



ANZAHPE
Australian & New Zealand
Association for Health
Professional Educators

Bulletin

Issue 4, 2018

From the Editors

Dear reader,

Welcome to the Christmas edition of the Bulletin where the president of ANZAHPE reminds us of the ANZAHPE strategic planning process and the aim for a draft plan to be sent to you in the new year for comment. There is a reminder of the recent FoHPE, encouraging you all to take a look at this latest issue.

We profile ANZAHPE Fellow Anna Chur Hansen, who shares with us on her longstanding relationship with the association. We also have member contributions on teaching linguistic diversity and a playful piece reminds us of our use or abuse of acronyms as evidenced in interprofessional education.

Our nursing colleagues provide a description of a Palliative Care Curriculum for undergraduates. It offers a link to a useful toolkit to support this important aspect of care. Finally we highlight a creative infographic about an unconference for Clinical Educators. Worth a look for the effectiveness of getting over key messages and the innovative approach of the unconference.

We hope you have all submitted your ANZAHPE 2019 abstracts, and can finally wind down for the year.

All the best for the festive season,

Joanna & Joy



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President's Message



Dear ANZAHPE Colleagues,

It is a pleasure to connect with you again through this final bulletin for 2018. As we prepare to farewell another fabulous year, we can pause and reflect on the many significant developments that have marked this year. We have seen ANZAHPE membership continue on its upward trajectory, lifted by a very successful conference in July. The strategic planning process is well underway, and we will have a draft plan to share with you in the new year.

Since I commenced in this role, I have had the fortune to meet with a number of you and see the wonderful work that you are doing. I would very much like to continue this, and look forward to meeting as many of you as possible over the coming months. Please do feel free to make contact with me at any time: c.balasooriya@unsw.edu.au. It will be a pleasure to meet with you and exchange ideas about the future of health professional education and the increasingly important role that ANZAHPE will play in shaping this future.

I would like to end this message by wishing everyone a restful break. Sometimes we are too busy doing everything that's needed and looking after everyone else, we forget to look after ourselves. I urge you all to take a well-deserved break so that you can continue to do wonderful things in the new year.

Wishing you the very best for the festive season!
Chinthaka

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

FELLOW PROFILE

ANZAHPE Fellow Profile



Professor Anna Chur-Hansen has been an ANZAHPE stalwart for over twenty years. She was recently admitted to Fellowship of the Association and has served for many years on the Editorial Board of FoHPE. We interviewed her for the eBulletin.

Brief outline of your professional roles including past and present.

After studying, I started my academic career in 1985, in the School of Psychology at the University of Adelaide, as a tutor, on contracts. In 1987 I became a lecturer in the School of Medicine in the Discipline of Psychiatry, also at the University of Adelaide. It was supposed to be an 8-month contract. I was there until the end of 2013, when I returned to Psychology to be the Head of School. In addition to my academic work, I practice as a psychologist, and work in a clinic alongside general practitioners, psychiatrists, an endocrinologist, a mental health nurse, a physiotherapist and other visiting staff.

What are your areas of special interest or expertise?

My PhD was in Medical Education. I was interested in the predictive validity of English language proficiency on academic and clinical performance in undergraduate medical students. In the 1980's and 1990's I was involved with the Malaysia-Australia Tertiary Education Scheme (MATES), and I really wanted to improve my teaching skills and students' experiences: the PhD was one way to do that. I still research into health professional education, but I have moved into more diverse areas, including the training of psychologists and veterinarians in addition to medical practitioners.

I am a Health Psychologist and my areas of clinical work as well as my research and teaching are around food and eating, sex and relationships, physical pain, and death and dying. Some of the work I have done in health professional education is related to these areas too. For example, I am interested in how veterinarians can be trained to manage the grief and loss associated with the death of companion animals – for the human as well as the veterinarian, particularly in relation to euthanasia. As another example, my colleagues and I have recently published a paper on whether health professionals (including doctors, psychologists, nurses and social workers) attend their patients' funerals, and what their reasons are for attending, or not.

Would you like to share a project of interest? How has ANZAHPE benefited you in this particular endeavour?

