



Enabling Environment

Academic Leadership

CENTRE FOR HEALTH  
PROFESSIONS EDUCATION

2020

ANNUAL REPORT

Quality Health Care



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UNIVERSITY

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CENTRE FOR  
HEALTH  
PROFESSIONS  
EDUCATION

Academic Leadership  
Enabling Environment  
Quality Health Care



Dedicated to our friend and colleague,  
Dr Alwyn Louw

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# Our Core VALUES



VISION

Our vision is to be a leader in the field of health professions education globally with a view to facilitating the provision of equitable and responsive health care in South Africa and beyond

MISSION

Our mission is to offer academic leadership towards establishing and sustaining an enabling environment within which meaningful learning and teaching can flourish and to influence the practice of learning and teaching; drawing on existing scholarship while contributing to the body of knowledge through our own research and informed by the principles of transformative learning, active citizenship and social accountability.

This mission refers to a transformative approach to learning, which involves becoming aware and critical of our own habitual assumptions; questioning existing frames of reference by confronting 'disorienting dilemmas'; using the

imagination to redefine problems from a different perspective; and thereby participating effectively in learning. Our practice is informed by the broad body of knowledge referred to as Constructivism and the following core principles derive from this theory:

- knowledge is not mechanically acquired
- knowledge is actively constructed within the learning environment
- learners are situated, active knowledge constructors in the learning environment

In line with the Stellenbosch University (SU) Teaching and Learning policy, the Centre for Health Professions Education (CHPE) adopts a learning-centred approach to teaching.

Our goals are therefore to:



Play a leadership role in the establishment of approaches to education that are underpinned by principles of interdisciplinarity and social accountability, embrace diversity, optimise the use of learning technologies, and foster a focus on learning-centredness, student success and staff wellness



Initiate, co-ordinate and support the use of innovative and evidence-based teaching and learning practices at both undergraduate and postgraduate level in the Faculty of Medicine and Health Sciences (FMHS)



Extend the capacity of experts in the field of Health Professions Education (HPE) in the FMHS, as well as nationally and internationally with a specific focus on Africa



Make a significant contribution to the scientific basis of HPE as an academic field of study

# Governing BOARD MEMBERS



Professor J Blitz

*Chairperson*

Vice-Dean: Learning and Teaching



Professor S van Schalkwyk

*Director: CHPE*



Professor J Volmink

*Dean: FMHS*



Professor L Frick

*SU Representative*

Director: Centre for Higher and Adult Education



Dr M Skead

*SU Representative*

Director: Centre for Teaching and Learning



Dr B Gerber

*Faculty Representative*

Senior Lecturer: Speech-Language and Hearing Therapy



Professor T Young

*Faculty Representative*

Executive Head: Department of Global Health



Professor J Frantz

*External Representative*

Deputy Vice-Chancellor: Research and Innovation, University of Western Cape

# Chairperson's FOREWORD

PROF JULIA BLITZ

“THIS ANNUAL REPORT DESCRIBES THE SADNESSES AND THE JOYS, THE CELEBRATIONS AND THE ACHIEVEMENTS OF THE CENTRE IN A YEAR FOR WHICH NONE OF US WERE PREPARED.



How does one even begin to comment on achievements in a year like 2020? By whatever measure you choose, the CHPE has once again come through with great aplomb. This annual report describes the sadnesses and the joys, the celebrations and the achievements of the Centre in a year for which none of us were prepared.

The loss of a founding member of the Centre (Dr Alwyn Louw) was a severe blow, made even more difficult at a time when the faculty was calling even more on the Centre to assist with the pivot to remote online teaching and assessment.

The COVID-19 pandemic had an enormous impact on all things teaching and learning. As good educationalists, members of the Centre practiced what they preached. As with many others around the world, they went through their own learning required to adapt to the new ways of teaching. They then modified their own teaching (both within faculty development and in formal degrees), continuing to demonstrate how we could all continue to ensure graduates of the best possible calibre, who were in addition COVID competent.

In all of this however, members of the Centre did not forget about each other. While physical presence was not possible at this time, it seemed to become even more important for teams to find ways of looking out for each other. Prof van Schalkwyk continued to lead this with her usual consideration and care, albeit from a physical distance. Susan's e-mails – the weekly communique (38 in all) – assisted in keeping the team together across the distance. I know how much these thoughtful, reflective, elegant, generous pieces helped many people during the year.

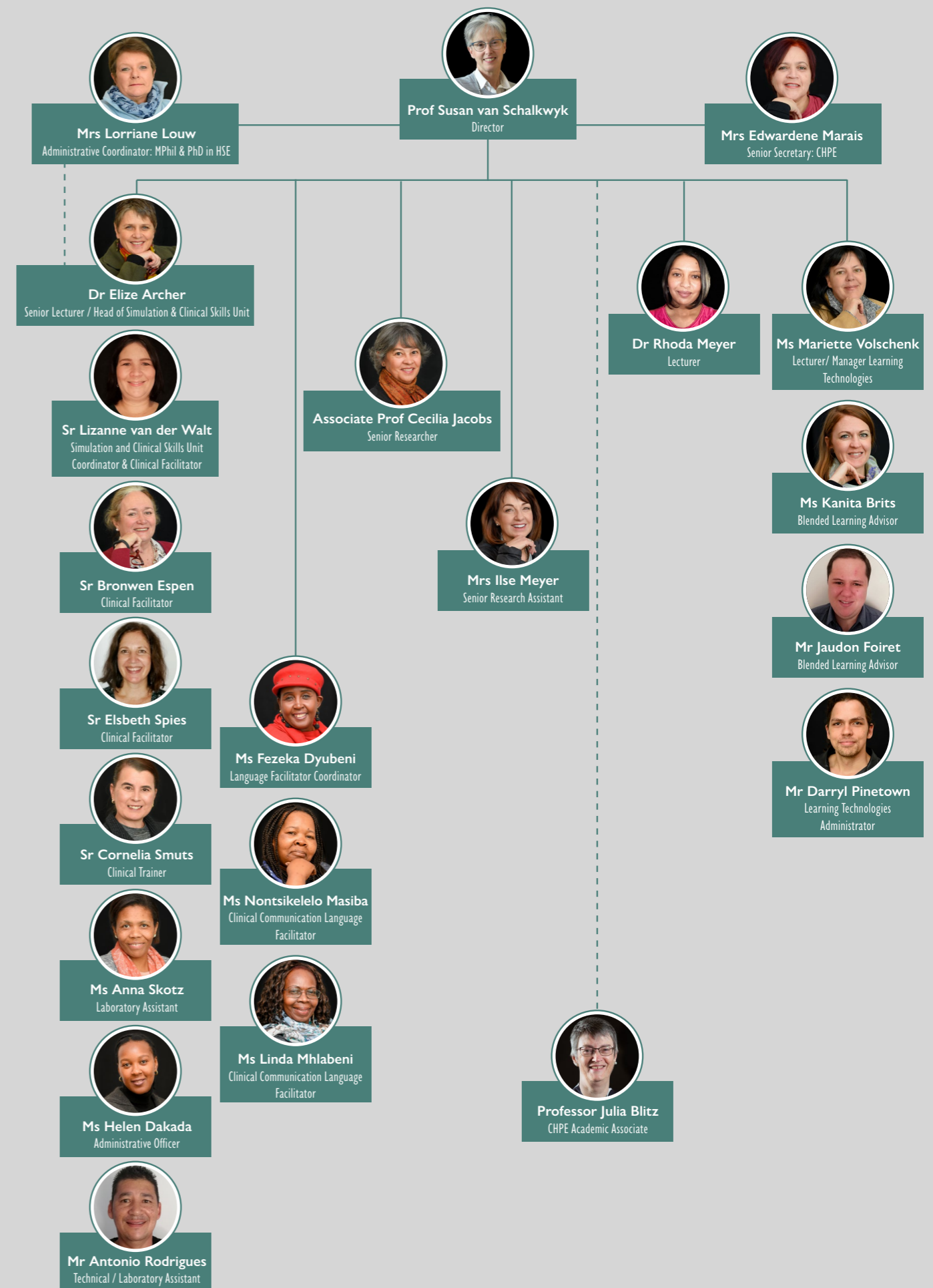
A year like no other – in many respects. But also a year that one can look back on for what we all learnt about ourselves, each other and the value of being and working together as a team. We will continue to watch the Centre in 2021, to see its ongoing upwards trajectory. Yes, 2020 will be a blip for all of us, but it is what we do with our learnings that will be the true measure of its effect.

I would like to thank all members of the CHPE for the massive contribution that they made to the faculty and its achievements in 2020, and to wish them all the best for 2021.

## Prof Julia Blitz

Vice-Dean, Learning and Teaching;  
Chairperson, Centre for Health Professions Education  
Governing Board

## MEET *the* TEAM



# The year THAT WAS

PROF SUSAN VAN SCHALKWYK



“THE CHPE REMAINS DEEPLY GRATEFUL FOR THE MANY DEDICATED STAFF WHO ARE CHAMPIONS FOR TEACHING AND LEARNING IN THE FMHS...”

