

Clinical Education

Postgraduate Handbook 2017



THE UNIVERSITY OF
AUCKLAND
Te Whare Wānanga o Tāmaki Makaurau
NEW ZEALAND

**MEDICAL AND
HEALTH SCIENCES**
SCHOOL OF MEDICINE



The Centre for Medical and Health Sciences 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.

The CMHSE office is located in building 599 (level 12) at Auckland City Hospital - adjacent to the Auckland Medical School on Park Road, Grafton, Auckland.



Postgraduate Studies in Clinical Education

The 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 work based. They aim at providing the opportunity for clinical teachers to become excellent educators and researchers in the field.

The programmes are multi-disciplinary and offer a range of courses on topics including the core principles of educational theory, curriculum planning, clinical teaching, simulation, interprofessional and small group learning, evaluation and assessment and e-learning.

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, and 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
Content	This programme is taught and assessed entirely by course work. Course conducted online. Optional face to face workshops.

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

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 and 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	This programme is taught and assessed entirely by course work. Course conducted online. Optional face to face workshops.

Course options:

30 points from:

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

30 points from:

- CLINED 703 – Learning in Small Groups (15 Points)
- CLINED 705 – Simulation and Clinical Skills Teaching (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 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:

- POPLHLTH 701 - Research Methods in Health (15 Points)

Master of Clinical Education

The 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.

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	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
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

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 Faculty of Medical & 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

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OR

Dr Marcus Henning

Senior Lecturer, CMHSE

Phone: +64 9 923 7392

Email: m.henning@auckland.ac.nz

Course Prescriptions

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 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 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.

Teaching staff

All our teaching staff have 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

- Can I leave the theatre? A key to more reliable workplace-based assessment. Weller JM, Misur M, Nicolson S, Morris J, Ure S, Crossley J, Jolly B. (2014). *British Journal of Anaesthesia*, 112(6), 1083-1091.
- Building the Evidence on Simulation Validity: Comparison of Anesthesiologists' Communication Patterns in Real and Simulated Cases. Weller JM, Henderson R, Webster C, Shulruf B, Torrie J, Davies E, Henderson K, Frampton C, Merry AF. *Anesthesiology* 2014, 120(1):142-148, 20142014.
- Weller J, Frengley R, Torrie J, Shulruf B, Jolly B, Hopley L, et al. Evaluation of an instrument to measure teamwork in multidisciplinary critical care teams. *BMJ Qual Saf*. 2011;20(3):216-22.
- Weller J, Boyd M, Cumin D. Teams, tribes and patient safety: Overcoming barriers to effective teamwork in healthcare. *Postgraduate Medical Journal* 2014, 90(1061), 149-154. (Invited review)
- Weller JM. Simulation in undergraduate medical education: bridging the gap between theory and practice. *Medical Education* 2004. 38 (1), 32-38 (250 citations)



Dr Marcus Henning

Senior Lecturer

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

- Moir, F., Henning, M., Hassed, C., Moyes, S. A., & Elley, C. R. (2016). A Peer-Support and Mindfulness Program to Improve the Mental Health of Medical Students. *Teaching and learning in medicine*, 28 (3), 293-302.
- Henning, M. A., Malpas, P., Ram, S., Rajput, V., Krstić V, Boyd, M., & Hawken, S. J. (2016). Students' responses to scenarios depicting ethical dilemmas: a study of pharmacy and medical students in New Zealand. *Journal of medical ethics*, 42 (7), 466-473.
- Webster, C. S., Luo, A. Y., Krägeloh C, Moir, F., & Henning, M. (2016). A systematic review of the health benefits of Tai Chi for students in higher education. *Prev Med Rep*, 3, 103-112. 10.1016/j.pmed.2015.12.006 **URL:** <http://hdl.handle.net/2292/29594>
- Okesene-Gafa, K., Chelimo, C., Chua, S., Henning, M., & McCowan, L. (2016). Knowledge and beliefs about nutrition and physical activity during pregnancy in women from South Auckland region, New Zealand. *The Australian & New Zealand journal of obstetrics & gynaecology*
- Dryer, R., Henning, M. A., Tyson, G. A., & Shaw, R. (2016). Academic Achievement Performance of University Students with Disability: Exploring the Influence of Non-academic Factors. *International Journal of Disability, Development and Education*, 1-12. 10.1080/1034912X.2015.1130217
- Rajput, V., Spiro, R., & Henning, M. (2016). Subtraction: Critical skills for clinician at bedside. *Indian Journal of Medical Specialities*, 7 (2), 55-57. 10.1016/j.injms.2016.05.002 **URL:** <http://hdl.handle.net/2292/29609>
- Henning, M. A., Chen, Y., & Hawken, S. J. (2016). Does student engagement in academic dishonesty suggest a lack of self-control?. In C. Saunders (Ed.) *Psychology of self-control: New research* (pp. 15-32). New York, NY, USA: Nova Science Publishers.
- Alyami, H., Su'a B, Sundram, F., Alyami, M., Lyndon, M. P., Yu, T. C., Henning, M., Hill, A. G. (2016). Teaching medical students history taking content: A systematic review. *American Journal of Educational Research*, 4 (3), 227-233. 10.12691/education-4-3-2



