

# CONFERENCE PROGRAMME

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# SAAHE

Conference 2014

26-28 June

convergence & divergence

## SAAHE 2014 Conference Programme Thursday 26 June 2014

07h00	REGISTRATION				
08h15	Welcome addresses - Conference Organising Committee Chair: <b>Dr Michael Rowe</b> - SAAHE President: <b>Professor Gert van Zyl</b> - UWC Rector and VC: <b>Professor Brian O'Connell</b>				
09h00	Keynote 1: <b>Jason Frank</b> Crises, competencies, and the end of time: Convergence and divergence in health professions education				
10h00	Keynote 2: SAAHE distinguished educator - <b>Ian Couper</b>				
10h45	REFRESHMENTS				
	Central 1	Central 2	Central 3	Posters: Session 1 Piazza	Posters: Session 2 Piazza
11h15	<b>(Treadwell)</b> : The effect of reflection and feedback on the confidence of medical students to perform an endotracheal intubation.	<b>(Pieterse)</b> : Guidelines for the facilitation of critical thinking in radiography students	<b>(Postma)</b> : Multivariate correlates of perceived relevance in a dental curriculum	<b>(Baird)</b> A Proposed structure for video as primary content delivery medium in online learning; <b>(Klopper)</b> Medical student study resources and attitude towards various teaching methods; (86 Manning) Flip or Flop? Narrated Powerpoint for anywhere, anytime learning; <b>(Mitchell)</b> Open Educational Resources (OER) as tools for convergence; <b>(Rohwer)</b> E-learning of Evidence-Based Health Care (EBHC) to increase EBHC competencies in healthcare professionals: A systematic review; <b>(Snyman)</b> Mobile health application utilising functioning and environmental factors for patient-centred care; <b>(Walsh)</b> How Podcasts Modify Medical Students' Behaviour; <b>(Van Zyl)</b> An investigation into the characteristics of the anatomy and embryology module that affect first-year medical students' academic performance; <b>(De Villiers)</b> Paediatric Endocrinology Training in Sub-Saharan Africa; <b>(Allen)</b> An analysis of the practical experiences and confidence in performing EM skills in SA medical interns; <b>(Wentzel)</b> Gender based violence for healthcare professionals training: Does it work?; <b>(Jooste)</b> Experiences of transformative leadership through self-leadership in a research programme	<b>(Mkhonto)</b> Awareness on assertiveness and communication skills in teamwork by third year students during IPE; <b>(Harrison)</b> Critical care skills in emergency care: A critique on WIL through a transformative learning lens; <b>(Smit)</b> Understanding the world of health: development, implementation and evaluation of a compulsory module for 2nd years; <b>(Theunissen)</b> Experience and perceptions of students regarding inter professional education; <b>(Phafoli)</b> Improving maternal and neonatal health outcomes through utilization of village health workers/ traditional birth attendants; <b>(Ebrahim)</b> Needs Assessment for a Service-Learning Module in the course Oral Health II; <b>(Koorhof)</b> Utilising the service-learning paradigm to resdesing students' research experience; <b>(Botha)</b> A framework for effective Service-Learning in resource-based disciplines; <b>(Mammen)</b> Exposing medical students to traditional Health Practices and medicinal plant usage: An Innovative way of doing; <b>(Truter)</b> Pharmacy students' awareness of Complementary and Alternative Medicine; <b>(Treadwell)</b> Reflections on interprofessional teamwork involving students from five healthcare professions;
11h30		<b>(Coetser)</b> : Preventing lecturalgia by using mixed learning strategies when teaching undergraduate medical students	<b>(Chipamaunga)</b> : Students' experiences on integration of learning in an undergraduate medical programme: a phenomenographic study		
11h45	<b>(Archer)</b> : The influence of different instructional approaches on skill acquisition and retention	<b>(Gordon)</b> : Termination of prejudice: Helping students 'live' societal and healthcare factors underlying women's reasons for terminating their pregnancies.	<b>(Wonkam)</b> : Using role-play to teach genetic counseling concepts: Experience from the Faculty of Health Sciences, UCT		
12h00	<b>(Delport)</b> : Factors that contribute to a positive experience of tutor supported skills learning	<b>(Moch)</b> : Factors in flipping the pharmacology classroom	<b>(Mabope)</b> : Pharmacy students' perceptions of the teaching methods used in the problem-based learning programme at the University of Limpopo		
12h15	<b>(de Kock)</b> : Medical students' perceptions about a newly implemented Clinical Skills module		<b>(Reinbrech-Schutte)</b> : Experiences of UP medical students during peer learning interactions with community health workers in ward based outreach teams		
12h30	LUNCH				

