Postgraduate Studies in Clinical Education

The Centre for Medical and Health Sciences Education (CMHSE) is a hub for educational research and scholarship within the Faculty of Medical and Health Sciences, working across the Schools of Medicine, Nursing, Pharmacy and Population Health to promote excellence in teaching and learning.

Our programmes are of particular relevance to health professionals involved in delivering medical undergraduate or specialist training programmes. They have a high degree of relevance to workplace practice (hence course assignments are workplace-based) and they aim to provide the opportunity for clinical teachers to become excellent educators and researchers in the field.

Our programmes are multi-disciplinary and offer a range of courses on topics including:

- the core principles of educational theory
- curriculum teaching
- simulation
- interprofessional and small group learning
- evaluation and assessment
- e-learning

Postgraduate Certificate in Clinical Education

- Points required: 60
- Time to complete: Within one semester if enrolled full-time, within two years if enrolled part-time
- Start semester: One or Two

Postgraduate Diploma in Clinical Education

- Points required: 120
- Time to complete: Within one year if enrolled full-time, within four years if enrolled part-time
- Start semester: One or Two

Master of Clinical Education

- Points required: 120 (taught masters) or 240 (research masters)
- Time to complete: within two years if enrolled full-time, within four years if enrolled part-time
- Start semester: One or Two

Postgraduate Certificate in Clinical Education

Students wishing to enrol in this programme need to have completed a relevant degree or the requirements for a health professional qualification, have at least two years’ relevant work experience and be currently engaged in clinical teaching or curriculum development in a health related discipline.

- Points required: 60
- Time to complete: Within one semester if enrolled full-time, within two years if enrolled part-time
- Start semester: One or Two

Course options:

30 points from:

- CLINED 715 - Clinical Teaching (30 points)
- NURSING 741 - Education for Clinical Practice (30 points)

at least 15 points from:

- CLINED 703 - Learning in Small Groups (15 points)
- CLINED 705 - Simulation and Clinical Skills Teaching (15 points)
- CLINED 711 - E-learning and Clinical Education (15 points)
- CLINED 712 - Curriculum and Course Design (15 points)
- CLINED 713 - Clinical Supervision (15 points)
- CLINED 716 - Assessing Clinical Performance (30 points)
- CLINED 719 - Teaching and Learning in Clinical Settings (15 points)

Up to 15 points from a relevant postgraduate course approved by the Head of the School of Medicine.

"Medical education’s ultimate aim is to supply society with a knowledgeable, skilled and up-to-date cadre of professionals who put patient care above self-interest, and undertake to maintain and develop their expertise over the course of a lifelong career."

Tim Swanwick and Graham Buckley, 2011


Aaron Ooi

"I was motivated to sign up for the PG Dip in Clinical Education as I have always had a keen interest in teaching. The papers are well balanced with theoretical and practical components, being hands on and relevant to my clinical setting. The diploma has also since helped open doors for many opportunities over the years as I have pursued this passion in medical education."
Postgraduate Diploma in Clinical Education

Students wishing to enrol in this programme need to have completed a relevant degree, or completed the requirements for a health professional qualification, have at least two years’ relevant work experience, and be actively engaged in clinical teaching or curriculum development in a health related discipline.

Points Required: 120
Time to Complete: Within one year if enrolled full-time, within four years if enrolled part-time
Start Semester: One or Two
Content: The course is conducted online and features optional face-to-face workshops.

Course options:
30 points from:
- CLINED 715 - Clinical Teaching (30 points)
30 points from:
- CLINED 703 - Learning in Small Groups (15 points)
- CLINED 712 - Curriculum and Course Design (15 points)
- CLINED 716 - Assessing Clinical Performance (30 points)

at least 30 points from:
- CLINED 703 - Learning in Small Groups (15 points)
- CLINED 705 - Simulation and Clinical Skills Teaching (15 points)
- CLINED 706 - Interprofessional Learning, Teamwork and Patient Safety (15 points)
- CLINED 708 - Advanced Studies in the Assessment of Health Professionals (15 points)
- CLINED 709 - Advanced Studies in Evaluation (15 points)
- CLINED 710 - Special Studies (15 points)
- CLINED 711 - E-learning and Clinical Education (15 points)
- CLINED 712 - Curriculum and Course Design (15 points)
- CLINED 713 - Clinical Supervision (15 points)
- CLINED 716 - Assessing Clinical Performance (30 points)
- CLINED 718 - Professionalism (15 points)
- CLINED 719 - Teaching and Learning in Clinical Settings (15 points)

Up to 30 points from a relevant postgraduate course approved by the Head of the School of Medicine.

Please note: if continuing on to Masters the following is a recommended option:
- POPHLTH 701 - Research Methods in Health (15 points)

Master of Clinical Education

Our Master of Clinical Education (MClinEd) programme provides educational theory and practice to equip graduates for a career in clinical education. The programme has two pathways: research masters or taught masters.

