Abstracts for Day 2: The Student Experience

2021 Learning and Teaching Conference, Faculty of Medicine, Dentistry and Health Sciences

Stream 1: Student Life

MDHS Peer Mentor Program: How it Started vs How it's Going
Alicia Freeman, Elysia Corallo
11.05am - 11.25am

The Melbourne Peer Mentor Program (MPMP) is one of 6 signature initiatives from the Student Life White Paper, designed to transform the student experience at the University of Melbourne.

This is a story of resilience, creativity, passion and celebrating the student voice within the faculty of Medicine Dentistry and Health Sciences. The success of pivoting our program to an online offering could not have been done without the collaboration with our amazing student peer mentors and Peer Leaders. Their enthusiasm, adaptability and constructive feedback was critical in providing an engaging program and for providing a safe and supportive space for our first-year students.

So, with our knowledge of our successes and struggles we have refined peer mentor training, created bespoke resources, trialed different events and have big dreams for 2022 and beyond. But, don't just take our word for it, hear first-hand from some of our Peer Leaders how MDHS MPMP is going!

The Pinnacle of Advising Success via the Triangulated Model
Dr Snezana Kusljic, Elysia Corallo, Dr Saw Hoon Lim
11.25am - 11.45am

Academic advising at MDHS has achieved remarkable engagement as evidenced by student attendance from the outset and continues to lead the way across the entire University.

Commencing in 2020 with group advising, MDHS led the way with 54% attendance for B-BMED and 66% attendance for B-OH both above the University average at 34%. In 2021, attendance has continued an upward trajectory with attendance 20-30% higher than the university average.

We use a two-way triangulated model to deliver the best possible outcomes for our undergraduate students. Senior Academic Advisers (SAAs) and Student Life Professional team work collaboratively to support Academic Advisers (AAs) in their role. Communication transparency between the three parties resulted in knowledge sharing via drop-in sessions, efficient rescheduling of advising meetings, and development of Advising curriculum and curated resources (referral guides, video clips, webinars) made accessible on MDHS Canvas Community.

At the coalface, SAAs work closely with AAs on implementation of the Advising curriculum and its principles that encompass CARE, ENCOURAGEMENT, SUPPORT and REFERRAL into both group and individual advising meetings. This triangulated model appears to be a key factor in our exceptional results as it allows advising to be tailored to individual student needs and interests. The success borne from early student connections to the MDHS community is shown through student-led initiatives requesting extra meetings with their academic advisers outside scheduled sessions.

The future of Academic advising at MDHS looks bright and we are looking at enhancing SAA involvement in further promotion of the program. This will not only improve student experience but also create a strong culture of advising more broadly at the University.

Lessons from Discovering Biomedicine, the University's first Discovery Subject

Associate Professor Karena Waller, Dr Lisa Godinho, Dr Daniel Clarke, Dr Amber Willems-Jones, Dr Graham Mackay
11.45am - 12.05pm

In semester 1 2021, our academic team together with 700 first-year Bachelor of Biomedicine students began a pioneering journey of *discovery* in a new dual delivery subject: *Discovering Biomedicine*. Arising from the Discovery Subject Signature Initiative of *the* 'Student Life' White Paper, this bespoke core foundation subject is designed to welcome and orient students in their transition to University, while inspiring and engaging them in the broader societal roles of Biomedical Science and Health.

The curriculum of this subject has been designed around six *Joining Melbourne Modules (JMM),* which challenge students to engage with central ideas, expectations and values of the University as they commence their tertiary studies. The philosophical approach to the design of the subject facilitated exploration of the *JMM* themes and content through the lens of Biomedical Science and Health, while also building key skills important for the transition to University, as well as their future studies and professional careers. In this presentation, we will describe our approach to curriculum design, and summarise our experiences and reflections on delivering the subject. Furthermore, we will report on the student experience and impact from our qualitative end-of-semester survey.

Humans 2.0: A Student-led, Interdisciplinary Journal

Mark Gillam, Annabella Lewis, Tony Zhang, Alexander Joshi, Jacob Ellis, Max Billington and Thomas Danese
12.05pm - 12.25pm

One teaching academic of an interdisciplinary subject recently said: 'Sometimes I read papers by students and I think: This is so good, it is a shame that I am the only one who will read this.' From mid next year, many more people will be able to read the outstanding work from our students in the student-led, interdisciplinary journal, Humans 2.0. This journal highlights interdisciplinary works (from art pieces to papers) that reflect on the intersection of scientific innovation and society. How are humans of tomorrow transformed by today's scientific processes? Who should decide what the process is – and what it is not?

Our students will present five Canvas modules that we (students, academics in arts, sciences and humanities, librarians, and learning designers) have co-developed to prepare future editors and authors for publishing in this journal.

These modules are:
1) Integrating an interdisciplinary approach;
2) Getting published – tips for writing for journals;
3) What it means to be an editorial board member;
4) How to conduct peer review and
5) Academic integrity.
Importantly, we look forward to introducing everyone to an avenue where students' excellent, interdisciplinary works have a chance for a second life.

