

NEXT 5

Navigating the path to academic success

Dr. Chantelle van der Bijl

Dr. Arun Nair

Prof. Klaus von Pressentin



Workshop outline (90 minutes)

<u>Welcome and Introduction</u>	Dr. Arun Nair
<u>Building an Academic career</u>	Prof Klaus von Pressentin
<u>Pursuing a PhD</u>	Prof Klaus von Pressentin
<u>Research and Publications</u>	Dr. Arun Nair
<u>Presenting at conferences</u>	Dr. Arun Nair
<u>Q&A and closing</u>	Prof Klaus von Pressentin, Dr. Arun Nair

01

Opening and Welcome





SOUTH AFRICAN ACADEMY OF
FAMILY PHYSICIANS

Next5



"You didn't come this far, to only come this far."

Next 5

- Special interest group as a SAAFP initiative
- Aim: to support newly qualified family physicians in their first five years since graduating

Please register at:

<https://saafp.org/next5/>



Next 5 Core group



Dr. Chantelle van
der Bij



Dr. Arun Nair



A/Prof Klaus von
Presentin



Prof. Hoffie
Conradie

Focus areas

TABLE 1: Activity suggestions for the Next5 special interest group as informed by the membership survey.












Activity category	Activity examples
Communication and marketing activities	<ul style="list-style-type: none">• Creating and maintaining a database of FPs in their first 5-years, as well as maintaining a database of current and potential mentors.• Dedicated area on SAAFP website and other platforms, such as WhatsApp/Telegram.• A possible section in the SAFP journal, 'Transition tips', aimed at Next5 members.
Graduation, registration and career guidance initiatives	<ul style="list-style-type: none">• Welcome/graduation package for newly qualified FPs, including how to register with the HPCSA as a FP specialist and orientation to SAAFP full membership benefits.• Orientation to possible FP career options: clinical/research/teaching (and how to grow as clinician-educators/researchers/scholars).• Assist with preparation for consultant interviews.• Assist with transition to private sector: involve private sector FPs for mentorship, practice and staff management and how to navigate medical aids, coding and billing.
Mentoring and networking activities	<ul style="list-style-type: none">• Mentorship by senior FPs, including a mentoring network, which capacitates FPs to serve as mentors in the Next5 group.• Connect with and strengthen existing local FP forums and activities.• Assist SAAFP and ETC to develop activities aimed at Next5 members.• Linking with WONCA World and WONCA Africa Young Doctors' initiatives.

FP, family physicians; SAAFP, South African Academy of Family Physicians; HPCSA, Health Professions Council of South Africa; ETC, education and training committee; WONCA, World Organization of Family Doctors.

Van der Bijl C, Nair A, Von Pressentin KB. Next5—A new South African Academy of Family Physicians initiative ('You didn't come this far, to only come this far'). South African Family Practice. 2021;63(4). Available from <https://safpj.co.za/index.php/safpj/article/view/5405>.

SAFPJ – Transition Tips

SAFPJ | SOUTH AFRICAN FAMILY PRACTICE

- HOME 
- ARTICLES 
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- AUTHORS 
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- ABOUT 
- CPD 
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Search this journal 

