

Hierarchy in the UCT Faculty of Health Sciences

Health Sciences' Student Council

2018 Report



We have experienced or witnessed, in the Faculty of Health Sciences at the University of Cape Town, the systemic discrimination against the Audiology, Occupational Therapy, Speech Language Pathology and Physiotherapy students (collectively known as Health & Rehabilitation students).

This discrimination manifests itself in terms of resources, conducive space, respect and dignity, which negatively impacts on the ability to learn, and the sense of belonging experienced by Health and Rehabilitation students in our faculty.

Aimee	Dyiamond	4th Year	Occupational Therapy
Aimee	Smale	3rd Year	Occupational Therapy
Aladdin	Siebritz	2nd Year	Audiology
Alexandra	McCann	3rd Year	Occupational Therapy
Alice	Bednall	4th Year	Speech Language Pathology
Allisom	Hill	4th Year	Occupational Therapy
Ameer	Sayed	3rd Year	MBCHB
Aminah	Emeran	3rd Year	MBCHB
Amy	Anderson	1st Year	Occupational Therapy
Amy	Hales	3rd Year	Physiotherapy
Andisiwe	Mtiywa	3rd Year	MBCHB
Anele	Bhengu	5th Year	MBCHB
Anza	Tshipetane	1st Year	MBCHB
Aphiwe	Masinyana	3rd Year	Occupational Therapy
Aqeelah	Kemp	4th Year	Physiotherapy
Ashleigh	Prinsloo	2nd Year	Speech Language Pathology
Athini	Mqolora	2nd Year	MBCHB
Athule	Mganto	3rd Year	Speech Language Pathology
Avante	O'Reilly	1st Year	Speech Language Pathology
Ayabulela	Domi	1st Year	Speech Language Pathology
Beth	Mendelowitz	3rd Year	Occupational Therapy
Bianca	Leader	4th Year	Physiotherapy
Bisrat	Engida	5th Year	MBCHB
Brian	Brummer	3rd Year	Physiotherapy

Bridgette	Lefatsa	3rd Year	Occupational Therapy
Brodie	Stevenson	1st Year	Speech Language Pathology
Buhle	Maseko-MacArthur	4th Year	Physiotherapy
Bulelani	Makapela	1st Year	Dietetics
Caela	Huckle	4th Year	Speech Language Pathology
Caitlin	Ullbricht	4th Year	Occupational Therapy
Cameron	Consalves	2nd Year	Speech Language Pathology
Candice	Lourens	2nd Year	Speech Language Pathology
Carla	Kotze	1st Year	Speech Language Pathology
Caroline	Temlett	4th Year	Physiotherapy
Caylene	Cupido	1st Year	Speech Language Pathology
Chandre	Herman	3rd Year	Physiotherapy
Chelsea	Kisbey-Green	2nd Year	MBCHB
Chelsea	Muir	3rd Year	Occupational Therapy
Chelynn - Dee	Shone	3rd Year	Physiotherapy
Cheyne lad	Robertson	1st Year	Physiotherapy
Chezney	Swartz	1st Year	Occupational Therapy
Chloe	Taylor	2nd Year	Speech Language Pathology
Chloe	Walls	4th Year	Occupational Therapy
Christian	Tereze	1st Year	MBCHB
Cindy	De Villiers	3rd Year	Physiotherapy
Claire	Jenkins	3rd Year	Occupational Therapy
Claire	Samuels	4th Year	Occupational Therapy
Claudia	Dyer	2nd Year	Speech Language Pathology

Cokiswa	Sidinani	2nd Year	Audiology
Coral	Douglas	3rd Year	Speech Language Pathology
Cryzell	Marco	2nd Year	Occupational Therapy
Danel	van der Westhuizen	4th Year	Occupational Therapy
Danelle	Rensburg	3rd Year	Audiology
Darielle	Kellermann	6th Year	MBCHB
David	Palframan	4th Year	MBCHB
Deborah	Obeng	1st Year	MBCHB
Dominique	van der Nest	2nd Year	Occupational Therapy
Donovan	Jacobs	5th Year	MBCHB
Drew	Morgan Efstratiou	2nd Year	Speech Language Pathology
Elizma	Steyn	2nd Year	Speech Language Pathology
Elouise	Minnie	4th Year	MBCHB
Emihle	Gqola	1st Year	Occupational Therapy
Emily	Marshall	Graduate	Occupational Therapy
Emma	D	Graduate	MSc (Med)
Emma	George	2nd Year	Speech Language Pathology
Faith	Nefolovhodwe	3rd Year	Audiology
Fehr	Tshiteya	2nd Year	Audiology
Gaafitha	Mustapha	2nd Year	Audiology
Gaboikangwe	Kwaso	4th Year	Audiology
Gcobisa	Deyi	2nd Year	MBCHB
Georgina	Kieser	2nd Year	Physiotherapy
Ghete	Klaasen	2nd Year	MBCHB

Hamza	Abbas	1st Year	Physiotherapy
Hannah	Human	4th Year	Speech Language Pathology
Holly	Rowe	1st Year	Speech Language Pathology
Imrah	Isaacs	3rd Year	Occupational Therapy
Irena	Nolte	1st Year	Occupational Therapy
Jade	Phillips	4th Year	Occupational Therapy
Jamie	McMullan	3rd Year	Audiology
Jason	Galt	2nd Year	MBCHB
Jess	Horsley	1st Year	Occupational Therapy
Jessi	Williams	3rd Year	Occupational Therapy
Jessica	Coetzer	4th Year	Occupational Therapy
Jessica	McCallum	4th Year	Occupational Therapy
Jessica	Way	2nd Year	Physiotherapy
Jodine	Klaase	2nd Year	Occupational Therapy
Joshua	Ainsworth	4th Year	MBCHB
Joshua	Benjamin	4th Year	MBCHB
Julia	Schauerte	2nd Year	Speech Language Pathology
Juliana	Hayes	3rd Year	Audiology
Julie	Jones	3rd Year	Occupational Therapy
Kamana	Juganath	3rd Year	Occupational Therapy
Kamogelo	Makhele	3rd Year	Occupational Therapy
Kamva	Socikwa	2nd Year	Speech Language Pathology
Kate	Hofmeyr	4th Year	Occupational Therapy
Kateko Boitumelo	Pule	3rd Year	Audiology

