



From the Editors

One of the great things about editing the Bulletin is getting to correspond with other ANZAHPE members and finding out what is happening in our community. I've had a sense of the volume of activity from attending ANZAHPE conferences for many years. However, reading members' contributions, especially at the beginning of the year, really gets the message across that we are a hive of activity. Perhaps in some places, we might have an even greater impact where we can find synergies and efficiencies. If you see something you'd like to get involved with, please get in touch with the author(s) of the article.

This issue of the Bulletin sees a focus on development, with member articles on the Multiple Mini Interview as a selection method, the use of video in educator development, student initiatives in medical education, and a report on the needs for continuing professional development in imaging. There's also an invitation to use a free end of life legal resource, developed by experts in the field, which both students and practitioners may find useful.



We also take an opportunity to look back - Zarrin Siddiqui, Student Liaison Officer writes below about 10 years of AMSAC (The Australian Medical Schools Assessment Collaboration), and Charne Turner, previous president, shares this photo of the 2001 ANZAME (as it was known at the time) committee:

From left: Ian Hardie incoming President, Rod Wellard Treasurer, Louise McCall incoming secretary, Tony Egan Bulletin editor, Charne Turner outgoing president, Linda Santamaria outgoing secretary, and Kichu Nair Vice President.

A second mention of ANZAME is contained within the profile of longstanding FoHPE editorial board member and Professor Emeritus David Powis.

Our president, Chinthaka Balasooriya, however, invites us to look forwards towards the rapid approaching technologically enhanced future, and if you are interested, join the discussion on technology in health professions education.

We hope the year has got off to a good start for you, and hope you enjoy this issue of the Bulletin!



Joanna Tai & Joy Rudland

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President's Message



Dear Colleagues,

Let me begin with best wishes for 2019! As the summer break fades into a distant memory, we begin to experience those mixed feelings that accompany the start of the academic year. I wish you the very best as you commence this exciting new year.

Over the last few weeks I had the fortune to attend the Asia Pacific Medical Education Conference (APMEC) and network with colleagues around the world. I engaged in some very interesting conversations around the future of higher education in general, and health professional education in particular. There is an emerging consensus around the need to respond to the changing needs of our students, and to respond to the changing nature of healthcare practice.

As I contemplated the implications of these developments, I returned to an issue that remains at the centre of all our deliberations: quality. This becomes increasingly important in the face of impending change. What does quality mean, within the changing landscape of education? Does it mean different things in different contexts? Is it possible to measure quality? What will quality mean, when human learning intertwines with machine learning? And this takes us into the issue that lies beneath it all: the potential role of machine learning and artificial intelligence in our future practice and future learning.

Let me make a bold forecast: this year will reveal innovations that completely change the nature of healthcare practice and education. It is simply astounding to observe the rapid progress that technology is making around us. The recent advances in voice and text comprehension and object recognition provide us with incredible opportunities for innovation. These opportunities will be accompanied by many challenges, for example around the ethical, moral and legal issues that accompany such advances.

There are many decisions to be made around the extent to which the various health professions and various institutions embrace the innovations, and the values, structures and policies that will guide us. Do we make these decisions individually, within our institutions and restricted to each profession, or do we come together as a group that collectively shapes the future? If we choose the latter, ANZAHPE is uniquely placed to guide these discussions. I invite you to contribute to this discussion in any way that you feel comfortable. Please feel free to email me directly and I look forward to your suggestions on how we could progress this discussion further.

Wishing you a productive and fulfilling 2019!

Chinthaka

Chinthaka Balasooriya, MBBS PhD FANZAHPE
ANZAHPE President
Email: c.balasooriya@unsw.edu.au

FELLOWSHIP SCHEME

The Rules for the Scheme and the Criteria for Associate Fellowship and Fellowship of ANZAHPE have recently been revised on the basis of our first three years of experience with the scheme. You can find the revised documents at this link (insert link to Fellowship landing page). The Fellowship Committee is currently working on establishing more structured arrangements to provide mentorship to interested ANZAHPE members to enhance their development as health professional educators.

We will also be organising another opportunity for Fellows and Associate Fellows to get together during the annual conference in Canberra ... stay tuned for more details.



Gary Rogers

Chair of the Fellowship Committee

Current members of ANZAHPE who are appropriately qualified are warmly invited to apply for recognition as Fellows or Associate Fellows of the Association and the right to use the post-nominals FANZAHPE or AFANZAHPE, as appropriate.

The ANZAHPE Fellowship Scheme has been devised in order to fulfil the following goals:

- *To engender a culture of mentorship and encouragement through which more senior members of ANZAHPE can support the development of those with less experience*
- *To chart a clear pathway through which emerging health professional educators can develop expertise, gain experience and undertake scholarly educational practice*
- *To provide a means through which ANZAHPE members who have attained particular expertise in health professional education through scholarly practice can be recognised within their own institutions and the broader world.*

[Click here](#) for current list of ANZAHPE Fellowship Scheme members.

[Click here](#) for Fellowship Scheme information and application steps.

FELLOWSHIP SCHEME

Introducing recent ANZAHPE Associate Fellows

Amy Seymour-Walsh



I started my degree in paramedic science in 2003 and shortly after graduating, I began working with the Ambulance Service. I have been involved in in-service education for some time, and in 2012 I enrolled in a Master of Clinical Education to formally underpin my teaching interest. I started the research component of this Masters course in 2014, with an initial focus on a quantitative cost-effectiveness comparison of two different methods commonly used to teach resuscitation skills. I soon realised that some important questions which arose in the study demanded a qualitative approach, and my mixed methods study was completed as a PhD in just over 3 years. I have taught health professions education in the postgraduate Clinical Education courses at Flinders University since 2013, and continue to work part-time as a paramedic.

My current research interests include burnout in health service professions and the impact of stress on health profession students. I currently supervise coursework students in their research projects (which have focussed on decision making in the emergency department, feedback, and perceptions of stress during placements away from usual supports) and I supervise a PhD student who is examining paramedic-specific pedagogical approaches.

