

Tuesday 25 June 2019

SAFRI Preconference workshops and meetings

14:00 - 16:00

SAAHE council meeting - **Muller Potgieter Building - Room 3**

Wednesday 26 June 2019

07:00 Registration: **Foyer of Francois Retief Building**

| Venue | Plenary 1: Metro 1 |
|---------------|---|
| | Official Opening: Chair: SAAHE Central Region- <i>Alwyn Hugo</i> |
| 08:00 - 08:10 | Official Welcome: <i>Prof Francis Petersen Vice Chancellor UFS</i> |
| 08:10 - 08:20 | Welcome note from the SAAHE president: <i>Francois Cilliers</i> |
| 08:20 - 08:30 | Orientation regarding the SAAHE programme: Congress Chair - <i>Mathys Labuschagne</i> |
| 08:30 - 09:30 | Keynote 1: Health workforce education; Better workforce → Better health? - <i>Prof W Burdick</i> |
| 09:30 - 10:30 | Keynote 2: People-centredness: Putting the individual back into learning - <i>Prof T Gibbs</i> |
| 10:30 - 11:00 | Refreshments in the foyer |

Session 1: Oral presentations and workshops

| | Innovative teaching and learning | IPECP | Burden of Disease | Workshop | Workshop |
|---------------|---|--|---|--|--|
| Venue | Metro 1 | Metro 2 | Metro 3 | CSU 2 | CSU 3 |
| Chair | <i>Gerda Botha</i> | <i>Azette Swanepoel</i> | <i>Carien Weyers</i> | | |
| 11:00 - 11:15 | Video Essay: An alternative assessment method <i>E Korkie</i> | Students' perception of interprofessional education and collaborative practice: Analysis of freehand drawings <i>Y Botma, MJ Labuschagne</i> | Holistic assessment: Creating a tool to assess paediatric interns in a high disease burdened context <i>LK Naidoo, JM van Wyk</i> | The network- TUFH regional workshop <i>N Torres</i> | Verifying the presence and quality of affective domain learning from students' reflective writing: How to use the Griffith University Affective Learning Scale (GUALS) <i>Prof G Rogers</i> |
| 11:15 - 11:30 | An evaluation of the inter-rater reliability of the third year medical students' clinical skills objective structured clinical examination at the University of the Free State <i>V de Beer, J Nel, N Pieterse, A Snyman, MJ Labuschagne</i> | Factors that guide the planning of an inter-professional education and collaborative practice curriculum - A scoping review <i>H Pitout, F Adams, S du Toit</i> | Nursing educators' perception regarding reform in Namibia <i>AG Benjamin, AJ Louw</i> | | |
| 11:30 - 11:45 | Preparing health science professionals for multilingual contexts <i>C Jacobs, L Mhlabeni, F Dyubeni, N Masiba, E Archer</i> | The experiences of third year radiography students with the international classification of functioning documentation form in clinical practice <i>M Kekane</i> | Clinical teaching of undergraduate nursing students: Are the nurses at Arua Regional Referral Hospital in Uganda ready? <i>A Drasiku, C Nyoni, JL Gross, C Jones</i> | | |
| 11:45 - 12:00 | Innovative approach to overcoming Neurophobia: Exiting medical students' attitude and perception <i>O Ayodeji, H Geduld</i> | Interprofessional collaborative practice: From the classroom to clinical and community settings <i>F Waggie</i> | Resilience, burnout and coping in undergraduate medical students <i>LJ van der Merwe, A Botha, G Joubert</i> | | |
| 12:00 - 12:15 | Team-based learning the shift towards 'health care as a team sport' <i>Y Heymans, G Reitsma</i> | Using SP's in inter-professional education collaborative practices (IPECP) ensures authentic learning <i>L Schweickerdt, H Pitout</i> | Supporting nursing students in decentralised learning platforms in Lesotho: Towards a sustainable strategy <i>B Masaya, CN Nyoni</i> | | |

