



# ANNUAL REPORT 2017



UNIVERSITEIT  
STELLENBOSCH  
UNIVERSITY

CENTRE FOR  
HEALTH  
PROFESSIONS  
EDUCATION

Academic Leadership  
Enabling Environment  
Quality Health Care



# CENTRE FOR HEALTH PROFESSIONS EDUCATION

## Vision

The Centre for Health Professions Education (CHPE) will provide excellent academic leadership in Health Professions Education (HPE) aimed at the learning practices of students and educational practices of academics, which will facilitate the creation of relevant health care provision in Africa.

## Mission

The CHPE strives to stimulate and promote the scholarship of teaching and learning in the Health Sciences by working with those involved in teaching, in whatever form, across the Faculty of Medicine and Health Sciences (FMHS). Our ultimate goal is the promotion of quality teaching through the provision of meaningful learning opportunities for our students. A key premise for all our work is that it be evidence-based and to this end we engage in and provide support for HPE research both within the Faculty and through national and international networks.

The **CHPE's philosophy** is built on a number of key principles, including:

- *Excellence in scientific practice*
  - *A culture of diversity*
- *Community-orientated/engaged approaches*
  - *Interdisciplinarity*
- *And a learning-centred culture*

<b>CHPE Vision and Mission</b>	i
<b>Foreword by the Vice Dean Learning and Teaching: Prof Julia Blitz</b>	iii
<b>Message from the Director: Prof Susan van Schalkwyk</b>	iv
<b>Key Focus Areas</b>	1
Postgraduate Programmes	2
Learning and Teaching Enhancement	6
Strengthening Teaching and Learning	14
Research	17
<b>Other Activities and Highlights</b>	19
Inaugural Address	19
Appointment of Prof Paul Worley as Extraordinary Professor	20
Fellowship Award	20
Teaching Development Grants	21
International Student Visit	21
Reaching Out: The Educator to Educator Project	22
<b>Annexure 1</b>	23
<b>Annexure 2</b>	27
<b>Annexure 3</b>	29
<b>CHPE Staff</b>	34

## Foreword by the Vice Dean Learning and Teaching



### Prof Julia Blitz

As predicted in the 2016 report, the CHPE continues to go from strength to strength. It is settling comfortably into its identity as an academic centre, with further PhD graduates, increasing numbers of MPhil graduates and a growing number of publication outputs. It manages to combine what is becoming a significant service load in the faculty, with the pursuit of scholarly activity and the development of international recognition.

The staff of the CHPE continue to make important contributions to the faculty attaining its mission of creating and sustaining a culture of transformative learning. Their contributions are assisting with a number of initiatives aimed at strengthening learning and teaching and they are playing a vital role in curriculum renewal. It is heartening to see the number of faculty that enrolled in the MPhil in HPE programme, which can only augur well for the continued development of the scholarship of teaching and learning in the faculty. The pervasive presence of staff and graduates from the Centre, throughout the faculty and its structures, has served to increase awareness and provide opportunities for discussions of educational issues and interests.

A historic moment in the FMHS was Professor van Schalkwyk's inaugural address on the 21<sup>st</sup> September 2017, as the first Full Professor of Health Professions Education, not only at Stellenbosch University, but at any South African university. This was a proud moment to recognise her achievements and the Faculty's commitment to this young discipline.

I congratulate Professor van Schalkwyk and the CHPE team on another very successful year and look forward with eager anticipation to seeing what 2018 holds.



## Message from the director of the CHPE



### Prof Susan van Schalkwyk

Once again it is my privilege to share some reflections on behalf of the CHPE for 2017. There were many highlights for the Centre during the year. These include our ever-increasing footprint, and standing, in the FMHS in terms of providing support for teaching, learning and assessment activities; our postgraduate programmes that were particularly successful in 2017; and our growing stature both nationally and internationally in terms of HPE scholarship.

Support for teaching, learning and assessment is spread across the different programmes (both undergraduate and postgraduate), from the formal classroom to the furthest ends of the clinical training platform, and includes providing input into curriculum renewal practices (such as the contribution made to the MB,ChB curriculum renewal project), and numerous niche areas, such as incorporating graduate attributes; longitudinal ePortfolios; empathy as a requirement for clinical communication; postgraduate supervision; and blended learning. Our work continues to be supported by the Simulation and Clinical Skills Unit, and the Unit for Learning Technologies.

Our postgraduate programmes are going from strength to strength. In 2017 we had 15 graduates in our MPhil programme (the highest number ever) and two PhD graduates. We are very proud of this achievement, particularly when we take into account that we are a small staff. As we envisage that these programmes will continue to grow (particularly at PhD level), we are especially grateful

for the additional staff that have been allocated to us through various funding mechanisms for 2018. Another very rewarding indicator is the number of staff within the FMHS who have enrolled for the programme of late. Currently we have a psychiatrist; an obstetrician & gynaecologist; an anaesthetist; a physiotherapist; an orthopaedic surgeon; two staff from Clinical Pharmacology; and one from Pathology across the first and second year groups. This is significant and bears testimony to the commitment of staff in the FMHS to strengthen their teaching acumen.

Equally important is to grow our standing both nationally and internationally. In 2017 this was addressed in a number of ways. Currently staff in the CHPE are involved in four different international studies, and a number of local and institutional projects. These projects are funded via NRF funds, Dr Elize Archer's Fellowship funds, various FIRLT awards and so forth. Given our increase in publication outputs in recent years (18 publications in peer-reviewed journals in 2017), our subsidy fund has also been able to serve as a catalyst for further projects and to support staff to attend national and international conferences. These additional funding sources have further made it possible to appoint researchers to assist with our growing number of projects.

Another key achievement was receiving an AMEE Research Grant. While the award amount was actually quite small, it was a very special moment when the CHPE, FMHS, and Stellenbosch University (SU) were featured up on the big

screen during the closing session at AMEE in front of more than 3000 people from across the world. In addition, both Dr Elize Archer (SAAHE Western Cape Executive) and Dr Alwyn Louw and Dr Lakshini McNamee (SAFRI faculty) extended their national and international affiliations during 2017. This is very exciting and bodes well for the future of the CHPE.

In addition, the CHPE continues to serve the Faculty and its vision and mission in many other ways. I am particularly proud of the Social Responsiveness initiative that was managed by our staff and had us all spending an entire day to revamp the playground at the Tygerberg Hospital School. It was a wonderful event giving us the chance to engage in physical work together. Subsequent debriefing conversations provided the opportunity for us to explore issues of difference, poverty and social justice. We have also had sessions in-house to engage with the report from the SU Task Team on Decolonisation.

I head up a wonderful team, and I do not wish to single out individuals – you can read about their many achievements elsewhere in this report. On the staff front, while we said goodbye to Dr Walter Liebrich, Dr Stefaans Snyman, and Sr Charmaine vd Merwe, no new appointments were made during the year, and this meant that mid-year changes had to be made to people's portfolios. I would like to thank the staff who shouldered additional responsibilities to ensure that we stayed up and running.

In addition we were fortunate to be able to secure the assistance of part time researchers (Ilse Meyer and San Schmutz – both MPhil in HPE graduates) to maintain research activities and to assist with teaching on the MPhil programme. This was funded via some of our research grants. Another area that continues to grow is that of learning technologies. While there have been several worthwhile achievements, including the huge task of moving the podcast server to a new site that is SU

supported, we are convinced of the importance of this portfolio and are looking forward to exciting developments in 2018. The appointment of an Instructional Design intern is also expected to take us forward in this area.

I hope you will enjoy reading this 2017 Annual Report and that you will join me in celebrating our achievements for the year. I would like to believe that our collective successes as well as the milestones reached at individual level, ultimately contribute to providing an enriched educational environment at the FMHS in which people are enabled to work and to grow.



# KEY FOCUS AREAS

The CHPE has four key focus areas, namely Postgraduate Programmes (MPhil and PhD in HPE), Learning and Teaching Enhancement, Strengthening Teaching and Learning, and Research in HPE.