## SAAHE 2014 Conference Programme — Thursday 26 June 2014 (continued)

	Central 1	Central 2	Central 3	Harlem
13h30	<b>(Fraser-Berghout):</b> Factors that influence the academic performance of medical students with prior tertiary education	<b>(Blitz):</b> Clinical teaching of undergraduate medical students: how do clinicians do it?	<b>Workshop 1</b> <b>Jason Frank:</b> An introduction to competency-based medical education	<b>(Rowe):</b> Creating and implementing an open, online course in Professional Ethics
13h45	<b>(Weiss):</b> Making assessment quality visible: QA-MAP is a visual tool to illustrate and monitor the quality of MCQ assessment	<b>(Nyoni):</b> Professional nurses perception of their training role at Paray hospital, Lesotho		<b>(de Villiers):</b> A fresh way of learning -how podcasting enhances students' learning
14h00	<b>(Ras):</b> Anxiety and depression in final year medical students	<b>(Gibbs):</b> Bachelor of Clinical Medical Practice (Clinical Associate) student reflections during clinical rotations		<b>(Sauls):</b> The use of iPads as assistive devices in the learning of visually impaired students
14h15	<b>(de Jong):</b> Ethical issues experienced by Occupational Therapy students – The reality	<b>(Bray):</b> Student views on early clinical learning		<b>(Masiba):</b> E-tasks on a clinical communication platform: Redesign, implementation and future considerations
14h30	<b>(Oosthuizen):</b> Exploring the experiences of Speech-Language Therapy students, educators and clinical tutors in the foundation phase classroom	<b>(Keiller):</b> Strength in numbers: Peer led tutorials as an effective strategy for physiotherapy practical skills training classroom		<b>(Davids):</b> Effect of improving the usability of an e-learning resource: a randomized trial
14h45	<b>(Mandiwana):</b> Evaluation of a physics solving strategy in Biophysics and Numeracy			<b>(Rohwer):</b> Developing logic models for a systematic review on e-learning to increase evidence-based health care competencies
<b>15h00</b>	<b>REFRESHMENTS</b>			
15h30	<b>(Borrageiro):</b> Clinical learning environment and supervision: Student nurses' experiences within private health care settings in the Western Cape	<b>(Hess):</b> Understanding the learning styles of undergraduate physiotherapy students	<b>Workshop 2</b> <b>Green-Thompson, McInerney</b> Revisiting social accountability	<b>Workshop 3</b> <b>Tan, Wolvaardt, Archer</b> The novice's guide to contemplating PhDs
15h45		<b>(Sepako):</b> How do junior medical students identify and utilise resources in a Problem-Based Learning curriculum?		
16h00	<b>(Dreyer):</b> DREEM on Bachelors in Clinical Medicine Practice (BCMP)	<b>(Singaram):</b> Exploring fortigenesis in medical students		
16h15	<b>(Gebrekirkos):</b> Impact of bedside teaching activities on the patients' hospital experience at Mekele University hospital, Ethiopia	<b>(Burch):</b> Have changes in secondary education affected the generic learning skills profile of South African medical school entrants?		
16h30				
<b>17h00</b>	<b>WELCOME COCKTAIL</b>			
<b>18h00</b>	<b>SAAHE Exec 18h00 - 20h00</b>			

