Welcome to the first annual Department of Medical Education research newsletter. This newsletter provides an overview of the main DME research activities this year and the research activities and goals for 2017.

As a department, research is one of our key areas of work, alongside teaching and learning, and engagement. Our position within the Melbourne Medical School and in the Parkville biomedical precinct means we are uniquely situated to collaborate with clinical educators and clinicians to address research questions in medical education. Further, our presence within the clinical schools means that we are well placed to collaborate on medical education research within the clinical workplace. Our position in the Faculty and the University likewise provides opportunities to address research questions to do with education more broadly from interdisciplinary and interprofessional perspectives.

Since becoming a department, the research focus has been on building the profile of research in the Department and in the Faculty, consolidating our research groups, establishing a departmental research web presence, improving the research experience of DME RHD students, and increasing our research quality and outputs. The inaugural departmental annual research forum will take place on 25 October 2016 in the Woodward Centre. Information about the forum is outlined below.

Robyn Woodward-Kron, PhD
Research Lead, DME

Research Groups
In 2016 we consolidated our research into three groups to reflect the expertise and research focus of our staff and collaborators. For a description of these groups, current projects, funding, researchers, and publications, follow the links below.

Curriculum, Assessment and Evaluation
Lead A/Prof Agnes Dodds

Healthcare Communication
Lead A/Prof Robyn Woodward-Kron

Student Engagement and Experience
Lead A/Prof Clare Delany

The research group leaders assist in identifying grant opportunities and projects as well as visitors to the DME. Contact Agnes, Robyn or Clare for more information about their respective research group activities.

The DME Research Roundtables
Who are the researchers in the DME? What are their current projects? Find out by coming along to the weekly DME Research Roundtables or attending via videoconference. The Roundtables are informal lunchtime presentations of completed research projects as well as works in progress. They showcase research by our staff as well as visiting academics to the department, our research higher degree, MD, and Master of Clinical Education student projects.

The DME Research Roundtables are held in the DME Library, N714, in the Medical Building every Thursday at 1pm. The sessions are interactive with lots of discussion and networking. Weekly reminders are emailed to DME academics and the two monthly program is available on the DME website, under News and Events. All welcome.

Robyn Woodward-Kron, PhD
Research Lead, DME

Department of Medical Education
Research Roundtables and DME Visitors
August – September 2016

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<thead>
<tr>
<th>DATE</th>
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| 8 SEPTEMBER | Thursday 1.00-2.00pm | Education for change: a mixed methods study on the impact of a behavior change training program on clinicians
Balinda Lawford, PhD candidate |
| 15 SEPTEMBER | Thursday 1.00-2.00am | Cultural perspectives of patient education: A case study of Chinese in diabetes education
Tarnvia Cho, PhD candidate, Department of Nutrition and Dietetics, Monash University |
| WEDNESDAY 21 SEPTEMBER | 1.30-2.30pm | The Medical Licensing Examination Debate
DME VISITOR: DR JULIAN ARCHER, Plymouth University Peninsular Schools of Medicine and Dentistry |
| 22 SEPTEMBER | Thursday 1.00-2.00pm | Omosis e-learning pilot project
Vishal Purwakar, MD Scholarly Salientive Student |
| 29 SEPTEMBER | Thursday 1.00-2.00pm | Improving clinician educators’ performance by addressing their beliefs about teaching
Christine Frith, Master of Clinical Education candidate |

WHERE:
DME Library
N714, Level 7
Medical building
WHEN:
Thursdays 1.00-2.00pm
FOR FURTHER INFORMATION:
Robyn Woodward-Kron
robynwk@unimelb.edu.au

Tips for preparing research presentations
2pm to 2.30pm RHD student forum

No. 1 September 2016
In the Spotlight
DME Academic researchers

Many of our departmental research activities have been made possible by the addition of a casual research administrator and research assistants to support our work. 2017 promises to be an exciting year for research in the DME but first to the activities of 2016!

Dr Melissa Lee
Medical Education Registrar 2016

The Medical Education Registrar is a year-long position designed to promote research and teaching opportunities in medical education amongst junior doctors. Melissa completed her MBBS at Melbourne in 2013, and commenced at RMH in 2014. She began a part-time PhD in the Department of Paediatrics at this time and from this year is now undertaking this full time. Melissa is concurrently enrolled in the Graduate Diploma in Clinical Education in the EXCITE program, and tutors in Principles of Clinical Practice 1 in the MD program.