In Psychology there is not as much research into the training of students and the continuing professional development of graduates, compared to Medicine. This seems so strange to me, as many "big names" in Medical Education are psychologists, or they have backgrounds in psychological and cognitive science. So, one of my career highlights was setting up a research group, when I joined the School of Psychology. We are named the Psychology Education Research Group (unfortunately the acronym is PERG, but never mind). Some of the PERGers presented at the ANZAHPE/Ottawa Conference in Perth in 2016. I was so happy to see so many psychologists at an ANZAHPE conference, and so pleased to see them researching into the education of psychologists. This invigoration into the area has continued to now, and we have quite a bit of activity at the University of Adelaide – if you are a psychologist reading this and are interested in collaborations, please do contact me (see link at end of article). In fact, if you are anyone interested in making contact, please do – not just psychology people!

How long have you been involved with ANZAHPE?

I have been involved since the mid 1990's. I vividly recall a conference in Melbourne, which was in 1997 if my memory serves me correctly. I think that might have been the first conference I went to, but I think I joined a few years earlier.

FELLOW PROFILE

How were you introduced to ANZAHPE?

One of my mentors in the 1990's and beyond was Dr Jane Vernon-Roberts. She was a Clinical Studies Advisor for the medical students at the University of Adelaide, and she was the one who really encouraged me to study health professional education and got me linked up with ANZAME as it was at the time (Australian and New Zealand Association for Medical Education). She put me forward for an ANZAME award, which I received in 2000.

What do you see as the personal/professional benefits from involvement with ANZAHPE?

Hand on heart, if it were not for ANZAHPE my career trajectory would have been very different. The personal and professional benefits have been immense. At ANZAHPE I have always found conferences to be friendly and welcoming, and I always end up having dinner with someone. I feel like I am a member of the ANZAHPE "family". There are always familiar faces. What that has meant, personally and professionally, is that when I need mentoring and advice, there is always someone I can turn to. When I applied for promotion through the ranks from Level B Lecturer to Level E Professor, I always nominated an ANZAHPE colleague as a referee (I won't name you, for confidentiality, but you know who you are, and I am eternally in your debt, thank you +++). If I had been met with a less friendly and welcoming group, I may have abandoned my educational research – it is not an easy path to take sometimes, as winning grants is tough, and ERA rankings are typically less attractive than in psychological and medical science. So, ANZAHPE has motivated me to persevere, because I know the work we all do is valuable and does make a difference to our clients and patients as well as our students and colleagues.

Reason for interest in the Fellowship Scheme and FoHPE Editorial Board

I applied for a Fellowship and was honoured to be successful. I have been the recipient of a prize, and I am on the FoHPE Editorial Board. The reason why I have been motivated to engage in all of these is not only because of the personal and professional benefits that come to me, but also, because at this stage of my career it is essential, in my view, to "give back" to the health professional community – both the scholars and the practitioners. So, by being involved in the journal, I can help writers get their work published and "out there". By applying for the Fellowship, I wanted to support ANZAHPE and highlight the importance of the association to those within and outside. I have not been on the Committee of Management yet, but my term on the journal ends in 2019 (I will have been on the Board for 10 years, and that is the limit under our rules). So maybe CoM is next, if they will have me.

Tell us something about yourself we would not know

I read quite a few manuscripts for drafting, feedback, editing etc, in the bath. As part of my self-care regimen, I luxuriate in nice hot water, with or without baths salts, every night. Students who I supervise often receive their work back on slightly crinkled paper, from the steam, and sometimes the ink is a trifle blurred.

Favourite book

I really love the Alexander McCall Smith book, the 2½ Pillars of Wisdom. It is three novels collected together about Professor von Igelfeld. It is one of the few books where I have laughed so much that I have had to get up out of bed, where I like to read novels. I note that this book gets some very poor reviews, and I agree some parts are a bit ridiculous, but some bits sound so much like idiosyncratic professors and the world of academia I know and am bemused by, it puts me in hysterics.

Favourite place visited

It is hard to decide, maybe Dublin (friendliest place I have ever been), or maybe Copenhagen (where my family are from). Melbourne is wonderful (so many places to buy shoes and go op shopping), and of course I love Adelaide, where I live with my family (who you can see in the photo).

To contact Anna, please use this link:

<https://researchers.adelaide.edu.au/profile/anna.churhansen>

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.*



Gary Rogers
Chair of the Fellowship Committee.

