

Proceedings

WORKSHOPS
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Contents

Select each presentation to hyperlink to the abstract.

Tuesday 11 July 2017

Workshop 2

156. How I learnt to stop worrying and love the virtual classroom: practical skills for transitioning from Power Point teaching to the flipped classroom in the age of video conferencing, *Tonia Mezzini, Dayle Soong, David P Mills , Jonathan Newbury*

Workshop 3

187. Structuring student placements to achieve interprofessional learning outcomes, *Maree O'Keefe, Gillian Nisbet, Amanda Henderson*

Workshop 5

213. Transition from Educator to Researcher: Writing an Educational Research Proposal, *Julie Ash, Lambert Schuwirth, Kaye Mehta, Sue McAllister, Chris Brebner*

Workshop 9

494. Writing for Publication Workshop, *A/Prof Andy Wearn*

Workshop 10

495. Reviewing Manuscripts for Publication Workshop, *A/Prof Andy Wearn*

Workshop 11

286. Promoting resilience: latest fad or realistic educational target?, *Andrew Teodorczuk, Kwong Chan, Linda Humphreys, Eleanor Milligan*

Workshop 12

296. Digital pedagogies: optimising technology to enhance health professions education, *Andrew Linn, Elissa Hall*

Workshop 15

352. The role and skills of the Learning Coach: coaching students to become professional self-regulated learners, *Johanna Jordaan*

Workshop 2

How I learnt to stop worrying and love the virtual classroom: practical skills for transitioning from Power Point teaching to the flipped classroom in the age of video conferencing.

Tonia Mezzini¹, Dayle Soong¹, David P Mills¹, Jonathan Newbury¹

¹University of Adelaide, Rural Clinical School, Adelaide, Australia.

Introduction/background:

Teaching via video conferencing (VC) or virtual classroom is a necessity for a rural medical school. However, the transition from face to face teaching can be challenging to the point of frustration for academics, students and administrators. We can learn to embrace VC and see it as more than just a convenient technological solution to the tyranny of distance. Teaching via VC has potential for online, blended and distance course delivery.

Purpose and outcomes:

The aim is to workshop 12 practical tips to help the busy clinical academic transition from tolerating teaching via VC, to being able to 'work the VC room' and ensure positive learning experiences.

Issues for exploration or questions for discussion:

We will explore technical aspects of VC facilitating, etiquette for facilitators and students, and how and why VC and the flipped classroom methodology are natural partners.

Outline of workshop activities:

The presenters will use a 'Q & A' style format and small group discussions to guide the audience through 12 tips to ensure the session focuses on the practical application of medical education theory. The audience will have the practical skills to enable them stop worrying, get with the *zeitgeist* and flip that VC classroom!

Workshop 3

Structuring student placements to achieve interprofessional learning outcomes

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¹University of Adelaide, Adelaide, Australia

²University of Sydney, Sydney, Australia

³Griffith University, Brisbane, Australia

Introduction/background:

Placements provide ideal opportunities for health profession students to gain practical experience in working with practitioners from other professions. It can be challenging though for universities to ensure student learning during these placements is adequately supported and scaffolded, and to gather evidence that interprofessional learning has occurred. The authors have developed a set of practical tips for structuring student placements to achieve specific interprofessional learning outcomes. Development of these tips has been underpinned by the principle that interprofessional learning should be a core component of all healthcare placements, and that student learning occurs through participation in routine work activity in addition to structured learning activities.

Purpose and outcomes:

This workshop will provide practical advice and specific information to participants on how to prepare, plan and coordinate placements that support student achievement of specific interprofessional learning outcomes.

Issues for exploration or questions for discussion:

Participants will be invited to consider the commonly cited barriers to achieving high quality and effective interprofessional learning outcomes together with identifying the underlying assumptions. Issues for discussion will include: What are the core interprofessional skills all health profession graduates require? What supervision models are appropriate in the placement setting? What are realistic expectations for interprofessional learning in terms of achieving core graduate competencies?

Outline of workshop activities:

Through a series of guided activities, workshop participants will engage with a model for achieving interprofessional learning outcomes with reference to their own work and placement contexts. These activities will include group discussions, case study analysis and individual reflection.

