



Bulletin

Issue 3, 2018

From the Editors



Dear reader,

Welcome to the third issue of the ANZAHPE Bulletin for 2018. In this edition we have reports from the Membership Secretary, FoHPE board, and Fellowship group about conference related activity. We also have short reports from the ANZAHPE student prize winners, if you didn't catch their presentations at ANZAHPE this year.

Two of our members have contributed articles which call for collaboration and participation: Dr Chris Nickson writes about the Australian and New Zealand Clinician Educators Network, while Dr Avril Lee & team report on an interprofessional collaboration relating to medicine administration in Parkinson's disease. Our Hot Topic Action Groups have also been busy, and ANZAHPE was recently represented at the All Together Better Health conference hosted by AIPPEN.

Importantly, our new President Dr Chinthaka Balasooriya shares with us some of his vision and strategy for ANZAHPE in the coming years, and invites all members to contribute by sending him a message, or through a more formal process in the coming year.

Happy reading and kind regards

Joanna Tai & Joy Rudland

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President's Message



Dear ANZAHPE Colleagues,

It is with great pleasure that I write my first bulletin message as ANZAHPE President. Some of you may know me from my previous role as ANZAHPE Bulletin Editor, but I would like to take this opportunity to briefly introduce myself.

I am first and foremost a dedicated educator, passionate about all things educational. I am constantly striving to design and facilitate educational experiences that inspire students. Over the last 18 years I have had the opportunity to work with staff and students across a range of contexts, both in Australia and overseas. I lead a focused research program in Medical Education to address problems of contemporary significance. A combination of hard work, wonderful colleagues and good fortune have led to some exciting outcomes over the years. I must add that some of my proudest achievements have come about through the work of my doctoral students. Further information on my work can be found on [my profile page](#).

I draw on this experience as I take up this role as President of ANZAHPE. The dedicated work done by our previous Presidents, including Monica Moran and Gary Rogers, has lifted ANZAHPE to new heights. The fantastic Committee of Management (CoM) supported by our fabulous Executive Officer places us in great shape to continue on this upward trajectory.

Where to from here? One of my first priorities is to develop a strategic plan to guide ANZAHPE into the future. I am very mindful that we need both immediate and long-term plans and we are developing these in parallel. We have commenced a process to identify strategic priorities that will guide our current thinking and we will continue a more deliberate process to develop a strategic plan for the longer term. I would welcome input from every one of you to develop a plan that truly represents the needs of the ANZAHPE membership. More information on how to get involved in this process will follow, but do feel free to [contact me](#) any time with your ideas and suggestions.

The strategic planning process enables us to start articulating the essence of ANZAHPE. ANZAHPE plays a critical role in enhancing the quality of health professional education, and we do so by promoting scholarly activities and by building communities of practice. Our work is underpinned by collegiality and collaboration, and we respect and value diversity. Our plans and actions will be guided by these values. I look forward to working with each and every one of you to guide ANZAHPE into an exciting new era.

Chinthaka Balasooriya, MBBS PhD FANZAHPE
ANZAHPE President

Email: c.balasooriya@unsw.edu.au

COMMUNICATIONS TEAM

The role of ANZAHPE Bulletin editor and Digital Communications have been combined to become a Communications team, consisting of Joy Rudland and Joanna Tai.

While the portfolio has been altered slightly, we will still produce four issues of the ANZAHPE Bulletin per year, with contributions by ANZAHPE members and communications from the ANZAHPE Committee of Management. This reflects the wishes expressed by members through our Member Survey in late 2017, where the Bulletin & email was valued as the association's main form of communication.

We welcome contributions 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)

ANZAHPE Committee of Management

Introducing Joy Rudland



Joy works at Otago University, New Zealand, and is the Director of the Educational Development and Staff Support Unit (EDSSU) for Otago Medical School (OMS), and lives in the beautiful city of Wellington. She is responsible for the co-ordination of the Education Advisers at OMS and sits on the MB ChB Curriculum Committee and other committees in an educational advisory capacity. She has a specific remit for staff development and support in addition to evaluation.

Before Joy moved to New Zealand she worked in the Centre of Medical Education in Dunedin and attended her first ANZAHPE conference in 2003 en route to New Zealand from the UK. She was part of the organising committee for the Rotorua ANZAHPE conference and has an interest in active and peer learning, feedback and positive stress.

