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Issue 12



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SAFRI NEWSLETTER

OCTOBER 2016

SAFRI, Boot Camp & Curriculum Transformation

by Michelle Janse van Rensburg & Astrid Turner

SAFRIANS think outside the box – we know that this is true. So when SAFRIANS think aloud in their Faculty Education Committee meetings, then, well, who knows what can happen. And when your Faculty’s Deputy Dean of Education is herself a SAFRIAN, all I can say is, brace yourselves...

South African universities, in particular, are navigating transformation. This is no easy operation. There are many obstacles to overcome and the enemy of resistance to change is real. The landmines of ignorance trip us up continuously. And the onslaught of limited resources is on-going. Part of the strategy to achieve legitimate change is to train our Faculty to embrace, foster, facilitate and effectively implement curriculum transformation.

In response to the 2015 “Fees Must Fall” movement, three work stream groups were established at the University of Pretoria (UP) to address curriculum transformation, language policy, and institutional residence and culture at the University. The curriculum transformation work stream drafted a concept document articulating the drivers of curriculum transformation. So, the question asked at a recent Health Sciences



The drill instructors of the boot camp session at the Curriculum Transformation Symposium hosted by the Faculty Health Sciences (left to right: Corné Nel, Astrid Turner, Liz Wolvaardt, Michelle Janse van Rensburg, Zuki Tshabalala and Di Manning).

Faculty Education Committee meeting at UP was how to obtain greater understanding and generate discussion around curriculum transformation ...

SAFRI, Boot Camp & Curriculum Transformation *continued ...*

among Faculty members. Education Committee members and SAFRIans, Astrid Turner, Corné Nel and Liz Wolvaardt began throwing around ideas (i.e. joking) about a “boot camp” for staff. Committee chair, Di Manning, liked the ideas being generated and enlisted them to put together a boot camp workshop on curriculum transformation.

Before we knew it we were conscripted. General Di gave clear orders to make it happen, Major Liz coordinated the workshop planning; and current fellows Astrid and Corné, along with Zuki Tshabalala and Michelle Janse van Rensburg were the Sergeants tasked with facilitating discussions at the workshop around drivers of curriculum transformation.

A good number of Faculty members attended the workshop, despite many being unsure of whether they were actually going to have to do an obstacle course! After an inspiring boot camp video, challenging attendees to commit to the cause, we facilitated discussions around four drivers of



Boot camp discussions in session

curriculum transformation, which are 1) Responsiveness to social context, 2) Epistemological diversity, 3) Renewal of pedagogy and classroom practices, and 4) An institutional culture of openness and critical reflection, in order for Faculty members to better understand and apply these transformation drivers practically.

Constructive dialogue occurred and helpful ideas were generated, despite Drill Sergeant Corné’s whistle. Better understanding of the drivers, acknowledgement of challenges to curriculum transformation and commitment to progress and implementation was most certainly achieved. We survived boot camp, and we are certain that all who attended are motivated champions of curriculum transformation.

Our Research Champion!

Jose Frantz received the Champion of Research Capacity Development and Transformation at the SA Higher Education Institutions award at the NRF’s national awards on 1 September 2016. “This award acknowledges individuals for their contributions to the transformation of South Africa’s science community and landscape. The aim of this award is to encourage and promote this activity across the South African research community.”



The Giants I Cherish

By Hiba R. Ahmed

"If I have seen further, it is by standing on the shoulders of giants"

- Isaac Newton

I might have heard this quote at a previous time in my life, but it did not resonate with me as much as it does now following my SAFRI journey. The giants that I am currently perching on their shoulders like a little kid (and enjoying the view of the horizon) have absolutely transformed my life. They lifted up my spirit and filled me with joy in their presence during the on-site training sessions, the two poster days I attended (as a new and then graduating fellow), our graduation ceremony, SAAHE, and within that room where SAFRIans met for the AGM.

I keep seeing further, on the shoulders of SAFRI: The faculty and entire community who took me in as one of their own, and who make me feel so honored to call them by their first names (that really fills me with utmost respect and pride, and the deepest sense of belonging!). I feel that I relate to each one at SAFRI, even those whom I know only by name and through communications on the ListServ, may be even more than I relate to Dr. X and Prof. Y that I work with so closely every day.

