A. SAFRI’s footprint – “How far is our reach after SAFRI 10?”

SAFRI has expanded to reach various parts of AFRICA. Check all the countries now included in SAFRI with the respective number of fellows in each country.

SAFRI
Sub-Saharan African FAIMER Regional Institute

Footprint: How far is our reach?

SAFRI welcomes the 2019 Fellows

Suranjana Ray from Mauritius
Olutoyin Oluwale from Nigeria

Eileen Du Plooy, Jennifer McAdam, Keshena Naidoo, Mia-Michaela, Portia Binray, Willem Jooste, Yolande Heymans from South Africa

Asma Mohamedshaif, Mohammed Badi from Sudan

Mashava Bili from Tanzania

Jacob Iraniot, Paul Oboth, Robert Luhande from Uganda

enjoy your SAFRI journey

SAFRI 2019, Maps from PiktoChart

B. Welcome to other FAIMER regional institutes

There are some new institutes that have recently joined and SAFRI would like to send them a “welcome to the family” message!

Santiago, Chile

FAIMER Regional Institute in Latin America (FRILA)

The FAIMER Regional Institute in Latin America (FRILA) welcomed its first group of Fellows in April 2018. The program, conducted in Spanish, is based at the Pontificia Universidad Católica de Chile in Santiago, Chile, under the direction of Lili Moraga.

Cairo, Egypt

ASU-MENA-FAIMER Regional Institute

The Ain Shams University-Middle East North Africa-FAIMER Regional Institute (ASU-MENA-FRI) will welcomed its first class of Fellows in January 2019, under the direction of Samar Ahmed. The institute is based at Ain Shams University Faculty of Medicine in Cairo, Egypt.

Yogyakarta, Indonesia

FAIMER Regional Institute of Indonesia for Educational Development and Leadership (FRIENDSHIP)

The FAIMER Regional Institute of Indonesia for Educational Development and Leadership (FRIENDSHIP) will welcomed its first class of Fellows in February 2019 under the direction of Mora Claramita and Yoyo Suhoyo. This institute is based at Universitas Gadjah Mada in Yogyakarta, Indonesia,

C. PGDip in HPE and Leadership

The 'SAFRI' PG Diploma in Health Professions Education and leadership has launched! Places have been reserved for SAFRI Fellows so you need to apply ASAP.
**D. Session 1 – Welcome 2019 Fellows**

SAFRI would like to welcome all our new 2019 fellows! We know that you are all destined for great things and are excited to be part of your journey!

![Image of Fellows](image)

### Session 1 Fellows

<table>
<thead>
<tr>
<th>Name</th>
<th>Project</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asma Mohammed Sharif</td>
<td><em>Build research capacity of undergraduate medical student's at AlNeelain University.</em></td>
<td>AlNeelain University, Sudan</td>
</tr>
<tr>
<td>Eileen Du Plooy</td>
<td><em>The knowledge &amp; attitude of occupational therapy educators on palliative care education in undergraduate occupational therapy curricula in South Africa.</em></td>
<td>University of Pretoria, South Africa</td>
</tr>
<tr>
<td>Jacob Stanley Iramiot</td>
<td><em>Rethinking the Problem Based Learning Curriculum in A Resource Constrained Setting</em></td>
<td>Busitema University, Uganda</td>
</tr>
<tr>
<td>Jennifer McAdam</td>
<td><em>A pilot study comparing learning materials utilised in a PBL problem regarding ADL in a rural less resourced context</em></td>
<td>University of Witwatersrand, South Africa</td>
</tr>
<tr>
<td>Name</td>
<td>Project</td>
<td>Institution</td>
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</tr>
<tr>
<td>Keshena Naidoo</td>
<td>Preparing health professionals to care for geriatric patients</td>
<td>University of KwaZulu-Natal, South Africa</td>
</tr>
<tr>
<td>Mashavu Bilal</td>
<td>Implementing quality assurance system at the suza university, at the school of health sciences</td>
<td>The State University of Tanzania, Tanzania</td>
</tr>
<tr>
<td>Mia-Michaela Beetge</td>
<td>The use of case discussion forums for continued professional development (CPD) in the health care setting</td>
<td>University of Pretoria, South Africa</td>
</tr>
<tr>
<td>Mohammed Badi</td>
<td>Assessing standards competences in Sudanese Nursing schools.</td>
<td>Nahda College, Sudan</td>
</tr>
<tr>
<td>Olutoin Oluwole</td>
<td>Evaluation of Learning Styles Among Medical Students in Ekiti State University.</td>
<td>Ekiti State University, Nigeria</td>
</tr>
<tr>
<td>Paul Oboth</td>
<td>Low Dose High Frequency (LDHF) Learning approach to improve malaria diagnosis among health workers in Uganda</td>
<td>Busitema University, Uganda</td>
</tr>
<tr>
<td>Portia Bimray</td>
<td>Robert Lukande</td>
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<tr>
<td>Project: <em>A values-based leadership approach to nursing education in a School of Nursing at a disadvantaged institution of higher education</em>&lt;br&gt;Institution: University of Western Cape, South Africa</td>
<td>Project: <em>Modernising and expanding the utilisation of the pathology museum as a teaching and learning tool</em>&lt;br&gt;Institution: Makerere University, Uganda</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Suranjana Ray</th>
<th>Yolande Heymans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project: <em>Capacity Building of Undergraduate Medical Students by developing administering and evaluating a module for teaching Professional Attitude and soft skills</em>&lt;br&gt;Institution: IOMIT’s SSR Medical College, Mauritius</td>
<td>Project: <em>Exploring the use of Focus Application Tasks to foster interprofessional collaboration and peer-learning in 2nd year health students</em>&lt;br&gt;Institution: North West University, South Africa</td>
</tr>
</tbody>
</table>

