



**FAIMER®**  
Foundation for Advancement of International Medical Education and Research

**SAFRI NEWSLETTER - AUGUST 2015**

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*Welcome 2015 SAFRI Fellows!*

It is with great pleasure that we welcome our newest additions to our SAFRI family! We believe that these wise words of Brian Tracy ring true of our fellows ...

*"Those people who develop the ability to continuously acquire new and better forms of knowledge that they can apply to their work and to their lives will be the movers and shakers in our society for the indefinite future."*



**2015 SAFRI Fellows at Session 1 in Cape Town**

**Special points of Interest:**

- New 2015 Fellows
- Contact Session 1 & 3
- The SAFRI Experience
- SAFRI Members making a name for themselves: Awards, Promotions, Publications & Projects

*A special message ...*

"My fellow 2015 SAFRI fellows; Hiba, Nazlie, Chivaughn, Helga, Henny, Naledi, Karl-Heinz, Bontle, Nonhlanhla, Ganiat, Belinda, Stephane and Frederick, - I want you to know that those little cards with your short messages are on my bed-side cupboard and that I think of you every day as my new family. Wherever you are and in whatever you are doing, let the knowledge that you are not alone give you strength, motivation, and comfort.

~ Godfrey Esoh

## Photographs from SAFRI Session 1 and 3 that paint a thousand words!



## *SAFRI is like coming home ...*

*By Hennie Lombaard*

March 2015 was a difficult time for me personally and being an introvert I had a lot of mixed emotions leading up to the first contact session of SAFRI 2015. On the one hand I was filled with excitement about gaining new knowledge on education and learning new skills in health education. On the other hand not knowing the other people was frightening for me. On arrival the Tuesday evening and going for supper I realised I am in for something different.

The first was when Di Manning, whom I knew as our Deputy Dean Education, told me at SAFRI we hug and not shake like the habit is in the Clinical sciences. Again being an introvert this was something new. Although I would have preferred not to interview people on the first morning I realised suddenly what a great icebreaker it was and suddenly I also realised the amazing group of people I joined. Something became apparent to me. This was not a standard course or workshop that I am attending. This is going to be a life changing journey with a group of special friends. But I was and still is an introvert and reserved and then we had to cross the river! For some of us including myself it was more than an imaginary river, with lily's and hippos and a storm, it was a personal river overcoming yourself to work together with this new group no so much strangers anymore but still unknown.

As we got over the river, I managed to cross my own river and I started to realise I am now part of a greater journey and I am now on a journey that is going to take me to places I did not dream of. The week kicked off and we looked at our personalities. With the group activities I became aware of something I forgot from having Philosophy 1 as a first year student and that is that we actually do and make decisions based on who we are. The activities was a wonderful experience and it also highlighted how boring but also difficult life will be if we were all the same.

As the week continue our table of four was a place of safety almost like for a small child and the other group activities with the other people was more threatening, but like a child start to crawl and walk and explore the people of the other tables became familiar and then they became friends. As the week progress the faculty also became more than teachers, they became mentors and people to look up to.

One of the moments that really stands out for me was two things. The one was the group poster we had to make. The other was the personal poster or presentation we had to create to sell or show or vision for our project. The posters was a wonderful show of the creativity and potential this group had. I remember my eyes being filled with tears when my friends presented their stories, poems, presentations and little dramas. This was for me a moment of personal realisation or a moment of truth. We were all friends, educators in health sciences from all over sub-Saharan Africa. We are a mixed group of cultures and religions and we all have one shared goal and vision. We as SAFRIans whether fellows or faculty we have only one visions: We want to improve the quality of health care to our people by improving the quality of education we give to our students.

After the contact session I stayed on in Cape Town and had to attend a conference of my clinical field. Filled with excitement I reached there and was met with some degree of negativity especially when I was asked where I was and what I did. I again realised the danger of teaching from a clinical background without some program for personal growth. I got back home and continue with the sessions and the working on my study. One night I opened my envelope with messages. Suddenly I was back with my friend, back in my place of safety and positivity. Even when life threw its dice and handed me cards, which I did not want or asked for I think of my friends' messages (and I don't want to mention names because every one of 2015 is my friend and have a positive influence) and I get inspiration and positive energy to continue on this path.

