Faculty of Medicine, Dentistry and Health Sciences

Education Centre

2009 - 2010 Biennial Report
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I became director of the Education Centre in February 2010. Prior to this, Professor Sandra Carr had acted as director for over 2 years, during which time the Centre saw rapid development of its academic outputs in terms of research and supervision of higher degree students. Shortly after I took the reins, a hailstorm ruined our offices in N Block, necessitating moves of staff to R Block, Population Health and General Practice. One year later, we moved in together again in refurbished offices at 10 Stirling Highway. Although the moves and separation were disruptive in terms of collegiality, communication and staff moral, very few days of business continuity were lost, thanks mostly to the excellent administrative staff and Faculty IT staff, who all worked above and beyond the call of duty to make the transitions as efficient as possible.

A substantial proportion of our workload in early 2010 was dealing with the Australian Medical Council Accreditation visit, as well as the usual committee support roles, WebCT support, and teaching of the growing number of Health Professional Education students. A number of staff members have completed or are continuing their PhD studies, and there is an increasing imperative among the Education Centre academic staff to increase their research portfolios. The Ed Centre Expo Held in August displayed many of our academic interests and expertise to a wider Faculty and University audience. This was followed by a strategic planning workshop which assisted all the staff in terms of defining the Centre’s roles, responsibilities and ongoing development.

More recently, the Education Centre has developed some specific performance indicators which will act as a barometer of performance for the near future in all the key aspects of our function: education, research, professional service, and support. I expect that the Education Centre team will exceed the standards initially set, and the indicators will be closely monitored and reviewed thereafter. I believe that the team will continue to build on its impressive performances over the past two years, despite the logistical difficulties encountered in 2010. This will be particularly evident in our current large roles in development of New Courses, and may continue to expand when considering the integrating role which may be required once some of the courses are implemented.

Tony Celenza
Director, Education Centre
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 FOR 2011 ONWARD

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 the 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

HIGHLIGHTS

Education Centre Expo August 2010

The Education Centre hosted its inaugural 'Ed Centre Expo' on the 5th August 2011. 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 providing updates on the progress of the new Doctor of Medicine and Doctor of Dental Medicine courses preparation.

Education Centre academics presented at the Expo, topics included:

• Introducing reflective practice to 3rd year dentistry students – A/Prof Diana Jonas Dwyer
• Updates on the current assessment methods – Asst/Prof Zarrin Siddiqui
• Does the Self Reflection and Insight Scale Correlate with Academic Performance of Medical Students? – Prof Sandra Carr

• Peer Observation of Teaching – A/Prof Annette Mercer
• Health Professional Education students’ perceptions of Interprofessional Education
• Randomised trials of different procedural skills training methods – W/Prof Tony Celenza
• Possible MD Curriculum Structure – Prof David Kandiah
• Progress of DMD Curriculum Development – Prof Paul Ichim

The Expo amplified Faculty Staff exposure 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.

Interprofessional Learning

In early 2010, the Faculty T&L Committee formed the Interprofessional Learning Interest
Group (IPLIG). In its formation the IPLIG determined five fundamental commitments for the Faculty to strengthen and enhance IPL as an integral component of training, research and faculty development. During 2010 students from Medicine, Nursing, Dentistry and Podiatric Medicine have been involved in piloting interprofessional clinical attachments, participating in simulated ward learning and a student led interprofessional ward at RPH. These and other initiatives including an overseas, two-week elective placement in population health for all undergraduate students (including Health Science) are offered in 2011.

Figure 3: An IPL pilot session of the simulated ward event held in Sept 2010

Reaccreditation of the MBBS Course

The MBBS course was due for reaccreditation by the Australia Medical Council in 2010. The Education Centre assisted in coordinating both the reaccreditation submission report due in February and the AMC visit in May.

It was a mammoth task and the preparation started well before July 2009. All staff involved in the curriculum contributed their time, effort and knowledge to the reaccreditation process. A letter sent to the Vice Chancellor from the AMC confirmed that our MBBS course is reaccredited for another 6 years until 31 December 2016. Well done everyone!

