

# Southern African Association of Health Educationalists Conference

25 - 28 June 2024

Gateway Hotel, Umhlanga, Durban  
**DECODING & RECODING TO TRANSFORM  
 FOR CONTEXTUALLY RELEVANT  
 HEALTH PROFESSIONS EDUCATION**



## SAAHE CONFERENCE 2024 PROGRAMME

### PRE-CONFERENCE WORKSHOPS: TUESDAY 25 JUNE 2024

08:30	Registration	12:00	Registration	08:30	Registration
VENUE	UMDONI 2	UMDONI 3	UMDONI 3	CYCAD A	CYCAD A
	<b>09:00-12:30</b> <b>Essential Skills in Clinical Teaching (ESME)</b> Subha Ramani [AMEE] Sylvia Shitsama [Jomo Kenyatta University]	-	-	<b>08:30-13:20</b> <b>Doctoral Dilemma Space</b> Francois Cilliers [UCT]	
<b>12:30</b>	<b>LUNCH</b>			<b>13:20</b>	<b>LUNCH</b>
	<b>13:30-16:30</b> <b>Essential Skills in Clinical Teaching (ESME)</b> (continues)	<b>13:30-16:30</b> <b>Teaching, learning and assessment in simulation: a new perspective?</b> Andrew Makkink [UJ]		<b>14:20-16:00</b> <b>Doctoral Dilemma Space</b> (continues)	

Programme subject to change

# CONFERENCE DAY ONE: WEDNESDAY 26 JUNE 2024

07:00	Registration opens					
VENUE	UMDONI 2	CYCAD A	UMDONI 1	UMDONI 3	CYCAD B	POOLSIDE
SESSION 08:30-10:00	1A Curriculum Development and Reform	1B Planetary Health	1C Artificial Intelligence and Technology Enhanced Learning	1D Interprofessional Education	1E Lifelong Learning and Continued Professional Development	1F Campfire
CHAIR	Poovendhree Reddy (DUT)	Andrew Ross (UKZN)	Frasia Oosthuizen (UKZN)	Keshena Naidoo (UKZN)		Jennifer Watermeyer (WITS)
08:30	<p>Utopian visions and pragmatic solutions: Building a humanistic Health Science education curriculum</p> <p><u>Stephen Pentz</u>, Andile Mthombeni</p>	<p>Education for Sustainable Healthcare: A Planetary Health Report Card assessment of the University of Cape Town Faculty of Health Sciences</p> <p><u>James Irlam</u>, Aya Yokwe</p>	<p>Enhancing critical thinking assessment in medical education: A comparative analysis of GPT-4 and GPT-3.5-turbo for automated scoring and quality feedback</p> <p><u>Yvette Hlophe</u>, Masikisiki Baphumelele, Sumaiya Adam, Vukosi Marivate</p>	<p>Interprofessional reflections on effective teaching and learning strategies that promote student engagement and academic success across different faculties in higher education: A scoping review</p> <p><u>Nombulelo Zenani</u>, Nisa Ayob, Martin Chanza, Alexander Samuels</p>	<p><b>WORKSHOP</b></p> <p>Getting published: Taking intentional steps towards success</p> <p>Ann George, Francois Cilliers, Ronel Maart, Susan Van Schalkwyk</p>	<p>Ndingumntu ngabantu-Ke motho ka batho: My PhD journey</p> <p>Mantoa Mokhachane</p>
08:45	<p>The student voice as a contributor to a responsive curriculum</p> <p><u>Anthea Hansen</u>, Susan Van Schalkwyk, Cecilia Jacobs</p>	<p>Embracing sustainability in eyecare: “Green is better than red”</p> <p><u>Ravishnee Pillay</u>, Rekha Hansraj, Nishanee Rampersad, Veena Singaram</p>	<p>Generative AI to design an authentic assessment for undergraduate health care students</p> <p><u>Yolande Heymans</u>, Jessica Pool, Anita Lubbe</p>	<p>Challenges of introducing and institutionalizing Interprofessional Education curriculum at selected Zimbabwean universities</p> <p>Antony Matsika</p>		<p>Unveiling the impact of the Social Determinants of Health (SDoH) on chronic conditions</p> <p>Chauntelle Bagwandeem, <u>Maryam Bassa</u>, <u>Asma Detraliya</u>, Kelicia Reddy, Saajida Mahomed</p>
09:00	<p>Curricula mapping of Clinical Associate/ Physician Associate and comparable professions worldwide using the learning opportunities, objectives, and outcomes platform: LOOP</p> <p><u>Scott Smalley</u>, Mirela Bruza-Augatis, Thomas Colletti,</p>	<p><b>WORKSHOP</b></p> <p>Planetary health – the time for action is NOW!</p> <p>Andrew Ross, James Irlam</p>	<p>Integrating large language models in medical education: A study on student perceptions and ethics</p> <p><u>Camira Pillay</u>, Janus van As, Heleen Roos, Richard Cooke</p>	<p><b>WORKSHOP</b></p> <p>Interprofessional Education and collaborative practice – How far have we come?</p> <p>Kerrin Begg, Pavitra Pillay, Ramadimetja Mable Kekana</p>		<p>Reflections on mentorship as an approach to supporting rural students in healthcare professions degrees/courses</p> <p><u>Nabeela Sujee</u>, Muthulisi Siwela, Nokuthula Tlalajoe-Mokhatla, Jethro Nkomo</p>

	Alias Mahmud, Peter Heistermann, David Song Graduate, Laura Juarez, Lumbani Tshotetsi, David Fahringer, Jami Smith, Olaf Ahlers, Mary Showstark				
09:15	<p><b>Adaptation and self-regulation of undergraduate nursing students to online learning in a resource-limited setting</b></p> <p><u>Miriam Shawa</u>, Beloved Masava, Champion Nyoni</p>	<p><b>Integration of e-learning tools by lecturers in a rural university in South Africa</b></p> <p>Thandokazi Ikedinobi</p>		<p><b>The clinical learning environment: magical or messy?</b></p> <p><u>Elize Archer</u>, Rhoda Meyer</p>	
09:30	<p><b>The development of a blended learning curriculum for the medicine and surgery course for third year Occupational Therapy and Physiotherapy students</b></p> <p><u>Janine van der Linde</u>, Monique Keller, Eileen Du Plooy</p>	<p><b>Simulation approaches for clinical education in Speech-Language Pathology programmes around the world: A scoping review</b></p> <p>Kim Coutts</p>		<p><b>Development of a storyboard: Teaching communication using game-based learning</b></p> <p>Lisa Kempshall</p>	
09:45		<p><b>Handy teachers: Exploring student perceptions and engagement with artificial intelligence-based chatbots for learning in medical education</b></p> <p>Krishna Mohan Surapaneni</p>		<p><b>Exploring spaces within the landscape of HPE</b></p> <p><u>Jacqui Couper</u>, Ian Couper, Fatima Suleman, Petra Brysiewicz, Marietjie de Villiers</p>	
<b>MORNING TEA</b>					
10:00-10:30					
10:30-10:40	<b>Cultural Welcome: DrumBusters</b>				
10:40-11:25	<b>Conference Opening: Conference Chair - Professor Veena Singaram [University of KwaZulu-Natal]</b>				

