

# SAAHE ACADEMIC PROGRAMME

## WEDNESDAY 5 JULY 2017

08h00 - 10h00	REGISTRATION [G20 - ground floor]		
10h00 - 12h00	REGISTRATION	<b>PRE-CONFERENCE 4: Students</b> Singaram & Cilliers Student Health Professions Education Research Workshop VENUE: G23-206	
12h00 - 13h00	Boxed lunch (only for workshop attendees) [G23- G18 - IPE lab on ground floor]		
SESSION 1	PRE-CONFERENCE 1: SUCCEED VENUE: G23-218	PRE-CONFERENCE 2: Mixed methods VENUE:G23-217	PRE-CONFERENCE 4: Students VENUE: G23-219
13h00 - 14h30	LUNCH: SUCCEED 13h00 - 14h00 VENUE: G23- G18 - IPE lab on ground floor	<b>Guetterman &amp; Grobler</b> Mixed Methods in Health Professions Research	<b>Singaram &amp; Cilliers</b> Student Health Professions Education Research Workshop
14h30 - 15h00	COMFORT BREAK AND REFRESHMENTS [G23 - G18 - IPE lab on ground floor]		
15h00 - 17h00	BREAK: SUCCEED 15h15 - 15h45 VENUE: G23- G18 - IPE lab on ground floor	Guetterman & Grobler pre-conference continues	Singaram & Cilliers pre-conference continues

## THURSDAY 6 JULY 2017

07h00 - 08h00	REGISTRATION [G20 ground floor]				
SESSION 2	PRE-CONFERENCE 1: SUCCEED VENUE: G23-218	PRE-CONFERENCE 2: Mixed methods VENUE:G23-217	PRE-CONFERENCE 5: Assessment VENUE: G23-219	PRE-CONFERENCE 6: Peer review VENUE: G23-216	SAAHE COUNCIL MEETING [G23-G01]
08h00 - 09h30	<b>Eoyang &amp; De Villiers</b> Creating localised solutions for effective decentralised training for the health professions	<b>Guetterman &amp; Grobler</b> Mixed Methods in Health Professions Research	<b>Schoeman</b> Are my test results valid and reliable?	<b>Boulet; Burgess &amp; Wolvaardt</b> Becoming a scientific peer reviewer: another step in the scholarship ladder	SAAHE COUNCIL
09h30 - 10h00	COMFORT BREAK AND REFRESHMENTS [G23- G18 - IPE lab on ground floor]				
10h00 - 12h00	BREAK: SUCCEED 10h15 - 10h45 VENUE: G23- G18 - IPE lab on ground floor	Guetterman & Grobler pre-conference continues	Schoeman pre-conference continues	Boulet; Burgess; Wolvaardt pre-conference continues	SAAHE COUNCIL
12h00 - 13h00	Buffet lunch (only for workshop attendees) [Alumni Hall]		SAFRI AGM [G20-G01]		
13h00 - 13h30	WELCOMING AND OPENING OF SAAHE 2017 & INTRODUCTION TO SAAHE 2018 [G20-101]				
SESSION 3	PLENARY				
13h30 - 14h30	KEYNOTE 1: <b>Dr. Olaf Kraus de Camargo</b> - The importance of the WHO ICF framework for health [G20-101]				
14h30 - 15h00	COMFORT BREAK AND REFRESHMENTS [G20-ground floor]				
15h00 - 16h00	KEYNOTE 2: <b>Prof. Tim Guetterman</b> - Virtual human technology for training healthcare communication [G20-101]				
SESSION 4	PARALLEL A: Curriculum innovation VENUE G20 - G01 CHAIR: Josephine Eziyi	PARALLEL B: Technology VENUE G16 - G17 CHAIR: Corné Postma	PARALLEL C: Simulation, WIL & Assessment VENUE G16 - G18 CHAIR: Yvonne Botma		
16h00 - 16h20	<b>Champion Nyoni Champion (4.1 A)</b> <i>Paray School of Nursing, Thaba-Tseka, Lesotho</i> Strategies to sustain curricular innovations in higher education: An integrative review	<b>Catherine Hilary Thurling (4.1B)</b> <i>University of the Witwatersrand</i> Using video's for deliberate practice	<b>Adele Naude (4.1C)</b> <i>North-West University</i> Through the looking glass: the simulation landscape of undergraduate pharmacy education in South Africa		
16h20 - 16h40	<b>Elize Archer (4.2A)</b> <i>University of Stellenbosch</i> The value of renewing a curriculum: An evaluation of the revised M Phil in Health Professions Education (HPE).	<b>Ann George (4.2B)</b> <i>University of the Witwatersrand</i> Video versus bedside teaching of paediatric clinical examination skills: A mixed methods study	<b>Dirk Thomas Hagemester (4.2C)</b> <i>University of the Free State</i> Scenario based, algorithms guided defibrillator skills training for final year medical students at the University of the Free State (UFS)		
16h40 - 17h00	<b>Elize Venter (4.3A)</b> <i>The Foundation for Professional Development</i> 21st Century Competency Curriculum Model for the Master in Public Health degree	<b>Paula Barnard (4.3B)</b> <i>University of the Witwatersrand</i> The road to an open adaptable learning laboratory: the eZone			
17h00 - 19h00	OPENING CEREMONY (Sanlam Auditorium) & WELCOMING COCKTAIL (Alumni Hall)				

