

Message from the CALHN Clinical Deans

Dear CALHN Clinicians,

We hope this message finds you well. As Clinical Deans, we want to acknowledge your input and engagement in University of Adelaide teaching and research activities. As we all continue to navigate the ever-evolving landscape, our priority as the Clinical Deans is to create and strengthen platforms and opportunities for further engagement. As each clinician's interests will be varied, ranging from lectures, content development and delivery, bedside tutorials to assessments to research, we aim to provide a forum where all clinicians who wish to contribute can be value-add to add strength to the CALHN/ University of Adelaide partnership. We understand the daily demands and pressures, and are committed to providing support and information to enable and enhance connection and contribution to the University of Adelaide Medical School in teaching and research. ***At the end of this notice, you will find links to various activities in which you may be interested in participating.***

Firstly, on behalf of Prof Danny Liew, Dr Andrea Dillon, A/Prof Elizabeth Beckett and Prof Ben Canny, we extend our warmest thanks to the clinicians, researchers and academics who have made an invaluable contribution to the development of our new Bachelor of Medical Studies program. We have now commenced the final semester of the first component of the new BMD (Bachelor of Medical Studies/MD) program.

Your expertise, guidance, and dedication have played a crucial role in shaping a curriculum that we believe will truly benefit our students and the future of healthcare. Your commitment to excellence in clinical practice and education is deeply appreciated and is a testament to your passion for advancing the field of medicine.

The volume of titleholders and clinicians who have come forward to assist with leadership, content development, creation and review, innovation and input into direct teaching has been immense and the partnership between the health networks and the university has been greatly strengthened. Our students have benefited greatly from events such as the "Early Clinical Interactions", in which complex patients have attended a forum for first year medical students, together with their multidisciplinary teams, the "Dyspnoea symposium" in which clinical professors from different specialities explored the multifactorial causes for a single symptom, to enhance concepts of clinical reasoning, and the "Round Robins" which were an excellent example of inter-professional learning, when clinicians from many disciplines demonstrated and explained concepts to students. We have had great pleasure in partnering with CALHN nursing education leads to re-invigorate the nursing placements during the first point of entry into the hospital environment for year 3 students and we have highlighted important and topical issues in each specialty, with assistance from CALHN clinicians throughout.

We have appreciated the feedback and commitment to modernising the curriculum and ensuring it is relevant, rewarding and interesting for both students and teachers.

As the final courses for the Bachelor of Medical Studies component commence this semester, we are excited to have delivered the first major chapter of this 2 part degree, and look forward to the positive impact this program will have on our students and the broader medical community, and we recognize that your input has been instrumental in bringing this vision to fruition.

Throughout this work, we have navigated many changes within the medical school, the university and our landscape, including COVID. Thank you once again for your time, effort, and unwavering support. We look forward to continuing to work together as we prepare the next generation of medical professionals.

We would be most grateful for your ongoing contributions in areas of interest. Please note the following dates for your diaries. *SA Health employees who regularly contribute, supervise and teach medical students may be eligible for a title holder position.* For queries, more information, to register interest or to meet with us, please contact us at our email addresses below.

UNIVERSITY OF ADELAIDE MEDICINE AND DENTISTRY ADMISSIONS:

The Adelaide Medical and Dental Schools Admissions Working Group welcomes staff and title holders to assist with the interview selection process for admission. Potential interviewers are required to attend formal interview training every 2 years and sign a conflict of interest statement. Domestic Admission Interviews will run from Monday 18 November until Friday 29 November 2024.

Interview information:

- **Format:** Multiple Mini Interview (MMI) - each candidate will complete 6-8 MMI stations depending on their program preferences (e.g. Medicine, Dentistry, Oral Health). Each interviewer will be allocated to a single station for the entire interview session. Applicants will be interviewed via Zoom.
- **Location:** Interviewers will be required to attend in-person, in a computer suite on Level 1, Helen Mayo South Building, Frome Road
- **Duration:** Each interview session is 5 hours in duration, which includes a compulsory pre-interview briefing for all interviewers (new and returning). Each session also includes a light lunch and morning/afternoon tea.
 1. Morning (AM) session: 8:00am-1:00pm
 2. Afternoon (PM) session: 12:00pm-5:00pm
- **Requirements:**
 1. Interviewers are required to a ***face-to-face MMI Interviewer Training every 2 years***. If you are a new interviewer in 2024 **OR** you did not complete training last year (2023), you must book into a MMI Interviewer Training session for 2024.
 - MMI Interviewer Training sessions will be held at the Adelaide Health and Medical Sciences (AHMS) building on North Terrace on the following dates/times:
 - Monday 30 September (6:00pm-8:00pm)
 - Thursday 10 October (2:00pm-4:00pm)