Students wishing to enrol in the 120 point MClinEd need to have completed the requirements for the Postgraduate Diploma in Clinical Education or equivalent, and be currently engaged in clinical teaching or curriculum development in a health related discipline.

Points Required: 120
Time to complete:
- Research masters: Within one year if enrolled full-time, within two years if enrolled part-time.
- Taught masters: Within one year if enrolled full-time, within four years if enrolled part-time.
Start semester: One or Two

Students wishing to enrol in the 240 point MClinEd need to have completed a relevant degree with at least a B average in their final year of study, and be currently engaged in clinical teaching or curriculum development in a health related discipline.

Points Required: 240
Time to complete:
- Research masters: Within two years if enrolled full-time, within four years if enrolled part-time.
- Taught masters: Within two years if enrolled full-time, within four years if enrolled part-time.
Start semester: One or Two

Gail Foster

“Engaging in a learning programme that directly related to my role and career in undergraduate nursing education was a key motivator for gaining a Master of Clinical Education from the University of Auckland. The inter-professional education experience stimulated and influenced me to be a better educator in today’s contemporary healthcare environments.”

Gail’s supervisor Dr Tanisha Jowsey

“Gail is a fantastic, self-directed student who thrived in a supervision by distance situation. We met monthly via Skype to support her research and writing journey.”
University admissions and enrolment

Students interested in enrolling in a Clinical Education programme need to complete an online application via Student Services Online: www.studentservices.auckland.ac.nz

General postgraduate enrolment information is available from the Faculty of Medical and Health Sciences Student Centre.

The Student Centre
Building 503, Ground Floor
Faculty of Medical and Health Sciences
85 Park Road, Grafton
Auckland
Phone: +64 9 923 4888
Email: fmhs@auckland.ac.nz
Open: 8.30am-4.30pm, Monday to Friday

International students
If you are an international student (that is, you do not have citizenship or permanent residency in New Zealand or Australia) then you should contact the International Office for application information: international@auckland.ac.nz

For information about Clinical Education programmes contact:

Reena D’costa
Administrator, CMHSE
Room 17, Level 12
Auckland Hospital Support Building
2 Park Road, Grafton
Auckland
Phone: +64 9 923 7284
Fax: +64 9 373 7641
Email: r.dcosta@auckland.ac.nz

OR

Dr Marcus Henning
Associate Professor, CMHSE
Phone: +64 9 923 7392
Email: m.henning@auckland.ac.nz

Course Prescriptions

CLINED 715
Theory and Practice of Clinical Education
30 points | Semester: 1
Examines the conceptual frameworks for learning in a clinical setting. The course will explore learning theory as it relates to the clinical experience, programme design, learner preparation, practical skills in enhancing learning in the clinical setting, and translation of theoretical knowledge into clinical practice.

CLINED 716
Assessing Clinical Performance
30 points | Semester: 2
Examines the purpose, criteria, methods, scoring methods and examiner training for a range of assessments of health professionals, with a focus on ensuring competence to practice. This will include concepts of reliability and validity, standard setting as well as advanced techniques to compare and effectively implement different types of clinical assessments.

CLINED 703
Learning in Small Groups
15 points | Semester: 2
Explores how clinicians operate as members and leaders of groups, and the conditions underlying effective group function both in education and the workplace.

CLINED 705
Simulation and Clinical Skills Teaching
15 points | Semester: 2
Theory and practice around the use of simulators in clinical education. Addresses underlying theory, research, course design, acquisition of clinical skills, scenario-based learning, scenario design, simulator programming, and feedback after simulated performance.

CLINED 706
Interprofessional Learning, Teamwork and Patient Safety
15 points | Semester: 2
Explores and evaluates the evidence base on interprofessional learning in the health professions. Evaluates the role of interprofessional learning in building effective healthcare teams.

CLINED 708
Advanced Studies in the Assessment of Health Professionals
15 points | Semester: 1 or 2
Supervised research on an assessment topic approved by the Head of the School of Medicine.
CLINED 709
Advanced Studies in Evaluation
15 points | Semester: 1 or 2
Supervised research on an evaluation topic approved by the Head of the Centre for Medical and Health Sciences Education.

CLINED 710
Special Studies
15 points | Semester: 1 or 2
Supervised special study on a topic approved by the Head of the Centre for Medical and Health Sciences Education.

CLINED 711
E-Learning and Clinical Education
15 points | Semester: 1
Develops the knowledge and skills to critically evaluate e-learning in the clinical setting. Addresses underlying theoretical constructs, practical skills, sourcing and selection of learning objects, course design and assessment.

CLINED 712
Curriculum and Course Design
15 points | Semester: 1
Theory, concepts, and processes that underlie curriculum development and the design of short courses for a clinical setting. Addresses outcome-based course design and the development of objectives, content, methods, materials, assessment and evaluation for a course or curriculum.

