module Aims:

This module focuses on intervention techniques and how they can be utilized through participation in activities of the change modalities. By the end of this module students will be able to describe the link between human occupation, participation in occupation, health and well-being; discuss various forms of occupational risk/dysfunction, focusing on environmental determinants; discuss various means of enabling occupational performance and write occupational therapy intervention programmes (also population focus); they will understand the role of an OT and other role players within practice learning settings; use reflection and reasoning as crucial for taking control of own learning; and learn how to turn their own profession into a possible business venture.

#### Learning Outcomes:

Upon successful completion of this module the student will be able to:

- Evaluate activities used as change modalities and their use in connection with intervention techniques
- Select and execute intervention techniques for a described scenario providing the rationale there of
- Describe envisaged outcomes for the technique chosen and providing the rationale there of
- Select appropriate assistive devices for a scenario and providing the rationale there of
- Discuss sensory modulation as an occupation therapy strategy
- Evaluate community based rehabilitation in the Namibian context and provide recommendations to improve the on shortcoming this strategy has if build in the classical strategy.
- Design occupational therapy population programmes relating this to occupation therapy theory and practice settings

## Module Content:

Revision of previous years' concepts and models (Reflection and reflexivity, Performance enablers and change theories, OT Targets, OT theoretical frameworks, Change modalities, Performance enablers, Intervention principles, interviewing skills, assessments), Intervention techniques and how they can be used in enabling a person's participation in life through the use of occupational therapy change modalities: Intervention Techniques; Bobath neuro-developmental treatment techniques; Muscle strengthening techniques and techniques of improving ROM, eliciting balance reactions and retraining balance; Bandaging techniques (amputation stump forming); Stress Management techniques (Indications for relaxation training, Structure and handling principles. Frames of Reference: Behavioral and cognitive perspectives, Learning, Memory, Assessment. Group management techniques (group dynamics, principles of groups, Types of groups - aims, handling and structuring, Leadership styles, establishing a group; forming of groups – forming storming- norming-performing). Warm ups ("actions speak louder type of activities" and warm up games. Evocative techniques: Drama: Remedial drama - puppets, masks, role play, Definition, Relationship between role-play and psychodrama, Aims of role-play, Methods and approaches.

Management (Logic model and application thereof for projects and occupational therapy programmes (population), including introduction to Monitoring and Evaluation (M & E); Competing Values Framework (MC Quinn and The McKinsey 7S management framework and its application to occupational therapy practice. Intervention techniques and how they can be used in enabling a person's participation in life through the use of occupational therapy change modalities: Sensory modulation techniques and Intervention strategies (Sensory processing and modulation, sensory regulation, sensory diet, sensory integration, and how all this fit into occupational therapy using change modalities. Community based rehabilitation (institution and non-institution based); Population health (advocacy to address occupational participation and the multiple determinants of health, community and population directed interventions - analysis, intervention strategies, occupation based proposals); Occupational therapy theory and intervention (approaches, philosophies, professional reasoning), critiquing Models and approaches. Professional behavior in clinical settings (Hierarchies in wards/ ward rounds, communication channels, accountability, supervision)

## Methods of Facilitation of Learning

- Lectures, practical, group work, video or movie clips, debates

## Module assessment:

- Continuous Assessment (50%)
  - Attendance 10%
  - Class test (2) 20%
  - OSCE 20%
- EXAM (50%) 1x 3 hours written paper 25%
- OSCE 25%

## Quality Assurance Arrangements

- Internal and external moderation of all assessment components
- Peer review of module outlines and teaching
- Student evaluation
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assessments

## Learning resources

### Prescribed textbook:

### Attached list

## **Module Title: Clinical Occupational Therapy II**

<b>Code:</b>	<b>OTH3780</b>
<b>NQF level:</b>	7
<b>Notional hours:</b>	400
<b>Contact hours:</b>	Total 400 hours for both semesters
<b>NQF Credits:</b>	40
<b>Pre-requisite:</b>	OTH3622, PTY3681, OTH3690
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester offered:</b>	1 and 2

## Module Aims:

Students engagement with issues of diversity is extended to include an exploration of the role of an occupational therapist as a transformative agent, using occupation as performance enablers in non-acute clinical or community settings Clinical

Occupational therapy II students start to take responsibility for client management under supervision of lecturers. The aim is to prepare students for independent and teamwork practice within the comprehensive health care system.

Learning Outcomes:

On completing the module students should be able to:

- Apply the occupational therapy practice process and conclude on occupational therapy diagnosis and formulate strengths of client and a problem list
- Develop intervention plans in collaboration with clients and formulate realistic goals and medium term outcomes
- Implement intervention plans and evaluate outcomes of intervention as well as the intervention process using evidence and reflection.

Module Content:

Preparation for service training (logbooks, attendance registers, case study outline, case study requirements, ethical behavior, professional behavior, work ethics). Evaluation of service training (explain assessment strategies and evaluation). Supervision of service training (explain supervisor agreement forms, importance of signing agreements, documentation of supervision). Service learning settings (introduction to settings, aims, gateways, arrangements, rules, working hours at facility). Three service training blocks at community or non-acute clinical settings, each 70 contact hours (210). Apply ALL steps of the occupational therapy practice process: Collateral /background information (Obtain background information, plan interview, occupational profile of client, use observation and narrative to determine strengths and weaknesses). Assessment (choose appropriate assessments (body function and body structure level as well as activity and participation level, either standardized or non-standardized assessment tools and compile problem list. Identify contra indications; Intervention plan (collaboratively and evidence based, formulate intervention goals, using all available gathered information, focusing on relevant occupational therapy targets. Design intervention and monitoring plan by choosing appropriate occupations at the "just right challenge", criteria to measure change, change modalities, plan for actions of therapists as therapeutic agent, plan environment and support structures and precautionary measures). Implement intervention plan and monitor change (observe, benchmark participation, satisfaction and change with set criteria and amend intervention plan as needed). Re-assessment (only if applicable). Evaluation (Reflective notes on the process, interactions, disappointments, challenges, successes, corrective measures etc.)

Methods of Facilitation of Learning

- Tutorials, clinical work attachments (services learning), supervision, reflection.

Module assessment:

- Continuous Assessment: 100%
- Logbook & Portfolio 10%
- Class test (1) 20%
- Clinical Practical (1) 20%
- Case studies (6) 50%

Quality Assurance Arrangements

- Internal and external moderation of all assessment components
- Peer review of module outlines and teaching
- Student evaluation
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assessments

Learning resources

#### Prescribed textbooks

- Rosemary Crouch and Vivyan Alers. Occupational Therapy in Psychiatry and Mental Health Sep 22, 2014
- Jennifer Creek DipCOT (Editor), Lesley Lougher BscSoc DipCOT (Editor). Occupational Therapy and Mental Health, 4e
- Kielhofner, G., A Model of Human Occupation. Williams & Wilkins, Baltimore. Occupational Therapy & Mental Health, 4th Edition
- Wilson, M. Occupational Therapy in Long Term Psychiatry, Churchill Livingstone, and Edinburgh
- Wilson, M Occupational Therapy in Short Term Psychiatry, Churchill Livingstone, and Edinburgh

#### **Module Title: Psychiatry for Occupational Therapy**

**Code: OTH3700**  
**NQF : 7**

<b>Notional hours:</b>	160
<b>Contact Hours:</b>	2 hours per week for both semesters
<b>Credits:</b>	16
<b>Pre-requisite:</b>	PCT3600
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester offered</b>	1 and 2

#### Module Aim

This module aims at equipping the student with knowledge, skills and techniques for providing Occupational Therapy care to patients who have concomitant psychiatric illness in different age groups. Student are assisted to integrate prior learning in the areas of neuro-anatomy, neuro-physiology, short review of developmental psychology, neuropharmacology to recognize and explain the manifestation of psychiatric disorders the diagnostic process and the general principles of disease prevention, rehabilitation and be able to classify common drugs used in psychiatry. This is done through a combination of approaches of teaching and learning including didactic lectures and apprenticeship.

#### Learning outcomes:

Upon successfully completing the module a student will be able to:

- Describe the different models of disease causation as they apply to psychiatry
- Discuss the factors contributing to predisposition, precipitation and perpetuation of psychiatric disorders as well as protective factors
- Describe the range of psychopathology and international diagnostic systems
- Obtain medical and social history from psychiatric patient
- Carry out a physical assessment and document a mental state examination as well as a general physical examination
- Identify the factors affecting the module and prognosis of mental/psychiatric disorders
- Describe common used drugs in psychiatry
- Discuss the interaction between the disorder and personal life
- Determine and apply the necessary range of investigations to complete the occupational therapy diagnostic process
- Formulate occupational therapy management plan and present to the health professionals and clinical faculty members
- Review patient progress over time

#### Module Content:

In this module students are introduced to the following topics: Diagnoses of patients with mental/psychiatric disorders, neuropsychiatry, behavioral neurology and psychopharmacology; application of medical and psychopathological knowledge and procedural skills to collect and interpret data, make appropriate clinical decisions; carry out diagnostic procedures using an appropriate combination of biological, psychological and sociological methods, including up-to-date ethical and cost-effective clinical practice and effective communication with patients, other health care providers and the community; psychiatrist as communicator, collaborator, health advocate, manager, scholar and professional; theories of personality and psychopathology; examination of the psychiatric patient; classification of mental/psychiatric disorders; close connections with neuropsychiatry and behavioral neurology, general pharmacology, psychopharmacology and gross and functional anatomy of the brain (including neuro-imaging) as tools for making psychiatric diagnoses; psycho-pathology.

#### Methods of facilitation of learning

The module will be facilitated through the following learning activities:

- Tutorials, bedside teaching and case conferences
- Observation and active participation during clinic and ward round activities
- Log books and written case reports

#### Assessment strategies

- |                                      |     |
|--------------------------------------|-----|
| • Continuous assessment              | 50% |
| • Attendance                         | 10% |
| • Class test (2)                     | 40% |
| • Examination 1x3 hour written paper | 50% |

#### Quality assurance arrangements

- Internal and external moderation of examination papers and scripts;
- Peer review of module outlines and teaching;

- Regular reviews of module content and prescribed material
- Student evaluation of teaching and material; and
- Effective supervision and monitoring of assignments, tests and examinations.

#### Learning Resources

##### Prescribed Textbooks

- Kaplan, HI Sadock B.J Synopsis of Psychiatry. (Ed.) Williams and Wilkins, Baltimore, London.

##### **Module Title: Applied Occupational Therapy I**

<b>Code:</b>	<b>OTH3711</b>
<b>NQF Level:</b>	7
<b>Notional hours:</b>	160
<b>Contact Hours:</b>	3+2P hours per week for one semester
<b>NQF Credits:</b>	16
<b>Pre-requisite:</b>	OTH3611, OTH3612
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester offered:</b>	1

#### Module Aims:

The aim of this module is equip students with professional reasoning skills necessary to provide patient care in occupational therapy at secondary or tertiary health care level. Students learn intervention protocols for the most common physical conditions (all ages) with an emphasis on occupational therapy targets of impairment reduction, adaptation and skills acquisition - thus restorative and preventative programmes.

#### Learning outcomes:

On successful completion of this module, the student will be able to:

- Explain conditions related to body structure and body function (excluding psychiatric conditions and sensory processing conditions) to plan occupational therapy collateral and assessment across ages
- Evaluate techniques and change modalities used in occupational therapy that can be used for health conditions related to body structure and body function (excluding psychiatric conditions and sensory processing conditions) for restorative and preventative programmes impairment reduction, adaptation and skills acquisition as targets across all ages
- Evaluate occupations that can be used for health conditions for restorative and preventative programmes impairment reduction, adaptation and skills acquisition as targets or health conditions related to body structure and body function (excluding psychiatric conditions and sensory processing conditions) across all ages
- Design comprehensive and holistic intervention programmes, using occupational therapy models and theories for health conditions related to body structure and body function (excluding psychiatric conditions and sensory processing conditions) for all ages
- Design workplace interventions for employees with functional limitations and provide recommendations for ergonomic workstations

#### Module Content:

Students are exposed to pathology prognosis, prevalence and incidence, special examinations, medical intervention, complications, and interventions of other health professionals, of health conditions related to functions of the cardiovascular, haematological, immunological and respiratory systems, genitourinary and reproductive functions, neuro-musculo-skeletal and movement-related functions, functions of the skin and related structures, structure of the nervous system, structure of the cardiovascular, immunological and respiratory systems, structure related to genitourinary and reproductive systems, structures related to movement, skin and related structures across all ages; Students select techniques, change modalities and learn protocols to restore loss of function due to impairment and prevent secondary complications or disability, related to the above mentioned health conditions across all ages; Students evaluate occupations that contribute to restorative and preventative programmes in terms of above mentioned health conditions across all ages; Students will identify occupational therapy models (CMOP -E; MOHO, V du Toit MOCA etc.) and theories (Neuro-developmental, sensory modulation, theories of learning and knowledge transfer, theories of change, theories of motivation, theories of goal setting etc.), precautionary measures (positioning, structural support, etc.) in planning intervention programmes across all ages. Students will apply knowledge and skills in Work rehabilitation, vocational rehabilitation, and protected employment. Furthermore, students will be able to design or recommended an ergonomic workstation for given case studies.

#### Methods of Facilitation of Learning

- Lectures, tutorials, group work, video or movie clips, debates

## Quality Assurance Arrangements

- Internal and external moderation of all assessment components
- Peer review of module outlines and teaching
- Student evaluation
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assessments

## Assessment Strategies

- Continuous assessment 50%
  - Attendance 10%
  - Class test (2) 40%
- Examination 50%
  - OSCE's 25%
  - 1x3 hour written paper 25%

## Learning resources

### Prescribed textbooks

#### **Module Title: Research Methods**

<b>Code:</b>	<b>PTY3700</b>
<b>NQF level:</b>	7
<b>Notional hours:</b>	160
<b>Contact Hours:</b>	2 hours per week for both semesters
<b>NQF Credits:</b>	16
<b>Pre-requisite:</b>	None
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester offered:</b>	1 and 2

## Module Aims

This module aims to equip the students with principles, skills and methods to conduct scientific research and analysis required on any matter within the domain of health.

## Learning Outcomes

After completion of this module students will be able to:

- Discuss how clinical research can be applied to the occupational therapy clinical practice
- Apply the evidence based principles of occupational therapy practice
- Describe primary research study designs that is relevant to occupational therapy research
- Apply the principles of research methodology
- Apply basic research statistical concepts
- Formulate a secondary research question while using the PICO method (Patient: Intervention: Comparison: Outcomes)
- Search effectively for published occupational therapy research articles using the most common medical databases
- Evaluate/grade an article's hierarchy (level) of evidence
- Evaluate literature using occupational therapy related critical appraisal tools
- Develop and write a research protocol

## Module Content

This module covers the following topics: Introduction to Quantitative research and Qualitative research, Literature Review, Identification, selection, analysis and formulation of the research problem; Identification and formulation of the research question; Hypotheses formulation. Formulate a problem statement and justification of the study, formulation of the study objectives. Classification of study types: Descriptive studies, Exploratory Studies, Cross-sectional studies, Case report, case series, correlational studies. Analytical studies: Cohort studies, Case control studies, Comparative Cross sectional studies. Intervention studies: Clinical trials, Experimental studies, Quasi-experimental studies, fields interventional studies. The advantages and disadvantages of the different of studies design. Sampling Methods: Non-probability sampling, Probabilistic or random sampling; sample size determination. Study population, Specification study variables, and types of variables. The Data collection methods: Data collection techniques, development of data collection tools and/or questionnaires. Report writing and use of The Harvard referencing system.

## Methods of Facilitation of Learning

The module will be facilitated through the following learning activities:

- Lectures, in-class exercises and group work and individual homework assignments
- Students under supervision will identify a research topic for the development of the research proposal

Quality Assurance Arrangements

- Internal and external moderation of the research proposal
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments and tests

Assessment Strategies

- 100% continuous assessment :
  - Class tests (2) 25%
  - Assignments (2) 25%
  - Proposal 50%

Prescribed textbooks:

- Judith Bell, Doing your Research Project: A guide for first-time researchers in education, health and social science, Fifth Edition McGraw Hill – Open University Press 2010
- Martin Terre Blanche, Kevin Durrheim and Desmond Painter, Research in Practice: Applied methods for the social sciences. UCT PRESS 2010

**Module Title: Applied Occupational Therapy II**

<b>Code:</b>	<b>OTH3712</b>
<b>NQF Level:</b>	7
<b>Notional hours:</b>	160
<b>Contact Hours:</b>	3+2P hours per week for one semester
<b>NQF Credits:</b>	16
<b>Pre-requisite:</b>	OTH3611, OTH3612
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester offered:</b>	2

Module Aims:

The aim of this module is equip students with professional reasoning skills necessary to provide patient care in occupational therapy at secondary or tertiary health care level. The focus is on Impairment reduction, adaptation and skills acquisition (related to effects of pathology), thus restorative and preventative programmes. Furthermore, students learn intervention protocols for the most common psychiatric conditions (all ages, sensory processing disorders included).

Learning outcomes:

On successful completion of this module, the student will be able to:

- Apply knowledge of psychiatric disorders and sensory processing disorder) to plan occupational therapy collateral and assessment,
- Evaluate techniques and change modalities used in occupational therapy that can be used for psychiatric health conditions and sensory processing conditions) for restorative and preventative programmes impairment reduction, adaptation and skills acquisition as targets.
- Evaluate occupations that can be used for health conditions for restorative and preventative programmes impairment reduction, adaptation and skills acquisition as targets or health conditions related to psychiatric conditions and sensory processing conditions.
- Design comprehensive and holistic intervention programmes, using occupational therapy models and theories for psychiatric conditions and sensory processing conditions.

Module Content:

Students are exposed to psycho and occupational-pathology, prognosis, prevalence and incidence, special examinations, medical intervention, complications, and interventions of other health professionals of the following conditions:

Neurodevelopment disorder, schizophrenia spectrum and other psychotic disorders, bipolar and related disorders, anxiety disorder, obsessive-compulsive and related disorders, trauma- and stressor-related disorders, somatic symptom and related disorders, feeding and eating disorders, elimination disorder, sleep/wake disorders, sexual dysfunctions gender dysphoria, disruptive, impulsive control and conduct disorder (CID), substance-related and addictive disorders, neurocognitive disorders,

personality disorders, medication-induced movement disorders and other adverse effects of medication; Students select techniques, change modalities and learn protocols to restore loss of function due to impairment and prevent secondary complications or disability, related to the above mentioned disorders; Students evaluate occupations that contribute to restorative and preventative programmes in terms of above mentioned disorders. Students will identify occupational therapy models (CMOP -E; MOHO, V du Toit MOCA etc.) and theories (Neuro-developmental, sensory modulation, theories of learning and knowledge transfer, theories of change, theories of motivation, theories of goal setting etc.), precautionary and safety measures (structuring the environment, choice of tools, materials, occupations, etc.) in planning intervention programmes.

#### Methods of Facilitation of Learning

- Lectures, tutorials, group work, video or movie clips, debates

#### Quality Assurance Arrangements

- Internal and external moderation of all assessment components
- Peer review of module outlines and teaching
- Student evaluation
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assessments

#### Assessment Strategies

- Continuous assessment 50%
  - Attendance 10%
  - Class test (2) 40%
- Examination 50%
  - OSCE's 25%
  - 1x3 hour written paper 25%

#### Learning resources

Prescribed textbooks

#### Year 4

#### **Module Title: Research Project**

<b>Code:</b>	<b>OTH3810</b>
<b>NQF level:</b>	8
<b>Notional hours:</b>	320
<b>Contact Hours:</b>	4 hours per week for both semesters
<b>NQF Credits:</b>	32
<b>Pre-requisite:</b>	All 3 <sup>rd</sup> year modules passed
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester offered:</b>	1 and 2

#### Module Aims:

The aim of the module is to enable able student to develop and apply the knowledge and skills required in identifying and prioritizing public health problems and systematically investigating them with the view to finding practical answers. By carrying out a modest research project and producing a report in this module, students are provided the opportunity to consolidate the various research methods, statistical and epidemiological techniques and other public health theoretical lessons they studied in the previous years.

#### Learning Outcomes:

On completing the module students should be able to:

- Collect data using the preferred technique(s)
- Select the appropriate program (SPSS or STATA) for data analysis
- Clean the data, enter the data using appropriate program (preferably EPI Info) and generate frequency tables
- Perform data analysis and summaries finding in a critical research report

#### Module Content

Research proposal is written before the fourth year commences. Ethical clearance is obtained in first quarter of first semester, Data collection and analysis: The student focuses on data collection during the first semester of the fourth year as a longitudinal module from primary or secondary sources in Windhoek / Khomas region. According to the proposal the data can be from the clinics, hospital, City Council, Ministry of Health and Social Services or its institutions or from the community in a specified income cluster. The student will apply the skills of research methodology and epidemiology to clean and process the data using a suitable software package. At the end of the semester, the student will make a presentation detailing the results of the field work, summary tables and preliminary findings. Feedback from the student conference assists the student to review the analytical framework and finalize the written report. The conference presentation rating will constitute the continuous assessment for the semester.

#### Methods of Facilitation of Learning

The module will be facilitated through the following learning activities:

- Lectures, in-class exercises and group work and individual homework assignments
- Students will be given reading resources for self-study

#### Quality Assurance Arrangements

- Standard research project guidelines as set by UNAM's prospectus and other directives
- Close supervision and feedback by faculty supervisors
- Review and approval of research proposal by UNAM faculty
- Review and approval of proposal by MOHSS review board
- Moderation of research report internally and externally

#### Assessment strategies:

- 100% Continuous Assessment
  - First presentation 30%
  - Report 70%

#### Prescribed textbooks:

- Judith Bell, Doing your Research Project: A guide for first-time researchers in education, health and social science, Fifth Edition McGraw Hill – Open University Press 2010
- Martin Terre Blanche, Kevin Durrheim and Desmond Painter, Research in Practice: Applied methods for the social sciences. UCT PRESS 2010

#### **Module Title: Applied Occupational Therapy III**

<b>Code:</b>	<b>OTH3801</b>
<b>NQF level:</b>	8
<b>Notional hours:</b>	80
<b>Contact Hours:</b>	4 hours integrated learning for one semester
<b>NQF Credits:</b>	8
<b>Pre-requisite:</b>	All 3 <sup>rd</sup> year modules passed
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester offered:</b>	1

#### Module Aims:

The aim of this module is equip students with professional reasoning skills necessary to provide patient care in occupational therapy with community and population focus, thus promotion, primary prevention, rehabilitation programmes and response in humanitarian emergencies. Furthermore, students learn to design direct and indirect service delivery to individuals, groups and communities for the attainment of health and development objectives through occupation, aiming obtain occupational justice (all ages and all intersections).

#### Learning outcomes:

On completing the module students should be able to:

- Plan occupational therapy collateral and assessment relevant to psychiatric disorders and sensory processing disorders
- Evaluate techniques and change modalities used in occupational therapy that can be used for psychiatric health conditions and sensory processing conditions) for restorative and preventative programmes impairment reduction, adaptation and skills acquisition as targets

- Evaluate occupations that can be used for health conditions for restorative and preventative programmes impairment reduction, adaptation and skills acquisition as targets or health conditions related to psychiatric conditions and sensory processing conditions
- Design comprehensive and holistic intervention programmes, using occupational therapy models and theories for psychiatric conditions and sensory processing conditions

Module Content:

Burden of disease (financial cost, mortality, morbidity, health indicators, quality-adjusted and disability adjusted life, of years), health statistics and their importance; Impact of communicable (HIV, STD, TB, malaria), and non-communicable disease (heart attack, stroke, cancer, diabetes, chronic respiratory diseases, musculoskeletal diseases and injuries from motor vehicle crashes, globally and on Namibia; Linkages between disease and socio-economic status and access to health services; Health and other relevant policies - inter-national and global (health promotion, WHO documents and charters, Health literacy and health behavior (health campaigns, health workshops, oral presentations and visual presentations). Humanitarian emergencies and disaster responses from an occupational therapy perspective. Students select techniques, change modalities and learn protocols to address burden of disease by using change modalities and occupational therapy models and theories to design health programmes at population level. Students evaluate occupations whether they dignifying, health promoting, meaning and purposeful and that contribute to occupational justice.

Methods of Facilitation of Learning:

- Lectures, tutorials, group work, video or movie clips, debates presentations

Quality Assurance Arrangements

- Internal and external moderation of all assessment components
- Peer review of module outlines and teaching
- Student evaluation
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assessments

Assessment strategies:

- |                          |     |     |
|--------------------------|-----|-----|
| • Continuous assessment: | 50% |     |
| o Attendance             |     | 10% |
| o Class test (2)         | 40% |     |
| • Examination            | 50% |     |
| o 1x3 hour written paper | 25% |     |
| o OSCE                   |     | 25% |

Learning resources

### Prescribed Textbook

#### **Module Title: Clinical Occupational Therapy III**

<b>Code:</b>	<b>OTH3880</b>
<b>NQF level:</b>	8
<b>Notional hours:</b>	800 hours
<b>Contact hours:</b>	800 hours of integrated learning for both semesters
<b>NQF Credits:</b>	80
<b>Pre-requisite:</b>	All 3 <sup>rd</sup> year modules passed
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester offered:</b>	1 and 2

Module Aims:

This module will enable students to function under supervision in clinical advanced settings as first contact practitioner within the Namibian context. Opportunities will be for the students to develop competencies in professional and ethical practices in secondary and tertiary care settings.

Learning Outcomes:

On completing the module students should be able to:

- Apply all the steps of the occupational therapy practice process under minimal supervision
- Analyze and evaluate appropriate subject literature
- Develop a plan of self-development in specific clinical area

- Apply the general ethical principles (privacy, confidentiality and respect) in the clinical environment
- Identify ethical dilemmas independently in the clinical environment and manage it with assistance
- Record, critically evaluate basic client and practice statistics and make applicable recommendations for change
- Refer patients to other service providers/ specialist where applicable

Module Content:

Preparation for service training (logbooks, attendance registers, case study outline, case study requirements, ethical behavior, professional behavior, work ethics); Evaluation of service training (explain assessment strategies and evaluation); Supervision of service training (explain supervisor agreement forms, importance of signing agreements, documentation of supervision); Service learning settings (introduction to settings, aims, gateways, arrangements, rules, working hours at facility). Synthesize/consolidate all knowledge and skills acquired in the previous three years. Implement the occupational therapy process (choose relevant assessment tools, theoretical frameworks, intervention protocols, methods, techniques, occupations, environmental adaptations, principles, etc., evaluate progress of client and of intervention and own role, analyses shortcomings and amendments in intervention. Practice client-centered (involve patient in goal setting, cultural sensitive, intersection appropriate, personal preferences and strengths); Practice occupation-based (enable engagement active, passive and vicarious, occupational change modalities, natural occupations and therapist as therapeutic agent); Practice outcome-based (measure and document baseline data and record progress); Practice evidence-based (precise record keeping, formulate PICO questions and search for evidence, revue evidence, apply in Namibian setting).

Methods of Facilitation of Learning

- Clinical work attachments (services learning) in each of the following areas (Paediatric, Physical, General psychiatry, Forensic psychiatry, Work assessment and rehabilitation; one elective block), ward rounds, relevant meetings reflection, direct and indirect supervision, formative feedback.

Module assessment:

- Continuous assessment 100%
  - o Logbook 15%
  - o Class test (1) 15%
  - o Clinical Practical's (2) 40% (20% each)
  - o Case studies (3) 30% (10% each)

Quality Assurance Arrangements

- Internal and external moderation of all assessment components
- Peer review of module outlines and teaching
- Student evaluation
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assessments

Learning resources:

Prescribed textbook:

**Module Title: Applied Occupational Therapy IV**

<b>Code:</b>	<b>OTH3802</b>
<b>NQF level:</b>	8
<b>Notional hours:</b>	80
<b>Contact Hours:</b>	4 hours of integrated learning for one semester
<b>NQF Credits:</b>	8
<b>Pre-requisite:</b>	All 3 <sup>rd</sup> year modules passed
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester offered:</b>	2

Module Aims:

This module aims to prepare student for professional practice. It also aims at broadening student's perspective by solving clinical problems and organizing a journal club.

Learning outcomes:

On completing the module students should be able to:

- Apply management principles to occupational therapy practice
- Appraise and critique journal articles

- Apply evidence from scientific studies in patient management
- Solve clinical problems using professional reasoning

Module Content:

Management (defined, functions, form, Quinn’s competing values framework, McKinsey 7-S framework; Developing and evaluating services (Logic model, M&E of health system strengthening (WHO), health services audits; Supervision and mentoring (functions and form, type of supervision, practical tips; Organizing journal club (preparing and presenting, reading and critiquing articles, attending presentations and giving constructive feedback; Solving clinical problems and sharpening professional reasoning (case presentations, case discussions, arguing stances in case management).

Methods of Facilitation of Learning:

- Lectures, tutorials, group work, video or movie clips, journal club, case presentations

Quality Assurance Arrangements

- Internal and external moderation of all assessment components
- Peer review of module outlines and teaching
- Student evaluation
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assessments

Assessment strategies:

- |                                 |      |     |
|---------------------------------|------|-----|
| • Continuous assessment:        | 100% |     |
| • Attendance                    |      | 10% |
| • Class test (2)                | 50%  |     |
| • Journal article appraisal (2) | 40%  |     |

Learning resources

Prescribed Textbook

## BACHELOR OF SCIENCE IN PHYSIOTHERAPY HONOURS

### LEVEL OF QUALIFICATION

NQF 8

### TOTAL CREDITS REQUIRED

536

### VISION

To be a sustainable and innovative center of excellence in training and research pertaining to the physiotherapy profession.

### MISSION

To contribute towards the transformation of national healthcare services by training internationally recognized physiotherapists engaged in reflective evidence based practice within the philosophy and values inherent to the physiotherapy profession and the University of Namibia.

### PURPOSE

The Bachelor of Science in Physiotherapy Honours is designed to equip physiotherapists as essential service providers and important role players within the Namibian Health Service. The programme aims to provide students with a clear understanding of physiotherapy services for individuals and populations which are aimed at developing, maintaining, and restoring maximum movement and functional ability throughout the lifespan. This includes providing services in circumstances where movement and function are affected by ageing, injury, pain, disease, disorders, other conditions or environmental factors. The Bachelor of Science in Physiotherapy Honours will equip physiotherapists to be socially responsible, knowledgeable and well skilled to practice as generalists, at all levels of the healthcare services within an African context as appropriate according to national health priorities.

The graduates of this qualification will find employment opportunities in both the public and private sectors in Namibia. Healthcare settings dealing with health (hospitals, clinics, community health centres), welfare (homes and other community based facilities), labour, safety and security, industry, education and justice, as well as in Non-Governmental Organisations,

self-help organisations, private practice and public enterprises within the local and global arena all require physiotherapy services.

With ageing populations and increasing morbidity and mortality arising from traumatic injury and non-communicable disease like diabetes, respiratory diseases and stroke, the need for physiotherapy care will continue to grow. The World Health Organisation (WHO), World Physiotherapy and national governments including the Government of Namibia as well as professional organisations such as Namibian Society of Physiotherapy, continue to advocate for well-trained professionals to respond to the individual and population needs for physiotherapy care. The establishment of an educational programme for Physiotherapy will effectively facilitate the coordination and development of physiotherapy services. Currently these services are not accessible to most Namibians as they are only provided at intermediate hospitals and very few district hospitals, and where these services are available, they are often delivered in a manner that is not well standardised. Rehabilitation services have significantly evolved over time and current trends extend beyond the provision of therapeutic rehabilitation to people with disabilities.

In 2020 Namibia had only 152 registered Physiotherapists of which the majority are in the Khomas and Erongo regions leaving the remaining regions with access to only a handful of physiotherapists. Moreover, most of the Physiotherapists are in the private sector with only 8 currently working in state or public facilities where more than 85% of the population seek healthcare. Most of the 383 state facilities have to function without the services of a registered physiotherapist even though physiotherapy is classified as an essential service by the MoHSS. The critical shortage of physiotherapists is therefore evident. Other stakeholders in the physiotherapy sector have been engaged with regards to decision-making, training, and employment in Namibia. These stakeholders include Motor Vehicle Accident Fund, Ministry of Health and Social Services, Namibian Society of Physiotherapy, Health Professions Council of Namibia and Stellenbosch University.

#### PROGRAMME OUTCOMES

Holders of this qualification will be able to:

- Execute safe, effective, and professional practice through demonstration of knowledge and skills in client and community-centered care
- Build capacity for rehabilitation services and management of clients through innovation and entrepreneurship
- Communicate effectively verbally and non-verbally as an active member of the healthcare team with clients, family, caregivers, and other parties involved in the delivery of healthcare
- Exhibit compassion, cultural sensitivity, environmental awareness and social responsibility on the outcomes of health care.
- Implement independent lifelong learning by evaluating his/her own capability and engaging in continual professional development to maintain the required level of professional competencies
- Demonstrate adaptability, flexibility, resilience and scholarly skills through identifying a problem and finding a solution
- Interpret and conduct supervised research in physiotherapy practice and practice evidence-based care.
- Practice ethical and moral leadership and conduct in principles of management and medical jurisprudence to administer health care delivery systems
- Advocate for patient/client groups with particular health needs (including the less privileged and marginalised members of society)
- Qualify for registration with the health professions council of Namibia (HPCNA)

#### ARTICULATION OPTIONS

This qualification may serve as an entry point to a Master's degree in Physiotherapy or another related field (public health, health administration, health profession education, etc.)

#### DURATION OF STUDY

The minimum duration for full-time study programme extends over a period of four (4) years. The maximum period of full-time study is six (6) years.

#### DELIVERY MODE

The qualification focuses on the engagement of students in an interactive learning process in order to provide for the development of generic cognitive and intellectual skills, key transferable skills, and, as the case may be, subject specific professional and/or technical practical skills.

The learning process will be facilitated in lecture rooms, practical venues and clinical settings in which students will be required to complete relevant tasks. This facilitation will make use of, inter alia, lectures, practical projects, tutorials, case studies, problem based learning and individual and/or group work as well as excursions. Multimedia courses offering online tutorials and lectures will also be used. The progress of learning embedded in such tasks will be monitored, recorded and assessed. The programme is offered on a full-time basis at the Hage Geingob Campus in Windhoek.

## QUALITY ASSURANCE

Each module will have one or more examiners and one moderator. Moderators will be identified externally. The required minimum qualification of the moderator will be at least a Master degree. The moderators must also be knowledgeable individuals who are well-respected experts in physiotherapy. Lecturing staff will set and mark tests/assignments and/or examinations which will, together with relevant study material for that particular module, and any other material containing learning outcomes in the context of the qualification learning outcomes, be forwarded to the moderator for moderation purposes. This process will ensure the quality of the assessment process and the qualification as a whole. The examinations, memoranda and module outlines will be forwarded to moderators, approved by Senate, for moderation. Modules which are assessed by thesis will be moderated in accordance with the University's rules for studies at postgraduate level.

## MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE FACULTY

In order for readmission to the Physiotherapy program for a particular year of registration, a student must have passed the minimum number of credits required as indicated below:

- 64 credits by the end of the first year: 32 credits of these credits must be non-core
- 144 credits by the end of the second year
- 240 credits by the end of the third year
- 352 credits by the end of the fourth year
- 440 credits by the end of the fifth year

## ADVANCEMENT AND PROGRESSION RULES

In general, a student advances to the following academic level of study when at least 2/3 of the modules of the curriculum for a specific year have been passed. If a student passes only 1/3 of the full curriculum of a specific year, he/she may not register for any modules for the following year. In all cases, pre-requisites for modules have to be passed before a student can proceed to register for modules that require pre-requisites.

- From year 1 to year 2: At least 120 credits prescribed for year 1 must be passed.
- From year 2 to year 3: All first-year modules plus at least 120 credits prescribed for year 2 must be passed.
- From year 3 to year 4: All first, second and third-year modules must be passed.

## MAXIMUM NUMBER OF MODULES PER YEAR

No student will be allowed to register for more than the following credits as indicated below:

- Year 1: 152 credits
- Year 2: 168 credits
- Year 3: 152 credits
- Year 4: 128 credits

## REQUIREMENTS FOR QUALIFICATION AWARD

This qualification will be awarded to candidates credited with a minimum of 536 credits, and who have met all the requirements of the degree programme, including field/clinical placements and portfolios. A minimum of 1100 clinical hours must be completed.

## CURRICULUM FRAMEWORK

Module	Outcomes of Learning	Year
<b>Core Modules</b>		
Computer Literacy	Apply practical computer skills to effectively use Microsoft Windows, Microsoft Word, Microsoft Excel and Microsoft PowerPoint.	1
English for Academic Purpose	Develop a student's understanding and competencies regarding academic conventions such as academic reading, writing, listening and oral presentation skills for academic purposes.	1
Contemporary Social Issues	Formulate, construct and justify the arguments around academic, social, economic and political reasoning, with regards to HIV/AIDS and ethical issues.	1
<b>Basic Science &amp; Medical Science</b>		
Medical Physics	Demonstrate an understanding of concepts and principles of physics that have direct relevance in the learning and practice of physiotherapy.	1

Organic Chemistry	Describe the core elements in the periodic table alongside chemical and physical properties of relevant organic compounds	1
General Biochemistry I	Discuss chemistry and biological functions on cellular level and how it genetic importance fits into clinical practice.	1
Embryology and Introduction to Anatomy	Apply principles of cell biology, histology, human embryology and introduction to anatomy.	1
Anatomy For Allied Health Sciences	Display detailed knowledge of the anatomy and histology of the spine, upper and lower limbs and the organs of human body.	1
Systems Physiology I	Demonstrate an understanding of the concepts of how cells, tissues, organs, and organ systems function together to create one human organism. The course lays the basis for understanding diagnosis and treatment of diseases.	1
Systems Physiology II	Incorporate basic physiology principles in the appropriate clinical context and be aware of physiological research to improve diagnoses and treatments of diseases. Understand why and how the human body maintains homeostasis.	1
<b>Social Science &amp; Communication</b>		
Sociology of Health and Disease	Display knowledge and skills necessary to practice in different social-cultural settings.	1
Developmental Psychology	Analyze human behavior as a response to nature (genetics) and nurture (environmental factors)	2
Local Language for Health science communication	Approach patients and relatives in a culturally sensitive manner in a language/culture that is not their home language/culture.	2
<b>Physiotherapy Science</b>		
Physiotherapy Science I	Discuss terminology and basic approaches used in human movement and biomechanics to be able to evaluate normal and abnormal functional movement and apply basic physiotherapeutic treatment and handling skills, which will form the foundation of the therapeutic process.	1
Physiotherapy Science II	Demonstrate specific physiotherapeutic skills of assessment, clinical reasoning and management regarding movement and functioning of the human body laying the foundation for physiotherapy practice.	2
<b>Professional Practice</b>		
Professional Practice	Analyse a clinical/ professional situation in terms of the allied health sciences code of ethics and the Namibian code of conduct and practice in compliance of both. practice	2
Physiotherapy Practice	Develop knowledge and attitudes to safely and effectively practice physiotherapy within the context of the Namibian health setup.	3
<b>Clinical Science &amp; Pharmacology</b>		
Clinical Sciences I	Have the knowledge of the most common health medical, neurological and psychiatric conditions encountered in Namibia, their aetiology, prevalence and their medical management with the skill to obtain the same knowledge of any other disease encountered.	2
Clinical Sciences II	Have the knowledge of the most common health surgical, neurosurgical, orthopaedic surgical and surgical conditions (e.g., ear nose and throat) encountered in Namibia, their aetiology, prevalence and their medical	2

	management with the skill to obtain the same knowledge of any other disease encountered.	
Pharmacology for Physiotherapy	Discuss the principles of pharmacodynamics and pharmacokinetics and Apply the mechanisms and treatment of analgesic and antipyretic effects of the non-steroidal anti-inflammatory and pain drugs relevant to physiotherapy.	3
<b>Applied Physiotherapy</b>		
Applied Physiotherapy I	Demonstrate integration of knowledge, concepts of physiotherapy science, clinical sciences, clinical physiotherapy and social context of a patient at different levels of health care, applying the clinical reasoning process with regard to the management of patients by interpretation and analysis of physical, functional and psychological status of the patient.	3
Applied Physiotherapy II	Demonstrate appropriate use of manual techniques and other physiotherapy interventions through the interpretation an examination/evaluation and formulation of a physiotherapy diagnosis/hypothesis and prioritising problems; students also gain experience in selecting physiotherapy interventions as well as/motivate the various approaches that can be followed in the management of patients.	4
<b>Clinical Physiotherapy &amp; Physiotherapy Practice</b>		
Clinical Physiotherapy I	Understand different levels of health care and principals of record keeping.	2
Clinical Physiotherapy II	Apply the clinical knowledge, skill and attitudes with a focus on patient management by performing basic physiotherapeutic techniques (evaluation and treatment) effectively and safely, engaging in multidisciplinary communication and ethical practice.	3
Clinical Physiotherapy III	Apply all the steps of the physiotherapy practice proses under minimal supervision.	4
<b>Research</b>		
Research Methods	Apply the principles of research methodology, statistical concepts and study designs leading to developing and writing a research protocol.	3
Research Project	Perform data collection, data analysis and summaries findings using the preferred technique(s), in a critical research report, at a level of possible publication in research journals.	4

#### SUMMARY TABLE FOR ALL MODULES

Module code	Module name	NQF Level	Credits	Contact hours per week	(Co-requisite) / Pre-requisite
Year 1 Semester 1					
CLC3509	Computer Literacy	5	8	2	
CSI3580	Contemporary Social issues	5	4	1	
LEA3519	English for Academic Purposes	5	16	4	
ATM3511	Embryology and Introduction to Anatomy	5	16	3+4P	
PLG3501	Medical Physics	5	8	2	
BCM3501	Organic Chemistry	5	8	2+2P	
PLG3511	Systems Physiology I	5	16	3+4P	

PTY3580	Physiotherapy Science I	5	8	2+2P	
Total Credits Semester 1					84
Year 1 Semester 2					
CSI3580	Contemporary Social Issues	5	4	1	
PTY3580	Physiotherapy Science I	5	8	2+2P	
BCM3512	General Biochemistry I	5	16	3+4P	BCM3501
CMM3512	Sociology of Health and Disease	5	16	3+4P	
ATM3532	Anatomy for Allied Health Sciences	5	16	3+4P	
PLG3512	Systems Physiology II	5	16	3+4P	
Total credits Semester 2					76
TOTAL CREDITS YEAR 1					160
Year 2 Semester 1					
PTY3680	Physiotherapy Science II	6	32	6+8P	PTY3580, PLG3501, BCM3501, BCM3512, ATM3511, ATM3532, PLG3511, PLG3512
PCT3600	Developmental Psychology	6	8	2	
OTH3611	Clinical Sciences I	6	16	4+3P	PTY3580, ATM3532, PLG3512, ATM3511, PLG3511,
PTY3681	Professional Practice	6	12	3	PTY3580
Total Credits Semester 1					68
Year 2 Semester 2					
PTY3680	Physiotherapy Science II	6	32	6+8P	PTY3580, PLG3501, BCM3501, BCM3512, ATM3511, ATM3532, PLG3511, PLG3512
PCT3600	Developmental Psychology	6	8	2	
PTY3602	Clinical Physiotherapy I	6	8	80 Integrated hours	PTY3580, ATM3511, ATM3532, PLG3511, PLG3512, PTY3681
OTH3612	Clinical Sciences II	6	16	4+3P	PTY3580, ATM3511, ATM3532, PLG3511, PLG3512
LCH3682	Local Languages for Health Science Communication	6	4	1	
Total credits Semester 2					68
TOTAL CREDITS YEAR 2					136
Year 3 Semester 1					
PTY3780	Clinical Physiotherapy II	7	20	Total 200 hours	PTY3602 and PTY3680
PTY3790	Applied Physiotherapy I	7	20	Total 200 hours	PTY3602 and PTY3680
PTY3700	Research Methods	7	8	2	

PTY3701	Pharmacology for Physiotherapy	7	8	2	BCM3501, BCM3512, PTY3602, PTY3680
Total Credits Semester 1					56
Year 3 Semester 2					
PTY3780	Clinical Physiotherapy II	7	20	Total 200 hours	PTY3602 and PTY3680
PTY3790	Applied Physiotherapy I	7	20	Total 200 hours	PTY3602 and PTY3680
PTY3700	Research Methods	7	8	2	
PTY3702	Physiotherapy Practice	7	8	2	PTY3681
Total credits Semester 2					56
TOTAL CREDITS YEAR 3					112
Year 4 Semester 1					
PTY3810	Research Project	8	16	4	PTY3700
PTY3830	Applied Physiotherapy II	8	16	7 Integrated hours	PTY3790
PTY3880	Clinical Physiotherapy III	8	32	Total 320 hours	PTY3780
Total Credits Semester 1					64
Year 4 Semester 2					
PTY3810	Research Project	8	16	4	PTY3700
PTY3830	Applied Physiotherapy II	8	16	7 integrated hours	PTY3790
PTY3880	Clinical Physiotherapy III	8	32	Total 320 hours	PTY3780
Total credits Semester 2					64
TOTAL CREDITS YEAR 4					128
TOTAL CREDITS FOR THE PROGRAMME					536

## SPECIFIC MODULE DESCRIPTORS

### Year 1

#### **Module Title: Contemporary Social Issues**

Code: CSI3580  
 NQF level: 5  
 Notional hours: 80  
 Contact Hours: 1 hour per week for 28 weeks  
 NQF Credits: 8  
 Pre-requisite: None  
 Compulsory/Electives: Compulsory  
 Semester offered: 1 and 2

#### Module Description:

This module aims at encouraging behavioural change among UNAM students with special reference to their sexual behaviour and to inculcate the primacy of moral reasoning in their social relations and their academic lives.

