

**CENTRE FOR HEALTH PROFESSIONS
EDUCATION (CHPE)**

ANNUAL REPORT

2016

**FACULTY OF MEDICINE AND HEALTH
SCIENCES**

STELLENBOSCH UNIVERSITY

SOUTH AFRICA





CENTRE FOR
HEALTH
PROFESSIONS
EDUCATION

Academic Leadership
Enabling Environment
Quality Health Care



THE CHPE'S VISION AND MISSION:

Vision:

*To facilitate the provision of **equitable and responsive health care** in South Africa and beyond.*

Mission:

*To offer **academic leadership** towards establishing and sustaining an **enabling environment** within which meaningful learning and teaching can flourish.*



SENTRUM VIR
GESONDHEIDS-
BEROEPE
ONDERWYS

Akademiese Leierskap
Bemagtigende Omgewing
Gehalte Gesondheidsorg



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Foreword
by the Deputy Dean Learning and Teaching:
Prof Julia Blitz



As in Erik Erikson's stages of psychosocial development, the Centre for Health Professions Education, in celebrating its 10th birthday, might be considered to be moving from the stage of industry to the stage of identity development. This identity as an academic centre was suitably marked by its first PhD in Health Professions Education graduation. Dr Elize Archer joined the small (but ever growing) group of those with Health Professions Education doctorates in South Africa. Her research will strengthen the teaching of patient-centeredness in our undergraduate curricula.

Indeed, much hard work has brought the Centre to where it finds itself at the end of 2016. This report honours members of the cohesive team of support, technical and academic staff ably led by Prof Susan van Schalkwyk. Susan continues to lead from the front; in 2016, she headed the team of prominent international authors that wrote an AMEE guide. These are designed to provide information and practical advice on important topics in medical and healthcare professions education, with guidance for teachers that stimulate thinking and reflection. This is only the second time that a South African has been lead author in the 25-year history of AMEE guides and is a manifestation of Susan's international standing in the area of doctoral supervision.

As can be seen in this report the Centre is making substantial contributions to the strengthening of the educational role of academic staff through presenting a wide range of faculty development activities. Members of staff are playing significant leadership roles in assisting with alignment of curricula with graduate attributes, use of e-portfolios in undergraduate and postgraduate programmes and innovations in inter-professional collaborative practice and student support through extended degree programmes.

The Centre has maintained its substantial research output. In addition, it is augmenting expertise to medical and health science faculties across the country and sub-Saharan Africa through the graduates from its M Phil in Health Professions Education programme. In true commitment to their own academic development, staff in the Centre continue to attend to their own scholarly development sharpening their academic proficiency by attending conferences, workshops, journal clubs and discussion groups.

The Unit for Learning Technologies was an addition to the Centre in 2016, created to address the university's strategic initiative of blending ICT with a sound tertiary educational pedagogy which will contribute to easier, more effective and affordable learning opportunities. Janus van As and his team have brought a new energy and enthusiasm to this innovation task. The Faculty's Clinical Skills Centre underwent a name change to the Simulation and Clinical Skills Unit, better identifying its role and the strength of its experience in teaching through simulation.

As the Vice-Dean for Learning and Teaching, I would like to thank the staff of the Centre for Health Professions Education for the contributions that they make to the faculty attaining its mission of creating and sustaining a culture of transformative learning. I would like to congratulate the CHPE team on another very successful year and wish everyone an even more productive year in 2016. It will be exciting to watch the continued development of the identity of the Centre as a player on the local, regional, national and international stage.

Prof Julia Blitz



Message from the director the CHPE: Prof Susan van Schalkwyk

2016 was a year of celebration for the Centre for Health Professions Education (CHPE) that culminated in our 10th Birthday Celebrations that took place on 27 July. This event provided an opportunity to reflect on the path travelled since the CHPE was established in 2006 and to acknowledge the many achievements in the intervening years. This reflection also served as a catalyst for consideration of ‘where to from here?’ This latter question was taken up in December 2016 during our two-day strategic planning event where as a team we explored the way forward and identified key foci for 2017 including responsive, relevant curriculum renewal, the further adoption of technology in our teaching, and the extension of the decentralised clinical training platform. These challenges currently dominate our conversations and our practice.

The year also was characterised by a number of ‘firsts’ for the CHPE. It was the first time that we offered the new curriculum for the M Phil in Health Professions Education (HPE). With an increased number of first-year students, we set about putting into practice the plans made over a two-year period of consultation and development. This process is currently being carefully documented as part of an evaluation research project and we are excited by the achievements of this first cohort and the potential for an increased graduation rate at the end of 2017. Another important ‘first’ was the graduation of our very first PhD student. Sr Elize Archer, head of the Simulation and Clinical Skills Unit and active member of the CHPE team, became Dr Archer at the December 2016 graduation. We salute you, Elize!

As can be seen from the different focus area reports contained in this Annual Report, 2016 was also a busy year. During it we were able to fully establish a clear understanding of our role and function post restructuring, and much time and energy was spent in sharing this with heads of departments and programme co-ordinators. Our academic programmes remain a core focus. While we are optimistic, particularly in terms of the ongoing interest shown in our PhD programme, we remain mindful of our ability to ensure appropriate and meaningful supervision given current capacity.

An area of significant growth in 2016 has been the work done under the banner of Faculty Development. Thanks to funding from the DoHET Teaching Development Grant, we now have a member of staff (Charmaine van der Merwe) dedicated to this focus area for three days a week. An important component of this work, over and above the formal short courses and workshops offered, has been the customised engagements in response to requests from Divisions and Departments. We are convinced that this form of interaction ultimately has the greatest potential to respond to specific needs and influence practice.

At the start of 2016, the Clinical Skills Centre was renamed the Simulation and Clinical Skills Unit, this in keeping with international trends that point to an increase in the use of simulation for the teaching of health professionals. In January, the CHPE also welcomed the Unit for Learning Technologies under its banner. The small team, headed up by Janus van As, and supported by staff from Centre for Learning Technologies at the Stellenbosch Campus, has already made its presence felt in the FMHS and an important focus for 2017 will be streamlining offerings to ensure a focus on Faculty priorities.

Our commitment to enhancing the scholarship of teaching and learning, specifically with regard to health professions education, continues to underpin our work in the Centre and staff are encouraged to adopt an evidence-based approach to their work. 2016 was once again a record year for the Centre in terms of publications with 11 articles in peer-reviewed journals (7 in international publications) and three book chapters. In addition, work emanating from the Centre was recognised nationally at the SAAHE Conference (best research publication in HPE) and the SU SoTL Conference (best research presentation for 2016 and a nomination for the best practice based presentation for 2016).

There were also a number of changes in terms of staff during the year. Apart from those already mentioned above, we welcomed Dr Lakshini McNamee and Ms Helen Dakada to the team. In addition, Prof Ian Couper, Director: Centre for Rural Health who joined the FMHS in April 2016, has his academic appointment within the CHPE. During this period, we also bade farewell to Ms Norma Kok who had been working on the SURMEPI project which came to an end in August.

