Faculty of Medicine, Dentistry and Health Sciences

Education Centre

Triennial Report 2011 – 2013
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Director’s Report

This triennium marked substantial changes to the structure and function of the Education Centre primarily due to the huge amount of work required by the MD course development, and growing student numbers in the suite of Health Professional Education and related Short Courses. There was high staff turnover due to short and medium term contracts and seconded staff for specific curriculum development processes. The Education Centre also re-amalgamated in 2011 following 12 months of disrupted accommodation following the 2010 hailstorm. These factors combined to make the current Education Centre a markedly different organization to what it was in 2010 when it was displaced from its home on the Queen Elizabeth II campus.

The core functions of the Education Centre have included:

1. Providing educational governance for the medical course
2. Supporting and advising on educational aspects of course design across the Faculty’s courses
3. Supporting the functions of the Associate Dean of Teaching and Learning and the Faculty Teaching and Learning Committee including policy development and implementation, organisation of the Faculty Excellence in Teaching and Learning Awards and Educational Research Symposia
4. Providing leadership and support in e-learning across the Faculty
5. Providing leadership, policy and support for assessment processes
6. Providing course evaluation processes
7. In certain instances, implementing and coordinating certain areas of coursework such as the Undergraduate Orientation days, MBBS Preparation for Practice program and MBBS Clinical Options
8. Supporting accreditation requirements for the professional-entry courses
9. Providing Faculty development in health professional education
10. Conducting the Health Professional Education suite of postgraduate courses
11. Engaging in scholarship around health professional education including research, dissemination of knowledge, and supervision of higher degree by research students
12. Providing and maintaining HE number allocations for medical students.

This Triennial Report describes the highlights of the activities of the Education Centre, as well as the educational, research and service outputs of the academic members of staff. A large proportion of staff time has been devoted to fulfilling the service requirements of Faculty educational leadership and support, and this became more pressing as the implementation of the MD course approached. However, it is important to note that the scholarly activities of the academic staff are being maintained, and that the effectiveness and efficiencies of the professional staff have continued despite the large increase in committee responsibilities and governance requirements.

I am proud of the way the Education Centre is functioning, and acknowledge the hard work and expertise of all staff, past and present. Challenges lie ahead with budgetary difficulties, a change of Dean, implementation of the MD course, further accreditation requirements, and University wide reviews of educational delivery. I look forward to meeting these challenges with my colleagues in the Education Centre and the Faculty of Medicine, Dentistry and Health Sciences.
Education Centre Vision 2011 - 2013

Vision
To improve health care through enhancing quality of teaching and learning

Mission
To provide educational leadership and support to achieve the highest standards in health professional education, educational research, and professional service

Goals
• Provide leadership in curriculum development, assessment, evaluation and contemporary teaching practices
• Develop, implement and evaluate effective and innovative educational strategies based on best available evidence
• Promote and support contemporary quality teaching and learning practices
• Develop, implement and deliver integrated teaching and learning programs
• Ensure quality assessment throughout the Faculty's curricula
• Conduct and disseminate quality research in the area of health professional education
• Develop and support quality evaluation cycles within the Faculty's courses

Achieved by:
• Providing academic and professional support through the teaching and learning structure of the Faculty
• Collaborating with other similar educational organisations nationally and internationally
• Providing evaluation results to curricula committees and other groups to improve the quality of teaching and learning
• Communicating with staff on all educational matters
• Fostering collaboration and partnerships with Schools, academic staff, service providers and teachers
• Providing staff development programs for academic and non-academic teachers
• Facilitating the requirements of health professional accrediting organisations within the Faculty
• Regular review and evaluation of course assessments
Key Performance Indicators 2011-2013

Teaching

- Obtain 90% agreement from unit student evaluation for lectures and skills practice sessions
- Increase HPE course enrolments and completions by 10% each year

Research

- At least 1 peer-reviewed journal publication per Level B and C academic staff per year
- At least 2 peer-reviewed journal publications per Level D and E academic staff per year
- At least 1 national or international conference presentation per academic staff per year
- Conduct at least 6 journal club meetings per year
- Conduct grants searching workshop at least once a year
- Increase number and amount of successful grant applications on a yearly basis

Professional Service

- Provide administrative support to curricular committees, working parties and interest groups with the agenda disseminated 3 working days prior to the meeting and the minutes published 10 working days after the meeting
- Ensure Year 4 Preparedness to Practice and Year 5 Options timetables and placement allocations published 1 week prior to start of unit
- Ensure MBBS PPD mentor allocation published 1 week prior to mentor meeting submission deadline
- Manage student HE number allocations and maintenance with 95% of students allocated HE numbers prior to commencement of Year 4 teaching
- Ensure Faculty units are available in MLE 1 week prior to start of teaching period

Support

- Conduct Unit Coordinator’s workshops twice a year
- Offer a series of “Talking about Teaching” staff development workshops at least twice a year on the following topics: assessment, evaluation, managed learning environment, teaching and learning
- Publish Education Centre Newsletter quarterly

The Education Centre Vision, Mission, Goals and Key Performance Indicators for 2014 onwards are provided at the end of this triennial report.
Activities

Assessment and Feedback Project

In 2011, the Faculty was involved in an Assessment and Feedback project at UWA, which identified the need to ensure comparable and integrated assessment practices were implemented across the University.