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

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

CONFERENCE NEWS



Our Annual Conference – Canberra, ACT 1-4 July 2019

blue sky thinking, Capitalise Your Ideas

Join us in Canberra

The Canberra team are putting together a great innovative educational program with lightening talks (3 mins) and TED-like talks (up to 10 minutes) included for the first time, together with the more traditional formats.

Abstract submissions have now closed, and the conference theme of **Blue Sky Thinking** – capitalise your ideas promises an exciting showcase of your work.

We look forward to seeing and hearing you there.

All relevant information can be found here:

[Conference website](http://www.anzahpeconference.com.au/)

Key Dates

Monday 15 April 2019 - Author registration deadline

Thank you to our sponsors.

Platinum



Gold



Avril Lee
Conference Liaison Officer. ANZAHPE

Focus on

Health Professional Education:
A Multi-Disciplinary Journal

The latest edition of FoHPE Volume 19.3 is now online at this link: <https://fohpe.org/FoHPE>. This edition features an Editorial from Liz Molloy, Professor of work-integrated learning at Melbourne University Medical School.

Thank you!

Three FoHPE Board members will be retiring in 2019. They are; Professor Anna Chur-Hansen (University of Adelaide), Associate Professor Pippa Craig, and Emeritus Professor David Powis (University of Newcastle). Their expertise and commitment over the past ten years has been instrumental to the consistent quality of our journal, especially during a period of significant change with the transition to the online format. Pippa Craig in particular was part of a working party for the development of the online system. Thanks to you all!

This edition of the Bulletin features a profile of David Powis.

Welcome new FoHPE Board members. Robyn Preston PhD (James Cook University), Simone Gibson PhD (Monash University) and Prof Fred Saleh PhD (Phoenicia University) will begin February 2019 joining Craig Zimitat PhD (Curtin University), who commenced in the last half of 2018.

Two great New Year's resolutions. Build your research skills and improve your writing. Getting involved with FoHPE gives you a good start to the year.

1. 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>
2. 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.

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.



Feedback please. We welcome your feedback and ideas / suggestions on any aspect of FoHPE anytime. Direct your correspondence to: executive@anzahpe.org

Di Eley
FoHPE CoM 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.

MEMBER NEWS

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

2019 ANZAHPE Student Prizes

Applications NOW OPEN

ANZAHPE student prizes are a great way to have student research projects recognised and provide generous support for student attendance at the ANZAHPE Conference 2019.

The deadline for submissions is 21st January, 2019

Please click [here](#) for further information on prize categories and submission guidelines on the ANZAHPE Website.

For enquiries or assistance, please do not hesitate to contact ANZAHPE Student Liaison Officer, Dr. Zarrin S Siddiqui at zarrin.siddiqui@uwa.edu.au or executive@anzahpe.org



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

Research Grants & Awards

2019 RESEARCH GRANT ROUND

We are pleased to announce that ANZAHPE Research Grants will be offered in 2019.

The closing date for applications is **January 21, 2019**.

ANZAHPE grants are intended to encourage quality research into any issue associated with the education of any health professionals. It is hoped that these grants will allow the recipients to pursue educational research that is unlikely to be funded by other sources.

ANZAHPE is particularly keen to support new and emerging educational researchers.

Please visit the [ANZAHPE website](#) for full details on the application criteria and process.

NOMINATIONS ARE INVITED FOR THE FOLLOWING 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.



The **Flinders University-ANZAHPE Award for Excellence in Health Professional Education** honours an outstanding individual or team that demonstrates excellence in innovative and research informed education for students from health professions to support excellence in the delivery of patient-centred health care.

[Click here](#) for full details on all awards.

It's all in the linguistics: Putting the spotlight on our use of acronyms

FB from IPE CPD* event: "Acronyms a bit difficult"

Regardless of profession or work environment, our daily lives are brimming with acronyms. TBH**, they're everywhere. As regular users of acronyms, are we becoming oblivious to their use?

The world of interprofessional education is full of acronyms frequently used by academics and clinical educators, such as, IPE, IPL, IPP, IPC, and IPECP. While acronyms have their place in terms of time efficiency, identification of initiatives or concepts, and improving memorability, they can also generate confusion and 'exclusivity' by isolating listeners, readers and learners who aren't familiar with the terminology.

