



Otago Medical School  
*Te Kura Hauora o Ōtākou*

# Induction Material for Teachers of the MB ChB

Dunedin School of Medicine  
University of Otago



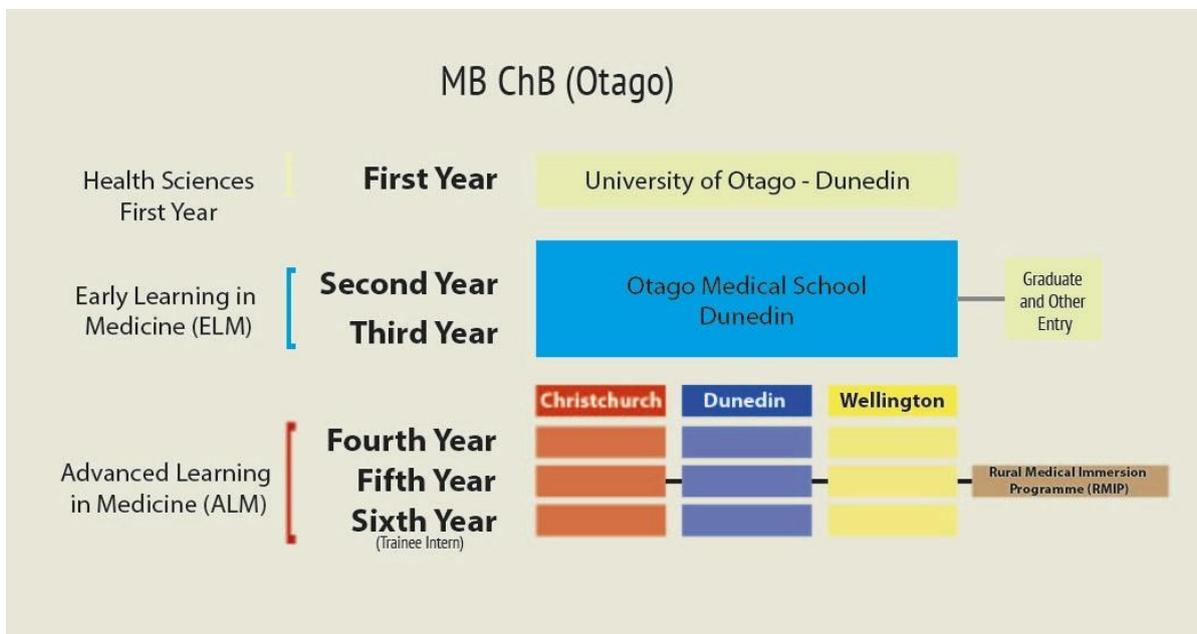
**OMS**  
**MBChB**

# WELCOME

A warm welcome to you from the University of Otago Medical School’s Education Unit. This handbook is primarily intended as a guide for newly appointed teaching staff and provides a brief overview of the undergraduate medical degree (MB ChB) that is offered by the Otago Medical School. The information in this handbook will be useful for those who are teaching and for staff who support the teaching of Otago students. We are here to assist you in your teaching role, so please contact us.

## Where does my teaching fit in the course?

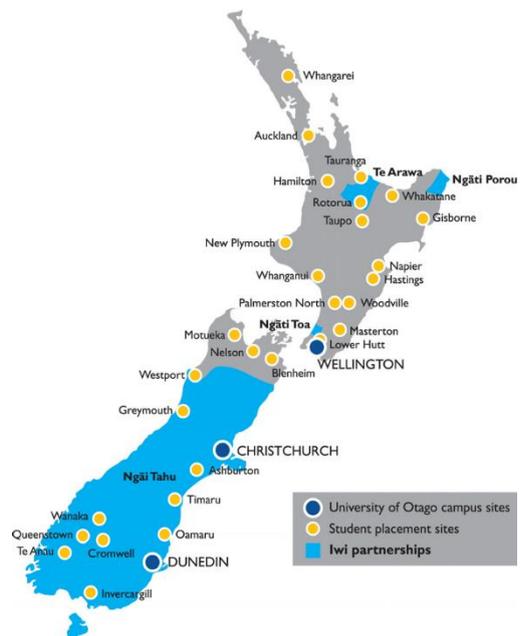
The undergraduate medical programme consists of ‘modules’ that are taught over a five year programme. More than two thirds of students enter the programme after achieving entry via the broadly based Health Science First Year (HSFY) course, which provides the foundation for many of the health related disciplines. Approximately a quarter of medical students enter the medical programme as graduates, some of whom are from other health disciplines.



