

Message from the Principal Investigator - HEPI



Dear Reader,

Greetings from the HEPI-HSSU Project Implementation Team!! We welcome you to our first edition of the HEPI-SHSSU Newsletter. This newsletter which will share the highlights of HEPI activities, and other activities related to Health Professions Education will be produced bi-annually. The implementation of the "Health Professions Education Partnership Initiative-Health Professions Education and Training for Strengthening the Health System and Services in Uganda (HEPI-HSSU)" Project commenced in October 2019 after Makerere University College of Health Sciences (MaKCHS) and partner institutions won the highly competitive grant from NIH in September 2018. The local partners working with MaKCHS in this grant include: Busitema University Faculty of Health Sciences, Kabale University School of Medicine, Clarke International University, ACHES, and Mulago School of Nursing and Midwifery. We also have two international partners: Yale University and Johns Hopkins University, USA. This project builds upon the previous successes of the MEPI Project.

The goal of the HEPI-HSSU Project is to "improve service delivery of the Ugandan health system through strengthened interdisciplinary health professional education and research training to produce graduates with competencies to address the priority health needs of the population". The specific objectives of the project are:

1. To enhance Health Professions' Education (HPE) and training to produce health professionals who are competent to address the priority health needs of Uganda. HPE will be strengthened using innovative health professional education models and platforms such as simulation and e-learning;

implementation of competency-based education and structures for interprofessional education; faculty development and enhanced mentorship frameworks; and a specific focus on strengthening nursing education.

2. To strengthen the capacity of graduating health professional students to remain and practice in Uganda, serve as faculty and/or conduct research related to HIV/AIDs and other health priorities. This will involve a spectrum of educational interventions, including the establishment of professional development programs to support clinical practice, as well as pre-professional and in-service experiential research training and mentorship to enhance capacity to address locally-relevant health priorities. Additionally, multidisciplinary community-based education, research and outreach services to vulnerable, rural or remote populations in partnership with students, faculty and health workers will be expanded and iteratively improved from the MEPI-MESAU evaluation assessment

3. To enhance institutional systems to sustain transformative health professions education in Uganda. We will engage various local stakeholders including the ministries of health and education as part of our multidisciplinary networking local, regional and international efforts to support health professional education and research. Each institutions education and research support capacity, quality assurance systems for Health Professions Education and Research will be strengthened.

The first months were utilized to plan for the implementation of project activities, and for the partners to learn to plan and work together. We are happy that we have been able to conduct a number of activities in the main three areas of the project. We are excited for the opportunities for faculty development to implement innovative educational models, strengthening nursing education, developing research skills of both graduate and undergraduate students, as well as leadership development for interns.

We request faculty, students and other partners to take this opportunity and write articles for future editions of the HEPI-HSSU Newsletter.

Thank you
Prof. Sarah Kiguli
PI-HEPI

TOPICS INSET

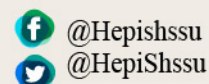
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OUR PARTNERS



<http://mesau.mak.ac.ug/HEPI/>

THE SOCIAL MEDIA SITES



THE AFRICAN CENTRE FOR GLOBAL HEALTH AND SOCIAL TRANSFORMATION (ACHEST) CONDUCTS AN INDUCTION COURSE FOR NEWLY QUALIFIED HEALTH PROFESSIONALS IN UGANDA

By: Assoc. Prof. Elsie Kiguli-Malwadde & Prof. Francis Omaswa. African Centre for Global Health & Social Transformation (ACHEST)



Prof. Francis Omaswa talking to Intern doctors | A cross section of participants at the interns induction training

The African Centre for Global Health and Social Transformation (ACHEST) in partnership with the Health Professions Education Partnership (HEPI), College of Health Sciences, Makerere University and Uganda Medical Association (UMA) conducted an induction course for the newly qualified health professions (Interns) in Uganda on the 26th of April 2019 at Mulago Specialized Women & Neonatal hospital main conference hall attended by 113 interns.