I chose to apply for Associate Fellowship with ANZAHPE to contribute to a solid basis upon which the speciality and expertise of education within clinical practice can be argued. Paramedicine is the newest profession to be recognised as a registered clinical profession in Australia. Promoting robust research into expert, informed education is essential to this formative stage of paramedic practice.

I currently live in regional South Australia with my husband.

Maha Iqbal



After completing my PhD, I decided to apply for the Associate Fellowship of ANZAHPE. The reason for this was because I was looking for a regional organization that would provide me with an array of resources, professional supportive networks and an opportunity to be mentored to build myself as an Early Career Researcher in Medical Education. The Associate Fellowship title was also a source of recognition for my career and commitment to medical education as a profession.

CONFERENCE NEWS



We would like to welcome delegates to Canberra for the annual conference of the Australian & New Zealand Association for Health Professional Educators (ANZAHPE) to be held Monday 1 July to Thursday 4 July, 2019.

Notifications should have now reached all of you who have submitted an abstract for consideration - a total of 459 abstracts were accepted across all formats.

The theme of the meeting is "Blue Sky Thinking, Capitalise Your Ideas". We challenge you to come and venture beyond the norms of education, be inspired to engage in some blue sky thinking through thought-provoking presentations and challenging reflective discussions. Then take the time to capitalise your ideas through a range of networking opportunities and tours of iconic Canberra landmarks.

Our international keynote speaker is:



Dr Renée E. Stalmeijer. Assistant Professor Department for Educational Development & Research FHML, Maastricht University, The Netherlands. Renée will challenge us in the areas of workplace learning and clinical teaching.

Invited speakers are:

- Dr Bernie Bissett, physiotherapist and Clinical Assistant Professor at University Canberra. She has an interest in respiratory muscle training in ventilated patients. In 2016 Bernie was awarded the UC Faculty of Health Research Impact Prize, and was nominated for the ACT Scientist of the Year Award. Her passions are improving patient care around the world and educations.
- Professor Felicity Blackstock, Director, Learning & Teaching and DAP Physiotherapy at Western Sydney University. She was awarded an Australian OLT citation in 2015 for pioneering simulation education design in physiotherapy. Felicity's research interests are innovation in tertiary education to improve student learning experience, motivational interviewing and patient education for behaviour, change in chronic disease, and physiotherapy management of cardiorespiratory dysfunction.
- A/Professor Jane Frost, the first in Australia to obtain a Professional Doctorate in Nurse Practitioner. Her research aligns the theme of health and wellbeing through the lifespan. Enablement is a concept that examines how people cope, manage and understand after a consultation. She loves teaching and is passionate about using simulation to make nursing education relevant and enjoyable. Her TEDx talk on learning through experience can be seen here <https://www.youtube.com/watch?v=zPbYkNOtdGM>

CONFERENCE NEWS



- Dr Evani Georgousopoulou, Senior Lecturer at ANU and a Biostatistician with an interest in the use of technology to manage chronic disease
- Ms Karlee Johnston, pharmacist at Canberra Hospital and Associate Lecturer at the ANU Medical School. She has a special interest in mentoring and education, and is researching the psychological impact of critical care on Pharmacists and other health professionals and has as a PhD student.
- Dr Tanisha Jowsey, an Anthropologist and a Senior Lecturer at the University of Auckland. She is interested in understanding the practices of health care providers, whether they be in the surgical theatre, hospital ward, or in the community. She teaches in medical humanities and medical education courses and supervises postgraduate students in medical anthropology and medical education. Tanisha also has many years of experience in applied arts and the humanities, which she often brings to flavour her teaching and research work.
- Dr Linda Nicholson, a Clinical Psychologist at the ANU Research School of Psychology. She has been working with clients in NGO and private organisation settings, as well as in private practice. She is an authority in using the SHAPE model for supervision and that uses contextual behavioural / Acceptance and Commitment Therapy principles in supervision.
- Professor Diana Slade, Professor of Applied Linguistics at the Australian National University and the Director of the ANU Institute for Communication in Health Care. She is an academic researcher and educator in health communication, linguistics, description of spoken English, organisational communication and translational research design.
- A/Professor Alexandra Webb, chiropractor and anatomist, and awarded the title of Distinguished Educator at the ANU in 2019. She is committed to enhancing medical education through the creation of effective dynamic teaching and learning environments that exploit the affordances of technologies. In her current role, she is leading the development and implementation of technology enhanced learning and teaching for the Medical School as well as creating a flexible collaborative Professional Development program to build capacity in teaching and learning.

Thank you to our sponsors:

PLATINUM



GOLD



CONFERENCE NEWS



Other activities:

Join a tour tailored especially for ANZAHPPE delegates. The National Gallery of Australia will offer the chance to explore the capacity of art to facilitate education, clinical reflection and discuss identity.



The conference dinner will be the social and networking highlight of the week and will be held at The National Arboretum in the architecture prize-winning village centre. The theme of the dinner will be Air & Space and delegates are encouraged to come dressed for the theme. Do some blue sky thinking and consider coming as Amelia Earhart, a space traveller from Star Trek, as an alien or a flight attendant; just make sure you will be able to dance as The Baker Boys band pride themselves on filling dance floors. It promises to be a lively night under Canberra's vast blue skies.

We recommend you take a few days before and after the conference to explore Canberra, the ski fields, cool-climate wine region and natural wonders on our doorstep. Canberra is so much more than politics and roundabouts and it doesn't take long to see that hidden gems abound. Gourmet travellers can join a winter truffle hunt at one of several truffle farms on the outskirts of Canberra, visit Pialligo Estate smokehouse and Capital Brewing Co in the heart of town or take a day to tour the vineyards of Murrumbateman and Collector. For the outdoor adventurer, visit the pristine Tidbinbilla nature reserve and wetlands where wild platypus sightings are a daily occurrence and well-signposted bushwalks offer staggering views. The Snowy Mountain ski fields of Thredbo and Perisher are only two hours away – stop at the rustic Wild Brumby Distillery on the way for a winter feast by the fire and a gin and schnapps tasting. Staying in Canberra, hire a bike and cycle round Lake Burley-Griffin, ticking off landmarks as you go, then stop at Kingston Foreshore to visit the Old Bus Depot markets, artists at work in the Glassworks and grab lunch in the restaurant precinct. Families can enjoy Questacon, the award-winning National Zoo, and heading to the National Arboretum for its towering acorn playground, kite flying and panoramic views of the city. For more ideas, see the [Visit Canberra website](#). See you in Canberra!

