

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

THE SOCIAL MEDIA SITES

[@Hepishssu](#)
[@HepiShssu](#)

TOPICS INSET

Page No.

2 DEVELOPING THE INDIVIDUAL:
YOU JUST NEED TO DECIDE
WHAT YOU WANT TO DO!

3 MENTORING FUTURE
RESEARCHERS: THE STUDENT
EXPERIENCE

3 THE DREAM OF AN UNDER-
GRADUATE STUDENT COMES
TRUE WITH HEPI-SHSSU

4 SUSTAINING QUALITY
TRAINING AT BUSITEMA
UNIVERSITY, FACULTY OF
HEALTH SCIENCES

5 HEPI PROVIDES MORE
OPPORTUNITIES FOR
STUDENTS

6 THE HEPI ADMINISTRATIVE
EXPERIENCE

6 MY EXPERIENCE AT THE 3RD
ANNUAL AFREHEALTH
SYMPOSIUM, LAGOS,
NIGERIA

7 MY EXPERIENCE WITH HEPI

8 BRIGHT FUTURE AWAITS...

Link for Conference Registration
<http://bit.ly/39HquOY>

OUR PARTNERS

MESSAGE FROM THE PRINCIPAL INVESTIGATOR, HEPI PROJECT

Dear Reader

Greetings from the HEPI-HEPSSU project. We are delighted to present to you the Second Edition of the HEPI Newsletter. The articles in this second edition are a reflection of the positive strides that are being registered by the HEPI project and the positive impact this has brought to the entire community of Makchs and other partner institutions.

The first article speaks about mentorship, which is an important need for many students and faculty in the HEPI Partner Institutions. Mentorship is significant in facilitating the growth and professional development of both faculty and students. Fruitful mentorship relationships across all levels are an important part of the HEPI project. I hope that the project will address this crucial need, and mentorship programmes will be sustainably established in our institutions.

This edition presents a number of student experiences and significant growth with the research support provided by HEPI. This is not only exciting, but also promising, and we look forward to many student peer reviewed publications in a few years.



*Prof. Sarah Kiguli
PI-HEPI*

I continue to encourage faculty and students fully utilize the HEPI project to enhance student centered learning, faculty development, research in the field of health professions education, non-communicable diseases and other priority areas including HIV/AIDS.

Lastly, the HEPI Project will co-host an International Scientific Conference with a special focus on Health Professions Education from the 22nd-23rd May 2020, at Hotel Africana Kampala. The Theme of this conference is "Transforming Health Professions Education in the 21st Century: from theory to Practice". Please submit your abstract and plan to not only attend, but also actively participate in this exciting conference.

I wish you a happy and prosperous 2020,



MAKERERE UNIVERSITY



Makerere University College of Health Sciences & the East African Health Professions Educators Association(EAHPEA)

DATES: 22nd - 23rd May 2020 | VENUE: Hotel Africana, Kampala (U)

Joint Annual Health Professions Education Scientific Conference

THEME

TRANSFORMING HEALTH PROFESSIONS' EDUCATION IN THE 21ST CENTURY: FROM THEORY TO PRACTICE

SUBTHEMES:

- COMPETENCY BASED EDUCATION
- INTER-PROFESSIONAL EDUCATION
- ASSESSMENT
- SIMULATION
- CLINICAL TRAINING
- COMMUNITY BASED EDUCATION
- MENTORSHIP
- QUALITY ASSURANCE
- GRADUATE EDUCATION
- BASIC SCIENCE EDUCATION
- RESEARCH, INNOVATIONS & SCHOLARSHIP

Abstracts (300 words) should be structured into:

- Background, Objectives, Methods, Results, Conclusion
- For Education innovations: *What was the problem, What was done, Results, Conclusion.*
- Include: The details of the corresponding author, the author(s), their contacts and Affiliation.

Deadline for Submission of abstracts: 17TH APRIL 2020

We welcome abstracts from all people involved in the Education and Training of Doctors, Nurses, Allied Health Professionals, Students, Health providers and other Stakeholders.