| | | | | | |
|---------------|---|--|--|---------------------------------|--|
| 12:15 - 12:30 | An evaluation of tutor and peer logbook feedback given to undergraduate medical students during clinical skills laboratory training sessions using deliberate practice <i>RM Abraham</i> | Towards authentic people centred care and epistemic justice: Consciously rupturing our historical practices of the present <i>T Rauch-van der Merwe</i> | Development of competence in nursing students <i>T Munangatire, P McInerney</i> | | |
| 12:30 - 12:45 | Undergraduate physiotherapy student and ICU clinical educator perceptions of learning and teaching activities during the intensive care unit clinical education block at a SA University <i>F Karachi, G Mubuuke</i> | Estimation of radiation dose from brain computed tomography scans in a tertiary hospital in SA <i>M Nyathi, GI Shivambu</i> | Undergraduate curriculum change: Enabling public sector optometry <i>P Ramson, H Kathard, R Galvaan, K Naidoo</i> | | |
| 12:45 - 13:00 | An exploration of undergraduate occupational therapy students' experience of using case study as a teaching strategy to learn about spirituality <i>G Thuli Mthembu, A Rhoda</i> | Teaching empathy to medical students in a resource constrained environment <i>K Harmuth, E Archer, I Meyer</i> | Experience of foreign medical graduates (FMGS), international medical graduates (IMGS) and overseas trained graduates (OTGS) on entering developing or middle income countries like SA: A scoping view <i>MI Motala, JM van Wyk</i> | | |
| 13:00 - 14:00 | Lunch in Kine 5 - Foyer - Francois Retief Building | | | | |
| | Session 2: Workshops | | | | |
| | Workshop | Workshop | Workshop | Workshop | |
| | CSU 5 | CSU 2 | CSU 3 | Simulation Unit - Kine 8 | |
| | | | | SIG: Simulation | |
| 14:00 - 16:00 | Interprofessional collaboration and teamwork <i>F Waggie, K Mostert, J van Wyk</i> | Leveraging gamification and classroom interactivity <i>L Crous, P Barnard-Ashton</i> | Coping in the 21st century <i>Prof T Gibbs</i> | | |
| 16:00 - 16:30 | Refreshments in the Foyer - Francois Retief Building | | | | |
| 16:30 - 18:00 | SAAHE Annual General Meeting - Metro 1 | | | | |
| 18:00 | Welcome Cocktail - Foyer - Francois Retief Building | | | | |
| | Welcome note from the Dean of Faculty of Health Sciences | | | | |



Thursday 27 June 2019

07:00 Registration: **Foyer of Francois Retief Building**

Venue **Plenary 2: Metro 1**

Chair: Johan Bezuidenhout

08:00 - 08:10 **Information from the organising committee: Lynette van der Merwe**

08:10 - 09:10 **Keynote 3: Values matter: Supporting and verifying affective domain learning for professional and interprofessional health practice**
Prof G Rogers

09:10 - 10:10 **Keynote 4: Transformative feedback - a conversation or a one-way information delivery - Prof D Murdoch-Eaton**

