

The Medical Degree at the University of Wollongong

Professor John Bushnell

Deputy Dean

*Director of the Graduate Medical
Programme*

The context for a new school

*Health workforce shortage
access to care*

*Issue for regional, rural, remote Australia
Difficulty recruiting doctors from graduates of
large urban medical schools*

*Changing patterns of health care service
Changing philosophies and opportunity for
innovation in medical education*

*Expansion and development of UOW, broadening
of research base*

Our vision

The UOW Graduate School of Medicine aims to lead development and implementation of strategies that effectively address the shortage of medical practitioners in regional, rural and remote Australia

- Small medical school addressing rural health workforce
- Two campuses in years 1 and 2
- 10 Rural sites through rural NSW in years 3&4

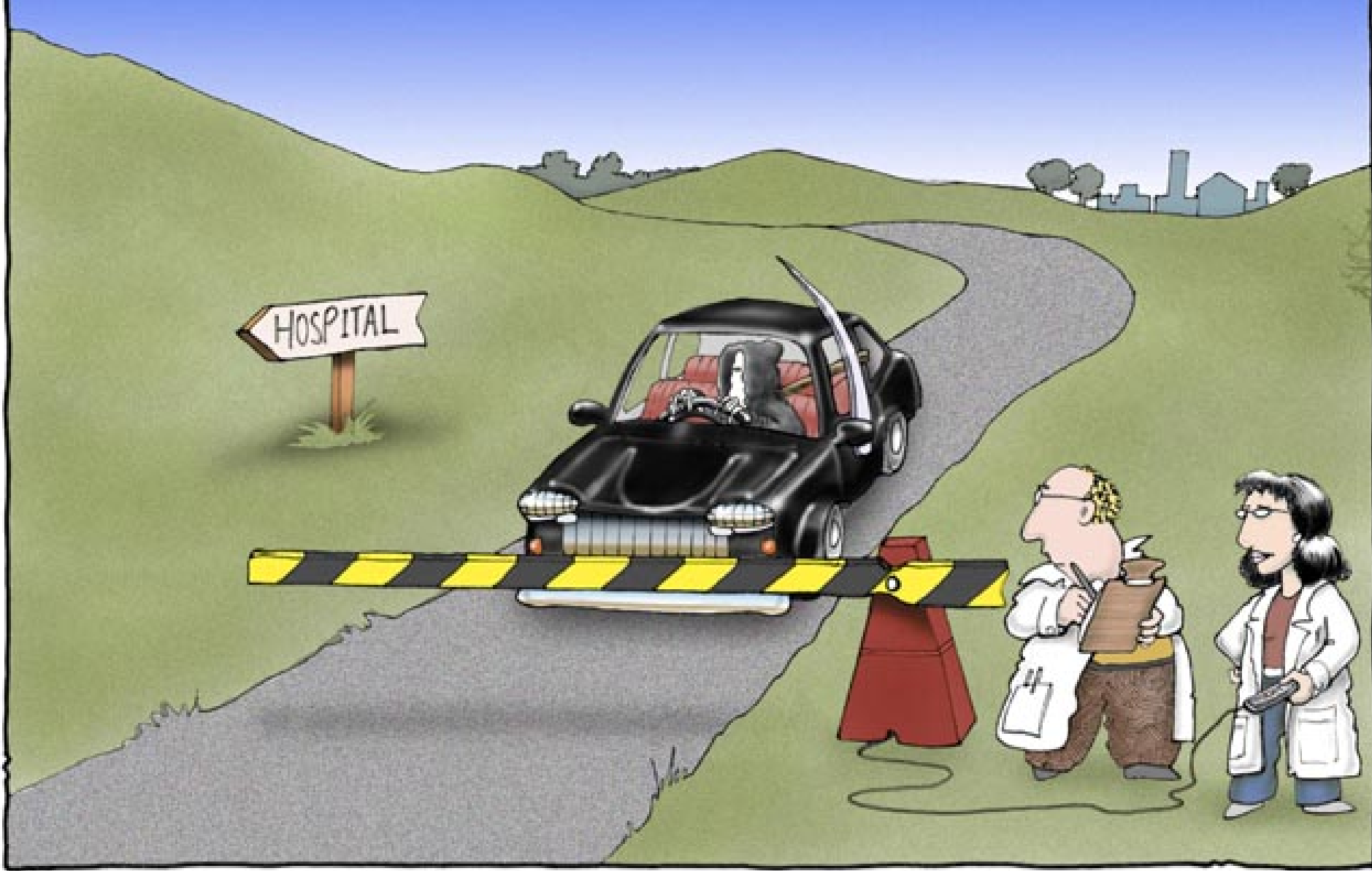




1 hour drive

Educational Goals

- Expert, knowledgeable clinicians in all branches of medicine
- Practice patient centred, evidence based, cost-effective medicine
- Reflective practitioner / self-correcting
- Caring, empathic, culturally appropriate
- Skilled communicators
- Teamwork
- Socially responsible, committed to reducing inequity of health care, esp. in rural Australia



