

# Australian & New Zealand Association for Health Professional Educators

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# ANZAHPE eBulletin

**March 2017** 



From the Editor

Dear Colleagues,

Welcome to the first ANZAHPE Bulletin of 2017. I know it has been a busy time for many of us, with the start of the teaching year and the opportunity to welcome a new cohort of students. It is an especially exciting time for the ANZAHPE community, as we prepare for the 2017 conference. In this edition we preview the conference and thank all the members who have registered already. If you are yet to register, we cordially invite you to register for what will be a very exciting conference. You will find below an item from the conference organisers who are working tirelessly to design another memorable ANZAHPE conference.

The conference theme is particularly timely as we experience a range of transitions

in health professions education. In this Bulletin we turn the spotlight on the future of health professional education and practice. Professor Gary Velan has contributed a thought provoking article that invites you to consider our future and the role of humans in future education and practice. This is followed by a futuristic item by our colleagues at NUS, which invites us to dream of a future defined by technological innovations. These two contributions highlight the role that educators can play as we shape a future in which reality seamlessly merges with virtual reality to offer us an exciting world of mixed-reality.

We will continue to explore other areas of transition in future bulletins. Please do send in your contributions to this important discussion that can shape the future of health professional education.

With best wishes!

Chinthaka

Dr Chinthaka Balasooriya MBBS, PhD, FANZAHPE ANZAHPE Bulletin Editor



From the President's Desk

Dear Colleagues,

I recently accepted a new role that has resulted in a change of work and living environments as well as a change in my day to day responsibilities. I am delighted to share with you that I am now living and working in Karratha, in the Pilbara region of North Western Australia. There are few more humbling experiences than the starting of a new job in an unfamiliar place where one has to build a new knowledge base as well as finding ways to apply existing knowledge. I have an increased respect for our students and new graduates who frequently have to move to different locations in order to complete the fieldwork based components of their courses. One of the responsibilities of my new role in Karratha is to help increase the number of student placements across the Pilbara. I intend to draw on my recent experience of moving to demonstrate greater empathy towards visiting students as well hopefully as sharing with them some survival tips and practical knowhow.

While I was busy moving across the country, the 2017 ANZAPHE conference Scientific Committee has been busy managing the record breaking number of

abstracts received for this year's conference. By now everybody should have received feedback on their submissions and I hope members are now able to finalise their plans for a trip to Adelaide for an amazing conference. Managing the very large number of abstracts submissions has been a challenge and regretfully not all abstracts have been accepted. For those members who have not received an acceptance I would encourage you to seek feedback and continue to develop your work for submission next year.

Your Committee of Management continues to meet every month via video conference. As you may recall our student liaison officer Alison Rodderick had to step away from CoM late last year. I am delighted to welcome A/Prof Zarrin Siddiqui into the role until the AGM in July. Zarrin has hit the ground running as she manages the ANZAHPE student prize selection process. Sadly our CoM treasurer Dr Robbert Duvivier will step away from his role on CoM at the 2017 AGM as he pursues the next stage of his career overseas. Robbert has made a huge contribution on CoM and I would like to thank him for all his help and commitment. Fortunately due to the sound financial systems introduced by Anthony Ali in his role as treasurer and Robbert's subsequent good management, coupled with extremely hard work by numerous CoM members, conference organisers, the FoPHE editorial team and Jill Romeo (ANZAHPE EO), our financial situation is starting to show some improvement. Robbert's final report as treasurer to the AGM will provide us with the most up to date information.

On that positive note I wish you well as the machinery of another year of health professional education grinds into top gear, and if any of you are travelling in the Pilbara region please don't hesitate to drop into Karratha for a visit.

Best wishes

Monica Moran
President of ANZAHPE



# It's your Conference to enjoy

11-14 July 2017 Adelaide Convention Centre, Adelaide, SA

The ANZHAPE 2017 Conference organising team is looking forward to a really exciting ANZAHPE 2017 conference at the Adelaide Convention Centre July 11- 14 and we hope to see you all there!