The Canberra Conference Organising Committee



[Conference website](#)

Key Dates

Monday 15 April 2019 - Author registration deadline
Monday 13 May 2019 - Early bird registration close

Focus on

Health Professional Education:
A Multi-Disciplinary Journal

The latest edition of FoHPE Volume 19.3 is online at this link:
<https://fohpe.org/FoHPE>.

Volume 20.1 OUT SOON

The next FoHPE edition is release in coming weeks
Look out for your email notification!

Profile on FoHPE Board Member: David Powis. After many years of service on the editorial board of FoHPE, David is stepping down. David's commitment to the quality and integrity of the journal has been instrumental in guiding the journal's progression and expansion to its present online format. Thank you David for your direction and scholarly contribution to FoHPE. Read David's profile here.

Get in early! FoHPE workshops. Don't forget to get in early and register for the FoHPE workshops at the 2019 ANZAHPE Conference in Canberra. Our standing workshops are, Writing for Publication, and Reviewing Manuscripts for Publication. Registrations will open soon on the conference website – so get in quick. These are always popular and fill up fast

Want to improve your writing and publication output?

Register as a FoHPE reviewer and become part of the peer review system. Being a reviewer is a great way to improve your critical appraisal skills and will make you a better writer. New reviewers are always welcome and registration is easy. Go to this link to register <https://fohpe.org/FoHPE/user/register>

Reviewer acknowledgement

Reviewers are the foundation of the peer review system. They generously provide their time and expertise to give back to the academic community and help maintain the dissemination of impactful and rigorous research. In sincere appreciation, the list of academics who have reviewed for FoHPE over the preceding 12 months is published in the final issue each year.

[Click here](#) to view the Vol 19.3 list.

Consider submitting your next manuscript to FoHPE. Original research papers, reviews, and short reports or discussion papers are all welcome. FoHPE also offers the Innovative Teaching and Learning Projects (ITLP) category where you can share your innovations in a brief report without producing a full research paper. See the FoHPE webpage under 'for authors' for guidelines. It's a beneficial and professional way to communicate with your colleagues, share information and build your CV at the same time.

Feedback please.

We welcome your feedback and ideas / suggestions on any aspect of FoHPE – anytime. Direct your correspondence to Jill Romeo at executive@anzahpe.org



Diann Eley
ANZHPE FoHPE Liaison Officer

FoHPE Website Technical Assistance:

Forgot your login or password?

Handy hint - Username is usually first name/underscore/last name (lower case). Forgotten passwords can be reset once username is entered.

Please contact Jill Romeo at executive@anzahpe.org if you need help accessing the FoHPE site or any other technical assistance with the FoHPE website.

FOHPE Board Member Profile - David Powis



David Powis was born and educated in Northamptonshire, England, moving to the University of London in the mid-sixties from where he graduated with a BSc in Physiology and Biochemistry, and later a PhD in Cardiovascular Physiology. He has been involved as an academic in physiology education and research, and in medical education since 1972, initially at the Medical College of St Bartholomew's Hospital in London. After a belated post-doctoral year at Mayo Clinic in Rochester, Minnesota, David emigrated in 1978 to Australia to take up a lectureship at the University of Newcastle, New South Wales in the year that the newly established medical school admitted its first cohort of students. Newcastle medical school was a true pioneer in many respects: from the

start students were selected principally on the basis of their personal qualities, as opposed to their demonstrated academic excellence which was then the norm in Australia. Newcastle also adopted and developed a problem-based learning curriculum rather than the more traditional lecture based format. Examinations and progression were focused on achievement of professional behaviour criteria in addition to demonstration (and application) of acquired knowledge. This is a model still used at Newcastle, and has been adopted by a few medical schools elsewhere. Prior to his 'retirement' in 2006 David had been Director of the [Teaching & Learning Unit](#) in the [Faculty of Health](#) at Newcastle and Assistant Dean, Teaching and Learning.

In parallel with conducting and publishing bench research studies in cardiovascular physiology and neuroscience he has, by virtue of a long held position as Chair of the Admissions Committee of the former Faculty of Medicine at Newcastle, worked extensively in the area of medical student selection to establish fair principles and best practice procedural strategy. Evidence-based selection procedures are still the prime focus of David Powis' research efforts, and articles he has published in this domain have been influential in triggering change in medical student selection processes both in Australia and overseas. With the aim of selecting the most suitable students for health professional degree courses, and graduates for subsequent practice, David Powis, together with psychologists Miles Bore and Don Munro, has developed, and continues to evaluate, a psychometric test battery known as the Personal Qualities Assessment (PQA; www.pqa.net.au). A singular honour for David was to be invited to present the Miriam Friedman Ben David Plenary lecture at the 14th Ottawa Conference that was held in Ottawa in 2014. The title of his presentation (to a bilingual audience of more than 1200!) was "Selection of Medical Students: An unresolved challenge".

David was further honoured in 2014 by the University of Newcastle with the title of Professor Emeritus, and is still active as a conjoint professor in the School of Psychology at the University of Newcastle. During his more recent career David has been an Adjunct Professor of Physiology in the Faculty of Medicine at Western Sydney University, a Visiting Professor at the University of Glasgow, Scotland, Chief Examiner in Physiology for 7 years for the Royal Australasian College of Dental Surgeons Primary Fellowship program, and an honorary Fellow of Magdalen College in the University of Oxford, where he supervised a review, and later reported on, medical student selection practices at that University.

David has had a long association with ANZAHPE, joining the association in its former identity as ANZAME. As now it was a wonderful forum for sharing insights with like-minded professionals into the many facets of health professional education. Unlike many scientific societies where academics have been known to be very reticent about sharing current information, those attending ANZAHPE meetings have always been exceptionally forthcoming in sharing their own insights and in their desire to learn in a genuine attempt to improve their educational expertise. Accordingly David was very happy (and he says honoured) to serve on the Editorial Board of FoHPE when he was approached to do so ten years ago.