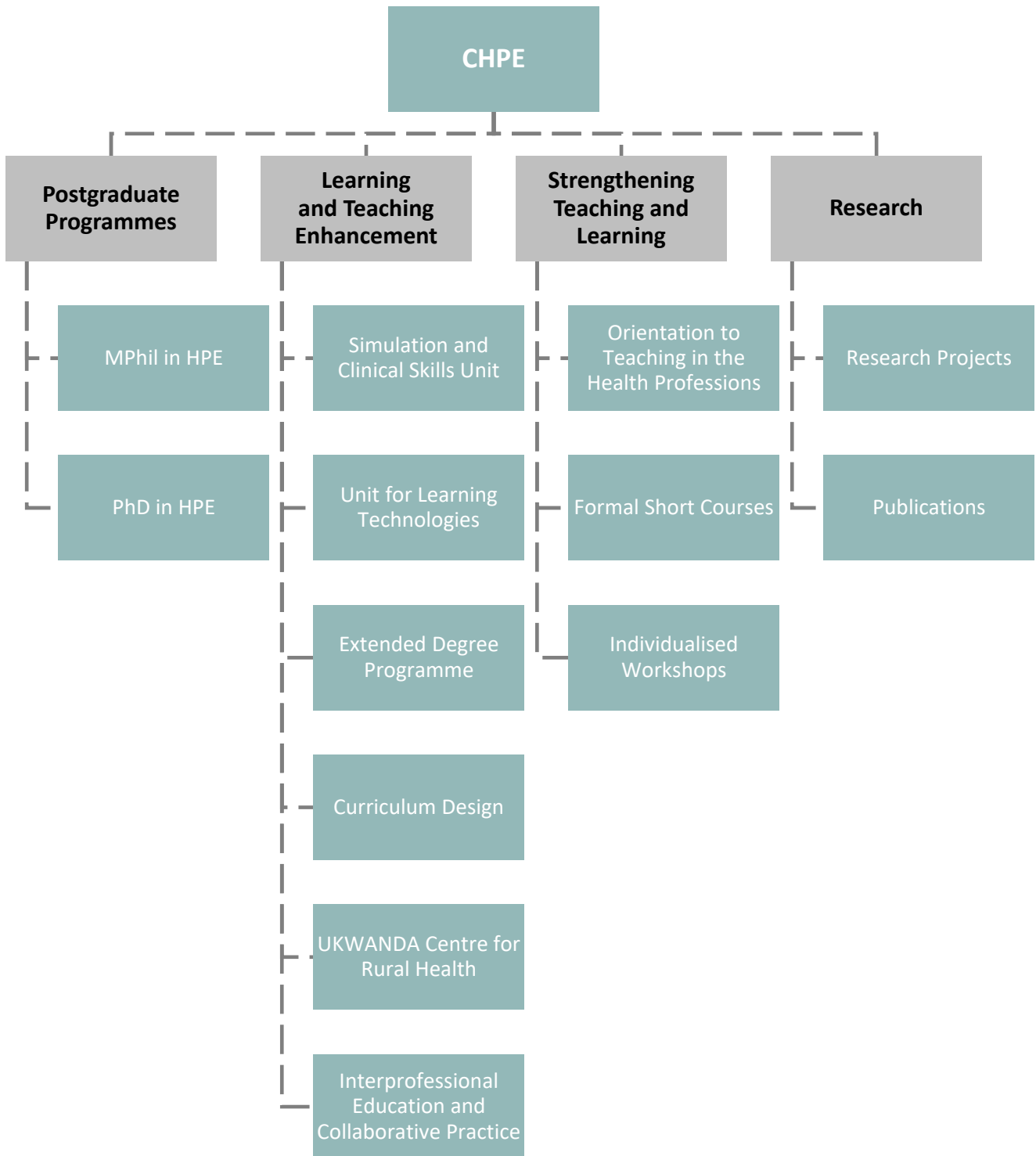


Figure 1. Key Focus Areas





## MPhil in Health Professions Education



MPhil in HPE Class of 2017. Professions represented: Dentistry, Medicine, Clinical Associate Practice, and Nursing

The MPhil in HPE continues to be one of the CHPE's flagship activities. At the end of 2017, we graduated the first three students from our newly revised curriculum that was implemented in 2016.

The new programme is structured to allow students to complete the majority of the core modules during the first year, leaving the greater part of the second year for the completion of the educational research assignment. This strategy seems to have enabled more students to complete their MPhil in HPE studies within the designated 2 years.

While there is only a small group of lecturers involved in the MPhil in HPE programme, they are extremely dedicated and we are proud to form part of the development of future HPE leaders and scholars.

The FMHS continues to value teaching and learning as a core function and is in the fortunate position to have a large number of committed teaching staff. The past few years have seen the emergence of a significant trend of increasing numbers of staff registering for the MPhil in HPE programme.





The 2018 cohort of students comprises the largest number of FMHS staff members to date. While it is the CHPE's vision to have graduates from the whole of sub-Saharan Africa, we are delighted with the fact that many of our own staff members are enrolling for our programme.



MPhil in HPE Class of 2018. Professions represented: Dentistry, Medicine, Paramedic Services, Pharmacology, Physiotherapy

It was with great delight that the CHPE saw its biggest cohort of MPhil in HPE graduates to date in 2017. As far as the topics go, the research assignments conducted by these 15 MPhil in HPE students span the large field of HPE.

The table below presents a summary of the students that graduated at either the December 2017 or March 2018 graduation ceremonies:

Student	Topic of Research	Supervisor(s)
<b>Govender MM</b>	The perceptions of basic science lecturers at Sefako Makgatho Health Sciences University on their need for health professions educator development.	Prof J Blitz Mrs C van der Merwe
<b>Haroun F</b>	Teaching medication administration to nursing students: a scoping review with a decolonial lens.	Dr AJN Louw Mrs C van der Merwe
<b>Molwantwa MC</b>	Medical Students' perceptions of their learning during longitudinal primary care clinical placements.	Prof SC van Schalkwyk
<b>Murray B</b>	The first African regional collaboration for emergency medicine resident education: the influence of a clinical rotation in Tanzania on Ethiopian emergency medicine residents.	Dr E Archer Dr EJ Smit
<b>Mutabani PA</b>	Exploring enrolled nursing and midwifery students' opinions on professionalism in their clinical placements.	Prof UME Chikte Ms E Turawa

Student	Topic of Research	Supervisor(s)
<b>Nuuyoma VN</b>	Feedback in clinical settings: perceptions of nursing students at a small rural district hospital in the southern part of Namibia.	Dr AJN Louw Mrs C van der Merwe
<b>Rahim MF</b>	Exploring medical students' perceptions on the effectiveness of a clinical skills rotation at a clinical skills laboratory.	Dr A Smith-Tolken Dr E Archer
<b>Schmutz AMS</b>	Exploring the Intricacies of Physiotherapy supervision interactions: perceptions of clinical educators and students.	Dr E Archer Mrs I Meyer
<b>Sepako E</b>	Alignment of current graduate attributes required of medical graduates of the University of Botswana to the expressed needs of users of the Botswana Health Service.	Dr ISDW Snyman
<b>Solomon PA</b>	Exploring the factors that impact on the non-attendance of physiotherapy clinical educators at faculty development training programmes at Stellenbosch University: a descriptive study.	Prof J Blitz
<b>Steyn J</b>	A retrospective content analysis of the ambulance emergency assistant refresher course outcomes as covered by FOAMed resources.	Prof SC van Schalkwyk Mrs L Keiller
<b>Sukrajh V</b>	The use of peer teaching to promote learning amongst senior medical students.	Dr AJN Louw
<b>Thomas H</b>	Exploring lecturers' perceptions and understanding of reflective practice in a newly implemented BSc Radiography curriculum at a South African University of Technology.	Ms M Volschenk Dr McNamee
<b>Van Niekerk LP</b>	Exploring medical laboratory scientist students' experiences during their fourth year clinical practice period.	Dr E Archer Ms M Volschenk
<b>Visser M</b>	The influence of a flipped classroom on the learning approaches of first year Speech-Language and Hearing Therapy students.	Dr AJN Louw Mr JJ van As

Table 1. Summary of MPhil in HPE students that graduated in December 2017 and March 2018





In 2011 the CHPE received accreditation to offer a PhD in HPE. To date, three students have completed the qualification and another three are currently registered for the programme.

---

### GRADUATED IN DECEMBER 2017/MARCH 2018:

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

AG Mubuuke: Exploring health science students' experiences of feedback in a problem-based learning tutorial: a case study in an African medical school. *Supervisors: AJN Louw and SC van Schalkwyk*

---

### PHD STUDIES IN PROGRESS:

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

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

R Meyer: Exploring the contextual influences on the learning experiences of nursing students at a private higher education institution: a case study. *Supervisors: SC van Schalkwyk and E Archer*



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

 **Simulation and Clinical Skills Unit**

Simulation as a means of teaching within HPE has now become an accepted and integral part of all the programmes at the FMHS. It provides a safe and controlled environment for students to learn skills before going into the clinical setting, especially with regards to invasive procedures. Students who are better prepared for clinical areas decrease the workload of the clinicians who are required to provide supervision to students.



Medical students practicing their Emergency Medicine skills in the SCSU

There has been a steady increase in the utilisation of the services and facilities of the Simulation and Clinical Skills Unit (SCSU) over the years, with more than 18 000 students passing through our doors in 2017.

The diagram below depicts the usage of the SCSU during 2017.