Doctor of Medicine (MD) Curriculum Retreat

As the University announced course restructure, the Faculty has also decided to offer postgraduate level professional courses. Master of Medicine (MD) is one of these courses. Professor David Kandiah has been specifically brought into the Education Centre to take on the task of developing the new 4 year MD course.

A MD curriculum development retreat in November 2010 in SeaShells Resort Mandurah was organised as an opportunity for curriculum involved staff to raise ideas, questions and identify the direction the Faculty should head toward for the new MD course. The retreat was a successful one with decisions made on ways to move forward.

Figure 4: Retreat participants concentrate on a presentation

Figure 5: The beautiful retreat venue
**Answering Clinical Questions**

Member of the Education Centre staff, Associate Professor Diana Jonas-Dwyer and Ms Fiona Leece, were part of the Answering Clinical Question (ACQ) Project team with the key responsibility of designing and maintaining the the web-based resource. ACQ has been created to support teaching and learning of evidence based practice (EBP) skills across all disciplines at FMDHS with the aim to:

- improve students' skills in EBP
- communicate the FMDHS approach to EBP
- provide a common terminology
- offer a range of resources to support EBP clinical teaching

The clinical content has been structured into four sequential learning modules:

- Formulate a clinical question
- Find the best evidence
- Appraise the evidence
- Apply the evidence

ACQ has been designed to accommodate evidence based practice across the Faculty. The learning modules are multidisciplinary. Resource material within the learning modules is available for medicine, dentistry, podiatric medicine, nursing and physiotherapy (and can be expanded further as necessary). Materials include a glossary, clinical examples, and direct links to UWA information resources (such as Dynamed, Clin-eguide and Medline), printable guides, and worksheets to assist with critical appraisal.

The Answering Clinical Questions (ACQ) learning resource is available via the FMDHS website at [http://www.meddent.uwa.edu.au/teaching/acq](http://www.meddent.uwa.edu.au/teaching/acq)

**Online module projects**

The Managed Learning Environment Team in the Education Centre has been assisting a number of clinical teaching staff in developing online learning modules using various interactive educational software and linking the modules with WebCT for easiness of access for students. Below are two of the projects.

The four-part Urology module was funded by the 2008 Faculty Teaching and Learning grant and with the determination and contribution of Professor Dickon Hayne and Dr Wei Ling-Ooi, the modules are now accessible by students.

The online ionizing radiation for diagnostic imaging tests module was initiated by Professor Richard Mendelson and Professor Richard Fox was developed to be used in conjunction with the Diagnostic Imaging Pathways website to educate students about patient safety and ionizing radiation from diagnostic tests.
CATLyst Sessional Staff Project

The CATLyst Network consists of local appointees (CATLysts) within the Faculties who have broad responsibility for promoting teaching and learning within the Faculty, and to work with others within the network to promote teaching and learning within the broader UWA community. In 2009 and 2010, CATLysts worked on a project designed to develop training and resources to support sessional staff within individual faculties. The project consisted of conducting a survey of sessional staff, and developing and delivering workshops, conducting a professional development day and developing a resources website for sessional staff. The initial findings of the project were presented at the 2010 Teaching and Learning Forum at Curtin University.

Promoting Reliable Assessment in Student-centred Environment (PRAiSE) Project

In the ongoing quest to enhance student learning, Assistant Professor Zarrin Siddiqui and the Faculty IT members developed the PRAiSE online assessment resources, housed on WebCT, which promotes better assessment practices by providing resources for academics to adopt some new and innovative methods of assessment. It

The PRAiSE online assessment resource complements the continuous support offered by the Education Centre. It addresses the needs identified by academic staff to have assessment resources available at their fingertips, so as to promote better assessment practices for student learning. It not only provides useful information related to assessment, but also an insight into what e-learning options can be used to engage students who are studying online.

The resource includes a wide range of assessment literatures, interactive activities, best practice examples and advises on setting exam questions, assessment feedback, moderation and more.