Special emphasis will be placed on the construct of citizenship and its relation to democracy and the common good. Critical transformative theory will underline the content of CSI. The following six areas will be covered: Learning Strategies and Approaches; Norms, Rules and Human Conduct; Leadership, Citizenship, Democracy and Common Good; Ethics; Health and Human Sexuality; Environment and Sustainability.

Learning Outcomes:

- On successful completion of this module students should be able to:
- Practice ethical reasoning
- Make informed decisions as responsible citizens
- Change and transform high risk behaviour to the common good and responsible citizenship and give back such values to the community, nation, and world
- Explain how values and morals affect the attitudes of individuals and groups toward population issues
- Recognise the need of balance between freedom and responsible behaviour
- Discuss stewardship/custodianship of the environment and sustainability of ecosystem services
- Explain how human activities affect the environment and the sustainability of ecosystem services

Assessment Strategies:

- Continuous flexible modes of assessment: 100% CA

**Module Title: Computer Literacy**

Code:	CLC3509
NQF level:	5
Notional hours:	80
Contact Hours:	2 hours per week for 14 weeks
NQF Credits:	8
Pre-requisite:	None
Compulsory/Electives:	Compulsory
Semester offered:	1

Module Content:

Understanding computer systems and technology: The problem-solving base approach; Structure and components of a modern computer processor, memory, hard drives, disk drives, interfaces; The Windows based environment.

Principles of information processing: word-processing, spreadsheets, presentations, databases; nature and use of software.

Practical exercises: Use of MS Word, Excel, PowerPoint; Communication using email; Overview of Internet.

Learning Outcomes

Upon completion of this module students will be able to:

- Distinguish between the functions of various computer components and peripherals
- Use a computer under the Windows operating system
- Differentiate between word processors, spreadsheets, presentations and databases
- Perform practical exercises using MS Word, Excel and PowerPoint
- Be able to create own email address, communicate with email and use the Internet

Assessment:

- 100% Continuous Assessment: Contribution to final mark:
- Two practical tests 50%
- Two theory tests 50%

Quality Assurance Arrangements

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

**Module Title: English for Academic Purpose**

Code:	LEA3519
NQF level:	5
Notional hours:	160

Contact Hours: 4 hours per week for 14 weeks  
NQF Credits: 16  
Pre-requisite: English (IGCSE B symbol) or LCE3419  
Compulsory/Electives: Compulsory  
Semester offered: 1

#### Module Aims:

This module develops a student's understanding and competencies regarding academic conventions such as academic reading, writing, listening and oral presentation skills for academic purposes. Students are required to produce a referenced and researched essay written in formal academic style within the context of their university studies. Students are also required to do oral presentations based on their essays. The reading component of the module deals with academic level texts. This involves students in a detailed critical analysis of such texts. The main aim is therefore to develop academic literacy in English.

#### Learning Outcomes:

Upon completion of this module the students will be able to:

- Apply academic and formal writing conventions within the context of their studies
- Integrate advanced reading strategies in reading an academic context
- Apply oral and presentation skills in an academic context
- Demonstrate academic listening techniques in an academic context

#### Assessment Strategies

- Continuous Assessment: 50% (minimum of 2 class tests and 2 assignments)
- Examination: 50% (1 x 3 hours paper)

#### Quality Assurance Arrangements

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

#### **Module Title: Embryology and Introduction to Anatomy**

Code: ATM3511  
NQF level: 5  
Notional hours: 160  
Contact hours: 3 + 4p hours per week for 16 weeks  
NQF Credits: 16  
Pre-requisite: None  
Compulsory/Electives: Compulsory  
Semester offered: 1

#### Module Aims

This module aims to provide a background to master certain principles of cell biology, histology, human embryology and anatomy. The module establishes the foundation for Systemic Anatomy and specialist Anatomy modules.

#### Learning Outcomes

On successful completion of the module students should be able to:

- Describe the basic structure and function of various cell types (especially mammalian cells)
- Discuss and describe general aspects of human growth and development
- Discuss and describe the basic structure of all the body systems
- Define the basic terminology used in anatomy, embryology, histology and cell biology
- Name the bony structures that form part of the system and describe the osteology of bony elements of the system
- Identify and describe the normal macroscopic and microscopic structures of the major systems
- Describe the anatomical structures in relation to the function of different structures

#### Module Content

The module provides building blocks to master the following topics i) man's place in the organismic kingdom. ii) basic embryological concepts. iii) histological structure and function of the primary tissues in the body. iv) terminology and definitions

in anatomy and v) organs and systems anatomy. The module includes an introduction to microscopy and methods in microscopy.

The module consists of the following entities and themes which gradually progress from cells, tissues, organs to organ systems: Cell biology, consisting of structure and function of cells and cell organelles and biological communication. Embryology, consisting of basic anatomy and physiology of reproduction, fertilization, implantation, the placenta, and development of the embryo till trilaminar stage. Introduction to human histology including histology of the basic tissues, namely epithelial tissue, connective tissues, muscle tissue and nervous tissue and introduction to hematology and immunology. Introduction to anatomy including topics: Organismic kingdom, evolution, humans and their environment, history of anatomy, anatomical concept and terms. Introduction to all the major body systems (nervous, sensory, cardiovascular, respiratory, muscular, digestive, urogenital, endocrine, lymphatic, integumentary and immune).

#### Methods of Facilitation of Learning

The module will be facilitated through the following learning activities:

- Lectures, class discussions, presentations
- Histology practical, dissection and skills lab sessions (small group exercises)

#### Quality Assurance Arrangements

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

#### Assessment Strategies

- Continuous Assessment mark:
  - Written assessment Class Test 1 30%
  - Written assessment Class Test 2 30%
  - Written assessment Class Test 3 30%
  - Assignment, workbook 10%
  - (practical component contributing 50% of the class mark)
- Examination mark:
  - One 2-hour theory examination paper (50%)
  - One practical examination paper (50%)
- Final mark: 50% of exam mark and 50% of class mark.

#### Learning resources:

##### Prescribed Textbooks:

- Moore KL, Dalley AF. Clinically oriented anatomy. 7th ed. Philadelphia: Lippincott Williams & Wilkins; 2006.
- Netter, F. Atlas of Human Anatomy. Novartis.
- Young B. Wheater's functional histology: a text and color atlas. 5th ed. Edinburgh; New York: Churchill Livingstone; 2006. TANK PW. Grant's dissector. 15th ed. Lippincott Williams & Wilkins; 2014

##### Other Resources:

- Silverthorn. 2004. Human Physiology - An Integrated Approach (3rd Edition). Pearson Benjamin Cummings.
- Coetzee HL, Loots GP. Human histology. Pretoria: Van Schaik; 2003.

Equipment to be bought: Dissection kits

Additional costs: Practical workbook

#### **Module Title: Medical Physics**

Code: PLG3501  
NQF level: 5  
Notional hours: 80  
Contact Hours: 2 hours per week for 16 weeks  
NQF Credits: 8  
Pre-requisite: None  
Compulsory/Electives: Compulsory  
Semester offered: 1

## Module Aims

The aim of this module is for students to learn core concepts of physics and relating these to their application in medical practice. Students will learn about motion, elasticity, fluids, gases, waves, temperature, electricity, magnetism and electromagnetism, lights, solids, and radioactivity all of which have direct application in studying some disease processes such as cardio-vascular disease in respect with fluid mechanics or diagnostics such as the use of ultrasound and X-ray which are based on radiation and high frequency resonance; or treatment for example in radiation in cancer therapy or use of laser beams. Students will have opportunity to observe some of the equipment in use.

## Learning Outcomes

On successful completion of the module students will be able to:

- Explain the basic Physics concepts with regard to motion, elasticity, fluids, gases laws, waves, temperature, electricity, magnetism and electromagnetism, lights, solids, and radioactivity
- Explain the relationship between these Physics concepts and their medical application with particular reference to the cardiovascular, respiratory, nervous and musculoskeletal systems
- Describe commonly used medical equipment based on direct application of the concepts of Physics for example spectacles, ultrasound, Xray, CT Scan or various endoscopes and electronic machines
- Explain simple/selected medical phenomena using the basic principles of physics
- Work in a Physics laboratory environment that draws upon the fundamentals of recording, representation and interpreting data

## Module content

Topics: Units (standards, SI system, converting units, order of magnitude); Motion (displacement, velocity, acceleration, falling objects); Vectors (representation, adding, subtracting scalar product, vector product); Force (Newton's 1st on 3rd laws, mass, weight); Equilibrium (statics, equilibrium, elasticity); Fluids (density, specific gravity, pressure, Pascal's principle, measurement, flow, Bernoulli's Principle, viscosity, surface tension, pumps); Waves (wave motion, types of waves, energy, amplitude and frequency, reflection and interference, resonance, refraction and diffraction); gas laws; Temperature (atomic theory, temperature and thermometers, thermal expansion, thermal stress, diffusion); Electricity (charge, field, potential, currents, basic circuits; Magnetism (magnetic fields, electric currents, force, electric charge, ampere and coulomb, Ampere's Law, torque); Electromagnetism (electromagnetic induction, transformers, transmission of power, production of electromagnetic waves, light and electromagnetic spectrum); Light (wave versus particles, diffraction, refraction, visible spectrum and dispersion); Molecules and Solids (bonding in molecules, weak bonds); Radioactivity (structure and properties of nucleus, binding energy and nuclear forces, radioactivity, alpha, beta, and gamma decay, half-life and rate of decay, radioactive dating). Application of related concepts of physics such as short wave, radio waves, ultrasonic waves, laser and magnetic resonance in physiotherapy practice and medicine in general.

## Methods of Facilitation of Learning

The module will be facilitated through the following learning activities:

- Lectures, in-class discussions, assignments and laboratory experiments
- Demonstration of appropriate equipment and technology used in physiotherapy

## Quality Assurance Arrangements

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material (SU and Quality Assurance Department)
- Effective supervision and monitoring of assignments, tests and examinations

## Assessment Strategies

- Continuous Assessment: 50% (minimum of 2 class tests and assignments)
- Examination: 50% (1 x 3 hours' paper)

## **Module Title: Organic Chemistry**

Code	BCM3501
NOF level	5
Notional hours:	80
Contact Hours:	2 lecture hours + 2 P per week for 16 weeks
NOF Credits:	8
Pre-requisite:	None
Compulsory/Electives:	Compulsory

Semester offered: 1

#### Module Aims

This module introduces students commencing studies in health sciences to the concepts of general physical and organic chemistry which are foundational for the understanding of biochemical and physiological processes.

#### Learning Outcomes:

On successful completion of the module students should be able to:

- Describe the electronegativity scale of core elements in the periodic table
- Discuss the acid base properties of solutions
- Explain and the concept of an electromotive force in electron transport
- Classify organic compounds into their respective functional groups
- Explain the cellular function using the knowledge of the chemical and physical properties of relevant organic compounds
- Describe the chemical and physical properties of relevant organic compounds in the isolation of organic compounds from natural products
- Distinguish between macromolecular components of cells

#### Module content

The materials covered in this module are: Periodic table and electronegativity scale, acid base properties of solutions, thermodynamics, nomenclature of hydrocarbons, basic reactions of organic compounds, introductory spectroscopy, preparation of solution, principles of laboratory safety and laboratory procedures.

#### Methods of facilitation of learning

The module will be facilitated through the following learning activities:

- Lectures, in-class exercises, group assignments and individual homework self-learning assignments
- Students will be referred to reading resources for their assignments and self-study

#### Quality Assurance Arrangements

- Internal and external moderation of examination papers
- Peer review of teaching and materials
- Student feedback on teaching and materials
- Regular review of module content and prescribed materials
- Feedback on assignments, test and examinations of students

#### Assessment Strategies

- The continuous assessment (CA): 50% (minimum of 3 tests and 2 assignments)
- Examination: 50% Examination (1 x 3 hours written paper + 1½ h practical examination)

#### Prescribed textbook:

- Bettelheim F, Brown W, Campbell M, Farrell S & Torres O. (2013). Introduction to general, organic chemistry and biochemistry. (International 10th edition).Brookscole, Cengage Learning.

#### Suggested readings:

- Wade L. G, Jr (2013). Techniques and Experiments for organic chemistry.8th edition. Pearson Publisher.
- Ault A. (2010) Essentials of Organic Chemistry for students of Pharmacy, Medicinal Chemistry and Biological Chemistry. John Wiley & Sons.

#### **Module Title: Systemic Physiology I**

Code: PLG3511  
NQF level: 5  
Notional hours: 160  
Contact Hours: 3+4P hours per week for 14 weeks  
NQF Credits: 16  
Pre-requisite: None  
Compulsory/Electives: Compulsory  
Semester offered: 1

#### Module Aims

The systems physiology module is a two semester module designed to provide an understanding how cells, tissues, organs, and organ systems function together to create one human organism. The module lays the basis for understanding diagnosis and treatment of diseases. Laboratories include presentations of clinical cases, practicing of clinical procedures and debriefing of problem-solving skills.

#### Learning Outcomes

On successful completion of the module students should be able to:

- Apply basic physiology principles in the appropriate clinical context
- Incorporate physiology into the personal path of becoming a competent and caring physiotherapist
- Be aware of physiological research to improve diagnoses and treatments of diseases
- Explain physiological mechanisms by applying basic principles of physics and chemistry
- Describe the fundamental mechanisms underlying normal function of cells, tissues, organs, and organ systems of the human body, commensurate with the requirements for a physiotherapist providing primary care to patients
- Explain the basic mechanisms of homeostasis by integrating the functions of cells, tissues, organs, and organ systems
- Apply knowledge of functional mechanisms and their regulation to explain the pathophysiology underlying common diseases
- Effectively solve basic problems in physiology and pathophysiology, working independently and in groups
- Describe the structure and function of the various aspects of a cell
- Explain the fundamental mechanisms underlying cell function
- Explain how homeostasis is established and maintained in the face of disease and infection
- Discuss the structures and functions of the endocrine system
- Discuss the structure/function relationship inherent in the central and peripheral nervous systems
- Describe how the organ systems covered interact throughout the body to maintain homeostasis

#### Module Content

The study of physiology encompasses a number of fields of study from molecules to ecosystems. Here we begin with an investigation of basic cell processes. The students will be expected to understand how molecular interactions are integral to the generation, storage and utilisation of energy, signaling and cellular dynamics. Building upon this we will stress the importance of cellular and tissue compartmentation and how information flows within a cellular and mass context. The integration of these systems and how they may impact homeostasis is also of critical importance.

Students will familiar them with the components and mechanics of the: Basic Cell Processes, energy and cellular metabolism, membrane dynamics and communication, integration and homeostasis; the cellular and network properties of neurons and how they function within the context of the central and peripheral nervous systems; the muscular skeletal system and the control of body movement; the structure and function of the endocrine system; digestive system; cardiovascular control including blood flow and the control of blood pressure; respiratory mechanics and gas exchange; blood and blood products; renal function and control including fluid and electrolyte balance; exercise and metabolism; reproduction and development.

#### Methods of Facilitation of Learning

The module will be facilitated through the following learning activities:

- Lectures, in-class exercises and group work and individual homework assignments
- Students will be given reading resources for self-study and be exposed to laboratory exercises relevant to the module

#### Quality Assurance Arrangements

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

#### Assessment Strategies

- The Continuous Assessment (CA): 50% (minimum of 2 tests and 5 laboratory exercises).
- Examination: 50% (1 X 3 hours' paper)

#### Prescribed textbooks:

- Human Physiology: An Integrated Approach, 5th edition, Dee Unglaub Silverthorn

#### **Module Title: Physiotherapy Science I**

Code:

PTY 3580

NQF level:	5
Notional hours:	160
Contact hours:	2 + 2P per week for 32 weeks
NQF Credits:	16
Pre-requisite:	None
Compulsory/Electives:	Compulsory
Semester offered:	1 and 2

#### Module Aims

The module aims to provide students with terminology and basic approaches used in human movement and biomechanics. The knowledge gained will form the framework to evaluate normal and abnormal functional movement. Furthermore, students will learn about the basic physiotherapeutic treatment and handling skills, which will form the foundation of the therapeutic process.

#### Learning Outcomes

Upon successful completion of this module the student will be able to:

- Identify normal posture in static and dynamic positions and discuss forces and factors which can influence them
- Describe functional movements (including respiration) and discuss forces and factors which can influence them
- Understand how the normal life cycle might impact the function of the systems of the body
- Understand the effects of manual techniques on the human body
- Systematically approach the evaluation of normal movement

#### Module Content

The major topics covered in this module will be:

Movement and Posture (Static positions; Dynamic postures during functional movement; Effects of aging and pregnancy on movement and posture). Normal Development of Movement (Motor control; Motor development; Motor development from neonate to 12 months; Motor development from one year of age to six years). Introduction to Manual Techniques (Effects of manual techniques on the body; Massage). Ergonomics and Kinetic Handling (Principles of kinetic handling; Transfers). Biomechanics (Kinematics; Kinetics; Force systems; Biomechanics of contractile tissue and non-contractile tissue; Stability and point of gravity). Biomechanics of the extremities (upper limb and lower limb joint complexes).

#### Methods of Facilitation of Learning

- This module is taught through:
- Lectures including video presentations
- Practical demonstrations/practical work sessions
- Discussion and brainstorming sessions
- Role play
- Tutorials
- Self-study/assignments
- Online classes

#### Module assessment:

- Continuous Assessment: 50% (minimum of 3 tests and 2 assignments)
- Examination: 50% Examination (1 x 3 hours written paper + 1½ h practical examination)

#### Quality Assurance Arrangements

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

#### Learning material prescribed textbook:

- Joint structure and function – A comprehensive analysis (5th edition); Norkin & Levangie; FA Davis Co 2011; ISBN 9780803623620
- Kendall, F., McCreary, E. & Provance, P. 2006. Muscles Testing and Function. 5th Edition. Williams and Wilkins
- Lederman, E. 2005. The Science and Practice of Manual Therapy. 2nd Edition. Edinburgh. Churchill Livingstone.

- Hough A. 2001. Physiotherapy in Respiratory Care an evidence-based approach to respiratory and cardiac management. Third Edition, United Kingdom, Nelson Thornes Ltd. Pryor J., Prasad S. 2007. Physiotherapy for respiratory and cardiac problems. Third Edition. London, Churchill Livingstone.
- Petty, N.J. and Moore, A.P. 2006. Neuro-musculo-skeletal Examination and Assessment, 3rd Edition, Edinburgh, Churchill Livingstone.

### **Module Title: General Biochemistry I**

Code:	BCM3512
NOF Level:	5
Notional hours:	160
Contact Hours:	3 lecture hours + 4P hours per week for 16 weeks
NOF Credits:	16
Pre-requisite:	None
Compulsory/Electives:	Compulsory
Semester offered:	2

### Module Aims

This module is the first of two with a focus on cellular organisation, biomolecules and cellular function, cell communication and immune recognition, introductory clinical/medical genetics and bioinformatics. The module will correlate changes in cell division, structure, function, biomolecules and genomes associated with homeostasis or disease state.

### Learning Outcomes/Specific Outcomes

On successfully completing the module students should be able to:

- Describe the relationship between the structural and functional organisation of the eukaryotic cellular organelles in homeostasis and disease states
- Explain the cell cycle in relation to growth, information transfer and how changes in the cell cycle lead to disease
- Discuss the chemistry and biological functions of proteins, carbohydrates, lipids and nucleic acids and vitamins
- Explain protein function in relation to primary sequence and 3D structure in space and how changes lead to disease, enzyme function, kinetics and regulation
- Explain the importance of glycoconjugates in cell-cell communication, immunity and disease
- Describe the molecular mechanisms of transport and signalling across the cell membrane
- Discuss the molecular events that occur in the conservation, transmission and expression of genetic information and the consequences of their variations due to internal and external factors
- Explain the molecular basis of inheritance, variation and selected genetic diseases
- Discuss the abnormalities of human chromosomes and phenotypic characteristics of selected genetic diseases
- Explain the importance of the interaction of the genome with the environment
- Discuss the importance of genetic counselling in clinical practice
- Utilise basic knowledge in bioinformatics to compare sequence similarities or dissimilarities
- Describe DNA isolation, polymerase chain reaction and electrophoresis
- Discuss the significance of point of care diagnostics

### Module Content

The module will cover the following topics: Principles of Medical Biochemistry; cell structure and function; cell cycle; basic structure, biochemical properties and function of biomolecules in health and disease; glycoconjugates; complex lipids; eicosanoids and their role in inflammation; importance of lipoproteins in health and disease, definition of enzymes and their roles in cell function, therapeutics, diagnostics and inborn metabolic errors; cell signaling and communication; nucleotides and DNA organisation; DNA replication, transcription and translation; mechanism of mendelian inheritance; mutations and disease; basic principles of chromosomal aberrations and cytogenetics; basic principles of bioinformatics; techniques in DNA isolation, PCR sequencing and microarrays; DNA and protein electrophoresis; point of care diagnostics.

### Methods of Facilitation of Learning

The module will be facilitated through the following learning activities:

- Lectures, in-class exercises, case studies for group assignments and individual homework and self-learning
- Students will be referred to reading resources for their assignments and self-study

### Quality Assurance Arrangements

- Internal and External moderation of examination papers
- Peer review of teaching and materials
- Student feedback on teaching and materials
- Regular review of module content and prescribed materials
- Feedback on assignments, test and examinations of students

## Assessment Strategies

- The Continuous Assessment (CA): 50% (minimum of 3 tests and 2 assignments).
- Examination: 50% (1 x 3 hours written paper + 1½ h practical examination)

## Prescribed Textbooks

- Baynes J.W. and Dominiczack M.H. (2009) Medical Biochemistry. 3rd Edition.
- Devlin T.M (2009). Textbook of Biochemistry with Clinical Correlations. 7th Edition.

## **Module Title: Sociology of Health and Disease**

Code:	CMM3512
NOF Level:	5
Notional hours:	160
Contact Hours:	3 lecture hours + 4P hours per week for 16 weeks
NOF Credits:	16
Pre-requisite:	None
Compulsory/Electives:	Compulsory
Semester offered:	2

## Module Aims

The module aims at equipping students with knowledge and skills necessary to practice in different social-cultural settings. Students will learn about the indirect pathways between sociology and health/disease with emphasis on the role of that beliefs and behaviours play in health and illness. The goal of the module is to acquaint students with the sociological construct of health, illness and disease which takes into account the structural and social factors not necessarily relying on biological and medical explanations of health and disease. Students also gets exposure to amylase political, economic, and sociocultural elements that foster ill/health as well as the forces that allow or constrain the healthcare system and individual's responses to illness.

## Learning Outcomes

On successfully completing the module a student will be able to:

- Describe the sociological definition of health and disease
- Distinguish behavioural science from related definitions of psychology, sociology, anthropology and behavioural epidemiology; health promotion, education; primary care scribe the concepts Sociology of Health and Disease
- Discuss the concept of "health beliefs"
- Discuss the socio-economic and cultural dimensions of health (social determinants of health)
- Discuss the role of culture in shaping the individual/community's experience of illness and its treatment
- Explain the importance of incorporating theoretical principles into interventions and in particular the 3-4 prominent theories as they relate to health
- Describe the social construction of health and disease i.e. discuss health-defying behaviours: smoking and alcohol
- Analyse medicine as an institution of power and social control
- Apply sociological explanations and evaluation of relationships between gender, class, ethnicity, culture, HIV/SAIDs and ill health
- Examine the role that sociology plays at each stage of an illness: HIV and Cancer, Obesity and Coronary Health Disease
- Describe the interaction between patient and health provider
- Identify and explain the role of alternative medicine
- Discuss quality of life and the controversies on the measurement of quality of life

## Module Content

Sociological understanding of health, illness and disease considers the structural and social factors and not largely relies on biological medical explanations of health and disease. The structural emphasis will entail consideration of the political, economic and social cultural elements that foster ill/health, as well as the forces that allows/constrain the health care system and individuals' responses to illness. The module also focuses on the indirect pathway between sociology and health/disease and emphasises the role that beliefs and behaviours play in health and illness.

Furthermore, the module will address the sociological definition of disease, explore major theoretical perspectives in health, behavioural science and sociology, the influence of class, gender and ethnicity on health; global and rural health problems; health promotion and community health services among others. This will enable the students to understand the social determinants of heath, social construction of illness, social meanings of illness, patterns in the distribution of health and illnesses, people health seeking behaviours; interaction between patients and the health provider. The module will also explore medicine as power and social control and the role of alternative medicines.

Students will also examine health-related behaviours and apply many of the theories to specific behaviours, e.g., addictive behaviours and the factors that predict smoking and alcohol consumption as well as Gender Based Violence and HIV. Throughout the module students will focus on the interrelationships between beliefs, behaviour and health using the example of placebo effects; illustration of this interrelationship in the context of illness, focusing on HIV, cancer, obesity and coronary heart disease; aspects of women's health; the problems with measuring health status and the issues surrounding the measurement of quality of life.

#### Methods of Facilitation of Learning

- The module will be facilitated through the following learning activities:
- Lectures, in-class exercises, case studies for group assignments and individual homework and self-learning
- Students will be referred to reading resources for their assignments and self-study

#### Quality Assurance Arrangements

- Internal and external moderation of examination papers
- Peer review of teaching and materials
- Student feedback on teaching and materials
- Regular review of module content and prescribed materials
- Feedback on assignments, test and examinations of students

#### Assessment Strategies

- Continuous Assessment: 50%
  - Attendance 10%
  - Student Directed seminars 10%
  - Class test (1) 20%
  - Assignment (1) 20%
  - Group projects (2) 40%
- Final Examination: 50%

#### Learning materials

#### Prescribed textbook

- Weitz R (2010) The Sociology of health, illness and health Care: A critical approach; Wadsworth. Apart from this required text relevant readings will also be provided according to the session

#### **Module Title: Anatomy for Allied Health Sciences**

Code: ATM3532  
 NQF level: 5  
 Notional hours: 160  
 Contact hours: 3 + 4p hours per week for 16 weeks  
 NQF Credits: 16  
 Pre-requisite: None  
 Compulsory/Electives: Compulsory  
 Semester offered: 2

#### Module Aims

This module is designed to provide continued study of histological and anatomical systems. In this semester special attention is paid to the relation of anatomy of these systems to their function and dysfunction in human movement. It has a strong focus on the mechanical properties of bone, ligaments, tendons, cartilage, neural and muscle tissue as these are the fundamental materials or structures of which the musculoskeletal system is composed. There is some revision of gross anatomy and functional musculoskeletal anatomy of the limbs and trunk as appropriate to the topics discussed. In addition to normal function it includes the mechanisms of and adaptations to injury, disease and rehabilitation. Anatomical aspects of posture and locomotion and their changes through the lifespan are also covered.

#### Learning Outcomes

Upon successful completion of this module students should be able to:

- Describe the embryological development of the musculoskeletal and neurological systems
- Describe and identify the surface anatomy in relationship to deeper laying structures
- Name the bony structures that form part of the system, describe the osteology of bony elements of the system
- Describe and identify the normal macroscopic and microscopic structures of musculoskeletal and neurological systems

- Describe and identify the nerves, blood supply, and lymphatic drainage of the structures musculoskeletal and neurological systems
- Describe the anatomical and histological structures in relation to their function
- Describe the relationship of structures to each other in a system
- Explain the structure and function of the neuro-musculoskeletal system in relation to human movement
- Discuss the biomechanics of the musculoskeletal system at the micro and macro levels of organisation, and in relation to human development from birth to old age
- Explain the mechanisms of injury and the biological processes involved in physical rehabilitation
- Discuss the body mechanics in relation to posture and locomotion

#### Methods of Facilitation of Learning

The module will be facilitated through the following learning activities:

- Lectures, class discussions and presentations
- Histology practical, dissection and skills lab sessions (small group exercises)

#### Quality Assurance Arrangements

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

#### Assessment Strategies

- Continuous Assessment mark:
  - Written assessment Class Test 1 30%
  - Written assessment Class Test 2 30%
  - Written assessment Class Test 3 30%
  - Assignment, workbook 10%
  - (All class tests in this module have a practical component contributing 50% of the test mark)
- Examination mark: 1 x 3-hour theory examination paper (50%); 1 x 1-hour practical examination paper (50%)
- Final mark: 50% of exam mark and 50% of Class mark.

#### Learning Resources

- Moore KL, Dalley AF. Clinically oriented anatomy. 7th ed. Philadelphia: Lippincott Williams & Wilkins; 2006.
- Netter, F. Atlas of Human Anatomy. Novartis.
- Young B. Wheater's functional histology: a text and color atlas. 5th ed. Edinburgh; New York: Churchill Livingstone; 2006. TANK PW. Grant's dissector. 15th ed. Lippincott Williams & Wilkins; 2014

#### **Module Title: Systemic Physiology II**

Code:	PLG3512
NOF level:	5
Notional hours:	160
Contact Hours:	3 + 4P hours per week for 14 weeks
NOF Credits:	16
Pre-requisite:	None
Compulsory/Electives:	Compulsory
Semester offered:	2

#### Module Aims

The systems physiology module is a two semester module designed to provide an understanding how cells, tissues, organs, and organ systems function together to create one human organism. The module lays the basis for understanding diagnosis and treatment of diseases. Laboratories include presentations of clinical cases, practicing of clinical procedures, and debriefing of problem solving skills.

#### Learning Outcomes

On successful completion of the module students should be able to:

- To apply basic physiology principles in the appropriate clinical context
- To incorporate physiology into the personal path of becoming a competent and caring physiotherapist
- To be aware of physiological research to improve diagnoses and treatments of diseases
- Explain physiological mechanisms by applying basic principles of physics and chemistry
- Describe the fundamental mechanisms underlying normal function of cells, tissues, organs, and organ systems of the human body, commensurate with the requirements for a physiotherapist providing primary care to patients
- Explain the basic mechanisms of homeostasis by integrating the functions of cells, tissues, organs and organ systems

- Apply knowledge of functional mechanisms and their regulation to explain the pathophysiology underlying common diseases
- Effectively solve basic problems in physiology and pathophysiology, working independently and in groups
- Describe the structure and function of the various aspects of a cell
- Explain the fundamental mechanisms underlying cell function
- Explain how homeostasis is established and maintained in the face of disease and infection
- Discuss the structures and functions of the endocrine system and
- Discuss the structure/function relationship inherent in the central and peripheral nervous systems
- Describe how the organ systems covered interact throughout the body to maintain homeostasis

#### Module Content

The study of physiology encompasses a number of fields of study; from molecules to ecosystems. Here we begin with an investigation of basic cell processes. The students will be expected to understand how molecular interactions are integral to the generation, storage and utilisation of energy, signalling and cellular dynamics. Building upon this we will stress the importance of cellular and tissue compartmentation and how information flows within a cellular and mass context. The integration of these systems and how they may impact homeostasis is also of critical importance. By the end of the module students will also be familiar with the components and mechanics of the:

Basic cell processes including cells and tissues, energy and cellular metabolism, membrane dynamics and finally, communication, integration and homeostasis

The cellular and network properties of neurons and how they function within the context of the central and peripheral nervous systems

The muscular skeletal system and the control of body movement

The structure and function of the endocrine system

Digestive System

Cardiovascular control including blood flow and the control of blood pressure

Respiratory mechanics and gas exchange

Blood and blood products

Renal function and control including fluid and electrolyte balance

Exercise and metabolism

Reproduction and development

#### Methods of Facilitation of Learning

The module will be facilitated through the following learning activities:

- Lectures, in-class exercises and group work and individual homework assignments
- Students will be given reading resources for self-study and have laboratory exercises designed to teach the relevant module content in a practical manner

#### Quality Assurance Arrangements

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

#### Assessment Strategies

- The continuous assessment (CA): 50% (minimum of 2 tests and 5 laboratory exercises).
- Examination: 50% (1 X 3 hours paper)

#### Prescribed textbooks:

- Human Physiology: An Integrated Approach, 5th edition, Dee Unglaub Silverthorn

## Year 2

### **Module Title: Physiotherapy Science II**

Code:	PTY3680
NQF level:	6
Notional hours:	640
Contact Hours:	6 + 8P hours per week for 32 weeks
NQF Credits:	64
Pre-requisite:	PTY3580
Compulsory/Electives:	Compulsory
Semester offered:	1 and 2

#### Module Aims

This module aims to equip the students with specific physiotherapeutic skills of assessment, clinical reasoning and management regarding movement and physical function of the human body. This will lay the foundation for physiotherapy practice.

#### Learning Outcomes

On completion of this module the students should be able to:

- Explain the concept of continuous evaluation and why it is important

- Describe the different systems and structures that are evaluated by a physiotherapist and the different methods of evaluation of normal function
- Recognize the importance of the interview as part of the evaluation process
- Recognize the importance of the physical examination and its different components as part of the evaluation process
- Explain the importance of evidence-based practice and outcome measures in terms of continuous evaluation
- Demonstrate a systematic approach to the evaluation process and the use of outcome measures with an in-depth understanding and an ability to skillfully apply them
- Demonstrate a broad knowledge and skillful application of specific physiotherapy interventions including an understanding of their effects
- Identify precautions and contra-indications of physiotherapy intervention

#### Module Content

This module will be divided into sections for Generic Evaluation and Treatment, Specific Evaluation and Treatment and Electrotherapy. Each unit will cover specific topics.

#### UNIT 1: Generic Evaluation and Treatment:

- Biomechanics of Specific Regions of the Spine (Cervical; Thoracic; Lumbar; Sacro iliac joint)
- Biomechanics of Systems Associated with the Spine (Nervous system; Muscle control for spinal stability; Analysis of breathing)
- Psyche (pathophysiology of stress and stress management)
- Pain (types, physiology, mechanisms, evaluation and management)
- Positioning (basic principles, neurological system, cardiovascular system, pulmonary system and musculoskeletal system)

#### UNIT 2: Specific Evaluation and Treatment:

- The Concept and Process of Evaluation
- Evidence Based Practice and Outcome Measures (Domains of health measurement and characteristics of outcome measures)
- Evaluation of the Muscle System (Muscle testing in neuro-muscular and musculoskeletal conditions; Movers vs stabilizers; Muscle length; Muscle tone and motor control; Muscle strength; Muscle power; Muscle endurance; Muscle bulk; Testing stabilizers; Differential diagnosis)
- Manual Techniques for Muscles (Specific soft tissue mobilization and trigger points)
- Evaluation of Postural Control (Mechanisms; Systems contributing; Balance; Coordination)
- Manual Techniques for Reeducation of Movement (Facilitation of muscle contraction; Inhibition; re-education of movers; re-education of stabilizers)
- Evaluation of Joints (Normal joint function; Principles of joint evaluation; The knee; Different joint structures; Scientific documentation; The wrist and hand; The elbow; The shoulder complex; The ankle and foot; The hip; The lumbar spine; Indications, precautions and contra-indications; Sacro-iliac joint and pelvis; The thoracic spine; The cervical spine)
- Manual Techniques for Joints (Basic principles, indication and concepts of peripheral joint mobilization)
- Exercise Therapy (Effects of immobilization and therapeutic exercise; Exercise for strengthening, progressive resistance exercise and plyometrics; Exercise for mobilization; Exercise for fitness; Exercise for motor control: joint stability, balance, proprioception and co-ordination)
- Walking aids, Wheelchairs and External Support
- Evaluation of the Neural System (peripheral nervous system and central nervous system)
- Manual Techniques for Neurological Dysfunction in Adults (Different concepts and approaches; Trunk control; Bed function; Selective lower limb activity; Activities in sitting; Sitting to standing; Standing; Balance reactions; Upper limb function)
- Manual Techniques for Neurological Dysfunctions in Pediatrics (Developmental milestones; Movement patterns and facilitation techniques; Role of the family)
- Evaluation of the Cardiopulmonary Systems (Interview of signs and symptoms; Observation and palpation; Auscultation and lung sounds; Additional information of chest x-rays, lung function testing and exercise capacity)
- Exercise for Pulmonary and venous insufficiency (Mobilizing and thoracic mobility; Breathing exercise; Removal of secretions; Mechanical devices; Venous insufficiency)
- Manual Techniques for Cardiopulmonary System (Percussion, vibrations and shaking; Peripheral neuromuscular stimulation)
- Individual exercise, group exercise and exercise programs

#### UNIT 3: Electrotherapy:

- Conduction agents
- Ultrasound therapy
- Laser
- Low frequency currents (Interferential therapy; Transcutaneous electrical nerve stimulation; Low frequency muscle stimulation)
- Infra-red irradiation; Ultraviolet therapy; Shortwave Diathermy
- Extracorporeal Shockwave therapy
- Practical application and dosage

#### Methods of Facilitation of Learning

This module is taught through:

- Lectures and video presentations

- Practical demonstrations/practical work sessions
- Brainstorming, discussion and problem solving
- Simulation/role play
- Tutorials
- Self-study/assignments
- Field trips
- Online classes

#### Assessment Strategies

- The Continuous Assessment (CA): 50% (minimum of 2 tests and 5 laboratory exercises).
- Written Examination and OSCE examination: 50% (1 X 3 hours' paper plus OSCE)

#### Quality Assurance Arrangements

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

#### Prescribed Textbooks

- Kendall and McCreary; Muscle Testing and Function; 5th edition; 9780781747806; 2005; Lippincott
- Brody L T & Hall CM; Therapeutic Exercise – moving toward function; 3rd edition; 9780781799577; 2011; Lippincott Williams & Wilkins
- Kitchen S Bazin, S.; Electrotherapy: evidence-based practice 11th Ed; 9780443072161; 2002; Churchill Livingstone, Edinburgh
- E Hengeveld & Banks; Maitland's Peripheral Manipulation; 5th edition; 9780702054570; 2013; Churchill Livingstone, Elsevier
- E Hengeveld & Banks; Maitland's Vertebral Manipulation; 8th edition; 9780702054587; 2013; Churchill Livingstone, Elsevier
- Hing W, Hall T, Rivett D, Vincenzino B, Mulligan B; The Mulligan Concept of Manual Therapy; 9780729541596; 2015; Churchill Livingstone, Elsevier
- Brukner & Khan; Brukner & Khan's Clinical Sports Medicine 5th edition; 9780070278998; 2012; McGraw Hill Book Company
- Atkinson, Coutts & Hassenkamp; Physiotherapy in Orthopaedics: A problem-solving approach, 2nd edition; 9780443074066; 2005; Churchill Livingstone
- Norkin & Levangie; Joint structure and function – A comprehensive analysis, 5th edition; 9780803623620; 2011; FA Davis Co
- Davies Steps to follow – a guide to the treatment of adult hemiplegia; revised edition; 9783642570223; 2000; Springer Verlag, Berlin
- Hough, A; Hough's, Cardiorespiratory Care; 5th edition; 9780702075261; 2017; Elsevier
- Main & Denahy; Cardiorespiratory Physiotherapy: Adults and Paediatrics; 5th edition; 9780702070211; 2016; Elsevier

#### Additional Readings

- Orthopaedics. A guide for practitioners 4th Edition 2010; John Walters
- Concise System of Orthopaedics and Fractures; A Graham Apley, Louis Solomon; Butterworth Heinmann
- Clinical Sports Medicine; Brukner and Khan; Churchill Livingstone
- Neuromusculoskeletal examination & assessment; Petty & Moore; Churchill Livingstone
- Principles of Neural Science, 4th Edition, 2000. Kandel, Eric R, Schwartz, James H. McGraw-Hill
- Peripheral Manipulation. G.D. Maitland, Butterworths.

#### **Module Title: Developmental Psychology**

Code:	PCT3600
NQF Level:	6
Notional hours:	160
Contact Hours:	2 lecture hours per week for two semesters
NQF Credits:	16
Pre-requisite:	None
Compulsory/Electives:	Compulsory
Semester offered:	1 and 2

#### Module Aims

Through this module student will gain knowledge of the theories of psychosexual development normal physical, cognitive and emotional development and their application in states of health and disease. Students will also learn about the approaches to the diagnosis, management and rehabilitation of people with suspected cognitive or psychological or behavioural conditions.

#### Learning Outcomes

On successfully completing the module a student should be able to:

- Explain applicable developmental theories such as the psychosexual developmental theory (Freud), psychosocial developmental theory (Erickson), cognitive developmental theory (Piaget), and the sociocultural theory (Vygotsky)

- Discuss normal developmental milestones: physical development/locomotion; cognition; speech/language and communication, cognitive, emotional and social development
- Recognise the normal module of development of the domains of child/human development
- Explain social attainment, social attachment, primary bonding and belonging
- Recognise, explain, and discuss hereditary/genetic influences on (child) development, including hereditary/genetic transmission; chromosomal and genetic abnormalities
- Recognise, explain, and discuss birth complications and maternal stress and their effects and consequences on child development
- Explain perinatal/prenatal development, including the period from conception to birth, the environmental influences on prenatal development, and birth complications and their effects on the development of the child
- Identify, explain, and discuss chronic illness in children and adolescence
- Identify, explain, and discuss serious illness in children and adolescence leading to hospitalisation
- Identify, explain, and discuss the development of the concept of death among children
- Identify, explain, and discuss ethical issues surrounding childhood chronic illness and hospitalisation
- Identify, explain, and discuss child physical, emotional, and sexual abuse

#### Module Content

This module focuses on applicable developmental theories such as the psychodynamic theory, particularly Freud's psychosexual theory and Erickson's psychosocial theory and developmental theories of cognitive development. To be considered here are Piaget's theory of cognitive development as well as Vygotsky's theory of cognitive development (sociocultural-historical theory, particularly the notions of the zone of proximal development and scaffolding in cognitive development). The module will examine perinatal/prenatal development, including the period from conception to birth. Environmental influences on prenatal development, hereditary/genetic influences on human development and hereditary/genetic transmission, genetic and chromosomal abnormalities, birth complications, and maternal stress will be explored. How infants sense and perceive the world will be examined. Furthermore, the module will examine the five domains of human development from infancy, adolescence, through adulthood (cognitive development, physical development, emotional development, social development and language development (attainment of normal developmental milestone). Finally, chronic illness in childhood and hospitalisation, as well as child physical, emotional, and sexual abuse will be covered. The development of the concept of death among children will also be discussed.

#### Methods of Facilitation of Learning

The module will be facilitated through the following learning activities:

- Lectures, in-class exercises, case studies for group assignments and individual homework and self-learning
- Students will be referred to reading resources for their assignments and self-study

#### Quality Assurance Arrangements

- Internal and external moderation of examination papers
- Peer review of teaching and materials
- Student feedback on teaching and materials
- Regular review of module content and prescribed materials
- Feedback on assignments, test and examinations of students

#### Assessment Strategies

- The Continuous Assessment (CA): 50% (minimum of 3 tests and 2 assignments)
- Examination: 50% (1 x 3 hours written paper)

#### **Module Title: Clinical Sciences I**

Code:	OTH3611
NQF level:	6
Notional hours:	160
Contact Hours:	4+3P hours per week for 16 weeks
NQF Credits:	16
Pre-requisite:	ATM3531, PLG3511, ATM3532 and PLG3512
Compulsory/Electives:	Compulsory
Semester offered:	1

#### Module Aims

This module aims at equipping students with knowledge on structural changes affecting tissues, organs and systems of the human body due to various processes and insults for each the most common medical, neurological and psychiatric condition encountered by occupational therapists and physiotherapists.

## Learning Outcomes:

On completing the module students should be able to:

- Describe the basic principles of general pathology with reference to systemic diseases and specific organ pathology in order to illustrate these principles
- Recognize the general signs and symptoms of the most common medical, neurological and psychiatric conditions
- Identify and discuss which examinations and special investigation are available for diagnosing medical, neurological and psychiatric conditions
- Describe and explain the following: diagnosis, their differential diagnosis, presentation, etiology, pathology, prognosis and management of the conditions
- Define the potential functional consequences of each of the health condition
- Identify and explain the legislative / contextual factors e. g. burden of disease
- Discuss the treatment model in the Namibian context and options for treatment in the Namibian context (level of care)

## Module Content

This module focuses on systemic discussions of the sign and symptoms, diagnosis and management of the most common condition in neurology, internal medicine, geriatrics, pediatrics and community health. The place for psychiatry and psychology in neurosciences will be discussed including the neuroanatomy and physiology related to mental disorders and the classification and terminology defining it. This module is divided into units: UNIT 1: GENERAL PATHOLOGY looks at Neuropathology, Disease on a cellular level, Fluid and hemodynamic disease, Inflammation, Healing and repair, Disorders of immunity, Neoplasia, Nutritional disorders, Osteoarthritis and rheumatoid arthritis, Diabetes mellitus, Ophthalmology and Geriatrics. UNIT 2: PEADIATRICS looks at Development, Congenital conditions, Most common medical conditions in infants and young children and Most common medical conditions in older children. UNIT 3: OBSTETRICS AND GYNAECOLOGY looks at Anatomical, physiological and emotional changes during adolescence, pregnancy, labor and puerperium, Pathology of the female reproductive functions, pregnancy and labor, Medical management of pregnancy, labor, puerperium, menopause and gynecological disorders and "Women's health" management. UNIT 4: PRIMARY HEALTH CARE looks at Public healthcare service delivery in the Namibian context, Laws and policies with regards to job-specific work performance, Typical conditions seen in primary health care, Community based rehabilitation, Urban based rehabilitation, Primary health care strategy/model. UNIT 5: INTRODUCTION TO PSYCHIATRY looks at Mental Health Act and mental health policy, Symptoms, signs and behavior typically seen in persons with mental illness, Generic principles underpinning the practice of effective mental health treatment, The role of medication in the treatment of mental health conditions, Stigma and fighting stigma – attitudes toward person suffering from mental illness, Mental State Examination and prevalence's and management of Schizophrenic spectrum disorders, major depressive disorder, mood disorders and bipolar mood disorder, trauma and stress related disorders, anxiety disorders, eating disorder, substance use disorder, psychiatric condition seen in children and adolescents, Psycho-geriatrics, Personality disorders, intellectual disability, mental disorders due to general medical condition and Introduction to forensic psychiatry. UNIT 6: NEUROLOGY looks at Identifying and explaining disturbances of normal neurological function, Aetiology, pathology and clinical picture of lesions of different areas of the central and peripheral nervous system and Medical management, including course and prognosis, and applicable diagnostic procedures and precautions. UNIT 7: GENERAL MEDICINE looks at Cardiovascular and Respiratory conditions and care, Geriatrics, Nephrology, Gastroenterology, Hematology, Oncology and Infectious diseases.

