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Monash School of Medicine

Medicine, Nursing & Health
Sciences

Student Support Networks Information Webinar



***I wish to acknowledge the people of the Kulin Nations,
on whose land we are gathered today. I pay my
respects to their Elders, past and present.***

| Topic | Speaker |
|---|--|
| Welcome Understanding high-performing cohorts Pass grade only and competency assessment | Prof Michelle Leech Deputy Dean, Medicine |
| Course structure | Julia Harrison Deputy Head, Medicine |
| Academic and professionalism expectations <ul style="list-style-type: none">- Adult learners- High workload- Dress, confidentiality, punctuality, attendance- Longer academic year and exam period (implications for holidays) | Deb Leach / Tony White |
| Logistics (eg intermission, fees) | Jodie Vickers |
| Available avenues for support <ul style="list-style-type: none">- Website- Faculty supports- Clinical school supports | Gina London Chloe Lacey |
| How to support your student <ul style="list-style-type: none">- Private study- Quiet place- Time for leisure- Rural students | Michelle Leech Cathy Haigh |
| What to do if a student faces academic or professionalism difficulties Questions | Panel |

Meet the Monash Medicine Team!



**Prof Michelle
Leech**
Deputy Dean
Faculty



**A/Prof Julia
Harrison**
Deputy Head
Medicine



A/Prof Deb Leach

Co-Directors Clinical Years



**A/Prof Tony
White**



A/Prof Cathy Haigh
Director Monash Rural Health
(Gippsland)



Ms Jodie Vickers
Manager Medicine
Program



Ms Gina London
Student Wellbeing
Liaison Officer



Ms Chloe Lacey
Senior Communications
Coordinator



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Welcome and Setting the scene