# SAAHE ACADEMIC PROGRAMME

FRIDAY 7 JULY 2017

07h00 - 08h00	REGISTRATION [G20 - ground floor]				
SESSION 5	PLENARY				
08h00 - 09h00	KEYNOTE 3: <b>Dr. Glenda Eoyang</b> - Thrive in complexity: Adaptive capacity for healing, learning and leadership [G20-101]				
09h00 - 09h30	SAAHE distinguished educator presentation [G20-101]				
09h30 - 10h00	COMFORT BREAK AND REFRESHMENTS [G20-ground floor]				
SESSION 6	PARALLEL A: Assessment & Decolonising VENUE G20 - G01	PARALLEL B: Engaging students VENUE G16 - G17	PARALLEL C: WIL, IPE & Community engagement VENUE G16 - G18	WORKSHOP 1: Hidden curriculum VENUE: G23-217	WORKSHOP 5: Blended learning VENUE: G23-216
10h00 - 10h20	<b>John Wright (6.1A)</b> <i>Faculty of Medicine University of Botswana</i> Does the Cohen Method of Standard Setting produce valid pass marks?	<b>Minnet du Preez (6.1B)</b> <i>North West University</i> Teaching employability skills to undergraduate students in consumer sciences	<b>Hanlie Pitout (6.1C)</b> <i>Sefako Makgatho University</i> Experience of facilitators of inter-professional education	<b>Susan Van Schalkwyk; Ian Couper &amp; Julia Blitz</b> Addressing the hidden curriculum - sensitizing faculty	<b>Paula Barnard &amp; Janine van der Linde</b> Blended learning curriculum design (max 30 delegates)
10h20 - 10h40	<b>Francois Cilliers (6.2A)</b> <i>University of Cape Town</i> How much assessment is too much? Managing assessment in a resource constrained environment.	<b>Louise Schweickerdt (6.2B)</b> <i>Sefako Makgatho Health Sciences University</i> The empathetic physician: using process drama to facilitate the training of empathy skills in healthcare education.	<b>Joleen Cairncross (6.2C)</b> <i>University of the Free State</i> The facilitator's perspective of inter-professional education at the Faculty of Health Sciences, University of the Free State		
10h40 - 11h00	<b>Francois Cilliers (6.3A)</b> <i>University of Cape Town</i> From theory back to reality: Does a model explain in vivo learning effects of assessment?	<b>Josephine Eziyi (6.3B)</b> <i>Obafemi Awolowo University, Nigeria</i> Situational Interest: Conventional Seminar Presentation versus Problem oriented Learning	<b>Marietjie van Rooyen (6.3C)</b> <i>University of Pretoria</i> Impact of Inter Professional Learning(IPL) on students at Daspoort Student Clinic		
11h00 - 11h20	<b>Kimesh Naidoo (6.4A)</b> <i>Department of Paediatrics and Child Health ,University of KwaZulu-Natal</i> Assessing SA's medical interns	<b>Liezl Smit (6.4B)</b> <i>Stellenbosch University</i> The Development of Competencies in an Outcome Based Paediatric Curriculum from a Student Perspective	<b>Marietjie van Rooyen (6.4C)</b> <i>University of Pretoria</i> Impact of Inter-Professional Learning (IPL) on patients and the community at Daspoort Student Clinic		
11h20 - 11h40	<b>Chivaugn Gordon (6.5A)</b> <i>University of Cape Town</i> Love in the time of medical school	<b>Natalie Whalley (6.5B)</b> <i>University of the Witwatersrand</i> Do students benefit from an academic development programme (ADP)?	<b>Pragashnie Govender (6.5C)</b> <i>University of KwaZulu-Natal</i> Making Sense of Knowing: Knowledge Creation and Translation in Student OT Practitioners		
11h40 - 12h00	<b>Lionel Green-Thompson (6.6A)</b> <i>University of Pretoria</i> Ethics in Educational Research for the Health Sciences. My personal journey	<b>Ramadimetja Mable Kekana (6.6B)</b> <i>University of Pretoria</i> Ethics in Educational Research for the Health Sciences. My personal journey	<b>Corne Postma (6.6C)</b> <i>University of Pretoria</i> Measuring Compliance to the Patients' Rights Charter at a Government Dental Clinic in Tshwane		