The course was designed and conducted to create an enabling environment that empowers health professionals to meet the expectations of their training and the population. And this was delivered by experienced health professionals that included: Dr. Prof. Pius Okong the Chairperson Health Services Commission, Dr. Vincent Ojome, the Head of Monitoring and Evaluation at ACHEST, Prof. Noeline Nakasujja, Prof. Sarah Kiguli, the Principal investigator HEPI, Dr. David Okello, Director Non Communicable Diseases and Healthy Ageing at ACHEST, Dr. Hellen Anyu, Head of Pediatrics at Mulago Hospital, Dr. Tom Aliti, Commissioner Health Sector Partners and Multi-sectoral Coordination at Ministry of Health, Dr. Richard Idro, and Dr. Joseph Gavin Nyanzi at UMA.

Dr. Elsie Kiguli-Malwadde, Director Health Workforce Education and Development at ACHEST while introducing the induction concept noted that in Uganda today, well trained health professionals go to the job market both in public and private sector where they face major challenges in getting timely recruitment, payroll access, supportive supervision and career paths. Good quality health professionals are produced, but when it comes to getting to work, they face challenges in their practice.

Joel Mirember, the President of Intern Doctors while speaking about who the present day intern is implored Ministry of Health to strengthen the communication channels between

Intern doctors and the Ministry and to prioritize payment of interns. "Let's give the intern doctors an opportunity to serve when they are comfortable." He emphasized.

Prof. Francis Omaswa, Executive Director ACHEST called upon the interns to understand the health system, its roles and identify how they can contribute to finding solutions to the health systems challenges collectively.

Dr. Tom Aliti, Commissioner Health Sector Partners and Multi-sectoral Coordination at Ministry of Health said whereas many interns are not being absorbed by Ministry of Health (MOH), many health professions students graduate and do not understand the processes of registration and renewal of licenses, an induction is therefore important to cover such a gap.

The induction course training provided a platform for the interns to interact with senior doctors and an opportunity to share on different topics like quality assurance, survival in the Uganda health situation, the Uganda health system and the vision, mission and core areas of work by Ministry of Health (MoH), Stress Management, Postgraduate education, Managing your career and job market, financial management skills among others. It was recommended that, similar trainings be conducted every year, probably at the beginning of internship period for about 2-3 days. The induction training was a pilot that will be rolled out to many more interns in the country.

"Let's start our career in such a way that it will be a success. Having a successful career starts with the mindset and we need to believe in the system. And if the system is wrong, it is our role to fix it." He said.



MakCHS Faculty that attended the first HEPI eLearning Workshop

E-Learning: A stepping-stone in transforming Health Professions Education (HPE)

*By Edward Kakooza,
Makerere University College of Health
Sciences (MakCHS)*

E-learning is a broad concept that involves the provision of educational programmes through electronic platforms. Currently, there is no standardized definition of e-learning for research purposes. E-learning relates to the learning activities, resource access, communication, and assessment undertaken via an online environment. This type of learning environment normally uses a range of information and communication technologies (ICTs), accessible via computers or mobile devices. E-learning in Health Professions Education (HPE) has not been fully embraced despite the fact that it has been in use for as long as the internet has been around. Despite this, e-learning is now increasingly being incorporated in HPE to support the delivery of learning in outcome-based education. Broadly speaking, e-learning is considered to be the application and integration of educational technology to the learning process.

E-learning thus should form an integral part of our instructional design processed including classroom based training, work based learning and assessment, coaching and mentoring and workbooks. E-learning allows virtual interaction between learners and teacher through discussion boards, video clips, quizzes, case scenarios and feedback. E-learning also provides a flexible and accessible learning solution which can be accessed off site and at any time of the day. This provides value for money too and enables us to use our classroom space more effectively. The Health Professions Education and Training for Strengthening the Health Systems and Services in Uganda (HEPI-SHSSU) project at Makerere University College of Health Sciences (MakCHS), will utilize innovative Health Professions Educational models and platforms such as e-learning with simulation based activities to improve healthcare training in Uganda. This is already evident in the Distance Programme of the Master of Science in Health Professions Education (MSc.HPE) at MakCHS.

Simulation is one of the future of Health Professions Education. Already simulation has had a transformational effect on face to face education. The benefits of online simulation are diverse. It allows users to watch and interact with realistic scenarios and to learn clinical and communication skills without necessarily being physically present in a simulation lab. They can also practice and rehearse as often as they like unlike in the real life environment where patients will get tired or in a physical simulation suite which will rarely be open at all the times for the learners. Therefore, in an effort to support e-learning activities at MakCHS, the HEPI-SHSSU Program organized an e-learning workshop for faculty from the 4th – 8th February 2019. The main facilitator of the workshop was Jane McKenzie-White from John Hopkins University together with Dr. Munabi Ian and Mr. Kakooza Edward from MakCHS.

