



MedEd Newsletter

VOLUME 2, ISSUE 5

TUESDAY 18TH AUGUST 2009

The Medical Education Interest Group @UNSW

Session 2 is well underway and there are several important announcements in this edition. Please note also that the MedEd seminar topics have had to be moved around. Please also note that the Faculty's Professional Development & Talent Management on-line system is now available via an eMed login at <http://pdtm.med.unsw.edu.au> with lots of useful information about professional development and a new system to help you to create an academic portfolio, to set goals and record your talent management assessment for your professional development review. Take a look to see how this can help you. Plenty of things happening in the coming months -hope you manage to get to some of these exciting events!
Regards, RT (Ed)

Coming Events

- **Please note:** the MedEd seminar on "Research in education 2: Ethics approval and design" with Professor Heather Worth, has been postponed to **November 5th**. Topic for 2nd Sept is now: "Research in education 3 — Writing up and getting published"
- **The UNSW L&T Forum** is being held on Friday 11th September — put this in your diary! See below
- **The MedEd Blog site** is being piloted, if you are keen to try it out email rachel@unsw.edu.au

Report from the July MedEd Meeting

Sophie di Corpo and Rachel Thompson fed back from the First Year Experience (FYE) Conference and ANZAME conference (respectively).

The FYE conference site has links to the papers: http://www.fyhe.qut.edu.au/past_papers/papers09/content/html/publishing.html
Those recommended by Sophie follow:

Strategically enhancing student engagement in the first year: focusing on sustainable interventions is on Peer Assisted Study Sessions Programme: http://www.fyhe.qut.edu.au/past_papers/papers09/content/pdf/9A.pdf

Student trends within a health foundation year and implications for orientation, engagement and retention: http://www.fyhe.qut.edu.au/past_papers/papers09/content/pdf/2B.pdf

From foundations to outcomes: evaluation the effectiveness of central mentor training in a peer mentoring program in the Griffith school of environment. http://www.fyhe.qut.edu.au/past_papers/papers09/content/pdf/4C.pdf

Can't I just google?

http://www.fyhe.qut.edu.au/past_papers/papers09/content/pdf/6E.pdf

Identifying the six principles in the first year essay feedback/assessment cycle http://www.fyhe.qut.edu.au/past_papers/papers09/content/pdf/10B.pdf

The ANZAME report discussed the education and training issues of the National Health Workforce Agency www.nhwt.gov.au and the new WHO Patient Safety Curriculum (see the back page).

Next year's ANZAME conference will be in Townsville from 13-16th July 2010.

Next MedEd Meeting

Please note that the next MedEd meeting topic has been changed due to the postponement of the "Research in education 2 — Ethics approval and design" session to November 5th. On Weds 2nd September we will be hearing advice from those successful in publishing in medical education and sampling one of the new lecture theatre spaces in the Lower Ground floor of the Wallace Wurth Building. Time: 11.30am -1pm in LG02, Wallace Wurth. All welcome.

Reminder re the UNSW Learning and Teaching Development Grants

The University has called for applications under the new Strategic Learning and Teaching Development Grants scheme. The scheme is designed to "develop resources and infrastructure (including online learning environments) to support learning and teaching in accordance with UNSW and Faculty/Divisional priorities." Applications for the grants **must** be submitted to the Faculty **not** directly to the DVC (Academic). The completed application form should be forwarded by **21st August** to: Associate Professor Philip Jones, Associate Dean (Education). Email: philip.jones@unsw.edu.au
Full guidelines are available at: <http://www.med.unsw.edu.au/medweb.nsf/page/Learning+and+Teaching>

UNSW Learning and Teaching Forum 2009 — registration is limited!

Entitled "Engaging the Learner, Recognising the Teacher", this forum is an all-day event held on Friday 11th September at the UNSW Roundhouse. The Forum will provide an opportunity for academic staff interested in Learning and Teaching to learn from each other's experiences through poster presentations and interactive sessions around the four major themes of the forum: curriculum; teaching; learning environments; and 'Technology Enabled Learning and Teaching' (TEL).

The Australian Learning and Teaching Council (ALTC) Citation Winners of 2008 and 2009 will be recognized for their achievements and presentations by the 2008 Citation winners will be a highlight. Professor Kerri-Lee Krause, Chair in Higher Education and Director of the Griffith Institute for Higher Education will be the keynote speaker.