FELLOWSHIP SCHEME

New ANZAHPE Fellows



Dr Adrienne ('Adi') Torda, admitted as an Associate Fellow in July, is a senior lecturer in the Faculty of Medicine at UNSW Sydney and an infectious diseases physician at the Prince of Wales Hospital. She has been a long-standing convenor of medical ethics and now also convenes the first course of the undergraduate medical program, 'Foundations at UNSW'. Adi's scholarly interests include innovative ways to help students gain an understanding of medical ethics and has recently formed an ANZAHPE 'hot topic action group' (HTAG) called CoMET (Community of Medical Ethics teachers). Adi applied for Associate Fellowship of ANZAHPE because she is passionate about knowledge sharing and collaboration and feels that ANZAHPE is the perfect forum for this. She encourages other members with similar interests to make contact through the Comet HTAG.



Associate Professor Michael (Siu Hong) Wan was admitted as a Fellow of ANZAHPE in June and received his certificate at the Hobart conference. Michael is an interventional cardiologist and for the last 25 years has been deeply involved in the education of medical and nursing students, as well as junior doctors. Michael's recent research has focused on the use of 'script concordance tests' to assess clinical reasoning. Michael says 'becoming a Fellow of ANZAHPE enables me to work together with a great team of medical educators to continue researching in areas to enhance medical education'. Michael would be pleased to mentor early career scholars, particularly those with an interest in clinical reasoning in the health professions.

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.

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

Call for abstracts now open

Calling all health professional educators, clinical educators, educational researchers, health education providers, health professional students and anyone involved in great innovative health profession educational practice.

If you have never considered a submission, we urge you to take this opportunity to be an active part of the Conference by sharing your experiences, expertise and visions for the future with fellow delegates. You will find it a most professionally rewarding and stimulating experience.

We believe it is important that we role model good educational practice to influence our community of educators and are excited to offer a number of new presentation formats promoting shorter more interactive and engaging sessions.

This includes **3 minute Lightning Talks** and **TED style presentations** in addition to the standard oral, poster, PeArL, symposium and pre-conference workshops.

All abstracts must be submitted online by 5.00pm Australian Central Standard Time Friday 7 December 2018.

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

[Submit an abstract](#)

Key Dates

Friday 7 December 2018 - Close of abstracts

Monday 15 April 2019 - Author registration deadline

Monday 14 May 2019 - Early bird registration close

Thank you to our sponsors.

Platinum Sponsor: Australian National University Medical School

We look forward to your proposals.

FoHPE News

Focus on
Health Professional Education:
A Multi-Disciplinary Journal

The latest edition of FoHPE is now online at this link: <https://fohpe.org/FoHPE/index>

FoHPE at ANZAHPE 2018

The ANZAHPE meeting in Hobart was a busy time for the FoHPE Board. The two FoHPE workshops, Writing for Publication, and Reviewing Manuscripts for Publication, were fully booked and well received. These workshops are a great way to get some first-hand advice about your own writing and tips on how to get published. Watch for them next year and get in early to register – they fill up fast!

Another way to advance your writing technique and understanding of the publication process is to register as a reviewer for FoHPE. New reviewers are always welcome and registration is easy. Go to this link to register <https://fohpe.org/FoHPE/user/register>

If you presented your work as a poster or an oral presentation, at ANZAHPE 2018, consider submitting it as an article in FoHPE. As well as original research papers, reviews, and short reports or discussion papers, FoHPE 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. ITLP is great way to professionally communicate with the health professions educators' community and publish your work and ideas at the same time.



The FoHPE Board also held their annual meeting during ANZAHPE conference at Hobart to plan for coming issues.

Left to right are; Anna Chur-Hansen, Jodie Copley, Karen Scott, Tim Wilkinson, Elizabeth Molloy, Di Eley and Jill Romeo. Missing from the photo are Andy Wearn (Editor), David Powis, Pippa Craig and Craig Zimitat.

FoHPE Vol 19.2

The latest edition of the FoHPE is online at www.fohpe.org
We welcome submissions to the journal.