## Methods of Facilitation of Learning:

- This module is taught through lectures, practical field visits, self-study sessions and tutorials.

## Module Assessment

- Continuous assessment 50% - Min. of 3 block tests and 1 logbook for field visits
- Examination pass mark is 50% - 1 written paper (3 hours)

## Quality Assurance Arrangements

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

## Learning Resources

\*Will be provided by the different lecturers

## **Module Title: Clinical Sciences II**

Code:	OTH3612
NOF level:	6
Notional hours:	160
Contact Hours:	4+3P hours per week for 16 weeks
NOF Credits:	16
Pre-requisite:	ATM3531, PLG3511, ATM3532 and PLG3512
Compulsory/Electives:	Compulsory
Semester offered:	2

### Module Aim

This module aims to build on Clinical Sciences I, equipping students with knowledge to interpret the medical and surgical management of the structural changes affecting tissues, organs and systems of the human body due to various processes and insults.

### Learning Outcomes

At the end of this module students will be able to:

- Identify and describe the diagnosis, medical examinations and special investigations of structural changes and clinical manifestation of pathologies on the basis of the underlying pathological changes and pathogenesis.
- Identify and explain the related medical and surgical management of structural changes and clinical manifestation of pathologies on the basis of the underlying pathological changes and pathogenesis.
- Describe the management model in Namibian context and options for treatment in Namibian context (level of care).

### Module Content

This module focuses on surgical management and will include the basic concepts and terminology as well as an insight in the management of a surgical patient during all phases of treatment. Units included are general surgery, orthopedics, neurosurgery, obstetrics and gynecology, ophthalmology, and plastics and reconstructive surgery.

UNIT 1: GENERAL SURGERY looks at Terminology and basic concepts used in surgery, The management of a surgical patient with hemorrhage and shock, The management of a surgical patient with wounds and soft tissue infection, Pediatric surgery, Vascular surgery and amputations, The management of a surgery patient in the ICU, Cardiothoracic surgery, The management of a surgical patient with hearing and balance disorders.

UNIT 2: ORTHOPEADIC SURGERY looks at Terminology and basic concepts used in cold orthopedic conditions/orthopedic surgery, The indications for conservative treatment of traumatic orthopedic conditions, The management of traumatic orthopedic conditions, including precautions and complications, The indications for surgical treatment of cold orthopedic conditions, The management of cold orthopedic conditions including precautions and complications and Orthopedic surgery related to pediatrics.

UNIT 3: OTHLAMOLOGY looks at the Terminology and basic concepts used in eye surgery, Indications for and consequences of eye surgery, the surgical treatment for eye conditions, including course and prognosis, The pre- and post-operative care and precautions.

UNIT 3: EAR NOSE AND THROAT SURGERY looks at the Terminology and basic concepts used in ENT surgery, Indications for and consequences of ENT surgery, the surgical treatment for conditions in the field, including course and prognosis, The pre- and post-operative care and precautions.

UNIT 4: CARDIOTHORACIC SURGERY looks at the Terminology and basic concepts used in cardiothoracic surgery, Indications for and consequences of cardiothoracic surgery, the surgical treatment for neurological conditions, including course and prognosis, The pre- and post-operative care and precautions.

UNIT 5: URO/GYNE looks at terminology and basic concepts and indications for and consequences of uro/gyne surgery, the surgical treatment for uro/gyne conditions, including course and prognosis, The pre- and post-operative care and precautions.

UNIT 6: NEUROSURGERY looks at the terminology and basic concepts used in neurosurgery, Indications for and consequences of neurological surgery, the surgical treatment for neurological conditions, including course and prognosis, The pre- and post-operative care and precautions.

UNIT 7: PLASTIC, RECONSTRUCTIVE SURGERY & BURNS looks at the terminology and basic concepts used in plastic and reconstructive surgery, Conditions typically needing plastic/reconstructive surgery, identify patients who will benefit from

therapy and interpret referrals correctly, The general principles of treatment and precautions applicable to therapy after plastic and reconstructive surgery.

#### Methods of Facilitation of Learning

- This module is taught through lectures, practical field visits, self-study sessions and tutorials.

#### Assessment Strategies

- Continuous assessment 50% - Min. of 3 block tests and 1 logbook for field visits
- Examination pass mark is 50% - 1 written paper (3 hours)

#### Quality Assurance Arrangements

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

#### Learning Resources

\*Will be provided by the different lecturers

#### **Module Title: Professional Practice**

Code:	PTY3681
NQF level:	6
Notional hours:	120
Contact Hours:	3 hours per week for 16 weeks
NQF Credits:	12
Pre-requisite:	None
Compulsory/Electives:	Compulsory
Semester offered:	1

#### Module Aims

The aim of this module is assist students to develop a personal philosophy for lifelong practice of medicine and ongoing professional growth. In particular, students will be equipped with skills to examine the four cardinal principles of: respect for autonomy, beneficence, non-maleficence and justice.

#### Learning Outcomes:

On successfully completing the module students should be able to:

- Carry out a medical interview professionally
- Maintain confidentiality
- Work as a member of a team with equal respect to others regardless of discipline or rank
- Cope with ambiguity including in matters of faith
- Advise patients, couples, family members on results from clinical finding or laboratory test
- Make ethical choices on patient care
- Advocate for the health rights of individuals, family or population group/community
- Promote the image of the profession in personal life and avoid behaviour/practices that might put the profession into disrepute
- Discuss and adhere to the HPCNA professional Code of Ethics

#### Module Content

Medical Ethics and Philosophy: This module is designed to describe the basic principles of professional conduct, ethics and legal practice in health, with particular emphasis on social values, norms and culture of the Namibian society. A student will be able to professionally engage in his/her medical practice, observe professional conduct with regard to patients, their families and professional colleagues, evaluate ethical dilemmas and give professional evidence in a court of law. Topics covered include: basic principles of ethics and philosophy in health; social obligations, values and norms with the emphasis of the Namibian society regarding health; the patient-physiotherapist relationship; common ethical dilemmas: fundamental ethical guidelines, conflicts between beneficence and autonomy, patients who lack making-decision capacity, decision about life-sustaining interventions, conflicts of interest; basic principles of medico-legal practice, review of the health related Namibian legislative code.

#### Methods of Facilitation of Learning

The module will be facilitated through the following learning activities:

- Lectures, in-class exercises, group work and individual homework assignments, site/field visits and skills lab training
- Students will see and examine real patients in a primary care setting

#### Quality Assurance Arrangements

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

#### Assessment Strategies

- Continuous assessment (50%): 2 x written tests, 2 assignments
- End of module examination (50%): 1 x 3 hours paper

#### Prescribed Textbooks

- Alsop A (2000) Continuing Professional Development, A Guide for Therapists. Oxford: Blackwell Publishing.

#### **Module Title: Clinical Physiotherapy I**

Code:	PTY3602
NQF level:	6
Notional hours:	80
Contact Hours:	Total of 80 integrated hours
NQF Credits:	8
Pre-requisite:	ATM3531, PLG3511, ATM3532 and PLG3512
Compulsory/Electives:	Compulsory
Semester offered:	2

#### Module Aims

This module was designed as an introduction to the Clinical Modules of 3rd and 4th year of study. Students are afforded the opportunity to interact with patients in a non-threatening clinical environment as they do not take responsibility for patient management.

#### Learning Outcomes

On completion of this module the student will be able to:

- Discuss the differences between the different levels of health care
- Draw up a contextual SWOT analysis and identify areas for self-development
- Discuss the importance of accurate record keeping (statistics, patient record)
- Describe the ethical principles of record keeping (Namibian Health Profession guidelines)
- Interview: conduct a basic interview with a patient
- Accurately observe the patient and his environment and discuss the implications thereof within the framework of the International Classification of Functioning, Disability and Health
- Identify specific body structures to assess and motivate it
- Document the specific findings of the interview accurately and scientifically
- Apply the general ethical principles (privacy, confidentiality, respect) in the clinical environment
- Describe the lay out and functioning of a typical hospital ward.

#### Module Content

This introductory module will focus on both the macro level (Namibian context) and micro level (patient level). At the macro level the student will experience the structure and functioning of the Namibian Health Care System as well as the daily routine of a hospital ward. The student will gain limited knowledge of the medico legal aspects within which the physiotherapist practices. There is opportunity to conduct an interviews with patients, document findings and decide which body structures should be assessed.

#### Methods of Facilitation of Learning

- Demonstrations and interviews with clients
- Attending ward rounds
- Direct and indirect supervision
- Formative feedback
- Clinical service
- Reflective practice

#### Assessment Strategies:

- 100% Continuous Assessment consisting of logbook and portfolio

#### Quality Assurance Arrangements

- Internal and external moderation of portfolios
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

#### Prescribed textbooks

Not applicable

#### **Module Title: Local Language for Health Science Communication**

Code:	LCH3682
NQF level:	6

Notional hours:	40
Contact Hours:	1 hour per week for 16 weeks
NQF Credits:	4
Pre-requisite:	None
Compulsory/Electives:	Compulsory
Semester offered:	2

#### Module Aims

The module is to ensure that students have adequate communications skills in one of the commonly used Namibian languages in addition to their home language in terms of patient interaction and practise.

#### Learning Outcomes

On successful completion of this module the student will be able to:

- Engage in basic patient physiotherapist conversation
- Obtain basic medical information from patients in the relevant language
- Convey basic medical information to patients in the relevant language
- Relay and communicate patient information with fellow medical professionals in relevant language
- Approach patients and relatives in a culturally sensitive manner

#### Module Content

This module develops a student's understanding regarding social norms and confessions in one other population group in Namibia; listening, verbal and non-verbal communication; medical terminology and construct of common symptoms in the relevant language.

#### Assessment Strategies

- 100% Continuous Assessment consisting of at least six interactive engagement of dialoging in class

#### Methods of Facilitation of Learning

- Direct and indirect supervision, formative feedback, clinical service; Audio and interactive engagement of dialoging in class

#### Quality Assurance Arrangements

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

#### Prescribed textbooks

Dictionaries as indicated by the Language centre

### Year 3

#### **Module Title: Clinical Physiotherapy II**

Code:	PTY3780
NQF level:	7
Notional hours:	400
Contact hours:	Total of 400 integrated hours
NQF Credits:	40
Pre-requisite:	PTY3602 and PTY3680
Compulsory/Electives:	Compulsory
Semester offered:	1 and 2

#### Module Aims

This module aims to develop the knowledge, skill and attitudes to manage patients with simple/uncompounded pathologies effectively, holistically and applicably within the framework of the five pillars of healthcare. During clinical physiotherapy II students start to take responsibility for patient management under supervision of lecturers and/or clinicians. The aim is to prepare students for independent and multidisciplinary teamwork within the comprehensive health care system. Third year students are expected to manage uncompounded pathologies.

#### Learning Outcomes

At the end of this module students should be able to:

- Interpret examination findings accurately, formulate a physiotherapy diagnosis and prioritise problems within the framework of the International Classification of Functioning, Disability and Health
- Set up and monitor specific, measurable and realistic goals (with guidance)
- Manage the client applicably (with help) within the context of the five pillars of health care
- Identify and use appropriate outcome measures in order to evaluate the effect of the intervention
- Document physiotherapy findings accurately and reliably according to medico-legal requirements/standards
- Identify appropriate techniques (evaluation of treatment) based on the examination findings, social context, course of the pathology and evidence based practice
- Perform basic physiotherapeutic techniques (evaluation and treatment) effectively and safely on patients simple/uncompounded pathologies
- Observe the effect of a technique (evaluation and treatment) and make the necessary adaptations with help
- Engage and motivate the client (with help) specifically regarding physiotherapy management and goal formulation in groups or individually

- Communicate accurately with colleagues, clients, caregivers and other members of the multi-disciplinary team
- Demonstrate safe practice
- Source, analyse and evaluate appropriate subject literature with assistance
- Develop a plan of self-development in a specific clinical area with the necessary guidance and support (SWOT analysis - Strengths :Weaknesses: Opportunities: Threats)
- Recognise own limitations regarding client management and consult with supervisors about uncertainties
- Apply the general ethical principles (privacy, confidentiality and respect) in the clinical environment

#### Module Content

Clinical physiotherapy II is a progression from Clinical physiotherapy I. Clinical physiotherapy II involves the students interacting more with patients and implementing the medico legal and professional knowledge learned to practice. Students, under their lecturer/clinical supervisor, will consult, evaluate and demonstrate the use of specific basic techniques to identify simple/uncompounded pathologies and then must show competency in planning the treatment aimed at assisting patients' recovery within the context of the five pillars of health care. Work-based learning provides the opportunity for assessment and evaluation of all components of the students' training to this point and enables appropriate and necessary experience to be gathered.

#### Methods of Facilitation of Learning:

- Demonstrations with clients
- Supervised (Direct and indirect supervision) assessment and treatment of clients
- Attending ward rounds
- Formative assessment and feedback
- Clinical service
- Reflective practice
- Tutorials

#### Quality Assurance Arrangements

- Pre-clinical block tests
- Supervision by accredited supervisor in accredited placement
- Training of supervisors in facilitation, feedback and assessment
- External moderation of examinations
- Faculty development workshops throughout the year
- Visits to placements
- Regular module evaluations by students and peers

#### Assessment Strategies:

- The Continuous Assessment (CA): 50% (clinical assessments and completed portfolio).
- OSCE examination and documentation: 50%

#### Prescribed textbooks

Please see attached list

#### **Module Title: Applied Physiotherapy I**

Code:	PTY3790
NQF level:	7
Notional hours:	400
Contact Hours:	Total of 400 integrated hours
NQF Credits:	40
Pre-requisite:	PTY3602 and PTY3680
Compulsory/Electives:	Compulsory
Semester offered:	Semester 1 and 2

#### Module Aim

The goal of this module is to provide students the opportunity to integrate and expand the knowledge, concepts and skills acquired in physiotherapy science with the pathology and social context of a patient at different levels of health care. This integration is a building block in the clinical reasoning process with regard to the evaluation and management of patients. This process allows students to evaluate, interpret and analyse a client's status and needs (physical, functional and psychological) in order to develop a physiotherapy diagnosis, prognosis and ultimately an outcome based intervention plan. This module includes practical training and runs concurrently with Clinical physiotherapy II where the acquired skills are applied.

#### Learning Outcomes

After completion of this module, with regards to the management of non-complicated conditions (orthopedic, neurological, medical, surgical and trauma), the students will be able to:

- Integrate the concepts and principles of the biomedical sciences (pharmacology and pathology) and social sciences (psychology and sociology) as they apply to patient management in the context of physiotherapy practice
- Explain the medical and surgical management of patients as well as the disease progress applicable for physiotherapy intervention
- Explain the role of the various team members in the total management of the patient
- Demonstrate basic knowledge of relevant diagnostic tests (CXR, MRI, blood gasses) and explain the impact thereof on patient management
- Perform the necessary examination/evaluation techniques skillfully and with the necessary adaptations on a model

- Interpret the findings of an examination/evaluation, formulate a physiotherapy diagnosis/hypothesis and prioritise problems
- Perform/execute the selected physiotherapy interventions with the necessary adaptations on a model
- Formulate and justify choice of selected physiotherapy interventions as well as motivate the various approaches that can be followed in the management of patients
- Compile specific, measurable, realistic goals coupled with a time interval
- Identify the source and analyse/evaluate appropriate subject literature

#### Module Content

Adhesive capsulitis; Amputation; Ankle ligament injury; Ataxia; Bell's palsy; Burns; Cerebral palsy; Cerebrovascular accident; Cervical spondylosis; Cervicogenic headache; Chronic obstructive lung disease; Clubfoot; Colles fracture; Complex regional pain syndrome; Covid 19; Cystic fibrosis; DeQuervains tenosynovitis; Disc lesions; Down's Syndrome; Ergonomics; Fibromyalgia; Fractured femur; Gullain Barre syndrome; Hamstring injury; Laparotomy; Meniscus tear; Non-specific/chronic low back pain; Osteoarthritis; Parkinson's disease; Patellofemoral pain syndrome; Radial nerve palsy; Rheumatoid arthritis; Rotator cuff tear; Septic arthritis; Shoulder dislocation; Spina bifida; Spinal cord injury; Spinal surgery; Tennis elbow; Tetraplegia; Total knee and hip replacement; TMJ syndrome

#### Methods of Facilitation of Learning

- This module is taught through:
  - Lectures and video presentations
  - Case studies with a problem-solving approach
  - Practical demonstrations (in class on a model or in clinical setting on a patient)/practical work sessions
  - Discussions
  - Group work
  - Self-study/assignments
  - Formative assessment/feedback

#### Assessment

- The Continuous Assessment (CA): 50% (tests and clinical/practical assessments).
- Written Examination: 50% (1 X 3 hour paper)

#### Quality Assurance Arrangements

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

#### Learning material:

Case/workshop specific notes, programmes and reference material are provided before the start of a case or workshop.

#### Prescribed Textbook:

- Predominantly reference articles (highest possible evidence level) are prescribed for use in cases and workshops. These resources are updated annually. Please refer to list of prescribed text books list.

#### Suggested readings:

- Review of the Seven Jump Process. Wood, Diana F. Problem Based learning British Medical Journal, International edition 326.7384 (Feb 8, 2003): 328-30.

#### **Module Title: Research Methods**

Code:	PTY3700
NOF level:	7
Notional hours:	160
Contact Hours:	2 per week for 32 weeks
NOF Credits:	16
Pre-requisite:	None
Compulsory/Electives:	Compulsory
Semester offered:	Semester 1 and 2

#### Module Aims

This module aims to equip the students with principles, skills and methods to conduct scientific research and analysis required on any matter within the domain of health.

#### Learning Outcomes

After completion of this module students will be able to:

- Apply clinical research to be applied to the physiotherapy clinical practice
- Apply the evidence based principles of physiotherapy practice
- Describe primary research study designs that are relevant to physiotherapy research
- Apply stand the principles of research methodology
- Apply basic research statistical concepts
- Formulate a secondary research question while using the PICO method (Patient: Intervention: Comparison: Outcomes)

- Search effectively for published physiotherapy research articles using the most common medical databases
- Evaluate/grade an article's hierarchy (level) of evidence
- Evaluate literature using physiotherapy related critical appraisal tools
- Developing and writing a research protocol

#### Module Content

This module covers the following topics: Introduction to Quantitative research and Qualitative research, Literature Review, Identification, selection, analysis and formulation of the research problem; Identification and formulation of the research question; Hypotheses formulation. Formulate a problem statement and justification of the study, formulation of the study objectives.

Classification of study types: Descriptive studies, Exploratory Studies, Cross-sectional studies, Case report, case series, correlational studies. Analytical studies: Cohort studies, Case control studies, Comparative Cross sectional studies. Intervention studies: Clinical trials, Experimental studies, Quasi-experimental studies, fields interventional studies. The advantages and disadvantages of the different of studies design.

Sampling Methods: Non-probability sampling, Probabilistic or random sampling; sample size determination. Study population, Specification study variables, and types of variables.

The Data collection methods: Data collection techniques, development of data collection tools and/or questionnaires. Report writing and use of The Harvard referencing system.

#### Methods of Facilitation of Learning

The module will be facilitated through the following learning activities:

- Lectures, in-class exercises and group work and individual homework assignments
- Students under supervision will identify a research topic for the development of the research proposal

#### Quality Assurance Arrangements

- Internal and external moderation of the research proposal
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments and tests

#### Assessment Strategies

- 100% continuous assessment
  - 50% (minimum of 2 tests and 2 assignments)
  - 50% research proposal

#### Prescribed textbooks:

- Judith Bell, Doing your Research Project: A guide for first-time researchers in education, health and social science, Fifth Edition McGraw Hill – Open University Press 2010
- Martin Terre Blanche, Kevin Durrheim and Desmond Painter, Research in Practice: Applied methods for the social sciences. UCT PRESS 2010

#### **Module Title: Pharmacology for Physiotherapy**

Code:	PTY3701
NQF level:	7
Notional hours:	80
Contact Hours:	2 per week for 16 weeks
NQF Credits:	8
Pre-requisite:	BCM3501, BCM3512, PTY3580 and PTY3680
Compulsory/Electives:	Compulsory
Semester offered:	Semester 1

#### Module Aims

The module aims to learn students about the fundamentals of therapeutics, pharmacokinetics and pharmacodynamics of the commonly used drugs in their field as well as the mechanisms of action, adverse effects and precautions. Students will also learn about the side effects of drugs, drug interactions and the treatment of side effects to certain pathophysiological conditions relevant to physiotherapy.

#### Learning Outcomes:

On successful completion of this module students will be able to:

- Describe the principles of pharmacodynamics and pharmacokinetics
- Describe the mechanism of drug and receptor pathway interactions
- Explain the mechanisms of action and the pharmacological effects of drugs affecting the parasympathetic and sympathetic nervous systems (e.g. Inflammation; pain)
- Identify differences in various pharmacological agents in respect to their therapeutic properties and provide reasons for prescribing given products
- Recognise possible adverse effects of drugs used in physiotherapy and how to correctly manage the adverse effects
- Apply the mechanisms and treatment of analgesic and antipyretic effects of the non-steroidal anti-inflammatory and pain drugs

#### Module Content

This module will cover the introduction to pharmacodynamics and pharmacokinetics of various pharmacological terminology and drugs in physiotherapy. The students will learn the autonomic nervous system; adrenergic and cholinergic systems. Central nervous system: Parkinsonism; anxiolytics and hypnotics; affective disorders and antidepressants; neuroleptics; epilepsy and anti-convulsants; opioid analgesics. Selected topics and drugs: Pain and inflammation (analgesics, steroids, local anaesthetics); muscle relaxants (orphenadrine etc.); respiratory disorders (bronchodilators, mucolytics); allergy and anaphylaxis; cardiovascular drugs; chemotherapy (antibiotics, antivirals, antifungals, anti-cancer drugs); gastrointestinal tract drugs; pharmacology affecting homeostasis and thrombosis; endocrine pharmacology; reproductive pharmacology; drug abuse; central stimulants/depressants; drug interaction.

#### Methods of Facilitation of Learning

- Teaching and learning will be conducted through lectures, self-study and small group problem based learning.

#### Assessment Strategies

- The Continuous Assessment (CA): 50% (minimum of 2 tests and 2 assignments)
- Written Examination: 50% (1 X 3 hours' paper)

#### Quality Assurance Arrangements

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

#### Learning Resources

##### Prescribed textbooks

- Goodman & Gilman's The Pharmacological Basis of Therapeutics, 11th ed.
- Katzung, Bertram G. et al (2009). Basic and Clinical Pharmacology 11th ed.

##### Suggested resources

- Rang et al (2007). Rang and Dale's Pharmacology 6th or 7th Edition. Churchill Livingstone
- Guide to good prescribing – a practical manual. WHO Action programme on essential drugs, Geneva
- British National Formulary
- South African National Formulary
- Namibian Standard treatment guidelines
- Namibian Essential Medicines List

#### **Module Title: Physiotherapy Practice**

Code:	PTY3702
NQF level:	7
Notional hours:	80
Contact Hours:	2 per week for 16 weeks
NQF Credits:	8
Pre-requisite:	PTY3681
Compulsory/Electives:	Compulsory
Semester offered:	Semester 2

#### Module Aims

This module has been developed to augment the necessary knowledge and attitude in order to enable the student to safely and effectively practice physiotherapy within the context of the Namibian health setup.

#### Learning outcomes:

At the end of this module the student should be able to:

- Apply the International Classification of Functioning, Disability and Health to client management in physiotherapy
- Manage a patient holistically as a member of a healthcare team
- Apply relevant legislation and legal procedures to physiotherapy practice
- Document physiotherapy findings accurately and reliably in terms of medico-legal requirements
- Maintain safe environment for patient care and practitioner
- Apply ethical principles in physiotherapy practice
- Evaluate personal strengths, weakness, knowledge, skills and attitudinal gaps
- Apply principles of management in physiotherapy practice
- Apply the principles of evidence based practice
- Evaluate the quality of physiotherapy services and address short comings in the Namibian health context

#### Module Content

Students will develop the knowledge of the physiotherapists role and skills within core areas of practice (cardio-respiratory, musculoskeletal and neurology) then integrate this with evidence-based practice in order to understand the management of patients presenting with complex and multi-factorial clinical conditions.

Students must have a sound understanding of current government legislation: public health act, health professions act, hospitals and health facilities acts, pharmacy act, mental health act and the implication of this on their practice in the context of multidisciplinary/interdisciplinary team working and holistic care in meeting the needs of individual clients.

Theories, concepts and principles of health systems management: organisation of healthcare delivery services, management of human resources, finance and assets, information and logistics management; health care financing.

Methods of Facilitation of Learning:

- Lectures, practical demonstration and work based learning

Quality Assurance Arrangements:

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

Assessment Strategies:

- Continuous Assessment: 50% (minimum of 2 tests and 2 assignments)
- Examination: 50% (1 x 2-hour paper)

Prescribed textbooks:

- HPCNA and WHO documentation

#### Year 4

##### **Module Title: Research Project**

Code:		PTY3810
NQF level:	8	
Notional hours:		320
Contact Hours:		4 hours per week
NQF Credits:	32	
Pre-requisite:	None	
Compulsory/Electives:		Compulsory
Semester offered:		Semester 1 and 2

##### Module Aims

The aim of the module is to enable able student to develop and apply the knowledge and skills required in identifying and prioritising public health problems and systematically investigating them with the view to finding practical answers. By carrying out a modest research project and producing a report in this module, students are provided the opportunity to consolidate the various research methods, statistical and epidemiological techniques and other public health theoretical lessons they studied in the previous years.

##### Learning Outcomes

On completing the module students should be able to:

- Collect data using the preferred technique(s)
- Select the appropriate program (SPSS or STATA) for data analysis
- Clean the data, enter the data using appropriate program (preferably EPI Info) and generate frequency tables
- Perform data analysis and summarise findings in a critical research report

##### Module Content

Data collection and analysis: The student focuses on data collection during the first semester of the fourth year as a longitudinal module from primary or secondary sources in Windhoek /Khomas region. Depending on the proposal, the data can be from the clinics, hospital, City Council, Ministry of Health and Social Services or its institutions or from the community in a specified income cluster. The student will apply the skills of research methodology and epidemiology to clean and process the data using a suitable software package. At the end of the semester, the student will prepare a presentation detailing the results of the field work, summary tables and preliminary findings. Feedback from the student conference assists the student to review the analytical framework and finalise the written report. The conference presentation rating will constitute the continuous assessment for the semester.

##### Methods of Facilitation of Learning

The module will be facilitated through the following learning activities:

- Lectures, in-class exercises and group work and individual homework assignments
- Students will be given reading resources for self-study

##### Quality Assurance Arrangements

- Standard research project guidelines as set by UNAM's prospectus and other directives
- Close supervision and feedback by faculty supervisors
- Review and approval of research proposal by UNAM faculty
- Review and approval of proposal by MOHSS review board
- Moderation of research report internally and externally

Assessment strategies:

- 100% Continuous Assessment
  - First presentation 30%
  - Report 70%

## **Module Title: Applied Physiotherapy II**

Code:	PTY3830
NOF level:	8
Notional hours:	320
Contact Hours:	7 integrated hours per week for 32 weeks
NOF Credits:	32
Pre-requisite:	PTY3790
Compulsory/Electives:	Compulsory
Semester offered:	Semester 1 and 2

### Module Aims

Applied physiotherapy II builds on Applied physiotherapy I and therefore it enables students to gain knowledge and skills necessary to accurately interpret the findings of an examination/evaluation and demonstrate appropriate use of manual therapy techniques to formulate a physiotherapy diagnosis/hypothesis and prioritise problems. Students also gain experience in selecting physiotherapy interventions as well as/motivate the various approaches that can be followed in the management of patients. The module also prepares students to compile specific, measurable, realistic goals coupled with a time interval and defend practice based on current evidence (quality, highest level; best practice, appropriate for patient).

### Learning Outcome

After successful completion of this module, with regards to the management of complex conditions generic to physiotherapy, musculoskeletal, neurological, cardiopulmonary, medical, surgical and traumatic conditions) the students will be able to:

- Integrate the concepts and principles of the biomedical sciences (pharmacology, pathology) and social sciences (psychology and sociology) as they apply to patient management
- Manage patients as well as the disease process
- Explain the role of the various team members in the total management of the patient
- Select appropriate diagnostic tests (CXR, MRI, blood gasses) and explain the impact thereof on patient management
- Perform the necessary examination/evaluation techniques skillfully and with the necessary adaptations on a model
- Interpret the findings of an examination/evaluation, formulate a physiotherapy diagnosis/hypothesis and prioritise problems
- Perform/execute the selected physiotherapy interventions with the necessary adaptations on a model
- Formulate and justify choice of selected physiotherapy interventions as well as/motivate the various approaches that can be followed in the management of patients
- Compile specific, measurable, realistic goals coupled with a time interval
- Identify the source and analyse/evaluate appropriate subject literature

### Module Content

Workshops and complex cases in the following areas: Generic to physiotherapy - Communication and interviewing (the value of appropriate communication with the patient; components of the Calgary Cambridge framework of interviewing; integration of biomedical perspective and the patient perspective, specific to a patient with an orthopedic condition); Electrotherapy and clinical application; Role of Physiotherapy in HIV/AIDS management. Cardiopulmonary, medical and surgical - The critically ill patient in the ICU; Physiotherapy management of a cardiac surgery patient; Physiotherapy management of a patient with tuberculosis and a lung abscess. Musculoskeletal and trauma - Traumatic orthopedics (the role of physiotherapy in the management of patients with fractures; causes of fractures; medical management of fractures; mobilisation regimes according or type of fixation of a fracture; scientific requirements for x-ray discussion; precautions and contra indications with fractures; adaptation of patient management according to different methods of fixation) Physiotherapy management of a lung cancer patient with thoracic surgery; Acute knee injury on the sport field (through the continuum of care); Differential diagnosis of the lower lumbar area; Multi-trauma (including pelvic fracture); Chronic pain; Physiotherapy management of an acute as well as chronic headache patient. Neurological - Cerebrovascular accident and amputation; Pediatric neurology evaluation (developmental delay; Pediatric neurology treatment (child with spasticity and the hypotonic child); Physiotherapy management of head injury patients; Women's and men's pelvic health.

\*Further appropriate cases will be identified on the clinical platforms

### Methods of Facilitation of Learning

- Enquiry-Based learning (EBL) is used will be used in this module.

(EBL is engagement where the students direct the lines of enquiry and methods employed. The students will draw on existing knowledge to identify their required learning needs. This will stimulate curiosity and encourage students to actively explore and seek out new evidence. The students are responsible for the analysis and presentation of the evidence to support their findings and decisions. ELB incorporates elements of PBL, however it covers a broader spectrum of approaches, including small-

scale investigations and project work)

- Group work and discussions
- Practical sessions/practical work sessions
- Formative assessment/feedback

### Assessment:

- Continuous Assessment: 50% (minimum of 2 tests and 4 assignments)
- Examination: 50% (1 x 3 hour paper)

### Quality Assurance Arrangements

- Internal and external moderation of examination papers and scripts
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assignments, tests and examinations

Learning material:

Case/workshop specific notes, programmes and reference material are provided before the start of a case or workshop.

Prescribed Textbook:

Predominantly reference articles (highest possible evidence level) are prescribed for use in cases and workshops. These resources are updated annually. Please refer to list of prescribed text books list.

Suggested readings:

Readings are provided in the learning (case/workshop) material/hand-out. The articles are divided between compulsory and recommended readings.

**Module Title: Clinical Physiotherapy III**

Code:	PTY3880
NOF level:	8
Notional hours:	640
Contact Hours:	Total of 640 integrated hours
NOF Credits:	64
Pre-requisite:	PTY3780
Compulsory/Electives:	Compulsory
Semester offered:	Semester 1 and 2

Module Aims

This module will enable students to function independently as a first contact practitioner within the Namibian context. Opportunities for the students to develop competencies in professional and ethical practices in primary, secondary and tertiary care settings.

Learning Outcomes

At the end of this module the student should be able to:

- Apply all the steps of the physiotherapy practice process under minimal supervision
- Analyse and evaluate appropriate subject literature
- Develop a plan of self-development in a specific clinical area
- Apply the general ethical principles (privacy, confidentiality and respect) in the clinical environment
- Identify ethical dilemmas independently in the clinical environment and manage them with assistance
- Record and critically evaluate basic client and practice statistics and make applicable recommendations for change
- Refer patients to other service providers/specialists where applicable

Module Content:

Role of a physiotherapy as an independent professional and as a member of a wider health team; clinical reasoning model; Application of the WHO International Classification of Functioning Framework; Examination of human movement; biopsychosocial approach to healthcare and evidence based practice; historical and contemporary professional issues; exercise science and therapy; physical activity and health; sports medicine and injury; management of complex medical problems: burns and plastic surgery; cardio-respiratory disease and critical care as well as rehabilitation; palliative care; neuro-rehabilitation and combined approach to spinal rehabilitation; physiotherapeutic management of women's health through the lifespan and child birth in particular; personal and professional development; managing own learning and reflective learning, use of online resources.

Methods of Facilitation of Learning:

- Demonstrations with clients
- Clinical service within a variety of clinical settings
- Attending ward rounds
- Direct and indirect supervision
- Formative assessment/feedback
- Reflective practice

Quality Assurance Arrangements

- Internal and external moderation of all assessment components
- Peer review of module outlines and teaching
- Student evaluation of teaching and materials
- Regular reviews of module content and prescribed material
- Effective supervision and monitoring of assessments

Assessment Strategies:

- Continuous Assessment 50%: at least 2 clinical examinations (at least one for evaluation and one for treatment); a logbook, and portfolio
- Clinical practical examination 50%: OSCE



## STRUCTURE AND PERSONNEL OF THE DEPARTMENT

☎ (+264 61) 206 3801 📠 (+264 61) 206 3806 📧 Private Bag 13301, Windhoek, Namibia

**Head of Department:** Dr W. Pieters BA Hons, MA (Industrial/Organizational Psychology) (Unam), PhD (Industrial/Organizational Psychology) (UFS)

### Associate Professor

Prof P. Dhaka, BSc (AU,India), MSc (RAU,India), PhD (MLSU,India)

Prof V. Chikadzi BA Social Work (UFH), MA Social Development (Wits), PhD in Social Work (Wits)

### Senior Lecturers

Dr E. Leonard, MA (DEV STUDIES) (ISS-HAGUE), MBA (MANCOSA); PhD

Dr E Shino, BA (USA), PGDE (Unam), MA (Clin Psy) (UPE), PhD Psychology (UFS)

Dr J. Ananias, MA Social Work (Unam), PhD Social Work (NWU)

Dr M Janik, BA (UP), Hons (Unam), HED (UP), MA (Clin Psy) (Unam), PhD Psychology (Unam)

Dr R. Freeman, BA Social Work (UNAM), MA (SOC) (UNISA); PhD (SOC), UNISA

Dr S Gentz, B.Soc Sc (UCT), BA Hons (UCT), M Soc Sc (Clin Psych) (UKZN), PhD (Universidad Complutense de Madrid)

Dr W Pieters, BA Hons, MA (Industrial / Organizational Psychology) (Unam), PhD (Industrial / Organizational Psychology) (UFS)

### Lecturers Social Work:

Ms J. Nashandi, BA (SW) Unam, MA (DEV STUDIES) (UWC); PhD candidate

Dr NJ Kamwanyah, BA (SW) (UNAM), MA (Conflict Studies) (Boston), MA (Public Policy) (Boston), PhD (Public Policy) (Boston)

Ms N. Chilwalo, BA (SW) (Unam); MA (DEV STUDIES) (UOFS)

### Lecturers (Clinical Psychology)

Dr AEE Shikongo, BA Hons (Unam), MA (Couns Psy) (Durban), PhD (Malaysia)

Ms L Haidula, BA Hons (Unam), HED (Ongwediva), MA (Clin Psyc) (Unam)

### Lecturers (Industrial/Organizational Psychology)

Ms A Murangi, BA (Hons) (Industrial/Organizational Psy) (Unam), MCom Industrial Psychology (US)

Dr C.K. Hlatywayo B Soc Sc (HRM) (UFH) B Soc Scie (Hons) (HRM) (UFH), M Com (Industrial Psychology) (UFH), PhD Industrial Psychology (UFH)

Mr FA Beukes, BA Hons (UWC), MSc (Indus Psy) (USA)

## B. QUALIFICATIONS OFFERED BY THE DEPARTMENT

The Faculty may award the following degrees and diplomas:

**B.1 Undergraduate Programmes**

(Code)	Degree	Abbreviation	Minimum Duration
(13BART)	Bachelor of Arts (Honours)	BA (Hons)	4 years FT
(13BASW)	Bachelor of Arts in Social Work (Honours)	BA (Social Work) (Hons)	4 years FT
(13BASW)	Bachelor of Arts in Social Work (Honours)	BA (Social Work) (Hons)	4 years FT
(13BPSY)	Bachelor of Psychology (Honours)*	BPsych (Hons)*	4 years FT

**B.2 Postgraduate Programmes**

(Code)	Degree	Abbreviation	Minimum Duration
13MAAR	Maste of Arts in Social Work (by thesis)	MA (Social Work)	2 years FT
(13MPSY)	Master of Arts in Clinical Psychology	MA (Clinical Psychology)	2 years FT
(13MIPS)	Master of Arts in Industrial Psychology	MA (Industrial Psychology)	2 years FT
13 MSOW	Master of Arts in Social Work	MA (Social Work)	2 years FT
(13PGRP)	Doctor of Philosophy	PhD	3 years FT / 5 years PT

**B.3 Diploma Programmes**

(Code)	Diploma	Abbreviation	Minimum Duration
(13DHIV)	Diploma in HIV/AIDS Management and Counselling <b>Phasing out from 2022- No new intake</b>	Dipl HIV/AIDS	2 years DI
(13DLES)	Diploma in Labour and Employment Studies <b>Phasing out from 2022- No new intake</b>	Dipl Labour & Employment	2 years DI

**B.4 Certificate Programmes**

(Code)	Certificate	Abbreviation	Minimum Duration
(13CHIV)	Certificate of HIV/AIDS Education and Counselling <b>Phasing out from 2022- No new intake</b>	Cert HIV/AIDS	1 years DI

FT = full-time studies

PT = part-time studies (where applicable)

DI = distance studies

\* First year students cannot register for the BPsych (Hons) programme: Students who intend to graduate with a BPsych (Hons) degree are required to initially register for a Honours Bachelor's degree programme that allows them to study Psychology at the first and second year levels (e.g. the BA (Hons) programme). During their second year of study in a Honours Bachelor's degree programme, students may apply for admission to the BPsych (Hons) programme from the third year level onwards. Places in the programme are limited and are awarded on the basis of academic merit and after successful completion of a selection process at the end of students' second year of study. Refer to section E6 in this yearbook.

**E. Bachelor's Degree Programmes**

## E.1 BACHELOR OF ARTS (HONOURS)

### (13BART)

BA (Hons)-

#### E.1.1 Introduction

The BA (Hons) degree programme is a general programme in the sense that students select their own minor and major subjects from the available humanities and social sciences offerings, subject to University and Faculty regulations. Students therefore in effect compile their own degree programme. It is recommended that the compilation of a student's degree programme is done in consultation with the Faculty Officer, and where advised, with the relevant departments. Students should also consult the relevant subject regulations before they decide on their subjects. Apart from the general BA degree programme outlined in this section, specialised BA degree programmes exist for which set curricula are prescribed. Refer to the regulations for the specialised programmes for further information (cf. E.2 – E.7).

#### E.1.2 Admission

E.1.2.1

Refer to **E.1 Admission** under **E. Regulations Pertaining to Undergraduate Studies in the Faculty** in this yearbook.

E.1.2.2

Certain subjects require specific qualifications at NSSCO (or the equivalent) level for admission. Consult the relevant subject regulations in section F of this yearbook.

#### E.1.3 Curriculum Compilation

##### E.1.3.1 Overall Structure

E.1.3.1.1

The BA degree is a double-major qualification consisting of two (2) major subjects taken up to fourth year level, one (1) minor subject taken up to third year level and one (1) subject taken at first year level only (plus the University Core Curriculum Courses at first year level).

E.1.3.1.2

Each subject consists of a number of Courses (and equivalent credits) at each year level:

- Each first year subject consists of two (2) Courses (32 credits).
- Each second year subject consists of three (3) Courses (48 credits).
- Each third year subject that is taken as a major subject consists of three (3) Courses (48 credits).
- A third year subject that is taken as a minor subject consists of two (2) Courses (32 credits).
- Each fourth year (major) subject consists of four (4) Courses (64 credits).

E.1.3.1.3

The BA degree programme consists of a total of 36 Courses (544 credits) at the various year levels in the various subjects as outlined above, all of which a student must pass in order to graduate (cf. E.4.2.1).

E.1.3.1.4

The overall structure of the BA degree programme can be schematically represented as follows:

Fourth			Research Project			
Third						
Second						
First						
<b>Year Level</b>	<b>UNAM Core Curriculum</b> (16 credits)	<b>Lang. Centre Core Courses</b> (32 credits)	<b>SUBJECT A Major Subject 1</b> (200 credits)	<b>SUBJECT B Major Subject 2</b> (168 credits)	<b>SUBJECT C Minor Subject</b> (104 credits)	<b>SUBJECT D First Year Only</b> (24 credits)

E.1.3.1.5

To be awarded the BA degree, a student must pass all 36 Courses (544 credits) within the curriculum structure as stipulated above.

E.1.3.1.6

Courses/credits are not horizontally, vertically or laterally transferable.

### E.1.3.2 Subjects

E.1.3.2.1

Students select their four (4) subjects in the first year from four different groups below, subject to the relevant Faculty and subject regulations (cf. F).

**A student may not select more than one subject from any one group.**

<b>Group 1</b>	<b>Group 2</b>
<ul style="list-style-type: none"> <li>- Afrikaans as Applied and Business Language<sup># Minor</sup></li> <li>- Chinese as Applied and Business Language<sup># Minor</sup></li> <li>- French as Applied and Business Language<sup># Minor</sup></li> <li>- Chinese as Applied and Business Language<sup># Minor</sup></li> <li>- German as Applied and Business Language<sup># Minor</sup></li> <li>- Oshiwambo as Applied Language<sup># Minor</sup></li> <li>- Otjherero as Applied Language<sup># Minor</sup></li> <li>- Portuguese as Applied and Business Language<sup># Minor</sup></li> <li>- Spanish as Applied and Business Language<sup># Minor</sup></li> </ul>	<ul style="list-style-type: none"> <li>- Art for Advertising</li> <li>- French Studies*</li> <li>- German Studies*</li> <li>- Khoekhoegowab Studies*</li> <li>- Oshiwambo Studies*</li> <li>- Otjherero Studies*</li> <li>- Philosophy</li> </ul>
<b>Group 3</b>	<b>Group 4</b>
<ul style="list-style-type: none"> <li>- English Studies*</li> <li>- Fashion Studies</li> <li>- Religious and Biblical Studies</li> </ul>	<ul style="list-style-type: none"> <li>- Geography and Environmental Studies</li> <li>- Psychology (Clinical and Industrial)</li> </ul>
<b>Group 5</b>	<b>Group 6</b>
<ul style="list-style-type: none"> <li>- Creative Expression</li> <li>- Sociology</li> </ul>	<ul style="list-style-type: none"> <li>- Afrikaans Studies*</li> <li>- Music</li> <li>- Political Studies</li> <li>- Portuguese Studies</li> <li>- Visual Culture</li> </ul>
<b>Group 7</b>	
<ul style="list-style-type: none"> <li>- Drama</li> <li>- History</li> <li>- Textiles Studies</li> </ul>	

<sup>#</sup> These languages are offered at beginner level and can be taken by anyone who does not know the relevant language (see section F).

\* These subjects require a pass at NSSC level. Refer to the admission requirements under the relevant subject regulations (section F).

<sup>§</sup> Professional Communication may not be taken in combination with any subject from Group 1.

<sup>Minor</sup> These subjects can be taken as minor subjects only, i.e. only up to third year level. A student may not take more than one (1) minor subject.

E.1.3.2.2

Students should consult the relevant subject regulations and course descriptors in section F in this yearbook before they register for any subject.

E.1.3.2.3

A student may not register for more than one (1) subject from any one group above.

E.1.3.2.4

A student may not register for more than one (1) minor subject.

E.1.3.2.5

Minor subjects can only be taken up to third year level. These subjects are all the subjects in Group 1 above.

E.1.3.2.6

Students who initially register for the minor subjects in Applied and Business Language: French, German or Portuguese, may opt to proceed with French Studies, German Studies or Portuguese Studies respectively as major subjects after successful

completion of the relevant prerequisites. Refer to the relevant subject regulations in section F in this yearbook for details and consult the relevant Department well in advance.