They say hindsight is 20/20 and therefore one might imagine that writing about 2020 with the luxury of ‘hindsight’, should be easy. However, as I write this overview of the CHPE’s activities during the year that changed the world, it is difficult to separate our experience of everything that was (and still is) the pandemic, from our work within the Centre. By mid-March when lockdown came, we had successfully completed the MPhil in HPE contact weeks and were looking forward to an exciting year that would see our second-year group of students move swiftly towards graduation while our first-year students would be initiated into the wonderful world of health professions education and scholarship. In particular, we were excited about our plans for extending our Faculty Development initiatives, and welcoming a new member of staff – Dr (then still Mrs) Rhoda Meyer – and confirming some permanent appointments that had previously been on contract. Then overnight, the 6th floor became deserted and we moved to working from our bedrooms, our dining rooms, our kitchens, anywhere. Life became dominated by Zoom, MS Teams, and Google Hangouts. We were challenged like never before, on so many different levels, both personally and professionally.

In this report, you will read about activities across the CHPE’s different focus areas as they occurred during this very strange year. These include our Postgraduate offerings; our Faculty Development initiatives; the work of the Clinical Communication team; our Research activities; and the huge effort undertaken by both the Simulation and Clinical Skills and the Learning Technologies Units in support of the university’s move to Emergency Remote Teaching, Learning and Assessment (ERTLA). You will also read about successes, even amid these strange times, and about how in the space of a few months (as was the case all over the world), we learnt how to practice our craft in the virtual space.

You will notice that the number of graduates for the December graduation is somewhat less than usual, this testimony to the challenges that many of our postgraduate students faced as they had to, in many cases, work at the forefront of the pandemic, while also having to revisit research designs to enable data collection activities in the context of lockdown. Nevertheless, we celebrate our colleagues who against these odds still successfully completed their postgraduate studies in December 2020, and graduated in March 2021. Further cause for celebration was the birth of our two Simulation and Clinical Skills Unit babies – a baby girl to Lizanne van der Walt, and a baby boy to Helen Dakada.

The CHPE remains deeply grateful for the many dedicated staff who are champions for teaching and learning in the FMHS, including those who support our different faculty development activities, and the teaching and supervision of our postgraduate students. Thank you for the role that you play in keeping educational conversations going.

While 2020 will remain synonymous with the pandemic, for us in the CHPE it will always be the year that we lost a beloved colleague and dear friend. While the world was going mad around us, Dr Alwyn Louw was killed in a motor vehicle accident on a Monday morning in October while on his way to work. This Annual Report is dedicated to him.

Finally, I wish to express my deepest gratitude to each and every member of the CHPE team. I am acutely aware of how many of you went far beyond the call of duty just to keep the ship afloat. I also know that many of us had to deal with the gremlins of being alone, and working remotely. It has been a long and difficult road, and we are not there yet. However, you have all displayed resilience and commitment to your tasks, and to the Centre. We have learnt a myriad of new technology-related skills, and have learnt a whole new way of engaging, interacting, facilitating and teaching. Most importantly we have held one another together, and will continue to do so for as long as it takes.

Stay safe

**Prof Susan van Schalkwyk**

Director, Centre for Health Professions Education

## An excerpt from ‘Touching Base: CHPE Communique #17’ (20 May 2020)

Hope is an interesting concept, and perhaps in short supply at the moment. I thought to explore it a little more. The first dictionary definition I came across was a rather disappointing: *a feeling of expectation and desire for a particular thing to happen*. That felt really bland ... lacked the magic that I believe can sit behind the idea of hope.

Wikipedia did a much better job: *Hope is an optimistic state of mind that is based on an expectation of positive outcomes with respect to events and circumstances in one's life or the world at large. As a verb, its definitions include: 'expect with confidence' and 'to cherish a desire with anticipation'.*

I think it captures a ‘state of mind’ that we would definitely all wish for at this time. But unfortunately, ‘hope’ has not always been given the credit it deserves. Naysayers will argue that it is frivolous, lacking substance, naïve, Pollyanna-like. To hope, they say, is not enough, it’s too passive – you must also ‘do’. I wonder about that – ‘expecting with confidence’ and ‘cherishing with anticipation’ sound pretty active to me.

Hope is an important concept for us as teachers. Dale Jacobs writes about this importance in our educational role: ... we need to notice it (hope). *Hope is part of our discourse, part of our orientation toward the future, part of how we sustain ourselves in our daily work.*

Paolo Freire has written about hope as only he can do. In his book *A pedagogy of Hope*, a work steeped in social justice, he describes hope as follows: *A word for so long a time attempted and never spoken, always stifled in inhibition, in the fear of being rejected - which as it implies a lack of confidence in ourselves, also means refusal to risk*. Freire further argues that: *Whatever the perspective through which we appreciate authentic educational practice ... its process implies hope.*

Building on his work, bell hooks (yes, apparently that’s how her name is written) suggests that: *[hope] empowers us to continue our work for justice even as the forces of injustice may gain greater power for a time. As teachers we enter the classroom with hope ... Educating is always a vocation rooted in hopefulness; we live by hope; living in hope says to us, 'There is a way out,' even from the most dangerous and desperate situations*

So today, I am running with hope. I am rejecting being ‘stifled in inhibition’. I am holding on to the idea that there is a way out.

# Tribute to DR ALWYN LOUW

We were deeply saddened by the sudden passing of our colleague and friend Dr Alwyn Louw on 26 October 2020. As we reflect on Alwyn's life, we not only remember his professional success, but more importantly, we celebrate who he was as a person.

Alwyn was born in Stellenbosch on 14 December 1959. He completed his schooling at the Oakdale Agricultural College in Riversdal, and went on to complete his Masters and PhD in Higher Education at SU. Alwyn joined the CHPE on 1 January 2007 specifically to support the Extended Degree Programmes. Through the years Alwyn's position in the Faculty expanded and extended as he took on roles as module lead at both undergraduate and postgraduate level. He successfully graduated more than 15 MPhil students and one PhD student, and was promoted to Senior Lecturer in 2016. For the last few years Alwyn headed up the Faculty Development focus area within the CHPE, and was an active member of staff serving on Faculty and institutional committees. He was also active in student communities and served as Residence Head on the Tygerberg campus for many years.

In addition, Alwyn was a FAIMER (Foundation for the Advancement of International Medical Education and Research) fellow, and on more than one occasion was invited to Philadelphia in the United States of America to serve as faculty on their fellowship programme. He was also a founding member of the South African chapter of FAIMER known as SAFRI (Sub-Saharan Africa-FAIMER Regional Institute). Alwyn received multiple grants from the SU Fund for Innovation and Research into Learning and Teaching, was a regular attendee

at the yearly SU Scholarship of Teaching and Learning conference, and an active and collaborative researcher.

However, none of the above really gives insight into the Alwyn that we knew, and whose loss we now mourn. Alwyn was someone who really 'saw' people, and cared about them in a genuine and meaningful way. He was thoughtful and sensitive to the needs of others. People were drawn to his sense of humour, which was quick and quirky without ever having a trace of cynicism. Lecturers, who attended Alwyn's Faculty Development sessions, as well as colleagues and students loved him! Alwyn enjoyed engaging with others around learning and teaching, and always seemed to have the knack of clearing the fluff out of any conversation – getting to the heart of the matter.

Alwyn was a natural nurturer of people and of plants. He would arrive at the office with the saddest looking plant, place it in the sun on the side of his office, and patiently, over time, coax it back to life. He also loved golf, and being at his home in Langebaan next to the ocean. At the end of the day, Alwyn was first and foremost a family man and his family meant everything to him.

Words cannot describe how much we will miss this caring gentle giant with a wonderful sense of humour. Stellenbosch University has lost someone truly special. *Alle voorspoed Alwyn – gaan jou wel.*

“

ALWYN WAS SOMEONE WHO REALLY 'SAW' PEOPLE, AND CARED ABOUT THEM IN A GENUINE AND MEANINGFUL WAY.



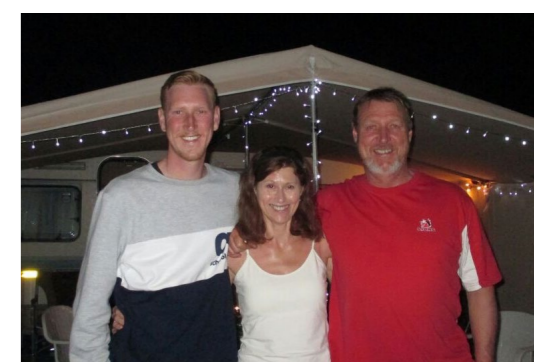
*Caring,  
kind and  
compassionate  
– someone  
who made  
you feel ok  
about yourself*



*A deeply  
humble and  
unassuming  
person –  
someone to  
be trusted*



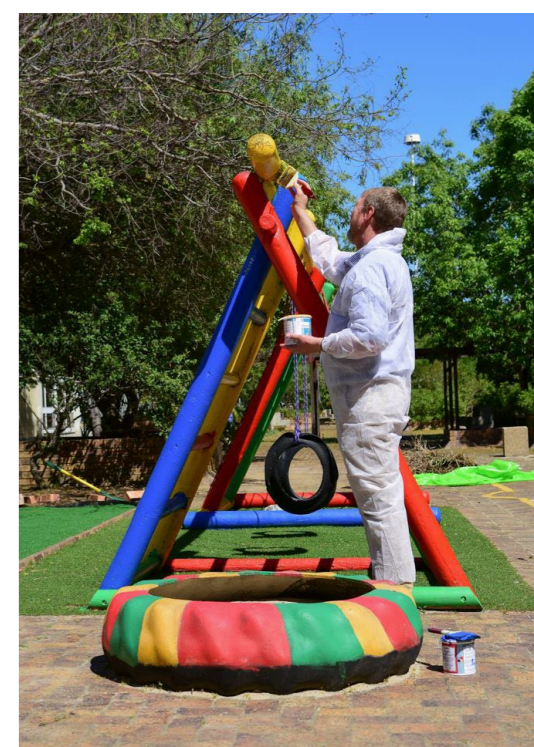
– IN LOVING –  
*Memory*  
OF  
Dr  
Alwyn Louw  
*A solid, steadfast rock –  
someone to be relied upon*



*A unique,  
dedicated and  
gifted teacher  
– someone to  
learn from*



*A mensch  
– a person  
of integrity  
and honour*



# Postgraduate PROGRAMMES

## MPhil in Health Professions Education

The [MPhil in HPE](#) remains a ‘flagship’ activity within the CHPE. The year started off without any warning of what was to come. We presented our residential contact sessions in the usual face-to-face format, since these took place in January 2020 – before the impact of the COVID-19 pandemic and resultant lockdown restrictions were felt in the South African Higher Education sector. The 2020 intake was smaller than usual, with only ten students in the cohort. Although we initially accepted sixteen students into the programme, six were eventually unable to enrol for various reasons. We are pleased to report that our 2021 intake has reverted to pre-2020 numbers with 14 students having started their MPhil journeys in January this year.

