A guide to the Otago Undergraduate Medical Degree for Wellington Teaching Staff

Throughout this handbook you will find a number of hyperlinks to documents that will prove very helpful to you in your teaching.

This handbook is available online at: http://www.otago.ac.nz/wellington/otago044302.pdf

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Welcome

A warm welcome to you from the Medical Education Unit, University of Otago, Wellington School of Medicine and Health Sciences.

The Wellington campus has medical, radiation therapy, physiotherapy and dietetics students as well as a large number of postgraduate students in each of the academic departments.

This handbook provides a brief overview of the undergraduate medical degree (MB ChB) offered at the Wellington campus and is intended primarily for new teachers.

The information is intended not only for those teaching on the Wellington campus but also for staff on other sites that support the teaching of UOW students.

The Medical Education Unit is always willing to assist you in your role as teacher. So please do not hesitate to contact us.

Pete Ellis Peter Gallagher or Kath Hoare Tehmina Gladman

Associate Dean Medical Education Medical Education Advisers eLearning Adviser

INTRODUCTION

The University of Otago Faculty of Medicine consists of three campuses which are part of the wider Division of Health Sciences.

The undergraduate medical programme extends over five years. Over two thirds of students enter this phase of the programme after achieving high marks in the broadly based first year Health Sciences course, which provides a sound base for many of the health related disciplines. Over a quarter of students enter the programme as graduates, often from another health discipline.

*An overview of the University of Otago MB ChB programme can be found at:

The University of Otago, Wellington School of Medicine and Health Sciences (UOW)
The Wellington School of Medicine is located on the campus of the Wellington Regional Hospital (CCDHB).

Most of the academic departments within the School are located in the Academic Building with some located in other parts of the hospital. Staff and students are also based in Kenepuru hospital (CCDHB) and at Hutt Hospital (HVDHB). A wide range of community and hospital placements throughout the lower half of the North Island also form part of our student experience. In addition cohorts of students spend their entire final year (Trainee Intern) in Palmerston North (MCDHB) or Hastings Hospital (HBDHB).

THE WELLINGTON CAMPUS

Lecture theatres and teaching rooms
The Wellington campus has two main lecture theatres, the Nordmeyer Lecture Theatre and the Small Lecture Theatre (SLT). These are both located on Level D of the Academic Building. The lecture theatres are equipped with comprehensive AV systems. If you use these rooms the IT support staff in the Department of the Dean are most happy to assist and advise you.

Each department has a teaching room and there are also flat teaching rooms on C and D floors which can be booked via the campus *Intranet site (http://resourcebookings.wnmeds.ac.nz). Bookings are generally made by Department administrators at the start of the year for scheduled teaching sessions. Most of these rooms also have significant AV systems.
**Hutt hospital campus**
There is a University of Otago student teaching facility located on the second floor of the Clock Tower building. It includes a computer room with a printer, a seminar room with teleconferencing facilities, a locker room, a common room and toilets. The facility is available to University of Otago students and provides a quiet area for study, tutorials and meals.

**Contact at Hutt hospital**
Rhys Mulholland-Winiata is the Student Services Administrator and his office is within the teaching facility. He can help out with swipe cards, rosters, computer access and general queries. He is in his office most mornings 0830-1230 and available by phone and email in the afternoons. He can be emailed on rhys.mulholland-winiata@otago.ac.nz.

**Departments**
Department of Medicine (Level G - Academic Building)
Department of Obstetrics and Gynaecology (Level G - Ward Support Block)
Department of Primary Health Care and General Practice (Level F - Academic Building)
Department of Medical Radiation Therapy (Radiation Therapy Building)
Department of Paediatrics and Child Health (Wellington Children's Hospital)
Department of Pathology and Molecular Science (Level E - Academic Building)
Department of Public Health (Level J - Academic Building)
Department of Psychological Medicine (Level J - Academic Building)
Department of Surgery and Anaesthesia (Level J - Ward Support Block)
Te Ropu Rangihauora a Eru Pomare Centre Māori Health Research (Level J - Ward Support Block)
**Department of the Dean**
The department of the Dean hosts key services such as HR, finance, the research office, the Associate Dean Student Affairs and the campus administrative support.

