



ANZAHPE
Australian & New Zealand
Association for Health
Professional Educators

Bulletin

Issue 3, 2019

From the Editor

This edition allows us to reflect back on the excellent 2019 ANZAHPE conference in Canberra as well as looking forward to Melbourne in 2020.

A distinct flavour of this edition is on academic and teacher development. In the 'Research Corner' Karen Findlay is exploring the transition from clinical radiographer to radiography educator. Participants are sought for this study. Part of this work suggests that support from peers and supervisors is an important aspect of transition periods.

For you own professional development this edition highlights a couple of podcast provisions and also the value of being and international marker to develop your educational acumen. Reviewing for FoHPE also continues as an important activity not only for the community but also for individual development.

Finally a new Hot Topic Action Group (HTAG) has been proposed 'It takes a Village' Sustaining work placed learning - a health professional team-based approach. This HTAG has a focus on supporting environments as opposed to individuals in respect to how learners are supported in the work place environment.

Best regards



Joy Rudland, Editor

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President's Message



Dear Colleagues,

It is with great pleasure that I write to you in this post-conference edition of the ANZAHPE Bulletin. [ANZAHPE 2019](#) was a huge success and we have been heartened by the feedback that we received. Your informal feedback throughout the conference was extremely valuable and the survey feedback is very encouraging.

I would like to take this opportunity to thank all those who contributed in numerous ways to make this conference the huge success that it was. All your contributions, however big or small, are gratefully acknowledged. I extend special thanks to our dynamic conference organising committee, who worked tirelessly to deliver a unique educational experience.

As I noted in my opening address at the conference, we were aiming to deliver a conference that would have a lasting impact on your professional development. I was hoping that this would be the conference where you would make that one key connection, or where you would have that simply amazing idea that changes the course of history! I do hope that came true, and that you experienced a magic moment that made this a truly memorable conference. I now invite you to take a moment to reflect on the conference and follow up on those key ideas and connections, to generate some truly meaningful outcomes from the experience.

To those of you who missed this remarkable conference: you will be relieved to hear that there is much to look forward to! We have a fantastic conference planned for [2020 in Melbourne](#). I invite you to plan ahead and join our amazing community of health professional educators as we share innovative ideas to shape a bold new future in education.

With best wishes

Chinthaka Balasooriya MBBS PhD [FANZAHPE](#)

ANZAHPE President

FELLOWSHIP SCHEME

Introducing recent ANZAHPE Associate Fellows

Associate Fellow - Associate Professor Rebecca Grainger



Rebecca is the Associate Dean for Medical Education (ADME) at the Wellington Campus of Otago Medical School. The ADME is responsible for leadership in the development of the MB ChB curriculum within the University of Otago, Wellington campus and regional sites as part of the Otago Medical School.

Rebecca is an academic rheumatologist who is passionate about patient-focused care and medical education at all levels; undergraduate, postgraduate and continuing professional development. She has active research interests in rheumatology and medical education (student engagement, technology in education and health system improvement and curriculum development). She is a member of the Advanced Training committee in Rheumatology (NZ) and Adult Medicine Assessment Committee for the Royal Australasian College of Physicians and on the Education Committee of the Australasian College of Health Informatics.

Rebecca's scholarly interests in education include health-care needs driven curriculum renewal, use of technology to support learning and teaching, and how learning strategies can support knowledge construction in medical students.

I applied for AFANZHPE to clearly signal my commitment to developing as HPE scholar and as an opportunity to engage with the wider community of practice with educators with similar goals. I look forward to opportunities to participate and contribute to these communities.

Associate Fellow - Dr Kristen FitzGerald



Dr Kristy FitzGerald is Director of Education & Training at General Practice Training Tasmania (GPTT). She also holds the posts of Clinical Senior Lecturer in Rural Health at the University of Tasmania, Member of the Tasmanian Board of the Medical Board of Australia and practices as a GP in South Hobart.

Born in the foothills of kunanyi Mt Wellington, Kristy has a passion for growing community wellbeing by highlighting the purpose of training doctors through the lens of applied care, authenticity and responsive skill.

She focuses on the real-life implementation of medical practices in diverse contexts to serve the broad scope of Aboriginal health, public health (Kristy has a Masters in Public Health from James Cook University) and international communities (including the University of Malaysia Sarawak as Senior Lecturer in Family Medicine). Her leading publications and presentations support this focus on methods to promote the uptake of evidence-based research findings into daily practice, value-adding to a contemporary Health Service.

Kristy looks forward to leading, educating and mentoring a future generation of skilled, caring and responsive medical practitioners.

FELLOWSHIP SCHEME

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.



