

CENTRE FOR HEALTH PROFESSIONS
EDUCATION (CHPE)

Faculty of Medicine & Health Sciences
Stellenbosch University
South Africa



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Prepared by: A. Louw
Contact details: 021 9389389
Centre for Health Professions Education (CHPE)
Faculty of Medicine and Health Sciences
Stellenbosch University
PO Box 241
Cape Town
8000
South Africa
Website: www.sun.ac.za/chpe
Email: marais5678@sun.ac.za or lhl@sun.ac.za
Tel: +27 21 938-9054
Fax: +27 21 938-9046

OUR VISION AND MISSION

VISION

The Centre for Health Professions Education will offer academic leadership towards establishing and sustaining an enabling environment within which meaningful learning and teaching can flourish, with a view to facilitating the provision of equitable and responsive health care in South Africa and beyond.

WE CENTRE AIM TO:

- Successfully initiate, coordinate and support the use of innovative and evidence-based teaching and learning practices at under and postgraduate level in the Faculty.
- Develop the capacity of experts in the discipline in the Faculty, nationally and internationally (with a focus on Africa).
- Make a significant contribution to the scientific basis of Health Professions Education as an academic discipline.

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FOREWORD BY THE DEPUTY DEAN (EDUCATION)

PROF MARIETJIE DE VILLIERS



The year 2015 signalled a year of significant change for the Centre for Health Professions Education (CHPE) at the Faculty of Medicine and Health Sciences. In a commissioned report on all Centres and Institutes at the Faculty, Prof Jan Botha recommended that the MB,ChB function be unbundled from the CHPE so that both portfolios can receive dedicated and specialised attention. After many discussions and consultations the MB,ChB Unit was established under Prof Ben van Heerden's leadership and moved to new offices. Prof van Heerden was the founding Director of the CHPE and worked tirelessly for many years to build up the Centre into the excellent enterprise it is today. It is thus with sadness that the Centre said goodbye to Prof van Heerden and a few other staff members, but with the full knowledge that Prof Ben is still participating fully in the MPhil programme and some of the other functions of the CHPE. Thank you Ben!

After a period of acting as Director, Prof Susan van Schalkwyk was appointed as the new Director for the CHPE. Prof Susan brings a wealth of experience in Higher Education as well as Health Professions Education (HPE) to the table, and has already made her mark in the faculty on many levels. Susan's excellence was rewarded with a NRF rating at the end of 2015, one of only a few in HPE in the country. Congratulations Susan, we are looking forward to the CHPE reaching new heights in the future.

The intense but exciting process of renewal of the MPhil in HPE programme came to a head in 2015 with rigorous planning for the implementation of the changed programme for 2016. Lots of work happened behind the scenes to get all the documentation ready and make sure that everything was in place. An exciting new development in the programme is the longitudinal portfolio that has now been implemented in the MPhil. The PhD programme in HPE is attracting increasing interest from prospective applicants, and the CHPE hopes to produce their first PhD graduate in 2016.

The CHPE has functioned on new levels in terms of international and national collaborations in 2015. The work that Prof Susan van Schalkwyk has done in this regard with multiple collaborations with role players in the USA, Europe and across the African continent is truly amazing. Dr Stefanus Snyman continued to broaden his cooperation with international stakeholders in the Inter-professional Education portfolio. Dr Alwyn Louw and Ms Elize Archer are receiving increasing national recognition in their various fields of expertise.

The staff of the CHPE has once again produced an impressive portfolio of research outputs in terms of conference presentations and publications, despite a heavy workload. Please read this report for all the details.

I would like to express my sincere gratitude to the staff and Director(s) of the CHPE for their sterling work in 2015. A special thank you for the positive way that you have embraced the unbundling of the CHPE. I am looking forward to even greater heights in 2016.

Prof Marietjie de Villiers

MESSAGE FROM THE DIRECTOR OF THE CHPE

PROF SUSAN VAN SCHALKWYK



It would be fair to say that 2015 was a watershed year for the Centre for Health Professions Education (CHPE). It was a year characterised by significant change and by considerable success. It could also be regarded as a 'year of two halves' which saw the management of the MB,ChB programme being split from the work of the CHPE in early August as a result of restructuring within the Faculty. While an event of this nature inevitably brings with it challenges and disruption – change always dislodges us from our comfort zones – it also often offers opportunity for renewal and growth. Thus, after spending the greater part of the first semester down in the basement of the Clinical Building, it was a slightly smaller group that moved back to the refurbished 6th floor. It is fair to say that it took us a while to get settled in as we got down to the task of revisiting our role and function within the Faculty.

This report reflects the state of flux within which we found ourselves in 2015. In it we provide an overview of the work undertaken during the entire year by the whole team and hope that in so doing we paint a fairly complete picture of our endeavours. A special word of thanks to Dr Alwyn Louw who has ably managed the production of it.

The CHPE is an academic centre and this is a status that we are very proud of. Fundamental to this status are our postgraduate programmes and our health professions education research. In 2015 both of these domains demonstrated significant growth and activity as we prepared for the implementation of the revised M Phil in HPE curriculum, and registered our fourth PhD in HPE student. In addition, publication outputs exceeded all previous years, demonstrating the ongoing commitment within the Centre to adopting a scholarly approach to our work.

Another core component of our work clusters around the support for learning and teaching in the FMHS, and can be mapped on a continuum that stretches from providing direct input at programme level (several of the CHPE team serve as module chairs or teach on undergraduate or postgraduate programmes) to providing guidance and direction on the practice of teaching and the theoretical positions that ought to underpin this practice. In this context, we continue to extend our formal and informal faculty development offerings and invite colleagues in the Faculty to engage with us on how we might enhance this arm of our work, to meet prevailing needs and expectations.

The CHPE's vision extends beyond our work within the FMHS as we strive to be involved in different aspects of learning and teaching at institutional level, while also establishing and strengthening networks at national and, increasingly, at international level. These interactions are focused on establishing the Faculty as a leader in HPE and on opening doors for academic exchange and, importantly, future funding opportunities.

During 2015 we welcomed Mariette Volschenk on board as educational advisor and Edwardene Marais as senior secretary. We bade farewell to Adinan Lackay and Estelle Smuts. Towards the end of the year Prof Julia Blitz became more directly aligned with the CHPE and joined us on the 6th floor. We were, however, also deeply saddened by the loss of two very dear colleagues – Prof Budgie van der Merwe and Myrna van Zyl – and they continue to be missed.

I would like to take this opportunity to thank every member of the CHPE team for their ongoing dedication to their work and, in particular, for their resilience during the past turbulent year. It would also be remiss of me not to gratefully acknowledge the leadership of Prof Ben van Heerden. Ben was the founding Director of the CHPE and it was under his watch that the fledgling Centre, with a small, but dedicated group of people, grew to become the CHPE we know today.

In 2016 the CHPE will celebrate its 10th anniversary. As we prepare to commemorate this event, we are already seeing the roll-out of much of what was envisaged in our planning in 2015, including the incorporation of the Unit for Learning Technologies (FMHS) within the Centre and the renaming of the Clinical Skills Centre to the Simulation and Clinical Skills Unit. We look forward with much excitement to the year that lies ahead.

Susan van Schalkwyk

KEY FOCI AT THE CHPE

The Centre for Health Professions Education has four main foci, namely a formal Academic programme, Faculty Development, Support for teaching and learning, and Research. Each of these is addressed in the sections that follow (Table 1).

Academic programme	Faculty Development	Support for teaching and learning	Research
*Postgraduate Studies in Health Professions Education *Extended Degree Programmes *Other Teaching Activities	*Accredited short courses in HPE *Customised workshops *Individual consultations	*Clinical Skills Centre *Curriculum development *IPEP project *Graduate attributes project	*Practice based research *Support for and participation in HPER (internally, nationally and internationally) *Academic/scientific writing workshops and retreats

Table 1: Key foci at the CHPE



Fig 1: MPhil graduates at graduation ceremony



Fig 2: CHPE staff at work



Fig 3: 2015 MPhil I class with Faculty

POSTGRADUATE STUDIES IN HEALTH PROFESSIONS EDUCATION

The MPhil in Health Professions Education (HPE) was implemented in 2008, offering health professions educators the opportunity to hone their teaching and learning skills and also deepen their conceptual and theoretical understanding of what it means to be a teacher at a university, and specifically in a health professions context. Since then the programme has enrolled 74 students and has had 39 graduates.