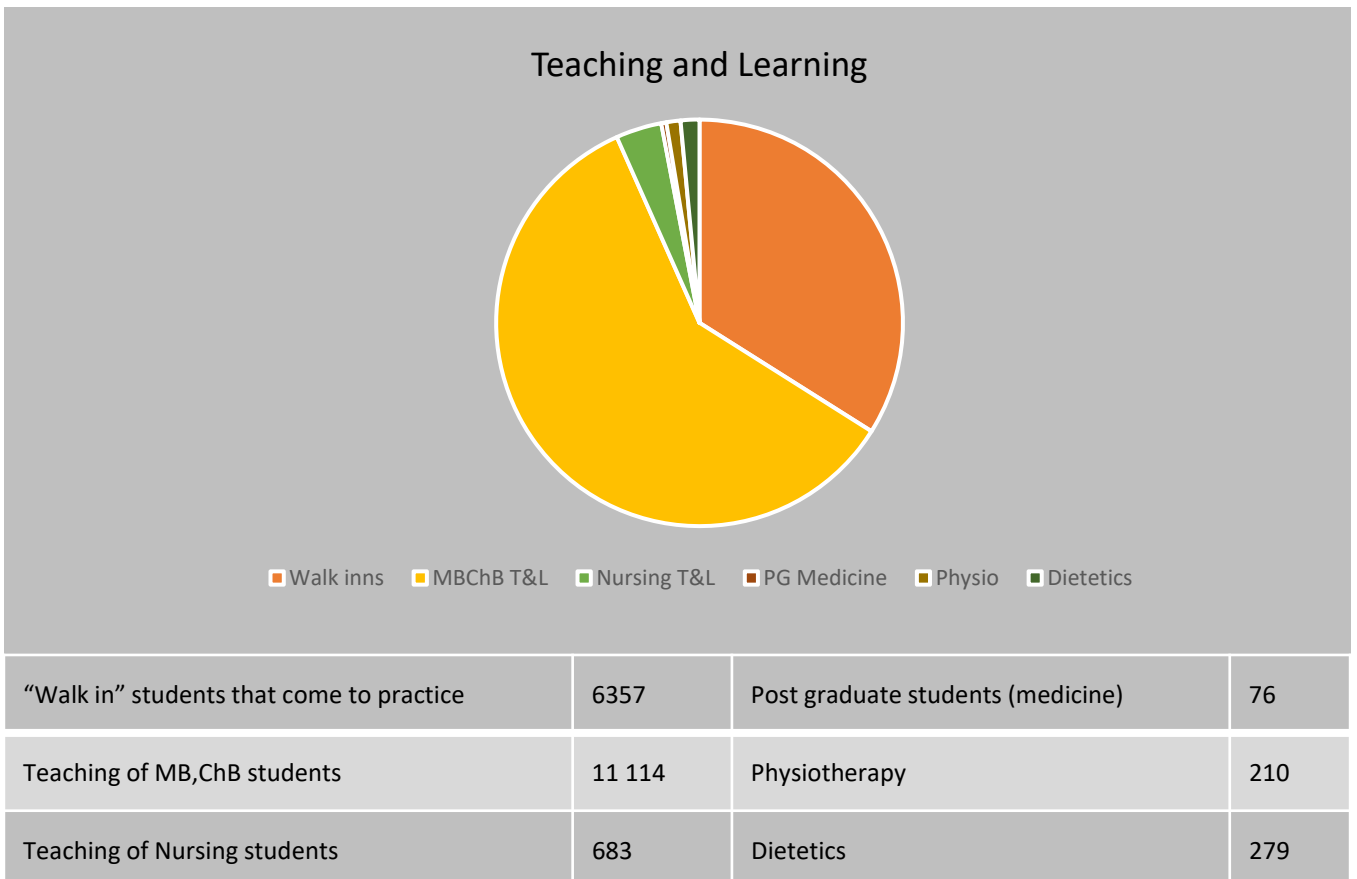


Diagram 1. Usage of the SCSU during 2017

The increased demands on the services of the SCSU necessitated the appointment of a registered nurse in a 5-days-a-week position. The SCSU is currently staffed by a Unit manager, one registered nurse, one administrative assistant, and a laboratory assistant. They are supplemented by two part time registered nurses and additional ad hoc clinical staff members. Most of the staff costs are supported by the Department of Higher Education and Training.

The SCSU is involved in a number of projects such as the Vaccination Initiative of the MB,ChB students during their infectious diseases block (pictured below). This creates a powerful learning opportunity for many of the fourth year MB,ChB students, allowing for the transfer of skills learned in simulation into actual practice while performing the skills under close guidance and supervision in the SCSU.



4<sup>th</sup> year MB,ChB students practice their vaccination skills on one another in the SCSU during the Vaccination Initiative



With assessment being an important component of skills development, the SCSU is increasingly being utilised for hosting large Objective Clinical Skills Examinations (OSCE's). Our Simulation Consultation rooms are in high demand for examination preparedness training by our own Faculty as well as the College of Medicine. In addition to providing suitable venues and equipment for teaching sessions, we have the direct responsibility of teaching and assessing three modules within the MB,ChB programme.

Students are continuously encouraged to make use of the Unit to practise in their own time, with SCSU staff available to assist them. Peer learning is encouraged and this resulted in the development of peer-assessment documents, which are available for students to use to critique one another when practising clinical skills in the SCSU.

The SCSU also plays an important role in the orientation programme of the Nelson Mandela/Fidel Castro (NMFC) medical students. The students returning to our Faculty spend a significant amount of time in the Unit, where various clinical skills are taught in small groups. Student feedback indicates that the SCSU teaching is regarded as immensely valuable by NMFC students, as it enables them to practice confidently on the same level as the mainstream MB,ChB students.

In addition to teaching the SU students, we are involved in teaching some students from other institutions, viz. Western Cape College of Nursing, Trauma and Critical Care for Advanced Life Support Training, and the University of the Western Cape Dentistry students who are taught Basic Life Support, airway management and suturing. This additional source of income funds our staff attendance at external workshops and conferences.

In 2016 Dr Elize Archer, head of the SCSU, completed her PhD on patient-centredness, exploring how medical students could be encouraged to learn and apply these principles in their interaction with patients. This has sparked an interest in the teaching and learning of communication skills using Standardised Patients, a variance of simulation. As a result, a new teaching intervention, which focuses on empathy with simulated patients, is currently being implemented with the third year MB,ChB students.

It is important to bear in mind that simulation cannot replace the clinical environment, and that simulation opportunities need to be deliberately integrated into curricula. We therefore continue to liaise with clinicians in order to improve teaching in simulation.



The Unit for Learning Technologies (ULT) was established in 2016 to facilitate the adoption of technology within the FMHS and promote the Information and Communications Technology (ICT) strategies of both the FMHS and SU as a whole.

A needs analysis conducted during 2016 indicated that the majority of lecturers at the FMHS were unaware of the learning technologies and support available to them. For this reason, the ULT decided to host a Learning Technologies Expo on the 24<sup>th</sup> of May 2017, which comprised of vendors exhibiting and offering workshops on a variety of available learning technologies. This created an awareness of the role of the Unit in the Faculty, and resulted in an increase in one-on-one consultations to assist with the integration of learning technologies in teaching and learning offerings.



Faculty exploring the various learning technologies available at the Learning Technologies Expo



---

### ULT FACILITATED WORKSHOPS, TRAINING AND SUPPORT

The ULT was involved in various initiatives to promote awareness of, and provide support with the use of available learning technology resources at the FMHS during 2017. These include:

- Collaboration with Dr Maya Adam from Stanford University to host a workshop on the making of instructional videos through storytelling.
- Assisting Elsevier with hosting a workshop on “Electronic resources to prepare students for a changing healthcare landscape”.
- Hosting a workshop on the flipped classroom, and assisting with departmental training on Turnitin, SUNLearn, the use of audio response systems and the making of educational podcasts.
- Assisting with the making of clinical teaching videos and using a GoPro to record surgical videos from the perspective of the surgeon.
- Providing input in formulating a social media policy for the CHPE and broadening the CHPE’s presence on social media platforms such as Facebook and Twitter.
- Creating an online resource page on the use of audio response systems for the CHPE website.
- Appointing an intern Instructional Designer at the end of 2017 to provide lecturers with instructional design support as a means to increase the use of blended learning in the Faculty.

---

## PROJECTS

In addition, several projects were launched and supported.

These included:

- Collaboration with Information Technology to develop and implement a new SharePoint platform for lecture recordings, which went live in February 2018.
- Developing a business case for a platform for virtual microscopy and obtaining funding from FINLO for the virtual microscope. This business proposal was based on a negotiation with the University of Cape Town to scan the slides and with New York University to make use of their virtual microscope platform. It was envisaged that this would considerably reduce the cost of a virtual microscope platform for the Faculty.
- Assisting Prof Jonathan Carr of Internal Medicine to develop a plan for online tutorials using SUNStream and supporting a FINLO application for the project. This resulted in developing a proposal to install Smart TVs at various sites on the clinical platform to facilitate these online tutorials.
- Supporting Forensic Pathology with a new project that focused on their online learning needs.

## Extended degree programme

Extended Degree Programmes (EDP) were instituted at SU in the mid-1990's in response to the growing need for alternative access routes to university studies. The FMHS implemented the EDP in 2006. The EDP is a collection of activities that consist of both foundational and mainstream content. The foundational component is aimed at equipping underprepared students with the academic foundation that will enable them to successfully complete their degrees. It focuses in particular on basic concepts and content, and on different approaches to learning.

The EDP at the FMHS comprises a fully integrated programme where students in the first and second years of their study programme enrol for modules from the mainstream programme, as well as for foundational modules. The first year (with the additional foundational component) spans a period of two years, and the overall study programme is therefore extended by one year. From their third year onwards, 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 school results required for

---

## CURRICULUM DEVELOPMENT

- Three members of the ULT team joined an institution wide curriculum renewal workshop at Devonvale as part of the FMHS MB,ChB Curriculum Renewal Initiative.
- We also worked with the exam's office and GERGA on the final stages of the e-assessment guidelines and developed a plug-in for SUNLearn where students have to accept the terms and conditions of the exam.



initial selection. It is important to note that all students selected to the EDP have to fulfil the minimum requirements set by the relevant faculty programme committees.

As programme co-ordinator, Dr Alwyn Louw manages all nine EDP modules, as well as the programme's budget. A total of 23 lecturers are responsible for facilitating student learning. There is ongoing innovation in the EDP programme, with the aim of optimising student success.

In 2017, a total of 84 students was enrolled in the EDP programme. This number consisted of 38 MB,ChB EDP I students, 38 MB,ChB EDP II students, four BSc Physiotherapy I, and four BSc Physiotherapy II students. EDP students at the FMHS have been performing well since the implementation of the programme. An average retention figure of well over the 80% has been maintained throughout. In 2017, a former EDP student Nitiksha Wesley passed her MB,ChB degree with distinction.