My SAFRI family members are the giants who set no limits as for how high they can rise. They think big and inspire me through their passion for what they do, the impact they make in the community they serve, and through their genuine interest in each other's growth. They are exceptionally supportive, non-judgmental, and tolerant of weaknesses and personal differences.



On poster day- March 2016, we (2015 fellows) celebrated the receipt of our SAFRI citizenship. We grew a bit taller that day, and more restless to live-up to, and to actualize that citizenship. As we set out to conquer new frontiers, we rely on the magnitude and strength of SAFRI.

Our world is expanding before us and our goals are growing bigger. From now on, tomorrow is always full of opportunities, and we know we are on our way to giant-hood. SAFRI will thrive to have more and more people -who were not expecting a chance of growth or a helping hand- be carried aloft, and see yet further.

Our 2016 Change Agents!

(in alphabetical order)

Mrs Dorcas Ayo Ekau



Institution: Makerere University, Uganda

Position: Midwifery superintendent; Clinical Co-ordinator; Instructor

Project Proposal: Utilization of partogram among medical students in Mulgo National Referral Hospital Kampala, Uganda

Dr Richard Cooke



Institution: University of Witwatersrand, RSA

Position: Acting Director of the Centre for Rural Health, Acting Academic Head of Department of Family Medicine

Project Proposal: Transforming health sciences education in support of equity in health

Dr Josephine Eziyi



Institution: Obafemi Awolowo University, Nigeria

Position: Senior lecturer; Course coordinator; Head of Department of Otorhinolaryngology—Head & Neck Surgery

Project Proposal: Conventional seminars versus student centred problem based learning: Effectiveness and situational interest

Ms Fadia Gamiieldien



Institution: University of Cape Town, RSA

Position: Clinical Educator

Project Proposal: Promoting community integration of mental health service users: Everybody's business

Dr Pragashnie Govender

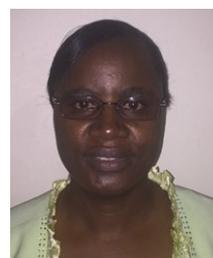


Institution: University of KwaZulu-Natal, RSA

Position: Lecturer

Project Proposal: Knowledge translation in rehabilitation professions: perspectives of academics, clinicians and students

Dr Rudo Gwini



Institution: National University of Science and Technology, Zimbabwe

Position: Lecturer; Deputy Dean Faculty of Medicine

Project Proposal: Curriculum development in medical education in resource limited setting: do stakeholders have a say

Our 2016 Change Agents!

Continued ...

Mrs Michelle Janse van Rensburg



Institution: University of Pretoria, RSA

Position: Lecturer; PhD Candidate

Project Proposal: Evaluation of community health worker training for primary health care teams in South Africa

Mrs Julie Jay *



Institution: University of Witwatersrand, RSA

Position: Lecturer

Project Proposal: A programme to enable student success (PESS)

* Withdrawn from SAFRI Fellowship due to emigration to Amsterdam*

Dr Soraya Maart



Institution: University of Cape Town, RSA

Position: Lecturer

Project Proposal: The transition experience from 1st to 2nd year - the case of physiotherapy students

Mr Jason Marcus



Institution: University of Cape Town, RSA

Position: Senior Lecturer

Project Proposal: Introducing essential steps in managing obstetric emergencies (ESMOE) training in the undergraduate medical curriculum

Dr Marybeth Maritim



Institution: University of Nairobi, Kenya

Position: Senior Lecturer

Project Proposal: Aligning the University of Nairobi School of Medicine regulations and syllabus to meet national regulatory bodies requirements (Core curriculum from the Kenya Medical Practitioners Board (KMPDB) and standards and guidelines from the Commission for University Education (CUE))

Dr Deogratias Mbuka



Institution: University of Botswana, Botswana

Position: Lecturer

Project Proposal: Using final year undergraduate students' feedback forms to improve teaching at Maun rural site, Botswana

Our 2016 Change Agents!

Continued ...