As the year progressed, however, we became acutely aware of the pandemic’s influence on our students. Most of the students who enrol for the MPhil in HPE are health professionals who, apart from teaching, also carry clinical responsibilities.

During the pandemic, these individuals experienced an increased clinical workload. Those students who were lecturers in academic positions were tasked with the responsibility to develop online learning resources for their own students who were unable to return to campus due to lockdown restrictions. Consequently, many of our students were unable to engage in the programme’s online modules to the extent they had initially intended to. Moreover, those students who had to adjust to working from home were now faced with challenges they had not envisaged when they initially registered for the programme, experiencing a deeper sense of isolation than previous cohorts. The programme committee witnessed many students requesting extensions for the submission dates of their assignments, much more than previous years. Even the more senior students who were already busy with their research assignments and in the process of data collection were required to adjust to the COVID-19 regulations implemented by the Health Research Ethics Committee (HREC). In some instances, students were forced to adapt or amend the data collection strategies described in their research protocols, especially if they were planning to have any face-to-face interactions with their participants. This required the submission of amendments to HREC, further delaying their progress.

During the past year, the electronic course portfolio (ePortfolio) provided students with a virtual space within which they could engage through critical reflection with the dissonance and uncertainties that resulted not only from engaging with education as a new field of study, but also from the impact of the COVID-19 pandemic on their personal, professional and academic lives. Offered across the two years of the programme, the MPhil in HPE Integrated ePortfolio module aims to facilitate the longitudinal development of students’ personal teaching philosophies through engagement with multisource feedback, regular critical reflection, and professional development planning. Dedicated ePortfolio mentors interact with students on the ePortfolio platform on a regular basis, providing scaffolding prompts and formative feedback to support the development of metacognitive reflection,

meaning-making, perspective transformation, and self-directed learning skills. In addition, more synchronous online learning and discussion opportunities were scheduled throughout the year by the various module teams to provide increased support to both the first and second year students, with a view of lessening the sense of isolation they were experiencing.

Although we were not able to have a face-to-face graduation ceremony in 2020, we are proud to have seen the following students graduate:

Table 1: April 2020 graduation

Name	Research topic
Noeline Fobian	Physiotherapy students’ perceptions of clinical reasoning
Vironica Herman	Role modelling: A critical component of bedside teaching in a critical care unit
Debbie Barnard	A study of MBChB student reflections on their primary health service learning experience
Olugbenga Ayodele	Perceptions of the learning environment by medical students at a new medical school in Nigeria
Carine Marks	The core competencies required by toxicology students in order to function effectively in a Poisons Information Centre: a Delphi study

Table 2: December 2020 graduation

Student	Research topic
Carol Cloete	Exploring final year dental students’ attitudes toward and understanding of reflection and reflective practice in the Conservative Dentistry Clinics at a South African dental school
Namrata Chhabra	Medical students’ perspectives on the development of empathy and its determinants during their undergraduate training

We are also pleased to announce that one of our CHPE staff members, Kanita Brits, submitted her Master’s thesis for examination in December 2020 and graduated in March 2021. The topic of her research was *Factors that influence a group of MBChB lecturers to use blended learning in their teaching*. We trust that her work will support the CHPE’s vision for promoting the continued integration of learning technologies in learning, teaching and assessment practices across all undergraduate, postgraduate and faculty development offerings in the FMHS.

“  
AS THE YEAR PROGRESSED  
WE BECAME ACUTELY  
AWARE OF THE PANDEMIC’S  
INFLUENCE ON OUR STUDENTS.

The first year class of 2020 consisted of ten students.



The second year class of 2020 consisted of sixteen students.



2020 MPhil in HPE graduate and CHPE staff member, Ms Kanita Brits



The CHPE academic team is small and has a limited number of staff members available to assist with the facilitation of the various MPhil in HPE modules and act as supervisors for all our Masters students. We are in the privileged position of being able to draw on previous graduates as well as other experts in HPE elsewhere in the Faculty or the University, who assist us with the delivery of our programme. We would like to thank the following people for their incredible input in our programme. Without you we would not be able to deliver this flagship qualification!



**PROF JULIA BLITZ**  
Vice Dean: Learning  
and Teaching



**PROF IAN COUPER**  
Director: Ukwanda Centre for  
Rural Health



**PROF MARIETJIE  
DE VILLIERS**  
Family Medicine and Primary Care



**MRS NOELINE FOBIAN**  
Clinical Educator: Division of  
Physiotherapy



**DR NICOLINE HERMAN**  
Deputy Director: Centre for Learning  
and Teaching



**MRS LIANNE KEILLER**  
Manager: Information Technology,  
Learning Technology Systems



**DR LAKSHINI MCNAMEE**  
External Facilitator, Centre for Health  
Professions Education



**MRS ILSE MEYER**  
Senior Research Assistant, Centre  
for Health Professions Education



**DR ROSE RICHARDS**  
Head: Writing Laboratory  
(English) Language Centre



**MRS SAN SCHMUTZ**  
Clinical Coordinator: Division of  
Physiotherapy



**DR SONJA STRYDOM**  
Deputy Director: Academic  
Development and Research,  
Centre for Learning Technologies



**MRS MONIQUE VISSER**  
Lecturer: Division of Speech-  
Language and Hearing Therapy



**MRS CHARMAINE  
VAN DER MERWE**  
Advisor: Centre for Teaching  
and Learning

*Thank You!*

## PhD in Health Professions Education

The pool of potential candidates for the [PhD in HPE](#) remains small. Nevertheless we continued to receive enquiries from interested students during 2020 although we had no new registrations. Two potential students, whose preliminary expressions of interest were approved by the Postgraduate Programme Committee early in the year, were both directly influenced by the pandemic and the service delivery demands that it placed on them. Nevertheless, we are hopeful that a further three doctoral students will register in 2021.

At the end of 2020, Rhoda Meyer, a lecturer within the CHPE, submitted her thesis for examination and graduated in March 2021.

Another colleague, Mariette Volschenk, is due to graduate in 2021. We wish both of the colleagues much success as they embark on the next phase of their academic journeys post-PhD.

As more CHPE staff obtain their doctorates, the potential for us to accept more PhD students to the programme will grow. Currently we are limited in terms of supervision capacity and are grateful to be able to draw on colleagues such as Professor Eli Bitzer and Professor Ian Couper in this regard.



▲ **Prof E Bitzer**  
Emeritus Professor:  
Stellenbosch University



▲ **Prof Ian Couper**  
Director: Ukwanda Centre  
for Rural Health



◀ **2020 PhD graduate  
and CHPE staff  
member, Dr  
Rhoda Meyer**

“AS MORE CHPE STAFF OBTAIN THEIR DOCTORATES, THE POTENTIAL FOR US TO ACCEPT MORE PHD STUDENTS TO THE PROGRAMME WILL GROW.”

# Faculty DEVELOPMENT

Health professions education has undergone significant changes over the past decade, demanding competent and creative educators in this field. Nurturing these educators requires a focused and purposeful process of development. A core function of the CHPE relates to this very purpose, namely the development of faculty in the FMHS. Through such ‘[Faculty Development](#)’ (FD) we aim to support staff in meeting the challenges of their various roles and responsibilities in terms of their teaching. This occurs in a number of different ways, including our ‘structured offerings’ (see Table 3) which run annually and most of which are registered as short courses offering CPD points. An equally important component of our FD activities, however, are the customised workshops and related events that we offer in response to departmental and divisional requests. In addition, CHPE staff are available for consultation on all matters relating to teaching and learning, including supporting staff in their educational scholarship. Ultimately, we seek to enhance the professionalisation of staff as teachers, as envisaged in the [SU Policy for Teaching and Learning](#).

While the CHPE has always endeavoured to be at the forefront of innovative teaching and learning approaches, the COVID-19 pandemic certainly changed the way we provide FD. The impact of the pandemic for the CHPE was two-fold. Firstly, the CHPE was confronted with the challenge of adapting all FD offerings and consultations from face-to-face to the online platform, to ensure that faculty were adequately supported during this very turbulent time (online consultations are indicated in table 5). Secondly, the CHPE was required to support faculty in the FMHS to adapt their own teaching and assessment approaches from face-to-face to online offerings, using various online tools and platforms such as Microsoft (MS) Teams, for example, to compliment SUNLearn (SU’s Moodle-based learning management system).

