



Lentšú La Sechaba

THE VOICE OF THE CE COMMUNITY

Spring: Volume 7 | November 2020



Editorial letter: Reforming global citizenship in a COVID-19 society

COVID-19 has created new challenges and opportunities in the twenty-first century. Equally so, COVID-19 has highlighted the already existing societal problems, such as alcohol and substance abuse and drying funding for non-profit organisations, that needs urgent attention. Many of these challenges can be effectively resolved through meaningful participatory engagement with the community, given its influence in higher education (HE) practice. I believe that HE should share its rich resources with the broader



community that is less resourced to address social problems and improve the quality of life of its people. I believe that the community can influence HE practice, and its curriculum, by partnering with HE in community engagement (CE). Scholars concur that those who participate actively in CE-partnerships have a significant influence on the curriculum (Butcher et al., 2003; O'Brien, 2009).

On the other hand, it is acknowledged that academics are perceived to

have the ultimate power in a CE-partnership. Throughout this newsletter, the authors attempted to convey the importance and relevance of global citizenship and global citizenship education for South African HE, and therefore its impact on the curriculum. I anticipate that the implementation of participatory principles drawn from the experiences and perceptions of



*Dr Eugene Machimana
Senior Education Consultant:
Curricular Community Engagement*

the community partners could be used to assist HE in developing an appropriate curriculum, one that meets the demands of the twenty-first century's global citizenship education.



COVID-19 has brought about radical changes in society; thus, I believe that it is imperative to reform the HE-CE curriculum to uphold global citizenship education, which recognises inclusiveness and diversity in partnerships. May I reiterate that HE and community partners should have an equal voice in the planning and implementing of HE-CE curriculum. The collaborative process of reforming HE-CE curriculum requires the appropriate structures and ample resources from community partners to remain relevant in the 'new normal' society of COVID-19. Like Butcher et al. (2003, p. 114), I assert that "relevance is the key to worthwhile pedagogy" in HE-CE.

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It speaks to the issue of indigenising global citizenship in the African context. As I have alluded, I maintain that current trends advocate that CE should be embedded in the curriculum to produce tolerant, compassionate, socially trusting and responsible global citizens and improve the standard of living of the community.

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Adapting the implementation of the integrated health care leadership community engagement project (IHL 310) amid COVID-19

Dr Faheema Mahomed Asmail and Renata Eccles (Lecturers: Department of Speech-Language Pathology and Audiology)

The University of Pretoria's School of Health Sciences developed the Integrated Healthcare Leadership (IHL) project in 2015. The project aimed to create interprofessional modules as a unified effort from all healthcare-related departments, namely occupational therapy, human nutrition, physiotherapy, nursing, radiography, nursing, speech-language therapy and audiology. Currently, these modules, IHL 120, 210 and 310, focus on healthcare leadership and teamwork in the community healthcare contexts.

For the last five years, third-year interprofessional undergraduate allied health professions students were required to conduct a project with a community based on identified community needs (Maree et al., 2017). The ultimate goal of the IHL 310 projects is to uplift and empower the community by initiating sustainable projects. Students are required to demonstrate interprofessional healthcare leadership and community development principles. In 2020, due to the COVID-19 pandemic, interprofessional student groups could not implement their planned projects in and with the communities. Therefore, the actual implementation of the project was suspended. Students were instead required to write a project report based on their previously planned project, and then propose ideas on how to continue to support communities through online approaches including, but not limited to, online meeting platforms, WhatsApp and email.

Students' amended projects demonstrated innovative thinking in the face of real challenges and

were generally based on three innovative ideas (Figure 1). Students had to adapt their communication approaches when interacting not only with the relevant stakeholders in the communities but also amongst themselves as they could no longer meet face-to-face. Telephonic and e-mail communication were thus supplemented with other platforms like WhatsApp, Google Meet and Google docs. Many groups kept the aim identified by the community but changed their implementation approaches, thus showing commitment to the community

while being flexible. One group, for example, worked with a safe house whose most significant income was through their on-property bakery. The community wanted to add health products such as gluten and sugar-free goods to their available stock. The students shared recipe resources with the community (Figure 2) and provided a video on how to improve their social media presence (Figure 3), to sell the new products. They then proposed to support the community further via follow-up Zoom discussions.



Figure 1: Project outcomes



Figure 2: Gluten-free recipe resources



Figure 3: How to improve their social media presence

The amended approach required students to support communities from a distance. Through the shift to an online environment, students' perspectives changed from doing for the community to implementing with the community. This meant that the community would hold more responsibility for the project, thereby increasing the sustainability of the proposed plans. This was a positive outcome as students, in collaboration with the community, were required to think of ways for the community to implement the project plan, which is one of the main aims of any community project.

Students are central stakeholders in undergraduate training as they are the consistent factor throughout modules (Vincent-Onabajo, Mustapha, & Gujba, 2019) and can provide valuable insights (Dunne & Zandstra, 2011). Students' perspectives of the amended project were explored through reflective feedback. Students generally

provided positive feedback. They felt that online platforms can provide a 'digital footprint' and stakeholders can then continue to review information in the future. Online projects were thus perceived to be more sustainable than face-to-face approaches. Students also recognised that they started to think differently about community engagement projects, and they were also able to improve their problem-solving skills, specifically when facing unforeseen challenges.

The students' proposed online community engagement ideas were shared with community engagement. The ideas were well received, and the Unit of Community Engagement suggested that in future transport funds allocated for students to visit community sites, could instead be available to support students' through other means when implementing online community engagement projects. The use of online community engagements

projects will continue to be explored in IHL 310 in 2021, with a greater focus on implementation.

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University of Pretoria Law Clinic (UPLC): Fighting on for the poor during the COVID-19 Lockdown

Eddie J. Hanekom (Director: UP Law Clinic)

A great need in the community: Court appearances continued while 'working from home'

The National Pandemic Lockdown has caused a great need among members of our community, especially as a result of family violence, evictions, retrenchments and debt-related issues. The University of Pretoria Law Clinic (UPLC) continue to try and assist as far as we can. During level 4 of the lockdown, appearances in all courts for urgent and essential matters continued. The Director as well as one of our attorneys, Ms Gaby Oosthuizen, attended to all court appearances. We also worked from home on our electronic file management system, and consultations with clients took place at the various courts where the cases were set down, at the court premises.

UPLC limited on-premises services reopened on 15 June 2020

After obtaining approval of a plan for reopening of the UPLC by the UP Management, staff were trained on-premises

in the Protocol and personal protective equipment (PPE) were sourced and distributed. After rigorous inspection of both the Hatfield and Hammanskraal premises, a Health and Safety Plan and Protocol was approved by the UP Occupational Health and Safety.



UP Law Clinic attorney Gaby Oosthuizen did court appearances during Level 4

Staff started to work on-premise on a weekly rotation in two separate groups from Monday 15 June 2020, consulting only with current clients. At Hammanskraal the on-premise rotation also continued.

Court appearances continue despite intermittent Court closures

Court appearances are complicated to manage because one often arrives at court in the morning, only to find that the court is closed due to a COVID-19 infection. Closures are for periods ranging from a couple of days to more than a week. The Pretoria High Court, the Pretoria Magistrates' Court, and the Temba Magistrates' Court in Hammanskraal all recently were closed from time to time.

Legal representation of accused in the Hatfield Criminal Court resumed

Representation of disadvantaged members of the public at the Hatfield Community Court also resumed. The UPLC did an inspection of the Court premises, and as a result, the UP donated and installed some perspex screens inside the Courtroom.

Limited consultations with new clients

From Monday 29 June, we started consulting with new

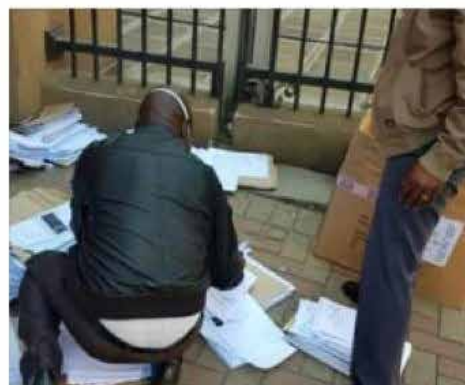


Screens donated and installed by the UPLC to the Hatfield Court

clients on urgent and essential cases. The demand for legal assistance was and still is overwhelming, forcing us to refuse to assist in many cases which the courts would not deem urgent or essential.

COVID19 infections on premises effectively curtailed

Two of our staff members already tested positive for the COVID-19 virus. Both recovered fully. The possibility of spreading the virus was effectively contained through our risk-mitigation and rotation plan. The UPLC had to interrupt on-premises services to new members of the public for a while until 21 July 2020 for purposes of having the premises 'fogged' and to complete a period of self-isolate. The work for current clients is continuing, and a new on-premises rotation of staff started on 21 July 2020.



The Pretoria High Court COVID-19 filing system-boxes on the sidewalk



Reliable House: A road to the way home

Sukholuhle Tshuma (Social worker—COSUP Reliable House, Department of Family Medicine, UP)

With the rise of homelessness, not only in the City of Tshwane but in the country as a whole, notwithstanding that males are hugely affected, with very limited or no resources available countrywide to curb this challenge. Reliable House is one project that justifies the 'housing first' model. Catering mostly for recovering male chronically

homeless substance users, this housing unit is a collaboration between the University of Pretoria's Unit for Community Engagement and Department of Family Medicine's Community Oriented Substance Use Programme (COSUP) which focuses on a multidisciplinary team substance use intervention using the harm reduction approach.

The establishment of Reliable House housing project in 2017 saw a reduction of one of the

harms associated with substance use, homelessness. As recovering homeless substance users are offered Opioid Substitution Therapy (OST) to assist with their addiction, being offered transitional housing poses as an advantage in the recovery process to the target population. Besides, the provision of shelter paves the way for various community work projects to be facilitated, projects that are key in accelerating the change beneficiaries need to reintegrate back into their families and society.

Reliable Hatfield book club

This has been one of the most ground-breaking community work projects. It is the first-ever book club by homeless people around Hatfield, the majority of which are recovering substance users. The book club was established in 2019 from a social work student's community work practical placement. It came as a response to the limited resources for the target group in accessing reading materials as well as a platform to showcase their various talents, e.g. acting, singing, poetry and storytelling. Eight key deliverables of the book club are, book reading, book reviews, poetry, public speaking, dialogue, spelling bee, motivational speaking, and debating. In addition, drama, singing and book writing workshops are arranged for interested service users. The book club is open for anyone interested in accessing the much-needed free service. It receives mentoring and support from the Gauteng Department of Sports, Arts, Culture and Recreation as well as Gauteng Libraries.