## Curriculum development initiatives

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

---

### GRADUATE ATTRIBUTES

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

In order to support the various undergraduate programmes at the FMHS with the task of considering these changes as they apply to the 2013 SU FMHS Graduate Attributes framework, the CHPE drafted a document in 2016 that reflects the abovementioned changes in a contextualised manner. This document served at the Committee for Undergraduate Teaching (CUT) in April 2017. An extensive literature review was further conducted, and a discussion paper prepared, to outline key elements of graduate attributes, competency-based education, outcomes-based education, and competency frameworks as applied to health professions education. The implications, challenges and concerns related to competency-based medical education, as well as pertinent recommendations, were included in the discussion paper. The discussion paper served at the CUT in May 2017, and at the MB,ChB programme committee in July 2017. Both documents have informed the MB,ChB curriculum renewal process that is currently underway at the Faculty.

Facilitation of various learning sessions on the FMHS Graduate Attributes for students in the EDP and MB,ChB programmes was also continued.

---

## ePORTFOLIOS

Various initiatives were undertaken during 2017 to promote the use of ePortfolios in learning and teaching programmes at the FMHS. These included:

- Facilitation of an ePortfolio workshop for the Department of Occupational Therapy, who are planning to introduce ePortfolios in an undergraduate service learning module.
- Hands-on training in the use of the Mahara ePortfolio platform on SunLEARN to undergraduate Speech-Language and Hearing Therapy students at the request of the undergraduate programme co-ordinator, who introduced an ePortfolio as part of one of their second-year modules.
- An ePortfolio pilot in the EDP during the first semester of 2017. All 42 first year students successfully completed ePortfolios that focused on the early development of graduate attributes, as well as professional identity formation. Faculty members acted as portfolio mentors for students. Each of the five mentors had seven to nine students per group and interacted with students both face-to-face in small groups, as well as individually on the ePortfolio platform.

---

## PROGRAMME RENEWAL

The MB,ChB programme is currently undergoing a major curriculum renewal and it is envisaged that the revised programme will be implemented in 2020. As of July 2017, Ms Mariette Volschenk from the CHPE was seconded to the MB,ChB Unit for three days a week to coordinate and manage the pre-implementation phase of the MB,ChB curriculum renewal project. During 2017 she facilitated three collaborative workshops, as well as nine individual workshop sessions with module teams to assist with the development of learning outcomes, teaching/learning activities and assessment strategies for the new modules of the revised MB,ChB programme. These workshops and consultation sessions are continuing into 2018.

Throughout this process Ms Volschenk has been tasked to ensure that the outcomes of the new modules, as well as the exit level outcomes of the renewed programme as a whole, are aligned with the Graduate Attributes of the FMHS. In addition, she is working with the nine new module teams to facilitate the concurrent development and integration of a longitudinal ePortfolio across the six years of study. It is envisaged that the ePortfolio will be utilized formatively during the first five years, focusing on the longitudinal development of each of the seven Graduate Attribute roles. This will culminate in a portfolio of evidence (for assessment) in the sixth year.

Ms Volschenk is also the primary investigator in a process evaluation study that is being conducted on the development of the renewed MB,ChB curriculum.

The Ukwanda Centre for Rural Health (CRH), headed by Prof Ian Couper, is closely aligned with the CHPE. This is especially important given our central focus on rural health professions education, with the Rural Clinical School (RCS) serving as a laboratory for innovation and experimentation.

During 2017, fifteen years after it was established, the Ukwanda Strategic Plan 2018-2022 was developed as part of the process of formalising the status of the Centre, which should be finalised in 2018. Significant successes of Ukwanda over this period were noted to be the following:

- Development of the RCS based in Worcester.
- Placement of final year medicine, occupational therapy (OT) and dietetics students in the RCS for their entire final year; a first for South Africa (and, in the case of OT, possibly the world).
- Establishment of integrated longitudinal clinical training for final year medical students in district hospitals (the Longitudinal Integrated Model), the first such programme in South Africa.
- Partnering with Worcester Regional Hospital to implement undergraduate and postgraduate training across the major medical specialties.
- Development of patient-based collaborative care across professions.
- Development of the Avian Park Service Learning Centre.
- Documentation of the faculty's rural medical training through numerous peer-reviewed articles, particularly through the support of SURMEPI.

Our vision is for Ukwanda to be recognised as an exemplary model for advancing rural health, locally and globally. As an academic centre of SU, our focus is on making a difference to rural health care through empowering students, health workers and communities for wellness. We do this by:

- providing transformative and contextualized training for students at all levels, in response to the needs of rural populations
- bringing together communities, students and staff motivated by passion, care and hope to respond to society's needs
- undertaking relevant and socially accountable research in collaboration with partners
- engaging constantly with the Faculty of Medicine and Health Sciences and the broader University to ensure that equity for rural communities remains an important focus
- being a resource and model of innovation for other institutions in Africa

Significant highlights in 2017 specifically included the annual Rural Research Day in May, which as always attracted both university and health service researchers, and the annual Community Partnership function for the Breede Valley in Worcester, which has now been expanded to Hermanus (Overberg district), as highlighted in the Collaborative Care update. Dr Amy Slogrove was awarded a major NIH research development grant, through the Department of Paediatrics with the support of Ukwanda; she is based in Worcester and will support efforts to develop the research focus of Ukwanda.

As part of that development, four niche areas have been identified for reach within Ukwanda, viz. rural HPE, collaborative care, rural child and family health, and clinical research in regional and district settings.



The entrance to the Rural Clinical School in Worcester

Professor Paul Worley, who is now the first national Rural Health Commissioner in Australia, was invited by Ukwanda to visit the faculty for a week in July 2017. He provided input at a number of lectures, workshops, and discussions, in Tygerberg, Worcester and Hermanus, to help us think through our ongoing role in advancing rural health. As part of the process of preparing for his visit, interviews were conducted with key role-players who have been involved in the development of the RCS, in order to document and learn from that history.

## Interprofessional Education and Collaborative Practice

Interprofessional Education and Collaborative Practice (IPECP) encompasses the following principles: 1) Learning with, from, and about one another 2) by means of collaborative care 3) for health systems impact. IPECP at the FMHS has evolved into an on-site practical application of the International Classification of Functioning, Disability and Health (ICF). Various activities take place on the Ukwanda platform and also within the Primary Health Care module metro sites.

Interprofessional Education (IPE) facilitators, selected to promote IPE for medical students at the distributed training sites, are supported by the coordinators of the Primary Health Care module. Where possible a team of local health professionals (including the IPE facilitator) assess medical student's presentations of their interprofessional management of patients. These assessments include peer discussions and formative feedback.

The IPE activities in the MB,ChB curriculum continue to consist of foundations laid in the first year Interprofessional

Phase modules, the practical module "Doctor as Change Agent in Communities", and ultimately the Late Phase Health and Disease in Communities modules.

SU FMHS was one of 13 Faculties, from nine countries, represented at the first African Interprofessional Education Network (AfriPEN) Symposium held in Windhoek, Namibia in 2017. The outcome of the symposium was the establishment of a Collaborative Research Framework for IPEC for sub-Saharan Africa.

The FMHS was well represented and presented good evidence around positive student experience, predominantly for Ancillary Health Sciences students; however, focus on patient and community experience and health systems impact needs to become a priority moving forward.

The message from experts in the field of IPECP re-iterated the importance of the fact that IPE educational opportunities should take place outside the classroom and become part of everyday clinical training in the field.

The Ukwanda CRH refers to practical IPECP as Collaborative Care to emphasize the importance of IPECP resulting in improved patient outcomes. A Collaborative Care coordinator is responsible to promote and provide opportunities for practical interprofessional education on the Ukwanda platform. Some of these Collaborative Care opportunities include interprofessional Academic Lunches, which are held every Monday in Worcester. Staff from Worcester or Tygerberg, students, as well as invited speakers from the local state and Non-Governmental Organisation (NGO) sector present to the students. This is followed by an interprofessional discussion.

The Collaborative Care Home Visit Project is a weekly opportunity where patients who have been referred from the Department of Health, Department of Education, or NGOs are presented, evaluated on home visits and

referred interprofessionally by students, community health care workers and the patient or household. This project was selected as one of the FAIMER “Projects that Work” winners and was presented at the 2017 Summit on Social Accountability in Tunisia. Two research papers related to student and graduate perceptions of this project and quantitative health related findings have also been submitted to accredited journals.

In October 2017 the annual Community Partnership Function (CPF), which has taken place in Worcester annually for the last 6 years, was expanded to include Hermanus. The aim of the CPF is a celebration of projects that were run collaboratively in the Breede Valley and Overberg communities. Students and community partners co-present to a wide audience. The day is coordinated in conjunction with the local community.

### 3

## KEY FOCUS AREA STRENGTHENING TEACHING AND LEARNING

Faculty development activities in the CHPE aim to support the development of the teaching and assessment knowledge and skills of academics involved in teaching students at the FMHS. These include newly appointed academics at the FMHS, as well as those jointly appointed with the provincial Department of Health. Additionally, postgraduate students (registrars), and all other staff responsible for teaching students on the faculty’s decentralised training platform, are included. Offerings by the CHPE include an annual orientation day for new staff, two accredited short courses, as well as additional workshops, customised to individual needs.



### Orientation to teaching in the health professions

This orientation day was developed to add practical value for new staff in the Faculty (including those on the payroll of partner employees) involved in teaching of students in our undergraduate programmes. The day serves as an introduction to teaching and learning, whereafter staff can enrol for other short courses presented by the CHPE. This one-day workshop is structured around the curriculum development cycle and includes conversations to guide lecturers in their teaching role. The orientation day was held on 24 January 2017, with 23 participants from various departments attending.