After two years in Dunedin, referred to as Early Learning in Medicine (ELM), the students continue their Advanced Learning in Medicine (ALM) studies on one of the three campuses: Dunedin, Christchurch or Wellington.

Several regional sites (Hastings, Gisborne, Palmerston North, Nelson, Timaru and Invercargill), are also part of the wider Division of Health Sciences. There are also many other areas around New Zealand that provide student placements.

For more information on the Otago medical programme, see the [Guide to the MB ChB](#) (PDF).



Year 2 and 3 modules introduce normal body structure and function and this is learnt mainly during formal class work or in a laboratory setting. Students also learn basic clinical and communication skills and aspects of professionalism. A variety of teaching and learning approaches is used including lectures, small group tutorials, labs, community visits and independent work. Learning in years 4 to 6 mainly occurs in the clinical workplace complemented by small group tutorials. Your teaching is likely to be specifically aligned to the outcomes associated with the module.

## Who are the key people involved in the MB ChB?

The key people are the students. The module convenor or administrator of the module that you teach into can provide you with students' names and photos. Some modules are taught as blocks of discrete time during the year (block modules) and other modules run throughout the whole year (vertical modules).

If you need help, there are some key staff located on your campus (within the Educational Units, EUs in ALM) who can provide assistance (please refer to your school specific information):

### Associate Dean Medical Education:

Coordinates course delivery on the relevant campus by liaising with module convenors and relevant committees to ensure that the School is meeting the overall objectives of the medical programme processes.

### eLearning Facilitator / Coordinator:

Facilitates the design and development of quality, blended online, teaching, learning and assessment processes.

### Clinical Education Adviser (not DSM):

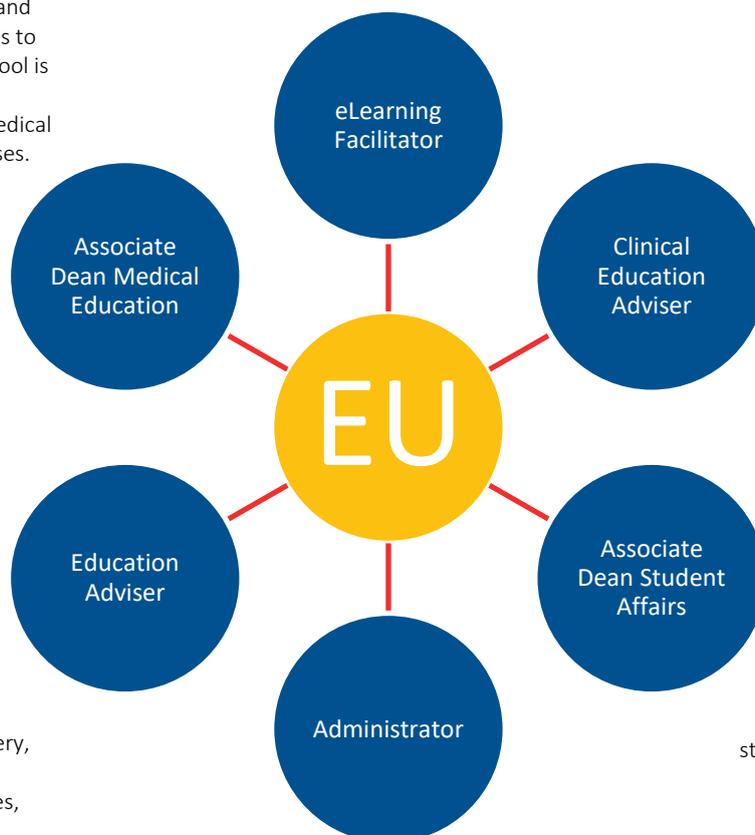
Provides support for staff who work for the DHB offering them a clinical perspective for formulating educational material, and develops the expertise of clinical staff to facilitate student learning.

### Education Adviser:

Supports staff to undertake their education-related roles, including: the planning, development, delivery, assessment and evaluation of courses, professional development, research that has an educational focus and confirmation pathway processes.

### Associate Dean Student Affairs:

Provides support and academic advice to all students on the campus, monitors and assists students who are challenged by various aspects of the course, and considers applications for leave where there are health issues etc.