12h00 - 13h00	Buffet lunch [Alumni Hall]				
SESSION 7	Poster Presentations Session VENUE: Alumni Foyer				
	THEMES: Engaging the student, Community engagement, Simulation, Curriculum innovation, WIL & Decolonizing health CHAIR <b>A:</b> Marietjie van Rooyen, <b>B:</b> José Frantz & <b>C:</b> Scarpa Schoeman				
13h00 - 13h15	<b>Loredana Bocchino (7.1A)</b> <i>Wits Medical School</i> Changes to a struggling integrated medical teaching programme – did they work?	<b>Elize Venter (7.1B)</b> <i>Foundation for Professional Development</i> Improving maternal and infant survival through ESMOE training	<b>Joleen Cairncross (7.1C)</b> <i>University of the Free State</i> How can the School of Medicine teach Social Accountability?		
13h15 - 13h30	<b>Aye Aye Khine (7.2A)</b> <i>Sefako Makgatho Health Sciences University</i> Report on MPhil research project: A conceptual framework for training in medical specialities: Cognitive apprenticeship and Socio-Cultural Theories	<b>Corne Postma (7.2B)</b> <i>University of Pretoria</i> Piloting the Afrikaans version of the Patients' Rights Charter Quality Assurance Questionnaire	<b>Kimesh Naidoo (7.2C)</b> <i>Department of Paediatrics and Child Health ,UKZN</i> Alienation and engagement: Learning experiences of newly qualified doctors in SA		
13h30 - 13h45	<b>Soraya Maart (7.3A)</b> <i>University of Cape Town</i> Understanding the 2nd year student experience: The case of Physiotherapy students	<b>Joleen Cairncross (7.3B)</b> <i>University of the Free State</i> Accuracy of two-rescuer adult CPR performed by registrars of the University of the Free State, Bloemfontein.	<b>Mike N. Kagawa (7.3C)</b> <i>Makerere University College of Health Sciences</i> The workplace as a learning environment		
13h45 - 14h00	<b>Deogratias Ongona Mbuka (7.4A)</b> <i>University of Botswana</i> The use of final year undergraduate medical students' feedback to identify teaching improvement needs in a Family Medicine rotation at the University of Botswana.	<b>Helga Lister (7.4B)</b> <i>University of KwaZulu Natal</i> Teaching about disability and food security in the School of Health Sciences, University of KwaZulu-Natal (UKZN)	<b>Fadia Gamieldeen (7.4C)</b> <i>University of Cape Town</i> Competence of undergraduate occupational therapy students at the University of Cape Town for mental health service delivery.		
14h00 - 14h15	<b>France Raphela (7.5A)</b> <i>Central University of Technology, Free State</i> A review of interactive teaching practices in Anatomy and Physiology and the impact on student performance	<b>Patricia McInerney (7.5B)</b> <i>University of the Witwatersrand</i> Theories of teaching and learning and teaching methods used in postgraduate education in the health sciences: a scoping review protocol	<b>Mmamosheledi Mothibe (7.5C)</b> <i>Sefako Makgatho Health Sciences University</i> The knowledge and perceptions of university of Limpopo medical students towards African traditional medicines		
14h15 - 14h30	<b>Yolinda Uys (7.6A)</b> <i>Sefako Makgatho Health Sciences University</i> Blackboard facilitation: Reflection as a tool used to explore students experiences in the clinical field	<b>Fungai Muzeya (7.6B)</b> <i>Paray School of Nursing</i> Knowledge, skill and self - reported competence of student nurse – midwives related to Active Management of the Third Stage of Labour.	<b>Bernhard Gaede (7.6C)</b> <i>University of KwaZulu Natal</i> Making connections: Students views on living in the community		
14h30 - 15h00	COMFORT BREAK AND REFRESHMENTS [G20-ground floor]				