Orientation to Teaching in the Health Professions: Dr Lizahn Cloete (Division of Occupational Therapy), shares why she loves teaching in this Faculty



---

## TEACHING IN THE HEALTH PROFESSIONS

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

This short course was presented to 22 participants from various departments in the Faculty during the first semester of 2017. The course, which comprises 5 sessions, takes participants through a curriculum design cycle and allows them to:

1. Reflect and explore their own teaching and learning practices
2. Gain an understanding of how and why students learn
3. Explore current trends in teaching in the health professions
4. Explore written and clinical assessments
5. Complete a reflective portfolio

Participants can receive up to 30 CPD points for attending all 5 sessions of this course.

In addition to the core team, other staff members from the CHPE, as well as the Centre for Teaching and Learning (CTL) and the Centre for Learning Technologies (CLT) (both at Stellenbosch campus) were involved in the interactive sessions.



Prof Susan van Schalkwyk, director of the CHPE, can be seen here facilitating a brainstorming session with course participants

---

## CLINICIAN AS TEACHER

*Core team: Elize Archer, Karin Baatjes, Julia Blitz, Liezl Smit and Braam Viljoen*

The CHPE presents this 4-hour short course, also known as Registrar as Teacher, in acknowledgement of the important role registrars play in the teaching of undergraduate health professional students. The course was offered in January (Mediclinic), February, August and September 2017 (Physiotherapy). Heads of Departments and Divisions were invited to send newly appointed clinicians/registrars on the course, with a total of 76 clinicians attending the four courses. The focus of this short course is on clinical teaching, and allows participants to understand the context of the undergraduate curriculum in addition to practical aspects of clinical teaching, such as role modelling, clinical supervision and feedback.



The involvement of clinicians such as Dr Liezl Smit from Paediatrics, Dr Karin Baatjes from Surgery, and Dr Braam Viljoen from Internal Medicine, provides participants with authentic and practical learning experiences. Prof Ben van Heerden, Director of the MB,ChB Unit, and Prof Julia Blitz, Vice Dean Learning and Teaching, are also involved in presenting the course. The CHPE greatly appreciates the invaluable contributions of these committed colleagues!



Clinician as Teacher Short Course: Prof Ben van Heerden explains the context of the MB,ChB curriculum to participants



## Customised workshops

In addition to the two short courses, the Centre presented customised workshops to address specific needs.

---

### ASSESSMENT WORKSHOP

This workshop was facilitated by Prof Julia Blitz, and was attended by 24 staff members from the CHPE, as well as others involved in facilitating the various faculty development workshops in the Centre.

---

### POST-GRADUATE SUPERVISION COURSE

Supervision of post-graduate students, specifically the MPhil in HPE students, is an essential function of CHPE staff. Other lecturers in the faculty who completed the MPhil HPE degree previously also assist with the supervision of these students. Prof Susan van Schalkwyk presented a 2-day workshop to 15 of these supervisors to promote the development of supervisory skills and practices.



## Academic development of CHPE staff

It is important that the CHPE staff stay up to date with new developments in teaching and learning in the health professions. One of the initiatives to facilitate this, is the quarterly CHPE journal club. In addition to the CHPE staff, these sessions were also attended by MPhil in HPE students and facilitators during 2017.

Another opportunity for academic development presented itself after the annual SAAHE conference, where knowledge was shared by those who attended and/or presented.







## Professional educational development of academics (PREDAC)

During 2017, the FMHS saw the largest number (19) of staff to date enrol for the annual PREDAC course, which is facilitated by the CTL. During this course, staff from the CHPE's ULT worked with the CTL, as well as the CLT to support new lecturers in the design and planning of their curricula.

Some of the past PREDAC attendees have since applied for FINLO funding, presented their projects at the annual (Scholarship of Teaching and Learning (SoTL) conference, as well as at the FMHS research days, and have published on their innovations and teaching and learning research. In the past, PREDAC attendees presented their teaching and learning research at the PREDAC mini- conference held in

November. In 2017 as part of the 10<sup>th</sup> SoTL celebration, these presentations formed part of the conference proceedings in the form of poster presentations.



Pictured above with Prof Julia Blitz, Vice Dean Learning and Teaching, are some of the FMHS PREDAC attendees at the 2017 SoTL conference

## 4

## KEY FOCUS AREA RESEARCH

The CHPE continues to prioritise the active development of educational research in HPE as part of promoting scholarship in the field.



## Research day

The Centre organised a Research Day on 5 May 2017 aimed at encouraging educators from various disciplines within the FMHS to engage in educational research. A Guest Lecture was presented by Dr Cecilia Jacobs on 'Legitimation Code Theory' and several MPhil graduates presented work they had done for their Research Assignments. Faculty were encouraged to share educational topics that might potentially lead to them formulating a research question. New ideas were shared during a 'Think Tank' session which provided staff with the opportunity to discuss their ideas with a group of interested colleagues, in a non-threatening environment. Five panellists who were FAIMER / SAFRI Fellows (Foundation for Advancement of International Medical Education and Research/ - Southern African FAIMER Regional Institute) presented their experiences on different aspects of the Fellowship Programme from which they felt they had benefitted the most. This also served to promote SAFRI to other staff who might be interested in doing the Fellowship programme in the future.





## Symposium: Celebrating research in Health Professions Education

The CHPE was one of the beneficiaries of funding from the Teaching Development Grant (TDG) of the Department of Higher Education and Training (DoHET) that the Faculty had been privileged to receive over the past few years. These funds became a catalyst for research projects, to encourage outputs and develop infrastructure (See Annexure 3). As the culminating event of the TDG-funded project, the CHPE hosted a Symposium: *Celebrating Research in HPE* on 3 November 2017. Various achievements that had been made possible (or were stimulated) by the funding were highlighted and showcased at the Symposium.

The key components of the TDG-funded project considered relevant to HPE research were:

- To practice evidence-based education
- To establish strategic partnerships with all the stakeholders in health to facilitate research, education and training and the implementation of services
- To positively impact on the health of communities through a broadened vision in the field of HPE

Speakers and presenters of research studies were aligned to these broad goals. The Vice Dean Learning and Teaching, Prof Julia Blitz, provided an overview of how education and scholarship in HPE are interrelated, integrated, and intended to advance desired outcomes in healthcare systems and practices. Prof Susan Van Schalkwyk, Director of the CHPE, shared her experiences of growing scholarship at the institution, emphasising the need for having a plan, even though the vision might be expected to shift, and incorporate serendipitous outcomes along the way. Speakers promoted reflection on the CHPE's advancements and considerable progress and achievements, including the establishments of MPhil and PhD in HPE programmes and collaborative work both nationally and internationally.

Three PhD reports were presented at the Symposium, with Prof Marietjie De Villiers (previous Deputy Dean of Education at the FMHS) acting as the Chair and Discussant for the session, showcasing the work emanating from the FMHS at PhD level. The doctoral reports were presented by Dr Elize Archer, Dr Razeen Davids and Dr Berna Gerber, demonstrating a diversity of research designs and overall commitment to scholarship as they presented their work in a most creative, enjoyable and thought-provoking way. The relevance of each study and ultimate goal of improvements to healthcare practice was highlighted by the Discussant.

An evaluation (study in progress) of the Pre-Doctoral programme was also presented at the Symposium by Prof U Chikte and Dr J Chabilall and an interactive Closing Session was led by Prof Francois Cilliers from the University of Cape Town. A total of 37 participants attended the Symposium. Qualitative feedback expressed a high level of enthusiasm for what they had learned about the field and many were clearly inspired to consider HPE Research.



## Academic writing and publications

The publications generated in 2017 (see Annexure 1 for a complete list of research outputs) show an impressive upward trend with staff achieving a total of 18 publications in accredited journals. The range of outputs also shows evidence of authors' contributions to relevant discourses such as the decentralised clinical training platform, the contributions that students make towards healthcare provision, rural health issues and careers.

In 2017, the weekly writing time continued for CHPE staff every Friday morning from 08:00–09:30 for developing a regular writing habit, and was joined by staff members from the wider faculty on occasion. In addition, a successful writing retreat was held at Mont Fleur, Stellenbosch, in May 2017, attended by 19 persons, which included four MPhil in HPE graduates. These events create an opportunity to strengthen the community of practice, and enable mentorship and the ongoing professional learning of staff.

## OTHER ACTIVITIES AND HIGHLIGHTS

### INAUGURAL ADDRESS

On 21 September 2017 Prof Susan van Schalkwyk, Director of the CHPE, delivered her inaugural address, titled: "On borders, boundaries and being a chameleon: metaphors for reframing the academic project". This was a ground breaking moment for both the CHPE and the FMHS, as Prof van Schalkwyk is the first Full Professor of Health Professions Education in South Africa.



Profs Arnold Schoonwinkel (Vice-Rector: Learning and Teaching), Susan van Schalkwyk (Director: CHPE), Jimmy Volmink (Dean: Faculty of Medicine & Health Sciences)

## APPOINTMENT OF PROF PAUL WORLEY AS EXTRAORDINARY PROFESSOR IN THE CHPE



During the second semester of 2017, Prof Paul Worley was appointed as Extraordinary Professor in the CHPE. Prof Worley has had a longstanding connection to the FMHS and is an internationally respected, innovative medical educator, thinker and researcher. Under his leadership as dean, the Flinders University School of Medicine, Australia, developed into a successful multi-campus School over a spread of 3,500km, in the context of a predominately single-campus university. He extended the concept of decentralised education so that in some sites, such as the Northern Territory, students can complete all four years of medical training without having to go to Adelaide.