Lifeskills programs

Most service users at Reliable House have been living on the streets for

years, and this inevitably affects their sense of community and responsibility. Life skills programs are tailored to fill this gap and enable the target population to relearn basic acceptable norms for one to transition back into society. These life skills are primarily facilitated by the social workers at Reliable House, as well as students from the University of Pretoria (under supervision) from various departments including Social work and criminology, Psychology, Occupational Therapy, Theology and Religion. The focus is on communication skills, anger management, job readiness workshops, health talks, basic etiquette, to mention a few.

COVID-19 Lockdown: The unexpected

Like any other organisation, Reliable House (COSUP) had plans for the year regarding its community engagement. With the sudden and unexpected rise of the COVID-19 infections leading to the inevitable call for a lockdown earlier this year, Reliable House programs were also largely affected. The imminent closure of the university saw to the cancelling of lined up events by students. The lockdown conditions

also brought a sudden halt to plans as it meant all other beneficiaries from outside Reliable House could not access the premises. Somewhere displaced and relocated either to other temporary shelters, or some were fortunate enough to be reintegrated back with their families. The strict requirements for social distancing also meant that all events had to be halted with immediate effect, and indefinitely. One such event that was key and anticipated was the Funda Mzansi competition which our Bookclub team was vigorously preparing to attend and participate in, in George, Western Cape. The competitions were scheduled for the last week of October. Unfortunately, it has been cancelled for the year, and this brought about an inexplicable pang of disappointment in us all as this was the biggest highlight of the year. However, we find solace in knowing that the lockdown was vital in curbing the further spread of the coronavirus and we are relieved that so far none of our clients at Reliable House has been infected.

"It is in your hands to create a better world for all who live in it" Nelson Mandela.



Enriching a Hands-On Experience!

Robynn Moller (Lory Park Zoo, Midrand, South Africa)

A look at Generating projects during COVID-19 between JCP and Lory Park Zoo.

What do you do when a Module is designed to get students directly engaged with the community? How do you get around the huge issues of safety in the climate we find ourselves in? At Lory Park Zoo (LPZ) many Community-based Project Module (Code: JCP) students had to along with the zoo staff figure out how to get around this snag. The park finally and with great excitement opened again to the public in August 2020. However, this was not known at the time (March to July), leaving both the zoo staff and students in limbo. What to do? Well, Enrichment was the key. Between Dr Martina Jordaan and the Zoo they challenged them to develop within their direct means (staying at home or within their current confines), to design and build enrichment items for the zoo and deliver when the park was to reopen (then unknown).

An Enriching Experience: The students took to the challenge as always and have thus far produced extraordinary objects for the park. Some have already been delivered, and others are on their way. Some are even being constructed and built in different provinces, a great example of how community engagement works. I arranged for those items to be provided, instead of LPZ but to a local zoo closest to them in Durban, namely Mitchell Park Zoo.

At Lory Park Zoo Group 43 were challenged, and thus Bryce van de Kraats: Group leader with his team, Morne Bezuidenhout (stays in Mpumalanga), Ruan Reinicke and Chris Ehlers were challenged to build puzzles at home. Huge ones, small ones, complicated ones, awesome fun, but with lots of complicated communications of designs of safety, methods and reasoning flew between the Zoo and the team, but they delivered on their projects. Spending a goodly number of hours at home learning how to do the following:

- **Coconut feeders:** How to cut into and remove all the meat from coconuts and create them into feeders for primates and birds. (Not so easy after all).
- **Puzzle board:** for Joshua (Juvenile Lar Gibbon) who received it on his fourth Birthday on the 9 August 2020. The challenge was to design and build a device that the animal would need to reach into and gain food rewards, but not be easy. The other aspect of the challenge was to create it so that the other side (the side the animal cannot see or engage with) was outside of the camp. So that the keeper could easily and without interfering with the animals in any way place food items into the puzzle feeder. They succeeded, and the results were terrific. A board using polyvinyl chloride (PVC) pipes as the main solution with added boxes and old fan coverings to their advantage.



JCP Group 43 hand over their puzzle box to Mr Edward van Eck (Owner of Lory Park Zoo)

- **Traffic cone puzzle:** Here they cleverly used two traffic cones bolted together, where they created a hole in the middle then suspended it between a wooden frame. The concept was true to its design and allowed the primates (Siamang and Crested Gibbons) to learn how to rotate and manipulate the food items from within.
- **Owl/ nest boxes:** Were also built and installed at the Zoo within the main aviary - much to the delight of NicNic (grey-headed parrot) and Gandalf (grey parrot).



Joshua (Lar Gibbon) explores the Puzzle box the students created for him at Lory Park Zoo

The Lessons Learnt, and gained from this experience were varied, but, in a nutshell, they proved to us all that JCP works.

- It enabled long-distance communication to occur between two groups of people with differing skills (professional zookeepers and engineering students) that might not be able ever to meet.
- It encouraged communication that stimulated solutions through napkin sketches sent via WhatsApp to a finished product to loads of emails and some phone calls.
- Those communications, in turn, created either products or outcomes for both the students learning and something useful for the community in question.
- It taught the students new skills and opportunities to explore how to's, such as burning PVC pipe to resemble fake wood for a zoo animal enrichment project.

In short, and conclusion - it worked! Enrichment is the key and JCP along with the University of Pretoria, and Dr Martina Jordaan is impressive. Thank you from Lory Park Zoo and the animals for all their love and hard work.

Vet Books for Africa and COVID-19

Vet Books Team (Faculty of Veterinary Science)

Vet Books for Africa is a truly unique, student-driven, initiative established in 1993. This initiative distributes veterinary textbooks, journals and other educational equipment/tools to veterinary faculties in several southern and central African countries. Since our modest beginning, we have made 13 trips, reached eight countries, seven universities, driven approximately 84 000km and distributed an estimated 2 300 books. After the previous successful expedition at the end of 2018, the current committee was entrusted with planning the next expedition to take place at the end of 2020 to the selected countries- Zimbabwe, Zambia, Tanzania, Kenya, Uganda and Malawi.



Our long-term goal is to play a role in helping the universities produce veterinarians of higher quality for years to come while building relationships with our future colleagues in Africa. We hope that through this, we are successful in empowering learning institutes for a lifetime.

Although we have been faced with the COVID-19 pandemic, we have been determined to continue working towards achieving our collective goal. By remaining motivated, we have overcome a lot of obstacles the pandemic brought with it. The most significant is finances; during this challenging time sponsorships became few and far between. But we stood up to the challenge and created a sponsorship strategy that has proven to work well. Another obstacle we needed to adapt to was the challenge of doing everything remotely/online. Although these challenges did not make it any easier to plan and prepare for our expedition, we have remained dead set on making our



Wishes are granted in mysterious ways

Jady Hewitt (General Manager:
Phyllis Robertson Home)

At Phyllis Robertson Home we have been trying in vain to fit a physiotherapist into our completely non-subsidised budget for several years. Efforts to convince someone to do this on a volunteer basis or even part-time were unsuccessful. Since we accommodate physically disabled residents, this service would be most beneficial to them.



Our prayers were answered when we received an email inviting us to be included in the University of Pretoria (UP) Community Involvement Programme and particularly the Physiotherapy Department. The first student, Caitlin Crow, jumped right in and attended to most of our physically disabled residents. Many of them are road accident victims with more than just physical injuries; some have cerebral palsy, others have intellectual disability, and a few have degenerative diagnoses. Due to the lockdown, all the residents are sluggish and lazy.

Our residents were most impressed with her professional assessments and the exercises she showed them. Our care workers also benefitted from observing the exercise, and we hope that the benefit will outlast the practical phase of the students' training. We hope that Prof Karien Mostert will see the reciprocal value for the students and that we can establish a working relationship beyond.

goal a reality. As a result, we can now say we will be able to complete our trip at the end of 2020 successfully, permitted that the cross-country borders are open.

To help make the difference we set out to achieve, we decided to partner with some organisations to work together in 'Unlocking the true potential of conservation in Africa through the education of its people', and these partners are listed below. Our longest partner, the University of Pretoria, through Vet Books for Africa, is a registered society. Wildlife Conservation Trust (WCT), a like-minded Public benefit organisation (PBO) sharing our mission of working towards the conservation of endangered and vulnerable species. International Veterinary Students Association (IVSA), who have supported us for many years and Vet Books for Africa (VB4A) has played a role in helping them bring veterinary students from all over the world together. Our most recent partner is Lessons in Conservation (LiC); they also share our mission, to make an

impact in the lives of both animals and people by working towards conservation through education.

Vet Books for Africa strives to globally represent the veterinary profession, to create a positive ripple effect in the struggling world of conservation. We plan to use our passion for animals and medicine to find common ground upon which unique relationships between South Africa and fellow African countries can be formed. Through our actions, we hope to unite the veterinary students and faculties across Africa and contribute towards creating a sustainable world for animals and man alike.

For more information on our journey, please visit our website: <http://www.vetbooksforafrica.org>

Or find us on Facebook-Vet Books for Africa and Instagram-@vetbooksforafrica

OR Contact us directly info@vetbooksforafrica.org



A step closer to my dreams

Keletso Hayley Rakoma (Third Year BEd-Foundation Phase: Faculty of Education)



At the beginning of the semester, the Faculty of Education, specifically the foundation phase students were addressed by Dr Eugene Machimana, Senior Education Consultant, on orientation to community engagement before we could engage with schools. He shared about the positive activities that various faculties are implementing in collaboration with the community. As part of our practicals for a module called the Methodology of Learning Support (JMB 351), we had to positively impact the community and further prepare

ourselves for the teaching and learning environment that we would be working in in less than two years. We had to create a practical box filled different types of exciting educational materials of which some of them the Unit for Community Engagement would sponsor us. We would use these materials further to develop the foundation phase students at Edendale Preparatory school.

As a third-year student teacher who is very passionate about education, I was excited about the journey that I was going to participate in. I was happy to finally put all the theory I have been taught in class into practice. Upon our arrival at Edendale Preparatory School, we were warmly welcomed by the Principal and educators. When all the logistics of the day were thoroughly discussed, the big moment finally arrived, we were introduced to the children. It was so surreal; it was so heart-warming seeing their smiles, their faces filled with excitement and curiosity. They warmly greeted us with smiles and enthusiasm. It was beautiful. Instantly we connected with them. They engaged in the activity with an open mind. We played educational games with them, further developed their physical, emotional and mental skills. Friendships were formed, and communication and social skills were enhanced.