Prof Michelle Leech
Deputy Dean
Medicine



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Course Structure

A/Prof Julia Harrison

The Monash Medicine Journey

Pre-clinical

**Consolidation
of the basis of
medicine**

**Some early
Clinical
experience
and skills**

Year 3B

**Major
transition to
clinical life**

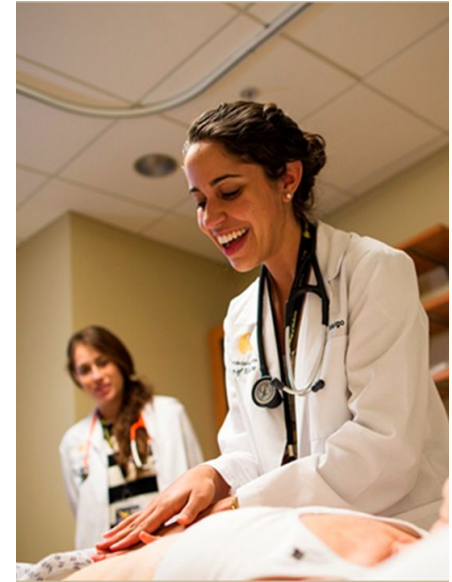
**Medicine
Surgery**

Year 4C

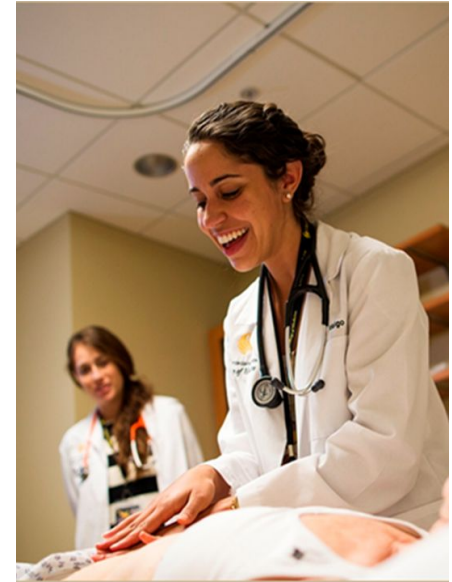
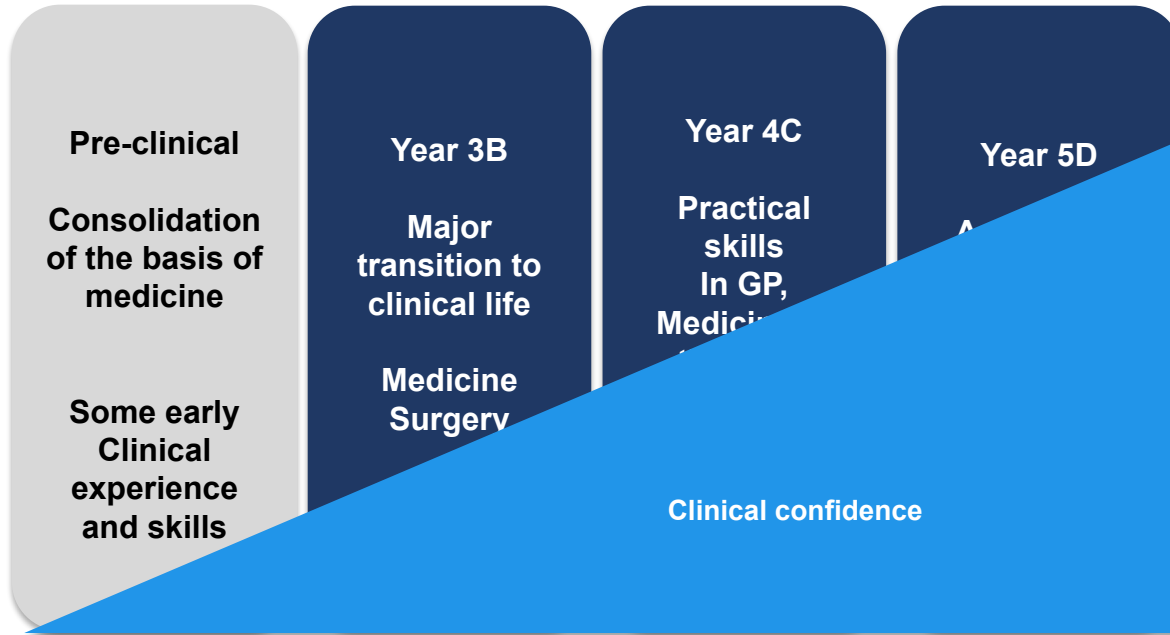
**Practical
skills
In GP,
Psychiatry,
Paediatrics,
Obstetrics
and
Gynaecology**

Year 5D

**Apprentice
internship
All disciplines
Patient Safety
Research**



The Monash Medicine Journey



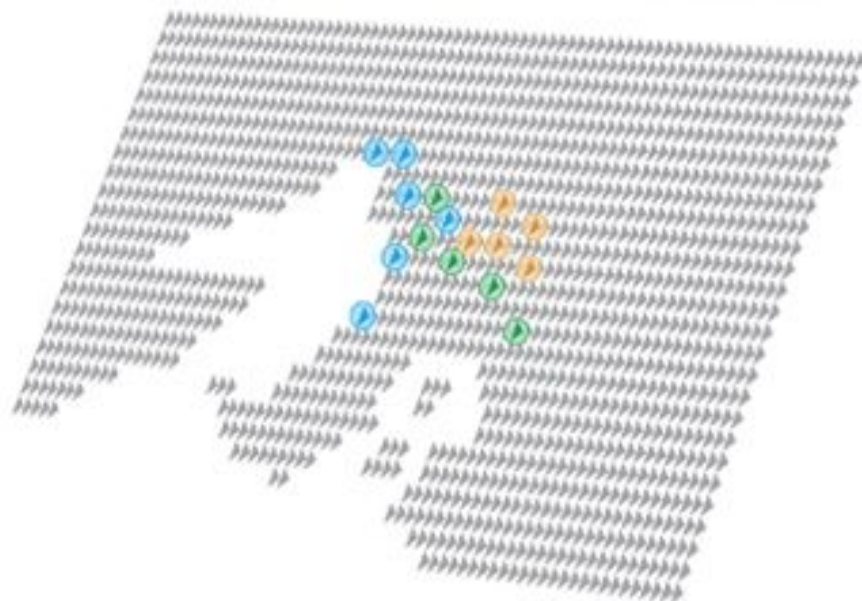
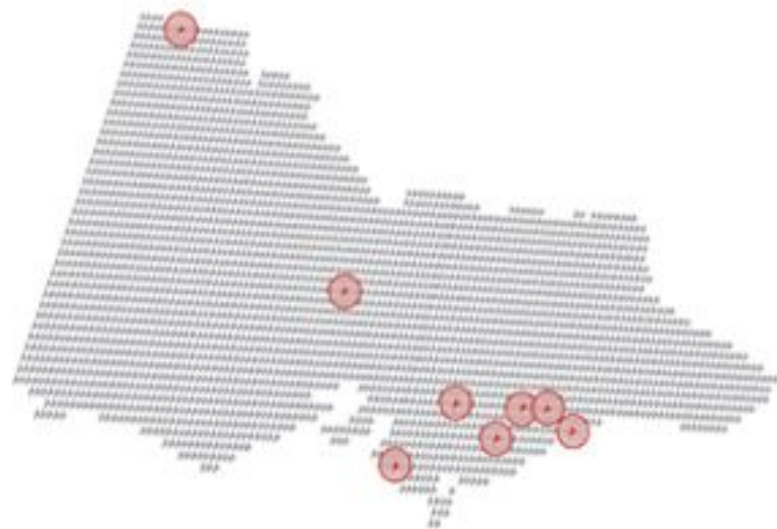
The Four Themes of the Monash Medicine Course