In 2011, the CHPE received accreditation to offer a PhD in HPE. Four students are currently enrolled for this advanced degree and their studies cover a wide range of topics related to health professions education:

Sr. Elize Archer: Learning and teaching patient-centeredness in an undergraduate medical curriculum

Dr. Christina Tan: An investigation into the exit level assessment of the clinical competence of medical graduates for the Sub-Saharan African context.

Mr. Aloysius Mubuuke: Exploring health science students' experiences of feedback in a Problem Based Learning tutorial: A Case Study in an African Medical School

Prof. Julia Blitz: Clinical teaching on an expanding training platform: designing a fit-for-purpose model of faculty development for emerging clinical teachers in a resource-constrained environment.

We look forward to our first graduates in 2016.

Table 2 provides a summary of the postgraduate students in the MPhil in HPE since 2008:

Year of Registration	# registered	# dis-continued	# graduated min time (2 yrs)	# graduated after 2 years	Total graduates	# still in programme
2008	7	1	1	4	5	1
2009	18	4	1	13	14	0
2010	10	3	2	4	6	1
2011	9	3	1	2	3	3
2012	9	1	1	5	6	2
2013	12	2	7		7	3
2014	10	1				9
2015	10	1				9
TOTAL	85	16	13	28	41	28

Table 2: MPhil in HPE Statistics (2008 - 2015)

During 2014 and 2015 the postgraduate programme committee of the CHPE embarked on an extensive process of curriculum renewal for the MPhil in HPE programme. This was done to align it more closely to similar programmes in the rest of the world and was also in response to student and lecturer feedback, received over the past number of years. The process involved the consolidation of modules that were previously offered separately, as well as changing a module such as Leadership in Health Professions Education from an elective to a core module. The structure of the new programme is such that students will complete the majority of the core

modules during the first year and will have the bulk of the second year available to complete their research assignments. This will hopefully allow more students to complete the programme within two years. The revised programme will be implemented in 2016.

Susan van Schalkwyk

EXTENDED DEGREE PROGRAMME

Extended Degree Programmes (EDP) were instituted at Stellenbosch University in the mid 1990's in response to the growing need for alternative access routes to university study. The Faculty of Medicine and Health Sciences (FMHS) have selected students for this programme since 1995. However, the structure of the programme in those early days was different and it was known as the Academic Development Programme. Since 2006 the programme has been called the EDP, and it mainly follows the structure as it is currently presented.

The EDP is a collection of activities that consist of both foundational and mainstream content. At the FMHS, students in the first and second year of the EDP follow a fully integrated programme - where students follow modules from the mainstream programme as well as foundational modules. The first year (with the addition of foundational work) is stretched over a period of two years, and the programme is therefore extended by one year. Foundational work is meant to be work that has the intention to equip underprepared students with the academic foundation that will enable them to be successful in completing of their degree. It focuses in particular on basic concepts and content, and approaches toward learning. From the third year at university, these students follow the full academic programme without any foundational modules.

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

As programme coordinator, Dr Alwyn Louw manages the nine different Extended Degree (EDP) modules with twenty lecturers responsible for facilitating learning. This includes managing the budget of the EDP programme. There is ongoing innovation of the programme with the aim of optimise student success. In 2015 a new module: Basic Anatomy was implemented in the second year of the EDP programme. This follows on the module: Basic Physiology, which was implemented in 2014. These two modules aim to lay a solid foundation of the basic anatomy and physiology of the different organ systems of the human body. The different organ systems are dealt with in the second and third year of the MB,ChB curriculum, and the foundation modules would therefore enhance the success rate of the EDP students in the years following on the EDP-programme.

In 2015 a total of 117 students were in the EDP-programme. This number was made up of 54 MB,ChB EDP I students, 53 MB,ChB EDP II students, five BSc Physiotherapy I and five BSc Physiotherapy II students.

Alwyn Louw

OTHER TEACHING ACTIVITIES

A key point of departure in our work is that we are able to engage with colleagues in the Faculty from a position of having hands on experience. To this end, many of the staff in the Centre are directly involved in teaching in the Faculty across a number of programmes at both undergraduate and postgraduate level.

UNDERGRADUATE TEACHING

MB,ChB: Prof Ben van Heerden: Programme Coordinator	
Year 1	<ul style="list-style-type: none"> • Bawoodien, A: Module Chair: Introduction to Clinical Medicine 141 • Louw, A: Programme Coordinator for the Extended Degree Programme • Louw, A: Module chair: Introduction to Health Sciences 198. • Louw, A: Module chair: Practical Clinical Exposure 198. • Louw, A: Manage tutor initiative for module: Essentials for Disease Processes (EDP I students) • Louw, A: Phase chair: Interprofessional Phase: • Louw, A: Module chair: Personal and Professional Development 111. • Louw, A: Phase I chair: MB,ChB • Snyman ISDW: Interprofessional Phase: Personal And Professional Development 111 (lecturing) • Snyman, ISDW: Interprofessional Phase: Health in Context 111 (theme chair, lecturing and coordinator for Amazing Race for Health) • Snyman, ISDW : Introduction to Clinical Medicine 141 (lecturing) • Clinical Skills Centre Staff teach in the Introduction to Clinical Medicine 141 module
Year 2	<ul style="list-style-type: none"> • Bawoodien, A.: Module Chair: Introduction to Clinical Medicine 271 • Bawoodien, A: Introduction to Clinical Medicine 271 (lecturing) • Snyman: Introduction to Clinical Medicine 271 (lecturing) • Clinical Skills Centre Staff teach in the Introduction to Clinical Medicine 271 module
Year 3	<ul style="list-style-type: none"> • Snyman ISDW: Early Clinical Rotations - Health, Disease and Disability in the Community 371 • Van der Merwe, C: Module Chair: Clinical Skills Domain of the Early Clinical Rotations 371 module • Archer, E: Secundus Chair: Clinical Skills Domain of the Early Clinical Rotations 371 module
Year 4	<ul style="list-style-type: none"> • Snyman ISDW: Module Chair: Doctor as Change Agent in Communities 511 • Snyman, ISDW: Middle Clinical Rotations - Health and Disease in a Rural Community 471/511 • Van Heerden, B: Module Chair: Elective 441 module • Bawoodien, A: Secundus Chair: Elective 441 module • Archer, E: Module Chair of the Clinical Skills Domain of the Middle Clinical Rotations 471 module • Espen, B: Secundus Chair of the Clinical Skills domain of the Middle Clinical Rotations 471 module • All staff in the Clinical Skills Centre acts as internal supervisors for MBCHB electives
Year 5	<ul style="list-style-type: none"> • Snyman ISDW: Module co-chair: Doctor as Change Agent in Communities 511 • Snyman, ISDW: Middle Clinical Rotations - Health and Disease in a Rural Community 471/511 • Snyman, ISDW: Module chair: Health Management 511

	<ul style="list-style-type: none"> • Snyman, ISDW: Late Clinical Rotations - Health, Disease and Disability in the Community 541 • Van Heerden, B: Module Chair: Elective 541 module • Bawoodien, A: Secundus Chair: Elective 541 module • Archer, E: Module Chair of the Clinical Skills Domain of the Middle Clinical Rotations 511 module • Espen, B: Secundus Chair of the Clinical Skills domain of the Middle Clinical Rotations 511 module • Espen, B: Secundus Chair of the Introduction to Emergency Medicine domain of the Middle Clinical Rotations 511 module • All staff in the Clinical Skills Centre acts as internal supervisors for MBCHB electives
Year 6	<ul style="list-style-type: none"> • Archer, E. Supervisor: Student Intern Assignment of JCB Kotze (MB,ChB VI) • Snyman ISDW: Late Clinical Rotations - Health, Disease and Disability in the Community 541 (module team member; managing IPECP facilitators)
BSc Dietetics IV	<ul style="list-style-type: none"> • Snyman ISDW: Community Nutrition

POSTGRADUATE TEACHING

M Sc in Clinical Epidemiology	<ul style="list-style-type: none"> • Van Schalkwyk, S. Lecturer: Appraising and writing scientific articles
M Med (Fam Med)	<ul style="list-style-type: none"> • Bawoodien, A: Family oriented primary care
MPhil in Health Professions Education	<ul style="list-style-type: none"> • Archer, E. Module chair: Facilitating Learning in HPE; and Skills Development • Blitz, J. Assessment in HPE; APPD; Research Methodology • Louw, A. Module chair: Learning in HPE ; Module chair: Curriculum analysis in HPE • Snyman, ISDW. Module chair: Teaching and Learning in Primary Healthcare • Van Schalkwyk, SC. Programme Co-ordinator. Module chair: Research Methodology ; Learning in HPE • Van Heerden, BB. Module chair: Leadership in HPE; Curriculum Analysis in HPE module. • Volschenk, M. Leadership in HPE

FACULTY DEVELOPMENT

Clinical Teachers currently tasked with undergraduate health professions education, have not all engaged with the process of developing educational knowledge and skills to any large degree. Teachers involved in facilitating the learning of increasing numbers of students often struggle to maintain a student-centred approach and, for example, to move away from didactic teaching. The abovementioned changes now provide an opportunity. There is a need to concurrently design faculty development in a way that makes it accessible and amenable to all academics – including newly appointed academics, and those jointly appointed with the provincial Department of Health, including postgraduate trainees (registrars). This also includes those clinicians and allied health professionals who are being given the responsibility of training students on the faculty's decentralised training platform.