Prof Gary Rogers
ANZAPE Fellowship Scheme Lead

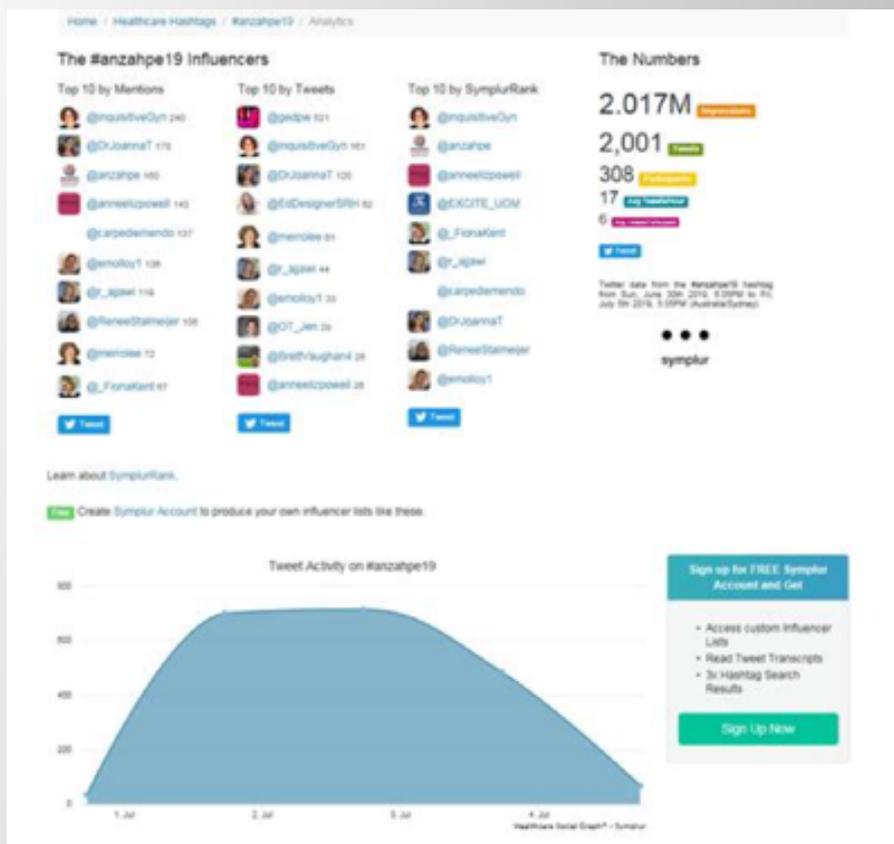
CONFERENCE NEWS



Past – Canberra 2019

It has been a few weeks since we all met in Canberra for ANZAHPE 2019. The conference was attended by 475 delegates who enjoyed interesting pre-conference workshops, a program that included amongst popular presentations styles, a few new styles such as 3-minute lightning talks and Ted-style talks and a number of well-attended workshops, as well as a dinner held at the arboretum.

The organising committee would like to thank all invited speakers, all speakers, attendees and student helpers for their enthusiasm and help. We were amazed by the impromptu as well as official feedback we received, which shows that this conference is a success through its attendees, ANZAHPE members and speakers. The broad range of presentations and attendees have encouraged and supported some new working relationships, seizing opportunities created by the theme of Blue Sky Thinking.



With a bit of help we were also able to measure the impact of the #ANZAHPE19 twitter handle and found that there were more than 2 million impressions made with more than 600 tweets per day – let's keep up the communication, collaboration, networking and blue sky thinking.

We look forward to welcoming you back to Canberra in the near future, or catching up at subsequent ANZAHPE conferences.

Sincere thanks and gratitude from ANZAHPE Committee of Management to the Canberra local organising committee:

Zsuzsoka Kecskes, Alexandra Webb, Karlee Johnston, Jennie Yaxley, Lucy Chipchase, Jane Frost, Nicola Wardrop, Ned Jelbart

CONFERENCE NEWS



Present – Melbourne ‘2020 Vision for learning cultures’



We are very excited to host the ANZAHPE Conference in Melbourne 12-15th July next year at the Pullman on Albert Park Lake. Our conference theme is 2020 Vision for learning cultures, and we feel that the time is ripe for a critical conversation about what constitutes productive learning cultures.

Health professions education, and healthcare in general, has been the subject of media coverage over the last five years - most often for reasons about which we should feel deeply concerned. Health care practitioner and learner isolation, burnout, bullying, and suicide are extremely unwelcome parts of our landscape and education is an important part of the vision for a productive and sustainable health workforce. We've seen shifts towards cultivating learning cultures that are student-centred and patient-centred, and yet both these parties are often under represented in shaping the design and delivery of learning and teaching activities.

The 2020 conference explores what a productive learning culture might look like, and what are the multiple factors that influence cultures of learning in the classroom and the workplace. We will have a range of presenting modes available to accommodate dialogue, imagery, early formative discussion, and dissemination of research findings from well-designed studies. Our keynote speakers include Professor Rachel Ellaway, University of Calgary, Canada, Professor Des Gorman, University of Auckland, New Zealand, Professor Chris Watling, Schulich University Western Ontario, Canada, Professor Lyn Monrouxe, University of Sydney, Australia, Professor Sandra Eades, University of Melbourne, Australia....(and more to be revealed on our conference webpage).

In the spirit of honouring inclusivity and different ways of knowing, we are also excited to be launching an art exhibition as part of the conference called “Ways of Seeing in Healthcare”. This new initiative for ‘ANZAHPE 2020 Vision for learning cultures’ will involve a collection of work from artists in health professions education including learners, teachers, clinicians and researchers. The Art of seeing exhibit will provide an expressive avenue for people to communicate their experiences or notions of learning cultures in health care.

Key dates for the diary include:

19 October 2019 - Call for abstracts open, and early bird registration open

6 December 2019 - Call for abstracts close

March 2020 - Author notification

Do start thinking, writing, booking. We look forward to welcoming you to ANZAHPE 2020 in Melbourne. <http://www.anzahpeconference.com.au/index.html>

Best Wishes,

Liz Molloy on behalf of the Local Organising Committee

New ANZAHPE Committee Member

Introducing Megan Anakin



Megan Anakin is the newest member on ANZAHPE Committee of Management. She has an educational background and is an educational adviser and lecturer at the Medical School in Otago.

Her special area of interest is in the nexus between teaching and learning, especially in respect to how students experience the curriculum. Of specific research interest is how Health Professions make decisions, interprofessional learning and simulation

She has been a member of ANZAHPE for 2 years and has recently applied for associate ANZAHPE membership. Megan was introduced to ANZAHPE through her role as an educational advisor where there was an expectation and support to attend ANZAHPE as the premier organisation of choice for Health Professionals Educators.

