

2019

ANNUAL REPORT

CENTRE FOR
HEALTH
PROFESSIONS
EDUCATION

Academic Leadership
Enabling Environment
Quality Health Care



UNIVERSITEIT
iYUNIVESITHI
STELLENBOSCH
UNIVERSITY

100
1918 · 2018

saam vorentoe · masiye phambili · forward together





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 are derived 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 SU Teaching and Learning policy, the 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 in the FMHS, as well as nationally and internationally with a specific focus on Africa.
- ▶ Make a significant contribution to the scientific basis of Health Professions Education as an academic field of study.



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Governing Board Members



Prof J Blitz

Chairperson

Vice-Dean: Learning and Teaching



Dr B Gerber

Faculty Representative

Senior Lecturer: Speech, Language and Hearing Therapy



Prof U Chikte

Faculty Representative

Head: Department of Global Health



Prof L Frick

SU Representative

Director: Centre for Higher and Adult Education



Prof J Frantz

External Representative

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



Dr M Skead

SU Representative

Director: Centre for Teaching and Learning



Prof J Volmink

Dean: FMHS



Prof S van Schalkwyk

Director: CHPE

Chairperson's Foreword

► Prof Julia Blitz



I would like to congratulate the entire Centre for Health Professions Education team, so ably led by Professor Susan van Schalkwyk, on another very successful year.

I think that it is clear that the intention to be more critically reflective and scholarly is manifest both throughout this report and the work that is being done by all the academic staff in the Centre. Whilst there are key focus areas that the Centre is structured around, the growth of these together with the other areas that the Centre is developing, continue to hold the Centre as, arguably, a beacon for Health Professions Education on the continent.

The work of the Centre continues to move with the times, with a huge leap forward in expanding the use of learning technologies in the faculty's educational offerings, aligned with the university's strategic vision. Increasing numbers of staff are attending staff development offerings, which may be an indication of these becoming even more aligned to meeting their specific needs.

The range of expertise amongst the staff of the Centre is noticeable in their presentations and publications; from teaching empathy to surgical skills. It can be seen in the list of presentations and publications, that CHPE has built collaborations and support broadly across the different departments of the faculty and indeed internationally. The Centre continued its strong presence at the university

teaching and learning conference (SoTL), as well as at the national SAAHE conference. The presentations at AMEE indicate expanding partnering with colleagues from around the world across a variety of projects – again testament to the high regard in which the Centre is held in the Health Professions Education arena.

It is of course the administrative and support staff that assist in keeping the machinery of such a Centre well-oiled and running smoothly. It is heartening to see how they form, and are recognised as, an integral part of this team.

It is really a huge strength for a Faculty of Medicine and Health Sciences to have an academic Centre for Health Professions Education of such a high calibre. Congratulations to you all and very best wishes for the forthcoming year.

PROF JULIA BLITZ
Chairperson



THE YEAR THAT WAS...

an overview

As we finalise this Annual Report, the world is gripped by the COVID-19 pandemic. Even though the focus of this publication is on activities and outputs for 2019, it is difficult to be reflective without being mindful of what is happening around us. One thing that is indisputable is that teaching and learning (and indeed many, many other parts of our lives) will be irrevocably altered by the events of 2020.

In this 2019 Annual Report we have intentionally sought to be more critically reflective and scholarly in representing the different focus areas within the Centre for Health Professions Education. It was a successful year in many ways with twelve graduates in the MPhil in HPE programme, and greater attendances across our ever-growing offering of initiatives aimed at supporting the professional learning of academics in their teaching role (our 'faculty development' work). The numbers of students (both undergraduate and postgraduate) that pass through the doors of the Simulation and Clinical Skills Unit (SCSU) reached 18 000 this year. We look forward to the much-anticipated extension of the SCSU when we take over additional space on the 5th floor of the Teaching Building. An important cause for celebration was the successful graduation by a number of our staff including Ms Fezeka Dyubeni (M in African Languages), Mrs Helen Dakada (BA Health Sciences and Social Services), Sr Keryn Harmuth (MCur), Ms Linda Mhlabeni (M Ed in Applied Linguistics) and Ms Anna Skotz (PLUS Programme Level 3).

During 2019, I was on research leave for six months during which time Dr Elize Archer and Dr Alwyn Louw acted as Director three months at a time. I wish to express my sincere gratitude to both of these colleagues for taking on this role over and above their usual responsibilities. While the time away afforded me the privilege of time to reflect, read and write, the principle of critically reflecting on our work and the theories, principles and perspectives that underpin it, was taken up within the CHPE as well. This manifest in the form of a series of 'Breakfast Sessions' ably led by Prof Cecilia Jacobs during which we were challenged to consider these issues as a group, including how they inform and influence what we practice and what we espouse in our own teaching. This work is ongoing.

The CHPE team changed shape slightly during the year. At the end of 2019 we bid farewell to Dr Lakshini McNamee and Mrs Justine Geiger. Justine, a former MPhil graduate, continues to work in a part time capacity in the faculty, supporting teaching activities in the Departments of Nursing and Midwifery, and Global Health, while Lakshini continues to support our MPhil programme online from her home in KwaZulu-Natal. We also said goodbye to Sr Keryn Harmuth, while we welcomed Sr Lizanne vd Walt and Sr Elsbeth Spies into the SCSU.

As we look forward to the year ahead, it is already indisputable that 2020 will be etched in our memories as a year of uncertainty and loss across the world. It will also leave an indelible mark on all of our lives, and our work. Many of the plans that were made during our 2019 strategic planning, including embarking on the preliminary phase of our external evaluation scheduled for 2021, have been temporarily set aside as a large part of our energy and time has been taken up in support of the move to remote online teaching, the preparation of our senior students to return to clinical training, and the ongoing maintenance of our postgraduate programmes. May the lessons that we are learning in this time point to a renewed way of being and doing going forward.

This Report provides an overview of the CHPE's activities in 2019. It has been structured around our key focus areas: Postgraduate programmes; Faculty Development; Learning Technologies; and Research. It also highlights the work of the Simulation and Clinical Skills Unit and the isiXhosa Clinical Communications team.



Postgraduate programmes

Over the last two decades, global trends towards the professionalization of health professions education have led to a significant increase in the offering and popularity of Master's degrees as well as PhD programmes in the field. Although there are variations in focus, design and delivery, these programmes typically aim to develop educational experts, scholars, leaders and researchers in health professions education.

The CHPE has two postgraduate programmes, the MPhil in HPE as well as a PhD in HPE. The MPhil offers a structured programme and a full thesis option. Over the years there has been less interest in the full thesis option, possibly because applicants are attracted to the practical focus that the course-based approach makes provision for.