REGISTRATION FEE

- International participants - 40\$
- Local participants - 50,000UGX
- Students - 20,000 UGX

SEND YOUR ABSTRACTS & INQUIRIES TO : hepishssu@gmail.com

1 DEVELOPING THE INDIVIDUAL: YOU JUST NEED TO DECIDE WHAT YOU WANT TO DO!

By Edward Kakooza, IT Officer, MakCHS



Prof. Kolars (on the left) & Assoc. Prof. Moyers (on the right) during the Role Play Session

As the topic was, “Exciting Mentorship Talk”, indeed it was a very exciting mentorship talk that left the young and the old all energized and inspired. Held on Tuesday 19th November 2019 in the Davis Lecture Theatre, Makerere University College of Health Sciences (MakCHS), the talk was attended by over 100 participants that included students and faculty. MakCHS was blessed to once again welcome and host Prof. Joseph Kolars, who is an Association of American Medical Colleges (AAMC) Award winner for the 2019 Abraham Flexner Award for Distinguished Service to Medical Education. Prof. Kolars was described as a dynamic medical educator and mentor, who has pioneered curricular transformation in medical education and played a critical role in advancing competency-based education through his leadership roles at the University of Michigan Medical School, at the Mayo Clinic, and abroad. He was accompanied by Associate Prof. Cheryl A. Moyer, from University of Michigan Medical School, who also happens to be his mentee.

Prof. Kolars, highlighted the importance of establishing a culture of mentorship at Makerere University. Prof. Kolars emphasized that we are all mentors in our own capacities whether young or old, and as mentors we need to balance three different dimensions of our relationships with our mentees; 1) we need to be supportive to the mentees and being tough doesn't help them grow; 2) we have to challenge our mentees to become better and 3) we should have a vision of how the mentee's future will be. Prof. Kolars also performed a role play to further strengthen his point. In the role play session, Prof. Kolars acted as a senior faculty member and Associate Prof. Moyer acted as a medical student. In the session, the mentor acted a bit rude and wanted to drive the mentee towards his own field and neglecting the goals and aspirations of his mentee

wants. The mentee on the other hand seemed to be ignorant of what she wanted and never acted professional in front of the mentor. This role play strengthened the aspect of a mentee having their own goals and targets and the mentor is present simply to facilitate development towards the attainment of these targets and goals.

In her presentations Associate Prof. Moyer talked about the keys to being a good mentee. She stressed that there is no solid formula to having the mentorship program work, and what works for one pair may not work for the other. The keys to being a good mentee are; being open to learning new things, setting goals, metrics and accountability, provision of feedback in between meetings, one step at a time while keeping eyes on the prize, maximizing every opportunity, positivity and resilience, creative problem solving and cultivating long-term relationships. The take home message from this talk rotated around some key aspects; 1) Students need guidance on developing effective mentorship relationships; 2) Mentees need to take a very active role in driving the relationship; 3) Faculty are instrumental at modeling self-reflection and ‘their journey’ for trainees; 4) Good mentors emphasize active listening, non-directive facilitation of change, and problem management; 5) We all need mentors! The session was closed by our very own Prof. Nelson K. Sewankambo who extended the invitation to Prof. Joseph Kolars to give a lunch time seminar on Mentorship at MakCHS.

He thanked Prof. Kolars for honoring his invitation together with Associate Prof. Moyer plus also thanking everyone that attended the session. Prof. Sewankambo informed members that the need to have these mentorship talks is to see how we can make sure that mentorship becomes a culture at Makerere University. The session was supported by the Health Professions Education and Training for Strengthening the Health System and Services in Uganda (HEPI-SHSSU) at MakCHS.



Participants at the Mentorship talk. On the front row from the left are: Dr. David Meya, the HEPI PI, Prof. Sarah Kiguli and Prof. Nelson Sewankambo