Abstract acceptances have been sent, and the early bird registration date extended to April 14th. THANK YOU to all who submitted abstracts. Don't forget to use your ANZAHPE membership to get the best price for registration.

THANK YOU to all the ANZHAPE members across Australia and New Zealand who volunteered to review abstracts over the summer break. With such a high number of submission we were lucky to have a big enough review team to provide well over 700 reviews in our double review process. Given so many from ANZHAPE community performed the abstract review process, we know the conference will reflect what is relevant to you as educators, scholars and researchers.

As a result, we have a large program including 19 pre-conference workshops, 3 invited plenary speakers, 12 symposia, 23 PeArLs and 275 oral or poster presentations within 9 concurrent sessions involving presenters from across Australia, New Zealand, Asia and as far afield as Canada. There is also a special event focused on the national accreditation review and development of interprofessional standards.

Workshop topics cover a broad spectrum of relevant educational and research skills from Mindfulness to Rasch Analysis! These workshops represent fabulous faculty development opportunities for health professional schools and can be registered for separately so be sure to spread the word.

All workshops will be held on Tuesday July 11<sup>th</sup>. To register for the workshops see the conference web page or use this website link <a href="http://www.anzahpeconference.com.au/workshops.html">http://www.anzahpeconference.com.au/workshops.html</a>

The main conference program from Wed 12<sup>th</sup> to Friday 14th is near its final version. View the preliminary program at the conference web page or use this website link http://www.anzahpeconference.com.au/schedule.html

Fitting everything in two and a half days has proven quite a challenge so we will finish a bit later on the Friday afternoon than is our tradition.

We hope that rather than rushing home on evening flights that many of you can stay in South Australia at least for the weekend. We recommend trips to any of the many the wine regions, immersing in the artisan rich Adelaide Hills, or exploring the nature of Kangaroo Island. Saturday brunch at the central markets is a local favourite. Which ever activities you choose we hope you come to Adelaide and enjoy the conference and the local sights we have to offer

**ENJOY!** 

Your SA Conference Organising Team

## Flinders University

Julie Ash

Linda Sweet

Stacey George

John Coveney

### University of South Australia

Sheridan Gentilli

David Birbeck

Esther May

#### University of Adelaide

Helena Ward

Anna Chur-Hansen

Dimitra Lekkas

**Andrew Vanlint** 

Ian Symonds

### Professional Conference Organiser

Phil Plevin, Plevin and Associates Pty Ltd

# **ANZAHPE AGM and first call for CoM nomination**

**Dear Members** 

The 2017 ANZAHPE Annual General Meeting will be held during the 2017 Conference at the Adelaide Convention Centre on Wednesday July 12.

At the AGM, vacant Committee of Management (CoM) positions will be voted in. This is a great opportunity! Speak to any CoM member and you will find out how rewarding it is to serve the ANZAHPE association and support your community of

health professional educators.

<u>Click here</u> for further information on Committee of Management activities and responsibilities.

As our current Treasurer is leaving us, there is an opportunity for you to nominate for this role.

If you would like to discuss this or any other role, please do not hesitate to contact Carole Steketee (<a href="mailto:carole.steketee@nd.edu.au">carole.steketee@nd.edu.au</a>).

We look forward to seeing you at the AGM.

Carole

# **Feature Articles**

## The Future of Health Professional Education

These are challenging, yet exciting times for health professional education. Healthcare, like other aspects of our society, is evolving rapidly. In 1950, it was estimated that the sum of knowledge related to healthcare would double in 50 years. By 2020, the estimated doubling time will be 73 days! This will result in an overwhelming volume of information, available via web-enabled devices at our fingertips. Consequently, an essential capability for our students will be to critically evaluate information, as well as utilising best evidence (not Dr Wikipedia!) in their future practice.