As academic educators and researchers from The University of Newcastle Department of Rural Health, this reflection piece was triggered by our inadvertent acronym use during a recent interprofessional symposium we hosted. The symposium was titled "Educating for Collaborative Practice in Healthcare"; this choice of title resulting from our ongoing grappling with the implications of terminology. We deliberately avoided acronyms (such as IPE) in the title and sought to capture a sense of actions, purpose and context as the focus. We used the verb (educating) to give a sense of 'doing', alongside adjectives and nouns to highlight the outcome being worked towards (collaborative practice) in the broad context of healthcare (based on Hudson & Croker, 2018). Underlying this decision, was an intention to engage clinical colleagues, and grow our community of interprofessional practice.

Despite intentions of inclusivity and being deliberate in our terminology, we unconsciously reverted to (habitual) use of IPE-related acronyms during the event. However, we were halted by a simple, but vital, audience question mid-afternoon:

"What does IPE stand for?"

This question was reinforced by written evaluation comments stating "acronyms a bit difficult at times, excluding some clinicians" - and so, our reflections around acronyms and grappling with terminology continues.

We need to remind ourselves of the power of language, and the tension between benefiting from efficiency and consolidating collegiality through common terminology, and excluding others through lack of shared understanding. As educators, perhaps we need to ask ourselves a few questions:

- How might our language exclude others from being involved or interested in helping students learn to work with other professions?
- How could we be more conscious of the impact of using acronyms and jargon?
- How do we balance our efficiency with other's ease of understanding?

FYI:

* Feedback from interprofessional education continuing professional development

** To be honest

Reference

Hudson, J. N. and Croker, A. (2018), Educating for collaborative practice: an interpretation of current achievements and thoughts for future directions. *Med Educ*, 52: 114-124. doi:10.1111/medu.13455

Alexandra Little, Jane Ferns & Dr Anne Croker
The University of Newcastle Department of Rural Health

Preparing Students for Linguistic Diversity

Health professionals are tasked with serving a diverse population, especially in Australia and New Zealand. Whether or not the competence of a practitioner unravels whilst serving with people of a different language and cultural background is a matter of preparation, not good intentions.

A personal highlight of the 2018 ANZAHPE conference was seeing the initiatives preparing students for intercultural practice. Being able to communicate is the foundation for any safe and ethical intercultural practice.

Three practical skills needed to start working with linguistic diversity include being able to:

- assess when someone needs an interpreter, then
- use an appropriate interpreter for intercultural communication, and
- identify our professional duty related to clinical outcome, professional ethic, patient safety, and anti-discrimination laws.

Over the last 6 years working in refugee resettlement I've taught many occupational therapy, social work and medical students about working with interpreters. However, the skills for working with linguistic diversity are necessary for each student for mainstream health practice, and can't rely on a special interest, or the opportunity to be placed with a specialist service.

Leaving these basic skills for working with linguistic diversity to chance is a big risk for any health profession. This is for three reasons:

- unless we can communicate with the person we are working with, there are limits to the value of being culturally 'aware',
- leavinOver the last 6 years working in refugee resettlement I've taught many occupational therapy, social work and medical students about working with interpreters. However, the skills for working with linguistic diversity are necessary for each student for mainstream health practice, and can't rely on a special interest, or the opportunity to be placed with a specialist service.
g skill development to the workforce incorrectly assumes all graduates will have 'best practice' modelled for them, and
- it systematically results in some people experiencing worse treatment due to their ethnic, cultural, and language background

The Australian and New Zealand resources listed at the end of this article include pages that link to videos useful in education. Contacting community partners working with migrants and refugees could also be helpful to identify:

- Stories of people with limited English engaging the health system
- Key points or resources they use to coaching mainstream workers
- Opportunities to co-create resources that meet local education needs

Feature Article

Preparing students to work with linguistic diversity is important, but it doesn't need to be hard. If I can help, don't hesitate to be in touch.

Clarissa Adriel

Occupational Therapist | cadriel@mrctas.org.au

Coordinator Client Services | Migrant Resource Centre Tasmania

Views expressed are my own, and do not necessarily represent the views of my employer.