Workshop 5

Transition from Educator to Researcher: Writing an Educational Research Proposal

Julie Ash¹, Lambert Schuwirth¹, Kaye Mehta², Sue McAllister^{1,2}, Chris Brebner^{1,2}

¹. Prideaux Centre for Research in Health Professions Education, Flinders University, South Australia

². School of Health Sciences, Flinders University, South Australia.

Introduction/background:

Enthusiastic health professional educators are always seeking to improve education, but are often confronted by real world education challenges, both of which lead to questions. These questions can be the basis of an educational research project; but how to start?

Purpose and outcomes:

Purpose: This workshop is for all health professional educators, whether research novice or experienced in other research traditions, wanting to explore their ideas or questions and transform these into a well formed educational research proposal. Participants are encouraged to come with ideas or questions for development.

Outcomes: By the end of the workshop participants will have written their own draft research proposal and will have strategies for building a project team.

Issues for exploration or questions for discussion:

The workshop will provide ample discussion about designing educational research projects using examples and dilemmas provided by the participants and by the workshop facilitators.

Outline of workshop activities:

The presenters, all experienced educators and researchers, will facilitate the active components of the workshop including developing a draft proposal that:

- Includes the essential elements of a research proposal
- Defines a problem statement and research aim
- Has a relevant research question
- Refers to relevant literature, theory or conceptual frameworks
- Aligns the research question to methodology and research design
- Considers project feasibility and associated ethical dilemmas

Participants will consider potential collaborators and partners who might form part of their project team to fully develop their proposals.

Workshop 9

Writing for Publication Workshop

A/Prof Andy Wearn

Introduction

This workshop is part of the regular programme at ANZAHPE conferences. The Association is keen to assist its members in developing academic writing skills. In particular it seeks to encourage and upskill early career academics.

Aims

- Assist participants in getting their message across in publications, by working on small samples of text
- Provide feedback and advice on an issue related to a particular paper
- Learn about the reviewing and publishing process, using FoHPE as a case example

Activities

The workshop will be focused on the needs of the participants. The participants will be required to bring along a piece of their own writing to the workshop; typically a title and an abstract for work that they hope to publish. A mixture of short presentations and small group work will be used.

Facilitators: The Editor and members of the Editorial Board of *Focus on Health Professional Education (FoHPE)*

Intended participants: This workshop is intended for novice writers/researchers. This includes those who are currently writing for publication for the first time as well as those who have already had some work published.

Workshop 10

Reviewing Manuscripts for Publication Workshop

A/Prof Andy Wearn

Introduction

This workshop is part of the regular programme at ANZAHPE conferences. The Association is keen to develop the skills of reviewers for FoHPE and other health professional education journals.

This workshop is targeted at participants who either wish to become reviewers or who have already provided some reviews and would like some additional guidance for that role.

Aims:

Equipping and encouraging novice academics to engage with the task of reviewing manuscripts for publication.

Intended outcomes

1. Develop and improve reviewing skills
2. Gain an understanding of the publication process from submission to publication, with a particular emphasis on the role of the peer review.

Preparation

Participants will be required to do some preparatory work prior to attending.

A manuscript/sample of academic writing will be provided for participants to read and critically reflect upon.

Activities

Through group discussion, the participants and facilitators will share their experiences of reviewing and draw out some general principles.

The supplied sample manuscript/writing will be examined critically by participants, working in sub-groups facilitated by members of the Editorial Board. A summary of key issues will be presented in whole group discussion.

FoHPE's reviewing process will be used as an exemplar. A copy of the FoHPE reviewer guidelines will be provided.

Facilitators: The Editor and members of the Editorial Board of *Focus on Health Professional Education (FoHPE)*

Workshop 11

Promoting resilience: latest fad or realistic educational target?

Andrew Teodorczuk^{1,2}, Kwong Chan^{1,2}, Linda Humphreys^{1,2}, Richard Thomson³, Gary D. Rogers^{1,2}

¹Health Institute for the Development of Education and Scholarship (Health IDEAS), Griffith University, Queensland, Australia ²School of Medicine, Griffith University, Queensland, Australia, ³School of Medical Education, Newcastle University, UK

Introduction:

Promoting resilience amongst students is topical in the medical education community. This is due to the high levels of burn out amongst students and trainees and associated impact on student health and patient outcomes. Furthermore the financial toll to individuals and society is high.

