



Welcome to the Easter issue of the School of Primary Health Care Newsletter for 2016.



Mindfulness sessions at Peninsula

While some people are energized and excited to begin semester one, others might be feeling a bit stressed. Either way, a few minutes of mindfulness might be a great way to start the teaching year and help keep energy levels (and sense of humour) in good shape.

Mindfulness involves a series of attention training practices and cognitive strategies that can help you unhook from unproductive thought patterns and behaviours. It involves learning to pay attention to the present moment rather than worrying or dwelling in the past. It also involves developing an attitude of friendliness toward yourself, as opposed to criticism or judgment.

Weekly mindfulness sessions have been organised for the Peninsula campus.

You don't need to know anything about mindfulness to participate.

The sessions run every Tuesday and Thursday throughout semester 1, from 9 - 9:15am in room E2.55, Building E, level 2. What a great start to your working day!



Grand Final Friday holiday – 30 September 2016

The Vice-Chancellor has declared a University holiday for Grand Final Friday on 30 September 2016. Except where requested to work, please note that staff employed by the University will be entitled to a holiday on 30 September 2016 without loss of pay.

STUDENT SERVICES

Have you got a Student Services related question? Contact the Nursing and Allied Health Student Services reception on 44282 or email med-nahss@monash.edu. Alternatively staff can log a job on the [NAHSS jobdesk](#).

What's new on the SPHC Intranet

- ◆ NAHSS important dates: March - June
- ◆ Education committee awards and grants 2015
- ◆ Education Committee: How to submit a unit/course amendment
- ◆ SPHC Workload model principles



Nursing and Allied Health Student Services update

NAHSS team members led each VTAC enrolment information session with the support of course coordinators and placement team staff. Following each session, NAHSS checked all student enrolments and supported new students with their enrolment enquiries. Orientation was held at Caulfield and Peninsula campus on Tuesday 23rd, Wednesday 24th and Thursday 25th of February. NAHSS team leaders worked with course/unit coordinators to schedule activities and publish on the university online Orientation planner. Summer Semester examinations took place from Monday 15th February to Thursday 18th February. NAHSS processed results for publication on 7th March. Overseas registration requests continue to be received. Regular team meetings are being held to identify issues and continually improve the services we provide. NAHSS team members are currently staffing the SPHC Caulfield campus student services office (Reception, Level 4 Building C).



Getting to know Barbara Martin

Barbara is a team member of the undergraduate team in the Nursing and Allied Health Student Services (NAHSS) office at Peninsula.

Barbara can assist with the following tasks:

- ◆ Complex student enquiries
- ◆ Student Enrolments
- ◆ Course maps
- ◆ Credit applications
- ◆ Uploading of exams & student files to TRIM
- ◆ Uploading end of semester final results into Callista
- ◆ Submission of Post BOE amendment forms
- ◆ Course completions
- ◆ Registration process (APHRA)

Although Barbara can assist students and staff from Nursing, Midwifery, Paramedics, Occupational Therapy, Physiotherapy & Social Work, she specialises in assisting students from Nursing, Midwifery and Paramedics. If you have any questions please don't hesitate to call Barbara on ext: 44053.

Late assignment submission policy - update

The wording of the late assignment submission policy has been revised.

For all assessment items handed in after the official due date, and without an agreed extension, a 10% penalty applies to the student's mark for that assessment item for the first day (or part thereof) after the due date of submission. After that, a subsequent penalty of 10% per day (or part thereof) will be applied for each day after the due date (including weekends, and public holidays).

As an example, if a student gets 65% and is one day late the mark, deducting 10% of the total mark possible ie 10 marks would give a final mark of 55%.

If a student gets 90% and is one day late the mark, deducting 10% of the total mark possible ie 10 marks would give a final mark of 80%.

The policy can be viewed at <http://www.med.monash.edu.au/policies/assessment1.html>

SPHC Placements office - Peninsula

The School of Primary Health Care Clinical Placements office is now operating on Peninsula campus in Building H, room H1.03.

The SPHC Placements office is a contact point for all SPHC students with the primary focus being to manage the compliance documentation for students in relation to their clinical placements eg Fit2work checks, Working with children's check and immunization documentation.

For specific clinical placement and fieldwork queries relating to placement allocation, etc, students will continue to liaise with their department's Clinical Fieldwork Administrator.

If you have any queries relating to the compliance and mandatory documentation for students within your course, please contact Benita Sankey on 9904 4113 or via email benita.sankey@monash.edu.