Resources

Policy Context

Department of Home Affairs (2018) [Access & Equity](#)

The Office of Ethnic Communities (2012) [Why use professional interpreting](#)

Quick 'how-to' resources

Office of Ethnic Affairs Language Line. (2012). [Let's Keep Talking: Guidelines for Agencies Using Interpreters.](#)

Department of Home Affairs (n.d.) [Working with TIS National Interpreters](#)

Understanding the professional role and ethics of interpreters

The Australian Institute of Interpreters and Translators (AUSIT) and New Zealand Society of Translators and Interpreters (NZSTI). (2012). [Code of Ethics and Code of Conduct.](#)

Education and practice standards

Migrant and Refugee Women's Health Partnership (2017). [Overview of Cultural Competence in Professional Education Training and Standard Setting for Clinicians.](#)

Migrant and Refugee Women's Health Partnership (2018). [Draft Competency Standards Framework Culturally responsive clinical practice: Working with people from migrant and refugee backgrounds.](#)

How to find industry partners

Red Cross (n.d.). [Refugee Programmes](#)

Settlement Council of Australia (n.d.). [Find a Member.](#)

Palliative Care Curriculum 4 Undergraduates (PCC4U) EN toolkit

PALLIATIVE CARE EDUCATION & TRAINING COLLABORATIVE

PEPA Program of
Experience in the
Palliative Approach

PCC4U PALLIATIVE CARE
CURRICULUM FOR
UNDERGRADUATES

Funded by the Australian Government Department of Health

The PCC4U Enrolled Nurse (EN) Toolkit which has been developed by the Palliative Care Education and Training Collaborative. The toolkit is developed and maintained by subject matter experts, based on contemporary evidence, and designed to ensure that graduating nurses are work ready.

- The Palliative Care Education and Training Collaborative is one of the National Palliative Care Projects and is made up of two projects ([Palliative Care Curriculum for Undergraduates](#) (PCC4U) and the [Program of Experience in the Palliative Approach](#) (PEPA) funded by the Australian Government Department of Health.
- The PCC4U EN toolkit is the newest offering from PCC4U.
- This free learning and teaching resource is available to Registered Training Organisation's to assist in the delivery of the enrolled nurse training package.
- This Toolkit contains a suite of learning and teaching resources to support inclusion of palliative care. The eLearning modules are aligned to HLTENN010 Unit of Competency.

[Find the toolkit here.](#)

Follow Up: The ICU Clinician Educators UnConference

The Australia and New Zealand Clinician Educators Network (ANZCEN) is an inter-professional, inter-organisational community that aims to foster the development and activities of Clinician Educators. The Network's first event was held recently - an ICU Clinician Educators Unconference - and the accompanying [infographic](#) highlights "what happened" and how this will seed future activities. Although the Network has started with a "critical care" focus, we welcome involvement from all professionals that share our interests and purpose. Find out more by emailing A/Prof Chris Nickson (precordial.thump@gmail.com) or by reviewing the ANZCEN resource page: <http://litfl.org/ANZCENResources>

Member news

This is what happened on Wednesday 10th October 2018:

THE ICU CLINICIAN EDUCATORS UNCONFERENCE

A participant-driven collaborative event co-sponsored by ACCCN, ANZICS, CICM, SMACC, and the University of Adelaide

WE HAD 4 TEAMS TACKLING 4 TOPICS



Interprofessional learning



Research & Scholarship



Workplace learning



Faculty development

Topics were chosen from participant expressions of interest leading to the creation of diverse interprofessional teams

EACH TEAM HAD ~8 ACTIVE MEMBERS



Nurses



Physiotherapists



Academics



Doctors

Attendees from all over Australasia engaged in a deliberative dialogue led by professional facilitators... We even had remote virtual participants from the Outback and South America!

WE EMBRACED THE DIGITAL AGE!



Slack



Trello



Realtime Board



Zoom

We involved international experts, built living resources, and created a virtual community using digital tools so our work will continue beyond the Unconference

WE CREATED ACTION PLANS!



Interprofessional Consensus Statement



Scoping review of ICU research practices



Facilitating workplace learning



Clinician Educator Incubator

The Unconference seeded a community that will work and learn together to create the future of ICU education... starting with these projects!

JOIN THE ANZ CLINICIAN EDUCATORS NETWORK:
<http://litfl.org/ANZCENResources>

ANZAPE Hot Topic Action Group: HTAG

HTAG: An Australian and New Zealand University Health Clinics Collaborative

HTAG Lead: Dr Keri Moore

Publication:

Our paper was published in the FOHPE (Vol 19.2).