The faculty were appreciative and got motivation to incorporate e-learning activities in some of the learning activities. E-learning should however not be seen as a total replacement for other methods of delivery. But rather something that enhances the way students learn. Therefore, faculty are encouraged to use a blended approach where e-learning just supplements the already existing delivery methods especially in this era of increasing student numbers.

FACULTY TRAINING ON THE MENTORSHIP PROCESS AT KABALE UNIVERSITY, SCHOOL OF MEDICINE

*By: Ms. Namuyimbwa Lydia & Dr. Tumwesigire Sam
School of Medicine, Kabale University*



Makerere University facilitators and the team of Kabale staff who attended the Mentorship Training.

Academic mentoring in higher education is an innovation meant to improve the quality of learning and developmental process of learners. Mentoring is a process that involves the informal and formal transfer of knowledge, skills and attitudes, provision of social and psychological support to learners in order to facilitate their growth and development. This normally occurs through the duration of their training. Despite a clear need for mentoring during training, very few medical schools in Uganda foster this relationship.

This could arise from perhaps a lack of formal mentorship structures in the medical schools, limited understanding of the principles of mentorship and roles of a mentor/mentee. Mentorship relationships should be formally established as a part of an institutional or departmental programme; long term or short term with a specific purpose. The rising numbers of students being enrolled in medical schools in UTganda has slowly distanced the learners from teachers in terms of social and professional interaction. There is thus need to train faculty in mentorship skills and orient the learners in the values of mentor-mentee relationships. It is for this reason that Kabale University, School of Medicine prioritized student mentorship.

In order to start off the mentorship process at Kabale University, School of Medicine, a two day faculty training workshop on mentorship was organized under the auspices of the Health Professions Education and Training for Strengthening the Health Systems and Services in Uganda (HEPI-SHSSU) project. A team of experts from Makerere University, College of Health Sciences that included Prof.

Kiguli Sarah, Dr. Munabi Ian and Dr. Mubuuke Roy facilitated the two-day training at Kabale University. A total of 25 faculty were trained on the mentorship process. These then became the trainers of the students.

Following the faculty training, the trained faculty at Kabale University have conducted further student training mentorship. A total of 37 medical students in second year and 71 medical students in first year have been orientated on the mentorship process. The knowledge and skills obtained from the mentorship training by faculty has thus been successfully utilized to orient medical students on the mentorship process.

In conclusion, training medical faculty on the mentorship process has been vital for the better implementation of mentorship and improved outcome of the peer to peer mentorship at Kabale University, School of Medicine.

“ A total of 37 medical students in second year and 71 medical students in first year have been orientated on the mentorship process. The knowledge and skills obtained from the mentorship training by faculty has thus been successfully utilized to orient medical students on the mentorship process. ”

HEPI SUPPORTS THE COMMENCEMENT OF DOCTORAL TRAINING AT MAKCHS WITH A SPECIAL FOCUS ON HEALTH PROFESSIONS EDUCATION

*By: Dr. Roy Gonzaga Mubuike,
Department of Radiology, School of Medicine, MaKCHS*

There has been global recognition and expansion in the field of Health Professions Education (HPE). HPE focuses on the theories, principles, concepts, methods, skills and attitudes specifically required in the education and training of health professionals within a clinical learning environment. HPE is also designed to encourage the application of leadership and educational principles in the unique context of health professions and health care settings. This therefore typically differentiates HPE from the more general educational training. The global recognition of HPE can be observed in the number of faculty undergoing capacity development programmes in this field as well as the scholarly publications being churned out in reputable high impact health professions education journals such as Medical Education, Medical Teacher, Clinical Medicine, and Advances in Health Professions Education etc.