Dr Craig Stephen Webster

Senior Lecturer

BSc Psyc, MSc (1st class Hons) Neuropsych, 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

- Webster, C. S., Anderson, B. J., Stabile, M. J., & Merry, A. F. (2015). Improving the safety of pediatric sedation? Human error, technology, and clinical microsystems. In K. P. Mason (Ed.) *Pediatric sedation outside of the operating room: A multispecialty international collaboration* (pp. 587-612). New York, USA: Springer. 10.1007/978-1-4939-1390-9_30 **URL:** <http://hdl.handle.net/2292/29601>

Journal Articles

- Webster, C. S., Mason, K. P., & Shafer, S. L. (2016). Threats to safety during sedation outside of the operating room and the death of Michael Jackson. *Current Opinion in Anaesthesiology*, 29 (Suppl 1), S36-S47. 10.1097/ACO.000000000000031 **URL:** <http://hdl.handle.net/2292/29597>
- Webster, C.S. (2016) Color coding, labeling, and evidence for safety gains. *Anesthesia and Analgesia*, 122, 1222.
- Webster, C. S., Andersson, E., Edwards, K., Merry, A. F., Torrie, J., & Weller, J. M. (2015). Deviation from accepted drug administration guidelines during anaesthesia in twenty highly realistic simulated cases. *Anaesthesia and intensive care*, 43 (6), 698-706. **URL:** <http://hdl.handle.net/2292/27920>
- Webster, C., Lu, L. M., & Henning, M. A. (2014). Using hospital-stay diaries to improve communication with patients. *Medical Education*, 48 (5), 533-534. 10.1111/medu.12437 **URL:** <http://hdl.handle.net/2292/24617>
- Webster, C. S. (2012). Alan Turing's unorganized machines and artificial neural networks: his remarkable early work and future possibilities. *Evolutionary Intelligence*, 5, 35-43. 10.1007/s12065-0060-5 **URL:** <http://hdl.handle.net/2292/24454>
- Webster, C. S., Larsson, L., Frampton, C. M., Weller, J., McKenzie, A., Cumin, D., & Merry, A. F. (2010). Clinical assessment of a new anaesthetic drug administration system: a prospective, controlled, longitudinal incident monitoring study. *Anaesthesia*, 65 (5), 490-499. 10.1111/j.1365-2044.2010.06325.x **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