SAAFP Next5

ISSUE	TITLE	
Vol 67, No 1 (2025): Part 4	Stepping up in clinical governance: The leadership challenge for new family physicians <i>Klaus B. von Pressentin, Arun Nair, Chantelle Van der Bijl</i>	ABSTRACT HTML EPUB XML PDF
Vol 67, No 1 (2025): Part 2	Transition tips: How can we be better leaders as family physicians? <i>Chantelle C. van der Bijl, Arun Nair, Klaus B. von Pressentin</i>	ABSTRACT HTML EPUB XML PDF
Vol 66, No 1 (2024): Part 4	Crafting a compelling curriculum vitae: Navigating the path to professional success <i>Chantelle C. van der Bijl, Arun Nair, Klaus B. von Pressentin</i>	ABSTRACT HTML EPUB XML PDF
Vol 66, No 1 (2024): Part 2	Mastering job interview skills for family physicians: Navigating the path to professional success <i>Chantelle C. van der Bijl, Arun Nair, Klaus B. von Pressentin</i>	ABSTRACT HTML EPUB XML PDF
Vol 65, No 1 (2023): Part 4	Recovering from burnout: Doing a home visit and finding an old friend and an entire community <i>Sheron T. Forgas</i>	ABSTRACT HTML EPUB XML PDF
Vol 65, No 1 (2023): Part 2	The family physician's guide to the private sector galaxy <i>Sheena Mathew, Shane D. Murphy</i>	ABSTRACT HTML EPUB XML PDF
Vol 64, No 1 (2022): Part 4	Reflections on a rural road to family medicine <i>John-D K. Lotz</i>	ABSTRACT HTML EPUB XML PDF
Vol 64, No 1 (2022): Part 2	Transition tips: Registering with the Health Professions Council of South Africa as a specialist family physician <i>Chantelle C. van der Bijl</i>	ABSTRACT HTML EPUB XML PDF

Next 5: Mentoring

- Mentors trained
- Training sessions
- Dedicated telegram group
- Mentors and mentees linked

Mentors will:

- Create a safe space that encourages exploration and openness: discuss confidentiality.
- Be a thinking partner, walking alongside the client on this learning journey.
- Reflective and active listening (attending and attunement).
- Checking for clear understanding through clarifying questions and reflective summaries.
- Showing genuine interest and empathy.
- Observe and check personal assumptions, biases, and stereotypes.
- Turn judgment into curiosity.
- Turn assumptions into questions.

Next5 registration form



SAAFP Next5 Registration form

Please complete this form to register for the Next5 initiative.

Other activities



SAAFP Website
Whatsapp group



Workshops/Seminars at
the national SAAFP
Congress:



Webinars



Join us today: <https://saafp.org/next5/>
and sign up to be a SAAFP member (debit order option 😊)



What is your
academic goal?