Support your Wellbeing

Monash are committed to the health and wellbeing of our staff and providing a supportive work environment. As part of this commitment, a range of free services are available.

The Employee Assistance Program (EAP) provides a professional, confidential counselling service available free-of-charge to all University employees and their immediate family members. This service can be of assistance when staff are experiencing work-related, personal and/or health problems.

The Manager Assist Program, is a phone consulting service available to University Supervisors and Managers, providing practical advice and support. This service is tailored to meet individual needs when step by step advice or a sounding board is needed.

For further information please [click here](#).

SPHC Education committee Process

Staff are reminded about the process for submitting a unit/course proposal via the SPHC Education committee. Amendments and proposals should be sent to lianne.gordon@monash.edu for processing and approval from the SPHC Education committee. No amendments/proposals are to be sent directly to CAPC or the Faculty.

A document with the process for submitting an amendment/proposal can also be found on the SPHC Intranet site on the [Education Committee page](#).

Farewells

The Physiotherapy department farewells Lynnette Denman (Clinical Placement Administrator) has recently retired from the University after more than 9 years with Monash.

Karen Potts is currently acting in the role. Karen can be contacted for Physiotherapy Clinical Placements enquiries and student allocations. Her number is 9904 4482 and her email is karen.potts@monash.edu.

The Paramedics department also farewells Clive Butler (Equipment Officer), who has also recently retired after 11 years at Monash.

Darren Martinus is currently acting in the role and can be contacted on 990 44169 and via email darren.martinus@monash.edu.

Academic Promotion Round dates set

Key dates for this year's academic promotion round have now been set. Applications for promotion to levels C to E will be accepted during the University Promotion Round **9 May – 1 July 2016**.

In order to help potential candidates (teaching and research, education-focused and research-only staff) prepare their applications, a series of information sessions will be conducted.

New Learning and Teaching Criteria

This year, candidates involved in teaching will formulate their Education case using new learning and teaching criteria. This is the first stage of the phasing in of the new Education Performance Standards, which will occur in 2017.

Monash HR and the Office of the Vice-Provost (Learning & Teaching) have collaborated closely to implement the new learning and teaching criteria into the academic promotion process. The Office of the Vice-Provost (Learning and Teaching) will attend all [academic promotion information sessions](#) to advise candidates on how the new criteria will apply, and candidates involved in teaching are strongly encouraged to attend.

Faculty Academic Promotion Information Sessions

[Faculty information sessions](#) will explain the promotion process in detail and provide prospective candidates with faculty-specific advice. Key speakers, including Associate Deans (Education) and (Research) and successful promotion candidates will discuss the expectations and requirements in their particular discipline and share their experiences and strategies for promotion.

Non-faculty academic staff are encouraged to attend a session conducted by the faculty most relevant to the candidate's discipline, and can contact [Ms Sam Dadash](#), Senior Advisor, Policy & Academic Promotion, for further information.

Celebrating Success

Associate Professor Stephen Maloney, Department of Physiotherapy has received a Monash Graduate Education development grant to the value of \$10,000 for his research into the role of social media in communicating research findings. Congratulations Stephen!

PUBLICATIONS

Please be reminded that all publications information should be sent to sphc-publications@monash.edu, and not to individual staff for processing.



Social Work resource library

The Department of Social Work recently opened the Robyn Mason Library in honour of Robyn, who recently donated her professional library to the staff and research students.

Dr Robyn Mason joined the Department of Social Work at Monash in 2009 after a career which involved secondary teaching, social work practice and community development in rural Australia and overseas. Robyn's focus was on women and the services they used, sexual assault and other violence against women, Aboriginal and Torres Strait Islander communities, rural practice and feminism. Prior to teaching at Monash, Robyn had taught and researched at the University of Ballarat (now Federation University), the University of Melbourne and at Charles Sturt University. An



unyielding commitment to human rights and social justice have guided Robyn's practice and the way she has lived her life. Robyn's passions have been her teaching and watching students learn and develop into confident, knowledgeable social work practitioner-researchers. Books and literature have also been central in her life and over many years she has built a magnificent collection of texts, reports and foundational documents.

