

Africa International Teaching Week

Please note: These are small group interactive sessions with limited seating.

It is essential that you book the sessions you would like to attend.

LECTURE / WORKSHOP	DATE	Please indicate which session you would like to attend	Please indicate if you will join the session in-person OR online
Intelligence without intuition: Using AI to teach, not replace, clinical reasoning Mr Matthias Kalmring (USTP – University of Applied Sciences St. Pölten – Austria) <i>Subtheme 1 - Transformative Technologies for Future-Ready Health Professionals</i> This interactive case-based session explores the strengths and limitations of generative AI in clinical reasoning, drawing on findings from a mixed-methods pilot study. Participants will critically evaluate an AI-generated response to a musculoskeletal case using structured appraisal criteria and reflective discussion, comparing AI recommendations with their own clinical priorities. The activity highlights key challenges related to coherence, empathy, contextual sensitivity, and clinical judgement, while fostering awareness of automation bias. Attendees will leave with practical strategies for critically assessing AI-generated recommendations and promoting responsible, transparent AI use in health professions education.	MONDAY 28 September 10:45 - 11:45 WEDNESDAY 30 September 12:00 – 13:00		

Transforming Critical Care Nutrition Education: Technology-Aided Pedagogy for Navigating Drug-Nutrient, Food Interactions and Ethical Leadership Prof Gordon Nguka (Masinde Muliro University of Science and Technology – Kenya) <i>Subtheme 1 - Transformative Technologies for Future-Ready Health Professionals</i> This presentation explores innovative technology-enhanced approaches to teaching the identification and management of drug, nutrient, and food interactions in critical care nutrition. Through immersive simulations, AI-driven virtual patients, and digital decision-support tools, participants will examine how educational technologies can strengthen clinical reasoning, decision-making, and patient safety in high-stakes ICU settings. The session highlights the importance of balancing technological innovation with human clinical judgement while addressing ethical considerations such as data privacy, algorithmic bias, and equitable access. Attendees will gain insights into preparing future health professionals to deliver safe, evidence-based, and ethically governed nutritional care.	TUESDAY 29 SEPTEMBER 12:00 - 13:00 WEDNESDAY 30 September 09:00 – 10:00		
Across Professional Boundaries: Interprofessional Approaches to Child and Adolescent Mental Health Assessment and Care Prof Yulia Golub (Carl von Ossietzky University Oldenburg & University Hospital Oldenburg – Germany) <i>Subtheme 3 - Interprofessional, Transdisciplinary and Global Collaboration for Social Accountability and Sustainability</i> This interactive case-based learning session explores the developmental and biopsychosocial factors influencing child and adolescent mental health through an interprofessional lens. Working in mixed professional groups, participants will	TUESDAY 29 SEPTEMBER 09:30 – 10:30 WEDNESDAY 30 September 12:00 – 13:00		

collaboratively assess clinical cases, identify key needs and risks, and develop coordinated, culturally responsive care plans. The session highlights the unique contributions of medicine, nursing, dietetics, pharmacy, and environmental health in supporting child and family-centred mental healthcare. Through discussion, reflection, and expert feedback, participants will strengthen their understanding of collaborative practice and its role in improving mental health outcomes and reducing fragmented care.			
Integration of Empathy in a Health Professions Curriculum Prof Elize Archer (Stellenbosch University) <i>Subtheme 2 - Curriculum Renewal for Healthcare 5.0</i> This session explores the importance of empathy as a core component of patient-centred care in increasingly digital healthcare environments. Participants will examine contemporary understandings of empathy, including its cognitive, emotional, and relational dimensions, and consider practical strategies for teaching, practising, and assessing empathic communication across health professions curricula. Through discussion and examples, the session will highlight the roles of self-awareness, mindfulness, and self-compassion in supporting empathetic practice and addressing bias in healthcare interactions. Attendees will gain practical insights into embedding empathy development within curricula to enhance patient care, professional wellbeing, and culturally responsive healthcare practice.	WEDNESDAY 30 SEPTEMBER 11:00 – 12:00		
The Continued Importance of Ethics in Healthcare Towards Preparing Health Professionals for an Evolving Healthcare System Dr Charlotte Mokoatle (University of Johannesburg) <i>Subtheme 2 - Curriculum Renewal for Healthcare 5.0</i>	TUESDAY 29 SEPTEMBER 11:00 - 12:00		