In retirement David has more time to indulge his fondness for pipe organs, their mechanics as well as their music. Though he doesn't play the instrument he is a paid assistant 'holding notes' at the console to assist the organ tuners in the loft on their regular visits to Hunter Valley organs in their care. David also assisted with the major cleaning and restoration of the mammoth Willis pipe organ of the Sydney Town Hall that occurred recently over a 2 year period. Overseas travel also now features annually in David's retirement agenda. In the recent past, and on separate occasions Spain, France, Austria, Portugal and Switzerland have been visited for their culture, history, architecture, cuisine, wine and wine! Of course the Rail Travel project in the UK has to be mentioned: David has planned to travel all the passenger lines of Britain (and this enterprise was started long before Michael Portillo took to the rails with his 1864 Bradshaw's Guide); the route covered so far exceeds 90% of the total mileage.

MEMBERSHIP NEWS



As a new year gets underway, there is significant work happening behind the scenes to enhance the member experience and engage more effectively with our members. Some of the initiatives being discussed and planned are a direct result of the feedback received in 2018 via the member experience survey. For example:

- Members indicated there was a need for ANZAHPE to have a more of a presence within health professions education communities outside the university sector. We are pleased to announce that ANZAHPE will have a booth at two Australian conferences in 2019 – the National Rural Health Alliance conference in Hobart from 24-27 May. and the Prevocational Medical Education Forum in Canberra from 27-30th October. If you going to be at either conference, please stop by and say hello to Jill Romeo (ANZAHPE's Executive Officer), and of course, tell your colleagues about us.
- While members agreed that the ANZAHPE website was a useful source of news and information, they expressed a need for the currency of information to be maintained. Planning is underway for a new look website and you will see these changes occurring over the latter part of the year.
- Members have also expressed a need for more opportunities that support their development as a health professional educator and enable them to connect with each other beyond the annual conference. We will be exploring some options for ANZAHPE members to converge and share ideas around particular hot topics – please watch this space.

We are always keen to hear your thoughts and ideas about how we can improve the member experience and make the organisation work for you. If you have any suggestions, please email us at executive@anzahpe.org. We look forward to hearing from you.

Koshila Kumar
Membership Secretary

NOT AN ANZAHPE MEMBER - JOIN TODAY

Benefits of ANZAHPE membership include:

- Subscription to the ANZAHPE Journal - Focus on Health Professional Education: a Multi-Professional Journal
- Subscription to the ANZAHPE Bulletin
- Discounted registration for the Annual ANZAHPE Conference
- Eligibility for ANZAHPE research grants & awards
- Eligibility for ANZAHPE prizes and awards
- The opportunity to be nominated for a position on CoM
- Eligibility and discounted rates to attend ANZAHPE events
- Membership of a collegial community of health professional educators
- Eligibility to apply to the ANZAHPE Fellowship Scheme

Click here for full information on [MEMBER BENEFITS](#) and to [JOIN NOW](#)

COMMUNICATIONS TEAM



We welcome contributions for the Bulletin at any time, but will put out a formal call prior to each issue.

Contributions could relate to a range of relevant issues, which may include but are not limited to:

- New and emerging trends in health professional education and higher education
- Developments related to technology enhanced learning and teaching
- Opportunities for collaboration in educational practice and/or research
- Perspectives and current debates related to health professional education

Contributions should be 3-400 words.

Please forward articles or any enquiries to:

executive@anzahpe.org, Attn: Joy Rudland & Joanna Tai (Bulletin Editors)

Student Prizes & Awards

ANZAHPE offers three **student prizes** every year however, the number of submissions is declining. The Committee of Management is keen to receive feedback as to how to increase the visibility of the prizes and attract students in health professions education as well as the professional courses. The details of the prizes are available at <https://www.anzahpe.org/anzahpe-student-prizes>.



Please send your comments/feedback to Dr. Zarrin Siddiqui at zarrin.siddiqui@uwa.edu.au by 30th March, 2019.



AUSTRALIAN MEDICINES HANDBOOK

Australian Medicines Handbook generously support the ANZAHPE Pre-Registration and Post-Graduate Student Prizes.



2018 Prize presentation Pictured L to R:
Roshit Bothara, David Dart, CEO - Australian Medicines Handbook & Loai Albarquoni

NOMINATIONS ARE INVITED FOR 2019 ANZAHPE AWARDS

The **ANZAHPE Award** is available each year to recognise professional excellence or outstanding achievement in the field of health professional education in Australasia and New Zealand.

ANZAHPE **Honorary Membership** is a prestigious category of membership which recognises exceptional, sustained contributions and loyalty to ANZAHPE over a long period of time.

Award Nomination deadline: April 30, 2019

Further details: <https://www.anzahpe.org/awards>
or email executive@anzahpe.org

2019 RESEARCH GRANT Project updates

Enhancing novice students' readiness for clinical placements through a multidisciplinary evaluation tool

Belinda Judd

The research team has completed a pilot of the evaluation tool the 'Readiness for Placement Evaluation' (RPE) from 350 student assessments from Physiotherapy, Occupational Therapy and Speech Pathology programs at the University of Sydney. Following some final touches to the data analysis, this phase of the project will then be complete. The assessment tool presents a shift away from specific technical skills and competencies, towards learners' foundational behaviours, attributes and capabilities. Tool development was also informed by a survey on 'placement readiness' attributes completed by students, clinical educators and academics.

Following the results of this pilot, the tool to measure novice students' readiness to begin their placement program has evolved into the EFPC- the 'Evaluation of Foundational Placement Competencies'. We are working towards developing a high-quality assessment tool to support good quality judgement of students' readiness for placement. In this next phase, the second iteration of the tool is being trialled at our four partner sites across Australia where we expect to reach a data collection milestone of over 1000 assessments in the next few months. We will then consider, in a broad assessment framework, the validity of judgements that can be made from the tool results, reliability of the EFPC, and tool utility across multiple health disciplines.

