Australian National University

Year 4 Academic Supervisor Workshop
March 2017

Australian National University

Order of Events

Introduction to the Medical School

Detail structure for Year 4

The role of the Academic Supervisor

Feedback from previous supervisors and students

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Introduction to the Medical School

- Purpose
- Structure
- Curriculum structure
    Phase 1
    Phase 2

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Medical School's Purpose

To undertake to create and maintain an educational environment that encourages their students to:

- Practice medicine with compassion, conscience and professional excellence;
- Demonstrate knowledge of Aboriginal and Torres Strait Islander health and societies;
- Understand the health problems and strive to alleviate the suffering of people in rural Australia and developing countries; and
- Extend the boundaries of medical knowledge through research and share this knowledge with patients and colleagues, locally, nationally and internationally.

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Background

- Post Graduate Degree MChD (Masters of Medicine, Masters of Surgery) (from 2014)
- Graduated its first medical students in 2007
- Federally funded for 90 domestic students
    64 Commonwealth Supported Place
    23 Bonded Medical Place
    3 Medical Rural Bonded Scholarship
    Extra students are unfunded
    Must have 25% rural origin students, 1-2 indigenous students
- International students
    2-3 students in Year 1 and 2
    Additional 6 in Year 3 and 4 from International Medical University, Malaysia
- Year 4 2018: 108 students

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Accredited by the Australian Medical Council

- recognition of medical courses that produce graduates competent to practise safely & effectively under supervision as interns in Australia & New Zealand, & with an appropriate foundation for lifelong learning & for further training in any branch of medicine

- ANUMS received max 6 year re-accreditation in 2013

Slide 1

AMC Accreditation Standards cover:

- The context of the medical school
- The outcomes of the medical course
- The medical curriculum
- The curriculum - teaching and learning
- The curriculum - assessment of student learning
- The curriculum - monitoring and evaluation
- Implementing the curriculum - students
- Implementing the curriculum - educational resources

Slide 2

Slide 3

Slide 4
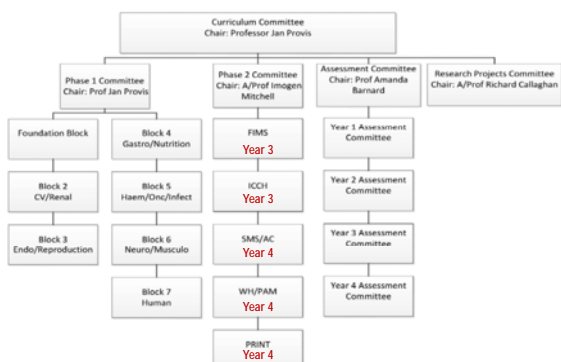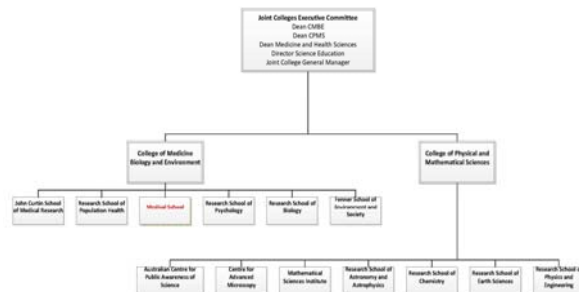
Overview of Course Structure

Four Themes:
Medical Sciences
Clinical Skills
Population Health
Professionalism and Leadership

Themes are common across all Medical school although names vary slightly

Four Frameworks
Social Foundations Medicine
Indigenous Medicine
Rural Medicine
Research

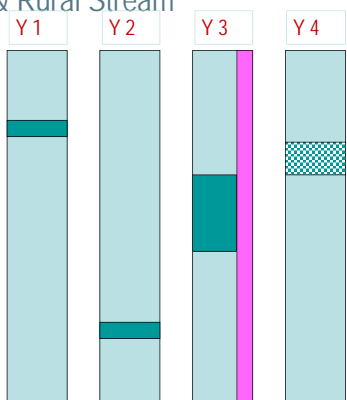*Frameworks are what impart individual Medical schools "flavor"*

| Y1 | Y 2 | Y 3 | Y 4 |

55% Medical Sciences

20% Clinical Skills

15% Population Health

10% Professional & Leadership

Slide 5
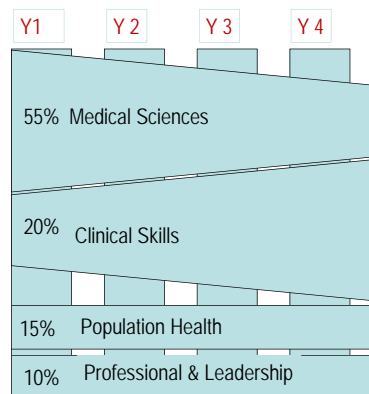
Rural Experiences & Rural Stream