2 MENTORING FUTURE RESEARCHERS: THE STUDENT EXPERIENCE

By Irene Nabaweesi, MBChB V, MakCHS



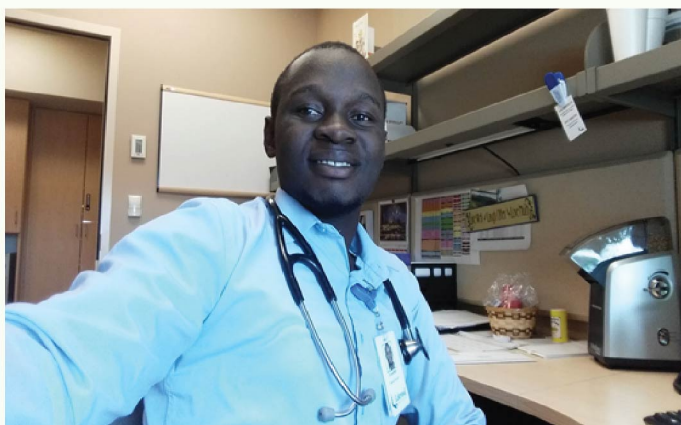
I am Nabaweesi Irene pursuing a Bachelors in Medicine and Surgery at Makerere University College of Health Sciences. I am in my last year of undergraduate training. I strongly believe that the future and beauty of medicine lies in research. With profound gratitude and honor, I thank the Health-Professions Education Partnership Initiative (HEPI) for giving us the support to conduct research on "ASSESSING

KNOWLEDGE ATTITUDE AND PRACTICES CONCERNING ANTIBIOTIC USE AND MISUSE AMONG PATIENTS AT MULAGO NATIONAL REFERRAL HOSPITAL-KIRUDU INFECTIOUS WARDS".

Our multidisciplinary research team comprising of members from different health professions has provided an all dimension approach and wider incorporation of knowledge in the research process. I thank HEPI together with the Uganda Society for Health Scientists (USHS) for empowering us with various research skills through training on topics like; literature review, methods of data collection, analysis and E-learning courses on introduction to research ethics. These enabled us to apply the recommended research standards into our study. Special thanks go to the HEPI Principal Investigator, Professor Sarah Kiguli for her support. Many people may not have the privilege to work under someone caring and considerate as her. We look forward to getting more opportunities, future training as well as sharing results at scientific conferences, workshops and seminars. This program will enable us strengthen and build our carrier in research.

3 THE DREAM OF AN UNDERGRADUATE STUDENT COMES TRUE WITH HEPI-SHSSU

By Jonathan Nkalubo, MBChB V and President, Research & Writer's Club, Makerere College of Health Sciences



Jonathan doing a preliminary site visit at Baylor Uganda one of his team's study sites at Mulago Hospital

My name is Nkalubo Jonathan, a 5th year student pursuing a Degree of Bachelor of Medicine and Surgery (MBChB) at Makerere University College of Health Sciences. I also serve as the current president of the Research and Writer's club which publishes an annual Makerere Medical Journal and organizes workshops to equip undergraduate students with research skills. In my second year, I attended an international conference on Malaria where I found undergraduate students from other parts of the world presenting their research among postgraduates and celebrated researchers. I was so envious that no undergraduate student from Makerere University presented at this event. This moment was an eye opener for me to now put my research ideas I was noting in my diary into action. I then began my search for grants and platforms to equip me with the necessary research knowledge and skills. That is how I ended up joining the Research and Writer's club. However, with the numerous research topics the members of the club had, there was no funding to conduct these studies and therefore most of them remained on paper.

Continued on Page 4

Continuation from Page 3

In 2018, I became so happy when I realized that my dream to conduct research and have a publication as an undergraduate was nearly coming into reality when the Principal of the College of Health Sciences while at the 1st Makerere Non-Communicable Diseases symposium announced that the college had won a grant to support undergraduate research. This was followed by a call from HEPI-SHSSU inviting undergraduate students to submit their research concepts. This has been the best advert for me and my club this year. I quickly organized my members and linked them to the club mentors and guided them about the submission process and how to draft a concept. Three of the selected research proposals to receive funding of 1000 USD each for their research are from Research and writer's club including my project titled "Assessing factors associated with readi-

ness to start ART among youth seeking HIV services at HIV clinics in Mulago Hospital". As an opportunistic leader, I made a call to the club to have our members from different courses and years of study submit their letters of interest to be trained by HEPI and therefore 50 of our members have received training on how to write research proposals and conduct research.

In conclusion, HEPI-SHSSU has broken the barrier that undergraduates can't do research by providing funding, training and linking us to mentors who are now shaping us into future researchers for this great nation. We believe that our research findings will help improve health care and influence policy both nationally and globally.

4 SUSTAINING QUALITY TRAINING AT BUSITEMA UNIVERSITY, FACULTY OF HEALTH SCIENCES

By Dr. Joseph L. Mpagi, Busitema University HEPI Coordinator



Students of Busitema University Faculty of Health Sciences (BUFHS) attending a problem-based learning session; 8-10 students per tutorial group.