Currently, there is greater need to train health professionals to the highest degree of competency and professionalism with knowledge, skills and attitudes to address community health challenges. As a result of this, there has been a global drive to initiate innovative and transformative curricular, instructional strategies, assessment and evaluation methods as well as quality assurance in training of health professionals. Makerere University College of Health Sciences (MaKCHS) has indeed responded to these global trends by initiating innovative teaching methods such as student-centered learning, competency based education, problem based learning as well as community based education. In order to satisfactorily implement and sustain these educational reforms at MaKCHS, faculty and other health professionals who participate in training must have the appropriate knowledge and competencies in health professions education. Many faculty members in various training institutions in Uganda and the Eastern African region are not appropriately trained in the science of health professions education. It is upon this background that the previous MEPI-MESAU grant focused and supported the start of a Master's Degree in Health Professions Education, which is currently running at MaKCHS.

However, beyond Master's degree, there was need to train scholars and researchers at PhD level with a special focus on

HPE so that these can then contribute to the creation of knowledge and innovations focusing on educating health professionals within one's own professional discipline. Building upon the previous MEPI-MESAU initiative, the HEPI grant set out to support training of faculty at PhD level so as to create a critical mass of highly trained scholars and researchers to take on the leadership role in sustaining and further improving the many implemented educational reforms. The HEPI team did not envisage drifting faculty away from their professional disciplines, but rather to promote advanced doctoral training in health professions education related to one's own discipline. For example, someone from Pediatrics can conduct research related to the advancement of pediatric training, which eventually improves the quality of health workers produced in that particular discipline. Similarly, a Surgeon can research on innovative ways of improving surgical training and assessment.

Therefore, though the PhD focuses on HPE, one is particularly encouraged to conduct scholarly work within their parent professional disciplines. This is the aim of HEPI in supporting the PhD training. The first call for PhD applicants received overwhelming response with close to 20 faculty applying to enroll on to the PhD. This showed that there is actually need for this doctoral degree. Following a rigorous review of applications, 2 candidates were accepted and these are currently enrolled on to the PhD programme and progressing well. More calls are expected to come out in future with HEPI support. However, it is our hope that even beyond the expiry of the HEPI project, similar enthusiasm and interest for this highly interesting and competitive PhD program will be maintained, not only for faculty at MaKCHS, but even throughout the entire country and region. Ultimately, we are aiming at creating a critical mass of scholars, innovators and researchers in the field of health professions education within their parent professional disciplines.

Though initiated at MaKCHS, the PhD program is open to all professionals who in one way or another are involved in training and mentoring future health professionals. Under the auspices of HEPI, MaKCHS now joins the few elite institutions on the globe to offer a PhD in Health Professions Education as We Build for the Future.

A Profile

DR. VICTOR OGIK
*Dep. of Obstetrics &
Gynaecology
MaKCHS*



I am pursuing a Master's Degree in Obstetrics and Gynecology at Makerere University, College of Health Sciences. I am in my third and final year of training. I was thrilled when I learnt that I had been awarded a HEPI Masters fellowship grant. This was timely because I had lost hope of undertaking my research project due to lack of funding. Fortunately, I have been able to continue my training and carry out quality research on utility of umbilical artery blood lactate levels in predicting newborn outcomes.

The team at HEPI has been very warm and supported me at every step of my research. I have worked closely with researchers that I have always looked up to through my earlier medical training. As part of this process I have been challenged to explore concepts in Research Ethics and Biostatistics which I believe will be part of me the rest of my scientific career. I am grateful to HEPI for setting me on the path of continuous personal development. I look forward to opportunities in further training as well as sharing what I have learnt with young scientists that I will come across in the future.

MENTORSHIP TRAINING AT BUSITEMA UNIVERSITY - PART ONE |

By: Dr. Joseph L. Mpagi, HEPI Coordinator,
Busitema University, Faculty of Health Sciences



A Class of Busitema University Faculty of Health Sciences

The training of faculty of Busitema University in the assessment of students, from 20th - 21st May 2019, turned out to be one of the key milestones in the institution's endeavor to produce health professionals with the right competencies and attitudes. The training workshop, supported by HEPI, was not limited to students' assessments; it included students' mentorship as well. Faculty were trained in how to conduct formal mentorship. In his closing remarks, the Dean of Busitema University Faculty of Health Sciences (BUFHS) revealed to workshop participants that the regulator of higher institutions of learning in the country, the Uganda National Council for Higher Education, had made mentorship one of the requirements in training institutions. He further informed participants that an arrangement had been finalized in which every faculty member at BUFHS will be assigned students to mentor, starting with the academic year 2019-2020.