He was responsible for the introduction of three major successful new courses in Optometry, Physiotherapy and Occupational Therapy. He restructured the School of Medicine from 35 separate Departments into 6 inter-professional research-driven clusters. He has 75 international peer-reviewed articles. He has already been involved with collaborative research with SU members of staff, and in examination of a PhD candidate, with whom ongoing research is being discussed. One such collaboration resulted in the publication in 2016 of an article in *Medical Education*, one of the highest impact factor journals in the field, with him and a SU academic as first and second authors.

## FELLOWSHIP AWARD



Dr Elize Archer completed her PhD in HPE in 2016. The focus of her research was the teaching and learning of patient-centeredness in undergraduate medical students. She presented this work at the AMEE conference in Helsinki (one of only 14 PhD presentations).

Dr Archer was awarded a fellowship from the CTL at Stellenbosch University in 2017. This 3-year fellowship enables her to spend dedicated time on the design and implementation of initiatives focused on the development of patient-centred communication skills. Year 1 (2017) was mostly spent on deepening her scholarship with regards to the teaching and learning of patient-centredness in undergraduate medical programmes. This resulted in a publication in the African Journal of Health Professions Education in 2018 as well as a newly implemented teaching intervention with the MB,ChB third years on empathy with patients in 2018 (2nd year of scholarship).

## TEACHING DEVELOPMENT GRANT PROJECTS

Funding from the TGD of the DoHET enabled the CHPE to focus on projects, which were continued into 2017:

- Research strategy / achievements in HPE research (Previously: Implementing a research strategy for health professions education research): S van Schalkwyk & L McNamee
- Promoting the scholarship of teaching and learning: SC van Schalkwyk
- Portfolio for undergraduate learning: M Volschenk
- Developing clinician educational capacity: C van der Merwe, A Louw

Quantitative and qualitative feedback on the above projects can be viewed in Annexure 3. The TDG funding came to a close in 2017.

## INTERNATIONAL STUDENT VISIT

The CHPE was privileged to host a postgraduate student from the University of Gothenburg, Sweden from September to December 2017. Ms Yvonne Carlsson was enrolled for a Master thesis project in Medicine at the Sahlgrenska Academy at the University of Gothenburg, with a specific focus on HPE, and elected to spend some time at the CHPE to broaden her experience. She was supervised by Dr Matilda Lijedahl from Sweden, with Dr Alwyn Louw from the CHPE acting as her co-supervisor.

During her time at the CHPE, Ms Carlsson was involved in the analysis of data generated as part of a research project that focused on a faculty development programme offered by the CHPE. She presented her work to the staff of the CHPE at the end of her study visit. This was followed by a presentation at the Faculty of Medicine, Gothenburg University in Sweden, where she won the prize for the best presentation by a student. She will also present this work at the AMEE-congress in Basel, Switzerland, in August 2018.



Visiting international student, Ms Yvonne Carlsson, pictured with Dr Alwyn Louw



Ms Yvonne Carlsson at the University of Gothenburg, Sweden



## REACHING OUT: THE EDUCATOR TO EDUCATOR PROJECT

As part of SU's social responsiveness initiative, the CHPE contacted the Tygerberg Hospital School and identified a need to beautify the children's playground. After a meeting with Susan Potgieter, the principal of the school, we realised that this project was really meant to be since both the CHPE and the Hospital school have a specific focus on education. Hence our project's name: The Educator to Educator project.

On Friday, 6 October, the CHPE team shifted their paradigm from leadership in HPE and evidence-based teaching to DIY activities, which included painting the jungle gym, refurbishing existing artefacts, building a checkerboard and preparing a piece of artificial lawn. The project was a great team building exercise with the added bonus of seeing the children happily utilizing the newly created playground!



Prof Susan van Schalkwyk,  
Director of the CHPE,  
doing her part to help  
beautify the playground



The CHPE team celebrates a job well done! Pictured with a water bottle on her head is Ms Yvonne Carlsson, visiting international student.

## PUBLICATIONS

### Articles in peer-reviewed journals

Archer E, Bitzer EM, Van Heerden BB. Interrogating patient-centeredness in undergraduate medical education using an integrated behaviour model. *South African Family Practice* 2017; **59**(6):219-223.

Bovijn J, Kajee N, Esterhuizen T, Van Schalkwyk SC. Research involvement among undergraduate health sciences students: a cross-sectional study. *BMC Medical Education* 2017; **17**:1-10.

Corral J, Hejri SM, Van Schalkwyk SC, Gordon M. Best Evidence Medical Education (BEME) review process redesigned for methodological rigor, short timeline and author support. *Medical Teacher* 2018;**39**(8):898-899.

Couper ID, Mapukata O, Dreyer MS. Health sciences students' contribution to human resources for health strategy: A rural health careers day for grade 12 learners in the North West Province of South Africa. *African Journal of Health Professions Education* 2017; **9**(3):92-93.

Couper ID, Mapukata O, Smith J. The value of the WIRHE Scholarship Programme in training health professionals for rural areas: Views of participants. *African Journal of Primary Health Care and Family Medicine* 2017; **13**(9):1-6.

Couper ID, Michaels D, Mogodi MS, Hakim JG, Talib Z, Mipando MH, Chidzonga MM, Matsika A, Simuyemba M. A peer evaluation of the community-based education programme for medical students at the University of Zimbabwe College of Health Sciences: A southern African Medical Education Partnership Initiative (MEPI) collaboration. *African Journal of Health Professions Education* 2017; **9**(3):138-143.

De Villiers MR, Blitz J, Couper ID, Kent A, Moodley K, Talib Z, Van Schalkwyk SC, Young TN. Decentralised training for medical students: Towards a South African consensus. *African Journal of Primary Health Care and Family Medicine* 2017; **9**(1):a1449,6.

De Villiers MR, Van Schalkwyk SC, Blitz J, Couper ID, Moodley K, Talib Z, Young TN. Decentralised training for medical students: a scoping review. *BMC Medical Education* 2017; **17**(1):196,13.

Leibowitz B, Bozalek V, Farmer JL, Garraway JW, Herman N, Jawitz J, Mistri G, Ndebele C, Nkonki V, Quinn L, Van Schalkwyk SC, Vorster J, Winberg C. Collaborative Research in Contexts of Inequality: The Role of Social Reflexivity. *Higher education* 2017; **74**(1):56-80.

Louw AJN, Van Schalkwyk SC, Mubuke AG. Self-regulated learning: A key learning effect of feedback in a problem-based learning context. *African Journal of Health Professions Education* 2017; **9**(1):34-38.

Meyer IS, Louw AJN, Ernstzen DV. Physiotherapy students' perceptions of the dual role of the clinical educator as mentor and assessor: Influence on the teaching-learning relationship. *South African Journal of Physiotherapy* 2017; **73**(1):349, 8 pages.

Nottidge T, Louw AJN. Self-directed learning: Status of final-year students and perceptions of selected faculty leadership in a Nigerian medical school – a mixed analysis study. *African Journal of Health Professions Education* 2017; **9**(1):29-33.



Talib Z, Van Schalkwyk SC, Couper ID, Pattanaik S, Turay K, Sagay AS, Baingana RK, ET A. Medical Education in Decentralized Settings: How Medical Students Contribute to Health Care in 10 Sub-Saharan African Countries. *Academic Medicine* 2017; **92**(12):1723-1732.

Tannor EK, Archer E, Kapembwa KC, Van Schalkwyk SC, Davids MR. Quality of life in patients on chronic dialysis in South Africa: a comparative mixed methods study. *BMC Nephrology* 2017; **18**(4):1-9.

Van AS JJ, Fouché I, Immelman S. Academic Literacy for Science: A Starting Point for Recurriculation. *Journal for Language Teaching (SAALT Journal for Language Teaching)* 2017; **50**(2):11-35.

Van Schalkwyk GI, Katz RB, Resignato J, Van Schalkwyk SC, Rohrbaugh RM. Effective Research Mentorship for Residents: meeting the needs of early career physicians. *Academic Psychiatry* 2017;41:326-332.

Van Schalkwyk SC, Blitz J, Couper ID, De Villiers MR, Muller JV. Breaking new ground: lessons learnt from the development of Stellenbosch University's Rural Clinical School. *South African Health Review*2017; **20**(1):71-75.

Van Schalkwyk SC. Reframing undergraduate medical education in global health: Rationale and key principles for the Bellagio Global Health Education Initiative. *Medical Teacher* 2018; **39**(6):639-645.

#### Articles in non peer-reviewed journals

Kotze K, Archer E. (2017). Validating an adapted questionnaire to determine perceptions of the clinical learning environment, *MedEdPublish*, 2017, 6, [2], 27, doi:<https://doi.org/10.15694/mep.2017.000089>

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

#### Research Reports

Herman N, Van Schalkwyk SC. Learning to Teach in Higher Education in South Africa. 2017: 123 pp.

#### Chapters in books

Steyn R; Van Schalkwyk S. (2017). Beyond supervisor development: changing institutional practices to enhance postgraduate education. In: Boughey C; McKenna S & H Wels. (eds). *Strengthening Postgraduate Supervision*. SunMedia: Stellenbosch.

#### MPhil in HPE Studies Completed

Govender MM. The perceptions of basic science lecturers at Sefako Makgatho Health Sciences University on their need for health professions educator development. MPhil HPE, 2018. 56 pp.