Theme I → Personal and Professional Development

Theme II → Society, population, health and illness

Theme III → Scientific basis of clinical practice

Theme IV → Clinical skills



School of Rural Health



School of Clinical Sciences
at Monash Health



Central Clinical School



Eastern Clinical School





It's all
PGO
(pass grade only)



End of year pre-clinical weighted average mark
(WAM)
(internal medical school calculation)

Competency-based Assessments



Competency Domains

Exceeds standard / commendation

At standard

Nearly at standard

Not at standard

Medical Students - important facts

- Medicine is a large cohort of very high achieving students
- It's normal not to be top of the class

“The focus at Monash Medicine isn’t about grades—it’s about pursuing excellence and developing the knowledge, skills, care and professionalism to provide safe and effective care to patients. These are qualities that go far beyond academic rankings.”

Miscellaneous

- University policy: students are treated as adults and we communicate directly with the student not the parents/support people
- Assessment results will only be communicated to the students
- We encourage you to communicate with the student you are supporting to find out how they are progressing in the course

- Medicine is a full-time course
- Semester dates can easily be found online

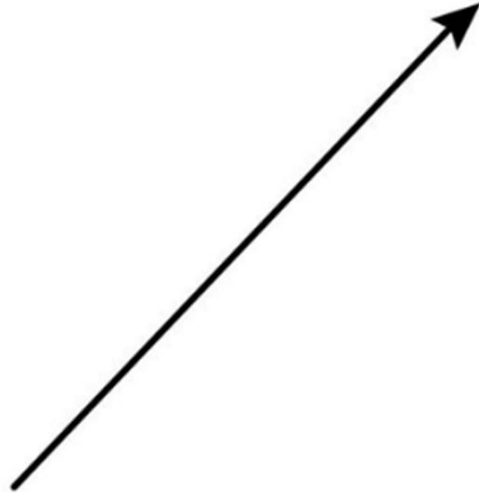


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Academic & Professionalism Expectations