# SAAHE 2014 Conference Programme — Friday 27 June 2014

07h00	REGISTRATION				
08h15	Keynote 3: <b>Steve Reid</b> The education of health professionals for the National Health Insurance				
09h15	Comfort break (for venue to be set up for parallel sessions)				
	Central 1	Central 2	Central 3	Posters: Session 3 Piazza	Posters: Session 4 Piazza
09h30	<b>(de Villiers)</b> : The intern landscape in South Africa - transition from student to doctor	<b>(Bheekie)</b> : Service-learning in Pharmacy: Introducing an on-campus practical to fulfill a health service need	<b>(Ntsoelinyane)</b> : The 'X' factor in ECP academic success: 2013 student perspectives	<b>(Dison)</b> Learning, agency and professional identity formation of students in a health sciences faculty; <b>(Farmer)</b> Developing graduate attributes in the Health Sciences; <b>(Botha)</b> A proposed method to introduce the CanMEDS Competency Framework to students; <b>(Glajchen)</b> Building self awareness, creativity and discovery in first year medical students; <b>(Irlam)</b> Perceptions of Agency among UCT Medical Elective Students; <b>(Gibbs)</b> Challenges associated with the assessment of an English intervention programme for first year BCMP students; <b>(Du Plessis)</b> Assessment instrument for assessing Xhosa/ Afrikaans clinical communication skills; <b>(Lewis)</b> Using language technology to improve students' Xhosa clinical communication skills; <b>(Maart)</b> Dental Student-Patient Communication	<b>(Meyer)</b> The Dual Role of a Clinical Educator as Mentor and Assessor; <b>(Kutese-Mutebi)</b> Creating awareness for improving medical records for better teaching and learning; <b>(Green)</b> Lessons Learnt for collaboration: Experiences of field testing breastfeeding training package for health workers in South Africa); <b>(von Pressentin)</b> Towards Tailored Teaching: Enhancing the workplace-based learning experience of Longitudinal Integrated Clerkship (LIC) students; <b>(Lourens)</b> Clinical audit as the teaching see-saw of clinical governance and evidence based nursing; <b>(Eksteen)</b> Field trips as an intervention to enhance motivation for a management module; <b>(Hooper)</b> Directly Observed Clinical Work is an effective and underutilised method of training and supervision; <b>(Bosman)</b> Supporting task shifting through learnerships
09h45	<b>(Kok)</b> : Reflections on their year-long rural clinical training: junior doctors look back	<b>(Dube)</b> : Perceptions of final year Medical Students About Their Service Learning Activities During a Primary Care rotation	<b>(Roe)</b> : Challenges facing the student support system of first year MBChB students at MEDUNSA		
10h00	<b>(Lombardo)</b> : Exploring the barriers that affect the preparedness of dietetic students from UWC for clinical practice	<b>(Kruger)</b> : Health Sciences students' perceptions of Community-Based Education (CBE) and Service Learning (SL)	<b>(Burch)</b> : Widening access to medical school and ensuring success: 22-year experience in South Africa		
10h15	REFRESHMENTS				
10h45	<b>(Hess-April)</b> : Exploring new graduates' conceptualisations of occupational justice in practice: Towards OT education for transformation	<b>(Kiguli-Malwadde)</b> : A paradigm shift: Medical schools in Africa form in-country consortia to improve medical education and health workforce planning	<b>Workshop 4 van Schalkwyk, Blitz</b> Assessment for and of learning: A framework for implementing student patient portfolios	<b>Posters: Session 5 Piazza</b> <b>(de Waal)</b> Resource and systems management in the clinical skills laboratory; <b>(Munangatire)</b> Exploration of High Fidelity Simulation: Nursing lecturers' perceptions and experiences; <b>(Reitsma)</b> Identifying best practice in the teaching of large classes in a simulation laboratory; <b>(Morkel)</b> Development of skills laboratory training for second year medical students; <b>(Hazell)</b> Simulated learning for Radiography students; <b>(Oosthuizen)</b> Pharmacy students' opinions towards active learning; <b>(Musa)</b> A cardiovascular perfusion programme for SA; the road to success; <b>(Smalley)</b> Integrated Curriculum: A Dissection of the Bachelor of Clinical Medical Practice Degree Programme; <b>(Wonkam)</b> Exploration of human genetics teaching; <b>(McNeil)</b> Quality assessment of the Extended Curriculum Programme for medicine; <b>(Louw)</b> Developing learners - evaluating the impact of curricular changes designed to enhance generic skills experience; <b>(Bagwandeem)</b> SOWING THE SEEDS: The use of Feedback in the Medical Curriculum as a Key Factor in Academic Success; <b>(du Toit-Prinsloo)</b> Who must teach clinical forensic medicine to undergraduate students?	
11h00		<b>(Namatovu)</b> : Introduction of a Master of Medicine Family Medicine training by distance education at Makerere University College of Health Sciences - A needs assessment			
11h15	<b>(Naidu)</b> : Developing and validating a questionnaire to determine medical students' perceptions of the essential attributes of a socially accountable doctor	<b>(Bosman)</b> : Social Auxiliary Work Learnerships do not guarantee employment in public sector health care services			
11h30		<b>(Brinkman)</b> : Crafting a curriculum using innovative transdisciplinary resources: lessons learnt from the Rehabilitation Care Worker pilot project			
11h45	<b>(Omer)</b> : Adopting social accountability at the University of Khartoum Faculty of Medicine: What challenges are there for the faculty?	<b>(Muller)</b> : Mapping LGBT health teaching within a tertiary health sciences curricula			
12h00	<b>(Phalwane)</b> : Evaluation of the impact of service learning on dental students at the University of Limpopo	<b>(Rotich)</b> : Identification of health needs of mother-baby pairs in the first 6 weeks after birth: Perceptions of mothers from the Moi teaching and referral hospital, Kenya			
12h15	LUNCH				