## How do I know what students should learn?

To ensure that teaching and learning is planned and purposeful, student outcomes are specified for the modules in which you teach. Module convenors are 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 the [MB ChB Module Convenors Role Description](#) (PDF).

Convenors are the first point of contact for information and/or concerns about the module that you are teaching in and will be able to give you detailed information about the areas that you are expected to teach and the experiences which can support learning. Outcomes for each of the modules are also available on Moodle (the Otago Medical School's online learning management tool). A list of module convenors is provided in the accompanying part 2 of this handbook.

The curriculum is defined through the broad learning outcomes that are listed in the [Curriculum Map](#) (PDF). It is also recommended that you check in with students about their current level of learning and modify any teaching accordingly.

## Is there a preferred approach to teaching?

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 Education Advisor can help you to enhance your existing teaching skills and develop new skills. Your colleagues will also be able to provide valuable assistance and support.

Whatever type of teaching you are involved in, you should ensure that each learning opportunity/session:

- Makes learning expectations clear; these may include loose, broad outcomes that reflect the serendipitous nature of clinical practice, or specific outcomes that are specified in more controlled learning environments
- Links/applies theory to clinical practice
- Encourages student participation
  - involves dialogue and discussion rather than didactic delivery
  - includes questioning
  - engages the student
- Is learner centred
  - allows students to identify their own learning needs
  - accommodates variations in students' pace of learning
  - acknowledges a variety of student preferences for learning approaches
- Models good clinical and educational practice.
  - Please refer to pages 4-5 of the [MB ChB Master Plan](#) (PDF).

## Do I have a role in assessing students?

The degree of involvement in assessment will be determined by your line manager e.g. head of department. Module convenors have a key role. More information will be provided by the

module convenors if you require it. You may be routinely asked to offer an opinion about the professionalism of students.

### How are students assessed?

Students in all years must meet 'terms' requirements before they can proceed to the next year and sit end of year examinations. They must pass each year to progress. Some formative assessment normally occurs in most modules.

Each module in the 4th and 5th year has its own assessments. Students need to obtain "terms" in each year and pass the 5th year end of year common examinations before they can proceed to year 6 (the TI year).

The Professional Attitudes and Summary of Achievement Form (PASAF) is the principal progress report that is used to summarise students' achievement at the end of nearly all block modules in years 4, 5 and 6 and most vertical modules. Module convenors are expected to coordinate the timely submission of a PASAF for each student in their module.

The PASAF has two components: the 'summary of all formal summative assessment' for the module and the 'collective opinion of relevant tutors on professional attitudes'. The module convenor may involve you in these assessments.

All students complete common component examinations (CCEs) at the end of years 2, 3, and 5. CCEs include paper and practical exams and also contribute to whether a student will progress to the next stage of the course. These examinations and 'terms' decisions are coordinated centrally.

The standard of performance required will be governed by the stage of the course, but a minimum requirement is that students must demonstrate that they are ready to progress to the next stage of the course.

For more detailed information about assessment please refer to the [MB ChB Programme of Assessment: Policies and Procedures](#) (PDF).

### Is there an online learning platform that I should use?

Moodle (sometimes referred to as MedMoodle) is the primary online learning resource that the Otago Medical School uses to provide access to web based teaching and learning resources. All students and staff have access to this which comprises communication tools, course materials, discussion forums, online assessment and many other features that will help students and staff manage their study or teaching <https://help.otago.ac.nz/moodle/>.

The eLearning Coordinator/Advisor will help you to get started and assist you with your ongoing use of Moodle.

### How do I evaluate my teaching?

You may want to obtain feedback about your teaching. The Education Advisor for your campus can assist you with this process. A variety of methods may be included.

Evaluation of your teaching is required for the confirmation path and promotion processes.

The HEDC (Higher Education Development Centre) manages the evaluation of teaching. Details of this process can be found on their website: <http://hedc.otago.ac.nz/hedc/teaching/evaluating-your-teaching/>.

You can also contact the HEDC directly. Your Education Advisor can assist you with the evaluation process and with strategies for developing your teaching.

Evaluation of teaching modules is an iterative, ongoing process of quality assurance and improvement that is used to improve the effectiveness of student learning.