11:25-11:35	<b>Conference Welcome: Professor Busisiwe Ncama [DVC: College of Health Sciences, University of KwaZulu-Natal]</b>
11:35-11:40	<b>SAAHE President Welcome: Professor Elize Archer [Stellenbosch University]</b>
11:45-12:30	<b>PLENARY ONE Chair: Professor Sinegugu Duma [University of KwaZulu-Natal]</b>
	<b><u>KEYNOTE ADDRESS 1:</u> Professor Thirusha Naidu [University of KwaZulu-Natal, South Africa] “Algorithms of Oppression in Global Health Professions Education - Decoding to Recode”</b>

12:30-13:30	<b>LUNCH</b>
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VENUE	CYCAD A	UMDONI 3	UMDONI 1	CYCAD B	UMDONI 2	POOLSIDE
<b>SESSION</b> 13:30-15:30	<b>2A</b> Service and Experiential Learning	<b>2B</b> Resilience and Wellbeing	<b>2C</b> Assessment and Evaluation	<b>2D</b> Advocacy Education & Patient Safety & Faculty Development	<b>2E</b> Workplace-based Assessment	<b>2F</b> Campfire
<b>CHAIR</b>	Rosaley Prakashandra (DUT)	Arnelle Mostert (UFS)	Elize Archer (SU)	Gina Rencken (UKZN)	Tasleem Ras (UCT)	Susan Van Schalkwyk (SU)
<b>13:30</b>	<p><b>Facilitating Audiology students' clinical communication practices during initial consultations: Exploring the use of written cues as a strategy</b></p> <p><u>Amisha Kanji</u>, Jennifer Watermeyer, Zuhairah Gardee</p>	<p><b>Coping strategies used by undergraduate first-year nursing students during transition from basic to higher education: A qualitative study</b></p> <p><u>Gopolang Gause</u>, Leepile Alfred Sehularo, Molekodi Jacob Matsipane</p>	<p><b>The Simulation Assessment Tool Limiting Assessment Bias (SATLAB): A student perspective</b></p> <p><u>Andrew Makink</u>, Imaan Adam</p>	<p><b>The teaching, learning and assessment of health advocacy in a South African College of Health Sciences</b></p> <p><u>Sinegugu Duma</u>, Diane Wallace</p>	<p><b><u>SYMPOSIUM</u></b></p> <p><b>Workplace-based Assessment in SA: 24-month experience</b></p> <p>Tasleem Ras, Tashneem Harris, Louis Jenkins, Madeleine Muller, Jacques Janse van Rensburg, Veena Singaram, Richard Cooke, Sumaiya Adam, Dini Mawela, T. Mamashela</p>	<p><b>The role of private higher education in health professional education: A case of Boitekanelo College</b></p> <p>Tiroyaone Mampane</p>
<b>13:45</b>	<p><b>Flipping clinical supervision for Speech-Language Pathology students: Exploring the role of inquiry-based learning in the development of critical thinking skills</b></p> <p><u>Nancy Barber</u>, Jennifer Watermeyer, Joanne Neille, Kim Coutts</p>	<p><b>Negotiating the transitions from student to health professional - Interim results from a longitudinal study</b></p> <p><u>Steve Reid</u>, Kate Sherry</p>	<p><b>The amazing Pharmacist: An educational game for the revising of clinical skills</b></p> <p><u>Ané Orchard</u>, Deanne Johnston, Qondile Mazibuko, Molebe Thulare, Lesedi Tshuta, Razeeya Khan</p>	<p><b>Advocacy for appropriate health professional education aimed at psychosocial health management in Southern African Indigenous Communities</b></p> <p><u>Khauhelo S. Mahlatsi</u>, Abel J. Pienaar, Tshilidzi M. Mulaudzi, Thivhulawi Malwela</p>		<p><b>An innovative coaching approach to teach implementation and improvement science</b></p> <p><u>Charmaine Cunningham</u>, Salome Maswime</p>