Kauthar	Salie	2nd Year	MBCHB
Kayla	Campodonico	3rd Year	Occupational Therapy
Kayla	van Zyl	3rd Year	Speech Language Pathology
Keabetswe	Molelekeng	5th Year	MBCHB
Keamogetswe	Maimemele	3rd Year	Audiology
Kelly	Ward	1st Year	Speech Language Pathology
Khanya	Ntsulumbana	5th Year	Humanities
Khethiwe	Hadebe	2nd Year	MBCHB
Khutsiso	Digomo	2nd Year	Physiotherapy
Kirsten	De Freitas	3rd Year	Audiology
Kirstin	Davids	2nd Year	Occupational Therapy
Kopano	Marobyane	2nd Year	MBCHB
Kutlwano	Lekaowa	3rd Year	Audiology
Kyla	Fourie	4th Year	Physiotherapy
Kylie-Rae	Haupt	1st Year	MBCHB
Laeega	Allie	5th Year	MBCHB
Landokuhle	Mavimbela	6th Year	MBCHB
Lara	Broderick	6th Year	MBCHB
Laura	Pirjol	4th Year	MBCHB
Leanne	Lampen	2nd Year	Speech Language Pathology
Leila	Andrews	1st Year	Occupational Therapy
Lelethu	Tsetsana	4th Year	MBCHB
Lennie	Banda	2nd Year	Physiotherapy
Lerato	Malahleha	1st Year	MBCHB

Lesanne	de Jager	3rd Year	Occupational Therapy
Lindo	Mdlenyani	6th Year	MBCHB
Lindokuhle	Mdlenyani	6th Year	MBCHB
Liza	Michalak	2nd Year	Physiotherapy
Llewellyn	Janse van Rensburg	4th Year	MBCHB
Lolwakhe	Maqubela	3rd Year	MBCHB
Luc	Mally	3rd Year	MBCHB
Lu-Jaine	Isaacs	2nd Year	Occupational Therapy
Luke	Fredericks	1st Year	Occupational Therapy
Lwanele	Ndevu	2nd Year	Audiology
Madison	Quayle	4th Year	Occupational Therapy
Manale	Kekana	2nd Year	MBCHB
Marcelle	Jacobs	3rd Year	Occupational Therapy
Martin	Freyer	3rd Year	Physiotherapy
Mason	Adams	1st Year	MBCHB
Maya	Pillay	4th Year	MBCHB
Mbali	Sigwebela	4th Year	Occupational Therapy
Meghan	Krenzer	Graduate	Occupational Therapy
Meghan	Ralph	5th Year	MBCHB
Melissa	Reynolds	4th Year	Physiotherapy
Mendy	Mxadana	2nd Year	Occupational Therapy
Micaela	Wedderburn	3rd Year	Physiotherapy
Michelle	Anderson	4th Year	MBCHB
Mihlali	Vezi	6th Year	MBCHB

Mishkah	Gamieldien	3rd Year	Physiotherapy
Mohammed Ishaq	Datay	Graduate	MBCHB
Mokgadi	Mohale	1st Year	Physiotherapy
Monique	de Bastos	2nd Year	Occupational Therapy
Monique	Hendricks	3rd Year	Speech Language Pathology
Monique	Klingenberg	4th Year	MBCHB
Mpho	Mamatsiari	3rd Year	Audiology
Muhammad Faa'iq	Gamieldien	2nd Year	Physiotherapy
Naazneen	Allie	3rd Year	MBCHB
Nabeelah	Gool	3rd Year	Occupational Therapy
Nandi	Sekonya	4th Year	MBCHB
Nasiphi	Mxabanisi	1st Year	Physiotherapy
Neo	Lekeno	1st Year	MBCHB
Nicole	Louw	1st Year	Speech Language Pathology
Nkateko	Nyawuza	1st Year	MBCHB
Nkosinathi	Gwarubana	2nd Year	Physiotherapy
Nolitha	Mathibe	3rd Year	MBCHB
Nomathamsanqa	Gajana	3rd Year	Audiology
Nomzamo	Tshuma	3rd Year	MBCHB
Noxolo	Sono	2nd Year	Occupational Therapy
Ntombi	Ngaba	5th Year	MBCHB
Ntwanano	Mabasa	3rd Year	Occupational Therapy
Nwabisa	Mahili	1st Year	Physiotherapy
Nwabisa	Mhlaba	3rd Year	Occupational Therapy

Panaso	Simelane	3rd Year	Audiology
Peace	Francis	4th Year	MBCHB
Phomelelo	Mothapo	4th Year	Occupational Therapy
Poppy	Sindane	1st Year	Occupational Therapy
Premier	Mudau	3rd Year	Audiology
Pulane	Monamola	4th Year	Physiotherapy
Rachelle	Toi	5th Year	MBCHB
Rafee	Chsn	2nd Year	Audiology
Raphaela	Bohmer	5th Year	MBCHB
Rasheekah	Alexander	4th Year	Speech Language Pathology
Reece	Conrad	3rd Year	Physiotherapy
Regan	Boden	2nd Year	MBCHB
Regomoditswe Olerato	Legodu	4th Year	Physiotherapy
Ricki-Lee	Hamman	3rd Year	Physiotherapy
Robyn	Ducasse	1st Year	MBCHB
Rochelle	van As	2nd Year	Speech Language Pathology
Rose	Mazwembe	2nd Year	Audiology
Rushin	Jansen	6th Year	MBCHB
Sabom	Nzenzo	3rd Year	Occupational Therapy
Sahaar	Takay	3rd Year	Occupational Therapy
Samantha	Melis	2nd Year	Occupational Therapy
Sandiswa	Mashologu	3rd Year	Audiology
Sanet	Tintinger	3rd Year	Occupational Therapy
Sarah	Thatcher	3rd Year	Speech Language Pathology