This session explores the vital role of ethics and professionalism in contemporary healthcare, highlighting the moral responsibilities of health practitioners toward themselves, their patients, and society. It examines key ethical principles, comparing their theoretical foundations with real-world healthcare practice and regulatory expectations. Through open discussion and reflection, students will engage with ethical challenges commonly encountered in professional practice. The session also introduces the ethics of artificial intelligence in healthcare, encouraging critical thinking and debate among future health professionals.	WEDNESDAY 30 September 09:30 – 10:30		
Beyond border and silos: Transdisciplinary learning for sustainable health education Prof Sean Patrick (University of Pretoria) <i>Subtheme 3 - Interprofessional, Transdisciplinary and Global Collaboration for Social Accountability and Sustainability</i> This session explores how interprofessional learning, transdisciplinary frameworks, and global partnerships can help prepare future health professionals to address health inequities, One Health challenges, and rapid technological change. Participants will examine innovative approaches, including smart learning environments, generative technologies, and gamified assessment models, that enhance engagement and support the development of complex competencies. Drawing on examples from African and Global South contexts, the session highlights how cross-border educational collaborations can balance technological innovation with community responsiveness and social accountability. Attendees will gain practical insights into designing sustainable, future-focused health professions education that aligns learning outcomes with regional and global health priorities.	TUESDAY 29 SEPTEMBER 14:00 - 15:00 THURSDAY 1 OCTOBER 11:00 – 12:00		

Crossing the Sterility Threshold: Using Interactive Technology to Make Sterility Assurance Visible Mrs Nicole Worthington <i>Subtheme 1 - Transformative Technologies for Future-Ready Health Professionals</i> This case study explores the redesign of a third-year sterile product manufacture module to help students grasp the challenging concept of sterility assurance, moving beyond a simple sterile/non-sterile understanding. Static PDF content on sterilisation kinetics and sterility assurance level (SAL) was transformed into an interactive SCORM resource through an iterative, AI-supported design process. The redesign combined scaffolded explanations, worked examples, practice opportunities and feedback to support conceptual understanding and application. Reflections highlight the complementary roles of educator expertise and generative AI, as well as increased student confidence in interpreting SAL and patient-centred risk. Participants will analyse the design process and consider how similar principles could be used to redesign troublesome concepts in their own disciplines.	THURSDAY 1 OCTOBER 11:00 – 12:00		
Multilingual Glossary – Learning Pharmacology at Mandela University Ms Doina Naude & Mrs Janet Barry <i>Subtheme 1 - Transformative Technologies for Future-Ready Health Professionals</i> This presentation showcases the development of a multilingual pharmacology glossary at Mandela University as an innovative response to language barriers that affect student learning and success in Health Sciences. Designed to promote inclusivity, social justice, and academic achievement, the glossary simplifies key pharmacology terms in English and translates them into indigenous South African languages. As a living resource integrated into teaching and online learning	WEDNESDAY 30 SEPTEMBER 11:00 – 12:00		

platforms, it supports students across multiple Health Sciences programmes while advancing Interprofessional Education and Collaborative Practice. Participants will explore practical strategies for multilingual teaching and share experiences on fostering more inclusive learning environments.			
Fostering community engaged and social accountable future healthcare professionals through the use of mHealth technologies for rural healthcare access Dr Abongile Pindo <i>Subtheme 1 - Transformative Technologies for Future-Ready Health Professionals</i> This interactive session explores how mHealth technologies can improve access to healthcare services for people living in rural communities while addressing challenges such as the digital divide and limited collaboration among stakeholders. Emphasising the role of socially accountable healthcare professionals, the session highlights the importance of community engagement in ensuring the successful and sustainable implementation of digital health solutions. Participants will share knowledge of existing mHealth technologies, discuss strategies for raising community awareness, and propose ways to empower rural healthcare students and professionals. The session aims to generate practical ideas for leveraging technology and partnerships to reduce healthcare inequalities and improve chronic disease management in rural settings.	MONDAY 28 September 12:00 – 13:00		
Programme on Trial: Can Your Degree Prove It Deserves a Future? Mr Daniel Brink	TUESDAY 29 SEPTEMBER 14:00 – 15:00		

<i>Subtheme 2 - Curriculum Renewal for Healthcare 5.0</i> This interactive workshop challenges participants to rethink how the success and sustainability of undergraduate health professions programmes are evaluated. Through a simulated programme review process, mixed student and educator teams will analyse evidence, identify gaps in stakeholder perspectives, and develop a compelling case for programme renewal and transformation. Participants will critically engage with issues of quality, relevance, equity, affordability, and the role of AI in decision-making. The session provides practical tools and strategies for evidence-informed curriculum review, fostering meaningful student–staff dialogue and preparing programmes for the demands of Healthcare 5.0.	THURSDAY 1 OCTOBER 12:00 – 13:00		
A Toolkit for structured debriefing: Promoting Excellence and Reflective Learning Mrs Cindy Booysen & Dr Nadine Rall <i>Subtheme 2 - Curriculum Renewal for Healthcare 5.0</i> This session highlights the value of structured debriefing as a powerful educational strategy for developing reflective, competent, and future-ready healthcare professionals. By fostering critical reflection, clinical reasoning, constructive feedback, and continuous performance improvement, debriefing enhances both technical and non-technical skills essential for healthcare practice. The presentation explores how debriefing supports learner-centred, competency-based education while strengthening graduate attributes such as communication, collaboration, professionalism, leadership, and clinical	TUESDAY 29 SEPTEMBER 12:00 – 13:00		