14:00	<p><b>Radiography student perspective of person-centred care</b></p> <p><u>Kathleen Naidoo</u>, Heidi Thomas</p>	<p><b>Mindfulness training in healthcare professions: A scoping review of systematic reviews</b></p> <p><u>Nabeela Kajee</u>, Jesus Montero-Marin, Kate Saunders, Kearnan Myall, Elinor Harriss, Willem Kuyken</p>	<p><b>Cheating without shame: Health sciences student insight into academic integrity during emergency remote teaching</b></p> <p><u>Colette Kell</u>, Yasmeen Thandar, Adelle Bhundoo, Firoza Haffejee, Bongiwe Mbhele, Jennifer Ducray</p>	<p><b>A practice model to strengthen the implementation of the policy guidelines on 72-hour assessment of involuntary mental health care users in South Africa</b></p> <p><u>Ontlotlile Mpheng</u>, Leepile Alfred Sehularo, Mirriam Mamabolo Moagi, Gaotswake Patience Kovane</p>		<p><b>If health professions education is a field, then health professions educators should embody the field: A discussion on identity</b></p> <p>Dina-Ruth Lulua</p>
14:15	<p><b>Impact of mentorship among medical students in clinical years at the Jomo Kenyatta University in Kenya</b></p> <p><u>Sylvia Shitsama</u>, Ignatius Wanyonyi, Deborah Mkamburi</p>	<p><b>Understanding the multifaceted factors influencing student success in health sciences education</b></p> <p><u>Vanessa Steenkamp</u>, Maria Cochrane-Boeyens</p>	<p><b>Unlocking student success: Bridging the gap through academic analytics and assessment frameworks</b></p> <p><u>Francois Cilliers</u>, Kende Kefale, Jaisubash Jayakumar, Kishor Bugarith</p>			<p><b>From guinea pigs to pioneers: Back to the future of problem-based learning in medical education</b></p> <p>Bavani Naicker</p>
14:30	<p><b>An evaluative case study for undergraduate service-learning in Physiotherapy</b></p> <p>Christolene Saaiman</p>	<p><b>Health and safety in South African Universities: A contemporary reflection</b></p> <p><u>Maasago Mercy Sepadi</u>, Martha Chadyiwa</p>	<p><b>Anatomy first-year grade classification using a decision tree model and admission criteria</b></p> <p>Erna Bruwer, <u>Nicolene Jooste</u></p>	<p><b>WORKSHOP</b></p> <p><b>Faculty Development in Sub-Saharan Africa – what would you include on the menu?</b></p> <p>Rhoda Meyer, Lynette van der Merwe, Jacky van Wyk</p>		<p><b>Healing the healer: Medical humanities for advocacy</b></p> <p>Morne Visser</p>
14:45	<p><b>Exploring Speech-Language Pathology students' perceptions and experiences during hospital clinical training</b></p> <p><u>Dharshini Naidoo</u>, Khomotjo Kgare, Siyasanga Dyosi, Ntando Genukile, Menelisi Nomzinyana, Simnikiwe Ntenetyana, Sydwele Sefiti</p>	<p><b>Resilience: Perspectives of students in radiography at a South African institution</b></p> <p><u>Heidi Thomas</u>, Kathleen Naidoo, Penelope Engel-Hills</p>				<p><b>Transformative learning for a sustainable and climate-resilient health care practice: A case of Stellenbosch University</b></p> <p>Christian Lueme Lokotola</p>

<b>15:00</b>	<p><b>Advancing game-based learning in higher education through debriefing</b></p> <p><u>Zijing Hu</u>, Radmila Razlog, Roy Venketsamy</p>				<p><b>A tale of pharmacy education's evolution: From observers to changemakers in South Africa</b></p> <p><u>Sue Burton</u>, Monique Klitsie</p>
<b>15:15</b>					<p><b>Reflecting on our teaching of counselling skills to final-year medical students</b></p> <p><u>Aviva Ruch</u>, Deidre Pretorius</p>

**DAY 1 e-Poster Track A**

VENUE	FOYER	SESSION	2G
TIME	13:30 – 14:20	CHAIR	Nomakhosi Mpfana (DUT)
<b>13:30</b>	<b>13:35</b>	<b>13:40</b>	
<p><b>Bridging the gap: Enabling a smooth transitioning of first year health sciences students from high school to higher education at the University of Cape Town</b></p> <p><u>Lisa de Paulo</u>, Jaisubash Jayakumar</p>	<p><b>Experiences of women of childbearing age regarding Implanon provision in South Africa</b></p> <p>Modiegi Motlhokodi</p>	<p><b>New curriculum and capacity development interventions for research: Guidelines to enhance the nurse educator's contextually relevant pedagogical methods in research education</b></p> <p>Poovanesthree Padayachee</p>	
<b>13:45</b>	<b>13:50</b>	<b>13:55</b>	
<p><b>The dissection room experience: Initial reactions from Medical Science students at UKZN</b></p> <p><u>Pamela Pillay</u>, S Ishwarkumar-Govender</p>	<p><b>Investigating coping with student occupational life and the influence of pharmaceutical cognitive enhancement use</b></p> <p><u>Deborah Fewster</u>, Afeefah Hoosen, Kyla Moonsamy, Tafara Chichetu, Nonhle Qwabe, Nomzamo Majola, Ayanda Khumalo</p>	<p><b>Critical factors to consider in creating transformative learning experiences that promote occupational justice in health professions education: An integrative literature review</b></p> <p><u>Helena Christina Louw</u>, Lana van Niekerk, Nicola Plastow, Quenton Wessels</p>	
<b>14:00</b>	<b>14:05</b>	<b>14:10</b>	
<p><b>Enhancing nurse educators' knowledge regarding clinical simulation terminology: A pilot study</b></p> <p><u>Cindy Booysen</u>, Wilma tenHam-Baloyi, Portia Jordan</p>	<p><b>The perceptions of senior nursing students on how the COVID-19 pandemic influenced their clinical practice in the North West province: A qualitative study</b></p> <p>Sofia Apolinario, <u>Nokwanda Bam</u>, Miriam Moagi</p>	<p><b>The pedagogy of e-learning: A case study of Pharmacy students</b></p> <p>Andile Faya</p>	

<b>14:15</b> <b>Road to technology enhanced health professions education:</b> <b>A research protocol</b> Shalote Chipamaunga		
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<b>15:30-15:45</b>	<b>AFTERNOON TEA</b>
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VENUE	CYCAD B	UMDONI 3	UMDONI 2	UMDONI 1	CYCAD A	POOLSIDE
<b>SESSION</b> 15:45-16:45	<b>3A</b> Interprofessional Education	<b>3B</b> Equity, Diversity and Inclusion	<b>3C</b> Assessment and Evaluation	<b>3D</b> Curriculum Development and Reform	<b>3E</b> PechaKucha	<b>3F</b> Campfire
<b>CHAIR</b>			Vanessa Steenkamp (UP)	Jeanette Du Plessis (CUT)	Rhoda Meyer (SU)	Jacqui Cooper (SU)
<b>15:45</b>	<b>WORKSHOP</b>  Using the Drexler-Sibbet team performance model to promote a team-based culture in Health Professions Education  Luzaan Africa, Gerard Filies, Abigail Dreyer, Labeegah Jaffer	<b>WORKSHOP</b>  Decolonising assessment practice in HPE: How to approach it and what to consider  Michelle Hannington, Francois Cilliers	Recoding triple jump exercise through an online problem-based assessment to foster the development of higher-order thinking skills in undergraduate nursing students  <u>Olivia B. Baloyi</u> , Esther L. Mbobnda Kapche	Internship doctors' perspectives on readiness and how to thrive in the South African clinical context  <u>Stuart Pattinson</u> , Anique Atherley, Hans Savelber	15:45  The development of Entrustable Professional Activity assessments and its integration within a programmatic assessment model for specialist postgraduate medical education in South African Emergency Medicine  <u>Waseela Khan</u> , Clint Hendrikse	Fostering the next generation of nurse educator leaders: The AHPEL fellowship's first cohort  <u>Werner Cordier</u> , Abigail Dreyer, Lianne Keiller, Frances Kelly, Dianne Manning, Champion Nyoni, Liz Wolvaardt, Jacky van Wyk
<b>16:00</b>			An assessment of academic performance of final year environmental health students during and post Covid-19 (2020-2022)  <u>Charlotte Mokoatle</u> , Naledi Moyo, Bathokozile Gumede	Factors impacting the transfer of online pre-clinical skills training to facilitate a blended learning model  <u>Leantea Enoch</u> , <u>Reina Abraham</u> , Veena S. Singaram	----- 15:55  A spotlight on the effect of community engagement on Medical Laboratory Science students and matric learners from a township in Cape Town  Anelisa Motaung	Transformative rural Emergency Medicine: Implementing a tailored point-of-care ultrasound curriculum for enhanced clinical care through critical skills acquisition  Kamlin Ekambaram