MPhil in HPE

Our structured MPhil programme has proved popular among all health care professionals, including nurses, physiotherapists, doctors, dentists, etc. Having this variety of professions in the same class is seen as a huge advantage. By learning together, the group builds strong inter-professional relationships and students from different institutions (national and international) build strong collaborations and friendships that often last much longer than the two years of the programme. The programme focusses on the full spectrum of teaching and learning in the health professions, with modules that focus on leadership, curriculum development, assessment, etc. Assessments require the students to apply what they have learnt, drawing on relevant learning theories and relevant literature, to their daily practice. For this reason one of the criteria for entrance into our programme is that the person should be actively involved in teaching and learning in the higher education context. Students come from backgrounds that vary, from clinicians that still work with patients on a daily basis on the one hand, to lecturers that teach basic sciences in laboratories and classrooms on the other. This two-year programme follows a hybrid model with each of the two academic years commencing with a week-long on site contact period followed by facilitated online learning across the balance of the year. At the end of year one, the research module and assignment exposes students to educational research - a research paradigm that many of them are not accustomed to and which they may find quite



▲ MPhil in HPE class of 2019

challenging at first. The students then have to complete an individual research project during the second year and have the choice to present this either in the format of a research assignment or that of a manuscript that is ready for submission to an academic journal. The MPhil is an opportunity for lecturers who are critically reflective about their teaching to grow into scholarly teachers and even teaching scholars.

A team of about fifteen dedicated and experienced staff members facilitate both the face-to-face contact sessions as well as the online components of the MPhil programme. While most of these staff work in the CHPE, others are colleagues who work at the FMHS or elsewhere in the University and who have close ties with the Centre. Several are previous students who have availed their time to become part of the different module teams. During the second year, when the students embark on their research assignments, it is these same colleagues who act as the supervisors of the various research projects.

In an attempt to keep the MPhil programme in line with international educational practices, we regularly engage in critical reflection on our practice and the

outcomes of the programme as a whole. We also welcome students who offer to do their research projects about some of the educational aspects of the programme. We have come to realise over the years that the feedback we provide to students during the programme and specifically on their assignments is an aspect that is crucial for them personally as well as for their scholarly development. One of our previous students, Hayley Carpenter, conducted a study in 2018 that explored the influence that the feedback provided in the programme had on the student's learning experience. Recommendations from her study led to the introduction of more opportunities for bi-directional conversations between the students and the facilitators during the modules and after the completion of assignments.

After a significant re-curriculum of the programme, a small team of lecturers conducted a two-year cohort study to explore the learning experiences of the class of 2016. What was clear from the results was that changes to any programme need adequate time and sufficient support for both students and the lecturers. In particular, the opportunity to build relationships between lecturers

and students was valued by the students. One of the changes made in 2016 that is worth mentioning is the implementation of the Integrated Portfolio module. The aim of this longitudinal module was to support students in "becoming" reflective practitioners and scholarly educators in the health professions. The module serves as an affordance for students to engage with multisource feedback and to critically reflect on their learning after each module, and to plan towards their future professional development. In this reflective space students return to their individual teaching philosophy statements after each module, while considering the interconnectedness between modules and how each one impacts on their development as educators, scholars, researchers and leaders in health professions education.

Our 2019 graduates explored a wide variety of interesting educational research topics. We are proud of all the students who completed their degrees (12 graduates – Table 1), including the four who are members of staff in the Faculty of Medicine and Health Sciences (highlighted in bold).

Table 1: Graduates: December 2019 / March 2020

NAME	RESEARCH TOPIC
Ayodele O.	Residents-as-teachers: Needs assessment of resident teaching skills in clinical settings using direct observation of teaching.
Barnard D.	A study of MB,ChB student reflections on their Primary Health Service learning experience.
Fobian N.	Physiotherapy students' perceptions of clinical reasoning.
Herman VV.	Role modelling: A critical component of bedside teaching in a Critical Care Unit.
Kakia A.	The perceptions of preceptors regarding assessment of clinical associate students at Walter Sisulu University.
Kirstein L.	Exploring nursing educators' perceptions about the use of technology in teaching.
Madzimbamuto FD.	How do non-attenders of Faculty Development offerings perceive their development as educators?
Marks CJ.	The core competencies required by toxicology students in order to function effectively in a Poisons Information Centre: a Delphi study.
Phalwane MG.	Perceptions of newly-qualified oral healthcare professionals about their exposure to service learning in their final year of training at the Sefako Makgatho Health Sciences University, South Africa.
Ray CS.	Changes in attitudes, behaviour and practices following an educational intervention for midwives using reflective writing journals.
Swart HA.	Exploring the perceptions of registrars on communication skills training at the department of Obstetrics and Gynaecology at Stellenbosch University.
Smit I.	Evaluation of an undergraduate psychiatric clinical rotation: Exploring student perceptions.

PhD in HPE

In 2016, the CHPE celebrated its first PhD graduate. Since then there has been a small, but steady growth in numbers given that the pool of potential students in health professions education at this level is very small. Currently two students Mariette Volschenk and Rhoda Meyer (both members of staff) are far advanced in their doctoral studies. A further four students are expected to register in 2020.



▲ Mariette Volschenk



▲ Rhoda Meyer

SOME OF OUR FORMER MPhil IN HPE GRADUATES



PAST PHD GRADUATES



SPOTLIGHT ON

SUNANDA RAY & FARAI MADZIMBAMUTO



Husband and wife, Prof Farai Madzimbamuto and Prof Sunanda Ray, both graduated with their MPhil in Health Professions Education in 2019. These two special people shared some of their experiences with us, highlighting the contribution they have made to healthcare in Southern Africa and to the field of health professions education over the last 37 years.

Farai, who is currently Head of the Department of Anaesthesiology at the University of Botswana (UB), reflected on his early days in academic medicine:

Sunanda describes her side of the story:

University of Zimbabwe was very traditional and didactic, as were most universities at the time (1985). It was a time of change, hope, activism. I became good friends with many of my teachers including late Professor David Sanders. I met my wife during my Community Education Rotation at a district hospital. Sunanda was an Oxfam doctor from the UK. She had moved from India to England at age 14 and we found we had much in common.

I wanted to work in public health after qualifying in medicine. After house jobs I enrolled at the London School of Hygiene and Tropical Medicine and graduated with an MSc Community Health in Developing Countries in 1983. I had wanted to return to India to work in a rural hospital but was persuaded to get some experience first. I started working for OXFAM-UK in their Community Medicine program as District Medical Officer in a rural hospital, Zimbabwe. I met Farai while working there.

Their interest in health professions education grew as they worked across institutions in Zimbabwe, Botswana and the UK. Sunanda was one of the team of academics that set up the School of Medicine at UB with the first intake of medical students in 2009, using a problem-based learning integrated curriculum with 20% of the MBBS curriculum Public Health based. She also set up MMed programs in Public Health Medicine and Family Medicine for UB and provided Public Health inputs for the other MMed programs. Farai became the first HoD of the Department of Health Professions Education at the University of Zimbabwe. The Dean of the College of Health Sciences had previously done his MPhil in HPE at Stellenbosch University and was supportive of others wishing to follow suit. Following a serendipitous discussion with Prof Bob Mash (Head: Department of Family and Emergency Medicine at Stellenbosch University) Sunanda and Farai decided to enrol for the Stellenbosch programme with a view to further equipping themselves to continue their work in strengthening health professions education in the region. The rest, as they say, is history.