FoHPE Contact details:

Journal website: www.fohpe.org

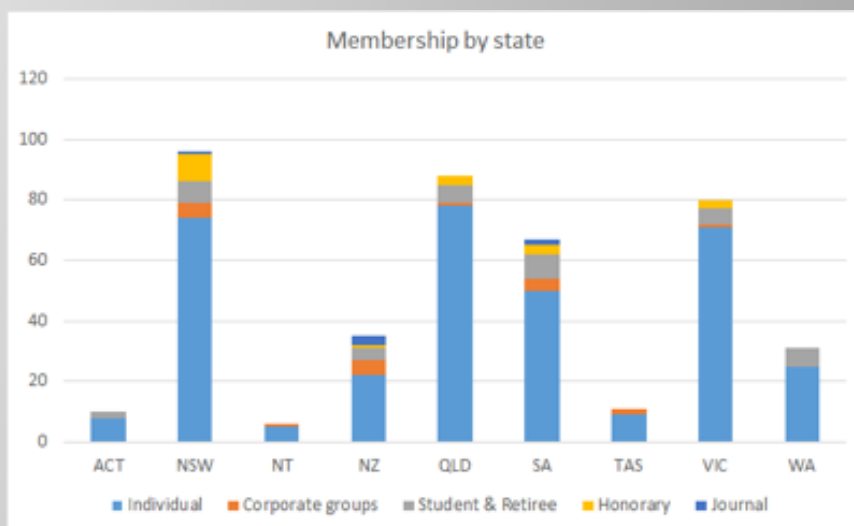
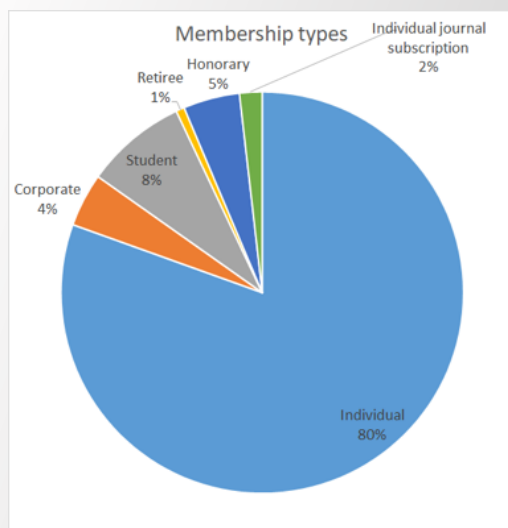
email: executive@anzahpe.org

MEMBER NEWS

ANZAHPE members - who and where are they

We recently presented data on our membership at the Annual General Meeting held in Hobart on 2nd July 2018. Here's a quick snapshot as of 30 May 2018, which tells us who makes up our membership, and where they are from.

There has been a significant increase in membership numbers since last year (from 153 to 355), which is directly attributable to 110 individuals taking up twelve months of membership with conference registration which was an option that was introduced for the recent Hobart conference. The largest increases in individual members were in: NSW (in 2017 there were 30 members), QLD (previously 30), VIC (previously 24), SA (previously 27), and NZ (previously 12).



In addition to the breakdown above, we also have 8 international individual members from places like Hong Kong, Japan, Saudi Arabia, Taiwan, UK and USA.

There are also 19 different corporate groups (some from the same institution) with a total of 95 individual corporate members. The main sources of corporate groups are: Flinders University (5 corporate memberships), the University of Sydney (3) and the University of Auckland (3), the University of Newcastle (2) and University of Tasmania (2). As a result, the largest number of corporate groups are based in NZ (5), NSW (5) and SA (4).

The Committee of Management is extremely grateful for your continued support and investment in ANZAHPE.



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

Congratulations!

2018 ANZAHPE Student Prize Winners

Pre Registration Prize: Sponsored by Australian Medicines Handbook

Roshit K Bothara, Otago Medical School, New Zealand

Project title: Global Health Classroom: Experiences and learning outcomes of virtual collaborative learning between New Zealand and Samoan students.



"ANZAHPE was an amazing experience because it greatly broadened my understanding and perspective of medical education. The variety of talks, and meeting health professional educators and students were highlights of the conference. As a student, I am empowered and encouraged to continue my interest in the medical education and contribute to the continual evolution of medical education. ANZAHPE further emphasised my understanding of health professional education being akin to a public intervention due to its

potential to influence and inspire the next generation of health professionals to improve patient outcomes, and address healthcare challenges and inequities. I was honoured to receive the ANZAHPE Pre-Registration Student Award and have the opportunity to present my work to an engaged audience. Thank you to my supervisors, New Zealand, Samoan and Nepalese students that were part of my study, and ANZAHPE for this opportunity."