judgement. Participants will gain insights into how integrating structured debriefing across health professions curricula can advance curriculum renewal, social accountability, and preparedness for Healthcare 5.0.			
Introducing Sustainable Planetary Health in Health Professions Education: Preparing Future Nelson Mandela University Health Professionals Mr Tshepo Phakisi & Dr Punithasvaree Mamdoo <i>Subtheme 2 - Curriculum Renewal for Healthcare 5.0</i> This presentation introduces planetary health as an emerging and essential area of health professions education, highlighting the links between environmental change, biodiversity loss, and human health outcomes. Drawing on findings from a scoping review, the session explores the extent to which planetary health is currently reflected in undergraduate health sciences curricula and identifies opportunities for integration. As the first in a planned three-year series, it will engage participants in considering the knowledge, skills, and competencies future healthcare professionals need to address complex environmental health challenges. The session aims to stimulate discussion and collaborative action towards developing environmentally responsive, socially accountable health professions curricula.	TUESDAY 29 SEPTEMBER 9:30 – 10:30		
Development beyond the ivory towers: professional associations as collaborative, interprofessional learning spaces Prof Isle Truter & Dr Riaan van de Venter <i>Subtheme 3 - Interprofessional, Transdisciplinary and Global Collaboration for Social Accountability and Sustainability</i>	TUESDAY 29 SEPTEMBER 11:00 – 12:00		

This lecture explores how learning and professional development extend beyond the classroom and university environment, highlighting professional associations as valuable spaces for interprofessional learning and growth. Using the Southern African Association of Health Educationalists (SAAHE) as a case study, the session demonstrates how engagement in professional associations can enhance the holistic development of both students and faculty members. Through interactive discussion and action planning, participants will identify opportunities to leverage these networks to strengthen their learning, collaboration, and career development. The session aims to broaden perspectives on effective learning spaces and promote lifelong learning beyond the formal university setting.

Space, Movement and Inclusion: Learning Across Disciplines Through the Merryvale Courtyard Case

Dr Jean- Pierre Basson, Dr Aayesha Kholvadia & Ms Kim Harmse

Subtheme 3 - Interprofessional, Transdisciplinary and Global Collaboration for Social Accountability and Sustainability

This interactive workshop showcases a transdisciplinary collaboration between Architecture and Human Movement Science students to design a therapeutic courtyard for the Autism Wing at Merryvale Special School. Using this real-world case study, participants will explore how spatial design, movement, sensory responsiveness, and community perspectives can be integrated to promote inclusion, wellbeing, and participation. Through collaborative activities, attendees will analyse learner needs, negotiate priorities, and develop innovative, community-responsive solutions from multiple professional perspectives. The session demonstrates the value of socially accountable, community-engaged learning while strengthening collaboration, communication, and problem-solving skills essential for contemporary health professions practice.

MONDAY
28 September
12:00 – 13:00

Are We Ready to Learn Together? Co-designing Sustainable IPECP Pathways Dr Aayesha Kholvadia <i>Subtheme 3 - Interprofessional, Transdisciplinary and Global Collaboration for Social Accountability and Sustainability</i> This interactive workshop explores how evidence from an institutional IPECP readiness mapping can be translated into practical, collaborative action across health professions programmes. Participants will examine key enablers and barriers to interprofessional education, including curriculum demands, staff engagement, resource constraints and practice-based learning opportunities. Through mixed-disciplinary activities, they will use a Readiness-to-Action Canvas to co-design a feasible, ethical intervention for their own context. Peer feedback and cross-context discussion will support refinement of ideas and shared learning. Participants will leave with a draft action plan, a potential collaborator and a measurable next step to strengthen sustainable interprofessional education and practice.	MONDAY 28 September 10:45-11:45		
Exploring medicinal plants: developing cultural humility through collaborative interprofessional engagement Dr Mea van Huyssteen, Dr Yoshna Kooverjee & Mr Thabo Sempe <i>Subtheme 3 - Interprofessional, Transdisciplinary and Global Collaboration for Social Accountability and Sustainability</i>	THURSDAY 1 OCTOBER 12:00 – 13:00		

This interactive session explores how experiential learning can foster cultural humility and deepen understanding of diverse healing systems within health professions education. Adapted from a co-created medicinal plant learning activity in the MBCHB programme at Nelson Mandela University, participants will engage in interprofessional discussions on the role of medicinal plants and indigenous knowledge systems in healthcare. Through collaborative inquiry, knowledge sharing, and reflection, attendees will examine how different cultural perspectives shape health and healing practices. The session promotes socially accountable, humanising pedagogy and equips participants with practical approaches for integrating cultural responsiveness and interprofessional learning into their educational contexts.