Embedding patient feedback in a programmatic assessment framework

Simone Gibson

Involving patients in student assessment is not new, however the focus of research to date has been on the validity of patients providing feedback, rather than how the experience of seeking feedback influences student learning and outcomes. Health care is undergoing disruption, and health care graduates require preparation for less traditional employment models and new ways of working. Introducing concepts such as design thinking and involving end-users in program development may assist in preparing graduates for future job roles as well as improving patient care.

This proof of concept study aimed to promote the practice of students seeking and acquiring feedback from patients. We collected quantitative and qualitative data from Monash University final year nutrition and dietetics students who sought feedback from patients they routinely interacted with during their clinical placements. Students were provided with simple prompt questions to assist them to collect patient feedback, including written or verbal comments about their performance. Students developed SMART goals related to this feedback, along with a brief reflection of the encounter relating to their experience of seeking patient feedback.

Results:

48 students participated in this research with 81% agreeing/strongly agreeing that patients provided feedback that increased their understanding and 94% agreed/strongly agreed that the process of gathering feedback from patients enhanced their understanding of patient-centred care. They rated the overall patient feedback experience 8/10 (median), however they did not find the development of SMART goals useful in this context.

Qualitative data (of focus groups and student reflections) is still undergoing analysis but preliminary findings indicate that patients tended to provide only positive feedback which assisted with confidence building, however students perceived the feedback may not be as valuable due to no critical components. Students reported the patients felt valued by being asked their opinions, thus strengthening the patient-student relationship. Students also suggested improvements that could be made to the patient feedback program.

Next steps:

The researchers will meet to discuss their coding and thematic analysis with a manuscript planned for

2019 RESEARCH GRANT Project updates

Supporting junior doctors in safe prescribing

Avril Lee and Dale Sheehan

This brief report updates on promised outcomes that included data analysis from phase one and the development of an alternative sustainable model for large cohorts, for smaller centres or cohorts with less educational resources.

Data analysis

May to August focused on data analysis and interpretation which included on-going communication with the UK, including a poster presentation at the 2018 New Zealand Health Quality and Safety Commission Scientific Symposium forum.

We are now in a position to prepare an article on the project for submission to the New Zealand Medical Journal. This data will also be incorporated in a journal article with the UK team.

Towards a sustainable model for large cohort implementation

The goal has been to identify a range of teaching strategies that follow the education principles that underpin ePIFFany (Effective Prescribing Insight For the Future) but also draw on the strengths of a local environment, in order to develop a sustainable model for cohorts of junior doctors, up to 90 at one site. Between August to December 2018 the focus switched to exploring a model that is more sustainable in time-poor work environments with focus on the development of the hospital pharmacist role in the training of junior doctors. For large hospitals with extensive simulation activity the simulation model is shown to be effective. However, the release time for doctors and supervisors makes it costly for smaller centres with fewer training resources.

A visit to the pharmacists at the Gold Coast university Hospital presented the opportunity to share this work and discuss a strategy for a pilot trial based on the ePIFFany model. This collaboration has resulted in the exploration of an approach that centres on the ward round as the trigger for learning and assessing progress. The first trial in January 2019 with the new cohort of PGY1 doctors has been delayed due to the introduction of e-prescribing.

At Waitemata DHB a version of the ePIFFany model was implemented that began with a pharmacy led case based workshop as a trigger to ward learning with Pharmacy support. The approach targeted opioid prescribing and the initial workshop was delivered in the first two weeks of the PGY1 year. Following the ePIFFany model this targeted and supported self-directed learning on the ward with pharmacist coaching. What is still under development is a process to assess junior doctor's improvement over the span of the attachment.

The discussions have led to two further developmental projects:

1. A focus on training for pharmacist as clinical coaches to junior doctors and development of shared tools for intraining programmes for pharmacists
2. An exploration of how to evaluate improvement in prescribing practice and patient care from the training programmes, especially in the context of e-prescribing.

Video-enhanced professional learning for clinical teachers

A fundamental question that we have been grappling with is, 'What is high quality professional development (PD) for clinical teachers?' Systematic reviews from both the education and medical education fields summarise the characteristics of PD that are most likely to lead to improvements in the actions of clinical teachers. Yet, these same reviews highlight an over-reliance on one-off face-to-face workshops that may also have little impact on participants' practice. This evidence provides an imperative to trial innovative forms of PD and puts the onus on the originators of these activities to inform their interventions with a knowledge of 'what works' and justify their educational designs.

In a medical education context we are currently using case study evaluation to evaluate a novel PD activity that has been utilised in the field of education, the 'video-club' – a forum where groups of educators meet regularly to watch and discuss video-recordings of their teaching. Many features of video-clubs mirror the characteristics of effective PD; for example, educators working together in a community of inquiry to address self-identified authentic issues that arise from the workplace. A key feature is that this is an activity that takes place over time. In our intervention, one online and one face-to-face group of General Practice Supervisors have met for 60-minutes, once a month, to discuss video-recordings of the protected teaching sessions they run for GP-registrars.

In developing the instructional design, we aimed to produce a "carefully structured, thoughtfully crafted, and deliberately informed" intervention to activate professional learning in clinical teachers. Just as video-clubs expose people's pedagogy to scrutiny and aspire to promote the type of challenging conversations that are necessary for their success, we are endeavouring to present our pedagogy for discussion. To this end we have recently submitted a paper that outlines and discusses the instructional design and aim to present these ideas and associated findings at Australian conferences this year.

We believe that video-clubs have the potential to develop clinical teachers as educators and have the potential to transform workplace learning in healthcare. Significant challenges will remain in getting such an innovative PD activity more widely adopted, as learning about 'teaching and learning' through observing others' practice requires a new culture to be developed; one where teaching practice is de-privatized and embracing 'vulnerability' through exposing one's practice to others is a new norm.

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Learning while Teaching: Using a “for Students by Students” approach

Challenging traditional didactic teacher-focused teaching methods, are peer-to-peer teaching approaches. As a graduate-entry Monash University medical student, teaching and learning from our fellow classmates, such as through study groups or mentoring, is nothing new. However, it has been a novel experience that “for students by students” initiatives are becoming more formally recognised and now embedded as part of university curriculum. These exciting advancements, have instigated university-wide change in how students respond to learning and educational materials. Various projects at Monash University demonstrate the value of utilising a “for students by students” approach, not only for those being taught, but for the students involved in creating educational content and teaching. After all, it is said “the best way to learn is to teach”.