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<tr>
<th>Willem Jooste</th>
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</table>
E. Session 3 - Catching up with the 2018 Fellows - accomplishments since last year by Ludo

A sentiment that is shared among all returning Fellows is how quickly time flies and how much people accomplish in a year. The traditional Session 3 Wall-of-Fame Walk that introduces the returning fellows to the new cohort was no different this year. The room was bursting with energy and congratulatory remarks as we all heard reports of what the 2018 Fellows had been up to since 2018. Here is a summary: some of Fellows had completed their PhDs; others were embarking on higher education qualifications; others had presented at various conferences around the world; some had been promoted; another had spent some time at a military base; competed in a marathon and others shared their children's accomplishments. This while completing their projects, doing their regular jobs and, yes, completing their TMAs! We learnt how WhatsApp groups were used to support each other and the value of this network. All in all, people had learnt a lot about themselves and had developed a lot professionally.

Congratulations, 2018 Fellows! You have shown us, once again, that it is possible to complete projects and TMAs while conquering the world! Best wishes as you graduate in June at Bloemfontein and in the presentation of your Projects at the 2019 SAAHE Conference. We applaud you!

F. The story of how the 2018 Fellows were welcomed back to SAFRI by the 2019 Fellows

Narrator:
1. Welcome to all
2. Explanation of play, where each of the 15 second-year Fellows each take on the role of a character in the story and act out their role.
3. Second-year Fellows each draw a character out of a hat.
4. The play is enacted. All characters are indicated in the script in colour.
The play:

Once upon a time, a little girl called Little Blue SAFRIhood, set off to show her project poster to her grandmother. She put on her coat and picked up her poster and off she went [sound effect].

To cross the gurgling FAIMER river [sound effect] she balanced on a lily pad [sound effect], as the ethics crocodile circled closer, and closer [sound effect].

Finally Little Blue SAFRIhood made it across the river and sat down on a rock to reflect on her research design. A brain storm [sound effect] approached and she triangulated [sound effect] her password protected ideas into the cloud [sound effect].

Suddenly the Big Bad Qualitative Wolf – dressed up as her grandmother – emerged from the coding forest (or was it the coding trees???)

Little Blue SAFRIhood said: ‘My, my, what big eyes you have, grandmother’. The Big Bad Qualitative Wolf replied: ‘All the better to see your parametrics my dear’. The little girl asked ‘And why do have SOCKS on your ears Grandmother?’ And the cunning wolf replied ‘To plan and evaluate your protocol my dear.’

Finally, Little Blue SAFRIhood exclaimed: ‘And grandmother, what huge graphs you have!’ And the Wolf said: ‘They’re to crunch your data my dear!’ And in a flash, the Big Bad Qualitative Wolf ate Little Blue SAFRIhood [sound effect] and immediately had a very skewed bell curve! Narrator side comment: I cannot believe he was that ‘mean’ .... or was it ‘mode’?!

Fortunately the Faculty Supervisor arrived, slayed the Big Bad Qualitative Wolf [sound effect] and rescued Little Blue SAFRIhood! ‘Well done Little Blue SAFRIhood said the Faculty Supervisor, your poster has been accepted for the SAAHE conference [sound effect].

And they all lived happily ever after!

Closing by narrator: ‘This story has no objectives, there was no clear conclusion and no supporting literature. No animals were hurt during this production....’ [Round of applause for second years!] We hope that the result is going to lead to the happiness of all the 2018 SAFRI Fellows.’

