

Elize Archer supportive evidence

Addendum A: A letter from a previous MBChB student: Koot Kotze

To whom it may concern

It is a great pleasure to write about Dr. Archer and the positive impact she has had on my, and doubtless many others', medical education.

One only begins to feel that your medical career is beginning in earnest when you turn from medical texts and lectures and begin learning practical skills. We were privileged at Stellenbosch to learn these skills in a structured fashion and doubly lucky in that we had a skilled lecturer such as Dr. Archer to guide us in this endeavor.

With patience, enthusiasm and clarity, Dr. Archer guided me and other students through the fundamentals of venesection and cannulation all the way up to advanced cardiovascular life support. It is a testimony to Dr. Archer and the skills lab team that Stellenbosch graduates are widely held in high regard for their practical skills in addition to their clinical knowledge.

Furthermore, I was fortunate in that Dr. Archer agreed to supervise a research project I brought to her as a proposal in 2014. She guided an idea from conception to protocol and beyond, and was always on hand to provide valuable insights ranging from the current landscape of the literature, to optimizing methodology and publication strategies.

She provided clear, timeous, detailed comments on numerous drafts of the research project at each step of the process. She often provided direction while still allowing for exploration and discovery. Her encouragement kept me working on the project even when it became challenging.

Through her skilled guidance I learned a great deal about research in health sciences education and I am grateful for the foundational role she has played in my development as a doctor and an aspiring researcher.

Dr. JCB (Koot) Kotze

16 July 2018

Addendum B: A letter of recognition from Prof van Heerden



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Jou kennisvennoot • your knowledge partner

TO WHOM IT MAY CONCERN

13 July 2019

DR ELIZE ARCHER

It is my pleasure and privilege to write this letter in support of Dr Elize Archer's application for the Rector's Award for Teaching Excellence.

I have known Dr Archer since she joined the Faculty of Medicine and Health Sciences (FMHS) as Manager of our fledgling Clinical Skills Centre. She later joined the Centre for Health Professions Education (CHPE) when it was established under my leadership. It was decided that the Clinical Skills Centre (later named the Simulation and Clinical Skills Unit) should function as a Unit of the CHPE.

Since her arrival at the FMHS I was struck by Elize's contagious passion and enthusiasm for her work and for the teaching and learning of health sciences students at under- and postgraduate level. She is a born educator.

It is, therefore, not surprising that her career at the University is characterised by significant growth over the past years. She progressed from a lecturer to senior lecturer in 2015. Her passion for learning and teaching led to her obtaining an MPhil in Higher Education in 2008 and finally a doctorate in Health Professions Education in 2016, with me having had the privilege to be her co-supervisor with Emeritus-Professor Eli Bitzer as supervisor.

She has been responsible for many learning and teaching innovations within the undergraduate and postgraduate programmes of the Faculty. This includes the introduction of a clinical skills domain within the Early and Middle Clinical Rotation 371, 471 and 511 modules of the MB,ChB programme as well as re-curriculation of the MPhil in Health Professions Education programme.

Elize did not only excel within the learning and teaching portfolio, but also as a leader – both in her field of clinical skills training, but also as educational leader in general and as a leader within the CHPE, Faculty and nationally. Under her leadership the Simulation and Clinical Skills Unit has developed into a facility of excellence and one of the best on the African continent.

Dr Archer's educational research output in the form of scientific publications as well as presentations at national and international scientific meetings showed a substantial increase since she joined the University.

It is my pleasure to recommend Dr Elize Archer without reservation as a worthy recipient of this award.

Faithfully yours

PROF BB VAN HEERDEN
DIRECTOR

Addendum C: Example of content on SunLearn for the Clinical Skills

Collection Tubes

Introduction

A variety of collection tubes exist. They are distinguished and identified based on the colour of the tops. In the clinical setting, a yellow and/or purple top collection tubes are most commonly used.

Different Collection Tubes Based on their Function

Containers containing Coagulants

- Gold or Tiger Red/Black top: Clot activator and gel for serum separation
- Red top PLASTIC tubes: Contains a clot activator and is used when serum is needed
- Orange or Grey/Yellow Tiger Top: Contain Thrombin, a rapid clot activator, for STAT serum testing

Collection Tubes containing Anticoagulants



Approach to the Primary Survey: ABCDE

AIRWAY

- ✓ Ensure an open airway: do a head-tilt/chin-lift OR jaw-thrust maneuver
- ✓ Assess the airway for patency: look for obstruction
- ✓ If indicated initiate measures to establish a patent airway
- ✓ Consider oxygen device