Moore K, Bacon R, Bevitt T, Bialocerkowski A, Ciccone N, Haworth N, Horstmanshof L, Milne N, Naumann F, Sanderson B & Wells C. (2017). Student-Led Clinical Services within the University Health Clinic: Definition, educational practices and outcomes. FOHPE, 19(2), 1-13.

[Click here](#) to view

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

We provide some preliminary findings from our scoping study. The provision of Interprofessional clinical education, while acknowledged as a vital component of health education, remains a challenge. Interprofessional competencies that students are expected to develop have been presented by various groups, include these in Canada (The Canadian Interprofessional Health Collaborative (CIHC)). This framework was used in our survey to gauge the degree to which interprofessional clinical education activities were provided by our participant university clinical educators.

We have received responses from eighteen health professions from twenty-one universities. A further nine did not identify a university. Twenty seven of the universities host University Health Clinics and fifteen of them offer interprofessional clinical education activities. Barriers were related to Logistical issues, timing and scheduling impacting student availability. The key enablers were good communication between academic staff in the different health professions, with one participant adding:

‘Having a range of disciplines offering clinical services at the same clinic, having clients with complex, chronic needs requiring interprofessional input, having staff willing to engage and work with other professions and model IP practice’

Further reports will be made in future publications.

The HTAG members continue to meet regularly via online conference in ZOOM.

ANZAPE members are most welcome to join at any time. For further information or to join the HTAG, please go to: [HTAG](#)

ANZAPE Hot Topic Action Group: 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.

Recent activities has been focussed on:

- Gathering new members.
- Working out a communication platform.
- Members have participated in an online questionnaire to gather information about medical ethics teaching in Australia and New Zealand and analysis of the data is currently underway.

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)

SIF Project Update

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



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). We are in the process of updating our member list. 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.

Monica Moran and Jill Thistlethwaite



Welcome to Interprofessional.Global

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, has changed its name to:

Interprofessional.Global: the Global Confederation for Interprofessional Practice and Education

Visit our website to read more about Interprofessional.Global, subscribe to our News Updates or join as member for free.

Read the November Interprofessional.Global newsletter here:

[https://mailchi.mp/537954e3947d/interprofessional-global-november-2018-newsletter?e=\[UNIQID\]](https://mailchi.mp/537954e3947d/interprofessional-global-november-2018-newsletter?e=[UNIQID])

As part of Interprofessional.Global there is also the group: Interprofessionalresearch.global which has evolved from the GRIN2theory as described at this URL.

<https://interprofessional.global/grin2theory-evolving-as-interprofessionalresearch-global-with-a-2-year-strategic-plan/>

ADVERTISING

Demand for further education in X-ray image interpretation for rural multidisciplinary health professional generalists

The Department of Medical Imaging & Radiation Sciences at Monash University and the University of Newcastle Department of Rural Health are considering a fully online "Graduate Certificate in x-ray image interpretation" for multi-disciplinary health professionals and rural generalists. It is important to ascertain the need.

On behalf of the two universities, you are invited to participate in a short survey, which can be accessed and completed via the following link, where you will also find more background information.

https://monashmnhs.qualtrics.com/jfe/form/SV_06WZIIQDqUKGWWN

Thank you for considering this invitation. Please feel free to circulate it to colleagues who may be interested.



Whilst health professional educators typically have extensive knowledge, skills and attributes in the area of their specific discipline, the art and science of learning and teaching is often overlooked in the context of demanding clinical or teaching roles leaving little time for improving their own educational practice.

Provided fully on-line, the Graduate Certificate of Health Professional Education, Graduate Diploma of Health Professional Education and the Master of Health Professional Education offer knowledge, skills and affective learning opportunities, in a flexible and contextualised manner. This arrangement works well for clinicians and clinical educators who work long hours or irregular rosters and also for academic staff with a range of competing demands, whether based in the city or country.

For more information please contact the Program Coordinator Dr Lorna Davin on (08) 9433 0986 or email - Lorna.Davin@nd.edu.au or visit the website at www.notredame.edu.au

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 1st 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



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.

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

LIME November Newsletter

[Click here](#) to view UPCOMING EVENTS LIST ON THE ANZAHPE WEBSITE.

ANZAHPE Office message

2018 has been another exciting and busy year in the ANZAHPE office.

The office will be closed from **December 21 to January 14.**

My best wishes to you and yours for the Festive Season



Jill Romeo
ANZAHPE Executive Officer

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