In the movie Forest Gump there is the famous line: "Life is like a box of chocolates ..." but SAFRI is like a box of the best Swiss chocolates, there is no nasty surprises only sweet and wonderful ones.

## *Introducing our 2015 Fellows .... (in alphabetical order!)*

**Dr Hiba Ahmed**Position:

Lecturer of Human Anatomy, Department of Anatomy, Faculty of Medicine, University of Khartoum, Khartoum-Sudan

Interests:

Computer & technology, arts, learning new languages, painting, reading, crafts, DIY projects, watching movies, documentaries & sitcoms.

**Dr Nazlie Beckett**Position:

Undergraduate Course Convenor/ Lecturer, Division of Family Medicine, University of Cape Town, South Africa

Interests:

Reading & watching movies

**Mr Godfrey Esoh**Positions:

Dean, School of Medical and Biomedical Sciences, National Polytechnic Bamenda, North West Region, Cameroon &

Part-time Assistant Lecturer, Faculty of Health Sciences, University of Bamenda, North West Region, Cameroon

Interests:

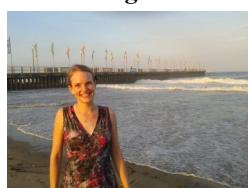
Travelling, public speaking, swimming, reading & dancing

**Dr Chivaugn Gordon**Position:

Head of Undergraduate Obstetrics & Gynaecology Education, University of Cape Town, Cape Town, South Africa

Interests:

Reading, watching movies, cuddling with my cat & throwing dinner parties

**Ms Helga Koch**Position:

Senior Tutor, Occupational Therapy Department, University of KwaZulu-Natal, South Africa

Interests:

Traveling & cultural activities

**Prof Hendrik Lombaard**Position:

Adjunct Professor and Head Obstetrics Unit, Department of Obstetrics and Gynaecology, Steve Biko Academic Hospital and the University of Pretoria

Interests:

Personally: Family, outdoors, photography & motorbikes

Professionally: Complicated twin pregnancies & fetal surgery

**Dr Naledi Mannathoko**Position:

Lecturer in Microbiology, Faculty Of Medicine, University Of Botswana, Botswana

Interests:

Personally: Church & family

Professional: Clinical microbiology and medical education

## *Introducing our 2015 Fellows .... (in alphabetical order!)*

**Dr Karl-Heinz Merbold**Position:

Lecturer & Dentist in the Department of Maxillo-, Facial- and Oral Surgery, University of Pretoria, South Africa

Interests:

Photography, Traveling, Hiking & Outdoor Sport

**Ms Bontle Motshidisi**Position:

Senior Lecturer, Institute of Health Sciences-Serowe, Botswana

Interests:

Watching African movies, listening to jazz and country music and nature. Watching softball games and cultivating the fields.

**Dr Nonhlanhla Nzima**Position:

Head of Clinical Unit (Integrated Clinical Dentistry), Sefako Makgatho Health Sciences, University, South Africa

Interests:

Spending time with my husband and kids; and playing silly games

**Dr Ganiat Omoniyi-Esan**Position:

Senior Lecturer/ Consultant pathologist, Obafemi Awolowo University, Ile-Ife, Nigeria

Interests:

Meditation

**Dr Belinda Scrooby**Position:

Senior lecturer at School of Nursing Science, North-West University, Potchefstroom campus, South Africa.

Interests:

Reading, movies, love pets, building puzzles.

**Dr Stephane Tshitenge**Position:

Family Physician, Lecturer Family Medicine, University of Botswana

Interests:

Family, reading & watching football

**Mr Fredrick Wambu**Position:

Registered nurse, Nurse in-charge- in the operating room, The Nairobi hospital, Kenya.

Interests:

Spending time with my family & volunteer work in my local church and community.