**Technology Support**
If you require practical support with the use of information technology in your teaching, please contact the IT support team: helpdesk@otago.ac.nz – who are located on level C.

**Campus Library**
*The Wellington Medical and Health Sciences Library is shared with CCDHB and is located on D floor (http://www.otago.ac.nz/wellington/library/index.html). It has an extensive electronic collection, which can be accessed from both within the School and remotely, from home or other sites. If you are an academic staff member, you will already have access through your university internet log in, but if you are a clinical or honorary lecturer/senior lecturer, you will need to obtain a log in through the department that you work most closely with in the School.

**Nearest catering**
Campus café - Level D, Academic Building  
Vibe café - Level C, Ward Support Block  
Fuel café - Level C, Clinical Support Block

**Student Common Room**
The Student Common Room is located on Level C of the Academic Building. Student pigeonholes are in the nearby Locker Room. Students can also be contacted via e-mail. E-mail contact details for individual students and groups are available via Blackboard or the university website using PIMS (Personal Information Management System). There are also generic addresses for contacting all students in each year. Please contact your department administrator for details.

**Pattern of modules**
Currently, there are between 95-110 students in each of years 4, 5 and 6 at the UOW campus. Some (about 7 per year) year 5 UOW students complete their studies away from UOW in a rural immersion programme run by the Faculty. However, for teaching and learning purposes each year group is broken down into smaller groups.
The term “module” is used to refer to discrete units of teaching and learning.

The full pattern of student experience and the learning outcomes for each module can be found in the UOW handbooks. There is a combined handbook for years 4 and 5 and a separate handbook for year 6. These are both available online. However, your departmental administrator should be able to provide you with a hard copy if you prefer.

**Block modules**
Block modules are offered to cohorts of 14 students at a time and run across the year. They are a mix of clinical exposure and tutorials.

**Vertical modules**
Vertical modules occur on Thursday afternoon each week usually between 1pm and 5pm and are offered to the entire cohort in each year (4 and 5).
Convenors: roles and responsibilities
The role of convenor is central to the efficient and effective delivery of the curriculum. A detailed account of the role of the convenor in the medical degree can be found in *Module Convenor Role Description & Module Evaluation Guidelines* [http://hedc.otago.ac.nz/magnolia/meg/Educational-Support/Module-Convenors/mainParagraphs/0/document/Mod_Cons_RD_2012.pdf](http://hedc.otago.ac.nz/magnolia/meg/Educational-Support/Module-Convenors/mainParagraphs/0/document/Mod_Cons_RD_2012.pdf). Convenors are the first point of contact for information and concerns about the module in which you are teaching. The convenors regularly attend a monthly educational meeting to discuss matters relating to the content and delivery of the curriculum at UOW. The following is the list of module convenors for 2015:

Convenors 2016

4th year Convenors
Advanced Clinical Skills: Shieak Tzeng
Primary Health Care: Lynn McBain
Public Health: Richard Jaine
Medicine and Clinical Skills: Mark Weatherall and Stephen Inns
Surgical and Clinical Skills: Liz Dennett

5th year Convenors
Paediatrics: Max Berry and Esko Wiltshire
General Medicine: Alister Neill
Primary Healthcare and General Practice: Lynn McBain
Musculoskeletal & Skin: Peter Larsen
Psychological Medicine: Mark Huthwaite
Women’s Health: Dean Maharaj

6th year Convenors (TI)
Emergency and Acute Care: Andy Swain
General Practice: Lesley Gray
Medicine: Mike Tweed
Obstetrics & Gynaecology: Peter Abels
Paediatrics: Lynette Sadleir and Anganette Hall
Psychological Medicine: Giles Newton-Howes
Surgery: John Nacey
PSAE: Ben Gray
Electives: Jenny Visser