Figure 1: Manual airway maneuvers. A) the most common causes for airway obstruction include the glottis and the base of the tongue, B) head-tilt/chin-lift maneuver and C) jaw-thrust maneuver¹

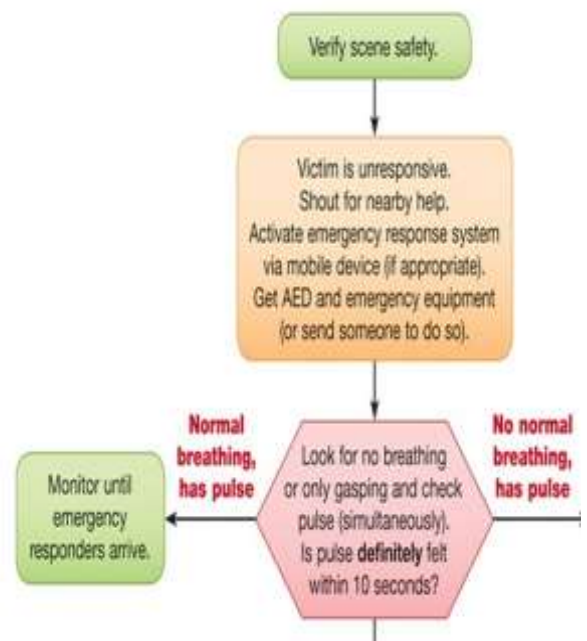


Figure 2: OPA sizes available in the clinical setting (Note the different colours associated with the different sizes)

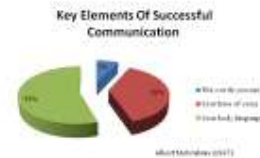
Procedure

- Wear non-sterile gloves
- Measure the oropharyngeal airway from the angle of the jaw to the middle of the mouth
- Use tongue spatula to press down on the tongue

**BLS Healthcare Provider
Adult Cardiac Arrest Algorithm—2015 Update**



Non verbal communication



- Most communication happens non-verbally, and unconsciously
 - **Body language** (open or closed, closeness, barriers) Read this page for more information: https://www.mindtools.com/pages/article/newBody_Language.htm
 - **Facial expressions** (an extension of body language) See how good you are at reading facial expressions by taking this quiz https://greatergood.berkeley.edu/quizzes/take_quiz/ei_quiz
 - **Tone of voice** (e.g. angry, dominant, annoyed, impatient, etc. tones)
 - The actual words used – **only carry 7%** of your message
- Helen Riess acronym – E.M.P.A.T.H.Y. [Click here to link to article](#)
- Remember that while you try to read the non-verbal communication of others, they are reading you!

Emotional self care

- Emotional self-care is about giving your mind time to reflect on things which have happened and to relax
- **Mindfulness** is being aware of what you are doing while you are doing it, without judgement. https://www.youtube.com/watch?v=gWaK2ml_rZw .
Google Dr Jon Kabatt-Zinn for more information on secular mindfulness
- **Self-compassion** is being kind to one's self in situations of perceived inadequacy, failure, or general suffering.
This video gives an explanation of why self-compassion is so important: <https://www.youtube.com/watch?v=Qes9HoxfkE0>
Take this self test to see how self compassionate you are: <http://self-compassion.org/test-how-self-compassionate-you-are/>
Google Dr Kristen Neff for more YouTube videos on self-compassion



Addendum E: Example of a peer assessment tool used in the SCSU

Peer Assessment Tool
Obtaining blood culture
Before procedure Gather equipment as per included list Communicate with patient and obtain appropriate consent for procedure Identify patient

This is a sterile procedure, use sterile technique throughout procedure

Steps

1. Wash your hands OR make use of alcohol spray
2. Prepare sterile tray
3. Prepare equipment: clean the blood culture bottle with an alcohol swab and let it dry
4. Apply tourniquet 5 – 10 cm above the proposed puncture site
5. Put on sterile gloves
6. Clean the skin with Chlorhexidine Gluconate in 70% alcohol
 - Start in the middle and swab outwards in a 5cm radius
 - Let it dry
7. Create a sterile field by draping the patient's arm
8. Use your non-dominant hand to apply tension to the skin close to puncture site
9. Using your dominant hand insert the needle at an appropriate angle with the bevel facing up
10. Draw an appropriate amount of blood – as per blood culture bottle instruction
11. Remove tourniquet
12. Withdraw the needle and apply pressure to the puncture site
13. Inject blood into the blood culture bottle
14. Safely dispose of sharps container
15. Gently rotate the bottle
16. Dispose of medical waste in appropriate container
17. Place label on bottle and complete laboratory form
18. Using your dominant hand insert the needle at an appropriate angle with the bevel facing up
19. Draw an appropriate amount of blood – as per blood culture bottle instruction
20. Remove tourniquet
21. Withdraw the needle and apply pressure to the puncture site
22. Inject blood into the blood culture bottle
23. Safely dispose of sharps container
24. Gently rotate the bottle
25. Dispose of medical waste in appropriate container
26. Place label on bottle and complete laboratory form

Addendum F: Feedback from a MBChB graduate posted on the Faculty's facebook.