- Castanelli DJ, Jowsey T, Chen Y, Weller JM (Dec 2016). Perceptions of purpose, value, and process of the mini-Clinical Evaluation Exercise in anesthesia training. *Can J Anaesth* 63(12):1345-1356
- Jowsey T, Skilton C, Dennis S, Weller JM (Jul 2016). Structured team communication in a simulated operation: an ethnographic approach. *Internal Medicine Review* 1-11 10
- Jowsey, T. (2016). Time and chronic illness: a narrative review. *Quality of Life Research*, 25 (5), 1093-1102. 10.1007/s11136-015-1169-2 URL: <http://hdl.handle.net/2292/28789>
- Jowsey, T. (2016). Generic Purpose Thematic Data Analysis Made Easy. See: www.fmhs.auckland.ac.nz/cmhse-resources URL: <http://hdl.handle.net/2292/29299>
- Yates, K. M., Webster, C. S., Jowsey, T., & Weller, J. M. (2015). In situ simulation training in emergency departments: what patients really want to know. *BMJ Simulation and Technology Enhanced Learning*, 1 (1), 33-39. 10.1136/bmjstel-2014-000004 URL: <http://hdl.handle.net/2292/27319>
- Islam, M. M., McRae, I. S., Yen, L., Jowsey, T., & Valderas, J. M. (2015). Time spent on health-related activities by senior Australians with chronic diseases: what is the role of multimorbidity and comorbidity?. *Australian and New Zealand Journal of Public Health*, 39 (3), 277-283. 10.1111/1753-6405.12355
- Dawda, P., McRae, I. S., Yen, L., Islam, M. M., Bagheri, N., Jowsey, T., ... Parkinson, A. (2015). Does it matter who organises your health care?. *International Journal of Integrated Care*, 15 (April-June 2015).
- Jowsey, T., Yen, L. E., Bagheri, N., & McRae, I. S. (2014). Time spent by people managing chronic obstructive pulmonary disease indicates biographical disruption. *International journal of chronic obstructive pulmonary disease*, 9, 87-97.
- Jowsey, T., Ward, N. J., & Gardner, K. (2013). Agents in time: Representations of chronic illness. *Health Sociology Review*, 22 (3), 243-254. 10.5172/hesr.2013.22.3.243
- Jowsey, T., McRae, I., Gillespie, J., Banfield, M., & Yen, L. (2013). Time to care? Health of informal older carers and time spent on health related activities: an Australian survey. *BMC public health*, 13

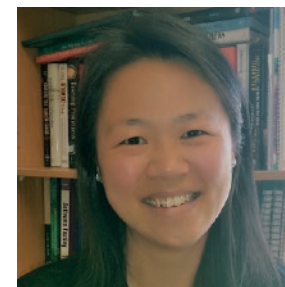
Dr Tzu-Chieh Wendy Yu

Lecturer

MChB, 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:

- Yu, T. C., Webster, C. S., & Weller, J. M. (2016). Simulation in the medical undergraduate curriculum to promote interprofessional collaboration for acute care: a systematic review. *BMJ Simulation and Technology Enhanced Learning*, 2(3), 90-96. DOI:10.1136/bmjstel-2016-000103
- Lyndon, M. P., Strom, J. M., Alyami, H. M., Yu, T. C., Wilson, N. C., Singh, P. P., Lemanu, D. P., Yelder, J., Hill, A. G. (2014). The relationship between academic assessment and psychological distress among medical students: a systematic review. *Perspectives on Medical Education*, 3(6), 405-418. DOI:10.1007/s40037-014-0148-6
- Yu, T. C., Farrell, S., & Hill, A. G. (2013). The resident as teacher. In K. Walsh (Ed.), *Oxford Textbook of Medical Education* (pp. Chapter 25 (784 pages)). Oxford, UK: Oxford University Press. DOI:10.1093/med/9780199652679.001.0001
- Yu, T. C., Lemanu, D. P., Henning, M., McCormick, A. D., Hawken, S. J., & Hill, A. G. (2013). General surgical interns contributing to the clerkship learning environment of medical students. *Medical Teacher*, 35 (8), 639-647. DOI: 10.3109/0142159X.2013.801550
- Yu, T. C., Jain, A., Chakraborty, M., Wilson, N. C., & Hill, A. G. (2012). Factors influencing intentions of female medical students to pursue a surgical career. *Journal of the American College of Surgeons*, 215(6), 878-889. DOI:10.1016/j.jamcollsurg.2012.08.018
- Hill, A. G., Srinivasa, S., Hawken, S. J., Barrow, M., Farrell, S. E., Hattie, J., & Yu, T. -C. (2012). Impact of a Resident-as-Teacher Workshop on Teaching Behavior of Interns and Learning Outcomes of Medical Students. *Journal of Graduate Medical Education*, 4(1), 34-41. DOI:10.4300/JGME-D-11-00062.1
- Yu, T. C., Wheeler, B. R., & Hill, A. G. (2011). Clinical supervisor evaluations during general surgery clerkships. *Medical Teacher*, 33(9), e479-e484. DOI:10.3109/0142159X.2011.590558
- Yu, T. C., Wilson, N. C., Singh, P. P., Lemanu, D. P., Hawken, S. J., & Hill, A. G. (2011). Medical students-as-teachers: a systematic review of peer-assisted teaching during medical school. *Advances in Medical Education and Practice*, 2, 157-172. DOI:10.2147/AMEP.S14383
- Hill, A. G., Yu, T. C., Barrow, M., & Hattie, J. (2009). A systematic review of resident-as-teacher programmes. *Medical Education*, 43(12), 1129-1140. DOI:10.1111/j.1365-2923.2009.03523.x