## SAAHE 2014 Conference Programme — Friday 27 June 2014 (continued)

12h45	SAAHE AGM			
	Central 1	Central 2	Central 3	Harlem
13h45	<b>(Daniels-Felix):</b> Perceptions and attitudes of Stellenbosch University's medical students with regard to Rural Clinical School placement	<b>Symposium 1:</b> <b>Couper, Reid, Blitz, Cooke, Zingela</b> Convergence and divergence: Challenges in planning new medical schools in South Africa	<b>Workshop 6</b> <b>Schoeman</b> The Cohen method of standard setting - WHY and HOW	<b>Workshop 7</b> <b>Waggie, Rhoda, Snyman, Filies, Laattoe, Egieyeh, Linda</b> Interprofessional Education: A means to develop collaborative practice and enhanced care
14h15	<b>(Gaede):</b> Aligning modules to the curriculum: Using a modified Delphi technique as a participatory approach to developing a rural health module in an undergraduate medical curriculum			
14h30	<b>(Koornhof):</b> Dietetics training: From the urban facilities to rural communities			
14h45	<b>(Mapukata-Sondzaba):</b> Parallels and divergences in decentralised training approaches: Rural placement of Wits medical and education students in Mpumalanga Province, South Africa	<b>Workshop 5</b> <b>Muller, Kathard, Pillay, Meer, Crawford-Browne</b> Teaching critical theory in health professions education		
15h00	<b>(Christasen):</b> Nursing and midwifery students' perceptions of primary health care clinical placements in Lesotho			
<b>15h15</b>	<b>REFRESHMENTS</b>			
15h45	<b>(Higgins-Opitz):</b> The perceptions of a cohort of final year medical students on culture and the practice of medicine	<b>Workshop 5 continued</b>	<b>(Christopher):</b> Introducing an interactive online clinical skills database for Emergency Care Work Integrated Learning	<b>Symposium 2:</b> <b>Amosun, Talberg, Peters, Rustin, Keeton</b> Creating professional development through multi-professional learning in Allied Health Sciences Undergraduate Education at University of Cape Town – No easy task!
16h00	<b>(Matthews):</b> An exploration into the awareness and perceptions of medical students of the psychosociocultural determinants of health in the consultation		<b>(de Waal):</b> Scenario scripting future intersections between Degrees, Curriculums and Professionalization in Prehospital Emergency Care	
16h15	<b>(Diab):</b> Embracing technology as a teaching tool - The use of videos to teach communication skills, a second language and cultural sensitivity		<b>(Dittmar):</b> A web-based Learning Opportunities, Objectives and Outcome platform (LOOOP) for Curriculum Development	
16h30	<b>(Klopper):</b> Gamification in surgical education		<b>(Knight):</b> Developing scholarship in undergraduate medical students at the University of KwaZulu-Natal: teaching research	
<b>16h45</b>	<b>DAY ENDS</b>			
<b>18h45</b>	<b>GALA DINNER</b>			

# SAAHE 2014 Conference Programme — Saturday 28 June 2014

07h30	REGISTRATION		
08h15	Keynote 4: <b>Debbie Murdoch-Eaton</b> Change - is the key developing staff and student resilience		
	Central 1	Central 2	Central 3
09h30	COMFORT BREAK		
09h45	<b>(Mostert-Wentzel)</b> : Kaleidoscope competency framework for community and public health physiotherapy in the undergraduate curriculum in South Africa	<b>Workshop 8 Murdoch-Eaton, Bezuidenhout</b> The role of a health professional as a global citizen	<b>(Botes)</b> : General Practitioner's preferences for CPD: Family medicine refresher courses
10h00	<b>(Marais)</b> : The NOMA track module - Fostering competency attributes Important to health and nutrition professionals		<b>(Wolvaardt)</b> : Advanced health management programme training: Outcomes from Namibia and Botswana
10h15	<b>(van der Merwe)</b> : Teaching professionalism in the next generation of healthcare professionals: what about using three R's?		<b>(Wolvaardt)</b> : Using a fellowship programme to prepare Masters Degree students for the HIV workplace
10h30	REFRESHMENTS		
11h00	<b>(Burman)</b> : Attitudes of medical students to undergraduate research	<b>Workshop 8 continued</b>	<b>(van Schalkwyk)</b> : Supporting academics in their teaching role: faculty development in context
11h15	<b>(Dreyer)</b> : Convergence or Divergence: the use of critical readers in promoting scholarship among novice authors		
11h30	<b>(Naidoo)</b> : A situational analysis towards a reflective community of practice (CoP) for postgraduate research supervision		<b>(van Wyk)</b> : The experiences of academic staff regarding the course for newly-appointed lecturers in the Faculty of Health Sciences, University of the Free State
11h45	Short break to open room for closing session		
12h00	CLOSING – PRIZE GIVING – SAAHE CONFERENCE 2015 ANNOUNCEMENT		