Some of the structured CHPE offerings on the year programme were scheduled to take place during January to March 2020. These offerings were therefore still presented in face-to-face format. In addition, we were able to offer some customised and targeted sessions in face-to-face mode before lockdown restrictions were implemented. Participant responses indicated that they found these offerings useful and enjoyable:

“Very nice course layout & upbeat & participation allowance kept one engaged”

“I enjoyed this workshop immensely. Please do consider the follow-up workshops”

“Thoroughly enjoyed the workshop & very useful!! Thank you!!”

*Feedback received from the structured face-to-face Supervisor as Teacher short course in February 2020.*

Table 3: Structured offerings

	Structured programme offerings	Number of attendees
17-Jan-20	Teaching in the Health Professions Orientation Day	32
07-Feb-20	Supervisor as Teacher	13
14-Feb-20	Registrar as Teacher	23
25-Feb-20	Auxin	4
06-Mar-20	Teaching in Simulation	16

Table 4: Customised sessions

	Customised programme offerings	Number of attendees
05-Feb-20	Registrar as Teacher – Anaesthetics Dept	36
20-Feb-20	Registrar as Teacher – Worcester	13
26-Feb-20	Orientation day - Supervisors	14

During the lockdown period, a key component of our work was providing individual online consultations on matters ranging from the move to ERTLA to any member of staff wishing to address an aspect of their teaching and assessment.

Table 5: Individualised consultations

Individualised consultations	Platform	Department
Simulated patients & FUSPE assessments	Online: MS Teams	Physiotherapy
E-assessments	Online: MS Teams	Physiotherapy
Reliability and validity of online assessments	Online: MS Teams	Physiotherapy
Assessment in HPE and reflections on clinical teaching and assessment during COVID-19 (2 x 45 min sessions)	Online: MS Teams	Department of Medicine

### Collaboration with other SU Centres

The CHPE does not function in isolation but works in close collaboration with the [Centre for Teaching and Learning](#) (CTL) and the [Centre for Learning Technologies](#) (CLT) with regards to its FD remit. These two centres, which are based on the Stellenbosch campus, offer a number of different teaching and learning initiatives across the University. Some of the CTL initiatives include the [Professional Educational Development for Academics Course](#) (PREDAC), which had five FMHS participants last year (Table 6). All five successfully completed the short course, which was facilitated in online mode. These participants supported each other in virtual channels throughout the year and collaborated as a team on the final poster presentation at the virtual [SU Scholarship for Teaching and Learning](#) (SoTL) conference in November 2020. Sadly, one of the FMHS participants, Professor Birhanu Ayele, passed away shortly after completion.



◀ The late Professor Ayele

Table 6: List of faculty who attended and completed PREDAC in 2020

FMHS Candidate	Departments and Divisions
Birhanu Ayele	Division of Epidemiology and Biostatistics
Munira Hoosain	Division of Occupational Therapy
Maatje Kloppers	Division of Occupational Therapy
Ernst Musekwa	Department of Pathology
Phoebe Runciman	Department of Sport Science

Another initiative by the CTL is the SoTL conference, mentioned above. This conference aims to address all aspects of teaching and learning at SU in an open, supportive, and intellectually stimulating atmosphere. It was presented virtually for the first time on 4 November 2020. The CHPE played a key role in providing support to the organising team as well as the presenters and attendees at the conference. This included assistance with the operational design and setup of the day, as well as providing technical support with using MS Teams on the day of the conference. The FMHS accounted for 15 out of the 53 presentations of scholarly teaching and learning projects. The FMHS team won two of the five SoTL awards:

#### BEST RESEARCH-BASED PAPER

The late Dr Alwyn Louw and Dr Tiana Schultz  
**Title:** *Strategies to teach graduate attributes – a scoping review*

#### BEST REFLECTION-BASED PAPER

Ms San Schmutz, Dr Alison Lupton-Smith and Dr Marianne Unger  
**Title:** *Unintended benefits of an e-block toward clinical competence in physiotherapy*

The COVID-19 pandemic also resulted in an increased collaboration between the CHPE and the CTL in the area of ERTLA. The CHPE met with the CTL to discuss the challenges and opportunities for clinical teaching, learning and assessment very early in the lockdown period, and regularly touched base to ensure that CTL advice to FMHS lecturers was aligned with CHPE approaches and practices. Examples include matters such as academic integrity, honesty plug-ins and exam procedures. This allowed both centres to optimise the ERTLA support offered to faculty. CHPE staff worked with colleagues in the CTL and CLT to develop a [Lecturer Support for Teaching Online](#) site on SUNLearn to support faculty in the move to online teaching and assessment. In addition, the CHPE website provided [links](#) to various open source resources related to remote online teaching.

### SU teaching excellence awards and teaching fellowships

The CHPE seeks to support the SU [teaching excellence awards](#) and [teaching fellowships](#). Unfortunately, no nominations were made in FMHS in 2020 for the teaching excellence awards.

Previous teaching excellence awardees among the FMHS colleagues include:

#### 2019: DEVELOPING TEACHER

- **Dr Karin Baatjes**  
Department of Biomedical and Surgical Sciences, Faculty of Medicine and Health Sciences

#### 2018: DEVELOPING TEACHER

- **Dr Elize Archer**  
Centre for Health Professions Education, Faculty of Medicine and Health Sciences
- **Dr Eric Decloedt**  
Division of Clinical Pharmacology, Department of Medicine, Faculty of Medicine and Health Sciences

#### 2017: DISTINGUISHED TEACHER

- **Prof Susan van Schalkwyk**  
Centre for Health Professions Education, Faculty of Medicine and Health Sciences

FMHS staff who have completed teaching fellowships include:

- **Dr Elize Archer**  
Centre for Health Professions Education, Faculty of Medicine and Health Sciences
- **Dr Berna Gerber**  
Department of Health and Rehabilitation Sciences, Faculty of Medicine and Health Sciences
- **Prof Nicola Plastow**  
Department of Health and Rehabilitation Sciences, Faculty of Medicine and Health Sciences
- **Prof Dana Niehaus**  
Department of Psychiatry, Faculty of Medicine and Health Sciences

FMHS staff who currently hold a teaching fellowship:

- **Dr Marianne Unger**  
Department of Health and Rehabilitation Sciences, Faculty of Medicine and Health Sciences

### External Faculty Development Initiatives

The CHPE is also involved in FD initiatives outside the FMHS as listed below:

- **Introduction to Knowledge Synthesis:**  
e-workshop for Rhodes University, Division of Postgraduate Studies (90 minutes)
- **Introduction to Knowledge Synthesis:**  
short course (5 x 75 min sessions) for Rhodes University, Division of Postgraduate Studies
- **Scholarship of Teaching and Learning (SoTL): From conceptualisation to execution.**  
Pre-conference e-workshop (4 hrs) for North West University
- **Postgraduate Supervision in the Health Sciences:** 2-day workshop (3-4 March 2020).

“

*THE CHPE WAS CONFRONTED WITH THE CHALLENGE OF ADAPTING ALL FD OFFERINGS AND CONSULTATIONS FROM FACE-TO-FACE TO THE ONLINE PLATFORM, TO ENSURE THAT FACULTY WERE ADEQUATELY SUPPORTED DURING THIS VERY TURBULENT TIME...*

# Learning TECHNOLOGIES

Recent years have seen a global shift in education paradigms towards fully online learning, hybrid formats and collaborative models such as blended learning. Correspondingly, the SU Strategy for [Teaching and Learning 2017 – 2021](#) highlights the need for lecturers to develop pedagogical and digital proficiencies that will effectuate the design, development and delivery of curricula in which learning technologies are meaningfully integrated in a blended learning approach. Aligned with this strategy, the CHPE [Learning Technologies](#) (LT) team aims to facilitate and support the continued integration of learning technologies in learning, teaching and assessment practices across all undergraduate, postgraduate and FD offerings in the FMHS. In support of this aim, we have expanded our infrastructure and FD offerings during 2020.

## LT team

The LT team consists of a lecturer, two blended learning advisors, and a technical assistant. Specialty focus areas of the LT team include:

- pedagogical support on the use of digital technologies for learning
- blended learning and instructional design with a focus on user / learner experience
- learning management system (SUNLearn) training and support
- digital learning systems (AMBOSS and Primal Pictures) training and support
- videography and multimedia design and support

In July 2020, SU was fortunate enough to receive funding towards supporting ERTLA from the Michael & Susan Dell Foundation, followed by funding pledges from the Oppenheimer Memorial Trust and the Harry Crossley Fund. The FMHS was allocated part of this funding to support various ERTLA initiatives. This allowed the CHPE LT team to obtain the temporary services of two instructional design interns, who assisted with the development of online teaching and learning content.

## Multimedia studio

We are very proud to announce that we have expanded our infrastructure with the launch of our brand-new, state of the art multimedia studio in October 2020. Boasting an assortment of technologies, the studio consists of an acoustically treated production room where content can be presented, and teaching moments recorded in high quality. A wide range of technologies is available, including a RODECaster Pro podcasting system, microphones for all types of audio and video recordings, a 65-inch plasma screen, a Wacom drawing tablet, GoPro's, and an educational lightboard. There is also a range of editing and content development software available.

A dedicated LT team member is available to assist staff with the new technologies and help them with the structuring and editing of their content. We were able to develop the studio and purchase the equipment thanks to two grants received from the Fund for Innovation and Research into Learning and Teaching (FIRLT) and the Integration of Technology in Curriculum Fund from SU's CLT, respectively.