A few days after the workshop training, I chaired a meeting between the leadership of BUFHS students in general and the leadership of BUFHS born again students, whose church was situated next to one of the students' hostels. The concern was noise from this church that was interfering with students' normal schedules. In addition to the official day of Christian worship, Sunday, this born again church had praise-hours in the evenings of Monday, Wednesday, Friday and Saturday. Furthermore, its followers met every day 6.00 am – 7.30 am, except for weekend, to pray and worship. To make matters worse, other denominations, including certain variants of born again Christianity, were claiming their due share of the 'cake' called time.

That worshipping made me start wondering how much of it was purely spiritual? It is possible that most, if not all, was indeed an effort to quench a genuine spiritual thirsty in the young people. It is however also possible that the intense worshipping was partly, if not predominantly, a result of an unmet mentorship demand among students. Many of these students could be having real social challenges that cannot be ignored and, but because of the absence of functional counselling services, they turn to church. Although this may appear plain speculation, it would be unwise to ignore the need for mentorship in health training institution like BUFHS. Thus, in part two of my article, I will explain how mentorship can best be carried out in Uganda's context.

FEEDBACK ON THE E-LEARNING WORKSHOP AT CIU SUPPORTED BY HEPI

By: Mrs. Ondia Miriam, Lecturer- Clarke International University

The Health Professions Education and Training for Strengthening the Health Systems and Services in Uganda (HEPI-SHSSU) project supported by NIH facilitated a faculty training workshop on 5th March 2019 with a focus on e-learning. Faculty from Clarke International University, a partner institution on the HEPI grant in Uganda, were invited to attend this important training. There was evidence of increased knowledge in e-learning and the willingness to apply e-learning in some of the learning activities. This positive observation was captured through the feedback that was obtained from the participating faculty as summarized below:

What was old to you?

I ALREADY HAD AN UNDERSTANDING OF:

- What e-Learning is, why e-Learning, and basic elements of a Learning Management System (LMS).
- Potential barriers to e-learning
- Basic elements of e-learning that can be utilised for online teaching
- The need to provide formative evaluations by timely grading assignments

What was new to you?

THE FOLLOWING WERE TO SOME EXTENT NEW TO ME:

1. Strategies to overcoming and minimise potential barriers that included:
 - Need to establish clear expectations and having students informed.
 - Ensuring readiness of students to learn
 - Ensuring students are able to connect with each other (water cooler)
 - Having a plan (increase development time) of incorporating learning material

WORKING WITH IT SUPPORT ON TECHNOLOGICAL ASPECTS:

- Understand the basic elements and structure of a Learning Management System (LMS)
- To create:
 - Imagery and introduction
 - Open forum
 - Live chats
 - Group/Team assignments

2. A spectrum of eLearning elements that I have so far not incor-

porated onto my online modules – for example:

- Using Flipped Classroom (Audios) to introduce the a lecture in advance then coming in at an appropriate time to address issues

A part from posting and grading assignments other eLearning elements that I have not incorporated for effective online teaching include:

ACTIVITIES

- Chats
- Discussion Forum
- Quizzes (More required)
- Wiki

RESOURCES

- Documents e.g. Pdf, Word, etc.
- External Links
- Images
- Audio/Video e.g. Mp4s

WHAT ARE YOU GOING TO CHANGE AS A RESULT OF THE TRAINING?

- Ensuring application of appropriate strategies to minimise potential barriers to effective online teaching and learning
- Planning better design of the module by ensuring inclusion of more functional e-learning elements to improve teaching and learning
- Continually identifying more sources of information to enrich learning

DID THE TRAINING ADD VALUE?

- We learnt and understood a lot through facilitator's presentations and the prompted discussions.
- Very resourceful articles about online teaching and learning were sent to us by email.

The training definitely enforces our abilities to:

- Make e-learning interesting and more effective
- Be effective and good teachers
- Recognise the value of e-Learning as it applies to the teacher.
- Apply a broad spectrum of e-Learning elements that can be utilised to enforce online teaching

Overall, the trained faculty demonstrated increased knowledge and skills in using e-learning and showed a commitment to use e-learning more often.