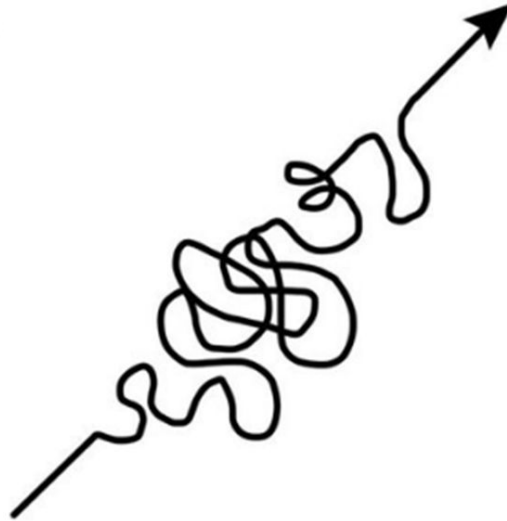
A/Prof Deb Leach
A/Prof Tony White

SUCCESS

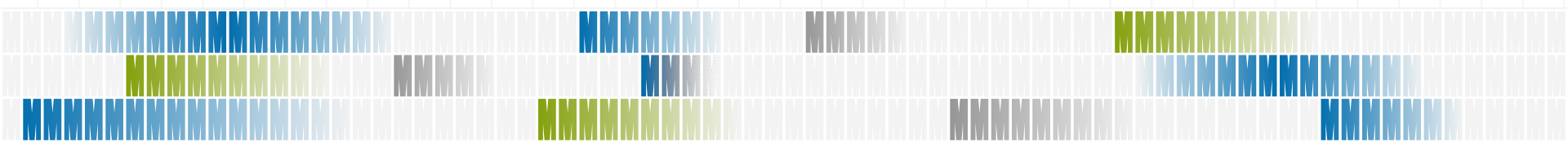


what people think
it looks like

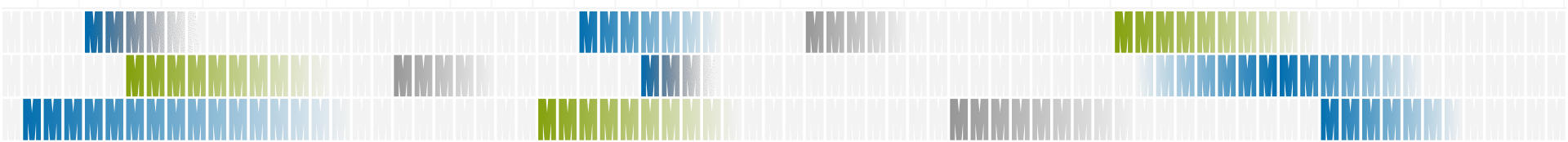
SUCCESS



what it really
looks like



Supporting **Academic** and **Professionalism** development



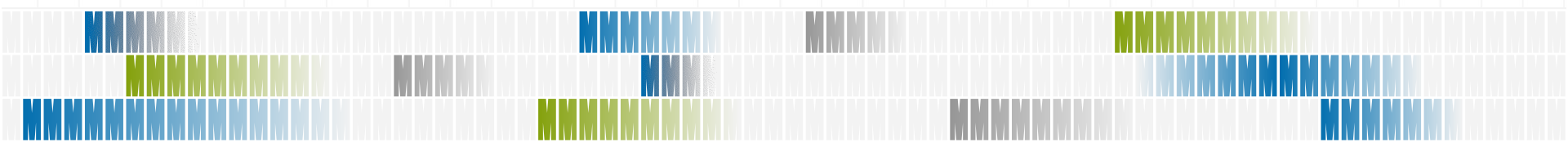
Academic Expectations

Adult learners

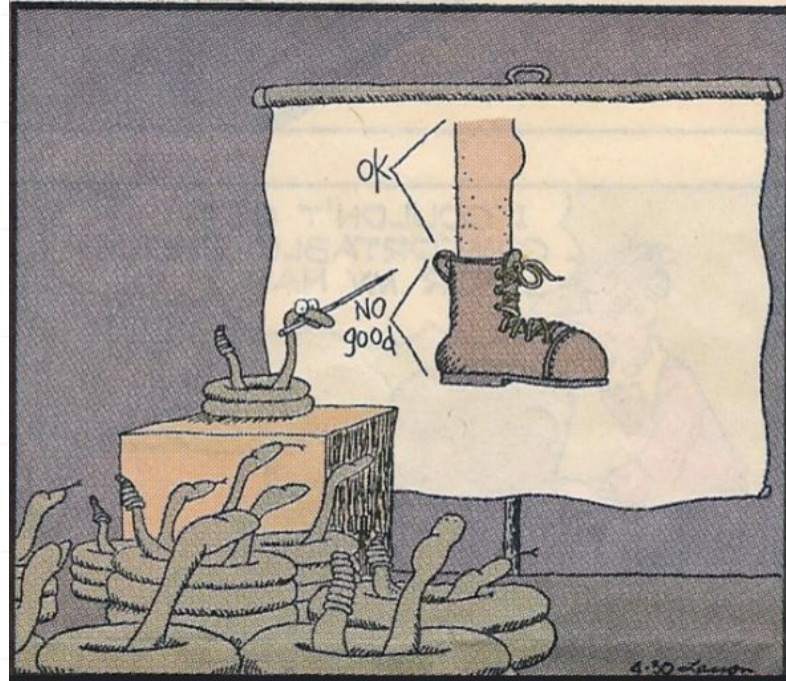
- Motivated
- Want to learn
- On a pathway to lifelong learning
- Capable of more independent study to meet their needs