The first goal was to enhance the educational value in the assessment processes that are used so they could be employed in the New Courses 2012. The second was to find ways to achieve greater efficiency in the overall assessment process to ensure sustainability, and alleviate any undue workload for staff and students alike.

The review of assessment methods employed across each of the Majors within the Faculty was a valuable exercise in ensuring best practice is applied in relation to assessment and providing feedback to students.

China Winter and Short Courses

In 2012, there were two visits from Chinese health professionals and students to the Faculty. These were facilitated by Winthrop Professor Ming-Hao Zheng, Associate Dean (International), and Professor Sandra Carr in her role as Director of Health Professional Education Courses.

In July-August 2012, some 40 students from China visited UWA for the China Winter School, partaking in English language lessons with CELT during the first week, and spending time in various UWA research laboratories as well as tours and social activities for the balance of the visit.

In September 2012, a team of health professionals from the Zhejiang Provincial Centre for Disease Control and Prevention visited the Faculty during the 25th Anniversary of the Western Australia – Zhejiang Sister State celebrations. The Zhejiang team participated in the first two week short course, consisting of a health forum organised in collaboration with the WA State and Health Departments, partaking in seminars discussing and exchanging health, teaching, learning, and research activities and opportunities for UWA, as well as visiting other parts of the country.

In July-August 2013, a further 40 medical and nursing students from China undertook a four week Winter School program, with the Education Centre providing an introduction to and preparation for research during the first week.

Clinical Supervision Training Workshop

As a result of a successful joint funding application ($155,500) from Health Workforce Australia and the Health Department of WA, the Education Centre ran a series of clinical supervision short courses (Category 2) and was able to offer part tuition scholarships for postgraduate tertiary units in clinical supervision (Category 3). The funding was provided by Health Workforce Australia with the objective of improving the quality of clinical supervision at organisational, service delivery and clinical supervisory levels across the health sector, through development of confidence, knowledge, understanding and skills of health professionals who currently or in the future will provide clinical supervision to students.
Category 2 three day courses were delivered three times to 58 students, with Category 3 courses being delivered simultaneously (in September) to 20 students. Five of these Category 3 students have continued in one of the postgraduate courses in Health Professional Education offered by the Education Centre at UWA. The courses were provided under the supervision of Professor Sandra Carr.

**Education Centre Expos**

The Education Centre hosted two Expos during the review period. Both proved popular judging by attendance numbers, with presentations made being well received by those present.

**Integrating Technologies into Teaching and Learning – 19 August 2011**

- eLearning and Moodle – Asst Prof Shannon Johnston, CATL
- Learning in the Fast Lane – Web 2.0, Social Media and Emergency Medicine Education – Dr Chris Nixon, ED Registrar, SCGH
- Faculty and University IT Plans – Ms Alison Trpevski, IS and Mr David Pitts, Faculty IT
- Student Experience – Dr John Zorbas, Junior Doctor, Mr David Foley, MBBS, Ms Siamek Khabaz-Saberi, Dentistry, Ms Rudo Makuyana, Podiatric Medicine
- First Year Modules – Ms Catherine Clark
- eLearning in the Faculty – Assoc Prof Diana Jonas-Dwyer, Education Centre

**Innovative Teaching and Assessment – 10 August 2012**

- Implementing the Professionalism Policy – Prof Roland Kaiser, Associate Dean, Student Affairs
- Developing Higher Order Thinking Skills – Asst Prof Sue Miller, Education Centre
- SPRAT Model of Feedback – Assoc Prof Zarrin Siddiqui, Education Centre
- Making Large Group Teaching More Interactive – Prof David Kandiah and Assoc Prof Diana Jonas-Dwyer, Education Centre
- Team Based Learning – W/Prof Tony Celenza, Education Centre

Due to other staffing priorities, mainly related to the development and implementation of the new MD professional doctorate, no Expo was held during 2013.

**Education Centre News**

The newsletter of the Education Centre is usually published each quarter to inform members of the Faculty of Medicine, Dentistry and Health Sciences and others interested about the activities undertaken.

During the period under review, the following issues of the Education Centre News were published:

- 2011 - March, June, September
- 2012 - April, July, December
- 2013 – no issues due to other priorities
Faculty Biennial Research Symposia and Faculty Excellence in Teaching Awards

Faculty Education Research Symposium – 18 March 2011

Faculty Excellence in Teaching Awards – 18 March 2011

The keynote speaker and distinguished visiting teacher at the Faculty’s inaugural Research Symposium was Associate Professor Lyndal Parker-Newlyn from the University of Wollongong. Her topic her address was ‘Graduate Medical Students – are they wiser or just older?’. Associate Professor Parker-Newlyn’s experience ranges from general practice specialty training with the RAN, medical politics, and a wide range of health professions staff and students.