Mr Fungai Muzeya



Institution: Paray School of Nursing, Lesotho
Position: Nurse Educator; Lecturer
Project Proposal: Clinical practice assessment guidelines for a school of nursing in Lesotho

Dr Linus Ndegwa



Institution: Mount Kenya University, Kenya
Position: Lecturer
Project Proposal: Infection prevention training curriculum for in-service healthcare workers - 5 days basic course

Mrs Corne Nel



Institution: University of Pretoria, RSA
Position: Mentorship manager, student support, lecturer
Project Proposal: An assessment to determine the needs and challenges faced by undergraduate students in Healthcare Sciences

Dr Timothy Nottidge



Institution: University of Uyo College of Health Sciences, Nigeria
Position: Lecturer
Project Proposal: Curriculum development - unpacking active learning in the curriculum in use at College of Health Sciences, University of Uyo

Dr Elizabeth Smit



Institution: Stellenbosch University, RSA
Position: Paediatrician
Project Proposal: Towards competency based education in undergraduate teaching and learning in Paediatrics and Child Health at Stellenbosch University

Ms Zukisa Tshabalala



Institution: University of Pretoria, RSA
Position: Senior lecturer and Academic Coordinator for the BCMP programme
Project Proposal: Supporting facilitation of authentic and collaborative learning in the BCMP programme

Our 2016 Change Agents!

Continued ...

Dr Astrid Turner



Institution: University of Pretoria, RSA
Position: Lecturer; Public health medicine specialist
Project Proposal: Overhauling the undergraduate research platform in the Faculty of Health Sciences

Dr Natalie Whalley



Institution: University of Witwatersrand, RSA
Position: Lecturer
Project Proposal: Student perceptions and the effects of ADP tutorials on the MBBCh II and BHSc II molecular medicine course

THE Lesson in Session 1

By Josephine Eziyi

The Session 1 presentation titled “Understanding your leadership style”, was an eye-opener for me!

The session used an equivalent of the Myers-Briggs Type Indicator (MBTI) instrument (Jung Typology Test) as a foundational tool to enhance participants’ understanding of their natural leadership strengths. Although I had previously been exposed to a type of personality classification through a book written by Tim Lahaye, that divided personality into Choleric, Melancholy, Phlegmatic and Sanguine and several mixtures thereof, it had been in the context of marriage!

During the presentation I realized that for medical educators to successfully achieve our goals in medical education, we need to collaborate and work as a high performing team, in order to rise to the challenges facing medical education. Additionally, in order for the team to work successfully, it is important for each team member to know themselves i.e. their equivalent MBTI personality type, so that they can appreciate who they are; why they behave and lead the way they do; and how their behavior and leadership style affects the other team members. Similarly, it is important for each team member to be able to read others, in order to understand their behavior and the impact thereof.

These, our natural tendencies, affect how we communicate, plan and execute activities. However, when we are able to leverage the strengths of each leadership style, we can limit and often prevent workplace conflicts; thereby allowing us to achieve our goals. And this, is an invaluable asset in leading and working successfully with others.

Poster Day Presentations at Session 3

2015 Fellow	Poster Day Presentation
Belinda Scrooby	From cranium to coccyx: how can IPE for anatomy work?
Bontle Motshidisi	Experiences of Institute of Health Sciences-Serowe faculty regarding formulation of learning outcomes and programme design in Botswana.
Chivaugn Gordon	“We think a doctor should be able to...” What are the expectations of community organisation workers dealing with abused women with respect to Medical graduates’ competencies to address Intimate-Partner Violence?
Frederick Wambu	Exploring perceptions and experiences of stakeholders about clinical education at the Nairobi hospital school of nursing.
Ganiat Omoniyi-Esan	Perceptions of Medical Students about their Learning Environment during Pathology Posting at Obafemi Awolowo University Ile-Ife, Nigeria.
Godfrey Esoh	Perception of community members on the social accountability of health professionals in the Mbachongwa health area in Bamenda, Cameroon.
Hendrik Lombaard	Introducing blended learning on the use of the partogram into the 3rd year medical students` Obstetrics Block: a randomized quasi-experimental study
Hiba Ahmed	The effect of introducing peer-facilitated Problem-Based Learning (PBL) as an additional tool of instruction into the traditional Human Anatomy courses for second-year medical students at the Faculty of Medicine, University of Khartoum
Karl-Heinz Merbold	Developing and piloting a measure of exodontia competence.
Naledi Mannathoko	An investigation of the self-perceived causes of distress of medical students at the University of Botswana Faculty of Medicine
Nazlie Becket	Expectations and experiences of final year medical students regarding family medicine rural rotations, and relationship with intention to practise in a rural setting after graduation.
Nonhlanhla Nzima	An Assessment of Geriatric Dentistry Content in the Undergraduate dental Curriculum at Sefako Makgatho Health Sciences University
Stephane Tshitenge	Evaluation of Problem Based Learning by Clinical Phase Students at Faculty of Medicine of the University of Botswana.