Since its inception in July 2009, the project has been widened to include information about developments and events in health professional education, and links to relevant organisations and resources globally. It is expected that this resource will ultimately become available to the university community for their professional development and further contribution.

Faculty Feedback Project

In the second half of 2010, the UWA teaching and Learning Committee awarded funding to the Faculty to conduct a project aimed at improving the student learning experience at UWA with a focus on assessment and feedback. The Faculty project objectives are to describe the current mechanisms used to provide feedback for students undertaking clinical attachments in medicine, nursing, podiatric medicine and dentistry, and to develop mechanisms for students to receive feedback on their performance in clinical examinations. Towards the end of 2010, an intervention was conducted with students undertaking the Master of Nursing.
Unit Coordinators’ Study Day

A Unit Coordinators’ Study Day was conducted by the staff at the Education Centre in February 2010. About 20 staff members attended and the topics covered included curriculum development, teaching methodologies, assessment, the University’s Learning Management System, learning outcomes and evaluation and feedback.

Undergraduate Orientation

One week before first year students are due to embark on their University study journey, the Education Centre always coordinate with staff within the University and the Faculty in organising a week long orientation program to welcome students enrolled in MBBS, BDSc, BPodMed and BHSc. Each degree discipline conducts their specific orientations during the week and all first year undergraduate students in the Faculty are invited to the Faculty Welcome where they receive a special welcome from an Aboriginal elder, the opportunity to meet the Dean, the Associate Deans and be informed of various support they will receive during their studies. See table XX and XX for the 2010 Orientation Week and Faculty Welcome programs.

<table>
<thead>
<tr>
<th>Monday 15/02</th>
<th>Wednesday 17/02</th>
<th>Thursday 18/02</th>
<th>Friday 19/02</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30‐3.30</td>
<td>9.00‐11.00</td>
<td>9.00-10.30</td>
<td>University Commencement Ceremony 9.30-11.00</td>
</tr>
<tr>
<td>Main campus</td>
<td>Park Avenue</td>
<td>Octagon LT</td>
<td>Octagon LT</td>
</tr>
<tr>
<td>11.00-1.00</td>
<td>10.30-12.00</td>
<td>Medicine Orientation</td>
<td>Octagon LT</td>
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<tr>
<td>OHCWA</td>
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<tr>
<td>9.00-1.00</td>
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<tr>
<td>International students welcome lunch</td>
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<tr>
<td>1.00-3.00</td>
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<td>CTEC</td>
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<td>8.30-3.30</td>
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<tr>
<td>O Quest</td>
<td>9.30-11.00</td>
<td>9.00-12.00</td>
<td>11.00-3.00</td>
</tr>
<tr>
<td></td>
<td>Octagon LT</td>
<td>Octagon LT</td>
<td>James Oval</td>
</tr>
</tbody>
</table>

Table 1: 2010 FMDSH orientation week schedule

<table>
<thead>
<tr>
<th>TIME &amp; VENUE</th>
<th>ACTIVITY</th>
<th>STAFF INVOLVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00 – 10.30am Octagon LT</td>
<td>• Indigenous Welcome (10min)</td>
<td>REVD Sealin Garlett</td>
</tr>
<tr>
<td></td>
<td>• Dean’s Welcome (10min)</td>
<td>W/Prof Ian Puddey</td>
</tr>
<tr>
<td></td>
<td>• Associate Dean Trl (10min)</td>
<td>A/Prof Sandra Carr</td>
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<tr>
<td></td>
<td>• Associate Dean and Manager Student Affairs (20min)</td>
<td>A/Prof Roland Kaiser</td>
</tr>
<tr>
<td></td>
<td>• WebCT &amp; Brain (10min)</td>
<td>Dr Jan Dunphy</td>
</tr>
<tr>
<td></td>
<td>• IT (10min)</td>
<td>A/Prof Diana Jonas-Dwyer</td>
</tr>
<tr>
<td></td>
<td>•</td>
<td>Mr Hardi Sunarhadi</td>
</tr>
</tbody>
</table>