Megan sees the personal/professional benefits from involvement with ANZAHPE to include greater awareness of the breath of health professional community and to learn about and participate in scholarly activity. She is a reviewer for FoHPE and hopes one day to sit on the Editorial Board.

Megan is an avid cyclist and a day without a bike ride is like a day-without sunshine. In her early 20s she and her husband would travel around Europe for 10 weeks each summer. Essentially, they lived several years of their retirement in their 20s.

The latest edition of FoHPE Volume 20, 2, 2019 is now online at this link: <https://www.anzahpe.org/journal>

FoHPE workshops on *Writing for Publication and Reviewing Manuscripts for Publication*

At the 2019 conference, two pre-conference workshops were again provided by Board members of the ANZAHPE journal, Focus on Health Professional Education: A Multi-Professional Journal (FoHPE). Workshops were free for ANZAHPE members.

Writing for Publication was an introductory workshop designed to help participants get their message across in articles in health professional education journals. The workshop included discussion of the writing process as well as typical features of health professional education journal articles. This was interspersed with small group work in which participants worked on samples of text from their own research; from titles to whole sections. Participants welcomed the opportunity to learn about what makes a good health professional education journal article and enjoyed giving and receiving peer feedback on their texts and research topics.

The Reviewing Manuscripts for Publication workshop was designed for registrants who had either never reviewed or were new to the journal reviewer role and wanted to develop or improve their reviewing skills. We discussed the purpose and benefits of taking on the role of reviewer, even with our busy workloads, and the various roles the reviewer takes in this process. Information on the FoHPE reviewing process and common issues to look out for when reviewing was also provided. Participants practised their reviewing skills in small group work with a sample manuscript to critique. This facilitated reviewing task opened up some rich discussion around framing and articulating one's feedback as a reviewer.



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 or 0478 313123 if you need help accessing the FoHPE site or any other technical assistance with the FoHPE website.

MEMBERSHIP NEWS

In the March bulletin we reported that planning was underway for a new ANZAHPE website. Work is well underway in developing a new look website and member management system. The ANZAHPE Committee of Management are commencing the process of reviewing our website content and structure in preparation for the transition. If there is anything you would find useful or like to see on the ANZAHPE website (both from a content and functionality perspective), please drop us a line at anzahpe@flinders.edu.au



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](#)

PRIZES & AWARDS

ANZAHPE offers prizes to 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>.

Congratulations!

2019 ANZAHPE Student Prize winners

Pre Registration Prize:
Sponsored by Australian Medicines Handbook



Project title: Socio clinical medical resources for pre-clinical learning

We are incredibly grateful that we have been awarded the ANZAHPE Student Prize 2019 for our work on MEDHAX- an innovative by students for students platform that aims to clinically integrate Evidence-Based Medicine (EBM) and Health Sociology (HS), within a person-based approach.

Some comments from each of team:

Despite initial feelings of "imposter syndrome" with being "just a medical student", I was taken aback by the inclusive culture of ANZAHPE, when I first attended my first ANZAHPE conference in 2018, where I met colleagues and mentors from across the globe, which truly broadened my perspective towards "blue sky thinking". This inspired me to pursue my passion, continue further work in medical education and return to ANZAHPE the following year in Canberra!

Formal recognition of our efforts through the ANZAHPE Student Prize, not only made me feel more connected with the medical education community, but opened up opportunities for collaboration and ongoing improvement. The incredible advocacy that ANZAHPE provides all the way from supporting first-year healthcare students to esteemed professors, is a true reflection of the ongoing commitment ANZAHPE has for advancing education and training, across our journeys as healthcare professionals and educators.

Jessie Zhou

Being awarded the ANZAHPE student prize has been a very proud achievement for my team and my supervisors from Monash Rural Health and we are all very grateful to have been the recipients of this award. When I first started my Summer Research Scholarship last year in December, I had no idea it would take me all this way to the ANZAHPE Conference in Canberra! The ANZAHPE conference was a wonderful experience and an incredible opportunity to share our work with healthcare professionals, educators and other medical students as well. However, the personal highlight of the conference for me was engaging in discussions with other medical educators and professionals and seeing the amazing presentations and plenary sessions by some very engaging and passionate speakers. This has enabled me and my team to meet like-minded people who have wonderful ideas to take our project further and may be interested in potential collaborations, and more importantly, has further inspired me to continue along the path of medical education research.

PRIZES & AWARDS

This year's conference at Canberra was not only my first time at ANZAHPE, but my first conference ever! Being given the opportunity to meet like-minded individuals and present our project to some of the best educators in the world was a real highlight for me. I was most struck by the passion that all the speakers and presenters showed towards their field and their dedication in finding innovative ways to improve all aspects of their curriculum. As a student, I felt so grateful for a community of health professional educators who truly cared about us (students), and could truly appreciate the vast effort and thought that went on behind the scenes in making our classroom experience one that was both clinically relevant and engaging! The plenary sessions, workshops, and multiple thought-provoking conversations during this conference has pushed me to consider medical education as a future career after seeing the value and reward in investing in the future generation of healthcare professionals."

Kathryn Yu

We hope to continue our involvement in medical education and would love any feedback or suggestions for our resource!