One Monash Rural Health initiative has been [MEDHAX](#), a unique “by students for students” created resource to assist pre-clinical students in applying and integrating challenging concepts of Evidence Based Medicine and Health and Society; within a person-based approach. As a team of medical students working together for this project, we utilised our personal reflections, peer feedback and engaged clinicians in content development, to specifically target areas requiring focused clinical integration to improve the student experience and understanding of these often undermined concepts. As a dynamic learning platform, MEDHAX will continually utilise student feedback and analytics to guide further development.

Furthermore, student-led programs can extend to teaching students across different disciplines. The recently developed [Collaborative Care Curriculum](#), gave me the chance to create multimedia resources on Inter-Professional Communication and Role Understanding for first-year healthcare students from various professions, such as physiotherapy and nursing.

However, “by students for students” educational initiatives are not limited to delivering academic content. In recognition within Australian universities of the harm caused to students experiencing sexual violence and other forms of discriminatory interactions, the [Give Respect Education resource](#) was developed. This co-created program involved students from different course backgrounds, following key themes identified by the project team. As a student, there was unique access to peers, thereby facilitating the co-creation process through direct engagement with other students, which improved the honesty received from participants.

In advocating for “by students for students” approaches of teaching, we can not only enhance learning, but establish a culture that nurtures education, from classroom to workplace, in our journey as lifelong learners (and teachers).

Jessie Zhou (Year 4C Medical Student, Monash University)

Collaboration opportunity: Best practice in Mini Interviews to select students suitable for professional training

Like many health education programs, the postgraduate professional training programs in clinical and health psychology at the University of Adelaide receive large numbers of applications with the challenge being to select the best applicants most efficiently. We offer selection interviews to assess suitability for professional training to applicants with excellent grades and referee reports.

Multiple mini interviews (MMIs) have been used in a range of health disciplines for selection into programs, with evidence for their acceptability, validity and reliability. However, there is limited research on the use of MMIs in Psychology. Recently we have introduced MMIs to improve the reliability and predictive validity of our selection processes and to increase efficiency. We have developed several stations focussing on assessing self-reflective ability, ability to respond to feedback, ethical reasoning, interpersonal skills, and knowledge of clinical and health psychology.

Responses from applicants who completed exit surveys after our last round of MMIs indicated that the MMIs were experienced by most applicants as fair, easy to understand, and allowed them to demonstrate their suitability for training, with sufficient time allocated. In addition, an included role play was rated as both realistic and a fair way to assess their skills. Applicants were similarly supportive of the acceptability of MMIs regardless of gender or cultural background. We are planning future research and publications on the use of MMIs for selection for health education programs, and are keen to work with educators from both psychology and other health professions to improve our understanding of best practice in MMIs.

We are particularly interested in formulating a discussion paper about the selection of students into postgraduate psychology programs in Australia, drawing on evidence-based best practice across the health professions. We thus welcome other psychology scholars, as well as those in medical, nursing and any other allied health professions, to get in touch, if you would like to collaborate on such a manuscript with us.

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Update: Survey about the demand for further education in X-ray image interpretation

Thank you to all those ANZAHPE members who recently responded to a short survey to explore the interest in a 'Graduate Certificate in Image Interpretation'. The proposed course would be offered via Monash University Department of Medical Imaging and Radiation Sciences, in collaboration with the University of Newcastle Department of Rural Health. It would target health professionals from various disciplines who request, perform and interpret medical imaging examinations. The course would particularly target rural and remote practitioners who have a generalist health care role but limited access to specialist medical advice, though enrolment would also include metropolitan-based practitioners.

The survey drew 523 responses, 57% of which were physiotherapists. Nurses made up 11%, who had a wide range specialties, the most common being emergency department (31), remote area (14) and intensive care (6). About 7% were doctors and 3% radiographers. Using the Modified Monash Model (MMM), 36% of respondents were from regional centres, while those from large or small rural centres made up 27%. Those from remote locations made up just over 6% and the remaining 30% were from major cities.

With multiple answers permitted, there were 1,273 responses to the question of what topics in plain radiography X-ray image interpretation respondents preferred from a drop-down list. The most common was 'limbs, shoulders and pelvis' (36%), followed by 'spine' (31%), chest (22%) and abdomen (12%). Over 400 responses were recorded to an open-ended question about desired education on other types of imaging. Responses covered most imaging modalities, including CT, MRI and ultrasound. Ultrasound was the most common response, whether 'basic' or 'general', or more specialised sonography, such as emergency, musculoskeletal, paediatrics, vascular or obstetrics. A couple of interesting comments were that:

'A shorter learning module would also be very useful, so those who are not interested in a Grad Cert can undertake it and develop better understanding of imaging interpretation.'

'To start with would like to keep it as X-rays however might consider ultrasound of musculoskeletal areas, especially upper limb and hip/knee.'

Finally, if respondents wished to be informed about developments, they were invited to provide an email address, so we now have a list of more than 360 people who we will email in the future as the course development unfolds. If you are interested in updates, please contact me to be added to the list.

Thanks again to those who responded.

Tony Smith

tony.smith@newcastle.edu.au

Department of Rural Health, University of Newcastle

Member news

A new free training program for medical students about end of life law



A new Commonwealth-funded free online course, [End of Life Law for Clinicians](#) (ELLC), aims to help prepare medical students for difficult end of life treatment situations they may encounter in practice.

The course, designed for both medical students and clinicians, comprises ten 15 to 30-minute online modules on key areas of end of life law including capacity and consent to medical treatment, withholding and withdrawing treatment, Advance Care Directives, substitute decision-making, palliative medication, futile or non-beneficial treatment and emergency treatment. The modules contain interactive exercises, legal cases, self-assessment quizzes and further readings to promote reflective learning.

The course aims to improve students' knowledge and awareness of end of life law; prepare them to apply the law in practice; assist them to manage legal issues; and support their delivery of quality end of life care. Certificates of completion are available.