The Symposium day provided a large number of breakout sessions covering a range of topical content. Work presented included:

- Evaluation of Aboriginal health curricula
- Exploration of fitness to practise policies in Australian medical schools
- Using virtual reality for teaching Dental surgery skills
- Peer assisted learning
- Evaluating the use of technology for teaching

The Faculty of Medicine, Dentistry and Health Sciences Excellence in Teaching Awards were combined with the Research Symposium. The judging panel were provided with a tough task to choose the most worthy award recipients from a very strong field. A total of 13 awards in nine categories were awarded.

Faculty Excellence in Teaching Awards – 27 March 2012

These Awards again provided an opportunity for excellent candidates to be put forward for awards. In 2012, a total of 13 awards in 9 categories were presented.

Second Faculty Education Research Symposium – 24 May 2013

Faculty Excellence in Teaching Awards – 24 May 2013

On 24 March 2013 the second Biennial Research Symposium was held. The keynote address titled ‘Improving Reliability of Clinical Assessment’ was provided by Professor Lambert Schuwirth from Flinders University. Through his teaching and research, Professor Schuwirth is recognised as a world expert in his field, and he provided many thought provoking discussions during this time at UWA.

A number of excellent breakout sessions were held providing participants with a day of informed discussion.

In 2013 the Faculty Excellence in Teaching Awards were once again combined with the Research Symposium. A total of 15 awards in 12 categories were awarded.
Health Professional Education

The Education Centre has offered a suite of four collated postgraduate courses in Health Professional Education since 2007:

- Graduate Certificate 90210- 24 points
- Graduate Diploma 93410- 48 points
- Masters (by Coursework) 90570- 72 points
- Masters (by Coursework and Thesis- RTS funded) 90670- 72 points

The courses were primarily introduced to facilitate the development of relevant teaching skills and educational leadership skills in the UWA academic staff and clinical teachers working in the Western Australian health community. Another fundamental reason for implementing these courses was to increase the scholarly approach to course design, curriculum development and teaching and learning practice occurring within the Faculty. All Australian medical schools host a medical education unit and each of these are active in educational research. Collaborative research, not only with local clinicians and teachers, but also with other universities requires a support structure for the research to occur and it was anticipated that the postgraduate courses would offer this.

With the expansion of the Faculty to include many health professions, (Nursing, Podiatry, Pharmacy, Social Work, Medicine, Dentistry) the courses were deliberately designed to be inclusive and interprofessional. The courses are linked so that all students complete the same three core units (principles of teaching and learning, assessment and evaluation and introduction to research methods in health professions education). A student can commence a Graduate Certificate and progress to an enrolment in a Masters by coursework or research without any academic penalty. As the majority of the students work full time, classes are offered later in the day or through two or three day short courses (dates determined six months in advance). The courses are available face to face and online in full and part time modes.

The number of enrolments in the courses overall have increased from 19 in 2010 and 2011 to 28 or 29 in 2012 and 2014 which is a 50% increase. Much of this increase occurred through enrolments in the Graduate Certificate and Masters by Research courses. This is in line with the way in which the courses are promoted. The enrolments for 2013 are notably higher than for previous years (n=44). This is explained by the advent of a Health Workforce Australia funded scholarship to offer places in the Graduate Certificate and attend short courses in 2013. Of the students who commenced the Graduate Certificate in 2010 and 2011, the proportions of completions were 60% and 70% respectively. Similarly, 57% of students who commenced the Masters by coursework or research in 2010 have completed. Further estimations of the completions for the review period are not possible as around 40% of these students are continuing.

Evaluation of current, completed and discontinued students has been undertaken annually over the review period. The cited reasons for discontinuing the course include, change of employment and increasing workloads, personal reasons (lack of support, family commitments, illness etc), workload of the course more than anticipated, changed course or institution to focus on clinical research or population based research. Many graduates describe how the courses have prepared them to apply for and be successful in leadership positions in the area of health professions education. Forty four percent of graduates self-report successfully achieving a promotion while undertaking their course of study and 55% report increasing their scholarly output in the form of conference presentations and/or peer reviewed publications.
Health Professional Education Newsletters

During the period under review, the following issues of the HPE Newsletter were produced:

- 2011 – Issue 8 – May
- 2012 – Issue 9 – September
- 2013 – Issue 10 – December

Development & Accreditation of MD Course

The new four-year Doctor of Medicine (MD) graduate-entry level professional practice doctorate commenced with its first cohort of 233 students in 2014. During the years under review (2011-2013), an enormous amount of work by a large number of academic and professional staff has been undertaken to allow the new course to commence.

As well as a large number of committee meetings, a series of retreats and fora have been held to further plan the development and implementation of the MD.