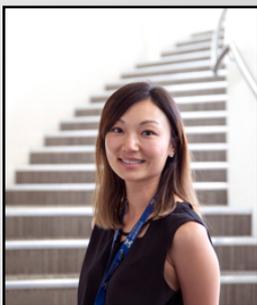
Jessie Zhou, Anoushka Lal, & Kathryn Yu - Monash University with David Dart, CEO - AMH
MEDHAX is available here: www.medhax.com

Post graduate Prize:
Sponsored by Australian Medicines Handbook



Project title: Audiologists are technically and procedurally-driven

I feel very honoured to be awarded the ANZAHPE Student Prize and would have loved to be there to present my work. I am very grateful to Robyn Woodward-Kron for presenting this work on my behalf.



Samantha Tai - The University of Melbourne

PRIZES & AWARDS

Student Prize in Clinical Education - Sponsored by Prof Richard Hays

Project title: Adaptive Tutorials versus Web-Based Resources in Radiology: A Mixed Methods Study of Efficacy and Engagement in Senior Medical Students

The 2019 Canberra ANZAHPE conference was an invaluable experience. To network and exchange innovative educational initiatives with a broad range of medical, nursing and allied health professions was definitely the highlight. I am extremely honoured to be the recipient of the ANZAHPE Student Prize in Clinical Education. Thank you for giving me the opportunity to present my work on the use of Adaptive Tutorials, a form of eLearning in Radiology education, to high calibre, passionate fellow educators. The whole experience was truly memorable. I would also like to thank my supervisors (Prof Gary Velan, Dr Michelle Moscovia, A/Prof Nicodemus Tedla, A/Prof Noel Young, A/Prof Daniel Moses), the University of New South Wales and I am looking forward to attending ANZAHPE 2020 in Melbourne

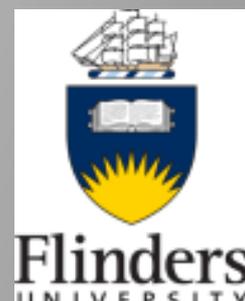


L to R: Stuart Wade - Prince of Wales Hospital with Prof Richard Hays

Flinders University-ANZAHPE Award for Excellence in Health Professional Education

Tanisha Jowsey was recognised for her work to develop new ways to engage students, and the creation of resources to support them in their learning.

I was so chuffed to receive the 2019 Flinders University-ANZAHPE Prize for innovation in teaching. My happy feet danced me all the way up to the podium. I've been attending the ANZAHPE conference for four years and in 2019 I really felt I had found my place in the conference. I recognised people and had an idea of what kinds of things they are up to in their health professions education. For me, the Flinders University-ANZAHPE Prize feels like a big achievement. It gave me a great big warm fuzzy feeling of being recognised by my peers and mentors as doing something of value for our community.



L to R: A/Prof Chinthaka Blasooryia (ANZAHPE President), Tanisha Jowsey - University of Auckland & Koshila Kumar (Flinders University)

RESEARCH GRANTS

Updates on 2018 Research Grant Projects

Project title: Clinicians epistemic beliefs about assessment: Basis for a paradigm shift

Researchers: Julie Ash, Prideaux Centre - Flinders University, Joanna Tai and Rola Ajjawi, CRADLE - Deakin University, are grateful to ANZAHPE for the awarded research grant that enables this project.

Our project asked what clinicians think about assessment of clinical competence, why and how this affects their assessment practice. The premise was that underlying epistemic beliefs determine what is noticed, valued and enacted when assessing students' clinical competence.

We think this project is important because assessment is undergoing a paradigm shift from an assessment of learning focus on the psychometrics of assessment tools to a more holistic assessment for learning programmatic approach, which integrates assessment information and expert judgements to give learners feedback about their performance and assists students to identify how to individually improve.

Clinicians are absolutely critical to assessing students' clinical competence and judging readiness to enter clinical practice. Deeper understanding of clinicians' beliefs about their student assessment practice can inform assessment development and implementation of new practices.

Using a constructivist grounded theory methodology, we analysed interviews with 17 clinicians who are involved in the assessment of students' clinical competence, from two medical schools, across a range of specialities including rural and general practice. This revealed significant tensions between assessment beliefs and assessment practices which are idiosyncratically navigated when clinicians assess a student's competence. Stories of assessment practice revealed the tensions between objective and subjective knowing, between formative assessment purposes and summative judgment demands, and between authenticity and the artifice of standardised assessment. Our clinicians were concerned about doing what was right and defensible, but also concerned that assessment be based in authentic clinical practice drawing on multiple sources of evidence for the purpose of helping students improve.

For these clinicians in the Australian medical school context, concepts underpinning programmatic assessment for learning are understandable and even familiar, but in tension with coexisting measurement practices and purposes. These findings bring forth the dilemmas in the current shift of assessment paradigms.

Perhaps you saw our poster reporting early findings at the recent ANZAHPE conference in Canberra. We hope to present our full results at the OTTAWA Conference in Kuala Lumpur 2020 and ANZAHPE 2020 in Melbourne. See you there!

RESEARCH GRANTS

Updates on 2018 Projects

Project title: Supporting junior doctors in safe prescribing

Researchers: Avril Lee and Dale Sheehan

This brief report updates the progress made towards the development of an alternative sustainable educational model to enhance safe prescribing by junior doctors.

A version of the original ePIFFany model has been implemented at Waitemata DHB, using pharmacy led, case-based workshops to the whole cohort (64 doctors) with 9 teams each supported by individual pharmacist coaches. The approach has targeted high risk medicines prescribing (opioids, anticoagulants and insulin) and the development of doctors' clinical reasoning for patients requiring these medicines. Targeted supported self-directed learning on the ward with pharmacy coaching follows the initial training.

The researchers are attempting to find a way to assess this training and move away from the usual metric of prescribing errors as the only measure of prescribing performance.