Faculty Development

A key remit of the CHPE is that of enabling the professionalization of academics in their teaching role as described in the University's Policy for Teaching and Learning. Collectively referred to in the health professions education literature as 'faculty development', the purpose of this focus area is to create an environment that supports the progression of the teaching role from being a reflective practitioner to a scholarly teacher, and then becoming a (leaderly) teaching scholar (SU, Policy for Teaching and Learning).

Faculty development initiatives therefore typically encourage critically reflective practices of our teaching staff, so that they may facilitate transformative learning experiences for our students as captured within the FMHS' strategic objectives.

The CHPE strives to be at the forefront of teaching and learning approaches and advocates for the adoption of innovative and scholarly practices while remaining mindful of the many different contexts within which teaching and learning occurs in our Faculty. Staff at the FMHS are often exposed to a range of factors that can either enable or constrain their journey towards becoming more scholarly in their approach to their teaching and the CHPE accepts the role of assisting and supporting these teachers. In striving to introduce and enhance these scholarly practices, the CHPE follows a three-pronged approach. Firstly, through its structured programme offerings that are scheduled throughout each year (Table 2); secondly, by being available for customised and targeted sessions in a variety of different forms (Table 3), and thirdly, by providing individual consultations to any member of staff wishing to explore or address an aspect of their teaching.

Key themes include curriculum development; innovative approaches to teaching and learning, and assessment; clinical teaching and assessment; and a wide range of offerings related to learning technologies, including blended learning, hybrid learning, and so forth. These activities manifest not only as formal short courses, or in the form of workshops and seminars, but also in a range of opportunities and initiatives that seek to strengthen the stature of teaching generally. For further details with regards to this different events, including a breakdown per department/division, see Addendum A.

Table 2: Attendances of structured offerings in 2019

Structured Programme offerings - 2019		# of attendees
18-Jan	Orientation Day	21
08-Feb	Supervisor as Teacher	25
15-Feb	Registrar as Teacher	15
10-11 May	Teaching in Health Professions	20
26-Jul	Supervisor as Teacher	27
16-Aug	Registrar as Teacher	28
Total		136

Table 3: Customised programme offerings in 2019

Customised programme offerings - 2019		# of attendees
11-Jan	Biomedical Sciences workshop	33
23-Jan	Registrar as Teacher: Family Medicine (part 1)	26
13-Feb	Registrar as Teacher: Anaesthesiology	19
30-May	Registrar as Teacher: Family Medicine (part 2)	20
Total		98

It is important to note that the CHPE works in close collaboration with the Centre for Teaching and Learning and the Centre for Learning Technologies which are both based on the Stellenbosch campus and support teaching and learning activities across the entire University. These Centres offer a range of initiatives including the popular Blended Learning Short Course (19 FMHS attendees in 2019) and PREDAC (Professional Educational Development for Academics) which had eight FMHS participants last year. Other University-wide initiatives that strengthen teaching and learning at the University, and which the CHPE seeks to support, include the Fund for Innovation and Research into Learning and Teaching (FIRLT) (see Addendum C for a list of the 2019 grant recipients from the FMHS), the SU Teaching Fellowships (see Spotlight on Dr Elize Archer), and the Teaching Excellence Awards (see Spotlight on Prof Karin Baatjes).



▲ Staff engaged in a workshop activity

Staff from the CHPE are also involved in Faculty Development initiatives outside the FMHS as listed below:

- ▶ **Stellenbosch University Collaborative Capacity Enhancement through Engagement with Districts (SUCCEED):**
Drs Elize Archer and Alwyn Louw, as well as Prof Susan van Schalkwyk were part of the team that facilitated several workshops for nurse educators in Pretoria, Bloemfontein and Cape Town during 2019.
- ▶ **Sub-Saharan Africa-FAIMER Regional Institute (SAFRI):**
Dr Alwyn Louw twice served as faculty for the Institute, in Cape Town and Bloemfontein.
- ▶ **AMEE RESME (Research in Medical Education) short course:**
Prof Susan van Schalkwyk teaches on this international online short course.
- ▶ **Train the Trainer programme:**
Prof Susan van Schalkwyk, together with Dr Anke Rohwer from the Centre for Evidence-based Healthcare, developed a train-the-trainer curriculum for Cochrane's training division. They subsequently presented a one-day version of the curriculum at the Cochrane Symposium in Santiago, Chile.
- ▶ **UWC Faculty of Education:**
Assessment Colloquium. Prof Cecilia Jacobs delivered a guest lecture on 'Integrated Assessment'.

Learning Technologies

The CHPE Learning Technologies team, consisting of a lecturer, an instructional designer and a technical assistant, plays a leading role in advancing the effective integration of educational technologies in teaching, learning and assessment practices across all undergraduate and postgraduate programmes in the FMHS.

During 2019, the team focused strategically on the following priority areas with the aim to promote and support the utilisation of blended learning approaches:

Faculty development

Faculty development plays a crucial role in building institutional capacity to support optimal use of blended learning approaches. The learning technologies team promotes the integration of educational technologies in teaching, learning and assessment within the FMHS through participation in various CHPE faculty development sessions and Stellenbosch University Centre for Learning Technologies offerings. During 2019, the learning technologies team also substantially increased the dedicated learning technologies offerings within the FMHS as depicted in Table 4.

Table 4: Learning technologies offerings 2019

Faculty development activity	Date	# of participants
Online facilitation workshop	25 March 2019	27
SUNLearn training	5 April, 28 May, 16 July, 22 October 2019	29
Tech Thursdays	29 August, 26 September, 31 October, 28 November 2019	70
iSpring Workshop	28 August 2019	13
Camtasia Workshop	24 October 2019	15
Total	11	154

The launch of the *Tech Thursdays for Teachers* series in August 2019 was an exciting development. These monthly hands-on sessions, offered during lunch-time on the last Thursday of every month, were designed to create awareness amongst lecturers of the various digital educational tools available and to equip them with the pedagogical knowledge and technical skills for using these tools to design engaging learning experiences to meet the needs of an ever-changing student cohort. The team covers one digital tool per session, providing (1) an overview on how the specific tool could be used in a pedagogically sound manner to facilitate learning, assessment, feedback, or reflective experiences for students, as well as (2) a hands-on practice session using the tool. Participants are asked to bring their own devices to allow them adequate practice during the hands-on session. A flipped classroom approach is followed, where participants are given a small task related to the tool prior to the session. How-to videos and other resources are made available to participants after each session. Tools covered to date include Socrative, H5P, Flipgrid, Mentimeter, and the SUNLearn journal tool. Colleagues from the Ukwanda Rural Clinical School joined some of the Tech Thursday sessions via Skype or Microsoft Teams. This offered clinical trainers on the distributed platform the opportunity to get similar exposure to faculty development sessions around learning technologies as their colleagues at Tygerberg campus. The plan is to expand the virtual Tech Thursday offerings to other distributed sites in the new year.



Marketing for Tech Thursdays - sessions to equip lecturers with pedagogical knowledge and technical skills

Consultations, technological support and content creation

The CHPE learning technologies team provides consultations and customised training at individual (lecturer), module and programme level to encourage, support and optimise the use of educational technologies and blended learning approaches. Pedagogical and technical support are provided with:

- ▶ navigating the SUNLearn platform and using basic and advanced SUNLearn tools to create authentic online learning experiences and assessment tasks;
- ▶ developing SCORM packages (incorporating adaptive learning features);
- ▶ producing and curating lecture recordings; and
- ▶ creating educational videos and podcasts.