Ultimately, it remains a particular privilege for me to work with the dynamic and committed CHPE team. Every member of staff makes their own unique contribution to enhancing the practice of learning and teaching in our Faculty, and, increasingly, beyond our institutional 'borders'. My thanks to each and every one of you. I also acknowledge the enabling role played by Faculty Management in supporting our different endeavours, including the Dean, Prof Volmink, who graciously attends key events, prompting us to foster strategic imperatives within the FMHS. In particular, we wish to thank our Vice-Dean: Learning and Teaching, Prof Julia Blitz, for being a sounding board, for providing direction and serving as our critical friend. We look forward to 2017 with much enthusiasm as we build on the foundation that has now been established, recognising that we continue to function in uncertain and complex, but always exciting times.

Prof Susan van Schalkwyk



Prof Susan van Schalkwyk cutting the cake at the CHPE's 10th celebrations

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THE CENTRE FOR HEALTH PROFESSIONS EDUCATION 10TH YEAR CELEBRATIONS

The CHPE celebrated its 10th year existence in 2016 with an official function which was held in July 2016. Colleagues and friends of the Centre joined together for the evening to celebrate the successes of the past ten years. We were honoured by the presence of key role players in the establishment of the Centre such as Mrs Ria Bester and Prof Eli Bitzer, as well as members of the Dean's management team and other heads of departments. The people present were addressed by the Dean, Prof Jimmy Volmink, and the director of the CHPE, Prof Susan Van Schalkwyk. A joyful evening, where many stories of the past ten years were shared, was rounded off with live background music delivered by students from the faculty, and delicious food.



Above and below: Various guests interacting over a glass of wine and something to eat during the function.



KEY FOCUS AREAS OF THE CENTRE FOR HEALTH PROFESSIONS EDUCATION

The CHPE has four focus areas, namely (1) Postgraduate Programmes (MPhil and PhD), (2) Research in Health Professions Education, (3) Learning and Teaching Enhancement and (4) Faculty Development.

2.1 POSTGRADUATE PROGRAMMES IN HEALTH PROFESSIONS EDUCATION

The MPhil in Health Professions Education

The MPhil in Health Professions Education (HPE) was implemented in 2008, and 50 students have already graduated with this qualification. The MPhil programme spans over two years, and while the students typically completed all their course work on time, they found it difficult to finish the research project (33% of the course credits) in the required time. This was the reason why we embarked on a curriculum renewal process during 2014 and 2015. The ‘new’ curriculum was implemented in 2016.

The structure of this new programme was adapted in order to enable students to complete the majority of the core modules during the first year, and then have the bulk of the second year available to complete their research assignments. This should allow more students to complete the programme within the planned two years. A research project to evaluate this curriculum renewal is currently in progress, and although the research spans over two years, the preliminary data suggests that while the students find year one full and intense, more of them have already managed to submit applications for ethics approval, and obtained it, during the first quarter of the year than was the case in previous years.



First year class of 2016



Second year class of 2016

The Centre is proud to have graduated eight students during 2016. The topics of these student research assignments remind one once again of the broad and dynamic field of Health Professions Education.

Student	Research topic	Supervisor/s
G Botha	The status of curriculum mapping of undergraduate medical programmes in South Africa	Prof SC van Schalkwyk
A Esterhuize	Die persepsies van nuut-gekwalifiseerde professionele gesondheidswerkers oor hulle verpligte gemeenskapsdiens in 'n landelike gemeenskap in die Wes-Kaap	Dr E Archer
J Geiger	Learning about paediatric HIV and TB – exploring participants' experience and perceptions to apply what they learned in a blended learning course	Prof MR de Villiers
P Humphries	Development of an aptitude test that measures language and visual-spatial abilities to identify potential academic vulnerability of students in anatomy	DR AJN Louw
T Maung Maung	Third-year medical students' perceptions of the "Values in Healthcare" selective module on their mental well-being: a pilot study from Sefako Makgatho Health Sciences University (SMU)	Prof SC van Schalkwyk
B Masava	Student Nurses' Experience of Feedback During Clinical Learning at a Rural Nursing School: An Exploratory study	Dr E Archer
F Ooko	Alienation and engagement as framework for characterizing registrars' perceptions of their learning environment: an exploratory qualitative study	Prof SC van Schalkwyk
V Rambiritich	Professionalism for intern blood transfusion biomedical technologists: an exploration of perceptions and potential teaching strategies	Dr A Tolken-Smit

The table below provides a summary of the postgraduate students in the MPhil in HPE since 2008:

Year of Registration	Number of graduates
2009	2
2010	3
2011	5
2012	13
2013	7
2014	9
2015	3
2016	8
TOTAL	50

Table 2.1: MPhil in HPE Statistics (2008–2015)

The CHPE is proud to see our vision of being a leader in HPE, and facilitating HPE research nationally and beyond our borders, become evident in having students from so many different countries in this course. A fair number of our students is made up of colleagues teaching in the FMHS, and the programme also serves to strengthen HPE at other health sciences faculties in SA. In recent years, we have had students from UWC, UKZN, SMU, WSU, as well as from beyond our borders from Botswana, Zimbabwe, Uganda, Nigeria and Namibia.

The PhD in Health Professions Education

Since 2011 the CHPE received accreditation to offer a PhD in HPE. One student has completed the qualification and four others are currently registered.

Graduated in December 2016:

E Archer: Engaging patient-centredness in the undergraduate medical curriculum at Stellenbosch University: A case study of the final year. *Supervisors: EM Bitzer and BB van Heerden*



From left to right: Prof EM Bitzer, Dr E Archer and Prof BB van Heerden

PhD students in progress:

AG Mubuuke: Exploring health science students’ experiences of feedback in a problem-based learning tutorial: A Case Study in an African Medical School. *Supervisors: AJN Louw and S van Schalkwyk*

C Tan: An investigation into the exit level assessment of the clinical competence of medical graduates for the sub-Saharan African context. *Supervisors: S van Schalkwyk and F Cilliers (UCT)*

J Blitz: Clinical teaching on an expanding training platform: designing a fit-for-purpose model of faculty development for emerging clinical teachers in a resource-constrained environment. *Supervisors: S van Schalkwyk and MR de Villiers*

L Keiller: Designing a framework for enhancing student learning in a health professions education context through a blended learning approach. *Supervisors: R Blaauw and A van der Merwe*

2.2 RESEARCH

Research in the domain of health professions education remains a key focus area for the CHPE. In the past few years, the Centre has been fortunate to obtain funding from the DoHET through the Teaching Development Grant. This annual grant, which unfortunately comes to an end in 2017, has served as a catalyst to facilitate research projects and encourage outputs. As part of this project, we conducted an analysis of the past five years of research in the CHPE (report available on request). In addition to this, a faculty-wide strategic planning workshop was held in May 2016. It was attended by 27 staff members from the FMHS, which included representatives from all the undergraduate programmes, most of the departments and/or divisions, as well as members of the CHPE.