Poster Day Presentations at Session 3 Continued...



Reflections on Session 5

By Naledi Mannathoko

The anticipation of Tuesday, 21st June 2016 i.e. “SAFRI session 5 & graduation” comprised bittersweet emotions. On one hand the glimpses of the SAFRI programme finish line was relieving and yet the knowledge that this transformative, educational journey was coming to completion was saddening. During my SAFRI journey I had come to know, respect and love a support structure of distinguished researchers and educationalists who shared a common dream -‘*a mission to improve African healthcare for Africans through the provision of transformative medical education*’. SAFRI houses esteemed men and women with expertise in their respective fields but when it comes to nurturing the SAFRI programme and the respective fellows, the labels of their prestigious academic and societal accomplishments are set aside and in their place they bring forward knowledge, wisdom and practical support, which is infused into the foundation and building blocks of the SAFRI support structure. I certainly experienced this throughout my SAFRI journey and indeed in the final session.

Tuesday 21st June 2016 was the day that the 2015 fellows delivered the three different workshops to fellow colleagues and SAFRI staff members, who were on a ‘peaceful teaching boycott’. In true SAFRI style, it was a day of learning and hysteries. We all learned so much about: Blended learning; Integrating research into teaching and learning; and Academic leadership – ‘Mentorship’. We also got inspired to increasingly and strategically incorporate these tools into our own teaching in our respective institutions.

As morning drew to afternoon and then evening, I wished I could stay and just hide out in my hotel room. Besides, the SAAHE conference was starting the next day anyway, so did we really have to go through- ‘meeting one last time, only to really say good bye?!’ I knew the evening was graduation for the 2015 fellows but for me, it meant saying goodbye to a journey that I was not quite ready to let go of. ‘*Alas the end-was nigh*’ ... really did this mean I would never meet my fellow 2015 fellows in our own special SAFRI niche/environment again? Yes, we would keep in touch, yes we would always support each other...but our own shared unique SAFRI journey was ending...*yes this was bittersweet...*

“Graduation”... This was my SAFRI family re-union to say well done and now good bye. How was it? It was a touching, it was emotional, words of wisdom, encouragement were said, in ways that will always be treasured. It was our own unique 2015 SAFRI fellows graduation, a gem that I know I will treasure my whole life. A SAFRI graduation is like no other and never will there be another for the SAFRI 2015 FELLOWS. So lest a tear is shed, I will stop here....

So on reflecting on SAFRI session 5...I will say, for me this ultimate session was the ‘*comma*’ to a unique medical education fellowship programme that has transformed me not only as an educator, but more importantly it allowed me to be touched and inspired by so many wonderful gifted human beings. For that, I praise and thank God, for that, although *bitter sweet*, I am forever grateful.

African Cultural Dinner

March 2016



The SAFRI Magic!

By Chivaugn Gordon

The most significant thing for me about Session 5, was a not the formalised workshops—where we all *had* to be together, but what happened after the close of SAAHE.

Hiba, Nonhlanhla and I decided to go down to the hotel for lunch. One by one, the other SAFRI 2015 fellows came trickling down the hill from the conference venue, and unless they had a flight to catch, every single one came to join our table—and some other SAFRIans besides. We had to keep adding tables to fit everyone in!

Not only did we have to be together in sessions; we *chose* to

be together. That for me is the most telling event about the whole SAFRI experience. Not only did



SAFRI give us academic knowledge, life skills and structured personal growth—it gave us true kinship. No words can account for this kind of support network and friendship.

There's some kind of secret magic in the SAFRI brand! Thank you for sharing some of it with us!

Appointment - the SAFRI way!

Heike Geduld became the President of the African Federation for Emergency Medicine. The AFEM will be hosting their 3rd International conference on Emergency Medicine in Cairo, Egypt from 9-11 November 2016. “I love that I have the chance to not just be part of educating people, but it is a true Community of Practice - just like SAFRI— in that we value true inter-professional engagement, as we have doctors, nurses, paramedics and clinical officers all at the same conference.

The things that I have taken most from SAFRI is the nurturing and loving focus on growing the individual and yet creating a supportive community that promotes collaboration - and that is what I hope to

do for AFEM - build and develop African healthcare leaders and give them a support network to grow further on their own.”