**Vertical Module convenors**
Clinical Reasoning: Roshan Perera
Clinical Pharmacology: Chris Cameron
Hauora Māori: Tristram Ingham and Bernadette Jones
Pathology: Peter Bethwaite
Professional Skills Attitudes and Ethics: Ben Gray
Medical Imaging: Mike Nowitz
Palliative Medicine: Sinead Donnelly

**Regional Campuses**
Hastings campus Associate Dean: Carol McAllum
Hutt Valley campus Associate Dean: Judy Ormandy
Palmerston North campus Associate Dean: Claire Hardie
Module administrators

The module administrator makes the course happen, by booking rooms, organising timetables, and getting information from teachers to students.

Medical Education Adviser: Peter Gallagher and Kath Hoare
The Medical Education Adviser is available to assist staff in a range of educational matters which include: the planning, development, delivery, assessment and evaluation of courses, professional development, research with an educational focus and confirmation pathway processes.

Clinical Education Adviser(s) Sean Hanna Joy Percy Emma Merry
The Clinical Education Advisers for the campus work closely with the Convenors, UoW Associate Deans (Medical Education), medical education advisers and academic staff of the School and Faculty, to enhance the clinical learning and teaching environment for undergraduate students.

The Clinical Education Adviser focuses mainly on offering a clinical perspective on educational material and developing the expertise of clinical staff to facilitate student learning.

Student Learning Adviser: Emma Osborne
The Student Learning Adviser is employed half time to support all students on campus and at a distance, with their learning. The support is free, confidential and neutral. Support is offered through workshops and individual appointments (face to face and via email). If there is a particular area of learning, for example academic writing, preparing for tests and exams, or oral presentation that you feel your students would benefit from; you can arrange a workshop where the skills are contextualised. If you have an individual student whom you feel would benefit from individual support you can encourage them to meet with the Learning adviser.

Clinical Skills Adviser: Roshan Perera
The Clinical Skills Adviser ensures an integrated clinical skills programme across the three years of the programme.

Associate Dean Māori: Bridget Robson
The Associate Dean, Māori plays an important role in ensuring that a Māori health perspective is incorporated and reflected in curriculum content and delivery across the curriculum.

Associate Dean Pacific: Nandika Currey
The Associate Dean Pacific provides effective leadership for Pacific development and support, and ensures that Pacific health perspectives are incorporated and reflected in the curriculum content and delivery.

Associate Dean Student Affairs: tba
The Associate Dean Undergraduate Student Affairs is available to provide pastoral support and academic advice to all students on the campus. This includes monitoring and assisting students who are challenged by various aspects of the course; considering applications for leave; monitoring students with health issues that are affecting their studies or attendance; and considering applications for temporary withdrawal from, and readmission to, the course.
Higher Education Development Centre (HEDC)
The HEDC is based in Dunedin and works in partnership with staff and students of the University to promote, support and enhance the ideals, knowledge and values of higher education through
- Professional development programmes
- Evaluation of teaching
- Resources – books and journals are available for staff
- Student Learning Centre – primarily for student assistance but can help departments provide student support
- Postgraduate courses – Certificate and Diploma in Tertiary Teaching, including one with a clinical focus
- *Educational Media – can support/develop AV and web based resources
You can contact HEDC at http://hedc.otago.ac.nz

Student-Staff Committee
There is a Student-Staff Committee at UOW. This committee transmits student feedback reports on modules to the Faculty. This information is collated by the Associate Dean for Student Affairs. Convenors are encouraged to reply to these reports and Convenor feedback is tabled at the next meeting. The committee meets five times a year across the academic year.
STUDENT LEARNING

Student learning opportunities
You may be asked to facilitate learning opportunities in a number of different contexts e.g. in a clinical context, in a large group lecture format and in small group tutorials. These different types of teaching activities each require a different set of skills.