The format of the workshop followed the SOAR (Strengths, Opportunities, Aspirations, Results) tool. It commenced with a situational analysis and the achievements of the preceding five years, and then focus areas and future directions were brainstormed in small groups, and finally a strategy was drawn up to provide direction that would promote leadership and increase the impact of the Centre (Table 2.2)

Strategic inquiry	Strengths <ul style="list-style-type: none"> • FINLO/FIRLT funding • CHPE/CLT support • multi-disciplinarity, rigour and collaborative relationships • track record of large projects (SURMEPI) 	Opportunities <ul style="list-style-type: none"> • using a range of methodologies • partnership across different sectors and institutions • influencing funding policies and • innovations e.g Rural Clinical School, longitudinal portfolio; UG nursing; GEMP BMedSc
Appreciative intent	Aspirations <ul style="list-style-type: none"> • have a greater impact • create an enabling, supportive environment; faculty development, large-scale, longitudinal, collaborative projects • international recognition, leadership level evidence-based HPE culture • PhD and MPhil graduates – focused research 	Results <ul style="list-style-type: none"> • quality outputs of high-impact publication • secure increased funding • tracking system of graduates – evaluate social impact of projects • leadership of HPER in the Faculty • recognition as resource to others • local, national and international recognition for HPER

Figure 2.2: Results of the SOAR analysis

The following actions were identified as the ‘next steps’ towards achieving the aims identified:

- The establishment of a database on current HPER in the Faculty to facilitate collaboration, the identification of areas in need of further enquiry, and the need to avoid duplication in the research areas
- The setting up of focused HPER groups within the Faculty with support from the CHPE (HPE expertise, administration, ethics applications)
- The development of an action plan to ensure targeted research within the identified focus areas over the next 5–10 years.

Our approach to enhancing HPE research is multi-pronged. Firstly, staff will endeavour to assist others in the FMHS who wish to research an aspect of their teaching and learning practice. This work is often supported via grants from the SU Fund for Innovation and Research in Learning and Teaching. This fund was established more than ten years ago to support the enhancement of learning and teaching, and to encourage research in the field among SU teaching staff. Over the past five years (2012–2016), the highest number of recipients of FIRLT awards in total has been from the Faculty of Medicine and Health Sciences. In particular, the distribution of awards within the Faculty has risen dramatically in the past two years (11 out of 23 and 11 out of 33 respectively). An important focus of this work is on the adoption of blended learning approaches and learning technologies.

A second component of the work relates to a conscious decision within the CHPE to adopt a reflective and self-critical approach to its own practice. Currently there are projects evaluating the implementation of the revised M Phil in the HPE curriculum, and the Faculty Development programme, both of which will be finalised in 2017.

Finally, all CHPE lecturers and advisors are actively involved in the scholarship surrounding teaching and learning, and they conduct research in their own areas of interest. The publications generated in 2016 (see pp. 16–17 in this report for a complete list of research outputs) reflect a shift towards more international publications. Increasingly, publications arising from the supervision of postgraduate students, have begun to feature more prominently in the outputs. Furthermore, collaborative work with broader networks of researchers, nationally, intercontinentally and globally, has yielded the satisfactory outcome of several joint publications in leading international journals.

Of the eleven publications in accredited journals, four articles related directly to HPE curricula. Each of these had a different research focus within nursing or undergraduate medicine, namely clinical learning, receiving feedback, generic skills (first year) and assessment (final year) of medical students. Two articles are related to doctoral supervision in higher education and to health professions education. Two further articles dealt more generally with higher education practitioners’ work and identity. Three of the articles were on aspects of health education in clinical practice (one on child health and two on rehabilitation). In addition two book chapters published in 2016 were contributed by CHPE staff to a publication in honour of Prof Eli Bitzer, former Director: Centre for Higher and Adult Education. Finally, there was an article focusing on an inter-professional collaborative effort aimed at contributing towards an international classification of functioning, disability and health.

In 2016, a weekly writing time was introduced every Friday morning from 08:00–09:30 when all available HPE staff met in the CHPE Seminar Room. The developing of a regular writing habit is proving to be extremely beneficial on many levels. In addition, a successful writing retreat was held at Montfleur, Stellenbosch, in July 2016 attended by 18 people, which included some M Phil in HPE and PhD students. These events not only create the opportunity to strengthen the community of practice, but also enables the ongoing professional learning of the staff.

Awards

In 2016, work emanating from the CHPE won the SAAHE Best Research Publication Award, as well as receiving recognition at the SU SoTL Conference for the Best Research Presentation Award. There was a further nomination for the best practice-based presentation for 2016.

2.3 LEARNING AND TEACHING ENHANCEMENT

The Centre is responsible for various initiatives and structures to support teaching and learning at the faculty. These are discussed below.

2.3.1 Simulation and Clinical Skills Unit

The Simulation and Clinical Skills Unit (SCSU) at the Faculty of Medicine and Health Sciences (FMHS) has formed part of the CHPE since the inception of the centre in 2006. This state-of-the-art facility has expanded significantly over the years, and provides opportunities for both undergraduate and postgraduate students of all programmes to acquire clinical skills in simulation.

The staff of the SCSU consists of a manager, four part-time registered nurses, several ad hoc clinical staff members, a full-time administrative assistant, and a laboratory assistant. Most of the staff costs are funded by the clinical training grant of the Department of Higher Education and Training (DOHET).

Simulation provides both a safe and controlled environment in which to teach a wide variety of clinical skills. This includes technical and non-technical skills such as communication and teamwork. Furthermore, simulation has been established as a reliable educational assessment method. Providing a well-equipped simulation space for health professions training is viewed by the CHPE as part of best educational standards and ethical principles.

Teaching and learning activities

The SCSU strives to promote an environment and culture where all the students at the Faculty of Medicine and Health Sciences (FHMS) can learn together in a dynamic learning space. All the programmes at the Faculty of Medicine and Health Sciences, SU, are encouraged to make use of the wide variety of simulation equipment that is available in the unit. As reflected in previous years, 2016 saw large numbers of students making use of the centre. During the academic year of 2016 approximately 19 000 students rotated through the unit. The centre's staffing model is developed in such a way that it allows lecturers from various departments to teach their students while making use of the venues and equipment.



Students busy with a simulation scenario in the SCSU

Practical assessments in the form of objective structured clinical examinations (OSCEs) for the MB,ChB domains, as well as for other programmes, occur throughout the year. The SCSU staff assists the various environments with the preparation and planning of these very labour-intensive assessment events.

Students are encouraged to make use of the unit to practise in their own time, with SCSU staff members available to assist them. Peer learning is encouraged, which has led to the development of peer-assessment documents, which are available for students to use to critique one another when practising clinical skills in the unit. Skills videos, demonstrating skills taught, have been made; these videos, plus additional written resources, have been placed on the SunLearn website for students to view throughout their training.

MB,ChB students often choose to select the staff of the SCSU as their internal supervisors, something that the staff finds very stimulating. Being involved in students' clinical modules allows the SCSU to remain aware of the clinical practices and challenges which students face. These experiences are constantly used to inform the clinical skills curriculum.