Why medical education?
As a medical student, I was heavily involved with a wide range of extracurricular activities which gave me opportunities to teach and mentor more junior medical students and found this highly rewarding. This hasn’t changed now that I’ve become a junior doctor and I wanted to further my skills in medical education so I enrolled in the Graduate Certificate in Clinical Teaching last year. I learnt a lot, not only about teaching itself but about the theory and pedagogy behind it and how to apply this in practice. I wanted to do more and learn more about medical education and found myself working as the new Medical Education Registrar at the DME.

From your perspective as a junior doctor, what are the most pressing things on interns’ minds?
The most pressing matter is whether you are prepared enough for the job – are your patient assessment skills up to scratch, how to practically do the job and troubleshoot when you don’t know – and a lot of this probably comes from the “miles done” as a final year medical student shadowing interns. The more miles done, the greater the self-confidence at the start of internship.

It’s an enormous transition going from a medical student to an intern and I think the issue of work-life or life-work balance is always another pressing issue. Along with this comes mental health and wellbeing and I think all junior doctors, not just interns, are acutely aware that it is easy to be stressed, tired, and burnt out on the job, and it’s vital to look after yourself and each other.

Tell us about the transitions project with medical students.
The transitions project aims to identify gaps in the practical skills and knowledge of MD4 students which are fundamental for internship and being a good intern. The first major gap that we have hypothesised is in telephone referral skills so we have designed a simulation-based research study to assess MD4 students’ ability to conduct a telephone referral before and after ISBAR learning and ward immersion. The study was piloted at RMH and St Vincent’s clinical schools with success and demonstrated a mix of referral skill ability. The feedback we’ve received informally from the students is that it has been a useful learning experience. It has been very rewarding conducting multi-site research directly with students in an area which is so vital to being a good intern.

Where to next on your medical education research journey?
I’m going back to full time clinical work next year but absolutely intend on continuing medical education research in the DME. I’m interested in assessment and student learning behaviour and how we can achieve a better balance between the two.

Dr Terry Judd
Senior Lecturer, DME

Tell us about yourself and your role in the DME.
I’m a part-time Senior Lecturer in the Department and you can usually find me in my office (N724) on Mondays and Thursdays. I come from a science background (Botany) but my specialisation is in learning technologies. Most of my time is dedicated to curriculum delivery and teaching support through the design, development and implementation of technologies (software, systems and solutions). Past ‘teaching’ projects include leading the design and development of the initial versions of our in-house learning management system (MD Connect). My current focus however is around developing and implementing technology systems to support key assessment tasks including MMs, OSCEs, situational judgement tests and progress tests. My other main role is to contribute to the department’s research effort. Much of this relates either directly or indirectly to the implementation of learning technologies within the Melbourne MD. However, I’m also interested in the adoption and use of technology to support learning and teaching more generally, particularly in relation to information seeking and literacy, assessment and feedback, and mobile learning.

Tell us about one of your research projects.
Dr Anna Ryan and I have supervised a couple of very interesting Scholarly
Selective projects over the last two years and are still in the process of analysing and writing up the outcomes of those projects with the students involved. Thomas Selitto’s (2015 cohort) project was a particularly successful one, involving the use of iPod Touch devices by students to film themselves during patient encounters. The students then edited their ‘video selfies’ into a series of short learning moments and presented and discussed them during small group tutorials. Tom’s work led to a recent ‘really good stuff’ article in Medical Education.

**How do you see technology benefitting medical education research?**

While some research projects will position technology front and centre (e.g. evaluating the effectiveness of a particular learning technology implementation) and this can produce useful research outcomes where the implementation clearly demonstrates innovation, technology will more often be called on to play a supporting role. This could include devices or software to collect data, backend systems to store, protect and manage the data you collect, or software to process and analyse your data prior to writing up. There are a host of off-the-shelf products and services to address these types of needs but if necessary these can be supplemented or replaced by custom software or technology solutions to meet project specific requirements. For example, the department has a set of about 30 iPads. When not being used for key assessment tasks these have the potential to be used by researchers to record interviews or collect information or deliver content to participants. A couple of DME academics have already used them for recording interviews – please contact me if you would like to use them to support your research. I also have a lot of experience in developing custom mobile apps and writing software to process and analyse large datasets and am happy to provide advice to DME researchers who might need help in these areas.