Characters (in order of appearance):

1. Little Blue SAFRIhood
2. Project poster
3. Coat
4. Sound effect
5. FAIMER river
6. Lily pad
7. Ethics crocodile
8. Rock
9. Brain storm
10. Triangulation
11. Cloud
12. Big bad qualitative wolf
13. Coding forest
14. SOCKS
15. Faculty Supervisor
G. Reflections – Session 1 & 3

Eva’s reflection on the SAFRI journey (2018 Fellow)

Acceptance to the SAFRI fellowship brought about a package of mixed thoughts and emotions. I was excited that I would visit Cape Town for the first time. However, I had insecurities of whether I would be able to meet the standard of the fellowship.

On arrival in Newlands, Cape Town for the first session in 2018, all the insecurities flew out of the window. The environment that the SAFRI faculty created and provided for us was very accommodating for everyone regardless of race or educational qualification. I loved the fact that there is no use of academic titles in the SAFRI sessions. This fact made it easier for everyone to interact and engage with the other without fear of academic boundaries.

My expectations of exploration of Cape Town were soon obliterated when I realized that the schedules for the sessions were fully packed from morning until evening hours. However, the interactive learning activities that were employed during the sessions were so exciting that I failed to see time fly by.

My highlights for the sessions include the session on personality types. Realization of the characteristics of my personality style, INFJ, made me to be comfortable with myself and other people. The session on the qualitative methodology was quite daunting but interesting. I learnt about the different research designs under the qualitative research methodology and proceeded to use a qualitative research design for my SAFRI project.

The SAFRI faculty is supportive. I received tremendous support and supervision from my supervisor as I carried out my research project and am proud that my research abstract was accepted for the SAAHE 2019 international conference.

The SAFRI road was also laced with its own challenges. The TMA road was not easy. Meeting the deadlines for submissions was a hurdle considering the competing tasks that I had to carry out at work, home and my masters’ studies. However, I had to use information that I had learnt on how to manage others myself and to be able to pull through the TMA journey.

SAFRI has laid a foundation of research in my academic life. Moving forward, I intend to utilize the knowledge that I have acquired to undertake research, present papers at local and international conferences and become a well-published researcher in my field of study.

Jennie’s reflection on the SAFRI journey (2019 Fellow)

The SAFRI Session 1 2019 in Cape Town was an incredible experience! I was also amazed by humble and generous inputs from all of the Faculty members - I have never experienced anything quite like it and am so grateful to have the opportunity to be part of this SAFRI family! Of course, some Faculty members who shall remain nameless, described it as a ‘cult’ (all together now…..SAFRI BAM!) rather than a ‘family’ – I realised that I was right at home during the dinner at the Cavendish Square mall, when some of my own crazy ideas seemed to match those of said Faculty members! It was truly wonderful to get to know Fellows and Faculty members from all over Africa!

On a more serious note, though, my learning was particularly enhanced when I realised the extent of the congruence between the content and styles of the presentations. Having the teaching methods and leadership styles modelled so effectively and consistently by the Faculty members was very inspiring for me and I hope to use this same approach with my own students. Not only did I learn a huge amount, but I came away feeling energised and better equipped as an educator. I am looking so forward to all that the year ahead holds until the 2019 Fellows meet again next year.
H. SAFRI Poster Day

i. Presentations

**Ansie Benjamin**
Project: *Nursing Educators’ Perception Regarding Curriculum Reform in the Namibian Health Training Centers.*
SAFRI Supervisor: Alwyn Louw

**Sumaiya Adam**
Project: *Do assessment strategies in obstetrics at the University of Pretoria align with the learning outcomes of the course?*
SAFRI Supervisor: Marietjie van Rooyen

**Amos Drasiku**
Project: *Clinical Teaching of Undergraduate Nursing Students: Are Nurses at Arura Regional Referral Hospital in Uganda Ready?*
SAFRI Supervisor: Champion Nyoni

**Kimesh Naidoo**
Project: *Development of an Assessment Tool for Paediatric Medical Interns in South Africa (SA).*
SAFRI Supervisor: Jacky van Wyk
Thuli Mthembu
Project: An exploration of undergraduate occupational therapy students’ experiences of using case study as a teaching strategy to learn about spirituality.
SAFRI Supervisor: Anthea Rhoda

Janine van der Linde
SAFRI Supervisor: Lianne Keiller

Farhana Karachi
Project: Undergraduate physiotherapy student and ICU Clinical Educator perceptions of teaching and learning activities during the Intensive Care Unit clinical education block – A survey of physiotherapy students at a University in the Western Cape.
SAFRI Supervisor: Gonzaga Mubuuke

Mamphafi Matete
Project: Perceptions of student nurses toward a community assessment module at a School of Nursing in Lesotho.
SAFRI Supervisor: Hester Julie
Noluvo Gosangaye
Project: Facilitators and challenges during home visits by first-year nursing students at the University of Fort Hare, Eastern Cape, South Africa.
SAFRI Supervisor: Karien Mostert