## *Session 1— The SAFRI Experience*

*By Fredrick Wambu, Godfrey Esoh & Bontle Motshidisi*

### *Reflections ...*

“SAFRI has turned out to be more than just an academic venture, SAFRI is a life-changer. “

“I had the type of warm reception that one expects only in a Church setting these days. I had expected to find myself in a seminar room full of suited up straight faced professors oozing out intellectual jargon, so I came with a suitcase full of suits, and hoped to God SAFRI would not regret having selected me for this fellowship! To my amazement, Abigail jokingly announced me as having won the ‘Best Dressed’ award for the day, and for most of the session, frankly I was overdressed”

“Never before in my life have I seen, much less engaged in a community of intellectuals with so much love for one another, and so much empathy for the people out there who are the true end-users of the health systems we build and providers we train. SAFRI is a classic example of how knowledge has migrated from the brain to the heart and is now yearning to change lives. “

~ **Godfrey Esoh**

“The programme was not intimidating, but rather very exciting because of the shift from the norm approached that was used during facilitation of lectures.”

“To my amazement getting to the session I realized that the environment and SAFRIANs were welcoming and all efforts were made for everyone to feel at home and be part of the team.”

~ **Bontle Motshidisi**

### *Highlights ...*

“Personally the MBTI Profile of personality type was an eye opener. It gave me an opportunity for self-reflection, self-awareness and an inventory of how my personality affects every sphere of my life – at a family and at a career level. I was also able to appreciate that we are all different but together we can make a difference. Appreciating other people and positively, working with them is the way to create high performing teams, which can work towards improving health professions education at our various institutions and eventually improve health care in Africa.”

~ **Fredrick Wambu**

“Jacky is quite a dance teacher too. The dance session she spontaneously organized on the evening of Thursday March 5<sup>th</sup> 2015 to help us exercise turned out to burn not only calories but walls as well. It was a perfect approach to blending.

“The 2015 fellows turned out to be the worst batch ever as far as the “Crossing the river” activity is concerned but by the end of that very first day, I had crossed a river in my consciousness.”

~ **Godfrey Esoh**

### *Lessons learnt ...*

“The SAFRI programme offered an opportunity to learn and expand my leadership repertoire. Lessons learnt on building teams, small group dynamics, appreciative, positive, strengths based and collaborative leadership have formed and informed my new responsibilities as a leader and head of department.”

“Managing and sustaining change using the 4-D process has given me a vision not only for my project but also during my daily responsibilities as a head of department at my home institution. The changes I have been able to make and sustain have been based on the crucial skills I learnt.”

“Time management was also key for me—The Gantt chart provided a revolutionary tool for me to manage my time and provide a work-life balance efficiently. The SAFRI experience brought orderliness to my life - to ensure that the time I have in my hands is utilized to make an impact and a difference. The elevator speech technique not only built my confidence, but provided an avenue to engage key stakeholders and sell my ideas within a very short time”

~ **Fredrick Wambu**

## *Session 1—The SAFRI Experience continued ...*

*By Fredrick Wambu, Godfrey Esoh & Bontle Motshidisi*

### *Realizations ...*

“After much reflection, I finally came to the realization that I had been selected as a SAFRI fellow not so much as a reward for what I had achieved in my young career in Medical Education but more for my potential to be a change-maker.”

~ **Godfrey Esoh**

“The program has also ignited a passion for undertaking scholarly work and publishing articles in journals. I am a novice in this area but I have a dream to pursue advanced training in Health Professions Education. The Chinese proverb that states the ‘journey of a thousand miles begins with the first step’ resonates well with my conviction that I have made the first step to this lifelong journey together with other members of this community of practice.”

~ **Fredrick Wambu**

### *The Uniqueness of SAFRI ...*

“The programme was exciting, because I saw us being transformed at the same time gaining new insights.”

“I also noted that in SAFRI we are treated as equals and the spirit of teamwork is paramount.” ~ **Bontle Motshidisi**

“Coming from a background where people brandish academic and traditional titles as if they were their baptismal names, and use offices as a vantage point to surround themselves with power, authority, and sometimes even fear, I was so relieved to find myself in a community where people were in jeans and T-shirt most of the time, called each other by first name, and it was hard to distinguish between fellows and faculty members.”

~ **Godfrey Esoh**

“There was a mix of different professions in my class and this challenged my thinking and I appreciate the roles that the various professional disciplines play in patient care from my interactions with fellows from different nationalities and cultural backgrounds.”

“The distance learning model and group discussions facilitate growth from sharing of ideas from this expansive network. The network is full of talent and gifted experts who are available and share their thoughts freely stimulating motivation and solutions to various topics of discussions posted on the listserv.”