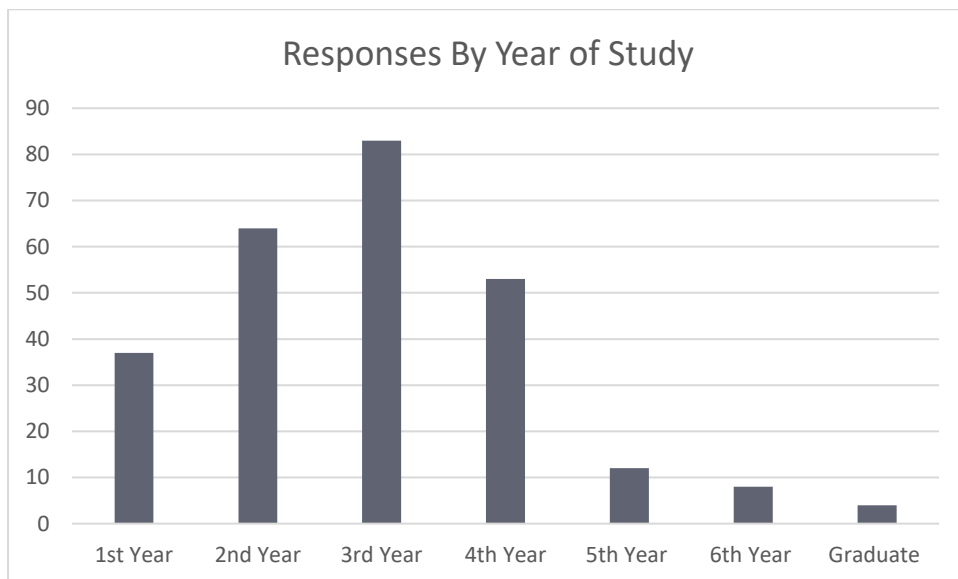
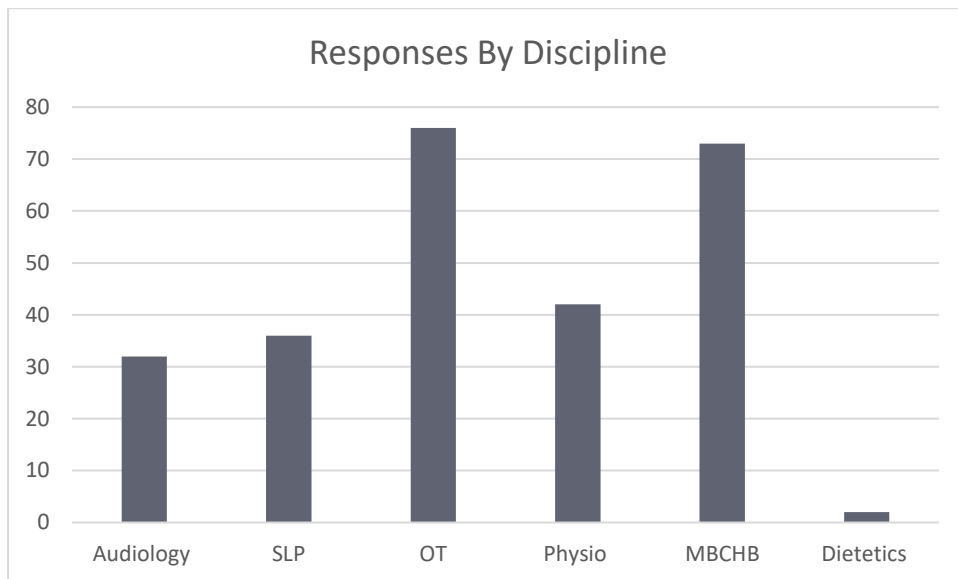
Selinah	Seepe	2nd Year	Occupational Therapy
Shalati	Maselesele	2nd Year	MBCHB
Shenel	Singh	4th Year	Audiology
Shiluva	Mushwana	2nd Year	MBCHB
Sibanye	Jali	3rd Year	Occupational Therapy
Sibusisiwe	Mancotywa	4th Year	MBCHB
Sihle	Mpeqeka	3rd Year	Physiotherapy
Simi	Moyo	2nd Year	MBCHB
Sinead	Wilhase	3rd Year	Physiotherapy
Sinqobile	Zulu	3rd Year	Occupational Therapy
Siobhan	Moore	4th Year	Occupational Therapy
Siphokazi	Ngubo	2nd Year	MBCHB
Siyabulela	Ngwane	1st Year	Physiotherapy
Siyamthanda	Gqamana	3rd Year	Occupational Therapy
S'kho	Ngcobo	4th Year	Physiotherapy
Sonoabo	Osuigwe	2nd Year	MBCHB
Sphumelele	Zondi	3rd Year	Occupational Therapy
Stacey	Jacobs	3rd Year	Occupational Therapy
Stephanie	Shaw	6th Year	MBCHB
Suvana	Harichand	3rd Year	Occupational Therapy
Suveena	Nair	2nd Year	Audiology
Tabassum	Peerbhai	3rd Year	Physiotherapy
Tamryn	Morris	3rd Year	Occupational Therapy
Tamsin	Creecy	3rd Year	Speech Language Pathology

Taryn	Joubert	2nd Year	Occupational Therapy
Taryn	Phillips	4th Year	Occupational Therapy
Tashia	Shosha	2nd Year	Occupational Therapy
Taslynn	Fortuin	4th Year	Physiotherapy
Tayla	van Rees	4th Year	Occupational Therapy
Tebogo	Makhubu	3rd Year	Occupational Therapy
Thaakirah	Adams	3rd Year	Occupational Therapy
Thaakirah	Ismail	3rd Year	Occupational Therapy
Thato	Koikoi	3rd Year	Physiotherapy
Thato	Modibane	1st Year	MBCHB
Thembelihle	Makananda	1st Year	Speech Language Pathology
Thobeka	Maphumulo	4th Year	Audiology
Tinashe	Muchenje	2nd Year	MBCHB
Tinhlu	Nghulele	3rd Year	Occupational Therapy
Tiro	Hutamo	3rd Year	MBCHB
Tlangelani	Chauke	2nd Year	Audiology
Tlhomogelo	Rakgoale	2nd Year	Audiology
Tlotlego	Mariri	3rd Year	Physiotherapy
Tomasz	Rosenwerth	2nd Year	Physiotherapy
Tshegofatso	Lebeko	2nd Year	Occupational Therapy
Tshepo	Ngobeni	5th Year	MBCHB
Tumelo	Mogole	1st Year	MBCHB
Uyanda	Makhasi	3rd Year	Occupational Therapy
Victoria	Grace	3rd Year	Speech Language Pathology