Post graduate Prize: Sponsored by Australian Medicines Handbook

Loai Albarquoni, Bond University, Australia

Project title: Core competencies in Evidence-Based Practice for Health Professionals: consensus statement based on a systematic review and Delphi survey

"I was delighted to be awarded the 2018 ANZAHPE post-graduate student prize. My first attendance at the ANZAHPE conference was a very worthwhile experience! The conference was well organised with fantastic keynote speakers, in-depth workshops, thoughtful presentations, and lots of opportunities for discussion and networking. One of the conference's main highlights was Lara Varpio's advice of being intellectually nimble, which means being comfortable with being uncomfortable."



Australian Medicines Handbook generously support the ANZAHPE Pre-Registration and Post-Graduate Student Prizes.

Pictured L to R:

Roshit Bothara, David Dart, CEO - Australian Medicines Handbook & Loai Albarquoni

Prizes & Awards

Congratulations!

ANZAHPE Student Prizes

Student Prize in Clinical Education – Sponsored by Prof Richard Hays

Victoria Toal, University of Western Australia, Australia

Project title: How are the radiology skills of medical students assessed?



"I was honoured to receive one of the 2018 ANZAHPE student prizes and very grateful for the opportunity to attend the 2018 ANZAHPE conference in Hobart. It was a wonderful way to learn more about current work in health professions education and its future directions. I found the plenary sessions particularly motivating, as well as the opportunity to meet fellow students. I look forward to applying some of things I have learnt in my future work. I would encourage other students to submit their work for next year's student prizes."



Victoria Toal and Prof Richard Hays



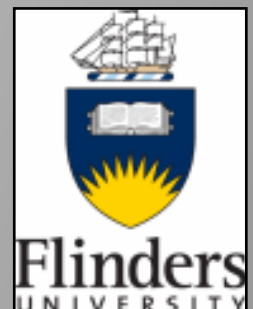
L to R: Zarrin Siddiqui (ANZAHPE Student Liaison Officer) Loai Albarquoni, Victoria Toal, Roshit Bothara & Monica Moran (ANZAHPE Past President)

Flinders University-ANZAHPE Award for Excellence in Health Professional Education



L to R: Julie Ash (Flinders University), Lauren Cone, Jane Ferns, Alex Little & Ben Canny (ANZAHPE VP)

University of Newcastle Department of Rural Health interprofessional education and collaborative team-based health care team. The award is in recognition of the work by the team in developing IPL Modules for health professional students from a variety of disciplines.



"As an interprofessional team, we attended the ANZAHPE conference tasked with presenting on The University of Newcastle Department of Rural Health's (UONDRH) interprofessional education initiatives. We were also lucky to win, on behalf of our wider UONDRH academic team, The Flinders University-ANZAHPE Award for 2018. Although this was a highlight of our trip, we were also pleased as a team to benefit from and be inspired by, some amazing presentations from others on their own interprofessional education programs and initiatives. Motivated by this, we have returned to UONDRH with many ideas on how to continue our core business and continue to strive in educating students for collaborative practice."

Jane Ferns, Alexandra Little and Lauren Cone

Research Grants

Four Research Grants were awarded in 2018. Here are updates on the progress of the projects to date.

Project Title: Enhancing novice students' readiness for clinical placements through the development and testing of a multidisciplinary evaluation tool

The research team has piloted the evaluation tool (measuring novice students' readiness for placements) with approximately 350 students from the University of Sydney across Physiotherapy, Occupational Therapy and Speech Pathology courses. We have used feedback from students, clinical educators and academics, as well as results from the preliminary Rasch analysis of the tool to make some small revisions. We are now ready to begin the next phase of the research project which is to trial the implementation of the tool with our partner sites in allied health programs across Australia.

Project Lead: Belinda Judd

Project title: Embedding patient feedback in a programmatic assessment framework

Involving patients in student assessment is not new, however the focus of research to date has been on the validity of patients providing feedback, rather than how the experience of seeking feedback influences student learning and outcomes. Health care is undergoing disruption, and health care graduates require preparation for less traditional employment models and new ways of working. Introducing concepts such as design thinking and involving end-users in program development may assist in preparing graduates for future job roles as well as improving patient care.