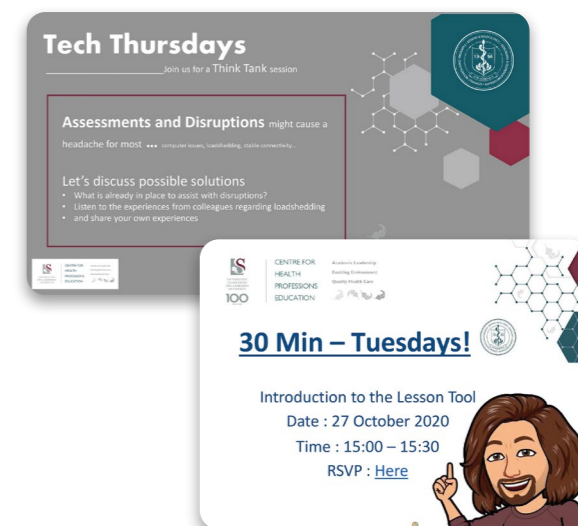
“

*BOASTING AN ASSORTMENT OF TECHNOLOGIES, THE STUDIO CONSISTS OF AN ACOUSTICALLY TREATED PRODUCTION ROOM WHERE CONTENT CAN BE PRESENTED, AND TEACHING MOMENTS RECORDED IN HIGH QUALITY.*

◀ Prof Karin Baatjes, Head: Division of Clinical Anatomy at FMHS, pictured here using the educational lightboard in the studio

## Faculty development

FD plays a crucial role in building institutional capacity to support optimal use of blended learning approaches. During 2020, the LT team exploited the sudden shift to ERTLA to strengthen our efforts of establishing a culture of blended learning in the FMHS. We took our popular Tech Thursdays series online with great success. These monthly FD offerings focus on the pedagogy and technical skills for using a variety of open-source tools to create engaging learning experiences for students. In addition, we launched the Thirty Minute Tuesdays series. These virtual offerings, also presented on a monthly basis, focus specifically on equipping lecturers with the skills to use advanced SUNLearn tools in creating engaging teaching, learning and assessment experiences for students.



**Table 7: Learning technologies structured FD offerings 2020**

Faculty development activity	Number of sessions	Number of participants
Thirty Minute Tuesdays	7 (online)	132
Tech Thursdays	9 (2 face-to-face, 7 online)	102
<b>Total</b>	<b>16</b>	<b>234</b>

Lockdown regulations created significant challenges for all clinical educators around the globe who normally use face-to-face teaching methods, including lectures (in person), bed-side teaching and practical sessions. In response to these challenges various strategies and platforms were used to offset the deficits caused by the pandemic. MS Teams was identified by SU as the meeting platform of choice with regards to virtual classroom experiences. The LT team assisted in the upskilling of lecturers and administrative support staff in the FMHS for the effective use of MS Teams. This included technical training, technical support and guidance for effective educational use. The LT team continues to provide additional faculty support for the effective educational use of MS Teams as the software platform changes and the needs of faculty adapt to the changing educational landscape.

Another response to the COVID-19 pandemic was the development of an online SUNLearn training series for administrative support staff during 2020. The purpose of the series was to equip administrative support staff to assist lecturers in uploading their teaching materials and assessments to the SUNLearn platform and to assist in the general navigation of the respective modules on SUNLearn. The series ran over a period of 10 weeks with an hour-long session per week. Administrative support staff from all departments and divisions in the FMHS were invited.

**Table 8: Administrative support staff training sessions**

Department/Division	Number of participants
Department of Anaesthesiology and Critical Care	2
Department of Nursing and Midwifery	2
Department of Obstetrics and Gynaecology	4
Department of Paediatrics and Child Health	1
Department of Psychiatry	1
Division of Clinical Pharmacology	3
Division of Family Medicine and Primary Care	2
Division of Forensic Medicine	1
Division of Occupational Therapy	5
Division of Ophthalmology	1
Division of Orthopaedic Surgery	1
Centre of Health Professions Education (SCSU)	2
<b>Total</b>	<b>25</b>



The following topics were covered:

- Introduction to the online learning environment on SUNLearn with an explanation of constructive alignment
- Uploading content
- Assignments (basic overview)
- Assignments (advanced)
- Assessment (quiz tool)
- Importance of feedback in assessment (journal tool, questionnaire and using labels for feedback)
- Learning tools (Forum, chat and journal tool)
- Gradebook session 1
- Gradebook session 2 (and question bank)
- Plagiarism (Turnitin tool)

The sessions were structured by firstly providing a theoretical background on the respective SUNLearn tools followed by a demonstration of the technical aspects of setting up the tool. A training module was created on SUNLearn for each participant on which they were encouraged to practice what they have learnt. Over the span of the 10 weeks, 25 (varied from week to week) staff members participated. Feedback forms were completed after the first and the last session. Some positive feedback received:

"I have experienced that whilst listening to the recording, and doing it together with the presenter really makes it a lot easier... Then you can at a later stage just go back and see how to do it again. Maybe practice it afterwards also. You guys are presenting in a way that makes it easy to follow."

"I love your sessions, always learn something new and that is the beauty of SUNLearn, there is always a trick that someone knows that you don't and it's always something that you can implement in your own setting."

## Innovation, consultation and support

Clinical reasoning constitutes a crucial component of workplace-based learning. It is an essential skill whereby the student deductively interprets patient information, using biomedical and clinical knowledge to establish and refine a hypothesis, while considering additional detracting and supporting information to arrive at a diagnosis and formulate a management plan. With the sudden shift to ERTLA, lecturers voiced the need to simulate the clinical reasoning process in the online space in a way that would allow students to adopt an active role in verbalizing their clinical reasoning thought processes to lecturers. However, many FMHS lecturers fulfil a dual clinician-educator role. This meant that most clinical educators were serving on the frontlines, treating COVID-19 patients, while attempting to transfer a significant component of clinical teaching, learning and assessment content to the online context. In response, the LT team designed four innovative Moodle templates that lecturers could easily adapt to create customized learning experiences around virtual patient cases.

Templates were developed around the one-minute preceptor and SNAPPS models, which are typically used in clinical contexts to promote the development of clinical reasoning skills. One template was also designed around the principles of the 7-Jump Problem Based Learning process, specifically for Physiotherapy students. These four



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<https://stock.adobe.com>

templates, which incorporate case studies in the form of text, video, or audio, require students to interact with the content, ask questions and communicate their understanding, using a variety of Moodle tools. A stepwise framework was thus created to simulate a teacher-student 'conversation' in the online space. A short explanatory video of these templates can be viewed [here](#).

In addition to the 4 clinical reasoning templates, another 4 custom-made SUNLearn templates were also developed for various modules.

### 1-minute Preceptor Template for Clinical Reasoning Assessment

Page: 1Glossary: 1Quiz: 1Chats: 2Assignments: 2Forum: 1Journal: 1

### SNAPPS Template for Clinical Reasoning Assessment

Pages: 3Quiz: 1Chats: 2Assignments: 2Journals: 2

### 7-Jump process Template for Problem Based Learning

Page: 1Glossary: 1Chats: 3Wiki: 1Assignment: 1

### Short version of 1-minute preceptor

Page: 1Quiz: 1SCORM package: 1

Four (Moodle-based) templates were designed on SUNLearn to support clinical reasoning in the online space

AMBOSS and Primal Pictures are two external medical education platforms that are used to support pre-clinical training and clinical training, respectively. These platforms experienced unprecedented use during 2020 due to limitations on in-hospital training and practical dissection sessions. The LT team provided training and made support material (in the form of self-help videos) available for faculty and students. The LT team further served as primary contact for technical questions and support queries during this time. Various on-demand consultations were also held with individual lecturers and/or module teams, and custom designed support was provided for various teaching/learning offerings at lesson/modular/course level.

Table 9: Consultations and Support provided by the LT Team during 2020

Activity	Total:
<b>Consultations (with individual faculty and module teams)</b> <ul style="list-style-type: none"><li>• Use of SUNLearn tools and interface</li><li>• Online learning design</li><li>• Online assessment</li><li>• Hybrid teaching</li><li>• Use of iSpring software and development of SCORM packages</li><li>• Use of Primal Pictures</li><li>• Use of AMBOSS</li><li>• Use of Microsoft Teams</li><li>• Use of clinical reasoning templates</li></ul>	<b>347</b>
<b>Content development and support</b>	
<b>Videos created</b> (For example, Occupational Therapy practical instruction videos, and SUNLearn how-to videos)	<b>111</b>
<b>SCORM packages developed</b> (For example, Ophthalmology learning packages, Occupational Therapy self-directed learning packages; isiXhosa learning packages)	<b>55</b>
<b>SCORM packages updated</b> (For example, isiXhosa e-learning packages)	<b>42</b>

Consultations, content development and support were provided to the following departments and divisions:

Table 10: Department and Divisions supported by CHPE LT team during 2020

Department	Division
Biomedical Sciences	Clinical Anatomy Medical Physiology
Family and Emergency Medicine	Emergency Medicine
Global Health	Centre for Disability and Rehabilitation Studies Human Nutrition
Medicine	General Internal Medicine Dermatology Cardiology Pulmonology
Nursing and Midwifery	Nursing and Midwifery
Obstetrics and Gynaecology	Obstetrics and Gynaecology
Health and Rehabilitation Sciences	Physiotherapy Occupational Therapy
Pathology	Forensic Medicine
Medical Imaging and Clinical Oncology	Radiation Oncology
Sport Science	
Surgical Sciences	Ophthalmology
Psychiatry	

# RESEARCH

Research is a core focus area within the CHPE which has developed a culture that supports, encourages, and creates a space for scholarly activities. Despite the small number of CHPE academic staff, this focus has resulted in an escalation in the number of academic outputs in peer-reviewed journals and HPE related conferences in recent years (see research outputs listed under Addendum B). Ongoing research projects within the CHPE demonstrate a range of foci, responding to the many different national and global debates on the one hand, while exploring aspects of local relevance on the other (see research activities/projects listed under Addendum B).


