Meet Our Graduates

For eighteen months from 2013 - 2014, Master of Health Professions Education students, Ratna Linarto and Lubna Al Hasani, made Perth their home. For both students, the choice to leave the familiarity and comforts of their home countries to undertake postgraduate study abroad was not without its personal and academic challenges. However, both students felt that the opportunity to meet and overcome these challenges was both the motivation and the reward for choosing to study at UWA. For Ratna Linarto, a qualified GP in Indonesia, the decision to undertake a Masters’ degree in Health Professions Education, was a natural and necessary progression in a burgeoning academic career lecturing under-graduate medical students at her alma mater. In a country where the costs to become a doctor are considerable, Ms. Linarto says there are still significant contributions to be made in raising the quality of medical education her country. Constrained by a lack of local opportunity to undertake postgraduate study in medical education, and with the encouragement of her university colleagues to look for opportunities further afield, Ms. Linarto settled on the Master of Health Professions Education course at UWA both for its reputation as a top ranked university and its proximity to home. Similarly for Lubna Al Hasani, who left her role as head of training and staff development in education at a leading hospital in Oman, it was the opportunity to study at an “internationally recognised and top ranked university in Australia” which motivated her. She believes these two things ultimately won her a coveted Ministry of Health scholarship to fund her study abroad. Ms. Al Hasani said that “being accepted into the Master of Health Professions Education course helped me a lot….to say that I was accepted into one of the best universities in Australia strengthened my chances of receiving a scholarship… I stood out from the other applicants, and I think this helped me very much.” Ms. Linarto says that the eight units she completed as part of the coursework component of her degree, formed a ‘complete and comprehensive package’ that provided ‘a better understanding of aspects of medical education, assessment, interprofessional education and teaching and learning principles’ which she hopes will lead to further opportunities in the area of curriculum development in Indonesia. Likewise, Ms. Al Hasani feels that the opportunity to undertake additional units in other faculties has allowed her to tailor her learning experience and broaden her perspective around the bigger picture of healthcare delivery. For both individuals, the inter-professional attributes of the course made the ‘bigger picture’ of health education particularly resonant. Both share similar stories of resistance to change in the workplace, where outmoded approaches to health education are often entrenched.

Continued overleaf...
Meet our Graduates Cont....

Ms. Linarto concedes that making others back home more aware of the importance of interprofessional education needs to be changed but acknowledges that “we can’t do this radically - it’s impossible - we need to do it bit by bit. The problem is that we can’t do it alone. We need like-minded individuals.” Both students agree that finding ‘like-minded individuals’ has been one of the benefits of exposure to other health professions within the HPeD student cohort. Ms. Al Hasani says that “just being in a setting amongst a group with different backgrounds and experiences has been very valuable because it provides an opportunity to integrate the curriculum and allows for a comprehensive and fruitful learning experience.” When asked what benefit her HPeD qualification would bring on her return to Oman, Ms. Al Hasani recounts an epiphany she had whilst teaching junior staff: “I remember one time this intern came into a class I was teaching and asked me why I was teaching in a particular way… I wasn’t able to justify my approach using academic evidence. As a head of department I felt I should have had that knowledge.”

She explained that when she originally joined her hospital’s training department, her skills as a clinical educator had been largely based on the experience and knowledge of others: “I wanted to take this course so that my knowledge and skills were based on stronger foundations. I wanted that foundation to be constructed on current research and theories so that when I say I want to improve something during meetings I can say ‘based on such and such theories’. I want to be able to justify the changes I want to implement and I want to be more academic in my approach - a strong educator”.

Ms. Al Hasani sums up the experiences of both students when she says that “going through this experience is not an easy path. I have found it a difficult, yet exciting experience. However, it is the difficulties that make a person and shapes their future. This has been an extraordinary experience which will assist me in my journey as an educator and as a health care professional.” Both Lubna and Ratna graduated with a Masters in Health Professions Education qualification in September 2014. Dr. Linarto will be presenting her research at the combined ANZHPE/AMEA conference in Newcastle, NSW in March/April 2015.