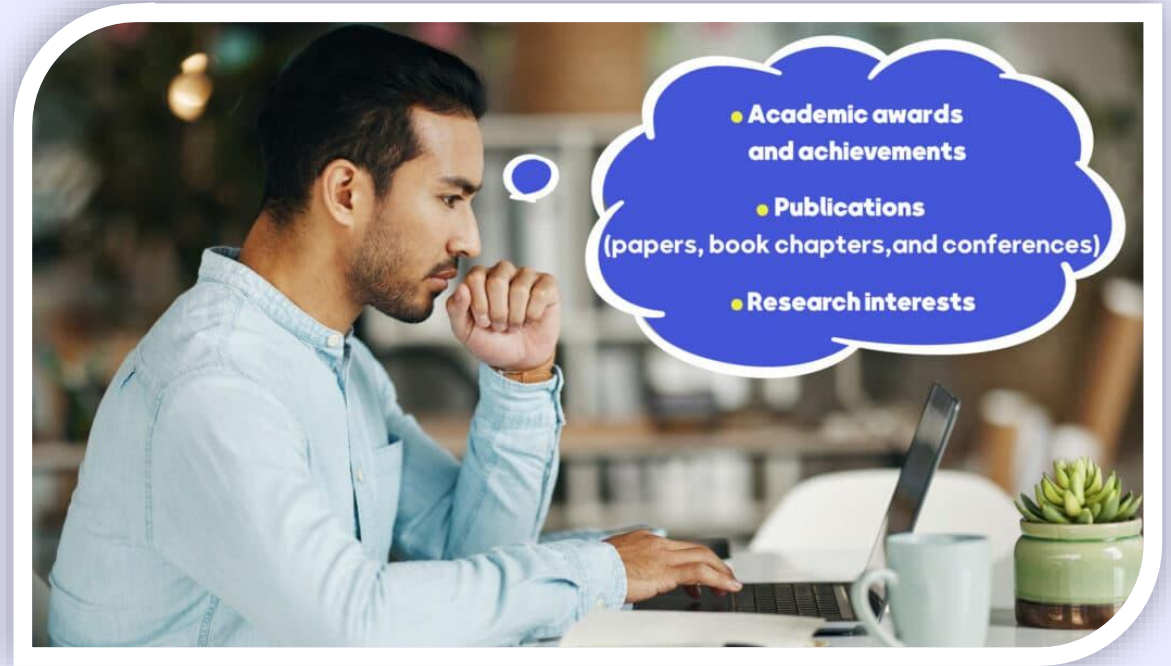
02

Building an academic career



From CV to Research/Publications: Building Your Academic Career in Family Medicine

- NEXT 5 Workshop
- Topics:
Academic CV,
Research,
Publications



- Academic awards and achievements
- Publications (papers, book chapters, and conferences)
- Research interests

Why an Academic CV Matters

- **Highlights your skills, achievements, and potential:** *showcase your research, teaching, and other academic accomplishments in detail, demonstrating your expertise in your field*
- **Essential for lecturer posts, grants, and collaborations:** *demonstrating your ongoing contributions and achievements.*
- **Different from a clinical CV – focus on teaching, research, scholarly activity:** *details you won't find on a traditional resume, such as fellowships, relevant publications and conferences attended.*



Components of an Academic CV

- **Research Portfolio:** publications, presentations, grants
- **Teaching Portfolio:** courses taught, evaluations, mentoring, postgraduate research supervision
- Other:
 - Leadership roles
 - Community engagement
 - Relevant professional associations
 - Honours and awards



Research Portfolio: Examples

- Keep **updated** publication list: projects, methodologies, and contributions. *Provides a comprehensive overview of a researcher's capabilities.*
- Completed research projects; published articles, conference presentations, and other scholarly works.
- Show **impact metrics** (citations, h-index): *Highlights the practical and theoretical significance of the research.*
- Include **authorship role** in each paper: *Future research you are planning, researcher's track record and potential for success.*



Teaching Portfolio: Examples

- **Teaching philosophy statement:** *This statement is a philosophical framework of your personal approach to teaching and the rationale behind what guides your practice. What impacts you as an educator, and how does it influence your teaching? Why do you teach the way you do?*
- **Innovative teaching methods:** *what good Learning and Teaching methods are, how you apply them in your own teaching, project-based learning, flipped classrooms, gamification, inquiry-based learning, personalised learning, and collaborative learning*
- **Student feedback summaries:** *gathered from students about their learning experiences. It can be in various forms, such as questionnaires, surveys, interviews, or informal feedback.*
- **Courses or modules developed:** *Curriculum Design: Defining learning objectives, content, and assessment strategies for modules or courses. Analysing student performance and making adjustments to improve the module or course.*



Summary

- A compilation of academic and professional materials that exemplifies your beliefs, skills, qualifications, education, training, and experiences.
- Demonstrates Expertise
- Reflects Research Potential
- Facilitates Application Review
- Essential for Academic Advancement
- Differentiation in a Competitive Market



03

Pursuing a PhD



From Dreaming to Doing

Why would you pursue a PhD?