~ **Fredrick Wambu**

### *The Importance of SAFRI ...*

“The intentions and aims of SAFRI are very important. It provides critical skills which are necessary for tertiary institutions which in most cases are populated by people who are clinical oriented with very little background on education and leadership. The reason being that people are promoted to leadership positions without any training for such. SAFRI is in a position to reach out to those institutions which are in need of skills that they can provide during the fellowship.”

“If SAFRI’s purpose can be intensively marketed throughout sub-Saharan Africa, capacity in medical education can be made for the benefit of the students and consumers of health care. We can end up with competent and globally competitive graduates.”

~ **Bontle Motshidisi**

## *Session 3—'Disconnect to Reconnect'*

*By Heather Talberg*

I guess it was a variety of emotions that accompanied me back to the Newlands Sun in March this year for our groups' SAFRI contact session; There was the relief of having got so far ; The sense of accomplishment of everyone having overcome hurdles and ethics committees to complete our projects; The excitement at once again connecting with my family of fellows and catching up on a whole year's worth of events – including career changes, babies and travels; and I guess there was a little trepidation about “ok now what?” What surprises would the week hold?

To quote something from a very different programme I attended this year, what the SAFRI contact days provided was a time “to disconnect to reconnect”. It is in those 5 days of the contact session that we are given the opportunity to disconnect in part from the daily academic and clinical work we pursue, from family (who hover on the outskirts at this time) but to reconnect- with that which drives us all into SARI fellowships in the first place- the pursuit to be better, to know more, to network and to grow as individuals and educators.

Can I recall specific highlights from the session: Sure there was poster day, which showcased our work from the previous year and presented projects across a range of themes and areas of expertise: there was the touching farewell to Dot- who had for years been a stalwart of SAFRI, coordinating everything behind the scenes; and there was the look at new fellows with their big ideas and project plans for 2015/2016. All together it was another eventful and memorable week in my SAFRI story.

Looking forward to the journey continuing in September!

## *SEARAME Conference*

*by Lakshini McNamee*

I had the amazing opportunity of attending the South East Asian Regional Association of Medical Education (SEARAME) Conference in Sri Lanka last November. This was a compound blessing for me personally, a conference hosted by the country of my birth and an opportunity to visit my parents! I also got a glimpse of medical education research in a very different part of the world and to interact with health professions educators from so many different countries represented. Most of the delegates were from India and Sri Lanka, but some were also from places like Singapore, Malaysia, Thailand, Nepal and Bhutan.

The invitation for the conference was circulated via the FAIMER listserve – I was initially reluctant to send an abstract, not wanting to engage in what I felt might simply be ‘academic tourism’! But then I saw the keynote speakers were Kevin Eva and Charlotte Rees, who I was very keen to hear, and a theme of professionalism and socio-cultural learning which interests me most.



**Certificate of Presentation by Lakshini McNamee**

I presented a short paper in line with my study on the learning processes and identity construction of newly qualified doctors; was thrilled to have Charlotte Rees attend that parallel session and ask a question on the identity theory I had very recently decided to incorporate as an analytic framework!

After the session, there were 2 FAIMER Fellows from India who introduced themselves – so thanks to SAFRI, I felt ‘at home’ in quite a different way too – a wonderful sense of belonging even on the other side of the world.

## *A special message to the 2014 SAFRI Fellows*

*By Madelé du Plessis*

For a long time I didn't really understand the meaning of Ralph Emerson's words when he said that: 'Life is a journey, not a destination'...until I became part of SAFRI.

I was very hesitant the day I heard about SAFRI, but nonetheless, I applied. As the days progressed, I shifted the idea of SAFRI to the back of my mind until I eventually forgot about it. I was brought back to reality the day I opened my emails only to see that I was accepted to SAFRI.

"SAFRI...So what is this SAFRI actually about? What will I have to do for SAFRI?" were the words that played over and over in my mind. And of course I started getting second thoughts about this.

But as I approached this 'unknown' world, one thought kept going through my mind: "Just take it one step at a time; don't worry about it; just take one small step at a time." And these were the thoughts I hang on to.