MANUSCRIPT WRITING WORKSHOP AT CLARKE INTERNATIONAL UNIVERSITY (CIU)

By: Naluwugge Sandra,
Digital Communications
Assistant, Clarke International
University.

*"Predatory journals
normally like
targeting young
authors and once
they have your work
you are trapped,"*

*Dr. Munabi
emphasized.*

From 22nd – 23rd January 2019, Clarke International University (CIU) in partnership with Makerere University College of Health Sciences (MaKCHS) conducted an insightful two-day manuscript writing workshop. The workshop took place at CIU and was facilitated by a competent and experienced team of experts from MaKCHS that included Prof. Sarah Kiguli, Dr. Roy Mubuuke, Dr. Ian Munabi, Dr. David Kateete and Dr. Bob Opoka. The focus of the workshop rotated around writing manuscripts for publication including the publication/peer review process. This faculty training workshop in manuscript writing was organized with support from the Health Professional Education Partnership Initiative (HEPI), a project that arises from the NIH grant won by Makerere University College of Health Sciences in partnership with CIU and other partner institutions. In attendance were CIU faculty members, students and alumni.

Key issues discussed during this workshop included authorship musts and what it means to be an author i.e. one of the authorship musts is agreement to be accountable for all aspects of the work and ensuring that questions related to the accuracy or integrity of any part of the work are appropriately resolved. Other aspects addressed were journal selection, the manuscript review process by journal editors, plagiarism, clear writing techniques, results presentation, and research methodologies among others. "When starting out to publish, try to look for local journals first because the higher the impact factor of a journal, the higher the rejection rate," Dr. Ian Munabi advised.

The process of writing a manuscript and getting it published in a journal is usually lengthy but it is always worth the time and energy put in. During Dr. Munabi's presentation on journal selection, he cautioned researchers to be aware of predatory journals because they are currently very many and they tend to stagnate upcoming researchers and writers. "Predatory journals normally like targeting young authors and once they have your work you are trapped," Dr. Munabi emphasized.

According to Dr. Roy Mubuuke, research is what differentiates universities from secondary schools and therefore students and faculty must always be engaged in conducting research and publishing manuscripts. Dr. Mubuuke said one of the main reasons he enjoys publishing is to share knowledge and findings with a global community of professionals.

Authors ought to know that in any research, the question being answered must always be clear. The research question should be well aligned with

the chosen methodology. The style of results presentation also matters and results should be presented according to the journal guidelines and other conventions of the field. According to Dr. Munabi, results must be presented in a logical order in relation to the objective of the manuscript and it is advisable to use tables instead of diagrams in order to maximize space. "The results presentation structure and process the facilitators gave us is a good road map guiding us and we have already started adapting it in our writing," said Florence Githinji the Quality Assurance Officer at Clarke International University (CIU).

Githinji further requested that the manuscript training workshops should be given more time so that the attendees understand the concepts thoroughly. Dr. Roy Mubuuke emphasized that one of the biggest reasons why manuscripts get rejected is wrong journal selection. He urged the attendees to always submit their manuscripts to relevant journals with the right audience.

The manuscript training workshop was a tremendous success and from the feedback received from both CIU staff and students, it was a great initiative that should be carried on. Harry Barry, the ICT Manager at Clarke International University reported that the workshop helped him realize that writing papers is easier than he had thought though the ease comes with experience. As a result of the new knowledge and skills gained from the training, some of the CIU faculty members were highly motivated and decided to challenge themselves by immediately starting to put together papers for publication.

"I have already submitted an abstract to National Council of Higher Education about plagiarism control at CIU and it has been approved, the paper is set to be presented at the end of March 2019," Githinji said. "I am also working with another team of individuals to put together an abstract to be presented at the African Hepatitis Summit that is due 18th June 2019," Githinji further added.

Clarke International University appreciates the learning opportunity it was presented with by the team from Makerere University College of Health Sciences. Special thanks go to Florence Nakagwa of CIU, Makerere University College of Health Sciences and the HEPI project for their support towards this event. The knowledge and skills received from the workshop were transformative and motivational.