Stream 2: Co-designing the Student Experience

An Actionable Workflow for Development of Staff Student Co-creation Projects
Dr Charlotte Clark, Finn Jones and Ger Post
11.05am - 11.25am

A key action of the University of Melbourne Student Life White Paper[1] is for the University to "become more student-centric, by expanding our student engagement work and embracing student co-creation" (p4). We applied students as partners pedagogy[2] to develop a student engagement activity that has contributed to quality enhancement of learning and teaching and establishment of staff-student co-research partnerships. Here, we will describe the structure of this project providing a practical, actionable workflow which can be adapted for use by others to develop similar co-creation student engagement projects.

The workflow we will present includes the following:
preparation and analysis of a pre-workshop survey,
planning and delivery of the co-creation workshops,
delivery and evaluation of a co-created learning resource, and delivery and analysis of post-workshop reflections and dissemination of study outcomes.
This presentation will be co-presented by a staff member involved in the design and implementation of this project and a student partner who participated in the co-creation process and is now a co-researcher. Attendees will gain insight into the process from both an instructor point of view and will hear first-hand from a student partner how participation in this process was engaging and valuable.

References
1. Student Life at The University of Melbourne (Undergraduate), White Paper, August 2019. Prepared by Chancellery Academic.
2. Healey, M., Flint, A., & Harrington, K (2014) Engagement through partnership: students as partners in learning and teaching in higher education. The Higher Education Academy, UK.

Mapping the Planet into the Curriculum
Dr Ken Winkel, Dr Hayden Burch, Benjamin Watson, Grace Simpson, Dr Laura Beaton, Dr Janie Maxwell
11.25am - 11.45am

Introduction:
Universities have struggled to integrate planetary health into healthcare curricula. Within the context of the current review of the Melbourne Doctor of Medicine graduate curriculum, an opportunity arose to partner with students to co-develop a curriculum resource for teaching the planetary determinants of health.

Methods:
We undertook qualitative methodologies to engage both students and staff in generating, reviewing and refining an evidence-informed planetary health map to address learning outcomes for the first-year medical curriculum. This focused on a planetary health literature review and curriculum mapping exercise between April 2018-May 2020.

Results:
In Part one, a student focus group at the Melbourne Medical Student Conference (2018) sought students' perceptions on opportunities for climate-change related health teaching. Part two involved two 5-hour mapping workshops conducted in May-June 2019 where planetary health principles were mapped to classical body systems-based teaching modules. Participatory workshops positioned students as leaders and partners

in curriculum development, alongside academics and clinicians. Part three consisted of curriculum mapping review and editing from October-May 2020.

Conclusion:
The mapping project and process has exemplified the opportunity for medical curricula to achieve clinically focused and cross-cutting integration of planetary health themes and a novel model to involved students in curriculum design.

Co-Creation: Extended Reality (XR) for Authentic Clinical Learning Experiences
Todd Stretton, Dr Charles Sevigny, Associate Professor Thomas Cochrane
11.45am - 12.05pm

COVID has required educators to rethink pedagogical approaches, especially in health sciences where authentic learning experiences are being reenvisaged when access to clinical placements are limited.

The integration of Extended Reality (XR) in health education has been found to simultaneously develop procedural knowledge, clinical reasoning, interprofessional communication and teamwork while adapting to the ever-increasing complexity of clinical scenarios. Principles of social constructivism, situated learning, self-determination and authentic learning are suggested to be facilitated by the co-creation of virtual environments and/ or objects.

Learning by participation is not limited to collaborative practice, more so in these times of disruption. It is proposed that by students' co-*creating* XR clinical scenarios, students are able to *evaluate* and *analyse* their learning in discussion with knowledgeable others, thereby developing key themes and principles in context. Returning to their original scenario- students *apply* those principles to correct any misconceptions and subsequently developing their *understanding* within that context. "Flipping" Bloom's taxonomy may remap learning activities through the development of authentic learning experiences for clinical skills.

This presentation invites health science educators to consider the integration of XR to facilitate learning by participation while proposing next steps to developing authentic learning experience- beyond these times of disruption.

Making Global Citizens
Chris Waterworth and Dr Kelley Graydon
12.05pm – 12.25pm

In 2016, Mr. Waterworth and Dr. Graydon set out to offer an international student placement program to provide Master of Clinical Audiology students a meaningful perspective on clinical audiology in low-and-middle-income countries (LMICs). The main aims have been (1) to introduce students to alternative healthcare models in LMICs; (2) promote community engagement and citizenship by inspiring students to make an important contribution, and (3) to provide valuable clinical placement hours through collaboration with providers in these healthcare settings. Due to the significant impact that covid has placed on these activities, the program has been adapted to ensure the continuing engagement of students in a bilateral education program.

In collaboration with the Children's Surgical Centre (CSC), a charity NGO hospital in Phnom Penh, Dr Graydon and Mr. Waterworth were instrumental in setting up an audiology clinic and ongoing training program making use of innovative telehealth modalities. Amongst these activities, students now take part in live online teaching initiatives including delivering live didactic workshops to the staff of CSC, receiving training on

ear, nose and throat (ENT) care from the Department Head of ENT, and participating in direct clinical testing of CSC patients through real-time tele-audiology testing.