CLINED 713
Clinical Supervision
15 points | Semester: 1
Students will explore theories of workplace learning and models of supervision of students and trainees in the clinical workplace, understand the different roles of clinical supervisors, and develop knowledge and skills to improve the effectiveness of clinical supervision in their own context.

CLINED 719
Teaching and Learning in Clinical Settings
15 points | Semester: 2
Takes a broad look across essential topics in clinical education of relevance to all clinical teachers involved in teaching with patients, assessing students and planning lessons. Application to practice and peer observation are key components of this course.

PhD in Clinical Education

A PhD in Clinical Education allows candidates to pursue original research at the highest level of scholarship, preparing graduates for a career in clinical education and academia. A PhD programme can be completed in traditional monograph form or with publication, in which case you may publish your research as your work progresses. Our Centre contains potential supervisors with a diverse range of backgrounds and interests, both in terms of topic areas and methodological approaches, and we would be happy to guide you in your choice of area of study and research scope.

Why I did my PhD in Clinical Education – Mataroria Lyndon

“In my view, completing a PhD is about starting a whakapapa and laying foundation in higher learning for my whānau and community.”

Exploring future directions

“I entered medical school wanting to work in clinical medicine while also being involved in wider healthcare. I didn’t know what that would be like, but my PhD research in medical education provided the opportunity for me to find out. During my PhD, I completed a Fellowship at Ko Awatea (Centre for Healthcare System Innovation and Improvement) at Counties Manukau District Health Board. I then applied to Harvard University in Boston, USA, where I completed a Masters of Public Health as a Fulbright and a Frank Knox scholar. The mentorship, the collaborations, and the research environment allowed the time for self-reflection and the chance to explore a career in public health and medical education. As a young clinician, my PhD was the opportunity to explore future directions while providing a supportive environment to set me on the path I was trying to find.”

PhD in Clinical Education

“In my view, completing a PhD is about starting a whakapapa and laying foundation in higher learning for my whānau and community.”
Our teaching staff

All our teaching staff have the experience and capacity to supervise you with your Master or Doctoral research. Email us directly to start a conversation.

Professor Jennifer Mary Weller
Director - CHMSE

Research interests
My research focuses on teamwork and patient safety, simulation-based education and workplace-based assessment with over 100 publications in these areas. My research has been underpinned by my practice as a specialist anaesthetist enabling me to translate many of the findings into effective initiatives in the clinical workplace.

Selected publications

Dr Marcus Henning
Associate Professor
CLTA, DipTch, BA, MA (psychology), MBus (management), PhD (education)

Research Interests
Motivation and self-regulation; quality of life; workplace conflict and harassment; professionalism; learning disability; assessment; and adult learning.

Selected publications
Dr Craig Stephen Webster  
Senior Lecturer  
BSc Psyc, MSc (1st class Hons) Neuropsyc, PhD Anaesthesiology (Human Factors)

Research Interests  
Clinical and human factors research projects, cognitive ergonomic evaluation of medical equipment, teamwork functioning, patient safety, compliance with safety initiatives, better understanding of the patient experience, theoretical and practical aspects of the way people and technology interact in complex systems and organisations, and effects such interaction has on safety.

Selected publications

Book Chapters
  URL: http://hdl.handle.net/2292/29601

Journal Articles
  URL: http://hdl.handle.net/2292/29597
  URL: http://hdl.handle.net/2292/27920
  URL: http://hdl.handle.net/2292/24546

Dr Tanisha Jowsey  
Lecturer  
BA (hons1), MA, PhD

Research Interests  
Tanisha is a medical anthropologist and lecturer in medical education. Her research modes of expertise are in qualitative methodologies, including phenomenology, thematic analysis, photo elicitation, and ethnography. Her research areas of interest are multi-morbidity, chronic and terminal illness, patient experience, postgraduate thesis writing models, arts in medicine, communication, and clinical simulation training.

Selected publications

  URL: http://hdl.handle.net/2292/28789
  See: www.fmhs.auckland.ac.nz/cmhse-resources  
  URL: http://hdl.handle.net/2292/29299
  URL: http://hdl.handle.net/2292/27319
Dr Tzu-Chieh Wendy Yu
Lecturer
MBChB, PhD

Research Interests:
Clinical learning environments, clinical reasoning, interprofessional learning, simulation-based training, workplace-based assessments, OSCEs and standardised clinical assessments, residents-as-teachers, student career choice and identity formation, transitions in medical education

Selected Publications:

Dr Andrea Jane Thompson
Professional Teaching Fellow
MHSc (1st class Hons), PhD

Research Interests
Workplace assessment, clinical supervision, professionalism, preceptorship, communication, curriculum development and evaluation of teaching/learning initiatives in clinical settings.

Selected publications
Yan Chen
Lecturer
BA Psyc (1st Class Hons), PhD Psychology, PG Cert Academic Practice

Research Interests
Professionalism and professional identity formation, wellbeing, assessment, teamwork perception, research methods, and cross-cultural research.

Selected publications
Centre for Medical and Health Sciences Education (CMHSE)

Contact

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