Eva Mukurunge
Project: Experiences of students with group work: A case of curriculum change in a nursing school in Lesotho.
SAFRI Supervisor: Ludo Badlangana

Olugbenga Ayannuga
Project: Attitude and Perception of Clinical Year Medical Students to the teaching of neuroanatomy.
SAFRI Supervisor: Heike Geduld

Patela Giyose
Project: Sustainable community engagement programme in higher education: a case study of University of Fort Hare.
SAFRI Supervisor: Abigail Dreyer
**David Thomson**  
Project: *Using a Massive Open Online Course to teach the principles of Deceased Organ Donation.*  
SAFRI Supervisor: Firdouza Waggie

**Loredana Bocchino**  
Project: *Reliability of high stakes assessments and number of encounters in an undergraduate medical programme – a preliminary study using G-theory.*  
SAFRI Supervisor: Rhena Delport

**Rebecca Nekaka**  
Project: *Role of exposure to research methods training and its effect on knowledge and attitude of undergraduate medical students towards research.*  
SAFRI Supervisor: Ronel Maart

Welcome to our guest **Mrs Lydia Keketsi-Mokotso**, Principal Nurse Educator at Roma College of Nursing Lesotho, in the picture with a 2018 fellow Mamphafi Matete.
ii. Poster Day Reflections by Liz

Poster Day 2019: the middle is also a party

Poster Day is the most thrilling day at SAFRI (well sometimes the river crossing also has some spine-chilling moments...), even more than graduation. After months of silence and quiet work suddenly it is a festival of outputs, outcomes, results, changes, successes and plans. Fellows and their work come into proper focus on that day. This year I had the opportunity to close the session and decided to name each Fellow based on their work and what resonated:

- Sumaiya: the carer
- Ansie: the change leader
- Kimesh: the persuader
- Janine: the resilient
- Farhana: the warrior
- Mamphafi: the bridge builder
- Noluvu: the community builder
- Eva: the EI guide
- Thuli: the voice of spirit
- Benga: the fear fighter
- David: the pay it forward advocate
- Patela: the community engineer
- Rebecca: the knowledge seeker
- Lori: the fixer

If Poster Day (the middle of the SAFRI journey) is anything to go by, then we are in for a real treat at the SAAHE conference this year! See you all at SAAHE 2019.
iii. Thanks to SAFRI for walking part of my journey for me by
Rebecca (2018 Fellow)

I serve as the coordinator of the Community Based Education Research and Service (COBERS) program of Busitema University Faculty of Health Sciences which places medical students deeper into communities. I provide leadership and coordination roles in the implementation of the COBERS program across 19 districts. Coordinating COBERS program posed a lot of challenges for me as I was in my early stages of understanding research. Here I was desirous to teach research to undergraduate students.

In 2017 at a workshop in Kampala, I met a former SAFRI fellow, Samuel who shared the advert with me and encouraged me to apply. He supported me by reviewing my proposed project. After my first session of the SAFRI fellowship, I had a very clear plan of how to implement my ideas. My research project was focused on introduction of a module on research methods and to assess the attitude and knowledge of second year students towards research.

I sought for support from staff who were interested in mentoring students and we held planning meetings. The second-year students were taught research methods, they developed research proposals, collected data and prepared posters. The research mentors supported the students to draft manuscripts and submit to reputable journals. We had 14 groups of second year students develop proposals in different service areas.

As a result of the SAFRI fellowship project, I have developed the ability to work collaboratively with other staff. I have further developed my transferable skills in areas like leadership and management, communication, data analysis, independent thinking and problem solving. The students’ attitude and knowledge towards research greatly improved. Most of these students have taken up active roles in the research club of the faculty.

The research mentors are motivated to continue mentoring students and their capacity to carry out research has greatly improved.

During the graduation ceremony on the 3rd of October 2018, the vice chancellor recognised the great work done by my team and acknowledged the publications out of students’ research. I have been recognised by academic staff on the social media platform as an outstanding coordinator of the program. Staff from other faculties have expressed interest of learning form this program.

Thanks to SAFRI family for helping me realise my potential.
I. Africa Day Dinner - March 2019
J. Featured Country: Ethiopia - by Fasika (2013 Fellow)

Population: the counted ones = 100 mil
Number of Universities: 51
Number of HPE units: 31
Number of SAFRI fellows: 1 (2013 Fellow from Mekele University)
Types of HPE programs: 2 MHPE programs in Addis Ababa University and Jimma university
Collaboration with SAFRI fellows: none

Fun facts about Ethiopia: plenty. Here are 3:
1. It is one of the ancient civilization Axumite civilization (2000 years back).
2. It is now 2011 in Ethiopian Calendar it means when you come to Ethiopia you will be 8 years younger. The year starts in September and ends in Pagumie, a 13th month of 5 days, that comes after August.
3. Axum stele – this was carved out of a single stone 2000 years ago.

