COMMITTEE FOR THE ADVANCEMENT OF LEARNING AND TEACHING

FINAL REPORT ON UNIVERSITY TEACHING DEVELOPMENT GRANT

Name: Dr Helen Paterson

Department: Women's and Children's Health

Title of Project (as on application)**: Development of integrated research-based Women's Health Online Learning across the three medical schools (Dunedin, Christchurch, and Wellington) of the University of Otago.**

Date on letter notifying award of grant:12/12/2011

General progress report (approximately 200 words)**:**

The project was successful in initiating online learning collaboration across all three schools. The Dunedin Departmental Review included discussion of the project which instigated a Departmental Retreat of all three schools. The online learning modules that have been developed so far were received well. The major focus of the retreat was online learning to carry on and expand the work that has been already done. The outcome of the retreat is an agreed combined curriculum (as attached) across all three schools and a commitment to providing effective e-learning resources for this shared curriculum. This will be developed by teaching and support staff from all three schools, thus sharing the workload and vision across the three campuses. In addition some staff who may have felt more at ease with traditional classroom methods are being supported and encouraged to move towards using an online teaching environment. The initial project which was conceived in 2011 has enabled this significant step forward in how the women's health curriculum is being taught.

Specific objectives achieved and any notable successes:
*The objective to enable student access to modules created by clinical sub-specialists across the schools i*s achieved.

To establish a research-informed online learning environment using new media for undergraduate and postgraduate Women's Health students at University of Otago.
The undergraduate course has been developed and continues to undergo further refinement with focus on a "pull" style of learning.

Specific objectives not achieved (plus a brief statement of the reasons):

Creation of modules that can be repeated throughout the academic year will allow time for sub-specialists to hold online discussion forums allowing students the access to these clinicians that they have so desired. Time that has previously committed clinicians to classroom teaching could now also be spent in small group or "bedside" teaching (taking students to a ward to practice history and physical examination skills).
This has not been achieved yet due to a lack available clinical teaching time. This is an ongoing goal.

Student groups directly involved in the project or whose learning might indirectly benefit from the project:

None

Financial information:
Please attach a copy of the final statement for the Activity Centre set up for your Grant. The statement will be sufficient information for this section, provided that you explain any variation from the original conditions of your grant. If your project was supported by additional funding from other sources please describe.

Summary:
Please include here a synopsis of your project for the CALT web-site - no more than 200 words. Please include any evaluative reflections you have, and any hyperlinks to further information on the project.

At the beginning of 2012 a two membered nurse-doctor team embarked on a project to optimise student learning in Women's Health by enabling delivery of specific components of the undergraduate Women's Health curriculum across the three Otago Medical Schools. The focus was on delivering evidence based, self- supporting online learning modules with an emphasis on areas of learning which were not uniformly available across the three Schools.

The project had support from the three Heads of Departments however, the reality of working with joint clinical academics was with busy workloads was challenging. However due to the commitment of the team engagement was ultimately successful and lead to the development of a joint curriculum across all three schools. In addition, some staff who may have felt more at ease with traditional classroom methods are being supported and encouraged to move towards using an online teaching environment.

There was recognition of the value of e-learning and the need to invest further was identified in the Dunedin Women's Health Departmental Review. This has resulted in continued employment of the team and financial support to purchase software in order to create a range of learning objects.

COMBINED CURRICULUM

OBJECTIVES	Skills (things you should be able to do)	Core presentations	Topics (things you should know)	Core clinical experience
Ability to take a concise and orderly obstetric, gynaecological, menstrual, sexual and domestic violence history and examination in a culturally appropriate and sensitive manner Communicate and collaborate effectively with women their families and other health care professionals involved in the care of the woman in a professional manner Demonstrate clinical reasoning in relation to assessment investigations and management of a woman in the context of obstetrics and gynaecology	**History taking** From an adult female Including; menstrual, obstetric and gynaecological histories (including EDD calculation) Discuss potentially sensitive and stigmatizing topics/issues such as sexual history STIs potential abuse (domestic) HIV mental illness substance abuse **Examination** BP, BMI, Urine dipstix examine the pregnant abdomen (fundal height measurement, fetal presentation)	**Obstetrics** Unplanned pregnancy Large or small of dates Vaginal bleeding in pregnancy Medical complications of pregnancy Normal pregnancy labour and puerperium (including breast feeding) Complications of labour Problems in the puerperium **Gynaecology** Female pelvic pain/discomfort (acute or chronic) Abnormal vaginal discharge	Physiology of conception Anatomy and physiology of pregnancy Early pregnancy loss Antenatal care and common conditions in pregnancy Prenatal diagnosis, ultrasound, haemolytic disease Anatomy and physiology of labour Care in labour The puerperium The newborn infant Preterm labour and delivery Medical disorders	**Obstetrics** Consult in early pregnancy (1st trimester) Management of early pregnancy problems Consult in 2nd trimester Consult 3rd trimester Intrapartum Postpartum consult Examination of the new born **Gynaecology** Contraception/Family planning Gynae Elective clinic Gynae Pre-op Gynae Surgery Colposcopy/ or Cervical screen

Acquire and demonstrate understanding of core topics in obstetrics and gynaecology Demonstrate knowledge and application of core skills in obstetrics and gynaecology	detecting foetal heart sounds assessing stage/progression of labour examine the perineum perform an appropriately focused and timely examination in a patient presenting with a common obstetric emergencies Perform a gynaecological examination including; examining the external genitalia a bimanual pelvic exam a speculum urethral catheterisation urine pregnancy test	Genital ulceration / discharge / warts Disorder of menstruation or intermenstrual bleeding post – menopausal vaginal bleeding Request for contraception or sterilisation Discussion on termination of pregnancy Infertility Menopausal symptoms Request of preventative health information Follow up from an abnormal screening test or biopsy (cervix)	***Hypertensive disorders*** Obstetric haemorrhage and abnormal third stage Multiple pregnancy Intervention in obstetrics Infertility ***Contraception*** Therapeutic abortion ***Disorders of the menstrual cycle*** ***Cervical screening and gynaecological neoplasia*** Painful conditions in gynaecology ***Vulval conditions*** Vaginitis, sexually transmitted infections, PID Sexual difficulties ***Urinary incontinence and uterovaginal prolapse***	Gynae Post-op Acute Gynae consult

			Menopause and hormone therapy	
OBJECTIVES	**Skills (things you should be able to do)**	**Core presentations**	**Topics (things you should know)**	**Core clinical experience**
Assessment	**OSCE ClinicalAssessments**	**OSCE Case Presentations**	**MCQ**	**Logbook**

Topics in ***BOLD italic*** had e-learning objects developed from CALT grant resourcing.