



**SAAHE**  
South African Association of Health Educationalists

**SOUTH AFRICAN ASSOCIATION OF HEALTH EDUCATIONALISTS CENTRAL REGION  
NEWSLETTER**

**May 2016**

**Opinions, views and comment expressed by contributors are not necessary the official opinion of  
SAAHE.**

**CONTENT**

- I. MESSAGE FROM SAAHE CENTRAL REGION  
Alwyn Hugo
- II. PERSONALITY AS A GUIDANCE SYSTEM FOR THE DEVELOPMENT OF AN E-BASED  
CONTENT-DELIVERY TOOL FOR THERAPEUTIC NUTRITION MODULES  
Prof Louise Van Den Berg
- III. FEEDBACK FROM SAAHE COUNCIL MEETING  
Prof Hesta Friedrich-Nel
- IV. SAAHE NEWS

## **I. MESSAGE FROM SAAHE CENTRAL REGION**

Dear Friends and Colleagues in health sciences education.

The new SAAHE Central region management team was selected during the annual general meeting on 16 March 2016. The team consists of 9 members in dedicated portfolios. In the following each member will give a short introduction describing their portfolio and aim for SAAHE.

### **Lynette van der Merwe**

It is a pleasure to introduce myself to you. I am the vice-chairperson of the newly elected SAAHE management committee, and am employed as the undergraduate medical programme director in the School of Medicine at the UFS. My background is in both medicine and education, as I qualified as a medical practitioner at the UFS (MBChB). I also obtained the degrees M.Med.Sc. (Surgery) and PhD (HPE) from the UFS. I have worked in a variety of disciplines, including Anaesthesiology (completed the DA), Critical Care, Obstetrics and Gynaecology (Reproductive Health). I have also worked as a GP in private practice, and was a lecturer in Physiology in the Department of Basic Medical Sciences in the School of Medicine for many years, before taking on the new challenge of managing the MBChB programme since 2015. My vision for SAAHE is that we realise that everyone can make a difference, but that we have to decide whether we make it a good one!

### **Mathys Labuschagne**

I am the Head of the Clinical Simulation and Skills Unit, School of Medicine, University of the Free State. I completed my MB ChB degree in 1987 at the University of the Orange Free State and after completing my Internship in Bethlehem and military service I went into private practice as a general practitioner in Bloemfontein. After twelve years in general practice I specialised in Ophthalmology. I completed my MMed (Ophth) in 2006 and worked as a full-time consultant and lecturer in the Department of Ophthalmology at Universitas Hospital in Bloemfontein. I obtained a PHD in Health Professions Education in June 2012 from the University of the Free State, my PHD title is: Clinical Simulation to enhance undergraduate medical education and training at the University of the Free State. My portfolio on the SAAHE Central branch management team is Academic. My vision is to extend the current academic programme presented at the Central Branch with top of the class speakers of high academic standard and topics that will capture the interest of attendees.

### **Hesta Friedrich-Nel**

I am currently the HOD Clinical Sciences at the CUT and holds the Finance portfolio on the SAAHE Central region management committee. I am the secretary of the SAAHE National Council and for that reason an executive council member. My vision is for the central region to engage as many as possible of the colleagues from the faculties involved at the UFS and CUT. In doing so I wish for the academic activities to linger as discussion points and to influence the way in which we approach teaching, learning and assessment activities. In my specific portfolio I wish to build on the sound financial status of the central region to provide all involved with a 'value for money' experience.

### **Gerbrecht Niemand**

I am a Senior Assistant Officer in the department Basic Medical Sciences at the Faculty of Health Sciences, University of the Free State. I am serving SAAHE as a council member, with the Administration portfolio since March 2016. My vision for the Administration portfolio is to create and maintain administrative systems and procedures that will provide meaningful support to the realization of the SAAHE Leaders for Vision 2030 objectives.

### **Riaan van Wyk**

I am currently the chief technical expert at the Clinical Simulation and Skills Unit at the UFS. My main responsibilities include the programming of High-fidelity scenarios. I have just finished my Masters degree in HPE and also have a B.Comm (IT) degree. My vision for the Information Technology portfolio is to optimise communication between members utilising our existing web presence.

### **Jeanette du Plessis**

I graduated in Radiography in 1985 from the University of the Free State (UFS). During my Radiography career, I received professional training in all diagnostic modalities namely, General Radiography, Mammography, Vascular and Interventional Radiography, CT and MRI. In 2000, I accepted a position as lecturer in Radiography at the Central University of Technology, Free State where I am still employed. To equip myself to be more proficient in my teaching career I completed a Master's degree in Higher Education in 2008 and a PhD in Health Professions Education in 2015, both from the UFS. I am passionate about the Radiography profession and hope to use my knowledge and skills for the betterment of the profession. My portfolio on SAAHE Central branch's management team is Marketing. My vision is to help grow attendance of local SAAHE activities since these activities are not only informative but present opportunities for colleagues to network across disciplines and institutions.