A core component of the work in the CHPE therefore, is the development of the health professions educator through its postgraduate programmes and a variety of workshops and short courses, to support academics in their teaching role.

ACCREDITED SHORT COURSES IN HEALTH PROFESSIONS EDUCATION

In order to support Faculty Development in 2015, the following accredited short courses were offered:

1. INTRODUCTION TO TEACHING IN THE HEALTH PROFESSIONS

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

The main focus of this initiative was to consolidate previous educational offerings into a coherent course offered over the first semester. We endeavoured to make it as easy as possible for clinicians to be able to attend the course by scheduling all dates at the beginning of the year and holding sessions on Friday afternoons. This was registered both as a short course and for CPD points. The course was designed on the basis of taking participants through a curriculum design cycle from reflection on their own learning and teaching practices, understanding our current undergraduate learners, through learning and teaching to assessment. We took a practical approach, keeping theoretical input to a minimum. Many members of CHPE staff were involved as well as other clinicians who we identified as having an interest in education. 34 Participants attended this course.

2. REGISTRARS-AS-TEACHERS

Core team: Julia Blitz, Elize Archer, Liezl Smit

This course comprised four hours of practical training in clinical teaching, based on the clinical supervision course designed by Elize Archer. Heads of Departments and Divisions were invited to send newly appointed registrars on the course. We focussed on attitudes and skills that could be of use to registrars as they take on clinical teaching roles, particularly of undergraduate medical students. The course was greatly strengthened by Dr Karin Baatjes from Surgery and Dr Braam Viljoen from Internal Medicine joining the teaching team. 40 Participants attended this course.

3. ORIENTATION OF NEWLY APPOINTED STAFF

A brochure "Things you might have wanted to ask about teaching and learning", designed by faculty leadership, is available to inform newly appointed academic staff of teaching and learning support in the faculty. It is used by HR at their new appointees' orientation session.

CUSTOMISED WORKSHOPS

The CHPE received many invitations from within the faculty, related to development of educational skills. Amongst these are:

Department of Surgery	Support for M Med research projects
Department of Internal Medicine	Revision of Late Rotation Assessment
Division of Orthopaedics	OSCE examiner training and support to introduce
OSCE's	OSCEs as their end of block (SIs) assessment
Bioethics theory block	Review of multiple choice questions
Centre for Evidence-based Health Care	Teaching Evidence-based Health Care in the clinical context
Department of Interdisciplinary Health Sciences Strategic planning:	Rehabilitation Reference Group
Division of Human Nutrition	Outcomes and assessment of Community Nutrition block
Division of Occupational Therapy	Assessment strategies
Centre for Student Administration	Document on feedback after assessments
Division of Paediatric Surgery	Reviewed MCQs and other assessment
Rural Clinical School	Annual Assessment workshop
	Clinicians-as-Teachers workshop

In addition, numerous ad hoc workshops were offered on request:

- Physiotherapy students: Time management and successful study behaviour (65 participants)
- Pre-doctoral academy: Department of Interdisciplinary Health Sciences (module on scientific writing)
- Article writing
- Scientific writing
- PowerPoint for beginners and Advanced PowerPoint
- Introduction to developing a teaching portfolio (workshop)
- Development of longitudinal portfolio for Pathology, Radiation & Imaging in the MB,ChB middle clinical rotation (21 participants)
- First year MB,ChB programme lecturers: Workshop on Graduate Attributes and implementation of Graduate Competency Framework (26 participants)

Julia Blitz, Elize Archer, Susan van Schalkwyk, Alwyn Louw, Jean Farmer and Mariette Volschenk

SUPPORT FOR TEACHING AND LEARNING

Another core function of the CHPE is that of supporting teaching and learning activities in the faculty, specifically although not exclusively, for undergraduate programmes. Apart from the faculty development initiatives described above, the Centre is involved in supporting key teaching and learning foci (such as Inter-professional Education and Practice and the fostering of graduate attributes) and also manages the Faculty's Clinical Skills lab.

CLINICAL SKILLS CENTRE

The clinical skills centre (CSC) at the faculty of medicine and health sciences (FMHS) opened about 12 years ago and it has formed part of the CHPE since the inception of the centre in 2006. This state of the art facility provides opportunities for both undergraduate and postgraduate students of all programmes to acquire clinical skills in simulation. The personnel of the centre consist of a manager, four part-time registered nurses, an administrative assistant and a laboratory assistant. Most of the staff are externally funded by way of the clinical training grant of the department of higher education and training (DOHET).

• USE OF SIMULATION IN HEALTH PROFESSIONS EDUCATION

Clinical Skills Centres are no longer regarded as a luxury; these centres have become essential to all health professions programmes. Reasons contributing to this necessity have been the ad hoc nature of clinical learning opportunities, the increased awareness of patient safety as well as the increased student numbers. The scientific literature suggests that students find learning in simulation enjoyable as well as meaningful since they can practice at their own pace, whilst receiving feedback from a lecturer or their peers. However, it is important to remember that the simulated environment cannot replace the real clinical environment; the simulation merely aims to prepare the students optimally for their clinical learning opportunities.

• CLINICAL SKILLS MODULES

The Clinical Skills Centre (CSC) has three formal modules for which it is responsible, namely the Clinical Skills domains for the Early, (3rd year) and Middle Clinical Rotations, (4th/5th years), as well as the Introduction to Emergency Medicine domain of the Middle Clinical Rotation 511 module. The two clinical skills domains run longitudinally with the students' other modules and therefore throughout the year, while the Introduction to Emergency Medicine domain, which is a shared responsibility with the Division of Emergency Medicine, involves a week of intense skills learning for the whole 4th year class.

• TEACHING AND LEARNING ACTIVITIES

The CSC strives to promote an environment and culture where all the students at the FHMS can learn together in a dynamic learning space and therefore all the programs are encouraged to make use of the wide variety of simulation equipment. As was the case in previous years, 2015 again had significant numbers of students making use of the centre. During the academic year of 2015 approximately 20 000 students made use of the centre. The centre's staffing-model is developed in such a way that it allows lecturers from various departments to teach their students by making use of the venues and equipment. Typically, however, most of the teaching is done by the personnel of the CSC.

Most of the time of the CSC personnel is used for teaching of MB,ChB students, although they also assist with teaching in some of the Allied Health Sciences programmes, e.g. physiotherapy, nursing, dietetics and dentistry. The medical students come to the CSC for various clinical skills teaching sessions, starting from the end of their first year right until the last module of their sixth year.

Practical assessments in the form of objective structured clinical examinations (OSCEs) for the MB,ChB domains, as well as for other programmes, occur throughout the year. The CSC personnel assist the various environments with the preparation and planning of these very

labour intensive assessment events. OSCEs run by the CSC are designed by the clinical skills personnel and include a structured approach to assessment with examiner training sessions run prior to each examination. Students are encouraged to use the CSC to practise in their own time, with CSC staff available to assist them. Since peer learning is encouraged, peer assessment documents have been designed and are available for student use to critique one another when practising clinical skills in the CSC. Skills videos have been made and are, together with additional written resources, placed on the SunLearn website for students to view, throughout their training.

Simulation in a scenario context is a developing model of teaching that is currently mainly used with 4th, 5th and 6th year MB,ChB students. Smaller groups are taught, with emphasis placed not only on the medical knowledge required to manage the “patient”, but also on teamwork and communication skills. Attempts are currently being made to have more of these scenario opportunities available for students.