[Owen J. Wiese](#) (9/8/2018) Hierdie wonderlike vrou het ons geleer hoe om dokters te wees wat meer as nét siektes en patologie raaksien. Haar liefde vir haar werk is juis die rede waarom sy telkemale uitgesonder word as een van die beste (en gunsteling!) dosente in enige mediese student se loopbaan. Soveel respek vir jou [Elize](#)! Dankie dat jy ons geleer het om altyd verder as nét 'n klagte te kyk.

Addendum G List of presentations and publications

Publications in peer reviewed journals

Archer E. 2010. Fresh simulation options in Critical Care nursing education. *African Journal of Health Professions Education*. 2 (2).

Archer E. 2011. Improving undergraduate clinical supervision in a South African context *African Journal of Health Professions Education*. 3 (2).

De Villiers & **Archer E.** 2012. The development, implementation and evaluation of a short course in Objective Structured Clinical Examination (OSCE) skills. *South African Family Practice* 54(1):50-54.

Schmutz, AMS, Gardner-Lubbe S & **Archer, E.** 2013. Clinical educators' self-reported personal and professional development after completing a short course in undergraduate clinical supervision at Stellenbosch University. *African Journal of Health Professions Education* 5(1)8-13.

Archer E, BB van Heerden, M Kidd & Bezuidenhout J. 2014 Making use of an existing tool to measure patient-centeredness in undergraduate medical students. *African Journal of Health Professions Education*.6(2) 150-154.

Tannor, E.K., **Archer, E.**, Kapembwa, K., van Schalkwyk, S.C. & Davids, M.R., 2017. Quality of life in patients on chronic dialysis in South Africa: a comparative mixed methods study. *BMC nephrology*, 18(1), p.4.

Archer, E, Bitzer E & van Heerden BB (2017) Interrogating patient-centredness in undergraduate medical education using an integrated behaviour model, *South African Family Practice*, 59:6, 219-223, DOI: 10.1080/20786190.2017.1386869

Publications in non- peer reviewed journals

Dellimore, K., Heunis, S., Gohier, F., **Archer, E.**, de Villiers, A., Smith, J. and Scheffer, C., 2013, July. Development of a diagnostic glove for unobtrusive measurement of chest compression force and depth during neonatal CPR. In *Engineering in Medicine and Biology Society (EMBC), 2013 35th Annual International Conference of the IEEE* (pp. 350-353). IEEE.

Archer E, van Hoving DJ & de Villiers A. 2015. In search of an effective teaching approach for skills acquisition and retention: teaching manual defibrillation to junior medical students. *African journal of emergency medicine*.

Louw, A. & **Archer, E.**, 2016. Developing higher education curriculum in the health sciences context. *Being Scholarly: Festschrift in honour of the work of Eli M Bitzer*, p.107.

Kotze, K & **Archer E.** 2017. Validating an adapted questionnaire to determine perceptions of the clinical learning environment. *MedEdPublish*, 6,27,doi:<https://doi.org/10.15694/mep.2017.000089>.

Archer, E, & van Heerden, BB. 2017. Undergraduate medical students' attitudes towards patient-centredness: a longitudinal study. *MedEdPublish*, 6 [3], 47, doi:<https://doi.org/10.15694/mep.2017.000161>