Busitema University, Faculty of Health Sciences (BUFHS) is a unique health training institution established in 2013, with support from NIH Grant (MESAUR24TW008886, 2011), to create a leading training and research platform in health care in Eastern Uganda. The faculty runs undergraduate programs in medicine, nursing, anesthesia and recently commenced

graduate programs in public health, internal medicine and pediatrics. It is one of the six campuses of Busitema University, the only multi-campus public university in Uganda. BUFHS's uniqueness lies in its training curriculum that is competency based, but also uses problem-based learning (PBL) as the main content-delivery method in pre-clinical sciences. Out of the over six medical training schools in Uganda, BUFHS is the only institution that started as a PBL-based institution. Thus, it is set to become an important reference point for a PBL-based curriculum in the country, especially if its products turn out to be uniquely competitive.

Part of the support from NIH Grant was directed at building capacity of BUFHS staff in delivery of competency-based education, especially using PBL. The direct beneficiaries of the improved capacity in training were students, especially the pioneer medical students. Forty-eight out of 52 pioneer students graduated in 2018 and completed their internship training in September 2019. Reports indicate that their supervisors did not find them wanting; on the contrary, they were impressed. The news forced the faculty to organize a home coming dinner for them; about 75% turned up and expressed pride in the overall curriculum at BUFHS. Continuity in quality training at BUFHS meant reviewing the curriculum, after a full cycle of training, to make it even better. This is what the faculty did in April 2019. However, this also required continu-

Continued on Page 5

Continuation from Page 4

ous faculty development, especially because new staff continually join. These new staff missed out on earlier training supported by NIH Grant. Competency-based education (CBE) is a relatively new concept in medical training in Uganda, including PBL as an instruction method. This underscores the need to sensitize staff on a continuous basis, if quality training is to be sustained. Consequently, HEPI decided to support the sensitization of BUFHS staff in CBE, right from year one of project implementation.

With HEPI support, experts in Health Professions Education travelled to Mbale and conducted training workshops in CBE, students' supervision and students' mentorship at BUFHS. Staff at BUFHS were reminded of the need to assess students basing on the learning outcomes instead of the leaning objectives of a given course. This enables them to establish whether or not a student has acquired the competences that the curriculum specifies to acquire at that level, before allowed to move on to the next level. In this way, the training becomes certain of what it is bringing out on to the market. HEPI has planned more training workshops

on CBE and PBL for staff at BUFHS. Another workshop was on supervision of students, where staff were trained in guiding students in proposal development, data collection and report writing. HEPI picked interest in students' supervision, especially because of the undergraduate students that the project will support every year in conducting research. They need to do quality research some of which will end up as publications. However, there was also a bigger need of quality supervision of the graduate students in the faculty.

Staff at BUFHS were also sensitized on the need to mentor students. As I argued in my first article in the HEPI newsletter, the need for students' mentorship at BUFHS might be huge on the ground. Yet, staff might be too few to exert any meaningful impact. In other words, that the need to mentor students might require us to think outside the box, if the challenge is to be addressed effectively and thereby impact positively on the quality training of students. In my subsequent article, I will attempt to explore a mentorship approach that approximates to thinking outside the box.

5 HEPI PROVIDES MORE OPPORTUNITIES FOR STUDENTS

By Julius Nuwagaba, MBChB V, MakCHS



Julius Nuwagaba making a poster presentation at TUFH 2020 Conference in Darwin Australia

HEPI has provided a double opportunity for me this year. First by giving me an opportunity to pursue my passion of conducting health related research. My group was selected for the HEPI undergraduate research fellowship and we are doing our research under the title "Patients' Involvement in Decision Making at Kisenyi Health Center IV". This is a topic that has been less addressed and from which we hope to help the community through dissemination our findings as well as proposing recommendations based on our findings. I feel blessed to

pursue my career even at undergraduate level and being the leader of my group will not only develop my research but also management skills.