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SESSION 8	PARALLEL A: Curriculum innovation & Technology VENUE G20 - G01 CHAIR: Marie Ubbink	PARALLEL B: Professional development VENUE G16 - G17 CHAIR: Ruan Kruger	SYMPOSIUM: Assessment SIG VENUE: G23-217
15h00 - 15h20	<b>Gerda Reitsma; Mariet Eksteen; Sonet Swart (8.1A)</b> <i>North-West University</i> Team Based Learning – a Framework for Health Professions Education	<b>Patricia McInerney (8.1B)</b> <i>University of the Witwatersrand</i> The experiences of diplomates of a postgraduate health science education programme: a qualitative study	<b>Francois Cilliers; Scarpa Schoeman &amp; Penny Keene</b> How much does good assessment matter?
15h20 - 15h40	<b>Samantha Gillmore (8.2A)</b> <i>Wits University</i> Advocacy in the Health Sciences Curriculum: a student enabler	<b>Grace Makgoka (8.2B)</b> <i>Foundation for Professional Development</i> Developing and piloting a quality assurance tool for facilitators of clinical courses	
15h40 - 16h00	<b>Lynette Van der Merwe (8.3A)</b> <i>University of the Free State</i> Using social media makes me a better health sciences educator....or not?	<b>Kristen Daskilewicz (8.3B)</b> <i>Gender Health Justice Research Unit, UCT Health Sciences</i> These are the topics you cannot run away from": Opportunities and challenges for South African health sciences educators in teaching topics related to lesbian, gay, bisexual, transgender and intersex health	
16h00 - 17h00	SAAHE AGM [G20-101]		
18h00 - 21h00	GALA DINNER (Crista-Galli) Neat semi-formal attire [Bus leaves at 17:50 in front of G23]		

## SATURDAY 8 JULY 2017

07h00 - 08h00	REGISTRATION [G20-ground floor]		
SESSION 9	Poster Presentations Session VENUE: Alumni Hall Foyer		
	THEMES: IPE, Assessment, Professional development & Technology CHAIR <b>A:</b> Dianne Manning & <b>B:</b> Hesta Friedrich-Nel		
08h00 - 08h15	<b>Richard Cooke (9.1A)</b> <i>University of the Witwatersrand</i> Piloting the measurement of the achievement of health sciences students' inter-professional competencies on a community-based learning platform	<b>Jose Frantz (9.1B)</b> <i>SAFRI</i> The experience and the perception of physiotherapy educators on the impact of faculty development program	
08h15 - 08h30	<b>Emmanuel Matsebatlela (9.2A)</b> <i>University of Pretoria</i> Perceptions of plagiarism among undergraduate health sciences students at a South African university.	<b>Timothy Nottidge (9.2B)</b> <i>University of Uyo</i> Faculty development for the promotion of active teaching and learning strategies at a Nigerian medical school – a needs analysis.	
08h30 - 08h45	<b>Rudo Gwini (9.3A)</b> <i>SAFRI</i> Assessment of patient management and diagnostic skills in internal medicine interns in Zimbabwe.	<b>Ann George (9.3B)</b> <i>University of the Witwatersrand</i> Graduate outcomes: A report from a South African medical school	
08h45 - 09h00	<b>Cornelius Louwrens (9.4A)</b> <i>Foundation for Professional Development</i> Internal consistency and exploratory factor analysis of the Subjective Career Success Inventory	<b>Lianne Keiller (9.4B)</b> <i>Centre for learning technologies</i> Keeping it simple: How health professional educators blend their teaching	
09h00 - 09h15	<b>Grace Makgoka (9.5A)</b> <i>Foundation for Professional Development</i> From the best clinical practice to the most appropriate practice for facilitators of short courses in HIV/SIDS, TB and STIs. the best clinical practice	<b>Welma Lubbe (9.5B)</b> <i>North-West University</i> Technology to enhance self-directed learning and assessment	
09h15 - 09h30	<b>Michelle Janse van Rensburg (9.6A)</b> <i>University of Pretoria</i> Stakeholders perceptions of the National Certificate (Vocational) Primary Health programme	<b>John Wright (9.6B)</b> <i>Faculty of Medicine University of Botswana</i> Adding Information Literacy to an already overcrowded MBBS curriculum	<b>Vistolina Nuuyoma (9.6C)</b> <i>University of Namibia</i> The Group-based Assessment Approach in Nursing Education: The Perspective of Nursing Students on Group-based Assessment Process at a Namibian University
09h30 - 10h00	COMFORT BREAK AND REFRESHMENTS [G20-ground floor]		