16:15			<p><b>The development of CULTVATE model: a design guideline to construct a programmatic clinical portfolio as formative assessment of competence</b></p> <p>Bhavani Veasuvalingam</p>	<p><b>Development of design principles to enable implementation of the interprofessional education and collaborative practice curriculum: A modified Delphi study</b></p> <p>Hanlie Pitout</p>	<p>----- <b>16:05</b></p> <p><b>OMG?! Oxygen monitors glucose! Emergency Medicine offers a unique shift in focus from pathology to patient</b></p> <p>Sian Geraty</p> <p>----- <b>16:15</b></p> <p><b>Here's what it feels like to divorce clinical medicine</b></p>	<p><b>Igniting learning: Revolutionizing health sciences education with ChatGPT</b></p> <p><u>Frasia Oosthuizen</u>, Varsha Bangalee, Naimah Ebrahim Khan, Deanne Johnston, Lavanithum Joseph, Ilana Moodley, Rajeshree Moodley, Urisha Naidoo, Patrick Zimu, Deshini Naidoo</p>
16:30				<p><b>Fidelity of implementing a competency-based nursing programme during a disruption: A case study</b></p> <p>Miriam Shawa, Beloved Masava, Pritchard Mutimbe, Tawanda Nyoni, Khantse Mokhele, Mapoea Shale, Eva Mukurunge, Champion Nyoni</p>	<p><u>Lynelle Govender</u>, Helen R Church</p> <p>----- <b>16:25</b></p> <p><b>Leveraging educational data mining and learning analytics to evaluate and enhance student success in Occupational Therapy education</b></p> <p><u>Eileen Du Plooy</u>, Denise Franzsen, Daleen Casteleijn, Gopika Ramkilawon</p>	<p><b>Workplace-based formative assessment - a modified mini-clinical evaluation exercise (mini-CEX)</b></p> <p><u>Haniem Salie</u>, Sakeena Ebrahim, Robert Gill, Francois Marais, Tasleem Ras</p>

### DAY 1 e-Poster Track B

VENUE	FOYER	SESSION	3G
TIME	15:45-16:10	CHAIR	Celenkhosini Nxumalo (DUT)
<b>15:45</b>	<b>15:50</b>	<b>15:55</b>	
<p><b>Evaluation of student preparedness for work-integrated learning in the Faculty of Health and Environmental Science at Central University of Technology, Free State, South Africa</b></p> <p>Hildah Mfengwana, <u>Paballo Ndunduzela</u>, Tlotlo Radebe, Bongani Miya, Ruan Classen</p>	<p><b>A survey of knowledge, attitudes, and practices of plagiarism by undergraduate Healthcare Science students at a selected tertiary academic institution in Gauteng</b></p> <p><u>Nontembiso Magida</u>, Marizaan Van der Mescht, Perseverance Mupambirei, Tatum Mitrovich, Lavender Muyengwa, Kyla Cross, Khanyisa Baloyi</p>	<p><b>Enhancing second-year speech therapy students' proficiency through objective structured clinical examinations (OSCEs): A reflection survey analysis</b></p> <p><u>Refilwe Elizabeth Morwane</u>, Anniah Mupawose</p>	



<p><b>16:00</b></p> <p>Exploring student perceptions of a digitalized medical toxicology card game: A comparative qualitative study</p> <p><u>Catharina Du Plessis</u>, Carine Marks</p>	<p><b>16:05</b></p> <p>Health Science students and facilitators preceptive online problem base learning in emergency remote teaching through community of inquiry framework</p> <p><u>Daisyfidelis Kotsane</u>, Tshakane Ralephenya, Peggy O'Hagan</p>	
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**17:00-18:00**

<b>VENUE</b>	<b>UMDONI 1</b>	<b>SAAHE AGM</b>
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**18:30**

<b>WELCOME COCKTAIL FUNCTION</b> Venue: Gateway Hotel
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Programme subject to change