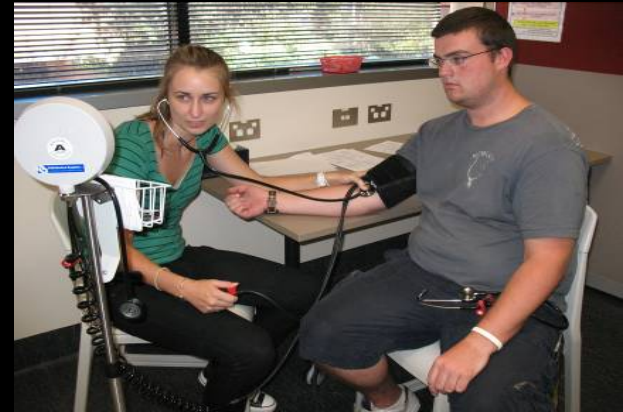
Doctors devise yet another way of delaying death

Educational Philosophy

- Students are adult learners bringing life experience and broad range of educational backgrounds
- Clinical context drives need for learning
- Clinical competence requires early exposure, frequent repetition, observed practice
- Clinical problem-solving requires active engagement, critical thinking, sound grasp of science, frequent rehearsal
- Learning in context requires mastery of electronic technology
- Attitudinal and behavioural aspects of care are important

Overview of the MBBS course

- Graduate-entry
 - any first degree, rural priority
- 84 student cohort
 - 72 domestic; 12 international
- Distributed model for campus-based delivery and clinical placements
- Phases 1 to 4





Core of 93 clinical problems

- **Clinical Competencies**

- Communication skills
- Clinical skills
- Procedural skills

- **Clinical decision-making**

- Common
- Less common but dangerous
- Uncommon but illustrative

- **Medical sciences**

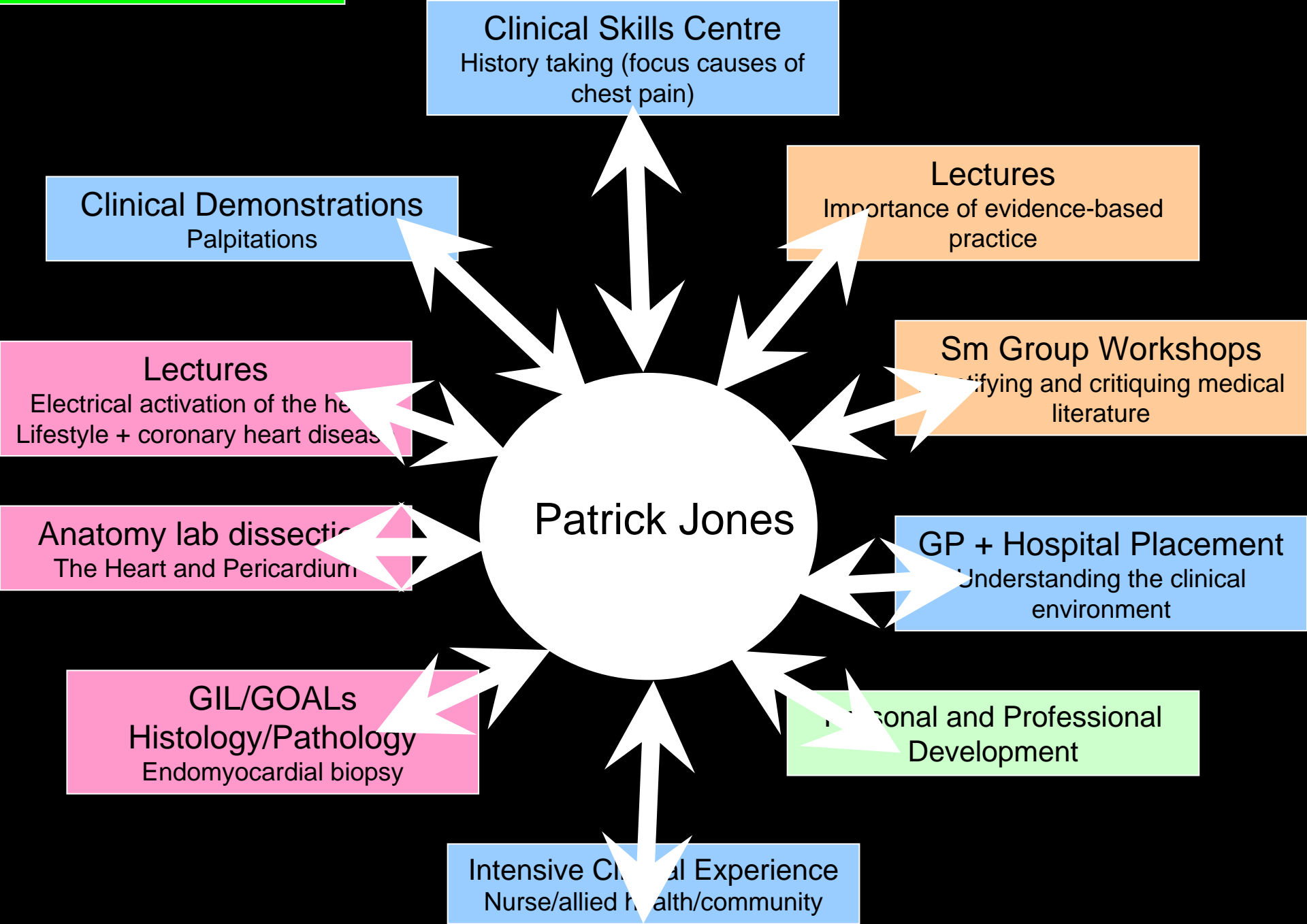
- Basic science
- Clinical science
- Behavioural Science
- Population health