The SCSU also plays an important role in the orientation programme of the Cuban-trained students. During August, when this programme starts, the students spend a significant amount of time in the unit, where various clinical skills are taught in small groups. Students experience this as very valuable.

In among all of this, it is important to bear in mind that simulation cannot replace the real clinical environment, and that simulation opportunities need to be integrated into a curriculum which acknowledges the need for students to be adequately prepared for their clinical learning opportunities.

Clinical skills modules

The SCSU is involved with the teaching of a number of modules, but has three formal modules for which it is responsible; the Clinical Skills domains for the Early (third year) and Middle Clinical Rotations (fourth and fifth years), and the Introduction to Emergency Medicine domain of the Middle Clinical Rotation 511 module. The two clinical skills domains run longitudinally with the students' other modules, and therefore throughout the year, while the Introduction to Emergency Medicine domain, which is a shared responsibility with the Division of Emergency Medicine, involves a week of intense learning for the whole fourth-year class.

In addition to the formal teaching of skills in SU accredited programmes, the SCSU presents CPD activities in the form of short courses for non-university affiliated persons at times when the academic programme allows for available venues and lecturers. These courses mainly focus on life support and emergency-related topics, since these are vital skills which can only be practised in simulation.

The short courses provide a third stream of income for the SCSU, which is utilised for procuring additional equipment. The income also funds SCSU staff development by facilitating attendance of short courses in Simulation and formal Life Support courses. In addition, it allows the SCSU staff to foster collegiate relationships with other educational institutions and hospital groups by attending educational conferences.

The SCSU aims to create an environment that is student-friendly and promotes student learning; and this is only possible because we have a dedicated, passionate and very capable team. Finally, a quote from one of the sixth-year students:

“I wanted to express my gratitude for the lovely atmosphere the staff at the SCSU creates. It's a stimulating, enjoyable way to learn. It's truly been a highlight of my learning and teaching experience”.

2.3.2 Unit for Learning Technologies

In 2016, the Unit for Learning Technologies (ULT) was established and officially became part of the Centre for Health Professions Education. The unit was established to facilitate the adoption of technology within the Faculty of Medicine and Health Science (FMHS), and to promote the ICT Strategies of both the FMHS and Stellenbosch University. This is done by means of playing an advisory role with regard to the integration of learning technologies as part of an evidence-based approach to curriculum enhancement and renewal through consultation, and the faculty development opportunities.

Throughout the year, ULT members worked on various levels with faculty members. Training and information sessions on learning technologies were offered. These included SUNLearn, Skype for Business, Using Tech Smith Relay for podcasting and making Turnitin more effective. Individual consultations with lecturers mainly involved four things: recommendations for enhancing teaching and learning practice, support for conceptualising and developing conference presentations, blending learning design of modules, and the innovative use of learning technologies. Examples include the use of wearable cameras for recording specialised skills, audience response systems, interactive teaching software, and optimising the use of SUNLearn for assessment. FINLO and Ethics proposals for innovation using learning technologies included work both within the CHPE, MB,ChB programme and the Anatomy department. ULT worked with both the Centre for Teaching and Learning and the Centre for Learning Technologies at PREDAC, supporting new lecturers in the design and planning of their curricula.

The Unit also conducted a needs analysis in the faculty by visiting departments to determine what the Faculty's Learning Technologies needs were. This information was used to produce a faculty development plan, which also guided us to develop a Short Course in Learning Technologies for Health Professions Education that will run in the second semester of 2017.

At the same time the Unit was also working on a project with the Language Centre to pilot the making of Afrikaans podcasts of the Chemistry lectures that were delivered in English. The aim of this project was to determine whether students would prefer to have lecture recordings available in Afrikaans. By using Google analytics and by giving students a survey, it was determined that very few students were interested in using Afrikaans lecture recordings, and the project was terminated.

The Unit has also been working alongside the Centre for Learning Technologies and IT to upgrade FMHSpod and host it on a new platform, which will be available in 2017. Work with the Centre for Learning Technologies has also allowed for collaboration with other faculties on identifying potential projects that could enhance teaching and learning in the FMHS.

Lastly, we have been working with GERGA, the Centre for Learning Technologies and IT to improve BYOD (bring your own device) assessments and to create assessment guidelines for streamlining the assessment process.

2.3.3 Extended degree programme

Extended Degree Programmes (EDP) were instituted at Stellenbosch University in the mid-1990s in response to the growing need for alternative access routes to university study. The FMHS implemented the Extended Degree Programme in 2006. The EDP is a collection of activities that consist of both foundational and mainstream content. At the FMHS, students in the first and second year of the EDP follow a fully integrated programme - where students follow modules from the mainstream programme, as well as foundational modules. The first year (with the addition of foundational work) is stretched over a period of two years, and the programme is therefore extended by one year. Foundational work is aimed at equipping underprepared students with the academic foundation that will enable them to be successful in the completion of their degrees. It focuses in particular on basic concepts and content, and on different approaches to learning. From the third year at university, these students follow the full academic programme without any foundational modules.

The purpose of the EDP is to create alternative access opportunities for students who have the potential to succeed at the FMHS, but who, possibly as a result of inadequate schooling, would not have achieved the results required for initial selection. It is important to note that all students selected to the EDP have to fulfil the minimum requirements set by the relevant faculty programme committees.

As programme co-ordinator, Dr Alwyn Louw manages the nine different Extended Degree (EDP) modules with twenty-three lecturers responsible for facilitating learning in total. This includes managing the budget of the EDP programme. There is ongoing innovation of the programme with the aim of optimising student success. No innovations in terms of the curriculum were made in 2016, since during 2014 and 2015 two new modules (Basic Anatomy 197 and Basic Physiology 198) were implemented.

In 2016, a total of 103 students were in the EDP programme, 14 fewer students than in 2015. Fewer students were selected for the EDP programme in 2016. This number consisted of 39 MB,ChB EDP I students, 54 MB,ChB EDP II students, five BSc Physiotherapy I, and five BSc Physiotherapy II students. EDP students performed very well overall since the implementation of the programme. An average retention figure of well over the 80% has been maintained since then. Some EDP students perform very well academically, e.g. student Nitiksha Wesley who was selected by the Northwestern University (NWU) Feinberg School of Medicine in Chicago, USA organ transplant unit as the only student from outside the USA to do a four-week elective with them.



Student Lebohang Likole during her elective

Other students who have been very successful are Lebohang Likole (MB,ChB I) who was awarded for excellent academic performance at the annual First Year Academy Prestige event. Others perform very well at various extra-curricular activities, and have filled leadership positions e.g. Jody Damons (Primarius OSLER) and Sinethemba Toyo (Primarius Huis Kerkenberg).

2.4 CURRICULUM DESIGN INITIATIVES

The Centre has been part of various curriculum initiatives on both a programme and a modular level. Some examples of curriculum design initiatives are discussed below.