- MD Curriculum Development Forum – 11 March 2011
- MD Curriculum Development Forum – 1 July 2011
- MD Retreat – 8-9 December 2011
- MD Curriculum Development Forum – 18 May 2012
- MD Retreat – 6-7 December 2012
- Year 1 MD Forum – 30 August 2013
- MD Information Session – 10 December 2013
- MD/MBBS Forum – 11 December 2013

The Education Centre has been primarily responsible for the development of the MD Curriculum outcomes, content structure (PLACES themes) and University approval for the course and individual units. Education Centre staff have had direct responsibility for the development of teaching and assessment activities for the Leader and Educator themes. Assessment mechanisms for the units have been developed with Education Centre assistance, and the Program Evaluation is conducted entirely within the Centre. In late 2013, UWA decided on the e-Portfolio platform and the Education Centre designed the e-portfolio assessment program and templates for student assets and assessor feedback.

In June 2013, the Australian Medical Council (AMC) visited UWA to acquaint themselves with the planning for the MD degree as a prelude to accreditation prior to commencement in February 2014. The AMC panel met with individuals, groups and committees involved with the development and implementation of the course, as well as visiting a number of teaching sites, both current and proposed.

Subsequent to the visit, the AMC confirmed that the course has accreditation until 31 December 2018 subject to annual reports on conditions in 2013, 2014, 2017. A follow up visit will also occur in August 2015.
MBBS Course Reaccreditation

The AMC has extended accreditation for the MBBS until 31 December 2017, subject to submission of a satisfactory report to the Medical School Accreditation Committee in 2015 on the teach-out phase of the course.

Teaching and Learning Development Project: Peer Assisted Learning

Through a grant of $25,000 from the UWA Teaching and Learning Development Fund (TLDF), the Education Centre In 2012-2013 has delivered a project to further develop peer assisted learning and peer assessment using a systematic and reflective methodology through the development of pilot PAL projects across the Faculty. The project involved the development of:

- A training program for students on peer teaching and feedback
- Teaching resources to assist the implementation of peer assisted learning
- Tools to evaluate PAL
- Description of evaluation findings of the six pilot projects

Under the project leadership of Professor Sandra Carr, the project involved Education Centre academics Assistant Professor Gabrielle Brand and Research Assistant Li (Ruth) Wei, as well as staff and students from six Faculty disciplines:

- Dentistry – Professor Paul Ichim and Associate Professor John Payne
- Pharmacy – Assistant Professor Liza Seubert
- Health Sciences – Professor Jane Heyworth and Assistant Professor Julie Saunders
- Nursing – Associate Professor Helene Metcalf
- Medicine – Associate Professor Pam Nicol and Associate Professor Helen Wright
- Podiatric Medicine – Associate Professor Laurie Foley

Concurrently with the TLDF project, funding of $4,975 was obtained from the Office of Teaching and Learning (OLT) 2013 Seed Grant Scheme to support the development of sound qualitative research methodology to be included in an OLT grant application.

The UWA staff involved in this scheme were:

- Education Centre – Professor Sandra Carr
- Nursing – Associate Professor Helene Metcalf
- Paediatrics – Associate Professor Pam Nicol
- Pharmacy – Assistant Professor Liza Seubert

Nursing Curriculum Development Committee

The development of the new Nursing curriculum was undertaken in 2013, with Associate Professor Diana Jonas-Dwyer representing the Education Centre as a member of the Master of Nursing Science Curriculum Committee. The curriculum project included the development of a custom curriculum mapping tool, and current Master of Nursing units were reviewed and mapped. Following from this, new Master of Nursing Science units were developed and mapped in preparation for a visit from the Australian Nursing and Midwifery Accreditation Council in early 2014.
Taiwan Delegation Visit

On 1 February 2013 a group of five staff from the Clinical Skills Training Center, Department of Medicine Education and Chang-Gung Memorial Hospital, Taiwan visited UWA. The Chang-Gung Memorial Hospital and Chang-Gung Universities, based near Taipei, are recognised as top institutions in Taiwan and progressive in medical education.

The delegation attended meetings with W/Prof Tony Celenza, Dr Sue Miller and Prof David Kandiah at the Education Centre, as well as a student workshop on clinical documentation facilitated by Prof Kandiah.

Undergraduate Orientation

With the advent of New Courses 2012, 2011 saw the final intakes into the undergraduate Medicine, Dentistry, Health Sciences and Podiatric Medicine degrees.

The Faculty orientation sessions were held in O Week prior to the commencement of Semester 1, to align with the UWA-wide orientation activities:

- Dentistry, Podiatric Medicine, and special sessions for Rural/Outer Metro and International students – 23 February 2011
- All Faculty undergraduate students welcome, Medicine and Health Sciences students – 24 February 2011

Unit Coordinators’ Study Day

The Unit Coordinators’ Study Day was offered for the first time in 2011 to assist new academic staff members within the Faculty of Medicine, Dentistry and Health Sciences to understand procedures at UWA and their roles and responsibilities in providing a unit to students of the University. The topics covered included professional behavior policy, assessment policy and practices, information communication technologies in teaching, writing learning outcomes, and developing your unit (including preparation of the unit outline). Each unit coordinator received a copy of the Unit Coordinator Guidebook.