Expectations

- Engagement (attendance and participation)
- Understand the curriculum - finding information, ask if unsure
- Due dates and assessment requirements
- Integrate with clinical teams

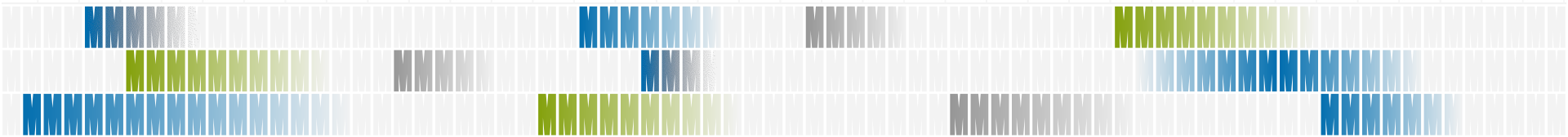


Clinical years are best navigated in the Wards



Workload

- Long academic year - implications for holidays
- Long exam period with capacity for re-testing if needed
- Students have placement requirements with teaching and scheduled clinical activities in the wards
- Private study occurs mainly outside placement hours
- Significant amounts of missed placement eg illness can be caught up during mid semester or end of year breaks



Professionalism Expectations



Professionalism and fitness for practice are core curricula in the Medical Curriculum

Professionalism

Behaviour: Able to demonstrate appropriate behaviour and attitudes

Performance: Able to demonstrate professional competence

Health and/or disability: Able to take responsibility for personal health care needs

Compliance: Able to comply with rules, regulations and standards for practising.

Students must meet Fitness for Practice course expectations to progress

Professionalism Expectations in practice

The public and regulators have high expectations of the medical profession

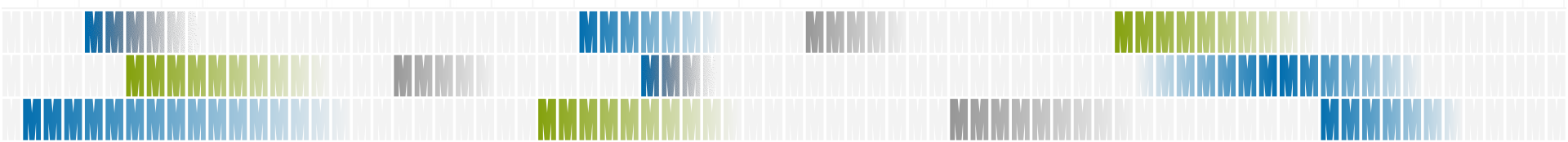
Dress, confidentiality, punctuality, attendance, mobile phone use

Communication

Professional boundaries

Respect for colleagues and staff

Openness to feedback



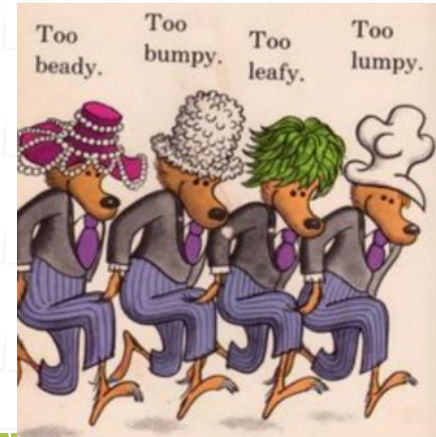
What do the public expect of a doctor?



- Competent
- Thorough / careful
- Trustworthy
- Hygienic
- Clear boundaries
- A person of integrity
- Caring

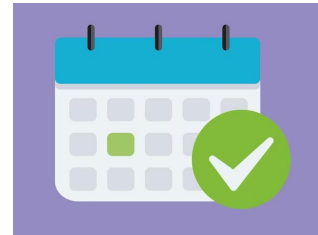
We can all be vulnerable to lapses in professionalism at times

- Human Factors
 - “HALTS”*hungry, angry, late, tired, stressed*
- Major life events
 - Health, relationships, family crises
- Challenges - course, financial
- Personal traits
- Personal life experiences



Attendance requirements

- Attendance is a measure of engagement
- Students are expected to attend at least 80% of compulsory classes
- Students should inform faculty of absences by completing an online absentee form
- Absences of >2 days require supporting documentation