Axum stele, in Ethiopia.

K. Achievements

Olufunmilayo (SAFRI, 2011)

Olufunmilayo awarded a PhD in Clinical Health Professions Education in April 2019 from the University of KwaZulu Natal, South Africa.

Thesis: her study looked at preparing medical students to recognise and respond to gender-based violence.

Supervisor: Jacky van Wyk, School of Clinical Medicine.

Klaus (SAFRI, 2013)

Appointed as the new editor-in-chief of the South African Family Practice journal from 01 March 2019. This journal is the official journal of the South African Academy of Family Physicians (SAAFP). The journal may be accessed online (open access) at: https://medpharm tandfonline.com/ojfp
Fasika (SAFRI, 2013)

Finished surgical gastroenterology sub-specialty training in September 2017
Finished his Master's in Health Professions Education in July 2018

Mubuuke (SAFRI, 2009)

Appointed as External Examiner – University of Zambia School of Medicine - 2019
Co-PI on NIH grant: HEPI that was won by Makerere University College of Health Sciences

Champion (SAFRI, 2013)

Awards: Runner Up: Educational and Qualitative research paper at the Faculty of Health Sciences Research Forum of the University of the Free State

Ronel (SAFRI, 2013)

1. Judge at the University of the Western Cape – Dentistry Research Day – postgraduate student research, 2018
2. Judge at the University of Cape Town - Health Professions Education Research Day - 16 August 2018
3. Appointed as project mentor in P4APL (Academic Leadership Programme)
4. HELM Heads of School and Academic Departments: foundations of leadership programme (November 2018)
5. Nominated to attend Academic leaders & professional leader programme & Graduated from this programme (12-month programme) - 13 April 2018

Jose (SAFRI, 2008)

Winner: Africa Education Leadership Awards 2019

The South Africa Education Leadership Awards are presented by Asian Confederation of Businesses with CMO Asia as its Strategic Partner and Stars of the Industry Group as a research partner. The Awards of the highest stature are presented to Individuals and Institutions who have surpassed several levels of its excellence and set an example of being a role model and Exemplary Leadership. Individuals behind the Institution who are building their Institutions through Leadership, Innovation, Academic and Industry Interface and a supreme objective of Building future leaders.

Education will play an important role in shaping the destiny of the future of the world i.e. the Students. There’s a Chinese saying "When the student is ready, the teacher appears". The South Africa Education Leadership Awards will recognize Institutions and Individuals who believe Excellence is infinite and can lead to shaping the destinies of the future of the World

The Education Leadership Award is presented to an individual who has crafted leadership with his/her work and thinking. The award indicates excellence in application of leadership principles to business situations.

Criteria:

Those who can make a difference to the lives of others are chosen. For the quality of their work, global reach and outlook and ability to contribute value of social change. Change can be quantified especially since it impacts the lives of many. If it does then it is positive change. But the main is Making A Difference (MAD).
Process:

The South Africa Education Leadership Award is an intensely researched process undertaken by the research cell which consists of Post Graduates in History & Management with over 5 years research experience posts their studies. It is the iconic job of the research cell to produce a shortlist of Individuals who are doing extraordinary work and track the record of their achievements. The shortlist is then reviewed by a Jury comprising of senior professionals from across the globe.

_Congratulations, Jose, on lifting the SAFRI flag higher! 😊👏_

Fadia (2016)

AMARI Fellowship details below; Early career research award: publication


Karien (SAFRI, 2008)

1. Awarded a Prize for contribution to Teaching and Learning in the Faculty of Health Sciences, University of Pretoria
2. Nominated for the University Award for Excellence in Teaching
3. Faculty Research Day. Best Poster. Bester, MJ, Dawood MA, Mostert K, Nkwenika T and Abedelatif N. Predisposing factors for injury: a study on South African elite male youth football players. This research was presented in Barcelona.

Paula (SAFRI, 2011)

1. Passed the MCE: Microsoft Certified Educator exam (March 2018) Issued by Microsoft

MCE Certification

2. Awarded the _Vice Chancellor’s Teaching and Learning Award – Category: Team_. This is with Janine van der Linde (2018 Fellow). The team was nominated by Prof. J Bruce for the impact that eFundanathi has had on the teaching and learning across the School in 2017. University of the Witwatersrand Vice Chancellor: Prof. Adam Habib

VC’s Team Teaching Award, with Janine

“Learning Idols”
3. Nominations

<table>
<thead>
<tr>
<th>Year</th>
<th>Nomination</th>
<th>Organization/Event</th>
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<tbody>
<tr>
<td>2018</td>
<td>Inspiring Fifty South Africa: fifty most inspiring women in STEM nominee</td>
<td>CoCreateSA and Consulate General of the Kingdom of the Netherlands</td>
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</tbody>
</table>

Karl-Heiz (SAFRI, 2015) and Corné (SAFRI 2011)

Won the best short communication in surgical education at the AMEE 2018 Conference in Basel, Switzerland.