### **E.1.3.3 First Year Level**

At first year level students take the University Core Curriculum Courses plus four (4) subjects from the list of approved major and minor subjects in the Faculty, of which at least three (3) subjects should be approved major subjects (cf. G.1.3.2). The normal first year curriculum of a student registered in the BA degree programme will therefore consist of eleven (11) Courses (144 credits), compiled as follows:

<b>Subject</b>	<b>Courses</b>	<b>Credits</b>
University Core Curriculum (E.4.3.1)	3*	48
Subject A at first year level	2	24
Subject B at first year level	2	24
Subject C at first year level	2	24
Subject D at first year level	2	24
<b>Total</b>	<b>11</b>	<b>144</b>

\* two (2) Courses and two (2) half-Courses (cf. E.4.3.1)

### **E.1.3.4 Second Year Level**

At second year level students proceed with three (3) of the four (4) subjects taken in the first year. The fourth subject ("Subject A" above) is discontinued after its Courses/credits at first year level have been passed. The normal second year level curriculum of a student registered in the BA degree programme will therefore consist of nine (9) Courses (144 credits), compiled as follows:

<b>Subject</b>	<b>Courses</b>	<b>Credits</b>
Subject B at second year level	3	48
Subject C at second year level	3	48
Subject D at second year level	3	48
<b>Total</b>	<b>9</b>	<b>144</b>

### **E.1.3.5 Third Year Level**

At third year level students proceed with the three (3) subjects taken at second year level. At this point the student must choose his/her two (2) major subjects. The remaining subject will become the minor subject ("Subject B" above). The normal third year level curriculum of a student registered in the BA degree programme will therefore consist of eight (8) Courses (128 credits), compiled as follows:

<b>Subject</b>	<b>Courses</b>	<b>Credits</b>
Subject B (minor) at third year level	2	32
Subject C (major) at third year level	3	48
Subject D (major) at third year level	3	48
<b>Total</b>	<b>8</b>	<b>128</b>

### **E.1.3.6 Fourth Year Level**

E.1.3.6.1

C.4.3.4.4

A student admitted to the fourth year level may register for the seven (7) (128 credits) fourth year courses plus one (1) outstanding course on first, second or third year level, subject to the relevant subject regulations (inclusive of prerequisites) (cf. E.4.3.3.1).

E.1.3.6.2

At fourth year level students proceed with the two (2) major subjects selected at third year level. The minor subject is discontinued (after all its Courses/credits at first, second and third year level have been passed prior to admission to the fourth year level). The normal fourth year level curriculum of a student registered in the BA degree programme will therefore consist of seven (7) Courses (128 credits), compiled as follows:

Subject	Courses	Credits
Subject C (major) at third year level	4	64
Subject D (major) at third year level	3	48
<b>Total</b>	<b>7</b>	<b>128</b>

## F. Subject Regulations and Course Descriptors

### F.23 (a) CLINICAL PSYCHOLOGY (DOUBLE MAJOR)

#### Introduction

The Department of Human Sciences offers Psychology at undergraduate level. The BA could be completed with a double major consisting of psychology as one major subject as well as one other major subject. Psychology can only be taken as a second major in the BA double major programme. (i.e. for students not pursuing a single major in psychology, psychology must be pursued as a minor subject during the 4<sup>th</sup> year. That is, for a student doing a double major, psychology must be a minor subject. (i.e. such students may not carry out research projects in psychology as they would not qualify into MA Psychology programs). Alternatively, Psychology could be completed as a single major in Clinical Psychology. Students who intend to do a single major at fourth year level must apply to the Head of Psychology Section (in writing) before registration in their 4<sup>th</sup> year courses (i.e. single major) in Clinical Psychology. The BA programme consists of a total of 36 courses (544 credits).

The purpose of this subject is to:

1. deliver general education in psychological knowledge;
2. emphasise a general basic psychological foundation;
3. enable graduates to deal with demands in the field of either clinical or industrial psychology;
4. expose students to a variety of psychology Courses to prepare them for further studies in either clinical or industrial psychology.

**Subject Convenor:** Dr EN Shino (tel. 206 3807 – Email: [eshino@unam.na](mailto:eshino@unam.na)) / Dr A. Shikongo (tel: 206 3129 – Email: [aeshikongo@unam.na](mailto:aeshikongo@unam.na))

#### Admission Requirements

The Faculty's general admission requirements apply (cf. C.1).

#### First Year Level

Curriculum Compilation

Students take the two (2) Courses below:		
Semester	Code	Course Title
1	PSG 3581	Introduction to Psychology
2	PSG 3582	Social Psychology

#### Second Year Level

Admission Requirements

1. The Faculty's Student Registration and Academic Advancement Rules apply (cf. C.4.3).
2. Note the course-specific prerequisite below.

Curriculum Compilation

Students take the three (3) Courses below:			
Semester	Code	Course Title	Prerequisite
1	PSG 3611	Developmental Psychology of Childhood and Adolescence	Co-requisite HPSG 3581
1	PSI 3631	Organisational/Personnel Psychology	Co-requisite HPSG 3581
2	PSG 3652	Research Methodology and Statistics	HPSG 3581
Students add second-year level courses of the second and third major subjects (6 courses = 96 credits)			

#### Third Year Level

Admission Requirements

1. The Faculty's Student Registration and Academic Advancement Rules apply (cf. C.4.3).
2. Note the course-specific prerequisites and advice to prospective single-major students below.

Semester	Code	Course Title	Prerequisite
Students who want to major in Clinical Psychology DOUBLE MAJOR Must take the following courses during the 3 <sup>rd</sup> year ( 3 courses = 48 credits), plus five courses from second major and minor subjects ( 5 courses = 80 credits)			
1	PSG 3711	Psychopathology	HPSG 3581 Co-requisite HPSG 3582
2	PSG 3772	Personality Theories	HPSG 3581 & HPSG 3582
2	PSG 3752	Therapeutic Psychology	HPSG 3581 & HPSG 3582
Students add second-year level courses of the second and third major subjects (6 courses = 96 credits)			

#### Fourth Year Level

Students who are pursuing Clinical Psychology as a DOUBLE MAJOR Must take the following two (2) compulsory courses during the 4 <sup>th</sup> year plus courses from the first			
1	PSG 3871	Advanced Research Methods and Statistics	HPSG 3652
1	PSY 3851	Advanced Personality Theories	HPSG 3772
Students further select one (1) from the following five (5) Courses below:			
1	PSG 3851	Positive Psychology	HPSG 3581 & HPSG 3582
2	PSY 3872	Development Psychology of Adulthood and Old Age	HPSG 3581, HPSG 3582 & HPSG 3611
2	PSI 3830	Psychological Assessment	HPSG 3581, HPSG 3582 & HPSG 3611
2	PSG 3852	Psychology, Ethics and the Law	HPSG 3581 & HPSG 3582
1	PSY 3871	Systems Theories	HPSG 3581 & HPSG 3582
Students add fourth-year level courses of the fourth year major subject (4 courses = 80 credits)			

#### Course Descriptors

##### First Year Level

###### PSG 3581 Introduction to Psychology

**Proposed NQF Level:** 5      **Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Pre-requisite:** None

**Content:** The evolution of psychology; the research enterprise in psychology; the biological bases of behaviour; sensation and perception; variations of consciousness; learning; human memory; language and thought; intelligence and psychological testing; motivation and emotion; human development across the life span; personality; theory, research, and assessment; stress, coping and, health; psychological disorders; treatment of psychological disorders; social behaviour.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x2 hour examination paper)

###### PSG 3582 Social Psychology

**Proposed NQF Level:** 5      **Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Pre-requisite:** None

**Content:** Social basis of behaviour in a multicultural society; the self in a social world; social beliefs and judgements; attitudes; attribution; types of social influence; group behaviour and influence; leadership and decision making, prejudice and discrimination; aggression; affiliation, attraction and love; pro-social behaviour.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)

##### Second Year Level

###### PSG 3611 Developmental Psychology of Childhood and Adolescence

**Proposed NQF Level:** 6      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Co-requisite:** HPSG 3581 Introduction to Psychology

**Content:** The life-span; the science of life-span development; biological beginnings; prenatal development and birth; physical development in infancy; cognitive development in infancy; socio-emotional development in infancy; physical and cognitive development in early childhood; socio-emotional development in early childhood; physical and cognitive development in middle and late childhood; socio-emotional development in middle and late childhood; physical and cognitive development in adolescence; socio-emotional development in adolescence.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

###### PSI 3631 Organisational/Personnel Psychology

**Proposed NQF Level:** 6      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Co-requisite:** HPSG 3581

**Content:** Personality and values, perceptions and individual decision making, emotions, and mood, work teams, leadership theories, communication, power and politics, organisational change, stress management.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### **PSG 3652 Research Methodology and Statistics**

**Proposed NQF Level:** 6      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581

**Content:** Importance of research methodology and statistics; descriptive and inferential statistics, terminology; population, sample, parameters, variables, scientific methods and research design, scales of measurement, graphs and frequency distributions, measures of central tendency, measure of variability/dispersion, transforming scores; inferential statistics, probability and hypothesis testing; correlations; analysis of variance and chi-square.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### **Third Year Level**

#### **PSG 3711 Psychopathology**

**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and Co-requisite HPSG 3611 De. Psychology of Childhood and Adolescence

**Content:** Abnormal behaviour in historical context; an integrative approach to psychopathology; clinical assessment and diagnosis; culture and psychopathology; research methods; somatoform and dissociative disorders; mood disorders and suicide; eating and sleep disorders; physical disorders and health psychology; sexual and gender identity disorders; substance-related and impulse-control disorders; personality disorders; schizophrenia and other psychotic disorders; development disorders; cognitive disorders; mental health services: legal and ethical issues.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

#### **PSG 3772 Personality Theories**

**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and HPSG 3582 Social Psychology

**Content:** Introduction to the study of personality; overview of assessment, theory and research in personality; standardization, reliability, validity and culture fairness in personality testing; psychoanalytical theory; other psychodynamic approaches, trait theories; life-span approaches, cognitive theories; behavioural theories, social learning theories; alternative approaches (e.g. African, Eastern perspectives).

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

#### **PSG 3752 Therapeutic Psychology**

**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and HPSG 3582 Social Psychology

**Content:** Basic issues in counselling practice (the counsellor: person and professional); ethical issues; theories and techniques of counselling (i.e. psychoanalytical therapy, existential therapy, person-centred therapy, behaviour therapy, cognitive behaviour therapy, reality therapy, postmodern approaches (e.g. narrative therapy))

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### **Fourth Year Level**

#### **PSG 3871 Advanced Research Methods and Statistics**

**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3652 Research Methods and Statistics

**Content:** Importance of research methods and statistics; validity and reliability; hypotheses; fallacies in research; research ethics; literature review; sampling; instrument design and validation; qualitative measure; non-experimental designs, experimental and quasi-experimental designs; correlation and regression; t-test, multivariate statistics (including canonical analysis, multiple regression analysis, exploratory factor analysis, one-way analysis of variance, and multivariate analysis of variance, discriminant analysis); practical significance of results; interpretation of research results)

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

#### **PSY 3851 Advanced Personality Theories**

**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3772 Personality Theories

**Content:** Society and the individual; personality as social discourse; language and the social self; the self in everyday communication; power, knowledge and the self; social relations, culture and the self; power relations, interdependence and the civilized personality; formation and reconstruction of social selves.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

#### **PSG 3851 Positive Psychology**

**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and HPSG 3582 Social Psychology

**Content:** Introduction to positive psychology and the historical development; definitions and measures of well-being; effects of positive emotions on physical and psychological health; resilience as a human strength in the face of adversity; a review of hedonic happiness; money, happiness and culture; personal goals and the impact of motivations on health and happiness; self-regulation and self-control as critical components to achieve personally significant goals; positive personal

traits, personality traits and self-concept influencing well-being; virtues and strengths, of character; positive psychology in organizations, positive psychology interventions.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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#### **PSY 3872 Developmental Psychology of Adulthood and Old Age**

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**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and PSG 3582 Social Psychology PSG 3611 Developmental Psychology

**Content:** Theories of human development from early adulthood through late adulthood/old age; aspects of human development i.e physical/cognitive and social/personality development; marriage, divorce, employment, unemployment, retirement and death, contemporary issues that are, or may be relevant to adult development in general and to Namibian society in particular.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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#### **PSI 3830 Psychological Assessment**

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**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and PSG 3582 Social Psychology PSG 3611 Developmental Psychology

**Content:** Overview of assessment; definitions and scope; history of psychological assessment; developing a psychological measure; cross-cultural test adaptation and translation; practice of psychological assessment; ethical standards; administering psychological assessment measures; assessment of young children, physical disabled and mentally handicapped individuals; assessment of cognitive functioning; measures of affective behaviour, adjustment, and well-being; personality assessment; career counselling; assessment use of assessment measures in various applied contexts; interpreting and reporting assessment results; factors affecting assessment results; future of psychological assessment.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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#### **PSG 3852 Psychology, Ethics and the Law**

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**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and PSG 3582 Social Psychology

**Content:** Psychological theories about human personality; ethical guidelines and legal issues related to psychology; the importance of ethics and law to psychological practice and clinical services; ethics and law in industrial/organizational settings; controversial and ethical dilemma and legal implications; abuse of psychology; malpractices; introduction to Forensic Psychology and Criminal Psychology; Namibian laws and legislation relating to psychology.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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#### **PSY 3871 Systems Theories**

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**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and PSG 3582 Social Psychology

**Content:** External and Internal family boundaries; Family rules; Family role organization; Power distribution among family members; The communication process; life circle; Variations in Life Cycle; Families Multi-Generational Systems; The Single Parent Family; Differentiation of Self; Societal Emotional Process; Triangles; Nuclear Family emotional systems; Family projection process; Emotional cutoff; Sibling position; Use concepts of micro (individual), mezzo (family), and macro (community) level interaction to assess how pathology affects the individual and other interrelated systems.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

## F.24 (b) CLINICAL PSYCHOLOGY (SINGLE MAJOR)

### Introduction

The Department of Human Sciences offers Clinical Psychology and Industrial Psychology at undergraduate level. The BA Clinical Psychology could be completed as a single major in Clinical Psychology. Students who intend to do a single major at fourth – year level must apply to the Head of Psychology Section (in writing) before registration in their 4<sup>th</sup> year courses (i.e single major) in Clinical Psychology. The BA programme consists of a total of 36 courses (544 credits).

The purpose of this subject is to:

1. deliver general education in psychological knowledge;
2. emphasise a general basic psychological foundation;
3. enable graduates to deal with demands in the field of either clinical or industrial psychology;
4. expose students to a variety of psychology Courses to prepare them for further studies in either clinical or industrial psychology.

**Subject Convenor:** Dr EN Shino (tel. 206 3807 – Email: [eshino@unam.na](mailto:eshino@unam.na)) / Dr A. Shikongo (tel: 206 3129 – Email: [aeshikongo@unam.na](mailto:aeshikongo@unam.na))

### Admission Requirements

The Faculty's general admission requirements apply (cf. C.1).

#### First Year Level

Curriculum Compilation

Students take the two (2) Courses below:		
Semester	Code	Course Title
1	PSG 3581	Introduction to Psychology
2	PSG 3582	Social Psychology

#### Second Year Level

Admission Requirements

1. The Faculty's Student Registration and Academic Advancement Rules apply (cf. C.4.3).
2. Note the course-specific prerequisite below.

Curriculum Compilation

Students take the three (3) Courses below:			
Semester	Code	Course Title	Prerequisite
1	PSG 3611	Developmental Psychology of Childhood and Adolescence	Co-requisite HPSG 3581
1	PSI 3631	Organisational/Personnel Psychology	Co-requisite HPSG 3581
2	PSG 3652	Research Methodology and Statistics	HPSG 3581
Students add second-year level courses of the second and third major subjects (6 courses = 96 credits)			

#### Third Year Level

Admission Requirements

1. The Faculty's Student Registration and Academic Advancement Rules apply (cf. C.4.3).
2. Note the course-specific prerequisites and advice to prospective single-major students below.

Curriculum Compilation

Semester	Code	Course Title	Prerequisite
Students who want to major in Clinical Psychology as a SINGLE MAJOR Must take the following courses during the 3 <sup>rd</sup> year ( 3 courses = 48 credits), plus five courses from second major and minor subjects ( 5 courses = 80 credits)			
1	PSG 3711	Psychopathology	HPSG 3581 Co-requisite HPSG 3582
2	PSG 3772	Personality Theories	HPSG 3581 & HPSG 3582
2	PSG 3752	Therapeutic Psychology	HPSG 3581 & HPSG 3582
Students add second-year level courses of the second and third major subjects (6 courses = 96 credits)			

## Fourth Year Level

### Admission Requirements

1. The Faculty's Student Registration and Academic Advancement Rules apply (cf. C.4.3): **Students are admitted to the fourth year level in the BA degree programme only after they have passed all twenty-eight (28) Courses (448 credits) at first, second and third year level** (cf. C.4.3.3.1).
2. Students may be admitted to Clinical Psychology as a single major subject after written application and the passing of a screening process at the end of the third year level. Students who are interested in this option are advised to approach the Head: Department of Human Sciences.

### Curriculum Compilation

Students who want to have Clinical Psychology as a SINGLE MAJOR Must take all the courses below			
1	PSG 3871	Advanced Research Methods and Statistics	HPSG 3652
1 & 2	PSG 3800	Research Project in Clinical Psychology	Co-requisite PSG 3871
2	PSY 3872	Development Psychology of Adulthood and Old Age	HPSG 3581, HPSG 3582 & HPSG 3611
1	PSG 3851	Positive Psychology	HPSG 3581 & HPSG 3582
1	PSY 3851	Advanced Personality Theories	HPSG 3772
1	PSI 3830	Psychological Assessment	HPSG 3581, HPSG 3582 & HPSG 3611
2	PSG 3852	Psychology, Ethics and the Law	HPSG 3581 & HPSG 3582
1	PSY 3871	Systems Theories	HPSG 3581 & HPSG 3582

### Course Descriptors

#### PSG 3581 Introduction to Psychology

**Proposed NQF Level:** 5      **Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Pre-requisite:** None

**Content:** The evolution of psychology; the research enterprise in psychology; the biological bases of behaviour; sensation and perception; variations of consciousness; learning; human memory; language and thought; intelligence and psychological testing; motivation and emotion; human development across the life span; personality; theory, research, and assessment; stress, coping and health; psychological disorders; treatment of psychological disorders; social behaviour.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x2 hour examination paper)

#### PSG 3582 Social Psychology

**Proposed NQF Level:** 5      **Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Pre-requisite:** None

**Content:** Social basis of behaviour in a multicultural society; the self in a social world; social beliefs and judgements; attitudes; attribution; types of social influence; group behaviour and influence; leadership and decision making, prejudice and discrimination; aggression; affiliation, attraction and love; pro-social behaviour.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)

### Second Year Level

#### PSG 3611 Developmental Psychology of Childhood and Adolescence

**Proposed NQF Level:** 6      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Co-requisite:** HPSG 3581 Introduction to Psychology

**Content:** The life-span; the science of life-span development; biological beginnings; prenatal development and birth; physical development in infancy; cognitive development in infancy; socio-emotional development in infancy; physical and cognitive development in early childhood; socio-emotional development in early childhood; physical and cognitive development in middle and late childhood; socio-emotional development in middle and late childhood; physical and cognitive development in adolescence; socio-emotional development in adolescence.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

#### PSI 3631 Organisational/Personnel Psychology

**Proposed NQF Level:** 6      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Co-requisite:** HPSG 3581

**Content:** Personality and values, perceptions and individual decision making, emotions, and mood, work teams, leadership theories, communication, power and politics, organisational change, stress management.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

#### PSG 3652 Research Methodology and Statistics

**Proposed NQF Level:** 6      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581

**Content:** Importance of research methodology and statistics; descriptive and inferential statistics, terminology; population, sample, parameters, variables, scientific methods and research design, scales of measurement, graphs and frequency

distributions, measures of central tendency, measure of variability/dispersion, transforming scores; inferential statistics, probability and hypothesis testing; correlations; analysis of variance and chi-square.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### Third Year Level

#### **PSG 3711 Psychopathology**

**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and Co-requisite HPSG 3611 De. Psychology of Childhood and Adolescence

**Content:** Abnormal behaviour in historical context; an integrative approach to psychopathology; clinical assessment and diagnosis; culture and psychopathology; research methods; somatoform and dissociative disorders; mood disorders and suicide; eating and sleep disorders; physical disorders and health psychology; sexual and gender identity disorders; substance-related and impulse-control disorders; personality disorders; schizophrenia and other psychotic disorders; development disorders; cognitive disorders; mental health services; legal and ethical issues.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

#### **PSG 3772 Personality Theories**

**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and HPSG 3582 Social Psychology

**Content:** Introduction to the study of personality; overview of assessment, theory and research in personality; standardization, reliability, validity and culture fairness in personality testing; psychoanalytical theory; other psychodynamica approaches, trait theories; life-span approaches, cognitive theories; behavioural theories, social learning theories; alternative approaches (e.g. African, Eastern perspectives).

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

#### **PSG 3752 Therapeutic Psychology**

**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and HPSG 3582 Social Psychology

**Content:** Basic issues in counselling practice (the counsellor: person and professional); ethical issues; theories and techniques of counselling (i.e. psychoanalytical therapy, existential therapy, person-centred therapy, behaviour therapy, cognitive behaviour therapy, reality therapy, postmodern approaches (e.g. narrative therapy)

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### Fourth Year Level

#### **PSG 3871 Advanced Research Methods and Statistics**

**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3652 Research Methods and Statistics

**Content:** Importance of research methods and statistics; validity and reliability; hypotheses; fallacies in research; research ethics; literature review; sampling; instrument design and validation; qualitative measure; non-experimental designs, experimental and quasi-experimental designs; correlation and regression; t-test, multivariate statistics (including canonical analysis, multiple regression analysis, exploratory factor analysis, one-way analysis of variance, and multivariate analysis of variance, discriminant analysis); practical significance of results; interpretation of research results)

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

#### **PSG 3800 Research Project in Clinical Psychology**

**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 2 hours/week over 14 weeks = 56 contact hours

**Co-requisite:** HPSG 3871 Advanced Research Methods and Statistics

**Content:** Use of the library and internet resources; writing a proposal; validity & reliability; sampling techniques; data collection; selecting data analysis techniques; APA referencing style; scientific report writing.

**Assessment:** Continuous assessment 100

#### **PSY 3851 Advanced Personality Theories**

**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3772 Personality Theories

**Content:** Society and the individual; personality as social discourse; language and the social self; the self in everyday communication; power, knowledge and the self; social relations, culture and the self; power relations, interdependence and the civilized personality; formation and reconstruction of social selves.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

#### **PSG 3851 Positive Psychology**

**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and PSG 3582 Social Psychology

**Content:** Introduction to positive psychology and the historical development; definitions and measures of well-being; effects of positive emotions on physical and psychological health; resilience as a human strength in the face of adversity; a review of hedonic happiness; money, happiness and culture; personal goals and the impact of motivations on health and happiness; self-regulation and self-control as critical components to achieve personally significant goals; positive personal traits, personality traits and self-concept influencing well-being; virtues and strengths, of character; positive psychology in organizations, positive psychology interventions.

**Assessment:** Continuous assessment 60%; Examination 40% (1 x 3 hour examination paper)

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#### **PSY 3872 Developmental Psychology of Adulthood and Old Age**

**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and PSG 3582 Social Psychology PSG 3611 Developmental Psychology

**Content:** Theories of human development from early adulthood through late adulthood/old age; aspects of human development i.e physical/cognitive and social/personality development; marriage, divorce, employment, unemployment, retirement and death, contemporary issues that are, or may be relevant to adult development in general and to Namibian society in particular.

**Assessment:** Continuous assessment 60%; Examination 40% (1 x 3 hour examination paper)

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#### **PSI 3830 Psychological Assessment**

**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and PSG 3582 Social Psychology PSG 3611 Developmental Psychology

**Content:** Overview of assessment; definitions and scope; history of psychological assessment; developing a psychological measure; cross-cultural test adaptation and translation; practice of psychological assessment; ethical standards; administering psychological assessment measures; assessment of young children, physical disabled and mentally handicapped individuals; assessment of cognitive functioning; measures of affective behaviour, adjustment, and well-being; personality assessment; career counselling; assessment use of assessment measures in various applied contexts; interpreting and reporting assessment results; factors affecting assessment results; future of psychological assessment.

**Assessment:** Continuous assessment 60%; Examination 40% (1 x 3 hour examination paper)

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#### **PSG 3852 Psychology, Ethics and the Law**

**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and PSG 3582 Social Psychology

**Content:** Psychological theories about human personality; ethical guidelines and legal issues related to psychology; the importance of ethics and law to psychological practice and clinical services; ethics and law in industry/organizational settings; controversial and ethical dilemma and legal implications; abuse of psychology; malpractices; introduction to Forensic Psychology and Criminal Psychology; Namibian laws and legislation relating to psychology.

**Assessment:** Continuous assessment 60%; Examination 40% (1 x 3 hour examination paper)

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#### **PSY 3871 Systems Theories**

**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and PSG 3582 Social Psychology

**Content:** External and Internal family boundaries; Family rules; Family role organization; Power distribution among family members; The communication process; life cycle; Variations in Life Cycle; Families Multi-Generational Systems; The Single Parent Family; Differentiation of Self; Societal Emotional Process; Triangles; Nuclear Family emotional systems; Family projection process; Emotional cutoff; Sibling position; Use concepts of micro (individual), mezzo (family), and macro (community) level interaction to assess how pathology affects the individual and other interrelated systems.

**Assessment:** Continuous assessment 60%; Examination 40% (1 x 3 hour examination paper)

## F.25 (c) INDUSTRIAL / ORGANIZATIONAL PSYCHOLOGY (DOUBLE MAJOR)

### Introduction

The Department of Human Sciences offers Psychology at undergraduate level. The BA could be completed with psychology as one major subject as well as one other major subject. Psychology can only be taken as a second major in the BA double major programme. (i.e. for students not pursuing a single major in psychology, psychology must be pursued as a minor subject during the 4<sup>th</sup> year. That is, for a student doing a double major, psychology must be a minor subject. (i.e. such students may not carry out research projects in psychology as they would not qualify into MA programs) Alternatively, Industrial / Organizational Psychology could be completed as a single major in Industrial / Organizational Psychology. Students who intend to do a single major at fourth – year level must apply to the Head of Psychology Section (in writing) before registration in their 4<sup>th</sup> year courses (i.e single major) in Industrial / Organizational Psychology. The BA programme consists of a total of 36 courses (544 credits).

The purpose of this subject is to:

1. deliver general education in psychological knowledge;
2. emphasise a general basic psychological foundation;
3. enable graduates to deal with demands in the field of either clinical or industrial psychology;
4. expose students to a variety of psychology Courses to prepare them for further studies in either clinical or industrial psychology.

**Subject Convenor:** Mr F A Beukes (tel: 206 3270 – Email: [fbbeukes@unam.na](mailto:fbbeukes@unam.na))/ Dr W Pieters (tel. 206 3056 – Email: [wpieters@unam.na](mailto:wpieters@unam.na))

### Admission Requirements

The Faculty's general admission requirements apply (cf. C.1).

### First Year Level

Curriculum Compilation

Students take the two (2) Courses below:		
Semester	Code	Course Title
1	PSG 3581	Introduction to Psychology
2	PSG 3582	Social Psychology

### Second Year Level

Admission Requirements

1. The Faculty's Student Registration and Academic Advancement Rules apply (cf. C.4.3).
2. Note the course-specific prerequisite below.

Curriculum Compilation

Students take the three (3) Courses below:			
Semester	Code	Course Title	Prerequisite
1	PSG 3611	Developmental Psychology of Childhood and Adolescence	Co-requisite HPSG 3581
1	PSI 3631	Organisational/Personnel Psychology	Co-requisite HPSG 3581
2	PSG 3652	Research Methodology and Statistics	HPSG 3581
Students add second-year level courses of the second and third major subjects (6 courses = 96 credits)			

### Third Year Level

Admission Requirements

1. The Faculty's Student Registration and Academic Advancement Rules apply (cf. C.4.3).
2. Note the course-specific prerequisites and advice to prospective single-major students below.

Curriculum Compilation

Semester	Code	Course Title	Prerequisite
Students who intend to apply for Industrial / Organizational Psychology as a DOUBLE MAJOR Must take the following courses during the 3 <sup>rd</sup> year ( 3 courses = 48 credits), plus five courses from second major and minor subjects ( 5 courses = 80 credits)			

1	PSI 3731	Psychology of Work and Labour Relations	HPSG 3581 & HPSG 3582
2	PSI 3752	Consumer Psychology	HPSI 3631
Plus one (1) of the following courses			
1	PSG 3751	Career Psychology	HPSG 3581 & HPSG 3582
1	PSG 3711	Psychopathology	HPSG 3581 Co-requisite HPSG 3611
2	PSG 3772	Personality Theories	HPSG 3581 & HPSG 3582

#### Fourth Year Level

Students who want to have Industrial/Organizational Psychology as a DOUBLE MAJOR Must take the following two (2) compulsory courses during the 4 <sup>th</sup> year plus courses from the first major			
1	PSG 3871	Advanced Research Methods and Statistics	HPSG 3652
1	PSI 3871	Advanced Organizational / Personnel Psychology	HPSI 3631
Students further select one (1) from the following five (5) Courses below:			
1	PSG 3851	Positive Psychology	HPSG 3581 & HPSG 3582
1	PSI 3812	Psychology Intervention and Human Resources Development	HPSI 3631
2	PSY 3872	Development Psychology of Adulthood and Old Age	HPSG 3581, HPSG 3582 & HPSG 3611
1	PSI 3830	Psychological Assessment	HPSG 3581, HPSG 3582 & HPSG 3611
2	PSG 3852	Psychology, Ethics and the Law	HPSG 3581 & HPSG 3582
Students add fourth-year level courses of the first major subjects (4 courses = 80 credits)			

#### Course Descriptors

##### First Year Level

##### PSG 3581 Introduction to Psychology

**Proposed NQF Level:** 5      **Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Pre-requisite:** None

**Content:** The evolution of psychology; the research enterprise in psychology; the biological bases of behaviour; sensation and perception; variations of consciousness; learning; human memory; language and thought; intelligence and psychological testing; motivation and emotion; human development across the life span; personality; theory, research, and assessment; stress, coping and health; psychological disorders; treatment of psychological disorders; social behaviour.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)

##### PSG 3582 Social Psychology

**Proposed NQF Level:** 5      **Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Pre-requisite:** None

**Content:** Social basis of behaviour in a multicultural society; the self in a social world; social beliefs and judgements; attitudes; attribution; types of social influence; group behaviour and influence; leadership and decision making, prejudice and discrimination; aggression; affiliation, attraction and love; pro-social behaviour.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)

##### Second Year Level

##### PSG 3611 Developmental Psychology of Childhood and Adolescence

**Proposed NQF Level:** 6      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Co-requisite:** HPSG 3581 Introduction to Psychology

**Content:** The life-span; the science of life-span development; biological beginnings; prenatal development and birth; physical development in infancy; cognitive development in infancy; socio-emotional development in infancy; physical and cognitive development in early childhood; socio-emotional development in early childhood; physical and cognitive development in middle and late childhood; socio-emotional development in middle and late childhood; physical and cognitive development in adolescence; socio-emotional development in adolescence.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

##### PSI 3631 Organisational/Personnel Psychology

**Proposed NQF Level:** 6      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Co-requisite:** HPSG 3581

**Content:** Personality and values, perceptions and individual decision making, emotions, and mood, work teams, leadership theories, communication, power and politics, organisational change, stress management.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

##### PSG 3652 Research Methodology and Statistics

**Proposed NQF Level:** 6      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581

**Content:** Importance of research methodology and statistics; descriptive and inferential statistics, terminology; population, sample, parameters, variables, scientific methods and research design, scales of measurement, graphs and frequency

distributions, measures of central tendency, measure of variability/dispersion, transforming scores; inferential statistics, probability and hypothesis testing; correlations; analysis of variance and chi-square.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### Third Year Level

#### **PSI 3731 Psychology of Work and Labour Relations**

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**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and HPSG 3582 Social Psychology 3611 De. Psychology of Childhood and Adolescence

**Content:** Fields of study and practice areas in industrial and organisational psychology; motivation and emotion; attitudes and values; pro-social behaviours, aggression and conflict; group behaviour and other social processes in organizations; psychological well-being; psychological disorders and work-adjustment problems; the labour relationship; collective bargaining; discipline, dismissal and residual unfair labour practices; employment equity; dispute settlement; and industrial action.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

#### **PSG 3751 Consumer Psychology**

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**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSI 3631 Organizational / Personnel Psychology

**Content:** Psychological theories of consumer behaviour; diversity of consumer behaviour and market segmentation; consumer needs and motivation; personality and consumer behaviour; consumer perception; the nature of consumer attitudes as well as consumer attitude formation and change; the influence of sub-cultures consumer behaviour, including cross-cultural consumer behaviour from an international perspective, consumer decision making, ethics in consumer psychology.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

#### **PSG 3751 Career Psychology**

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**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and HPSG 3582 Social Psychology

**Content:** Meaning and significance work; meaning of work in relation to other life roles/stages; career theories; topics related to career issues e.g. career counselling models; non-copying versus behaviours in careers; career decision process; career anchors; career patterns; work-family conflict; career plateauing; the effects of job loss on the individual.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

#### **PSG 3711 Psychopathology**

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**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and Co-requisite HPSG 3611 De. Psychology of Childhood and Adolescence

**Content:** Abnormal behaviour in historical context; an integrative approach to psychopathology; clinical assessment and diagnosis; culture and psychopathology; research methods; somatoform and dissociative disorders; mood disorders and suicide; eating and sleep disorders; physical disorders and health psychology; sexual and gender identity disorders; substance-related and impulse-control disorders; personality disorders; schizophrenia and other psychotic disorders; development disorders; cognitive disorders; mental health services; legal and ethical issues.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

#### **PSG 3772 Personality Theories**

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**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and HPSG 3582 Social Psychology

**Content:** Introduction to the study of personality; overview of assessment, theory and research in personality; standardization, reliability, validity and culture fairness in personality testing; psychoanalytical theory; other psychodynamica approaches, trait theories; life-span approaches, cognitive theories; behavioural theories, social learning theories; alternative approaches (e.g. African, Eastern perspectives).

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### Fourth Year Level

#### **PSG 3871 Advanced Research Methods and Statistics**

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**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3652 Research Methods and Statistics

**Content:** Importance of research methods and statistics; validity and reliability; hypotheses; fallacies in research; research ethics; literature review; sampling; instrument design and validation; qualitative measure; non-experimental designs, experimental and quasi-experimental designs; correlation and regression; t-test, multivariate statistics (including canonical analysis, multiple regression analysis, exploratory factor analysis, one-way analysis of variance, and multivariate analysis of variance, discriminant analysis); practical significance of results; interpretation of research results)

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

#### **PSG 3851 Positive Psychology**

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**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and PSG 3582 Social Psychology

**Content:** Introduction to positive psychology and the historical development; definitions and measures of well-being; effects of positive emotions on physical and psychological health; resilience as a human strength in the face of adversity; a review of hedonic happiness; money, happiness and culture; personal goals and the impact of motivations on health and happiness; self-regulation and self-control as critical components to achieve personally significant goals; positive personal traits, personality traits and self-conception influencing well-being; virtues and strengths, of character; positive psychology in organizations, positive psychology interventions.

**Assessment:** Continuous assessment 60%: Examination 40% (1 x 3 hour examination paper)

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#### **PSI 3871 Advanced Organizational /Personnel Psychology**

**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3772 Personality Theories

**Content:** Employee motivation; leadership and power; group processes; cooperation and conflict; decision making; design and consequences of human resources policies; person-environment fit; personnel selection and assessment; employability and employee development; careers and job mobility.

**Assessment:** Continuous assessment 60%: Examination 40% (1 x 3 hour examination paper)

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#### **PSY 3872 Developmental Psychology of Adulthood and Old Age**

**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and PSG 3582 Social Psychology PSG 3611 Developmental Psychology

**Content:** Theories of human development from early adulthood through late adulthood/old age; aspects of human development i.e physical/cognitive and social/personality development; marriage, divorce, employment, unemployment, retirement and death, contemporary issues that are, or may be relevant to adult development in general and to Namibian society in particular.

**Assessment:** Continuous assessment 60%: Examination 40% (1 x 3 hour examination paper)

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#### **PSI 3812 Psychological Intervention and Human Resource Development**

**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3631 Organizational/Personnel Psychology

**Content:** Organizational intervention; human resources strategy/structure/culture; survey feedback; organisational development; compensation/reward management; performance management; group intervention, team building; integrative intervention (conflict between groups), sensitivity training; employee wellness; human resources development; training/coaching/mentoring/talent management.

**Assessment:** Continuous assessment 60%: Examination 40% (1 x 3 hour examination paper)

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#### **PSI 3830 Psychological Assessment**

**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and PSG 3582 Social Psychology PSG 3611 Developmental Psychology

**Content:** Overview of assessment; definitions and scope; history of psychological assessment; developing a psychological measure; cross-cultural test adaptation and translation; practice of psychological assessment; ethical standards; administering psychological assessment measures; assessment of young children, physical disabled and mentally handicapped individuals; assessment of cognitive functioning; measures of affective behaviour, adjustment, and well-being; personality assessment; career counselling; assessment use of assessment measures in various applied contexts; interpreting and reporting assessment results; factors affecting assessment results; future of psychological assessment.

**Assessment:** Continuous assessment 60%: Examination 40% (1 x 3 hour examination paper)

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#### **PSG 3852 Psychology, Ethics and the Law**

**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and PSG 3582 Social Psychology

**Content:** Psychological theories about human personality; ethical guidelines and legal issues related to psychology; the importance of ethics and law to psychological practice and clinical services; ethics and law in industrial/organizational settings; controversial and ethical dilemma and legal implications; abuse of psychology; malpractices; introduction to Forensic Psychology and Criminal Psychology; Namibian laws and legislation relating to psychology.

**Assessment:** Continuous assessment 60%: Examination 40% (1 x 3 hour examination paper)

## F.26 (d) INDUSTRIAL / ORGANIZATIONAL PSYCHOLOGY (SINGLE MAJOR)

### Introduction

The Department of Human Sciences offers Clinical Psychology and Industrial Psychology at undergraduate level. The BA Industrial/Organizational Psychology could be completed as a single major in Industrial/Organizational Psychology. Students who intend to do a single major at fourth – year level must apply to the Head of Psychology Section (in writing) before registration in their 4th year courses (i.e. single major) in Industrial/Organizational Psychology. The BA programme consists of a total of 36 courses (544 credits).

The purpose of this subject is to:

1. deliver general education in psychological knowledge;
2. emphasise a general basic psychological foundation;
3. enable graduates to deal with demands in the field of either clinical or industrial psychology;
4. expose students to a variety of psychology Courses to prepare them for further studies in either clinical or industrial psychology.

**Subject Convenor:** Mr F A Beukes (tel: 206 3270 – Email: fbbeukes@unam.na) / Dr W Pieters (tel. 206 3056 – Email: wpieters@unam.na)

### Admission Requirements

The Faculty's general admission requirements apply (cf. C.1).

### First Year Level

Curriculum Compilation

Students take the two (2) Courses below:		
Semester	Code	Course Title
1	PSG 3581	Introduction to Psychology
2	PSG 3582	Social Psychology

### Second Year Level

Admission Requirements

1. The Faculty's Student Registration and Academic Advancement Rules apply (cf. C.4.3).
2. Note the course-specific prerequisite below.

Curriculum Compilation

Students take the three (3) Courses below:			
Semester	Code	Course Title	Prerequisite
1	PSG 3611	Developmental Psychology of Childhood and Adolescence	Co-requisite HPSG 3581
1	PSI 3631	Organisational/Personnel Psychology	Co-requisite HPSG 3581
2	PSG 3652	Research Methodology and Statistics	HPSG 3581
Students add second-year level courses of the second and third major subjects (6 courses = 96 credits)			

### Third Year Level

Admission Requirements

1. The Faculty's Student Registration and Academic Advancement Rules apply (cf. C.4.3).
2. Note the course-specific prerequisites and advice to prospective single-major students below.

Curriculum Compilation

Semester	Code	Course Title	Prerequisite
Students who want to major in Industrial/Organizational Psychology as a SINGLE MAJOR Must take the following courses during the 3 <sup>rd</sup> year ( 3 courses = 48 credits), plus five courses from second major and minor subjects ( 5 courses = 80 credits)			
1	PSI 3731	Psychology of Work and Labour Relations	HPSG 3581 & HPSG 3582
2	PSI 3752	Consumer Psychology	HPSI 3631
2	PSG 3772	Personality Theories	HPSG 3581 & HPSG 3582

Students add second-year level courses of the second and third major subjects (6 courses = 96 credits)			
Students who want to have Industrial/Organizational Psychology as a SINGLE MAJOR Must take all the courses below during the 4 <sup>th</sup> year			
1	PSG 3871	Advanced Research Methods and Statistics	HPSG 3652
1 & 2	PSI 3800	Research Project in Industrial / Organizational Psychology	Co-requisite PSG 3871
1	PSI 3871	Advanced Organizational/Personnel Psychology	HPSI 3631
1	PSG 3851	Positive Psychology	HPSG 3581 & HPSG 3582
2	PSI 3812	Psychological Intervention and Human Resources Development	HPSI 3631
1	PSI 3830	Psychological Assessment	HPSG 3581, HPSG 3582 & HPSG 3611
2	PSG 3852	Psychology, Ethics and the Law	HPSG 3581 & HPSG 3582
1	PSY 3872	Developmental Psychology of Adulthood and Old Age	HPSG 3581 & HPSG 3582

## Course Descriptors

### First Year Level

#### PSG 3581 Introduction to Psychology

**Proposed NQF Level:** 5      **Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Pre-requisite:** None

**Content:** The evolution of psychology; the research enterprise in psychology; the biological bases of behaviour; sensation and perception; variations of consciousness; learning; human memory; language and thought; intelligence and psychological testing; motivation and emotion; human development across the life span; personality; theory, research, and assessment; stress, coping and health; psychological disorders; treatment of psychological disorders; social behaviour.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)

#### PSG 3582 Social Psychology

**Proposed NQF Level:** 5      **Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Pre-requisite:** None

**Content:** Social basis of behaviour in a multicultural society; the self in a social world; social beliefs and judgements; attitudes; attribution; types of social influence; group behaviour and influence; leadership and decision making, prejudice and discrimination; aggression; affiliation, attraction and love; pro-social behaviour.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)

### Second Year Level

#### PSG 3611 Developmental Psychology of Childhood and Adolescence

**Proposed NQF Level:** 6      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Co-requisite:** HPSG 3581 Introduction to Psychology

**Content:** The life-span; the science of life-span development; biological beginnings; prenatal development and birth; physical development in infancy; cognitive development in infancy; socio-emotional development in infancy; physical and cognitive development in early childhood; socio-emotional development in early childhood; physical and cognitive development in middle and late childhood; socio-emotional development in middle and late childhood; physical and cognitive development in adolescence; socio-emotional development in adolescence.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

#### PSI 3631 Organisational/Personnel Psychology

**Proposed NQF Level:** 6      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Co-requisite:** HPSG 3581

**Content:** Personality and values, perceptions and individual decision making, emotions, and mood, work teams, leadership theories, communication, power and politics, organisational change, stress management.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

#### PSG 3652 Research Methodology and Statistics

**Proposed NQF Level:** 6      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581

**Content:** Importance of research methodology and statistics; descriptive and inferential statistics, terminology; population, sample, parameters, variables, scientific methods and research design, scales of measurement, graphs and frequency distributions, measures of central tendency, measure of variability/dispersion, transforming scores; inferential statistics, probability and hypothesis testing; correlations; analysis of variance and chi-square.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### Third Year Level

#### PSI 3731 Psychology of Work and Labour Relations

**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and HPSG 3582 Social Psychology 3611 De. Psychology of Childhood and Adolescence

**Content:** Fields of study and practice areas in industrial and organisational psychology; motivation and emotion; attitudes and values; pro-social behaviours, aggression and conflict; group behaviour and other social processes in organizations; psychological well-being; psychological disorders and work-adjustment problems; the labour relationship; collective bargaining; discipline, dismissal and residual unfair labour practices; employment equity; dispute settlement; and industrial action.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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### **PSG 3751 Consumer Psychology**

**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSI 3631 Organizational / Personnel Psychology

**Content:** Psychological theories of consumer behaviour; diversity of consumer behaviour and market segmentation; consumer needs and motivation; personality and consumer behaviour; consumer perception; the nature of consumer attitudes as well as consumer attitude formation and change; the influence of sub-cultures consumer behaviour, including cross-cultural consumer behaviour from an international perspective, consumer decision making, ethics in consumer psychology.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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### **PSG 3772 Personality Theories**

**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and HPSG 3582 Social Psychology

**Content:** Introduction to the study of personality; overview of assessment, theory and research in personality; standardization, reliability, validity and culture fairness in personality testing; psychoanalytical theory; other psychodynamica approaches, trait theories; life-span approaches, cognitive theories; behavioural theories, social learning theories; alternative approaches (e.g. African, Eastern perspectives).

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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### **PSG 3751 Career Psychology**

**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and HPSG 3582 Social Psychology

**Content:** Meaning and significance work; meaning of work in relation to other life roles/stages; career theories; topics related to career issues e.g. career counselling models; non-copying versus behaviours in careers; career decision process; career anchors; career patterns; work-family conflict; career plateauing; the effects of job loss on the individual.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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### **PSG 3711 Psychopathology**

**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and Co-requisite HPSG 3611 De. Psychology of Childhood and Adolescence

**Content:** Abnormal behaviour in historical context; an integrative approach to psychopathology; clinical assessment and diagnosis; culture and psychopathology; research methods; somatoform and dissociative disorders; mood disorders and suicide; eating and sleep disorders; physical disorders and health psychology; sexual and gender identity disorders; substance-related and impulse-control disorders; personality disorders; schizophrenia and other psychotic disorders; development disorders; cognitive disorders; mental health services: legal and ethical issues.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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### **PSG 3772 Personality Theories**

**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and HPSG 3582 Social Psychology

**Content:** Introduction to the study of personality; overview of assessment, theory and research in personality; standardization, reliability, validity and culture fairness in personality testing; psychoanalytical theory; other psychodynamica approaches, trait theories; life-span approaches, cognitive theories; behavioural theories, social learning theories; alternative approaches (e.g. African, Eastern perspectives).

