



Welcome to the November issue of the School of Primary Health Care newsletter. This is a bi-monthly bulletin covering the activities of the School in the community, academia and research.

I am sure that most of us know the analogy of the 3 legged stool. I first learnt about the idea when working in an academic health science centre in North America: The legs represent the three roles of the clinician academic - researcher, patient carer and teacher. Australian universities talk about a 3 legged stool where patient care leg is replaced by 'service'. Lots of industries use the idea, with the analogy first being used in retirement planning – the legs for a stable retirement being Social Security, private pensions and savings / investment.

No matter the context, the point about the 3 legged stool is that each legs depends on the others o stability – shorten one of the legs and the stool tilts or falls.

Anyone working in the modern university could be excused for the impression that, at times, we take the teaching leg for granted. Awards, prestige and security seem to be disproportionately allocated to the research active academics. Those who devote their career to undergraduate teaching seem under more and more pressure

to perform academic heroics, all the while being largely responsible for delivering high quality education to the next generation.

Mindful of this imbalance, the Executive of the School of Primary Health Care (ie the Heads of Department and Units) recently spent a day reflecting on how we can enhance teaching quality in the school, a school unique in its delivery of 5 distinct undergraduate programs.

Together we began to work out how the School can build its multiple educational strengths, and be active about naming and addressing weaknesses. As 2015 unfolds we will try to build a compelling narrative of quality education in the School. Our current chair of the Education committee will become the Director of Education, leading a strategy that showcases innovation promotes champion individuals and programs, and builds on the lessons of success. We hope to work in concert with the new [Monash Education Academy](#), maximize our learning from SETUs, and expand our skills in translating educational achievement to career progression and promotion. While every month we have educational success, this month is better than most: Michael Storr (Physiotherapy) was awarded the 2014 Dean's Award for Excellence in Education - Quality of Education, and Sarah Rockefeller, a BMedSci in the Department of General Practice received a Monash Better Teaching, Better Learning Student Bursary for her project application on sexual violence education for health professionals. Congratulations to both. All of the above is a reminder that, despite the busyness of November in a University, that we don't to forget to nominate our educational stars for the 2014 SPHC Education Excellence awards. Details are elsewhere in this month's newsletter.

Outstanding Performance

Physiotherapy has capped off another stellar year with further recognition of it's high quality and dedicated staff. Mick Storr was recently awarded the 2014 Dean's Award for Excellence in Education - Quality of Education, and has also received a Vice Chancellor's Citation for Outstanding Contribution to Student Learning 2014. The citation was "For sustained contributions to high quality and engaging teaching of musculoskeletal assessment and injury management". These awards recognise Mick's quality of teaching across programs within the School and Faculty.

Congratulations Mick!



SHPC Christmas Party

The School of Primary Health Care is pleased to invite all SPHC staff to the staff Christmas lunch to be held at Windows on the Bay, on Wednesday 17 December. An official invitation will be circulated shortly, but please pencil this date in your diary.



Turnitin has a new online guide



A new online guide is now available to help students and researchers use

Turnitin when submitting assignments.

Turnitin is software that matches any text in an assignment that is too similar to the original texts that were used. Students then have an opportunity to amend their work before final submission.

Rolled out as part of the Virtual Learning Environment, Turnitin can be used by teaching staff as a tool to guide students on their ability to demonstrate academic integrity by using, generating and communicating information in an original, honest, and responsible manner.

The Turnitin guide has been developed by librarians and learning skills advisers in collaboration with staff from eSolutions and the Office of the Vice-Provost (Learning and Teaching).

The guide contains embedded videos and covers the following topics:

- * What is Turnitin?
- * How do I use Turnitin?
- * The Originality Report
- * How do I increase originality?
- * Faculty policies
- * Frequently asked questions.

Teaching staff who use Turnitin are encouraged to promote the guide via Moodle where appropriate.

In addition to the Turnitin guide, there is now a range of Library resources students can use when preparing and presenting their academic work. This includes the online tutorials on academic integrity, citing and referencing, and academic research on the internet, among others.

Small grants to support innovative teaching

This year's final round of the Better Teaching, Better Learning Small Grants Scheme is now open.

The purpose of the scheme is to provide a necessary source of funding to further the promotion of excellence in learning and teaching; seed learning and teaching activities; provide a platform for Office for Learning and Teaching grant applications; and to provide a link between

faculties and the Better Teaching, Better Learning Agenda.