All students:

1 week Years 1 & 2

6 weeks in Year 3

~ 20 students all of Year 3

Optional (O&G and mental health)

| Y 1 | Y 2 | Y 3 | Y 4 |

Slide 6

Phase 1

- Generally more didactic, stronger focus on Medical Sciences
- Understanding the "normal"
- PBL tutorials
  - sessions three times a week
  - artificial cases from which curriculum hangs
- Lectures
- Practicals

Phase 1

- Medical systems based blocks with spiral curriculum approach
- Year 1:
  - Block 1 Foundation – 6 months
  - Block 2 Cardiorespiratory and renal
  - Block 3 Endocrine & Reproductive
- Year 2
  - Block 4 Digestive & Nutrition
  - Block 5 Haem, Oncology, Immunology & Infectious Diseases
  - Block 6 Neuroscience & Musculoskeletal
  - Block 7 Putting it all together

Phase 2

- Generally more experiential, stronger focus on clinical skills
- Introduction to major disciplines via placements
- Case Based Learning
  - Real cases
- Overarching lecture program with Clinical-pathological conferences and clinicopharmacology multidisciplinary sessions

Phase 2

- Blocks determined by disciplines not systems
  - Year 3
    - ICCH -Integrated Community and Child Health (paediatrics, GP, community geriatrics, sexual health)
    - FIMS – foundations of medicine and surgery
  - Year 4
    - Acute Care (Anaesthetics/ED/ICU)
    - Senior Medicine & Surgery
    - Women's Health & Newborn Care (Obstetrics, Gynaecology & neonatology)
    - Psychiatry and Addiction Medicine

Year 4

Construct

- Four Compulsory Blocks, 8 weeks each
- Blocks are paired into the 16 week semesters
  - Acute Care/Senior Medicine and Surgery
  - Psychiatry and Addiction Medicine/Women's Health and Newborn Care
- Curriculum Governance from Phase 2 Committee
  - AC: Drew Richardson
  - SMS: Klaus-Martin Schulte/Matthew Cook
  - PAM: Daniel Bonner
  - WHNC: Peter Scott

Assessment

- Summative
  - Clinical: Once/Year
  - Written: Once/ Year
- Formative through the Portfolio items
  - Reflective items, on-line
  - Long cases
  - Clinical skills (specific to yr 4 + yr3 or yr 4)
  - Specific to Each Block:
    - WHNC
    - PAM
    - AC
    - SMS

Acute Care

- One week orientation
- Three 2 week clinical rotations
  - Intensive Care
  - Anaesthesia and Pain Medicine
  - Emergency Medicine
- One week spent doing shifts
- One ambulance placement
- Each Friday, fixed resource sessions

Senior Medicine and Surgery

- Two 4 week clinical rotations
  - Medical Unit
    - Infectious diseases/haematology/oncology/MAPU/neurology
  - Surgical Unit
    - Neurosurgery/Emergency surgery/ENT/thoracic/plastics
- Includes lectures in dermatology/ophthalmology
- Daily tutorials or clinical skills sessions
- Friday lectures

Psychiatry and Addiction Medicine

- Rotations:
  - Core General Psychiatry
    - Hospital or community
  - Other placements can be:
    - Core general psychiatry unit
    - Specialist Psychiatry Unit
- Final week: practice examination sessions
    - further teaching
    - review and study

Women's Health and Newborn Care

- Three 2 week clinical rotations:
  - - Neonatology and delivery suite
  - - Obstetrics and Gynaecology
  - - Selective (WHNC in rural, non tertiary or community setting – eg: Mourya)
- One week reflection
- 2 study days, and 2 days of additional lectures, workshops, and clinical skills session
- 5 CPC sessions delivered across the Block with a Pathologist and Obstetric and Gynaecological Specialist in attendance

The Student Support Structure

- Clinical supervisors
  - oversight of clinical experiences during particular clinical block
- Academic supervisors
  - Oversight of academic progress for whole of year 4
- Year coordinators (Dr M Singh/S Burgiss-Kathala, Dr P Crispin)
  - First port of call if continuing concerns from student or academic supervisor
  - Helps with formal interactions with policy & process at the Medical School & University
  - Oversee remediation processes