This opportunity made me fall in love with teaching all over again. It brought me closer to the reality that I would be living after graduating, which was changing and positively impacting society. I felt honoured to be responsible for such young minds that were eager to learn and succeed.

I am so grateful for the opportunity that the Unit for Community Engagement team, the Faculty of Education students and my lecturers Dr Susan Thuketana and Mrs Nita Pieterse for granting us such a vast opportunity and preparing us in advance for the future teaching environment.

UP RAG: Feed the nation, build the nation

Thato Tshabangu (Thusho Projects Executive)

University of Pretoria (UP) Reach Out and Give (RAG) is one of the three key committees within the Department of Student Affairs at the University of Pretoria which focuses on fundraising and implementing projects that contribute to the greater good within the university and the

outside community. It is a student-driven non-profit organisation based on community engagement.

UPRAG consists of 12 portfolios which tackle different projects; Thusho projects is the portfolio mandated to implement community projects. On the 7 March, 2020 Thusho projects courtesy of UPRAG implemented a project aimed at feeding people

around the streets of Hatfield and Sunnyside. This project was headed by Thato Tshabangu, who is the executive of the Thusho project. The aim was to feed as many people as we could.

We approached different people to offer bread and stumbled across Reliable House. Reliable House is a shelter within Hatfield



that accommodates men who are homeless. It was fascinating to find individuals who are also dedicated to helping those who are in need. We got the opportunity to feed and speak to the residences about their needs and how Thusho projects can contribute.

As Thusho, we made a promise to go back soon to implement a soup kitchen and potentially form a partnership with Reliable House. This particular encounter with Reliable House occurred at the perfect time because we had been searching for a place in which we could host our annual soup kitchen. Although due to COVID-19 our projects were forced to be put on hold, we will definitely be working closely with Reliable House soon.

We then proceeded to the streets of Sunnyside, where we saw a massive demand for food, the people were very receiving and grateful. The implementation of this project was indeed successful and fulfilling because we were able to put smiles on people's faces. It was so successful to the point that we decided to make it an ongoing project. The resources were limited; however, we hope to contribute more shortly.



Utilising a virtual community to engage second-year students with community work

Ms Elmien Claassens, Ms Helena Klopper and Dr Juliet Sambo (Department of Social Work and Criminology)

In our second-year social work curriculum, the emphasis is placed on community work as a method as well as community-based group work. Second-year students are enrolled for a theory module on Community Work in our Practice module places, with emphasis on putting theory into practice.

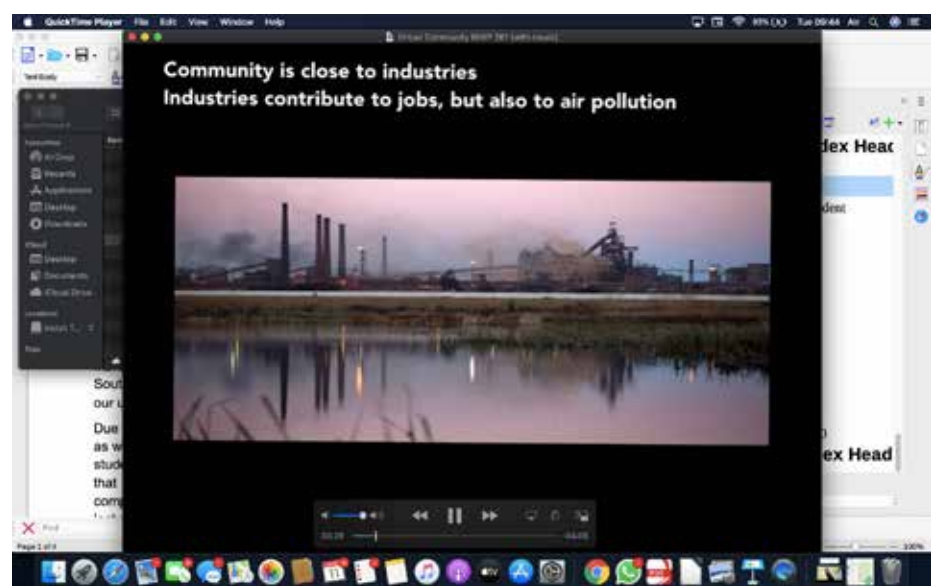
However, in 2020, with the global COVID-19 pandemic, the practice lecturers have faced many challenges, including how to conduct the practical component of Community Work online. This was aggravated by the South African Government's announcement of national lockdown towards the end of March 2020, immediately after students completed the theory module on Community Work.

As a result of the lockdown, our students could not use their own communities as a point of reference due to the practical nature of our module. This dilemma forced us to think entirely out of the 'box' and the process we had followed for so many years as practice lecturers. O'Leary and Tsui (2020:1) quoted an interview with Rebecca Solnit who observed: "Disasters shake things loose. And the things that we regarded as fixed and unchangeable can suddenly be changed". This could not have been truer for us as a second-year practice lecturers. The reality was that we had to find a community where we could refer students to, to still give them exposure to community work.

We contemplated using photos for a specific class discussion to highlight the value of observation when social workers are working in communities. That was the moment we realised that we could create our own virtual fictitious community by making our own video from different photos and

material we could find. As a result of this deliberation, 'Ngampela', the fictitious virtual community was born. *Ngampela*, a name stemming from the traditional IsiZulu language (one of the eleven official languages in South Africa) and seemed an entirely apt name in the circumstances. *Virtual* is defined by the Cambridge Online Dictionary (<https://dictionary.cambridge.org/dictionary/english/virtual>) as 'something that can be seen using a computer and therefore without going anywhere or talking to anyone'.

with our community work process with students. Research suggests that virtual communities hold some benefits as learning communities and communities of practice for future social workers, mainly as a means of delivering experiential learning and traditional classroom content (Greene, 2017:15). Together as colleagues we deliberated and devised an alternative plan, and this 'strange' new concept of a fictitious, virtual community quickly appeared as a community we had known



In the process of facing all the challenges with lockdown, a virtual community seemed like the 'thing' that could enable us to continue

for many years which we could visualise clearly. In our committee of practice lecturers, we collaboratively prepared a video.



After many weeks of online teaching and learning, Ngampela has become part of our point of reference for our weekly class discussions. In addition, we have been able to help students to apply the community work theory to this virtual and fictitious community. Students in their smaller groups had critical dialogues of possible plans that could address some of the injustices they have observed in the Ngampela virtual community. Students also drafted an action plan as well as letters to request funding from possible donors. This will enable them to prepare and submit, a fictitious project proposal to the practice lecturers.

Currently, our students have not yet returned to campus for contact classes, and we have had to have more creativity and innovation, to adapt to the new norm of doing things. In hindsight, we have learnt that social work educators have shown tremendous resilience during trying and uncertain times. Students already provided mid-year feedback that they are enjoying the virtual community and appreciate that they can continue with their practice curriculum, even during the lockdown.

As a team of colleagues, we take away some lessons learnt as a result of this process:

1. Never underestimate the power of

teamwork.

2. Social workers are required to have the resilience to adapt to change, which was challenged by online teaching and learning as well as to stay flexible with plans that could very suddenly change.
3. The value of critical dialogues cannot be overemphasised.
4. We have learnt the importance of having continual critical conversations amongst colleagues, and then spending many hours on the actual digital platform, to ensure your presence in the virtual world together with your students.
5. As mentioned by Reamer (2019) some of the best practices from online teaching, include the notion of creating a supportive online community, which aims to minimize the isolation students feel. Given this, we made a design change to the assignment to include the requirement that students communicate and engage with each other through an online platform during the lockdown. We, therefore, arranged our students into smaller groups to work on their Community Profile Assignment, as applied to the Ngampela community. Students were able to complete this assignment in small groups, using the Discussion Boards on the ClickUP portal made available by

the University of Pretoria. We also learnt that the inclusive process of online teaching and learning was the only way of reaching every student during the lockdown and that the online community was a critical part of the success of the module.

During 2020, the COVID-19 pandemic brought about challenges and inevitable change for every person, regardless of your location during the pandemic. As educators in South-Africa, we were faced with sudden and rapid changes which caused us to transition to a new online teaching and learning platform that enabled all students to continue with learning. Innovation and creativity assisted us to successfully transition to an online platform while still meeting the desired outcomes for the module.

We leave you with this thought: We should never underestimate how uncertain times can unlock learning opportunities, for both social work educators and students.

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Psychological assessment: Rural context and young people

Donné Barnard (Educational Psychologist: Pretoria Boys High School [PBHS] and Centre for the Study of Resilience [CSR])

Thorough research has shown that young people in rural schools in South Africa continue to experience context-specific adversities. This has firmly established a clear need for relevant and group-based educational psychology assessment. These context-specific adversities specifically refer to socio-economic inequality that has, over time, been amplified in our rural settings, which inevitably includes schools and other educational institutions. Of particular interest for purposes of this article, is the effect it has had on educational psychology career assessments. The post-colonial landscape in South Africa led to vast differences between rural and urban environments. As a result of globalisation and historically oppressive systems, resources such as cultural knowledge systems and multiculturalism that should have been celebrated and incorporated into assessment methods, have been entirely left out in the cold. In many instances, learners in rural schools are not assessed for suitable careers or assessed using standardised Western psychological assessment media that omits due consideration for culturally appropriate and relevant assessment techniques. It is consequently my aim to describe some adapted quantitative and qualitative career assessment activities that have the potential to inform educational psychology assessments in rural settings in South Africa.

I found that group-based assessment strategies were responsive to diversity in educational psychology assessment in the identified rural school context. The research confirmed that assessment activities which were culturally and contextually relevant and adapted for culture, context and language, could address challenges related to diversity in rural contexts. The thoroughly adapted group-based assessment strategies were, through the analysis conducted, found to have acted as a potential buffer to language barriers. Participation in these group-based activities was encouraged by employing postmodern narrative, positive psychological and indigenous assessment activities.

By applying one's mind, it is evident that the unique cultures, circumstances and contexts of young people should be adequately considered, represented and expressed when conducting appropriate career counselling assessments. This is again especially relevant for young people who hail from high-risk contexts. It was subsequently also noted that group-based career counselling in high-risk contexts had significant advantages as to its practicality, with cognisance of the time and cost usually associated with career assessments.

Although there still exists a need for more research and knowledge as to the administration of group-based counselling assessments that would meet the unique needs of different cultural groups, especially groups of young people who reside in high-risk contexts, the existing research has already proven to be rich and extremely valuable. I hope that the effort and progress that has been made will pave the way towards an increased understanding of the need for adaptation of existing assessment methods, and ultimately change how assessments are approached in a rural school setting to ensure long term benefits for children in these contexts.