Three Unit Coordinators’ Study Days were held during the period under review. Both attracted approximately 15 attendees. The Study Days were:

- 22 February 2011
- 21 February 2012
- 15 February 2013
Personnel

The Education Centre continues to be privileged with the high calibre of its academic and professional staff members. During the three years under review, the Education Centre has experienced significant change in its personnel, due mainly to the requirements in the development and implementation phases of the MD professional doctorate degree. As the focus of the Education Centre’s work has changed, a number of short term, part time appointments/secondments have been made.

Personnel – as at December 2013

* Combined with a concurrent School or Faculty based role

- Director, Education Centre – Winthrop Professor Tony Celenza*
- Associate Dean, Teaching and Learning and Director of Postgraduate Courses in Health Professional Education – Professor Sandra Carr
- Associate Professor in Medical Education (eLearning) – Associate Professor Diana Jonas-Dwyer
- Associate Professor in Medical Education (Peer Observation of Teaching) – Associate Professor Annette Mercer*
- Associate Professor in Medical Education (Assessment) – Associate Professor Zarrin Siddiqui
- Assistant Professor (Health Professional Education) – Assistant Professor Gabrielle Brand
- Assistant Professor (Health Professional Education) and Research Associate (Instructional Design) – Assistant Professor Sue Miller
- Discipline Head (MD Anatomy) – Associate Professor Avinash Bharadwaj*
- Discipline Head (MD Biochemistry) – Assistant Professor Christina Bojarski*
- Instructional Designer (Scholarly Activities) – Associate Professor Michelle Gawinski*
- Coordinator (MD Foundations) – Assistant Professor Helena Iredell*
- Coordinator, LEAPS Program – Associate Professor Paul McGurgan*
- Coordinator (Scholarly Activities) – Associate Professor Denese Playford*
- Coordinator (MD Systems I and II) – Associate Professor Helen Wilcox*
- Manager, Teaching and Learning – Ms Satu Stephenson (Ms Erica Yeh – on parental leave)
- Project Officer, eLearning – Ms Carol Fowler (Ms Astrid Davine - on secondment)
- Project Officer, eLearning – Ms Marilyn Bacus
- Administrative Officer – Ms Vivien Alexander
- Administrative Officer (PPD/Mentor Program) – Ms Deborah Chapman*
- Administrative Officer – Ms Caroline Martin
- Administrative Officer (MD Curriculum) – Ms Natalya Townson
- Administrative Officer (Scholarly Activities) – Ms Vanessa Tysoe

Previous Personnel – 2011-2013

- Professor in Medical Education (Curriculum Development) – Professor David Kandiah
- Lecturer in Medical Education – Ms Gill Cleary
- Research Associate (Health Professional Education) – Ms Li (Ruth) Wei
- Administrative Officer (MD Curriculum) – Ms Michelle Earthy
- Administrative Assistant (PPD Program) – Ms Natasza Hain-Saunders
- Administrative Officer (Curriculum Development) – Ms Melina Ielati
- Project Officer, eLearning – Ms Fiona Leece
Grant Funding

• Teaching and Learning Development Fund – 2012 Scheme - $25,000 – Peer assisted learning project – Professor Sandra Carr, Winthrop Professor Tony Celenza, Assistant Professor Sue Miller, Professor Paul Ichim, Professor Alan Everett, Professor Jane Heyworth, Associate Professor Helene Metcalf, Assistant Professor Katrina Stratton and Professor Alan Bryant

• Office of Learning and Teaching – 2013 Seed Grant Scheme – $4,975 – Peer assisted learning and peer assessment in the health professions: a cross-institutional study – Professor Sandra Carr

• Health Workforce Australia via WA Department of Health – 2013 – $155,585 – Provision of clinical supervision training to WA Department of Health staff – Professor Sandra Carr
Committee Memberships