The Student Support Structure

- Student H&W advisors (counsellors)
  - Confidential counsellor on clinical campus
  - Dr Alexandra Tyson
  - Dr Peter Scott
- Student Welfare services on ANU campus
- Access and Inclusion (ANU campus)
- GP's

Academic Supervisors

Academic Supervisors

- Inaugural academic supervisors, 2013
- To reduce concerns raised by students that they will only be aware of deficiencies at end of the year
- To track Year 4 students a little better
- To engage current faculty members and recruit new members
- To provide a sense of faculty community
- To improve what we do at the medical school
- To provide opportunities for professional development and academic progression

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The Role

- Develop a professional relationship with the Year 4 student that is conducive to scholarly activities and intellectual enhancement

- The relationship is an interactive process and incorporates personal development, career and educational development

- Oversee the student for the whole of the Year 4

Responsibilities

- To facilitate the supervision, the Academic Supervisor will meet with the student three-four times a year and review their Year 4 Portfolio book

- Includes specific tasks related to the block

- Includes tasks that need to be completed by the end of Year 4

- Both written tasks and clinical skills

Responsibilities

- Academic Supervisor will meet with the student 3-4 times a year
- Review their Year 4 Portfolio book
- The aim of tasks is to ensure that the student has gained as much clinical experience from the clinical rotation appropriate for their level of experience.
- Block Specific tasks need to be completed by the end of the block
- General tasks must be completed by the end of the Year 4 academic year
- Some of the general tasks can have been done in Year 3

Portfolio reviews

- Ensure signoff of required elements of each block
- Adequate progress with general items
- Early identification of students experiencing difficulties.
  - remedial tutorials and activities to support further learning.
  - Students cannot progress without satisfactory completion of all portfolio items – PLEASE let me/Lyndall Thorn know if that hasn't been done

Portfolios

- Satisfactory completion of the portfolio is a course requirement
- Students cannot sit the summative exam without the portfolio sign off PLEASE let me/Lyndall Thorn know if that hasn't been done

- Educational justification for portfolios
  Portfolio-based learning and assessment in medical education AMEE GUIDLINE 11; M Challis, University of Nottingham, UK

Unsatisfactory portfolios

- First instance
  - Provide guidance, check with clinical supervisor
  - Check again
- Still inadequate
  - Refer to Year Coordinator
- Incomplete at end of year
  - Refer to Year assessment committee (Dr Mitali Fadia) and cc Associate Dean and Year coordinator
  - Delayed release of results/graduation until complete
  - Prevented from sitting examination

Dates to Meet Students

The Blocks End on the following dates
- Block 1: Thursday 2 April
- Block 2: Friday 29 May
- Block 3: Friday 14 August
- Block 4: Friday 9 October

- Meet student 2-3 weeks before

Meeting

- Date/time/place at your convenience
- Need not be more than 30 mins
- General chat/raising of concerns by students
- Review student paper book
- Log onto Wattle system
  Need log on number, need to gain initial access
  (http://wattle.anu.edu.au)
- Mark tasks as completed or not
- Consider booking next meeting to save hassles

Referral

- The failure to complete all specific tasks by the end of the clinical rotation relevant to that rotation requires the student to endeavour to complete them before the subsequent meeting.
- If more than 2 are outstanding and an unlikelihood of them being accomplished, the student should be referred to the Student Year 4 Coordinator for further discussion, Florian.Wertenauer@act.gov.au
- If significant concerns about academic progression by Student Year 4 Coordinator, the Associate Dean (Phase 2) will meet with the student to determine the issues
- In conjunction with the Student Year 4 Coordinator will identify a remediation pathway.

Practicalities

- Meet with student 3-4 times a year
- 2-3 weeks before end of block dates
- Around 20 mins meeting time
- Review student paper book
- Log onto Wattle system
  Need log on number, need to gain initial access
  (http://wattle.anu.edu.au)
- Mark tasks as completed or not
- Consider booking next meeting to save hassles

Finally

- Thank you all for accepting the challenge
- There WILL be teething problems
- Concerns let me know
    - zsuzsoka.kecskes@act.gov.au
- Thank you to Antoni Grech, Year 4 Administrative Support
    - antoni.grech@anu.edu.au
- Thank you to Lyndall Thorne who is the local Wattle expert