- **Personal & Professional Development**

- Personal and professional skills and behaviours

- **Research & Critical Analysis**

An example of a case



Campuses & Facilities

Wollongong



Lectures and clinical skills sessions are conducted in purpose-built medical school facilities on both Wollongong and Shoalhaven campuses

Shoalhaven





Lecture theatre
GSM Wollongong



Foyer
GSM Shoalhaven



Clinical skills lab
GSM Shoalhaven



Foyer
GSM Wollongong

Educational technology

Lecture theatres in Wollongong and Shoalhaven are linked by high quality audiovisual equipment allowing interactive learning between students on both campuses.



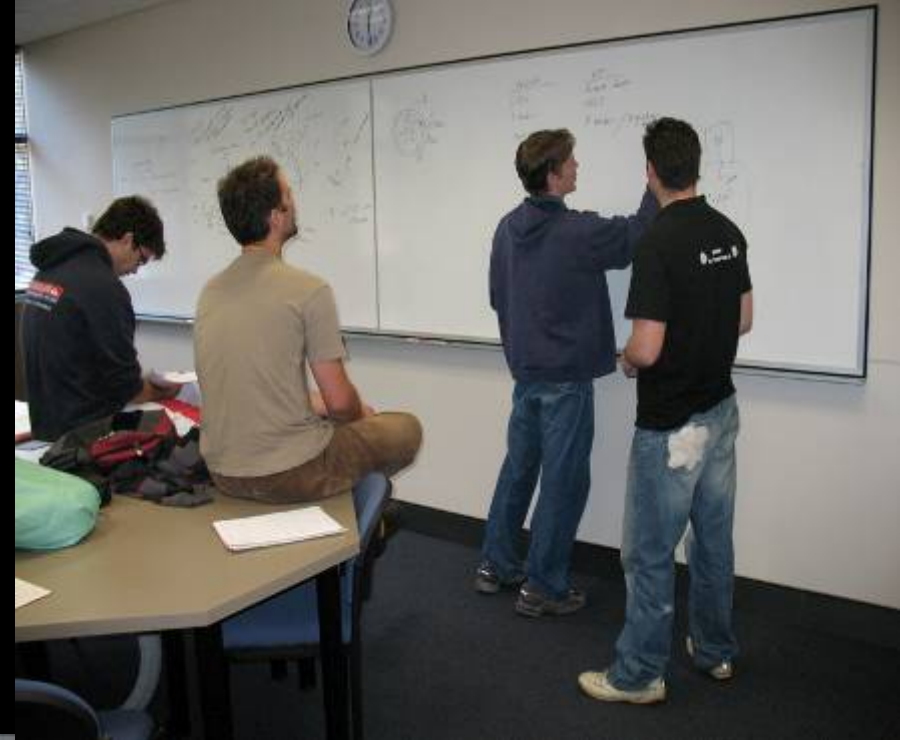
Tutorial Groups



Shoalhaven

Learning in groups

Much of the student learning is collaborative, with students working in small groups on common learning objectives. The teamwork skills learned by our students are essential to function as an excellent medical practitioner in any context.