Stream 3: Experiential Learning

Medical Student Professional Identity Development in the Wake of COVID-19
Megan EL Brown, Jun Hua Lim, Jo Horsburgh, Dr Chance Pistoll, Viral Thakerar, Arti Maini, Dr Caroline Johnson, Dr Laura Beaton, Dr Claire Mahoney, Sonia Kumar
11.05am - 11.25am

Professional identity development, defined by Merton (1957) as the process by which students come to 'think, act and feel like a physician', is a central aim of medical education. In Kegan's model of identity development, 'disorientating dilemmas' are challenging situations that prompt students to progress through to stages to increased independence and social maturity.

Given the likelihood that the challenges of COVID-19 have created 'disorienting dilemmas' for medical students, we undertook a qualitative focus group study across two sites (Imperial College London and Melbourne Medical School) to understand the ways in which the pandemic has impacted medical students' identity development. Results were analysed inductively using thematic analysis, applying Kegan's model as a sensitising theoretical lens to inform our discussion.

Four major themes were identified which speak to the influence of COVID-19 experiences on students' identities: 1. Influence of others on student identity development; 2. Influence of curricula provisions on student identity development; 3. Impact of COVID-19 experiences on self-definition; and 4. Tension between protecting own and others' health and responsibility to serve.

These results inform recommendations for medical educators to pandemic-proof their institutional curricula and support students' professional identify formation despite sudden losses in clinical exposure.

Covid-19 and the Daily Changing Face of Clinical Placements
Associate Professor Anthea Cochrane, Dr Deb Virtue, Hayley Dell'Oro, Judi Brewster, Philippa Marriot, Dr Kelley Graydon, Morgan Perry, Rachel Noble
11.25am -11.45am

Daily changes to Clinical Placement opportunities in the last 18 months has challenged students and academic Clinical Placement Co-ordinators in the School of Health Sciences. Providing clinical care for patients under supervision is part of the final stages of ensuring allied health students and nursing students are well prepared for graduation. We share a snapshot of our collective experience and the strategies that academics and clinical placement colleagues have implemented in these unusual times. The lessons learnt will be summarised including the changes that have been made to Clinical Placements in our courses that will remain in our programs beyond the current pandemic.

Honours is more than an Academic Transition: Initiatives taken to Support Honours Student's Identity Transformation

Pauline Li
11.45am -12.05pm

Honours year is often viewed as a transition from coursework oriented undergraduate to research based graduate study. However, research has shown that Honours year plays a critical role in transforming student's identity and there is always a lack of support in the transformation (Allan, 2011). The challenges faced by Honours students are not just academically, but also mentally. MDHS Honours programs are offered in all six schools as well as hospital partners and Medical Research Institutes. Students are located in a large range of research sites. Apart from orientation, there's no opportunity for the students to gather as a group to network and bond. The reduced level of cohort experience, peer support and social connection they experienced and enjoyed during their undergraduate course has caused stress and anxiety to many of them. The pandemic has undoubtedly made the transformation even harder. The presentation will go through some of the initiatives taken in 2020 and 2021 including a virtual three-minute thesis competition, closed Facebook group, 'Life Beyond Honours' event and the first Honours student conference, and discuss how they enhanced Honours students' sense of belonging and supported their identity transformation.

References:
Allan, C. (2011). Exploring the experience of ten Australian Honours students. Higher Education Research and Development, 30(4), 421-433. https://www.tandfonline.com/doi/full/10.1080/07294360.2010.524194

A Research Informed Framework to Optimise Work Integrated Learning Across Health Professions

Dr Leonie Griffiths, Dr Charlotte Denniston, Dr Tim Clement, Professor Elizabeth Molloy
12.05pm -12.25pm

Introduction:
Graduating students to be effective healthcare workers with the required conceptual, procedural and dispositional knowledge, is reliant on a high quality curriculum which supports learners' integration and reconciliation of classroom and placement experiences, known as Work Integrated Learning (WIL). Through engaging with stakeholders across the Faculty MDHS, we aimed to explore experiences and perspectives of WIL to develop a framework to inform the design of WIL activities.

Methods:
A two-phase participatory approach was taken; students' perspectives using an online survey (n= 172) and iterative focus groups and a benchmarking activity with academic/clinical educators (n=10).

Results:
An actionable WIL framework based on 7 elements of 'Good WIL' was developed, including equipping students to learn in the workplace, support structures for WIL transition points in the curriculum, identifiable roles for students in the workplace, faculty development for and recognition of clinical educators and utilising quality assurance measures to enhance an effective learning environment.

Discussion:
This research enabled stakeholder involvement in the construction of a foundational framework to guide, and potentially evaluate, WIL design. The framework has broad application for faculties delivering WIL programs and could aid in developing 'WIL focused' curriculum design, faculty development and communication systems between workplace and university.