Vuthlarhi	Shirindza	2nd Year	MBCHB
Vuyo	Bangilizwe	3rd Year	Audiology
Wanye	Phillips	2nd Year	Occupational Therapy
Wiedaad	Bowers	4th Year	Audiology
Willem	Adams	3rd Year	Physiotherapy
Yamkela	Cambalele	5th Year	MBCHB
Yasmeen	Hoosain	1st Year	Audiology
Yoliswa	Msomi	5th Year	MBCHB
Yonela	Ziselo	4th Year	Audiology
Yuri	Bhaga	2nd Year	Dietetics
Zahra	Dawood	4th Year	Speech Language Pathology
Zahrah	Sedick	1st Year	Speech Language Pathology
Zainab	Peters	3rd Year	Physiotherapy
Zanegugu	Mbonambi	2nd Year	Audiology
Zanele	Sithole	4th Year	Speech Language Pathology
Zethembiso	Nxumalo	4th Year	MBCHB
Zhuqeelah	Scott	4th Year	Audiology
Zinhle	Mdletshe	3rd Year	Occupational Therapy
Zintle	Mente	3rd Year	Occupational Therapy
Zippora	Mamorare	3rd Year	Occupational Therapy
Zubeida	Waggie	2nd Year	Physiotherapy
Zulaikha	Goolam	4th Year	Speech Language Pathology

Summary of the Petition

A total of 261 Responses



We have been kicked out of lecture rooms for four years if the medics need to or have booked the same room (even first years!!). We have been kicked off buses and made to wait at campus for the bus to come back and fetch us because medics haven't booked and we have but still get preference, making us 2 hours late for block. I have been allocated patients for my exams and been told that I must move the exam to another day or time because student medics have been busy with the patient at that time. It's a constant struggle for us to find a dignified and respected place in the health science faculty.

- 4th Year Physiotherapy Student

I was told that I'm only here to find a doctor to marry

- 2nd Year Speech Language Pathology Student

Disciplines seen as unequal. Medicine placed higher than H&R, and other H&R disciplines placed higher than speech.

- 1st Year Speech Language Pathology Student

In first year everyone was waiting in line to get their student cards printed and a group of med students went straight to the front of the line saying they have clinics and were immediately helped, I remember other students complaining [from health and rehab because I asked] that they too have clinics but have waited in the line like everyone else. Also I am in Audiology and they're always prioritizing others above us when it comes to venues even though we use the venues weekly.

- 2nd Year Audiology Student

The official faculty handbook is very specific and extensive in the ways it shows and handles the academic prestige of the MBChB programme ahead of other programmes. There are many more trophies and awards that can be won by MBChB students compared to their Health and Rehab peers. Additionally, there are whole tables dedicated to how a medic student can achieve graduation with honours or distinction, whereas there are one-liners given about each health and rehab programme. This encourages students to entrench the academic superiority of the MBChB programme, and it shows the priorities of the faculty.

- 2nd Year MBCHB Student

The fourth year students for all other professions didn't get new student cards. Whereas the fourth year medical students were sent on their very first day to take new student cards. If you could do it for them then surely the other departments deserve it.

- 2nd Year Occupational Therapy Student

I have been in many situations where medical students have undermined my degree. I feel as if I need to explain myself and why I believe my degree is important for them to take me seriously. I have been in situations where I have learnt a module of anatomy that the medics will only touch on later in their degree but still had the audacity to tell me that what I'm learning is not complex and their position in the health care system will always be above everyone else. I think the prestige of their title will only get them so far in life and they need to make a conscious effort to realise that they need to work with everyone else in order to provide a holistic approach to care for a patient.

- 2nd Year Occupational Therapy Student

I really hope that this intrinsic way of thinking and behaving in this faculty will change so that my fellow colleagues can all feel like they have the respect they deserve from the day that they get here.

- 2nd Year MBCHB Student

The SLP and audiology students do not have the 13:00-14:00 lunch break that the MBCHB students have, however we have shared FYE workshops from 12:00-13:00. These workshops often run over time and some comments have been made that this isn't a big deal, as it only cuts into the lunch break. This overtime has made us CSD students late for lectures.

- 1st Year Speech Language Pathology Student

On several accounts, we were moved out of our venues in the NLC because Medics needed the room even though our venues had been booked months in advance. In transport, medical students have been frustrated that we needed to be picked up because they had more important things to do.

- 4th Year Physiotherapy Student

Many times, transport is willing to wait for Medics when they are late but will make me feel bad because I'm an OT.

- 4th Year Occupational Therapy Student

Senior reg in vascular surgery had just come from giving the physiotherapy students (not sure what year) a lecture, presumably on a vascular component of their programme. There were fifth year MBChB students in the procedure room with other regs and a consultant. When asked how the lecture went, he said it was okay, although most of the content of the lecture went over their heads, he felt. The "joke" insinuated that my physio colleagues did not have the intellectual capacity to comprehend whatever it was the lecture was on. Preaching to the school of thought that falsely assume that MBChB students are superior to other students. I may be reaching but the statement made me uncomfortable.

- 5th Year MBCHB Student

I have experienced that some perceive one course as the pen ultimate. And with that ideology, some students use this as an opportunity to exploit. Daily students are made to feel inferior, left out, marginalized. This is not high school, grow up.

- 1st Year MBCHB Student

On the transport sheets we fill in on the bus in the morning, a medical student was filling in the form. Under the time allocation slot for when the bus should fetch them, the student wrote "when we're done" on the form. Many of the other medical students did the same. This makes me think that they believe their own schedule is more important than that of the drivers for example, who should apparently be at the beck and call for the medical students.

- 4th Year Occupational Therapy Student

My reason for signing this [petition] is purely due to experiencing unequal provision of resources between degrees.

- 2nd Year Physiotherapy Student

Countless times being kicked out and denied venues for classes.

- 4th Year Occupational Therapy Student

"MEDICS" are not required to book transport to clinical sites, but COUNTLESS health and rehab students get left behind and have to find alternative transport to sites if they do not book. It's truly infuriating.