HPeD Coursework Developing Future Leaders in Medical Education

Scholarly Activity is the hallmark of the Doctor of Medicine (MD) graduate medical programme which offers students a choice of 1 out of 3 streams in scholarly activity focused on areas of Research, Service Learning and Coursework. Units taught out of the Health Professions Education (HPeD) suite of postgraduate courses are offered as part of the coursework stream of scholarly activity which is aimed at developing future leaders in medical education. The coursework stream will focus on developing students’ capability in patient teaching or counselling, peer teaching in clinical settings and presentation techniques in anticipation that as doctors, students will teach everyday, including their patients, colleagues, peers and others. Students who choose the HPeD coursework stream will undertake a total of 4 approved HPeD units between Yrs. 2-4 of the MD course. Should students, at a later point, wish to undertake a postgraduate course in Health Professions Education at UWA, the sum of the four units may be given as credit towards a Graduate Diploma or Masters qualification providing that the claim for recognition of prior learning occurs within the timeframe for RPL after MD graduation. The first cohort of MD students undertaking HPeD units will commence in Semester 2 2015.

MD Scholarly Activities Expo 10th July 2015
An enthusiastic cohort of second year Doctor of Medicine students turned out in large numbers to hear more about coursework study opportunities in Health Professions Education at the Faculty’s Inaugural MD Scholarly Activities Expo on 10th March.

Connect over Coffee with MHPeD Research Students

Past and current Master of Health Professions Education (by research) students are invited to a student gathering over coffee on Thursday 16 April 2015 at the Education Centre Office.

The event will be hosted by Dr. Sue Miller, co-coordinator of the ‘Introduction to Research in Health Professions Education’ unit and aims to bring students together to share experiences of their research journey. This is a great opportunity for past students to pass on valuable tips to those currently completing their research projects. It is also a place where current students can exchange and develop their ideas, and get practical advice on progressing their research.

The Education Centre is located at #55 Broadway, Nedlands. To register your attendance or for further details please contact Dr. Miller at sue.miller@uwa.edu.au

If we knew what we were doing it would not be called research.
- Albert Einstein
Surviving the Research Journey

Undertaking the Masters by Research course on a part-time basis whilst juggling family commitments and full time careers presented many challenges on the long road from project conception to thesis completion for occupational therapists and Master of Health Professions Education graduates Sonja DeMunck and Jenny Swan.

After commencing the course together in 2009 the two friends embarked on their thesis projects in 2011 - both of which reflected on their experiences working together as OTs in an acute care setting.

Ms. Swan’s thesis topic asked “What are the attributes of excellence in an acute-practice Occupational Therapist?” whilst Ms. De Munck’s research focused on an “Exploration of perceived educational needs and learning preferences of occupational therapists working in acute hospital settings.”

In the three year journey spent completing their theses, Jenny and Sonja gleaned valuable insights and developed practical strategies to help manage the demands of research. Here’s what they learned:

Jenny & Sonja’s Survival Tips

1. Don’t linger over ethics approvals...they can take a long time for final approval
2. Set yourself a work/play timetable...this then stops feelings of guilt every minute you are not at your computer!
3. Talk to your employer and get them on side. Sell the eventual benefits to your boss and elicit support for the extra demands of your Uni work
4. A like-minded ‘study buddy’ is a huge asset! Support and encouragement from someone going through the same process is like gold. So find a friend!
5. Keep your research project contained. It has a natural tendency to grow, so can quickly become huge if you’re not careful
6. Talk to your supervisors. Everyone has different ways of doing things and you need to develop your relationship with them early on…you have a long way to go together, so take the time to get things on a footing that works well for all of you.

Some specifics for the thesis write-up:

- Be very organised in your labelling of successive versions. It can be very confusing which one is the latest!
- Format your document from the beginning (margins, font, headings, index, etc). It is a real pain to go back and start this process 40,000 words later!
- Taking a week’s holiday to do nothing but write can be a real way to really leap forward in your write-up.