Our students not only need to navigate the information tsunami, but must also adapt to a markedly different clinical environment from that which is familiar to their teachers. Healthcare will increasingly focus on proactive interventions in community settings, rather than costly reactive care in hospitals. Telemedicine, clinical decision support tools and robotics will become commonplace.

As educators, how can we best prepare our students for a future so radically different from our experience? We now have access to a myriad of interactive technologies designed to enhance students' learning, including software that enables high-fidelity clinical simulations, virtual patients, virtual and augmented reality, as well as adaptive tutorials, to name just a few. While such technologies might have significant benefits, they cannot replace interactions in the real world. Healthcare will always be about people, not technology. In a rapidly changing world, educators who provide caring, professional role models will never go out of style!

Prof Gary Velan MBBS, DipHEd, PhD, FANZAHPE

Professor and Head, Dept of Pathology, Director, Learning and Teaching Development Head, Educational Research and Development Group

School of Medical Sciences, UNSW Medicine

## Imagine....

Imagine, the year is 2050. It is 6.50am, a routine Monday morning. You are about to go to work after having a sumptuous breakfast prepared by your new automated cooking robot - Moley (http://www.moley.com). Suddenly the Organo-wrist (ORIST), a watch you have been wearing which monitors the organ systems, detects a sudden increase in heart rate and drop in blood pressure.

Within seconds, Dr Fam, your family doctor, appears before you in the form of a hologram, "Mr Pan, body sensors and house cameras have picked up an acute swelling of your eyes and an audible wheezing of your breathing. It is likely that you are having an anaphylactic attack. Please stay calm. EMRRO will be reaching very soon."

Dr Fam's immediate "presence" and reassurance brings a much-appreciated calmness to a tense situation. EMRRO (Emergency Response Robot) is the latest emergency treatment robot acquired by the city's healthcare system. The city has moved most of tertiary care into patients' homes. EMRRO, touted for its reliable and precision care, arrives just as Dr Fam finishes his sentence. EMRRO delivers a new personalised anti-anaphylactic drug, matched to your DNA profile, through a nasal spray, and brings your vitals back to normal levels within minutes. Throughout the treatment episode, EMRO monitors your vital signs and patiently responds to all your questions.

All around the country, hundreds of medical emergencies are being monitored in real time by a range of healthcare professionals including nurse practitioners and on-call physicians like Dr Fam. EMRROs are sent to homes to deliver appropriate care where necessary. Patients are remotely monitored and direct communication maintained with a healthcare professional throughout the care management.

Could this be the future? We live in an ever shrinking and increasingly interconnected world through technology. Advances in medicine, genetics, technology, big data analytics, machine / deep learning will radically transform and disrupt the practice of medicine. What does the future hold? How do we think about the future? Richard Smith writing in the British Medical Journal posits "Extrapolation of current trends is a poor way to think about the future, particularly at times of great change." We are in a time of great change. We cannot think about the future in small incremental steps, we leap into the future by our imagination. So let's imagine ....

*Imagine* a future where supercomputers are better diagnosticians than humans. Already, cognitive computing, like the IBM Watson project, is training computers to

learn and decipher unstructured data. Ever since beating two top trivia champions on Jeopardy! in 2011, Watson has been kept busy with the ins and outs of the healthcare industry. It is already providing insights into optimisation of possible cancer treatments to oncologists at the Memorial Sloan-Keterring Cancer Centre (MSKCC) in New York City (<a href="http://www.bbc.com/news/technology-36259851">http://www.bbc.com/news/technology-36259851</a>). The real benefit of using cognitive computing like Watson is that Watson may be "trained to help oncologists" in the community who see a handful of patients a year achieve the "same level of expertise" as oncologists at MSKCC who see thousands of such patients a year (Miller, 2013). Watson is also able to provide the latest research at a click of a button to anyone connected to it. In addition, with cognitive computing being able to decipher unstructured data such as natural speech, Watson, may actually "see patients as individuals and not a number on a page" (Miller, 2013). In the face of such disruptive challenge, what then is the role of the human healthcare provider?