### **Deliwe Mtyongwe**

I am Deliwe Mtyongwe; lecturer at CUT in the Dental Assisting programme since 2011. I have the following qualifications: BSc Physiology (UFS), BChD (UP) and Advanced Diploma in Higher Education (UFS). I am currently studying towards an MSc in Community Dentistry at Wits University. I hold the position of secretary for SAAHE central region. My vision for SAAHE is to attract more young academics to be active members of all SAAHE activities; in order for us to provide our learners with the most innovative and cutting-edge learning methods and content.

### **Gert van Zyl**

I am the Dean on the Faculty of Health Sciences at the UFS and President of SAAHE. I served on a number of MDB committees and on the HPCSA Council. I contributed towards the establishment of the PPP at Universitas Hospital in the early 2000's. This initiative created a big impact on the delivery of Health Care in the Free State with establishment of two Netcare- Community Health hospitals in Pelonomi and Universitas Hospitals. The third stream income generated by this initiative is in potential enormous and can create a better health for all in the Free State. My passion is towards better quality health services. Proof of my leadership in this regard is my contribution to the establishment of the Quality Assurance programme in the Free State Department of Health. My contribution to teaching, research and service delivery on an academic level is recognized on national and international level. I have steered a number of revisions of curricula on undergraduate and postgraduate level. At present I am an Inaugural Fellow of AMEE. I have a PhD in Health Professions Education and I have an interest in Family Medicine, Community Health, health economics, curricula design and academic accreditation.

### **Alwyn Hugo**

I am a member of the Division of Undergraduate Programme Management in the School of Medicine UFS. My focus areas are technology in teaching and learning, ICT skills development and student performance. I have a Masters degree in HPE from the UFS and enjoy the dynamics associated with students in higher education. I am the chair of SAAHE Central region and my vision for SAAHE Central is;

- to develop debate in the local education community,
- to increase awareness and support of the National SAAHE agenda on local level.

The SAAHE Central region's management team is dynamic and competent in terms of management

and health profession education. I am confident that the team will promote health professional education on a local and national level and to enact SAAHE's vision to improve the quality of teaching and learning in health sciences education so as to enhance the delivery of high quality, affordable and sustainable health care to South Africans in both the public and private sector.

### **Alwyn Hugo**

**Chair: SAAHE Central**

---O-O---

## **II. PERSONALITY AS A GUIDANCE SYSTEM FOR THE DEVELOPMENT OF AN E-BASED CONTENT-DELIVERY TOOL FOR THERAPEUTIC NUTRITION MODULES**

Our paradigms as educators are informed, consciously or subconsciously, by many frameworks and models that we encounter in our professional development. My own is an eclectic approach incorporating Knowles's principles of adult learning, Kolb's learning styles, and Fleming and Mill's VARK theory, and above all, the Myers-Briggs personality type indicator (MBTI). The latter, developed by Katherine Briggs and Isabel Myers, based on the theories of Carl Jung, proposes a model to explain different temperament traits and automatic emotional responses to experiences, which are generally stable over the lifetime.

The MBTI classifies people on a continuous axis in four domains, namely introverted/extroverted (how they prefer to focus their attention and where they get their energy from), sensory/intuitive (how they prefer to take information in), thinking/feeling (how they prefer to make decisions), and judging/perceiving (how they prefer to act on information). In the words of Catherine Briggs (MBTI Foundation: Online): "Good type development can be achieved at any age by anyone who cares to understand his or her own gifts and the appropriate use of those gifts". The theory states that all people have certain inborn preferences, but that, by being made aware of these, anyone can develop their less dominant traits in order to become more balanced and better orientated towards life. Being extremely introverted, for example, may make it hard for a person to communicate information; learning to become more open to others, can make this easier.

The application of these preferences to teaching and learning, has been the subject of much published research. Developing learning material and creating the type of learning environment in which the different preferences are met, is not only conducive to learning, but may also help students to develop their more dormant traits. For example, including group work may energise an extrovert, but challenge an introvert. Similarly, complicated case studies that require much integration of different facts, findings and theories,

may stimulate students who intuitively absorb information and prefer to see the bigger picture while they naturally look for patterns and connections; while those with sensory preferences, who rely on their senses to take in information, may feel a little lost without more guidance. Literature indicates that more than 75% of people (Briggs Myers et al, 1998), including students (Hagan & Taylor, 1999), are sensory-orientated. These students need concrete facts, organisation, and structure and become easily frustrated and impatient with complicated situations (which are inherently part of therapeutic work). This theory has greatly influenced my development of a content delivery tool for the therapeutic nutrition modules, which forms a major part of the BSc-training of dieticians at the University of the Free State. The tool was intended to map the territory to assist sensory learners in keeping the big picture in focus, while also appealing to intuitive learner's natural tendency towards such organisation.