The instructional designer also creates visual content upon request, including posters, how-to videos, SUNLearn page layouts, and infographics to further enhance blended learning approaches. In addition, lecturers are assisted with the use of Skype for Business, Adobe Connect and Microsoft Suite to support synchronous online learning experiences where needed. Technical support is also provided by means of walk-in, telephonic or email services to students who have difficulty accessing the SUNLearn modules or podcasts. Lecturers who apply for FIRTL grants focused on learning technologies are supported with applications and implementation of their projects.

During 2019, consultations were held with individual lecturers, and custom designed support was provided for the following teaching/learning offerings at lesson/ modular/ course level (Table 5).

Table 5: Learning Technology Consultations/Support

Department	Consultation / support provided
Research development and support	Blended MMed Clinical Research Protocol Writing short course
Health Systems and Public Health	Development of eLearning resources (FIRLT project)
Health Economic Evaluation module	Flipped classroom & blended learning
Human Nutrition	MOOC (in collaboration with edX)
isiXhosa	Phrasebook SCORM package
Various lecturers	Use of the Mahara ePortfolio as teaching portfolio
Pharmacology	Development of iSpring packages (FIRLT project)
Molecular Biology	Blended learning approach
MPhil in Cancer Science	Digital learning material development for hybrid learning programme
Physiotherapy	SUNLearn module page design and layout
Anatomy	Rebuilt SCORM packages with updated software
Neurology	Updated SUNLearn content and SCORM packages
Psychiatry	Blended learning awareness training for staff
Pathology	Supported the programme renewal process with guidance on implementing a blended learning approach

Software selection, licencing and support

The increasing variety and accessibility of technology have expanded the toolbox and opportunities available to lecturers to integrate technology in teaching, learning and assessment. Lecturers often find it challenging to select options that support teaching and learning in a way that is fit for purpose and context, as well as affordable and user-friendly. During 2019, the CHPE learning technologies team played a key role in exploring, advising and supporting the use of software, applications and digital learning resources. Consultation meetings

were held with representatives of Elsevier, Wolters Kluwer, eIntegrity, Osmis, Scion and AMBOSS to explore various digital learning solutions available to the FMHS. After a trial of the digital learning resource AMBOSS, the MBChB programme was supported in purchasing a campus licence for implementation in 2020. Training webinars, as well as in-person training on using this resource to full capacity were organised for both medical students and lecturers for early 2020. In addition, a trial of Wolters Kluwer resources for Nursing and Allied Health students was organised for early 2020. Ten new

iSpring licences were purchased and allocated to relevant lecturers. In-person training was provided to all licence recipients.

Programme renewal

Various programmes in the FMHS are currently undergoing programme renewal processes. The CHPE learning technologies team provides pedagogical and technical support for programme developers with the integration of digital learning technologies and blended/ hybrid learning approaches that align with the strategic priorities of the FMHS and the institution at large. Support was, for example, provided with the integration of a blended learning approach in the renewed Physiotherapy programme.

The MBChB programme is supported on an ongoing basis with the integration of a blended learning approach during the full-scale renewal of the six-year long programme. In supporting lecturers with developing blended learning strategies and content for the renewed programme, the learning technologies team explored the dimension of learning experience design during monthly workshops that were held between January and November 2019 (Table 6). During July – October 2019 the learning technologies team also collaborated with the Stellenbosch University Centre for Learning Technologies in presenting a 4-part workshop based on designing effective blended learning experiences on SUNLearn. The learning technologies team further provided support for an EXPO to showcase the renewed curriculum by assisting with the making of posters and videos. Support is ongoing as modules are developed and implemented over the next couple of years.

Table 6: MBChB programme renewal workshops

Date	# of participants
16 January 2019	23
13 February 2019	31
20 March 2019	49
17 April 2019	37
22 May 2019	27
5 June 2019	20
12 June 2019	31
19-21 June 2019	17
17 July 2019	29
14 August 2019	30
18 September 2019	24
16 October 2019	23
Total	341

At postgraduate level, the Department of Medicine was supported with the development of their new Postgraduate Diploma in Infectious Diseases in collaboration with Médecins Sans Frontières (Doctors without Borders). A hybrid learning approach was adopted in the design of this programme, which meant that it would consist of sustained periods of online learning, in addition to dedicated contact learning periods. During 2019, the learning technologies team provided consultations and participated in workshops around curriculum mapping, instructional design, and online assessment. In addition, support was provided with the planning and development of digital learning material for the first two modules. Support is ongoing through 2020 and 2021 as programme development is completed and implementation initiated.

Studio

With the widespread adoption of blended learning approaches across various undergraduate and postgraduate programmes at the FMHS a need was identified for lecturers to develop high quality digital learning resources, including podcasts, videos, and multi-media learning packages, around various curriculum concepts. This requires access to a well-equipped, soundproof recording studio. At present, the only recording studio available to FMHS staff is at the Centre for Learning Technologies at Stellenbosch Campus. Traveling between the two campuses is time consuming and expensive for lecturers, and also increases the University’s carbon footprint. During 2019, a sound treated room was identified in the FMHS that could be used for recording purposes. The CHPE learning technologies team successfully applied for two funding grants (of which one was a FINLO proposal). These grants facilitated the acquisition of professional podcasting, video and lighting equipment, and the studio is currently being furnished and prepared for use.

SPOTLIGHT ON

SU TEACHING FELLOWSHIPS & DR ELIZE ARCHER



The Teaching Fellowship at Stellenbosch University was started in 2009 and in this ten year period, six have been awarded to FMHS staff. Previous fellows include Prof Dana Niehaus from the Department of Psychiatry, Prof Juanita Bezuidenhout from Division of Anatomical Pathology, Dr Berna Gerber from the Division of Speech, Language and Hearing Therapy, Prof Nicola Plastow from the Division of Occupational Therapy, and more recently Dr Elize Archer from the Centre for Health Professions Education who completed her fellowship in 2019. Dr Marianne Unger, from the Division of Physiotherapy, currently holds a SU Teaching Fellowship.

The fellowship project is managed by the Centre for Teaching and Learning. Fellows have access to various forms of support and dedicated time periods to expand their teaching and learning expertise and contribute to the body of knowledge through research on teaching and learning within their field of study.

- The aims of the SU Teaching Fellowship are:
- ▶ To enhance the stature of teaching and learning at Stellenbosch University
 - ▶ To provide an opportunity for selected academics to develop their teaching expertise
 - ▶ To stimulate the growth of the scholarship of teaching and learning at the University
 - ▶ To provide the opportunity for a systematic, rigorous and reflective approach towards teaching and teaching innovation at the university

In 2019, one of our own CHPE members of staff, Dr Elize Archer, completed her Teaching Fellowship which focused on enhancing her scholarship in the teaching and learning of patient-centredness in an undergraduate medical curriculum. She received

funds for a 3-year period (2017-2019) which were used to implement teaching interventions focussed on empathic communication skills and to research the impact of these intervention through the use of various research activities. She attended a conference in Portugal to present her work and had the opportunity to visit four Australian universities to see how they approach similar interventions.