Winthrop Professor Tony Celenza

- Faculty of Medicine, Dentistry and Health Sciences Board, The University of Western Australia
- Faculty of Medicine, Dentistry and Health Sciences Teaching and Learning Committee, The University of Western Australia
- Medical Curriculum Committee, The University of Western Australia (Chair from 2010)
- MD Implementation Committee, The University of Western Australia (Chair from 2013)
- MBBS Year 4 Committee, The University of Western Australia
- MBBS Year 5 Committee, The University of Western Australia (Chair from 2012-2013)
- MBBS Year 6 Committee, The University of Western Australia (Chair from 2010-2013)
- MD Foundations Phase Implementation Committee, The University of Western Australia
- MD Systems Phase Implementation Committee, The University of Western Australia
- MD Clinical Phase Implementation Committee, The University of Western Australia (Chair from 2013)
- MD LEAPS & Mentorship Committee, The University of Western Australia (Chair from 2010-2013)
- MD Assessment & Feedback Committee, The University of Western Australia
- School of Primary, Aboriginal and Rural Health Care Executive Committee, The University of Western Australia
- School of Pathology and Laboratory Medicine Teaching and Learning Committee, The University of Western Australia
- Australian Resuscitation Council, WA Branch
- Education Steering Group, Rural Health West
- Medical Education Collaboration Committee, Medical Deans Australia New Zealand
- Academic Council, International Medical University, Malaysia
- Medical Journal of Australia (Peer Reviewer)
- Clinical Teacher (Peer Reviewer)
- Emergency Medicine Australia (Peer Reviewer)
- Emergency Medicine Journal (Peer Reviewer)
- Resuscitation (Peer Reviewer)
- American Journal of Emergency Medicine (Peer Reviewer)

Professor Sandra Carr

- University Teaching and Learning Committee, The University of Western Australia
- Associate Deans Network, The University of Western Australia
- Grants and Scholarship Committee, The University of Western Australia
- Faculty of Medicine, Dentistry and Health Sciences Board, The University of Western Australia
- Faculty Teaching and Learning Committee, The University of Western Australia (Chair from 2010)
- Faculty Evaluation Committee, The University of Western Australia
- Medical Curriculum Committee, The University of Western Australia
- MD Implementation Committee, The University of Western Australia
- MD LEAPS & Mentorship Committee, The University of Western Australia
• MD Assessment & Feedback Committee, The University of Western Australia
• Dental Curriculum Committee, The University of Western Australia
• Doctor of Dental Medicine Curriculum Committee, The University of Western Australia
• Podiatric Medicine Curriculum Committee, The University of Western Australia
• Committee of Management, Australia and New Zealand Association for Health Professional Educators (ANZAHPE)
• Association for Medical Education in Europe, Scotland
• Association for Study of Medical Education in Europe
• IPL Curriculum Renewal Consortium, Office of Learning and Teaching, Department of Education, Australian Government
• BMC Medical Education Online (Associate Editor)
• Medical Education (Peer Reviewer)
• Focus on Health Professions Education (Peer Reviewer)

**Assistant Professor Diana Jonas-Dwyer**

• Nursing Curriculum Committee, The University of Western Australia (2013)
• Podiatric Medicine Curriculum Committee, The University of Western Australia
• Pharmacy Advisory Committee, The University of Western Australia (2013)
• ICT Interest Group, The University of Western Australia

**Assistant Professor Zarrin Siddiqui**

• MBBS Years 1 and 2 Committee, The University of Western Australia (to 2012)
• MBBS Year 3 Committee, The University of Western Australia
• MBBS Year 4 Committee, The University of Western Australia
• MBBS Year 5 Committee, The University of Western Australia
• MBBS Year 6 Committee, The University of Western Australia
• MD Implementation Committee, The University of Western Australia
• MD Foundations Phase Implementation Committee, The University of Western Australia
• MD Systems Phase Implementation Committee, The University of Western Australia
• MD Clinical Phase Implementation Committee, The University of Western Australia
• MD LEAPS & Mentorship Committee, The University of Western Australia
• MD Assessment & Feedback Committee, The University of Western Australia (Chair)
• MD Portfolio Working Group
• Dental Curriculum Committee, The University of Western Australia
• Doctor of Dental Medicine Year 1 Committee, The University of Western Australia
• Doctor of Dental Medicine Year 2 Committee, The University of Western Australia
• Faculty of Medicine, Dentistry and Health Sciences Evaluation Committee, The University of Western Australia
• School of Psychiatry and Clinical Neurosciences Undergraduate Teaching and Learning Committee, The University of Western Australia
Associate Professor Annette Mercer

- Faculty of Medicine, Dentistry and Health Sciences Selection Committee, The University of Western Australia
- Faculty of Medicine, Dentistry and Health Sciences Interview Committee, The University of Western Australia
- Admissions Committee, The University of Western Australia
- UMAT Test Management Committee, Australian Council for Educational Research
- UMAT Technical Subcommittee, Australian Council for Educational Research
- UMAT Research Subcommittee, Australian Council for Educational Research
- GAMSAT Policy Committee, Australian Council for Educational Research
- GAMSAT Research Subcommittee, Australian Council for Educational Research

Assistant Professor Sue Miller

- Faculty of Medicine, Dentistry and Health Sciences Teaching and Learning Committee, The University of Western Australia
- MD Foundations Phase Implementation Committee, The University of Western Australia
- MD Systems Phase Implementation Committee, The University of Western Australia

