



SAAHE

South African Association of Health Educationalists

SOUTH AFRICAN ASSOCIATION OF HEALTH EDUCATIONALISTS CENTRAL REGION NEWSLETTER

December 2015

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I. MESSAGE FROM SAAHE CENTRAL EXECUTIVE

Dear Friends and Colleagues in Health Sciences Education.

There are two matters that I wish bring your attention to. The first matter is the new logo of SAAHE and the second is to congratulate Prof Gert van Zyl on another education related achievement.

The new SAAHE logo:

SAAHE sports fresh and trendy new look. The new logo was officially accepted on the 2015 National SAAHE AGM in September at the Bambananie Conference.

Some quick information regarding the symbolism in the logo. Three themes are present in the logo; first the theme of Health is represented in the cross. The theme of Heterogeneity and Uniqueness is represented by the two in-twined arrows with different colours in the cross. The third theme is Moving Forward, this is represented by the arrows and the white waving band in the SAAHE logo text.

Congratulations to Prof Gert van Zyl:

SAAHE Central Branch would like to congratulate Prof Gert van Zyl, Dean of Faculty of Health Sciences UFS on his AAME Fellowship. SAAHE looks forward to the contribution that Prof Gert will make in strengthening SAAHE's international ties. Read Prof Gert's elaboration on the fellowship in the next item.

Alwyn Hugo

Vice Chair, SAAHE Central

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II. INAUGURAL FELLOW OF AMEE

The Association for Medical Education in Europe (AMEE)

is a worldwide organisation with members in more than 90 countries on five continents. Members include teachers, educators, researchers, administrators, curriculum developers, deans, assessors, students and trainees in medicine and the healthcare professions.

AMEE promotes international excellence in education in the healthcare professions across the continuum of undergraduate, postgraduate and continuing education. AMEE, working with other organisations, supports teachers and institutions in their current educational activities and in the development of new approaches to curriculum planning, teaching and learning methods, assessment techniques and educational management, in response to advances in medicine, changes in healthcare delivery and patient demands and new educational thinking and techniques.

There are two categories of Fellowship: Associate fellowship and Full Fellowship

Associate Fellowship recognises members of AMEE who have demonstrated a consistent commitment to health professions education through their scholarly contributions to the field. Associate fellows would typically be academics or health professionals who have been recognised as effective teachers, researchers, developers and leaders in education in their own institutions for a period more than three years and who have demonstrated a commitment to facilitating the learning of students and junior colleagues in academic, clinical and/or community settings.

In seeking Associate Fellowship of AMEE, applicants make a commitment to promote scholarship in health professions education, including the ongoing mentorship and development of more junior members of AMEE who aspire to recognition at Associate Fellow level. Associate Fellows are expected to contribute actively to AMEE activities.

To qualify for **Associate Fellowship**, applicants must demonstrate that:

1. they are current active individual members of AMEE and have normally been for three or more years (institutional membership does not qualify)
2. they hold qualifications at least at Bachelors level in any academic field (or equivalent) or current registration as a health professional
3. they are currently actively involved in health professions education
4. during the last five years, they have delivered at least one presentation at an AMEE conference as first or lead author
5. during the past five years, they have delivered at least one other presentation as first or lead author, at an AMEE conference (not the same as 4) or other international conference on health professions education or published a scholarly article in an international peer reviewed journal in health professions education as first or lead author.

Full Fellowship recognises members of AMEE who have demonstrated a consistent commitment to excellence in health professional education through scholarly contributions to the field over at least five years. Fellows would typically either be academics holding senior roles related to education in their own institutions for a substantive period of time (five or more years), including scholarly contributions such as leading the development of a major curriculum innovation, or clinician educators who have demonstrated very high level and continuing commitment to facilitating the learning of students and junior colleagues in clinical or community settings underpinned by appropriate scholarship, or health professional education researchers who have made significant contributions to the literature. All should be recognised by peers for their scholarly achievements at national and international level.

In seeking Fellowship of AMEE, applicants make a commitment to continue their leadership and promotion of scholarship in health professional education into the future, as well as to the ongoing mentorship and development of more junior members who aspire to recognition at Associate Fellow or Fellow level. Fellows are expected to contribute actively to AMEE activities.

To qualify for **Fellowship**, applicants must demonstrate that:

1. they are a current active individual member of AMEE, normally for at least five years (institutional membership does not qualify)
2. they hold qualifications at least at Bachelors level in any academic field (or equivalent) or current registration as a health professional
3. they have made major regular contributions to AMEE in the last five years
4. they have made a consistent, continuing high level contribution to scholarship in health professional education over at least five years, as evidenced by multiple conference presentations and multiple peer reviewed health professions journal publications as first or lead presenters and authors in the past five years, editorial contributions such as reviewer roles for health professions education journals and the mentoring of junior educators
5. in addition they hold qualifications in health professions education, or can show proof of a sustained and coherent programme of scholarship
6. they have provided significant leadership in the development of health professions education in their own institution and nationally or internationally.

