



Faculty of Health Sciences

**MB.ChB.
Phase I
Semester 1
2017**

MGEN1513

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA



UFS·UV

HEALTH SCIENCES
GESONDHEIDSWETENSAPPE

CONTENT

1. Introduction
2. What are general skills?
3. Which general skills will form part of your learning programme?
4. Content of Module MGEN1513
5. Organisation of workbook and guide to online learning

STUDENT ACADEMIC SUPPORT

PART I: WORKBOOK

1. Expected outcomes (per theme as per semester planner)

Theme:	Handing of documents and Introduction to MBChB Programme
Theme:	Introduction to General Skills
Theme:	Icebreaker & grouping
Theme:	Group work
Theme:	Introduction to ICT
Theme:	Learning styles
Theme:	Time Management
Theme:	Information skills
Theme:	Medical Terminology
Theme:	ICT Screening test and ICT Practical
Theme:	Research skills
Theme:	Introduction to Sotho/Afr/Eng
Theme:	Ethics and Professional behaviour
Theme:	Portfolios
Theme:	Study methods and techniques
Theme:	Reflection
Theme:	Timeline
Theme:	Stress Management
Theme:	Test and Exam techniques
Theme:	Problem solving
Theme:	Plagiarism & Reference techniques
Theme:	Photostory
Theme:	Communication: Posters
Theme:	Integrated learning
Theme:	Assessment of Projects
Theme:	Oral presentation

PART II: GUIDE TO ONLINE LEARNING ENVIRONMENT

Theme: Self Awareness of academic Performance

1. Learning tasks, learning support and learning resources

- 1.1 Tasks and assignments
- 1.2 What kind of learning support can you expect?
- 1.3 What learning resources are available?

2. Overall assessment of general skills

3. Content and assessment of the e-Portfolio

- 3.1 What is a portfolio?
- 3.2 Products/artifacts that must be uploaded to, or completed in the MGEN1513 online environment to form your e-Portfolio
- 3.3 Maintenance of your e-Portfolio

1. INTRODUCTION

Welcome to Module MGEN1513 on general skills. The purpose of this module is to provide you with a foundation of general skills that will support you throughout your studies and in your future career, once you qualify as a health-care professional.

The skills you have acquired after having spent more than a decade at school are acknowledged. There will be areas where personal general skills can be improved upon. The text book *The Study Skills Handbook* by S. Cottrell may be used as a helpful reference source, but you do not have to buy it.

2. WHAT ARE GENERAL SKILLS?

Higher education institutions nowadays have the responsibility to produce graduates who have not only subject-specific skills, but also lifelong learning skills and versatile workplace skills. The term *general* refers to skills that are common to more than one subject area, to more than one occupation or work environment and to learning in all walks of life. Although different disciplines have different requirements in this regard, the health-care environment in general places much emphasis on collaboration and communication skills. General skills in the context of the Faculty of Health Sciences thus includes: working in teams, communicating clearly and correctly, building personal and interpersonal skills, solving problems, thinking critically and creatively, and utilising technology efficiently.

3. WHICH GENERAL SKILLS WILL FORM PART OF YOUR LEARNING PROGRAMME?

To ensure that higher education institutions in South Africa produce graduates who have the ability to learn with understanding and apply knowledge and skills in practical, real-life situations (and not only reproduce knowledge and skills). The South African Qualification Authority (SAQA, 1995) requires that the following critical cross-field outcomes are addressed in learning programmes:

- ▶ Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
- ▶ Work effectively with others as a member of a team, group, organisation, community.
- ▶ Organise and manage oneself and one's activities responsibly and effectively.
- ▶ Collect, analyse, organise and critically evaluate information.
- ▶ Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
- ▶ Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
- ▶ Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

Apart from these seven true critical outcomes, the following additional critical outcomes, intended to contribute to the full personal development of students and the social and economic development of society at large, underlie higher education learning programmes:

- ▶ Reflecting on and exploring a variety of strategies to learn more effectively.
- ▶ Participating as responsible citizens in the life of local, national and global communities.
- ▶ Being culturally and aesthetically sensitive across a range of social contexts.
- ▶ Exploring education and career opportunities.
- ▶ Developing entrepreneurial opportunities.

4. CONTENT OF MODULE MGEN1513

The majority of SAQA's critical outcomes, as outlined above, are addressed in Module MGEN1513 in the form of themes:

A student who can claim to have achieved SAQA's critical outcomes ...

- ✓ knows what to expect from self, others and the learning programme
- ✓ is aware of his/her learning style preference and uses different learning styles
- ✓ is aware of and makes use of different study methods and techniques
- ✓ makes use of technology to achieve academic goals
- ✓ knows where and how to find information
- ✓ is a cooperative worker
- ✓ is a motivated and ethical learner
- ✓ never resorts to plagiarism
- ✓ is a critical evaluator of research
- ✓ understands medical terminology and action words used in assignments, tests and examinations
- ✓ is a creative and effective communicator
- ✓ is an objective and reliable self- and peer assessor
- ✓ knows how to create a timeline for and report on a project
- ✓ is willing to acquire the basics of a third language to bridge cultural gaps in interpersonal relationships
- ✓ speaks confidently in public
- ✓ is a reflective thinker
- ✓ is a critical and complex thinker
- ✓ knows how to approach tests and examinations
- ✓ is aware of his/her academic standing

5. ORGANISATION OF WORKBOOK AND GUIDE TO ONLINE LEARNING

It is widely acknowledged that the development of general skills is promoted in an environment that is conducive to deep learning. Such an environment would be constructivist in nature, which means that it will incorporate authentic activities (in real-life settings), social negotiation (collaboration with others in constructing knowledge), reflexivity (critical self-awareness) and ill-defined tasks that allow students to make their own decisions on how to acquire information and knowledge (active learning). This does not mean that students are left on their own – "scaffolding" is provided, which means that facilitator support is available to guide you through your learning experiences, and feedback is provided which is responsive and sensitive to your individual needs, is provided.

Since all of these conditions can be met in an online learning environment, the MGEN1513 module development team decided to take advantage of the variety of opportunities that new technologies afford. Module MGEN1513 thus takes a blended approach to teaching and learning, which means that some of the work will be paper-based; and that in some sessions your learning will be facilitated in face-to-face contact sessions. In other sessions you will have to avail yourself of technology to support your learning and collaboration with others.

In alignment with this approach, this study guide is organised in two sections. **Part I is a workbook** comprising all the themes and the intended outcomes for each theme. In some instances information is given on projects and assignments, especially the ones that span more than one module. Other themes are supplemented with learning material that will be used in contact sessions.

Part II is a guide to the online learning environment, giving basic instructions on how to access the online environment, a summary of all the assignments that require either a synchronous or an asynchronous online presence from you and dates when assignments must be completed, submitted and/or uploaded.