- 4th Year Physiotherapy Student

It is said FHS transport doesn't go to places closer to UCT with a certain distance specified. However, the Audiology department has clinics in sites/hospitals that are far away from the university (such as Tygerberg Hospital) yet the faculty refuses to provide transport for those. They insist on use of the faculty cars however there is quite a few cars that are being shared by Health & Rehab. When department was approached about this, they said it is the faculty that does not want to provide transportation. This is seen as discrimination as Medics seem to have access to the transport to most places, whenever they need it (incl. weekends & evenings)

- 4th Year Audiology Student

I heard a story about Health and Rehab clinical year students getting left behind by the bus due to MBChB pre-clinical students who had not booked, or their convenor had not booked for them. The bus system requires prior booking and most times MBCHB students are not required to book as administrative staff books for them. The Health and Rehab students are required to book or else they will not have transport to designated health care facilities. This incidence resulted in a few Health and Rehab students ordering a very costly Uber to be able to head to clinics in order to receive the necessary training and not compromise their DP status (Which is a requirement to write exams). This would have turned out very differently had the students not had the money to order the Uber and I believe their cries and complaints would have still been ignored. I believe this was poorly handled as the transport booking system is made available to everyone on campus and ALL students should be given the responsibility to book their own transport. The transport system must also favour those who have booked regardless of degree as it is a requirement for all students to attend health care facility and clinical year should have preference in such scenarios as that is where most of their learning occurs. I can't speak on the experience of those who have experienced any injustices from the faculty, but I thought to bring forth this once incident which really made me angry.

- 3rd Year MBCHB Student

During one of my second-year clinic at Groote Schuur Maternity, 3 of my classmates and I were scheduled to meet our Clinical Educator in one of the maternity wards. We had entered the premises as we often had and were not questioned by security or other hospital staff because we had our scrubs on and our student cards were clearly visible. However, once we were on the correct floor we realized our CE had not arrived yet and thus went to a small room we were usually allowed to store our belongings in. We noticed there were bags belonging to other students already there thus decided to keep hold of ours and wait patiently for our CE. Within the space of 10 minutes we were approached on numerous occasions by medical students and asked why we were there. We answered that we were there for our screening clinic and that we were waiting for our CE to arrive. However, in return we were repeatedly told that we were in the wrong ward and needed to leave (although we had explained that we were allowed to be there). This continued until our CE arrived, and soon after did the supervisor of the medical students approach us. This time she did not ask, but rather told us that we were most likely in the wrong ward and needed to leave as her students were busy with their clinic. After speaking to the head nurse in the ward, we were told that the ward we needed to be in had been moved due to construction noise. The manner in which the medical students and supervisor treated us, was no short of pure disrespect. I had never experienced a situation where others had so blatantly showed that they believed they were superior to me (or others). And although, we were in fact in the wrong ward, I believe that situation could have been handled a lot better, especially by the supervisor. Her behaviour was even more disappointing because she was in a position of power and could have corrected her students but instead I believe she validated their superiority complex and made them believe that they were correct to treat us in such a disrespect manner.

- 3rd Year Audiology Student

There seems to be a very unfair hierarchy when there is a double booking for venues. Most of the time the MBCHB classes seem to have preference. Other classes are forced to scramble to find another class. This is very unfair. Why do they always get preference? Sometimes it gets to the extent that we get kicked out of the class because the medics booked the venue too. Are we not equal in this faculty? Are we not supposed to build a strong multidisciplinary team as we were taught in BP and BHP? This not doing justice to our learning or our confidence.

SHAWCO is the worse culprit of perpetuating this system. ALL the members of the steering committee are medics. MOST of the clinics that are offered are for medics. The reward system makes it impossible for H+R student to receive prizes for attendance. Decisions that are made are channelled towards the medics. It's so imbalanced and it seems like the health and rehab committees work is not valued.

- 3rd Year Occupational Therapy Student

I have none, however, I have seen that they are treated as a separate entity and we and patients rely on them.

- 6th Year MBCHB Student

Mostly, the physiotherapy class has experienced venue problems and resource problems. We understand our year is a big group, but that does not justify the way we get moved around just to accommodate med students... our entire class schedule and class dynamic has been changed since 2nd year in order to best accommodate the medics

- 4th Year Physiotherapy Student

When I was busy treating a patient at hospital, when the doctors do their ward rounds they expect you to move out of the way. They never ask for your opinion on your patient.

I've had interns just call and say this patient needs suctioning, no asking nicely, no respect, just demands and that's it. It's sad that when we are supposed to work as a team the doctors think they are the 'captains' and the rest of us are just there to do the 'less important work'. When in fact we are all equally as import.

- 4th Year Physiotherapy Student

Second rate students when it comes to block transport,
venue allocations and lecture resources.

- 2nd Year Physiotherapy Student

I can't think of a specific event that happened at this point, but I do know that the hierarchy exists, and I can feel it, even among the students themselves.

- 3rd Year Occupational Therapy Student

Our lecturer was told to cancel our anatomy and physiology exam because medicine students had an exam in the same venue. I understand the venue was double booked because of a system error but why were we the ones that needed to cancel the exam and why was our exam not taken into consideration.

- 3rd Year Occupational Therapy Student

Throughout the year our lecture venue would be double booked as well- always favouring MBChB students while the Physios and OTs needed to look for another venue.

- 3rd Year Occupational Therapy Student

The prize giving for academic excellence: health and rehab only have one prize per year, whereas Medicine have a prize per course, even though some of the courses are short courses that they write off during the term.

- 2nd Year Speech Language Pathology Student

I have often been met with amusement at my therapy methods and approaches and treated as though my therapy is of no value or benefit to the client simply on the basis of lack of understanding on the part of the Med student/doctor. I have also experienced gross ignorance regarding the various roles we (health and rehab professionals/students) play within the health care system. Improper referral and lack of adequate communication from med students/doctors is a common occurrence in clinics.

- 3rd Year Occupational Therapy Student

We need to educate Med students on how to be part of a multidisciplinary team and on the roles each health & rehab professional performs

- 3rd Year Occupational Therapy Student

Health & Rehab students are taken for a joke in this faculty, all day everyday.