L. Promotions

Fasika (SAFRI, 2013)

Promoted to associate professor in October 2017.
Appointed as Dean of School of Medicine in March 2018.

Heike (SAFRI, 2011)

Promoted to Associate Professor and Head of the Division of Emergency Medicine at Stellenbosch University as of 1 February 2019.
Heike adds that she still "look[s] the same"!

Jacky (FAIMER, 2006)

Promoted to Associate Professor: Clinical and Professional Practice. School of Clinical Medicine, College of Health Sciences, University of KwaZulu-Natal.
Appointed as Academic Leader: Research.

Firdouza (SAFRI, 2008)

Promoted to Associate Professor, University of the Western Cape

Pragashnie (Pre); (SAFRI, 2016)

1. Promoted to Associate Professor, University of KwaZulu Natal.
2. Appointed as Academic Leader (Head) of Research for the School of Health Sciences, UKZN in 2018.
4. 1st Runner Up in the Department of Science and Technology SOUTH AFRICAN WOMEN IN SCIENCE (Distinguished Young Researcher Category) (2018)
Deshini (SAFRI, 2014)

Appointed as Academic Leader (Head) of Discipline of Occupational Therapy, UKZN in 2018.

Karin (SAFRI, 2017)

Promoted to Head of the Division of Anatomy at Stellenbosch University (South Africa).

Ronel (SAFRI, 2013)

Promoted to Head of Department: Prosthetics, Restorative Cluster, Faculty of Dentistry, University of the Western Cape in March 2017.

Fadia (2016)

Promotion to Senior Clinical Educator: Occupational Therapy in December 2016.

Paula (SAFRI, 2011)

Promoted to Senior Lecturer in October 2018 in the School of Therapeutic Sciences, Wits.

M. Publications

Rivak Punchoo won the 2018 SAAHE prize for best poster. This was a project that he did in addition to his SAFRI project and was titled: "The development of 3-D prints to support teaching and assessment in undergraduate human physiology in the visually impaired." Here he is posing with Liz Wolvaardt who was a collaborator. Well done Rivak!

Fasika (SAFRI, 2013)


Niri (SAFRI, 2008) and Karien (SAFRI, 2008)


Karien (SAFRI, 2008)

Veena (SAFRI, 2008)

1. Effects of Demographic Factors on Provision of Feedback in Postgraduate Medical Education
   C. I. Bagwandeen and VS. Singaram
   South African Journal of Higher Education http://dx.doi.org/10.20853/32-1-1657
   Volume 32(1); 2018; 31–48

2. Exploring Demographic Influences on Students’ Academic Performance Over a Five-Year Programme
   T. Sommerville and VS. Singaram
   Volume 32(2); 2018; 273–287

Champion (SAFRI, 2013)


5. Nyoni C.N. & Reid M. 2019. Perceptions of patients regarding diabetes-related health communication strategies in the Free State, South Africa. Health SA Gesondheid,


Pre (SAFRI, 2016)


Deshini (SAFRI, 2014)


Karin (SAFRI, 2017)

Published an article in 2018 as part of her PhD in Surgery dissertation.
Ronel (SAFRI, 2013)

Maart, R & Gordon, N. 2018. Perceptions and practices of clinical teachers at the University of the Western Cape. SADJ May, 73(4):304-308 SADJ


Liz (SAFRI, 2011)

1. The quality of voluntary medical male circumcision done by mid-level workers in Tshwane District, South Africa: A retrospective analysis.
Authors: Ngcobo S, Wolvaardt JE, Bac M, Webb E
*PlosOne, Jan 2018, doi.org/10.1371/journal.pone.0190795
2. A case study of the use of a special interest group to enhance interest in public health among undergraduate health science students.
Authors: Louw A, Turner A, Wolvaardt L
BMC Public Health Reviews, 2018 39 (11), doi.org/10.1186/s40985-018-0089-4
3. Clinical mentoring to improve quality of care provided at three NIM-ART facilities: A mixed methods study
Authors: Visser CA, Wolvaardt JE, Cameron D, Marincowitz GJO
4. The health system benefits of attending an HIV/AIDS conference
Authors: Bosman A, Wolvaardt L
African Journal for Health Professions Education, 2017. 9 (2)
5. A descriptive study of mothers' perceptions of health needs of mother-baby pairs in the first 6 weeks postpartum
Authors: Rotich E, Wolvaardt L
BMC Pregnancy and Childbirth, 2017. 17:385

Lakshini (SAFRI, 2009)


Fadia (SAFRI, 2016)


Kimesh (SAFRI, 2018)


Ludo (SAFRI, 2012)

Keikantse Matlhagela, **Ludo Badlangana**, Keromeng Johnson, Japhter Masunge, Thabo Mokoena. The journey thus far: Chronicling events of the only medical school in Botswana.