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

## **Fourth Year Level**

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### **PSG 3871 Advanced Research Methods and Statistics**

**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3652 Research Methods and Statistics

**Content:** Importance of research methods and statistics; validity and reliability; hypotheses; fallacies in research; research ethics; literature review; sampling; instrument design and validation; qualitative measure; non-experimental designs, experimental and quasi-experimental designs; correlation and regression; t-test, multivariate statistics (including canonical analysis, multiple regression analysis, exploratory factor analysis, one-way analysis of variance, and multivariate analysis of variance, discriminant analysis); practical significance of results; interpretation of research results)

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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### PSG 3851 Positive Psychology

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**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and PSG 3582 Social Psychology

**Content:** Introduction to positive psychology and the historical development; definitions and measures of well-being; effects of positive emotions on physical and psychological health; resilience as a human strength in the face of adversity; a review of hedonic happiness; money, happiness and culture; personal goals and the impact of motivations on health and happiness; self-regulation and self-control as critical components to achieve personally significant goals; positive personal traits, personality traits and self-conception influencing well-being; virtues and strengths, of character; positive psychology in organizations, positive psychology interventions.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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### PSI 3871 Advanced Organizational /Personnel Psychology

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**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3772 Personality Theories

**Content:** Employee motivation; leadership and power; group processes; cooperation and conflict; decision making; design and consequences of human resources policies; person-environment fit; personnel selection and assessment; employability and employee development; careers and job mobility.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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### PSY 3872 Developmental Psychology of Adulthood and Old Age

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**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and PSG 3582 Social Psychology PSG 3611 Developmental Psychology

**Content:** Theories of human development from early adulthood through late adulthood/old age; aspects of human development i.e physical/cognitive and social/personality development; marriage, divorce, employment, unemployment, retirement and death, contemporary issues that are, or may be relevant to adult development in general and to Namibian society in particular.

**Assessment:** Continuous assessment 60%: Examination 40% (1 x 3 hour examination paper)

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### PSI 3812 Psychological Intervention and Human Resource Development

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**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3631 Organizational/Personnel Psychology

**Content:** Organizational intervention; human resources strategy/structure/culture; survey feedback; organizational development; compensation/reward management; performance management; group intervention, team building; integrative intervention (conflict between groups), sensitivity training; employee wellness; human resources development; training/coaching/mentoring/talent management.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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### PSI 3830 Psychological Assessment

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**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and PSG 3582 Social Psychology PSG 3611 Developmental Psychology

**Content:** Overview of assessment; definitions and scope; history of psychological assessment; developing a psychological measure; cross-cultural test adaptation and translation; practice of psychological assessment; ethical standards; administering psychological assessment measures; assessment of young children, physical disabled and mentally handicapped individuals; assessment of cognitive functioning; measures of affective behaviour, adjustment, and well-being; personality assessment; career counselling; assessment use of assessment measures in various applied contexts; interpreting and reporting assessment results; factors affecting assessment results; future of psychological assessment.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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### PSG 3852 Psychology, Ethics and the Law

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**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology and PSG 3582 Social Psychology

**Content:** Psychological theories about human personality; ethical guidelines and legal issues related to psychology; the importance of ethics and law to psychological practice and clinical services; ethics and law in industrial/organizational settings; controversial and ethical dilemma and legal implications; abuse of psychology; malpractices; introduction to Forensic Psychology and Criminal Psychology; Namibian laws and legislation relating to psychology.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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### PSI 3800 Research Project in Industrial / Organizational Psychology

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**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 2 hours/week over 14 weeks = 56 contact hours

**Co-requisite:** HPSG 3871 Advanced Research Methods and Statistics

**Content:** Use of the library and internet resources; writing a proposal; validity & reliability; sampling techniques; data collection; selecting data analysis

techniques; APA referencing style; scientific report writing.

**Assessment:** Continuous assessment 100

## E.9. BACHELOR OF ARTS IN SOCIAL WORK (HONOURS)

### (13BASW)

BA Social Work (Hons) -

#### E.9.1 Introduction

Social work is a profession dedicated to enhancing human capacity to solve complex social problems in order to create a more humane and just society. It is a profession that supports individuals, families, groups and communities in a changing society and creates social conditions favourable to the wellbeing of people and society. One of the cornerstones of social work practice is the focus on the strengths, as opposed to the shortcomings, of individuals, families and communities so that these can be deployed to find innovative solutions for complex social problems. The profession is characterised by a steadfast commitment towards social development and social justice in the service of empowering individuals, families and communities to meet their needs.

Social work focuses on releasing human power in individuals to reach their potential and contribute to the collective good of society; it emphasizes releasing social power to create changes in society, social institutions, and social policy, which in turn create opportunities for individuals. Social work practitioners work with people in ways that strengthen their sense of competence, link them with needed resources, and promote organisational and institutional change so that the structures of society respond to the needs of all societal members (NASW, 1981). Additionally, social workers engage in research to contribute to social work theory and evaluate practice methods.

The four-year Bachelor's of Arts in Social Work (Honours) is an intensive course with theory and field practice. The uniqueness of this programme is that students are exposed to intensive experimental learning through the Field Education Programme. Thus, students have the opportunity to work directly with community field partners, getting on the ground experience and offering countless hours of capacity to those organisations. The training under this programme is regulated by the Social Work and Psychology Act, No. 6 of 2004 and satisfies the professional and legal requirements for registration as a social worker with the Health Professions Council of Namibia which is a requirement for continued registration in the course. The social work programme aims to provide students with the necessary knowledge, skills and understanding to deal positively with problems that arise in the interaction between people and their environment and to empower those involved to deal with their problems in a self-reliant way. Students in this programme are diverse: representing a spectrum of cultures and life experiences. That range of differences enriches the classroom by creating a learning community that enhance growth and learning in an intellectually stimulating and culturally responsive environment. The transition from a student to a professional is carefully moulded by a group of qualified and experienced faculty.

The training under this programme is regulated by the Social Work and Psychology Act, No. 6 of 2004 and satisfies the professional and legal requirements for registration as a social worker with the Health Professions Council of Namibia which is a requirement for continued registration in the course

Few professions offer more diverse employment opportunities than social work. Social workers serve as counsellors (e.g., in adoption, bereavement, domestic violence, vocational and rehabilitation, hospice, mental health, substance abuse, youth services); as service coordinators and case managers (e.g., in health care, child welfare, housing, human resources, public affairs, student life, employee assistance programs); as therapists (e.g., child, adolescent, marriage and family); as administrators in public and private human service agencies; as community development workers, public policy analysts; and in juvenile and adult justice systems, to name a few. Social workers are found in governmental agencies, private institutions, as well as in voluntary welfare organisations and non-governmental organisations.

**Programme Convener:** Dr J. Ananias; Tel: 061-2063713; [jananias@unam.na](mailto:jananias@unam.na)

#### E.9.2 Exit Objectives

Holders of this qualification demonstrate the following competencies:

1. Apply social work ethical principles to guide professional practice;
  2. Apply critical thinking to inform and communicate professional judgments;
  3. Adopt a strengths-based perspective that respects diversity and takes into account a person in environment framework;
  4. Advance human rights and social and economic justice;
  5. Respond to contexts that shape practice;
  6. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, communities, and policies;
- and,
7. Engage in evidence based practice and a process of monitoring and evaluation.

#### E.9.3 Admission

E.5.3.1

To register for an undergraduate degree programme a candidate must hold a valid Namibian Senior Secondary Certificate (NSSC) or a recognised equivalent qualification.

A candidate should obtain a minimum of 25 points on the UNAM Evaluation Point Scale in his/her five (5) best subjects (of which English must be one) to be admitted to undergraduate studies (**General Admission Criteria for Undergraduate Programmes** in the **General Information and Regulations Prospectus**).

English is a compulsory subject and should normally have been obtained as English as a Second Language at NSSCO level with a minimum C symbol, or English as a First Language at NSSCO level with a minimum D symbol.

Obtaining the minimum number of points, however, **does not necessarily ensure admission. Admission is based on places available in courses, subjects, and programmes and is awarded on the basis of merit.**

#### E.5.3.2

Applicants can also apply through mature age entry scheme as stipulated in the General Information and Regulations Prospectus.

In addition to the above criteria (E.3.1 and E.3.2), a pre-selection screening is undertaken by the Department of Social Work to determine the suitability of the prospective student for the Social Work Programme. Once admitted to the Social Work Programme it is a legal requirement that students register with the Health Professional Council of Namibia as regulated by the Social Work and Psychology Act No. 6 of 2004.

Applicants should not have any criminal record and should submit a Certificate of Conduct issued by the Namibian Police.

### **E.9.3.3 Minimum Requirements for Re-admission into the Faculty**

#### **Re-Admission Regulations**

To be re-admitted to the Faculty of Humanities and Social Sciences for a particular year of registration, a student must have obtained the minimum number of credits required as indicated below:

- The equivalent of 48 credits by the end of the first year: of these, at least 36 credits must be non-core
- The equivalent of 112 credits by the end of the second year
- The equivalent of 208 credits by the end of the third year
- The equivalent of 320 credits by the end of the fourth year
- The equivalent of 432 credits by the end of the fifth year

### **E.9.3.4 Advancement and Progression rules**

A student advances to the following academic level of study when at least 2/3 of the courses of the curriculum for a specific year have been passed. If a student passed only 1/3 of the full curriculum of a specific year, he/she may not register for any courses of the following year. In all cases, prerequisites for courses have to be passed before a student can proceed to register for courses that require prerequisites.

E.5.3.4.1 To advance to the second year a student must have passed at least 96 credits.

A student who has passed at least 56 (but less than 96) first year credits, will be allowed to register for a maximum of 48 second year credits (in addition to the failed courses) provided that the relevant pre-requisites have been passed.

E.5.3.4.2 To advance to the third year of the programme a student must have passed a total of 240 credits.

A student, who has passed less than 240 credits, will be allowed to register for a maximum of 48 credits per semester (including the failed courses) provided that the relevant pre-requisites have been passed.

E.5.3.4.3 To advance to the fourth year of the programme a student must have passed a total of at least 384 credits.

A student, who did not pass at least 384 credits, will be allowed to register for a maximum of 48 credits per semester (including the failed courses) provided that the relevant pre-requisites have been passed. Students can only register for the Professional Social Work practice course if all first, second, third and fourth (Semester 1) courses have been passed.

### **E.9.3.5 Maximum credits of courses per year**

Subject to the Advancement and Progression Rules, no student will be allowed to register for more than the following credit equivalents per year:

Year 1 : 144 credits

Year 2 - 6: prescribed curriculum and a maximum of 32 failed credits, provided that the total number of credits in a particular year of registration does not exceed 168 credits.

### **E.9.4 Curriculum Compilation**

### E.9.4.1 Overall Structure

#### E.5.4.1.1

The BA (Social Work) degree is a specialised qualification with a fixed prescribed curriculum, consisting of a total of 36 Courses (544 credits) at the various year levels, including the University Core Curriculum Courses at first year level, all of which a student must pass in order to graduate (cf. C.4.2.1).

#### E.5.4.1.2

The overall structure of the BA (Social Work) degree programme can be schematically represented as follows:

Year Level	Number of Courses	Credit Equivalent
First year level	11 Courses*	144 credits
Second year level	9 Courses	144 credits
Third year level	8 Courses	128 credits
Fourth year level	7 Courses	128 credits
<b>Total:</b>	<b>36 Courses</b>	<b>544 credits</b>

\* including three (3) courses in the University Core Curriculum, consisting of two (2) courses and two (2) half-courses (cf. C.4.3.1).

#### E.5.4.1.3

Courses/credits are not horizontally, vertically or laterally transferable.

### E.9.4.2 First Year Level

#### Curriculum Compilation

At first year level students take the University Core Curriculum Courses and the required Social Work Courses. The first year curriculum of a student registered in the BA (Social Work) degree programme will therefore consist of the equivalent of eleven (11) Courses (144 credits), compiled as follows:

Subject	Courses	Credits
University Core Curriculum (cf. C.4.3.1)	3*	48
Social Work at first year level	8	128
Total	11	144

\* two (2) Courses and two (2) half-Courses (cf. C.4.3.1)

#### Curriculum

Important: Students should note that a pass in certain first year level Courses below are required for admission to certain Courses at subsequent year levels.

### E.9.4.3 First Year Level

Course code	Course name	NQF Level	Credits	Contact time	Compulsory (C) / Elective(E)	(Co-requisite)/ Pre-requisite
<b>Year 1</b>	<b>Semester 1</b>					
CLC 3509	Computer Literacy (half Course)	5	8	2hrs p/w for 14 weeks	C	None
LCE 3419	English Communication & Study Skills	4	16	4hrs p/w for 14 weeks	C	None
CSI 3580	Contemporary Social Issues	5	4	1hrs p/w for 28 weeks	C	None
SOW 3581	Introduction to Social Work	5	12	3hrs p/w for 14 weeks	C	None
SWK 3581	Skills for Professional Social Work	5	12	3hrs p/w for 14 weeks	C	None
PSG 3581	Introduction to Psychology	5	12	3hrs p/w for 14 weeks	C	None
SOG 3581	Foundations of Sociology	5	12	3hrs p/w for 14 weeks	C	None
<b>Total credits for Semester 1</b>			<b>76</b>			
<b>Year 1</b>	<b>Semester 2</b>					

LEA 3519	English for Academic Purposes	5	16	4hrs p/w for 14 weeks	C	None
CSI 3580	Contemporary Social Issues	5	4	1hrs p/w for 28 weeks	C	None
SOW 3582	Foundations of Communication	5	12	3hrs p/w for 14 weeks	C	None
SWK 3582	Foundations of Social Welfare	5	12	3hrs p/w for 14 weeks	C	None
SWA 3592	Introduction to Social Work Practice	5	12	3hrs p/w for 14 weeks	C	None
SOG 3582	Basics of Sociology	5	12	3hrs p/w for 14 weeks	C	None
<b>Total credits for Semester 2</b>			<b>68</b>			
<b>TOTAL CREDITS YEAR 1</b>			<b>144</b>			

#### E.9.4.4 Second Year Level

Course code	Course name	NQF Level	Credits	Contact time	Compulsory (C) / Elective(E)	(Co-requisite)/ Pre-requisite
<b>Year 2 Semester 1</b>						
SOW 3611	Applied Social Work Practice I	6	16	4hrs p/w for 14 weeks	C	None
SWA 3621	Community Practice I	6	16	4hrs p/w for 14 weeks	C	None
SOW 3631	Group Practice I	6	16	4hrs p/w for 14 weeks	C	None
PSG 3611	Developmental Psychology	6	16	4hrs p/w for 14 weeks	C	PSG 3581
<b>Total credits for Semester 1</b>			<b>64</b>			
<b>Year 2 Semester 2</b>						
SOW 3612	Applied Social Work Practice II	6	16	4hrs p/w for 14 weeks	C	None
SWA 3652	Community Practice II	6	16	4hrs p/w for 14 weeks	C	None
SOW 3652	Group Practice II	6	16	4hrs p/w for 14 weeks	C	None
SWA 3632	Social Work Organizational Development	6	16	4hrs p/w for 14 weeks	C	None
SWK 3612	Social Welfare Policy and Law	6	16	4hrs p/w for 14 weeks	C	None
<b>Total credits for Semester 2</b>			<b>80</b>			
<b>TOTAL CREDITS YEAR 2</b>			<b>144</b>			

#### E.9.4.5 Third Year Level

<b>Year 3 Semester 1</b>						
<b>All students register for the following compulsory courses.</b>						
SOW 3771	Palliative Care	7	16	4hrs p/w for 14 weeks	C	None
SOW 3731	Social Change Strategies	7	16	4hrs p/w for 14 weeks	C	None
SWA 3710	Generalist Practice	7	16	2hrs lecture & 8hrs practice p/w for 14 weeks	C	Pre-requisite SOW 3611; SOW 3612
<b>GROUP A: Students further select ONLY one course</b>						
SWA 3711	Mental Health Approaches	7	16	4hrs p/w for 14 weeks	E	PSG 3581
PSG 3711	Psychopathology	7	16	4hrs p/w for 14 weeks	E	PSG 3581
<b>Total credits for Semester 1</b>			<b>64</b>			
<b>Year 3 Semester 2</b>						
<b>All students register for the following compulsory courses.</b>						
SOW 3712	Trauma and vulnerability Practice	7	16	4hrs p/w for 14 weeks	C	None
SOW 3772	Social Work Research Methods	7	16	4hrs p/w for 14 weeks	C	None

SOW 3752	Case Management	7	16	4hrs p/w for 14 weeks	C	None
SWA 3710	Generalist Practice	7	16	2hrs lecture & 8hrs practice p/w for 14 weeks	C	Pre-requisite SOW 3611; SOW 3612
<b>Total credits for Semester 2</b>			<b>64</b>			
<b>TOTAL CREDITS YEAR 3</b>			<b>128</b>			

#### E.9.4.6 Fourth Year Level

Year 4	Semester 1					
SOW 3811	Specialised Methods and Fields I	8	16	4hrs p/w for 14 weeks	C	None
SOW 3831	Specialised Methods and Fields II	8	16	4hrs p/w for 14 weeks	C	None
SOW 3851	Specialised Methods and Fields III	8	16	4hrs p/w for 14 weeks	C	None
SOW 3801	Monitoring and Evaluation	8	8	2hrs p/w for 14 weeks	C	None
SOW 3810	Research Project in Social Work	8	16	1hr lecture & 1hr research & writing p/w for 14 weeks	C	SOW3772
<b>Total credits for Semester 1</b>			<b>72</b>			
Year 4	Semester 2					
SOW 3822	Leadership and Ethics in Human Services	8	8	2hrs p/w for 14 weeks	C	None
SWA 3872	Professional Social Work Practice	8	32	40hrs practice p/w for 18 weeks	C	SOW3811, SOW3831, SOW3851; SOW3871
SOW 3810	Research Project in Social Work	8	16	1hr lecture & 1hr research & writing p/w for 14 weeks	C	SOW 3772
<b>Total credits for Semester 2</b>			<b>56</b>			
<b>TOTAL CREDITS YEAR 4</b>			<b>128</b>			
<b>TOTAL AVAILABLE CREDITS</b>			<b>544</b>			

#### E.9.4.7 Course Descriptors

##### Year One: Semester One

##### SOW 3581 Introduction to Social Work

**Proposed NQF Level:** Credits: 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Content:** It is significant for students who enrol in the social work program to know the purpose of the social work profession. The course emphasizes social work as a value-based profession and thus nurtures students to develop professional attitudes and behaviours. Additionally, the course helps students to recognize different frameworks that influence the profession. The course introduces the student to the historical contributions that shaped the social work profession both internationally and in Namibia, explores the different roles and functions of social workers, distinguishes between social work and social welfare and clarify how social work differs from charity work, and other social science disciplines psychology and sociology. It also introduces students to the different methods of social work intervention, namely the micro, mezzo and macro levels of intervention. The course will introduce students to the values and standards of the Social Work profession, knowledge base for practice, and circumstances in which social workers operate. Students will further develop an understanding of the role of the International Federation of Social Workers, Health Professions Council of Namibia (HPCNA) and Namibia Social Workers Association of Namibia (NASWA).

**Assessment:** Continuous assessment 60% and Examination 40% (1 x 3 hour examination paper)

##### SWK 3581 Skills for Professional Social Work

**Proposed NQF Level:** 5      **Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Content:** This course seeks to enhance the physical, cognitive, emotional and character requirements necessary to participate fully in all aspects of social work education and the practice of social work. Self-awareness and personal development is an important element in any helping profession. Hence opportunities for self-awareness will be provided for students with the use of basic personality assessment test and reflective exercises. It will provide first year students with all the key information and strategies needed to develop appropriate reflective writing skills. In addition, various forms of report writing in social work practice such as process reports and professional reports to the court of law will be covered.

In addition to lectures in class the students will be also be exposed to the following in this course:

1. visits to social welfare institutions;

2. practising observational skills during the visits to institutions;
3. practicing reflective thinking skills;
4. compiling professional reports.

**Assessment:** This course is 100% continuous assessment.

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### **PSG 3581 Introduction to Psychology**

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**Proposed NQF Level:** 5      **Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Content:** The evolution of psychology; the research enterprise in psychology; the biological bases of behaviour; sensation and perception; variations of consciousness; learning; human memory; language and thought; intelligence and psychological testing; motivation and emotion; human development across the life span; personality; theory, research, and assessment; stress, coping and, health; psychological disorders; treatment of psychological disorders; social behaviour.

**Assessment:** Continuous assessment 60% and Examination 40% (1 x 3 hour examination paper)

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### **SOG 3581 Foundations of Sociology**

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**Proposed NQF Level:** 5      **Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Content:** This introductory course emphasises the link between the theoretical body of sociology and its methodological implementation. It introduces the student with the basic research and theoretical paradigms of the discipline. At the same time, it familiarises the student with the foundational knowledge and instruments of social research, and with a relevant understanding of sociological theory and how it is used to organise and guide social research activities. This first of four methodological courses in sociology intends to strengthen the student's research abilities and theoretical thinking. Research skills are increasingly demanded in the Namibian labour market, reflecting the broad developmental needs of post-independence Namibian society.

Themes covered: Sociological theory: what is sociology; what is social theory; sociological traditions; main paradigms: positivism and functionalism, symbolic interactionism, Marxism; structuralism; post-structuralism including discourse theory; structuration, race, class, gender and ethnicity; social institutions: family, education and media; globalisation and self-identity and social identity. Social research: sources of knowledge; criteria for judging good research; purpose of social research, research goals; types of social research; key concepts; research ethics; instruments: measurement, sampling; sources of data; the research process; research proposal.

**Assessment:** Continuous assessment 60% and Examination 40% (1 x 3 hour examination paper).

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### **SOW 3582 Foundations of Communication**

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**Proposed NQF Level:** 5      **Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Content:** The course is designed to develop students understanding of empathy and authenticity and how this is conveyed through verbal and non-verbal behaviours. Topics to be covered in the course includes, theories and skills that direct social work practitioners; three phases of the helping process; interviewing process, structure and skills; communicating informed consent, confidentiality and agency policies; developing perspectives to feelings; client statements, authenticity and assertiveness; and verbal following, exploring and focussing skills.

**Assessment:** Continuous assessment 60% and Examination 40% (1 x 3 hour examination paper).

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### **SWK 3582 Foundations of Social Welfare**

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**Proposed NQF Level:** 5      **Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Content:** This course builds from the Introduction to Social Work to develop students understanding of social welfare and social development macro practice. Students analyse the historical evolution of social welfare from the origins of charity work and the 'deserving poor' to present day conceptualizations of social development. The course explores the Green Paper on developmental social welfare in Namibia, the social development practice model, and innovative social development practices.

**Assessment:** Continuous assessment 60% and Examination 40% (1 x 3 hour examination paper).

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### **SOG 3582 Basics of Sociology**

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**Proposed NQF Level:** 5      **Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Content:** This introductory course emphasises the link between the theoretical body of sociology and its methodological implementation. It acquaints the student with the basic paradigms of the discipline. At the same time, it familiarises the student with the basic knowledge and instruments of social research. With this first out of four methodological Courses, the new sociology curriculum intends to strengthen the student's research abilities. Such faculties are increasingly on request on the Namibian labour market, reflecting the broad developmental efforts of post-independence Namibian society. Themes covered: sociological sub-disciplines; main paradigms: functionalism, interactionism, Marxism; post-structuralism; race, class, gender and ethnicity; social institutions: family, education and media. Social research: sources of knowledge; criteria for judging good research; purpose of social research, research goals; types of social research; key concepts; research ethics; instruments: measurement, sampling; sources of data; the research process; and research proposals.

**Assessment:** Continuous assessment 60% and Examination 40% (1 x 3 hour examination paper).

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### **SWA 3592 Introduction to Social Work Practice**

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**Proposed NQF Level:** 5

**Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours (2 hours class time and 1 hour voluntary service learning)

**Content:** The course provides an opportunity for students to explore the world of practice and find social work meaning in everyday life. Students will learn about the mission of the agency and gain exposure to direct service provision; critically reflect on their observations, and learn through in-class and online discussions. This is NOT a social work practicum (internship) but more an opportunity for students to gain exposure to social service/non-profit work in the local community and an excellent opportunity to explore areas of interest. The students should also be exposed to the following in this course:

- Engagement with a child in need of care, who is taken on as a little brother or sister by the student;
- Practicing how to present themselves to clients and what effect they have on people.
- Establish a professional relationship with a child,
- Compiling of professional process notes and reports

**Assessment:** This is 100% continuous assessment course comprising of written reports and oral presentations.

## **Second Year Level**

### **SOW 3611 Applied Social Work Practice I**

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**Proposed NQF Level:** 6      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** None

**Content:** This module covers parts of the helping process in social work, which builds on the material covered in the Year 1 direct practice foundation. The course equips students with knowledge and skills on the multidimensional assessment of an individual and family as a client system. In addition, students are introduced to knowledge and skills on the exploration and assessment of client problems, development of goals and contracts, and the measuring and evaluation of goals as well as the formulation of contracts as part of the helping process. Furthermore, students are enabled to assess client systems strengths and how to integrate the possible attributes of the client into the helping process in order to achieve the best results. Students must undertake a 30-hour block practicum at any welfare organisation during the mid-semester break. The aim of the block practicum is to provide students with an opportunity to shadow experienced practicing social workers in their conduct of professional social work.

**Assessment:** Continuous assessment 60% and Examination 40% (1 x 3 hour examination paper).

### **SOW 3631 Group Practice I**

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**Proposed NQF Level:** 6      **Credit:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisites:** None

**Content:** This course seeks to develop students' understanding of group work as one of the methods in social work. It explores the concept of group work, the historical development of group work practice, understanding theories on group dynamics and group leadership. Furthermore, the course introduces the students to the various phases in the evolution of a group and the application of group work theory to various populations. Special emphasis will be placed on ethical and legal issues in group counselling.

**Assessment:** Continuous assessment 60% and Examination 40% (1 x 3 hour examination paper).

### **SWA 3621 Community Practice I**

---

**Proposed NQF Level:** 6      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** None

**Content:** This course aims to familiarise and equip students with the knowledge, theory, skills and values needed to pursue and implement macro-level interventions geared towards the promotion of community advancement. The course provides a definition of community work; individual (case work) and group skills used in community work; and the roles of the social worker in macro practice. Furthermore, students will be introduced to the macro change process.

**Assessment:** Continuous assessment 60% and Examination 40% (1 x 3 hour paper).

### **PSG 3611 Developmental Psychology of Childhood and Adolescence**

---

**Proposed NQF Level:** 6      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3581 Introduction to Psychology

**Content:** This course introduces students to different theoretical approaches of developmental psychology, with specific reference to childhood and adolescence. Themes to be addressed include: theories of development; intellectual/cognitive development, physical development and socio-emotional development.

**Assessment:** Continuous assessment 60% and Examination 40% (1 x 3 hour examination paper).

### **SOW 3612 Applied Social Work Practice II**

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**Proposed NQF Level:** 6      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisites:** None

**Content:** This course builds on Applied Social Work Practice 1 and introduces the student to techniques for interventions with individuals and families at an advanced level. It is a clinical course and focuses on the narrative therapy, first order techniques, second order techniques and how to conduct family therapy.

**Assessment:** Continuous assessment 60% and Examination 40% (1 x 3 hour examination paper).

## **SOW 3652 Group practice II**

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**Proposed NQF Level:** 6      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisites:** None

**Content:** The course is a continuation of Group Practice I and extends the students' understanding regarding strategies and skills for counselling and therapeutic interventions with groups. Furthermore, this course presents an overview of the various theoretical models and approaches in group work that forms the basis of group techniques. Students will be exposed to co-facilitating an educational group through a practical exposition.

**Assessment:** Continuous assessment 60% and Examination 40% (1 x 3 hour examination paper)

## **SWA 3652 Community Practice II**

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**Proposed NQF Level:** 6      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** None

**Content:** This course continues to build students' knowledge and skills to organize, mobilize, and effectively impact community change. Students will be introduced to the ethics in community work; developing and managing agency resources as well as the nature and application of different practice models of community work.

**Assessment:** Continuous assessment 60% and Examination 40% (1 x 3 hour examination paper).

## **SWA 3632 Social Work Organizational Development**

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**Proposed NQF Level:** 6      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisites:** None

**Content:** Social workers play a key role as administrators and managers of human services. The course will amongst others describe social work management; differentiate between not-for-profit organizations (human service/welfare organisations), public and private agencies; development of mission and vision statements, and organisational structures. Legislative requirements registration as a welfare organisation, and or residential care facility in Namibia will also be covered. In addition, the course will explain supervision and different elements of supervision including job descriptions, supervisory meetings, work plans and performance appraisals.

**Assessment:** Continuous assessment 60% and Examination 40% (1 x 3 hour examination paper)

## **SWK 3612 Social Welfare Policy and Law**

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**Proposed NQF Level:** 6      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisites:** None

**Content:** This course introduces students to relevant global mandates such as the UN Declaration on Human Rights as well as local Namibian legislation relevant to social work practice. It builds directly from the Foundations of Social Welfare and provides students with a basic understanding of the historical development of Namibian law, sources of law and human rights. It further introduces students' to the law-making process and basic understanding of the administration of justice in Namibia. It focuses on issues such as the Namibian court systems, court structures, court procedures, the legal profession and social work practice within the legal framework. Furthermore, the course will enable students to explore the content of laws relevant to the social work practice.

**Assessment:** Continuous assessment 60% and Examination 40% (1 x 3 hour paper).

## **Thirt Year Level**

### **SOW 3771 Palliative Care**

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**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisites:** None

**Content:** The course explores the guiding principles of palliative care/service to enhance the quality of life of the patient and the family and to work effectively as part of the healthcare team. It explores different models of palliative care, guidelines for care plans, and ethical considerations in palliative care. The course enhances students' self-awareness and effective communication skills with the patient and the family. It encourages active participation through practical case studies to ensure that students are confident in their role as social workers in the holistic assessment, management of needs of the patients and their families and the treatment and care planning process.

**Assessment:** Continuous assessment 60% and Examination 40% (1 x 3 hour examination paper).

### **SOW 3731 Social Change Strategies**

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**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisites:** None

**Content:** Social workers are confronted day to day with social, economic, and structural matters that affect people's lives yet face conceptual and practical constraints when seeking solutions. This course utilises a problem-based learning approach to examine diverse problems and diverse strategies used by persons, communities or entities to address contemporary challenges. This approach seeks to introduce students to entrepreneurial concepts, and skills, encourage students to think out of the box through self-directed learning, and effective collaboration skills based on community resources.

**Assessment:** This course is a 100% continuous assessment.

### **SWA 3710 Generalist Practice**

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**Proposed NQF Level:** 7      **Credits:** 32      **Contact Hours:** 2 hours/week lectures and 8 hours of field practicum p/week over 28 weeks = 280 total hours

**Prerequisites:** Applied Social Work Practice I (SOW 3611) & Applied Social Work Practice II (SOW3612)

**Content:** The course is designed to presents opportunity for the application of social work theory, examination of values and development of skills for beginning level practice. As generalist social workers, students will work with a variety of human systems—societies, communities, organisations, formal groups, families, and individuals—to create changes that maximise human system functioning. This double-semester (year) course will enable students to work directly with client systems at all levels, connect clients to available resources, intervene with organisations to enhance the responsiveness of resource systems, advocate just social policies to ensure the equitable distribution of resources and research all aspects of social work practice.

Students will be assigned to a supervised placement within an organisation or community and complete 8 hours per week in the setting. They are required to undertake casework (4 cases, with a minimum of 4 contacts/interviews), one group project (minimum eight sessions) and one community work project using the macro change process. Additionally, 2-hours of classroom time will be spent debriefing student experience through group supervision and other instructor driven activities.

**Assessment:** This is a 100% continuous assessment course comprising process reports and oral presentations.

**Electives:**

### **SWA 3711 Mental Health Approaches**

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**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisites:** None

**Content:** Namibia's mental health services system is burgeoning and greater awareness of the need for greater attention and services is growing. This course lays a critical foundation of understanding for a population that is often stigmatized and marginalised. It assists students in learning to assess a set of prominent disorders (such as depression, drug/alcohol dependence, anxiety and schizophrenia) according to a risk and resilience model and the DSM classification system. The course also explores the range of potential evidence based treatment options for these disorders particularly those which are community-and empirically-based.

The course will also introduce students to the multidisciplinary treatment team approach in the Namibian mental health treatment. The roles of the members of the multidisciplinary team will be explored with a focus on the role of the social worker.

**Assessment:** Continuous assessment 60% and Examination 40% (1 x 3 hour examination paper)

### **PSG 3711 Psychopathology**

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**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisites:** PSG 3581

**Content:** Abnormal behaviour in historical context; an integrative approach to psychopathology; clinical assessment and diagnosis; culture and psychopathology; research methods; somatoform and dissociative disorders; mood disorders and suicide; eating and sleep disorders; physical disorders and health psychology; sexual and gender identity disorders; substance-related and impulse-control disorders; personality disorders; schizophrenia and other psychotic disorders; development disorders; cognitive disorders; mental health services: legal and ethical issues.

**Assessment:** Continuous assessment 60% and Examination 40% (1 x 3 hour examination paper)

### **SOW 3752 Case Management**

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**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisites:** None

**Content:** This course exposes the student on how to function in a rapidly changing world of resource limitation, communication capabilities, and service coordination. It specifically builds on the foundation of direct practice knowledge and skills derived from Foundations of Communication and Introduction to Social Work Practice in Year 1 and Applied Social Work Practice I and II courses in Year 2. The course explores the history and advancement of case management and care/service coordination; the models of case management; application of the theory of change; service delivery planning and coordination and ethical considerations in case management.

**Assessment:** Continuous assessment 60% and Examination 40% (1 x 3 hour paper).

### **SOW 3712 Trauma and Vulnerability Practice**

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**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisites:** None

**Content:** The course is designed to increase student's knowledge of the range of potentially traumatic experiences to which human beings are exposed and the spectrum of human responses to traumatic events. The risk of exposure to traumatic events in Namibia has increased for cases such as car accidents, sexual violence, domestic violence, HIV infection etc. Social Workers are expected to intervene by providing psycho-social support and coordinate service provision to affected individuals, groups and communities. Themes to be examined include: the meaning of trauma and traumatic events; effects of trauma; assessing trauma and posttraumatic support. Trauma Theory which provides a framework for relevant clinical interventions will be explored during this course.

**Assessment:** Continuous assessment 60% and Examination 40% (1 x 3 hour paper).

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#### **SOW 3772 Social Work Research Methods**

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**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisites:** None

**Content:** The social work profession is grounded in theory and empirically-based practice. This course provides an overview of quantitative / qualitative methodology including designs, sampling, data collection and basic descriptive statistics. Students should be able to identify these various elements in scholarly articles to enable more effective consumption of literature that can improve social work practice.

**Assessment:** Continuous assessment 60% and Examination 40% (1 x 3 hour examination paper)

#### **Fourth Year Level**

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#### **SOW 3811 Specialised Methods and Fields I**

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**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisites:** None

**Content:** This course forms part of the three Specialised methods and fields series called Capita Selecta, which allows the BASW programme greater responsiveness and flexibility to meet the demands of local context and workforce need and respond to stakeholder input as well as student needs. Each year the selection of the course content may differ but each is expected to provide practice knowledge and skills building on the generalist foundation from the first three years of the program. The selection of course topics include: Gender Based Violence, HIV and AIDS, Gender and Culture, Infanticide and Baby Dumping, Suicide, Supervision, Planning and Budgeting, Practice in the Corrections System, Advanced Mental Health Practice, Gerontology, Disaster Management, etc.

**Assessment:** Continuous assessment 60% and Examination 40% (1 x 3 hour examination paper)

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#### **SOW 3831 Specialised Methods and Fields II**

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**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisites:** None

**Content:** This course forms part of the three Specialised methods and fields series called Capita Selecta, which allows the BASW programme greater responsiveness and flexibility to meet the demands of local context and workforce need and respond to stakeholder input as well as student needs. Each year the selection of the course content may differ but each is expected to provide practice knowledge and skills building on the generalist foundation from the first three years of the program. The selection of course topics include: Gender Based Violence, HIV and AIDS, Gender and Culture, Infanticide and Baby Dumping, Suicide, Supervision, Planning and Budgeting, Practice in the Corrections System, Advanced Mental Health Practice, Gerontology, Disaster Management, etc.

**Assessment:** Continuous assessment 60% and Examination 40% (1 x 3 hour examination paper)

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#### **SOW 3851 Specialised Methods and Fields III**

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**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisites:** None

**Content:** This course forms part of the three Specialised methods and fields series called Capita Selecta, which allows the BASW programme greater responsiveness and flexibility to meet the demands of local context and workforce need and respond to stakeholder input as well as student needs. Each year the selection of the course content may differ but each is expected to provide practice knowledge and skills building on the generalist foundation from the first three years of the program. The selection of course topics include: Gender Based Violence, HIV and AIDS, Gender and Culture, Infanticide and Baby Dumping, Suicide, Supervision, Planning and Budgeting, Practice in the Corrections System, Advanced Mental Health Practice, Gerontology, Disaster Management, etc.

**Assessment:** Continuous assessment 60% and Examination 40% (1 x 3 hour examination paper)

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#### **SOW 3801 Monitoring and Evaluation**

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**Proposed NQF Level:** 8      **Credits:** 8      **Contact Hours:** 2 hours/week over 14 weeks = 28 contact hours

**Prerequisites:** SOW 3772 Social Work Research Methods

**Content:** The social work profession is based on an empirical foundation of knowledge. Practitioners are expected to implement services, programs and policies that are effective. This course is designed for students to gain greater knowledge and skills to monitor and evaluation practice and ensure that resources are being used efficaciously. This problem based learning course will utilize case studies to apply the research knowledge that was developed in Year 3 to examine processes and tools to assess effectiveness. .

**Assessment:** Continuous assessment 60% and Examination 40% (1 x 3 hour examination paper)

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#### **SOW 3822 Leadership and Ethics in Human Services**

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**Proposed NQF Level:** 8      **Credits:** 8      **Contact Hours:** 2 hours/week over 14 weeks = 28 contact hours

**Prerequisites:** None

**Content:** This course equips students with knowledge to begin to develop an effective style of leadership to impact greater social change. Students examine a set of distinct styles of leadership and distinguish between their attributes and application

in various settings. The course provides an opportunity for critical self-reflection of students' values, influences and behaviours pertaining to leadership.

**Assessment:** Continuous assessment 100%

### **SWA 3872 Professional Social Work/Internship**

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**Proposed NQF Level:** 8      **Credits:** 32      **Contact Hours:** 40 hours practice p/w over 18 weeks = 720 contact hours

**Prerequisite:** SOW 3811, SOW 3831, SOW 3851 &SOW3871

**Content:** For this course students are assigned to an accredited social welfare organisation for 720 hours of block practice. This practical course allows students to experience full-time work for 720 hours in an assigned social welfare organisation. Students work with their assigned placement supervisor to create a learning plan. This learning plan will include mentored opportunities to practice the knowledge, skills and values obtained over the four years of training. Students will have the opportunity to continue to develop essential skills required by professional social workers, including application of social work values and ethics; leadership skills; professional work habits and record-keeping skills.

**Assessment:** This is a 100% continuous assessment course. Assessment consists of professional written reports from social work intervention with individuals, families, groups and communities. In addition, there will be professional practice evaluations by field supervisor field visit assessments and oral presentations.

### **SOW 3810 Research Project in Social Work**

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**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 1 hour lecture & 1 hour research & writing p/w over 28 weeks = 56 contact hours

**Prerequisites:**

**Content:** The course requires the student to undertake an empirical research study in the field of social work by applying social science research design (qualitative/ quantitative) methods and processes.

**Assessment:** This is a 100% continuous assessment course. It is required that students submit three assignments which weighs 80% and participate in class activities related to development of a research proposal and data collection which weighs 20%. The assignments include a research proposal (20%), data collection and analysis chapter (30%) conclusion and recommendations chapter (20%) and a 10% for the final submission of the research report.

## E.12 BACHELOR OF PSYCHOLOGY (PROFESSIONAL DEGREE)

(13BPSY)

### BPSYCH

#### E.12.1 Introduction

The purpose of this programme is to:

1. deliver a comprehensive education in psychological knowledge;
2. give special emphasis to a general basic psychological foundation;
3. enable graduates to deal with the demands of the different fields in psychology, such as clinical and industrial psychology;
4. equip graduates with the knowledge to enable them to assess the psychological needs of individuals, groups, communities and organisations;
5. enable graduates to provide appropriate psychological interventions or to refer these client systems to other professionals;
6. equip students with the knowledge and skills required for an internship in either industrial psychology or clinical psychology;
7. equip students with the fundamental knowledge and skills required for the professional accreditation examination of the Council for Social Work and Psychology.

**Programme Convenor:** Dr S Gentz (tel: 206 4869 - Email: [sgentz@unam.na](mailto:sgentz@unam.na))/ Dr M Janik (tel. 206 3144 – Email: [mjanik@unam.na](mailto:mjanik@unam.na))

#### E.12.2 Admission

E.7.2.1

Refer to **C.1 Admission** under **C. Regulations Pertaining to Undergraduate Studies in the Faculty** in this yearbook.

E.7.2.2

Students who intend to graduate with a BPsych degree are required to register for a Bachelor's degree programme that allows them to study Psychology at the first and second year levels (e.g. the BA programme – cf. E.1). This entails that such students follow the normal programme for said Bachelor's degree up to the end of the second year level, by which time they should have passed all first and second year level Courses in Psychology (cf. E.1.31) plus the required Courses in the other subjects that make up said programme up to second year level.

E.7.2.3

Students who comply with the above requirements will undergo a selection process at the end of the second year of study.

#### Notes

1. A maximum of fourteen (14) candidates will be admitted to the BPsych programme per intake.
2. The BPsych programme will only be offered if a minimum of ten (10) admitted students have registered.

#### E.12.3 Curriculum Compilation

##### E.12.3.1 Overall Structure

E.7.3.1.1

The BPsych degree is a specialised professional qualification with a fixed prescribed curriculum from the third year level onwards, consisting of a total of 36 Courses (544 credits) at the various year levels, including the University Core Curriculum Courses at first year level and the first and second year level Courses of the Bachelor's degree programme taken prior to admission to the programme, all of which a student must pass in order to graduate (cf. C.4.2.1).

E.7.3.1.2

The overall structure of the BPsych degree programme can be schematically represented as follows:

Year Level	Number of Courses	Credit Equivalent
First year level	11 Courses*	144 credits
Second year level	9 Courses	144 credits
Third year level	8 Courses	128 credits
Fourth year level	8 Courses	128 credits
<b>Total:</b>	<b>36 Courses</b>	<b>544 credits</b>

\* including three (3) Courses in the University Core Curriculum, consisting of two (2) Courses and two (2) half-Courses (cf. C.4.3.1).

E.7.3.1.3

Courses/credits are not horizontally, vertically or laterally transferable.

##### E.12.3.2 First and Second Year Levels

Refer to F.28 Psychology (Clinical and Industrial).

**TO BE ADMITTED INTO THE BPSYCH PROGRAMME, THE STUDENT MUST HAVE PASSED ALL 1<sup>ST</sup> AND 2<sup>ND</sup> YEAR PSYCHOLOGY COURSES AS WELL AS ALL 1<sup>ST</sup> AND 2<sup>ND</sup> YEAR COURSES OF THE BA PROGRAMME**

### E.12.3.3 Third Year Level

#### Curriculum

Semester	Code	Course Title	(Co-requisite)/ Pre requisite
Students who want to major in <b>Clinical Psychology</b> MUST take the following courses during the 3 <sup>rd</sup> year (=128 credits)			
1	PSY 3731	Group Dynamics	
1	PSY 3771	Psychological Testing	
1 & 2	PSY 3710	Interviewing and Counselling Skills	
1	PSG 3711	Psychopathology	HPSG 3581 ( Co-requisite HPSG 3611)
2	PSY 3712	Health Psychology	
2	PSG 3752	Therapeutic Psychology	HPSG 3581 & HPSG 3582
2	PSG 3772	Personality Theories	HPSG 3581 & HPSG 3582
Students who want to major in <b>Industrial / Organizational Psychology</b> MUST take the following courses during the 3 <sup>rd</sup> year (=128 credits)			
1	PSY 3731	Group Dynamics	
1	PSI 3731	Psychology of Work and Labour Relations	HPSG 3581 & HPSG 3582
1	PSY 3771	Psychological Testing	
1 & 2	PSY 3710	Interviewing and Counselling Skills	
1	PSG 3711	Psychopathology	HPSG 3581 (Co-requisite HPSG 3611)
2	PSY 3732	Advanced Personnel Psychology	HPSI 3631
2	PSG 3772	Personality Theories	HPSG 3581 & HPSG 3582

### E.12.3.4 Fourth Year Level

#### Admission Requirements

Students are admitted to the fourth year level in the BPsych degree programme only after they have passed all twenty-eight (28) Courses (448 credits) at first, second and third year level (cf. C.4.3.3.1).