As my journey with SAFRI started, I realised that the road to success is long and there are times when you just need a 'pick-me-up'. Some find this in reading inspirational books, or watching inspirational movies, or listening to inspirational speeches, or life stories. But me...I got it from my SAFRI fellows.

My SAFRI fellows became my family. The warm, kind, loving, and comforting 'home' formed by these fellows were the place I could always turn back to.

There were many times where there were obstacles along the way. But with each small step, and having my SAFRI fellows by my side, they were overcome...together.

There were many frustrations, fears and uncertainties. But with each small step, and having my SAFRI fellows by my side, they were overcome...together.

There was hardship at times, but with each small step and staying focussed, and of course, having my SAFRI fellows by my side, it was conquered...together.

Behind every story of success are the people who contributed towards it. Behind MY story, are my SAFRI fellows who walked this journey with me. Each and every fellow, through their unique actions, served as an inspiration to me.

My journey with my SAFRI fellows taught me that life is about so much more than just rushing through it. It is about embracing every moment of each day. It is about appreciating those small things in life. It is about the lessons learnt along our journey. It is about the challenges that we face along our journey and how we deal with them. It is also about the joy and the happiness that we experience. It is about the tears we so often have to wipe away. But most of all, it is about being who we truly are.

However, SAFRI was not our destination. It merely formed part of our journey towards our end goal. BUT, each and every one will walk out of here with one thing, and that is that success has been achieved.

There will always be hundreds of other people that will have the same degree as you. There will always be hundreds of people who want to be doing what you are doing. There will always be hundreds of people who will be successful in the things that you are not. BUT, you will always be the only one who will have complete control over your own life and your own decisions made in life. You will always be the only one who knows your mind, heart and soul the best.

Be who you are. Follow your heart. Live your dreams. Walk your journey. Embrace everything along the way. This is not the end yet.

Hakuna Matata SAFRI fellows!

## Awards

- ◊ **Gonzaga Mubuuke** received a FAIMER-IFME award to support his PhD
- ◊ **Klaus von Pressentin** received a Discovery Foundation Rural Fellowship award to help fund his PhD research project on evaluating the impact of family physicians within the district health system of South Africa
- ◊ **Jacky van Wyk** has received the SAAHE Distinguished Educators' Award for 2015.
- ◊ **Karien Mostert-Wentzel** received the World Confederation for Physical Therapy (WCPT) outstanding platform presentation award for the Africa Region, in respect of the abstract "The kaleidoscope curriculum framework for community and public health physiotherapy in South Africa", presented at the WCPT Congress, 1 to 4 May 2015, Singapore. The co-authors were **José Frantz**, Steve Olorunju and Tania van Rooijen.
- ◊ **Fasika Amdeslasie** has been awarded the AMEE fellowship of 2015.
- ◊ **Marykutty Mammen** was awarded a Certificate of Appreciation by The Walter Sisulu University Faculty of Health Sciences in partnership with the Nelson Mandela Academic Central Hospital , for her dedication towards Medical Education in December 2014.
- ◊ **Vanessa Burch** has been awarded Teaching Advancement at University (TAU) fellowship funded by the national Council for Higher Education and the Department of Higher Education and Training.
- ◊ **Vanessa Burch** has been awarded the UCT's Scholarship in Health Sciences Education Award
- ◊ **Chivaugn Gorden** been awarded the UCT Faculty of Health Sciences Early Career Teaching award, which comes with R10 000 for research!



**Marykutty Mammen**

## Promotions and Appointments

- ◆ **Gonzaga Mubuuke** was selected to be part of the reviewers of abstracts for this year's Network/SAAHE conference to take place in Pretoria. In this regard, FAIMER also selected me to review students abstracts under the Students Innovations Projects to be presented at the Network conference this year.
- ◆ **Heike Geduld** has been voted in as President Elect of the African Federation for Emergency Medicine (AFEM).
- ◆ **Sara-Lavinia Brair** is now the Dean of the Deanship of Scientific research at Al Neelain University in Sudan.