These \$2000 grants are proudly offered by the Office of the Vice-Provost (Learning and Teaching).

To apply, interested parties must complete an application form and submit a project outline of no more than one A4 page. Application instructions and other support materials are available on the [Office of the Vice-Provost \(Learning and Teaching\) intranet](#).



Conference success - Occupational Therapy

The "Working with people with obesity study day" was held recently at the Peninsula Campus. This conference was a joint initiative of *Occupational Therapy Australia, Peninsula Health and Monash University Occupational Therapy Department*. Monash University organisers were Lisa Knightbridge, Larisa Borbiero and Nhu Quynh Pham. Larisa and Nhu worked on this event as part of their Participatory Community Development project, completed across the third and fourth years of their undergraduate Occupational Therapy degree. Also assisting on the day with registrations and set up, were Sacha Wakelin and Natalie Trinquard, two third year Occupational Therapy students.

This event was at capacity with around 70 attendees, mostly Occupational Therapists. Across the day, there were 8 invited speakers representing a breadth and depth of expertise in this area. These included Professor Joseph Proietto; AusBIG director Janet Hope and Kirsti Haracz from the University of Sydney. Topics covered included; evidence-based management of obesity; pressure care; safe manual handling; equipment provision, home modifications and functional assessment. The unifying theme was the complexity of safe and dignified management of the client with obesity. Nine bariatric assistive equipment providers exhibited on the day, providing the delegates with the opportunity to trial and discuss the latest bariatric assistive technology.

The evaluation feedback from the day was overwhelmingly positive including; the quality of the invited speakers; the clinical relevancy of the information provided; the quality of the Peninsula campus

and MPARC as a venue, and how well the event was organised and managed. Much of the credit for this goes to Larisa and Nhu who worked tirelessly with the organising committee across the 18 months of planning for the event. Well done!





Monash University Paramedic student receives Ambulance Victoria commendation

Ambulance Victoria Paramedics recently presented a Monash University student with an Ambulance Victoria commendation for her lifesaving efforts at a serious crash in Donvale earlier this year. An 18-year old suffered head injuries when his car crashed into a power pole. 20-year-old final year paramedic student Cristina Courtney stopped to help the unconscious driver, who was trapped and in a critical condition.

'I had a first aid kit in my car so I ran out with that and jumped into the passenger seat,' Cristina said. 'I got a bystander to sit in the car behind and hold the driver's neck still for spinal protection. I checked his airway, ensured that he was breathing and had a pulse. I then started taking his blood pressure, pulse, and listened to his chest,' Christina said.

Paramedics arrived soon after. They had to reinflate the driver's collapsed lung and take over breathing for him. Recently, Cristina caught up with the driver of the car, Andrew. 'It's just the best feeling, I can't describe it,' she said. 'Considering what state he was in it's just so amazing that he's here.' Cristina said it's inspired her to make a difference as a paramedic. 'It's really inspired me, and especially seeing how hard the other paramedics worked was just amazing. They did everything they could for him. They were just incredible. It was really inspiring.'

Andrew is undergoing rehabilitation as he recovers and is thankful for Cristina's efforts. 'The fact that she got to me so quickly, I was blessed. A minute later, who knows what could have happened,' Andrew said.

Intensive care paramedic Peter Godwin was so impressed by Cristina's efforts, he nominated her for an Ambulance Victoria commendation. 'When Cristina got there Andrew was slumped over and not breathing very well,' Peter said. 'By clearing the airway and allowing him to be able to breathe on his own again that's been able to get him to the point he's at now,' Peter said.

NHMRC success for Professor Danielle Mazza

Danielle Mazza has been awarded a NHMRC Project Grant for the project "Increasing the use of long-acting reversible contraception: The Australian Contraceptive ChOice pRoject (ACCORD)". The duration of this project is 4 years.

Synopsis of the project:

Of all reversible contraceptive methods, long-acting reversible contraceptives (LARCs), such as intrauterine devices and hormone implants, are by far the most highly effective at preventing pregnancy. There is strong evidence from studies undertaken in the US and the UK that the use of LARCs reduces unintended pregnancy and abortion rates. From a societal perspective, LARCs are also more cost effective compared with other contraceptive methods.