Table 2: 2010 Faculty Welcome timetable

PUBLICATIONS


Carr SE, Johnson P. Does Self Reflection and Insight correlate with Medical Students selection scores? Under review Medical Journal of Australia October 2010


Carr SE, Celenza A, Lake FR. Twelve Tips: Establishing an integrated multi-professional skills training programme. Medical Teacher; 2010; 32:41-45

Carr SE, Paul D. Integrated undergraduate Aboriginal Health Curricula –Validating a programme evaluation survey tool. Focus on
Health Professional Education, accepted for publication 12th October 2010


Jonas-Dwyer D, Nowak AK, Shilkin B, Leece F. The development of an open web based resource for answering clinical questions: catering to geographically disbursed learners, teachers and clinicians. In: Steel C, Keppell M J, Gerbic P., editors. ASCILITE: Curriculum, technology & transformation for an unknown future; 5-8 December; Sydney. 2010

Kandiah DA. Academic health science centres in Australia: let’s get competitive. MJA. 2011; 194(9):488. Letter to the Editor


Mercer A. Who get in and who doesn’t? Selecting medical students: an Australian Case Study. Education Research and Perspectives 2009; 36 (1)


Nowak AK; Jacobs I; Lake F, Jonas-Dwyer D; Ryan G; Carr SE. Evidence Based Medicine – teaching with clinical relevance in an undergraduate medical curriculum. Focus on Health Professional Education; 2010; 11(2): 45-47

Oluwatomi K; Maclean A; Carr SE; Danh C; Saplontai S, Shiao S. How does the learning experience of International and Domestic students relate to Their Health, wellbeing and self rated performance? Focus on Health Professional Education: 2009;Vol 11 No 1.pp22-31


**CONFERENCE PRESENTATIONS**

Carr SE, Johnson P. Does the Self Reflection and Insight Scale correlate with medical student performance? ANZAME 2010

Carr SE, Paul D. Making a difference: Evaluating the impact of an Aboriginal health undergraduate medical curriculum and its translation into other health professional degrees. ANZAME July 2010

Carr SE, Nicol P, Celenza A. Medical student scenario based resuscitation skills training – are skills retained into internship? ANZAME July 2009

Carr SE. Emotional Intelligence in Medical Students: does it correlate with performance measures? ANZAME July 2009

Celenza A, Li J, Teng J. Student access to patients in an Emergency Department. ACEM Canberra, November 2010

Kandiah DA. Effective supervision in the clinical arena. 15th Prevocational Medical Education Forum, Melbourne, Victoria, November 2010

Laugharne J, Siddiqui ZS. Introducing formative assessments in Psychiatry. World Psychiatry Association Regional Meeting in Bangladesh. January 2010

Mercer A. Using an interview in the selection of Medical and Dental students. ANZAME July 2009


Mercer A, Pougnault S. Making entry to medical school a reality for rural and outer metropolitan students ATEM 2009.


Siddiqui ZS. Creativity as a graduate outcome, First International Conference on Medical Education, Pakistan. 2009


Siddiqui ZS. Graduate Outcomes in an online course in health professions education. AMEE e – learning Symposium in Glasgow, UK. 2010


Siddiqui ZS. Promoting Reliable Assessment in Student-centred Environment. AMEE International Conference in Glasgow, UK. 2010

Taylor M, Siddiqui ZS. Local anesthesia administration in dental clinics: learning through peers, Asia Pacific Medical Education Conference in Singapore. 2010
Vo H, Carr SE, Miller S. How to Encourage Doctors to Engage in Educational Continuing Professional Development A Study of Doctors’ Perceptions. Advancing Quality through Partnerships of Health Professions Education and Health Services Institutions; Nepal 2010

Willis A; Wood F, Carr SE. Prevention of Burns in the Elderly – Developing the framework for an Education Package. 2010 ANZABA

GRANTS

Teaching and Learning Committee Grant – Student Feedback Project. UWA, 2010. Professor Sandra Carr. - $20,000