The Student-Staff Committee is also involved in the evaluation process. The Committee receives feedback from students about the modules that are taught during the programme. Students provide their feedback via reports and this information is collated by the Associate Dean for Student Affairs and/or the Associate Dean of Medical Education. Convenors are encouraged to respond to the feedback listed in these reports and other evaluation information, and table their own feedback at subsequent meetings. The Committee meets regularly during the academic year.

### How will I be supported in my role as a teacher?

The University of Otago is committed to providing an environment that supports the academic, professional, creative and career development of staff. If you are new to the University you will be invited to participate in the University's onboarding/induction process. This will support you to become productive in your new role and help you to integrate quickly into the University and your department and division.



The Education Advisor can provide individual and/or group support for educational development. This may assist you to identify a direction for your professional development and enable you to access professional development opportunities.

Did You Know newsletters (DYKs) are produced regularly. These newsletters are full of tips and advice about teaching and learning. See the [EDSSU](#) website.

The Higher Education Development Centre (HEDC) is based on the Dunedin campus. HEDC staff work in partnership with the University's staff and students to promote, support and enhance the ideals, knowledge and values of higher education. The [HEDC's](#) website provides detailed information about the staff development opportunities that they offer. You will also be able to access local professional development opportunities via the HEDC.

### Will the course be changing?

We are proud of our current curriculum, but we are aware that there is always scope for ongoing improvement. A 'Master Plan' for the MB ChB was prepared in 2011 - 2012 which was updated in late 2015 by members of the MB ChB Curriculum Committee. The 'Master Plan' sets a vision for the overall direction of the MB ChB curriculum over the next decade. This document is regarded as a blueprint for the future and can be accessed here: [MB ChB Master Plan](#) (PDF).

## FREQUENTLY ASKED QUESTIONS

### *How do we know how much students know?*

As a starting point, check with the module convenor about what it is that students need to learn. It is also good practice to involve students when clarifying their level of learning so that you can pitch a learning opportunity (session) at the right level. Question students so that you can quickly gauge their level of learning.

### *What is Moodle and how do medical students use it?*

Moodle is the Otago Medical School's online course/module management system. Moodle supports a range of learning and teaching styles <https://help.otago.ac.nz/moodle/>. You will need your University username and password to access. If you require assistance with this please contact the eLearning facilitator on your campus.

### *How can I support a student who is having difficulty with their learning?*

Talk to the student and find out if they feel that they are struggling. Make sure that you can both agree on what it is that the student needs to change or learn and how you can best assist them with their learning. It may be appropriate to discuss the situation with the module convenor. The sooner that students know what it is that they have to do, the more time there is to remedy the situation.

### *What opportunities are there for me to develop my teaching?*

Throughout the year there will be many opportunities for you to improve your teaching. These opportunities are usually advertised by email and posted in certain areas on your campus. One-on-one support is also available from your Education Advisor.

### *What if I have a new idea or suggestion for the course?*

We would love to hear from you! Feedback about the course (including any suggestions for improving the course and/or new ideas) is always welcome. If your feedback relates to a specific module, and you know the name of the module, you can contact the convenor (please refer to the list of module convenors that appears later in this document). If you are unsure about which module your feedback relates to, or you have feedback about the course in general, then please contact the Education Unit via the administrator.

### *What should I do if I am concerned about a student?*

If you are concerned about a student's wellbeing please approach your module convenor to discuss your concerns, who may then contact the ADUSA.

If you are concerned about a student's academic performance or assessment, please refer to the University's policy on plagiarism and examination misconduct and for dishonest practice guidelines: <https://www.otago.ac.nz/administration/policies/otago116850.html>

## THE DUNEDIN SCHOOL OF MEDICINE (DSM)

A warm welcome to you from the [Dunedin School of Medicine](#) (DSM).

There are medical, dental, physiotherapy, pharmacy, and dietetics students as well as a large number of postgraduate students studying on the University of Otago's Dunedin campus. The Dunedin campus is the University of Otago's main campus and provides very good access to all of the University's main services.

This section of this guide provides you with a brief overview of the undergraduate medical degree (MB ChB) offered on the Dunedin campus. The information in this section is aimed primarily at new teachers who are teaching on the Dunedin campus, and staff on other sites who support the teaching of DSM students.

This section provides a brief overview of the undergraduate medical degree (MB ChB) that is offered on the Christchurch campus, and is aimed primarily at new teachers who are teaching on the Christchurch campus and staff on other sites who support the teaching of UOC students.