In 2013, Sexual Health and Family Planning Australia released a national position statement (endorsed by the Public Health Association of Australia) that outlined a framework for action to increase the use of LARCs in Australia. This framework included recommendations that health service providers discuss the benefits of LARCs with all women requiring contraception and that local referral pathways be developed for women of all ages to improve access to LARCs. In recognition of this, the study will trial a complex intervention, adapted from the successful US Contraceptive CHOICE study, that will involve:

1. training GPs to provide "LARC First" structured contraceptive counselling to women seeking contraception, and
2. implementing rapid referral pathways to LARC insertion. In doing so, it is hypothesised that providing structured counselling that promotes the use of LARCs and implementing rapid referral pathways to LARC insertion will result in an increase in the uptake of LARCs among women.

Vice-Chancellor's Social Inclusion Awards

Kristin Lo of the Physiotherapy Department received one of seven Vice-Chancellor's Social Inclusion Awards for 2014. These awards recognise staff and students' who contribute to the University's dedication to supporting social justice and human rights. Kristin developed, implemented and evaluated a Fitness to Practise strategy to support students from disadvantaged backgrounds and those with a range of disabilities. This initiative creates a culture of supporting health professional students to successfully engage in clinical placements.

For more information on this strategy please refer to the recent publication Lo K, Maloney S, Bearman M and Morgan P (2014) Proactive Student Engagement with Fitness to Practise Journal of Biomedical Education.



The SPHC Education Awards for 2014

There will be up to 9 awards available to academic staff and 2 awards available to Administrative staff.

The principal aims of these awards are to recognise and reward academic staff performing highly in teaching, and Administrative staff performing highly in Administration.

Application forms for the awards have been distributed via email.

Applications should be sent to Joanne Tymms via email (joanne.tymms@monash.edu) by 5pm November 28.



Learning and Teaching Research Grant Scheme 2015

The Faculty of Medicine, Nursing and Health Sciences Learning & Teaching Research Grant Scheme (L&T RGS) is an initiative to assist in the development of high quality learning and teaching research activity in the Faculty.

The scheme provides individual grants of up to \$20,000 although requests for smaller amounts for targeted activities are encouraged. Funding will be for 1 year commencing 1 March 2015. Expected outcomes from the L&T RGS would include data collection that enabled the research team to apply for external national competitive grants, publications in high quality peer reviewed journals and implementation of new L&T activities in the Faculty. Cross discipline collaborative projects are encouraged. Submission Deadline: 13th February 2015.

Further details and application form available at <http://www.med.monash.edu.au/intranet/education/>



Diet and nutrition advice now available at Monash

Monash has started offering personalised, low-cost nutrition consultations to staff, students and the general public.

The Monash Nutrition Clinic offers consultations on a range of nutrition issues including irritable bowel syndrome (IBS) and food intolerances, bone health, child and adolescent nutrition, chronic disease management, pregnancy and breast feeding, high cholesterol, weight loss, diabetes and general healthy eating.

The new service is available at the Be Active Sleep Eat (BASE) Facility, part of the School of Clinical Sciences. Individual sessions last for 45-60 minutes for new appointments and 30 minutes for review sessions. The aim is to help people optimise their diet and assist them with a variety of nutrition or health issues.

Similar to a teaching hospital where trainee doctors see patients, the Monash BASE clinic is often utilised by trainee dietitians who are supervised by experienced and qualified accredited practising dietitians.

The clinic is the latest addition to a range of services available to suit individuals, groups, companies and the community. Clinic Manager at the BASE Nutrition Clinic, Shay Occhiuto, said the service could be of benefit to people whose healthcare providers did not cover the cost of seeing a dietitian.

"Apart from being happy, one of the most important things in life is how healthy we are, but it's something we often take for granted. Being in 'good health' is linked to many different factors including how active we are, the food and drink we eat, and how much we sleep," Ms Occhiuto said.

"BASE is dedicated to exploring these issues, so it made sense to launch a nutrition clinic that is low cost and accessible to everyone. The clinic could really help people who want to make a positive change to their diet but don't know where to start." The Monash Nutrition Clinic costs \$15 per appointment (\$5 for students, pensioners and concession cardholders). Those with conditions such as diabetes, obesity or high cholesterol may be eligible for free treatment under an enhanced primary care plan. Referrals are not needed and appointments are available during business hours and after hours.

For more information, or to book an appointment, please visit the [BASE website](#).