Dr Archer’s successful fellowship is documented by way of the multiple publications produced during this time. Her fellowship was kicked off by conducting a scoping review with co-researcher Mrs Ilse Meyer. This review entitled ‘Interventions aimed towards the development of patient centeredness in undergraduate medical curricula’ was published in 2018 in the African Journal of Health Professions Education. Since then another three pieces have been published. The one article, ‘Measuring empathy in a group of South African undergraduate medical students’ using the student version of the Jefferson Scale of empathy drew on a longitudinal research intervention study with the 3rd year MBChB class of 2018 to teach them about empathy in the simulation and clinical skills unit. Two other outputs that came as a result of the Fellowship research was an article published in the Really Good Stuff section of the Medical Education Journal ‘Teaching empathy to undergraduate medical students: ‘one glove does not fit all’ and a commentary piece in the South African Medical Journal titled ‘Empathy: An essential tool in any doctor’s skillset’. Two other articles from this work are currently under review as well.

Even though Dr Archer’s fellowship came to an end in 2019, she and her team are inspired and motivated to continue their research in this relevant field.

Research

As a field of enquiry, health professions education (HPE) has seen exponential growth since the turn of the century. The growth has not only led to an escalation in the number of academic outputs, peer-reviewed journals and HPE related conferences, but has also manifest in terms of the quality of these outputs.

This work is important as it seeks to ask critical questions, challenge thinking and promote the scholarship of teaching and learning – specifically in terms of the health professions. HPE Research in South and sub-Saharan Africa is mirroring the global trajectory, albeit at a smaller scale. The work of organisations such as SAAHE (South African Association of Health Educationists) and AFREhealth, looks to support these research activities through their different special interest or technical working groups.

Research is a core focus area within the CHPE. In the approximately eight years since the Centre was established as an academic entity, this has been an important area of endeavour with a steady increase in outputs in spite of the small number of academic staff. The ongoing research projects within the CHPE demonstrate a range of foci, responding in some instances to the many different national and global debates, while exploring aspects of local relevance on the other (see projects listed under Addendum B). Currently the CHPE has two NRF-rated researchers. Prof Cecilia Jacobs presented a keynote entitled 'Placing knowledge at the centre of how we understand 'good (enough) teaching'', at the annual HELTASA conference at Rhodes University and Prof Susan van Schalkwyk a keynote, entitled 'Responsive curricula: thinking about pedagogy, knowledge and relevance' at the University of Limpopo's annual Teaching and Learning Conference in Polokwane.

CHPE Writing Retreat and regular writing times

It is evident that 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 'writing time' on Friday mornings from 08:00 – 09:30. A successful writing retreat was organized at Mont Fleur, Stellenbosch, from 12 – 14 September 2019. The programme was composed of free writing time and daily meeting times as needed for co-authors of collaborating writing projects.

IN 2019 THE CHPE...

PUBLISHED



12

peer-reviewed
journals articles



01

editorial



01

book chapter

PRESENTED



25

national
presentations



05

international
presentations



02

NRF
travel grants



02

FIRT
grants

SECURED

AWARDED



12

MPhil in HPE
graduates

SCSU 2019

The Simulation and Clinical Skills Unit (SCSU) is 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. Clinical skills training and practice has been one of the cornerstones of health professions education for many years, and with technology improving the fidelity of these simulations, it continues to play an important role in assuring students gain confidence and competence in clinical skills before performing these procedures on patients.

The Simulation and Clinical Skills Unit (SCSU) had a productive 2019, logging 18 000 visits from undergraduate and postgraduate students who either were attending scheduled sessions or who came to practice in their own time. Staff are central to the successful running of this busy unit. While we said goodbye to Sr Keryn Harmuth, we were fortunate in being able to welcome two new staff members, Sr Lizanne van der Walt and Sr Elsbeth Spies, to the team. We further continued to utilise ad-hoc staff to assist us in providing optimal learning opportunities for all the students. Space, however, continues to be a challenge and we were, therefore, most grateful when the FMHS allocated a large space on the fifth floor of the teaching building for the extension of the SCSU. Building is currently underway and we hope to occupy this additional space before the end of 2020. We were also fortunate in securing funding for the purchase of ultrasound machines which arrived in December 2019. We are very excited about utilising this equipment for both undergraduate and postgraduate training in the future.

Teaching through simulation

In 2019, the SCSU extended its involvement in the undergraduate programmes in the FMHS. For the first time, SCSU staff presented basic airway management and CPR training to the final year Physiotherapy students. These skills were then assessed by the SCSU staff during an observed clinical examination in the Physiotherapy department. Students from the Division of Human Nutrition also attended sessions in the unit presented by both by the SCSU staff as well as their own facilitators. The skills that were taught included identifying vital

signs, insertion of a nasogastric tube, blood glucose measurement, and so forth.

The launch of the Bachelor of Nursing and Midwifery undergraduate program in 2019 provided another cohort of students making use of the SCSU. Towards the end of the year, 55 first-year students had the opportunity to practice procedural skills in the Unit. Postgraduate nursing students, including those doing Basic and Advanced Midwifery, regularly attended sessions and also utilise the SCSU for their objective structured clinical examinations (OSCEs).

The two MBChB skills modules which are offered by the SCSU (Early and Middle Clinical Rotations) continued throughout the year, but were characterised by a move towards optimising e-learning to support the hands-on training. We continue to conduct formative assessments for individual students, for example, where students choose one of three sterile procedures and are given the opportunity to demonstrate their skill in a one-to-one session with a SCSU registered nurse who provides direct feedback, discussing steps needed to enhance the student's skill in that area. Students described finding these sessions valuable in helping them prepare for their summative OSCE examinations, as well as for later performing these procedures on the clinical platform. In addition to these two skills modules, the SCSU also offers an *Introduction to Emergency Medicine* module which sees the students rotating through the SCSU over 4 afternoons, attending 10 different skills stations. This module is a prime example of team teaching with emergency medicine staff, UCT lecturers, as well as SU staff and including some part time colleagues, all contributing to the facilitation of this module.

The renewal of the MBChB curriculum is currently ongoing and it is envisaged that the SCSU will play a central role in this renewed programme. Sr Bronwen Espen has been representing the SCSU on the planning committee.

One of the annual highlights in the SCSU is the welcoming and teaching of the Nelson Mandela Fidel Castro students during their orientation period. The rationale behind these two weeks is to create a safe and friendly environment where these new students can observe and then practice certain procedures under supervision before they enter the local clinical platform in the Western Cape. The procedures ranged from basics like handwashing to complex procedures, such as inserting an intercostal drain.

From time to time, and as space allows, students from outside SU may also visit the SCSU. Every year, around 80-100 dentistry students from the University of the Western Cape come to the SCSU between February and May, rotating in groups of approximately 12 students at a time. They are taught airway management skills, intravenous cannulation, suturing and CPR. In 2019, the SCSU also hosted the College of Anaesthetists (CMSA) Postgraduate Diploma in Anaesthetics examinations and their formative OSCE and preparation week course.