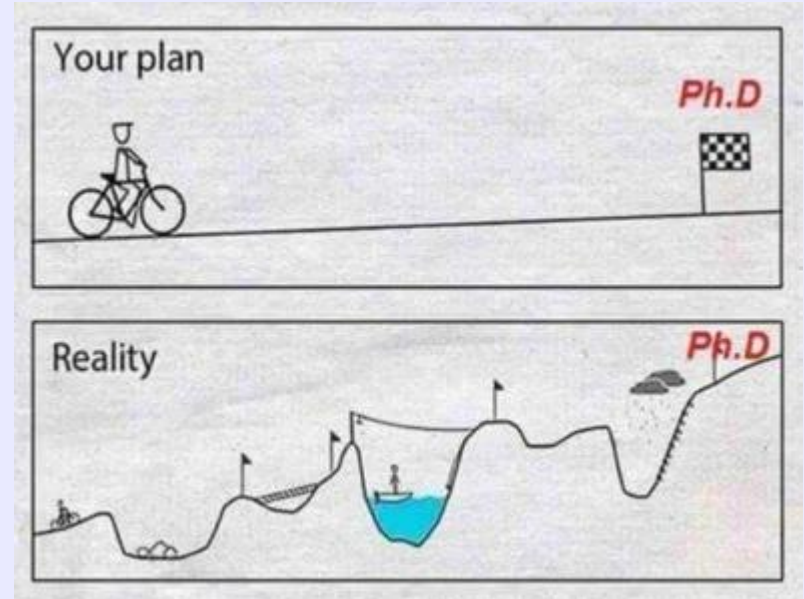
“The transformative journey of pursuing a PhD in family medicine and primary care”



<https://saafp.org/about-us-2/cpd-accreditation/phd-pre-conference-workshop-6-september-2025/>

From Dreaming to Doing

- The **Hero's Journey Framework**, as conceptualised by Joseph Campbell and applied to doctoral education by Salter (2019).
- Salter aligns the **three main acts**—departure and call to adventure, initiation along the road of trials, and the return—with **doctoral phases**: admission into doctoral education, life as a doctoral student, and dissertation completion.



From Dreaming to Doing

- **Transition from dreaming to doing**, navigating identity shifts, funding obstacles, methodological complexities, and balancing clinical service with academic development.
- A **PHCFM article** (*in press*) provides practical insights for prospective candidates, including the importance of defining one's purpose, building supportive networks, and adopting adaptable strategies. It also calls for institutional reforms to enhance supervisory capacity and funding mechanisms.
- Viewing our doctoral journey **not just as an academic endeavour but as a pathway to leadership**, thereby **strengthening the discipline's knowledge foundation and enhancing primary care**.

Phases
Pre-PhD: The dreaming phase
Year 1: Foundation of the doing phase
Year 2: Deep dive and data
Year 3 and beyond - towards completion: Writing and identity

04

Research and Publications



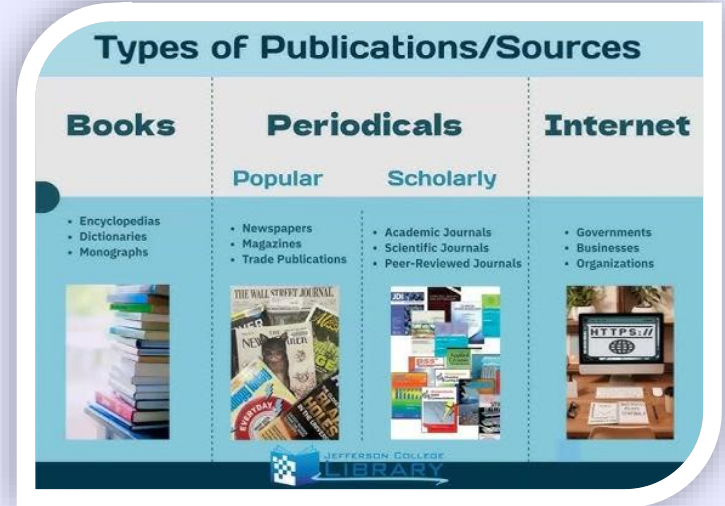
Getting Started with Research in a Resource-Limited Setting

- **Start small** – case studies, audits, QI projects
- **Use existing data sources:** *Prioritise feasibility, focus on locally relevant questions, and leverage existing resources to maximise impact.*
- **Partner with local health departments & NGOs:** *Collaborate with universities, hospitals, or community organisations to access expertise, facilities, and participants.*
- **Seek mentorship early:** *Connect with experienced researchers who can provide advice and support throughout the research process*