## Projects

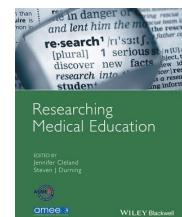
- ◊ **Heike Geduld** would like to share that the AFEM Curriculum and presentation bank has gone live. It is an African specific Curriculum and open access presentation bank of 300 Emergency Care lectures. the link is <http://www.afem.info/resources/afem-curriculum/?id=73>
- ◊ **Karien Mostert-Wentzel** is the Vice-chair of the committee that developed a new inter-professional course, Integrated Health Management, in the School of Health Care Sciences at the University of Pretoria. The course starts in the second semester of 2015 with the current first years of three departments. The other two departments will follow when their curricula have been approved by their professional boards.
- ◊ **Fasika Amdeslasie** has been involved in the national licensure examination question preparation. Him, together with his colleagues, have helped to write a project on HPE and has also managed to get a fund from CDC for their HPE activities in their health sciences college, where he will be running part of the project as the HRH coordinator.

## Publications

- ◆ **Amdeslasie, F.**, Berhe, Y. & Gebremariam, TT. (2015). Perforated duodenal ulcer in the third trimester of pregnancy. *Saudi Journal of Medicine and Medical Sciences*, 3:164-6.
- ◆ **Peters, F., Van Wyk, J & Van Rooyen, M.** (2015). Article: South African Family Practice Intern to independent doctor: basic surgical skills required. *South African Family Practice*, 05.
- ◆ **Peters, F., van Wyk, J. & van Rooyen, M.** (2015). Intern to independent doctor: basic surgical skills required for South African practice and interns' reports on their competence. *South African Family Practice*, 1:1-7.
- ◆ Botma, Y & **Nyoni, C.** (2015). What went wrong? A critical reflection of educator midwives' inability to transfer knowledge. *Journal of Nursing Education and Practice*, 5(6).
- ◆ **Nyoni, C & Barnard, AJ.** (2015). Perceptions of professional nurses regarding their training role at a rural hospital in Lesotho. *African Journal of Health Profession Education*. In press.
- ◆ **Von Pressentin, KB & Mash, B.** (2015). Mastering your fellowship. Registrar section in *SAFPJ*. In press. [This is the first edition of a regular feature aimed at preparing registrars for the FCFP(SA) examination and contains questions with model answers.]
- ◆ Mash, R., Essuman, A., Ratansi, R., Goodyear-Smith, F., **Von Pressentin, K.**, Malan, Z., Van Lancker, M. & De Maese-neer, J. (2014). African Primary Care Research: Current situation, priorities and capacity building. *African Journal of Primary Health Care & Family Medicine*, 6(1): 6 pages.
- ◆ **Dreyer, A.**, Gibbs, A., Smalley, S., Mlambo, M., & Pandya, H. (2015). Clinical associate students' perception of the educational environment at the University of the Witwatersrand, Johannesburg: original research. *African Primary Health Care and Family Medicine*, 7(1): 1-8.
- ◆ **Van Wyk, J. & Rennie, CO.** (2015). Learning Anatomy Through Dissection: Perceptions of a Diverse Medical Student Cohort. *International Journal of Morphology*, 33(1):89-95.
- ◆ **Frantz, JM., Bezuidenhout, J., Burch, VC., Mthembu, S., Rowe, M., Tan, C., Van Wyk, JM. & Van Heerden, B.** (2015). The impact of an educational faculty development programme for health professionals in Sub-Saharan Africa: an archival study. *BMC Medical Education*, 15(28):3-9.
- ◆ Naidoo, S., **Van Wyk, J.**, Higgins-Opitz, S. & Moodley, K. (2014). An evaluation of stress in medical students at a South African university. *South African Family Practice*, 56(5): 1-5.
- ◆ Naidoo, D., **Van Wyk, J.** & Joubert, R. (2014). Are final year occupational therapy students adequately prepared for clinical practice? A case study in KwaZulu-Natal. *South African Journal of Occupational Therapy*, 44(3):24-28.
- ◆ Lawal, I., Hillier, S., Talhatu, K., Hamzat, T. & **Rhoda, A.** (2015). Effectiveness of a structured circuit class therapy model in stroke rehabilitation: a protocol for a randomised controlled trial. *BMC Neurology*, 15:88.
- ◆ Wegner, L. & **Rhoda, A.** (2015). The influence of cultural beliefs on the utilisation of rehabilitation services in a rural South African context: Therapists' perspective. *African Journal of Disability*, 4(1): 8 pages.
- ◆ **Mammen, M.**, Nokele, LA. & Buga, GAB. (2014). Anthropometric characteristics and mean arterial pressure in preeclamptic and normotensive pregnant women visiting antenatal clinics: a case study in South Africa's Mthatha area. *Mediterranean Journal of Social Sciences*, 5(17).
- ◆ **Mammen, M.** & Rusike, S. (2014). Medicinal plants used as Home Remedies: A Family Survey by First Year Medical Students. *African Journal of Traditional, Complementary and Alternative Medicine*, 11(5): 67-72.