Writing groups, as spaces for academic writing, provide opportunities to strengthen scholarly communities of practice, and enable mentorship, thereby empowering participants to develop their writing practices and transform their identities as scholars. To create a regular writing habit, the CHPE continued the weekly allocated 'writing time' as well as organizing writing retreats which composed of free writing time and daily meeting times as needed for co-authors of collaborating writing projects.

However, the effects of the COVID-19 pandemic have been felt within this focus area as well. In the CHPE, the disruption necessitated the transition from well-planned traditional face-to-face research support activities to remote interactions. Nevertheless, while the annual writing retreat was cancelled, the 'writing time' and many other research activities were successfully continued online. Many national and international opportunities/platforms became available where staff members could present and share their research projects/findings online at conferences (see list of presentations under Addendum B).

At SU, funding opportunities for staff wishing to engage in research activities are available. This includes, for example, FIRLT grants for educational research and other relevant funding opportunities made available via the research support office (see list of FIRLT projects secured in the faculty for 2020/2021 under Addendum C). One of our staff members, Dr Elize Archer, secured an Early-Career Researcher grant in 2020 for a project entitled, *Registrars' perceptions and experiences of clinical empathy during clinical practice: a multi-institutional study*.


## In 2020 the CHPE

### PUBLISHED



18


Peer-reviewed journal articles



3


Book chapters

### PRESENTED



2


International presentations (online):  
(1 oral, 1 e-poster)



3


National presentations (online):  
2 oral, 1 e-poster

### SECURED



1


FIRLT grant



1

Early-Career Researcher grant


### PARTICIPATED IN



14


Research projects

### AWARDED



8

MPhil in HPE graduates



1

PhD in HPE graduate

# Simulation and CLINICAL SKILLS UNIT

Clinical skills training is an essential component of HPE. [The Simulation and Clinical Skills Unit](#) (SCSU) provides a space where all students from the FMHS can receive demonstrations in a variety of clinical and procedural skills, and are able to practice these skills repetitively, without any risk to themselves or patients. Although the shift to ERTLA caused all student activities on campus to be temporarily suspended during the better part of 2020, the SCSU remained open throughout the various lockdown levels. The SCSU staff played a key role in supporting our medical, nursing and allied health staff who were at the forefront, fighting the COVID-19 pandemic. We developed initial Standard Operating Procedures for hand hygiene and social distancing, and assisted with Personal Protective Equipment (PPE) training for staff in Tygerberg Hospital. Some SCSU staff were also involved in developing a paperless monitoring system of patients in the COVID-19 Intensive Care Unit (ICU). SCSU equipment were used for training staff in situ, in both adult and paediatric

ICU, and the SCSU Glidescope video laryngoscope was temporarily used to assist in performing endotracheal intubations in the hospital.

At the start of the lockdown period Faculty Management communicated that, in order to ensure their safety, all undergraduate students had to be trained in the basic principles of Infection Prevention and Control (IPC) as well as the safe use of PPE before they could return to the clinical platform. An interactive e-learning bundle was created, and all students were required to complete an online component and be evaluated in person in the SCSU to ensure they could safely use PPE. These evaluations commenced when the final year MBChB students started returning to the clinical platform in May 2020. The fifth year MBChB students were also evaluated before moving onto the rural clinical platform. Later, teaching staff in the different departments were empowered to evaluate their own students for PPE competence. During this time, students also received free PPE supplies from the Faculty which was distributed by the SCSU.

The e-learning bundle contained various demonstrations of PPE donning and doffing, and these videos have proved invaluable in the quest to move some of our learning to the online space. Videos have been well established in the literature as beneficial to students in their learning, especially with regards to the demonstration of clinical skills. However, a demonstration alone is not sufficient to learn a clinical skill; a significant amount of psychomotor practice, with feedback, has to be completed in order to be deemed “competent”. The birth of this e-learning bundle also allowed for the creation of a universal SCSU online resource page, which is currently under development and will be used to present skills information relevant to multiple disciplines.

Despite uncertainty about what the future held, we needed to ensure that the e-learning pages of the SCSU were up to date on SUNLearn, and some courses traditionally hosted in the SCSU (such as Introduction to Emergency Medicine) were also

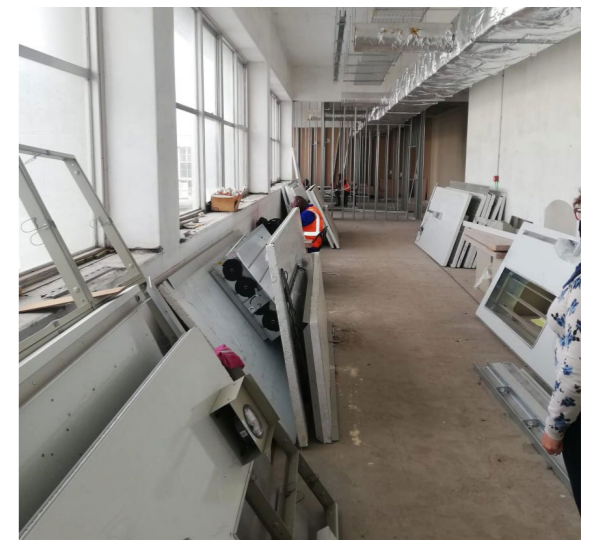
◀ *Screencast examples of some of the e-Learning bundles created by the SCSU staff*



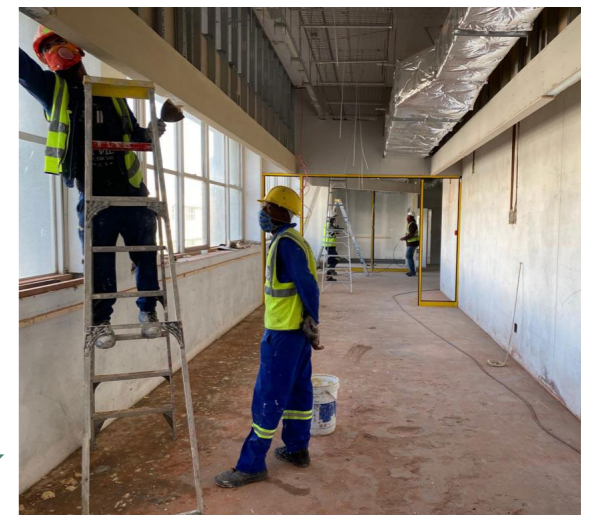
moved online. Many hours were invested in creating new content, updating old content, and preparing for the possibility of having to teach skills online. While the norm is to demonstrate and practice skills in the SCSU with a facilitator, this was not possible during the lockdown and many clinical rotation blocks were postponed to 2021. It was still a wonderful opportunity to enhance our e-learning platform and optimise the time we had to engage with the relevant content on a deeper level.

An exciting development was the building of the SCSU extension on the fifth floor, which commenced at the end of 2019 and was completed by the end of 2020. This modern facility adds 1150 square meters to the existing SCSU, and allows for a variety of low, medium and high fidelity simulation opportunities. The facility is equipped with state-of-the-art technology and audio-visual streaming facilities, which provide the means to stream to any other room within the SCSU, as well as to remote sites and rural clinical training platforms. Students will be able to view live sessions, participate in real-time feedback and receive debriefing after simulations, which will enhance the learning of clinical skills. We are truly delighted with our new addition, and we look forward to facilitating authentic learning experiences for all students in a physically and emotionally safe space.

Before: ▶  
The SCSU extension on the fifth floor was initially a large storage area



During: ▶  
Renovations in progress



After: ▶  
The completed product!



“  
**THIS MODERN FACILITY ADDS 1150 SQUARE METERS TO THE EXISTING SCSU, AND ALLOWS FOR A VARIETY OF LOW, MEDIUM AND HIGH FIDELITY SIMULATION OPPORTUNITIES.**

# Clinical COMMUNICATION

### Context and underpinning philosophy

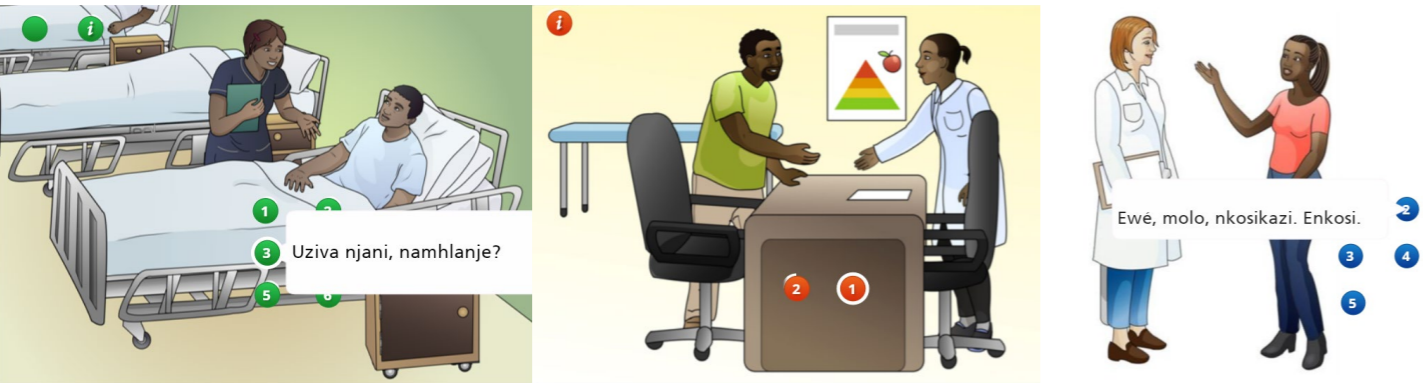
Language constitutes an important health care barrier in multilingual countries such as South Africa, often preventing patients from accessing quality health care timeously. Intelligible communication in isiXhosa and Afrikaans is therefore key in the [FMHS context](#) to address patient care challenges related to language and cultural disparities between health care providers and patients. The philosophy underpinning clinical communication skills, particularly language, is based on addressing social and health care needs in a quest to improve the health and wellbeing of society. A new teaching model that has been advocated for second language acquisition (SLA) relates to shifting the focus from the ability to pass a language exam, i.e., language competence, to using language competently in real-life contexts, i.e., language performance. For health professions students at the FMHS, the ‘real-life’ context constitutes the clinical learning environment.