Purpose and outcomes:

The purpose of the workshop is to increase delegate understanding of resilience and upskill delegates in approaches that will improve educational practice. This will be achieved by showcasing the use of Balint groups and reflective writing as two different approaches to improve resilience. By the end of the workshop delegates will be in a position to implement novel approaches in their workplace.

Issues for exploration:

We will explore what we mean by resilience and nest approaches to promote resilience within the broader literature on reducing burn out. The relative contribution of tackling resilience in isolation will be debated and impact of two contrasting approaches evaluated.

Outline of workshop activities

Interactive "picture gallery" exercise encouraging delegates to move around the room and identify a controversial statement relating to resilience that with which most identify, discuss with their neighbours and defend this viewpoint to the wider group.

Snowball small group work to develop strategies to overcome burnout in participants' own settings. Presentation of work to wider group.

To sustain learning, delegates will complete an action point or pledge to send on a post card to change practice that will be sent out to delegates 3 months after the workshop.

Workshop 12

Digital pedagogies: optimising technology to enhance health professions education

Andrew Linn¹, Elissa Hall²

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Introduction/background:

With the continuing emergence of technologies, opportunities for enhancement of health professions education appear boundless and can seem daunting. There is a growing educational focus on

strategies and learning technologies to better facilitate active learning, particularly in tandem with redesign of learning spaces and the use of distance learning modes. Technologies and digital strategies, aligned with desired outcomes and pedagogical needs, can transform the learning environment, facilitate best practices, and create efficiencies for educators. Bridging theory and practice, this workshop arms the educator with tools and a plan to implement technologies judiciously into their programs.

Purpose and outcomes:

The workshop purpose is to engage participants in a hands-on experience with technologies to enhance teaching and learning in health professions education.

Workshop outcomes include the development of a toolbox of digital pedagogies, application of a deliberate approach to aligning teaching with technology, and an outline of an implementation action plan for participants' home institutions.

Issues for exploration or questions for discussion:

How do you use technology to enhance your learning programs, and what are their limitations? What do you 'wish' technology could do to help you in your program?

Outline of workshop activities

Facilitators will immediately engage participants in setting-up and using technologies to be integrated throughout the workshop including a Twitter backchannel. Following an exploration of the literature on technology-enhanced learning, activities will allow hands-on engagement in a variety of digital pedagogies. Participants will create an action plan for implementation and assessment of experience-enhancing technologies in their context.

Workshop 15

The role and skills of the Learning Coach: coaching students to become professional self-regulated learners

Julie Ash, [Johanna Jordaan](#), Iris Lindemann, Maxine Moore, Lisa Schmidt, Laura Spencer, Anna Vnuk

Flinders University, Adelaide, Australia

Introduction/background:

Health professions education recognises the importance of ensuring graduates are agents of their own learning in preparing them for academic success; and a lifetime of learning within professional work. However, if left on their own to manage learning, students may have a limited ability to optimally utilise their self-regulated learning capabilities. Adjustments to the teaching and learning culture in health professions education can put students in the educational driver's seat. Programmatic Assessment for Learning is such a program which recognises the importance of students developing process skills, including self-regulated learning and professionalism. This shift in medical education pedagogy/philosophy encourages students to "make meaning" of their learning and develop sustainable learning strategies for their future practice. The Learning Coach (LC) plays a critical role in this process.

Purpose and outcomes:

This workshop describes the strategies that help to develop students as professional and self-regulated learners with a particular focus on the role of the LC. This workshop is aimed at all levels from students to program coordinators.

Issues for exploration or questions for discussion:

You will be introduced to the concept and role of the LC and how they can coach all students towards (i) taking responsibility for their learning [professionalism], (ii) identifying and responding to feedback in a way that leads to improved outcomes [self-regulated learning] and (iii) better engagement with their learning [meaningful learning].

Outline of workshop activities

Through the use of videos and various exercises participants will actively learn skills needed to coach learners to develop sustainable long-term learning strategies.