Career Services at UP

Marile Roos (Projects: Manager Employability and Training)

Welcome to the Career Services Office (CSO) of the University of Pretoria (UP), where we guide students and recent graduates to become more employable while obtaining their qualification. Some of the services offered by UP CSO are as follows:

- Career events and fairs
- Graduate recruitment events
- Hosting employers that conduct on-site job interviews and assessments
- Providing one-on-one assistance to assist students in getting ready for work
- Mentorship
- Presenting specialist seminars and masterclasses
- Advertising job and networking opportunities
- Internships and job shadowing

Because students need more than a degree, the CSO, in conjunction with Enterprises UP, also offers a variety of online courses to assist with the transition from university to the world of work. The CSO, together with Enterprises UP, has launched the Ready for Work Programme. This programme is specifically designed for students and graduates from UP to acquire the requisite skills and attributes to help them integrate more easily into employment and to move from the world of education to the world of work with essential and/or specialised skills that will improve their job (or self-employment) prospects.

The coronavirus pandemic has had significant implications for higher education. Universities globally responded with closures, and in South Africa, it happened towards the end of March 2020. Consequently, many universities shifted to online

teaching and learning and research. It appears that the virus has been a catalyst for unprecedented changes for higher education learning.

Working on community projects during lockdown level 3

Martina Jordaan (Senior lecturer: Community-Based Project Module)

Students enrolled for the Community-based Project Module (Code: JCP) of the Faculty of Engineering, Built Environment and IT have to work at least 40 hours in the community. During lockdown level 3, several students manage to do projects in the community.

Opkykpathways LSEN school



The coronavirus has caused many disruptions and has had severe consequences for the economy and job market. This while the outbreak is only in its early stages. The implications for students and graduates entering the job market are uncertain at this stage, and a possible economic recession might be unavoidable. On a positive note, employers and Career Services platforms are adjusting their career advice and recruitment processes by switching increasingly to online interviews and virtual career fairs. Both graduates and employers need to be proactive and adaptable in these unprecedented times. Graduates need to be competitive and seek to increase their employability to make themselves more employable to potential employers. UP CSO is here to support current students and recent graduates in these unprecedented to adapt and become more employable in a changing job market

Feel free to contact us at 012 420 6438 or careerservices@up.ac.za to book an appointment with a Career Services consultant/advisor on campus. Let us help you grow your employability.

One of the groups worked during the July recess at Opkykpathways, a special education school, just outside of Brits. The team consisting of Jacques du Plessis, Erik Oosthuizen, Thomas van der Merwe, all second-year Industrial engineering students and Brendan Oelofse a second-year Computer engineering student repaired, painted and treated the jungle gyms against erosion. They also repaired and repainted a swing for children with mobility difficulties. Taking into consideration that a couple of learners experience epileptic seizures, they added safeguards to the swing to prevent injury. They also added a shade net over the jungle gym to provide shade for the teachers who must look after the children when they play on the jungle gyms. The students also sanded off some of the wood because it gave off splinters. The principal and her husband, Mr Willem and Mrs Drika Kruger, were very accommodating and changed the students' perception of life through the way they talked about their learners. The students indicated that doing the project had a significant impact on their perceptions

of special educational needs schools. The students reflected that they realised how grateful they must be for the little things in life.

The Fold children's home



Nicolaas Coetzee, Frederik Heyl, Paul Roos and Jacobus van Tonder all the second year Civil Engineering students took on the task of enlarging a vegetable garden's perimeter at The Fold children's home near Vaalwater. This required the four of them to plant fence posts, erect diamond wire and loosen the soil for new seeds to be planted. They believe that the phrase 'teamwork makes a dream work' truly came to life during their project. The team really worked together effectively and efficiently to complete the project on time. They learnt to engage with the community and believe that they all built good relationships with the owner as well as the farm workers during the week's work. Seeing how the work they did will help provide food for the less fortunate children of a rural area like Vaalwater truly humbled them.

Loskop Dam Nature Reserve

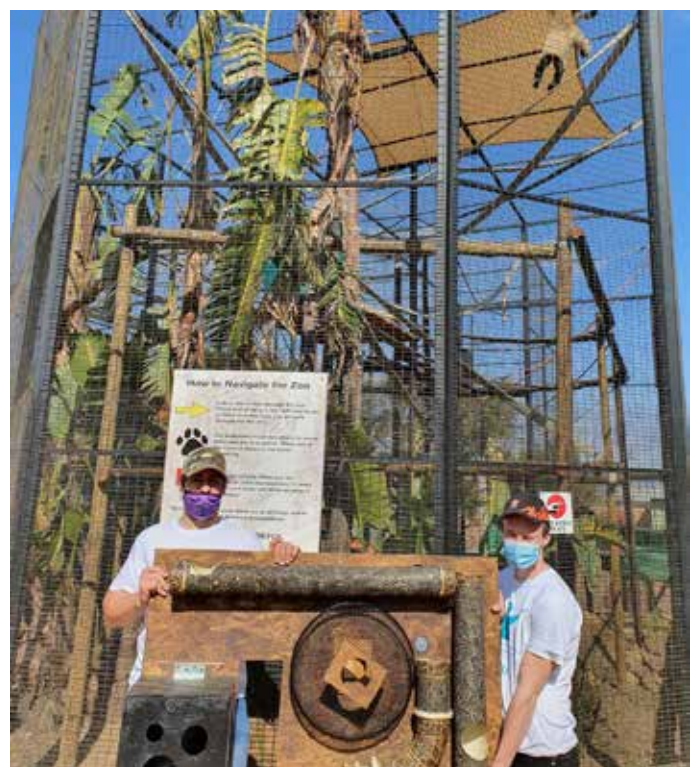


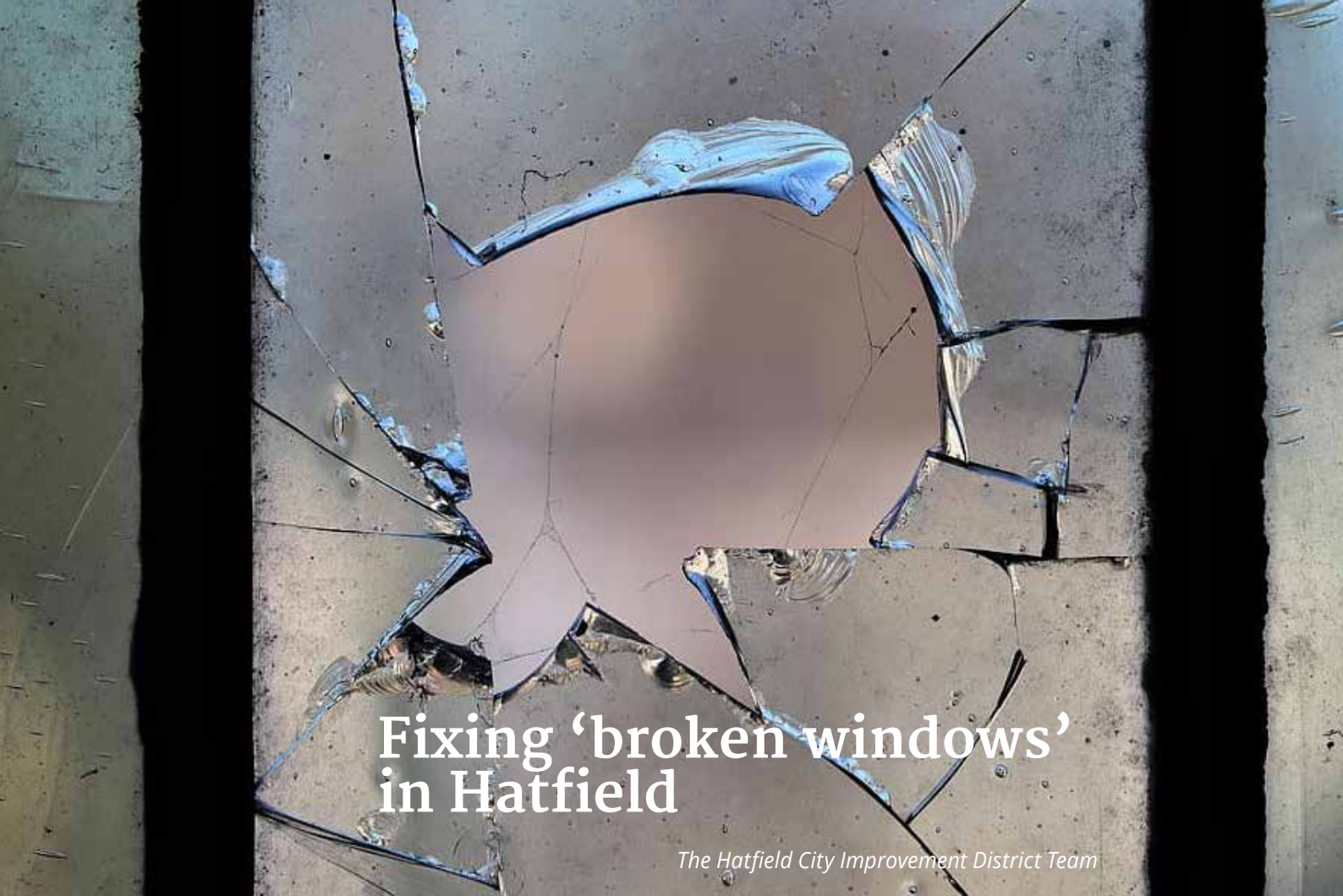
William de Swardt, Bianca Oosthuizen both second-year Information Science students and Arno van Zyl a second-year Metallurgical Engineering and Christiaan

Mol a second-year Mechanical Engineering did their fieldwork at Loskop Dam Nature Reserve. There they joined the Mabula Ground Hornbill Project and helped build artificial nests for the Southern Ground Hornbill. They learned about the ground hornbill and how they became endangered and how they could help. They taught them about the role conservation plays in our communities. Conservation is the preservation and protection of the natural environment. Giving back and protecting nature means preserving and protecting our community. It made them realise that even a little effort towards conservation can make a significant difference in the long run. They learned skills such as teamwork and time management while gaining knowledge on wildlife and natural surroundings. This project taught them that a group of people with the same goals could achieve great things.

Lory Park Zoo

Morné Bezuidenhout, Chris Ehler, Ruan Reinecke and Bryce van de Kraats, all second-year engineering students did their community project at Lory Park Zoo. They built and designed animal feeders, animal enhancement toys as well as building two owl houses. When installation day came, they also helped at the zoo with odd jobs. Because of the COVID-19 and lockdown, they learned the importance of proper planning and effective communication. Especially when considering the budget, they really understood the importance of money management. Also, when they created the feeders, they came up with so many ideas. However, they discovered that when creating something for someone or something else, you need to look at the idea from a completely different perspective. They used the fundamentals of engineering, which is solving problems without having any predefined solutions available.