- **SHORT COURSES**

In addition to the formal teaching of skills in university accredited programmes, the CSC presents CPD activities in the form of short courses for non-university affiliated persons at times when the academic programme allows for open venues and available lecturers. These courses mainly focus on CPR and emergency related topics since these are vital skills which can only be practised in simulation. These courses assist the CSC to maintain a third stream of income that can be used for procuring additional equipment. In addition, it allows the CSC personnel to foster collegiate relationships with other educational institutions and hospital groups.

- **RESEARCH in CSC**

The CSC endeavours to participate in a number of educational research projects (see list under current projects). A study about the experiences of feedback on medical students’ clinical skills performance in a clinical skills centre was done. With feedback being critical to learning of clinical skills, this study investigated the feedback practices in the clinical skills centre from the fourth year MB,ChB students’ perspective, as well as the lecturers teaching them in the CSC. From the data analysis it became apparent that medical students generally associate feedback with the information they receive after summative assessments and do not experience guidance during learning sessions in the CSC as feedback. The findings further indicated that students possibly do not receive sufficient feedback in terms of the traditional notion of feedback. This is mainly because of limited follow-up opportunities whereby a change in students’ behaviour can be evaluated and information can be provided on multiple observations of students’ performance of clinical skills. There is however evidence that opportunities may be enhanced in the learning of clinical skills where an alternative self-regulated feedback model can be incorporated.

Elize Archer

INTERPROFESSIONAL EDUCATION AND PRACTICE

IPE plays a valuable role in striving to reach the vision and mission of the FMHS in advancing health and equality in South Africa and beyond by (a) creating and sustaining a culture of transformative learning; (b) contributing to the discovery, sharing and translation of knowledge that will promote health and development; and (c) benefitting the broader community by means of active citizenship. Ten IPE facilitators are serving at fifteen community-based sites to facilitate IPE learning activities; assist with the inter-professional assessment of students; assist preceptors to role model IPE and making it sustainable as part of their healthcare practice; help with the monitoring and evaluation of IPE at the various community-based sites; facilitate IPE between primarily, but not exclusively, medical students and the various other health professions; and to build the capacity of local health professionals in modelling IPE. These facilitators and other faculty members are supported by a full-time educational advisor, Dr Stefanus Snyman.

IPE learning activities are structured in such a way as to develop the core IPE competencies. In the medical curriculum, for example, these learning activities spiral from foundations laid in the first year Inter-professional Phase, to the Introduction to Clinical Medicine modules, the practical module “Doctor as Change Agent in Communities” and ultimately the Late Phase. During the Health and Disease in Communities modules, a team of local health professionals (including the IPE facilitator) assessed students as they presented their inter-professional management of patients. These assessments included peer discussions and formative feedback. Following a small proof of concept pilot in 2011 the inter-professional assessment of students now involves 26 sites and approximately 1160 students per year (see table 3). IPE is not only taking place at sites where IPE facilitators are placed, but also at 23 other sites

Year	Number of sites	Number of students	Professions
2011	1	24	Medicine
2012/13	7	±320	Medicine (±250), Physiotherapy (±20), Dietetics (16), OT (8) S-L&H (±25)
2014/15	25	±1160	Medicine (±1040), Physiotherapy (±80), Dietetics (±40)
	1 (Bishop Lavis)*	117	Physiotherapy (36), Occupational Therapy (20), Speech-Hearing and Language Therapy (38), Dietetics (23) * This is an on-going inter-professional learning space since 1991

Table 3: The number of sites and students involved in Inter-professional Assessment

Human nutrition	Medicine	Nursing	OT	Physiotherapy	Radiography	S-L&HT	Social work
44	345	120	41	68	6	30	23

Table 4: Number of students involved in IPE during clinical rotations where IPE facilitators are placed during 2015

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

1) Developing IPE competencies:

- All the IPE competencies were introduced in the MB, ChB curriculum, but further spiralling, refinement and alignment are still needed. For example, the time medical students were exposed to the development of IPE competencies in 2015 were 220 hours (see table 5)

Year 1	Year 2	Year 3	Year 4/5	Year 5/6	Total
48 hours	18 hours	4 hours	90 hours	60 hours	220 hours

Table 5: The time students are exposed in the MB,ChB curriculum to development IPCP competencies (2015)

- The IPE competencies in other undergraduate programmes – Physiotherapy, Occupational Therapy, Speech-Hearing and Language Therapy and Dietetics – are taught their individual programmes. Overall there is more collaboration between these allied health programmes than with the medical programme, e.g. at Bishop Lavis, Elsie's River, Worcester, etc. This is one of the reasons the IPE Working Group decided initially to focus IPE on the medical programme during the pilot phase of this project. The assessment of allied health students in inter-professional teams remains a big challenge.

2) Promoting the International Classification of Functioning, Disability and Health (ICF) as common language and bio-psycho-social-spiritual approach to IPE

- The ICF was introduced spirally in all programmes as common language and bio-psycho-social-spiritual approach to IPCP. However further refinement is still needed in the development of training material.
- Innovative technology to facilitate IPE was identified as a priority, especially in resource-constrained countries. This need was emphasised and prioritised by preceptors on our rural clinical platform. The envisaged mHealth and mLearning solution were too big for us to tackle on our own. We suggested such an initiative to the Functioning and Disability Reference Group (FDRG) of WHO. It was accepted in 2013 and included in the FDRG work plan. Subsequently 284 partners from 39 countries joined to collaborate on this initiative. Eight staff members of SU are participating in the development of the ICanFunction mobile solution (mICF), a state-of-the-art application and paradigm shifting platform for person-centred inter-professional health and social care. The mICF will be an integrated inter-professional care decision support system, which will facilitate individualised, predictive care by utilising big data models and artificial intelligence. It should help to revolutionise health and health care in developed and developing countries. We have already two grants for mICF thus far (€120,000 (KELA, Finland) and ZAR 75,000 (CHEC, South Africa). The prototype development will start in January 2016. Although this work was primarily undertaken to find partners that could assist us to develop appropriate technology for our own local needs, it has now developed into a major undertaking with potential health benefits for the whole of the developing world. For more information visit www.icfmobile.org, follow @icfmobile on Twitter and on Facebook: <https://www.facebook.com/ICanFunction/>.

3) Contributing to harmonisation between the university and policy makers / service providers

- Stefanus Snyman and Maria van Zyl supported the IPE facilitators and other preceptors / service providers at the various sites through faculty development, onsite training events, and monthly meetings (physical and virtual). During these meetings challenges and breakthroughs were discussed and plans amended as needed.
- The latest developments in IPE were distributed via a shared Dropbox folder, Twitter (@MatiesIPE) and Facebook (<https://www.facebook.com/afinetwork/>). A full IPE report is available at www.sun.ac.za/chpe.
- Stellenbosch University joined the African Inter-professional Education and Collaborative Practice Network (AfIN). The purpose of this Network is to advocate for IPECP, advise policy makers, serve as community of practice, share educational resources and good practice. This is an essential network to serve as collective voice to address barriers that are preventing IPECP locally, nationally and in Africa.

The next round of innovation:

There is however still a long way to go to in establishing inter-professional learning activities, including assessment. It is a complex challenge involving the synchronisation and duration of modules, the accreditation requirements from professional boards and learning outcomes of various student groups placed at a site. Taking into consideration the lessons we've learnt, the focus of the IPE team during our next round of innovation will be to:

- Ensure the sustainability of IPE on our community-based training platform
- Refine our IPE competency framework, merging it with the FMHS overall competency framework currently under review
- Continue with the development of a spiralling IPE curriculum and assessment tools.
- Embark on a consultative process to determine how to best support the development of IPE by involving all undergraduate degree programme of the FMHS
- Obtain ethical approval to evaluate the next cycle of IPECP innovation
- Continue to participate in national and international efforts to benefit IPE locally and in Africa (e.g. AfIN and the International mICF Partnership developing a mobile solution to support IPE).

Stefaans Snyman

GRADUATE ATTRIBUTES

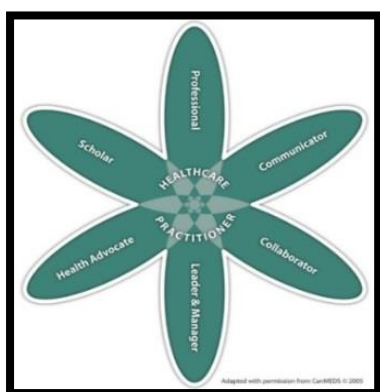
The development of graduate attributes forms an integral part of Stellenbosch University's (SU) student-centred teaching and learning strategy. According to Bowden et al (2000) graduate attributes are "the qualities, skills and understandings a university community agrees its students should develop during their time with the institution. These attributes include but go beyond the disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as agents of social good in an unknown future".