### *Imagine* a world without hospitals

We don't like to stay in hospitals. We want to be cared for at home, with family close by. Patients will be increasingly empowered to learn about themselves so they can take care of themselves in the most comfortable and supported environment – at home. Advances in robotics, home monitoring, telemedicine and communications will be integrated to make this a reality. With advent of wearable technology and improvement in health monitoring, doctors will be better able to acquire health data from a patient's smartphone, reducing the need to see the doctor at a clinic. The current trend of increasingly minimally invasive surgery, coupled with the use of precision robotics, suggests that future surgeries will be less intrusive and more automated. Future surgeries may be painless and without the need for anaesthetics, achievable with the use of ingestible microbots that can perform surgery from inside the body.

Delivering more humane, integrated, cost effective and safer care without hospitals, or at least hospitals as we know them now, will be a reality. "Primary" healthcare will be the new "Tertiary" care.

#### Imagine a world with "borderless" medical schools

With such disruptive changes to healthcare, training of health professionals will also transform. Students will have *just in time* learning through Artificial Intelligence enabled ChatBots through their mobile devices. This is not futuristic any longer as some disciplines such as Computing and Engineering are already using ChatBots as teaching assistants. (<a href="https://mishtalk.com/2016/05/16/teachers-assistants/">https://mishtalk.com/2016/05/16/teachers-assistants/</a>) The students will no longer be confined to a class room but will be active through the use of technology which will assist them to visualize basic biomedical and clinical entities giving access to the best learning material sourced by super computers. These learning materials will be customized to the student's level of understanding. The Al will be able to monitor students learning development closely as s/he will interact with the material presented with increasing complexity. This would take away the

need to group students in batches as well as conduct hugely resource intensive examinations. These concepts align well with constructivist learning principles. The just-in-time information capabilities will be able to adapt to the learners' needs and the use of AI will enable personalization of content to the learner. These will be powerful learning approaches which the current "mass market" medical training never be able to achieve effectively. The student or the resident, based on his or her individual capabilities, could transition seamlessly from one phase to the next, ensuring efficiency in time & resources. By being borderless the learner can collaborate with peers, seniors and with teachers not only in his or her locality but globally, tapping into leading edge expertise within that discipline. These are all disruptive changes, which will change the future design of the medical schools and the specialty training. Repetitive training with AI enabled humanoid robots in refining communication skills, examination techniques or procedures especially the more invasive or painful ones or difficult communication such as breaking bad news etc., will help the students and trainees to interact effectively and gain confidence easily with patients and their families. We need to rethink of how we would design future ready health professional training programs and retrain future ready faculty to add value to 2050 health professional education!

## Re-imagining medical practice and medical education

Although technology and science will radically transform the practice of medicine in the future, what will remain unchanged, at the heart of it all, is the doctor-patient relationship. Human beings will still prefer to engage and "trust" a fellow human being, especially at times when they are most vulnerable. Values such as professionalism, empathy and trust transcend time and technology. In fact, the more pervasive the technology, the more important it is to uphold these values in the doctor-patient relationship. After all, they remind us of what being a human is about, and that goes a long way to bring about healing.

In view of changes in future practice, how should we *imagine* medical education and medical schools? Technology is a great knowledge leveler. Doctors and healthcare professionals will not need to memorize all the evergreen medical facts and theoretical information, since factual information would be readily available anytime, anyplace, instantaneously. How then should we teach and prepare our students for future practice? Can we reimagine health professional education?

Dujeepa D. Samarasekera Director Centre for Medical Education (CenMED), Hooi Shing Chuan, Vice Dean Education, Terry Pan, Senior Consultant Department of Anaesthesia and Lead Education Technology, Yong Loo Lin School of Medicine, National University of Singapore

This article is adapted from an item submitted to the NUS School of Medicine newsletter

# Member News

## **MABEL Policy Brief, Issue 3**

## Solving Australia's rural medical workforce shortage

The Centre for Research Excellence in Medical Workforce Dynamics (incorporating the Medicine in Australia: Balancing Employment and Life (MABEL) Survey) is pleased to inform you that our latest Policy Brief, Issue 3, entitled "Solving Australia's rural medical workforce shortage" is now available online.