#### Curriculum Compilation

Semester	Code	Course Title	
Students who want major in <b>Clinical Psychology</b> MUST take the following courses during the 4 <sup>th</sup> year (=128 credits)			
1 & 2	PSY 3810	Community Psychology (double-course)	HPSY 3710
1 & 2	PSG 3850	Practicum	HPSY 3710
1	PSG 3851	Positive Psychology	HPSG 3581 & HPSG 3582
2	PSG 3852	Psychology, Ethics and the Law	HPSG 3581 & HPSG 3582
1	PSG 3871	Advanced Research Methods and Statistics	HPSG 3652
2	PSY 3872	Developmental Psychology of Adulthood and Old Age	HPSG 3611
Students who major in <b>Industrial Psychology</b> register for all the Courses below:			
1	PSI 3851	Advanced Organisational Psychology	HPSY 3710
1 & 2	PSG 3850	Practicum	HPSY 3710
1	PSG 3851	Positive Psychology	HPSY 3581 & HPSG 3582
2	PSG 3852	Psychology, Ethics and the Law	HPSG 3581 & HPSG 3582
2	PSI 3852	Strategic Human Resource Development	HPSY 3710
1	PSG 3871	Advanced Research Methods and Statistics	HPSG 3652
2	PSY 3872	Developmental Psychology of Adulthood and Old Age	HPSG 3611

Please note that there will be no intake for Industrial/Organizational (Industrial /Organization) Psychology stream of the BPsych, until Industrial /Organizational Psychology is registrable with the relevant professional council/body.

### E.12.3.5 Course Descriptors

#### Third Year Level

##### PSY 3731 Group Dynamics

**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

##### Prerequisite:

**Content:** Groups; group dynamics; processes of group formation; group leadership and facilitation skills; mediation and conflict resolution skills; in-group and inter-group behaviour.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

##### PSI 3731 Psychology of Work and Labour Relations

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**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours  
**Prerequisite:** HPSG 3581 Introduction to Psychology and HPSG 3582 Social Psychology  
**Content:** Fields of study and practice areas in industrial and organisational psychology; motivation and emotion; attitudes and values; pro-social behaviours, aggression and conflict; group behaviour and other social processes in organizations; psychological well-being; psychological disorders and work-adjustment problems; the labour relationship; collective bargaining; discipline, dismissal and residual unfair labour practices; employment equity; dispute settlement; and industrial action.  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### PSY 3771 Psychological Testing

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**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours  
**Prerequisite:**  
**Content:** Overview of assessment, historical perspective of psychological testing and assessment; measurement and scaling concepts; validity and reliability; development of psychological measures; cross-cultural adaptation of psychological tests; ethical practice standards and controlling the use of psychological tests; administering psychological tests; assessment and testing in various applied contexts; factors affecting assessment results; assessment of personality; assessment of cognitive abilities; assessment of affective behaviour, adjustment, well-being and quality of life; career counselling assessment; interpreting test results and report writing; future of psychological testing and assessment.  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### PSG 3711 Psychopathology

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**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours  
**Prerequisite:** HPSG 3581 Introduction to Psychology and HPSG 3611 Developmental Psychology of Childhood and Adolescence  
**Content:** Abnormal behaviour in historical context; an integrative approach to psychopathology; clinical assessment and diagnosis; culture and psychopathology; research methods; somatoform and dissociative disorders; mood disorders and suicide; eating and sleep disorders; physical disorders and health psychology; sexual and gender identity disorders; substance-related and impulse-control disorders; personality disorders; schizophrenia and other psychotic disorders; development disorders; cognitive disorders; mental health services; legal and ethical issues.  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### PSY 3712 Health Psychology

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**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours  
**Prerequisite:**  
**Content:** Health psychology; health and illness beliefs; behaviour and outcome factors; socioeconomic influences; biopsychosocial model of health and illness; individual and cultural differences in health behaviours; theories of pain; chronic and life-threatening illnesses; stress; biopsychosocial interventions; health-risk behaviours; impact of illness on quality of life.  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### PSG 3752 Therapeutic Psychology

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**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours  
**Prerequisite:** HPSG 3581 Introduction to Psychology and HPSG 3582 Social Psychology  
**Content:** Basic issues in counselling practice (the counsellor: person and professional); ethical issues; theories and techniques of counselling (i.e. psychoanalytic therapy, existential therapy, person-centred therapy, behaviour therapy, cognitive behaviour therapy, reality therapy, postmodern approaches (e.g. narrative therapy)).  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### PSG 3772 Personality Theories

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**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours  
**Prerequisite:** HPSG 3581 Introduction to Psychology and HPSG 3582 Social Psychology  
**Content:** Introduction to the study of personality; overview of assessment, theory and research in personality; standardization, reliability, validity and culture fairness in personality testing; psychoanalytic theory; other psychodynamic approaches, trait theories; life-span approaches; cognitive theories; behavioral theories; social learning theories; alternative approaches (e.g. African, Eastern perspectives).  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### PSY 3732 Advanced Personnel Psychology

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**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours  
**Prerequisite:** HPSI 3631 Organizational/Personnel Psychology  
**Content:** Introduction to personnel psychology; human resource planning; selection and placement; assessment; diversity management; induction; disengagement; training; sexual harassment; employee wellness; change management.  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### **PSY 3710 Interviewing and Counselling Skills** (double-course)

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**Proposed NQF Level:** 7      **Credits:** 32      **Contact Hours:** 4 hours/week over 28 weeks = 112 contact hours

**Prerequisite:**

**Content:** A variety of interviewing and counselling techniques; capacity for active listening; ability to build rapport; observation of interactional approaches; learning how to assess client systems; the development of interventions such as counselling and referral; challenges of cross-cultural interviewing and counselling; integrating background of clients into the counselling process; introduction to ethics in counselling and interviewing.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### **Fourth Year Level**

### **PSG 3851 Advanced Organizational Psychology**

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**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSY 3710 Interviewing and Counselling Skills

**Content:** Importance of organisational psychology; organisation in focus (organisational culture, organisational structures, organisational life cycles, organisational design, the types of structures, and the consequences of a poor structure; organisation development); change management; tasks, activities and competencies of the organisational psychologist; issues and challenges for industrial/organisational psychology in Namibia; individuals in organisations (personality, attitudes and behaviour, virtues in the Values in Action [VIA] classification of strengths, resilience, motivation theories, well-being, engagement); relationships in organizations (diversity, group and team behaviour, communication, power, conflict, leadership); role of ethics within a global work environments.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### **PSG 3871 Advanced Research Methods and Statistics**

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**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3652 Research Methodology and Statistics

**Content:** Importance of research methods and statistics; validity and reliability; hypotheses; fallacies in research; research ethics; literature review; sampling; instrument design and validation; qualitative measures; non-experimental designs, experimental and quasi-experimental designs; correlation and regression; t-tests, multivariate statistics (including canonical analysis, multiple regression analysis, exploratory factor analysis, one-way analysis of variance, and multivariate analysis of variance, discriminant analysis); practical significance of results; interpretation of research results.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### **PSY 3872 Developmental Psychology of Adulthood and Old Age**

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**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HPSG 3611 Development Psychology of Childhood and Adolescence

**Content:** **Theories of human development from early adulthood through late adulthood/old age; aspects of human development i.e., physical/cognitive and social/personality development; marriage, divorce, employment, unemployment, retirement and death; contemporary issues that are, or may be relevant to adult development in general and to Namibian society in particular.**

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### **PSY 3810 Community Psychology** (double-course)

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**Proposed NQF Level:** 8      **Credits:** 32      **Contact Hours:** 4 hours/week over 28 weeks = 112 contact hours

**Prerequisite:** HPSY 3710 Interviewing and Counselling Skills

**Content:** Introduction to community psychology; international emergence and development of community psychology; history of 'community' and community psychology in Southern Africa; assumptions and values of community psychology; the mental health model; the social ecological model; intergenerational rites of passage; contextual issues (i.e. poverty; race and childhood health in Southern Africa; enablers of HIV pandemic in Southern Africa; vulnerable communities); learning in community psychology; indigenous knowledge and learning development; healing practices in communities; understanding community learning; teaching community psychology in Southern Africa; training psychology students and interns in non-urban areas; community based coping; an HIV/AIDS case study; ethics in community psychology; community project identification, design, implementation and evaluation; approaches for supporting innovation and engaging communities; and activating action.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### **PSG 3851 Positive Psychology**

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**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 28 weeks = 112 contact hours

**Prerequisite:** PSG 3581 Introduction to Psychology and PSG 3582 Social Psychology

**Content:** Introduction to positive psychology and the historical development; definitions and measures of well-being; effects of positive emotions on physical and psychological health; resilience as a human strength in the face of adversity; a review of hedonic happiness; money, happiness and culture; personal goals and the impact of motivations on health and happiness; self-regulation and self-control as critical components to achieve personally significant goals; positive personal traits, personality traits and self-conceptions influencing well-being; virtues and strengths of character; positive psychology in organizations, positive psychology interventions.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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**PSG 3852 Psychology, Ethics and the Law**

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**Proposed NQF Level:** 8      **Credits:** 16      **Contact Hours:** 4 hours/week over 28 weeks = 112 contact hours

**Prerequisite:** PSG 3581 Introduction to Psychology and PSG 3582 Social Psychology

**Content:** Psychological theories on human personality; ethical guidelines and legal issues related to psychology; the importance of ethics and law to psychological practice and clinical services; ethics and law in industrial/organizational settings; controversial and ethical dilemma and the legal implications; abuse of psychology; malpractices; introduction to Forensic Psychology and Criminal Psychology; Namibian Laws and Legislation relating to psychology

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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**PSY 3870 Strategic Human Resource Development (double-course)**

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**Proposed NQF Level:** 8      **Credits:** 32      **Contact Hours:** 4 hours/week over 28 weeks = 112 contact hours

**Prerequisite:** HPSY 3710 Interviewing and Counselling Skills

**Content:** Strategic human resource development and management; human resources strategic models; resourcing; retention; performance management; remuneration; international and comparative human resources management; strategic evaluation and assessment of human resources management and models.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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**PSY 3850 Practicum**

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**Proposed NQF Level:** 8      **Credits:** 32      **Contact Hours:** 4 hours/week over 28 weeks = 112 contact hours

**Prerequisite:** HPSY 3710 Interviewing and Counselling Skills

**Content:** Orientation; student-supervisor relationship, roles and expectations; Ethical code for psychological counsellors; counselling; psychological assessment; intervention programmes; coaching; wellness; HIV/AIDS counselling.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

## • G. POSTGRADUATE PROGRAMMES

### G.1 Introduction

The Faculty may award the following postgraduate qualifications:

- Postgraduate Diploma in Heritage Conservation and Management
- Master of Arts (by thesis in Social Work)
- Master of Arts in Clinical Psychology
- Master of Arts in Industrial Psychology
- Master of Arts in Social Work
- Doctor of Philosophy

MASTER OF ARTS IN (BY THESIS)-

(13MARR)

#### **G.2.1 Aims and Objectives**

The aim of the programme is to empower students with the competencies to design and execute research projects, and produce postgraduate students equipped with the knowledge, skills and motivation to conduct research and publish their research findings.

The Faculty may award the degree Master of Arts (MA) in the following disciplines, subject to the general regulations for Master's degree studies (cf. **9. Regulations and Guidelines for Postgraduate Programmes** in the **General Information and Regulations Yearbook**):

- Social Work\*

\* See G.2.2.2.

**Programme Co-ordinator:** Cf. relevant head of department

#### **G.2.2 Admission**

G.2.2.1

Refer to **9. Regulations and Guidelines for Postgraduate Programmes in the General Information and Regulations Yearbook**.

G.2.2.2

Prospective candidates must be in possession of a relevant Bachelor's degree at NQF Level 8 with at least a C grade average (i.e. 60%), or a good postgraduate diploma from a recognised institution.

G.2.2.3

Subject to the relevant regulations for admission to postgraduate studies, a candidate should have completed at least two years of field experience in social work to qualify for admission to the MA programme in Social Work.

G.2.2.4

Candidates who intend to pursue MA degree studies should approach the head of the department in which they intend to undertake their studies before 31 October of the year preceding intended registration.

G.2.2.5

Prospective candidates will be required to write a one page submission to articulate the goals of their undertaking MA studies, and the Faculty reserves the right to interview applicants.

G.2.2.6

Submission of an application for admission to the MA programme does not ensure admission to the programme.

### G.5 MASTER OF ARTS IN CLINICAL PSYCHOLOGY

(13MPSY)

MA (Clinical Psychology)

#### **G.5.1 Aims and Objectives**

The purpose of the MA (Clinical Psychology) programme can be articulated both in academic and professional terms.

Academic:

The academic purposes of the programme are to:

- Introduce the student to study in the area of applied psychology, to consolidate and deepen what has been learned previously;
- Equip qualifying students with the necessary professional skills and attitudes based on scientific knowledge to function efficiently, effectively and independently within the field of applied psychology;
- Establish a base for participating in research through the acquisition of the necessary elementary research skills and tools and to provide a foundation for further learning; and to
- Stimulate an interest in academic study in the field of Applied Psychology and to ensure a constant supply of well-equipped professionals for both the private and public sectors, who are both critical thinkers and socially aware.

Professional:

- The programme prepares selected students for possible statutory registration as clinical psychologist with the Social Work and Psychology Council of Namibia, of the Health Professions Councils of Namibia (HPCNA), provided the students meet the registration requirements of the HPCNA.
- **Programme Convenor/Contacts:**

Contact	Title	Tel	Email
Dr. P. Dhaka	Senior Lecturer in Psychology	061- 206-3800	<a href="mailto:pdhaka@unam.na">pdhaka@unam.na</a>
Dr. E. N. Shino	Senior Lecturer in Psychology	061-206-3807	<a href="mailto:eshino@unam.na">eshino@unam.na</a>

## G.5.2 Admission

### G.5.2.1

Admission into to the programme takes place every alternate year.

To be admitted to the programme, a candidate shall be required to have:

- At least a C-grade average (i.e., 60% and above) in one of the following qualifications:
  - a) a 4-year Bachelors' degree with a single major in Clinical Psychology,
  - b) a 4-year BPsych degree,
  - c) a 4-year Honours degree in Clinical Psychology,
  - d) an equivalence of a 4-year BA Degree Honours in Clinical Psychology, or
  - e) an equivalence of a level 8 qualification (in Clinical Psychology) on the Namibian Qualifications Authority.
- Undergo a selection process, which might include psychometric assessment, assessment centre activities, individual interviews, and two reference reports.
- In addition, other University of Namibia admission requirements for Master's degree programmes will apply.

### G.5.2.2

Refer to 9. Regulations and Guidelines for Postgraduate Programmes in the General Information and Regulations Yearbook.

## G.5.3 Duration of Study

The minimum duration of the program is two (2) years and the maximum duration is three (3) years. The MA program will be offered only on a **full-time** basis, during the day.

## G.5.4 Curriculum

The MA (Clinical Psychology) programme consists of two parts. In the first year, students will complete their academic coursework studies and examinations. In the second year, students write a research mini-thesis and complete a Clinical Psychology practicum.

### G.5.4.1 PART 1: Coursework (Year I) (and overall-structure for program)

Course Code	Course Name	NQF LEVEL	Credits	COMPULSORY (C)
<b>Year 1 Semester 1</b>				
AUE 5819	Academic Writing for Postgraduate Students	8	-	C
PSY 5921	Psychopharmacology	9	12	C
PSG 5921	Research Methodology & Statistics	9	12	C
PSY 5941	Psychopathology	9	12	C
PSC 5961	Therapeutic Techniques and Intervention	9	12	C
PSC 5941	Child & Adolescent Therapy	9	12	C
Total credits Semester 1				60
<b>Year 1 Semester 2</b>				
PSG 5922	Professional Ethics	9	12	C
PSG 5942	Psychological Assessment	9	12	C
PSY 5922	Forensic Psychology	9	12	C
PSY 5942	Neuropsychology	9	12	C
PSC 5922	Group Processes and Dynamics	9	12	C
PSC 5962	Community Psychology	9	12	C
Total credits Semester 2				72
Total credits Year 1				132
<b>Year 2</b>				
PSG 5900	Mini-Thesis	9	60	C
PSY 5909	Clinical Psychology Practicum	9	60	C
Total credits Year 2				120
Total credits for the programme				<b>252</b>

### G.5.4.2 PART 2: Research Mini-theses Thesis and Clinical Psychology Practicum (Year II)

Candidates must submit a mini-thesis (of approximately 20 000 – 40 000 words) on a topic selected in consultation with the Department, subject to the general regulations for Master's degree studies (cf. **9. Regulations and Guidelines for Postgraduate Programmes** in the **General Information and Regulations Yearbook**). Students are expected to complete a 6-month full-time practicum of not less than 954 hours.

## G.5.5 Syllabi

### PSY 5921 Psychopharmacology

Assessment: Continuous assessment 60%, examination 40% (1 x 3 hour examination)

This course aims to equip students with the knowledge and understanding of basic psychopharmacology, chemistry and biochemistry. Students will also be introduced to principles of psychopharmacology, a systemic view of drug groups for treating psychological disorders and psychopharmacological treatment for special populations.

#### **PSG 5921 Research Methodology and Statistics**

Assessment: Continuous assessment 60%, examination 40% (1 x 3 hour examination)

The aim of this course is to familiarise students with the dimensions and methods of psychological research and to orient them to make an informed choice from the large number of research methods, designs and analyses. This course will enable students to undertake research projects and/or to write scientific articles.

#### **PSY 5941 Psychopathology**

Assessment: Continuous assessment 60%, examination 40% (1 x 3 hour examination)

The aim of this course is to enable students to make both primary and differential diagnoses in terms of the various forms of psychopathology, according to the DSM-IV-TR and ICD-10 classification systems. Students are expected to be able to apply the knowledge psychopathological evaluations and assessment, make diagnoses and provide interventions.

#### **PSC 5961 Therapeutic Techniques and Interventions**

Assessment: Continuous assessment 60%, examination 40% (1 x 3 hour examination)

This course aims at equipping students with advanced and practice oriented knowledge of Therapeutic Psychology. The main focus will be on exposing students to the various therapeutic techniques as put forward by the various psychological theories such as psychoanalysis, person-centred therapy, rational-emotive therapy, cognitive-behavioural therapy, family therapy, couple therapy and child therapy amongst others. The course will further expose the students to practical situation through role-plays, clinical case formulation and presentations as practice oriented modes of learning. Traditional approaches to therapy and latest approaches will be integrated into the course to make sure students have thorough knowledge and awareness of the classical and latest techniques employed to deliver the most effective and beneficial psychological services to a wide variety of clients.

#### **PSC 5941 Child & Adolescent Therapy**

Assessment: Continuous assessment 60%, examination 40% (1 x 3 hour examination)

This course aims to introduce the student to advanced information regarding child and adolescent development and the effective therapeutic handling of children and adolescents in different age groups. It will also cover counselling skills for disorders of childhood and adolescence. Counselling techniques, skills for treating, screening and referral and impact of culture and diversity on child and adolescent treatment will be covered.

#### **PSG 5922 Professional Ethics**

Assessment: Continuous assessment 60%, examination 40% (1 x 3 hour examination)

This course aims to expose the students to the professional ethics in Psychology. This course will further help instil an interest in students to study Forensic and Criminal Psychology as it applies to workplace.

#### **PSG 5942 Psychological Assessment**

Assessment: Continuous assessment 60%, examination 40% (1 x 3 hour examination)

This course aims to develop competence in the assessment of human behaviour in a multicultural context.

#### **PSY 5922 Forensic Psychology**

Assessment: Continuous assessment 60%, examination 40% (1 x 3 hour examination)

This course aims to appeal to individuals studying psychology on the postgraduate level and who have an active and passionate interest in the psychology of crime, criminals and investigation.

#### **PSY 5942 Neuropsychology**

Assessment: Continuous assessment 60%, examination 40% (1 x 3 hour examination)

This course aims to introduce students to major neuropsychological syndromes following brain damage and a variety of different tests and assessment procedures applied in clinical neuropsychology.

#### **PSC 5922 Group Processes & Dynamics**

Assessment: Continuous assessment 60%, examination 40% (1 x 3 hour examination)

This course aims to familiarize students with knowledge of group processes and interactive behaviours, for utilization in training and counselling purposes in clinical and industrial/organizational psychology fields.

#### **PSC 5962 Community Psychology**

Assessment: Continuous assessment 60%, examination 40% (1 x 3 hour examination)

This course aims to expose the students to the key principles, values and issues in Community Psychology with the view to integrate them into clinical psychology practice in African context. The issue of mental community project will be emphasized as it related to creating critical awareness towards making psychological services beyond an individual client. The course will specifically focus on the development of community psychology as an alternative theoretical paradigm to mainstream individual psychology.

#### **PSG 5900 Mini-Thesis**

Assessment: Continuous assessment 100%. The mini-thesis will be examined by one at least one internal and one external examiner. The qualification will be awarded following examiners reports as per UNAM guidelines.

This course aims to give the student opportunity to undertake research in an approved topic within the student's area of specialization. After the approval of the proposal by the university's Postgraduate Studies Committee, the student will conduct

research and write a mini-thesis according to the UNAM Post-Graduate Studies requirements. An approved supervisor(s) will guide the research process.

### PSY 5909 Clinical Psychology Practicum

Assessment: Continuous assessment 50% (minimum 3 case presentations through-out the practicum period; submission of a comprehensive practicum report). Oral Examination 50% (1 x 3 hours Case Presentation at UNAM with external examiners).

The aim of the practicum is to provide students with an opportunity to consolidate what they learned during the first year of the MA program. More specifically, students will gain extensive practical hands-on experience in dealing with a diversity of clients, with different types of problems and/or diagnoses. Specifically, students are expected to apply the diagnostic, assessment and intervention skills that were gained during the previous year of training. Sites of practicum will be varied and include rotation at places such as the Mental Health Unit as well as community clinics. During this course, the students must be registered as psychology students with the HPCNA. Student will attend individual supervision as well as group supervision on a weekly basis.

Students are expected to complete a 6-month full-time practicum of not less than 954 hours.

## G.9 MASTER OF ARTS IN INDUSTRIAL PSYCHOLOGY

(13MIPS)

### MA (INDUSTRIAL PSYCHOLOGY)

#### G.9.1 Aims and Objectives

The purpose of this qualification is to provide students with the competencies (knowledge, skills, abilities and ethical conduct) necessary in the fields of industrial and organisational (I/O) psychology. I/O psychology programme prepares graduates for four tasks, namely explaining individual, group and organisational behaviour, measuring behaviour and predicting potentiality, contributing to organisation development, and translating research findings and empowering potential users thereof.

#### Programme Convenor:

Contact	Title	Tel	Email
Dr. W. Pieters	HOD: Dept. of Psychology and Social Work	061-206-3056	<a href="mailto:wpieters@unam.na">wpieters@unam.na</a>
Dr. C. Hlatywayo	Industrial Psychology Lecturer	061-206-3111	<a href="mailto:chlatywayo@unam.na">chlatywayo@unam.na</a>

#### G.9.2 Admission

##### G.9.2.1

Admission into to the programme takes place every alternate year.

To be admitted to the programme, a candidate shall be required to have:

- At least a C-grade average (i.e., 60% and above) in one of the following qualifications:
  - f) a 4-year Bachelors' degree with a single major in Industrial/Organizational Psychology,
  - g) a 4-year BPsych degree,
  - h) a 4-year Honours degree in Industrial/Organizational Psychology,
  - i) an equivalence of a 4-year BA Degree Honours in Industrial/Organizational or
  - j) an equivalence of a level 8 qualification (in Industrial/Organizational Psychology) on the Namibian Qualifications Authority.
- Undergo a selection process, which might include psychometric assessment, assessment centre activities, individual interviews, and two reference reports.

In addition, other University of Namibia admission requirements for Master's degree programmes will apply

##### G.9.2.2

Refer to **9. Regulations and Guidelines for Postgraduate Programmes** in the **General Information and Regulations Yearbook**.

#### G.9.3 Duration of Study

The minimum duration of the program is two (2) years and the maximum duration is three (3) years. The MA program will be offered only on a **full-time** basis, during the day

#### G.9.4 Curriculum

The MA (Industrial/Organizational Psychology) programme consists of two parts. In the first year, students will complete their academic coursework studies and examinations. In the second year, students write a research mini-thesis and complete an Industrial/Organizational Psychology practicum.

#### G.9.4.1 PART 1: Coursework (Year I)

Course Code	Course Name	NOQ LEVEL	Credits	COMPULSORY (C)
<b>Year 1 Semester 1</b>				
AUE 5819	Academic Writing for Postgraduate Students	8	-	C
PSI 5921	Change & Diversity Management	9	12	C
PSG 5921	Research Methodology & Statistics	9	12	C
PIO 5921	Talent Management	9	12	C
PIO 5941	Mentoring & Coaching	9	12	C
PIO 5961	Organizational Development	9	12	C
Total Credits Semester 1				60

Year 1 Semester 2				
PSG 5922	Professional Ethics	9	12	C
PSG 5942	Psychological Assessment	9	12	C
PSI 5922	Psychology of Work and Labour Relations	9	12	C
PIO 5962	Personnel Psychology & Human Resources Development	9	12	C
PIO 5922	Health & Wellness	9	12	C
PIO 5942	Positive Organizational Behaviour	9	12	C
Total credits Semester 2				72
TOTAL CREDITS YEAR 1				132
Year 2				
PSG 5900	Mini-Thesis	9	60	C
PSI 5909	Industrial Psychology Practicum	9	60	C
Total Credits Year 2				120
TOTAL CREDITS FOR THE PROGRAMME				<b>252</b>

#### G.9.4.2 PART 2: Research Thesis (Year II)

Candidates must submit a mini-thesis (of approximately 20 000 – 40 000 words) on a topic selected in consultation with the Department, subject to the general regulations for Master's degree studies (cf. **9. Regulations and Guidelines for Postgraduate Programmes** in the **General Information and Regulations Yearbook**). Students are expected to complete a 6-month full-time practicum of not less than 954 hours.

#### G.9.5 Syllabi

##### PSI 5921 Change and Diversity Management

**Assessment:** Continuous assessment 60%, examination 40% (1 x 3 hour examination)

This course aims to examine relevant theories and at different levels by looking at individual, intragroup, and intergroup processes in work groups. This course provides students with knowledge and insight into understanding organizational structures, and ways that influence change in the context of work diversity.

##### PSG 5921 Research Methodology and Statistics

**Assessment:** Continuous assessment 60%, examination 40% (1 x 3 hour examination)

The aim of this course is to familiarise students with the dimensions and methods of psychological research and to orient them to make an informed choice from the large number of research methods, designs and analyses. This course will enable students to undertake research projects and/or to write scientific articles.

##### PIO 5921 Talent Management

**Assessment:** Continuous assessment 60%, examination 40% (1 x 3 hour examination)

This course is about talent management of individuals in organisations based on the principles of career psychology.

##### PIO 5941 Mentoring and Coaching

**Assessment:** Continuous assessment 60%, examination 40% (1 x 3 hour examination)

This course aims to teach students how to promote a willingness on the part of the employee (i.e. person receiving mentorship/coaching) to work through challenging issues towards empowerment, self-confidence and a happier, more productive life.

##### PIO 5961 Organisational Development

**Assessment:** Continuous assessment 60%, examination 40% (1 x 3 hour examination)

This course aims to provide students with both theory and practice of change, transformation and development in organization to stimulate critical analysis of scientific literature and discuss its practical relevance. It will also examine organizational culture and different diagnostic approaches.

##### PSG 5922 Professional Ethics

**Assessment:** Continuous assessment 60%, examination 40% (1 x 3 hour examination)

This course aims to expose the students to the professional ethics in Psychology. This course will further help instil an interest in students to study Forensic and Criminal Psychology as it applies to workplace.

##### PSG 5942 Psychological Assessment

**Assessment:** Continuous assessment 60%, examination 40% (1 x 3 hour examination)

This course aims to develop competence in the assessment of human behaviour in a multicultural context.

##### PSI 5922 Psychology of Work and Labour Relations

**Assessment:** Continuous assessment 60%, examination 40% (1 x 3 hour examination)

This course aims to advance student's knowledge of work- employment/unemployment, work stress and burnout, work motivation, job attitudes and the psychological impact of globalization and technologies. The course further aims to expose knowledge and skills on the labour relations and laws in the context of Namibian and global work environment (e.g. cooperation and conflict between work parties, collective bargaining, negotiation and dispute resolution).

### **PSO 5962 Personnel Psychology and Human Resources Development**

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**Assessment:** Continuous assessment 60%, examination 40% (1 x 3 hour examination)

This course aims to make students aware of important forces that will impact the human resources functions such as leadership development, the democratization of the workplace, globalization, employment equity, community involvement, organisational transformation and technological changes and performance management. It will also critically discuss the role of the Industrial Psychologist in managing performance, wellness and development of employees in order to reach business goals of an organisation.

### **PIO 5922 Health and Wellness**

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**Assessment:** Continuous assessment 60%, examination 40% (1 x 3 hour examination)

This course aims to equip students to develop competence in health and wellness in an African context. Students will be empowered to develop a strategic plan and to develop and execute interventions needed to ensure health and well-being of people in organisations and communities. Industrial/Organizational psychology students will also get a brief introduction to psychopathology and psychological disorders that may affect employees.

### **PIO 5942 Positive Organizational Behaviour**

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**Assessment:** Continuous assessment 60%, examination 40% (1 x 3 hour examination)

This course aims to introduce students to the theory of positive psychology within the organization. The module recognizes that positive organizations today have to embrace technology, globalisation, accelerated change, distributed organizing, and social entrepreneurship in a positive way. Growing research from the domains of positive psychology and positive organizational scholarship and the theory and practice of appreciative inquiry will be explored to show how we can create new and more positive, strength-based ways of designing and developing organizational systems.

### **PSG 5900 Mini-Thesis**

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**Assessment:** Continuous assessment 100%. The mini-thesis will be examined by one at least one internal and one external examiner. The qualification will be awarded following examiners reports as per UNAM guidelines.

This course aims to give the student opportunity to undertake research in an approved topic within the student's area of specialization. After the approval of the proposal by the university's Postgraduate Studies Committee, the student will conduct research and write a mini-thesis according to the UNAM Post-Graduate Studies requirements. An approved supervisor(s) will guide the research process.

### **PSI 5909 Industrial Psychology Practicum**

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**Assessment:** Continuous assessment 100%. Assessment will be done by the university supervisor and, if applicable, informed by the daily supervisor in the institute where the practicum has taken place. The examination occurs via a practicum report prepared by the student.

This course aims to provide students the opportunity to apply the acquired knowledge in Industrial/Organizational Psychology in a practical setting. Students learn to apply their knowledge, understanding and problem solving abilities in a new and unfamiliar task environment within a broader (or multi-disciplinary) context related to their field of specialization. It will also provide an opportunity to learn how to communicate judgments (and the knowledge and rationale underpinning these judgments) clearly and unambiguously to specialist and non-specialist audiences.

Students are expected to complete a 6-month full-time practicum of not less than 954 hours.

**G.5.1 Aims and Objectives**

The purpose of the MA (Social Work) programme can be articulated both in academic and professional terms.

Academic:

The academic purposes of the programme are to:

- Equip postgraduate students with knowledge, skills and competencies essential for advanced Social Work practice in a multicultural society, in order to meet the high level manpower requirements in local, regional and international practice settings
- Critically appraise social welfare and social work from a global, regional and national perspective.
- Utilize evidence-based research and critical thinking skills to inform practice in meeting the needs of diverse clientele.
- Utilize evidence-based research and critical thinking skills to inform practice in meeting the needs of diverse clientele.
- Engage in practice informed research and research informed practice.
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- Engage in policy practice to enhance wellbeing and deliver services

- **Programme Convenor/Contacts:**

Contact	Title	Tel	Email
Dr. J. Ananias	Senior Lecturer in Social Work	061- 206-3800	<a href="mailto:jananias@unam.na">jananias@unam.na</a>
Prof V. Chikadzi	Associate Professor in Social Work		<a href="mailto:vchikadzi@unam.na">vchikadzi@unam.na</a>

**G.5.2 Admission**

G.5.2.1

Admission into to the programme takes place every alternate year.

To be admitted to the programme, a candidate shall be required to have:

- BA degree in Social Work (Honours) or equivalent relevant qualification at NQF level 8.
- Minimum average of 60% (and above) in the previous relevant degree.
- Proof of registration with the Social Work and Psychology Council of Namibia or related Council.
- The students applying for admission will be interviewed and assessed by the Departmental committee.
- In addition, other University of Namibia admission requirements for Master's degree programmes will apply.

G.5.2.2

Refer to 9. Regulations and Guidelines for Postgraduate Programmes in the General Information and Regulations Yearbook.

**G.5.3 Duration of Study**

The minimum duration of the program is two (2) years and the maximum duration is three (3) years. The MA program will be offered only on a **full-time** basis, during the day.

The Master of Arts in Social Work by coursework will be hybrid programme, consisting of a one week mandatory face-to-face lectures for each course, as well as an online mode of delivery. The online teaching and learning activities will include synchronous and asynchronous interactions, and the online mode of delivery will be supported by the Moodle learning Management system

**G.5.4 Curriculum**

The MA (Social Work) programme consists of two parts. In the first year, students will complete their academic coursework studies and examinations. In the second year, students write a research mini-thesis.

**G.5.4.1 PART 1: Coursework (Year I) (and overall-structure for program)**

Course Code	Course Name	NOF LEVEL	Credits	COMPULSORY (C)/ ELECTIVE (E)
<b>Year 1 Semester 1</b>				
<b>AUE 5819</b>	Academic Writing for Postgraduate Students	9	24	C
<b>SOW 5900</b>	Research Design & Presentation	9	18	C
<b>SOW 5911</b>	Social Work Theoretical Perspectives	9	24	C
<b>SOW 5971</b>	Social Welfare Policy Analysis	9	18	C
<b>SOW 5921</b>	Micro Social Work Practice	9	24	E
<b>SOW 5931</b>	Macro Social Work Practice	9	24	E
Total credits Semester 1				84
<b>Year 1 Semester 2</b>				
<b>SOW 5900</b>	Research Design & Presentation	9	18	C
<b>SOW 5942</b>	Supervision & Administration	9	24	C
<b>SOW 5902</b>	Social Work & Health Care	9	18	E
<b>SOW 5972</b>	International Social Work	9	18	E
Total credits Semester 2				60
Total credits Year 1				144
<b>Year 2</b>				
<b>SOW 5910</b>	Thesis	9	120	C
Total credits Year 2				120
Total credits for the programme				<b>264</b>

**G.5.4.2 PART 2: Research Thesis (Year II)**

Candidates must submit a Thesis on a topic selected in consultation with the Department, subject to the general regulations for Master's degree studies (cf. **9. Regulations and Guidelines for Postgraduate Programmes** in the **General Information and Regulations Yearbook**).

**G.5.5 Syllabi****SOW 5900 Research Design and Presentation**

Assessment: 100 % (Test 30%; Assignment 20%; Proposal presentation 10%; written research paper 40%)

This course aims to assist the student to conceptualise, plan and conduct a research project. The contents are geared to the research interests of students with a view of producing a formal research proposal for the thesis in the second component of the programme: research methods in social work studies; research design; research questions/objectives/hypotheses, variables, research design, describing data, statistical analysis, reliability and validity; data analysis; the research proposal and report. Students will present their research proposals to their peers and a panel of lecturers.

**SOW 5911 Social Work Theoretical Perspectives**

Assessment: Continuous assessment 50%, examination 50% (1 x 3 hour examination)

In this course selected contemporary social work theories as well as postmodern conceptual frameworks that influence social work practice will be examined. The purpose of the course is to analyze and assess the suitability for knowledge development and scholarly research, and to apply them to selected problems and populations of interests to professional social work practice. This course will challenge students to examine each theory or conceptual framework in terms of historical background, philosophical paradigm, for knowledge development, assertions about human nature and the nature of social order and congruence with professional social work.

**SOW 5971 Social Welfare Policy Analysis**

Assessment: Continuous assessment 50%, examination 50% (1 x 3 hour examination)

The course equips students to apply critical thinking skills to the substantive area of social welfare policy analysis. The course focuses on historical, economic, political and other social conditions that influenced the social welfare policy developed over time locally, regionally and globally. Several social welfare policy areas, including social inequality, poverty, health care, and housing are examined. Each topic area is also used to illustrate a component of the policy analysis process, including the analysis of ideologies and values as they shape policy formulation, the process by which legislation is proposed and enacted, the roles of advocacy and lobbying organizations, and the challenges of policy implementation and evaluation.

**SOW 5921 Micro Social Work Practice**

Assessment: Continuous assessment 100%,

The course is designed to develop students' conceptual understanding, knowledge and skill in advance micro practice with individuals' families and groups. Topical focus will be on ethics, assessment, interviewing skills, contracting and goal setting at advance micro practice level. Practice occurs within a context of diversity requiring sensitivity to ethnic, racial, cultural, physical and psychological conditions, religion, class, sexual orientation, socio-economic class, and gender and age differences. Social worker practice with individuals, families and groups the private, public and community settings within a variety of work related settings such as health care, child welfare, mental health, gerontology, schools, and rehabilitation and criminal justice agencies. The principles, values, and knowledge and skills are applicable to practice in a variety of public and

private agency settings. With an emphasis on assessment and short-term evidence-based intervention models, students gain knowledge and skills in problem identification, assessment, use of clinical diagnoses, treatment planning, linkage and referrals. Micro level practice evaluation design, methods, and reporting on both case level (single system) and program level evaluations are also core components of the course.

#### **SOW 5931 Macro Social Work Practice**

Assessment: Continuous assessment 100%,

The course aim to explore multiple approaches social workers uses to influence groups, organizations, communities and systems. The course examines the organizational context within which social services are delivered: how funding mandate and organizational arrangements influence service delivery. Concepts, theories and models of macro level practice and advanced practice skills for addressing complex practice and organizational situations is emphasized.

#### **SOW 5942 Supervision and Administration**

Assessment: Continuous assessment 100%,

Social work practitioners become administrators at some point in their career, while others are already working in that capacity. Social welfare agencies often look for people who can fulfill multiple functions, including the ability to provide leadership. One of the job requirements in such agencies may involve supervising line level employees or serving as an administrator in a small, non-profit organization, while at the same time providing direct services to clients. This practice course provides students with theories and skills needed for direct supervision of line workers, and middle and upper management skills in human service organizations. The course addresses relevant theories and models of supervision and administration as well as key skills needed to perform the functions of supervision and administration in complex organizations. Special attention is given to empowerment theories and the importance of resource development in underserved communities.

#### **SOW 5902 Social Work and Health Care**

Assessment: Continuous assessment 50%, examination 50% (1 x 3 hour examination)

This course focuses on health care practice with people with life-limiting illnesses and older populations. It prepares students for advanced social work practice in healthcare. Students gain advanced social work practice knowledge, skills and core competencies in applying theoretical models, and evidence-based interventions. The course focus on five critical health practice competency areas: psychosocial assessment, case management, treatment interventions skills building, multi-disciplinary teamwork and ethics. The emphasis is upon critical thinking, group discussion, demonstration and integrative practice learning to increase the student's conceptual and practice skill to be an effective practitioner in the provision of medical social work in healthcare settings. Students will learn new knowledge, skills and increase their practice proficiency and integration of core competencies needed to work effectively with people with life-limiting illnesses and older populations including family caregivers in a variety of community-based and institutional settings. The course emphasizes evidence-based practices that enhance quality of life, dignity, respect for differences, and maximum independent functioning.

#### **SOW 5972 International Social Work**

Assessment: Continuous assessment 50%, examination 50% (1 x 3 hour examination)

This course explores global social work, past and present, and the application of social work to vulnerable groups around the world. Students will learn about different applications of social work and social services delivery systems around the globe. Students will apply social work values, knowledge and skills to address global problems. Student will explore the professional literature and internet resources and databases on international development applied to a selected country and field of practice. Students will explore their international career goals through the focused exploration of a specific development issue within a country or region of the globe.

#### **SOW 5910 Thesis**

Assessment: Continuous assessment 100%.

The Thesis will be examined by one at least one internal and one external examiner. The qualification will be awarded following examiners reports as per UNAM guidelines. The aim of the course is to enable the student to proceed with the research process. After proposal was approved students conduct the literature review, empirical work, data analysis and the ultimate writing up of the research project.

## **G. 13 DOCTOR OF PHILOSOPHY**

### **PHD**

**The degree of Doctor of Philosophy (PhD) in approved disciplines will be offered in compliance with the general regulations and guidelines for postgraduate studies at the University. Refer to** (cf9. Regulations and Guidelines for Postgraduate Programmes in the General Information and Regulations Yearbook).

**DIPLOMA IN HIV/AIDS MANAGEMENT AND COUNSELLING (NQA LEVEL 5)  
(13DHIV)- NO NEW INTAKE FOR 2022**

**Introduction**

The second year of the new amended curriculum for the Diploma in HIV/AIDS Management and Counselling will be offered in 2015 for the first time to students. Students who failed module in the old curriculum should register for the equivalent module in the new curriculum.

**Aim**

The aim of the Diploma in HIV/AIDS Management and Counselling is to develop students as leaders in the field of HIV/AIDS by providing a systematic introduction to the knowledge, principles, concepts and problem-solving techniques of HIV/AIDS.

**Programme overview**

The diploma is a two-year diploma programme, normally offered over three years on distance. The focus of this Diploma is HIV/AIDS counselling, treatment and management thereof.

**Admission requirements**

To qualify for admission to the Diploma in HIV/AIDS Management and Counselling, an applicant shall satisfy any one of the following minimum requirements:

- A Namibian Senior Secondary Certificate (NSSC) or equivalent, obtained in not more than three examination sittings with a minimum of 22 points in five subjects on the UNAM Evaluation Scale. English is a compulsory subject and should have been obtained on a First or Second Language ordinary Level, symbol D or higher.
- At least a lower second pass (60%) in the University of Namibia Certificate in HIV/AIDS Counselling.
- At least a 50% pass in the University of Namibia Certificate in HIV/AIDS Counselling with at least 2 years working experience in the field of HIV/AIDS.
- Admission could also be considered for persons who qualify through the Mature Age Entry Scheme. See page 16 of this prospectus for more information on the Mature Age Entry Scheme

**Assessment and promotion requirements**

Course assessment is based on continuous assessment by means of tutor-marked assignments, and a written examination at the end of the course. You will be admitted to the examination if you have gained an average mark of at least 40% for your continuous assessment mark. To complete the course successfully you should obtain a minimum mark of at least 40% in the examination and a final mark of at least 50%.

You may sit for the first opportunity examinations when you obtained a continuous assessment mark of at least 40%. If you qualify for the examination, but could not sit for the first opportunity examination, you will be allowed to sit for the second opportunity examination. If you failed the first opportunity examination, but obtained a final mark between 45 and 49% you will be allowed to write the second opportunity examination.

**Exemptions**

Students, who have passed the University of Namibia Certificate in HIV/AIDS Counselling, will be exempted from the Course: Introduction to HIV/AIDS Counselling.

## Curriculum

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
<b>Year 1</b>	<b>Semester One and Two (Double course)</b>				
LEG2410	English for General Communication	4	32		
CSI3580	Contemporary Social Issues	5	8		
	<b>Semester One</b>				
CLC3409	Computer literacy	5	8		
CEH2411	HIV/AIDS in the Namibian Context	4	16		
CEH2431	HIV/AIDS Counselling	4	16		
	<b>Semester Two</b>				
CEH2512	Family support and treatment of AIDS	5	16		
CEH2532	Strategic Health Communication in HIV/AIDS	5	16		
CEH2552	Community Mobilisation, Networking and Referral	5	16		
<b>TOTAL CREDITS YEAR 1</b>			<b>128</b>		
<b>Year 2</b>	<b>Semester One and Two (Double course)</b>				
CEH2500	Research, monitoring and evaluation of Health Programmes	5	16		
	<b>Semester One</b>				
CEH2511	HIV/AIDS stigma and discrimination	5	16		
MHE2531	Resource management	5	16		
CEH2531	Project management	5	16		
CEH2551	Management and Leadership Issues	5	16		
	<b>Semester Two</b>				
MHE2512	Nutritional Management	5	16		
CEH2522	The Practice of Counselling	5	8		
	<b>Elective: Select one course</b>				
CEH2632	HIV/AIDS in Public Health Management	6	16		
CEH2652	Counselling and wellness in the workplace	6	16	CEH2431	HIV / AIDS Counselling
<b>TOTAL CREDITS YEAR 2</b>			<b>128</b>		
<b>COURSE TOTAL CREDITS</b>			<b>256</b>		

## Syllabi

### UNAM Core Courses:

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#### Computer Literacy

CLC3509

**Note:** This module is only offered online

**NQF level:** 5      **Credits:** 8

**Course assessment:** Continuous

Assessment 100%

**Prerequisites:** None

**Course Content:**

The course covers the following topics. Introduction to Computers: hardware and software, types and categories of computers, usage of Computer devices and peripherals. Working with the windows operating system: file Management, working with multiple programs, using the recycle bin. Using a word processor: formatting a text and documents, spelling check, grammar and thesaurus tools, inserting tables, auto-shapes, clip arts, charts, and mail merge. Spread sheet: worksheets and workbooks, ranges, formulas and functions, creating graphs, charts, and printing the workbook. Databases: creating tables, relationships, queries, forms and reports. Presentation software: slide layout and master, animations, auto-content wizard and templates. Communication tools: introduction to the Internet, web browsers, search engines, downloading and uploading files, creating and sending messages, email etiquette, internet security, and digital signatures.

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#### Contemporary Social Issues

CSI3580

**Note:** This module is only be offered online

**NQF:** 5      **Credits:** 8

**Course Assessment:** Continuous assessment –

100%

**Prerequisite:** None

**Course Content:**

The module is designed to encourage behavioural change among UNAM students and inculcate the primacy of moral reasoning in their social relations and their academic lives. In providing students with critical and analytical thinking the module enables students to grow and develop into well rounded citizens, capable of solving contemporary social challenges experienced in their communities and societies. The teaching of the module takes three dimensions: the intellectual, the professional and the personal dimensions. The intellectual dimension is fostered through engaging students with subject knowledge, independent learning and module assessment. The professional dimension, on the other hand, is fostered through exposing students to real life situations of case studies and practical exercises that draws attention to social issues that attract on-going political, public and media attention and/or debate.