The Medical Education Adviser is happy to assist you to enhance the skills you already possess and to develop new skills. Your colleagues and the HEDC will also be able to provide valuable assistance and support.

Learning objectives and outcomes
So that teaching and learning is planned and purposeful, both your and the students’ learning objectives and outcomes are specified for the modules in which you teach. The convenor for your module will be able to give you detailed information about the areas you are expected to teach and experiences which can support learning.

Online learning
**“Blackboard” and Moodle are the current primary online learning resources used by the University of Otago to provide access to web based teaching resources. All 4th, 5th and 6th year students and staff have access to these resources. They provide staff and students with access to communication tools, course materials, discussion forums, online assessment and many other features to help manage their study or teaching (http://www.blackboard.otago.ac.nz; http://facmed.otago.ac.nz/elearning/moodle-help-for-staff).**

How to assist students to develop the attributes of adult learners

- Establish a learning environment where students feel safe and comfortable in trying new things and expressing themselves
- Help students to identify their own learning needs, set learning goals and find ways to meet these goals. Having “learning conversations” with students can assist them to consider their learning styles and things they can do to enhance their learning.
- Allow students to experience challenge coupled with support in a learning environment which promotes activity rather than passivity
- Provide constructive and specific feedback to students
- Involve students in assessing their own learning to develop their skills of reflection and critical analysis
- Model the skills, attitudes and professional behaviours that you would like students to develop
- Stimulate learning in all four domains – cognitive (knowledge and intellectual skills), affective (feelings and attitudes), interpersonal (behaviour and social relationships) and psychomotor skills
- Provide cognitive interest and satisfy inquiring adult minds through probing questions, problem solving, analysis and synthesis of information
- Provide opportunities for building social relationships e.g. using learning tasks which require cooperation and collaboration and provide students with opportunities to contribute to the learning of others
- Where possible provide students with a variety of learning experiences so that they can develop a range of learning styles and methods.
ASSESSMENT

Overview
Assessments in 4th year (MICN401) and 5th year (MICN501) are considered in their entirety. The final result students receive at the end of the 5th year reflect work covered in both 4th and 5th year.

However students must pass the 4th year before entering their 5th year. Each module in the 4th and 5th year has its own assessments and all the requirements in each year results in the student “obtaining terms”. Students need to obtain “terms” in 4th and 5th year and pass the 5th year end of year common examinations before they can proceed to year 6 (TI).

For further detailed information on assessment see *“Medical Student Assessment Procedures Guide” (http://hedc.otago.ac.nz/meg/Current-Curriculum/Assessment/mainColumnParagraphs/0/document/Assessment%20policies%20&%20procedures%2020075.pdf).*

Decisions about the assessment of students
As a teacher you will want to ensure that you are aware of how the assessment of students will be managed in your area and overall. It is up to convenors to manage assessment and in doing so they may want to hear your views. Decisions will need to be made on the following:

- How students will be assessed for formative outcomes (i.e. given regular “developmental” feedback to assist in their learning)
- How students will be assessed for summative outcomes (i.e. assessment which provides information on student learning and could affect their progressing in or needing to repeat a module)
- When assessment will take place

How to assess?

- The most valid and reliable way to determine students’ level of competence is to use a variety of assessment methods across a number of areas of learning.

All assessment procedures devised by the module convenors should align with the University of Otago Assessment of Student Performance Policy (http://www.otago.ac.nz/administration/policies/assessmentpolicy/otago006156.html).

The end of 5th year examination
The end of the 5th year examination is a common competence examination across all campuses. It comprises a written examination and an OSCE, both of which must be passed.

The Written Exam
The Common Written examination consists of three three-hour papers, two of which comprise computer-delivered Extended Multiple Choice Questions (EMCQs) and one which uses essay type questions.

