New Professor of Medical Education (Curriculum Development)

I joined the Education Centre, Faculty of Medicine, Dentistry and Health Sciences, University of Western Australia as the new Professor of Medical Education (Curriculum Development) in July 2010. I come to WA to continue a 22 year history in Medical Education as an academic, teacher and researcher.

I graduated in Medicine from the University of Sheffield in 1984. I had a strong passion in medical education even as a medical student. My first year Psychology project in my medical course was on Selection of medical students. Some of my suggestions based on my research in 1980 are the basis of medical student selection in many Australian universities with the combination of an aptitude test, past academic performance and an interview.

I then completed my prevocational years at the Sheffield Children’s Hospital and in the Professorial Medical units of the Royal Hallamshire Hospital, Sheffield; University Hospital Cardiff and Bristol Royal Infirmary. I migrated to Australia in 1988 and started as Lecturer in Medicine at Monash University. Having completed the requirements for the FRACP in Rheumatology at the Royal Melbourne Hospital, I then moved to Sydney to take on clinical and educational roles at the University of New South Wales from 1992-1996 and the University of Sydney from 1997-2000. In this time I also completed four higher degrees graduating with Masters degrees in Public Health and Health Law from the University of Sydney; and Masters in Clinical Education and a PhD in Immunology and Protein Chemistry from the Faculty of Medicine, University of New South Wales. I was the first person to purify antiprothrombin antibodies from patients with the Antiphospholipid Syndrome (APS) and characterised some of the binding characteristics of autoantibodies from patients with clinical events related to the APS. I have used the skills gained in these qualifications for subsequent educational and health professional activities.

I then took on three Foundation clinical academic positions between 2003-2010, being one of the original 3 consultants in the Department of Rheumatology, Immunology and Allergy at the Singapore General Hospital, Academic Lead in Internal Medicine at Griffith University and the first official Director of Rheumatology at the Royal Brisbane and Women’s Hospital and University of Queensland. These positions were instrumental to obtain accreditation for training at these postgraduate and undergraduate academic centres.

My academic and professional background will allow me to work with clinical teachers, clinicians and teaching administrators to develop and finalise the MD curriculum. The first step in the development of this curriculum is now taking place, that is to have faculty wide consultations about current educational programmes in the MBBS curriculum that can be applied to future programme proposals for each discipline/school within the integrated graduate entry course. I look forward to working with all Schools to produce an exemplary medical course incorporating professional and educational innovations. This should then produce graduates of the highest quality with a passion for providing consistently high quality of care and research capable of extending the boundaries of health professional development.

A Word from the Associate Dean T&L

There has been a lot happening in the teaching and learning portfolio within the Faculty and around the University during the last few months. Many units are being developed for inclusion in majors and honours courses within the New Courses 2012 structure. The Faculty selection processes have also been determined. Admission requirements for the postgraduate degrees in medicine, dentistry and podiatric medicine will require a GPA of at least 5.5 plus satisfactory scores in the aptitude test (UMAT/GAMSAT). Selection process for MD and DMD courses will further require student interviews while prospective entrants to the DMD course will also need to undertake manual dexterity and spatial awareness tests. Various quota pathways for rural and remote, outer metropolitan and indigenous school leaver students have been established. Students entering the courses through the feeder pathways from high school will be assessed on their ATAR scores, and will be required to obtain satisfactory scores in the UMAT and interview. These students will be guaranteed a place in the MD or DMD if they maintain a GPA of at least 5.5 in their undergraduate degree. Up to 50% of the quota places will be allocated to the school leavers this way. Student transitional arrangements for the new courses framework are currently

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Education Centre Expo

The Education Centre hosted its inaugural ‘Ed Centre Expo’ on the 5th of August. The Expo was designed to showcase the Centre within the Faculty as ambassadors for optimal clinical educational training, to share its latest educational research initiatives and results as well as to introduce its newly appointed Professor of Medical Education (Curriculum Development), Professor David Kandiah. The Expo opened with an introduction from the Director, Winthrop Professor Tony Celenza on the role and function of the Education Centre followed by short presentations from its academic staff.