HPEd Staff Nominated for Excellence in Teaching Award

Our warm congratulations to Drs. Gabrielle Brand and Sue Miller who have been nominated for a Faculty Excellence in Teaching Award in the Team Teaching Category for 2015. Gabby and Sue have co-taught the ‘Introduction to Research in the Health Professions’ unit for the past two years and join an impressive list of past winners and nominees from the Health Professions Education Teaching Team:

Prof. Sandra Carr
2007 – Winner, Postgraduate Coursework Teaching Award (Faculty of Medicine, Dentistry and Health Sciences, UWA)

Prof. Tony Celenza
2002 – Winner, Contribution to Curriculum Award (Faculty of Medicine, Dentistry and Health Sciences, UWA)
2007 – Winner, Individual Teaching Excellence Award (Faculty of Medicine, Dentistry and Health Sciences, UWA)
2008 – Winner, Individual Teaching Excellence Award (University of Western Australia)
2008 – Citation for Outstanding Contributions to Student Learning (Australian Learning and Teaching Council)
2012 – Clinical Tutor of the Year (Western Australian Medical Students’ Society)

A/Prof. Diana Jonas Dwyer
2014 - Nominee, Excellence in Research Supervision Award (Faculty of Medicine, Dentistry and Health Sciences, UWA)

A/Prof. Zarrin Siddiqui
2009 – Winner, Postgraduate Coursework Teaching Award (Faculty of Medicine, Dentistry and Health Sciences, UWA)
2014 – Nominee, IMU-Ron Harden Innovation in Medical Education Award (International Medical University, Malaysia)

We wish Gabby and Sue every success at the upcoming Excellence in Teaching Awards Ceremony on 21st May. Good luck!
Consultant Rheumatologist and current Master of Health Professions Education student, Dr. Andrew Lim, says that his interest in medical education began as an undergraduate medical student and grew from his experiences of being taught by a variety of educators from diverse backgrounds, each with their own unique teaching methods and style.

Andrew recalls that after many lectures, “my peers and I would inadvertently reflect on the material presented and what was gained in terms of learning value… interestingly, our opinions were often discordant with one another and in retrospect, the difference in our learning styles contributed to this greatly.” As his career progressed, the importance of teaching peers, junior colleagues and students became increasingly apparent as he discovered that effective teaching and supervision of diverse groups, at different levels of knowledge was a continuous challenge as an educator. Learning how to overcome these challenges so that he could “gain a greater understanding of a particular individual’s learning responsiveness whilst improving the quality and clarity of the education I was delivering” lay at the root of Andrew’s decision to apply to the MHPEd course.

Having completed the coursework requirements of his degree Andrew is now in his second semester of research which he undertakes on a part-time basis whilst managing work and family commitments. On maintaining a balance between competing commitments, Andrew believes that it is “important to have discussions with family and those who support you, prior to committing to further postgraduate study. It is essential to have an understanding of the time involved, and preparing for this before the course has commenced. Maintaining an active and healthy lifestyle will always assist with balance in your day-to-day activities, particularly during stressful periods!”

Meet Dr. Andrew Lim - Master of Health Professions Education Student

Fast Five with Andrew…

1. Tell us about your research topic
My research is exploring the demographic profile and selection criteria of students commencing the UWA Doctor of Medicine (MD) course, and the relationship to academic outcomes at the end of their first year of their course. I have been fortunate to have two supervisors, A/Prof Annette Mercer and Professor Sandra Carr, both of whom have provided ongoing support and assistance as my research progresses.

2. How would you explain the broader significance of your research and its application?
The implications of my research largely relate to the selection processes for the MD course, and whether they will require adjustment due to potential selection biases. This is likely to be influenced by the academic performance of students and/or changes overall to the demographic profile of students within the course.