Writing for Publication

- Choose your topic well:
 - *Relevance to today's practice*
 - *Immediacy*
 - *Impact (it will change what is done)*
 - *Teaching value (there is a knowledge gap)*
- Choose a journal aligned with your topic & audience
- Check journal scope & impact factor
- Follow author guidelines carefully



Writing for Publication

- Stay abreast of the literature: Conducting a thorough literature review in your field is crucial
- Avoid plagiarism at all costs and acknowledge sources: *Academic integrity is essential for maintaining the credibility of your work and the trust of the scholarly community*
- Maintain coherence and define key outcomes: *Presenting a cohesive argument and emphasising the impact of your findings strengthens the quality and impact of your research*
- Be open to feedback and willing to make necessary revisions based on input from peers and reviewers
- Be sure to build your research identity by utilising researcher identifiers like ORCID that distinguish you from other researchers. *Other identifiers, such as ResearcherID and Scopus Author ID, can further enhance your visibility and help establish your scholarly presence*

Overcoming Common Challenges

- Time constraints → schedule writing blocks:
Sarah Zarbock said: “The hardest thing about writing is applying the seat of your pants to the seat of your chair”
- Lack of funding → small local grants
- Rejection → learn from reviewer feedback
- Limited access → HINARI, open-access resources



Collaborative Research Opportunities

- **Diverse Expertise:** *researchers with different skills, knowledge, and perspectives, leading to more comprehensive and innovative research*
- **Resource Sharing:** *pooling of resources, including funding, equipment, and personnel*
- **Enhanced Impact:** *addressing complex issues and contributing to societal benefits*
- National research networks (SAAFP groups)
- Regional collaborations (AFREhealth, PRIMAFAMED)
- Partner with multidisciplinary teams: *Ensure that all collaborators understand their roles and contributions to the project.*



Summary

- Academic CV = Research + Teaching + Leadership + Service
- Start small in research; small projects matter
- Publish strategically
- Collaboration expands reach & impact



05

Presenting at conferences





“Presenting at a conference is like being on a first date with your academic work. You’ve dressed it up, you’re hoping people find it interesting, and you’re praying you don’t spill coffee on yourself halfway through.”

—Someone Famous ;)

Abstract writing tips for conferences

- Abstract is the door to your presentation.
- First and mostly only thing reviewers see at first.
- Goal is to be on the programme.
- Don't be vague!



Abstract writing tips for conferences

- Follow conference guidelines to the letter!
 - Word count
 - Structure – if no guideline – Background, Aim, Methods, Results, Conclusion
 - Format
- Be clear and concise
 - Write as if you are explaining it to someone not in your speciality.
- Avoid too much jargon
- Avoid abbreviations



Oral vs Poster presentations: Choosing the right format



- Both have value
- Choice depends on:
 - Your goals
 - Your message
 - Your audience

Oral Presentations



UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA

**Doctor Mothers:
Infant feeding
intentions and behaviours**

The big “let-down.”


Dr. Chantelle van der Bijl
Registrar: Family Medicine
University of the Free State

UFS
UV

- Where you need to explain and persuade
- Less time for one-on-one discussion
- Great for strong-practice-changing results

Poster Presentations

THE
KOVSI News



Editors: Hanneke Brits
Layout Editor: Johan Botes
Co-workers: L. Lomborg, P Djan, G Makoro, M Mokoena, P Malate, D Tengu

August 2018

#Feesmustfall2016: The effect on medical students


What is it all about?

During September and October 2016, the #FeesMustFall2016 protests followed the minister of Higher Education's announcement of an 8% fee increase for Higher Education Institutions. Soon after, violent protests and the eventual closure of most institutions were seen.

This article aimed to detect the perceived and measured effect of #FeesMustFall2016 on medical students at the University of the Free State (UFS). Third-year students were questioned as they experienced physical disruption in their classes and a test.