Associate Professor Diana Jonas-Dwyer presented research into third year dentistry students’ reflective writing about their clinical placements, issues around assessment of reflective writing and students’ suggestions for improving their reflective skills while Assistant Professor Zarrin Siddiqui presented an update of current assessment methods. Associate Professor Sandra Carr then presented work done in collaboration with Associate Professor Paula Johnson from the School of Medicine and Pharmacology exploring medical students’ abilities with self reflection and insight. While there was no correlation between self reflection and insight with academic performance in Year 4 students (n=162), there was an increase in students’ recognition of the need for reflection after one year of clinical studies. This research is ongoing with the cohort being followed into their final year of medicine.

Associate Professor Annette Mercer followed with a discussion of the Peer Observation of Teaching program: P.O.T is a formative process with a focus on the development of effective teaching practice and ultimately enhanced student learning experience, by using feedback from teaching colleagues. It provides expert level of feedback different from student feedback and encourages discussion with colleagues of similar interests. For more information please visit http://www.meddent.uwa.edu.au/staff/teaching/observation. Winthrop Professor Tony Celenza presented results from randomised trials of different procedural skills training methods with W/Professor Puddey ably assisting in demonstrating the process. Assistant Professor Sue Miller concluded the first half of the Expo by reporting on the Health Professional Education Students’ Perceptions of Inter-Professional Education.

As we know, The University of Western Australia is developing new educational frameworks for tertiary education. The Education Centre will play a principal role in the implementation of the new educational framework for the Faculty of Medicine, Dentistry and Health Sciences. Groundwork is well underway and progress is rampant. Comprehensive reports describing progress in development of the new graduate entry medical and dental courses from Professor Kandiah and Professor Paul Ichim, Director of Undergraduate Studies, School of Dentistry were offered to attendees.

Professor Kandiah’s presentation touched on a number of initiatives introduced in other prominent universities overseas who have had a curricular change recently including Harvard University and the University of Cambridge. The philosophy of the University of Melbourne was also discussed and potential synergies with the UWA model addressed. With less differentiated but more research focused and flexible undergraduate streams, there will be predominant graduate education in Medicine and this will necessitate communal discussions on what constitutes the new UWA graduate doctor. A possible curricular structure with a number of suggestions for development was put forward.

Prof Paul Ichim concluded the expo with a report updated progress on development of the Doctor of Dental Medicine (DMD) course including the content streams, educational governance model and competency-based curriculum.

The Education Centre Director wishes to acknowledge the contributions of its staff and acknowledges the need to amplify the Centre’s presence within the Faculty and to facilitate the exposure of all Faculty Staff to educational research and development. It is expected that the Education Centre Expo for 2011 will invite Faculty leaders in education to present current topics of interest, and provide an ongoing forum for exposition of educational research.

Is there a teacher or faculty member you think did a fantastic job this year? Let them know!

The Excellence in Teaching Awards are a way of recognising and rewarding outstanding teaching, research supervision, programs and student support within the Faculty. If you know someone who deserves to be recognised for their outstanding contributions to enhancing the teaching and learning experience within the faculty, here is your opportunity. Nominations are now open for the 2011 Excellence and Teaching Awards. Students and Staff are encouraged to nominate. Go to http://www.meddent.uwa.edu.au/staff/teaching/awards to download the nomination form.

SCHOLARSHIPS AVAILABLE TO COVER FEES

Half-tuition scholarships are offered to Faculty teaching staff to undertake postgraduate study in Health Professional Education.

For further information please contact Caroline Martin in the Education Centre.

Email: Caroline.Martin@uwa.edu.au or Phone: (08) 9346 2621
A Word from the Associate Dean T&L continued from page 1

being reviewed so as to ensure ongoing students can complete courses in the minimum timeframes. Marketing for the New Courses 2012 is also underway with brochures having been developed for UWA Expo on August 18th. Further information about selection and admission is available from the Faculty Admissions Office by emailing meddentadmissions@uwa.edu.au.

Faculty Development in the area of Teaching and Learning remains a priority. Assistant Professor Sue Miller has delivered workshops for Faculty sessional staff as part of a project being conducted by the UWA CATLyst network. Recent sessions on Small Group Teaching: Discussion and Student Engagement and Assessment and Feedback have been attended by clinicians, experienced lecturers and postgraduate students who conduct tutorials. The feedback from both workshops has been positive with attendees commenting on the usefulness of acquiring practical tips that they can apply directly to their teaching.

Discussion and Student Engagement workshops will be repeated in October. Please contact Professor Sue Miller at sue.miller@uwa.edu.au for further information on times and venues.