### [The Dunedin School of Medicine \(DSM\), University of Otago](#)

The DSM is primarily located on the campus of the Dunedin Public Hospital. Most of the academic departments within DSM are located in their respective academic buildings although some departments are located in other parts of the Dunedin Public Hospital. There are also staff and students based at Southland Hospital in Invercargill and at Timaru Hospital. A wide range of community and hospital placements throughout the lower half of the South Island also form part of our student experience. In addition, cohorts of Year 6 students spend their entire trainee intern year in Invercargill.

## THE DSM CAMPUS

### [Lecture theatres and teaching rooms](#)

The DSM campus has two main lecture theatres; the Barnett Lecture Theatre and the Colquhoun Lecture Theatre. Both lecture theatres are located on Level One of Dunedin Public Hospital. The lecture theatres are equipped with comprehensive audio-visual systems. If you use these rooms, DSM Information Technology Support (ITS) staff located in the Dean's Department are very happy to assist and advise you.



Each department in DSM has a teaching room. DSM also has one shared teaching room (the Octagonal Room) and it is located on Level One of Dunedin Public Hospital. Most of these rooms also have audio-visual systems. You can book these rooms via your departmental administrator. Bookings for scheduled teaching sessions are usually organised by department administrators at the start of the year.

### The Invercargill campus

There is a University of Otago student teaching facility located on the first floor of the main hospital building on the Invercargill campus. This facility comprises a computer room with a printer, a seminar room with teleconferencing facilities, and toilets. University of Otago students are welcome to use the facility which offers a quiet area for study and tutorials. Students on placement in Invercargill are accommodated at the doctor's residence.



### Who to contact at Southland hospital

Madge Storm is the Administrative Assistant at Southland Hospital and her office is located within the teaching facility. Madge can help you with swipe cards, rosters, computer access and general queries. Madge's office hours are Monday to Friday 8.30am–12.15pm (this can change, so please check). You can email Madge at <mailto:madge.storm@otago.ac.nz>.

### Location of DSM departments (Dunedin Public Hospital)

Bioethics Centre (71 Frederick Street except temporarily at the School of Business until further notice)

Dean's Department (Level 1, Dunedin Public Hospital)

Department of General Practice and Rural Health (1st floor, 55 Hanover Street, opposite the Hercus Building)

Department of Medicine (Level 9, Dunedin Public Hospital)

Department of Obstetrics and Gynaecology (Level 2, Dunedin Public Hospital)

Department of Paediatrics and Child Health (3rd floor, Children's Pavilion, Dunedin Public Hospital)

Department of Pathology (Ground floor, Hercus Building)

Department of Preventive & Social Medicine (Ground floor, Adams Building)

Department of Psychological Medicine (Level 2, Fraser Building)

Department of Surgery (Level 4, Dunedin Public Hospital)

### Teaching support is also provided by staff at

Kōhatu – Centre for Hauora Māori (Māori Health) (71 Cumberland Street)

Pacific Health (71 Cumberland Street)

DSM is spread out over the University's southern campus. An overview of the University campus and a downloadable map can be found at:

<http://www.otago.ac.nz/about/campuses.html>

### The Office of the Dean

The Office of the Dean is the administrative centre for the Dunedin School of Medicine for both academic and non-academic matters. It is situated on the first floor of Dunedin Public hospital. The Office of the Dean consists of the following offices and groups: Dean's Office, Health Research South, Information Technology Support (ITS) Group, Invercargill Campus, Medical Education Unit, Rural Postgraduate Programme and Student Affairs Office.

If you require practical support to use information technology in your teaching, please contact the ITS team by email at:

[askotago.it@otago.ac.nz](mailto:askotago.it@otago.ac.nz).

### The Medical Library

The University's Medical Library is located in the Sayers Building, opposite the main entrance to the Dunedin Public Hospital. It has an extensive catalogue of electronic resources, which can be accessed from within DSM and remotely, from home or other sites. If you are an academic staff member, you will already have access through your University internet login, but if you are a clinical or honorary lecturer/senior lecturer, you will need to obtain a login through the department that you work most closely within DSM.

### Catering

University staff are required to use the University of Otago Union Catering Service (<http://www.otago.ac.nz/university-union/>) when catering for University functions. There are also a number of other food outlets located in the hospital environs:

The Dispensary (located at the entrance to Dunedin Public Hospital).