Register ASAP via the forum site: <http://www.learningandteaching.unsw.edu.au/forum/>

SOTL and Professional Development

3rd Biennial Threshold Concepts Symposium University of New South Wales, Sydney Australia, 1-2 July, 2010

UNSW in conjunction with the University of Sydney, is hosting the Symposium which is focusing on the theme of 'Exploring Transformative Dimensions of Threshold Concepts'. This international symposium will bring together researchers and practitioners from across the world to present, critique and discuss new research and developments in this area, including the originators of the concept, Erik Meyer and Ray Land.

The website - including the call for papers - is available at <http://www.thresholdconcepts2010.unsw.edu.au/>

We welcome contributions which explore the theme of threshold concepts and transformations across one or more of the following dimensions:

Epistemological dimensions - Transforming knowledge and learning - thinking, learning, understanding, perceptions, framework

Ontological dimensions - Transforming world views, identities, feelings, values, perspectives

Practice dimensions - Transforming practice - teaching, learning, curricula, assessment

Reflexive dimensions - Transforming the very notion of threshold concepts themselves - through critiquing, problematising, evaluating, creating - and moving the notion of, and the research on, thresholds forward.

Further information from: Jan McLean, Learning & Teaching@UNSW, 9385 2509 jan.mclean@unsw.edu.au

FULT /GCULT graduates coffee morning

Potential students, students and graduates of FULT/GCULT are invited to a coffee morning on Monday 24th August at 10.30-midday in SGR 6, LG Mathews.

Two GCULT graduates (Dr Silas Taylor and Dr Alison Rutherford) will present some of their project work and discuss the benefits of further study.

If you are also interested in attending please contact Rachel (rachelt@unsw.edu.au) or Tel 938 58038. If you are interested in enrolling in the new UNSW MPHil in Higher Education in 2010, please contact me.

UNSW Library

Copyright Session for Teaching Academics

An Information session on Copyright and Teaching will be held to answer common questions relating to copyright regulations. Some of these questions include:

- What can you copy for your courses?
- Do you need to get permission?
- How much of a book or journal can you copy?
- Radio or TV broadcasts – what can you use?
- Who can have access to copyright materials put online for courses?

Thurs 20th August 2009 from 1-2pm.

No registration is required. Venue- Goodsell LG 19

Debbie Gibson (Head, Policy Management Unit) and Andrew Wells (University Librarian). For further details, please contact Debbie Gibson on x52860 or Andrew Wells on x52662.

The Outreach Librarian for the medical faculty is Toni Gifford t.gifford@unsw.edu.au 9385 8241.

Need a good book to read?

Review by Edna Koritschner, SPHCM

Gawande, A. (2003). *Complications: A surgeon's notes on an imperfect science*. Profile Books; London

Gawande in this book effectively deploys his extensive clinical experience to inform his discussion of some very broad and important themes that weave throughout medicine. The first few chapters focus on the ethical and pedagogical implications of learning on patients. How can doctors learn without the help and support of patients? Yet while anyone is learning they are likely to make mistakes so how can we mitigate the real risks that patients experience when doctors learn? This applies not only to medical students but also to experienced staff who are regularly called upon to acquire skills and knowledge about new techniques, procedures and approaches to management of health problems. As an example of the consequences associated with doctors "learning on the job" Gawande cites data gathered during a move to improve a surgical technique for correcting a specific heart defect. During the learning phase of this new technique the patient mortality increased from 4% with the older method to 25% with the new method. While we learn new and ultimately better methods of treatment we also increase the risk to patients during the critical learning phase.

As you read other examples documented by Gawande it becomes evident that broader issues around uncertainty pervade much of medical practice. Uncertainty is found in many if not most of the decisions that a doctor and patient need to make. Gawande uses case studies like "the woman with the red leg" or "the elderly patient with an abdominal aneurism" in support of his contention that doctors who make decisions based on proven evidence and best guesses must inevitably sometimes get it wrong – not because they are negligent but because so many variable circumstances and chance events influence the process of identifying all the issues affecting the situation. Gawande argues that though we would like to maintain an objective scientific approach to practice this is an ideal which denies the reality. Medicine is complex and affected by human factors which are at times unpredictable and powerful. Doing best for the patient is at the heart of medicine yet communicating clearly about the doubts and limitations of what doctors do makes it difficult for patients to understand. All in all a great read which has stimulated lots of discussions for me. A big thanks to Leah Bloomfield for recommending this book.

Getting Published in Medical Education

The next MedEd seminar meeting is on Wednesday 2nd September 11.30-1.00 on the new lower ground floor of Wallace Wurth, Seminar room LG02. ALL WELCOME.