Last year, educators from Department of Medicine, Perelman School of Medicine, University of Pennsylvania shared a one-page sheet they had developed called "We are not too busy to teach" published in academic medicine and shared with us permission to adapt and redesign for our purposes (Flint Wang – personal correspondence). This has been adapted to coach junior doctor thinking around prescribing, and provide evidence for assessment.

This is still a work in progress, with two key components:

- Establish key indicators for enhancing medication safety during the training periods. This is an international problem that has not been solved by the introduction of e-prescribing.
- Development of a targeted training programme for hospital pharmacists, giving them tools and strategies to develop clinical reasoning and decision making skills in junior doctors associated with prescribing complex medications to complex patients. This is being adapted from the pharmacists at the Gold Coast University Hospital training program for New Zealand

Further research involving additional DHB's in New Zealand is planned for 2020. This will include investigating the feasibility of using the ward round as a trigger for learning on the attachment.

RESEARCH GRANTS

Updates on 2018 Projects

Project title: Enhancing novice students' readiness for clinical placements through a multidisciplinary evaluation tool.

Researchers: Belinda Judd, Jennie Brentnall, Kate Thomson, Justin Scanlan, Sue McAllister
The Readiness for Placement Evaluation (RPE) tool was successfully piloted with 350 Physiotherapy, Speech Pathology, and Occupational Therapy students at the University of Sydney. We combined this data with data from our online survey which sought the perspectives of academics, clinical educators and students on what constitutes a 'placement ready student', what behaviours and skills can be observed and measured in simulation, and the relative importance and thresholds of performance of these items.

The next phase saw the Readiness for Placement Evaluation evolve into the Evaluation of Foundational Placement Competencies (EFPC). The tool was then nationally trialled at four additional partner sites across Australia where we reach a data collection milestone of over 1000 assessments. Using an argument-based validity framework and Rasch analysis, the assessment tool was shown to demonstrate acceptable reliability and validity.

We are currently writing up the results of this study, following the successful implementation and testing of the tool. Educators will now have a standardised measure to evaluate student readiness for placement and the effectiveness of their student preparation activities.

Future work will shift the focus from a tool used for assessment to a tool adopted for learning. We will consider the utility of the tool for self and peer evaluation and whether the assessment results can be predictive of future student performance on placement.

Project title: Student perceptions of seeking patient feedback

Researchers: Simone Gibson, Fiona Kent and Amanda Anderson. Faculty Medicine, Nursing and Health Sciences, Monash University.

This ANZAHPE grant facilitated research where final year dietetic students sought patient feedback regarding the effectiveness of their consultations during routine hospital placements. A mixed method approach synthesised immediate student reflections regarding the feedback seeking task, with a later focus group discussion. Narrative interview methods were employed for the focus group discussion to obtain an in-depth understanding of both the process and outcomes of seeking patient feedback.

Results: 48 student reflections were submitted and 4 students attended a focus group.

Overall, the patient feedback provided to students was positive. Suggested areas for improvement were uncommon, despite the explicit seeking of areas to improve. Patient feedback included valuing the time students had spent with them, feeling listened to, and clarity in management plans. Student learning included an increased awareness of the importance of empathy and rapport building and enhanced self-efficacy. Students however retained a preference for constructive critical feedback from their supervisors, prioritising clinical expertise. Patients responded positively to the opportunity to contribute to student learning.

Next steps: We plan to write this research for journal publication and present at ANZAHPE in 2020. How clinical educators can routinely integrate patient feedback in student training is our next step in exploring this topic area.

In at the deep end: Radiographers' transition from the clinic to academia - 'Calling all radiography educators'

Higher education institutions employ radiographers to teach on the basis of their clinical experience and expertise. There is limited research regarding the transition from clinical radiographer to radiography educator, with published research considering radiographers moving into a clinical instructor role (Lee, 2015) and the experiences of several health care professionals in their transition, of which radiographers were a small part (Legg, 2011). Knapp et al (2017) surveyed radiography academic managers and revealed that many radiographers entering academia from clinical practice have limited experience in teaching, research and scholarship. Added to this is the observation that those entering academia have notably lower qualifications than those due to retire. Knapp et al. (2017) concluded that there is a vulnerability in the academic radiography workforce and "higher education institutions need to invest in developing the academic workforce to maintain research and educational expertise" (p. s48).

This research explores the experiences of diagnostic radiographers when transitioning from their clinical role to that of a radiography educator. Survey data suggests that radiography educators experience little professional development or mentorship in the early stages of their new role, with informal help being offered as and when needed. This is juxtaposed with several respondents expressing a feeling of unpreparedness for the role in the first few weeks and months. These findings are similar to those in the published literature, with participants expressing a lack of pedagogical and policy knowledge (Legg, 2011; Murray, Stanley, & Wright, 2014). Whilst survey respondents have not reported high levels of support and mentorship, Legg (2011) and Murray et al. (2014) both revealed that support from peers and supervisors was an important aspect of transition.

The next stage of my research is a series of semi-structured interviews with radiography educators. I would love your voice to form part of my research! If you would like to participate, then contact me at k.finlay@cqu.edu.au for a participant information sheet. This research will help to develop an evidence based approach to recruitment, support and retention of radiography educators.

Karen Finlay

Senior Lecturer, Medical Imaging School of Health, Medical & Applied Sciences,
CQU University, Australia

Student engagement with museum artefacts to develop 'soft skills' – extending beyond the health-science curriculum

The optometry curriculum, taught at the University of Melbourne, akin to other tertiary level health professional disciplinary curricula, has an almost exclusive focus on technical skills and priority given to directly relevant disciplinary knowledge and skills content (Thomas, 2009). Little explicit attention is given to 'soft skills' such as effective communication, inter-personal skills and teamwork. In an attempt to provide a specific learning opportunity for students to foster these important generic skills, we developed a course for students to engage in a museum environment interacting with cultural material in inter-disciplinary groups (arts and animation students).