## Download the Policy Brief, Issue 3 here:

### http://mabel.org.au/results/policy

For further details on the Centre's latest activities, please visit us at <a href="http://mabel.org.au/">http://mabel.org.au/</a>

# From the Student Liaison Officer

# ANZAHPE Student membership: first steps on a wonderful journey

I became a member of ANZAHPE in the year 2000 as a postgraduate student at Adelaide University. As I took over the position of student Liaison in 2017 I could not help going back to all those years to see how students can benefit from their association with ANZAHPE.

There have been lot of changes in the health professional education curricula since 2000. Many students at undergraduate and postgraduate levels are now involved in the educational projects as part of co-curricular experiences or as part of degree requirements. ANZAHPE offers the opportunities for networking and disseminating information related to these projects. It is like your own community of practice which offers help to understand the breadth and depth of health professional education through engagement with other like-minded members. The annual conference provides networking opportunities and stimulates new ideas, while the ANZAHPE Bulletin and the FOHPE journal provide avenues to stay up to date with developments in the profession.

As a student member you can showcase your projects at the conference. You are also eligible to apply for three prestigious student prizes that are offered annually. For many students, ANZAHPE provides entry to the world of academia and opens up links to scholarly networks. We are also keen to promote the work of our student members through the ANZAHPE Bulletin. If you would like to send in a brief summary of your research projects, we would be happy to include these in future

bulletins. We encourage you to play an active role in ANZAHPE and look forward to further expanding our network of student members.

For information regarding student membership visit: http://www.anzahpe.org/membership-categories

If you would like to discuss any aspects of student membership or how ANZAHPE may support you, please feel free to email me at: <a href="mailto:zarrin.siddigui@uwa.edu.au">zarrin.siddigui@uwa.edu.au</a>

Associate Professor Zarrin Siddiqui – ANZAHPE Student Liaison Officer

# **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.

**READ MORE...** 

# **ANZAHPE FELLOWSHIP PROGRAM**

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.

Click here for current list of ANZAHPE Fellowship Scheme members.

<u>Click here</u> for Fellowship Scheme information and application steps.

# Focus on Health Professional Education: A Multi-Disciplinary Journal

## **FoHPE News**

The Journal website is now open for submissions. <u>Click here</u> to visit the FoHPE website.

The next edition of FoHPE is planned for released in April.

REMINDER: Please ensure you profile on the FoHPE website includes your

reviewing interests for the online database for reviewing opportunities with FoHPE.

## Want to become a better writer?

# Need some help getting started as a writer or reviewer?

ANZAHPE is keen to assist its members in developing academic writing and reviewing skills.

The 2017 ANZAHPE Conference is offering workshops on WRITING FOR PUBLICATION and REVIEWING MANUSCRIPTS FOR PUBLICATION.

These workshops are FREE for ANZAHPE members.

Click here for full information.

# ANZAHPE HOT TOPIC ACTION GROUP (HTAG)

## **Australasian University Health Clinics Collaborative**

Led by Dr Keri Moore, PhD who holds Associate Fellowship with ANZAHPE and Dr Louise Horstmanshof, PhD, the purpose of the HTAG is to provide a forum for exploration of and dialogue on issues of importance among senior educationalists responsible for managing allied health and medical education in university clinics.