“  
**THE PHILOSOPHY UNDERPINNING CLINICAL COMMUNICATION SKILLS, PARTICULARLY LANGUAGE, IS BASED ON ADDRESSING SOCIAL AND HEALTH CARE NEEDS IN A QUEST TO IMPROVE THE HEALTH AND WELLBEING OF SOCIETY.**

### Response to ERTLA

The CHPE continues to support discipline-specific language learning at the FMHS through the teaching of isiXhosa and Afrikaans [Clinical Communication](#) (CC) skills at undergraduate level. The CC team consists of three isiXhosa facilitators and one Afrikaans facilitator. These facilitators aim to develop undergraduate students’ multilingual awareness, as well as their multilingual proficiency skills, with a view to promote equitable access to health care. To ensure students’ learning continuity during ERTLA, the CC team moved all face-to-face instruction to the online platform.

Although no significant changes were made to learning outcomes, assessments required adaptation for the online platform. With students not having access to simulated patients (SPs) during this time, the more practical assessments, such as examination of the lower body and measuring of body parts, could not be appropriately conducted during the ERTLA period. The Occupational Therapy and Human Nutrition programmes further used the ERTLA period as an opportunity to review their subject matter content. Moreover, where cohorts were previously divided into smaller groups, online teaching accommodated larger student groups. Teaching schedules were adjusted accordingly.



▲ Example of an online learning activity for undergraduate students at the FMHS

Table 11: Clinical Communication ERTLA Sessions

Module	Number of Students		Number of Sessions
	isiXhosa	Afrikaans	
Human Nutrition II	21	3	23
Human Nutrition III	23	3	23
Introduction to Clinical Medicine 141	232	60	4
Introduction to Clinical Medicine 271	241	68	4
Nursing & Midwifery I	30	11	11
Nursing & Midwifery II	56	16	14
Occupational Therapy II	38	6	25
Occupational Therapy III	42	3	17
Physiotherapy I	47	8	11
Physiotherapy II	46	5	7
Speech, Language, and Hearing Therapy II	31	3	15
Speech, Language, and Hearing Therapy III	31	1	14
Speech, Language, and Hearing Therapy IV	29	2	7

### Lessons learned during the pandemic

The CC facilitators have learned many lessons during the ERTLA period. CC training at the FMHS aims to prepare undergraduate health professions students for intelligible communication with a specific group of clients, namely, monolingual isiXhosa or Afrikaans speaking patients. The best time to determine whether communicative proficiency has been achieved, is during assessments with SPs. These role-players were unable to participate in assessments during the ERTLA period, given the impracticability of having more than two persons online with WhatsApp videos, which were initially a more popular online option with students. The importance of using real-life persons to authentically simulate the patients that students will encounter in clinical settings, was highlighted by the non-use of SPs in online assessments during this time. In many instances, facilitators took on the dual role of assessor and SP during online assessments. Although this worked well, it proved to be a strenuous exercise. While it was possible to effectively facilitate most of the teaching and learning activities online, facilitator-student and student-student interactions, which are deemed important pillars of communicative language, proved more challenging to facilitate in the online space than anticipated. However, after both the students and facilitators became accustomed to ERTLA no remarkable difference was noted between their interaction during online teaching sessions vs previous face-to-face sessions.

Challenges experienced during both teaching and assessment sessions were initially aggravated by unfavourable student attendance, data limitations, load shedding, unreliable connectivity, and students’ faulty laptop microphones. An added challenge was the student-facilitator ratio, considering that the FMHS has only three on-campus language facilitators. The initial use of SUNLearn and WhatsApp as the main mode of teaching was eventually replaced with MS Teams. Students seemed to use the opportunity of being ‘faceless’ in the online space to both respond to questions and pose questions in online learning sessions without fearing the humiliation of making mistakes in front of the class. The use of MS Teams as a secure platform, as well as making data-light learning resources available to students, not only brought more stability to the online class sessions but also prepared the students better for mid-year assessments and beyond. Lecturer support for online teaching throughout the ERTLA period in the form of CLT webinars and a support site for lecturers on SUNLearn adequately equipped facilitators and enhanced their online teaching skills. Although online teaching was initially stressful to facilitators, the experience was gratifying.

CONTRIBUTIONS TO THE FIELD OF HIGHER AND HEALTH PROFESSIONS EDUCATION 2020

Activity	
REVIEWS (JOURNALS):	<p><b>Elize Archer:</b> Medical Education; Clinical Teacher</p> <p><b>Julia Blitz:</b> PLOS One; CriSTaL; BMC Medical Education; The Clinical Teacher</p> <p><b>Cecilia Jacobs:</b> South African Journal of Science; CriSTaL journal</p> <p><b>Ilse Meyer:</b> AJHPE</p> <p><b>Susan van Schalkwyk:</b> Academic Medicine; BMC Medical Education; CriSTaL; Medical Education; Medical Teacher; Perspectives on Medical Education; PloS One</p> <p><b>Mariette Volschenk:</b> AJHPE; BMJ Evidence-Based Medicine</p>
REVIEWS (OTHER):	<p><b>Cecilia Jacobs:</b> Book series review for Routledge Book chapter review for Enhancing Science Education Book chapter review for Fault Lines</p> <p><b>Susan van Schalkwyk:</b> Karolinska Institute Prize for Research in Medical Education AMEE Doctoral Report Award ASME Research Scholarship Award NRF: Doctoral Scholarships Peer review of a book for African Minds External Reviewer for promotion to full Professor (NWU)</p>
EXAMINER (INTERNAL):	<p><b>Cecilia Jacobs</b> <b>Ilse Meyer</b></p>
EXAMINER (EXTERNAL):	<p><b>Alwyn Louw:</b> University of Cape Town</p>
EDITORIAL BOARDS:	<p><b>Susan van Schalkwyk:</b> The Clinical Teacher African Journal of Health Professions Education</p>
OTHER REPRESENTATIONS:	<p><b>Elize Archer:</b> Vice President of SAAHE Senate Paray Nursing School</p> <p><b>Cecilia Jacobs:</b> International Advisory Board of LCT (Legitimation Code Theory) Centre for Knowledge-Building, University of Sydney</p> <p><b>Alwyn Louw:</b> Sub-Saharan Africa-FAIMER Regional Institute (SAFRI)</p> <p><b>Susan van Schalkwyk:</b> AMEE Research Committee; AMEE Faculty Development Committee; Lead: AFREhealth HPE Research SIG</p>

ADDENDA

ADDENDUM A: NUMBER OF ATTENDEES PER DEPARTMENT

Department	Division/Centre	RaT	SaT	Teaching in Simulation	Orientation Day	30Min Tuesdays	Tech Thursdays	Total
Administration							2	2
Anaesthesiology and Critical Care		36			1			37
Biomedical Sciences	Clinical Anatomy					2	1	3
	Medical Physiology				2		1	3
	Molecular Biology & Human Genetics				1	6	3	10
Centre for Health Professions Education	CHPE			1		21	20	42
	SCSU			2	3		2	7
Family & Emergency Medicine	Family Medicine & Primary Care				1	3	1	5
	Emergency Medicine	1			2	2	1	6
Global Health	Epidemiology & Biostatistics						2	2
	Health Systems & Public Health			1	2	16	8	27
	Human Nutrition		3		2	7	3	15
	Ukwanda Centre for Rural Health	13					2	15
Health & Rehabilitation Sciences	Occupational Therapy			5		7	3	15
	Physiotherapy		7	3	3	24	15	52
	Speech-Language and Hearing Therapy				1	4	1	6
MBChB Unit						1		1
Medicine	General Internal Medicine	2				2	8	12
	Clinical Pharmacology					7	8	15
	Nephrology	2						2
	Neurology						1	1
	Rheumatology				3			3
Medical Imaging & Clinical Oncology	Nuclear Medicine				1			1
Nursing & Midwifery			3	2	3	13	5	26
Obstetrics & Gynaecology		9				1		10
Psychiatry		6			1	1		8
Sport Science						1		1
Surgical Sciences	Orthopaedic Surgery				1	1		2
	General					1		1
	Paediatric Surgery	1			1			2
	Institute of Sport & Exercise Medicine (ISEM)				1			1
	Ophthalmology	1				1		2
Paediatrics & Child Health							1	1
Pathology	Anatomical Pathology					1	1	2
	Chemical Pathology					1		1
	Forensic Medicine					1		1
	Medical Microbiology					3	1	4
	Medical Virology				2			2
Research					1	6	7	
Unknown	1		2	1	4	6	14	
TOTAL		72	13	16	32	132	102	367

## ADDENDUM B: RESEARCH OUTPUTS 2020

### Publications in Peer-Reviewed Journals

- Bell, D. & **Foiret, J.** 2020. A rapid review of the effect of assistive technology on the educational performance of students with impaired hearing. *Disability and Rehabilitation: Assistive Technology*, 15(7), pp.838-843.
- Chiavaroli, N., **Blitz, J.** & Cleland, J. 2020. When I say diversity. *Medical Education*. 00:1–2.
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- Hassen, M., **Archer, E.**, Pellizzon, A., Chikte, U. & Davids, M. 2020. Human resources for nephrology in South Africa: A mixed-methods study. *PloS one*, 15(2), p.e0228890.
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**Van Schalkwyk, S.**, O'Brien, B., Van der Vleuten, C., Wilkinson, T., **Meyer, I.**, Schmutz, A. & Varpio, L. 2020. Exploring perspectives on health professions education scholarship units from sub-Saharan Africa. *Perspectives on Medical Education*, pp.1-8.