The training also addresses the differences in the laws in all eight Australian jurisdictions through [End of Life Law in Australia](#), a resource developed for health professionals and the broader community to find out more on end of life law.

The course was designed following research undertaken by QUT Australian Centre for Health Law Research's Professor Ben White and Professor Lindy Willmott on doctors' knowledge of end of life law. They developed ELLC with QUT palliative care expert Professor Patsy Yates and health law researcher Dr Shih-Ning Then, with funding from the Commonwealth Department of Health.

"Not knowing the law creates risks for clinicians including breaching the law, with the potential for civil liability or criminal prosecution, and this can lead to doctors practising defensive medicine and under-palliation of patients," Professor Willmott said.

"We are delighted that one Australian medical school has already incorporated use of the modules to support learning in their curriculum across their medical degree. and we anticipate a number of other medical schools will also adopt the training in 2020."

For further queries about the training program, or to discuss utilising the training in your tertiary institution or organisation, please contact Penny Neller, ELLC Project Coordinator at endoflifelaw@qut.edu.au

SIF Project

SECURING AN INTERPROFESSIONAL FUTURE
FOR AUSTRALIAN HEALTH PROFESSIONAL EDUCATION AND PRACTICE

The SIF project aims to ensure that every Australasian health profession graduate has achieved the core capabilities required for successful and ongoing inter professional and collaborative practice.

Read the latest SIF Project Newsletter [here](#):

For information regarding the project, please see the [recent information brochure](#), or visit the project website: www.sifproject.com

Assessment Collaboration turns 10

Medical schools across Australia vary in student intake, teaching modes and duration of course. It was ten years ago that a need was expressed to benchmark performance of students. Australian Medical Schools Assessment Collaboration (AMSAC) thus started with six of the 19 medical schools following extensive discussions. University of Sydney took the lead to host the meeting of the collaboration annually with Prof. Leo Davies as Chair and Prof. Ben Canny as Deputy Chair. The benchmarking has preliminary focussed on basic sciences with all participating medical schools contributing test items to a central pool from which a set of 50 items is selected every year after a thorough review. Medical schools at their discretion select the items from the set and administer them into their assessments. Data is analysed and presented at the annual meeting of the collaborators. This collaboration has strengthened every year with 19 medical schools participating in 2018 benchmarking exercise.

In February 2019, the collaboration had its tenth meeting attended by assessment leads from 20 medical schools as well as delegates from Medical Deans of Australia and New Zealand. Darren Stammer from University of Notre Dame, Fremantle and Helena Ward from Adelaide University have been nominated as the deputy chairs for AMSAC.



ANZAPE Hot Topic Action Groups: HTAGs

HTAG: An Australian and New Zealand University Health Clinics Collaborative

HTAG Lead: Dr Keri Moore

Project: Scoping study of Interprofessional Clinical Education activities in Australian and New Zealand University Health Clinics.

Current Research:

Research Project A

A national exploration of allied health student and new graduate perception of University Clinic versus community and hospital based clinical educational experience.

We are pleased to advise preliminary findings are being presented in March at the Baltimore Conference of the Association of Chiropractic Colleges Research Agenda Conference and in September at Workshops re student-led clinics at the University of Limerick Ireland. Invitations to present have also arrived from the British School of Osteopathy in London.

Other research currently being undertaken by members which focuses on supervision in student-led clinics includes:

- An explanation of Clinical Supervisors duty of care in Allied Health Clinical Education
- A study of allied health clinical supervisor's understanding of the law

Anyone interested in sharing their research, looking for research partners is most welcome to email: [HTAG](#)

HTAG: Comets (Community of Medical Ethics Teachers)

HTAG lead: Dr Adrienne Torda

Aims: This group aims to bring together people who are involved in and/or interested in teaching medical ethics and professionalism in Health Professional Education across Australia and New Zealand. It provides a forum for Medical Ethics teachers throughout Australia and New Zealand to discuss teaching practices and approaches, content, problems and do collaborative research projects relevant to the teaching of Medical Ethics and professionalism.

The expected outcomes of this group include (but are not limited to):

- Sharing of learning and teaching resources,
- Research collaborations,
- Highlighting recent publications and conference presentations of interest,
- Teaching evaluation methods.
- The development of research methodologies to evaluate different educational practices, assessments and outcomes and inter-faculty research.
- Current controversies and conundrums relevant to our programs.
- Information about frameworks, assessments and formats being used in other countries.
- We would ultimately like to develop a framework or consensus statement on Medical Ethics and Professionalism in Health Professional Education.
-

New members and conversations are welcome!

If you are interested in joining this group, please do not hesitate to contact:

Dr Adrienne Torda (a.torda@unsw.edu.au)



AIPPEN is a network of health professional educators and health professionals in Australia and New Zealand who share an interest in interprofessional education and collaborative practice. Please visit the AIPPEN website (www.anzahpe.org/aippen). If you would like to join AIPPEN (membership is free) or you have an IPE event or project that you would like to promote, please email AIPPEN at aippen@anzahpe.org.

AIPPEN in partnership with ANZAHPE is a key organisational member of the national project – Securing an Interprofessional Future for Australia (SIF). The outcomes of this project will be twofold:

Firstly an Australia and New Zealand Interprofessional Education and Collaborative Practice (IPECP) Knowledge Repository that will be hosted by the NEXUS international Resource Centre (<https://nexusipe.org/>). This development will give Australian and New Zealand IPECP researchers international reach and recognition for their work and will make it easier to find locally produced research.

Secondly an online community network will be developed that will allow IPECP practitioners, educators and researchers to keep in contact, share and exchange resources and build capacity across the AIPPEN membership.

In order to drive forward these important initiatives we need an active leadership group supported by an engaged membership. Following the very enthusiastic group meeting at ATBH in Auckland we would now like to call on interested IPECP practitioners, educators, researchers and consumers to submit an EOI for membership of the new AIPPEN steering committee. We ask that your EOI be no more than 100 words and focus briefly on your vision for the future of AIPPEN and the contribution you would like to make.