Looking through the broken window': A journey of unicorn discovery in SAFRI

By Champion Nyoni

Pienkies claims that unicorns are rare, but full of awe—and if one sees a unicorn, their life changes forever. However, Bleu thinks that unicorns are actors in fairy tales and literally don't exist. I think unicorns do exist in modern day—my journey with SAFRI is proof, as it has been a self-discovery journey of living unicorns!

The SAAHE conference 2012....

The SAAHE conference of 2012 was my first ever conference presentation. In as much as a network of people seemed apparent, I was clearly engrossed in the whole preparation for my talk (which was going to be after lunch) and I could not care much. At that stage, the level of stress in my life was overwhelming and I could not hide it. Incidentally, in the morning I met Alan (unicorn), who commented on my serious look and my signature red tie. Moments later, because of the nerves, I could not eat lunch, but accidentally and unintentionally sat with Chivaugn (unicorn), who calmed me down. This was my first meeting with her and the immediate bond resulted in a 'blood' cult on our future friendship and co-dependence. In as much as the calming down did not make me eat lunch, I proceeded to the presentation room.

I presented immediately after Rati (unicorn), in a session attended by Midion (unicorn) and chaired by Juanita (unicorn). After the session, Juanita spoke to me about considering joining SAFRI (unicorns). After a short discussion with Alan (unicorn), I was eager to be part of SAFRI and Dot (unicorn) guided us through the application process—resulting in Taka (unicorn) and I to be the first ever SAFRI fellows from Lesotho.

The SAFRI fellowship...

My first SAFRI contact session in 2013, was like being taken to a real wonderland. The room was filled with unicorns, real live unicorns and these unicorns were on fire! In their various expertise, the Faculty and Fellows of 2013, who were affectionately known as SAFKI (unicorns), were able to mould

me to understand myself, the overall picture of health professions education and the concept of familism.



Looking through the broken window': A journey of unicorn discovery in SAFRI

Continued ...

One evening while having some pep-talk with Vanessa (tiger unicorn), I was concerned about the challenges related to infrastructure where I was working. I told her that I am worried about the “broken windows in the classrooms”. She made me realise that the essence of education is not based on what infrastructure you have, but essentially “*when you look through the broken window, what is it that you see?*”. That was my “Aha!” moment, what do we do with what we have to improve the quality of the future practitioner in Africa for Africans?



The level of engagement and the compassion from all the unicorns in the rooms was phenomenal—I had never laughed like that in forever. I met a family that seemed to speak my language and understand my journey as a young aspiring academic in a world that is normally cut-throat and uncaring. Congratulations to the 2012's that really were the elder brothers and sisters we needed and the 2014's that were so unique in their own way. Many experiences linger still today, some jokes are still funny up to this day and friendships from the fellowship are everlasting. A key phrase, said by one unicorn during our session comes to mind:

“This room is filled with the highest number of health professional educators and change agents in Africa. Should this building collapse, it will be a whole loss to the whole continent”

After the SAFRI fellowship...

After an extremely emotional and heartfelt graduation, filled with loads of laughter and wine, I realised there was a lot of work to do. I went home, looked through the broken window, and understood that I needed to be impressed with what I see through that broken window.

With sleeves rolled elbow high, it was time to influence what I was seeing through the broken window. We worked through finishing some of the objectives of my SAFRI project related to clinical teaching and faculty development—and was part of the national curricula transformation in nursing and midwifery education in Lesotho. Some of that work was presented in The Network Conference 2015 and published in some journals. The soldiering on continued through identifying potential unicorns and supporting their applications—namely Miriam (2014), Chivaugn (2015) and Fungai (2016).

*‘Looking through the broken window’:
A journey of unicorn discovery in SAFRI
Continued ...*

Increasingly, I contributed to the discussions in various SAFRI fora. Working with Lianne (unicorn) and Heike (unicorn), we administer the SAFRI Facebook page. Additionally, Lianne and I are working towards finalising a support system for SAFRI fellows and faculty engaged in doctoral studies. This project will link mentors and mentees in support of their journey through their PhD.

In May, I got awarded the International Fellowship in Medical Education (IFME) award, which has propelled me to pursue a Masters in Health Professions Education: Assessment and Accreditation from Keele University in the United Kingdom.

On my awesome journey ... and I have just recently been invited as speaker at the Nursing World Conference in Dubai, United Arab Emirates.