Study resources

Students undertake a significant amount of independent learning as the course is designed with the needs of the adult learner in mind. Excellent study resources exist in both purpose built GSM buildings and campus libraries.



Student Resource Room Wollongong

Wollongong



Clinical Skills Centres



Clinical skills sessions conducted in state of the art clinical skills centres.

A graduated safe environment to learn

- Close supervision and monitoring
- Progression of difficulty
- Procedural skills practised on models before progressing to people
- Frequent formative and summative assessment

Clinical skills

Students learn and master their foundation clinical skills in a supervised well equipped clinical skills centre environment, while also learning from hospital and GP patients and patient volunteers.



Students practicing their skills on Sim Man



Clinical Skills Centre
Wollongong

Students practicing their skills on Sim Man



Clinical Skills Centre
Wollongong

Students practicing their skills on Sim Man



Clinical Skills Centre
Wollongong

Venepuncture clinical skills session



Sid Gupta and SimMan

Clinical Skills Centre
Shoalhaven

Venepuncture clinical skills session

Clinical Skills Centre
Shoalhaven



'patient' Gabi James and Ed White

Waste handling and infection control



Clinical Skills Centre
Shoalhaven

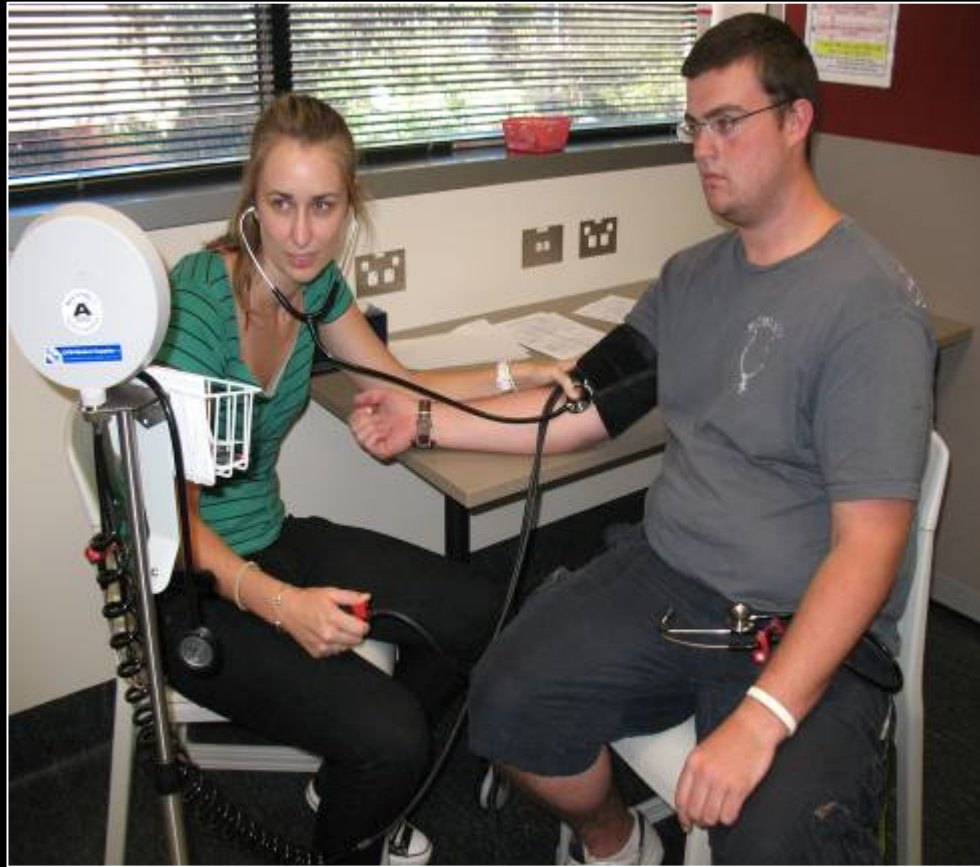
Vanessa Lewis & Clare Collins
with Sue Vella