During 2016, the CHPE embarked on the process of aligning the 2013 Graduate Attributes Framework for Undergraduate Students in Teaching and Learning Programmes at SU FMHS with the latest international trends. The work done by the Royal College of Physicians and Surgeons (RCPS) in Canada to update the 2005 Canadian Medical Education Directions for Specialists (CanMEDS) competency framework, which informs the 2013 SU FMHS Graduate Attributes framework, proved invaluable. A revised CanMEDS framework, published by the RCPS in 2015, showed a significant re-organisation and refinement of content. This included a notable reduction in key and enabling competencies; use of more accessible language; and extensive integration of emerging themes in health care, including patient-centeredness, patient safety, handover of care, eHealth, quality improvement, cultural safety,

evidence-informed practice, stewardship of resources, safe learning environments, lifelong learning, and professional identity formation.

In order to support the various undergraduate programmes at SU FMHS with the task of considering these changes as they apply to the 2013 SU FMHS Graduate Attributes framework, CHPE drafted a document that reflects the abovementioned changes in a contextualised manner. This process has been continued into 2017 with scheduling of the draft document for submission to the Committee for Undergraduate Training in April 2017. An extensive literature review was further conducted, and a discussion paper prepared, to outline key elements of graduate attributes, competency-based education, outcomes-based education, and competency frameworks as applied to health professions education. The implications, challenges and concerns related to competency-based medical education, as well as pertinent recommendations, were included in the discussion paper. A competency-based medical education “lunchtime session” was also facilitated in September 2016 to explore the various perceptions in the FMHS around the notions of competency-based medical education and graduate attributes.

Facilitation of various learning sessions on the FMHS Graduate Attributes for students in the MB,ChB and Extended Degree Programmes were continued. Members of the Nursing Department’s curriculum development committee were further assisted on a regular basis throughout 2016 with organising their new Bachelor of Nursing and Midwifery curriculum around the seven FMHS Graduate Attributes Roles, as informed by their philosophy of praxis and person-centred care. A webpage was also developed for the CHPE website to facilitate a greater awareness of Graduate Attributes, and to assist with ongoing work on the Graduate Attributes within the FMHS.

Various initiatives were undertaken during 2016 to promote the use of ePortfolios in learning and teaching programmes at SU FMHS. An AUXIN session was facilitated at the Centre for Teaching and Learning, Stellenbosch University, on the use of ePortfolios for learning and assessment. Consultations were provided to the departments of Speech-Language and Hearing Therapy, as well as Occupational Therapy, on the integration of ePortfolios in teaching, learning and assessment strategies. Hands-on training in the use of the Mahara ePortfolio platform on SunLEARN was further provided to undergraduate Speech-Language and Hearing Therapy students at the request of the undergraduate programme co-ordinator, who introduced an ePortfolio as part of one of their second-year modules. A document review of medical and allied health curricula to determine the current use and status of portfolios in undergraduate health professional education programmes at SU FMHS was commenced in 2016 and is continued into 2017.

Interprofessional Education and Collaborative Practice

Interprofessional Education and Collaborative Practice (IPECP) continues to be an important focus in the Faculty of Medicine and Health Sciences. A number of years’ ago a project was started focussing specifically on finding ways in which to integrate the principles of IPECP into the curriculum. In 2016 there were ten IPE facilitators active in fifteen community-based sites to facilitate IPE learning activities between primarily, but not exclusively, medical students and other health professions; and to build the capacity of local health professionals in modelling interprofessional collaborative practice. These facilitators and other faculty members were supported by Dr Stefanus Snyman.

The IPE activities have been structured in such a way as to develop the core IPE competencies. In the medical curriculum, for example, these learning activities spiral from foundations laid in the first year Inter-professional Phase, to the Introduction to Clinical Medicine modules, the practical module “Doctor as Change Agent in Communities” and ultimately the Late Phase. During the Health and Disease in Communities modules, a team of local health professionals (including the IPE facilitator) assessed students as they presented their interprofessional management of patients. These assessments included peer discussions and formative feedback.

The following progress was made regarding our main IPE focus areas:

- 1) Developing IPE competencies:

All the IPE competencies have been introduced in the MB, ChB curriculum, but further spiralling, refinement and alignment are still needed. The IPE competencies in other undergraduate programmes – Physiotherapy, Occupational Therapy, Speech-Hearing and Language Therapy and Dietetics – are taught within their individual programmes.

- 2) Promoting the International Classification of Functioning, Disability and Health (ICF) as common language and bio-psycho-social-spiritual approach to IPE
- 3) Contributing to harmonisation between the university and policy makers / service providers
- 4) Stefanus Snyman and Maria van Zyl supported the IPE facilitators and other preceptors / service providers at the various sites through faculty development, onsite training events, and regular meetings (physical and virtual). During these meetings challenges and breakthroughs were discussed and plans amended as needed.
- 5) The latest developments in IPE were distributed via a shared Dropbox folder, Twitter (@MatiesIPE) and Facebook (<https://www.facebook.com/afinetwork/>).
- 6) The CHPE was instrumental in the establishment of the African Interprofessional Education Network (AfrIPEN) in 2015. This work continued in 2016 and the Network continues to advocate for IPECP, advise policy makers, serve as community of practice, share educational resources and good practice.

There is however still a long way to go to in establishing interprofessional learning activities, including assessment. It is a complex challenge involving the synchronisation and duration of modules, the accreditation requirements from professional boards and learning outcomes of various student groups placed at a site. Ongoing curriculum renewal and reform is needed to take this work forward.

2.5 FACULTY DEVELOPMENT

Faculty development activities of the CHPE aim to support the development of the teaching and assessment knowledge and skills of academics involved in teaching students at the FMHS. These include newly appointed academics, both at the FMHS, and those jointly appointed with the provincial Department of Health. Additionally, postgraduate students (registrars), clinicians and allied health professionals responsible for teaching students on the faculty's decentralised training platform, are included.

The centre provides this through the provision of two accredited short courses, as well as additional workshops, customised to individual needs.

2.5.1 Accredited short courses

1. Introduction to Teaching in the Health Professions Short course

Core team: Elize Archer, Julia Blitz, Alwyn Louw and Susan van Schalkwyk,

This short course was presented again during the first semester to 18 participants from various departments in the faculty. The course allows participants to go through a curriculum design cycle by exploring their reflective practices on their own teaching and learning, understanding how and why students learn, exploring current trends in teaching in the health professions, as well as assessment, both written and clinical. Additional to the core team, other staff members from the CHPE, as well as the Centre for Teaching and Learning and Centre for Learning Technologies (both at Stellenbosch campus) were involved in the interactive sessions. In addition to the accredited short course, participants received up to 30 CPD points if they attended all five sessions, and completed a short reflective portfolio.

2. Registrar as Teacher Short Course

Core team: Elize Archer, Karin Baatjes, Julia Blitz, Liezl Smi and Braam Viljoen.