Papers and posters presented at academic meetings

SAAHE: South African Association of Health Educationalists

AMEE: Association for Medical Education in Europe

SOTL Teaching and learning conference in Stellenbosch

Year	Conference	Topic
2008 Oral presentation	National Critical Care Congress in Cape Town	Using simulation to achieve competency in the practical procedures in a Critical Care Nursing Programme
2008 Poster presentation	AMEE in Prague	Using simulation in the CSC to achieve competency in the practical procedures in a Critical Care Nursing Programme
2009 Oral presentation	SOTL	Short course in undergraduate clinical supervision
2009 Oral presentation	SAAHE Cape Town	Short course in undergraduate clinical supervision
2010 Oral presentation	SOTL	The use of simulated patient scenarios to teach and learn basic clinical skills
2010 Poster presentation	AMEE Congress Scotland. Glasgow	The use of simulated patient scenarios to teach and learn basic clinical skills
2011 Poster presentation	SOTL	Competency of medical students regarding resuscitation skills
2011 Poster presentation	SAAHE Potchefstroom	The impact of a Short course in clinical supervision
2012 Oral presentation	SOTL	Making use of an existing tool to measure patient-centeredness in under- graduate medical students
2013 Oral presentation	SAAHE Durban	Making use of an existing tool to measure patient-centeredness in under- graduate medical students
2014 Oral presentation	SAAHE Cape Town	Making use of different teaching methods: how does it influence the retention of clinical skills?
2015 Poster presentation	AMEE Milan	Making use of an existing tool to measure patient-centeredness in undergraduate medical students
2015 Oral presentation	The network: Towards unity for Health and SAAHE	Towards understanding how patient-centeredness is (not) learnt by undergraduate medical students: A student behaviour perspective
2015 Oral presentation	SOTL	Towards understanding how patient-centeredness is (not) learnt by undergraduate medical students: A student behaviour perspective
2016 Poster presentation	AMEE: Barcelona	Towards understanding how patient-centeredness is (not) learnt by undergraduate medical students: A student behaviour perspective
2016 Oral presentation	SOTL	Possible reasons why medical students are not as patient-centred as expected.
2016 Oral presentation	Heltasa and ICED	Exploring enablers and disablers in the teaching and learning of patient-centeredness in an undergraduate medical curriculum

Year	Conference	Topic
2017 Oral presentation	Postgraduate supervision conference	The value of renewing a curriculum: An evaluation of the revised MPhil in Health Professions Education
2017 SIG Workshop	SAAHE	Simulation Special interest group's first meeting
2017 Oral presentation	SAAHE	The value of renewing a curriculum: An evaluation of the revised MPhil in Health Professions Education
2017 Oral presentation	AMEE Helsinki PHD oral presentation	Engaging patient-centeredness in an undergraduate medical curriculum
2017 Oral presentation	SOTL	Exploring educational approaches and interventions to acquire the various dimensions of patient-centredness in undergraduate medical curricula: A Scoping Review
2018 Workshop	SAAHE Co-presenter	The novice's guide to contemplating PhDs
2018 Workshop	SAAHE Co-presenter	Debriefing: using Advocacy with Inquiry
2018 Workshop	SAAHE Co-presenter	Scoring performance-based assessments
2018 Oral presentation	SAAHE	A report on the validity of the Jefferson Scale for Empathy: Healthcare Profession Students version to measure empathy within the context of a multicultural student group

Addendum H: Letter from the President of SAAHE



To whom it may concern

30 Jul 2018

Re: ELIZE ARCHER

It is my pleasure as President of SAAHE to provide a letter in support of Dr Elize Archer's submission. Elize has been an active and engaged member of SAAHE for many years. She has made significant contributions to the establishment and growth of the organisation at both a regional and national level.

At the regional level, Dr Archer has been a member of the Regional Executive in the Western Cape. In that capacity, she has been instrumental to the reconceptualization of SAAHE in the region and regenerating activity among members. She has contributed energy and ideas and helped bring excitement to the activities. She has also contributed to the growth of SAAHE in the Western Cape through her generosity in extending invitations to staff from other institutions when her institution hosts international guests.

Nationally, Dr Archer has also been an active member of the SAAHE National Executive. She has previously been the Chair of the Conference Organising Committee for the SAAHE National Conference and a member of the Conference Organising Committee for two other SAAHE National Conferences. Elize has also represented SAAHE on the Board of the Sub-Saharan Africa FAIMER Regional Institute (SAFRI). More recently, she was elected to the position of Secretary of SAAHE this year.

All in all, Elize has made a significant contribution over many years to the organisation and I count her as a valued colleague.

Yours sincerely



Prof Francois Cilliers

Addendum I: Letters from previous MPhil students

From: Dr Craig Peck <doccwp@gmail.com>

Sent: Monday, 18 June 2018 18:14

To: Van Schalkwyk, SC, Prof [scvs@sun.ac.za] <scvs@sun.ac.za>

Subject: My supervisors

Dear Susan

I trust my email reaches you well. I am a firm believer that, too often, people are very eager to write a complaint but resistant to write a compliment. My message is a simple one - I would like to compliment the CHPE for the very high calibre of support which has been offered to me throughout my M.Phil journey.

I could not have imagined a better fit for my research project than Lakshini and Elize, both of whom are able to motivate and educate me on levels that inspire me to do better.