Haroun F. Teaching medication administration to nursing students – A scoping review with a decolonial lens. MPhil HPE, 2018. 97 pp.

Molwantwa MC. Medical Students' perceptions of their learning during longitudinal primary care clinical placements. MPhil HPE, 2018. 110 pp.

Murray B. The first African regional collaboration for emergency medicine resident education: the influence of a clinical rotation in Tanzania on Ethiopian emergency medicine residents. MPhil HPE, 2018. 63 pp.

Mutabani PA. Exploring enrolled nursing and midwifery students' opinions on professionalism in their clinical placements. MPhil HPE, 2017.74pp.

Nuuyoma VN. Feedback in clinical settings: perceptions of nursing students at a small rural district hospital in the southern part of Namibia. MPhil HPE, 2018. 84 pp.

Rahim MF. Exploring the Intricacies of Physiotherapy Supervision Interactions: Perceptions of Clinical Educators and Students. MPhil HSE, 2018. 103 pp.

Schmutz AMS. Exploring the Intricacies of Physiotherapy Supervision Interactions: Perceptions of Clinical Educators and Students. MPhil HPE, 2018. 73 pp.

Sepako E. Alignment of current graduate attributes required of medical graduates of the University of Botswana to the expressed needs of users of the Botswana Health Service. MPhil HPE, 2018. 147 pp.

Solomon PA. Exploring the factors that impact on the non-attendance of physiotherapy clinical educators at faculty development training programmes at Stellenbosch University: a descriptive study. MPhil HPE, 2017. 72 pp.

Steyn J. A retrospective content analysis of the ambulance emergency assistant refresher course outcomes as covered by FOAMed resources. MPhil HPE, 2018. 63 pp.

Sukrajh V. The use of peer teaching to promote learning amongst senior medical students. MPhil HSE, 2018. 67 pp.

Thomas H. Exploring lecturers' perceptions and understanding of reflective practice in a newly implemented BSc Radiography curriculum at a South African University of Technology. MPhil HSE, 2018. 95 pp.

Van Niekerk LP. Exploring medical laboratory scientist students' experiences during their fourth year clinical practice period. MPhil HSE, 2018. 76 pp.

Visser M. The influence of a flipped classroom on the learning approaches of first year Speech-Language and Hearing Therapy students. MPhil HSE, 2018. 84 pp.

## DOCTORAL STUDIES COMPLETED

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

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

## CONFERENCE PRESENTATIONS

### International Oral Presentations

Archer E. Engaging patient-centeredness in an undergraduate medical curriculum. (PHD oral presentation) AMEE Helsinki. 23 – 30 August 2017.

Blitz J, Van Schalkwyk S. Should faculty development include how to foster students' agentic capability for learning? 4th International Conference on Faculty Development in the Health Professions. Helsinki, Sweden. 25-27 August 2017.

Bolander Laksov K, Van Schalkwyk S. Striving for balanced research supervision in medical education. 4th International Conference on Faculty Development in the Health Professions. Helsinki, Sweden. 25-27 August 2017.

McNamee L. Learning processes and identity construction of newly qualified doctors: a narrative study. (PhD oral presentation) AMEE Helsinki. 23 – 30 August 2017.

Louw A. Selecting the right individuals for a motivated health workforce. RESYST – London UK – 21-22 September 2017.

Van Schalkwyk S. Using a framework to understand how institutional culture influences the uptake of faculty development opportunities: a case from health professions education. 4th International Conference on Faculty Development in the Health Professions. Helsinki, Sweden. 25-27 August 2017.

Van Schalkwyk S, Blitz J, Conradie H, De Villiers M, Fish T, Kok N, Van Heerden B. Longitudinal rural clinical training in challenging contexts: the outcome of a five year mixed methods study. AMEE Conference, Helsinki, Sweden. 27-30 August 2017.

### National Oral Presentations

Archer E. The value of renewing a curriculum: An evaluation of the revised MPhil in Health Professions Education Postgraduate Supervision Conference. 29 – 31 March 2017. Stellenbosch.

Archer E. The value of renewing a curriculum: An evaluation of the revised MPhil in Health Professions Education SAAHE. 5 – 9 July 2017. Potchefstroom.

Archer E. Exploring educational approaches and interventions to acquire the various dimensions of patient-centeredness in undergraduate medical curricula: A Scoping Review. SOTL 23 – 25 October 2017. Somerset West.

Couper I, Blitz J, Van Schalkwyk S. The Hidden Curriculum. Workshop. SAAHE Conference, 5-8 July 2017. Potchefstroom.

De Villiers M, Van Schalkwyk S, Blitz J, Couper I, Moodley K, Talib Z, Young T. Decentralised training in the health professions: Quantitative findings from a scoping review. Oral presentation. SAAHE Conference, 5-8 July 2017. Potchefstroom.

De Villiers M, Van Schalkwyk S, Blitz J, Couper I, Moodley K, Talib Z, Young T. Decentralised training in the health professions: Qualitative findings from a scoping review. Oral presentation. SAAHE Conference, 5-8 July 2017. Potchefstroom.

Louw A. Formative curriculum evaluation informs curricula refinement process. SoTL in the South, 24-27 July 2017. Johannesburg.

Louw A. Generic skills in the inter-professional phase of the curriculum: how do students experience it? Conference on the Scholarship of Teaching and Learning (SoTL), 23–25 October 2017. Somerset-West.

McNamee L, Smit EJ. The Development of Competencies in an Outcome Based Paediatric Curriculum from a Student Perspective. SAAHE Conference, 5 – 8th July 2017. Potchefstroom.

Van Schalkwyk S; Cilliers F. Article writing: taking intentional steps to publication. Workshop. SAAHE Conference, 5-8 July 2017. Potchefstroom.

### Poster Presentation

Skosana B, Hendricks L, McNamee L, Chivese T. Plicker!-ing for Understanding. PREDAC 24<sup>th</sup> – 29 Oct 2017

## CURRENT PROJECTS

Archer E. The value of renewing a curriculum: an evaluation of the revised MPhil in HPE. N16/10/131.

Archer E. To determine the current Teaching and Learning strategies in order to develop Patient-centeredness in an Undergraduate Medical Curriculum: A Scoping Review.

Couper I. Examining the Contribution of Undergraduate Health Professions students to Community Health Facilities in South Africa: A case of one university. N16/01/004.

Couper I. Investigating the hidden curriculum in the Stellenbosch University Faculty of Medicine and Health Sciences. N17/02/020.

De Villiers M. SUCCEED project: Decentralised training: a scoping review.

Keiller L. Demystifying Blended Learning in Health Professions Education. N14/02/009.

Louw A. A progress evaluation of the EDP programme. N11/03/067.

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

Louw A. Introduction to teaching in health professions course evaluation study. N16/10/136.

Louw A. Towards selection for success: How should we weigh selection factors? IRPSD-821.

McNamee L (Smit EJ. first author). The Development of Competencies in an Outcome-Based Paediatric Curriculum from a Student Perspective. N15/10/121.

Van Schalkwyk S. The PhD in HPE as public good.

Van Schalkwyk S. Family physician supervisors' experiences in a new longitudinal integrated clerkship on a rural district health training complex. N12/03/014.

Van Schalkwyk S. Transformative learning: a scoping review.

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

## CONTRIBUTION TO THE FIELD OF HEALTH PROFESSIONS EDUCATION

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

### WITHIN THE FACULTY OF MEDICINE AND HEALTH SCIENCES

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



## IN SUPPORT OF THE HPE COMMUNITY LOCALLY AND INTERNATIONALLY

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



## QUANTITATIVE AND QUALITATIVE FEEDBACK ON TDG PROJECTS WITHIN THE CHPE FOR 2017

PROJECT NAME	NUMBER OF PARTICIPANTS	NUMBER AND NATURE OF EVENTS ATTENDED BY PARTICIPANTS	POTENTIAL IMPACT OF PROJECT / CHALLENGES
<b>Research strategy / achievements in HPE research (Previously: Implementing a research strategy for health professions education research)</b>	37 attendees	<p>Symposium: Celebrating Research in Health Professions Education</p> <p>(Culminating event for reflection and forward thinking based on achievements)</p>	<p>Event to showcase scholarly work and to promote guided and collaborative reflection.</p> <p>Qualitative feedback:</p> <p><b>New staff in FMHS:</b> “informative ... HPE can add [value] to practice” “I liked getting insight into Health Professions Research”</p> <p><b>Established staff:</b> “opportunity to take stock and reflect, reminded/confirmed the need/value of HPER” “Enjoyed the day; the discourse, togetherness and meaning”</p> <p><b>Inspired to further scholarship:</b> “To know what is being done has opened my eyes and sparked a flame to embark on either a MPhil or PhD myself” “I could imagine doing research within the field myself”</p> <p><b>Belonging:</b> “Enjoyed revising the history of where HPE research has come from at our faculty”</p> <p><b>Challenge:</b> “Research in HPE and Undergraduate Curricula should be linked”</p>
<b>Promoting Scholarship of T&amp;L</b>	21 authors attended (11 CHPE staff, 4 wider FMHS & SU staff, 4 previous MPhil graduates)	CHPE Writing Retreat	<p>Potential impact: increased number of T&amp;L research outputs (publications and completion of PhDs in T&amp;L). Output on T&amp;L research of attendees since 2017 retreat: 19 publications in accredited journals; 1 postdoc Fellowship award, 1 PhD proposal submitted, 1 PhD proposal in progress)</p> <p>Overwhelmingly positive feedback on event: ‘safe space’ created by trust, motivating team-spirit, fruitful small group reflections etc.</p>