Ms Satu Stephenson / Ms Erica Yeh

- Dental Curriculum Committee, The University of Western Australia
- Doctor of Dental Medicine Curriculum Committee, The University of Western Australia
- Faculty of Medicine, Dentistry and Health Sciences Evaluation Committee, The University of Western Australia
- Faculty of Medicine, Dentistry and Health Sciences Teaching and Learning Committee, The University of Western Australia
- Faculty of Medicine, Dentistry and Health Sciences School Managers Group, The University of Western Australia
- University Managers Group, The University of Western Australia
- Postgraduate Enrolment & Orientation Committee, The University of Western Australia
Postgraduate Student Supervision

Winthrop Professor Tony Celenza

Master of Health Professional Education:
- Za Hairmey Md Ali: Using Simulation to Prepare Nursing Students for the Realities of Clinical Decision Making (graduated 2011)
- Ayman Khalifah: What do dentists need to communicate well? A systematic research review (graduated 2014)

Doctor of Philosophy:
- Sandra Carr: Selected predictors of junior doctor performance in their first postgraduate year: What matters most, their demographics, personal attributes, selection scores or academic performance? (submitted 2014)
- Zarrin Siddiqui: Exploring the career maze: An exploratory sequential mixed methods study to determine the career intentions of medical graduates in Pakistan (accepted 2014)

Professor Sandra Carr

Master of Health Professional Education:
- Halyna Godwin: A descriptive study of Western Australian (WA) rural and urban midwives perceptions of competence and continuing competence: a background study (graduated 2011)
- Nhat Lien Hoa Vo: Doctors as educators: an investigation into doctors' perspectives on educational continuing professional development Western Australia, 2009-2010 (graduated 2011)
- Alwena Willis: Developing an educational framework for burn prevention and first aid in an elderly population (graduated 2012)
- Jennifer Swan: What are the attributes of excellence in an acute-practice occupational therapist? (completed 2013)

Associate Professor Diana Jonas-Dwyer

Master of Health Professional Education:
- Heather MacLaren: Educational information development improves satisfaction and functional outcomes of Telehealth metacarpal fracture patients (graduated 2013)
- Darren Falconer: A descriptive study exploring student nurses’ use of online discussion forums in an undergraduate nursing research unit (graduated 2013)
- Sonja de Munck: Exploration of the perceived educational needs and learning preferences of occupational therapists working within an acute hospital based setting (completed 2013)
- Carol Crevacore: What effect does completing the Enrolled Nursing (EN) Registration Pathway Program and working as a novice EN have on nursing students’ readiness to practice? (completed 2013)
Doctor of Philosophy:

- Zarrin Siddiqui: Exploring the career maze: An exploratory sequential mixed methods study to determine the career intentions of medical graduates in Pakistan (accepted 2014)

**Associate Professor Zarrin Siddiqui**

Master of Health Professional Education:

- Dr Jacinta Cover: Surgical consultant perceptions of the educational opportunities offered to prevocational doctors in Western Australia (graduating 2014)
- Pengiran Hassan: Effective Clinical Supervision in Midwifery Education: A Review of the Literature (graduated 2012)

**Associate Professor Annette Mercer**

Master of Health Professional Education:

- Christine Smith: The working experience of female overseas qualified nurses (OQNs) from a non-English-speaking background in the Western Australian hospital workforce (graduated 2011)
- Halyna Godwin: A descriptive study of Western Australian (WA) rural and urban midwives perceptions of competence and continuing competence: a background study (graduated 2011)
- Susan Edgar: An Investigation of the Predictive Validity of Admission Interviews for the School of Physiotherapy at The University of Notre Dame Australia (graduated 2013)
- Katrina Calvert: A randomised controlled trial investigating the effect of peer observation of classroom teaching in medical education

**Assistant Professor Sue Miller**

Master of Health Professional Education:

- Sarena Hashim: Developing a Program on “Communication Skills in Interprofessional Education” (graduated 2011)
- Nhat Lien Hoa Vo: Doctors as educators: an investigation into doctors' perspectives on educational continuing professional development Western Australia, 2009-2010 (graduated 2011)
- Katrine Nehyba: Physiotherapy student learning experiences on clinical placement (graduated 2013)
- Sonja de Munck: Exploration of the perceived educational needs and learning preferences of occupational therapists working within an acute hospital based setting (completed 2013)
Prizes and Awards

Winthrop Professor Tony Celenza

• Winner, Clinical Tutor of the Year Award – Western Australian Medical Students Society
Education Centre into the Future 2014 – 2016

The Vision, Mission, Goals and Key Performance Indicators for the forthcoming period 2014-2016 have been revised to take into account the changing nature of the Education Centre’s role in the Faculty and wider University contexts.