Final thoughts

Simulation comprises a continuum of activities ranging from partial task to full task training, low to high fidelity scenarios, a variety of levels of authenticity, and the use of technology-integrated scenarios, standardized patients, gamification, and role-playing. Typically, students may experience the SCSU as a place where task-training is done, and the limitations of working on models and task trainers are well documented and known by facilitators and students alike. Nevertheless, the affordances resulting from the growing sophistication of technology and simulation models, are significant. We are excited about what the future holds for the training of our students.



SPOTLIGHT ON

PROF KARIN BAATJES

SU Teaching Excellence Awardee

In 2019, Professor Karin Baatjes received a SU Teaching Excellence Award in the *Developing Teacher* category. To qualify for the Teaching Excellence award she had to submit a teaching portfolio which received support from both the Dean and the Vice-Dean: *Learning and Teaching* in the FMHS. Professor Baatjes' teaching portfolio was the first one to be submitted in digital format – a format that allowed her to use images and hyperlinks to illustrate her journey towards becoming a scholarly teacher. Her teaching portfolio highlighted the clarity and consistency of her teaching philosophy, her integration of the FMHS graduate attributes in her teaching, interactions to stimulate professionalism among her students, and her use of audio-visual material to enhance students' learning experiences.



Clinical communication

Teaching the language of patients to future clinicians is imperative in ensuring that they are adequately equipped to practise in multilingual settings by the time they enter their respective healthcare fields of practice.

These linguistic milieus are predominant characteristics of the present-day world we live in and include clinical sites where students are being trained to practise their professions. What sets the context of SUFMHS apart from some institutions' modus operandi is presenting both isiXhosa and Afrikaans to undergraduate students, to accommodate the diversity of South African language based on the mandate of the Western Cape Language Policy (2001) to promote multilingualism. Thus, the FMHS regarded it essential to aim at equipping clinicians-in-training with knowledge of Afrikaans and isiXhosa, due to their high probability of providing clinical service to authentic speakers of these languages, as patients, in their professional careers.

During teaching of these mandated languages, often the embeddedness of "cultural awareness, cultural sensitivity, cultural diversity and, more recently, cultural humility" (Burch, 2016), come to the fore through verbal interactions and non-verbal cues of which students are made aware. Importantly, the display of empathy and compassion for the isiXhosa and Afrikaans-speaking patients is emphasised. These linguistically and culturally embedded clinician-patient characteristics are significant, as they elevate the status of the patients to that of respected human beings. They are also recognised as worthy individuals with dignity. The outcomes of teaching are essential and should lead to clinical language competence.

The team of three language facilitators, headed by team leader Ms Fezeka Dyubeni, adopts the communicative language teaching (CLT) approach, which focuses on interaction while intelligibility is at the core of the outcomes of teaching, learning and assessment. This methodology eases the burden on students in pronouncing the complex structures of the patients' languages on offer, while appropriately adhering to tonal aspects of isiXhosa as a language, as well as its dominant clicks. Besides classroom interactions, complementing the face-to-face teaching with online learning has proved fruitful in assisting students to build confidence in

articulating isiXhosa and Afrikaans. This hybrid mode of teaching seems to instil confidence in students to express themselves in the languages they are being taught, while it resonates with contemporary students' learning styles. Assessments consist of student-simulated patient consultations where primarily, developing rapport, case history and ailments are prompted with empathy, respect, compassion, and cultural aspects embedded therein.



▲ MB,ChB student greeting a patient during a simulated communication assessment. Photo: Kelvin Lebuso

In 2019 first-year students from the new undergraduate Nursing and Midwifery programme also started receiving tuition in communication for clinical purposes, while established relationships with the other undergraduate programmes were further entrenched. Several meetings and a consultative workshop were held to explore options jointly as well as to streamline offerings, while at the same time meeting specified outcomes. Clinical communication remains central to establishing a generative patient-doctor relationship. This is why the FMHS remains committed to strengthening these skills while at the same time fostering greater cultural awareness.

CONTRIBUTIONS TO THE FIELD OF HIGHER AND HEALTH PROFESSIONS EDUCATION 2019

ACTIVITY			
Reviews (journals):	No.	Reviews (other):	No.
Academic Medicine	1	NRF Doctoral Grants	16
African Journal of Health Professions Education	2	NRF Thutuka Grant	1
Health South Africa Gesondheid	1	AMEE Doctoral Report Awards	5
Journal of Student Affairs in Africa	1		
Medical Education	2		
Perspectives on Medical Education	1		
PLoS One	1		
Medical Teacher	1		
South African Journal of Science	1		
South African Journal of Primary Health and Family Medicine	2		
The Clinical Teacher	3		
Examiner (Internal):	No.	Examiner (External):	No.
MPhil in HPE	4	PhD: Rhodes University	1
Other:		PhD: Sydney University	1
MPhil in Education	1	PhD: University of the Free State	1
PhD	1	MPhil in HPE: University of the Free State	2
		MTech: Cape Peninsula University of Technology	1
		MEd: University of Cape Town	4
Editorial Boards:		Other Representation:	
The Clinical Teacher		AMEE Research Committee	
MedEd Publish		AMEE Faculty Development Committee	
CriSTaL Journal		ASPIRE Board	
		Paray School of Nursing, Lesotho: Member of the Senate	
		SAAHE: Regional representative and secretary of the National Committee	
		SAFRI: Faculty	

ADDENDUM A: NUMBER OF ATTENDEES PER DEPARTMENT

Department	RaT	SaT	THP	Orientation Day	Tech Thurs	Other	TOTAL
Pathology	15			2	2		19
Anaesthesiology and Critical Care	19			1			20
Biomedical Sciences			1	3	7	33	44
Centre for Health Professions Education			2	2	10		14
Centre for Teaching and Learning					2		2
Family and Emergency Medicine	46		1	2	3		52
Global Health	1	8	3	2	6		20
Medical Ethics					3		3
Medicine	2				3		5
Nursing and Midwifery		12			3		15
Obstetrics & Gynaecology	3			2			5
Paediatrics and Child Health	3			1			4
Health and Rehabilitation Sciences		32	11	6	8		57
Psychiatry	6		1		1		8
Medical Imaging and Clinical Oncology	7						7
Surgical Sciences	3						3
Unknown	3		1		22		26
	108	52	20	21	70	33	304

ADDENDUM B: RESEARCH OUTPUTS 2019

Publications in Peer-Reviewed Journals

Journal Articles (subsidised)

Archer, E. and Turner, R., 2019. Measuring empathy in a group of South African undergraduate medical students using the student version of the Jefferson Scale of Empathy. *African journal of primary health care & family medicine*, 11(1), pp.1-5.

Blitz, J., De Villiers, M. and Van Schalkwyk, S., 2019. Designing faculty development: lessons learnt from a qualitative interpretivist study exploring students' expectations and experiences of clinical teaching. *BMC medical education*, 19(1), p.49.

Decloedt, E.H. and **Van Schalkwyk, S.**, 2019. Students shooting videos to learn pharmacology. *The clinical teacher*, 16(5), pp.490-496.