Paula (SAFRI, 2011)


**N. Conferences**

Paula (SAFRI, 2011)


Champion (SAFRI, 2013)


Ludo (SAFRI, 2012)


2. Co-organised and co-hosted 9th Meeting of the Consortium of New Medical Schools in Southern Africa (CONSAMS). August 2018. Theme: Transforming Health Care Delivery - One Medical School at a Time


Pre (SAFRI, 2016)

1. Gave oral presentation at: TQR 8th Annual Conference (Fort Lauderdale, USA) - January 2017


3. Gave oral and poster presentation at: World Federation of Occupational Therapy – Conference - May 2018

Deshini (SAFRI, 2014)

1. Gave an oral presentation at the World Federation of OT Conference – May 2018

2. Presented a poster at the TUFH Conference (Hammamet, Tunisia) - April 2017
Ronel (SAFRI, 2013)
1. Clinical Teaching workshop facilitator and presenter at University of the Western Cape (UWC).
3. Presenter of Workshop titled: Patient centred clinical teaching at the SAAHE Conference - 26-30 June 2018
4. Participated at the Competency Based Medical Education – world summit: 24-25 August 2018 Basel, Switzerland
5. Presented an oral presentation titled: Curriculum mapping at the AMEE Conference - 26-29 August 2018
6. Prosthetic Department Journal Club (UWC): Immediate Dentures
7. Leadership Presentation: Final year students 21 August 2018
8. Was invited as a speaker for P4APL (Academic Leadership Programme) on Reflection of course (2018)

Lakshini (SAFRI, 2009)
2. 2018 – McNamee L, Archer E, Carpenter HM, Peck CW, Van Schalkwyk SC. Need for dialogic feedback: reflection on current practice in Health Professions Education. SOTL, Somerset West. October 2018
3. 2018 – McNamee L, Rule P. Exploring personal aspirations of newly qualified doctors in a narrative study. SAAHE, Gateway Hotel, Durban. June 2018

Fadia (SAFRI, 2016)
1. World Federation of Occupational Therapists Congress 2018 WFOT CONGRESS 21-25 May 2018. First time the congress was hosted on African soil and it was in Cape Town!
2. Poster presentation: Curriculum redesign: Exploring competencies for mental health service delivery (SAFRI Project)
3. Oral Presentation: Perspectives of male mental health service users on their community integration
User panel: Facilitated access to and support in collaboration with the OT team and Friends of Valkenberg team for a mental health service user to give a keynote at the conference. https://www.youtube.com/watch?v=I5u4PRrHWHQ&feature=youtu.be
Session chair: Was session chair at one of the presentation slots

Kimesh (SAFRI, 2018)

**O. Graduations**

You will have to wait for the August edition to read about everyone who has obtained higher degrees. More are being added daily!

**P. News**

**Pragashnie (SAFRI, 2016)**
Pre delivered a healthy baby girl (Giana Ruby Govender) who is now 8 months old.

**Karin (SAFRI, 2017)**

Karin Baatjes remains an active member of the Tygerberg Pantry project (TPP), an initiative to support and relief food and hygiene insecurity amongst students on our medical campus, something that lies close to my heart. This year, they added a monthly campus fun run, to increase exposure and donations. You will recognise **Alwyn Louw** in one of the photos.
Chivaugn (SAFRI, 2015)

Chivaugn delivered a bouncing baby Bean on the day of the SAFRI 10 Celebration, pictured with Champ.

Fadia (SAFRI, 2016)

Fadia Gamieldien is currently a PhD fellow on a 3-year “mature age” gap year. She was awarded an Africa Mental Health Research Initiative (AMARI) scholarship supported by the Deltas Africa Initiative [DEL-15-01] in 2018. She is based at the Alan J. Flisher Centre for Public Mental Health (UCT) and she recently received ethics approval for her study. Her research is focused on the recovery of men with severe mental illness in South Africa. This is a wonderful and blessed opportunity but one that she is embarking on with the full range of mixed emotions since most of you know that she was allergic to the thought of a PhD until August/ September 2017! Thank you SAFRI for planting and nurturing the seed.