Second, HEPI funded my VISA to travel for The Network Towards Unity for Health (TUFH) 2019 conference which was hosted by Flinders University in Darwin Australia in September, 2019. After winning the Students Projects for Health competition by FAIMER/GEMx, I was awarded a scholarship to the conference that covered everything except my VISA. I decided to lobby for funds and I was happy that among the first people I approached was Prof. Sarah Kiguli, the PI of HEPI project who offered to pay for my VISA and hence this made my lobbying complete in just a flicker. At this conference I got an opportunity to make a presentation about the She Decides project that I was part of under Reproductive Health Uganda. I most importantly made a lot of friends around the world for future partnership in health. I feel part of HEPI and am glad that it is contributing to my dream of being a global health researcher and physician.

6 THE HEPI ADMINISTRATIVE EXPERIENCE

By Ms. Kevina Wandira, HEPI Assistant Administrator, MakCHS

It is always with pleasure to be of service to others and that is what exactly it means to be on the administrative side of the bench. During most of the HEPI- SHSSU activities, our support is surely needed, there are meals to be ordered for in advance, clean up and organize, take meeting minutes. And that is what makes us an important piece of the puzzle. It's all about team work. Meeting Ms. Rhoda Namubiru for the first time, one of the HEPI Administrators, gave me a smile that made me feel so welcomed to be a part of the HEPI family. Working with her, we have to ensure that all is ready and set for the planned meetings, trainings, talks and conferences. In case of any meal reservations, stationery, toiletries needed, we then give a call and we coordinate these as requested and ensure the numbers as invited are all catered for. I then take it upon myself to see that once these are delivered especially the meals, I ensure that they are served in a clean environment and in an organized fashion. Rhoda with my help ensures our facilitation to do our work is received accordingly.

Oh! And for the taking of notes, record of all workplans, registrations and a reminder of our aims and vision has been great work done by Ms. Evelyn Bakengesa, with whom I have worked and learned a lot as well. She has got a brain as memorable as that of an Elephant, she is a people person and even when she's tired from all that writing and typing, she still delivers. She is the one who ensures all concerned parties have received all the communications effectively and with my assistance, we try to not only use the email or the website, but also send text messages as we have a mixed target group of people. Coordinating students and giving them updates on their applications, submissions and deadlines is also part of what we do with her.

Conclusively, do not be afraid to approach us when you meet us in the college corridors or walk into the office to ask for some assistance on matters such as those mentioned above as a student, Lecturers and colleagues. HEPI-SHSSU welcomes you to join us in order to better our health education system and influence many health professionals to give back to their country utilizing the knowledge and skills they will have acquired.

" WHEN YOU LEARN, TEACH, WHEN YOU GET, GIVE (BY MAYE ANGELOU)"

7 MY EXPERIENCE AT THE 3RD ANNUAL AFREHEALTH SYMPOSIUM, LAGOS, NIGERIA

By Ms. Lydia Namuyimbwa, Kabale University, School of Medicine



Ms Lydia Namuyimbwa (in the middle), attending the 3rd AFREhealth symposium in Lagos, Nigeria with other Participants

I arrived in Lagos on the 5th of August 2019. The theme of the symposium was: Strengthening Health Research, education and Service Delivery, for Achieving the sustainable Development Goals. The conference started with some pre-conference workshops before the main conference.

PRECONFERENCES ATTENDED

On Tuesday 6th August, I attended the STRIPE workshop which took place in Victoria Hall. I attended this workshop because it was a new project which was going to be implemented in Uganda among other countries. Kabale University is one of the implementation sites and so it was ideal for me to attend this workshop to gain more knowledge about the project and how the implementation was to be done. I also attended another pre-conference workshop on Interprofessional Education and collaborative practice. This was because this is one of the aims of the HEPI project to promote Interprofessional Education among health science students. It gave me an opportunity to understand the principles underlying Interprofessional Education and collaborative Practice. This will put me in a better position to implement IPE at our institution.

Continued on Page 7

Continuation from Page 6

CONFERENCE PLENARIES AND WORKSHOPS ATTENDED

On the 7th August 2019, the Conference was officially opened up in the Ball room with an opening plenary. This was followed by plenary sessions and abstract driven sessions. I managed to attend a few as well as poster presentations sessions. On the 8th August 2019, early in the morning, I attended a workshop on Developing Africa's Interprofessional, Health professions student mobility programme: A partnership with AFREhealth, AFREhealth's member institutions and GEMx. I went to this workshop because Kabale University is a member of this consortium and I would benefit from such a workshop and the information being shared in the particular workshop. I attended a plenary on Health Professions Education and the SDGs. I attended this so that I can get an insight on the alignment of Health Professions Education with the SDGs and also learn about the future of health professions education; prospects and challenges for curriculum development.