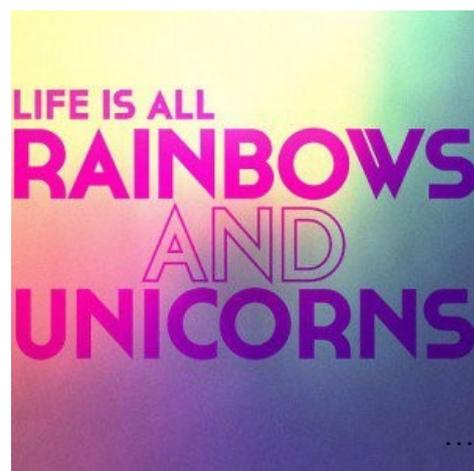
Serving as SAFRI faculty ...

Through a surprising email from Susan (unicorn), I was invited to serve as SAFRI Faculty in 2016. Serving as faculty seemed easy—I mean I had to just stand on the shoulders of giant unicorns ... and be calm! The preparation for the SAFRI sessions made me realise otherwise. I didn't have to be calm, I had to bring my own uniqueness to the team, in a dynamic environment which allows for change! Session materials needed to be organized and we needed to participate in the faculty development session, before meeting the new 2016 Fellows.

The faculty development session was mind blowing! Highlights of my experience in the March 2016 session included the interpretive dance I did with Liz (unicorn) - after interrupting Juanita's introductory speech — to a song crafted by Lianne. Very interpretive I must say!

The 2016 fellows (unicorns) made my “inaugural lecture” enjoyable—of note, Soraya (unicorn) - who gave me a cup of tea before the session. The cup of tea made me drowsy during the session hence my new name “Sleepy”!

I could write a whole newsletter with awesome experiences on my journey of discovering the living unicorns in Africa, who are passionate in seething through frontiers to turn the world upside down. At this stage of the journey with SAFRI, I look through the broken window, which has been covered by some plastic, and I am smiling at what I see....Long live SAFRI!



Congratulations!

- **Champion Nyoni** was a recipient of the 2016 International Fellowship in Medical Education. He will therefore pursue a Master's degree in Health Professions Education: Accreditation and Assessment through the FAIMER-Keele Distance Learning program.
- **Chivaugn Gordon** passed her MPhil in Health Professions Education Cum Laude.
- **Godfrey Esoh** was the winner of the "Projects that work competition". The project that won this award is titled "Infrastructure building for degree level nursing education in Cameroon" - which was implemented at the Higher Institute of Applied Medical Sciences, in collaboration with the University of Buea Cameroon and the University of East Anglia, UK, from 2007 to 2009.
- **Innocent Besigye** has been appointed to the board of the African Journal of Primary Health Care and Family Medicine.
- **Julia Blitz** was appointed as Vice-Dean of Teaching and Learning at Stellenbosch University.
- **Karen Mostert** has been nominated for an Education Award in the Faculty of Health Sciences.
- **Lakshini McNamee** graduated with a PhD in Education
- **Milly Morkel** was appointed Deputy Associate Dean for Academic Affairs in the School of Medicine at the Faculty of Health Sciences at the University of Namibia.
- **Pragashnie Govender** graduated with her PhD
- **Zukisa Tshabalala** was paid tribute to on International Women's Day, by the American International Health Alliance, due to her role in introducing and supporting the new mid-level medical cadre of Clinical Associates in South Africa's national health system.
- **Veena Singaram** attended the 2016 graduation of two of her students that she supervised and who graduated: Dr Shaista Hamid (PhD) and Ms Nikita Sahadew (MMedSc).

Distance Learning Enlightenment *by Susan Nicol*

The 2016 SAFRI Fellows have already completed their Theme 4: Research Methods and Designs modules and are now finishing off their last elective Theme 2: Educational Management and Leadership module.

No wonder SAFRIans are leading the way! Just look at the favourite elective modules that were chosen: Leadership in Health Professions Education; Positive, Appreciative, strengths-based Leadership; Leading and Managing Projects and last but not least, Managing and Leading Change.

It is absolutely heart-warming to see how these distance learning modules have brought about so much personal growth and enlightenment. I can hardly wait to see them at the contact sessions next year!