**CONFERENCE DAY TWO: THURSDAY 27 JUNE 2024**

<b>07:30</b>	<b>Registration opens</b>
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<b>08:30-09:15</b>	<p><b>PLENARY TWO</b></p> <p>Chair: Professor Tasleem Ras [University of Cape Town]</p>
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	<p><u><b>KEYNOTE ADDRESS 2:</b></u></p> <p>Professor Olle ten Cate [UMC Utrecht, Netherlands]</p> <p><i>“Training Students to become Trusted Health Professionals”</i></p>
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<b>09:15-10:00</b>	<p><b>PLENARY THREE</b></p> <p>Chair: Professor Mergan Naidoo [University of KwaZulu-Natal]</p>
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	<p><u><b>KEYNOTE ADDRESS 3:</b></u></p> <p>Professor Subha Ramani [President: Association for Medical Education in Europe (AMEE)]</p> <p><i>“Building Trusting Relationships: Feedback as a Learning Conversation for Cultivating Credibility, Mindset, and Coaching”</i></p>
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<b>10:00-10:30</b>	<b>MORNING TEA</b>
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VENUE	CYCAD A	UMDONI 3	UMDONI 1	UMDONI 2	CYCAD B	POOLSIDE
<b>SESSION</b> 10:30-12:30	<b>4A</b> Faculty Development	<b>4B</b> Assessment and Evaluation & Community-based Education	<b>4C</b> Artificial Intelligence and Technology Enhanced Learning	<b>4D</b> Curriculum Development and Reform	<b>4E</b> Equity, Diversity and Inclusion & Curriculum Development and Reform	<b>4F</b> Campfire
<b>CHAIR</b>		Mergan Naidoo (UKZN)	Naimah Ebrahim Khan (UKZN)	Deanne Johnstone (UKZN)	Waseela Khan (UCT)	Kerrin Begg (UCT)
<b>10:30</b>	<b>WORKSHOP</b>  Conflict and resistance: Framing health responses to systemic harm and injustice in the workplace  Susan Van Schalkwyk, Andrew Ross, Bernhard Gaede	<b>WORKSHOP</b>  Standardised patients in clinical exams: guidelines for training, inclusion over multiple disciplines and using their feedback in student evaluation  Bhavna Bahgoo, Matty van Niekerk	Use of digital tools and applications to give and receive feedback in clinical training: A scoping review  <u>Rayishnee Pillay</u> , Esther L. Mbobnda Kapche, Veena S. Singaram	(Re)-Mapping the Pharmacology curriculum in three healthcare practitioner programmes  <u>Werner Cordier</u> , Diane Manning, Peter du Toit	"I was prepared to crawl to school!" Is Medicine (MBChB) only for the able bodied?  <u>Lefa Kekana-Hlatshwayo</u> , Pam Gretschel, Harsha Kathard, Seyi Amosun	Mastery of the student experience – A WITS candidate's journey  <u>Lisa Kempshall</u> , Ané Orchard
<b>10:45</b>			Engagement and learning approaches among Medical students in an online surgical teaching programme during COVID-19: A cross-sectional study  <u>Sumayyah Ebrahim</u> , Jacqueline Van Wyk	Advocating for education: Support strategies for vocational learners transitioning to postgraduate education  <u>Debbi Groome</u> , Charmaine Cunningham	Intersectionality and the power of poetic inquiry: Exploring undergraduate health professions learning experiences on the rural training platform  <u>Jana Muller</u> , Abigail Dreyer, Elize Archer, Ian Couper	-
<b>11:00</b>			Medical students' experiences and perceptions of online learning at Decentralised Training Sites: A mixed-methods study  <u>Aviva Ruch</u> , Ann George	Students' perceptions of the medical curriculum at the University of Limpopo  <u>Thakadu Mamashela</u> , Patricia McInerney	Why do Stellenbosch University medical students choose longitudinal integrated training in their final year? An exploratory study  Ian Couper	Empathy and equity: Towards decolonizing medical education through the incorporation of humanising pedagogies in two integrated MBChB courses at the University of Cape Town  Jaisubash Jayakumar

11:15			<p><b>Exploring COIL as an authentic learning pedagogy</b></p> <p><u>Rosaley Prakaschandra</u>, Mduzuzi Memela, Penelope Orton</p>	<p><b>Addressing communication barriers in healthcare: Perspectives of University of Botswana Medical and Nursing students on the introduction of Setswana and Sign Languages to the curriculum</b></p> <p>David Nchoko, Tjedza Tapela, Oabona Bulang, Otsile Ditshwenyego, Chidzani Mbenge, <u>Tiny Masupe</u></p>	<p><b>Student voices on a gender-affirming curriculum: “on the one side power shapes curriculum, but I also think that curriculum has the power to let people shape the world”</b></p> <p><u>Elma de Vries</u>, Alex Muller, Harsha Kathard</p>	<p><b>Becoming a reflective practitioner - a pilot intervention in an undergraduate MBChB course</b></p> <p><u>Rashiqua Holdman</u>, Morne Visser, Dianne Matthews</p>
11:30	<p><b>WORKSHOP</b></p> <p><b>Curriculum mapping: practical application for uploading and connecting (interprofessional) health professions education programs using LOOP</b></p>	<p><b>From hospitals to homes: An evaluation of students’ perceptions of patient home visits</b></p> <p>Chauntelle Bagwandeem, <u>Saajida Mahomed</u>, Vinogrin Dorsamy</p>	<p><b>Enhancing learning experiences: The impact of Microsoft Reflect in teaching Occupational Therapy</b></p> <p>Marica Botha</p>	<p><b>Clinician educators’ conceptions of Clinical Medical students’ vocational habitus</b></p> <p><u>Lori Bocchino</u>, Shirra Moch, Lizelle Crous</p>	<p><b>WORKSHOP</b></p> <p><b>SimZones: A tool to constructively align simulation scenarios to current health profession curricula</b></p> <p>Karien Henrico, Marvin Jansen</p>	<p><b>How can we use reflection to drive transformative practice, health- activism, and health care providers that read the world?</b></p> <p>Chantal Christopher</p>
11:45	<p>Scott Smalley, Olaf Ahlers, Julian Suhr, Bernhard Gaede, Ina Treadwell</p>	<p><b>Integrated longitudinal community clerkship: What is out there in the community?</b></p> <p><u>Olukayode Adeleke</u>, Busisiwe Cawe</p>	<p><b>Dental students’ experiences of remote emergency online learning at the University of the Witwatersrand during the COVID-19 pandemic</b></p> <p><u>Koketso Tshite</u>, Ann George</p>	<p><b>Mental health content in the Physiotherapy undergraduate curriculum in South Africa</b></p> <p><u>Marilyn Hooblal</u>, Thayanthee Nadasan, Oladapo Olagbegi</p>		<p><b>What is an Emergency Physician? Schematic representation to inform Emergency Medicine curriculum development</b></p> <p>Vidya Laloo</p>
12:00		<p><b>Sixth year medical students: Experiential learning in a rural district hospital – where we learn</b></p> <p><u>Andrew Ross</u>, Thandaza Cyril Nkabinde, Bernhard Gaede</p>	<p><b>Towards technology-enhanced learning to sustain isiZulu clinical communication skills within an MBChB curriculum</b></p> <p><u>Roshni Gokool</u>, Yashlin Odayar</p>	<p><b>Enhancing learning excellence: Integrating mapping activities for deep and meaningful learning</b></p> <p>Janus van As, <u>Storm Makings</u>, Refilwe Tswai, Neo Mathabatha</p>		<p><b>Using group final year educational research projects to assess and strengthen the health literacy of Pharmacy students</b></p> <p>Katy Harries</p>