Vision

To improve health care through enhancing quality of teaching and learning

Mission

To provide educational leadership and support to achieve the highest standards in health professional education, educational research, and professional service

Goals

• Provide leadership in curriculum development, assessment, evaluation and contemporary teaching practices
• Develop, implement and evaluate effective and innovative educational strategies based on best available evidence
• Promote and support contemporary quality teaching and learning practices
• Develop, implement and deliver integrated teaching and learning programs
• Ensure quality assessment throughout the Faculty’s curricula
• Conduct and disseminate quality research in the area of health professional education
• Develop and support quality evaluation cycles within the Faculty’s courses, including Health Professional Education courses
• Facilitate integration of educational technologies into teaching in Faculty courses

Achieved by:

• Providing academic and professional support through the teaching and learning structure of the Faculty
• Collaborating with other similar educational organisations nationally and internationally
• Providing evaluation results to curricula committees and other groups to improve the quality of teaching and learning
• Communicating with staff on all educational matters
• Fostering collaboration and partnerships with Schools, academic staff, service providers and teachers
• Providing staff development programs for academic and non academic teachers
• Facilitating the requirements of health professional accrediting organisations within the Faculty
• Regular review and evaluation of course assessments
• Postgraduate courses in Health Professional Education
Key Performance Indicators 2014-2016

Teaching

• In relation to Education Centre coordinated units, obtain 80% agreement from unit student evaluation for lectures and skills practice sessions
• Increase Health Professional Education course enrolments and completions

Research

• At least 1 peer-reviewed journal publication per Level B and C academic staff member per year (pro-rata for less than 0.5FTE academic staff members)
• At least 2 peer-reviewed journal publications per Level D and E academic staff member per year (pro-rata for less than 0.5FTE academic staff members)
• At least 1 national or international conference presentation per academic staff member per year (pro-rata for less than 0.5FTE academic staff members)
• Pursue grant funding opportunities at local, national and international levels

Professional Service

• Provide administrative support to curricular committees, working parties and interest groups with the agenda disseminated 3 working days prior to the meeting and the minutes published 10 working days after the meeting
• Ensure Year 4 Preparedness to Practice and Year 5 Options timetables and placement allocations published 1 week prior to start of unit
• Manage student HE numbers prior to commencement of Year 4 clinical immersions for medical students
• Ensure MBBS/MD PPD mentor allocations published 1 week prior to mentor meeting submission deadline
• Ensure Faculty units are available in MLE 1 week prior to start of teaching period

Support

• Conduct Unit Coordinators’ workshops at least once a year
• Publish Education Centre Newsletter quarterly
• Ensure an increasing number of assessments comply with the Faculty Assessment Policy
Publications

Peer Reviewed Journals


**Book Chapters**


**Conference Proceedings**


Siddiqui ZS and Hamdorf J. DoCS as good as it gets: Planning and implementation of a new integrated assessment. In: Proceedings of ATN Assessment Conference; 2011; Perth, Australia.

**Presentations**


Carr SE, Celenza T and Lake F. How ARE Junior Doctors performing? What the Assessors are saying. Ottawa Medical Education Conference; 2012; Kuala Lumpur, Malaysia.

Carr SE, Celenza T and Lake F. Junior Doctor Performance: Linked to academic performance in medical school? A quantitative analysis. AMEE Conference; 2011; Vienna, Austria.
Carr SE, Celenza T and Lake F. Junior Doctor Performance: Linked to academic performance in medical school? ANZAHPE Conference; 2012; Rotorua, New Zealand.

Mercer A. Ballot as a tool for selection. Invited speaker: Otago University Admissions Forum; 2012; Otago, New Zealand.

Mercer A. Selection in contemporary society; and where to from here? Keynote speaker: Med Dent Selection Forum; 2013; Adelaide, SA.

Mercer A. Widening access to high stakes courses. Redefining Admissions Strategies; Criterion Conferences; 2012; Melbourne Vic.

Mercer A and Pougnault S. Supporting rural and outer metropolitan students entering high stakes course. First Year in Higher Education; Annual Conference; 2011; Fremantle WA.

Miller S. Developing Higher Order Thinking Skills. Ideas Exchange. Australian Conference on Science and Mathematics Education (ACSME); 2012 Sep 26-28; Sydney, NSW.


Miller S, Carr S, Saunders R and Hill O. Implementation of enhanced feedback mechanisms for Master of Nursing students about their performance in clinical assessments. Poster presentation: The Association for Medical Education in Europe (AMEE) Conference; 2011 Aug 27-31; Vienna, Austria.

Siddiqui ZS. Feedback using SPRAT model: Workshop: ATN Assessment Conference; Curtin University; 2011; Perth, Australia.

Siddiqui ZS. Graduate outcomes in an online course in health professions education. Invited presentation at National Teaching and Learning Forum; 2011 Sep; Sydney, NSW.


Siddiqui ZS and Hamdorf J. DoCS: As good as it gets. Planning, Implementation and Evaluation of an Integrated Continuous assessment. ATN Assessment Conference; Curtin University; 2011; Perth, Australia.

Siddiqui ZS and Ichim P. Students’ perception of assessment and wish list. ATN Assessment Conference; Curtin University; 2011; Perth, Australia.

Wright H, Carr, SE and Nicol P. Peer Assisted Learning in Paediatrics. ANZAHPE Conference; 2013; Melbourne, Australia.
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