



THE UNIVERSITY OF
MELBOURNE

Department of
Medical Education
Melbourne Medical School

Health professions' education: Research, scholarship, and engagement Speakers



Innovations in course wide assessment for learning

Dr Anna Ryan, Dr Terry Judd, Department of Medical Education

This presentation describes a program of innovation and evaluative research designed to maximise the learning potential of various types of assessments through domain-based feedback reports. Much of the work has been situated around formative progress tests - a longitudinal assessment that involves students sitting regular graduation level tests throughout their course. Our initial PDF feedback reports are now being augmented with video feedback in order to provide more explicit direction for future learning. Our work leads to further questions around the potential value of normative comparisons and the influence of emotional responses to feedback. We're also starting to explore the impact of institutional and assessment cultures, and the potential value of student assessment literacy if assessment is really going to reach its potential as a tool for learning.



Decisions on progress in programmatic assessment: how are they working in practice?

Dr Damian Castanelli, Monash Medical Centre

Introducing assessment for learning provides novel opportunities for trainees to harness feedback and improve performance. But medical educators still have to make decisions on whether trainees progress through and from training. How does assessment of learning work in practice when the focus of individual assessments is on assessment for learning?

We explored how supervisors make decisions on trainee progress using semi-structured interviews with 19 supervisors of anaesthesia training across Australia and New Zealand. We found supervisors went beyond the formal training portfolio when making performance decisions. They valued their own observations and instituted 'shadow' systems to collect confidential judgements from trusted colleagues rather than using the formal workplace-based assessments. Supervisors' judgements depended on their knowledge of the workplace and their relationships with colleagues. Making progress decisions is an exercise of expert judgement that is culturally situated, and hence contextual factors are important considerations in the implementation of programmatic assessment.





Medical student clinical placements as sites of learning and contribution

Dr Mark Lavercombe, Western Clinical School, Professor Liz Molloy, Department of Medical Education

In this presentation we report on research funded by the Medical Deans of Australia and New Zealand (MDANZ), exploring the perceived burdens and benefits of medical student clinical placements for multiple stakeholders within healthcare. Data collection included observation of students, profiling of work-based activities, focus groups, and interviews with a range of stakeholders including students, supervisors, patient representatives, academics and senior management. The qualitative data were thematically analysed and the quantitative data were interrogated with descriptive statistics.

Data identified the time cost of inviting medical students into the practice environment including briefing and debriefing with students, explanation and probing during patient encounters, and more formalised teaching such as bedside tutorials. Benefits that were identified included students contributing to clinical work, increasing the reflective practice of clinicians, enhancing workforce recruitment, and improving patient experience through respect and responsive education. The extent of student contribution depended on clinical domain, student pro-activity, level of experience and supervisor philosophy and experience.



Simulation based education

Dr Julian Van Dijk, St Vincents Hospital

Simulation Based Education (SBE) is now a well-established part of health professional education from undergraduate to postgraduate and operational settings. The investment in the use of SBE has provided for the development of educational techniques and linking the use of SBE to explore clinical outcomes. An important part of SBE has been the continuing development of methods used in debriefing and feedback across simulation modalities.

This presentation aims to explore recent works and writings that have increased our understanding of debriefing methods and serve as a significant resource for SBE educators. Links between debriefing and SBE modalities will be discussed with a view towards the future opportunities that exist in our local organisations.



Growth mindset, resilience, and beliefs about performance

Professor Jill Klein, Department of Medical Education, and the Melbourne Business School, University of Melbourne

Mindset theory holds that our implicit assumptions about the origins of abilities such as intelligence and talent have a profound impact on how we view mistakes or failure. Those with a fixed mindset believe that ability is endowed and static, and thus a failure indicates a lack of ability. Those with a growth mindset view ability as acquired through effort, practice and learning from setbacks, and thus a failure represents an opportunity for development and improvement. A great deal of research shows that this fundamental difference in how abilities are viewed has a powerful impact on a number of outcomes, including resilience in the face of adversity. I will report the results of research on a growth mindset intervention with our MD1 students.



An online and 'just in time' learning and teaching resource for novice qualitative researchers: how to speak 'qual'

Associate Professor Clare Delany, Department of Medical Education

In this presentation I will introduce an online learning and teaching resource comprising several brief video interviews with three experienced clinicians (but novice qualitative researchers) over the course of their masters year. The researcher clinicians discuss the challenges they encounter in their research journey and these challenges are then linked to resources to assist in addressing them. The project was a collaborative team effort with researchers and academics within the Faculty of Medicine, Dentistry and Health Sciences and the Melbourne Learning Environments Team. This presentation is the launch of the resource which is available at: go.unimelb.edu.au/tfy6

(medicine.unimelb.edu.au/school-structure/medical-education/research/qualitative-journey)