DEPARTMENT OF NURSING SCHOOL OF HEALTH SCIENCES MAKERERE UNIVERSITY

MAKERERE UNIVERSITY DEPARTMENT OF NURSING AND YALE UNIVERSITY SCHOOL OF NURSING COLLABORATION IN THE HEPI PROJECT 1ST YEAR 2018-2019

*By: Dr. Scovia N. Mbalinda & Dr. Rose N. Chalo
Department of Nursing, MaKCHS*

*Dr. Rachel Zaslowt, Dr. Rose Nabirye,
Prof. Holly Kennedy, Michelle Telfer*

Makerere University, Department of Nursing and Yale University, School of Nursing's HEPI collaboration has produced several exciting results this past year. A key activity for the department was the progress made in the design and development of a Masters Degree curriculum in Pediatric Nursing. This curriculum development process was led by the Acting Head of Department, Dr. Patience Muwanguzi and Dr. Scovia Mbalinda Nalugo.

In March 2019, the draft curriculum was presented to key stakeholders including the Ministry of Health, Uganda Nurses and Midwives Council and a representative from the Department of Pediatrics & Child Health at Makerere University. At this same meeting, Dr. Holly Kennedy from Yale University School of Nursing presented the history, background and lessons learned of the US based Master's Pediatric Nursing Program to give perspective to the stakeholders. Discussion in the group included how to incorporate this new degree into the clinical setting so that graduates are not simply absorbed into the academic cadre but ensuring there is a clinical role. The stakeholders were to convene again on June 14th, 2019 to finalize the curriculum and discuss how to incorporate clinical experiences into the program.

Second, the Department of Nursing completed a full revision and update of their Master's in Midwifery curriculum. Yale University School of Nursing faculty reviewed this curriculum, provided feedback and

guidance in March, 2019. The curriculum is currently under review by the Board of Nursing with hope of approval and implementation in September.

In addition to the above activities, the department considered simulation based learning as key in nursing training. After an initial assessment of current simulation practice and equipment at Makerere Department of Nursing last December, seminars were conducted to increase knowledge, skills and practice in simulation. In May, Yale University School of Nursing faculty hosted a Zoom seminar on Simulation Best Practices by Dr. Erin McMahon for Makerere University Department of Nursing and Mulago School of Nursing faculty.

The seminar presented the basic structure of simulations and the Standards of Best Practice from the International Nursing Association for Clinical Simulation and Learning (INACSL). The seminar was well received and the development of simulation scenarios will take place this summer in early July for the midwifery and pediatrics curricula with support from Yale School of Nursing faculty. Simulation scenarios will be integrated into the curricular for the coming 2019-2020 academic year.



HEPI Workshop & Stakeholder's Meeting for Master's in Pediatric Nursing, March 2019

HEPI-SHSSU

Participants' Experience Training

*By: Dr. Flavia Namiiro and Dr. Lorraine Orikot,
Department of Paediatrics, MakCHS*

“Up to 10 applicants will be selected and they will undergo a brief didactic training in research prior to embarking on their research projects,” went a part of the advert for the HEPI-SHSSU 2019 faculty research mentorship and training. The training initially sounded unnecessary since we had some skills from our Masters degree training and thought we had all we needed to conduct research. The initial class however was approached with an equal measure of expectation and trepidation. The task of performing good quality research seemed more daunting than ever and overwhelming as one by one, our seasoned facilitators took us through various aspects of research.

At the beginning of the training, we were at different stages of our research projects, some with complete proposals ready to submit to IRB or start data collection and others still at concept level. “Do not be surprised if you want to discard your project or parts of it by the end of these sessions,” stated our first facilitator. This too looked impossible since we thought we had already put in so much in what we wanted to do or considered ‘good’ projects. Half way the sessions this surely came to pass as designs, sample sizes and so many more parts in our projects got major changes as we went on with the training.

We were tasked with identifying a research question that kept us up at night, worthy of withstanding the stiff financial completion, yet unique and adding value to science at the same time. Saying that the sessions were helpful is an understatement on all counts but they were an eye opener, exposure to better understanding of various components of research and to be used as a stepping stone to more projects in future.

We will eternally be grateful to HEPI-SHSSU for funding this life changing and timely training, and to Uganda Society for Health Scientists for the excellent facilitators.