The Social Work department are delighted to have this amazing resource and to have a room dedicated to feminist social work study and quiet reflection.

myResearch (formerly IRAS)

The aim of the myResearch project is to enhance support to researchers and enable high quality research services. The new system and process will support the following areas;

- Grant and contract applications
- Post-award management
- Research outputs
- Web profiles and CVs
- Ethics
- Reporting

Benefits for Researchers

Overall it is a single point of access to systems and information about grants, contracts, outputs and ethics applications. Increased visibility and ability to manage grants once awarded, to lodge and manage ethics applications, and to control and view research outputs in the system. It is an intuitive, easy-to-use system with a dashboard that shows information and has quick links for initiating tasks.

Pre-Award: greater visibility of applications and semi-population of details

Post-Award: enhanced support to manage research projects

Ethics: greater visibility and streamlined management of ethics applications

Research outputs: increased accuracy of data and timely display of research outputs on the dashboard

Two 'Go Live' dates are set in 2016:

28 March – Ethics

27 June – Awards, Research Outputs, Web Profiles and CVs

The Project Team host a series of walkthrough sessions called "Showcases" in 2016 to present the features of the online solution and the development of business processes to interested researchers and academic managers, throughout each phase of the myResearch project. This is to provide opportunities to the community to provide feedback to the Project Team throughout the project life-cycle.

The researchers and academic managers have been receiving emails from Nelum Salgado, SPHC BCM, to attend these "Showcases".

Feedback from researchers gained at these showcase sessions is important because it will assist the Project Team with the configuration of the online solution and business processes before final release.



Monash Disability, Education and Research Network (MoDERN) – website launch

A group of researchers and educators across Monash University have formed a network to enable inter-faculty collaboration. This network utilises the expertise in disability within and external to Monash University to support inter-professional education in the area of disability, provide innovation in the disability sector, encourage students to undertake research in the disability field and provide a multidisciplinary framework for the supervision of HDR students. For more information please visit <http://med.monash.edu.au/sphc/modern/>

Swedish visitor to OT department

The Occupational Therapy Department recently hosted a visit from Dr Elisabeth Argentzell, OTR, from Lund University Sweden.

Dr Elisabeth Argentzell is a researcher and lecturer in occupational therapy at Lund University; she also coordinates a research project led by Professor Mona Eklund, in which they have developed and are testing the Balancing Everyday Life intervention based on time structure and occupational balance for people with psychiatric disabilities.

Dr Elisabeth Argentzell presented the *Balancing Everyday Life (BEL) intervention* at the Peninsula campus to an audience in excess of 40 people including Monash staff, students and health professionals.

Changes to Postgraduate Student Travel Insurance

Previously postgraduate students (including GradDips, Masters, PhD) travelling overseas on University related activities were covered under the staff corporate travel insurance policy.

Postgraduate students were added to the staff policy at a time when there was no undergraduate policy coverage. Following an increase in outbound Study Abroad travel several years ago, an insurance policy was purchased for all undergraduate students by the University to ascertain adequacy of cover.

Post graduate students have now been removed from the staff policy and added to the student travel policy. This will ensure that postgraduate students away for periods in excess of 180 days are adequately covered. They will also gain on personal travel. They will however be subject to the electronic exclusion imposed under the student policy.

For further information on student travel insurance, please click [here](#).



Fresh Science Victoria Winner - Physiotherapy

Monash researcher Ebonie Rio was the winner of the Fresh Science Victoria 2015 award, for her research into brain-training to treat tendon pain.

Ebonie has developed a simple, pain-free, drug-free treatment for tendinopathy – a poorly understood condition debilitating for athletes and

non-athletes alike. The new treatment combines re-training the brain (which current exercises don't address, and which may help prevent relapse) with a stationary, weight-bearing exercise. Congratulations Ebonie!

Screenrights survey successfully completed

Thank you to all staff who participated in the Screenrights TV and Radio Survey from October to January as required under the Part VA Educational copyright licence. Monash pays in excess of \$240,000 annually for this licence. The data collected during the survey enables Screenrights to distribute the licence fees as royalties paid to the broadcasters, program makers and copyright holders whose works are used under the licence.

The survey occurs every 3-4 four years, and we understand that it can be time consuming for those involved, so your diligence is appreciated.

Uncovering why some patients have poorer lung cancer outcomes

Professor Danielle Mazza, Department of General Practice, has undertaken research aiming to uncover why there are differences in lung cancer outcomes for Australians from culturally and linguistically diverse backgrounds (CALD). This research has been awarded Cancer Council funding through a national priority research scheme for \$430,000 over three years.