Special poem in tribute to mental health in the community by Fadia (SAFRI, 2016)

We’ve heard mental health service users say it’s a “catch-22”
There’s nowhere to go and nothing to do
OTs have to take a stand and think outside the box about their game plan
The time is now to integrate, we have no time to perseverate
Extend your hands, extend your feet, health and rehab workers are here to share the heat
We’ve heard it before and we know it for sure,
There’s no one size for all - that’ll just cause mental health to fall

Q. Condolences – Ethiopian Airlines crash on 10 March 2019

Our condolences to the families of those who lost their loved ones, friends and colleagues and who have been deeply affected by this tragedy. May you find comfort in Almighty God during this difficult time.

Our condolences to the family of Professor Adeniran Olubukola Fawole who passed away on 09 January 2019. Prof Fawole was the husband to Olufunmilayo (SAFRI, 2011). He is remembered in the global health community for his contributions in improving maternal health care and perinatal health care in the continent. May his soul rest in peace.

SAFRI
R. The origin story of the SAFRI Camel by David Cameron

After attending SAFRI in 2005, I was inspired to reform everything I was doing in medical education. However, it wasn't long before I encountered all sorts of obstacles from colleagues in the various educational committees in my own institution. I wrote to Juanita Bezuidenhout from the University of Stellenbosch who had attended SAFRI with me and complained about these frustrations. Committees are inclined to distort any good idea. This distortion can be likened to the definition of a camel.

A camel is a thorough-bred race horse planned by a committee! Juanita very wisely replied that in the arid conditions of Southern Africa, a camel will survive and achieve much more than a race horse. I made the camel to remind us of the value of friends who can provide a balanced perspective when confronting frustrating circumstances.

S. Southern African Association of Health Educationists (SAAHE)

i. 2018 Conference

Rivak Punchoo won the 2018 SAAHE prize for best poster. This was a project that he did in addition to his SAFRI project and was titled: "The development of 3-D prints to support teaching and assessment in undergraduate human physiology in the visually impaired." Here he is posing with Liz Wolvaardt who was a collaborator. Well done Rivak!

Liz&Rivak
ii. SAAHE 2019

SAAHE central will be hosting the 2019 SAAHE Conference from the 25 – 28 June 2019
Theme: Challenge to change healthcare for 2030
Venue: University of the Free State, Bloemfontein South Africa

T. SQUADS

SAFRI squads are moving mountains! But the dust is not yet settled and so you will have to keep time open in August to read all about it in the August issue edition...

U. The SAFRI TEN Celebration Highlights
V. Waterfront and Robben Island Outing

This year the 2018 Fellows enjoyed what is now a standard inclusion to their timetable - a visit to the Waterfront. On another occasion some Fellows were organised and made it to Robben Island. We think that most of them made it back!

2018 fellows

W. A collaboration among fellows that is making a difference.

Conversations from the double tree: A collaboration among SAFRI fellows by Jason Marcus (SAFRI, 2016)

In 2016, under the iconic double tree, two SAFRI fellows had a conversation about embedding competency-based training on obstetric emergencies for midwifery students at the Paray School of Nursing (SoN), Thaba-Tseka in Lesotho. Champion Nyoni (Paray SoN) and Jason Marcus (University of Cape Town) then collaborated on developing an innovative teaching programme to address the common emergencies maternity care providers encounter in Lesotho. They decided to use scenario-based simulation training as the vehicle for teaching not only the skills needed to recognise and manage emergencies, but also the pathophysiological processes and theoretical underpinnings of the interventions and actions. The identified topics were based on the Essential Steps in Managing Obstetric Emergencies (ESMOE) scenario training drills package developed in South Africa, which has a similar burden of disease in maternal and newborn health as Lesotho.

Jason has travelled to Lesotho every year since 2016, for such trainings which usually last a whole week. He has since trained four cohorts of midwifery students and two cohorts of educators and clinical instructors. For the educators, he focused on the teaching principles of the approach, and he further demonstrated and enacted the approach.

This training has received favorable feedback from the students, staff and the administration of Paray SoN. Both students and educators acknowledged a theory-practice gap, where they explained that the clinical practice sites did not enact best practices in midwifery. Through the support of the administration of Paray SoN, the preceptors responsible for training students in the clinical practice sites where also included and trained through scenario-based simulation. Their training also included aspects of preceptorship within a midwifery setting. This has empowered them to confidently narrow the gap between what students are taught at the school and what they’re clinical learning experiences are. Another consequence was that the preceptors could refresh and update their knowledge and skills, which was a pertinent feature in the feedback from that cohort.
The collaboration has shown that links forged through SAFRI can contribute to the development of innovation educational interventions which are responsive to the needs of various stakeholders in the educational enterprise; in this instance student, tutors and clinical preceptors, and also, the health care user who will receive care from competent providers.

Below are pictures of Jason, Champion, a few SAFRI Fellows and students.