The graduate attributes that need to be developed by the students of SU include: an enquiring mind, an engaged citizen, a dynamic professional and a well-rounded individual. The SU Strategy for Teaching and Learning 2014 -2018 advises that more specific graduate outcomes are required at the level of individual programmes in order to reflect the University's graduate

attributes, as well as the SAQA outcomes and disciplinary and industry related specifications. Graduate attributes should therefore be defined “context-specifically within disciplines, faculties, support structures and student bodies.” (<http://www0.sun.ac.za/ctl/wp-content/uploads/2013/02/SU-STRATEGY-FOR-TL-2014-2018.docx>)

Over the past few years the Centre for Health Professions Education (CHPE) played a key role in identifying context-specific attributes, in the form of professional competencies, that graduates of the Faculty of Medicine and Health Sciences (FMHS) are required to develop. We engaged in a collaborative, inter-professional process at institutional and national level, which culminated in the adoption and contextual adaptation of the Canadian Medical Education Directions for Specialists (CanMEDs) competency framework by the Medical and Dental Professions Board of the Health Professions Council of South Africa (http://www.hpcsa.co.za/uploads/editor/UserFiles/downloads/medical_dental/MDB%20Core%20Competencies%20-%20ENGLISH%20-%20FINAL%202014.pdf). This process was spearheaded by the Undergraduate Education and Training subcommittee of the MDB, chaired by the Director of the SU FMHS MB,ChB Unit, Prof Ben van Heerden.

Parallel to this process, a document (Graduate Attributes for Undergraduate Students in Teaching and Learning Programmes at the Faculty of Medicine and Health Sciences) was developed to provide a contextualised description of the graduate competency framework for SU FMHS (<http://www.sun.ac.za/english/faculty/healthsciences/Documents/Graduate%20-attributes%20FMHS%20-%20ENGLISH%20-%201%20July%202013.pdf>). According to the framework a health professional graduating from SU should be competent to fulfil seven professional roles to assist in meeting the health needs of our country, namely that of Healthcare Practitioner, Communicator, Collaborator, Leader and Manager, Health Advocate, Scholar and Professional. It is envisaged that the acquisition of these competencies will further enable our graduates to embody the over-arching SU graduate attributes, i.e. an enquiring mind, an engaged citizen, a dynamic professional and a well-rounded individual.



The Centre for Health Professions Education (CHPE) employs a multi-level approach to strengthening graduate attribute initiatives at the FMHS. During 2015, Dr Stefanus Snyman of the CHPE served as member of the International Advisory Council of CanMEDS. He played a key role in the development of the graduate attributes and competency framework initiatives at SU FMHS over the past few years, as well as in the development and implementation of innovative learning modules to strengthen the integration of the graduate attributes into the MB,ChB curriculum.

Figure 2: The competency framework of the Faculty of Medicine and Health Sciences: Graduating health professionals should be competent in seven distinct roles

In April 2015 Ms Mariette Volschenk joined the CHPE team as educational advisor. Her appointment was made possible through strategic funding from the university, as well as a Teaching Development Grant from the Department of Higher Education and Training. Her focus areas include, amongst others, the provision of educational support for the implementation of the FMHS graduate attributes within programmes, as well as facilitating the development of a longitudinal portfolio for the MB,ChB programme.

Mariette Volschenk

SUPPORT FOR UNDERGRADUATE PROGRAMMES

Apart from providing workshops (as described under Faculty Development above), the CHPE continues to be available for consultation to the different departments and divisions in the Faculty, to enhance teaching and learning in the different undergraduate programmes.

ADMINISTRATIVE SUPPORT FOR THE MB,ChB PROGRAMME

Given the fact that the MB,ChB programme is not offered by a specific division (as is the case with the other professional undergraduate programmes offered by the FMHS), certain administrative support functions were provided centrally by the CHPE till July 2015. These included:

- All study guides for students in the MB,ChB Programme: MB,ChB I-VI theory and clinical modules: formatting, duplication and distribution to different departments.
- Administration of student feedback of all modules of the MB,ChB programme – theory and clinical modules.
- Administration of student feedback of the five undergraduate programmes of the Faculty – final year students in each programme.
- All the administration of the Elective modules of MB,ChB IV & V.
- The compilation of the prescribed booklist of the Faculty: The information is provided by the different programmes. The booklist is distributed to the different book dealers Responsible for administering the “language tests” of all 1st year students in MB,ChB I, BSc Physiotherapy and Dietetics at the beginning of each year.
- Central administrative support provided to module chairs of the MB,ChB programme.

In July 2015, MB,ChB separated from the CHPE and the above mentioned functions now reside solely under the MB,ChB office.

STUDENT SUPPORT

BACKGROUND

Student support activities were started in the Centre for Health Professions Education, in 2006. The aim of the activities was to address the complexities associated with an increasing number of medical students who came from diverse schooling and psychosocial backgrounds. An extended degree programme was introduced in 2006 to address some of these complexities. Internationally a consciousness of students requiring intensive support, with adjustment to bridging the gap from high school to university and coping with various life skills dawned on academic communities. The faculty also saw this need extending beyond the first year of study through to the final year of study.

AIM AND PURPOSE

Support, advice and feedback are provided via the programme committee to the general student body and academic staff. The main function of the support staff remains, however, to specifically identify students at high risk. Dr Alwyn Louw is commissioned to support all students in the first year of study, including MB,ChB I, Physiotherapy I (only during Inter-professional Phase), Dietetics I (only during Inter-professional Phase) as well as the Extended Degree programme I

and II students in these disciplines. Dr A. Bawoodien provides support to MB,ChB II to VI students. MB,ChB II is a known high risk year in medical curricula. The volume of work is enormous and many new concepts are introduced. It is also developmentally a transition phase for students. The impact on academic activities is tangible. Focus on this group for the provision of academic and psychosocial support is imperative.

Students entering the final year of study are the next group that needs support. They are on the verge of embarking on high stakes examinations. For many years they have been handling copious amounts of information which now has to be assimilated and applied in examinations over a short period of time. Their resilience and ability to cope with stress is severely challenged at this time. To ensure a high throughput of this group of students, optimal academic and psychosocial support needs to be provided.

It is indeed gratifying to note the constant upward trend in die MB,ChB II and VI success rates over the past number of years. Although many factors have an influence on student success, we believe that our student support activities played a major role in this achievement.

ACTIVITIES

The support services at the CHPE are guided mainly by academic results. All students with test results below 50% in the theory modules and below 60% in the clinical modules are invited to make an appointment with student support staff. This happens via email with the necessary confidentiality of the student being maintained. Students showing persistent underperformance and/or reluctance to accept an invitation may be individually invited via various confidential routes.

Students requiring academic or other support may also be identified by peers, mentors, tutors, lecturers, parents or by self-referral. It is important to maintain an open line of communication between students and the academic staff.

Students need to have their fears of marginalisation allayed. This, together with embarrassment of underperformance, anonymity and self-efficacious behaviour are factors impinging on the degree to which effective use is made of available support services.

These services provided by the CHPE are marketed through direct contact with students, during first year information sessions to students and parents and via the registrar's office. The registrar's office has set up a database of services provided and the route to follow (organogram) which is provided to students and parents.

Upon acceptance of an invitation, students are screened for various factors which may impact on academic performance. They are then referred appropriately depending on whether academic, psychological, social or financial support is required. More than often they are managed by the academic program facilitators i.e. Dr Louw or Dr Bawoodien.

The CHPE student support arm strives towards optimising the use of the services, dispelling negative perceptions of the services provided and encouraging a help-seeking behaviour in the students at the FMHS.

Alwyn Louw and Aziza Bawoodien

RESEARCH AT CHPE

Research in health professions education represents a growing field of interest internationally. This interest is reflected in the research activity and output at the CHPE.