- 4th Year Audiology Student

For our course content it's not specifically designed for us. The medics have a specifically designed Xhosa course on medical campus. However, for speech therapy we have to take an isiXhosa course on upper campus that is not tailored to speech therapy but rather teaches us medical terminology.

- 2nd Year Speech Language Pathology Student

I am doing MBChB and I have friends doing Health and Rehab, for starters, 4th years did not receive new student cards this year whereas MBChB 4 students got them and when they complained, it all disappeared into thin air.

Campus is still referred as Medschool.

At res, all health science reses, the exam times and rules are according to MBChB exam timetable.

This one is hard to explain but whenever health and Rehab students are with MBChB student, you can tell that everything is about what MBChB students say and want and they always get their way.

This is really hard to explain, when you raise the issue of hierarchy, you always seem petty and most people say naah, it's not that deep!! No Susan, it is deep it's just that you're not experiencing it. It's even worse when you're a student, black, young and woman and not so outspoken, to MBChB kids you're Zero!! As an MBChB student I've seen it happening so many times. This is real!

- 5th Year MBCHB Student

Medicine students are given priority at campus, in terms of lecture venues or the fact that they are studying medicine they are seen as better. Often other health sciences lectures (apart from OT lecturers) do not know the role of OT and often will say negative things about the profession because of their lack of knowledge (example: orthopaedic surgeon from clinical sciences lectures said to the physiotherapy and occupational therapy student that occupational therapy was not important. She later tried to cover it up like she didn't mean to say that, but had it been an all physiotherapy class, she would've said but had to issue an apology because an OT student had lodged a complaint). It's disheartening to constantly have to hear comments from fellow health professionals (undergraduate and/or experienced health workers).

- 3rd Year Occupational Therapy Student

Yes, during my 2nd year final anatomy exams the med students were given preference for a venue that we booked. We were then asked to restructure our whole exam day, which was very stressful and anxiety provoking.

- 3rd Year Occupational Therapy Student

In 2017 I had one of my exams moved because MBChB students needed a venue to write so they took ours leaving us without a venue.

- 3rd Year Occupational Therapy Student

My experience may not be as big an issue as others' experiences have proven to be thus far, but I will share it anyway. Ever since we started writing tests, some of my friends studying medicine would complain about how difficult the work is as well as about their large workload. As soon as I would express similar feelings they would laugh and say that my work doesn't compare to theirs. It is as though they completely disregard the fact that we're all at university and that we are all facing very similar struggles. I felt belittled and disrespected because they made it seem as though my degree is on lower level than theirs and for some reason they believe this to be true.

- 1st Year Occupational Therapy Student

I feel like Health & Rehab and especially Speech and Language Therapy students are at the bottom of this hierarchy, constantly being brushed off as the profession that is not as necessary/important, while it is Health and Rehab that makes a fundamental difference in patients' lives after the sole impairment-based interaction of MBChB students is checked off. I feel like we are not involved enough, not taken seriously enough, and have a voice that is not heard enough.

- 3rd Year Speech Language Pathology Student

I'm tired of the medics believing they have superiority over H&R. From them referring to OTs as 'basket weavers' to 2nd years trying to kick out our 4th year tut early in a venue we had booked until 2. So many of them don't understand what we do, and don't care enough to make the effort to either.

- 4th Year Occupational Therapy Student

In lectures always being compared to the medics on the amount of work that we do. For instance, we and the medics have covered your semester content in a week and so forth

- 2nd Year Occupational Therapy Student

If you are in third year as a health and rehabilitation student and you have not been asked when you plan on moving over to study medicine by the staff of your own division, then you do not study at UCT. That is just another unfortunate form of this perpetuated hierarchy which continues to batter my dream of being an OT deep into the group, unnecessarily.

- 3rd Year Occupational Therapy Student

Not having a fixed and permanent lecture venue and Tut venues for our Chemistry lecture, HUB1023S, makes me feel like we are less of a priority in this faculty and we get to feed of the scraps that are thrown off the table. It is very difficult to have to find out where the lecture is and be on time for the lecture on a daily basis.

- 1st Year Physiotherapy Student

As an OT student, I have noticed the way Medics are treated and act superiorly to all other students using transport. Drivers will wait patiently for Medics yet rush other students - once we waited 20 mins for Medics at a site who had left a few hours earlier without communicating their arrangements. Another incident of the superior treatment of Medics was when our venue was double booked and while we were seated inside the Medics' lecturer was so rude - raised her voice and not discussing the issue - that our lecturer ignored her and politely asked us to leave with her while walking out.

- 4th Year Occupational Therapy Student

Exam venue for hub was given to medics

- 3rd Year Occupational Therapy Student

Being kicked out of an exam venue for medics when it was double booked.

- 3rd Year Occupational Therapy Student

There's evident lack of respect and degree appreciation for Health & Rehabilitation Science students. We get treated like sub health professionals.... Quite sad.

- 3rd Year Occupational Therapy Student

We got kicked out of an exam venue which was booked
by us by medics

- 3rd Year Occupational Therapy Student

I had an experience where a medical exam was taken preference over our anatomy exam. Where the medical faculty said that we should cancel our exam. It was even their over flow of students where they didn't take up the whole venue and we had to write our exam later which caused unnecessary stress.

- 3rd Year Occupational Therapy Student

When I told someone I was studying occupational therapy, they asked if I was doing it because I didn't get into my first choice of medicine. Medicine was never my first choice, but it made me feel like my degree was below theirs, which is not the case, each element of health is important

- 1st Year Occupational Therapy Student

When the whole 1st year group comes together at an event, often the organisers only mention medical students. I find it disrespectful as they clearly have not been well prepared enough by the faculty to remember the diversity of students present

- 1st Year MBCHB Student

UCT does it quite a bit- in first year BP/BHP, they have a panel of what's meant to be all the health care workers, but instead they got five doctors and made the rest of us speak our professions without any professionals. The award ceremony for health sciences is very derogatory and there is only one prize per year as opposed to the page number for medicine.