10:10 - 10:30 **Refreshments in the foyer - Francois Retief Building**

Session 4: Oral presentations and workshops

| | Innovative teaching and learning | Continuous Professional Development (CPD) | PechaKucha | Workshop | Workshop | Poster Presentations |
|---------------|---|---|---|---|-------------|---|
| Venue | Metro 1 | Metro 2 | Metro 3 | CSU 2 | CSU 3 & 4 | |
| Chair | <i>Nokuthula Tlalajoe</i> | <i>Mpumelelo Nyathi</i> | <i>Hanlie Pitout</i> | | | |
| 10:30 - 10:45 | A framework to implement and sustain a curricular innovation in a higher education midwifery programme <i>CN Nyoni, Y Botma</i> | Professional nurses' perception of compulsory continuing professional development <i>A Peters F Slaven</i> | The delivery of lifestyle modification health education by community health workers in the Nelson Mandela Bay health district <i>P Mkontwana, E du Toit, S Olivera, ML Baard, M Kramer</i> | SAAHE health professions education research workshop <i>F Cilliers</i> | SIG: DESIGN | |
| 10:45 - 11:00 | Knowing your student: The use of in-depth personal interviews in mentoring medical students from diverse backgrounds <i>HH Conradie</i> | Experience in planning and executing a continuous professional development programme among radiography students <i>IK Sebelego</i> | Successes and challenges in a medical school using an adapted UK-based curriculum <i>L Badlangana, K Matthagela</i> | | | |
| 11:00 - 11:15 | Empower students for the Operating Room <i>B van der Merwe</i> | Interns' knowledge on the age of consent <i>F Peters</i> | Quality of life and academic performance of first-year health science students <i>A Mostert, MP Jama, LJ van der Merwe, G Joubert</i> | | | Poster Presentations Foyer Francois Retief Building Chair: <i>Gerda Reitsma</i> |
| 11:15 - 11:30 | Perceptions of changes made to a clinical skills curriculum in a medical programme in SA: A mixed method study <i>S Pattinson, P McInerney</i> | Training communicatively competent and confident nursing professionals <i>M Pretorius</i> | Exploring the intricacies of supervision interactions: Perceptions of clinical educators and students <i>AMS Schmutz, E Archer, I Meyer</i> | | | |
| 11:30 - 11:45 | The grand cannabis debate: Stimulating graduate attribute development via asynchronous discussions <i>W Cordier</i> | Towards peer support guidelines: Nurse educators' experiences in implementing a new curriculum <i>M Shawa, Y Botma</i> | Metabolic syndrome among pregnant women attending antenatal care at Pelonomi Hospital <i>SM Baloyi, K Mokwena</i> | | | |
| 11:45 - 12:00 | A framework for strengthening clinical teaching on an expanding training platform <i>J Blitz, M de Villiers, S van Schalkwyk</i> | Approaches of teaching and learning in an advanced clinical nursing qualification <i>E Bornman, G Reitsma, P Bester</i> | What it takes - creation process of a massive open online course <i>D Thomson, T Jaffer, A Deacon, K Edwardes, B Nkgudi, S Walji</i> | | | |
| 12:00 - 12:15 | Bringing literature to life: Automatic film processing animation <i>K Ramadimetja, M Essop Hafsa</i> | Research-orientated programme development: Cutting the gaps of mediocre postgraduate students <i>R Kruger</i> | Personal environmental and occupational barriers to learning in occupational therapy students <i>JT de Bruyn, B Ferreira, S Dixon, N Ndlovu, D Rangane, J Baumgarten</i> | | | |

| | | | | | |
|---|---|---|---|--|---|
| 12:15 - 12:30 | Writing as a tool to navigate border crossings in evolution education <i>C Sutherland, E LÆAbb, P du Toit, W Cordier</i> | The development of competence learning processes model <i>T Munangatire, P McInerne</i> | Exploring student perceptions on the use of gaming in an undergraduate occupational therapy module in SA <i>E du Plooy</i> | | |
| 12:30 - 12:45 | | Do students really think our exams are unfair? <i>C Gordon</i> | | | |
| 12:45 - 13:45 Lunch in Kine 5 - Francois Retief Building | | | | | |
| SAFRI Annual General Meeting - Metro 5 | | | | | |
| Session 5: Workshops | | | | | |
| | Workshop | Workshop | Workshop | Workshop | Workshop |
| | CSU 2 | CSU 3 & 4 | CSU 5 | Kine 9 | Kine 10 |
| 13:45 - 16:00 | SIG: Assessment | A game of goals: Sustainable Development Goals (SDG's) as drivers for interprofessional education <i>D Manning</i> | Making distributed learning work in a district hospital <i>HH Conradie, M De Villiers, B Gaede, I Couper</i> | Resilience: Developing a skillful response to challenge and change <i>LJ van der Merwe, A Botha</i> | Integration of empathy in a health professions curriculum <i>Dr E Archer, Dr B van Wyk</i> |
| 18:00 | GALA DINNER | | | | |
| | Welcome note from the SAAHE President - Francois Cilliers | | | | |