RESEARCH CORNER

This educational design is underpinned by the concept of object-based learning, which has been shown to develop generic skills such as team work and communication, stimulate curiosity, deepen understandings, improve knowledge retention, and unlock students' imagination (Burritt, 2018; Chatterjee and Hannan, 2015). The use of museum environments is increasingly becoming popular as preparation for future clinical education (Bardes et al., 2001; Frei et al., 2010; Miller et al., 2013).

Such environments give students the opportunity to learn new skills and reflect on their development in safe settings (Ziv et al., 2003). By working in inter-disciplinary groups, students would also have the opportunity to develop leadership skills, navigate group dynamics with different peers (essentially strangers), and to consider and appreciate the perspectives and skills of students from other disciplines. This offered 'active' and realistic work-integrated learning experiences.

We propose that this purposefully, designed-based, creative, and unique course may support the development of graduate attributes and will add to existing research surrounding cultivating generic skills using object-based learning. We are seeking collaborations from other disciplines who might be interested in using objects/artefacts/artwork within a museum/gallery to support students in developing generic graduate attributes. Please contact ckwang@unimelb.edu.au Twitter: @DrKwangCham

In addition, we would be very keen to hear about how the concept of professionalism, mental health, indigenous education and other SoTL areas may also be explored via this avenue.

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MEMBER NOTICES

Listen . . . and learn!

Podcasts are a useful way to keep up-to-date with current topics / issues in Medical Education. Handy for that walk or drive to and from work.

The following are two series that I enjoy regularly accessing. One is the well-established KeyLime and the other a more recent resource from Melbourne University.

Med Ed Source – Melbourne University

<https://podcasts.apple.com/au/podcast/med-ed-source/id1466029460>

KeyLime – Royal College of Physicians and Surgeons of Canada

<https://keylimepodcast.libsyn.com>

Contributing and developing in a Global HPE community

Being a Member of an international marking pool

There are a number of organisation that seek assistance, in the form of marking assignments, from Health Profession Educators. This article looks briefly looks at the FAIMER distance learning programme <http://www.faimer.org/distance-learning/index.html> run in partnership with CenMEDIC.

Students come from many countries around the globe and at any one time FAIMER has between 8 -100 students that equates to 1200 assignment that require marking in any one year. Thirty nine markers are utilised. An induction and quality assurance phase aims to create a supportive learning environment for both student and marker. Each marker and student needs are considered with the aim of being supportive and developmental. Potential markers are sent detailed information about the course and the marking and are given examples of marked assessments. They start by marking a brief exercise in reviewing a published paper and the first time they mark, the course director (Professor Janet Grant) gives feedback before the marked scripts are sent to the students.

From a marker perspective an ANZAHPE member suggests that, “for anyone new to the scholarship of HPE is a great opportunity to expand the breadth of understanding, and to help students from different geographically area where English is not a primary language. It offers a great lesson in academic writing and feels like a good way to give back to the global community.”

If you wanted to consider marking for FAIMER contact:

Leo, Course Administrator

help@cenmedic.net

Foundation for Advancement of International Medical Education and Research
(FAIMER)

MEMBER NOTICES

Tackling and Teaching Sustainability

Sustainability is an important concept that is an important aspect of training Health Education Professionals. This article features the activity of Bond University in tackling this issue.

Bond University (BU) recently (July 2019) became a signatory of the [2030 Sustainability Development Goals](#) (SDGs). As an SDG signatory, a university can contribute to addressing the complex economic, social and environmental issues that the planet is currently facing through learning and teaching, research, organisational governance, culture and operations and through leadership.

Since 2018, the BU Medical Program has used the 2030 SDGs to frame the Year 2 Planetary Health assignment and conference. After self-selecting their teams and leader, they identify a problem or issue, submit a proposal, receive feedback and then spend the next five weeks developing a 'product'. About eight teams are invited to present their 'product' to their peers and faculty who vote for the People's Choice Prize. This year (2019), Earth Warriors won for their contribution entitled Tackling Climate Change and Water Sanitation in the Solomon Islands.



Earth Warriors with their environmentally friendly prize pack.

An Advocacy prize was awarded to The Lettuce League for selecting Sustainable Development Goal on Gender Equality and advocating for more women to be involved on the various United Nations climate change committees as women are more likely to be affected by climate change.

While the SDGs address 'big' issues that require international co-operation, governments and policies, the 85 [Good Life Goals](#) (GLGs) were developed alongside the SDGs to provide guidance on how individuals make a difference.

Professor Michelle McLean (Planetary Health assignment co-ordinator) and Associate Professor Jo Bishop (BU Medical Program Curriculum Lead)

ANZAPE Hot Topic Action Groups: HTAGs

HTAG: An Australian and New Zealand University Health Clinics Collaborative

HTAG Lead: Dr Keri Moore

Our HTAG has been busy this past month. We welcome anyone interested in any of our projects to get in touch. We would be interested to hear from others who may be involved in research related to University Health Clinics. See our contact details below.