- 2nd Year Speech Language Pathology Student

I overheard a group of med students saying that speechies and audios are only studying this because we didn't get into medicine. Lol, I didn't even apply for medicine

- 1st Year Speech Language Pathology Student

I feel like the health science department has no respect for our profession. We as always washed to the side. Our lecture venue are often physio gyms where we have to sit and write on beds. In 2 cases these venues where doubled booked with physios and we were forced to stand up and find another venue which normally takes 30 mins.

Old main building is the hub of heath and rehab. But it is a disgusting old building with unsanitary facilities and water. I feel embarrassed bring anyone in there.

- 2nd Year Speech Language Pathology Student

The OT students are all pretty, bake cupcakes and weave baskets.

- 4th Year Occupational Therapy Student

Medicine students were given priority for transport because they arrived at the bus first although some did not book and the rehab students that did not get a seat actually did book for transport. The rehab students luckily had other transport but that was only brought up because no medicine student was willing to give up their seat. The medicine students then went on to complain how long the bus was taking to leave.

- 3rd Year Occupational Therapy Student

Recently we went on a hospital visit as a 'multidisciplinary team' and most of the time we were referred to as 'a group of first year medics' and we were offered advice and told how Medicine was so hard. And any information on the other disciplines was brushed over or ignored completely.

I also do think that this is a common thing as more often than not the Health and Rehab disciplines are considered to be less important or difficult. I say this because I have seen it being done many times in my short time here. (i.e. Lectures, groups...etc) It could be really disheartening and demotivating when you are not considered important and what you are studying is 'irrelevant'.

- 1st Year MBCHB Student

I really do think that something needs to be done as I feel like some students (i.e. 1st years) do lack confidence in their abilities because of this 'hierarchy'

- 1st Year MBCHB Student

During BP/BHP lectures, the only contact with other students across all disciplines, lecturers constantly refer to the collective as future medics or narrow down examples for medics specifically. If it was occasional, it wouldn't be a problem but it's a continuous happening and so it truly feels as though you, as a rehab student, are being excluded.

It feels as though your degree, which you are so proud to represent is not being celebrated in your own faculty and you suddenly feel this desire to study medicine because you yearn for that same recognition and appreciation that med students receive.

- 1st Year Occupational Therapy Student

More than once I have heard lecturers asking our class if 'there are any budding doctors' in the class. I wonder if Medical students ever get asked if 'there are any budding Physios' in their class...

- 3rd Year Physiotherapy Student

Imagine being 50 minutes late to your clinic because a group of 5th Year medic students did not book transport and had to be put on our bus. And of course, we had to drop them off first because they have first priority right?

A medic (ONE MEDIC) once put 16h10 pm (WHICH IS NOT A REAL PICK UP TIME MIND YOU) as their pick-up time, we waited from 15h30 till their pick-up time only for him to call the driver many hours later saying he had gotten a lift. THE AUDACITY OF IT ALL!

- 4th Year Speech Language Pathology Student

I have no distinct stories to tell - but I have witnessed the general attitude towards health and rehab students as being prioritized below medics and agree that this is unacceptable and affects learning.

- 1st Year MBCHB Student

Prioritizing a single health profession which can only do so much is detrimental to the goal of holistic health care; let alone the freedom and dignity of health care as a whole.

- 1st Year MBCHB Student

Students, specifically MBCHB at most times patronise Health and Rehab students and feel that they are more important, "smarter than " rehab students. Which at times can be very sad because at the end of the day we need each other in practice. Doctors can't do it alone, just as Audios, Speech therapists, OTs and Physios cannot function in isolation. It is a team effort.

- 2nd Year Audiology Student

I do not have an experience but, when I arrived here in first year it was something that you just felt. It was almost as if it was in the air that if you are a health and rehab student you immediately became less than those studying to become a doctor. It was something and is something my friends and I still feel now.

- 2nd Year Occupational Therapy Student

During O-Week, when me and my friends would meet someone new, we'd ask, you know the classic O-week questions - where you from, what you're studying, what school you went to ... etc. Once or twice a first-year med student would ask what we're studying, and we'd say OT. Their reaction to this would be a sympathetic reaction, as if we applied to do medicine, but we didn't get in.... but we got into OT which must've been our second choice (according to the med student). I found this offensive because I actually didn't have a second choice - OT was my first and only choice. It seems like there are many med students who think that health and rehab students consist of almost everyone who applied to medicine but didn't get in.

- 1st Year Occupational Therapy Student

Rehab science students and professionals (and other health professionals) have so much to share and are specialists in their own fields.....I wish we could all know more about each other and what we do.....in the eyes of our Creator we ARE ALL EQUAL.....it should be the same in every other space.

- MBCHB Graduate

Since first year I have experience this so called 'hierarchy'. It began before the people who were chosen to start medicine stepped onto the ground of FHS campus on their first day of university, before even knowing what their lectures entail. I believe the only way we can go into the world as holistic health professionals and treat everyone fairly, is when we decide to treat our fellow peers in different discipline with the respect in which they deserve. I believe that medical students need to take it upon themselves to begin to understand that all disciplines play an important role in the health sector. I believe that we are all capable of treating each other with the respect and understanding that we deserve and become great additions to the health system of South Africa one day. If we can't achieve that during tertiary studies how can we expect to excel in our careers one day when we are forced to work within a MDT.

- 2nd Year Occupational Therapy Student

Students from other disciplines are less favoured than
medics at "medschool"

Hopefully things change soon and everyone gets
treated equally.

- 2nd Year MBCHB Student

When we went to one of our screening clinics, we were in one of the wards testing the babies. Because our machines are very sensitive to noise, we needed the room to be quiet. We had just started testing and all the babies in the room were calm, but then a medic student came into the room very loudly with his supervisor. They came up to the bed next to the one that we were and started talking loudly over the mother in the bed. Our supervisor was present and asked them to please talk softly as we were conducting a hearing screening, but they just continued doing what they were doing. I just felt so belittled in that moment. Almost like what I was doing was not as important as their discussion.

- 3rd Year Audiology Student

Health and Rehab are considered invisible. We play a fundamental role in a patients' recovery, but we are treated as invalids by other health professionals.

- 4th Year Speech Language Pathology Student

Medics who did not sign up for block transport got preference and were accommodated over OT students who had all signed up for transport.