The CHPE presented this four-hour short course in February, and again in August 2016, to acknowledge the very important role registrars play in the teaching of undergraduate medical students. Heads of

Departments and Divisions were invited to send newly appointed registrars on the course, with a total of 41 registrars attending the two courses. The focus of this short course is on clinical teaching, and allows participants to understand the context of the MB,ChB curriculum in addition to practical aspects of clinical teaching, such as role modelling, clinical supervision and feedback. The involvement of clinicians such as Dr Liezl Smit from Paediatrics, Dr Karin Baatjes from Surgery, and Dr Braam Viljoen from Internal Medicine, provides participants with authentic practical experiences. The CHPE greatly appreciates the commitment of these colleagues and the role Prof Ben van Heerden and Prof Julia Blitz play in presenting this course.

2.5.2 Customised workshops

In addition to the two workshops, the centre presented some customised workshops in 2016, to address specific needs.

1. Symposium on Competency Based Medical Education

This symposium was led by Mariette Volschenk who did extensive literature reviews on the topic of CBME. Seventeen participants from various departments in the FMHS attended and participated in a lively discussion.

2. Assessment workshop

This special workshop was facilitated by Prof Julia Blitz, and was attended by 14 staff members from the CHPE, as well as others involved in facilitating the various faculty development workshops in the centre.

3. Post-graduate supervision course

Supervision of post-graduate students, specifically the MPhil in Health Professions Education students, are an essential function of the CHPE staff. Other lecturers in the faculty who completed the MPhil HPE degree previously also assist with the supervision of these students. Prof Susan van Schalkwyk presented a two-day workshop to 15 of these supervisors to ensure that these skills are developed.

4. CHPE staff academic development

It is important for the staff to stay up to date with new developments in teaching and learning in the health professions, so we regularly met to facilitate discussions around interesting topics. This was organised by the CHPE journal club, and took place four times during the year. Topics such as decentralised training, learning theories underpinning CBME, inter-professional education, and principles for enhancing teaching and learning were covered. In addition to the CHPE staff, these were also attended by MPhil HPE students and facilitators. Another opportunity for these kinds of discussions presented itself after the annual SAAHE conference, where knowledge was shared by those who attended and/or presented.

2.5.3 Professional Educational Development of Academics (PREDAC)

During these three years (2015–2017) FMHS has had the largest representation enrolled for the annual PREDAC course which is led by the Centre for Teaching and Learning. In 2015 there were 11 participants, in 2016–12 and in 2017–19 participants. Some of the past PREDAC attendees have since applied for FINLO funding, presented at the annual SoTL conference, as well as in the faculty research days, and have published on their innovations and teaching and learning research. In the past, PREDAC attendees presented their exit teaching and learning research at the PREDAC mini-conference held in November. This year (2017) as part of the 10th SoTL celebration, these presentations will be part of the conference proceedings in the form of poster presentations.

OTHER ACTIVITIES

Many of the staff of the Centre are involved in other research or teaching activities locally or internationally. Below follows a description of some of these.

3.1 SUBICC

The SU Best Evidence Medical Education (BEME) International Collaborating Centre (SUBICC) represents a collaborative venture between the Centre for Evidence-based Health Care and the CHPE. The BEME Collaboration is an international group of individuals, universities and professional organisations under the auspices of AMEE and is committed to the development of evidence-informed education in the medical and health professions (<http://www.bemecollaboration.org/>). The work of the BICC fits into the scope of the Faculty's strategic vision, drawing on our experience and expertise in health professions education, editorial functions, and promotes the use and conduct of systematic reviews.

Our contribution to the BEME Collaboration includes

- Contribution to the identification and conceptualisation of relevant topics for new systematic reviews
- Promoting the use of systematic reviews to inform medical and health professions education
- Contributing to the editorial role and function of BEME review groups
- Providing mentorship and support for conducting new BEME reviews
- Seeking funds to support the functions of the BICC and for conducting new systematic reviews

Since establishment in 2014, the SUBICC has managed a number of BEME reviews, initially just the review process of the protocols, and more recently the review of submitted work. In 2016, our focus was largely on completing a systematic review of the BEME reviews, which will be published in 2017.

3.2 TEACHING DEVELOPMENT GRANT PROJECTS

The CHPE is responsible for the following Teaching Development Grant projects:

2016/2017 CYCLE:

- Promoting the scholarship of teaching and learning: SC Van Schalkwyk
- Implementation of a longitudinal portfolio in the MB,ChB programme: M Volschenk
- Faculty development for clinicians in their educational role: C Van der Merwe
- Implementing a research strategy for health professions education research: SC Van Schalkwyk (assisted by LS McNamee in the latter part of 2016)

RESEARCH OUTPUTS FOR 2016

4.1 PUBLICATIONS IN PEER-REVIEWED JOURNALS

- Daniels K, Forinder U, Clarke M, **Snyman ISDW**, Ringsberg KC. Preschool children's healthy lifestyles: South African parents' and preschool staff perceptions. *Health Education Journal* 2016; 2016:1–14.
- Leibowitz B, Bozalek V, **Farmer JL**, Garraway JW, Herman N, Jawitz J, Mcmillan W, Mistri G, Ndebele C, Nkonki V, Quinn L, **Van Schalkwyk SC**, Vorster J, Winberg C. Collaborative research in contexts of inequality: the role of social reflexivity. *Higher Education* 2016; 2016:1–16.
- Leonardi M, Sykes CR, Madden RC, Napel H, Hollenweger J, **Snyman ISDW**, Madden RH, De Camargo OK, Raggi A, Van Gool CH, Martinuzzi A. Do we really need to open a classification box on personal factors in ICF? *Disability and Rehabilitation* 2016; 38(13):1327–1328.
- Mcculloch A, Kumar V, **Van Schalkwyk SC**, Wisker G. Excellence in doctoral supervision: an examination of authoritative sources across four countries in search of performance higher than competence. *Quality in Higher Education* 2016; 22(1):64–77.
- Meyer R, **Van Schalkwyk SC**, Prakaschandra R. The operating room as a clinical learning environment: An exploratory study. *Nursing Education Perspectives* 2016; 18:60–72.
- Mubuuke AG, **Louw AJN**, **Van Schalkwyk SC**. Utilizing students' experiences and opinions of feedback during problem based learning tutorials to develop a facilitator feedback guide: an exploratory qualitative study. *BMC Medical Education* 2016; 16:1–7.
- Murdoch-Eaton D, **Louw AJN**, Bezuidenhout J. Effect of curriculum changes to enhance generic skills proficiency of 1st-year medical students. *African Journal of Health Professions Education* 2016; 8(1):15–19.
- Parris DI, **Van Schalkwyk SC**, Ernstzen DV. Home-based rehabilitation: Physiotherapy student and client perspectives. *African Journal of Health Professions Education* 2016; 8(1):59–64.
- Tan Phoay Lay C, **Van Schalkwyk SC**, Bezuidenhout J, Cilliers FJ. Mapping undergraduate exit-level assessment in a medical programme: A blueprint for clinical competence? *African Journal of Health Professions Education* 2016; 8(1):45–49.
- Van Schalkwyk SC**, Mcmillan W. 'I have a chameleon-like existence': A duo-ethnographic account of border crossing by two academic development practitioners. *South African Journal of Higher Education* 2016; 30(6):207–223.
- Van Schalkwyk SC**, Murdoch-Eaton D, Tekian A, Van Der Vleuten CPM, Cilliers F. The supervisor's toolkit: A framework for doctoral supervision in health professions education: AMEE Guide no 14. *Medical Teacher* 2016; 2016:1–14.