The grant, awarded through the Priority Driven Research Scheme administered by the Government agency Cancer Australia, will be utilised to compare the treatment pathways of CALD and Anglo-Australian patients. Lung cancer is the leading cause of cancer mortality. It is responsible for almost one in five cancer deaths in the country.

Professor Mazza said that traditionally some groups had poorer outcomes and the research aimed to shed light on reasons for this.

"We hope to fill in the gaps in our knowledge by comparing how long it takes a patient from a CALD background to receive treatment after symptoms first develop compared to anglo-patients, by tracking differences in their treatment pathways."



New Cardiac Monitors for Paramedics

The Department of Community Emergency Health & Paramedic Practice recently purchased 10 state of the art Zoll X-Series cardiac monitors and defibrillators. These monitors are the model used by Ambulance Victoria and many other national and international ambulance services. The monitors are lightweight yet powerful units and incorporate many advanced features. One feature, which will be an invaluable teaching aid, is CPR effectiveness monitoring. The monitor screen will display the rate, depth and overall effectiveness of the cardiac compressions to staff and / or students. The DCEHPP team recently attended a training day with the monitors in preparation for semester 1.

Did you know?

The Faculty Marketing team can support your departmental events targeting external audiences by tweeting and adding information to the news and events page on the faculty website. All you need to do is provide the Faculty Marketing team with a brief of the purpose of the event and the target audience. For further information, email med-marketing@monash.edu.

Celebrating success

Congratulations to Dr Claire Harrison, Associate Professor Jan Coles, Associate Professor Deb Colville, Ms. Jennifer Lindley, Dr. Abi Tennen, Dr. Amanda Richards, on the success of their application for a Learning & Teaching Research Grant titled: "A baseline analysis of Victorian medical graduates' perceived competence and confidence in ophthalmology and ENT."

Staff development

The Staff development unit offer a number professional development opportunities and can also offer customised workshops suited to your group or area. For more details, see <https://www.monash.edu/staff-development>

Refreshed Branding - New Powerpoint template available

The new PowerPoint presentation template in the refreshed branding is now available and can be found at: <http://intranet.monash.edu.au/omc/brand/ppt-templates.html>

The fast facts brand brochure and guidelines are also available for staff to refer to at <http://intranet.monash.edu.au/brand/assets/brand-refresh-fast-facts-booklet.pdf>

Education Committee Grant scheme report

Evaluating the utility of Values Exchange as a learning tool in ethics education – Ross Illes

Ethical behaviour is recognised as an essential attribute of healthcare students and professionals globally. In attempting to teach and assess students' values and ethics there are significant challenges, especially across different health professions. In an attempt to tackle the complexities, we chose to use the Values Exchange social networking platform which offers an interactive approach to teaching and assessing ethical issues.

In 2015, the Paramedic, Physiotherapy and Occupational Therapy departments developed fit for purpose cases, utilising the potential in social media, in order to engage our students in ethics education in semester 2. By utilising the VX, we were attempting to develop ethics education beyond the current content by harnessing perspectives of different professions' undergraduate students. The VX enabled us to have this interaction between professions as it does not require physical proximity.

In particular weeks of the semester, Paramedic (n=170, week 10) students and a combined PT / OT (n=191, week 5) cohort completed a specifically designed case addressing an ethical challenge that could arise in practice. In PT / OT, the VX was used as a team based activity designed to build cohesion and stimulate discussion amongst the group. The Paramedic cohort interacted with VX on an individual basis and was able to engage in virtual 'discussion' with other members of the activity once they had completed the exercise.

After completion of the case, Paramedic students undertook a questionnaire through the online form that we designed through the VX platform. PT / OT students individually completed a paper version of the same survey, including consent for their data to be used as part of the research. The purpose of the questionnaire was to examine the perception of the students using the VX platform to gain insight into the value of the VX in health care ethics education.

By utilising these two different formats of presentation, we were also able to contrast discussion themes and engagement between the cohorts (Paramedics and PT / OT).

Analysis of the results from both cohorts is continuing. We are evaluating the student perceived level of effectiveness of the VX in ethics education. Qualitative analysis of the comments made by students will enable us to contrast perceptions between the utility of VX as a group based activity as compared to an individually focused exercise; and the tabulation of profile data with assessment outcomes will also enable recommendations for activities that might assist learning in this field.