Friday 28 June 2019

Registration: **Foyer of Francois Retief Building**

Session 7: Oral presentations and workshops

| Venue | Metro 1 | Metro 2 | Workshop CSU 2 | Workshop CSU 4 & 5 |
|---------------|---|--|--|---|
| Chair | <i>Yolanda Heymans</i> | <i>Louise Schweickerdt</i> | | |
| 08:30 - 08:45 | Rising to the challenge: Embarking on a 'star' journey to operationalise curriculum transformation <i>J Lubbe, A Turner, L Wolvaardt, L Napoles</i> | Changing educators, changing learners, changing healthcare <i>G Jacobs, S Rushe, D Salter, S Rabie</i> | Developing effective practice - ensuring feedback empowers learners and change practice <i>Prof D Murdoch-Eaton</i> | I know what you had for supper last night <i>G Botha, M Govender, V Masilela</i> |
| 08:45 - 09:00 | Blended learning for health professions education - is it effective? <i>E Venter, F Slaven, L Wolvaardt</i> | Developing a responsive e-learning system for the challenges facing health sciences education <i>A George</i> | | |
| 09:00 - 09:30 | Optimising communication training for healthcare purposes in a multilingual society by facilitating metacognition in a blended learning context <i>C Fourie</i> | An analysis of the communication constructs used in simulation-based communication training for nursing (pre-) professionals <i>M Pretorius, K van de Poel</i> | | |
| 09:30 - 09:45 | Curriculum mapping: A tool to align competencies in a dental curriculum <i>R Maart</i> | The extended curriculum degree programme in medicine at Sefako Makgatho Health Sciences University: A successful transformative model of the landscape in SA <i>M Nyathi, PS Mntla, RT McNeil, L Green-Thompson, B Mosebo, B Marvey</i> | | |
| 09:45 - 10:00 | The workplace as teaching and learning environment, perceptions and experiences of undergraduate medical students at a contemporary medical training centre in Uganda <i>MN Kagawa, S Kiguli, H Steinberg, MP Jama</i> | Community stakeholder perceptions of a community-based service-learning physiotherapy placement <i>K Mostert, N Mshunquane</i> | | |

| | | | |
|---------------|--|---|--|
| 10:00 - 10:15 | Benefit realisation of an electronic platform for skills assessment <i>R Delport, F Botes</i> | Looking back at two years of active blended learning in the eZone <i>P Barnard-Ashton</i> | |
| 10:15 - 10:30 | Making class 'techno-cool' <i>S Singh</i> | Learning space and its' attributes - findings from a qualitative study at Nelson R Mandela School of Medicine <i>R Venugopala, M Moshabela</i> | |
| 10:30 - 11:00 | Refreshments in the Foyer - Francois Retief Building | | |
| | Plenary 3: Metro 1 | | |
| | Chair: <i>Elize Archer</i> | | |
| 11:00 - 11:40 | Keynote 5: SAAHE educator of the year | | |
| 11:40 - 12:00 | Prize Giving - <i>Hesta Friedrich-Nel</i> | | |
| 12:00 - 12:10 | SAAHE 2020 Conference announcement | | |
| 12:10 - 12:20 | Vote of thanks - <i>Lynette van der Merwe</i> | | |