As this was the first time AMEE instituted the fellowship categories, they were called Inaugural Fellows. On a National level I was nominated by SAAHE for the Full Fellowship and received the award: Inaugural Fellow of AMEE at the September 2015 AMEE in Glasgow as one of two recipients in South Africa.

As I said to the newspapers:

“This was an enormous privilege for me to be awarded the AMEE full Fellowship as one of two South Africans to receive this honour from such a prestigious organization as AMEE. It also gives credit for the excellent work done by the team in South African Association Health Educationalists (SAAHE) and the Health Science Education team in the Faculty of Health Sciences, UFS. All the leadership, hard work and excellence over many years are acknowledged with this Fellowship awarded to me. My appreciation to colleagues that motivated and inspired me during my academic journey to achieve this fellowship”.

Prof Gert van Zyl
Chairperson SAAHE National

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III. FEEDBACK FROM SAAHE COUNCIL MEETING AND AGM

The SAAHE National Council meeting was held on 12 September 2015 and the SAAHE National AGM on 13 September 2015, the following matters were addressed at the above meetings:

1. The mission and vision documents were finalised. The documents are available on the website.
2. The new logo was finalised.
3. Council resolved that the conferences will be allocated to the regions as follows:
 - a. 2016: Eastern Cape – proposed dates are 22 to 24 June 2016.
 - b. 2017: Northern region (NWU)
 - c. 2018: KZN
 - d. 2019: Central region
4. The constitution was updated and will be approved at the conference AGM in 2016.
5. A revision of the distinguished educator process, criteria and scoring rubric will be approved in February 2016. The names of the recipients with a brief description will be added to the website. In addition, a proposal for a research award will be discussed at the next council meeting.

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7. A special interest group namely 'The forum for rural development' was approved.

Prof Hesta Friedrich-Nel
Chairperson SAAHE Central Branch

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IV. ASSISTED DYING: THE DEBATE IN SOUTH AFRICA FOLLOWING THE FABRICIUS RULING

The following is a summary of Prof Willem Landman's presentation to SAAHE Central on 5 August 2015.

- 1. Terminology**
 - a. Assisted dying/"bystanddood"
 - b. Physician-assisted suicide (PAS)
 - c. Voluntary active euthanasia (VAE)
- 2. South Africa-specific issues**
 - a. The legal framework
 - b. The socio-economic context
- 3. Two types of ethical issues**
 - a. Ethics of assisted dying
 - b. Ethics of legalising (decriminalising) assisted dying
- 4. Legal position pre-Constitution**
 - a. Common-law crimes (murder; culpable homicide)
 - b. Case law: *Hartmann* (1975)
- 5. Legal position post-Constitution**
 - a. Remain common-law crimes
 - b. South African Law Commission (SALC) report (1998)
 - c. No developments 1998-2014
 - d. Stransham-Ford case (2015)
 - e. Supreme Court of Appeal (SCA) (December 2015); appeal to Constitutional Court?
- 6. Four end-of-life medical practices addressed by SALC**
 - a. Terminal pain management
 - b. Withholding and withdrawal of potential life-sustaining treatment ("passive euthanasia")
 - c. Advance directives (Living will; Durable power of attorney for healthcare)
 - d. Assisted dying (assisted suicide; voluntary active euthanasia)
- 7. Basis for Dignity SA's support for the court application**
 - a. Ethical values
 - b. Virtues
 - c. Constitutional rights
 - d. Draft legislation in SALC report

- 8. Effect of Fabricius ruling**
 - a. Common law unconstitutional
 - b. In each case relief will depend on the facts
 - c. "Cause of action" established
 - d. The law has already changed
- 9. Parameters of public debate in a constitutional democracy**
 - a. Public policy should reflect the spirit, values and rights of the Constitution
 - b. The problematic approach of the Minister of Health
- 10. Arguments against assisted dying in the public debate – And strong rebuttals**
 - a. Contrary to professional duties of medical practitioners
 - b. Contrary to God's will
 - c. Prohibited by right to life (s. 10)
 - d. Slippery slope (consequences)
 - e. Abuse of law (consequences)
 - f. Cannot be implemented in South Africa (consequences)
 - g. The poor will be excluded (consequences)
 - h. "Commit suicide on your own"
 - i. Accept as inevitable and acquiesce with terminal suffering; palliative care
 - j. Moral difference between active and passive interventions
- 11. Summary remarks about the public debate**
 - a. Accept Constitution as highest authority
 - b. Minister of Health peddles his own interpretations of the rights to life and dignity
- 12. Basis for Dignity SA's support for the court application**
 - a. Ethical values
 - b. Virtues
 - c. Constitutional rights
 - d. Draft legislation in SALC report

Prof Willem Landman

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V. SAAHE ACADEMIC ACTIVITIES: Looking Back, Planning Ahead

During 2015, SAAHE Central region presented a variety of activities topical in teaching and learning for health sciences educators.