4.2 CHAPTERS IN BOOKS

- Louw AJN**, **Archer E**. Developing higher education curriculum in the health sciences context. In: Frick BL, Trafford VN, Fourie-Malherbe M (eds.) *Being Scholarly Festschrift in honour of the work of Eli M Bitzer*, SUN MeDia, Stellenbosch, South Africa, 2016: 107–114.

Snyman ISDW, Van Zyl ME, Muller JV, Geldenhuys M. International Classification of functioning, disability and Health: Catalyst for interprofessional education and collaborative practice. In: Forman D, Thistlethwaite J, Jones M (eds.) *Leading research and evaluation in interprofessional education and collaborative practice*, Palgrave Macmillan, London, United Kingdom, 2016: 285–328.

Van Schalkwyk SC. Academic literacy revisited: a space for emerging postgraduate voices? In: Frick BL, Trafford VN, Fourie-Malherbe M (eds.) *Being Scholarly Festschrift in honour of the work of Eli M Bitzer*, SUN MeDIA, Stellenbosch, South Africa, 2016: 145–153.

4.3 DOCTORAL STUDIES COMPLETED

Archer E. Engaging patient-centredness in an undergraduate medical curriculum. PhD in Health Professions Education, 2016. 267 pp.

4.4 CONFERENCE PRESENTATIONS - 2016

4.4.1 International Oral Presentations – 2016

Archer E, Bitzer E, Van Heerden BB. Towards understanding how patient-centeredness is (not) learnt by undergraduate medical students: A student behaviour perspective. AMEE Conference, Barcelona, Spain. 27–31 August 2016.

Archer E, Bitzer E, Van Heerden BB. Exploring enablers and disablers in the teaching and learning of patient-centeredness in an undergraduate medical curriculum. HELTASA/ICED Cape Town. 23–25 November 2016.

Blitz J, De Villiers M, **Van Schalkwyk S [contributor]**. From colonized to naturalized citizen – faculty’ responsibility to clinician-educators on a decentralised platform. AMEE Conference, Barcelona, Spain. 28–31 August 2016.

De Villiers M, Blitz J, Conradie H, **Van Schalkwyk S [contributor]**. The rural district hospital complex as a training platform for medical students: a qualitative study of family physician supervisors’ experiences. AMEE Conference, Barcelona, Spain. 28–31 August 2016.

Cunanan C, Kambey D, Chan L, **Snyman S**. Starting IPECP networks from scratch: Sharing and learning from each other in overcoming challenges. All Together Health XIII Conference, Oxford, UK. 6–9 September 2016.

Kraus de Camargo O, **Snyman S**, Anttila H, Weckström P, Wagener D. From diagnosis to function: Presenting an e-solution to unite patients and their healthcare teams. Stanford MedicineX, Palo Alto, USA. 5–7 December 2016.

Snyman S, Geldenhuys M. Did exposing an inter-professional class of first years to an underserved community contributed to the students’ contextualisation of the determinants of health? All Together Health XIII Conference, Oxford, UK. 6–9 September 2016.

Snyman S, Uys K, Hedimbi M, Waggie F. Africa Inter-professional Education and Collaborative Practice Network (AfIN): New kid on the block! All Together Health XIII Conference, Oxford, UK. 6–9 September 2016.

Teunissen P, Van der Vleuten C, Tekian S, Tarro D, Dornan T, **Van Schalkwyk S. [symposium]** Doctoral training and advancements in education, research and leadership. AMEE Conference, Barcelona, Spain. 28–31 August 2016.

Van As J, De Villiers M, Van Schalkwyk S. How to make Turnitin more effective. ICED Conference. Cape Town. 23–25 November 2016.

Van As J. Afrikaans podcasting – a way to be more inclusive. ICED Conference. Cape Town. 23–25 November 2016.

- Van Schalkwyk S, McMillan W.** ‘I have a chameleon-like existence’ – a duo-ethnographic account of border crossing from two academic development practitioners. ICED/HELTASA Conference, Cape Town. 23–25 November 2016.
- Van Schalkwyk S, Blitz J, Conradie H, De Villiers M, Kok N, Van Heerden B.** Implementing rural community-based education in resource-constrained environments: the outcome of a five-year longitudinal mixed methods study. AMEE Conference, Barcelona, Spain. 28–31 August 2016.
- Volschenk, M.** The development of an integrated ePortfolio to facilitate transformative learning and enhance quality teaching in a predominantly distance learning postgraduate programme. ICED/HELTASA, Cape Town. 23–25 November 2016.

4.4.2 National Oral Presentations – 2016

- Archer E, Bitzer E, Van Heerden BB.** Possible reasons why medical students are not as patient-centred as expected. Conference on the Scholarship of Teaching and Learning (SoTL), Stellenbosch. 24–26 October 2016.
- Blitz J, De Villiers M, **Van Schalkwyk S [contributor]**. Students’ agentic capability for learning. Oral presentation. SAAHE Conference, Port Elizabeth. 22–24 June 2016.
- Keiller L, Archer E.** Taking a closer look. Is the innovation justified? SAAHE Conference, Port Elizabeth. 22–24 June 2016.
- Louw AJN.** Small interventions lead to significant differences in performance of Extended Degree Programme students. SAAHE Conference, Port Elizabeth. 22–24 June 2016.
- Louw AJN.** Lessons learnt in 10 years of Extended Degree Programme. Stellenbosch University Academic Year Day, FMHS, Tygerberg. 11 August 2016.
- Snyman S, Uys K, Hedimbi M, Waggie F.** Africa Interprofessional Education and Collaborative Practice Network (AfIN): New kid on the block! SAAHE Conference, Port Elizabeth. 22–24 June 2016.
- Snyman S, Geldenhuys M.** Did exposing an interprofessional class of first years to an underserved community contributed to the students’ contextualisation of the determinants of health? SAAHE Conference, Port Elizabeth. 22–24 June 2016.
- Snyman S, Geldenhuys M.** Did exposing an interprofessional class of first years to an underserved community contributed to the students’ contextualisation of the determinants of health? Stellenbosch University Annual Academic Year Day, FMHS, Tygerberg. 11 August 2016.
- Snyman S, Geldenhuys M.** Did exposing an interprofessional class of first years to an underserved community contributed to the students’ contextualisation of the determinants of health? Ukwanda Rural Research Days, Worcester. 19–20 May 2016.
- Van Schalkwyk S, Blitz J, Conradie H, Fish T, Kok N, Van Heerden B, De Villiers M.** Towards an evidence-based framework for clinical training on a rural platform: the outcome of a five-year longitudinal mixed methods study. SAAHE Conference, Port Elizabeth. 22–24 June 2016.