Portfolio for undergraduate learning	45	Extended degree programme: ePortfolio pilot (First semester 2017)	<ul style="list-style-type: none"> <li>Potential impact: development of graduate attributes and reflective practice in medical and allied health students through the use of a longitudinal ePortfolio</li> <li>A qualitative study into the perceptions of students on the value of the ePortfolio, and to determine whether students continue to use this tool for reflective practice, is planned for the second semester of 2018</li> <li>Challenges: current ePortfolio system (Mahara) on the SUNLearn platform requires intensive training to equip students with the skills to navigate themselves on the platform</li> </ul>
	8	B. Occupational Therapy Programme: ePortfolio workshop facilitated for faculty members	<ul style="list-style-type: none"> <li>Potential impact: Faculty are planning to implement an ePortfolio in an undergraduate service learning module later this year, with a focus on student mentoring and the development of reflective practice</li> <li>No potential challenges identified at present</li> </ul>
	1	Final consultation session on implementation of ePortfolio (following previous year's consultation and student training sessions)	<ul style="list-style-type: none"> <li>Potential impact: The ePortfolio is now implemented as a standard learning tool in module SPH 287 of the B. Speech-Language and Hearing Therapy programme. The programme coordinator is now able to provide ePortfolio training to students without assistance</li> <li>No potential challenges identified at present</li> </ul>
	1	A document review of medical and Allied Health curricula to determine the current use and status of portfolios in UG health professional education programmes at FMHS:	<ul style="list-style-type: none"> <li>Potential impact: findings will be used to inform the implementation of the ePortfolio in the new MB,ChB curriculum and to assist Allied Health programmes with the implementation or expansion of ePortfolios in their programmes</li> <li>Challenges: finding a suitable research assistant</li> </ul>



		<ul style="list-style-type: none"> <li>• MB,ChB curriculum documents completed</li> <li>• Allied health curriculum documents analysis to commence once research assistant is available (2018)</li> </ul>	
<b>Developing clinician educational capacity</b>	22	<p><b>Short Course: Teaching in the Health Professions</b></p> <p><b>Session 5: Assessing clinical practice (18 April 2017)</b></p>	<p>This short course started February 2017 and the first four contact sessions were conducted during Feb-March 2017. A total of 44 lecturers/clinicians attended various sessions, with 10 completing all 5 sessions and four completing the “competence” part of the short course (reflective portfolio).</p> <p>Some comments from participants:</p> <ul style="list-style-type: none"> <li>• Well presented</li> <li>• Very useful – will look with new insight when setting assessments</li> <li>• Appropriate material received. Very useful</li> <li>• Add practical slot, how to load MCO’s on SUNLearn platform. Simulated platform/site</li> <li>• Very informative, useful &amp; practical. Can really use and incorporate info in practice</li> <li>• I would really appreciate if the formative/written assessment session could be given again in the second semester as I could not attend it. I’d like to receive a certificate of competence</li> </ul> <p>An evaluation study of this short course was conducted towards the end of 2017, interviewing participants from 2014 -2017. Writing up of the results is in progress.</p>
	19	<p><b>Clinician as Teacher workshop for Registrars (18 August 2017)</b></p> <p>Topics included:</p> <ul style="list-style-type: none"> <li>• Context of the curriculum</li> </ul>	<p>This workshop was presented twice in 2017, with registrars from various departments attending.</p> <p>Comments from participants:</p> <ul style="list-style-type: none"> <li>• It was an excellent workshop</li> </ul>



		<ul style="list-style-type: none"> <li>• Role modelling</li> <li>• Clinical Supervision</li> <li>• Clinical assessment</li> <li>• Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Give more guidance on how to address different levels of students, also including post graduate students</li> <li>• Should be compulsory to all registrars and consultants</li> <li>• Effective info provided in limited time</li> <li>• How clinicians can improve a culture of teaching at their facilities</li> <li>• Would be helpful if registrars knew when to expect different student groups, exam/dates and outcomes involved</li> <li>• Informative course; good material</li> <li>• Maybe more practical tools</li> <li>• This has opened my eyes to keep in mind how much I need to invest in students</li> <li>• More role play/demonstrations</li> </ul>
	19	<b>Clinician as Teacher (8 September 2017)</b>	<p>This workshop was presented in collaboration with the Physiotherapy department, specifically for the physiotherapy clinicians in clinical settings, who are involved in supervision of the department's undergraduate students.</p> <p>Comments from participants:</p> <ul style="list-style-type: none"> <li>• Very valuable aspects discussed in the workshop.</li> <li>• Audience is better equipped with knowledge about how to better manage students</li> <li>• We appreciate your constant moral support, enlightening us &amp; helping us too to improve our clinical teaching / facilitating development</li> <li>• Thank you for this opportunity, it can only benefit the students</li> </ul>
	24	<b>Assessment workshop (5 &amp; 6 September 2017)</b>	<p>This workshop was organized after a needs assessment to equip lecturers/clinicians with assessment tasks.</p>

	20	<b>Journal clubs (13 April, 8 June, 12 October 2017)</b>	Three journal club meetings discussing relevant Health Professions Education literature: <ul style="list-style-type: none"> <li>• E-portfolios for assessment</li> <li>• Feedback</li> <li>• Decolonisation</li> </ul>
	14	<b>Post-graduate supervision course (9, 10 October 2017)</b>	This initiative assist lecturers / clinicians who are supervising post-graduate students in the MPhil HPE programme.
	43	<b>Lunch-hour sessions with international presenters: (1 August 2017)</b>	Guest Lecture: Professor Paul Worley, previous Dean of the Flinders University School of Medicine in Adelaide, Australia. Title: Decentralised clinical training for the health professions: dealing with the imperative.
	±20	<b>CHPE research day (5 May 2017)</b>	The annual CHPE Research day is organized to showcase research in Health Professions Education in the faculty. Some of the presenters were previous MPhil in HPE students.  No official feedback from participants collected.

## CHPE STAFF

**Susan van Schalkwyk**

Susan is the director of the CHPE and is responsible for providing strategic leadership and guidance with a view to enabling the entire team towards the fulfilment of the Centre's vision and mission

**Ian Couper**

Ian is the Director of the Ukwanda CRH. The CHPE is his academic home and he is part of the team teaching on the MPhil in HPE. His research interest is rural-related issues

**Edwardene Marais**

Dene is the Senior Secretary for the CHPE and provides administrative support to the Director and other personnel. She is responsible for the day-to-day running of the Centre

**Lorraine Louw**

Lorraine is an Administrative Officer for the CHPE and responsible for administrative support of the MPhil in HPE programme

**Alwyn Louw**

Alwyn is involved in postgraduate teaching and supervising (MPhil and PhD in HPE) and is responsible for the coordination of the EDP. He also coordinates the CHPE's Faculty Development initiatives

**Helen Dakada**

Helen is an Administrative Officer for the CHPE and responsible for administrative support for the EDP

**Lakshini McNamee**

Lakshini is an Advisor at the CHPE. She provides guidance to faculty and postgraduate students on matters of teaching and learning, curriculum design, and conducting educational research

**Mariette Volschenk**

Mariette is involved in undergraduate and postgraduate (MPhil in HPE) teaching and supervising. She also provides guidance to faculty on the use of ePortfolios, and the integration of Graduate Attributes into curricula

**Elize Archer**

Elize is the Manager of the SCSU. In the CHPE she is the co-ordinator of the MPhil in HPE programme

**Bronwen Espen**

Bronwen is responsible for the teaching of clinical skills in the MB,ChB programme, in the SCSU. Her educational interest is the use of simulation and technology as a pedagogical tool

## CHPE STAFF

**Janus van As**

Janus is the manager of the ULT. He is responsible for providing strategic leadership and guidance with regards to learning technologies adoption by enabling the team to fulfil the ULT's vision and mission

**Collaborator (CLT): Lianne Keiller**

Lianne is a Senior advisor at the CLT and works in the CHPE 1 day per week

**Collaborator (CTL): Jean Farmer**

Jean Lee Farmer is an Education advisor at the CTL and works in the CHPE 1 day per week

**Alex Keiller**

Alex is the Blended Learning Coordinator for the faculty. He is responsible for assisting lecturers with adopting blended learning methodologies

**Anna Skotz**

Anna is a Lab assistant. She ensures that equipment is available for students and lectures prior to classes

**Darryl Pinetown**

Darryl captures lectures as podcasts and provides staff training on using Techsmith Relay to podcast lectures

**Keryn Harmuth**

Keryn's responsibilities include clinical teaching and training of students and assisting with the development of study material and supportive learning resources in the Simulation and Clinical Skills Unit

**Portia Herman**

Portia is the Administrative Officer responsible for the day to day office management of the Simulation and Clinical Skills Unit

**Ilse Meyer**

Ilse joined the CHPE as a senior research assistant in 2017





CENTRE FOR  
HEALTH  
PROFESSIONS  
EDUCATION

Academic Leadership  
Enabling Environment  
Quality Health Care



Centre for Health Professions Education  
Faculty of Medicine and Health Sciences  
Stellenbosch University  
PO Box  
Cape Town 8000  
South Africa



Website: [www.sun.ac.za/chpe](http://www.sun.ac.za/chpe)  
Email: [marais5678@sun.ac.za](mailto:marais5678@sun.ac.za)  
Tel: +27 21 938 9054  
Fax: +27 21 938 9046