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#### English for General Communication

LEG2410

**NQA level:** 4      **Credits:** 32

**Course assessment:** CA (60%) Examination (40%) - 1x3 hours

paper

**Prerequisites:** None

**Course Content:**

This course attempts to assist students to improve their general English proficiency. It is intended for students registered for diploma courses. The main goal of this course is, therefore, to develop the reading, writing, listening and speaking skills of students in order for them to perform tasks in an academic meaning system.

The general Course Content and expected outcomes of the English for General Communication (ULEG 2410) course focuses on the skills needed by students to perform cognitive academic tasks in an academic environment.

**All other Courses:**

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#### Community Mobilisation and Networks

CEH2552

**NQA level:** 4      **Credits:** 16

**Course assessment:** CA 50% Examination 50% - 1x3 hours paper **Pre-requisite:** None

**Course Content:**

This course aims to demonstrate that communities are not only concerned about the impacts of HIV and AIDS but also prepared to take leadership, demonstrate ownership and devise ways of sustaining the activities they initiate. This course will address the critical steps in community mobilisation and that sustainability, linking care, prevention and inter-sectoral partnering are important issues in mitigating and meeting the challenges around HIV and AIDS. Guidance for creating and improving referral network of HIV and AIDS related services is covered. The content includes community mobilising and HIV and AIDS; HIV and AIDS networking; networking: what makes it work; network structures and related activities of networking and referral.

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#### Counseling and wellness in the workplace

CEH2652

**NQA level:** 4      **Credits:** 16      **Course assessment:** CA 50% Examination 50% - 1x3 hours paper  
**Prerequisite:** CEH2491 - Introduction to HIV/AIDS Counselling

**Course Content:**

The objective of this course is to develop students' understanding, skills and knowledge regarding counselling and wellness of staff and family living with HIV/AIDS in the workplace. Topics such as the basic and advanced counselling roles and activities, the psychodynamic, cognitive-behavioural approaches will be dealt with. Aspects of the counsellor-client relationship within different cultural settings while the professional codes and ethics will be adhered to. The underlying focus of this course will be on improving the spiritual, emotional and social wellbeing of staff members infected and affected by HIV/AIDS. The content includes the work environment; dimensions of wellness; HIV and AIDS in the workplace; managing HIV and AIDS in the workplace; HIV and AIDS and Employment: Code of Good Practice; wellness counselling; communication and counselling; counselling of caregivers; partnerships that work.

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**Family Support and Treatment of AIDS**

**CEH2412**

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**NQA level:** 4      **Credits:** 16      **Course assessment:** CA 50% Examination 50% - 1x3 hours paper  
**Pre-requisite:** None

**Course Content:**

The aim of this course is to equip students with comprehensive information regarding care and treatment of people infected and affected by HIV/AIDS. This course focus on components of care, treatment and support for HIV and AIDS, management of HIV and AIDS as chronic diseases and community home based care as the essential support mechanism in caring for PLWHA in the community. Different prevention strategies will be discussed emphasizing the importance of a multidisciplinary and multi-sectoral approach. Lastly different therapies and the factors that affect adherence to treatment will be explained. The content includes the components of care, treatment and support for HIV/AIDS; the management of HIV and AIDS as chronic diseases; Community home-based care and palliative care concepts; the HIV and AIDS prevention opportunities within care and treatment program; Antiretroviral therapy (ART) and Antiretroviral Drugs (ARV).

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**HIV/AIDS Counselling**

**CEH2431**

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**NQA level:** 4      **Credits:** 16      **Course assessment:** CA 50% Examination 50% - 1x3 hours paper  
**Pre-requisite:** None

**Course Content:**

This course aims to equip the student with knowledge, skills and the appropriate attitude to counsel HIV/AIDS infected and affected people. The course provides information about behaviour change, and enlightens the similarities and differences between African and Westerns counselling. Practical exercises are included in the study guide.

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**HIV/AIDS in Public Health Management**

**CEH2632**

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**NQA level:** 6      **Credits:** 16      **Course assessment:** CA 50% Examination 50% - 1x3 hours paper  
**Pre-requisite:** None

**Course Content:**

This course aims to present the essentials of public health keeping in mind the significance of HIV/AIDS in public health. It is important to expose the student to the concepts related to public health, the dimensions of the public health system, the understanding and measuring of health, the relationship between public health and other health-related activities. A brief emphasis will be given to the core functions and the infrastructure of public health henceforth public health interventions will be addressed. HIV/AIDS will feature in all aspects addressed in this course emphasizing its importance in policy interventions, knowledge development, communication and social marketing as well as the meaningful implementation and distribution of resources. The content includes concepts related to public health; the factors that cause or influence particular health outcomes; the relationship between public health and other health-related activities; the basic ingredients of public health infrastructure; public health interventions.

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**HIV/AIDS in the Namibian Context**

**CEH2411**

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**NQA level:** 4      **Credits:** 16      **Course assessment:** CA 50% Examination 50% - 1 x 3 hour paper  
**Pre-requisite:** None

**Course Content:**

The aim of this course is to focus the student on the situation of HIV and AIDS in Namibia. This course will start off by giving students an overview on distance education and how to achieve success. General information on the country's demography, ethnical groups and HIV and AIDS statistics will enable the student to understand the extent of HIV and AIDS in Namibia. The characteristics of the Namibian communities and the existence of HIV/AIDS including family, gender, child-headed households and sexual relationships will be discussed. Lastly, an overview of world views in Namibia will enable the student to understand special considerations for counselling of HIV and AIDS. The contents includes an overview of the HIV epidemic in Namibia; HIV and AIDS in the Namibian context; attitudes, myths and cultural influences on the spread of HIV and AIDS; World Views about HIV and AIDS in Namibia; the management and diversity in an organisation and the social responsibility of an organisation.

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**HIV/AIDS Stigma and Discrimination**

**CEH2511**

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**NQA level:** 5      **Credits:** 16      **Course assessment:** CA 50% Examination 50% - 1x3 hours paper  
**Pre-requisite:** None

**Course Content:**

The aim of this course is to bring awareness of stigma and discrimination associated with HIV and AIDS. The course presents a holistic view of stigma and discrimination associated with those infected and affected with HIV and AIDS and how this impacts negatively of various prevention and treatment programmes. The content includes HIV and AIDS related stigma and its manifestations; the root causes of stigma; the impact and effect of stigma and discrimination at the individual, family and national levels; an overview of strategic health communication; behaviour change theories to address stigma; programme interventions to address stigma; the legal issues surrounding HIV and AIDS stigma and discrimination; the HIV stigma: Toolkit for Action.

**Management and leadership issues****CEH2551**

**NQA level:** 5    **Credits:** 16    **Course assessment:** CA 50% Examination 50% - 1x3 hours paper

**Pre-requisite:** None

**Course Content:**

This course provides guidance on the role of a governing body and its trustees in the effective administration and management of an organisation. Leadership, accountability and transparency are essential ingredients. The links between publicity and fundraising are explained. This course will also provide guidance on how to identify potential funding sources and test the interest of potential funders. How to develop and write a fundraising plan will also be addressed. The content includes leadership theories, functions and styles; theories and application of motivation within a business; communication models, styles and formats in an organisation; problem solving, critical thinking and other thinking skills; managing change in the organisation; the marketing of the business and the role of publicity in managing the organisations' image.

**Nutritional Management of HIV/AIDS****MHE2512**

**NQA level:** 5    **Credits:** 16    **Course assessment:** CA 50% Examination 50% - 1x3 hours paper

**Pre-requisite:** None

**Course Content:**

This course will introduce students to basic human nutrition, the relationship between HIV/AIDS and nutrition, nutrition and care practices necessary to protect the nutritional status of people living with HIV/AIDS (PLWHA) with specific emphasis on infant and young child feeding, introduce life style changes necessary to protect the nutritional status of people living with HIV/AIDS (PLWHA), provide practical advice on the nutritional management of the symptoms and feeding problems of (PLWHA) and explain the interrelationship between food security, nutrition and medication. All these above will be discussed within a Namibian and SADC context. The content includes the basic aspects of nutrition; foods, dietary guidelines, meal planning, food security and food safety; nutritional needs of individuals during the life cycle; nutritional deficiencies; nutritional management of HIV/AIDS.

**Project Management****CEH2531**

**NQA level:** 5    **Credits:** 16    **Course assessment:** CA 50% Examination 50% - 1x3 hours paper

**Pre-requisite:** None

**Course Content:**

The course weaves theory and practice together, presenting a comprehensive, integrated view of the many concepts, skills, tools, and techniques involved in project management. It introduces students to the organisational context of project management. The topics that will be covered are people management, project initiation, project scope planning, project cost planning, project monitoring and control, the termination of a project and communication in projects. The content includes An overview of project management; people management; project initiation; project scope planning; project cost planning; project monitoring and control; the termination of a project; project communication.

**Research, monitoring and evaluation of health programmes****CEH2572**

**NQA level:** 5    **Credits:** 16    **Course assessment:** CA 50% Examination 50% - 1x3 hours paper **Pre-requisite:** None

**Course Content:**

The course introduces students to an overview of the research, monitoring and evaluation processes of health communication interventions and programmes. It includes steps involved in participatory monitoring and evaluation of communication interventions and programmes. It explains basic terms and concepts in research; writing a research designs; explain the ethics and principles governing research; designing data collection tools; data collection and work plan; writing the research report and dissemination of the research report. The content includes an overview of Monitoring and Evaluation; participatory Monitoring and Evaluation; an overview of the research process; writing an evaluation/research proposal; different research designs; the context of literature in research; the ethical context of Research, monitoring and evaluation in health communication, interventions and programmes; sampling designs; data collection tools; fieldwork in research and evaluation; tabulation of research or evaluation data; write and disseminate a research project; use research and evaluation findings.

**Resource Management****MHE2531**

**NQA level:** 5    **Credits:** 16    **Course assessment:** CA 50% Examination 50% - 1x3 hours paper **Pre-requisite:** None

**Course Content:**

This course will introduce students to modern resource management theories, decision-making and problem solving skills within the family and household unit with an ecosystem approach. It will apply principles of planning, implementing and evaluating needs in household settings with specific reference to the impact of gender. It will also address basic issues related to consumer and family economics as related to sustainable development. The content includes the family as a unit; the interaction of the family with its environment; family needs and wants; decision making; management process; managing your money; the family as the consumer; various financial aspects; communication: an overview; living and resource management.

**Strategic Health Communication in HIV/AIDS****CEH2532****NQA level:** 5    **Credits:** 16    **Course assessment:** CA 50% Examination 50% - 1x3 hours paper**Pre-requisite:** None**Course Content:**

The course provides the foundation for designing strategic health communication for HIV/ AIDS. Topics include: basics of HIV/AIDS; components of primary prevention; health service and product support; analysis for strategic communication; overview of strategic health communication, developing and pre-testing communication materials. The content includes the basics facts about HIV and AIDS; Components of Primary Prevention; Home- and community based support mechanisms; the designing strategic communication for HIV and AIDS; Strategic Communication Planning and Evaluation (SCOPE); The analysis for strategic communication; Communication strategy and the various communication approaches for HIV and AIDS prevention; programme and audience analysis; pre-test communication materials and messages and media campaign planning.

**The Practice of Counseling****CEH2522****NQA level:** 5    **Credits:** 8    **Course assessment:** Continuous

Assessment: 100%

**Pre-requisite:** None**Course Content:**

This course aims to evaluate the student's knowledge with regard to emotional, psychological and social issues that confront infected and affected people living with HIV/AIDS (PLWHA). It helps the student to participate in establishing an enabling environment by identifying and managing resources to the advantage of the PLWHA. The content includes basic counselling skills required for an HIV and AIDS counsellor; communication techniques and skills relevant to counselling; interviews with HIV and AIDS patients or family members for counselling purposes.

### **Introduction**

The new amended curriculum for the Diploma in Labour and Employment Studies will be offered in 2016 to students. Old curriculum students who failed modules should register for equivalent modules in the new curriculum in order to complete their diploma.

### **Aim**

The aim of the diploma is to provide labour union leaders and members with a proper understanding of social, economic and political factors in order to promote development and to assist trade unions to influence labour policies and develop a society based on justice and equality. The proposed diploma will thus link social goals such as equity, decent work, good labour relations and employment creation with a critical analysis of economic policies and structures.

### **Programme Overview**

The Diploma in Labour and Employment Studies is a two-year diploma level 5 diploma offered via distance education with a combination of video conferencing, telephone tutoring and vacation school sessions. Distance students would normally take three years to complete the diploma, with a maximum period of four year allowed for completion. Since many students enrolling for this diploma would be working adults across Namibia, the mode of delivery best suited would be distance education with some practical block sessions.

### **Admission requirements**

To qualify for admission to the Diploma in Labour and Employment Studies, an applicant shall satisfy any one of the following minimum requirements:

- a) A holder of a Namibian Senior Secondary Certificate (NSSC) or equivalent obtained in not more than three examination sittings with a minimum of 22 points in five subjects on the UNAM Evaluation Scale. English as a compulsory subject should have been obtained on a First or Second Language ordinary Level, with a symbol D or higher, **or**
- b) Be a holder of the LaRRI Certificate in Labour and Employment Studies or another relevant and recognised level 4 certificate, **or**
- c) Pass the UNAM mature age entry tests as per UNAM requirement.

### **Exemptions:**

Students who have completed a relevant level-4 certificate, with 1 year relevant experience might receive credit for the following courses if passed with 50%, and students who passed with 60% or more in the Certificate of Labour Studies, completed through the University of Kwazulu Natal will receive credits from the following courses:

- Contemporary Social Issues
- History and the Role of Trade Unions
- Collective Bargaining and Dispute Settlement
- Globalisation

### **Assessment policy**

Course assessment is based on continuous assessment by means of written tests, tutor-marked assignments, and practical work, and a written examination at the end of a course. For courses worth 8 credits, students must submit one assignment of 100 marks, while for courses of 16 credits they must submit two assignments of 100 marks.

You will be admitted to the examination on a continuous assessment mark of 40%. To complete the course successfully you should obtained a minimum mark of at least 40% in the examination and a final mark of at least 50%. The ratio of the continuous assessment mark to the examination mark is 50:50. If you failed the first opportunity examination, but obtained at least 45%, you will be admitted to the second opportunity examination that will take place in January the following year.

### **Re-admission Rules**

A student will not be re-admitted into the Faculty if she/he has not passed at least:

- 24 credits at the end of the First year
- 80 credits at the end of the Second year
- 160 credits by the end of the Third year

### **Advancement and Progression Rules**

A student must have passed the minimum of 5 courses (80 credits), of which at least three courses (48 credits) must be faculty (non-core) courses to be admitted into the second year of study.

### **Implementation strategy**

The first year of the revised curriculum will be implemented in 2015 and should be noted that no major changes have been made on first year courses of the programme. The revised curriculum will phase in gradually so that current students can graduate on the old curriculum with the second year of the new curriculum to be implemented in 2016. Students who failed modules that are phasing out should register for the equivalent module on the revised curriculum.

### **Curriculum**

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
<b>Year 1</b>	<b>Semester One and Two</b>				
CSI3580	Contemporary Social Issues	5	8		
LEG2410	English for General Communication	4	32		
	<b>Semester One</b>				
CLC3509	Computer literacy	5	8		
SHT2411	The History & Role of Trade Unions	4	16		
MBB2531	Basic Business Management	5	16		
	<b>Semester Two</b>				
CNL2512	Namibian Labour Laws and Policies	5	16		
CBD2412	Collective Bargaining and Dispute Settlement	4	16		
CIL2412	International Labour Standards in the Namibian Legal System	4	16		
<b>TOTAL CREDITS YEAR 1</b>			<b>128</b>		
<b>Year 2</b>	<b>Semester One</b>				
CLM2511	Labour Market Theories and Policies	5	16		
PAR2511	Arbitration	5	16		
MHC2511	Human Capital Development	5	16		
	<b>Semester Two</b>				
CCL2512	Comparative International Labour Relation Systems	5	16		
SGL2512	Globalisation and Its Impact on Labour	5	16		
MLD2512	Leadership Development	5	16		
EED2572	Introduction to Development Economics	5	16		
	<b>Semester One and Two</b>				
SRE2520	Basic Research Methods	5	16		
<b>TOTAL CREDITS YEAR 2</b>			<b>128</b>		
<b>COURSE TOTAL CREDITS YEAR</b>			<b>256</b>		

Syllabi  
UNAM Core:

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Computer Literacy

CLC3509

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**Note:** This module is only offered online

**NQF level:** 5      **Credits:** 8  
100%

**Course assessment:**

**Prerequisites:** None

**Course Content:**

The course covers the following topics. Introduction to Computers: hardware and software, types and categories of computers, usage of Computer devices and peripherals. Working with the windows operating system: file Management, working with multiple programs, using the recycle bin. Using a word processor: formatting a text and documents, spelling check, grammar and thesaurus tools, inserting tables, auto-shapes, clip arts, charts, and mail merge. Spread sheet: worksheets and workbooks, ranges, formulas and functions, creating graphs, charts, and printing the workbook. Databases: creating tables, relationships, queries, forms and reports. Presentation software: slide layout and master, animations, auto-content wizard and templates. Communication tools: introduction to the Internet, web browsers, search engines, downloading and uploading files, creating and sending messages, email etiquette, internet security, and digital signatures.

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**Contemporary Social Issues**

**CSI3580**

**Note:** This module is only offered online

**NQF:** 5      **Credits:** 8

Continuous assessment – 100%

**Prerequisite:** None

**Course Content:**

The module is designed to encourage behavioural change among UNAM students and inculcate the primacy of moral reasoning in their social relations and their academic lives.

In providing students with critical and analytical thinking the module enables students to grow and develop into well rounded citizens, capable of solving contemporary social challenges experienced in their communities and societies. The teaching of the module takes three dimensions: the intellectual, the professional and the personal dimensions. The intellectual dimension is fostered through engaging students with subject knowledge, independent learning and module assessment. The professional dimension, on the other hand, is fostered through exposing students to real life situations of case studies and practical exercises that draws attention to social issues that attract on-going political, public and media attention and/or debate.

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**English for General Communication**

**LEG2410**

**NQA level:** 4      **Credits:** 32

**Course assessment:** CA (60%) Examination (40%) - 1x3 hours

paper

**Prerequisites:** None

**Course Content:**

This course attempts to assist students to improve their general English proficiency. It is intended for students registered for diploma courses. The main goal of this course is, therefore, to develop the reading, writing, listening and speaking skills of students in order for them to perform tasks in an academic meaning system.

The general Course Content and expected outcomes of the English for General Communication (ULEG 2410) course focuses on the skills needed by students to perform cognitive academic tasks in an academic environment.

Syllabi

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**Arbitration**

**PAR2511**

**NQA level:** 5      **Credits:** 16

**Course assessment:** CA (50%) Examination (50%) - 1x3 hours

paper

**Prerequisites:** None

**Course Content:**

The course will cover inter alia the following areas: The nature, scope and purpose of arbitration; introduction and revision of arbitration; the arbitrator's role during the hearing; the powers of the arbitrator; convening the hearing; representation of the parties; witness and presentation of evidence; conduct of a formal hearing; the confidentiality of arbitration proceedings; applicability of the ordinary rules of evidence of arbitration; the arbitrator's role in the gathering of evidence; the standard and burden of proof; the arbitrator's duty to apply the rules of substantive law; period for making and delivering the award; requirements for a valid award; preparing and drafting of the award publication of the award; the reasoned award, legal consequences of an award; the enforcement of the award; setting aside the award ; and arbitration in labour dispute.

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**Basic Business Management**

**MBB2531**

**NQA level:** 5      **Credits:** 16

**Course assessment:** CA (50%) Examination (50%) - 1x3 hours paper

**Prerequisites:** None

**Course Content:**

The aim of this module is to develop student's understanding, skills and dispositions regarding management issues such as: components of a business management; elements of a business plan; functions and levels of management, the influence of culture on management; skills required by managers, development management theories as well as managing of diversity, professionalism and ethics. Dealing with HIV/AIDS in the workplace will also be discussed. The course content includes basic concepts of management and business organisations, general management styles, gender management styles, the elements of entrepreneurship, the development of a business plan, the cultural, political, social and environmental influence on management, type of skills required by managers, historical and modern management theories, the management of diversity, ethics and the public image of an organisation.

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**Basic Research Methods**  
**SRE2520****NQA level:** 5    **Credits:** 16**Course assessment:** CA (50%) Examination (50%) - 1x3 hours paper**Prerequisites:** None**Course Content:**

The aim of this module is to introduce students to basic research methods with a specific focus on their use in the field of labour and employment studies. The purpose of the module is to facilitate the development of knowledge and skills related to the review, assessment and conduct of data-based research. It includes steps involved in research and explains basic terms and concepts in research; writing a research proposal as well as carrying out and managing a research project. Students will learn about choosing a researchable issue/topic, choosing sample size, designing data collection tools; data collection and work plan and using research results to write simple reports. The course content includes the steps in conducting research, the different research designs and methodologies, ethics and principles governing research, the development of a data collection tool and plan, developing the ability to synthesize research literature and writing a literature review, research data analysis and report writing, design and management of research projects.

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**Collective Bargaining and Dispute Settlement****CBD2412****NQA level:** 4    **Credits:** 1    **Course assessment:** CA (50%) Examination (50%) - 1x3 hours paper**Prerequisites:** None**Course Content:**

The aim of this module is to enable students to examine the legal and policy framework in Namibia for collective bargaining and the settlement of disputes. The module will review past dispute settlement mechanisms as well as the new approach since 2008 through conciliation and arbitration. The concept of collective bargaining will be examined in a historical perspective, drawing on the factors leading to disputes in Namibia before and after independence. Strategies used during negotiations will be explored from a labour perspective. The course content includes the concept of collective bargaining, approaches and strategies used during collective bargaining, the concept of alternative dispute resolution, and the procedures to be followed in conciliation and arbitration and the concept of essential services.

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**Comparative International Labour Relations****CCL2512****NQA level:** 5    **Credits:** 16    **Course assessment:** CA (50%) Examination (50%) - 1x3 hours paper**Prerequisites:** None**Course Content:**

The aim of this module is to enable students examine labour relations globally with a brief explanation of different theoretical frameworks and with particular emphasis on labour regimes in developing countries, ranging from repressive regimes to tripartite relations to worker-run enterprises. The module will cover a wide range of international examples and investigate their relevance for Southern Africa and Namibia today. The development of labour relations in Namibia will be analysed from a historical perspective, placing the process in a broader socio-economic and political context. Content will include various economic models (state owned models, Tanzanian model and others and state which model fits Namibia. Various labour relations theoretical frameworks, types of labour relations in various countries, the comparison of various approaches towards labour relations, achievements and shortcomings of the current labour relations system in Namibia.

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**International Labour Standards in the Namibian Legal System****CIL2412****NQA level:** 4    **Credits:** 16    **Course assessment:** CA (50%) Examination (50%) - 1x3 hours paper**Prerequisites:** None**Course Content:**

The aim of this module is to assist students in examining the history and operations of the International Labour Organisation (ILO), including the SADC protocols on labour and with particular emphasis on the formulation and implementation of ILO conventions (especially Conventions 95 on protection of wages, 145 on continuity of employment and 189 on domestic workers). The module will critically assess the impact of the ILO regarding the achievement of fair labour conditions world-wide. Special emphasis will be placed on the ILO core conventions and the decent work agenda. Different labour laws within the SADC region will also be discussed. The course content includes the legal status of international labour related agreements in the Namibian legal system, the role of the ILO, the achievements and shortcomings regarding the implementation of ILO conventions, comparison of the Namibian labour law with some countries in the SADC region and how the notion of "social partnership" and "tripartism" is conceived and implemented.

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**Globalisation and its impact on Labour****SGL2512****NQA level:** 5    **Credits:** 16**Course assessment:** CA (50%) Examination (50%) - 1x3 hours paper

paper

**Prerequisites:** None**Course Content:**

The aim of this module is to enable students examine the process of globalization as a neo-liberal response to the economic crisis of over-production in the 1970s. It analyses the driving force behind globalization and its impact on workers and developing countries during the last 30 years. Particular emphasis will be placed on Structural Adjustment Programmes and their socio-economic impact in Africa. Another central area will be the impact on labour and responses by trade unions and community organizations. The module will also outline possible alternatives to neo-liberal globalization, drawing on international experiences. The module content includes the process of globalisation, the impact of globalisation in Africa,

alternative approaches towards socio-economic development, the regional initiatives known as “alternatives to neo-liberalism in Southern Africa” (ANSA) and possible alternative options for Namibia.

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**Human Capital Development**  
**MHC2511**

**NQA level:** 5    **Credits:** 16  
paper

**Course assessment:** CA (50%) Examination (50%) - 1x3 hours

**Prerequisites:** None

**Course Content:**

The aim of this course is to impart skills on how to lead people and deal with change through the transformation of inherent power of human capital. The module will introduce students to different ways of shaping institutional cultures, to ensure that the organisations they work for understand the unique individual and collective qualities and expectations of its employees. Students will be enabled to help organisations understand why it is important to invest resources in recruiting and keeping the right people in the right jobs, and to develop them through appropriate education, career and succession planning and recognition. The module will also offer students an opportunity to learn different theoretical and practical techniques used by various organisations in Namibia and elsewhere to successfully develop their staff and how they managed to develop an organisational culture of loyalty and commitment. The course content includes Human capital approaches view people as valuable assets that bring long-term value rather than merely as a cost to the organisation. In this module, the intangible assets in an organisation such as skills, competencies and overall morale and motivation of employees will be highlighted as key to growth and sustainability of any organisation. Specific content topics will include: value and importance of human resources to organisations, human capital development approaches, human resources management approaches, the intangible assets that are key to the growth and sustainability, the importance and reasons for investing resources in recruiting and keeping the right people in the right jobs, the dynamics and constraints to developing and influencing the organisational culture, theoretical and practical approaches used by Namibian organisations to develop staff, the development of organisational culture of loyalty and commitment, the emotional, social and professional factors to help organisations fulfil their mandates.

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**Introduction to Development Economics**  
**EED2572**

**NQA level:** 5    **Credits:** 16  
paper

**Course assessment:** CA (50%) Examination (50%) - 1x3 hours

**Prerequisites:** None

**Course Content:**

The aim of this course is to help students understand a country’s economic choices that often involve trade-offs between efficiency and equity. The module will outline basic economic concepts and approaches to economic development from the market-driven neo liberal development paradigm to developmental state approaches and state-driven redistributive economic policies. The module will draw on relevant international experiences in developing countries such as Tanzania, Eritrea, Chile, Cuba, South-East Asia “Tigers” and others with a view to draw relevant lessons for Namibia and Southern African today. The module will also examine Namibia’s national development plans in terms of the development model that underpins them, enabling the students to critically appraise them. The course content includes Namibia’s economic choices, the equity-efficiency trade-offs concept, basic economic concepts, approaches to Namibia’s economic development, comparisons between market driven neoliberal development paradigms and state-driven redistributive economic policies, economic structures and experiences of other developing countries as well as national development plans and models that underpin them.

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**Labour Market Theories and Policies**

**CLM2511**

**NQA level:** 5    **Credits:** 16    **Course assessment:** CA (50%) Examination (50%) - 1x3 hours paper

**Prerequisites:** None

**Course Content:**

The aim of this course is to enable students examine labour markets in general with particular emphasis on those in Southern Africa, especially Namibia. The module examines labour market structures, skills profiles, unemployment and under-employment, particularly amongst women, youth and low-skilled workers. The labour market will be examined against the background of economic structures with a view of identifying possible areas of intervention. The content of the course includes the labour markets in Southern Africa and Namibia, approaches towards labour market regulation, the achievements and shortcomings of the current employment creation initiatives in Namibia and SADC, challenges facing employment creation efforts and “decent work”, alternative approaches towards the labour market and employment creation in the SADC region and labour theories regarding labour demand and supply, skills shortages, wage levels and productivity.

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**Leadership Development**  
**MLD2512**

**NQA level:** 5    **Credits:** 16  
paper

**Course assessment:** CA (50%) Examination (50%) - 1x3 hours

**Prerequisites:** None

**Course Content:**

This course aims to develop students’ understanding about the importance of leadership in any organisation, leadership concepts and theories, leadership models and features, styles and functions such as visionary leadership, leadership and human behaviour, how to motivate staff to higher levels of performance, communication styles, problem solving and critical thinking, emotional intelligence development, managing change, handling conflict and negotiations, leading meetings as well as understanding the impact of one’s personality type on leadership. The content of the course includes leadership

theories and styles; the theory and application of motivation within an organisation; communication models, styles and formats in an organisation; critical and logical thinking skills to leadership and decision making functions and the concept of transformational leadership.

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**Namibian Labour Laws and Policies****CNL2512****NQA level:** 5      **Credits:** 16**Course assessment:** CA (50%) Examination (50%) - 1x3 hours

paper

**Prerequisites:** None**Course Content:**

The aim of this module is to enable students examine the Namibian labour laws and policies, especially those deal with affirmative action, employment equity and Namibian labour law on domestic workers. It will also focus on the 2007 Namibian Labour Act and its amendments, in particular and drawing comparisons with selected countries in the SADC region. The module will further examine how the notion of "social partnership" and "tripartism" is conceived and implemented in Namibia and elsewhere in the Africa. The course content includes concepts of basic conditions of employment, Namibia's labour laws and policies, the termination of contract of employment, various types of dismissals, the concept of unfair labour practices, and the concepts of a protected and unprotected strikes as well as lockouts.

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**The History and Role of Trade Unions****SHT2411****NQA level:** 4      **Credits:** 16**Course assessment:** CA (50%) Examination (50%) - 1x3 hours

paper

**Prerequisites:** None**Course Content:**

The aim of this module is to assist students to gain a better understanding about the role and purpose of trade unions in general and in Namibia in particular, through discussing the principles and history of trade unions in the world and Namibia. As representatives of a specific social class, trade unions play an important role in shaping economic and social developments. The module explores the challenges of unions not only in articulating the interests of formal sector workers but also for other groups of workers such as the unemployed, casual workers, and workers in the small business sector. Attention will also be drawn to constraints experienced by trade unions. Basic concepts of trade unions; the history of the trade union movement in Namibia and South Africa; the role of trade unions in an independent Namibia; skills and strategies required by trade unions and the dynamics of trade unions in an independent Namibia.

## H. CERTIFICATE PROGRAMMES

<b>CERTIFICATE OF HIV AND AIDS EDUCATION AND COUNSELLING (NQA LEVEL 4) (13CHIV)- NO NEW INTAKE 2022</b>
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**Note:** This new curriculum will run in 2016 for the first time. Students who have not completed all modules in the old curriculum should enrol for the equivalent module in the new curriculum.

**Aim**

The aim of this programme is to enhance the basic understanding of concepts and issues in HIV and AIDS counselling and to develop an ability to understand and implement policies and guidelines on HIV and AIDS related issues. Students who complete this programme should be able to provide support to HIV infected and affected people so that they can regain confidence and control of their lives, to practice as a team member in community organisations by providing social care to HIV and AIDS infected and affected people, and to develop effective reading, writing, speaking and listening skills.

#### Programme overview

This certificate is a one year programme that will be offered for a minimum period of one year and a maximum period of three years. The certificate consists of 7-courses that will be offered on distance with a vacation school during each semester.

#### Entry requirements

To qualify for the Certificate in HIV/AIDS Counselling, a candidate must have a Grade 12 with at least 17 points on the UNAM Evaluation Scale with at least E in English on NSSC level, or first successfully completed the English Access course offered by the Language Centre. Admission could also be considered for persons who qualify through the Mature Age Entry Scheme. See page 16 of this prospectus for more information on the Mature Age Entry Scheme.

#### Assessment and promotion requirements

Course assessment is based on continuous assessment by means of written tests, tutor-marked assignments, and practical work, and a written examination at the end of a course. You will be admitted to the examination on a continuous assessment mark of 40%. To complete the course successfully you should obtained a minimum mark of at least 40% in the examination and a final mark of at least 50%. The ratio of the continuous assessment mark to the examination mark is 50:50.

#### The Curriculum

Code	Course	NQF level	Credits	Pre- and Co-requisite Course
	<b>Semester One</b>			
CEH1411	The Significance of HIV and AIDS	4	16	
CEH1431	The Continuum of Care	4	16	
	<b>Semester Two</b>			
CEH1412	HIV and AIDS Counselling	4	16	
CEH1432	Death and Bereavement	4	16	
CEH1452	Legal and Ethical issues in HIV and AIDS Counselling	4	16	
	<b>Semester One and Two</b>			
CEH1480	Introduction to the Practice of Counselling	4	24	
CEC1310	English Communication for Certificates	3	32	
<b>COURSE TOTAL CREDITS</b>			<b>136</b>	

#### Syllabi

UNAM Core Course:

#### English Communication for Certificate Purposes CEC1310

**NQF Level:** 3

**Credits:** 32

**Course assessment:** CA 60% Examination 40% - 1 x 3 hour

paper

**Prerequisites:** None

#### Course Content:

This module attempts to assist students to improve language proficiency regarding: reading comprehension, writing, speaking, listening and referencing skills in order for them to utilise English language at work or in study. Students are required to complete assignments and tests designed for the module. The main aim of the module is to communicate in English language. The course content included the following: Referencing skills: Dictionary work; Speaking; Writing: Sentences, Paragraphs; Vocabulary; Summarizing; The essay; Referencing, i.e. plagiarism and In-text citations; Letter writing; Curriculum Vitae / resume; Reading; Listening; and Grammar.

#### All other Courses:

#### Death and Bereavement

**CEH1432**

**NQF Level:** 4      **Credits:** 16

**Course assessment:** CA 60% Examination 40% - 1 x 2 hour

paper

**Prerequisites:** None

**Course Content:**

This course aims to help students understand the need of people living with HIV and AIDS to accept the reality of death, how to deal with death and dying, issues for closure, and to assist family members and friends with the bereavement process after the death of a loved one. It will also describe how to provide care for the caregiver.

The course content includes the following: Issues of life, death and dying in the context of HIV and AIDS; the different phases people are going through when experiencing a crisis; the assistance given by the counsellor with people going through a crisis; social care as an important component of bereavement counselling; the meaning of grief and bereavement; the caring of the bereavement counsellor.

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### HIV and AIDS Counselling

**CEH1412**

**NQF Level:** 4      **Credits:** 16

**Course assessment:** CA 60% Examination 40% - 1 x 2 hour

paper

**Prerequisites:** None

**Course Content:**

This course aims to equip students with knowledge, skills and the appropriate attitude, to counsel HIV and AIDS infected and affected people. The course provides information about behaviour change, skills and attitudes needed by the counsellor as well as the development of counselling as a science. Furthermore, this course includes practical sessions to simulate pre- and post-counselling.

The course content include counselling in comparison to friendly and caring conversation; the prerequisites, stages and phases of behaviour change; specific issues accompanied by HIV and AIDS and the counselling of affected and infected people; the development of counselling; pre- and post-test counselling; types of Counselling.

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### Introduction to the Practice of Counselling

**CEH1480**

**NQF Level:** 4      **Credits:** 24

**Course assessment:** Continuous Assessment 100%

**Prerequisites:** None

**Course Content**

This course serves to develop students understanding on emotional, psychological and social issues that confront infected and affected people living with HIV and AIDS (PLWHA). It helps the student to participate in establishing an enabling environment by identifying and managing resources to the advantage of the PLWHA.

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### Legal and Ethical Issues in HIV/AIDS Counselling

**CEH1452**

**NQF Level:** 4      **Credits:** 16

**Course assessment:** CA 60% Examination 40% - 1 x 2 hour

paper

**Prerequisites:** None

**Course Content**

This course serves to develop students understanding on the legal and ethical issues in HIV and AIDS. Students are provided with an overview on the relevant national and international legislation, policies, guidelines, conventions, and treaties that are of relevance to people infected and affected by HIV and AIDS. Special emphasis is placed on the human rights of people, the rights of patients and the HIV and AIDS Charter. Students are further introduced to the concept of developing workplace policies for HIV and AIDS and are explained how to draw up a Will/Testament. Furthermore, students are introduced to the concept "Code of Ethics", the rights and responsibilities of HIV and AIDS counsellors as well as how to develop a code of ethics for HIV and AIDS counsellors.

The course content includes the legal and ethical framework that shapes HIV and AIDS counselling in Namibia and around the globe; the rights and responsibilities of people living with HIV and AIDS; the rights and responsibilities of specific vulnerable groups; the importance of workplace policy development and workplace programs; the importance of Wills and Inheritance; the idea of a Code of Ethics that governs the behaviour of counsellors.

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### The Continuum of Care

**CEH1431**

**NQF Level:** 4      **Credits:** 16

**Course assessment:** CA 60% Examination 40% - 1 x 2 hour

paper

**Prerequisites:** None

**Course Content:**

This course develops students understanding of Continuum of Care in helping the person living with HIV and AIDS. It helps students to comprehend the guiding principles when dealing with the infected and affected significant others. It explains further the role of the counsellor in continuum of care. Students are introduced to the concept of participatory development and how to link it to HIV and AIDS counselling. The course highlights the role communities and other sectors can play in caring for the infected and affected persons. Furthermore, students are introduced to the concept of home based care as well as how to provide care to orphans.

The course content include the continuum of care; the Participatory Approach to development in counselling; the importance of Assets-Based Approach to counselling; the involvement of family and community in counselling; home-based care; orphan care; care and support for caregivers and counsellors.

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**The Significance of HIV and AIDS**  
**CEH1411**

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**NQF Level:** 4      **Credits:** 16      **Course assessment:** CA 60% Examination 40% - 1 x 2 hour paper

**Prerequisites:** None

**Course Content**

This course aims to help students to know and understand the basic facts regarding HIV and AIDS, the prevention of the spread of HIV and AIDS through behavioural change, the impact of HIV and AIDS pandemic on the Namibian society, prevention of sexually transmitted diseases and the re-infection of HIV as well as anti-retroviral therapy.

The course content includes the following: The epidemiology of HIV and AIDS; HIV and AIDS transmission; the impact of HIV on the body; the various HIV-antibody tests; impact of HIV and AIDS on the society; Sexually Transmitted Diseases; prevention of re-infection of HIV infection; various Anti-Retroviral Therapy (ART).

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**DEPARTMENT OF RADIOGRAPHERS**

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**RADIOGRAPHERS SERVICE PLEDGE**

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In recognizing that every member of the healthcare team plays a vital role in caring for the patient and wanting to provide the best care, I hereby solemnly PLEDGE:

- To put my patient's health, safety, and welfare first and be responsible for the optimisation of any ionising or non-ionising radiation dose to my patient consistent with the ALARA (As Low As Reasonably Achievable) principle and produce diagnostic quality images.
- To ensure the health, welfare, protection and safety of caregivers, colleagues and the public with regard to providing radiation safety.
- To behave with dignity and integrity and work within the laws and regulations governing my profession and keep up-to-date with any changes in legislation.
- To always, respect the rights, confidentiality, privacy, needs, values, culture, dignity and vulnerability of patients and their families.
- To continually strive to improve knowledge and skills by participating in continuing education and professional activities, sharing knowledge with colleagues, and investigating new aspects of professional practice.
- To commit myself and to do all in my power with honour and pride and to live up to the highest traditions of my profession.

## **ADVICE, INFORMATION AND GENERAL REGULATIONS**

### **1. ATTENDANCE OF LECTURES**

Students following modules of study in the School of Allied Health Sciences must have complied with at least an 80% of class attendance and 100% practical attendance. In order to obtain registration with the Professional Council concerned students must comply with theory and practice requirements as stated by the Council.

### **2. GENERAL INFORMATION**

Students must register at the University as per the requirements of the University.

- According to regulations, a radiation worker may not work if she is pregnant.
- The student must work under direct or indirect supervision of qualified personnel when doing practical work.
- Lectures will be given during the normal working day. Practical work will cover a 24-hour working period.
- Hospital orientation is required on initiation of the module of study.
- Radiography students shall be required to conform to prescribed registrations with the Allied Health Professional Council and all applicable.
- Registrations/regulations as per relevant ordinances.
- General information appears in the General Information and Regulations Prospectus.

### **3. General**

- 3.1 Radiography modules consist of compulsory clinical practice which counts for 100% of the clinical modules.
- 3.2 Clinical placement in training hospitals will commence from the first Year of training.
- 3.3 The award of the degree is subject to the satisfactory completion of the prescribed practical hours and the satisfactory completion of practical registers.
- 3.4 All clinical documents are regarded as legal documents and should bear the signature of the student, lecturer, clinical Instructor or registered radiographer who teach the student.
- 3.5 The practical hours for the Year should be completed before registering for the next academic Year.
- 3.6 Procedures in the practical registers has to be signed by permanent appointed registered qualified radiographers and not newly appointed registered qualified radiographers on probation. All signatures of the relevant staff should be authentic and legible.

#### **Continuous Assessment: Clinical Practice**

The pass mark for all clinical procedures in Year 1 and 2 is **70%** and for Year 3 and 4 is **50%**.

### **4. Completion of the practical registers should adhere to principles of record keeping at all times. No correction fluid, magic pen or pencil may be used. In the event of any suspected fraudulent behavior (procedures signed without having been actually carried out or completed, fraudulent signatures, etc.), the student will be subjected to disciplinary measures.**

Fraudulent actions are regarded as serious professional misconduct. The student will appear before the Department of Radiography Disciplinary Committee for misconduct. When fraud is confirmed through the University's investigation Office, and based on the gravity of the fraud, the Department of Radiography Disciplinary Committee may impose disciplinary sanctions as decided by the disciplinary committee, guided by the Code of Conduct of the School of Allied Health Sciences.

5. **Absenteeism: Students are expected to attend 100% of clinical practice for each allocation / block of clinical practice. No clinical Assessment will be conducted for a student with outstanding clinical hours. Emergency cases (sickness, death, delivery of a baby) will be considered as special cases and handled individually, provided that necessary proof is provided where applicable.**
6. **An undergraduate RADIOGRAPHY student who failed a clinical module at a particular level of studies, cannot register for THE clinical module in the subsequent Year of studies to give the same student a chance to repeat the failed module**

**meaningfully** (refer to foot notes under summary tables of undergraduate RADIOGRAPHY CLINICAL modules for the second, third and fourth Year of studies).

7. **All students need to adhere to the specific rules and regulations of the Ministry of Health and Social Services AND THE PRIVATE IMAGING FACILITIES during their allocation in clinical areas.**
8. **Students should adhere to the dress code as agreed upon with the DEPARTMENT.**
9. **Student registration with the ALLIED HEALTH PROFESSION Council: A registration fee of N\$420 is payable to the Council by Bachelor of RADIOGRAPHY (DIAGNOSTIC) (HONOURS) Degree students for the 4 Years of their studies**  
Students shall be informed accordingly after registration with the School.
10. **The use of cell phones during clinical practice is not allowed. This is considered highly unethical and interfering with the caring of a patient.**
11. **All undergraduate students sign a contract about the DEPARTMENT's Code of conduct at the beginning of their first Year of studies.**
12. **Clinical requirements /equipment**

#### **First Year Radiography Students**

The first Year radiography students should obtain the following equipment after registration:  
Accessories (For practical training as a radiographer the following will accompany the uniform)

- A black pen
- A black permanent marker
- Right and Left anatomical markers (±N\$ 150.00)
- Dosimeter (provided by the Department of Radiography)

The following items can be purchased from the UNAM Photocopy Centre:

- Logbook, Clinical Evaluation Form, Clinical handbook and Study Guides

#### **13. Dress Code**

##### Uniform

The radiography degree module consists of theoretical as well as practical training. The latter will take place at Windhoek Central Hospital, Katutura State Hospital X- Ray Departments and private imaging facilities. While gaining practical experiential learning, the following uniform is required:

- Prescribed blue scrub uniform.
- Black shoes.
- **PLEASE NOTE:** students should buy their own uniform and shoes
- Uniforms **MUST** be bought at the factory recommended by the School to ensure uniformity and correct standards.

#### **Examinations**

1. Promotional examination is granted to a student who lacks only one (1) module in order to obtain his/her qualification. The student may retain credits of the CA Marks already acquired for the outstanding module for a period of two (2) consecutive examination settings within the subsequent academic Year. To qualify for the promotional examination for the outstanding module, the CA mark in the module concerned should be 45% and higher. If the student qualifies, s/he **should apply** with the examination office to be granted the opportunity to write the promotional examination.

#### **GENERAL REGULATIONS PERTAINING TO UNDERGRADUATE STUDIES IN THE DEPARTMENT OF RADIOGRAPHY**

- 1.1.1. To register for an undergraduate degree programme, a candidate must hold a valid Namibian Senior Secondary Certificate (NSSC) or a recognised equivalent qualification.
- 1.1.2. English is a **compulsory** subject and should normally have been passed as a Second Language at NSSCO level with a minimum C symbol, or English as a First Language at NSSCO level with a minimum D symbol.
- 1.1.3. A candidate should obtain a minimum of 25 points on the UNAM Evaluation Point Scale in his/her five (5) best subjects (of which English must be one) to be admitted to undergraduate studies (of. 7.3 **General Admission Criteria for Undergraduate Programmes in the General Information and Regulations Prospectus**). Obtaining the minimum number of points, however, **does not necessarily ensure admission. Admission is based on places available in the programmes, and is awarded on the basis of merit.**
- 1.1.4. The University through the School of Allied Health Sciences reserves the right to interview students before admission.
- 1.1.5. Admission can also be considered for persons who qualify through the Mature Age Entry Scheme upon successful completion of the relevant examinations as set out in the General Regulations (of. **7.4 Mature Age Entry Scheme** in the **General Information and Regulations Prospectus**). A special application form is available for this purpose.
- 1.1.6. Please read this section in conjunction with the academic conditions stipulated in the **General Information and Regulations Prospectus**.