3. What do you view as some of the key strengths of the MHPEd course?
One of the key strengths of the MHPEd course relates to the varied educational and occupational backgrounds of the staff and students undertaking the course. I have found it invaluable to learn from the experiences of others, their perceived mistakes, the settings in which they have occurred and the overall outcomes achieved.

4. The root word for doctor derives from a Latin word “docere” which means “to teach.” What are your thoughts on the idea of doctors as teachers?
Doctors can no doubt be great teachers, however it remains important to recognise that an astute clinician does not necessarily imply a brilliant educator. I suspect that the more we provide an environment that is conducive to learning, with a preparedness to receive feedback and a culture for ongoing education, the better clinicians will become as educators in the longer term.

5. Quote to Live By:
“To have striven, to have made the effort, to have been true to certain ideals - this alone is worth the struggle.” William Osler

Abstracts Now Invited for FMDHS Education Research Symposium
The Faculty of Medicine, Dentistry and Health Sciences will be hosting the 3rd Biennial FMDHS Education Research Symposium on Thursday 21st May 2015. The Symposium is an event offering students and staff the opportunity to share their research projects, ideas and best practices in areas of medical and health professional education across all schools in the Faculty. Students interested in presenting their educational research are encouraged to submit an abstract. Visit: www.meddent.uwa.edu.au/teaching/research-symposium
Meet Our Teaching and Research Staff in Health Professions Education

Sandra E Carr BSc, MPH, PhD (Medical Education)
Director, Postgraduate Courses in Health Professions Education

As a leader in health professions education at the University of Western Australia and Faculty wide curriculum development for 15 years my role has been to enable clinicians, scientists, teachers and students to work together to produce quality programs. I have done this by providing expertise, support and enthusiasm aimed to optimise teaching and the learning experience. As Associate Dean of Teaching and Learning I take an active role in the establishment and maintenance of Faculty academic policy and standards such as the Faculty Evaluation Framework, Professional Behaviour for students, Work place Based Learning and Assessment policies. As the coordinator of the Postgraduate courses in Health Professions Education I work together with my colleagues from the Education Centre to facilitate development of our students knowledge and skills in contemporary, evidenced based teaching, learning and assessment practice and curriculum development or change through coursework and research pathways. Recent areas of research have been the exploration of selection criteria, emotional intelligence in medical students, explorations of self-reflection and insight abilities, predictors of preparedness for practice in junior doctors, implementation of peer assisted learning, utilisation of interprofessional learning and assessment of professionalism.

Tony Celenza MBBS, MClinEd, FCEM, FACEM
Research Supervisor, Postgraduate Courses in Health Professions Education

Tony Celenza has had a scholarly focus on clinical education for over a decade, resulting in numerous publications in peer-reviewed journals. He has received many awards for teaching excellence and a prestigious national ALTC Citation in 2008. As head of the UWA medical course, he chairs the Medical Curriculum Committee and is managing the curriculum development process of the UWA MD Course. He has been the Unit Coordinator for medical student Emergency Medicine teaching for over 15 years, including clinical supervision and the development of teaching resources and examination questions. Previously, he was unit coordinator for the Clinical Teaching and Supervision unit within the UWA Masters of Health Professional Education Course, where he continues to provide guest tutelage and research supervision.

Diana R D Jonas-Dwyer Bsc (Hons), Msc, PhD (Education)
Unit Coordinator and Research Supervisor, Health Professions Education

Diana has worked in Higher Education for over 20 years. Having worked in several central teaching and learning units in universities as an eLearning specialist and staff developer, prior to joining the Education Centre in the Faculty of Medicine, Dentistry and Health Sciences she has extensive experience in information and communication technologies (ICT) for learning. Diana leads a small team of eLearning staff within the centre and has provided her expertise in the integration of ICTs into learning to staff in the faculty. She has an active role in the development and implementation of an eLearning including the new ePortfolio into the MD course. Diana also has expertise in curriculum mapping and has assisted nursing and pharmacy by developing a tool. She teaches in the Health Professions courses and supervises research students. Recent research areas include using wearable technologies for learning in nursing and learning approaches, stress levels and ways of coping in medical students.