**Current Staff Grants**

**External competitive grants and commissions**

2016 Improving Clinician Educator’s teaching performance by addressing their beliefs about teaching, Australian Physiotherapy Association; Pat Cost Trust Fund, Frith C, Delany C, Cowan S and Virtue D


2015-2016 General Practice Placement in Cancer Survivorship Program Dept Health/ PMCC, Evans J, Jefford M, Tse J

2016 Assisting professional entry nursing students who study on-line to demonstrate their understanding of how immersive simulation based education can improve teamwork and communication in healthcare. Western Australian Government Department of Health. Mould J, Delia P, O’Brien R, Carter O

**Healthcare Communication**


**University Grants**

2016 Let’s talk about medical research: research equity for Culturally and Linguistically Diverse (CALD) older patients. Ethics and Integrity Development Grant Scheme Woodward-Kron R, Story D, Parker A, Hughson J, Hajek J

2015-2016 Interviewer’s response to changing MMI scoring processes Learning and Teaching Initiative Grants, Judd T, Ryan A, Flynn E


(Awarded 2016) Assessing the effectiveness of personalised video feedback, Learning and Teaching Initiative Grant, Judd T, Ryan A


**Research Collaborators and Visitors**

February – A/Prof Evelyn Baumgarten, Radboud University Medical Centre

March – Prof Dave Swanson, American Board of Medical Specialties

March – Dr Timothy Wood, University of Ottawa

March – Prof Wendy Hu, Western Sydney University

June – A/Prof Anna Vnuk, Flinders University

September – Dr Julian Archer, Plymouth University

**Upcoming Events and Symposia**

Teaching about Health Literacy in Health Professional Education and Training Symposium

Tuesday 13 September 1.30pm to 5pm

[Note, this event is full]
Victorian Showcase of Educational Research in Health Professions
Thursday 27 October
4pm to 8pm

DME Research Forum:
Research Matters in the DME: Enhancing engagement, quality and impact
Tuesday 25 October
9am to 1pm, followed by lunch
Woodward Centre,
Level 10, Law Building
University of Melbourne

The objectives of this forum are to provide an overview of current research activities in the departmental research groups, an overview of current Research Higher Degree activities and other student research opportunities, and to develop strategies to enhance DME research engagement, quality, and impact.

In the Spotlight
DME Student researchers
PhD

Dr Catherine (Cate) Scarff
Cate is a dermatologist and medical educator. She is undertaking her PhD part-time.

Why did you decide to take up the challenge of a PhD?
I decided to do a PhD because the project that I did in my Masters at Monash really highlighted areas that I felt needed to be looked into further. If I had stopped then, it would have felt incomplete and hopefully what I am doing will be of some use! Lots of my dermatology (and other) colleagues have really spurred me on, as everyone seems to have a story to tell or comment to make on my topic and most see that it is an issue which needs to be further investigated.

Tell us a bit about your project.
Initially I was focused on the area of grade inflation and failure to fail of trainees, but I have broadened this to look more generally into the difficulties around delivering negative assessment results to trainees. My title is Assessor grades and feedback – private thoughts and public judgements and my research question is How and why does reluctance to deliver negative assessment judgements manifest in dermatology training in Australia? This is framed by work from the 1970’s where researchers coined the term the “MUM effect” to describe the phenomenon of keeping Mum about Undesirable Messages. This is very applicable to the assessment situation and helps us understand why some people have difficulties delivering their assessment message, especially when this is negative. My Masters project was set in the Australasian College of Dermatologists, and I have chosen to continue this work there, though certainly these issues are not isolated or unique to that setting.

How do you hope your project outcomes can inform assessment in specialist training?
I hope that my outcomes will help the performance assessment area by highlighting the discomfort that some assessors have in relation to such assessments and how this may effect their assessment behaviours. Identifying this may lead to changes in the selection and training of assessors in addition to other areas such as support. I am also investigating the issue from the trainee’s perspective, looking at how their opinions on these assessments may influence the assessment they receive also.

MD Scholarly Selective
My name is Kim Pham and I am an MD4 student who completed my Scholarly Selective research project with A/Prof Eleanor Flynn and Dr Heather Gaunt. The title of my research is Art in Medicine projects: Students’, Academics’ and Practitioners’ Perspectives. I picked this topic because of my interest in holistic healthcare, and the ways in which our own understanding of humanity influences the clinical care we offer patients. My literature review was incredibly fulfilling, reinforcing that art is an incredible tool in offering people interpersonal development, emotional development, cognitive thinking skills and a capacity to explore the unknown.

My research surveyed students who participated in the MD3 Art Gallery visit. It showed that students are interested in engaging with the arts...
to improve their clinical practice, but require clear instruction and evidence of the applicability to engage with the topic. The challenge from this point on is how to make students value arts within a packed curriculum, and how best to structure a program effectively.