The broad objectives of this examination are to test:

- Basic knowledge of disease processes, the natural history of common and/or important illnesses, their diagnoses and management
- The attainment of knowledge of the principles and practice of preventive and social medicine/public health.
**The OSCE (Objective Structured Clinical Examination)**
The OSCE is identical in structure and timing across the three Schools. The stations are determined and written by representatives drawn from all three Schools. There are 8 stations each of 8 minutes duration.

The OSCE
- Aims to test students' clinical skills in a structured and objective way
- Expects an adequate standard of a "beginning trainee intern"
- Is developed by each campus taking responsibility for providing OSCE questions in rotation. You may be asked to contribute to the writing of a station.

**Academic Conduct**
See http:www.otago.ac.nz/study/plagiarism for the University policy on plagiarism, examination misconduct and for the dishonest practice guidelines.

**Professional Attitudes and Summary of Achievement Form (PASAF)**
There is a Faculty requirement that all students attending modules should have a PASAF completed. The PASAF is designed to identify areas in which students may exhibit strengths and weaknesses, particularly with respect to their professional attitudes and interactions with patients and other health professionals. The PASAF also allows module convenors to record the overall outcome of a student’s module and to note information that might be of use during future modules. Although the forms are not designed for providing comprehensive feedback to the students, they often contain the only written feedback that students get from a module.

If you have any questions regarding the completion of the PASAF, or advice and information about developing any assessment, contact the Medical Education Adviser.

**Distinction**
At the end of 5th year, students receive a pass, fail or distinction result. This result will be based on a combination of work during 4th year, during 5th year and the results of the end of 5th year written examination and OSCE. Distinction is awarded to students who have excelled in meeting the broad range of faculty objectives. There is a two-step process to decide upon distinction students.

1. Each school will nominate as potential distinction students their top 10-20 students based on their performance during 4th and 5th year.
2. From this group, the final distinction students will be selected based on each student’s result on the end of 5th year written examination and OSCE.

This means distinction students will have excelled in the local results over 4th and 5th year as well as in the end of 5th year examination. While there may be some differences between schools in the assessments each student has during 4th and 5th year, the inclusion of results from the 5th year common examination will ensure that the process is fair across the Schools.

**EVALUATION**
**Purpose of evaluation**
Evaluation is an ongoing process to improve the effectiveness of student learning. It is an iterative process of quality assurance and enhancement. It is the module conveners role to organise the evaluation and ensure that each module is evaluated at least once every 3 years.
Evaluation of your teaching
It is likely that from time to time you will want to gain some feedback on your teaching. The Medical Education Adviser is available to assist you with this process. This can be done through the use of HEDC surveys, peer review or through focus groups in which the Medical Education Adviser or other person not directly involved with delivery of the course talks with students about the teaching of the course.

Evaluation of teaching and the confirmation pathway
Evaluation of your teaching is a requirement as part of the confirmation path and promotion. The administration of the evaluation of teaching occurs through HEDC. Details of this process are to be found in their website (http://hedc.otago.ac.nz/hedc/teaching/evaluating-your-teaching/). You can also contact HEDC. The campus based Medical Education Adviser can assist you with the evaluation process and with ways to develop your teaching.

Professional development for teachers
The University of Otago has a commitment to provide an environment that supports the academic, professional, creative and career development of staff. *The website http://hedc.otago.ac.nz provides detailed information on staff development opportunities available to you through HEDC. There will also be local professional development opportunities which you can access.*

The Medical Education Adviser is available also to offer individual as well as group support. This may assist you to identify your professional development direction and access professional development opportunities which will meet your needs.

Teaching Matters Forum
The *Teaching Matters Forum* is a Wellington campus initiative which occurs twice each month for staff to discuss practical aspects of health professional education. This is also an opportunity to share educational experiences, initiatives, and ideas. The meetings are open to other health professional education providers.