12:15		<p><b>CAMPFIRE</b></p> <p><b>Storytelling, songs, and dances: Innovative methods for infusing health messages in African communities</b></p> <p>Rodwell Gundo, <u>Fhumulani Mulaudzi</u>, Rachel Lebese, Irene Ramavhoya, Thingahangwi Masutha, Gopolang Gause, Robert Lavhelani, Salaminah Moloko, Nkhensani Khosa, Ubuntu Team</p>	<p><b>Undergraduate students' perceptions of the use of Artificial Intelligence</b></p> <p><u>Ebenezer Chitra</u>, Bhavani Veasuvalingam, Fabian Davamani, Lai Pei Kuan</p>	<p><b>Exploring preclinical science lecturers' conceptions of student learning at the University of Namibia, School of Medicine</b></p> <p><u>Adèle du Plessis</u>, Elize Archer</p>		<p><b>Exploring support in HPE through a community of practice lens to enable women leadership development</b></p> <p>Ronel Maart, Ludo Badlangana, Nina Barnes</p>
<b>LUNCH</b>						
12:30-13:30						
<b>VENUE</b>	<b>UMDONI 3</b>	<b>CYCAD A</b>	<b>UMDONI 1</b>	<b>CYCAD B</b>	<b>UMDONI 2</b>	<b>POOLSIDE</b>
<b>SESSION</b> 13:30-15:00	<b>5A</b> Curriculum Development and Reform	<b>5B</b> Lifelong Learning and Continued Professional Development	<b>5C</b> Artificial Intelligence and Technology Enhanced Learning	<b>5D</b> Interprofessional Education	<b>5E</b> Workplace-based Assessment	<b>5F</b> Campfire
<b>CHAIR</b>	Chitra Ebenezer (Malaysia)	Elizabeth Ojewole (UKZN)	Benjamin Botha (UFS)	Lizemari Hugo Van Dyk (UFS)	Tasleem Ras (UCT)	Ted Sommerville (UKZN)
13:30	<p><b>Peer-assisted learning for foundation provision in health sciences education at South African Universities of Technology</b></p> <p><u>Róan Slabbert</u>, Jeanette du Plessis, Mpho Jama</p>	<p><b>Narrative review of self-efficacy and professional development practices of Radiography clinical educators</b></p> <p><u>Asnath Motsepe</u>, Lunelle Pienaar, Busayo Ige</p>	<p><b>An electronic survey of preferred podcast format and content requirements among trainee Emergency Medicine specialists in four Southern African universities</b></p> <p><u>Kamlin Ekambaram</u>, Hein Lamprecht, Vidya Laloo, Andreas Engelbrecht, N Caruso, Willem Jooste</p>	<p><b>Implementation of large-scale IPE curriculum events at Sefako Makgatho Health Sciences University: A reflective overview</b></p> <p>Rahab Mothapo</p>	<p><b>SYMPOSIUM</b></p> <p><b>Piloting WBA in registrar training in SA</b></p> <p>Tasleem Ras, Lionel-Green Thompson, Vanessa Burch, Sumaiya Adam, Veena Singaram, Daniel Nel, Dini Mawela</p>	<p><b>The case for standardised patients in assessments</b></p> <p><u>Zoe Dhawraj</u>, <u>Naseema Amod</u>, Rayishnee Pillay</p>
13:45	<p><b>WORKSHOP</b></p> <p><b>Integrating community-based rehabilitation principles into work-based learning at institutional settings to effect social determinants of health</b></p>	<p><b>Continuing professional development needs of Physiotherapists working in neurorehabilitation</b></p> <p>Joyce Mothabeng</p>	<p><b>Online training in acute paediatric emergencies – self-directed learning and feedback</b></p> <p><u>Melusi Ngobese</u>, Chauntelle Bagwandeem, Kimesh L. Naidoo</p>	<p><b>Multi-professional collaboration in a rural setting: Healthcare professionals' experiences of Speech-Language Therapy</b></p> <p><u>Charne Christians</u>, Monique Visser</p>		<p><b>Using reflexive blogs to assess learning on a post graduate course</b></p> <p>Charmaine Cunningham</p>

14:00	Matty van Niekerk, Lebogang Maseko	<p><b>Enhancing research supervision skills among nurse educators in the public nursing colleges</b></p> <p>Xolani Lawrence Mhlongo</p>	<p><b>Health sciences students perspectives on e-Learning and m-Health across South African universities</b></p> <p><u>Danica Sims</u>, Habib Noorhbai, Nadia Hartman</p>	<p><b>Enhancing Interprofessional Education for third-year Occupational Therapy and Physiotherapy students using Wakelet as a teaching tool</b></p> <p>Janine van der Linde</p>		<p><b>Exploring alternative student assessment methods of a simulated rapid sequence intubation</b></p> <p><u>Benjamin Van Nugteren</u>, Andrew Makkink</p>
14:15		<p><b>Guiding nurse educators to facilitate presence through reflective practices to transform how nursing students feel, think, care and act in practice</b></p> <p>Kathleen Froneman</p>	<p><b>The outcome of participative educational research that transformed educational challenges into novel opportunities post COVID-19 and beyond: Participative Blended Learning (PaBLE)</b></p> <p><u>Abel Jacobus Pienaar</u>, ideon Victor, Khauhelo S. Mahlatsi, Muhammad Kazim Zargaham</p>	<p><b>The perspectives of healthcare professionals regarding interprofessional collaboration among three tertiary hospitals in the Tshwane district, Gauteng</b></p> <p><u>Nontembiso Magida</u>, Bianke Schoeman, Lara Moolman, Thuto Molapo, Kgopotso Mathume, Charmari Kotze, Kirsten Hellberg</p>		<p><b>Decolonizing activity selection training in Occupational Therapy curricula in the South African context</b></p> <p><u>Mahlako Makhubela</u>, Eunice Seekoe, Jayne Donalson, Elelwani Ramugondo, Frank Kronenberg, Lieketseng Ned</p>
14:30		<p><b>Self-reported level of cultural competence of midwives in the North West province</b></p> <p>Khumoetsile Shopo</p>	<p><b>Evaluation of an online physical examination skills course on undergraduate paediatric students' clinical examination performance</b></p> <p><u>Ann George</u>, Duane Blaauw, Ziyaad Dangor, Sanjay Lala</p>	<p><b>Silo-practice in integrated health programs: Time for inter-professional education in specialist medical units</b></p> <p><u>Dudu Magugu</u>, M Lawler, T Partson, Kimesh L Naidoo</p>		<p><b>Lessons from the pandemic: How to strengthen the blended - learning approach in pre-clinical medical education</b></p> <p><u>Chauntelle Bagwandeem</u>, Vinogrin Dorsamy</p>
14:45				<p><b>Curricular reforms to integrate Artificial Intelligence into Nursing Education programmes</b></p> <p>Nellie Naranjee</p>	<p><b>Using the Drexler-Sibbet Team Performance: The interprofessional education passport and the quest for an interprofessional identity</b></p> <p><u>Luzaan Africa</u>, Gerard Filies, Labeeqah Jaffer, Firdouza Waggie</p>	