PUBLICATIONS IN PEER-REVIEWED JOURNALS - 2015

Frantz MJ, Bezuidenhout J, Burch CV, Mthembu S, Rowe M, **Tan C**, Van Wyk J, **Van Heerden BB**. The impact of a faculty development programme for health professions educators in sub-Saharan Africa: an archival study. *BMC Medical Education* 2015; 15 (28):1-15

Kiguli-Malwadde E, Talib ZM, Wohltjen H, Connors SC, Gandari J, Banda SS, Maggio LA, **Van Schalkwyk SC**. Medical education departments: a study of four medical schools in Sub-Saharan Africa. *BMC Medical Education* 2015;15: 109.

Leibowitz B, Bozalek V, **Van Schalkwyk SC**, Winberg C. Institutional context matters: the professional development of academics as teachers in South African higher education. *Higher Education* 2015; 69 (2): 315-330.

Leonardi M, Sykes CR, Madden RC, Napel H, Hollenweger J, **Snyman S**, Martinuzzi, A. (2015). Do we really need to open a classification box on personal factors in ICF? *Disability and Rehabilitation*, Early online (October), 1–2.
doi:10.3109/09638288.2015.1089604

Louw AJN, De Villiers A. Teaching first aid in high schools: The impact on students in the health sciences extended degree programme. *South African Journal of Higher Education* 2015; 29 (1): 198-210.

Snyman S, Von Pressentin KB, Clarke M. International Classification of Functioning, Disability and Health: Catalyst for interprofessional education and collaborative practice. *Journal of Interprofessional Care* 2015; 29(4), 313–319.
doi:10.3109/13561820.2015.1004041

Young T, Rohwer A, **Van Schalkwyk SC**, Volmink J, Clarke M. Patience, Persistence and Pragmatism: Experiences and Lessons Learnt from the implementation of clinical integrated teaching and learning of Evidence-Based Health care – A qualitative study. *Plos One* 2015, June 25: 1-19.

Van Schalkwyk SC. Medical Education to strengthen health systems in Africa: MEPI as a catalyst for change. *African Journal of Health Professions Education* 2015;7(1):68-69.

Van Schalkwyk SC, Kok N, Conradie HH, Van Heerden BB. Academic achievement of final-year medical students on a rural clinical platform: Can we dispel the myths? *African Journal of Health Professions Education* 2015;7(1):115-118.

Van Schalkwyk SC, Bezuidenhout J, De Villiers MR. Understanding rural clinical learning spaces: Being and becoming a doctor. *Medical Teacher* 2015;37: 589-594.

Van Schalkwyk SC, Leibowitz BL, Herman N, **Farmer J**. Reflections on professional learning: Choices, context and culture. *Studies in Educational Evaluation* 2015; 46:4-10,

Voss M, Coetzee JF, Conradie H, **Van Schalkwyk SC**. 'We have to flap our wings or fall to the ground': The experiences of medical students on a longitudinal integrated clinical model. *African Journal of Health Professions Education* 2015;7(1):119-124.

CHAPTERS IN BOOKS - 2015

Bezuidenhout J; **Van Schalkwyk S. (2015)**. Developing the research question: setting the course for your research travels. In: Cleland, J & S Durning. (eds). *Researching Medical Education*. 35-42.

De Villiers M; **Van Schalkwyk S. (2015)**. How to facilitate small-group learning. In: Mash B & J Blitz. (eds). *South Africa Family Practice Manual (3rd. ed.)*. Van Schaik: Pretoria. 603-605.

Hean S, Doucet S, Bainbridge L, Ball V, Anderson L, Baldwin C, Green C, Pitt R, **Snyman S**, Schmitt S, Clark P, Gilbert J Oandasan I. (2015). Theoretical Approaches to Interprofessional Client-Centered Collaborative Practice. In C. Orchard & L. Bainbridge (Eds.), *Interprofessional Client-Centred Collaborative Practice: What Does it Look Like? How Can it be Achieved?* Nova Science Publishers. Retrieved from https://www.novapublishers.com/catalog/product_info.php?products_id=56064&osCsid=2ffa3cc44dfda623877ef9c2d5373a50 (ISBN: 978-1-63483-811-5).

INTERNATIONAL ORAL PRESENTATIONS - 2015

Blitz J; Archer E; De Villiers M; Van Schalkwyk S. Clinical teaching of undergraduate medical students: how do clinicians do it? AMEE, Glasgow, Scotland. 5-9 September 2015.

De Villiers M; Blitz J; Van Schalkwyk S; Walsh S. Staff and student perspectives on the use of lecture podcasts in medical curriculum. AMEE, Glasgow, Scotland. 5-9 September 2015.

Tan C; Cilliers F; Van Schalkwyk S. Exit level assessment of undergraduate medical students' clinical competence for sub-Saharan Africa using the context of the Millennium Development Goals. AMEE, Glasgow, Scotland. 5-9 September 2015.

Van Schalkwyk S; Voss M; Bezuidenhout J; De Villiers M. Final year medical students' reflections on their clinical learning experience in urban and rural settings. AMEE, Glasgow, Scotland. 5-9 September 2015.

Young T; Rohwer A; Van Schalkwyk S; Volmink J; Clarke M. Experiences and lessons learnt from the implementation of clinically integrated teaching and learning of evidence-based health care. AMEE, Glasgow, Scotland. 5-9 September 2015.

NATIONAL ORAL PRESENTATIONS – 2015

Ahlers O, Treadwell I, **Van Heerden BB**. LOOOP: a web-based tool to ease curriculum development, curriculum mapping and accreditation processes. Workshop presented at the SAAHE/TUFH Conference, Johannesburg, September 2015.

Archer E, Bitzer EMB, **Van Heerden BB**. Towards understanding how patient-centeredness is (not) learnt by undergraduate medical students: A student behaviour perspective. The Network and SAAHE Conference. Johannesburg 12-16 September 2015.

Archer E, Bitzer EMB, **Van Heerden BB**. Towards understanding how patient-centeredness is (not) learnt by undergraduate medical students: A student behaviour perspective. Scholarship of Teaching and Learning Conference. Stellenbosch. 27-18 October 2015. PRICE WINNER

Kok N; Van Schalkwyk S, Conradie, H. Community-based education on a rural platform: Through the eyes of our patients..... Oral presentation. The Network: Towards Unity for Health and SAAHE Conference 12 – 16 September 2015. Gauteng.

Kok N; Conradie, H; De Villiers, M; **Van Heerden, B; Van Schalkwyk, S**. A three-year study assessing the academic performance of Rural Clinical School (RCS) students. Oral presentation. Ukwanda Rural Research Day. 18 – 19 March 2015. Worcester, Cape Town.

Louw A, Young G, **Bawoodien A**. A progress evaluation of Extended Degree Programme (EDP) students at Stellenbosch University (FMHS) - determining reasons for differences in performance. EDP Colloquium. Cape Town. August 2015.

Louw, A, Bawoodien A. Differences in performance of Extended Degree Programme-students leads to small but effective interventions. Scholarship of Teaching and Learning Conference. Stellenbosch. 27-18 October 2015.

Young T, **Van Heerden BB**. Informing medical education: finding, reading and using systematic reviews. Pre-conference Workshop presented at the SAAHE/TUFH Conference, Johannesburg, September 2015.

PROJECTS

- Archer E, Keiller L. The use of technology in the teaching and learning of procedural skills in Health Professions Education - N14/02/009.
- Archer E, Van Heerden B. Attitude towards patient-centeredness during medical school training. A longitudinal study - S13/09/167.
- Archer E, MB,ChB student K Kotze. Determining students' experiences of their clinical learning environment in a South African academic hospital: validating an adapted questionnaire - S14/09/185.
- Archer E, MB,ChB student Kulenkamph C. Post Exposure (bodily fluids) Protocol: Knowledge and Practice among medical students at Tygerberg Hospital - S14/10/258.
- Archer E, Smuts E. A peak at procedural skills competence of final year MB,ChB students - N14/08/104.

- Blitz J, Van Schalkwyk S, Archer E. Teaching strategies in the clinical area - N13/03/40.
- Blitz J, De Villiers M, Walsh S, Van Schalkwyk S. SURMEPI: Podcasting from the lecturer's point of view - S12/01/022.
- Louw A. The impact of a new revised curriculum on the experience levels in crucial generic skills of first year students - N07/03/058.
- Louw A. Curricular refinement on foundation phase based on initial perspectives of lecturers and students - N07/10/235.
- Louw A. A progress evaluation of students in the EDP programme since 2007 - N11/03/067.
- Louw A, Volschenk M. Curriculum evaluation focusing on generic skills implemented into the Inter-professional Phase of the curriculum - N15/08/073.
- Snyman S, Geldenhuys M. Did exposing an Inter-professional class of first years to an underserved community contribute to the students' contextualisation of the determinants of health? - N14/07/080.
- Van Schalkwyk S, Christodoulou, M, Bezuidenhout J, Blitz J. Who is the Student? Defining the socio-cultural identity and learning preferences of undergraduate students in the first year of Health Sciences studies. (FIRLT funding): (Co-investigator).
- Marais D, Barsdorf N, Bovjin J, Dudley D, Kok N, Moodley K, Willems B, Young T, Van Schalkwyk S. An audit of current activities aimed at facilitating undergraduate research among students at the Faculty of Medicine and Health Sciences.