Sue Miller BSc, GradDipEdn GradDipNRM, PhD
Unit Coordinator and Research Supervisor, Health Professions Education

I began my work life as a scientist, studying Microbiology and Biochemistry at UWA. I then qualified as a secondary science teacher and taught at various schools in WA. Much later, I decided to return to university, and completed a PhD in the growth and development of young mammals focusing on lactation. With my education background and having an interest in enhancing the teaching of sciences, I started at UWA in a professional development role in 2007. After two years, I joined the Education Centre in FMDHS and have continued to provide assistance to academics, teach and coordinate several units in the courses in Health Professions Education, and supervise several students who are undertaking their Masters’ research project. I enjoy the variety of my work, and seeing students develop as skilled educators and researchers in a variety of innovative topics.
Meet Our Teaching and Research Staff Continued...

Zarrin Siddiqui MBBS, MEd, PhD, MCPS (Psychiatry),
Unit Coordinator and Research Supervisor, Postgraduate Courses in Health Professions Education

I started my career at the WHO Collaborating Centre for Educational Development in the EMRO region after completing postgraduate in Psychiatry. As a recipient of fellowships from the British Council and AusAID, I have had opportunities to observe contemporary trends in health professional education globally. I have been actively involved in faculty development since 1995 and am a visiting Faculty for a number of universities. In 2005, I joined UWA as the lead person in assessment and have been involved in the development of postgraduate courses in health professions education as well as in the supervision of research students. My areas of interest have been creativity and innovation and I have been instrumental in introducing teaching and assessment practices that are creative and engage students in the learning process. A brief overview of the projects that I have been involved in can be accessed at http://uwa.academis.edu/ZarrinSiddiqui

Gabrielle Brand BN, MN, PhD
Unit Coordinator and Research Supervisor, Postgraduate Courses in Health Professions Education

I have extensive experience in designing and coordinating units in the tertiary university sector. My current role at the Education Centre is coordinating IMED5803: Introduction of Health Professions Education (qualitative research) and IMED5806: Simulation and Interprofessional Learning in Health Professions Education and supervising students completing their Masters Research theses. As a registered community health nurse my previous industry research interests include primary health care, community and social health care delivery and research with young people. My passion and previous experience in teaching have fuelled my current health professional educational projects that include developing and evaluating innovative teaching methodologies, including using narrative and photographs to strengthen health professions students’ reflective capacity prior to clinical placements. Other recent areas of research include Peer Assisted Learning, interprofessional learning, consumer driven health professional education and evaluating the use of visual methodologies with health professions students.

Annette Mercer BA, BEd, Med, PhD
Research Supervisor, Postgraduate Courses in Health Professions Education

Annette Mercer is an Associate Professor in Medical Education at the University of Western Australia. She has worked in the Faculty of Medicine, Dentistry and Health Sciences for 10 years, involved in the selection of medical and dental students and more recently, students into pharmacy and podiatric medicine. Annette’s background is in education and educational research. She has taught mathematics at secondary and tertiary levels and more recently, in her position with the faculty’s Education Centre where she has taught in several units in Postgraduate Health Professions Education courses and has supervised higher degree research students in this area. Annette is currently the chair of the Faculty Selection Committee and the Interview Committee, as well as representing UWA on a number of national committees related to the selection of medical and dental students.

Meet Our New Students for 2015

The Health Professions Education team extend a warm welcome to our commencing students in 2015. This year’s cohort come from diverse backgrounds from across the health professions including medicine, nursing, podiatry, midwifery, occupational therapy and physiotherapy. This continues a strong multidisciplinary tradition in our courses which strengthens opportunities for interprofessional collaboration and learning for our students. In addition to the Health Professions Education based units, our students will now also have the opportunity to tailor their learning experience and choose from a broadened pool of elective unit offerings from the UWA Business School, the School of Population Health and the Graduate School of Education.

We wish our new students every success with their studies – HPEd Team