Firstly, 120 out of 138 affected students completed voluntary, anonymous questionnaires. Opinions regarding academic performance, behaviour changes and stress levels were gathered. The students also completed the Brief Symptom Inventory (BSI) Post-Traumatic Stress Disorder (PTSD) screening assessment.

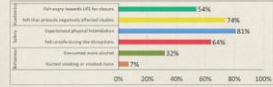
Secondly, the academic performance of one student was compared with students not affected by #FeesMustFall2016.



Protesters disrupted study at UFS during #FeesMustFall2016

120 Medical students expressed their views

Protesters violently disrupted a test of the 3rd year medical students during #FeesMustFall2016. Due to safety reasons some classes and training were interrupted or suspended. However, clinical training continued at off-campus venues and hospitals. The figures below indicate how 87% of the class that responded felt about the #FeesMustFall2016. Student safety was a major concern for everybody.



Opinions of students regarding the effect of #FeesMustFall2016 on academic performance, stress levels and behaviour

Alarming high PTSD

Using a validated post-traumatic stress disorder (PTSD) screening tool, 12.7% of the affected students screened positive for PTSD after the test disruption. This is much higher than the world figures of 7.8-9.2% in populations exposed to a traumatic event.

Due to the high stress levels, a psychologist was appointed in the School of Medicine, UFS, to support the students.

Prof. Hanneke Brits and Prof. Clita Joubert

Experts concluded

Two leading researchers from the UFS, Prof Hanneke Brits and Prof Clita Joubert made the following conclusions on the effect of the #FeesMustFall2016 on medical students.

Although students claimed poorer academic performance and confessed to more alcohol consumption, actual academic performance was not affected by #FeesMustFall2016.

However, a high 12.7% of students experienced PTSD after physical class disruption.


Little evidence for student perceptions

Although 74% of students claimed that the #FeesMustFall2016 had a negative impact on their academic performance, there were no statistical difference between the marks that they obtained in the examination compared with other years not influenced by #FeesMustFall2016.

		2015	2016	2017	p-value
3rd year	Mean %	64.40	61.25	64.70	0.10
	Failure %	5.20	6.70	3.40	0.69
4th year	Mean %	67.90	66.00	67.00	0.97
	Failure %	1.90	1.90	5.90	0.14





Comparison of marks for the different calendar years

Read the full research report here:



contact us at: 053 935 1000

or via social media platforms:

- Ideal for networking
- In-depth conversations
- Great for exploratory work, smaller topics, and topics that benefit from visual detail
- Can use multimedia in e-posters
- Lower pressure

How to engage the audience

- Even the most fascinating research can lose people if delivered in a monotone voice.
- Engagement is about connection.



How to engage the audience

- Start with a hook
 - Question, striking statistic, relatable scenario
- Signposting
 - Tell them where you are going, and they'll follow your journey
- Vary your voice and pace
 - Slow down at key points
 - Speed up through background info



How to engage the audience

- Make eye contact
 - Different areas in the room
- Use visuals wisely
 - One idea per slide
 - Minimal text
 - Large fonts
 - Contrasting colours
 - Use pictures/graphs



How to engage the audience

- Have a clear, memorable take-home message
 - Something they can quote later
 - Tie it in with current practices and guidelines



Dealing with nerves and Q&A

- Practice!
 - Peers
 - Record yourself
- Breathe
- Pause
- Questions mean interest
- If you don't know the answer: “That's a great point, I'll need to look into it further, but my initial thought is...”
- The audience is on your side; they want you to succeed!



06

Q&A



07

Closing





Thanks!

References

- University of Cape Town. (2023). Academic CV guide.
- SAAFP. (2024). Guidelines for academic promotion.
- WHO. (2022). Practical guide for health research in resource-limited settings.
- AFREhealth & PRIMAFAMED. (2023). Collaborative research in primary health care.