2016 Publications

- ◆ Abaraogu, UO., Juliet, E. & **Frantz, JM.** (2016) Promotion of Physical Activity and Exercise in Daily Practice: Current Practices, Barriers and Training Needs of Physiotherapists: The Case for Eastern Nigeria. *Physiotherapy Canada*. 68(1): 37-45.
- ◆ Abaraogu, UO., Ogaga, M., Odidika, E. & **Frantz, J.** (2016) Promotion of healthy nutrition in clinical practice: a cross-sectional survey of practices and barriers among physiotherapists in southeast Nigeria. *Hong Kong Physiotherapy Journal*. 35:21-29.
- ◆ Abraham, RM. & **Singaram, VS.** (2016) Third-year medical students' and clinical teachers' perceptions of formative assessment feedback in the simulated clinical setting. *African Journal of Health Professions Education*, 8(1): 121-125.
- ◆ Aldous, C., Clarke, D., **van Wyk, J.** & Rout, C. (2016) Avoiding the distant elephant: a model to approach the research component of specialization. *BMC Medical Education*, 16(1):1.
- ◆ **Amdeslasie, F.**, Kidanu, M., Ali, D. & Girma, M. (2016) Patterns of Trauma in Emergency clinics of public hospitals found in Mekelle, Tigray. *Ethiopian Medical Journal*, 54(2).
- ◆ Bae, C., **Geduld, H.**, Wallis, LA., Smit, D. & Reynolds, T. (2016) Professional development needs of young Emergency Medicine specialists in Africa: Results of a South Africa, Ethiopia, Tanzania and Ghana Survey. *African Journal of Emergency Medicine*, 6:94-97.
- ◆ Bagwandeen, CI. & **Singaram, VS.** (2016) Feedback as a means to improve clinical competencies: Registrars' perceptions of the quality of feedback provided by consultants in an academic hospital setting. *African Journal of Health Professions Education*, 8(1): 117-120.
- ◆ Bagwandeen, CI. & **Singaram, VS.** (2016) Feedback as a means to improve clinical competencies: Consultants' perceptions of the quality of feedback given to registrars. *African Journal of Health Professions Education*, 8(1):113-116.
- ◆ Bere, T., Nyamayaro, P., Magidson, JF., Chibanda, D., Chingono, A., Munjoma, R., Macpherson, K., **Ndhlovu, CE.**, O'Cleirigh, C., Kidia, K., Safren, SA. & Abas, M. (2016) Cultural adaptation of a cognitive-behavioural intervention to improve adherence to antiretroviral therapy among people living with HIV/AIDS in Zimbabwe: *Nzira Itsva*. *Journal of Health Psychology*, Feb 18.
- ◆ **Cilliers, FJ.** & Tekian, A. (2016) Effective Faculty Development in an Institutional Context: Designing for Transfer. *Journal of Graduate Medical Education*, 8(2): 145-149
- ◆ Cubaka, VK., Schriver, M., **Flinkenflögel, M.** & Cotton, P. (2016) The Evolving Role of Physicians - Don't Forget the Generalist Primary Care Providers. Comment on "Non-physician Clinicians in Sub-Saharan Africa and the Evolving Role of Physicians". *International Journal of Health Policy Management*, 5(x): 1–2.

2016 Publications

Continued ...

- ◆ **Gordon, C.** (2016) Intimate partner violence is everyone's problem, but how should we approach it in a clinical setting? *South African Medical Journal*, 106(10): 962-965.
- ◆ Hamid, S. & **Singaram, VS.** (2016) Exploring the relationship between demographic factors, performance and fortitude in a group of diverse 1st-year medical students. *African Journal of Health Professions Education*, 8(1): 99-103.
- ◆ Hamid, S. & **Singaram, VS.** (2016) Motivated strategies for learning and their association with academic performance of a diverse group of 1st-year medical students. *African Journal of Health Professions Education*, 8(1): 104-107.
- ◆ **Hess, D. & Frantz, J.** (2016) Knowledge of and beliefs about EBP amongst final year undergraduate PT students at a local university in SA. *African Journal of Health Professions Education* (in press).
- ◆ Knight, S., **van Wyk, J.** & Mahomed, S. (2016) Teaching Research: A programme to develop research capacity in undergraduate medical students at the University of KwaZulu-Natal, South Africa. *BMC Medical Education*.
- ◆ **Konje, ET.,** Kabangila, R., Manyama, M. & **van Wyk, J.** (2016) What basic clinical procedures should be mastered by junior clerkship students? Experience at a single medical school in Tanzania. *Advances in Medical Education and Practice*, 7: 173–179.
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