Fixing ‘broken windows’ in Hatfield

The Hatfield City Improvement District Team

The broken window theory is a criminological theory that states that visible signs of crime, anti-social behaviour, and civil disorder create an urban environment that encourages further crime and disorder, including serious crimes. The theory suggests that policing methods that target minor offences such as vandalism, public drinking, and fare evasion help to create an atmosphere of order and lawfulness, thereby preventing more serious crimes. The theory was introduced in a 1982 article by social scientists James Q. Wilson and George L. Kelling.

In an urban environment, where there are few, or no people around, individuals look for signals in the environment to determine the status of the social norms in that particular setting, and thereby calculate the risk of getting caught. One of these signals is the area’s general appearance. Under the ‘Broken Windows Theory’, a clean, neat, and orderly environment, sends the signal that the area is monitored, and

criminal behaviour is not tolerated. A disordered, unmaintained environment with broken windows, graffiti and excessive litter sends an unambiguous signal that the area is not monitored and that criminal behaviour has little risk of detection.

The theory assumes that the landscape ‘communicates’ to people visiting that area. A broken window silently transmits the message that that community has a lack of social control and, therefore, the assumption might be made by criminals, that the community is unable or even unwilling to defend itself against a criminal invasion. It is not so much the actual broken window that is important, but the message the broken window sends to people. It symbolizes the community’s defenselessness, vulnerability, and a lack of cohesiveness.

Neighbourhoods with a strong sense of cohesion, fix broken windows and assert social responsibility on themselves, thereby giving

themselves control over their space. Under the impression that a broken window left unfixed can lead to more severe problems, like unwanted elements and crime in their area, residents can begin to change their own community.

Regarding social geography, the broken windows theory is a way of explaining people and their interactions with space. The culture of a community deteriorates and change over time with the influence of unwanted people and their behaviours. All spaces have their own codes of conduct, and what is considered ‘normal’ will vary from place to place. The concept also takes into consideration spatial exclusion and social division, as some people may behave disruptively and will, therefore, be ‘unwanted’ or ‘undesired’ in that specific space.

A community has its own standards and communicates a strong message to criminals, by social control, that their neighbourhood does not

tolerate any criminal activities, but should a community be unable or unwilling to ward off would-be criminals on their own, policing efforts will be needed. By removing unwanted people from the streets, the residents will feel safer and will have a higher regard for those protecting them. By excluding the 'unruly', an active attempt is made to keep the balance and cohesiveness of a community.

The main priority of the Hatfield City Improvement District (HCID) is the safety of the people residing and working in the suburb, as well as visitors to, and people passing through Hatfield en route to other destinations in the city. This is achieved by utilising the services of an outsourced security company with personnel deployed on a 24/7 basis.

In September 2017, the City of

Tshwane, in partnership with the Hatfield CID (City Improvement District), launched the first Tshwane Metro Police Department Bicycle Unit in Hatfield. The area is now patrolled by the bicycle unit of the Metro Police as well. This added initiative has succeeded in reducing criminality in Hatfield.

On 14 November 2019, the City of Tshwane, in collaboration with the University of Pretoria, the HCID and other vital stakeholders, launched the Hatfield Tshwane Metro Police Department (TMPD) Satellite Station, the first facility of its kind in the City. This project represents a significant collective effort in working towards ensuring the creation of a safe city for all. It also highlights the vital role community stakeholders can play in driving change in their neighbourhood through continued interactions with the City.

The routes surrounding the University are mainly used by students; therefore, particular attention is paid to the safety of pedestrians. For this purpose, a University of Pretoria Guardian Route has been established in collaboration with the University's Security Services. The routes are patrolled by security personnel.

The Hatfield CID team ensures that all 'broken windows', and graffiti in the public spaces of Hatfield gets fixed or removed. We also practice a 'Zero Tolerance' approach towards any crime in our area.

We are here to 'Serve the people of Hatfield'.

Social psychologists and police officers tend to agree that if a window in a building is broken and is left unrepaired, all the rest of the windows will soon be broken. This is as true in well-kept neighbourhoods as in rundown ones.

Meows in Makapanstad

Tayla Marcel, Leshan Pillay and Mikaela Warren (VetSCO Team)

The Veterinary Student Community Outreach (VetSCO) group is an outreach program organized by veterinary and nursing students at the faculty of veterinary sciences with a sole purpose of exposing veterinary students to a broader perspective in terms of practical experience in their field of study. The group aims to help veterinary students and para-veterinary students to be more self-confident in their functional abilities which in turn may alleviate fear associated with a lack of confidence and inexperience

On an outreach in Makapanstad, the VetSCO committee had a bright and early start, packing the bus before assembling with the 30 eager veterinary and veterinary nurse student volunteers. Before being seated, the register was taken, and indemnity forms were signed. After our hour-long journey, we were then warmly welcomed by the community leader. Our team proceeded to unpack the bus and set up our four stations for the day. The volunteers were divided into groups and rotated between the four stations.



Station one: The Registration Station

The owner and pets' details were recorded, and they were given a vaccination card. Students also gained experience doing clinical exams on each animal which involved:

- TPR (Temperature, Pulse, Respiration).
- Body condition score.

If anything was found to be abnormal during this exam, the accompanying veterinarian, Dr Himal Gangaram, was notified.

Station 2: The Vaccination Station

The following vaccines were drawn and administered to the pets:

- 5-in-1 (Parvovirus, Distemper, Hepatitis, Parainfluenza and adenovirus)



Photo by: Humairaa Mohamed

- Rabies
- 3-1 for cats

The students at this station gained critical experience in vaccinating and drawing vaccines.

Station 3: Deworming and dipping

Students were taught how to give oral deworming tablets and how to apply a topical dip.

Station 4: Education Station

We educated the curious youth on what to do when faced with an aggressive or scared dog and what to do



Photo by: Humairaa Mohamed

if a dog bites them. We also handed out our educational pamphlets with interactive sections. We provided art supplies so that the children could have fun while they learnt. We also advised owners on how to make nutritious meals for their canine companions with leftover food. Our main aim focused on Rabies education and ethical animal treatment.

Older children and adults were also educated, pamphlets were distributed covering what food is beneficial and what may be harmful to their pets. Some elderly members of the community requested we do a few house visits as they were unable to walk alone with all their dogs. Teams were distributed with a committee member to vaccinate, dip and deworm their dogs. In total, despite the massive rain present on the day, we managed to vaccinate 125 dogs and eight cats.

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Community disengagement? Another COVID-19 Lockdown Level 3 Reflection

Makone Maja (Student Entrepreneurship Office, Faculty of Humanities)

Social distancing would be the official term. Two words that most certainly make it to the all-time top 500 most frequently used words and I am almost certain never together though. These words were not previously part of one's daily or even weekly bank of words, and yet it now seems inconceivable how often they have been used in the preceding five months. Level 5 of the national lockdown enforced by the government instead of the COVID-19 pandemic gave us a look into the importance of community and how we are defined by it at micro and macro, conspicuous and inconspicuous as well as incidental and intentional levels.

At a macro level, these words have made tectonic shifts to the construct of society as we knew it. This can be discerned in the interconnectedness that comes with global economies, where bandwidth has replaced event capacity. Concerts, meetings, conferences and travelling are nebulous memories lodged deep within our psyches. The internet is officially the place to be. At a micro level—we see people more behind a screen than in person. Hugging and shaking hands are the new faux pas. Charitable transactions using digital mediums and social media were popular as they enabled disengaged community engagement. All have felt the restraints on social and communal interaction.

The South African Depression and Mental Health Group, a community engagement mental health and

lobby group, reported that it had to close its doors for the first time in 26 years and had; as a result, a record high number of daily calls, more than double daily calls before lockdown. Citing reasons including that many people were 'just not coping' with the lockdown because of all the restrictions placed on the interaction between the citizens. The limitations on opportunities for basic communal interactions have completely seized or are being conducted under the auspices of draconian government measures. The once cliché sentiment that no man is an island stands the test of time, even testing positive on the COVID-19 lockdown.

In the cases of the incidental and intentional outcomes of the national lockdown - those living in the big cities have been most visibly affected by them. Big cities have rotated as the epicentres of the pandemic. The hustling and bustling came to a halt, and the attitudes of the people are all occupied with all things COVID-19. Sanitise. Making that impatient walk back to the car to grab a mask. Sanitise. Hold in all your sneezing and coughs lest people think you are a COVID-19 patient. Sanitise. Avoid close contact with people. Rely only on eye contact to peep above the mask. Sanitise. Call security on anybody standing only 1.7 metres instead of the full 2 metres away from you in the queue (yes, this actually happened). Do not forget to sanitise.

From these instances above and all other consequences of social distancing and self-isolation, we can begin to acknowledge and appreciate the healing properties that are found in community, oneness and a sense of belonging. It appears that the fear of transmitting the virus has sapped us of that sense of community we once possessed, and many predict that community disengagement will be the new normal. Perhaps we continue to find other creative means of keeping each other sane - or driving each other crazy. It could all depend on how far along the 2-metre distance rule you are willing to comply.

Responsive during COVID-19

Marica Foxcroft (Training Facility, Department of Educational Psychology)

"It is not the strongest species that survive, nor the most intelligent, but the most responsive to change"
Charles Darwin.



The COVID-19 pandemic required rapid changes to training methodologies of Educational Psychology students. The reliant practicum training methodology of in-person (contact) consultations had to change. The Department of Educational Psychology's Training Facility at the Groenkloof Campus has specially designed rooms for training purposes, with observation areas as well as recording equipment. Final year master's degree students in the Department of Educational Psychology have to complete practical training under the supervision of senior Educational Psychologists and a Case Manager by engaging with outside clients from the community around the University of Pretoria at the Training Facility. Adherence to lockdown protocol resulted in the closure of the Training Facility

In-person contact posed a challenge during Level 5 and Level 4 of the lockdown with guidelines that prohibited students' practical activities from continuing. Once Level 3 of the lockdown was announced the staff at the Training Facility reacted quickly and positively

to adapt various procedures for compliance to Level 3 requirements and safety protocol adherence for staff, students and outside clients.