Other important upcoming events for the Faculty in coming months include the launch of several pilot projects aiming to enhance and increase Interprofessional Learning across the Faculty. Interprofessional Learning (IPL) occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care. More information about these projects will be included in the December issue of the Education Centre News. If you are interested in IPL and would like to know more please contact me.

Associate Professor Sandra Carr

The Education Centre had their first Masters by Research graduate in Health Professional Education when Caron Shuttleworth graduated in Winthrop Hall at the Faculty’s graduation ceremony on September 21st. Caron’s thesis, entitled An Investigation of the Reliability and Validity of the Written Assessment Component of an Accredited Advanced Life Support Course, was submitted and examined earlier this year and was subsequently accepted by the Graduate Research School at UWA. Caron’s supervisors were Dr Annette Mercer and Dr Margaret Potter. Caron started her course in 2007 as part of the first cohort to undertake courses in Health Professional Education. She has a background in nursing and is the project coordinator for Interprofessional Learning in the Faculty of Computing, Health and Science at Edith Cowan University.

Since 2007, 14 students have completed the Graduate Certificate in Health Professional Education. Caron is the first student to complete the examination and graduation cycle for a Masters by Research degree in the Health Professional Education course, however three more theses are currently undergoing examination and two further students will submit a thesis in the second half of this year.
Calendar of Events

‘Talking About Teaching’ series and other Staff Development Workshops:
The Education Centre runs a series of ‘Talking about Teaching’ workshops/seminars to support academic, clinical and sessional staff in the advancement of their teaching skills and in their preparation for the new course structures under the future framework.

To register your interest and for further information, email vivien.alexander@uwa.edu.au

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<td>MappEdOut Explained</td>
<td>Assoc. Professor</td>
<td>Wednesday 20 October 3pm–4pm</td>
<td>Medical and Dental Library study room</td>
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<td>Discussion and Student Engagement for</td>
<td>Asst Professor Sue Miller</td>
<td>Wednesday 27 October 5pm–6pm</td>
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Recent Papers from the Education Centre

The development of an open web based resource for answering clinical questions: catering to geographically dispersed learners, teachers and clinicians

Jonas-Dwyer D, Nowak A K, Shilkin B, Leece F.

Some of the problems facing medical students, teachers and medical practitioners today are increasing medical knowledge and publications, rising patient expectations, information management and patients’ internet access. Key skills such as efficient identification and appraisal of quality evidence are essential for medical practitioners. In an academic environment where clinical teachers and students are geographically dispersed in regional and urban centres it is a challenge to provide resources to teaching staff to support a consistent approach to teaching evidence based practice. Here we describe the development of an open web based resource to assist staff to progressively develop medical students’ key skills in answering clinical questions.

Keywords: Evidence based medicine, evidence based practice, answering clinical questions, learning objects.

Conference Proceedings


Retention into internship of resuscitation skills learned in a medical student resuscitation program incorporating an Immediate Life Support course

Pam Nicol, Sandra Carr, Gillian Cleary, Antonio Celenza.

Aims: This study describes the acquisition and retention of resuscitation skills by medical students during and following a vertically integrated training program incorporating an Immediate Life Support course (ILS): and the skills demonstrated by interns on entry to clinical practice.

Methods: Yearly resuscitation workshops were held in the final 3 years of a 6-year undergraduate medical curriculum. These consisted of a basic life support course in year 4; a resuscitation workshop including shock-advisory defibrillation in year 5; and an ILS course in year 6. A medical student cohort was tested during the course and at the beginning of internship.

Results: Before year 5 training, an average of 36.6% of students passed each criterion and this increased to 72.3% 10 weeks after training. Prior to the ILS course (approximately 6-18 months following year 5 training), this proportion had decreased to 35.2%; and on retesting as interns the proportion was 64.1%, with delay between ILS training and testing of between 3-9 months. The proportion of interns correctly performing airway opening, initial rescue breathing and ventilation technique was lower than other measured skills. Those with ILS training performed better in initial rescue breaths (p=0.03), ventilation technique (p=0.04), and recommencement of CPR without delay following defibrillation (p=0.02).

Conclusions: A vertically integrated undergraduate resuscitation course appears to reinforce the maintenance of resuscitation skills until internship. Skills are maintained for at least 6-9 months following an ILS course. This may be due to the ILS course embedding the skills more thoroughly.


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We welcome contributions, photos, feedback and anecdotes. Please send to erica.yeh@uwa.edu.au or mail to the faculty address.

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