Teaching and Learning Committee Grant – Assessment Project for the new courses. UWA, 2010. Professor Sandra Carr. - $20,000

Improving Student Learning Grant - Web-based transfer of Rheumatology Clinical Scenarios. CATL, UWA, 2010. Professor David Kandiah and Associate Professor Diana Jonas-Dwyer. - $2,922

Learning & Teaching Enhancement Grant – A focus on feedback: Staff development and student support in the Faculty of Health Sciences. University of Adelaide, 2009. Joint grant: Professor Sandra Carr and Professor Maree O’Keefe (University of Adelaide). - $20,000

ALTC – Curriculum renewal & Interprofessional Health Education : establishing capabilities, outcomes and standards, 2010. Joint grant: Professor Sandar Carr and Professor Alison Lee (UTS). $219,000

UMAT Consortium – Investigation of the Convergent Validity of UMAT Section 2 (Understanding People) with Measures of Interpersonal Aptitude, 2010. Professor Sandra Carr and Associate Professor Annette Mercer with ACER. $39,900

EDUCATION CENTRE - FUNCTIONS

Teaching

• Health Professional Education courses
• Coordinate Year 3 option unit – Doctors as Teachers
• Coordinate Year 4 unit - Preparation to Practice
• Coordinate Year 5 unit - Options
Professional Services

- Produce annual MBBS Years 1-6 guidebook
- Produce Preparedness to Practice Skills Handbook
- Provide administrative support to Faculty transition to new course 2012
- Provide executive support to the MBBS curriculum and year committees
- Administer annual Faculty Teaching Awards
- Organize Faculty orientation for Year 1 undergraduate students
- Administer HE numbers for clinical students
- Assist in Year 4 Campus week
- Provide administrative support to Year 3-6 PPD units
- Provide administrative support to Year 5 options unit

Support

- Provide support and guidance to Faculty staff in transition to new professional courses
- Provide staff development workshops – Talking about Teaching. Pass workshop topics include:
  - Using Mini Clinical Exercises for performance-based assessment
  - Unravelling curriculum development and course design: re-design your unit
  - Case-based learning
  - Peer Observation of teaching – getting started
  - Assessment and feedback for sessional teachers
  - Enhancing feedback for students
  - Small group teaching: discussion and student engagement for sessional teachers
  - Small group teaching: management and student engagement for sessional teachers
  - MappEdOut explained

- Support Faculty staff in their use of Managed Learning Environment (MLE) - provide training and one-on-one support
- Support students in their use of the MLE - training and one-on-one support
- Provide administrative support for Faculty units in the MLE - user enrolment; unit and content availability/schedules
- Design, development and implementation of online learning material (grant funded projects)
- Facilitate the requirements of Australia Medical Council, Australian Dental Council and the Australian & New Zealand Podiatry Accreditation Council
• Support the Faculty in administering SURF
• Support the Faculty in administering and updating Unit Outline Online

EDUCATION CENTRE - STAFF

Winthrop Professor Tony Celenza *(Joined February 2010)*
Director, Education Centre

Professor Sandra Carr
Associate Dean Teaching and Learning
Director of Health Professional Education Courses

Professor David Kandiah *(Joined July 2010)*
Professor in Medical Education (Curriculum Development)

Associate Professor Diana Jonas-Dwyer
Associate Professor in Medical Education (Managed Learning Environment)

Associate Professor Annette Mercer
Associate Professor in Medical Education (Peer Observation of Teaching)

Assistant Professor Zarrin Siddiqui
Academic Coordinator in Assessment

Assistant Professor Sue Miller
Assistant Professor in Health Professional Education

Ms Gill Cleary
Assistant Lecturer in Medical Education

Ms Erica Yeh
Manager, Teaching and Learning

Ms Fiona Leece
Project Officer, eLearning

Ms Astrid Devine *(Joined February 2011)*
Acting Project Officer, eLearning

Ms Vivien Alexander
Administrative Officer

Ms Caroline Martin
Administrative Officer

Ms Melina Ielati *(Joined September 2010)*
Administrative Officer (Curriculum Development)