Field, S., Abrahams, Z., Woods, D.L., **Turner, R.**, Onah, M.N., Kaura, D.K. and Honikman, S., 2019. Accessible continued professional development for maternal mental health. *African journal of primary health care & family medicine*, 11(1), pp.1-7.

Joynt, G.M., Gopalan, P.D., Argent, A., Chetty, S., Wise, R., Lai, V.K.W., Hodgson, E., Lee, A., Joubert, I., Mokgokong, S., Tshukutsoane, S., Richards, G.A., Menezes, C., Mathivha, L.R., **Espen, B.**, Levy, B., Asante, K. and Paruk, F. 2019. The Critical Care Society of Southern Africa Consensus Guideline on ICU Triage and Rationing (ConICTri). *SAMJ South African Medical Journal*, 109(8), pp. 630-642.

Marais, D.L., Kotlowitz, J., Willems, B., Barsdorf, N.W. and **Van Schalkwyk, S.**, 2019. Perceived enablers and constraints of motivation to conduct undergraduate research in a Faculty of Medicine and Health Sciences: What role does choice play? *PloS one*, 14(3).

McNamee, L.S. and Rule, P.N., 2019. Dispositions of newly qualified doctors encountering a language-related dilemma in South Africa. *Southern African Linguistics and Applied Language Studies*, 37(2), pp.158-170.

Meyer, I.S., Louw, A. and Ernstzen, D., 2019. Perceptions of physiotherapy clinical educators' dual roles as mentors and assessors: Influence on teaching-learning relationships. *The South African journal of physiotherapy*, 75(1).

Molwantwa, M.C., **Van Schalkwyk, S.**, Prozesky, D.R., Kebaetse, M.B. and Mogodi, M.S., 2019. Enhancing learning in longitudinal clinical placements in community primary care clinics: undergraduate medical students' voices. *Education for Primary Care*, 30(5), pp.301-308.

Van Schalkwyk, S.C., Hafler, J., Brewer, T.F., Maley, M.A., Margolis, C., **McNamee, L.**, **Meyer, I.**, Peluso, M.J., **Schmutz, A.M.**, Spak, J.M. and Davies, D., 2019. Transformative learning as pedagogy for the health professions: a scoping review. *Medical education*, 53(6), pp.547-558.

Journal Articles (NON-subsidised)

Archer, E. and Turner, R., 2019. Empathy: An essential tool in any doctor's skillset. *SAMJ: South African Medical Journal*, 109(1), pp.11-12.

Mash, R., Malan, Z., **Blitz, J.** and Edwards, J., 2019. Improving the quality of clinical training in the workplace: implementing formative assessment visits. *South African Family Practice*, 61(6), pp.264-272.

Van Schalkwyk SC. 2019. [Editorial] Thinking about context: Consciously and critically. *The Clinical Teacher*, 16, pp. 435-436.

Chapters in Books

Jacobs C. 2019. "I just felt like I was trying to swim through molasses": Curriculum renewal at a research-intensive university. In: Quinn L (ed.) Re-Imagining Curriculum spaces for disruption, African SUN Media, Stellenbosch, South Africa, pp. 345-361.

Conference presentations

Keynote / plenary presentations

Archer E. Guest speaker: *Clinical Supervision*. The Nursing Education Association (NEA), Western Cape chapter seminar: SU. FMHS. 8 March 2019.

Jacobs C, Keynote speaker: *Placing knowledge at the centre of how we understand 'good (enough) teaching'*. HELTASA conference, Rhodes University. 28 November 2019.

Van Schalkwyk S, Keynote speaker: *Responsive curricula: thinking about pedagogy, knowledge and relevance*. Teaching and Learning Conference. University of Limpopo. August 2019.

International Conference Presentations

Archer E. Study design in African Education Research. 7th Emergency Medicine Society of South Africa (EMSSA). International Conference. Cape Town. 6 November 2019.

Blitz J, De Villiers M, Van Schalkwyk S. Clinical teaching on an expanding training platform: Designing a fit-for-purpose faculty development framework for emerging clinical teachers. AMEE Conference, Vienna, Austria, August 2019.

Davies D, Maley M, **Van Schalkwyk S**, Wylie A. Towards a shared understanding of threshold concepts in global health in health professions education. In-conference workshop. AMEE Conference, Vienna, Austria, August 2019.

Patterson F, O'Mara D, Hampe W, **Blitz J.** The political

realities of designing and implementing a selection system: Implications for policy and practice, Symposium. AMEE Conference, Vienna, Austria, August 2019.

Strasser R, Couper I, Ellaway R, **Van Schalkwyk S**, Worley P. Context is critical: exploring pedagogies of place in health professions education. In-conference workshop. AMEE Conference, Vienna, Austria, August 2019.

Van Schalkwyk S, Greenhill J, Kuper A, Martimianakis T, Davies D. Transformative Learning: A pedagogy for the health profession. Symposium. AMEE Conference, Vienna, Austria, August 2019.

Van Schalkwyk S, Mouton J, McKenna S. Publications as a measure of doctorateness. International Postgraduate Supervision Conference. Spier, Stellenbosch. 26 – 29 March 2019.

Volschenk M, **Van Schalkwyk S**, Bitzer E. The identity trajectories of health professionals involved in masters-level health professions education studies. International Postgraduate Supervision Conference. Spier, Stellenbosch. 26 – 29 March 2019.

National Presentations

Archer E. Investigating patient-centred behaviour using an integrated behaviour model: what can we learn from this? Annual Infection Prevention and Control Day. FMHS. Cape Town. 24 October 2019.

Archer E, **Meyer I**. Communities' views on medical practitioners' empathic communication and language proficiency. Conference on the Scholarship of Teaching and Learning. SoTL, Somerset West. 29 October 2019.

Archer E, **Meyer I**. Teaching Empathy in an undergraduate medical curriculum. Annual Academic Day. FMHS. 21 August 2019.

Brits K, **Archer E**, Strydom S. Uncovering factors that influence lecturers to implement a blended approach. Conference on the Scholarship of Teaching and Learning. SoTL, Somerset West. 30 October 2019.

Blitz J, **De Villiers M**, **Van Schalkwyk S**. Clinical teaching on an expanding training platform: Designing a fit-for-purpose faculty development framework for emerging clinical teachers. Conference on the Scholarship of Teaching and Learning. SoTL, Somerset West. 29 October 2019.

Blitz J, **De Villiers M**, **Van Schalkwyk S**. A framework for strengthening clinical teaching on an expanding training platform. The South African Association of Health Educationalists. SAAHE. Bloemfontein. 27 June 2019.

Harmuth K, **Archer E**, **Meyer I**. Teaching empathy to medical students in a resource constrained environment. The South African Association of Health Educationalists. SAAHE. Bloemfontein. 26 June 2019.

Jacobs C, **Mhlabeni L**, **Dyubeni F**, **Masiba N**, **Archer E**. Preparing health science professionals for multilingual

contexts. The South African Association of Health Educationalists. SAAHE. Bloemfontein. 26 June 2019.

Jacobs C, **Mhlabeni L**, **Dyubeni F**, **Archer E**. Preparing Health Science professionals for multilingual contexts. Conference on the Scholarship of Teaching and Learning. SoTL, Somerset West. 30 October 2019.