It's tough, its challenging and it's very new, but its comforting to know that such great academics truly have my best interests at heart.

Kudos to the centre!

Kindest regards

Craig



Netcare Education (Pty) Limited

To whom it may concern

19 July 2018

RE: ELIZE ARCHER

I graduated with MPhil Health Sciences Education at Stellenbosch University with the class of 2014. As the Head of Campus of Netcare Education Western Cape (Private Nursing Education Institution), a mother and wife, the challenge was on for me to complete this qualification in two years and it was the only target I set for myself. Our institution was going through a very challenging time, in the midst of accreditation processes with the Council for Higher Education and the accreditation for the new Nursing Qualifications with the South African Nursing Council.

Dr Elize Archer was allocated as one of my supervisors for my research project and the sense of gratitude I feel towards her is difficult to convey in words. Having Elize as advisor, mentor and colleague was one of the best highlights in my life over the past years. She has inspired me with my writing by always responding so promptly to my work submitted, motivating me to keep to timelines and to respond to my work submitted over a weekend was also no problem for her. If it was not for this I would not have been able to complete my qualification in two years. Elize stimulated my passion further for research and specifically for my topic of *Caring*, by being such a caring human herself.

It was very important for me to seek Elize's advice throughout the writing of my Mini Thesis and what she has advised me with and assisted me with, are the principles I use now with my academic staff and students at the campus. It was rewarding for me to get Elize's constructive feedback so timeously, and I really felt inspired after each session I had with her. After I graduated, I started to invite Elize as guest speaker at our annual Research Days at the campus which she has now done in 2015, 2016 and 2017. The students and academic staff value her sharing of research work done highly, especially work done on compassion, empathy and patient centeredness, as these are also core values of the nursing profession.

Netcare Education has embarked on a student leadership identity programme for our students in all five campuses, which is an extracurricular programme to develop nursing students as leaders. These students are allocated with mentors in specific key positions inside and outside of Netcare. Elize has been the mentor for a Netcare student in 2017 and is currently also the mentor for a final year student from the Melomed Hospital Group. The value added to the students' journeys is remarkable. As part of this programme Elize was also invited to do a talk on Empathy which was shared with all five campuses in 2018, during a live broadcast between the campuses. (In 2017 Dr Anita vd Merwe also shared her leadership journey on this platform). **To engage with our academic community in this way is of incredible value to Netcare Education.**

So in conclusion, I am honored and blessed to have had Dr Archer as my supervisor for my own studies, and I am grateful for her continuous active contribution towards the nursing profession (as a nurse also!). This is really remarkable and worth to be acknowledged.

Yours faithfully

Addendum J: List of past MPhil student projects that I supervised

MPhil Research projects that I have supervised

Year	Student	Topic
2010	E Smuts	Transfer of learning in critical care nursing students: from simulation in the CSC to the critical care environment
2011	A de Villiers	The development, implementation and evaluation of a short course in OSCE skills
2104	F Borrageiro	Clinical learning environment and supervision: student nurses experiences within private health care settings in the Western Cape
2014	M Khan	Evaluation of the learning environment of teaching hospitals of twin cities in Pakistan
2014	L Smit	Evaluation of a pilot " registrar as teacher" faculty development program at Stellenbosch university
2014	C De Kock	Medical students perceptions of a newly implemented clinical skills module.
2014	I Crafford	An exploration of first and fourth year nursing students' perspectives of caring behaviours.
2016	A Muniru	Learning in the clinical skills and simulation centre: University of Ghana Medical students' experiences of teaching sessions.
2017	E Esterhuyse	Perceptions of newly qualified Health Care Professionals of their ability to address the health needs of a rural community of the Matzikama District.
2016	B Masava	Student nurses' experience of feedback during clinical learning at a rural nursing school: an exploratory study.
2016	C van der Merwe	Experiences of feedback on medical students clinical skills performance in a Clinical Skills Centre
2017	M Du Plessis	Evaluating the Xhosa clinical communicate programme at a health science faculty.
2017	B Murray	The first African regional collaboration for Emergency Medicine Resident Education: The influence of a clinical rotation in Tanzania on Ethiopian Emergency Medicine residents
2017	S Schmutz	Exploring the Intricacies of Physiotherapy Supervision Interactions: Perceptions of Clinical Educators and Students
2018	F Rahim	Exploring medical students' perceptions on the effectiveness of a clinical skills rotation at a clinical skills laboratory.
2018	L van Niekerk	Exploring medical laboratory scientist students' experiences during their fourth year clinical practice period: a qualitative study

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