This proof of concept study aims to promote the practice of students seeking and acquiring feedback from patients. We are in the data collection phase where Monash University final year nutrition and dietetics students are required to seek feedback from patients they routinely interact with during their clinical placements. Students were provided with simple prompt questions to assist them to collect patient feedback, including written or verbal comments about their performance. Students are developing SMART goals related to this feedback, along with a brief reflection of the encounter relating to their experience of seeking patient feedback. Focus groups will be conducted at the end of placement to further investigate students' experiences.

Project Lead: Simone Gibson

Project title: What education design can reduce prescribing errors by junior medical staff

Two DHB's in New Zealand have piloted, evaluated and adapted an evidence based and outcome evaluated educational approach, ePiFFany, aimed at reducing prescribing errors by junior doctors in their first year of practice. In conjunction with current teaching method the key components of ePiFFany :

1. Clinical simulations where participants were videoed clerking and taking a medication history, and prescribing using recent ward patients playing 'themselves'
2. A delayed debrief and guided self-assessment in the workplace using video recordings of the simulation that targeted clinical reasoning around prescribing decisions and generated learning goals for the doctor.
3. Coaching from a clinical pharmacist about complex prescribing tasks on the wards during the three month rotation.
4. Repeat simulation to inform the doctors review of their progress and set goals for the next rotation

This programmatic approach to learning within a clinical environment builds on principles of self-responsibility for learning and the aggregation of marginal gains.

Research Grants

The success of the interventions was determined through both quantitative and qualitative data collection strategies

1. An audit of prescribing errors to show impact on patient care
2. One on one interviews with stakeholders to collect feedback about satisfaction, implementation and sustainability

The results show a significant drop in prescribing errors and the training was well received by the junior doctors. PGY1 doctors not only found it useful but would like it repeated in their PGY2 year.

From a patient care and learner perspective there is value in rolling out the programme all PGY1s in the DHB.

A full national rollout would be beneficial to patients, however, follow up with medical education units, medical support staff and pharmacists raise issues of sustainability. Our next steps will focus on addressing scale up and sustainability issues.

Project lead: Avril Lee

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

The project team, who are delighted to receive this grant (thank you ANZAHPE!), represent a collaboration between Flinders University Prideaux Centre researchers Julie Ash, Iris Lindeman and Lisa Schmidt, and Deakin University CRADLE researchers Rola Ajjawi and Joanna Tai.

In health professions education assessment is undergoing a paradigm shift from a focus on the psychometrics of assessment tools to a more holistic programmatic approach. This integrates assessment information and expert judgements to give learners feedback about their performance and assists them to identify how to individually improve.

This paradigm shift requires a significant change in educational beliefs and practices. Staff development to effect such a change needs to build on existing beliefs and facilitate the development of new understandings.

Clinicians are absolutely critical to assessing students' clinical competence and judging readiness to enter clinical practice. Thus, deeper understanding of clinicians' current beliefs about their clinical practice assessment is needed in order to support change to clinical assessment practices.

We will examine clinicians' beliefs about assessment of students' clinical competence using a constructivist grounded theory methodology (Charmaz 2014). The context for the study is two medical schools each currently committed to introducing assessment-for-learning innovations.

The results will be discussed in the context of the assessment and educational change literature which provides the theoretical context for the project. We hope the findings will inform educational change and assessment practice change management, providing a resource for faculty developers and change leaders so that assessment changes become effective reality.

Having just received the funding the project is now ready to go (just some ethics application refinements as always!) so we hope we can report our findings at the next ANZAHPE Conference in Canberra.

Project lead: Julie Ash

An inter-professional model for enhanced patient-led collaborative practice

This innovative study considers the importance of changing the relationship between patients, in this study Parkinson patients, and health professionals. Specifically how the application of interprofessional professional knowledge supports the patient to own their health and wellness, and how this leads to more effective management of medications.

The first stage of our research, a web based survey completed by speech-language therapists and pharmacists (Oad et al., 2018) and people from across New Zealand living with Parkinson's disease, has guided the next phase of our research - the development of co-designed patient resources, and prescribing and administration tools for health professionals.