## DAY 2 e-Poster Track A

VENUE	FOYER		SESSION	5G		
TIME	13:30 – 14:15		CHAIR	Lynette Van Der Merwe (UFS)		
	13:30	13:35	13:40	13:30		13:40
	<b>Innovative teaching and learning through collaborative online international learning: A case of the nursing department at the Durban University of Technology</b>  Dudu Gloria Sokhela	<b>Exploring institutional support for academic developers in blended learning environments in higher education institutions</b>  Mbalenhle Dlamini	<b>Perceptions of nursing students on the importance of self-care activities in their training</b>  Vistolina Nuuyoma			
	13:45	13:50	13:55	13:45		13:55
	<b>Perceptions of Optometry preceptors on clinical preceptorship at an institution of higher learning in South Africa</b>  Zamadonda Xulu-Kasaba, Olivia Baloyi, Firdous Hoosen, Tina Mlanji, Naadira Moosa, Idani Nelwamondo, Sthembile Ngcobo	<b>Experience of distance learning of medical science disciplines as a result of the global pandemic COVID-19 in Ukraine and South Africa</b>  Jeshika Luckrajh-Williams, Olga Avilova, Victoria Erokhina, Kentse Mpolokeng, Oleg Vovk, Oleksandr Stepanenko, Nguyen DoTo Uyen	<b>Fostering entrepreneurship through digitalisation in Physiotherapy</b>  Maria Cochrane-Boeyens			
	14:00	14:05	14:10	14:00		14:10
	<b>Medical students' reflections on tutorials in an interdisciplinary integrated learning module</b>  Mayra Gari, Ernesto Blanco	<b>Strengthening the children's nursing workforce in Africa: Design and launch of a suite of successful contextually aligned online professional development courses</b>  Clare Davis, Minette Coetzee	<b>Social media usage and competent communication of health care practitioners: An integrative review</b>  Gina Rencken			
15:00-15:30	AFTERNOON TEA					
VENUE	UMDONI 1	UMDONI 3	CYCAD B	UMDONI 2	CYCAD A	POOLSIDE
SESSION 15:30-16:30	6A Resilience and Wellbeing	6B Service and Experiential Learning	6C Artificial Intelligence and Technology Enhanced Learning	6D Curriculum Development and Reform	6E Curriculum Development and Reform	6F Campfire
CHAIR	Elma De Vries (NMU)	Deshini Naidoo (UKZN)		Bernhard Gaede (UKZN)		Louis Jenkins (SU)

15:30	<p><b>Emotional Intelligence among residential first year medical students</b></p> <p>Ryan Devanathan, Suzanne Stokes, <u>Kimesh Naidoo</u></p>	<p><b>Mentorship needs in an intrapartum setting- a mentor-centered approach: A qualitative descriptive study</b></p> <p><u>Kgomotso Mathope</u>, Antoinette du Preez, icholin Scheepers</p>	<p><b>WORKSHOP</b></p> <p><b>Harnessing Artificial Intelligence (AI) for problem-based learning case studies: Transforming diversity education in health professions education</b></p> <p>Phumzile Skosana, Veena Abraham, Letlhogonolo Makhele, Shoeshoe Mokhele</p>	<p><b>Developing academic writers in the health sciences</b></p> <p><u>Natashia Muna</u>, Taahira Goolam Hoosen</p>	<p><b>WORKSHOP</b></p> <p><b>Setting your sails to charter teaching in the clinical environment</b></p> <p>Elize Archer, Rhoda Meyer, Sa'ad Lahri, Karin Baatjes</p>	<p><b>Developing a community of practice for Pharmacy educators</b></p> <p><u>Deanne Johnston</u>, Teri-Lynne Fogarty, Ané Orchard, Elizabeth Ojewole, NomaChina Kubashe</p>
15:45	<p><b>Coping and resilience building in medical education: A comparative study of faculty and peer-to-peer counselling</b></p> <p>Krishna Mohan Surapaneni</p>	<p><b>The use of desktop virtual software for the clinical training of Radiography students at the University of Technology in Durban</b></p> <p>Thandokuhle Emmanuel Khoza</p>		<p><b>Beyond clinics and hospitals: The extent and limitations of physicians' powers in patient care from a medical humanities perspective</b></p> <p>Wade Cafun</p>		<p><b>Development of practical emergency simulation training in primary health care: Lessons learnt</b></p> <p>Owen Eales</p>
16:00	<p><b>Art as a healing medium: Enhancing health, well-being and mental health in medical education through the "INQAMA Sip and Paint Project"</b></p> <p>Luthando Zulu</p>	<p><b>Exploring Neurosurgery registrars' perceptions of a neurosurgery training package</b></p> <p><u>Mohammed Zahier Ebrahim</u>, Rhoda Meyer, Elize Archer</p>		<p><b>Models of doctoral supervision in health professions education: Process, praxis and power</b></p> <p>Susan Van Schalkwyk</p>		<p><b>Training the trainer = Debriefing the debriefer: Reflections from simulation educators on faculty development approaches in clinical simulation</b></p> <p><u>Nabeela Sujee</u>, Marvin Jansen, Jocelyn Park Ross</p>
16:15				<p><b>The impact of clinical simulation laboratory booking system on the use of self-directed simulation-based learning by student nurses at a higher education institution</b></p> <p>Lebogang Phehla</p>		<p><b>It was the best of times, it was the worst of times. A reflection of the taught</b></p> <p>Andrew Makkink</p>