**EXCITE Master of Clinical Education**

**Catherine Chanter**

A critical care nurse for 22 years, Cath spent the first 13 years in ICU at the Royal Melbourne Hospital before making a tree-change to regional Victoria. For the past 9 years Cath has worked in dual roles in Critical Care in clinical education and as the hospital’s organ donation specialist. Cath is responsible for implementing the collaborative requesting model for organ donation conversations at Northeast Health. Collaborative requesting involves specially trained organ donation requesters and treating clinicians collaborating to ensure the opportunity for organ donation is fully explored for all patients in planning end-of-life care. Despite evidence demonstrating increased consent rates and positive family experiences of donation conversations associated with a collaborative requesting approach, there appears to be barriers and resistance to the uptake by treating clinicians of this approach. Cath is keen to understand why this is and what leads to effective collaboration for donation conversations. Currently the Australian and international literature does not adequately describe or explain this issue.

Cath’s project is **Collaborative requesting and organ donation conversations: experiences, attitudes and practices of trained requesters and treating clinicians.**

It is a qualitative study involving semi-structured interviews with trained requesters and treating clinicians at the 4 Victorian hospitals with the highest frequency of organ donation cases where collaborative requesting has been implemented.

Cath anticipates that her results will provide valuable information to assist with revising and improving educational and change management strategies to improve the collaborative relationships between trained requesters and treating clinicians. Improved collaboration should lead to increased consent rates and better experiences of end-of-life care planning and donation conversation with families of dying patients.

**Breakfast Research Workshops**

Two recent workshops for DME RHD students were held in August. The first tackled thematic analysis: how is it different to content analysis? What are codes as opposed to themes? The second provided an introduction to textual analysis of interactive data. Future workshops will be advertised via News and Events.

**PhD Completions**


**2016 Student Publications**

**PhD Publications**


**Master of Clinical Education Student Publication**


**MD Scholarly Selective Publication**


**2016 Student Conference Presentations**

Sammi Tai, Audiology/ DME PhD candidate

Audiology Students and Patient-Centred Communication: A Mixed Methods Study in Audiology Teaching Clinics. 16th Annual Research Postgraduate Conference – held by the Faculty of Social Sciences, The University of Hong Kong. 4 June 2016

Best presenter in category interpersonal relationships. Cheque for US$500 for presenting and another $50 Amazon voucher!

Here’s Sammi receiving her prize: http://www.socsc.hku.hk/rpc/2016/album/target90.html

**DME Research Programs and Opportunities**

The research training environment within the DME aims to nurture and develop the next generation of clinical educator practitioners, researchers and leaders in clinical education. In 2016, there are 12 PhD students and 2 MPhil students enrolled within the DME or being supervised by DME academic staff. The projects range from examining clinical educators’
beliefs about their teaching, to exploring the concept of failure to fail in clinical examinations. Many of these RHD projects are directed towards adding to the evidence base for what counts as effective learning and teaching in clinical placement contexts. In 2015, the first cohort (9 students) of the Master of Clinical Education (EXCITE program) completed their research projects and in 2016, 7 students are completing a minor research thesis. Their work spans examining how senior psychiatrists learn to formulate, the learning experiences of left handed dental students, the influence of stigma on learning in mental health placements, and examining students’ level of understanding as recorded by a real time response tool during lectures. In 2017, two more coursework degrees will be available through the DME. The first is the Master of Clinical Research, newly revised. The second is a Specialist Certificate in Clinical Leadership. Finally, clinical education research is being conducted by MD 3 students undertaking projects focused on aspects of learning and teaching in the medical education context as part of their Scholarly Selective component of the MD.

2016 Publications


Hu W, Flynn E, Woodward-Kron R, Mann R. From paperwork to parenting: Experiences of professional staff in student support. Medical Education Accepted 2 June 2016.


Judd T, Elliott K (2016) Methods and frequency of sharing of learning resources by medical students British Journal of Educational Technology DOI: 10.1111/bjet.12481


Books

Book chapters


Other Research Outputs


Reports


Lead Institution: The University of Melbourne
Published: 2016

NEWSFLOW:
New DME Academic Staff

Ms Michelle Grainger
Project Officer for the GAMSAT Consortium project

Ms Susan Carey
MPsych (ClinNeuro Psych)
Data Analysis Specialist supporting Assessment and Evaluation

Dr Krithika Sundaram
PhD (Structural Biology)
Lecturer in Medical Education