Clinical Skills Centre Wollongong

Alison O'Hearn



Clinical Skills Centre Wollongong



Lauren Piatek and Jeff Masters

Clinical Skills Centre Shoalhaven



Luke Zdanowicz and Amanda Carter

Phase I - Venepuncture clinical skills session



Clinical Skills Centre
Shoalhaven

(l-r) Katie McDonald, Surbhi Somaiya
& Kim Bruce

Phase I - Venepuncture clinical skills session

Clinical Skills Centre
Shoalhaven



Jeremy Norden and Pip Morgan
with clinical skills tutor Mary Dowswell

Students in Clinical Skills Sessions

Clinical Skills Centre
Shoalhaven



Students in a clinical skills session with Dr Sal Sanzone

Students in Clinical Skills Sessions

Clinical Skills Centre
Shoalhaven



Vanessa Lewis & Dr Sal Sanzone

Students in Clinical Skills Sessions

Clinical Skills Centre
Shoalhaven



Clinical skills session with Sue Vella

Students learning waste handling and infection control

Clinical Skills Centre
Shoalhaven



Students Vanessa Lewis and Clare Collins with
Clinical Skills Coordinator Shoalhaven - Sue Vella

Students learning waste handling and infection control



Clinical Skills Centre
Shoalhaven

Students Katie Robinson, Louise Brightman and Russell Crighton with Academic Leader Clinical Skills Dr Sal Sanzone

Phase II students learn how to scrub



Clinical Skills Centre
Shoalhaven

Louise Brightman and Luke Tobin

Phase II students learn how to scrub

Clinical Skills Centre
Shoalhaven



Murray Schofield and Luke Tobin

Phase II students learn how to scrub



Tony Dill

Clinical Skills Centre
Shoalhaven

Phase II students learn how to scrub

Clinical Skills Centre
Shoalhaven



Luke McConnell and Katie Robinson

Phase II - Injured Limbs Stabilisation



Getting 'plastered' at Shoalhaven

Clinical Skills Centre
Shoalhaven

Melinda Glover and Louise Brightman

Phase II - Injured Limbs Stabilisation

Getting 'plastered' at Shoalhaven

Clinical Skills Centre
Shoalhaven



Luke Tobin and Murray Schofield

Phase II - Injured Limbs Stabilisation



Clinical Skills Centre
Shoalhaven

Jessie Griffiths

Phase II - Injured Limbs Stabilisation

Clinical Skills Centre
Shoalhaven



Melinda Glover and Louise Brightman

The volunteer “Patient” as a teacher:

- Volunteers are trained to act as Patients in consultation scenarios, including
 - History taking
 - Communication skills
 - Physical Examination
- Special programme of volunteers for intimate examinations

Patient volunteers undertaking training at Shoalhaven campus



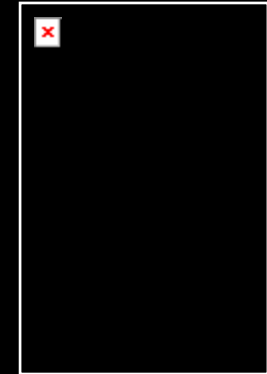
Volunteer “patients” as teachers

- “I hear and I forget,
- I see and I remember,
- I **do** and I **understand**”

Clinical Placements



- **Phase 1**
 - 1 session/fortnight (GP & hospital setting)
- **Phase 2**
 - 3 days/week (hospital setting)
 - Speciality rotations
- **Phase 3**
 - Long term integrated community-based
 - Regional, rural or remote NSW
 - General practice, hospital and community health
- **Phase 4**
 - Elective and preparation for internship



Students during their Phase I placements at Shoalhaven District Memorial Hospital

2007 cohort



Students during their Phase I placements at Shoalhaven District Memorial Hospital



2008 cohort



Phase 2 clinical rotations: order of placement

	Placement 1	Placement 2	Placement 3	Placement 4
Group 1	Medicine 1	Mental Health	Medicine 2	Maternal and Womens Health
Group 2	Surgery 1	Medicine 1	Mental Health	Medicine 2
Group 3	Child and Adolescent Health	Surgery 1	Medicine 1	Mental Health
Group 4	Surgery 2	Child and Adolescent Health	Surgery 1	Medicine 1
Group 5	Maternal and Womens Health	Surgery 2	Child and Adolescent Health	Surgery 1
Group 6	Medicine 2	Maternal and Womens Health	Surgery 2	Child and Adolescent Health
Group 7	Mental Health	Medicine 2	Maternal and Womens Health	Surgery 2