Antidote (located at the entrance to Dunedin Public Hospital).

The Dunedin Public Hospital staff café (located at the basement level of Dunedin Public Hospital).

The Hunter Café, owned and operated by the University of Otago (located in the Hunter Centre, corner of Great King and Frederick Streets).

There are also many cafés located in the streets adjacent to the hospital.

## Contacting Students

Student pigeonholes are located in the foyer on the first floor of Dunedin Public Hospital adjacent to the Barnett Lecture theatre. Students can also be contacted via email. Email contact details for individual students and groups are available via Moodle or on the University website via eVision. Generic group addresses are also available for contacting all students in each specific year of the course. Please contact your departmental administrator for more information.

## Pattern of learning and modules

There are approximately 80 students in each of Years 4, 5, and 6 at the DSM. Each year group is organised into four groups of 18 to 20 students to accommodate the teaching and learning facilities of each department. Each year, approximately seven Year 5 DSM students complete their studies away from Dunedin in a rural immersion programme run by the Otago Medical School (<http://www.otago.ac.nz/dsm-gprh/rmip/>).

The term “module” is used to refer to discrete units of teaching and learning. The full pattern of student professional experience and the learning outcomes for each module can be found in the handbooks. There is a combined handbook for Years 4 and 5 and a separate handbook for Year 6. These handbooks are available online (<http://www.otago.ac.nz/medicine/current-students/resources/handbooks/index.html>). Your departmental administrator should also be able to provide you with hard copies of these publications.

## Vertical modules

Vertical modules are subjects that run throughout the five years of the curriculum and often cross disciplinary boundaries (e.g. microbiology, clinical pharmacology, and ethics). They are delivered in conjunction with the block modules, during the whole class learning weeks, or through a mixture of both.

## The Education Unit

The Education Unit has a number of core and associated staff.



**Associate Dean Medical Education:** *Ralph Pinnock*

The ADME has overall responsibility for the medical programme that all UOC medical students participate in. This includes coordination of the delivery of the course through liaison with module convenors and relevant committees to ensure that the school is meeting the overall objectives of the medical programme.



**Associate Dean Student Affairs:** *Penny Eames*

The ADSA is available to provide 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 the course and readmission to the course.



**Education Advisor:** *Megan Anakin*

The EA supports staff to undertake their education-related roles and is available to assist staff in a range of matters related to teaching and learning which include: the planning, delivery, assessment and evaluation of modules, educational professional development, research that has an educational focus, and support with promotion and confirmation matters that relate to the Otago Teaching Profile.



**E-learning Facilitator:** *Steve Gallagher*

The E-learning facilitator provides teaching staff with practical support and advice for using Moodle and e-learning. The eLearning Facilitator facilitates design and development of quality online, and blended, teaching and learning processes and assessment. The facilitator also collaborates with staff on related research.



**ALM 4 & 5 and Education Unit Administrator:** *Angela King*

This role includes administration, liaison, and support within the DSM ALM programme for students in Years 4 and 5 and members of the education unit.



**ALM 6 and Student Affairs Administrator:** *Jillian Touelle*

This role includes administration, liaison, and support within the DSM ALM programme for students in Year 6 and for matters regarding student affairs.



**Clinical Skills Director:** *Ohad Dar*

The Clinical Skills Director ensures that an integrated clinical skills programme is provided across years 4-6 of the medical programme. Ohad's role focuses primarily on supporting the Otago Clinical Skills Laboratories, a resource jointly funded and used by University of Otago students and Southern District Health Board staff.



**Professional Practice Fellow:** *Jane Millichamp*

*The Education Unit is proud to host Jane who provides communication skills teaching (Communicating in Challenging Situations) to ALM 4 students as part of the Clinical Skills vertical module at DSM.*



**Clinical Skills Director:** *Ohad Dar*

*The Education Unit is proud to host David who is the convenor for the Clinical Pharmacology vertical module at DSM.*

## Context of Student Learning

There are approximately 80 students in each of years 4, 5 and 6 at the DSM campus. The DSM is primarily located on the campus of the Dunedin Public Hospital. Most of the academic departments within DSM are located in their respective academic buildings although some departments are located in other parts of the Dunedin Public Hospital. There are also staff and students based at Southland Hospital in Invercargill and at Timaru Hospital. A wide range of community and hospital placements throughout the lower half of the South Island also form part of our student experience. In addition, cohorts of Year 6 students spend their entire trainee intern year in Invercargill.