## Publications continued ...

- ◆ Larkins, S., Michielsen, K., Iputo, J., Elsanousi, Mammen, M., Graves, L., Willems, S., Cristobal, F.L., Samson, R., Ellaway, R., Ross, S., Johnston, K., Derese, A. & Neusy, AJ. (2015). Impact of selection strategies on representation of underserved populations and intention to practise: international findings. *Medical Education*, 49: 60–72.
- ◆ **Mbuuke, AG., Mwesigwa, C., Maling, S., Rukundo, G., Kagawa, M., Lagoro, D. & Kiguli, S.** (2014). Standardizing assessment practices of undergraduate medical competencies across medical schools: challenges, opportunities and lessons learned from a consortium of medical schools in Uganda. *The Pan African Medical Journal*, 19:382.
- ◆ **Mbuuke, AG & Pope, E.** (2015). Factors that influence radiographers' decision to pursue postgraduate education: An Exploratory Qualitative Study. *Journal of Medical Imaging and Radiation Sciences*, 46(2): 223-230.
- ◆ **Naidoo, N.**, Dikong, D., Bila, S., Rhodes, D. & Camp, C. (2014). Childhood obesity and playground behaviour in children with intellectual disabilities: Is there an association? *Journal of Physical Activity and Health*, 11: (Suppl 1) S203.
- ◆ Uys, M., Grobler, MN., **Naidoo, N.**, Tremblay, MS. & Lambert, EV. (2014). Validation of key components of the Canadian Assessment of Physical Literacy (CAPL) in 10 year-old South African children. *Journal of Physical Activity and Health*, 11: (Suppl 1) S205.
- ◆ Draper, C., Healthy Active Kids South Africa (HAKSA) Writing Team: **Naidoo, N.**, Uys, M. & Lambert, EV. (2014). Healthy Active Kids South Africa Report card: 2014. *Journal of Physical Activity and Health*, 11:(Suppl 1) S199 – 200.
- ◆ Chiwaridzo, M. & **Naidoo, N.** (2014). Prevalence and associated characteristics of recurrent non-specific low back pain in Zimbabwean adolescents: a cross-sectional study. *BMC Musculoskeletal Disorders*, 15: 381.
- ◆ Ferguson, G., **Naidoo, N.** & Engelsman-Smit, B. (2015). Providing opportunities for motor skills acquisition and improving physical fitness for children with Developmental Coordination Disorder at a low-income primary school. *Physical & Occupational Therapy In Pediatrics*, 35(2): 147-162.
- ◆ Chiwaridzo, M & **Naidoo, N.** (2015). Functional consequences and health-care seeking behaviour for recurrent non-specific low back pain in Zimbabwean adolescents: A cross-sectional study. *European Spine Journal*. In press.
- ◆ Cleland, J. & Durning, SJ. (2015). *Researching Medical Education*. ISBN: 978-1-118-83920-1. Wiley-Blackwell, Chichester, UK. SAFRI contributions: Chapter 4: Developing the research question: setting the course for your research travels. **Juanita Bezuidenhout** and Susan van Schalkwyk. Chapter 13: Health behaviour theories: a conceptual lens to explore behaviour change. **Francois Cilliers**, Lambert Schuwirth and Cees van der Vleuten.
- ◆ **Flinkenflögel, M.**, Kyamanywa, P., Cubaka, VK., & Cotton, P. (2015). The next generation of Rwandan physicians with a primary health care mindset. *African Journal of Primary Health Care and Family Medicine*, 7(1): Art. #885, 2 pages.
- ◆ **Delport, R.**, Krüger, C., **van Rooyen, M.** & **Pickworth, G.** (2015). Developing an outcomes-based charter for medical professionalism to direct teaching and assessment. *African Journal of Health Professions Education*, 7(1): 10-15.