4.5 CURRENT PROJECTS

- Archer E, Van Heerden BB. Attitude towards patient-centredness during medical school training. A longitudinal study. S11/10/011
- Archer E, Kotze K. Determining students’ experiences of their clinical learning environment in a South African academic hospital: validating an adapted questionnaire. MB,CHB student. S14/09/185
- Archer E, Kulenkamph C. Post Exposure (bodily fluids) Protocol: Knowledge and practice among medical students at Tygerberg Hospital. S14/10/258
- Archer E, Louw A, Van Schalkwyk S. The value of renewing a curriculum: an evaluation of the revised MPhil in HPE. N16/10/131

- Couper I, Fish T, Kok N, Muller J, Snyman S; Van Heerden BB, Von Pressentin K, Blitz J, Conradie J, De Villiers M. Examining the contribution of undergraduate health professions students to Community Health facilities in South Africa: A case of one university. N15/01/004; N16/01/004
- De Villiers M, Van Schalkwyk S, Blitz J, Couper I, Moodley K, Talib Z, Young T. SUCCEED project: Decentralised training: a scoping review.
- Keiller AV, Baatjes K (PI), Van Rooyen M. Using wearable point-of-view technology as a tool for teaching of surgical techniques. N17/03/030
- Keiller L, Alblas A (PI), Foiret J, Keiller A. Learning objects as a tool for enhancing an interdisciplinary first year module in health sciences: a pilot study. N16/05/069
- Keiller L, Van der Merwe C. Demystifying Blended Learning in Health Professions Education. N14/02/009
- Liebrich W, Hoffmann R. FIRLT funded: Development of common e-learning platforms in Pathology. N15/10/104
- Liebrich W, Bosman JP. Expert evaluation of an online course in clinical immunology. S13/11/232
- Liebrich W. Optimizing the use of videoconferencing technology between rural clinical training sites through needs-driven enquiry. SURMEPI. N14/10/133
- Louw A. A progress evaluation of students in the EDP programme. N11/03/067
- Louw A. Curricular refinement on foundation phase based on initial perspectives of lecturers and students. N07/10/235
- Louw A, Meyer I, Ernstzen D. The dual role of a Clinical Educator as mentor and assessor: Influence on consistency in the Teaching-Learning Relationship. S12/11/289
- Louw A, Volschenk M. Curriculum evaluation focusing on generic skills implemented into the Inter-professional Phase of the curriculum. N15/08/073
- McNamee L, Rule P. Dispositions of newly qualified doctors encountering a language-related dilemma in South Africa.
- McNamee L, Van Schalkwyk S, Rule P. Understanding the aspirations of newly qualified doctors.
- McNamee L, Smit L (PI). The development of competencies in an outcome-based Paediatric curriculum from a student perspective. N15/10/121
- Snyman S, Boshoff H, Goliath C. The impact of a community-based inter-professional service-learning project on an early childhood development program in Hermanus: (a) the perceptions of the community regarding the students' involvement and (b) the role of inter-professional education in students' holistic management of patients. N11/08/250 & N11/02/043
- Snyman S, Geldenhuys M. Did exposing an inter-professional class of first years to an underserved community contributed to the students' contextualisation of the determinants of health? N14/07/080
- Van der Merwe C, Blitz J. Introduction to teaching in health professions course evaluation study. N16/10/136
- Van der Merwe C, Bitzer EM, Archer E. Experiences of feedback on medical students' clinical skills performance in a Clinical Skills Centre. S14/08/165
- Van Schalkwyk S, De Villiers M, Conradie H. Family physician supervisors' experiences in a new longitudinal integrated clerkship on a rural district health training complex. N12/03/014
- Van Schalkwyk S, Blitz J. Professional development for teachers in the Health Sciences: understanding enablers and constraints. 582/2011
- Van Schalkwyk S, Bovjin J, Kajee N. Undergraduate research at the FMHS. N12/08/055
- Volschenk M. Discussion Paper: Exploring the use of a Competency-Based Approach to the Implementation of the Graduate Attributes and HPCSA MDB Core Competencies in Health

Faculty of Medicine and Health Sciences at Professional Education Programmes at the Stellenbosch University. No ethics approval required.

Volschenk M. A Document Review of Medical and Allied Health Curricula to Determine the Current Use and Status of Portfolios in Undergraduate Health Professional Education Programmes at the Faculty of Medicine and Health Sciences, Stellenbosch University. N16/09/117



5

CONTRIBUTION TO THE FIELD OF HEALTH PROFESSIONS EDUCATION



The staff members of the Centre represent the CHPE actively and have been involved in various activities in the faculty, nationally and even internationally. A summary of these activities is presented in the text below:

Within the Faculty of Medicine and Health Sciences

- Teaching on the Short course: Teaching Evidence-based health care
- Module chair for various modules in MB,ChB
- Member of various committees such as
 - Committee for Undergraduate Teaching
 - MB,ChB programme committee
 - Student Support committee
 - Stellenbosch University EDP task-team
 - Sub-Committee C of Research Committee
 - Undergraduate Research Committee
 - Stellenbosch Advice Committee (Tygerberg)
 - Tygerberg Cluster Committee
 - Committee for Learning and Teaching (Senate sub-Committee)
 - FMHS Postgraduate programmes committee
 - Undergraduate Research Special Interest Group
 - Social Impact Committee and Tygerberg Campus Green Committee
 - ELITAC Committee
 - IKTOL Committee

In support of the HPE community locally and internationally

- Council Member of SAAHE and Western Cape
- Reviewers for numerous peer-reviewed journals e.g. Medical Teacher, Medical Education, Perspectives on Medical Education, African Journal of Health Professions Education, African Journal of Primary Health Care & Family Medicine, South African Journal of Higher Education
- APLS Instructor
- Serve on the Critical Care Society of Southern Africa Council
- External examiner for PhD degree and Master's degrees
- SAFRI fellow and faculty
- Sub-Saharan FAIMER Regional Institute (SAFRI): member of Faculty and Board of Directors
- Member: Bellagio Global Health Education Initiative (BGHEI)
- Member: Stellenbosch University BEME International Co-ordinating Centre (SUBICC)
- Member: AMEE Research Committee
- Member: BEME Review Committee
- NRF-rated scientist (C-rating)
- SU representative on the Enhancing Postgraduate Environments Project: Erasmus+ project
- Editorial Board: MedEd Publish
- Associate Editor: BMC Medical Education, African Journal of Health Professions Education
- Reviewer for NRF (rating applications)
- Reviewer for NRF (rating applications)
- Chairperson: Africa Interprofessional Education and Collaborative Practice Network AfrIPEN)
- Facilitator: International *m*ICF Partnership
- Member: Functioning and Disability Reference Group (FDRG) of the WHO's Family of International Classifications Network (WHO-FIC)