- Tuesday 22 October (5:30pm-7:30pm)
 - Saturday 26 October (10:00am-12:00pm)
- To book into a MMI Interviewer Training session, please use the following link: <https://app.acuityscheduling.com/schedule.php?owner=22382345&appointmentType=24766485>
After booking your training session, you will be prompted to book an MMI interview session(s). We require many interviewers to cover all the interview sessions and hence would be very appreciative if you could assist for 1 or more sessions if possible.

2. **Completion of the Confidentiality Deed Poll (CDP)**

3. **Familiarity with Zoom**

All interviews will be conducted via Zoom. A familiarity with Zoom is desirable but not essential. Further information and technical support will be available before and during all interviews. If you have any concerns, please contact one of the Academic Leads below.

If you require assistance with booking, please email Interviewer Support at fhmsinterviewer@adelaide.edu.au.

ASSESSMENT ACTIVITIES

- **OSCEs (Observed Structured Clinical Examinations)**: Students are assessed at stations on practical, professional and communication skills, and ability to apply knowledge of health and illness in assessing and managing a healthcare scenario. If you would like to examine or are interested in assisting the team with OSCE station writing, please contact the Clinical Deans.

OSCE EXAMINATION DATES:

- Year 4 – Friday 1st November
- Year 5 – Friday 8th November
- Year 3 – 2 days
 - Tuesday 12th November
 - Friday 15th November

OTHER ASSESSMENT ACTIVITIES

- **YEAR 4**

- Psychiatry: case report marking – flexible dates
- YEAR 3
 - Case write-up assessment: This involves marking admission-style case write-ups which students have written based on a ward encounter. Each case should take 15-20 minutes to mark online using the university learning platform My Uni/Canvas.
 - ISBAR presentation marking: Students see patients on the ward and then present them in a ISBAR style hand over format to a tutor who gives feedback based on the assessment rubric. There are 4 students in a 60 min session, lasting 15 mins each (3-8 min ISBAR presentation plus 5-10 mins feedback). Times are scheduled based on clinician availability. This can be done via Zoom if more convenient for the clinician.

TEACHING ACTIVITIES

Bedside Tutorial and Mini-CEx – Year 3

In year 3, semester 2, University of Adelaide Medical Students enter the hospital teaching environment for the first time, on Tuesdays each academic week. They are allocated to a ward to experience real clinical interactions, consolidate their clinical skills and learn about the structure and workings of the hospital environment within the greater health system.

- Bedside tutorials are small group tutorials (4 students) undertaken at a patient's bedside together with a doctor. The duration is 45 min – 60 min. Preparation for the tutorial involves finding patients which the students may take a history and examination from or examine under supervision. There is a topic of focus each week, as a guide only. Students will contact tutors on the day to arrange a time and meeting location.
- The mini-CEx is a workplace style assessment. It is an 8 min observation of the student's history or examination skills. 2-4 students would be allocated per 1 hour session. Students are responsible for finding their own patients for the allocated time with their assessor. Times are allocated based on clinician availability.

These teaching sessions provide an excellent opportunity for students to see all or some of the following:

- Demonstration of correct examination technique
- Examination signs – both normal and abnormal
- How doctors systematically approach physical examinations
- How examination findings integrate with other clinical information
- How doctors use information from physical examinations to aid their clinical and management reasoning, to form a problem list and a management plan.

MENTORSHIP:

Clinical placement mentoring: year 3: Mentors will be allocated up to 4 students. This arrangement is designed to give the students a medical point-of contact while on the wards and in the hospitals to help debrief any clinical or hospital-based problems. These sessions should not exceed 30 mins per week, and can be counted towards teaching hours. We would recommend meeting with the whole group together, at least initially.

TEACHING, CONTENT CREATION OR CURRICULUM INPUT: Please contact the Clinical Deans if you are interested in providing teaching, content creation or curriculum input in your area of expertise.

Warm regards,

Professor Chien-Li Holmes-Liew and

Professor Martin Bruening

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CALHN Clinical Deans