This research provides emergent understanding of medication management issues and supports development of resources for knowledge acquisition, skill development and relationship building between patients and health professionals. It is an interprofessional model for enhanced patient-led collaborative practice with the patient as a core member of the interprofessional team.

The authors would be interested to hear from other researchers who have worked using a collaborative approach and relationship methodology. In particular, those aware of work on the clinical significance of simplifying medication regimes for patients within a cooperative relationships framework.

Reference

Oad, M., Miles, A., Lee, A., Lambie, A. (early online) Medicine administration in people with Parkinson's disease in New Zealand: an interprofessional, stakeholder-driven online survey. *Dysphagia*. 10.1007/s00455-018-9922-7.

Please contact: Avril Lee (Avril.Lee@waitematadhb.govt.nz)

Australian and New Zealand Clinician Educators Network for Intensive Care

An exciting development in intensive care education is the emergence of an Australian and New Zealand Clinician Educators Network. This is an interprofessional grassroots movement that champions the Clinician Educator role in intensive care. In particular, the Network aims to promote best practice approaches to education and clinical teaching, foster education scholarship and research, as well as create a community that innovates, shares resources, and learns together. The Network contains members of relevant professional and education bodies (including ANZICS, CICM, ACCCN, and ANZAHPE) and is working closely with these organisations to improve the delivery of interprofessional health professional education in intensive care.

The Network is hosting its first participant-driven "Unconference" in Adelaide on Wednesday October 10th 2018. Guided by expert facilitators, the purpose will be to learn and work together to create actionable plans for the Network's subsequent activities. ANZAHPE members interested in collaborating with intensive care clinicians on education projects are welcome to join the Network (it's free!) and participate in the Unconference (also free!). To find out more, visit: <https://litfl.org/ANZCENGdoc>.

Chris Nickson

Intensivist, The Alfred Hospital

Adjunct Lecturer, School of Public Health and Preventative Medicine, Monash University
Innovation Lead, Australian Centre for Health Innovation, Alfred Health

ANZAPE Hot Topic Action Group: HTAG

HTAG: An Australian and New Zealand University Health Clinics Collaborative

Publication:

Our paper was published in the latest edition of 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

Current Research:

Research Project A

A national exploration of allied health student and new graduate perception of University Clinic versus community and hospital based clinical educational experience.

We are pleased to be over half way through our data collection for Phase One -Interviews with current final year health is to elicit students' immediate perceptions of clinical education experiences in UHCs and other settings. Data have been collected far from RMIT, Murdoch, Southern Cross and Victoria Universities.

Research Project B

A paper from our Scoping Study across Australian and New Zealand Universities: Interprofessional Clinical Education in University Health Clinics will be prepared by the end of the year.

Other activities

- The group leads have been contacted by several academics who express a need to know if any studies re a cost benefit analysis have been or are currently being undertaken in relation to university health clinics. If anyone has information would they please get in touch.
- Another study is being undertaken by one of the leads regarding Duty of Care in Allied Health Clinical Education. If anyone else is undertaking a similar study or has relevant information or would like to comment, would they please get in touch.

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

ANZAHPE 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.
-

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.

AIPPEN is also the Australasian regional network member of the World Coordinating Committee of All Together Better Health, a collaboration of regional networks focusing on interprofessional practice and education in health and social care.

This year, Auckland University of Technology hosted the 9th All Together Better Health Conference from the 3rd - 6th September.

A well-attended open meeting for people already associated with, or interested in, being part of AIPPEN took place at the recent All Together Better Health (ATBH) IX conference dedicated to interprofessional education and practice in Auckland in early September. Monica Moran, Jill Thistlethwaite and other long time AIPPEN associates provided a brief update on developments within the AIPPEN network, particularly the move to locate the network within ANZAHPE (Australia and New Zealand Association for Health Professional Educators). This move will provide the network with infrastructure and support to develop and remain sustainable. Associated with this development is the relationship between SIF (Securing an interprofessional future) and AIPPEN. This relationship supports AIPPEN in reinvigorating its main functions of providing an Australasian network (community of practice), supporting a platform for the dissemination of interprofessional education and best practice resources, and facilitating research collaborations. Our relationship with ANZAHPE coupled with SIF support will allow us to advance this work. SIF is funded by a grant from the Australian government's Office of Learning and Teaching – further details may be found here: sifproject.com

As a first stage of reforming the network it is important that we have a comprehensive and up to date email contact list for Australia and New Zealand. If you have received this e-bulletin from ANZAHPE you are already on the list but if you are aware of others who do not receive the ANZAHPE e-bulletin please forward the link and ask them to consider registering on the AIPPEN email list via the following address (aippen@anzahpe.org). It is important to note that you do not need to be a financial member of ANZAHPE to receive the e-bulletin with AIPPEN updates.