Celebrating Success

Physiotherapy student Ebonie Rio recently attended the Sports Medicine Australia, Be Active 2014 conference in Canberra in mid-October, which included a number of national and international key note speakers. Ebonie was lucky enough to be awarded the "Ken Maguire Award for Best New Investigator – Clinical Sports Medicine" and was also invited to re-present in the ASICS "best of the best session" that included the best five papers of the conference (including categories for Clinical Sports Medicine, Exercise and Sports Science, Injury Prevention and Physical Activity and Health Promotion). Ebonie's presentation was titled "Isometric exercise for patellar tendinopathy: is it successful on the road" and consisted of data from an ongoing study into reducing patellar tendon pain (jumpers knee) for in-season athletes. Ebonie was generously funded by the Australian Institute of Sport Clinical Research fund and was a proud Monash representative. Congratulations Ebonie!

Free Access to Staff Development Online, anywhere, anytime!

Staff Development is now offering free access to staff for the remainder of the year to the following:

- * 200 Business Courses
- * Dedicated leadership portal
- * Microsoft Knowledge Center

Staff can request access by emailing staff.development@monash.edu with 'Skillsoft free offer' as the subject line and their staff ID number included in the body of the email.

All courses completed will be recorded on Monash training records, which can be viewed in ESS via the tab 'My Monash Training Qualification' found under 'Personal Information'.

The Staff Development team is available to assist with any development needs and can be contacted on 9902 9888 or by emailing staff.development@monash.edu.





Celebrating Success

Congratulations goes to Nathan Stam who was successful in promotion to Senior Lecturer for the Department of Community Emergency Health and Paramedic Practice. Nathan will continue to work as Head of Postgraduate Programs for DCEHPP. Well done Nathan!

The Society for Cost and Value in Medical Education is offering a prize of \$500.00 AUD to the primary author of the best publication relating to the field of cost and value of medical education.

All nominations to be received by November 30th 2014 5pm.

For details, visit <http://www.med.monash.edu.au/sphpm/scvme/competition.html>



Monash 10,000 Steps Challenge

The Monash 10,000 Steps Challenge 2014 commenced on 27 October. Congratulations and good luck to all SPHC staff that are participating in the challenge.

The School of Primary Health Care has offered to refund the cost of registration for all SPHC staff, so good luck, and get stepping! Contact colleen.rorke@monash.edu for further information.

Research and Revenue Contacts

For assistance with

- research project accounting
- producing forecasts
- project costings
- financial reports
- acquittals and audits
- budgeting for revenues
- salaries and non-salary expenses
- monitoring project milestones
- initiating debt follow-up
- invoice debtors
- manage and process sundry income and donations
- provide contract advice
- ad hoc reports
- process expense recoveries/ internal charges

Email researchandrevenues-medicinelayton@monash.edu
Or contact Jenny Lai x44156, Yuxin Yang x34501, Meryl Kennedy x54574 (Senior R&R Accountant)

Further information can be found at

<http://intranet.monash.edu.au/finance/revenue-accounting/about/index.html>

Belinda Lewis—Book Publication

Belinda Lewis (Senior Lecturer in Department of Occupational Therapy) is celebrating the publication of her book, Health Communication: A Media and Cultural Studies Approach.

Published in the United Kingdom by Palgrave Macmillan, and released in Australia on January 1 2015, the book is co-authored by Belinda's husband Professor Jeff Lewis from RMIT University. Their work forges new and innovative links between the academic disciplines of health communication and contemporary media/cultural studies.

What the book is about: Health Communication is about communicating for health and social change. It is focused on working with media, culture and communities to bring about changes to the conditions of people's lives, to improve their opportunities for health, and contribute to a more equitable and healthful society.

With a clear focus on public health and health promotion practice, the book provides a unique introduction to media and cultural studies perspectives on health communication. It explains the contribution that media and cultural studies has to offer students, scholars and practitioners.

Moving beyond the focus on conventional approaches, it elucidates the central role of media and culture in health communication. It explores the complex and dynamic world of the mass media and interactive, digital media environments to offer new insights into the challenges and opportunities for communicating about health. Through a thematic approach, the book lays out key theories and critical debates in media and cultural studies.

Using a diverse range of practical case studies from around the world, it illustrates how these might usefully inform health communication scholarship and practice.

What the reviewers are saying:

"This is an impressively wide-ranging book. It succeeds in combining wider considerations about media and culture with detailed and specific guidelines on the practical and strategic aspects of media and health communication". Anders Hansen, University of Leicester, UK

"Health Communication is a unique book with a range of examples and focus on cultural and media studies not found anywhere else. It will encourage you to question issues and consider alternative ways to deliver health promotion from a range of perspectives using a diverse range of strategies." Nova Corcoran, University of South Wales, UK

"Health Communication equips readers with an in-depth understanding of the challenges and lessons learned when engaging with communities, governments and commercial interests to improve public health. This is vital for 21st century practitioners"

Dr C Margaret Skropeta, University of Western Sydney, Australia.