Current Research:

1. Phase II data is being collected for:

Chiropractic and Osteopathic students' perceptions readiness for transition to practice: the educational value of University Clinic versus community and private clinics

2. Participant Information and a link to a survey has been distributed to 100 clinical supervisors associated with 5 universities for the study:

Duty of Care in Clinical Supervision in the Health Professions

3. We have decided to collect another round of data for the study that commenced in 2018:

Interprofessional Clinical Education in University Health Clinics

Anyone interested in sharing their research, looking for research partners is most welcome to email:

Dr Keri Moore PhD [HTAG](#)

HTAG: Comets (Community of Medical Ethics Teachers)

HTAG lead: Dr Adrienne Torda

The Comets HTAG continues to function as a collaborative community of practice under the auspices of ANZAHPE with a goal of sharing and developing ideas around the teaching and learning of healthcare ethics across Australia and New Zealand.

At the recent ANZAHPE meeting there were a number of presentations by members of this group that prompted interesting discussion around issues such as the goals of bioethics curriculum, the format and even how this merges into inter-professional education (which emerged as a big theme of the 2019 conference). One other area that seems to present as challenging, is the teaching of 'professionalism' in the healthcare context. This is also emerging as a 'big ticket' item in most healthcare faculties. The development of appropriate content and the development of some kind of meaningful assessment were amongst the problems discussed. No one had any one great answer, but there was good data that (in Medicine at least) professionalism scores seem to decrease throughout medical school.

If anyone has ideas, thoughts, challenges to share, please feel free to let us know and we will add you to the Google group.

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

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

ANZAPE Hot Topic Action Groups: HTAGs

New HTAG – ‘It takes a Village’ Sustaining work placed learning - a health professional team-based approach

A new HTAG is being formed with a focus on teacher development. It adopts the African proverb of ‘It takes a village to raise a child’ acknowledging the wider influence of all community members in developing a health professional educator.

This HTAG will run for 3-years and is open to any ANZAHPE member interested in thinking creatively about how we improve positive staff influence on the work-place learning environment with a particular emphasis on team-based support. The teaching team and learner being any Health Professional or student in the work-place.

The HTAG will include 2 video conference meetings per year (October and March) and a face/face meeting at the ANZAHPE conference, 2020 and 2021.

For those interested please contact joy.rudland@otago.ac.nz. Please complete this brief Qualtrics form asking about your health professional community, your role in your community, what you want to get out of this group and something unique about yourself.

https://otago.au1.qualtrics.com/jfe/form/SV_ctYLqkbl5K9MQsJ

The first meeting will be by video conferencing this information will be shared with the wider group to give a sense of who we are. This HTAG will run if we have at least 6 members and the first video conference will be in October 2019. Details will be sent to interested parties.



REACTIVATING AIPPEN

Background

The Australasian Interprofessional Practice and Education Network (AIPPEN) was established in 2006. AIPPEN is a network of individuals, groups, institutions and organisations committed to delivering, promoting, researching and supporting interprofessional education (IPE) and practice (IPP). AIPPEN was established with the primary aim of promoting better health care outcomes and to enhance IPE and IPP in Australia and New Zealand by developing a network to promote communication and collaboration among members. At the time of its establishment, the primary objectives of AIPPEN were to:

1. Promote the development of a network that can link health professional education and care sectors, universities, VET sector, government, practitioners and service users (patients)
2. Organise a series of seminars and conferences to share information and experiences
3. Influence workforce policy and practice change in Australia and New Zealand
4. Encourage research, evaluation and collaboration between different teams that can demonstrate the health care and economic advantages of IPL
5. Disseminate information on IPL

Some of AIPPEN's key achievements since its inception are:

1. Presentations at domestic and international conferences.
2. Coordinating and hosting the All Together Better Health V Conference in Sydney in 2010.
3. Leading the development and dissemination of the Sydney Interprofessional Declaration.
4. Contributing to international planning committees for ATBH VI in Japan 2012, ATBH VII in Pittsburgh 2014, and ATBH IX in Auckland 2018.
5. Membership of the Interprofessional Global (formerly, World Coordinating Committee for IPE).
6. Members of AIPPEN Committee contributed to the WHO's seminal document, Framework for Action on Interprofessional Education and Collaborative Practice.
7. Partnership in a number of major research projects funded by the Office for Learning & Teaching and the former Australian Learning & Teaching Council.
8. Provision of student scholarships to enable Australian and New Zealand health professional students to attend the ATBH VI conference in Japan in 2012.

In May 2017, AIPPEN and the Australian & New Zealand Association for Health Professional Educators (ANZAHPE) signed a Statement of Intent. Under the terms of this Statement of Intent, ANZAHPE agreed to support AIPPEN by hosting its website and mailing list and supporting AIPPEN development activities and/or AIPPEN-ANZAHPE joint initiatives.

Sustaining and Interprofessional Future (SIF) Project

The [SIF Project](#) was funded by the Australian Government Department of Education and Training to establish an 'Australian interprofessional educational governance and development framework and system' – a framework and system that will enable and support the development of a national health workforce with well-developed 'interprofessional and collaborative practice' (IPCP) capabilities. The SIF Project concluded in December 2018 and the final report is awaiting approval by the Department of Education and Training. Among the key outcomes of the SIF Project are:

1. Establishing a National IPE Advisory Group
2. Developing a web-based IPE/IPP knowledge database and networking hub

Interprofessional.Global (Global Confederation for Interprofessional Education & Collaborative Practice)

[Interprofessional.Global](#), formerly the World Coordinating Committee, facilitates support and exchange between the interprofessional education and collaborative practice (IPECP) networks, establishes relationships with other like-minded organisations and welcomes and supports new networks sharing the same aims and values.