In this tool, initially produced as a DVD, hyperlinks were used in PowerPoint to create a table of contents with virtual buttons linking to different pages, each representing a theme within a module of therapeutic nutrition. On each theme page, more buttons, arranged according to a generic system, link to the aims, learning outcomes, learning materials, assessment criteria, PowerPoints slides used in class to facilitate the teaching and learning of the particular theme, supporting resource materials (including for example articles, position papers, conversion factors, etc.), video links to enhance the topic, legitimate web-sites for future reference, self-tests, as well as practical assignments. Further links on each theme page offer access to the so-called professional toolbox, which contains an ever-evolving and updated array of clinical tools presented in multimedia; for example video-based step-by-step instruction to interpreting nutrition-related signs and symptoms, performing and interpreting anthropometrical measurements, or conducting nutrition counselling session, as well as the full array of published formulas to calculate dietary needs of various types of patients, and much more. With this tool, all information related to a certain theme, is readily at hand, assisting both facilitator and the students to situate the material within the bigger picture. Furthermore, it helps to organise the multimedia used for the delivery of the module content. More recently the tool was developed for online access.

Very positive feedback regarding the content and interface are received from undergraduates annually. While the tool was originally intended to organise the teaching and learning of the

undergraduates, former students working as dieticians in therapeutic settings all over the world, have been giving spontaneous feedback. They report that the tool not only allows them quick and highly structured access to the totality of their professional tools, but provides a quick recap of the pathophysiology and basic nutrition therapy for all the diseases they had studied at university. According to former students, this has proven to be extremely helpful in the therapeutic setting. Another positive spin-off of the tool is to offer transparency of the training, by affording the training dieticians, who oversee the internships of our final year dietetic students, access to what these students are taught in the class room. In turn, these dieticians (as well as the alma mater from all over) give feedback to the facilitators. This two-way communication greatly assist facilitators to keep the course content relevant to the actual work environment, while affording practicing dieticians one more way of staying abreast of developments in their field.

Overall, this tool, which started out as a simple idea, has become a continuously evolving project, binding former and current students together, for the better part of a decade. Overall, this project taught us how a little eclectic theory applied consistently and with devotion, may eventually exceed all expectations.

#### Reference List

The Myers Briggs Foundation. Available at: <http://www.myersbriggs.org/type-use-for-everyday-life/type-and-learning/> [3 March 2016]

Briggs Myers, I., McCauley, M.H., Quenk, N.L., and Hammer, A.L. 1998. MBTI® Manual: A Guide to the Development and Use of the Myers-Briggs Type Indicator® Instrument, 3rd Edition, Consulting Psychologists Press.

Hagan, D.W., Taylor, A.D. 1999. The Personality of Dietetics. *Journal of the American Dietetic Association*, 99(6): 667-668.

**Prof Louise Van Den Berg**  
**School of Allied Health, UFS**

---o-o---

#### III. SAAHE REGIONAL AGM 16 March 2016

The minutes of the regional AGM can be accessed at [http://saahe.org.za/wp-content/uploads/2016/03/CentralBranchChairperson\\_report\\_2015\\_2016.pdf](http://saahe.org.za/wp-content/uploads/2016/03/CentralBranchChairperson_report_2015_2016.pdf).

We are aware that the navigation to the Central region's web area from the SAAHE homepage are not functioning at present and hope to have resolution on the matter after the next National Council meeting.

Hesta Friedrich-Nel gave the following feedback from the National Council.

Two council meetings were held, one meeting during the SAAHE conference hosted by The Network-SAAHE Gauteng Birchwood conference centre and on 12 September 2015 and on 18 February 2016 at the Intercontinental Hotel, OR Tambo airport. The following matters were addressed at the above meetings:

1. The mission and vision of SAAHE were finalised and documentation will be available on the website at <http://saahe.org.za>.

2. The new logo was finalised and in use.

3. Council resolved that the conferences will be allocated to the regions. Conferences are planned as follows:

- a. 2016: Eastern Cape – dates are 21 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 special interest group namely 'The forum for rural development' was approved.

6. The winning poster at the SAAHE Network conference is available on the SAAHE website. The poster winner gets a free registration for the next SAAHE conference.

7. Call for registration of members on the SAAHE website.

8. The criteria for the SAAHE distinguished Educator award was revised at the 18 February meeting. The information will be available on the website (<http://saahe.org.za>).

In addition, a proposal for a research award was discussed and approved at the council meeting.

9. SAAHE Network Conference September 2015 report: Notes from the conference organiser Prof Di Manning's report: "The 2015 SAAHE conference was a unique departure from the usual event as we had been invited to co-host with the international

organisation The Network: Towards Unity for Health.

The conference was co-branded as Bambanani – Working Together and although the partnership presented some challenges with the website and registration process being based at the Network's offices in Ghent, Belgium and the local South African organisers operating from Pretoria, it was a wonderful opportunity to collaborate and network (pun not intended) with a large number of delegates from around the globe."

#### IV. 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 National Annual General Meeting 2016

The SAAHE AGM will take place 22 June 2016 at 16:00 during the SAAHE conference. Please find documentation for the AGM on the conference website <http://www.saaheconf.co.za/>. There is a floor plan to assist with directions to the venue.

##### 3. SAAHE Web Presence

The SAAHE web site can be accessed at <http://saahe.org.za/>.

##### 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](mailto:Gnanaph@ufs.ac.za)

----O-O----

Compiled by:

Alwyn Hugo May 2016