Therefore, students were able to start with practical work, and clients can gain access to Educational Psychological services rendered at our Training Facility. In line with the Health Profession Council of South Africa (HPCSA) guidelines, the Department of Educational Psychology strives to develop competent, ethical and professional Educational Psychologist who can meet the psychological needs of the people living in South Africa. Furthermore, the health and safety of our supervisors, students and outside clients are our priority. The protocol was developed by Dr Suzanne Bester, Training Facility Manager together with Mrs Marica Foxcroft and Mrs Elsie Mahlangu-Komane, Training Facility Case Managers, to be responsive and responsible to safety adherence during the COVID-19 pandemic.



Change requires leadership, and thanks to the dedication of our supervisors and students at the Training Facility the outside clients receive University letters for accessing the Training Facility as part of the protocol well in advance

and are comfortable to attend in-person activities at the Training Facility, especially under the 'new normal' circumstances of wearing face masks, face shields, working with desk shields and sanitising regularly. We are proud to announce that the Department of Educational Psychology is responsive to change, and we provide a service to the community and lead by example.

COVID-19: A Pandemic affects more than just human lives

Dr Chanelle Magson (Mamelodi Animal Health Clinic)

COVID-19 has made a significant impact on South Africa. Families have lost their income, work, food and shelter during these uncertain times. These effects have rippled through to the health care and well-being of beloved family pets. Problems we have not seen in a while have re-emerged. Two issues worth mentioning are malnutrition and a distemper virus outbreak.

Cases of 'knuckling over syndrome' have sadly spiked in the last two months with a new puppy affected seen every week. "Knuckling over syndrome occurs when a young growing pup is fed a diet containing low or no protein, this leads to malformation of the pup's legs causing a bowed leg appearance

and a forward 'trip' movement of the front legs". Luckily this condition can be rectified with the right nutrition and a splint bandage for a week or two.



Knuckling over syndrome



Splint bandage to rectify knuckling

The Distemper outbreak, on the other hand, does not have such favourable prognostic outcomes. Distemper is a devastating virus which can spread

very fast through a community, especially when a portion of the population is unvaccinated. This is because it is highly contagious and is easily spread through the environment. Dogs initially present with respiratory signs such as coughing, nasal and ocular discharge, followed by gastrointestinal and neurological symptoms. Once the dog presents with neurological signs like seizing, shaking, muscle tremors, uncoordinated movements or weakness of limbs, the prognosis is very poor. Once these signs start to show, it indicates that the virus has entered the brain and few dogs recover from this stage. We encourage people to learn and recognise these signs so that treatment can be started as soon as possible. The suspected reason for the outbreak is due to the lockdown of our clinics which led to missed vaccinations of pups and yearly follow up vaccinations. The vaccinations we administer to puppies in their first months of life aim to immunise dogs against five viruses, and one of these is distemper. Vaccinations are vital in the prevention of viral disease outbreaks.

We are very happy to be back at our clinic, attempting to improve the lives of every patient that walks through our doors.



Distemper virus



Drug-free world

Emanuel Maringa (Manager: Reliable House)

Reliable house is noticing a spike in the number of drug addicts, who are showing up at its harm reduction centre for treatment. A dramatic increase in the number of nyaope addicts seeking help has put a financial strain on drugs and rehabilitation centre's across the country. This is due to the drastic increase of substance abuse, both legal and illegal in our communities. We are also experiencing more nyaope addictions that need intensive medical treatment because the drug contains heroin, which leads to severe physical conditions. These conditions need medical care during the withdrawal period.

We call all communities not to do drugs. Do not demand drugs. Do not apply for a criminal record of doing drugs. If you stop demanding drugs, cartels will not be producing or delivering them. That is a lot of demand, a lot of supply and a lot of money. Drug use is often an escape from harsh realities, not a cause of social problems. Even if we had no drugs in our communities, we would still have issues such as lack of opportunities, unemployment, economic and social marginalisation, inequalities and a growing sense of drug-related problems which, for some, drugs offer the only solution.

Department of Speech–Language Pathology and Audiology: Continuing community engagement amidst the COVID–19 pandemic

Maria du Toit (Clinical lecturer: KMP 482 and KMP 381 practical modules)



Community engagement is an integral part of undergraduate training within the Department of Speech–Language Pathology and Audiology. Students within the Speech–Language Pathology and Audiology programmes interact with various communities through delivering healthcare and therapeutic services. One of our main priorities is to integrate community engagement with clinical training. One site where this occurs is in the Kangaroo Mother Care (KMC) ward at Kalafong Tertiary Hospital.

Since South Africa has gone into lockdown due to the COVID–19 pandemic, services delivered by final year speech–language pathology and audiology students within the KMC ward were suspended. Alternative plans were required to continue providing feeding, hearing and communication services to families with preterm, low birth weight infants. Students were, therefore tasked with an assignment that enabled us to continue with service delivery despite the suspension of academic activities.

A video essay assignment was given as part of the communication pathology final year module (Early Communication Intervention Practical [KMP 482]) where students were required to make a 5 to 7 minutes video to provide information to a caregiver in the KMC unit. Topics included the importance of hearing screening, language

development in preterm low birth weight infants, early book reading, stress signals in infants, breastfeeding, and the benefits of KMC. They also made a pamphlet with the same information that can be given to healthcare professionals working in the KMC unit.



The videos have been presented and pamphlets, in the form of a poster, were shared with mothers and nurses in the ward. Since then, various video essays have been developed to continue service delivery which includes early childhood development (ECD) practitioner coaching on language stimulation strategies within the ECD context, as well as educating community care workers on techniques to encourage active listening amongst the elderly in care homes and retirement villages (KMP 381). Students and the receivers of videos alike perceived this assignment as an excellent approach to continue serving the communities without being able to deliver hands-on services.



Commercii giving back during COVID-19

Amelia D. Veldschoen
(Commercii: Chairperson-
Faculty of Economic and
Management Sciences)

Helping others is crucial right now as we unify within our local communities to face the COVID-19 crisis head-on. This has motivated the Commercii Executive Committee to take action to help those in need during this unprecedented time. Although student life activities have been put on hold, Commercii had to adjust to the new norm and still find ways to fulfil its outreach objectives for the term.

Intending to make an impact, while staying safe and adhering to COVID-19 regulations, Commercii decided to undertake individual acts of service on behalf of the team. Two weeks into the national lockdown, Chairperson, Amelia Veldschoen, initiated the COVID-19 Baby Project where community members contributed baby items and monetary donations to assist a 19-year old mom-to-be, who had been unable to acquire the necessities for her baby girl who was born on 20 May 2020.

Nelson Mandela Day was another excellent opportunity for Commercii to make a difference and share their 67 minutes of kindness. Academic and Mentorship Officer, Sevashen Thaver, along with his sister, donated



Amelia Veldschoen – COVID-19 Baby project



Tariro Maphosa – Nerina Mandela Day

sanitary pads to the Mareng Foundation. He encouraged other students to do the same. Transformation Officer, Tariro Maphosa, contributed clothing items to her residence, Nerina's Mandela Day initiative. Thato Magano, Commercii's Socials, donated to the Feenix organisation which runs the CaptheGap campaign to raise R6.6 million to equip as many students with laptops, data, and food vouchers.

Commercii's most significant contribution to making a difference in the lives of students was the collaboration with all the faculty houses to donate to the Students' Representative Council (SRC) Solidarity Fund. The purpose of this fund was to assist students in need with expenses they may have, such as groceries, toiletries, data, and other miscellaneous costs. Many students were able to receive help from this initiative.

Commercii continues to find opportunities to unite and bring positive change in communities and encourage all Economic and Management Sciences (EMS) students to do their part too.

"At the end of the day, it's not about what you have or even about what you've accomplished... it's about who you've lifted up, who you've made better. It's about what you've given back" Denzel Washington.

Zoom encounters between Greek and South African students in the arts

The project: Stencil as a Social Art Form

In continuation of our collaboration, we conducted four online, live meetings with students from Pretoria (South Africa) and Thessaloniki (Greece), whereby at least twenty students from Thessaloniki and about the same number from Pretoria participated. Through these cross-communication sessions, the students from both sides showed some of their artworks and discussed their ongoing projects. The response received from the Greek students after these exchanges was very positive and most encouraging. All of them found the sessions an enriching learning experience, and unique opportunity as they were able, in their own words, 'to share our experiences and work with students from another culture and background and at the same time see and learn from what our counterparts in Pretoria were doing'.



Dimitra Tsintsini, University of Thessaloniki, Greece

Voices from Greece

Here are some of the responses from the Greek students, illustrating the impact of Zoom encounters between the Greek and South African students in the Arts:

- 'I was inspired by the work we saw especially the colours, and it made me more aware of the problem of Albinism'.
- 'The meeting with the students from [University of] Pretoria was unique as I saw how art could be a great means of communication and exchange of ideas and feelings'.
- 'I am looking forward to more such meeting online, and hopefully, we can meet the students from Pretoria in person too'.

- 'Art is a great communicative tool; I was so happy to share my experiences with students from another culture'.
- 'I would like to thank Dr Raita Steyn and Mr Stergios Proios for giving us this unique experience; it inspired me so much. I look forward to more such meetings'.



Eirini Papadopoulou, University of Thessaloniki, Greece

'I would like to say that I found the online exchange with the students from South Africa exciting, as for the first time in my life, I had such an experience. Seeing the work that the students had done with the Albinism-project, opened up new horizons in that art can be a means of communicating awareness of social issues. The second meeting where we were able to show our stencils and see the ones that the students from Pretoria had created reinforced my initial feeling of how, even though we had different experiences and cultural backgrounds, art can be a facilitator and a powerful means of communication. I look forward to further online meetings and seeing how all our individual stencils will unite in a single artwork'.

Thenia Spiridakis, University of Thessaloniki, Greece



Chrysa Hatsimichail, University of Thessaloniki, Greece

'The use of stencils is an amazing tool in theatre design, as it gives many possibilities for artistic expression. It is used fast and creates perfect work-basis needed to revive motifs on costumes made especially for performances that refer to the past. Video conferencing with students from South Africa has been a great experience. This exchange of ideas on culture through art is a strong link and of great potential for artistic development and inspired creativity between people from different cultures and nations. For me, personally, art is a bridge that can give great results. I look forward to the next collaboration!'

Alexia Vousvoura, University of Thessaloniki, Greece



Aikaterina Polibiou, University of Thessaloniki, Greece



Anastasia Stella Laoumtzi, University of Thessaloniki, Greece

Stencil Patchwork

After our initial meetings, it was agreed that we should try an online exchange whereby the students from Pretoria would work on a project similar to the one the students from Thessaloniki were working on, titled: Stencil as a Social Art Form. We planned to meet again to look at their works and discuss the use of all the stencils created by the students from Thessaloniki and Pretoria,

and how to combine them in a large patchwork creation to be displayed outside the building where the Theatre Department of Aristotle University is housed (a main street in Thessaloniki).