### Chapters in Books

**Jacobs, C.**, 2020. "Race" by any other name would smell. In: Jansen, J. & Walters, C. (Eds.), 2020. *Fault Lines: A Primer on Race, Science and Society*. AFRICAN SUN MeDIA (pp.221-233).

**Volschenk, M.**, **Brits, E.**, **Foiret, J.** & **Pinetown, D.** 2020. 'Care-full' learning design in the age of COVID-19. In: Strydom, S., Herman, N., Adendorf, H., & De Klerk, M. (Eds). *Responding to the necessity for change. HE voices from the South during the COVID-19 crisis* (pp.55-61). [Available online](#)

Young, G. & **Jacobs, C.**, 2020. Legitimate participation in programme renewal: The role of academic development units. In *Building Knowledge in Higher Education* (pp. 220-236). Routledge.

### Conference presentations

#### KEYNOTE / PLENARY PRESENTATIONS

**Archer, E.** Online webinar: Clinical empathy for health care students. University of Pretoria. September 2020.

**Jacobs, C.** Keynote presentation: Language across the curriculum: a disciplinary literacy approach to meeting the language and literacy needs of a diverse student population. CPUT Language symposium (in collaboration with the Flemish Interuniversity Council). Cape Town. 5-6 March 2020.

**Van Schalkwyk, S.** Invited presentation: A social justice imperative for teaching and learning. SAAIR Quality Forum, online event. 15 October 2020.

#### INTERNATIONAL CONFERENCE PRESENTATIONS

**Blitz, J.**, Flaxman, C. & Patterson, F. Evaluating SJT's to select for potential in educationally disadvantaged applicants to medicine in South Africa (short presentation, online). Association for Medical Education in Europe (AMEE) Virtual Conference. 7-9 September 2020.

Dore, K., Parker-Newlyn, L., McLachlan, J., Wouters, A. & **Blitz, J.** Symposium on The Unintended Consequences of Assessments: From selection to retirement, Ottawa Assessment Conference, Kuala Lumpur. 29 February – 4 March 2020.

**Van Schalkwyk, S.**, **Jacobs, C.**, **Blitz, J.** & **Volschenk, M.** Responsive curricula for healthcare professionals (online). Association for Medical Education in Europe (AMEE) Virtual Conference. 7-9 September 2020.

#### NATIONAL PRESENTATIONS

Burger, H. & **Foiret, J.** Facilitating interactive large classroom workshops using MS Teams. Scholarship of Teaching and Learning (SoTL) Conference, Stellenbosch University. 4 November 2020.

**Jacobs, C.**, **Van Schalkwyk, S.**, **Blitz, J.** & **Volschenk, M.** Fostering critically conscious graduates in health professions education. Scholarship of Teaching and Learning (SoTL) Conference, Stellenbosch University. 4 November 2020.

#### POSTER PRESENTATIONS

**Blitz, J.** Commentator for an ePoster session on Teaching & Learning, Association for Medical Education in Europe (AMEE) Virtual Conference. 7-9 September 2020.

**Volschenk, M.**, **Van Schalkwyk, S.** & **Bitzer, E.** Identity trajectories of health professionals

involved in master's-level health professions education studies: a multiple case study. (ePoster). Association for Medical Education in Europe (AMEE) Virtual Conference. 7-9 September 2020.

**Jacobs, C.**, **Van Schalkwyk, S.**, **Blitz, J.** & **Volschenk, M.** Advancing a social justice agenda in health professions education (e-Poster). SU Annual Academic Day. 26 – 27 August 2020.

#### WORKSHOP PRESENTATIONS

**Jacobs, C.** Placing knowledge at the centre of student learning. CHEC regional PGDip. 4 February 2020.

**Van Schalkwyk, S.** Invited workshop: NWU Teaching and Learning Conference: Theme: Scholarship of Teaching and Learning (SoTL): From conceptualisation to execution. 28 October 2020.

#### WEBINARS

**Van Schalkwyk, S.** Invited webinar: Rhodes University: Introduction to Knowledge Synthesis. June 2020.

**Van Schalkwyk, S.** Invited webinar: Wits: Pandemic Education in the Health Sciences. November 2020.

### Current ongoing projects

**Archer, E.**, Schmutz, S., **Van Schalkwyk, S.** & **Volschenk M.** The value of renewing a curriculum: an evaluation of the revised MPhil in HPE. N16/10/131. Project completed. Manuscript under review.

**Archer, E.** & **Meyer, I.** Evaluating the teaching interventions in teaching undergraduate medical students empathy. N18/01/001. In progress.

**Archer, E.**, Schmutz, S., **Volschenk, M.** & **Jacobs, C.** Exploring Threshold Concepts in a post graduate programme in Health Professions Education. TL-2019-10496. In progress.

**Archer, E.**, **Van Schalkwyk, S.** & **Blitz, J.** Registrars' perceptions and experiences of clinical empathy during clinical practice: a multi-institutional study. N20/05/057. In progress.

**Jacobs, C.**, **Van Schalkwyk, S.**, **Blitz, J.** & **Volschenk, M.** Exploring the development and application of a responsive curriculum framework for healthcare professionals in South Africa. TL-2018-8838 IRPSD 1163. 8838. In progress.

Van der Merwe, C., **Blitz, J.**, **Van Schalkwyk, S.**, Carlsson, Y. & **Louw, A.** Introduction to teaching in health professions course: evaluation study. N16/10/136. Completed. Drafting manuscript.

Visser, M. & **Louw, A.** Developing a framework for Near Peer Teaching in a Speech-Language and Hearing Therapy Programme. N19/03/038. In progress.

Visser, M. & **Louw, A.** The influence of a flipped classroom on the learning approaches of first-year Speech-Language Therapy students. S17/03/052. In progress.

**Meyer, I.,** Schultz, T. & **Louw, A.** How to implement graduate attributes into a curriculum? – a scoping review. Drafting manuscript.

**Meyer, R., Van Schalkwyk, S. & Archer, E.** Students' perceptions of the private healthcare context as an environment for learning. S18/04/086. Drafting manuscript.

**Mhlabeni, L. & Dyubeni, F.** Language Matters: Preparing health science professionals for multilingual contexts. In progress.

**Mhlabeni, L.** Immediate feedback through display motivated by anonymity. S12/02/040A. In progress.

**Volschenk, M. & Meyer, I.** A curriculum for healthcare in the 21st century: reform and renewal of the MBChB programme at the Faculty of Medicine and Health Sciences, Stellenbosch University. N17/08/080. In progress.

**Van Schalkwyk, S.** McKenna, S. & **Meyer, I.** Doctoral Models: A scoping review. In progress.

ADDENDUM C: FMHS FIRLT APPLICATIONS

MAY 2020

Name (Author)	Department	Title	Award
Jacobs, C. & Van Schalkwyk, S.	Centre for Health Professions Education	Exploring the development and application of a responsive curriculum framework for healthcare professionals in South Africa	49 600,00
Reardon, C., Couper, I., Muller, J., Dube, K., Coetzee, F., Bester, J., Hanekom, S. & Wentzel, B.	Ukwanda Centre for Rural Health and Health and Rehabilitation Sciences (Division of Physiotherapy)	Developing a new clinical learning site for undergraduate health sciences education in Upington	49 900,00
Total			R 99 500,00

NOVEMBER 2020

Name (Author)	Department	Title	Award
Africa, E	Sport Science	An authentic blend of learning and mobile technology in the postgraduate field of Kinderkinetics	34 380,00
Baatjes, K. & Alblas, A.	Biomedical Sciences	Using wearable point-of-view technology as a tool for teaching in the health professions	37 320,00
Correia, J., Baatjes, K. & Louw, A.	Division of Clinical Anatomy	Student-perceived value on the use of clay modelling in undergraduate clinical anatomy	15 649,00
Geiger, M.	Global Health (Centre for Disability & Rehabilitation Studies)	Building capacity in research supervision to meet growing needs in a Master's programme: A transformative action learning innovation	49 700,00
Schmutz, A., Hanekom, S. & Reardon, C.	Health and Rehabilitation Sciences (Division of Physiotherapy)	An innovative response to and evaluation of a pandemic initiated revised CPT IV module: A roadmap for the future	20 840,00
Visagie, S., Geiger, M., Ohajunwa, C. & Luger, R.	Centre for Disability and Rehabilitation Studies	Fostering social presence in a virtual structured Master's programme	45 400,00
Total			R 203 289,00

The achievements of the CHPE are made possible by our excellent team.



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