Eighteen academics from sixteen universities who are directly involved in organising the education of pre-professional health students in University Health clinics meet via teleconference or correspond regularly. We have prepared a paper for FOHPE and our Symposium Abstract has been accepted for the 2017 ANZAHPE Conference. In this Bulletin, we are pleased to report that currently, the research related to clinical education outcomes taking place in some of those University Health Clinics includes:

- Queensland University of Technology: Robert Mullins is currently running a student experience study comparing the student experience within an exercise physiology UHC and comparing the experience to an external exercise physiology clinic.
- Victoria University: Navine Haworth's PhD is an exploration of best practices
  in clinical education of chiropractors. It is a Qualitative exploratory designed
  study. An abstract has been accepted at ACC RAC –WFC conference 2017 for
  platform presentation and will be in conference proceedings titled "Student and
  new graduate perception of hospital versus traditional institution clinical
  educational experience".
- Victoria University: Brett Vaughan's PhD research topic is "Evaluating the
  quality of clinical teaching in osteopathy". The aim is to develop an approach
  and measure to evaluate the quality of clinical teaching in osteopathy UHSs.
  The research will also, for the first time, present data related to the quality of
  clinical teaching in an UHC environment. At present, there is no measure to
  evaluate the quality of clinical teaching within the literature that is suitable for
  use in an UHC teaching environment
- University of Canberra: A/Prof Rachel Bacon is leading a study entitled "Increasing employability through sustainable assessment practices and increased familiarity the employer recruitment practices". The aim of this project was to measure whether participation in the programmatic interpretivist model of competency-based assessment assisted Master of Nutrition and Dietetics students in their transition to the workforce. Students within this program complete a 5-week placement as part of their mandated professional placements within the student-led clinic. This project is part of the OLT project Augmenting student's learning through post-practiucm education processes. The development, implementation and pilot evaluation of this model of assessment has been completed and is currently being written up for publication.

We welcome new members and if you are interested in joining the HTAG please

# **JOB OPPORTUNITY**



Lecturer in Assessment Sydney Medical School Reference no. 590/0317

The Assessment Unit of the Sydney Medical School is responsible for formative and summative written and clinical assessment across the four years of the SMP, which has a programmatic integrated assessment process. The Assessment Unit facilitates the design, implementation and evaluation of assessments and provides valid and reliable evidence for decisions about student progress.

We are seeking to appoint a dedicated individual to a Lecturer position in the Assessment Unit of the Education Office. You will work closely with other members of the academic Assessment Unit as well as professional support staff in the Assessment and Evaluation Unit. Opportunities exist to develop expertise in a particular area of assessment such as clinical, portfolio etc.

All applications must be submitted via the University of Sydney careers website. Visit <a href="mailto:sydney.edu.au/recruitment">sydney.edu.au/recruitment</a> and search by the reference number to apply.

Closing date: 11pm 18 April 2017

# Not an ANZAHPE member?

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 for recognition as a Fellow or Associate Fellow of ANZAHPE

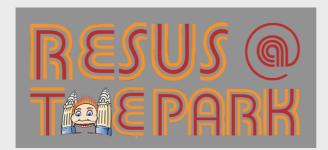
Please click <u>here</u> visit the website for full membership details or <u>JOIN NOW</u>

## **UPCOMING EVENTS**

The seventh biennial Leaders in Indigenous Medical Education (LIME) Network LIMECONNECTION will be held in Melbourne, Australia in 2017.



LIME Connection VII April 4-7 2017 Melbourne, Australia



June 1-2, 2017 Sydney, Australia

The Resus @ The Park Conference 2017 will be held at Luna Park, Sydney from the 1 – 2 June 2017.



Australian and New Zealand Prevocational Medical Education Forum

November 12-15, 2017 Brisbane, Australia

# **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. Read more

# **WOULD YOU LIKE TO ADVERTISE HERE?**

Do you have a job opportunity or up-coming event that you would like to promote? If you are interested in advertising in the eBulletin, please contact <a href="mailto:executive@anzahpe.org">executive@anzahpe.org</a>



# **Follow us on Twitter!**

To stay up-to-date in live time with all of ANZAHPE's news, events, conferences and grants/prize announcements, follow us on Twitter (@ANZAHPE).







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