## DAY 2 e-Poster Track B

VENUE	FOYER	SESSION	6G
TIME	15:30-16:15	CHAIR	Reina Abraham (UKZN)
15:30	15:35	15:40	
<p>The application of design thinking in a case study integrating complementary therapies as an intervention treatment to reduce anxiety for adults with Autism Spectrum Disorders</p> <p style="text-align: center;">Dorinda Borg</p>	<p>Exploring Complementary Medicine students' experiences on a capstone research approach at a higher education institution</p> <p style="text-align: center;"><u>Radmila Razlog</u>, Zijing Hu</p>	<p>SimSMART: A framework for developing simulation curriculum in South Africa</p> <p style="text-align: center;"><u>Marvin Jansen</u>, Nadia Hartman, David Grant, Jocelyn Park-Ross</p>	
15:45	15:50	15:55	
-	<p>Exploring factors influencing WIL by accessing the impact assessment of industry stakeholders in Work-Integrate Learning Curriculum in the Faculty of Health and Environmental Science at Central University of Technology, Free State, South Africa</p> <p style="text-align: center;">Polo Hilda Mfengwana, Paballo Ndunduzela, <u>Tlotlo Radebe</u>, Bongani Miya, Ruan Classen</p>	<p>How Radiography educators teach the concept of caring to undergraduate Radiography students</p> <p style="text-align: center;"><u>Chamandra Kammies</u>, Elize Archer</p>	
16:00	16:05	16:10	
<p>Who and what are academics and educators in Paramedicine academia? A scoping review</p> <p style="text-align: center;">Judy Sheahan, <u>Charmaine Cunningham</u></p>	<p>Healthcare practitioners' views of comprehensive care to mental healthcare users in a community setting</p> <p style="text-align: center;"><u>Ontlotlile Mpheng</u>, Belinda Scrooby, Emmerentia du Plessis</p>	<p>Exploring the insights of the paediatric hematopoietic stem cell transplantation team</p> <p style="text-align: center;">Barennise Arries</p>	

18:30	<p><b>SAAHE GALA DINNER AND AWARDS EVENING</b></p> <p><b>Venue: Coastlands Hotel, Umhlanga</b></p> <p><b>Time: 18:30</b></p> <p><b>Dress code: Formal/Traditional</b></p>
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Programme subject to change



# CONFERENCE DAY THREE: FRIDAY 28 JUNE 2024

07:30 Registration opens

VENUE	UMDONI 1	UMDONI 2	CYCAD A	UMDONI 3	CYCAD B
<b>SESSION</b> 08:30-09:30	<b>7A</b> Curriculum Development and Reform	<b>7B</b> Postgraduate Education and Workplace-based Assessment	<b>7C</b> Artificial Intelligence and Technology Enhanced Learning	<b>7D</b> Faculty Development	<b>7E</b> Campfire
<b>CHAIR</b>		Kimesh Naidoo (UKZN)			Ian Couper (SU)
<b>08:30</b>	<b>WORKSHOP</b> Future-proofing medicine: Re-imagining the medical degree for the 4th Industrial Revolution and beyond	<b>Feedback culture in postgraduate Anaesthesiology training</b>  <u>Komalan Govender</u> , Veena S. Singaram	<b>WORKSHOP</b> Elevating microlearning in Health Professions Education with instructional design strategies	<b>WORKSHOP</b> "Is that how a professor should look like?": Characterising the academic identity	<b>Serendipity and leftovers: Finding joy in Health Professions Education research</b>  <u>Jennifer Watermeyer</u> , Amisha Kanji
<b>08:45</b>	Richard Cooke, Janus van As, Haroon Saloojee, Carol Hartmann	<b>Factors enabling postgraduate writer development: A case study at the University of Cape Town</b>  <u>Taahira Goolam Hoosen</u> , Natashia Muna, Catherine Hutchings	Ishana Gangaram	Benjamin Botha, Werner Cordier, Anke van der Merwe, Yvette Hlophe, Lizemari Hugo-Van Dyk, Champion Nyoni	<b>How Artificial Intelligence helped us create a lesson plan</b>  <u>Lauren Frade</u> , Neline Venter
<b>09:00</b>		<b>Development of Entrustable Professional Activities for Family Medicine in South Africa</b>  <u>Louis Jenkins</u> , Mergan Naidoo, Robert Mash			<b>Finalising my research proposal: Entrustment under duress – trusting non-specialist physicians to provide safe anaesthesia care in rural and remote clinical workplaces</b>  Gareth Davies

09:15		<p>Candidates' perceptions of web-based structured oral examinations hosted via Zoom</p> <p><u>Vanessa Burch</u>, Jessica McGuire, Eric Buch, Mike Sathekge, Francis Mbouaffou, Flavia Senkubuge, Johannes Fagan</p>			<p>Module co-ordination for student internship- it's more than just rota's!</p> <p>Gugulethu Buthelezi</p>	
09:30-09:45	<b>MORNING TEA</b>					
09:45-10:15	<p><b>PLENARY FOUR</b></p> <p>Chair: Dr Kamlin Ekambaram [University of KwaZulu-Natal]</p>					
	<p><b>KEYNOTE ADDRESS 4:</b></p> <p>Professor Tshilidzi Marwala [United Nations University, Japan]</p> <p><i>"Maintaining the Equilibrium between Humanity and AI in Healthcare"</i></p>					
10:15-11:30	<p><b>Health Sciences Student Debate</b></p> <p><i>"The use of Artificial Intelligence in Health Professions Education"</i></p> <p>Leyton Chetty, Zoe Dhawraj, Meah Matjie, Sthembiso Matenjwa, Wisden Nadasen, Divesh Singaram [University of KwaZulu-Natal]</p> <p>Debate Master: Professor Werner Cordier [University of Pretoria]</p>					
11:30-12:30	<p><b>PLENARY FIVE</b></p> <p>Chair: Dr Pavitra Pillay [Durban University of Technology]</p>					
	<p><b>KEYNOTE ADDRESS 5:</b></p> <p>SAAHE Distinguished Educator</p> <p>Professor Champion Nyoni [University of the Free State, South Africa]</p> <p><i>"Connecting disconnected priorities: Embracing context"</i></p>					
12:30-13:00	Closing Ceremony/Rapporteur					
13:00-13:30	<b>LUNCH/PADKOS</b>					
13:30-15:00	<p>Workplace-based Assessment:</p> <p>Way Forward Action plan for WBA in SA</p> <p>Tasleem Ras, Lionel Green-Thompson, Vanessa Burch</p>			SIGs or Other Interest Group Meetings		

Programme subject to change