Summer vacation December-January

	Placement 5	Placement 6	Placement 7
	Surgery 2	Child and Adolescent Health	Surgery 1
	Maternal and Womens Health	Surgery 2	Child and Adolescent Health
	Medicine 2	Maternal and Womens Health	Surgery 2
	Mental Health	Medicine 2	Maternal and Womens Health
	Medicine 1	Mental Health	Medicine 2
	Surgery 1	Medicine 1	Mental Health
	Child and Adolescent Health	Surgery 1	Medicine 1

Phase II students on Rotation at Shoalhaven District Memorial Hospital



Katie Robinson performs a 'new-born baby check' on a new arrival she helped deliver during her O&G Rotation at Shoalhaven District Hospital

Phase II students on Rotation at Shoalhaven District Memorial Hospital



Katie French assisting in surgery at Shoalhaven District Hospital



Phase II students on Rotation at Shoalhaven District Memorial Hospital



Russell Crighton assisting Dr Hughes in anaesthetics at Shoalhaven District Hospital



Phase II students on Rotation at Shoalhaven District Memorial Hospital



John Harper inserting a cannula

Phase II students on Rotation at Shoalhaven District Memorial Hospital



John Harper inspecting a chest x-ray

Phase II students on Rotation at Shoalhaven District Memorial Hospital



Melinda Glover checking patella reflexes

Phase II students on Rotation at Shoalhaven District Memorial Hospital



Vanessa Lewis conducting a fundoscopy

Phase II students on Rotation at Shoalhaven District Memorial Hospital



Jessie Griffiths checking patient notes

Phase II students on Rotation at Shoalhaven District Memorial Hospital



Simon Cole checking patient notes

Phase II students on Rotation at Shoalhaven District Memorial Hospital



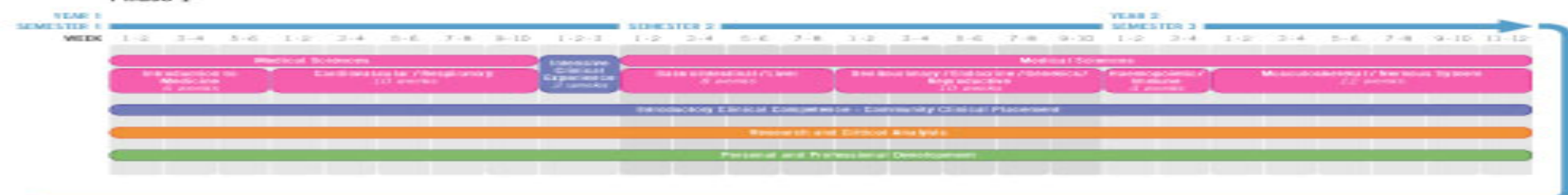
Amanda Carter in paediatrics
conducting a chest examination

UOW MBBS Program Structure

MEDI601

Medical Science/Introductory Clinical Competence

Phase 1



MEDI602

Basic Clinical Competence/Medical Science

Phase 2



MEDI603

Extended Clinical Competence/Medical Science

Phase 3



MEDI604

Advanced Clinical Competence

Phase 4



Phase 3 longitudinal placements: continuity as the guiding principle

(Irby et al, 2007)

- Continuity of care
- Continuity of curriculum
- Continuity of supervision
- Continuity of idealism



Integrate learner into microsystem of care

- Clinical Microsystem
 - a small group of interdependent people (includes the patient) who work together on a regular basis to provide care to discrete subpopulations of patients (Nelson et al, 2007)
 - Student - 'Pre-intern' role in team (s)
 - Concept of student following patients through GP practice, external agencies, district hospitals
 - **Elective period of study in year 4**

Impact of all this?

- Higher level of procedural and communication skills at an earlier stage than achieved in a traditional medical programme

Thank you for your attention



Year 1 2007

- Questions?



Year 1 2007

Ways Our Community is Supporting us

- Direct Involvement in teaching
 - (the Patient – Teacher)
- Support for students
 - Scholarships
- Support for Research
 - Research fellowships
- Support for the School
 - Visiting fellowships