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in the Dean's Department are very happy to assist and advise you.



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Bookings for scheduled teaching sessions are usually organised by departmental administrators at the start of the year.

Some departments and clinical areas may also have a teaching room in their area that they can use. Please note that the facilities available in these rooms varies. Please contact your module administrator for more information.

## Professional Development Opportunities for Teachers

The Education Unit provides support for teaching staff. Here are a few examples:

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A series of six Core sessions on learning and teaching that are offered each year to all staff. Topics include:

- Participating in Effective Feedback
- Addressing Challenges Presented by Students
- Creating Positive Learning Environments
- Planning a Teaching Session
- Effective Questioning
- Facilitating Small Groups



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**Do You Know (DYK):** A series of educationally focused flyers that are produced several times per year by the Education Unit. These double-sided A4 flyers provide tips and advice about teaching and learning.



E.g. Do you know ... about assessing students.

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**The Clinical Educator Programme (CEP)** is an online interactive resource which offers practical advice to support you in your teaching. The programme is facilitated by the Education Advisors from the University of Otago Medical School Education Unit.



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**Bespoke sessions** that can be tailored to best meet individual departmental needs.

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**One-on-one sessions** that can be set up to best meet individual needs.

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The Education Unit is always willing to assist you in your role as a teacher, so please do not hesitate to contact them:

## Modules: Block and Vertical

**Block modules** (BM) occur in discrete periods of time (4 or 8 weeks) throughout years 4-6. They are a mix of learning opportunities e.g. clinical exposure, lectures, tutorials and site visits etc.

**Vertical modules** (VM) occur in a more continuous manner throughout years 4-6, and within allocated timeframes depending on the year of study:

Year 4 – Thursday afternoons and whole class learning weeks

Year 5 – Whole class learning weeks

Learning in vertical modules may be undertaken as a whole class or in smaller groups.

The full pattern of student experience and the learning outcomes for each module can be found in the DSM Handbooks for Year 4 and Y5, and the DSM Sixth Year Trainee Intern Handbook. These handbooks are both available online. Your departmental administrator can also provide you with hard copies of these publications.

## People at DSM

A full list of all staff in the Otago Medical School (including at the Dunedin Medical School) can be found on the University of Otago website: [www.otago.ac.nz/contacts/index.html](http://www.otago.ac.nz/contacts/index.html)

## Student-Staff Committee

This committee's main objective is to improve the MBChB course at DSM and the student experience through student feedback. The committee meets at least three times during the academic year and is a safe forum for students to provide feedback about the course and their experience of it. The membership includes students and staff on the committee so if you have comments to pass on to this committee please contact the Committee Convenor, via the Education Unit Administrator, Angela King: [MEU.admin@otago.ac.nz](mailto:MEU.admin@otago.ac.nz).

## Services

### Technology Support

If you require support for Moodle and eLearning please contact [steve.gallagher@otago.ac.nz](mailto:steve.gallagher@otago.ac.nz). For all other information technology support please contact the IT support team by phone 0800 479 888 or by email [its.servicedesk@otago.ac.nz](mailto:its.servicedesk@otago.ac.nz).

## Module Convenors and Administrators

The module convenor is central to the efficient and effective management of modules. A detailed account of the role of the convenor in the medical degree can be found in the [Module Convenors Role Description](#) (PDF) and [Module Convenors Governance and Evaluation Guide](#) (PDF) on the EDSSU website. Convenors are the first point of contact for sourcing information and discussing any concerns that you have about the module that you are teaching in. Convenors regularly attend educational meetings to discuss matters relating to the content and delivery of the UOC medical curriculum.

Module administrators make the course happen. They book rooms, organise timetables, and relay information from teachers to students.