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

- Thompson, A., Smythe, E., & Jones, M. (2016). Partnerships for clinical learning: A collaborative initiative to support medical imaging technology students and their supervisors. *Radiography*, 22(1), 118-124. DOI: <http://dx.doi.org/10.1016/j.radi.2015.12.003>
- Henning, M. A., Ram, S., Malpas, P., Sisley, R., Thompson, A., & Hawken, S. J. (2014). Reasons for academic honesty and dishonesty with solutions: a study of pharmacy and medical students in New Zealand. *Journal of medical ethics*, 40(10), 702-709. URL: <http://hdl.handle.net/2292/23026>
- Henning, M. A., Krägeloh, C., Thompson, A., Sisley, R., Doherty, I., & Hawken, S. J. (September, 2013). Religious affiliation, quality of life and academic performance: New Zealand Medical students. *Journal of Religion and Health* DOI:10.1007/s10943-013-9769-z
- Yelder, J., Thompson, A., De Bueger, T. (2012). Re-thinking clinical assessment. What can we learn from the medical literature? *Radiography*, 18(4), 296-300.

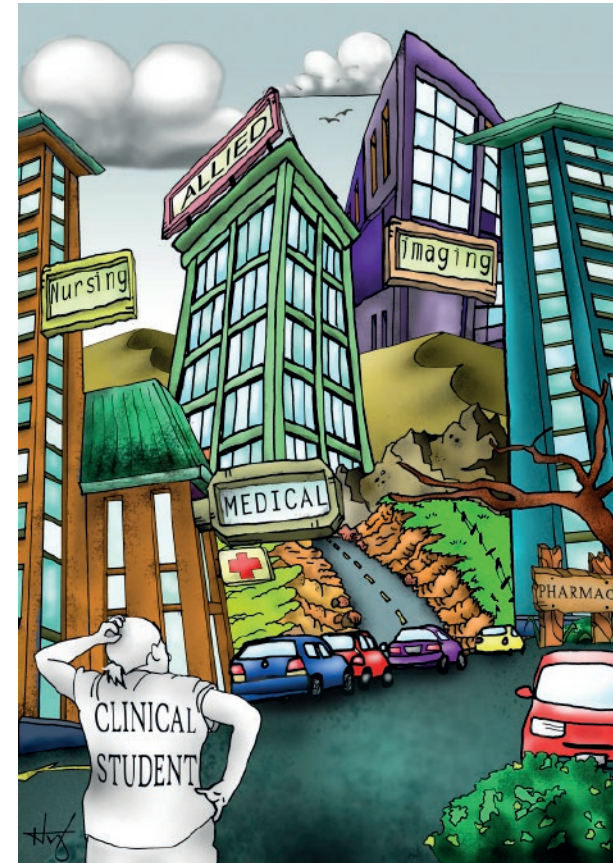


Image detail: Interprofessional education clinical student Hugh Brocklebank. Developed for the Centre for Medical and Health Sciences Education, The University of Auckland. 2015. All rights reserved.

"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

Swanwick, T. (Ed.). (2011). *Understanding medical education: Evidence, theory and practice*. John Wiley & Sons.

Contact

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