Unfortunately the research ethics meeting has had to be postponed until the November meeting date. So, at the September MedEd meeting we will be presenting some advice on how to get published. The Sept meeting will be held in the brand new seminar room LG02 in Wallace Wurth Building, Upper Kensington campus. A map of the upper campus is available at the MedEd website. Please email Rachel rachelt@unsw.edu.au if you hope to attend, or if you wish to [video-conference \(now available\)](#). *Note— no drinks or food are allowed in the new WW theatres.*

The October seminar meeting on Tues 6th Oct has been cancelled but we are hoping to arrange a session on assessment with Dr John Barnard who is internationally recognised expert in assessment and Mathematics Education.

For Your Diary – MedEd 2009 seminar programme

Date	Time	Topic	Location
Weds 2 nd September	11.30 – 13.00	Research in education 3 – Writing up and getting published (speakers to be confirmed)	Note: location moved to the new seminar room LG02, Lower Ground floor, Wallace Wurth
October	TBA	Assessment in Medicine (Speaker TBA)	TBA
Thurs 5 th November	11.30 – 13.00	Research in education 2 – Ethics approval and design Prof Heather Worth	TBA
Weds 2 nd December	09.30 – 13.30	MedEd L&T Forum With presentation of Faculty L&T Awards and FULT graduates	SGR 6-9, Mathews UG All welcome

N.B. Please let Rachel know ASAP if you notice clashes with other meetings that might affect our attendance.

MedEd BLOG

This is currently being piloted = if you wish to join, take a look and help to get this up and running, please email rachelt@unsw.edu.au. Ultimately this blog will replace the regular MedEd emails so everyone will be asked to be on the blog list to get the regular news feeds

The blog will keep you up to date with current news items and events, provide an active forum for discussion, for sharing resources and information, e.g. useful weblinks and teaching resources.

Quote of the month:

**“Where is the wisdom we have lost in knowledge?
Where is the knowledge we have lost in information?”**

T. S. Eliot, *The Rock* (1934)

British (US-born) critic, dramatist & poet (1888 - 1965)

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The MedEd Interest Group formed in November 2006 following a research presentation forum held at UNSW. It aims to bring together medical faculty staff interested in education issues to support scholarly practice, encourage research and create new networks amongst its members.

Our main activities include a monthly seminar series, this monthly newsletter, and an annual research forum. We will keep you in touch with upcoming grants, conferences, awards and new L&T publications, innovations and lots, lots more...

Feedback requests

Please contribute—start writing those book reviews! And if you read some interesting publications, or find new or exciting L&T or medical education websites, then please send them in. What are your best teaching tips? —send them in for “**Teaching tip of the Month**” (<100 words please).

What else would you like to see in the Newsletter?

Send ASAP to rachel.t@unsw.edu.au

Please keep your details up to date for the MedEd mailing list:

If your email has changed or you wish to be join our mailings, please update the mailing list by sending your name, email address and current research / area of interest to: Vicki Truskett on V.Truskett@unsw.edu.au

Don't forget the MedEd Website

with **NEW** resources to help you teach, and lots more!

Find it at: www.med.unsw.edu.au under “For Staff” / Learning and Teaching

Comparison of academic outcomes of rural entry students with general entry students in the medical undergraduate program - An exploratory study.

Students with a rural background may gain entry to the medical program via the Rural Student Entry Scheme. Under this scheme, students can be admitted to study medicine with a lower UAI than students qualifying under the general entry criteria. In moving to Sydney, these students are often dislocated from family and friends, and thus may experience decreased support networks as they commence their studies. The Rural Clinical School provides various supports to these students including the provision of extra tutoring when the need arises. A study is currently underway comparing the academic outcomes of rural entry students with general entry students in order to identify if any particular courses cause more difficulties for rural background students.

The results will be used to inform the Rural Clinical School's planning for extra tutoring supports for students. In addition, these results will be used to triangulate with results from a proposed qualitative study of rural students' needs, as well as another study investigating the experience of student to student tutoring.

The investigators are Lesley Forster, Mandy Ampt, Gordon Rees and Leah Bloomfield. If you would like further information, please contact Mandy on x58912, or m.ampt@unsw.edu.au.

Web-link of the month:

The WHO Patient Safety Curriculum Guide for Medical Schools

One or more of the chapters given here may be of interest to you and / or relevant to your teaching. Rachel Thompson (Quality of Medical Practice, Convenor for 3802 Program) will be conducting a review of the curriculum to assess alignment with this new guideline. An allied health version is being developed.

http://www.who.int/patientsafety/activities/technical/medical_curriculum_download/en/index.html

Share the good L&T websites that you come across with the MedEd Google group!