- 1.1.7. Annually, after registration, students must furnish the School with proof of current registration with the Namibia Allied Health Professions Council.
- 1.1.8. Clinical placement of undergraduate students will be at different health institutions/facilities including work integrated learning clinical placements throughout the country. The University does not provide transport to the different clinical facilities.
- 1.1.9. The award of the degree is subject to the satisfactory completion of all prescribed practical hours and the satisfactory completion of the practical registers of the candidates during their placement in the clinical areas.
- 1.1.10. Clinical hours as allocated weighs 50% of the total MODULE work. Clinical allocations are thus a critical component of the MODULE work.
- 1.1.11. All documents/registers used in the clinical areas must be regarded as legal documents and should bear the authentic signatures of the student, the registered Radiographer, clinical instructor and lecturers who teach, demonstrate and evaluate the practical procedures to the student for that specific MODULE.
- 1.1.12. The practical hours for the Year should be completed before registering for the next academic Year.
- 1.1.13. All signatures should be legible and authentic, any fraudulent signatures will result in to the immediate cancellation of the module of study.
- 1.1.14. All students should adhere to the specific rules and regulations of the Ministry of Health and Social Services and the private imaging facilities during their allocation in the clinical areas; students are also to adhere to the prescribed dress code during the clinical attachment and to the hours scheduled for each day at these areas.

**Cheating is both an academic and professional transgression. As such, cheating will not be tolerated and will be subjected to both academic and professional disciplinary measures.**

General enquiries regarding the Department of Radiography should be directed to:

Ms A Shipanga  
Faculty Officer: School of Allied Health Sciences  
University of Namibia  
Private Bag 13301  
Windhoek  
**Telephone:** +264 61 206 5145  
**Email:** [ashipanga@unam.na](mailto:ashipanga@unam.na)

Matters regarding specific subjects and departments should be addressed to the relevant Head of Department.

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## DEPARTMENT OF RADIOGRAPHY: STAFF MEMBERS

### DEPARTMENT OF RADIOGRAPHY

**HEAD OF DEPARTMENT: MR A KARERA**

LECTURERS:

**MR E R DANIELS:** MSC RAD (D) CUM LAUDE (CPUT); BTECH (D) (NMMU); NDRAD (D) CUM LAUDE (UNAM); CERT INDUST. AUDIOMETRY CUM LAUDE (TUT) CERT. SPIROMETRY (TUT), CERT. RADIATION TECHNOLOGIES (WNU)

**DR R H HAMUNYELA:** PHD RADIOBIOLOGY-NUCLEAR MEDICINE (STELLENBOSCH); MTECH(NM) (CPUT); BTECH (NM) (CPUT); SCIENCE; NDIP (NM) (CPUT); CERT. RADIATION TECHNOLOGIES (WNU); PGCHE (NUST); CERT. RAD (D) (NHTC)

**DR L KALONDO:** DTECH (D) (UJ); MTECH (D) (NMMU); BTECH (D) (PEN. TECH); NDRAD (D) (UNAM).

**MR. A KARERA:** MSC. RADIOGRAPHY (NUST-ZIM); BSC HONOURS RADIOGRAPHY(UZ)

ASSISTANT LECTURERS:

**MR M AMKONGO:** BRAD (D) (HONOURS) (UNAM)

**MS M SHILUMBA:** PGDHISM CUM LAUDE (NUST); (BRAD) (D) (HONOURS) (UNAM)

ASSISTANT LECTURERS CLINICAL:

**MS L ISAACS:** BTECH (CPUT); NDRAD (UNAM); CERT. MAMMOGRAPHY (CPUT).

**MR W PAULUS:** BRAD (D) (HONOURS) (UNAM) CERT IN DEVELOPING & TEACHING (NAMCOL) CERT COURSE STRATEGIC MAN. CERT STRAT MAN (COPPENHAGEN BUSINESS SCHOOL)

MODULE OF STUDY

## UNDERGRADUATE PROGRAMMES

### BACHELOR'S DEGREES

The School may award the following degrees:

Bachelor of Radiography (Diagnostic) (Honours) 14BRAD

### MASTERS DEGREES

Master of Science in Radiography

## BACHELOR OF RADIOGRAPHY (DIAGNOSTIC) (HONOURS) 14BRAD

### CRITERIA OF ADMISSION

To register in this programme, a candidate must hold a valid Namibian Senior Secondary Certificate (NSSC) at ordinary level and NSSC at higher level or equivalent. English is a compulsory subject and should normally be obtained at IGCSE/NSSC (English as a Second Language) grade C or better, or a grade D or better at IGCSE/NSSC (English First Language) level.

Mathematics is a compulsory subject and obtained at IGCSE/NSSC grade C or better. A Science subject is compulsory and obtained at IGCSE/NSSC grade D or better. A candidate should obtain a minimum of 25 points on the UNAM Evaluation Point Scale in his/her five best subjects, of which Mathematics, a Science subject and English must be included, to be admitted. However, if the minimum of 25 points is obtained, it does not necessary ensure and /or guarantee admission. Entrance is based on the availability of places within the Department, and awarded on merit. The School reserves the right to interview students before admission. Admission could also be considered for persons who qualify through the Mature Age Entry Scheme upon successful completion of the relevant examinations as set out in the General Regulations of the University. A special application form is available for this purpose.

Please read this in conjunction with the General Admission Criteria for undergraduate Programmes in the General Information and Regulations Prospectus.

**NOTE:** Every student must furnish the School of Nursing with proof of current registration as a student with the Allied Health Professions Council of Namibia.

### DURATION OF THE STUDY

The minimum duration for full time students enrolled for the Bachelor of Radiography (Diagnostic) degree will be four (4) Years with a maximum period of six (6) Years.

### ARTICULATION OPTIONS

This qualification serves as an entry point to the following related qualifications: M Tech. Radiography.

### MODE DELIVERY

This degree will be offered on a full time basis through face-to-face mode in conjunction with the other faculties within the University and the Ministry of Health and Social Services (MOHSS).

Clinical teaching will be done in collaboration with assistance of the Radiographers at the Health facilities, to correlate the theory with clinical practice.

## **ASSESSMENT CRITERIA**

To qualify for examination admission in a module, the continuous Assessment mark for part (A) of the module must be at least 40 % and for part (B) (practice) at least 50%.

### **Pass Requirements:**

The sub– minimum exam mark for part A of a module is 40%, provided that a sub– minimum of 40% is obtained in each paper and 50% for part B. To pass a MODULE, a minimum final mark of 50% must be obtained. The weight ratio between continuous Assessment and examination mark is 50:50. The ratio between the theoretical and practical examination is 50:50.

### **Supplementary Examination:**

See General Information and Regulations Prospectus (Regulation 7. 21.16(1) – (3) (Regulation 7.21.17(1– 4)).

## **MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE FACULTY**

**A student will not be re-admitted into the School if s/he has not obtained at least:**

- 64 credits at the end of the First Year of registration; at least 2 modules should be non-core
- 160 credits at the end of the Second Year of registration including all UNAM core modules
- 256 credits at the end of the Third Year of registration
- 368 credits at the end of the Fourth Year

## **ADVANCEMENT AND PROGRESSION RULES**

- A student advances to the following academic level of study when at least 2/3 of the modules of the curriculum for a specific Year have been passed. If a student passed only one third (1/3) of the full curriculum of a specific Year, s/he may not register for any module on the next level. In all cases pre-requisites for modules have to be passed before a student can proceed to register for modules that require a Pre-requisite.

- For a student to advance:

### **From Year 1 to Year 2:**

- 112 credits out of 168 credits prescribed for **Year 1** must be passed and 400 clinical hours

### **From Year 2 to Year 3:**

- All outstanding modules of Year 1 & 2/3 of Year 2

80 credits out of 120 credits prescribed for **Year 2** must be passed and 700 clinical hours

### **From Year 3 to Year 4:**

- All outstanding modules of Year 2 and 2/3 of Year 3

80 credits out of 120 credits prescribed for **Year 3** must be passed and 700 clinical hours

- To obtain the qualification:

**All modules** prescribed for the curriculum should be passed and 2500 clinical hours

The above-mentioned implies that a student who does not complete the Bachelor of Radiography (Diagnostic) (Honours) Degree within the prescribed duration of study has two Years left to complete the remaining modules.

## **MAXIMUM NUMBER OF MODULES PER YEAR**

As from the second Year of registration no student will be allowed to register for more than the following number of modules:

**Year 2:** All prescribed modules for Year 2 + 2 modules

**Year 3:** All prescribed modules for Year 3 + 2 modules

**Year 4:** All prescribed modules for Year 4 + 2 modules

## **REQUIREMENTS FOR QUALIFICATION AWARDS**

This qualification will be awarded to candidates credited with a minimum of **536 credits**, practical tuition including rural placement at the training hospitals, comprising of **2500 clinical hours and 1000 radiographic examinations**.

## **QUALITY ASSURANCE ARRANGEMENTS**

The following approaches will be implemented as part of quality assurance:

- External moderators of senior academic rank from reputable universities abroad will moderate examination question papers and answer scripts for all second and fourth Year modules.
- Internal moderation will take place for all first and third Year modules.
- Review of the curriculum at least every fourth Year.
- Ad hoc consultations with relevant stakeholders will take place students will be evaluated at the end of each module.

### **Curriculum Framework**

All students will take the equivalent of three (3) Modules (48 credits) in the University Core Curriculum in the first Year of study as part of their curriculum (i.e. as part of the equivalent of eleven (11) first Year level Modules to be passed at first Year level – cf. C.4.2.1) according to the following rules:

All students register for the following two (2) half– Modules:

Semester	Code	Module Title
1&2	CSI3580	Contemporary Social Issues (Year– module)
1	CLC3509	Computer Literacy (half– module)

Students furthermore add the equivalent of two (2) Modules from the University Core Curriculum to their curriculum according to the following rules:

Students with any one of the following qualifications will upon application be **credited** for ULCE3419 English Communication and Study Skills and will register for the single module below:

- (a) a pass (minimum grade 4) in English First Language at NSSC Higher Level or the equivalent;  
 (b) grade 1, 2 or 3 in English Second Language at NSSC Higher Level or the equivalent.

Semester	Code	Module Title	Prerequisite
1	LEA3519	English for Academic Purposes	See above

Students with any one of the following qualifications will register for the two (2) Modules below:

- (a) grade 4 in English Second Language at NSSC Higher Level or the equivalent;  
 (b) A<sup>(\*)</sup>, B or C symbol in English First/Second Language at NSSC Level or the equivalent;  
 (c) a pass in ULEG2410 English for General Communication

Semester	Code	Module Title	Prerequisite
1	LCE3419	English Communication and Study Skills	See above
2	LEA3519	English for Academic Purposes	–

Students with a D symbol in English First/Second Language at NSSC Ordinary Level, or the equivalent, register for only the double–module below:

1&2	LEG2410	English for General Communication (double–module)
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## SUMMARY TABLE FOR THE BACHELOR OF RADIOGRAPHY (DIAGNOSTIC) (HONOURS)

### YEAR 1

#### SEMESTER 1

Module	Code	Hours	Credits	NQF Level	Compulsory	Pre-requisite
Radiation Technique I	RRT3580	3	12	5	Yes	None
Clinical Radiation Technique 1	RCR3580	8 hour Clinical attachment	4	5	Yes	None
Radiographic Principles	RRP3571	4	16	5	Yes	None
Patient Care and Preparation	RPC3561	2	8	5	Yes	None
Human Anatomy and Applied Biophysics A	NAB3551	4	16	5	Yes	None
Contemporary Social Issues	CSI3580	2	8	5	Yes	None
English Communication and Study Skills	LCE3419	2	16	4	Yes	None
Computer Literacy	CLC3509	1	8	5	Yes	None
<b>TOTAL CREDITS YEAR1 SEMESTER 1: 88</b>						

#### SEMESTER 2

Module	Code	Hours	Credit	NQF Level	Compulsory	Pre-requisite
Radiation Technique 1	RRT3580	3	12	5	Yes	None
Clinical Radiation Technique 1	RCR3580	8 hour clinical attachment	4/12	5	Yes	None
Imaging and Quality Assurance	RIQ3572	4	16	5	Yes	Co-requisite Radiographic Principles (RRP3571)
Physics for Radiographers	PHY3402	2	8	4	Yes	None
Human Anatomy and Applied Biophysics B	NAB3552	4	16	5	Yes	Co-requisite Human Anatomy and Applied Biophysics A (NAB3551)
History of Radiography and Ethics	RHE3562	2	8	5	Yes	
English for Academic Purposes	LEA3519	4	16	4	Yes	
<b>TOTAL CREDITS YEAR 1 SEMESTER 2: 72</b>						
<b>TOTAL CREDITS FOR YEAR 1: 160</b>						

**YEAR 2**
**SEMESTER 1**

Module	Code	Hours	Credit	NQF Level	Compulsory	Pre-requisite
Descriptive Statistics	STS3531	4	16	5	Yes	C in Grade 12 Mathematics
Radiation Technique 2	RRT3680	3	12	6	Yes	Radiation Technique 1 (RRT3580) Clinical Radiation Technique 1 (RCR3580)
Clinical Radiation Technique 2	RCR3680	16 hours Clinical Attachment	4/12	6	Yes	Radiation Technique 1 (RRT3580) Clinical Radiation Technique 1 (RCR3580)
Human Physiology A	NAB3631	4	16	6	Yes	Human Anatomy and Applied Biophysics A (NAB3551); Human Anatomy and Applied Biophysics B (NAB3552)
Principles of Apparatus Construction A	RAC3661	2	8	6	Yes	Physics For Radiographers (PHY3402)
Radiographic Pathology	RRP3680	3	12	6	Yes	Radiation Technique 1 (RRT3580) Clinical Radiation Technique 1 (RCR3580) Human Anatomy and Applied Biophysics A (NAB3551); Human Anatomy and Applied Biophysics B (NAB3552)
<b>TOTAL CREDITS SEMESTER 1 YEAR 2: 68</b>						

**YEAR 2**
**SEMESTER 2**

Module	Code	Hours	Credit	NQF Level	Compulsory	Pre-requisites
Radiation Technique 2	RRT3680	3	12	6	Yes	Radiation Technique 1 (RRT3580) Clinical Radiation Technique 1 (RCR3580)
Clinical Radiation Technique 2	RCR3680	16 hour clinical attachment	4	6	Yes	Radiation Technique 1 (RRT3580) Clinical Radiation Technique 1 (RCR3580)
Human Physiology B	NAB3632	4	16	6	Yes	Human Anatomy and Applied Biophysics A (NAB3551); Human Anatomy and Applied Biophysics B (NAB3552)
Principles of Apparatus Construction B	RAC3662	2	8	6	Yes	Physics for Radiographers (PHY3402)
Radiography Pathology	RRP3680	3	12	6	Yes	RadiationTech1(RRT3580) Clinical Radiation Tech 1 (RCR3580) Human Anatomy and Applied Biophysics A (NAB3551); Human Anatomy and Applied Biophysics B (NAB3552)
<b>TOTAL CREDIT SEMESTER 2, YEAR 2: 52</b>						
<b>TOTAL CREDITS YEAR 2: 120</b>						

**YEAR 3**

**SEMESTER 1**

Module	Code	Hours	Credits	NQF Levels	Compulsory	Pre-requisites
Radiation Technique 3	RRT3770	4	16	7	Yes	Radiation Technique 2 (RRT3680) Clinical Radiation Technique 2 (RCR3680)
Clinical Radiation Technique 3	RCR3780	16 hour clinical attachment	4	7	Yes	Radiation Technique 2 (RRT3680) Clinical Radiation Technique 2 (RCR3680)
Radiation Protection	RPS3780	4	12	7	Yes	None
Radiobiology	RRB3780	4	12	7	Yes	None
Health Research Methods A	NHR3761	2	8	7	Yes	None
<b>TOTAL CREDITS SEMESTER 1: YEAR 3: 52</b>						

**YEAR 3**

**SEMESTER 2**

Module	Code	Hours	Credits	NQF Level	Compulsory	Pre-requisites
Radiation Technique 3	RRT3770	4	16	7	Yes	Radiation Technique 2 (RRT3680) Clinical Radiation Technique 2 (RCR3680)
Clinical Radiation Technique 3	RCR3780	16 hour clinical Attachment	4	7	Yes	Radiation Technique 2 (RRT3680) Clinical Radiation Technique 2 (RCR3680)
Radiobiology	RRB3780	3	12	7	Yes	None
Radiation Protection	RPS3780	3	12	7	Yes	None
Health Research Methods B	NHR3762	4	8	7	Yes	Co-requisite (NHR3761) Health Research Method A
Pharmacology and Microbiology for Radiographers	RPR3772	4	16	7	Yes	None
<b>TOTAL CREDITS SEMESTER 2, YEAR 3: 68</b>						
<b>TOTAL CREDITS FOR YEAR 3: 120</b>						

**YEAR 4**

**SEMESTER 1**

Module	Code	Hours	Credits	NQF Level	Compulsory	Pre-requisite
Applied Radiographic Practice	RPR3870	4	16	8	Yes	Radiation Technique 3 (RRT3770) Clinical Radiation Technique 3 (RCR3780)
Radiography Ethics and Professional Practice	RHE3870	4	16	8	Yes	History of Radiography And Ethics (RHE3562)
Research Project	NHR3810	4	16	8	Yes	Co-requisite Health Research Method A (NHR3761)

						Health Research Method B(NHR3762)
Management for Radiographers	RMR3810	4	16	8	Yes	None
<b>TOTAL CREDITS SEMESTER 1 YEAR 4: 64</b>						

## SEMESTER 2

Module	Code	Hours	Credit	NQF level	Compulsory	Pre-requisites
Applied Radiographic Practice	RPR3870	4	16	8	Yes	Radiation Technique 3 (RRT3770) Clinical Radiation Technique 3 (RCR3780)
Radiography Ethics and Professional Practice	RHE3870	4	16	8	Yes	History of Radiography and Ethics (RHE3562)
Research Project	NHR3810	4	16	8	Yes	Co-requisite Health Research Method A (NHR3761) Health Research Method B (NHR3762)
Management for Radiographers	RMR3810	4	16	8	Yes	None
<b>TOTAL CREDITS SEMESTER 2, YEAR 4: 64</b>						
<b>TOTAL CREDITS YEAR 4:</b>						
<b>TOTAL CREDITS FOR PROGRAMME: 536</b>						

## MODULE CONTENT (SYLLABI)

### YEAR 1

<b>MODULE TITLE</b>	<b>RADIATION TECHNIQUE 1</b>
<b>Module Code:</b>	RRT3580
<b>NQF Level:</b>	5
<b>NQF Credits:</b>	3 lectures per week for 26 weeks
<b>Notional Hours</b>	24
<b>Contact Hours:</b>	240
<b>Pre-requisite:</b>	None
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester:</b>	1 & 2

#### Module Content:

Fundamentals and introduction concepts of basic radiation technique; preparation for general radiographic procedures; patient care; basic projections of the skeletal system; principles of radiation protection; occupational and non-occupation doses.

#### Assessment Strategy:

Continuous Assessment: 50%: (6 tests/assignments); Examination 50% (1×3hour paper)

<b>MODULE TITLE</b>	<b>CLINICAL RADIATION TECHNIQUE 1</b>
<b>Module Code:</b>	RCR3580
<b>NQF Level:</b>	5
<b>NQF Credits:</b>	8 hours clinical attachment per week for 26 weeks
<b>Notional Hours</b>	4
<b>Contact Hours:</b>	40
<b>Pre-requisite:</b>	None
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester:</b>	1 & 2

#### Module Content:

Basic radiographic skills; correction of technical and positioning errors; modification of basic positioning techniques; radiation protection needs and application; radiographic equipment and accessories; evaluate basic skeletal radiographic images

#### Assessment Strategy:

**Continuous Assessment:** 50%: (4 practical evaluations and 2 Objective Structured Clinical Examinations (OSCE); Examination Assessment 50% (1 practical evaluation and 1 OSCE will take 30 minutes per student)

<b>MODULE TITLE</b>	<b>RADIOGRAPHIC PRINCIPLES</b>
<b>Module Code:</b>	RRP3571
<b>NQF Level:</b>	5
<b>NQF Credits:</b>	4 hours per week for 13 weeks
<b>Notional Hours</b>	16
<b>Contact Hours:</b>	160
<b>Pre-requisite:</b>	None
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester:</b>	1

**Module Content:**

Photographic principles and materials; radiographic materials; principles of radiographic processing; automatic processing; digital image manipulation and processing; processing area and darkroom; film handling systems; health and safety measures

**Assessment Strategy:**

Continuous Assessment 50% (3 tests/assignments per semester); Examination Assessment 50% (1×2 hour paper)

<b>MODULE TITLE</b>	<b>IMAGING AND QUALITY ASSURANCE</b>
<b>Module Code:</b>	RIQ3572
<b>NQF Level:</b>	5
<b>NQF Credits:</b>	4 lectures per week for 13 weeks
<b>Notional Hours</b>	16
<b>Contact Hours:</b>	160
<b>Pre-requisite:</b>	None
<b>Co-requisite</b>	Radiographic Principles (NRRP3571)
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester:</b>	2

**Module Content:**

Image characteristics; invisible image; radiographic image; manipulation of exposure factors; quality control and quality assurance; specialised imaging techniques; modern imaging techniques.

**Assessment Strategies:**

Continuous Assessment: 50% (3 tests/assignments per semester); Examination Assessment 50% (1×3 hour paper)

<b>MODULE TITLE</b>	<b>PATIENT CARE AND PREPARATION</b>
<b>Module Code:</b>	RPC3561
<b>NQF Level:</b>	5
<b>NQF Credits:</b>	2 lectures per week for 13 weeks
<b>Notional Hours</b>	8
<b>Contact Hours:</b>	80
<b>Pre-requisite:</b>	None
<b>Co-requisite</b>	Compulsory
<b>Compulsory/Electives:</b>	1
<b>Semester:</b>	

**Module Content:**

Basic concepts of patient care; basic patient needs; patient transfer; immobilization techniques; vital signs and laboratory values; patient care during emergency situations; age-specific considerations; aspects of infection control; contrast agent reactions.

**Assessment Strategies**

Continuous Assessment 50% (3 tests/assignments per semester); Examination Assessment 50% (1×2 hour paper)

<b>MODULE TITLE</b>	<b>PHYSICS FOR RADIOGRAPHERS</b>
<b>Module Code:</b>	PHY3402
<b>NQF Level:</b>	4
<b>NQF Credits:</b>	2 lectures per week for 13 weeks
<b>Notional Hours</b>	8
<b>Contact Hours:</b>	80

**Pre-requisite:** None  
**Co-requisite** Compulsory  
**Compulsory/Electives:** 2  
**Semester:**

**Module Content:**

Electromagnetic radiation; elementary quantum theory; atomic structure; the atomic nucleus; radioactive decay; x- and gamma rays and their interactions with matter; dosimeter

**Assessment Strategies:**

Continuous Assessment 50% (3 tests/assignments per semester); Examination Assessment 50% (1×2 hour paper)

<b>MODULE TITLE</b>	<b>HUMAN ANATOMY AND APPLIED BIOPHYSICS A</b>
<b>Module Code:</b>	NAB3551
<b>NQF Level:</b>	5
<b>NQF Credits:</b>	4 lectures per week for 13 weeks
<b>Notional Hours</b>	16
<b>Contact Hours:</b>	160
<b>Pre-requisite:</b>	None
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester:</b>	1

**Module Content:**

Anatomical terminology; measurement units; cells & tissues; Integumentary system; skeletal system; muscular system.

**Assessment Strategies:**

Continuous Assessment: 50% (3 tests/assignments per semester); Examination Assessment 50% (1×3 hour paper)

<b>MODULE TITLE</b>	<b>HUMAN ANATOMY AND APPLIED BIOPHYSICS B</b>
<b>Module Code:</b>	NAB3552
<b>NQF Level:</b>	5
<b>NQF Credits:</b>	4 lectures per week for 13 weeks
<b>Notional Hours</b>	16
<b>Contact Hours:</b>	160
<b>Pre-requisite:</b>	None
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester:</b>	1

**Module Content:**

Cardiovascular system; lymphatic system; respiratory system; digestive system; renal system; nervous system; endocrine system; reproductive system

**Assessment Strategies:**

Continuous Assessment: 50% (3 tests/assignments per semester); Examination Assessment 50% (1×3) hour paper

<b>MODULE TITLE</b>	<b>CONTEMPORARY SOCIAL ISSUES</b>
<b>Module Code:</b>	CSI3580
<b>NQF Level:</b>	5
<b>NQF Credits:</b>	8
<b>Notional Hours</b>	80
<b>Contact Hours:</b>	1hours per week for 26 weeks
<b>Pre-requisite:</b>	None
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester:</b>	1 & 2

**Module Content:** This module, Contemporary Social Issues (CSI), encourages behavioural change among UNAM students. It offers on an integrative and inter- disciplinary basis the six broad themes on teaching and learning Strategies; norms, rules, and contact; citizenship, democracy, and common good; ethics and responsible leadership; health and human sexuality, environment and sustainability as well as stressing the interconnectedness of such issues/themes. The module shall empower students to responsible behaviour changes and to transform high risk behaviour to the common good and responsible citizenship, including broadening the student’s scope and understanding of the environment and sustainability of the ecosystem services and how humans influence these. Therefore, critical transformative theory will under gird the content of CSI. After completion students shall be empowered and prepared to enjoy productive, meaningful careers and lives that benefit a society that increasingly resembles a global community. Flexible modes of Assessment may be harnessed and may be combined with in- situ visits to appropriate sites. Compulsory attendance required.

<b>MODULE TITLE</b>	<b>HISTORY OF RADIOGRAPHY AND ETHICS</b>
<b>Module Code:</b>	RHE3562
<b>NQF Level:</b>	5
<b>NQF Credits:</b>	8
<b>Notional Hours</b>	80
<b>Contact Hours:</b>	2 lectures per week for 13 weeks
<b>Pre-requisite:</b>	None
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester:</b>	2

**Module Content:**

History of Radiography; introductory aspects of ethics; ethical concepts; rights and responsibilities of patients; concept of informed consent; interNotional and unintentional torts; ethical behaviour; cultural consideration

**Assessment Strategies:**

The module will be facilitated through the following learning activities: lectures, assignments, and self-study and group discussions.

<b>MODULE TITLE</b>	<b>COMPUTER LITERACY</b>
<b>Module Code:</b>	CLC3509
<b>NQF Level:</b>	5
<b>NQF Credits:</b>	8
<b>Notional Hours</b>	80
<b>Contact Hours:</b>	2 lectures per week
<b>Pre-requisite:</b>	University Entry
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester:</b>	2

**Module Content:** Information & Communication Technology Concepts (computers, hardware, software, computer performance, perform basic computer operations, handling of viruses, information networks, healthy, safety & environment, security and copyright issues); Word Processing (editing and formatting documents, work with objects, mail merge, controlling page appearance, proofing, page properties and printing); Spreadsheets (entering and formatting data and objects, manipulating worksheets/workbooks, formulae and functions, importing/exporting data printing); Databases (database file, data manipulation, forms, querying, reports, printing); Presentations (adding text and objects: images, charts and graphs, customizing design template adding special effects, customizing a slide show presentation and printing); email and internet (composing and sending messages, organizing messages, managing contacts, scheduling appointments and meeting, surfing the internet, search engines, file exchange, printing).

**Assessment Strategies:**

**Continuous Assessment:** 100% (Minimum 6 practical tests and 1 theory test)

<b>MODULE TITLE</b>	<b>ENGLISH COMMUNICATION AND STUDY SKILLS</b>
<b>Module Code:</b>	LCE3419
<b>NQF Level:</b>	4
<b>NQF Credits:</b>	16
<b>Notional Hours</b>	160
<b>Contact Hours:</b>	4 hours per week for 13 weeks
<b>Pre-requisite:</b>	None
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester:</b>	1

**Assessment Strategies:**

Continuous Assessment (60%); 2 tests (reading and writing); 2 reading assignments; 1 oral presentation  
Examination (40%): 1×3 hour examination paper

**Module Content:**

This module is aimed at assisting students in the development of their reading, writing and speaking and listening skills, in order to cope with studying in a new academic environment and in a language, which may not be their first language. The module also focuses on study skills that students need throughout their academic careers and beyond. The module serves as an introduction to university level academics, where styles of teaching and learning differ from those at secondary schools in that more responsibility is placed on the student. The module therefore, focuses on the skills that students need throughout their academic careers and beyond.

<b>MODULE TITLE</b>	<b>ENGLISH FOR ACADEMIC PURPOSES</b>
<b>Module Code:</b>	LEA3519

<b>NQF Level:</b>	5
<b>NQF Credits:</b>	16
<b>Notional Hours</b>	160
<b>Contact Hours:</b>	4 lectures per week for 13 weeks
<b>Pre-requisite:</b>	LCE3419
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester:</b>	2

**Module Content:**

The module is designed to cater for the needs of students, who are faced with a task of studying in a new academic environment and in a language, which may not be their first language, or a language of instruction. The MODULE serves as an introduction to university, where styles of teaching and learning differ from those at Secondary school level as they place more responsibility on the student. The MODULE therefore focuses on the academic skills, which they need throughout their academic career and beyond.

**Assessment Strategies:**

**Continuous Assessment:** 60% Examination: 40%

**YEAR 2**

<b>MODULE TITLE</b>	<b>DESCRIPTIVE STATISTICS</b>
<b>Module Code:</b>	STS3531
<b>NQF Level:</b>	5
<b>NQF Credits:</b>	16
<b>Notional Hours</b>	160
<b>Contact Hours:</b>	4 lectures per week for 13 weeks
<b>Pre-requisite:</b>	C in Grade 12 Mathematics
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester:</b>	1

**Module Content:** Terminologies used in Statistics; data types; data sources; types of measurement; summarisation and presentation of data; measure of central tendency; measures of absolute and relative dispersion; sampling.

**Assessment Strategies:**

Continuous Assessment 50% (2 tests and 2 assignments); Examination Assessment 50% (1×2 hour paper)

<b>MODULE TITLE</b>	<b>RADIATION TECHNIQUE 2</b>
<b>Module Code:</b>	RRT3680
<b>NQF Level:</b>	6
<b>NQF Credits:</b>	24
<b>Notional Hours</b>	240
<b>Contact Hours:</b>	3 lectures per week for 26 weeks
<b>Pre-requisite:</b>	Radiation Technique 1 (RRT3580) & Clinical Radiation Technique 1 (RCR3580)
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester:</b>	1 & 2

**Module Content:** Specialized radiographic projections of the skeletal system; gastrointestinal tract; biliary tract; genitourinary system; respiratory system; mammography; hypersensitivity, indication and contraindications to contrast studies; application of anatomical and physiological knowledge; adaptation of techniques according to patient condition; critical evaluation of radiographs; high kilo voltage technique; tomography

**Assessment Strategies:**

Continuous Assessment 50%: (6 tests/assignments); Examination 50% (1×3hour paper)

<b>MODULE TITLE</b>	<b>CLINICAL RADIATION TECHNIQUE 2</b>
<b>Module Code:</b>	RCR3680
<b>NQF Level:</b>	6
<b>NQF Credits:</b>	8
<b>Notional Hours</b>	80
<b>Contact Hours:</b>	16 hours clinical attachment per week for 26 weeks
<b>Pre-requisite:</b>	Radiation Technique 1 (RRT3580) & Clinical Radiation Technique 1 (RCR3580)
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester:</b>	1 & 2

**Module Content:** Specialized radiographic projections of the skeletal system; gastrointestinal tract; biliary tract; genitourinary system; respiratory system; mammography; hypersensitivity, indications and contraindications to contrast studies; application of anatomical and physiological knowledge; adaptation of technique according to patient condition; critical evaluation of radiographs; high kilo voltage technique; tomography

**Assessment Strategies:**

**Continuous Assessment:** 50% (4 practical evaluations and 2 Objective Structured Clinical Examinations (OSCE)); Examination Assessment 50% (1 practical evaluation and 1 OSCE will take 30 minutes per student).

<b>MODULE TITLE</b>	<b>HUMAN PHYSIOLOGY A</b>
<b>Module Code:</b>	NAB3631
<b>NQF Level:</b>	6
<b>NQF Credits:</b>	16
<b>Notional Hours</b>	160
<b>Contact Hours:</b>	4 lectures per week for 13 weeks
<b>Pre-requisite:</b>	Human Anatomy and Applied Biophysics A (NAB3551) & Human Anatomy and Applied Biophysics B (NAB3552)
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester:</b>	1

**Module Content:**

The chemical composition of the body; the cell; body tissues; the blood and concepts of immunity; the heart; the blood vessels; the respiratory system; the skin,

**Assessment Strategies:**

Continuous Assessment: 50% (3 tests/assignments per semester); Examination Assessment 50% (1×3 hour paper)

<b>MODULE TITLE</b>	<b>HUMAN PHYSIOLOGY B</b>
<b>Module Code:</b>	NAB3632
<b>NQF Level:</b>	6
<b>NQF Credits:</b>	16
<b>Notional Hours</b>	160
<b>Contact Hours:</b>	4 lectures per week for 13 weeks
<b>Pre-requisite:</b>	Human Anatomy and Applied Biophysics A (NAB3551) & Human Anatomy and Applied Biophysics B (NAB3552)
<b>Co-requisite:</b>	Human Physiology A (NAB3631)
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester:</b>	2

**Module Content:**

The nervous system; special senses; endocrine system; renal system; gastrointestinal system; nutrition; reproductive system; reproduction.

**Assessment Strategies:**

Continuous Assessment: 50% (3 tests/assignments per semester); Examination Assessment 50% (1×3 hour paper)

<b>MODULE TITLE</b>	<b>PRINCIPLES OF APPARATUS CONSTRUCTION A</b>
<b>Module Code:</b>	RAC3661
<b>NQF Level:</b>	6
<b>NQF Credits:</b>	8
<b>Notional Hours</b>	80
<b>Contact Hours:</b>	2 lectures per week for 13 weeks
<b>Pre-requisite:</b>	Physics for Radiographers (PHY3402)
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester:</b>	1

**Module Content:** Electrical concepts; general radiographic equipment; types of x-ray generators and tube supports; automatic exposure control (AEC) devices; mobile, portable, dental, fluoroscopic and cardiology equipment; digital Imaging.

**Assessment Strategies:**

**Continuous Assessment:** 50% (3 tests/assignments per semester); Examination Assessment 50% (1×2 hour paper)

<b>MODULE TITLE</b>	<b>PRINCIPLES OF APPARATUS CONSTRUCTION B</b>
<b>Module Code:</b>	RAC3662

**NQF Level:** 6  
**NQF Credits:** 8  
**Notional Hours:** 80  
**Contact Hours:** 2 lectures per week for 13 weeks  
**Pre-requisite:** Principles of Apparatus Constitution A (NRAC3661) and Physics for Radiographers (PHY3402)  
**Compulsory/Electives:** Compulsory  
**Semester:** 1

**Assessment Strategies:**

**Continuous Assessment:** 50% (3 tests/assignments per semester); **Examination Assessment** 50% (1×2 hour paper)

**Module Content:**

Cardiac imaging equipment; computed Tomography equipment; Mammography equipment; Magnetic Resonance Imaging equipment; Picture Archiving and Communication Systems; Positron Emission Tomography– Computed; Tomography equipment; Tomography equipment; Ultrasound equipment

<b>MODULE TITLE</b>	<b>RADIOGRAPHIC PATHOLOGY</b>
<b>Module Code:</b>	RRP3680
<b>NQF Level:</b>	6
<b>NQF Credits:</b>	24
<b>Notional Hours</b>	240
<b>Contact Hours:</b>	3 lectures per week for 26 weeks
<b>Pre-requisite:</b>	Radiation Technique 1 (RRT3580), Clinical Radiation Technique 1 (RCR3580), Human Anatomy and Applied Biophysics A (NAB3551) and Human Anatomy and Applied Biophysics B (NAB3552)
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester:</b>	1 & 2

**Module Content:**

Pathogenesis of common diseases; radiographic appearance of common diseases on medical images; radiographic quality in the presence of disease; nature, causes, symptoms, treatment and prognosis of various diseases; various radiographic procedures to pathology; normal and abnormal human structures; radiographic exposure factors associated with pathologies; pathological terms; manifestations of pathological conditions

**Assessment Strategies:**

**Continuous Assessment:** 50% (6 tests/assignments); **Examination** 50% (1×3 hour paper)

**YEAR 3**

<b>MODULE TITLE</b>	<b>RADIATION TECHNIQUE 3</b>
<b>Module Code:</b>	RRP3680
<b>NQF Level:</b>	6
<b>NQF Credits:</b>	24
<b>Notional Hours</b>	240
<b>Contact Hours:</b>	3 lectures per week for 26 weeks
<b>Pre-requisite:</b>	Radiation Technique 1 (RRT3580), Clinical Radiation Technique 1 (RCR3580), Human Anatomy and Applied Biophysics A (NAB3551) and Human Anatomy and Applied Biophysics B (NAB3552)
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester:</b>	1 & 2

**Module Content:**

Advanced radiographic terminology and anatomical positions; indications and contraindications for specialized medical imaging examinations; silography; sinography; aortography; angiography; interventional radiography; extra corporeal shockwave lithotripsy; dacrocystography; lymphography; myelography; computed tomography; hysterosalpingography; biliary duct procedures; adaptations to specialized medical imaging techniques; adverse reactions to contrast media; aseptic technique; radiographic evaluation in specialized imaging .

**Assessment Strategies:**

**Continuous Assessment:** 50% (6 tests/assignments); **Examination:** 50% (1×3 hour paper)

<b>MODULE TITLE</b>	<b>CLINICAL RADIATION TECHNIQUE 3</b>
<b>Module Code:</b>	RCR3780
<b>NQF Level:</b>	7
<b>NQF Credits:</b>	4
<b>Notional Hours</b>	40
<b>Contact Hours:</b>	16 hours clinical attachment per week for 26 weeks

**Pre-requisite:** Radiation Technique 2 (NRRT3680) & Clinical Radiation Technique 2 (MRCR3680)  
**Compulsory/Electives:** Compulsory  
**Semester:** 1 & 2

**Module Content:** Radiographic skills involved with supplementary examinations; indications and contraindications of supplementary projections; silography; sinography; aortography; angiography; interventional radiography; extra corporeal shockwave lithotripsy; dacrocystography; lymphography; myelography; computed tomography; hysterosalpingography; biliary duct procedures; critical evaluation of supplementary radiographs; adaptations of techniques; specialized radiographic equipment

**Assessment Strategies:**

**Continuous Assessment:** 50% (4 practical evaluations and 2 Objective Structured Clinical Examinations (OSCE)); **Examination Assessment:** 50% (1 practical evaluation and 1 OSCE will take 30 minutes per student)

<b>MODULE TITLE</b>	<b>RADIOBIOLOGY</b>
<b>Module Code:</b>	RRB3780
<b>NQF Level:</b>	7
<b>NQF Credits:</b>	24
<b>Notional Hours</b>	240
<b>Contact Hours:</b>	3 lectures per week for 26 weeks
<b>Pre-requisite:</b>	None
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester:</b>	1 & 2

**Module Content:**

Ionic and non-ionic bonds; basic cellular biology; direct and indirect effects of radiation; radiation-induced chemical reactions; factors influencing radiation response; lethal dose; radiation dose response curves; stochastic and non-stochastic effects; risk estimates and acute radiation syndrome.

**Assessment Strategies:**

Continuous Assessment: 50% (6 tests/assignments); Examination 50% (1×3 hour paper)

<b>MODULE TITLE</b>	<b>RADIATION PROTECTION</b>
<b>Module Code:</b>	RPS3780
<b>NQF Level:</b>	7
<b>NQF Credits:</b>	24
<b>Notional Hours</b>	240
<b>Contact Hours:</b>	3 lectures per week for 26 weeks
<b>Pre-requisite:</b>	None
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester:</b>	1 & 2

**Module Content:**

Radiation protects aspect at different levels, agencies and regulations regarding radiation safety; types and sources of ionizing radiation quantities and units; close limits: radiation monitoring devices and Radiation Management Plan

**Assessment Strategies:**

Continuous Assessment 50%: (6 tests/assignments); Examination: 50% (1×3 hour paper)

<b>MODULE TITLE</b>	<b>HEALTH RESEARCH METHOD A</b>
<b>Module Code:</b>	NHR3761
<b>NQF Level:</b>	7
<b>NQF Credits:</b>	8
<b>Notional Hours</b>	80
<b>Contact Hours:</b>	3 lectures per week for 26 weeks
<b>Pre-requisite:</b>	None
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester:</b>	1

**Module Content:**

The importance of research in health related fields; a research problem in terms of unit analysis, purpose and objectives; different methods to obtain applicable literature; research designs; theories and conceptual frameworks; ethical measures in research

**Assessment strategy:**

Continuous Assessment: 50% (3 tests/assignments per semester); Examination Assessment 50% (1×3 hour paper)

<b>MODULE TITLE</b>	<b>HEALTH RESEARCH METHOD B</b>
<b>Module Code:</b>	NHR3762
<b>NQF Level:</b>	7
<b>NQF Credits:</b>	8
<b>Notional Hours</b>	80
<b>Contact Hours:</b>	2 lectures per week for 13 weeks
<b>Pre-requisite:</b>	None
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester:</b>	2

**Module Content:**

Distinguish between different data collection instruments; design and discuss the implementation of data gathering instruments; organize and analyse quantitative data; organize and analyse qualitative data; draft a research proposal

**Assessment strategy:**

Continuous Assessment: 50% (3 tests/assignments per semester); Examination Assessment: 50% (1×3 hour paper)

<b>MODULE TITLE</b>	<b>PHARMACOLOGY AND MICROBIOLOGY FOR RADIOGRAPHER</b>
<b>Module Code:</b>	RPR3772
<b>NQF Level:</b>	7
<b>NQF Credits:</b>	16
<b>Notional Hours</b>	160
<b>Contact Hours:</b>	4 lectures per week for 13 weeks
<b>Pre-requisite:</b>	None
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester:</b>	2

**Module Content:**

Pharmacology Manage a health facility by assessing proactively the drug(s)/ medicines; sources of drugs/medicines; routes of drug administration; calculation of doses; contrast media with regard to pharmacokinetics and pharmacodynamics; drug administration; legal and ethical aspects

Microbiology Fundamental concepts of microbiology, types of microorganisms and parasites, interaction between humans and microbes, methods used in health to control microbial growth, reaction of the body to microbial invasion

**Assessment Strategies:**

Continuous Assessment: 50% (3 tests/assignments per semester); Examination Assessment: 50% (1×3 hour paper)

**YEAR 4**

<b>MODULE TITLE</b>	<b>APPLIED RADIOGRAPHIC PRACTICE</b>
<b>Module Code:</b>	RPR3870
<b>NQF Level:</b>	8
<b>NQF Credits:</b>	32
<b>Notional Hours</b>	320
<b>Contact Hours:</b>	4 lectures per week for 26 weeks
<b>Pre-requisite:</b>	None
<b>Compulsory/Electives:</b>	Compulsory
<b>Semester:</b>	1 & 2

**Module Content:**

Pattern recognition: chest radiography; quality assurance; advances in diagnostic imaging; health systems management

**Assessment Strategies:**

Evaluation of four portfolios (each portfolio contributes 25% of the examination mark).

<b>MODULE TITLE</b>	<b>RADIOGRAPHY ETHICS AND PROFESSIONAL PRACTICE</b>
<b>Module Code:</b>	RHE3870
<b>NQF Level:</b>	8

**NQF Credits:** 32  
**Notional Hours:** 320  
**Contact Hours:** 4 lectures per week for 26 weeks  
**Pre-requisite:** History of Radiology and Ethics (NRHE3572)  
**Compulsory/Electives:** Compulsory  
**Semester:** 1 & 2

**Module Content:**

Professional practice aspects; medico- legal aspects; malpractice aspects; scope of practice for radiographers; radiographer registration requirements; accountability and responsibility; interpersonal relations; professional standards; legal implications; law specific to the radiologic sciences; ethical problems and moral reasoning

**Assessment Strategies:**

The module will be facilitated through the following learning activities: lectures, assignments, self-study and group discussions.

<b>MODULE TITLE</b> <b>Module Code:</b> <b>NQF Level:</b> <b>NQF Credits:</b> <b>Notional Hours</b> <b>Contact Hours:</b> <b>Pre-requisite:</b> <b>Co-requisite</b> <b>Compulsory/Electives:</b> <b>Semester:</b>	<b>RESEARCH PROJECT</b> NHR3810 8 32 320 4 lectures per week for 26 weeks None Health Research Methods A (NHOUR3761) & Health Research Methods B (NHOUR3762) Compulsory 1 & 2
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**Module Content:**

Project implementation/ fieldwork

**Assessment Strategies:**

Report represent 100% of the Assessment

<b>MODULE TITLE</b> <b>Module Code:</b> <b>NQF Level:</b> <b>NQF Credits:</b> <b>Notional Hours</b> <b>Contact Hours:</b> <b>Pre-requisite:</b> <b>Compulsory/Electives:</b> <b>Semester:</b>	<b>MANAGEMENT FOR RADIOGRAPHERS</b> RMR3810 8 32 320 4 lectures per week for 26 weeks None Compulsory 1 & 2
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**Module Content:**

Planning in radiography unit; organization in a radiography unit; personnel management; leadership; control and evaluation; professional practice in health service management

**Assessment Strategies:**

Continuous Assessment: 50% (6 tests/ assignments); Examination: 50% (1×3 hours paper)

# Prospectus 2022