*Please remember to send through your published work, so that we can add it to our very own SAFRI Publishers' Database!*

## *Conferences*

- **Gonzaga Mbuuke's** abstract was selected as an oral presentation at this year's MEPI symposium in Harare. Poster title is: ``A structured portfolio for reporting HIV/AIDS activities by undergraduate medical students at MESAU schools in Uganda: practical and affordable in resource-limited settings``.
- **Karien Mostert-Wentzel** has had her poster entitled "The kaleidoscope curriculum framework as guide in the development of a new inter-professional course in health leadership" accepted for an oral presentation at this year's SAAHE / Network Conference in Gauteng, South Africa, September 2015.
- Larkins, S., Mihielsen, K., Iputo, J., Elsanousi, **Mammen, M.**, Graves, L. & Willems, S. presented 'The Development and Implementation of an International student and graduate outcome cohort with medical Schools aspiring to social accountability.' at the Global Community Engaged Medical Education, Muster, 27-30 October 2014, Ayers Rock, Australia.
- **Niri Naidoo** presented 'An observational study of playground activity (SOPLAY) of children with intellectual disabilities.' at the Global Summit of Physical Activity for Kids, Toronto, June 2014.
- **Niri Naidoo** presented 'The prevalence of childhood obesity in typically developing children and in children with intellectual disabilities in the Western Cape, South Africa.' at the World Confederation of Physical Therapy conference, Singapore, May 2015.

## *Distance Learning Programme* by Susan Nicol

Congratulations to the 2014 SAFRI Fellows for successfully completing their distance learning programme! We hope that you gained a lot of insight into yourself, others & your work team; and will now be better equipped leaders in your field.

The 2015 Fellows have completed their compulsory modules, namely Module 4.2 Writing a Research Question and Conducting a Literature Review; Module 2.2 Understanding and Managing Self; and Module 2.3 Understanding and Managing Others. The Fellows are now currently busy with their first elective module for Theme 2—Educational Management and Leadership. Good luck and enjoy!

## *The People Behind FAIMER* By Mike Kagawa

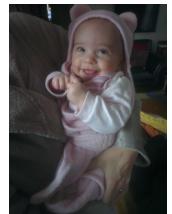
I had an opportunity to visit the FAIMER headquarters in Philadelphia on my recent trip to the US. I was able to interact with almost all of the people behind all those wonderful emails. They are such a great team. I went with two of my colleagues (potential SAFRI fellows) and what a great welcome we got. The people behind those emails are not only nice in the emails, they are equally and more wonderful in person!



**FAIMER team & Mike Kagawa  
seated front row, extreme right**

## Congratulations

- **Michael Rowe** is enjoying his new addition to his family—his second daughter, Emily Rowe!
- **Godfrey Esoh's** wife, Nahyeni Bassah has won the FAIMER “Student Projects for Health” competition (first name on the list); while his classmate and former colleague, Aminkeng Z Leke has won the FAIMER “Projects that Work” competition (second name on list).



**Adorable baby,  
Emily Rowe**

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*The Sub-Saharan Africa FAIMER Regional Institute (SAFRI) is a two-year fellowship programme for health professions faculty who have the potential to improve medical education at their schools and in their regions. SAFRI aims to improve the quality of health care of African communities by improving health professions education.*

*To date, there are fellows from Botswana, Cameroon, Ethiopia, Lesotho, Madagascar, Malawi, Kenya, Mozambique, Nigeria, Namibia, Rwanda, South Africa, Sudan, Tanzania, Uganda, Zambia, and Zimbabwe.*

*The Fellowship is presented by SAFRI (a non profit company) in cooperation with the Foundation for Advancement of International Medical Education and Research (FAIMER®), a nonprofit foundation of the Educational Commission for Foreign Medical Graduates in the United States.*

*FAIMER expanded its educational offerings from 2005 through Regional Institutes which offer fellowship programmes in developing countries based on the FAIMER Institute model. Today there are seven Regional Institutes: four in India, one each in Brazil, China and sub-Saharan Africa (SAFRI). The Regional Institutes follow the general curriculum of the FAIMER Institute with the design and content of the program adapted to the local context.*