I also attended a STRIPE grant panel discussion which took place in the Ball room so as to understand more about the Interprofessional Education in HIV and its implementation in Uganda. In the afternoon I also presented an abstract on Faculty mentorship training to enhance teaching and learning; experiences from a rural-based new medical school in Uganda in Niger hall and thereafter listened to other people's abstracts which were presented in that session. On the 9th August 2019, I attended a breakout session on challenges and opportunities of new medical schools in Africa and a workshop on Interprofessional Education and practice workshop; facilitating a conversation about models that meet local needs which was facilitated by our own Prof. Sarah Kiguli, Dr. Roy Mubuke and Prof. Tracy Rabin from Yale University. The conference ended with a closing plenary in the Ball room.

8 MY EXPERIENCE WITH HEPI

By Miiro Chraish, B. Pharm IV, MakCHS



Miiro Chraish with Participants at one of the Symposium

I saw the HEPI advert a couple of weeks to the deadline and actually picked interest. I still sent in the application minutes to the deadline and am guessing all applicants were lucky. I was armed with something I called a "proposal" (would later find out I was misusing English vocabulary) and I kind of felt I had some knowledge about research. I think it was a delusion. HEPI Sessions were always in Mulago at 5pm and it required me to walk a kilometer or two after my classes at Pharmacy school (was all worth it). Our first tutor called us a 'cohort' something I had no clue about despite having a 15 page "proposal". But I would later learn all this and more and how to apply them in testing a hypothesis, thanks to the great efforts invested by the tutors from the Uganda Society for Health Sciences (USHS). By the 3rd month, we had developed a real research proposal.

The team from USHS treated us like colleagues and mentees at the same time. They facilitated a couple of us to attend the 19th Annual Scientific Conference where we didn't only rub shoulders with highly published researchers (they are also very big people), but also got a great idea on how to present research findings. We also got acquainted with these big people (I would later call one of them for guidance when my methods were confusing me). By the time HEPI tutorials were done, I was totally destined for research with a particular bias in epidemiology and am set to follow this for life.

Continued on Page 8

Continuation from Page 7



Chraish Miuro with the data collection team

Am very grateful to USHS for refining my education and career path. I am even more grateful to the mentors who endured meetings beyond working hours but am certainly most grateful to HEPI for availing us this rare opportunity. We are already ripping the fruits. At least I am personally. The process of developing my final year research project has really been a smooth ride and am sure there is a lot more to come if I put the skills I acquired to good use.

9 BRIGHT FUTURE AWAITS...

By Ronald Nkangi, MSc. Immunology & Clinical Microbiology,
MakCHS



*Ronald Nkangi at Uganda Virus Research Institute (UVRI)
for training and mentoring*

It was deeply humbling when I learnt that HEPI-SHSSU had awarded me a study grant to complete my Master's training and needless to say in a College that is prestigiously ranked one of the best in Africa. This fortune happened when I barely had hopes to continue with my studies given my financial constraints. I would never have imagined myself working with such a supportive team that does not only fund your studies but also genuinely empowers its scholars into self-reliance through mentorship. It is such a generous, no-strings attached and multi-disciplinary schol-

arship inviting applicants from different fields of learning.

I am currently working on my master's research project that seeks to investigate the immunological properties of adjuvants used in TB vaccines. Vaccines is one of the strategies employed to prevent and control infectious diseases and thus my study might feed relevant information into vaccine development. I am certain that under the auspices of HEPI, I will be able to complete this work and publish as soon as possible. Being a HEPI-SHSSU awardee has been an honor and privilege that I am grateful for and has given me hope for the future. I intend to integrate my PhD studies with Health Professions Education so as to deliver transformative services to my community in my research and academia career.

I am greatly indebted to HEPI-SHSSU implementation team under headship of the Principal Investigator, Prof. Sarah Kiguli for this life changing scholarship and its vision to strengthen the competency of health professionals in Uganda through mentorship, e-learning and doctoral training. There is no doubt that with the implementation strategies set forth by the HEPI project, Uganda's health systems are soon going to be characterized with manpower that have been integrated with various skills and training that will improve service delivery and answer the public health problems.