

THE DEBRIEF

REFLECTIONS FROM CLASSROOM TO CLINIC

PROJECT OUTLINE

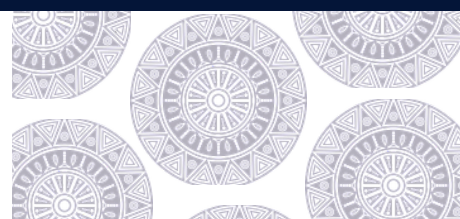


**STUDENT
CURRICULUM LEKGOTLA**

Faculty of Health Sciences, University of Cape Town

Student Curriculum Lekgotla

The Student Curriculum Lekgotla is a student-led body within the Faculty of Health Sciences at the University of Cape Town that was established in 2023 to strengthen meaningful student engagement in curriculum processes. Grounded in the principles of dialogue, partnership, and collective deliberation, the SCL creates structured spaces for students and staff to engage critically and constructively on teaching and learning issues. While it does not function as a governance or decision-making body, the SCL serves as an interface between students and institutional processes, supporting informed student participation and broader efforts toward responsive and transformative curriculum engagement.



OVERVIEW

This initiative aims to create a reflective storytelling platform for undergraduate students within the Faculty of Health Sciences at the University of Cape Town. The platform will provide students with a dedicated space to share written reflections on their experiences in the classroom, clinical environment, and broader university context.

Health sciences training is academically rigorous, emotionally draining, and deeply human. Many students carry stories about moments of growth, uncertainty, ethical tension, burnout, and success, yet these reflections often remain confined to small personal circles. This initiative seeks to create a broader culture of reflective dialogue by offering students an accessible and professionally curated publication platform.

The publication aims to:

- Encourage reflective practice and critical thinking
- Build community and solidarity among students
- Promote empathy, professionalism, and ethical awareness
- Highlight the interpersonal dimensions of healthcare training

The publication will function as a semesterly online newsletter hosted through the Student Curriculum Lekgotla platform.



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EDITORIAL STRUCTURE

The initiative will be student-led, with support from faculty and institutional partners.

- Editor-in-chief: oversees publication direction, timelines, and editorial standards
- 2-3 editors: review and edit submissions, ensuring alignment with editorial policy
- Faculty Advisor: staff member who provides guidance on ethics, professionalism, and sustainability

The editorial team should include representation from multiple FHS programmes to ensure interprofessional inclusion.

SUBMISSION PROCESS

Students will submit written pieces through the SCL website using an online submission form.

Required submission information

- Year of study
- Programme of study
- Student number
- Title of piece
- The written piece
- Consent checkbox confirming agreement with publication guidelines

Students may choose to include their names with their pieces or have the piece published anonymously.

Clear submission guidelines and confident available on the SCL website.



SUBMISSION CATEGORIES

To provide structure while allowing creative freedom, submissions may be grouped into two core categories:

Becoming

Includes reflections on personal growth, identity, and transformation throughout health sciences training. This category explores the evolving experience of becoming a healthcare professional. Examples include:

- Moments of success or self-doubt
- Expectation versus reality in undergraduate education
- Finding meaning in healthcare
- Balancing identity and professional life

The Hidden Curriculum

Includes reflections on the cultural, ethical, and systemic realities of training within healthcare spaces. This category creates space for honest engagement with the informal lessons and tensions students encounter beyond the formal curriculum. Examples include:

- Moral injury and burnout
- Experiences of exclusion or discrimination
- Hierarchy and power dynamics
- Interprofessional tensions and workplace culture



EDITORIAL REVIEW

The publication will maintain a strong emphasis on ethical and professional standards while preserving authenticity and honest reflection. Editors, guided by a formal editorial policy, will review submissions for:

- Patient confidentiality breaches
- Identifiable information
- Defamatory or harmful content
- Safety and wellbeing concerns

Minor edits for grammar, clarity, and formatting may be made while preserving the author's voice. Where appropriate, submissions may be returned to authors for revision prior to publication.

PUBLISHING CYCLE

The publication will be released once every semester. Each edition may include a short editorial introduction.

DISTRIBUTION AND MARKETING

The publication will be hosted digitally through the SCL website in PDF format, or flipbook format for interactive reading.

Marketing channels may include email circulation lists, social media platforms, and QR-code posters around FHS campus.