Belinda extends a huge thank you to Louise Farnworth (Head of Department) and the OT staff for their academic and personal support during the years of this project.





Unique opportunity for GPs in mental health

GPs working in mental health in south-east Melbourne are being offered an opportunity to participate in an Australian-first project.

The PULSAR project (Principles Unite Local Services Assisting Recovery) aims to implement and evaluate recovery-oriented practice in mental health across primary care sites and specialist mental health services in the catchment of Monash Health.

The goal of recovery-oriented practice is to support people in their personal recovery goals by helping them improve their mental health and wellness, live a self-directed life and reach their full potential.

The \$2.3 million project is being funded by the Victorian Government to set up training and assess the application of recovery-oriented practice in primary care and specialist mental health.

Professor Graham Meadows, who is leading the project through Southern Synergy at Monash University, said GPs were being offered a unique opportunity to bring their care in line with recovery-oriented practice.

“This is different from other mental health training that GPs will have done, and aims to build on the experience of GPs who are treating patients with a range of mental health conditions,” Professor Meadows said.

Professor Meadows said connectedness, hope, identity, meaning and empowerment were key themes in the practice approach. Although many GPs were inspired by the principles of patient centred care, they were sometimes hard to implement.

“What we are working to develop and evaluate is some well-packaged and consistently delivered training, and ways to deliver this care,” he said.

Dr Tony Atkins, from Berwick Healthcare, is a GP who has signed up to be part of the project. He said recovery-orientation had been established in specialist circles but hadn't been translated into primary care.

"We see PULSAR as an opportunity to participate in learning and applying the recovery-orientation mode of helping mental health patients," Dr Atkins said.

"GPs are at risk of burn-out in dealing with mental health patients and what motivates me about engaging in the recovery-orientation model is that I'm hoping it breathes new energy and commitment into the primary health care sector."

The team will be using materials developed by their research partners in London, and materials they have developed in Australia after preliminary consultations with general practitioners for similar work in the primary care sector.

Participation involves GPs receiving the PULSAR intervention, which consists of attending either two half-day training sessions, or a half-day training session followed by 12 one-hour meetings, or webinars for 12 months.

Each GP will also assist in recruiting 10 of their patients with mental health conditions each year for three years. The training has been accredited by RACGP and ACRRM as a category one activity and is recognised by GPMHSC towards Mental Health Skills Training. Each primary care site will receive a base remuneration of \$200 and an additional \$25 per patient successfully recruited.

A number of information sessions will be held soon. To find out more or to take part in the project, contact the research team on 03 9902 9695 or pulsar.admin@monash.edu or check out the website at: www.pulsarrecovery.org.au.



2015 Office for Learning and Teaching Fellowships Program

Applications are now open for the 2015 Office for Learning and Teaching Fellowships Program.

The Fellowships program advances learning and teaching in higher education by supporting a group of leading educators to undertake strategic, high-profile activities in areas of importance to the sector. Through their fellowship activities, Fellows have a positive and lasting influence and impact on higher education practice in Australia. Fellowship selection is based on individuals' demonstrated leadership capacity in higher education. The fellowships are prestigious acknowledgements of individuals' expertise and influence and, as such, are highly valued by recipients' home institutions. Fellowships afford opportunities for individuals to undertake strategic programs of activities around identified educational issues, to develop their knowledge of the broader higher education environment in Australia, and to practise and further develop their leadership skills in this area. There will be up to 4 National Senior Teaching Fellowships and up to 6 National Teaching Fellowships offered in 2015. All applications will need to be forwarded to the Promoting Excellence Team before submission and will be assessed by the Monash Education Grants Committee.

Please note the following internal closing dates: Expression of Interest (via email in the first instance - pe@monash.edu).

Full proposals due: 15 December 2014. OLT Submission: 2 February 2013

The Promoting Excellence Team can provide assistance with preparation of applications upon request and arrange mentoring with current fellows <http://intranet.monash.edu.au/learningandteaching/awardsandgrants/national-teaching-fellowships.html>

For more detailed information and application instructions, please click on the OLT link: <http://www.olt.gov.au/fellowships-and-secondments/fellowships-and-nominations>