POSTER PRESENTATIONS Thursday 27 June 2019

| | TIME | THEME | TITLE | AUTHORS |
|----|-------|---|---|--|
| 1 | 11:05 | IPECP | Facilitators and barriers to implementing an interprofessional education point of care simulation activity for health care workers in a tertiary hospital | <i>M Jansen, F Waggie</i> |
| 2 | 11:10 | IPECP | Talking the talk: Are Therapeutic Sciences students confident and competent in using medical terminology? | <i>J van der Linde</i> |
| 3 | 11:15 | People-centred | #Feemustfall2016: the perceived and measured effect on clinical medical students | <i>H Brits, G Joubert, L Lomborg, P Djan, G Makoro, M Mokoena, P Malate, D Tengu</i> |
| 4 | 11:20 | People-centred | Introducing International Classification of Functioning, Disability and Health to Third-year Radiography Students | <i>M Kekana</i> |
| 5 | 11:25 | Innovative T&L strategies | A framework for the integration of simulation in the South African undergraduate physiotherapy programme: A narrative systematic review | <i>A van der Merwe, RY Barnes, MJ Labuschagne,</i> |
| 6 | 11:30 | Innovative T&L strategies | Experiences of first-year nursing students during home visits at the University of Fort Hare, Eastern Cape, South Africa | <i>N Gosangaye, K Mostert</i> |
| 7 | 11:35 | Innovative T&L strategies | Reliability of high stakes assessments: A preliminary foray into the use of G-theory | <i>L Bocchino, R Delport</i> |
| 8 | 11:40 | Innovative T&L strategies | Using a massive open online course to teach the principles of deceased donation: It's place in the world | <i>D Thomson, F Waggie</i> |
| 9 | 11:45 | Innovative T&L strategies | Edible integumentary models in anatomy education. Gross or groovy? | <i>JS Brits, G Reitsma</i> |
| 10 | 11:50 | Innovative T&L strategies | Role of exposure to research methods in medical undergraduate training | <i>R Nekaka, R Maart, S Maling</i> |
| 11 | 11:55 | Innovative T&L strategies | Addressing neonatal chest image quality at an undergraduate level | <i>B van der Linde</i> |
| 12 | 12:00 | Innovative T&L strategies | Pharmacy Phlash: Students' experience on an educational game | <i>F Oosthuizen, F Walters, V Perumal-Pillay, V Singh, V Bangalee</i> |
| 13 | 12:05 | Innovative T&L strategies | Perceptions of newly-qualified oral healthcare professionals about their exposure to service learning in their final year of training at the Sefako Makgatho Health Sciences University, South Africa | <i>MG Phalwane</i> |
| 14 | 12:10 | Innovative T&L strategies | Assessment or assassination? Pharmacy students' opinions regarding the causes of their assessment anxiety and poor academic performance. | <i>CS Mostert, C van Wyk</i> |
| 15 | 12:15 | Innovative T&L strategies | Hubs and Spokes: ECHOing change in Chemical Pathology Registrar Training in the National Health Laboratory Service | <i>R Punchoo, L Wolvaardt, B Malope-Kgokong</i> |
| 16 | 12:20 | Educational Challenges for the evolving burden of disease | Do we assess what we set out to teach? | <i>S Adam, M van Rooyen, I Lubbe</i> |
| 17 | 12:25 | Educational Challenges for the evolving burden of disease | Exploring the community engagement at the University of Fort Hare | <i>P Giyose, A Dreyer</i> |
| 18 | 12:30 | Educational Challenges for the evolving burden of disease | Group work in a nursing curriculum: A teaching strategy to address the evolving burden of disease in Lesotho | <i>E Mukurunge, L Badlangana</i> |
| 19 | 12:35 | Educational Challenges for the evolving burden of disease | Engaging with the health of the community: Perspectives of student nurses in Lesotho | <i>M Matete, H Julie</i> |
| 20 | 12:40 | CPD | Perspectives of academic staff on the roles of the newly appointed teacher in health sciences | <i>C van Wyk, GL van Zyl</i> |
| 21 | 12:45 | CPD | Journal response types and times: the outcomes of manuscripts finalised for submission by the UFS School of Medicine medical editor | <i>T Mulder, G Joubert, WJ Steinberg, JBotes</i> |