*A list of DSM modules and associated convenors and administrators is included below.*

### 4<sup>TH</sup> YEAR HoD, CONVENORS and Admin 2021

#### **Surgery**

A/Prof Mark Thompson-Fawcett (HOD)

[mark.thompsonfawcett@otago.ac.nz](mailto:mark.thompsonfawcett@otago.ac.nz)

Mr Andrew Audeau

[andrew.audeau@southerndhb.govt.nz](mailto:andrew.audeau@southerndhb.govt.nz)

Ruth Mullenger [Administrator]

[ruth.mullenger@otago.ac.nz](mailto:ruth.mullenger@otago.ac.nz)

#### **Medicine**

Associate Professor Michael Schultz (HoD)

[michael.schultz@otago.ac.nz](mailto:michael.schultz@otago.ac.nz)

Dr Steve Johnson

[Steve.Johnson@southerndhb.govt.nz](mailto:Steve.Johnson@southerndhb.govt.nz)

Ms Lis Heath

[lis.heath@otago.ac.nz](mailto:lis.heath@otago.ac.nz)

Anne Ryalls [Teaching Administrator]

[teachingadmin.medicine@otago.ac.nz](mailto:teachingadmin.medicine@otago.ac.nz)

#### **Urban GP**

Dr Carol Atmore (HoD)

[carol.atmore@otago.ac.nz](mailto:carol.atmore@otago.ac.nz)

Dr Kristin Kenrick

[kristin.kenrick@otago.ac.nz](mailto:kristin.kenrick@otago.ac.nz)

Liz Dijkstra [Administrator]

[gprural.admin@otago.ac.nz](mailto:gprural.admin@otago.ac.nz)

## Public Health

Prof Bob Hancox (HoD)

[bob.hancox@otago.ac.nz](mailto:bob.hancox@otago.ac.nz)

Dr Sarah Donald

[sarah.donald@otago.ac.nz](mailto:sarah.donald@otago.ac.nz)

Caroline Hallgarth [Administrator]

[caroline.hallgarth@otago.ac.nz](mailto:caroline.hallgarth@otago.ac.nz)

## Psychological Medicine

Professor Kate Scott (HoD)

[kate.scott@otago.ac.nz](mailto:kate.scott@otago.ac.nz)

Dr Yoram Barak

[yoram.barak@otago.ac.nz](mailto:yoram.barak@otago.ac.nz)

Anita Admiraal [Co-ordinator]

[anita.admiraal@otago.ac.nz](mailto:anita.admiraal@otago.ac.nz)

Sandra Paterson [Administrator]

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## Pregnancy long case [Thread]

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## Frequently Used Abbreviations

ELM	Early learning in Medicine	Year 2 and 3 of the MB ChB.
ALM	Advanced learning in Medicine	Year 4, 5 and the TI (trainee intern) year of the MB ChB.
ADME	Associate Dean Medical Education	Has responsibility for coordinating course delivery by liaising with module convenors and relevant committees to ensure that the school is meeting the overall objectives of the medical programme.
ADSA	ADSA Associate Dean Student Affairs	Provides pastoral support and academic advice to all students on the campus, monitors and assists students who are challenged by various aspects of the course and considers applications for leave where there are health issues etc.
DYK	Do You Know	A series of educationally focused flyers that are produced quarterly by the Education Unit. These flyers provide tips and advice about teaching and learning.
EU	Education Unit	Assists staff with a range of education-related matters including: the planning, development, delivery, assessment and evaluation of courses, professional development, research that has an educational focus and confirmation pathway processes.
EA	Education Advisor	Assists staff with a range of education-related matters including: the planning, development, delivery, assessment and evaluation of courses, professional development, research that has an educational focus and confirmation pathway processes.
CEA	Clinical Education Advisor	Offers a clinical perspective for formulating educational material and developing the expertise of clinical staff to facilitate student learning.
CSC	Curriculum Sub Committee	There are CSCs for ELM and each of the three ALM clinical campuses. The CSCs oversee and coordinate the curriculum for their component and ensure that it is integrated with other years in the degree.
HEDC	Higher Education Development Centre	Situated on the Dunedin campus, HEDC staff work in partnership with the University's staff and students to promote, support and enhance the ideals, knowledge and values of higher education
MCC	MB ChB Curriculum Committee	Directs the policy and coordination of an integrated MB ChB programme.
MASC	MB ChB Assessment Sub Committee	Directs and oversees the development, implementation, monitoring and quality improvement of all assessment within the MB ChB programme.
MEREC	MB ChB Education Research and Evaluation Sub Committee	Implements and oversees strategies to ensure that the MB ChB meets expectations of research-informed quality and innovation in student learning.
PASAF	Professional Attitudes and Summary of Achievement Form	The principal progress report that is used to summarise students' achievement at the end of nearly all block modules in years 4, 5 and 6, most vertical modules, and some virtual modules.



**University of Otago, Otago Medical School**  
Induction material for teachers of the MB ChB

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