TEACHING DEVELOPMENT GRANT PROJECTS

In addition to the projects listed above, the CHPE is responsible for the following Teaching Development Grant projects:

2015/2016 CYCLE:

- Promoting the scholarship of teaching and learning: BB van Heerden
- Implementation of a longitudinal portfolio in the MB,ChB programme: M Volschenk
- Faculty development for clinicians in their educational role: J Blitz
- The development and implementation plan for a research strategy for health professions education research: S van Schalkwyk

OTHER ACTIVITIES IN THE CHPE

SUBICC

In 2014, SU was awarded BICC (BEME International Collaborating Centre) status based on a joint submission from the Centre for Evidence-Based Health Care and the CHPE. The SUBICC is led by Prof Taryn Young and Prof Ben van Heerden who are supported by a small team within the FMHS, including representatives from the CHPE. In 2015 Prof Young attended both the AMEE conference and BEME Board and Research meetings in Scotland. The work within BEME offers the Faculty a unique opportunity to participate at international level in the field of Health Professions Education research. In 2015 Prof Susan van Schalkwyk was invited to join the 10-member BEME Review Editorial Committee and she also heads up the BEME reviews that are allocated to the SUBICC. In addition, a systematic review of the BEME reviews that have been published to date, was conducted by Anel Schoonees in collaboration with Profs Young and Van Schalkwyk. This work was presented at a conference later in the year. Finally, a workshop on reading and critically appraising systematic reviews was conducted for team members and other interested staff from both Centres.

SURMEPI

The Stellenbosch University Medical Education Partnership Initiative (SURMEPI) which was established in 2010 as a result of a PEPFAR-funded grant via the Medical Education Partnership Initiative (MEPI) officially ended its five-year term in 2015. A no-cost extension into 2016 has been granted to finalise key SURMEPI projects. This grant continued to have a significant impact on the work within the CHPE strengthening the stature of teaching and learning within the Faculty. A number of CHPE staff continued to contribute to and benefit from SURMEPI's presence in the FMHS, through presenting and attending SURMEPI funded workshops and writing retreats, study grants (currently three of our PhD in HPE candidates receive some form of funding from SURMEPI), and support for conference attendance. SURMEPI has also enabled the establishment and development of numerous new and existing collaborations with colleagues across sub-Saharan Africa. In 2015, SURMEPI funds and initiatives were instrumental in facilitating awareness raising events at the Rural Clinical School, supporting innovative learning and teaching activities (i.e. the Amazing Race), and supporting undergraduate research. CHPE staff were involved in a number of these initiatives.

CONTRIBUTION TO THE FIELD OF HEALTH PROFESSIONS EDUCATION

ELIZE ARCHER

- SAAHE Regional representative
- Reviewer for Network Conference and SAAHE
- Reviewer for several national and international Health Profession Education Journals
- Convenor: Academic Year Day
- Invited speaker: Netcare Research day
- Serves on Committee for Undergraduate Teaching, FMHS
- Internal examiner for Master's degree

AZIZA BAWOODIEN

- External examiner: Assessment of Module to MB,ChB II students at UCT: Becoming a Doctor
- Internal moderator: Clinical Skills module MB,ChB III

JULIA BLITZ

- Member of the WONCA Working Party on Education
- Associate Editor: African Journal of Health Professions Education
- Reviewed for three International Journals in 2014 (Medical Education; BMC Medical Education; Rural and Remote Health)
- Building Family Medicine Programmes in Africa. Primafamed Conference, Accra, Ghana May 2015
- Attended Rogano 2015 meeting
- Contributed to FoRCE becoming a special interest group of SAAHE
- Appointed as adviser to Nelson Mandela Metropolitan University – Transforming Health Sciences Education to Support Equity in Health
- Invited to South African Committee of Medical Deans' Curriculum Committee workshop on faculty development

ALWYN LOUW

- Reviewed for National Journal (AJHPE) in 2015
- External examiner for PhD degree (UKZN)
- Internal examiner for Master's degree
- SAFRI fellow and faculty
- Faculty representation: First-year Academy initiative
- Serves on Committee for Undergraduate Teaching, FMHS
- Serves on MB,ChB and M Phil programme committees
- Represents faculty on Student Support committee at main campus.
- Represents FMHS at Stellenbosch University EDP task-team.

STEFANUS SNYMAN

- Member: CanMEDS 2015 International Advisory Board
- Secretariat: WHO Functioning and Disability Reference Group (FDRG)
- Member: In-2-Theory Network, an international network with a remit to develop social science theory, and explore its practical application to inter-professional collaborative practice and inter-professional education.
- Internal examiner: 2 Master's degrees
- Member of the Committee for undergraduate Education (FMHS)
- Facilitator: Developing an Inter-professional Education and Collaborative Practice Strategy for the Northwest University

BEN VAN HEERDEN

- Chairperson of Undergraduate Education and Training Subcommittee of the Medical and Dental Professions Board
- Member of the Education and Registration Committee of the Medical and Dental Professions Board
- Member of the Standards Generating Body (SGB) committee of the Medical and Dental Professions Board
- Chairperson of a panel of the HPCSA that evaluated the BCMP programme of the University of Pretoria) for accreditation
- Member of a panel of the HPCSA that evaluated the MB,ChB programme of the University of KwaZulu-Natal for accreditation
- Section editor: African Journal of Health Professions Education
- Member of the Board of Directors and Faculty member of the Sub-Saharan Regional FAIMER Institute (SAFRI)
- Deputy Chair of the Stellenbosch University BEME International Collaborating Centre
- Member of the Senate Committee for Learning and Teaching
- Member of the Committee for Undergraduate Education (FMHS)
- Member of the Committee for Postgraduate Education (FMHS)
- Chairperson of the MB,ChB Programme Committee and MB,ChB Programme Coordinator
- Module Chair of the MB,ChB Elective Modules 441 and 541
- Module Chair of the Leadership in Health Professions Education module of the MPhil in HPE
- Co-supervisor for PhD in HPE student, Sr Elize Archer
- Manager of the Teaching Development Grants (TDG) of the FMHS.

SUSAN VAN SCHALKWYK

- Obtained NRF C3 rating
- Member of Stellenbosch University BEME International Coordinating Centre (SUBICC)
- Selected member of the BEME BREC
- Medical Education Partnership Initiative (MEPI) Medical Education Research Technical Working Group Lead
- AMEE Research Committee member
- Invited participant: Bellagio Conference (Italy), *Towards a Universal Medical Student Curriculum for Global Health*. Host institution: Yale University, USA. 15 – 19 June 2015.
- Invited facilitator: Workshop: Introduction to Scientific Writing. Primafamed, Accra, Ghana. 4-5 May 2015
- Invited facilitator: Writing Retreat: University of Botswana, 8 – 10 April 2015
- SU representative on the NRF-funded *Strengthening postgraduate supervision* project
- Associate Editor: BMC Medical Education
- Guest editor: Special Edition: AJHPE
- Reviewed for four International Journals in 2015 and two South African Journals
- Reviewed for NRF rating applications
- Reviewed Ad Hominem promotion application: University of Zambia
- Reviewed conference abstracts for SOTL
- Chair: CHPE Postgraduate Programme Committee
- Serves on the FMHS Postgraduate programmes committee
- Serves on the programme committee for the PG Dip in HE(T&L)
- External examiner: UCT: PG Dip in HPE

MARIETTE VOLSCHEK

- Serves on M Phil Programme Committee

THE TEAM



Sr Elize Archer is a Critical Care Nurse by training. She graduated from the University of the Free State (BSocSc Nursing) and Stellenbosch University (BSocSc Hons in Critical Care Nursing) and previously worked in private and government hospitals where she was largely responsible for bedside teaching of Critical Care or critical care nursing students. Elize completed her Masters in Higher Education in 2008 and is currently busy with her PHD in Health Professions Education. The focus of this research is patient-centeredness in undergraduate medical students. Since Elize joined the University of Stellenbosch in 2005 she is the manager of the Clinical Skills Centre; and from January 2015 she holds a senior lecturer post. She heads a team of four registered nurses who mainly present a formalized clinical skills curriculum to the undergraduate MB,ChB practical curriculum. She is responsible for the teaching and assessment of several clinical skills modules in the Clinical Skills Centre.