In our next meetings, we examined the artworks of the students from Pretoria and discussed the logistics of further collaboration on this project. Together with Dr Raita Steyn as instigator of the collaboration and judging from the response we got from both sides (Pretoria and Thessaloniki), we believe that we have started a useful and meaningful dialogue be it online for the time due to the extraordinary circumstances we are experiencing with the COVID-19 pandemic. Be that as it may, I would like to see a positive development already taking place now or at least to explore the possibilities of such a development which in due time will lead to a regular exchange between our students.

Stergios Proios, University of Thessaloniki, Greece

Voices from South Africa

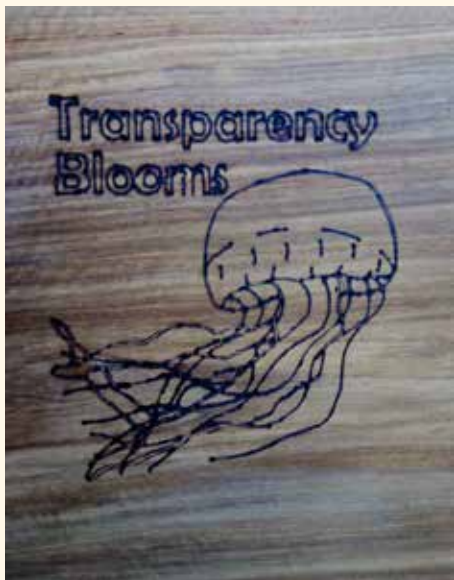
'Although 2020 is a year that has brought along very unexpected and tragic events affecting all over the world, we as art students did not allow ourselves to stop from doing what we thoroughly enjoy. A wonderful opportunity was given to us by Dr Steyn, our visual art lecturer, to participate in a project with students from Greece. We were to make a stencil using whatever we came across at home, due to the COVID-19 lockdown. We chose an animal as a hero to stand up against any destructive socio-political issue in the world. With this in mind, we had to create a design and create a stencil. My involvement with this project made me aware of many issues, beyond the present pandemic, that were brought to my attention by just doing a little bit of research on this project as well as by observing my fellow classmates working on their task'.



Fatimah Latha, University of Pretoria, South Africa

'Collaborating with the students in Greece was such a great experience! For me, personally, in preparing to teach English and Art, I have often wondered what careers I could encourage my future learners to pursue with a passion for these two subjects. Seeing the Greek students doing costume design within the dramatic arts field opened a new door of an exciting opportunity that I am growing so fond of. Being able to meet new people doing different things under what I thought was a small umbrella of art is so exciting! We really underestimate what art can mean for a child and how far they can go in life if they are passionate about it. After having seen and learnt so much from the Greek students my outlook towards teaching my subject of art has changed dramatically from sketching on a piece of paper to designing costumes that a learner could one day see on a Broadway stage. There is so much potential and possibility that my eyes have been opened to, and so much growth and expression a child can experience through art.'

'In a time where the whole world transitioned into isolation, it has never been truer that humanity is not standing alone and we can reach out each other over continents not only through a common language but by connecting through art as a universal means of communication and a 'language' that speaks far deeper thoughts and feelings than words can sometimes express. In our life journey, approaching people from different countries through social media is something commonplace. Yet, we were connected not only by the screens we talked through but also by our love for art and the passion we have for creating art. Being able to work together with the Greek students on their project and witness the incredible talent of each one of them, it has been a great privilege and source of inspiration'.



Caitlyn Crosby, University of Pretoria, South Africa



Ariza Wilkins, University of Pretoria, South Africa

Self-growth is your greatest investment

Josina Tellie (Love Circle Senior Citizens Club)

'Be patient with yourself, self-growth is tender, its holy ground. There is no greater investment.'

We are lucky that we are doing well and looking after our health and safety by keeping to the Level 3 rule. We are communicating through WhatsApp daily to try and support each other, and that is how we discover challenges that our people

have currently. We find that not all seniors and unemployed people are coping due to food shortages, now that winter has crept in, some do not have the necessary warm blanket to keep warm. Moreover, they do not have masks; some just ignore the rule of wearing a mask. Some of our community members and our children, do not adhere to the lockdown rules, which puts some of the people, mostly older adults at risk.

Our plans were derailed through the Lockdown to attend sewing and beading classes offered at a church outside Eersterust. Classes are R100 per person per month, and we attend once a week. We plan to maintain our club expenses as we were asked to contribute towards the venue we are using, which is safer for our stuff. We need two sewing machines as our two that the University of Pretoria donated to us were stolen from our locker at the civic centre.

The new venue where we were meeting now is far from the civic centre, which was more central for everyone, so we all have to use transport to get to our new venue. We were going to get workshops offered by the UP Psychology students but had to be cancelled due to the COVID-19 Lockdown rule. What we are going to need after lockdown is counselling, as some of us is having it difficult with our children who is stressed all the time because they have to stay indoors and not go to work. It's stressful for the elderly who have to try and cope with their children's challenges. Alcohol has been replaced by home-made beer and cigarettes replaced by weed; it's terrible the way our children understand the danger of smoking weed.

A woman was murdered by her boyfriend in the community. The community were outraged then forgot about the rule to wear a mask and social distancing and crossed the line of no gatherings. The community rallied about 500 people to speak about the brutal killing of the lady to show their support. The police were present, the Department of Woman, Youth and Persons with Disabilities was also at the house of the victim. The police did not disperse the crowd; pictures were posted on Facebook. We understand the outrage and



Claudine Claasen

that they denounce gender-based violence (GBV), but at what expense. At the lady's funeral, hundreds of people were there, and there was an 'after tears' function. What a disaster! As an eye-opener for those present, they all contracted the coronavirus and their families were infected. Now they are scared. Up to date, we had several deaths due to COVID-19.

We had a protest people fighting for land, said they do not have houses to stay in, they blocked the roads burned tyres. They were allowed to put shanties at the bridge near the civic centre. Some people gave out land to those who wanted a piece of land which was followed by the vandalizing the soccer stadium with the roof and doors stolen. A lot of burglaries take place around the area where they put up the shacks. Some drug dealers also got land for their deeds. Girls are being sold willingly or unwillingly; we do not know. It looks peaceful, but it's not. Now they make illegal power connections. The land they stay on is not as good as when it is a wetland.

Food parcels given by the Government was centralised and what a disaster. Most old people did not get anything up to date because they stay in 'big houses'. Older people are suffering, and because they stay with their grandchildren, and people assume, they do not need anything. These older people worked all their lives for those houses, and their kids left their children with their grandparents. But people have made peace with the fact that they are judged for where they stay.

Now that some people have gone back to work, stress levels have gone down, and more people wear masks, while shops adhere to the rules. We are happy that it's getting warmer, Spring is at our doorstep, thank God.

August Woman's month is a month that is big for our community. On 9 August 2020, there were about over 20 Women's Day gatherings. I attended one gathering of 25 women where Claudine Claasen revealed her autobiography and wanted to share



Josine Tellie

it with a few people. The event was hosted by the organisation named Inspiring woman, some dynamic young woman. I was asked to speak about gender-based violence. My speech opened so many wounds and took a lot of women back to experiences they wanted to forget; some broke down.

It took me back to where we were never told by our parents that they loved us. I thought I was the only one who went through this, but quite a few women went through the same thing, they said after my speech. This is an issue for another day. The day was well planned, with excellent interaction. I also introduced our gender-based violence organisation Elimination of All Forms of Abuse and Violence Against All People (EFAVP) to the group. We are currently looking for a house or space to operate from. We now work from my home. One of the options is to share Shalom's offices temporarily.

Suggestion

We seriously need help with psychologists to assist us. There are a lot of people who are hurting, broken, not just woman, men and youths too. We also need a house for GBV victims and offices.



The impact of COVID-19 at EACH

Joyce Leander (Manager: Eerstrust Association for Community Health)

Eerstrust Association for Community Health (EACH) is a non-profit organisation established in 1992. EACH is situated in the East of the City of Tshwane and services patients from the surrounding communities of Eerstrust, Silverton, East-Lynn, Jan Niemand Park and Sunvalley (Mamelodi). This is the only hospice in the area and provides a ten-bed in-care facility. Patients are also referred to EACH by hospitals, clinics, doctors, churches, communities and other hospices.

Due to the coronavirus (COVID-19), governments across the world have declared national lockdowns, which resulted in extensive quarantine measures being implemented. These measures have severely impacted a wide range of industries and the health sector as a whole. All efforts have been made by EACH to be fully compliant

with the regulations issued by the government. Due to the global economic downturn and the impact on the South African economy, it is not possible to predict the full extent and duration of the economic impact. Businesses have been closing and unemployment increasing. This affects the donations EACH is dependent on. We are short staff because of the COVID-19, we are functioning with retired nurses, and some of them has underline illnesses. We cannot hire more staff because we do not have funds.

Our statistics are low because our criteria for admission is to admit elderly patients with debilitating diseases such as Cancer, Diabetes, Strokes, TB and HIV and is preferable to admit COVID-19 free patients to protect existing patients and staff. The collaborative community engagement project with the University of Pretoria has affected us due to students, Physiotherapists and Medical Doctors, who were unable to attend to our patients as required.





COVID-19 did not change the love and passion we have for community nutrition

Dr Heather Legodi (Senior Lecturer and HOD), Chantelle Strydom, Claudia Coetzer and Jeante Botha (Students: Department of Human Nutrition)

As Senior Lecturer within the Department of Human Nutrition, I would like to share some reflections from our final year Dietetics students when asked to reflect on the impact of the COVID-19 on engaging with communities while giving nutrition services at primary health facilities. This was after spending five weeks engaging with the Eersterust and Mamelodi communities. The students felt that the clinic management did their best to put measures in place to protect the students and staff while offering health services under social distancing regulations. Learning in the era of the epidemic also helped students realise the passion they have for the health of communities and they thought of safer ways to reach them, even while distancing socially.

'I can say that I was a bit scared attending the clinic at first, but after my first few days at both Stanza and Eersterust, I saw that measures are in place to protect us against the coronavirus' —Chantelle Strydom.

'Community nutrition is all about engaging and interacting with the community. Your love and passion for people and their well-being guides you

throughout your days' —Jeante Botha.

'I also noticed that it is up to every individual working at the clinic to take their own precautions and practice good hygiene. We are only as strong as the person next to us; thus, if all take the necessary precaution, we actually help each other and protect each other' —Chantelle Strydom.