Please forward your EOI to aippen@anzahpe.org by Monday April 18, 2019.

We look forward to a great response from Australian and New Zealand colleagues and hope that the formation of the new leadership group will coincide with the SIF outcomes outlined above.

Regards

Monica Moran and Jill Thistlethwaite



Following the 3-day partnership development retreat in September 2018, The World Coordinating Committee (WCC) for All Together Better Health (ATBH), a collaboration of regional networks from around the globe focused on interprofessional education and collaborative practice, changed its name to **Interprofessional.Global**. Interprofessional Global is now the representative organisation of all the interprofessional associations and networks across the world, including AIPPEN as a member network organisation.

Read their latest newsletter [here](#)



MONASH
University

EOI – Senior Lecturer and Lead - Work Integrated Learning Monash Nursing and Midwifery

Job No: 590030

Location: Clayton and Peninsula campus

Employment Type: Full-time

Duration: Continuing appointment

Remuneration: \$119,072 - \$137,298 pa Level C (plus 17% employer superannuation)

Monash Nursing and Midwifery is seeking a qualified and motivated nurse academic to join our world-class School.

Expertise in nurse education, work integrated learning and clinical placements, in a healthcare/tertiary setting, are strongly encouraged to apply.

Further details:

<http://careers.pageuppeople.com/513/cw/en/job/590030/expression-of-interest-senior-lecturer-and-lead-work-integrated-learning-monash-nursing-and-midwifery>



ashm

Developing a sustainable
HIV, viral hepatitis and
sexual health workforce

Medical Educator

ASHM is looking for a Medical Educator who will contribute to the review and update of clinical education materials for ASHM, with a particular focus on improving learning outcomes.

This is a part-time (approximately 7.5 hours per fortnight) position, with the option to work remotely.

Candidates must be experienced Medical Educators, with expertise in developing engaging, interactive and audience-appropriate education for clinicians. You will also possess excellent interpersonal skills, with the ability to engage stakeholders at operational and strategic levels.

The job listing can be found at: <https://www.ashm.org.au/about/careers/ashm---medical-educator/>

For further information on the position or to apply, please contact Katelin Haynes via email on Katelin.haynes@ashm.org.au or phone on 0423 058 692.

Applications close at 10pm on Friday, 12 April 2019.

ASHM will review and interview candidates as applications are received, so please apply as soon as possible.

WESTERN SYDNEY
UNIVERSITY



Western Sydney Postgraduate Research Scholarship in Medical Education

Are you passionate about researching the education and training of medical students and doctors?

In partnership with Maastricht University, Western Sydney are proud to offer the Western Sydney-Maastricht PhD in Medical Education program, supported by the Western Sydney Postgraduate Scholarship in Medical Education. Successful Scholarship holders will receive world-class research training and access to international research networks. During their candidature they will be located both at SHE, Maastricht University and at the School of Medicine in Western Sydney, Australia.

We welcome applicants from different backgrounds who are passionate about building the evidence base in medical education. Successful applicants will have a keen interest in innovation and interdisciplinary approaches to medical education, and will develop the ability to apply and extend these to their own research.

To be eligible, applicants must complete the SHE PhD Proposal Writing course with a research proposal that is relevant to the Western Sydney medical program. Scholarship holders will receive a tax-free stipend of \$30,000 AUD per annum for four years. Additional funding will be offered for research costs, and top-up funding may be offered for outstanding candidates.

Please see information at the link below for further information and contact Professor Wendy Hu e:w.hu@westernsydney.edu.au, or Professor Diana Dolmans, d.dolmans@maastrichtuniversity.nl to discuss your eligibility and project requirements.

Closing Date 31st March, 2019

Apply online at: https://www.westernsydney.edu.au/graduate_research_school/grs/scholarships/current_scholarships/current_scholarships/som_educating_and_training_doctors_for_the_future

WOULD YOU LIKE TO ADVERTISE HERE?

Do you have a **job opportunity** or **up-coming event** that you would like to promote?

Job Opportunities are now also listed on the ANZAHPE website.

Advertising with ANZAHPE will be circulated to the ANZAHPE and AIPPEN member networks.

If you are interested in advertising via the ANZAHPE network contact Jill Romeo executive@anzahpe.org

UPCOMING EVENTS



UNIVERSITY
of
OTAGO
Te Whare Wānanga o Otāgo
NEW ZEALAND

Simulation Instructor Workshop

A Simulation Instructor Training Workshop is being held by the University of Otago, Christchurch Simulation Centre on Wednesday, 5th June to Friday 7th June 2019 in Christchurch, New Zealand.

Open to any health professionals with an interest in simulation-based education the course is designed for individuals already working in simulation, although those with no prior experience are also invited to attend.

More details, including online registration can be found at: <https://www.otago.ac.nz/christchurch/services/simulationcentre/simworkshop/>
or by emailing: simcentre.uoc@otago.ac.nz



The eighth biennial Leaders in Indigenous Medical Education (LIME) Network Connection will be held in **Christchurch, Aotearoa/New Zealand** from **5 – 8 November 2019**. The event will be hosted by The University of Otago.



The International Association of Medical Science Educators (IAMSE) is pleased to announce the call for focus sessions for the special, one-day IAMSE conference to be held in conjunction with the 2020 Ottawa Conference in Kuala Lumpur, Malaysia on February 28, 2020.

[Click here](#) TO VIEW UPCOMING EVENTS LIST ON THE ANZAHPE WEBSITE.

Contact ANZAHPE

General enquiries, suggestions and feedback are always welcome.
Please feel free to contact me.



Jill Romeo
ANZAHPE Executive Officer
executive@anzahpe.org

ANZAHPE & SOCIAL MEDIA

Follow ANZAHPE on Twitter and Facebook.

One of ANZAHPE's core objectives is to facilitate communication between educators in the health professions. Twitter and Facebook are great platforms to help us meet this objective. So, whether you are new to social media or have been using it with skill for a while, we would love you to be our friend and/ or follow us. See links below.



[Twitter](#)



[Facebook](#)

Contact ANZAHPE

Email: executive@anzahpe.org

Phone: 0478 313 123

www.anzahpe.org