- 3rd Year Occupational Therapy Student

I haven't experienced anything personally, but I am aware of my fellow varsity mates facing major Hierarchy in the faculty of health science.

We are all equal and our professions are of equal importance. someone who is sick seeks a doctor to improve their quality of life so that they can get better, whereas someone with a hearing impairment seeks help from an audiologist to improve their quality of life.

- 1st Year Audiology Student

Firstly, it has been the experience of the whole Dietetics class that UCT has essentially 'forgotten' about our degree and as a result we have continuously gotten the short end of the stick. We are classified as a postgrad and as such have not been able to receive things such as transport to hospitals and community clinics. However, when other appeals are made the story changes and then we are told we can access the benefits that other postgrads because essentially, we could be an undergrad degree. On a different note there is a definite sense of antagonism and lack of mutual respect between the higher levels in the faculty for those who are counted as allied health. This extends through into the hospital settings. The adoption of an MDT approach is a far reach as it currently stands.

- 2nd Year Dietetics Student

Our lecture times and venues keep changing every week! This would never happen to medical students. It's a joke.

- 2nd Year Speech Language Pathology Student

Paying over 70k only to write on physiotherapy beds.

Only I'm not even a physiotherapist.

- 3rd Year Audiology Student

We don't just play with kids. We are not glorified babysitters. We learn and practice skills and ways of thinking that can position us as competent managers of hospitals and organisations, far more than doctors are equipped managerially.

- Occupational Therapy Graduate

I overheard a 1st year medical student this year saying they were asked if they were doing physiotherapy as their degree of study and that they had never felt so disrespected in their life.

- 2nd Year Physiotherapy Student

Honestly, the medical department as a whole has limited my quality of education through little incidents along the way; be it with some medical students causing disruptions in our class sessions as they sit and wait for their lectures to start an hour or two later to the lecturers refusing to allow us to use venues our divisions have previously booked. I cannot even travel by bus if I do not book, but when others from a certain profession do the same thing, they walk away Scott-free and can comfortably sit in the bus that can boldly leave me and my health and rehab colleagues. Currently, some of my friends studying medicine would tell me about their lecture series in which senior lecturers, course conveners or doctors from GSH would explain how to treat a patient from their side and at the bottom of the slide, it would state boldly , "Refer to Physio" with the remarks often being, "it's not important to know what they do, just fill out the referral letter. At times, the very doctors allowing medical students and interns to shadow them minimize us not only in front of patients but also in front of other students. It's just a whole lot of disrespect that I did not ask for. My only duty in this world is to serve those around me and when that experience is impeded, it leaves me feeling hopeless and frustrated. I cannot even tell anyone to study at this facility because favouritism, whether people see it or not runs so deep. My own friends, despite me educating them, cannot even tell me what I do...and while my career revolves around medicine, I still think it is important for those around me to understand what I do because at this point and 4 years into this degree, massage is definitely not the only "thing" I can do.

- 4th Year Physiotherapy Student

As a med student, this is not my place to take up any more space than is already allocated to me. This movement has my full support.

There is not enough representation of H&R students in leadership positions. Med students take up too much physical and representative space on campus. There should be more H&R-focused societies as well.

- 5th Year MBCHB Student

Last year the OTs had what's known as Group Work week. You get into quite deep and sensitive topics that need privacy. One of our members had just started sharing something very personal when a MBChB lecturer burst into the room and demanded that we leave. When we explained we had booked the room she said that her group is bigger and therefore they 'win' the room even though they didn't book. We then had to find a new room which not only meant we lost a lot of time that we couldn't get back, but we had to sit in a specimen room which lacked privacy. This same lecturer did this to our other class members where she actually kicked down the door to get people out of the room. It was frustrating as it was a tut they get every week whereas our we only got that space for a week and would not be able to regain that time.

- 4th Year Occupational Therapy Student

Other faculties are accommodated for before the CSD students, i.e. Hepatitis B vaccinations. It is made out that CSD students have free schedules and therefore should do more work in terms of group projects, i.e. Bp group tasks

- 1st Year Speech Language Pathology

On the 12/04/2018, the bus driver never waited at least 10 minutes for health and rehab students at their respective clinical sites but when it's the medics he waited 30 minutes despite being told that people have classes to attend and in the process making everyone else in the bus late for their respective classes including myself, and this particular class we get marked down for being late.

- 2nd Year Audiology Student

My Physiotherapy friend and I, an OT, were approached by a medic. He asked why we were at campus during lunch. After telling him that we were there for a HUB prac he started laughing - 'why would a PT and an OT have HUB? That's like giving us lectures on career counselling'. We informed him that we in fact have HUB for 2 years and that includes in fact anatomy and physiology he responded that oh yeah that makes more sense because the medics have three, therefore our two years can't possibly be a threat. He also asked us very 'concerned' how it felt to be working with cadavers. It is exactly the same experience as for the medics. This type of ignorance and arrogance is typical of how medics perceive health & rehab - with a condescending attitude and lack of interest to what our role is in the hospital.

- 2nd Year Occupational Therapy Student

I don't understand how it's fair that Medics at the class medal ceremonies get medals and prizes for this and that even for most improved in this section of their course or best marks in a certain assignment when all the health professions get 1 medal per class that's it! And even one course from first year BP and BHP that we (physios, speech, audio, OT) took with the medics- the medics receive a medal for the person who achieves highest in this course and the health science students are not even eligible to receive the medal even if they perform better than a medic- this is not fair.

- 4th Year Occupational Therapy Student

I have noticed during clinics often medicine clinical educators will look down on us and there is an incident whereby a medical student asked for us to move to a different room even when the hospital itself had reserved that room exclusively for audiology students for the full term. The medical students always demand space even in public social areas like the cafeteria and will want to be the only ones using those facilities. They have been situations during clinics where I see them to talk publicly about the patients' information socially in the corridors and revealing the patients' identity which is unethical, the lecturers are always rude and demand services like lecture rooms even if we had booked them. In the past 2 years that I've had clinics they will often disregard the patients' feelings and are insensitive. They are generally very rough when handling children to the point where the children will come to us crying or will not cooperate with us.

- 3rd Year Audiology Student

Let's make sure that this is followed through.

- 3rd Year Audiology Student