Dr Aziza Bawoodien (MB,ChB, MFamMed, BScHonsMedSci (Epidemiology)) is the Clinical Progress Facilitator. Her background is Family Medicine and her main interest is student well-being. Her responsibilities focus on identifying and remediating underperforming medical students from MB,ChB II to MB,ChB VI. She assists in managing students with impairments. She is also involved in undergraduate teaching and serves on the MB,ChB programme committee



Associate Professor Julia Blitz is a Family Physician employed in the Division of Family Medicine and Primary Care at Stellenbosch University. In 2008 she completed a Postgraduate Certificate in Higher Education which gave her the theoretical foundation for her interest in health professions education. She works part-time in the CHPE tasked with facilitating faculty development activities provided for academic staff to strengthen their teaching competence. In 2014 she became a registered PhD student researching “Clinical teaching on an expanding training platform: designing a fit-for-purpose model of faculty development for emerging clinical teachers in a resource-constrained environment”.

Anna-Mare de Wet is currently working in the Clinical Skills Centre. She is a registered nurse with a Postgraduate qualification in ICU, Primary Health Care and Occupational Health Nursing. She enjoys working with the undergraduate students.





Ms Jenny du Plooy has an Office Administrator Certificate from CPUT. She is the Secretary for the CHPE and provides administrative support to the Director and other senior personnel of the CHPE. She is responsible for the day-to-day running of the Centre as well as organising various workshops and seminars.

Sr Bronwen Espen, a registered Critical Care nurse, joined the clinical skills centre in 2009. She is responsible for late clinical rotation teaching in the MB,ChB programme and the Introduction to Emergency Medicine in 4th year. Her main interests are using simulation scenarios for teaching communication skills and teamwork. She is currently registered as an MPhil student in HPE at SU.



Ms Carmen Gabriels, obtained a BA degree from Stellenbosch University and will be graduating shortly with a BPhil degree in Document Design and Analysis. She is an administrative officer who is responsible for all the educational capacity development activities offered by the centre.

Dr Alwyn Louw (PhD), educational advisor, coordinator of the Extended Degree Programmes, and Chair of the Inter-Disciplinary- and MB,ChB Phase I programmes. He teaches and supervises PhD and MPhil students in HPE programme, and is also a fellow and faculty member of SAFRI. His responsibilities focus furthermore on first year matters which include management and student support. He has an educational background, and his research focus is on student success and curriculum innovation.



Ms Lorraine Louw has a Medical Secretarial Certificate from Tygerberg Technical College and is the Administrative co-ordinator of the MPhil in HPE. She provides administrative and secretarial support to the MPhil and PhD students in HPE.

Mrs. Edwardene Marais is the Senior Secretary for the CHPE and provides administrative support to the Director and other senior personnel of the CHPE. She is responsible for the day-to-day running of the Centre as well as organising various workshops and seminars. Mrs Marais joined CHPE in October 2015.



Ms Tracey Pietersen is the Office Administrator at the Clinical Skills Centre. She provides administrative support to the staff and students at the Centre. She is also responsible for the day-to-day running of the Centre.

Ms A'isha Salaam has an Executive Secretary Diploma obtained from Boston Business College. She is an Administrative Officer for the CHPE, and provides administrative support for module and phase chairs of the MB,ChB programme.



Dr Stefanus Snyman (MB,ChB; MPhil (HealthScEd); Diploma in Occupational Medicine) is Manager: Inter-professional Education as well as Practice and Service-learning. Stefanus serves on the executive of the WHO's Functioning and Disability Reference Group (FDRG). He is also member of the CanMEDS 2015 International Advisory Board and the In-2-Theory Network - an international network with a remit to develop social science theory, and explore its practical application to inter-professional collaborative practice and Inter-professional education.

Ms Anna Skotz is a Laboratory assistant in the Clinical Skills Centre. She is responsible for the maintenance of the equipment in the Centre.





Sr Estelle Smuts a part-time Clinical Facilitator in the Clinical Skills Centre, started her affiliation with SU as a Diploma in Nursing Education student in 2004. In 2006 she joined the Nursing Division as a part-time Clinical Facilitator for the Diploma in Critical Care students. In 2007 she also joined the Centre for Health Professions Education, as a part-time Clinical Tutor in the Clinical Skills Centre. She completed a MPhil in Health Sciences Education (US) in 2010, a Post Graduate Diploma in Monitoring and Evaluation (US) in 2012 and a Post Graduate Diploma in Primary Health Care (US) in 2013. She is currently studying towards a BTech degree in Occupational Health Nursing (CPUT).

Ms Charmaine van der Merwe joined the Clinical Skills Centre in April 2014, where she is responsible for various teaching and learning activities. She graduated from Stellenbosch University (BCur) and University of Johannesburg (Post graduate diploma Critical Care Nursing), and is currently busy with an MPhil in Higher Education at SU. She previously worked as a registered critical care nurse in various private hospitals, and also as an educator at a private nursing institute



Professor Pieter-Luttig (Budgie) van der Merwe was associated with the Department of Paediatrics and Child Health until his retirement in 2009, serving as Departmental Chair for a number of years. After he retired he joined the CHPE on a part-time basis to support the academic management of the MB,ChB programme and was the overarching Chair of the theory modules in the Clinical Phase of the programme. Professor Van der Merwe passed away in January 2015.

Professor Ben van Heerden specialised in Internal Medicine and Nuclear Medicine. He was appointed as Professor, Chief Specialist and Head of Nuclear Medicine at Tygerberg Hospital and Stellenbosch University (SU) in 2000 and subsequently served as Head of the School of Medicine of the Faculty of Medicine and Health Sciences (FMHS) of SU from 2001 – 2005. In 2006 he became the founding Director of the Centre for Health Professions Education of the FMHS. He is also the coordinator of the University's MB,ChB programme as well as the chair of the MB,ChB programme committee and the MB,ChB selection committee. He was the programme coordinator for the MPhil and PhD in Health Professions Education until the end of 2014. Prof Van Heerden is a Board member of the South African Medical and Dental Professions Board and chairperson of its Undergraduate Education and Training Subcommittee. He has been a FAIMER fellow since 2006 and member of the Board and faculty member of the Sub-Saharan Africa FAIMER Regional Institute (SAFRI). He is also a section editor of the African Journal of Health Professions Education (AJHPE). Prof Van Heerden is currently the deputy chair of the SU BEME International Collaborating Centre. He received the National Award for Excellence in



Teaching and Learning of the Higher Education Learning and Teaching Association of SA (HELTASA) and Council on Higher Education in 2010.



Associate Professor Susan van Schalkwyk (PhD) has been Director of the CHPE since July 2015. A key component of her work is as educational advisor for the Stellenbosch University Rural Medical Education Partnership Initiative (SURMEPI). She is currently conducting a five year study investigating the clinical training of health care workers in rural contexts. Prof Van Schalkwyk has an established background in facilitating the professional education of academics in their teaching role. Other research interests include academic writing and postgraduate studies.

Ms Myrna van Zyl had a Teaching Diploma from Denneoord Teachers' College, Stellenbosch. She provided administrative support to the MB, ChB programme and also handled all the administration of the elective modules of MB, ChB IV & V programme. She was also responsible for the evaluation of all modules of the MB,ChB programme. Ms Van Zyl passed away in November 2015.



Ms Mariette Volschenk joined the CHPE in April 2015 as educational advisor. Her key focus areas include providing educational support for the implementation of the FMHS graduate attributes within programmes, and facilitating the development of a longitudinal portfolio to promote integration of the graduate attributes in the MB,ChB programme. She also teaches in the MPhil in Health Professions Education programme. Mariette is a registered professional nurse with postgraduate qualifications in Neonatal Nursing Science and Nursing Education. She was the first candidate to complete the MPhil in HPE programme at SU (2009, Cum Laude). She was previously employed as a clinical facilitator in the private sector, where she was responsible for programme development, as well as clinical teaching and accompaniment of undergraduate and postgraduate nursing students.