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**SATURDAY 8 JULY 2017**

SESSION 10	PARALLEL A: Professional development, Intergrated Teaching & Community engagement VENUE G20 - G01 CHAIR: Grieta Hannekom	PARALLEL B: Engaging students & Student communications VENUE G16 - G17 CHAIR: Karien Mostert	WORKSHOP 3: Simulation SIG VENUE: G23-217	WORKSHOP 4: Learning technology SIG VENUE: G23-218	WORKSHOP 6: Joining the conversation VENUE: G23 - 216
10h00 - 10h20	<b>Marietjie De Villiers (10.1A)</b> <i>Stellenbosch University</i> Decentralised training in the health professions – qualitative findings from a scoping review	<b>Maryna Hattlingh (10.1B)</b> <i>University of the Free State</i> Peer Physical Examination in clinical physical examination training: A viable option in the South African context?	<b>Elize Archer; Bronwen Espen &amp; Charmaine van der Merwe</b> SAAHE SIG: Simulation in HPED	<b>Janus van As &amp; Lianne Keiller</b> SAAHE SIG: Learning Technologies in HPED	<b>Cilliers &amp; Van Schalkwyk</b> Joining the conversation: taking intentional steps to getting published
10h20 - 10h40	<b>Sfiso Emmanuel Mabizela (10.2A)</b> <i>University of the Witwatersrand</i> The national benchmark test as a predictor of academic success in a cohort of medical students	<b>Janine Van Der Linde (10.2B)</b> <i>University of the Witwatersrand</i> Development of an interactive e-learning module for the Human movement module in the second-year occupational therapy course			
10h40 - 11h00	<b>Marietjie De Villiers (10.3A)</b> <i>Stellenbosch University</i> Decentralised training in the health professions – quantitative findings from a scoping review	<b>Belinda van der Merwe (10.3B)</b> <i>CUT</i> Catch me if you can			
11h00 - 11h20	<b>Linus Ndegwa (10.4A)</b> <i>Mount Kenya University</i> Hand hygiene: Knowledge and practices of clinical teachers in selected teaching hospitals in Kenya	<b>Liz Wolvaardt (10.4B)</b> <i>School of Health Systems and Public Health, University of Pretoria</i> What to measure - medial student perceptions			
11h20 - 11h40	<b>Ellenore Meyer (10.5A)</b> <i>University of Pretoria</i> A holistic care approach to community engagement	<b>Alet Bosman (10.5B)</b> <i>Foundation for Professional Development</i> Using social media to track whether health management programme alumni benefited from their qualifications			
11h40 - 12h00		<b>Corne Nel (10.6B)</b> <i>University of Pretoria</i> Exploring the experiences of first year students participating in the HAPPY mentorship program of the School of Health Care Sciences at the University of Pretoria			
SESSION 11	<b>PLENARY</b>				
12h00 - 13h00	<b>KEYNOTE 4: Prof. Hans de Ridder</b> - Teaching anthropometry for health workers: health education without borders (60 min) [G20-101]				
13h00 - 13h30	CLOSING OF THE CONFERENCE & INTRODUCTION TO SAAHE 2018: 27-30th June, Gateway Hotel, Durban [G20-101]				
13h30	Boxed lunch [G20 - ground floor]				