Students were not able to physically access community outreach sites for nutrition services as all available resources we redirected towards COVID-19 screening services. During the period of online/virtual lectures, we encouraged students to think creatively and use the available resources (social media, videos and online platforms) to reach out to and create educational material that they could share with communities. The material created and shared on the different platforms increased the visibility of our students as this group of students were even invited to a local radio station to share about the role of a dietitian and the importance of healthy eating in strengthening the immune system in the fight against COVID-19. The current pandemic has challenged us to train students who think differently about reaching communities, who are brave, and who care about the communities they serve.

'We were not able to enter the

communities as the outreach teams were not operating as usual and now only participated in screening clients for COVID-19. It meant that we missed out on the opportunity to physically engage with the community' —Chantelle Strydom.

On the downside, the rendering of other health services such as child health and treatment for chronic diseases was compromised as the COVID-19 pandemic spread in the communities.

'The ward-based outreach teams are also not active with supplementation programs, nutritional screening at creches, delivering medication, and nutrition education, so for the time being, these activities are not carried out. Some high-risk patients are discouraged from coming to the clinic...' — Claudia Coetzer.

This is a trying time for our health sciences students and the communities they serve, but I think it is also a time for us and our students to find other ways to engage with our communities. I think this quote sums it all up: *'When you do what you love, fear cannot rule your life. Therefore, COVID-19 might have changed the way dietitians engage with communities, but it did not change the love and passion we have for the community and nutrition'* — Claudia Coetzer.

2020 – A Year of Challenges

Dr Louise Biggs (Senior Lecturer, Veterinary Specialist: Hluvukani Animal Clinic)

On the 27 March 2020, the sun rose in the East as it has for aeons. The Bushveld had the same spicy scent as it had the day before. The nightjar still sang her evening song, and the hyena laughed the early morning hours away. But the world was not the same anymore, at least for humankind it was not. Fear replaced hope, worry replaced joy, and the future became completely uncertain. The future is never certain, but this new uncertainty was not built on a rock-solid foundation of trust but rather on a foundation of sinking sand and distrust. We stood under the same sky and stood on the same earth. We still breathed the same air, but our entire beings rebelled against that air because now it carried the dread of disease and death.

Hluvukani, a peaceful place for the most part, stayed that way during the lockdown. Our clients were patient and kind and grateful for all the help we could give them with their animals. A level of understanding was present that I will always appreciate after hearing some of my colleagues were experiencing very different reactions from their pet and animal owners. We are also in the midst of an Foot and Mouth Disease (FMD) outbreak, and on top of COVID-19 restrictions, our clients remained loyal.

From the 27 March to the 14 June we just had a skeleton staff at the clinic - Onderstepoort (OP) Clinician, Compulsory Community Service (CCS) Vet, Clinic assistant and our security guard. The grand sum of four people. We remained open throughout lockdown. In this time, we were

unable to receive pharmacy orders and had to perform all the tasks between us that are usually undertaken by a larger number of people. But, surprisingly, this was not a hardship, and we managed our stock carefully so we could make do without pharmacy orders for some time. It was a very good learning curve for all of us and strengthened our ability to work together.

However, one of the hardest things to instil during this time was to curb the normal reaction to a person experiencing grief over a critically ill animal. We as humans are social beings, and our natural response is to comfort the person experiencing such heartache, but in these COVID-19 times, this is not an option.

The simple act of driving home during lockdown was in itself an experience. Besides being stopped by police on occasion, the wildlife in the Kruger Park started behaving differently. Honey badgers sauntered instead of galloped across the road, entire lion prides slept in the road forming a lion roadblock, leopards walked alongside the bakkie, rhinos grazed quietly next to the road, and elephants were a regular fixture.

Even in these difficult times, there are still moments of joy, peace and hope. We also need to appreciate the small things. Our regular Vetkoek Lady was sorely missed during lockdown! This has been a real test of people's honesty, compassion, empathy, kindness, patience and ethics.

Xikwembu Axi Ku Katekisi Xiva Na Wena
(May God Bless You and Be With You)





Psychology goes online

Prof Maretha Visser (Department of Psychology)

This is a difficult year for community engagement. The master's programme of the Department of Psychology presents an extensive community project each year as part of training in Community Psychology. The plan for this year was to train community health workers (CHWs) at Daspoort clinic to implement an eight-session psycho-education programme to assist adolescents who have been exposed to violence to cope with the situation. The

programme aims to help adolescents to cope with their emotional experiences and to teach them skills to improve their social competence.

This intervention would have contributed to a change in the work of community health workers at Daspoort. Up to now, they have not implemented interventions to promote life skills or mental health among their patients. This intervention would have opened the door for a new function of the CHWs. To be able to implement the programme successfully

among adolescents, we planned to train community health workers thoroughly and to provide session-to-sessions support during the implementation.

This was our plan. The students had two training sessions with the CHWs during March. And then COVID-19 stepped in and walked all over our plans. While the clinic was still functioning, the students were not available. Our students were allowed to return to campus beginning of July 2020. We tried to re-activate our plans. Because of the risk of COVID-19

in communities, CHWs were not allowed to reach out to adolescents to implement the groups. But CHWs were still actively working in screening patients for COVID-19. We decided to change our plans to present personal development skills to CHWs – Skills they could use in their personal and work life, like emotional awareness, communication and conflict management skills. This could prepare them for presenting our programme for adolescents next year.

Middle to end July 2020 was the peak of the COVID-19 pandemic in Gauteng. It was, therefore, extremely risky to do community outreach work. The students suggested online sessions with CHWs at Daspoort clinic, as the clinic is linked to the university's WiFi. That resulted in online sessions where two students would present the session content and facilitate the discussions remotely. At the same time, six CHWs would gather in the clinic meeting room with their masks and keeping social distance. At times the sound was a problem, where participants had to repeat what they said. The students could observe the group interaction as a whole, while some of the more nuanced interpersonal interaction could have been missed. For us, it was the first time we used technology to implement our community interventions. It opened up a new avenue to do community outreach.

Here is life acting its role again as the narrator of life itself

Nokwazi Dlamini (Second Year Nursing Student)

This year began like any other year where everyone was looking forward to growing and sharing new experiences. People had goals and ambitions set to achieve. Then, we got the news of COVID-19 pandemic affecting everyone in this world. COVID-19 impacted the lives of many in South Africa as a 21 days lockdown announced by our President, Mr Ramaphosa. Twenty-one days turned to months of sitting at home and watching the economy slowly opening up.

How did this affect us? How were we trying to cope with the sudden pause button hit on our lives? What happened between waiting to go back to university and realising that it will not happen anytime soon? Well, keep reading because this journey deserves to be preserved in the books of records!

The COVID-19 pandemic affected us in many forms. There was the emotional effect caused by the anticipation. We were all anxiously anticipating the return to our everyday lives. The stores closed down, restaurants were closed down, tobacco and alcohol were no longer on sale and masks became a new fashion. The closing down of restaurants created a huge divide amongst people and businesses. Restaurants bring a sense of peace, celebration and entertainment. Here is where we celebrate the beginning of life, and this is anything between engagements and baby showers. All that was put on hold amongst many other things. Tobacco and alcohol are an unhealthy coping mechanism for many, and they were confronted with the desperate acts of seeking these substances at ridiculously high prices just so that they can cope with their day-to-day activities. The term substance dependence was given a whole new platform to shine. The mandatory mask has one benefit: if someone does not know you like the back of their hand, you can walk right passed



him/her without the person noticing. This is hugely beneficial if you are as antisocial as I am but always find yourself socialising for one or other reason.

I have never been so impatient. It got to the point where staying home and doing nothing lead to a mental breakdown where I started an introspection process. I started asking myself questions relevant to who I am. These questions revealed the importance of my career to me. I acknowledged that my education needs me to be at peace. It requires me to be governed by purpose and not deadlines. This epiphany arose from the silent thought of the concept of time: forever moving in one direction-forward. The one thing that can be confirmed about time is the fact that it will forever be in the future. Indeed, the pandemic would not be the first to stop it.

The concept of time is one of resilience and strength. Time tells stories and dictates lives. Time carries burdens of truth and reveals them. Time is an inanimate object that breeds life and harvests the future. During this pandemic, time remained true to its character. I could not believe the amount of work that I had to cover as soon as the world realised that we could not push the pause button forever. There were multiple assignments and tests every single week, including trying to figure out how to shift my mindset from on-campus learning to online learning. Let us not forget the number of clinical hours that I need to cover. I could not focus because I was taught to keep my phone on silent, close my laptop, grab a pen, grab a book and study. Now, the distraction became the source of knowledge. This was a transition hard for me to bear, especially when it came to group assignments.

Eventually, time began to play its role as a dictator. If I do not grasp this new method of learning, then I will fail. This is indeed a classic move time plays on everyone. Before I knew it, my mindset changed, and I began to make peace with the fact

that online learning is the way to go and family will always walk in while you are writing a test to ask if you ate breakfast. Unlike time, family stops and waits for your answer, distract you and then still want you to respond. Next thing you know, you have 20 minutes left to complete the paper with ten more questions to go. Worst case scenario is realising that there is a long question surprise waiting for you.

I learnt that life does not stop just because you are writing a test. People live their lives and would love to have you as a part of it. My academics are an essential part of my future, and I would cancel everything to ensure that I excel in it. However, time has changed my outlook on life. I would hate to look back and realise that I have secured all the distinctions I have ever wanted, but that was at the expense of not recognising my own family because of the reshaping life has forced them to make within their characters.

This taught me time management on another level. Now, I can manage my relationships and focus on my academics. Instead of dedicating three months to my academics with a weekend break for relationships in between the three months, I dedicated weekends to my family, and I have a strict rule. This rule states that I do not work or contact anyone regarding academics after 19:00. This has been effective for me because most of the people I interact with are available and free from this time. Another bonus is watching soapies with the family.

The next day, at 05:00, is a new day to respond to everyone and get to work. This is not just my academics... it is my future. Herein lays a concern, what happens when we have to go back to on-campus learning? Do I just wait for time to be a dictator once again? Do I progress with time so that there is a rhythmic flow to my growth? I think I will choose to understand the ticking rhythm of time so that I know how it operates and how to work with it. After all, it takes two to tango!

Matters of Interest

The next Community Engagement Forum will be held on Wednesday, 18 November 2020.

Visit the University of Pretoria's online Community Engagement Management System (CEMS) for updates on community project opportunities.

The Unit for Community Engagement invites you to report on community engagement activities by submitting articles for publication in the next newsletter (Summer 2020).

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