Interprofessional.Global has the vision of, Better health for all through interprofessional education, practice and research with the mission, To serve as agents of change in providing global leadership to advocate for, collaborate on, promote, develop, and research IPECP innovation. The objectives of the Confederation are to:

1. Develop a strong confederation to serve the international IPECP movement,
2. Increase awareness of IPECP through effective communication and the visibility of Interprofessional.Global,
3. Inform IPECP policy development,
4. Provide information on the global status of IPECP;
5. Support interprofessional development for individuals and regional networks, including the biennial All Together Better Health conferences (ATBH),
6. Develop and provide a data repository; and
7. Obtain funding ensuring the sustainability of Interprofessional.Global

The Confederation has adopted a series of [partnership development principles](#) to support the effective function of the Confederation. These are Leadership, Direction, Effective Working, and Effective Partners. It has also established a set of seven [working groups](#) to provide a platform for interaction among members from global and regional networks and initiate exchange of experiences around particular issues in IPECP.

AIPPEN - Where to from here?

It is timely to review AIPPEN's objectives and management given the recent work of Interprofessional.Global and the SIF Project. To achieve this we are calling for people to nominate to form a new AIPPEN Steering Committee with representation from Australia and New Zealand, and from different contexts (higher education, workplace/continuous professional development, metropolitan and rural). To nominate for consideration as an AIPPEN Steering Committee member please follow this link to the nomination form on Qualtrics [Nomination for AIPPEN Steering Committee: Phase 1](#).

The survey will close on October 4, 2019

Regards

Margo Brewer, Fiona Kent and Matthew Oates

ADVERTISING



Educating the Educators Symposium Tuesday 26 to Friday 29 November 2019

Ignite. Innovate. Motivate.

Are you passionate about healthcare education? If you're committed to delivering engaging, innovative and motivational education, it's time to invest in your own professional development!

Mater Education's [Educating the Educators Symposium](#) will bring together a community of passionate clinical and medical education professionals who are committed to improving the quality of education, and empower and equip you with real world skills to implement into your workplace.

View guest speakers and more at www.matereducation.qld.edu.au/educating-the-educator



Introduction to Health Education

This course is designed to introduce participants to health education research methods. Through a mixture of plenary talks, webinars, group activities, online discussions, and self-directed learning participants will develop foundational knowledge and skills to support their education research. The course covers the full research process including: understanding the role of theory in education research, selecting and implementing appropriate methodologies and methods, and disseminating findings. Two enrolment options available: intensive (5-day face-to-face) and online only. More details:

<https://www.monash.edu/medicine/mcshe/teaching/introduction-to-education-research-course>

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

ACADEMY OF SURGICAL EDUCATORS FORUM

A special evening to acknowledge surgical education and the leaders among us.

Held in conjunction with the November Annual Academic Surgery Conference



ACADEMY OF SURGICAL EDUCATORS
Royal Australasian College of Surgeons

Venue: Rydges Melbourne

Date: Thursday 7 November 2019

Time: 6:00pm – 9:00pm

Presentations by:

- Prof Margaret Hay on 'In search of the quirky and tenacious surgical trainee: Are they lost?'
- Dr Claudia Di Bella on 'Surgical training in the era of robotics and 3D-printing'

RACS Fellows, Trainees, IMGs: \$120.00

Others: \$165.00

Proudly sponsored by **Medtronic**

  @SurgEdAcademy

Attending this session earns

2

CPD points



For more information: t: +61 3 9249 1111 e: ase@surgeons.org



Leaders in Indigenous Medical Education (LIME) Network Connection

Christchurch, Aotearoa/New Zealand from 5 – 8 November 2019.

This year's theme is 'Pouhine Poutama: Embedding Indigenous Health Education'.



IPE Showcase 2019, 22 November 2019, Auckland

The Centre for Medical and Health Sciences Education (CMHSE) at the University of Auckland will convene the IPE Showcase 2019 on its Grafton Campus. The theme for 2019 is "Valuing Interprofessional Education: Student, organisational and employer perspectives".

Abstracts: by 07 October 2019 c/o c.webster@auckland.ac.nz All enquiries to Dr Craig Webster c.webster@auckland.ac.nz.

For more information click here <https://www.otago.ac.nz/healthsciences/staff/ipe/>

UPCOMING EVENTS



Ottawa 2020 – 29 February-4 March – Kuala Lumpur, Malaysia
Assessment of health professionals and evaluation of programmes: Best practice and future development

Ottawa 2020 provides the opportunity for all involved in the assessment of competence of health professionals and the evaluation of programmes around the world to come together to network and to share best practice. Keynote speakers will challenge the audience and stimulate new ways of thinking about assessment and evaluation across the continuum of education from undergraduate, through postgraduate to continuing professional development, and across all the health professions. The important work on consensus statements on best practice in assessment of competence will be continued at Ottawa 2020. A wide range of preconference workshops and courses is also included.

The provisional programme is now available, and registration and abstract submission are now open on www.ottawa2020.org

Join us in the exciting and vibrant city of Kuala Lumpur, share your work and hear what others are doing in the important area of assessment and evaluation.



The International Association of Medical Science Educators (IAMSE)

Special one-day IAMSE conference in conjunction with the 2020 Ottawa Conference

Kuala Lumpur, Malaysia on February 28, 2020

The IAMSE meeting offers opportunities for faculty development and networking, bringing together medical sciences and medical education across the continuum of health care education.

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

Contact ANZAHPE

DO YOU HAVE AN ITEM FOR THE BULLETIN?

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 300-400 words.

Please forward articles or any enquiries to Megan Anakin
(megan.anakin@otago.ac.nz)

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.



[Twitter](#)



[Facebook](#)

General enquiries, suggestions & feedback are always welcome.

Please feel free to contact me.



Jill Romeo
ANZAHPE Executive Officer

Email: executive@anzahpe.org

Phone: 0478 313 123

www.anzahpe.org