Education Committee Grant scheme report

SPHC Teaching and Learning Funded Project: EBP: Educating and Building Perspectives About Evidence-Based Practice Principles for Monash Occupational Therapy Students Through a Novel Assessment Technique – Ted Brown

Investigators: Dr Ted Brown, Dr Prim Lentin, Ms Paula Todd, Dr Allie Ford & Dr Belinda Lewis

Context: Students enrolled in the Bachelor of Occupational Therapy (Honours) course originally completed a six credit-point unit titled 'OCC2022 Skills for Evidence-Based Practice 1.' With revisions to this unit starting in 2015, it changed to a 12 credit-point unit. EBP skills and competencies are the core skills that students are exposed to in this unit. A new novel teaching and assessment task was introduced into the OCC2022 unit that actively engaged students with EBP concepts and principles.

Proposed change to current learning and teaching practice: *Student-created resources promoting EBP to other students.* The proposal was to create, integrate and evaluate a new assessment task into the OCC2022 unit. Part of the assessment involved small student groups collaboratively creating a resource promoting EBP using videos and other media. Students also needed to present their resource to others at an end of semester seminar. By encouraging students to argue the case for EBP, they needed to investigate what EBP was, how it was used, and why it was beneficial in the real-world clinical practice of occupational therapists. The increased engagement provided opportunities for active and dynamic learning as students gaining a deeper understanding of EBP-related concepts by convincing other students of their importance and applicability. Students were also active in creating a resource that will be of use to future students within the OT undergraduate and graduate-entry courses, in practice education settings, and even in clinical practice. By students learning about the EBP standards of the profession, seeing the practice modelled by both 'experts' (e.g., already practicing clinicians) and 'near-peers,' and adding to their own skill base by developing their own resources, they became active, engaged agents of their own learning.

Approach: *Create a bank of interviews with expert and near-peer EBP users as a starting point.* To provide students with a range of real-world perspectives on EBP from practicing therapists, a core video-bank was created by the project team. This was comprised of interviews with a range of OTs who are active EBP users, including recent occupational therapy graduates. It also included interviews with a range of other health-related professionals including paramedics, physiotherapy, speech therapy, and social work. This repository of EBP learning materials formed the basis of a teaching and assessment resource that students referred to when creating their own projects.

Evaluation: A mixed methodological approach was used. Students completed a self-report survey (consisting of a demographic questionnaire and three standardised scales) and took part in one of three focus group sessions. The quantitative surveys have been completed but the qualitative data is still being analysed.

Results: 67 second year OT students completed the OCC2022 pre and post quantitative surveys. The self-rated knowledge, satisfaction and confidence in EBP activities pre-completion of OCC2022 unit reported by students ranged from 4.4 to 5.06 / 10 while the post-completion ratings ranged from 6.3 to 6.7 / 10. When compared statistically a significant change on all three areas was noted at the $p < .001$ level was noted.

A paired-samples t-test was completed on the three self-report standardised scales: Evidence-Based Practice Competence Questionnaire (EBP-COQ); Evidence-Based Practice Knowledge, Attitudes, Access, and Competence Evaluation scale (EBP-KACE); Self-Efficacy in EBP scale (SE-EBP). The three scales were completed by student participants on two occasions: before they started the OCC2022 unit (pre) and one week after they completed the OCC2022 unit (post). All three scales came out as being statistically significantly different with post scale scores all being higher at the $p < .001$ level.

Conclusion: The quantitative results indicate that there was a statistically significant improvement on all EBP domains for second year occupational therapy students. This provides evidence that the introduction of the novel teaching and assessment methods to the OCC2022 unit were successful in increasing students' knowledge, confidence and satisfaction with EPB. The repository is also dynamic and can be used in future iterations of OCC2022.

Social Media Teaching Project in the Physiotherapy Department - Liana Cope

The purposes of the project were to trial a method of introducing social media into the curriculum, and provide a platform for further research into the benefits of social media into a health profession education. Outcomes including feelings of connectedness to industry, knowledge gained beyond existing curriculum, and the students' ability to critically analyse social media posts.

The project utilised third year Physiotherapy students as subjects in 2015. Each was instructed to choose an Australian and an International profile on Twitter to follow for the first 6 weeks of Semester. At the end of six weeks students were asked to discuss the most interesting posts they had found in small groups. Each group then chose the two 'most valuable' Tweets to share with cohort via a common spreadsheet.

There were promising results from the project, and the insight into the teaching method provided by the students has been used to evolve the teaching method for 2016.