In March 2015, Dr Deirdre van Jaarsveldt from the Centre of Teaching and Learning at the UFS, presented an interactive, reflective and engaging

session on **Inclusive Learning Environments**. Attendees had the opportunity to work hands-on in an authentic classroom setting on how to ensure that all students are engaged and have the opportunity to participate in truly democratic learning spaces. As quoted by Deirdre: *“Being guided by values or dispositions such as equality, mutuality and humility, ... we may start succeeding in creating a learning environment in which everybody feels safe, capable and accepted, where we all can thrive.”*

In May 2015, Dr Lis Lange, deputy vice-chancellor academic from the UFS, presented an excellent and thought provoking lecture on **Educational Leadership in the 21st century**, challenging all participants to re- think and re-examine their concepts of leadership and our purpose in terms of graduating health professionals who see themselves as citizens in a community. She urged attendees to try to be more than just leaders, but to inculcate the value that a moral life can only be lived in a just society.

In August 2015, we were privileged to host the well-known Prof Willem Landman (Past director:Ethics SA). He presented on the topic **Assisted Dying**, and the implications of the Fabricius ruling in the South African legal and healthcare climate. A record-breaking number of attendees thoroughly enjoyed and participated in lively discussions on this controversial topic. A summary of his presentation is also available in this newsletter.

We are planning a bumper programme in 2016, focusing on the **A,B,C's** in health science education.

A: Advances: The March meeting will host the annual AGM (2016 will also mean election of a new management committee) as well as the latest and greatest in terms of innovations and ideas in health sciences education.

B: Best practices: The May meeting will focus on the “how to’s” of some of the latest approaches, including inter-professional education

C: Controversies: Pressures and threats professional educators face will be discussed in the last SAAHE meeting for 2016.

Thanks to loyal support and attendance by our regular SAAHE members and guests, we enjoyed a 2015 characterised by intellectual challenge and growth. We look forward to what 2016 has to offer, and invite you to become part of the vibrant, thinking, talking, caring and learning community that is SAAHE in the Free State.

Dr Lynette van der Merwe
Academic Portfolio SAAHE Central

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VI. SAAHE NEWS

1. SAAHE National Conference 2016

The 2016 SAAHE National conference takes place 22 to 24 June 2016 in Port Elizabeth. The conference theme is **Transformative Health Education in Motion**. Visit the web site <http://www.saaheconf.co.za> for more information.

2. SAAHE Central Branch Annual General Meeting 2016

The SAAHE Central branch AGM will take place in March 2016. Advice on vacancies and call for nominations to the executive committee will be communicated at the end of January 2016.

3. SAAHE Web Presence

The SAAHE web site can be accessed at <http://saahe.org.za/>. The web site has branch specific areas under the link Regional Branches. The newsletters from the Central branch are hosted on this site. Access to information such as the SAAHE constitution is available through the web site.

4. Registering as a SAAHE Member

In order to compile a national members database SAAHE National request registration on the web site. Registration is free but it will help to manage a national communication and interest database. Please register at <http://saahe.org.za/register/>

5. Contribute to the SAAHE Central Region Newsletter

All members are invited to present inputs for the SAAHE Central Region newsletter. Contributions may be in the form of an article or a summary of an academic activity. Members may present contributions that were compiled by teams; you do not even have to do it on your own! Contributions may be send to Alwyn Hugo at Gnanaph@ufs.ac.za

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VII. BEST WISHES

We are nearing the end of 2015 which has gone by; it seems, ‘with a blink of the eye’. For some, it has been a very rewarding year and for some it was less rewarding, but whatever the case, when each of us look back on 2015, the blessings will surely still outnumber the less pleasant events in our lives.

Since Christmas conveys many positive messages and is the most widely celebrated occasion in the world, I would like to wish you a pleasant 'slow down' time with your loved ones to ensure that you embrace 2016 with renewed energy and a vision for many positive happenings. I would like to conclude with the words of Dr. William E. Caswell who said: "Included in the celebration of Christmas are: slow down and enjoy your fellow humans – at least for a few days, respect and tolerance are preferable to disrespect and intolerance, it is better to give than to receive, strive for peace not war, celebrate together, family is important, it should not be an 'eye-for-an-eye' vengeance but a 'turn-the-other-cheek' approach and forgiveness is preferable to retribution.

Best wishes for a happy Christmas feast to you all!

Dr Jeanette du Plessis
Marketing Portfolio SAAHE Central

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Compiled by:
Alwyn Hugo December 2015