Benjamin AG, **Louw AJ**. Nursing educators' perception regarding curriculum reform in Namibia. The South African Association of Health Educationalists. SAAHE. Bloemfontein. 26 June 2019.

McNamee L, **Jacobs C**, **Van Schalkwyk S**. Affordances of FIRLT funding for enhancing SoTL. Conference on the Scholarship of Teaching and Learning. SoTL, Somerset West. 30 October 2019.

Meyer R, **Van Schalkwyk S**, **Archer E**. The influence of context on the teaching and learning of undergraduate Nursing students: A scoping review. Conference on the Scholarship of Teaching and Learning. SoTL, Somerset West. 30 October 2019.

Mhlabeni L. Using Student Response Systems (clickers) in an isiXhosa Communication Course. Annual Academic Day. FMHS. 21 August 2019.

Schmutz AMS, **Archer E**, **Meyer I**. Exploring the intricacies of supervision interactions: Perceptions of clinical educators and students. The South African Association of Health Educationalists. SAAHE. Bloemfontein. 27 June 2019.

Van Schalkwyk S, **Jacobs C**, **Blitz J**, **Volschenk M**. Responsive curricula for healthcare professionals. Conference on the Scholarship of Teaching and Learning. SoTL, Somerset West. 29 October 2019.

Volschenk M, **Meyer I**, **Van Schalkwyk S**, **Blitz J**, **Smit L**, **Van Heerden B**, **Geiger J**. Programme renewal: Perils, pearls and possibilities. Conference on the Scholarship of Teaching and Learning. SoTL, Somerset West. 29 October 2019.

Poster Presentations

Dyubeni F. Task-based syllabus design for teaching isiXhosa as a second language to health sciences dietician students. Annual Academic Day. FMHS. 21 August 2019.

Volschenk M, Du Plessis M. The status of portfolios in an undergraduate medical curriculum: Lessons learned from a document review. Conference on the Scholarship of Teaching and Learning. SoTL, Somerset West. 30 October 2019.

Workshop Presentations

Archer E, van Wyk B. Integration of empathy in a health professions curriculum. The South African Association of Health Educationalists. SAAHE. Bloemfontein. 27 June 2019.

Archer E, Burger R, Walker L, Venter M. Supportive and Palliative Care Pre-Congress Workshop at the SA Conference of Oncology. Cape Town. 8 August 2019.

Archer E, Jooste W. Workshop on Empathic communication. 7th Emergency Medicine Society of South Africa (EMSSA) International Conference. Cape Town. 7 November 2019.

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 submitted. Under review.

Archer E, **Meyer I**. Evaluating the teaching interventions in teaching undergraduate medical students empathy (extended to 2019, 2020 as longitudinal study). N18/01/001. In progress. Two manuscripts (interventions and integration) submitted. Under review.

Archer E, **Turner R**, **Dyubeni F**, **Mhlabeni L**, **Ntsiki M**, **Meyer I**. An exploration of empathic communication and language competency requirements for delivery of patient-centred care to isiXhosa and Afrikaans first-language speakers. A Pilot Study. N19/01/009. Project completed. Manuscript submitted. Under review.

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.

Couper C, **Blitz J**, **Van Schalkwyk S**. Investigating the hidden curriculum in the Stellenbosch University Faculty of Medicine and Health Sciences. N17/02/020. Project completed. Preparing manuscript.

Jacobs C, **Dyubeni F**, **Mhlabeni L**, **Ntsiki M**. Preparing health science professionals for multilingual contexts: an illuminative evaluation. TL-2018-7998. Project completed. Research report submitted.

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.

Louw A. A progress evaluation of the EDP programme. N11/03/067. Project completed. Manuscript submitted. Under review.

Louw A. Curriculum evaluation focusing on generic skills implemented into the Inter-professional Phase of the curriculum. N15/08/073. Project completed. Preparing manuscript.

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

Louw A, **Kasai H**. The use of web-based programmes in

the teaching of anatomy: lecturer use and engagement. U19/08/031. In progress.

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

Louw A, **Schultz T**. How to implement graduate attributes into a curriculum? – a scoping review. In progress.

McNamee L, **Smit L**. The Development of Competencies in an Outcome-Based Paediatric Curriculum from a Student Perspective. N15/10/121. Project completed.

Meyer R, **van Schalkwyk S**, **Archer E**. The Influence of Context on the Teaching and Learning of Undergraduate Nursing Students: A Scoping Review. Manuscript submitted. Under review.

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

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

Van Schalkwyk S, **McNamee L**, **Jacobs C**. Affordances of funding for innovation and research in learning and teaching (FIRLT) for enhancing scholarship in health professions education (HPE). Affordances of funding for enhancing scholarship of teaching and learning: Gifts for growth? N18/07/072. Project completed. Manuscript submitted. Under review.

Volschenk M. A curriculum for healthcare in the 21st century: reform and renewal of the MB,ChB programme at the Faculty of Medicine and Health Sciences, Stellenbosch University. N17/08/080. In progress. Preparing manuscript.

ADDENDUM C: FMHS FIRLT APPLICATIONS

MAY 2019

Name (PI)	Department/Division	Title	Award
Coetzee Francois Dr	Global Health	The use of distance assessments on the distributed platform to ensure optimal use of resources	R49 600
Couper Ian Prof	Ukwanda Centre for Rural Health	Initiating and evaluation to determine the influence of training environment on future practice.	R41 800
De Beer Alida Mrs	Rehabilitation and Health Sciences, Speech-Language and Hearing	Developing a framework for using WhatsApp in a Speech-Language and Hearing Therapy (SLHT) Clinical Programme to facilitate skills and reasoning development	R47 100
English Rene Prof	Global Health	Developing a content library and eLearning programme to strengthen teaching and learning on Public Health focusing on the research process	R50 000
Jacobs Cecilia Prof	Centre for Health Professions Education	Exploring the development and application of a responsive curriculum framework for healthcare professionals in South Africa	R32 100
Nkonki Lugiswa Dr	Global Health	Flipping the classroom: Improving and innovation through conversion of Economic Evaluation module from contact to blended learning	R47 111
Reardon Cameron Mr	Ukwanda Centre for Rural Health	Development of a new clinical learning site for undergraduate health sciences education in Upington	R50 000
Volschenk Mariette Ms	Centre for Health Professions Education	Development of digital learning packages to support the mastery of threshold concepts in undergraduate medical students	R49 965
TOTAL			R367 745

NOVEMBER 2019

Name (PI)	Department/Division	Title	Award
De Beer Alida Mrs	Rehabilitation and Health Sciences, Speech-Language and Hearing Therapy	The implementation of a mobile messaging technology framework on the clinical platform to facilitate social, case-based learning	R50 000
Decloedt Eric Dr	Division of Clinical Pharmacology	Online learning to support medical student training in prescribing competencies	R48 770
Hoosain Munira Mrs	Division of Occupational Therapy	Clinical Video-based learning in Occupational Therapy classroom	R49 690
Ned Lieketseng Dr	Centre for Rehabilitation Studies	Postgraduate students' journey of thinking and learning about disability concepts: contributions to curriculum review	R49 400
TOTAL			R197 860

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



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