Between now and the end of the year we will convene a new AIPPEN steering committee to drive the network going forward. Information about this process will be communicated via the AIPPEN email list so it is important that we have the contact details of everybody who is interested. These are very exciting times for interprofessional education and collaborative practice. The recent ATBH conference in Auckland has helped motivate and inspire local interprofessional education for collaborative practice (IPECP) scholars and practitioners to collaborate and plan for a future of working together. AIPPEN will be a key resource to support this work. AIPPEN is part of a consortium of global networks for IPE with others in the UK, Europe, Scandinavia, Canada, the USA, South America, sub-Saharan Africa and India.

Monica Moran and Jill Thistlethwaite

ADVERTISING - Job Opportunities



Lecturer - CWH Clinical School

- A great opportunity for a Lecturer to contribute to research and teaching within the CHW Clinical School
- Located within The Children's Hospital at Westmead
- Continuing part-time 0.4 FTE, Remuneration package, \$123k - \$146k p.a which includes leave loading and up to 17% superannuation pro-rate

About the opportunity

The successful applicant will have both a research and teaching role in the CHW Clinical School. Key teaching responsibilities include Sydney Medical School students (mostly in the Child and Adolescent Health curriculum with limited involvement in earlier stages) and post graduate coursework in the Master of Medicine (Paediatrics).

Full details: [click here](#)

Closing date: 31st October 2018.



UNSW
SYDNEY

Director of Indigenous Health Education

A unique and newly created opportunity with UNSW to significantly contribute to trends, initiatives and directions in Indigenous Health Education. The Director of Indigenous Health Education will be responsible for providing strategic advice and support to the Senior Vice Dean Education as well as curriculum development and oversight regarding education on Indigenous health-related issues.

This is a fixed term, part-time (0.5 FTE) opportunity for a period of 36 months.

Remuneration Academic Level C: \$125, 160 – \$143, 593 plus 17% superannuation and leave loading.

Full details: [click here](#)

Applications close: 11pm 5th November 2018

ADVERTISING - Events



EMPATHY SYMPOSIUM

Date: Friday 7 December 2018

Location: Mercure Hotel, 818-820 George Street, Sydney

Time: 9.00am to 4.00pm (registration from 8.30am)

WHY ATTEND?

Few healthcare interventions have as much impact on a person's physical and emotional well-being as empathy. Yet, so often healthcare programs only pay lip service to teaching and assessing empathy. This symposium aims to start a conversation (or perhaps even a 'movement') that leads to empathy becoming integral to every healthcare curriculum.

This symposium will:

- bring together healthcare educators, clinicians and researchers committed to better understanding the power of empathy to transform education and practice
- explore the relationship between empathy and patient outcomes
- promote practical strategies for enhancing and evaluating empathy
- create opportunities to network and share new approaches to nurture empathic healthcare professionals.

EMPATHY WORKSHOPS

Thursday December 6 2018 University of Technology Sydney Building 10, Level 6, Room 10.6.401

Nathan Wiltshire 9.30am - 12.00pm Fostering empathic communication interactions

Samantha Jakimowicz 1.00pm - 3.30pm Facilitating compassionate leadership in healthcare and higher education

COST

Symposium: \$125 per person (\$100 full time students)

Workshops: \$40 per person

FURTHER INFORMATION:

Symposium: <https://theempathyinitiative.org/empathy-symposium/>

General: <https://theempathyinitiative.org/virtual-empathy-museum>

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If you are interested in advertising via the ANZAHPE network contact Jill Romeo executive@anzahpe.org

UPCOMING EVENTS

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Follow ANZAHPE on Twitter and Facebook.

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Contact ANZAHPE

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