Examples of lapses in professionalism

Minor

- Mobile phone use in a tutorial
- Too informal at the patient bedside
- Dress code
- Inappropriate interpersonal behaviour - too close, too loud, interrupting

Moderate

- Non-engagement - not showing up
- Poor response to feedback
- Not responsive to emails



Examples of lapses in professionalism

Severe

- Non-engagement - not showing up
- Displays of anger
- Intoxicated in a clinical setting
- Romantic or sexual relationship with a patient
- Forged signature

Professional Standards, Ethical Behaviours and Student Support (ProFESS)



Key point

The focus of ProFESS is to assist students develop a strong sense of professionalism and professional identity to ensure they are fit for healthcare practice or research in order to meet society's expectations of them.



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Logistics

Ms Jodie Vickers



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Available avenues for support

Ms Gina London

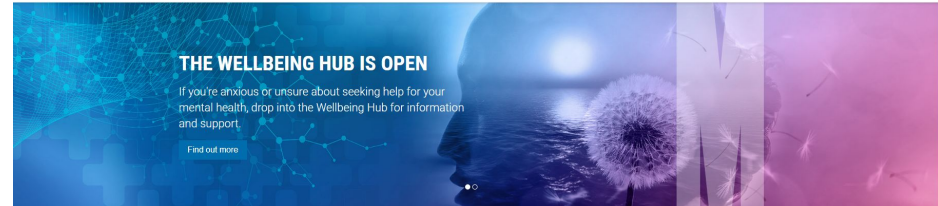
University's Wellbeing Approach

'Whole of university' approach where the responsibility for health and wellbeing is shared by the **whole** community and early help-seeking behaviour is encouraged



Student Support Services

- Academic Support
- Disability Support Services
- International Student Support
- Equity, Diversity and Inclusion
- Elite Athletes and performers
- Safety and Security
- Financial Assistance: scholarships; fee extensions; emergency grants
- University Health Services: GP's & Counselling Services
- Accommodation and Housing - support for students living on campus



Student support services



Monash Connect

Got a question? We can help. Our friendly, knowledgeable staff can provide you with support, information and advice.



Health and counselling

To keep you healthy in mind and body, Monash provides medical, dental, counselling services and more.



Financial assistance

Many people face budget challenges. Getting support as soon as possible can help you minimise financial stress.



MD Wellbeing Support

MD Student Wellbeing Resources

Unit Settings Participants Grades Reports More ▾

Contact Information for Support

GPs and Counselling appointments are available at the University Health Service:

- Health - Monash University - (03) 9905 3020
- Emergency contacts and other medical services - Current students (monash.edu)
- The Compassionate Friends: 1800 641 091 or 9888 4944
- GriefLine: 9935 7400 (12 noon – 3am)



Communications

Contact Us



Find a GP/Counsellor



Resources for Self Care



Sleep Health



Study Tips



Dealing with Change



ProFESS Framework



Bullying & Harassment



International or Inters...



Equal opportunity



LGBTIQ+



Resources for Indigen...



Peer Mentor Program



Jobs for Students



- MD Student Wellbeing Resources Moodle Page
- Student Wellbeing Liaison Officers
- Academic Staff
- Weekly drop in sessions with Academics and Support Staff

Student Wellbeing Liaison Officers



The Student Wellbeing Liaison Officers is a point of referral to:

- Financial services
- Housing
- A good GP
- Counselling services
- Reporting sexual harassment / assault
- Reporting bullying
- Community mental health services
- University Disability Support Services



Ms Jodie Vickers
Manager Medicine
Program



Ms Gina London
Student Wellbeing
Liaison Officer



Dr Matthew Thong
Director of
International Student
Welfare

Taking Responsibility

- Students are encouraged to have a GP
- Seek support and/or assistance from appropriate staff EARLY
- Remain aware of and maintain their wellbeing
- Have an action plan in place

Find a GP





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How to support your student

Prof Michelle Leech
A/Prof Cathy Haigh

TIPS to support your student

Encourage talking about what they are studying

Support the development of professional habits

Create space (literal and figurative) for private study

Understand that assessments and deadlines occur throughout the year

Take care when organising family holidays of term dates and assessment period dates (incl supplementary assessments)

Well being is important - encourage continuation of sporting interests and friendships

Students will need “downtime”

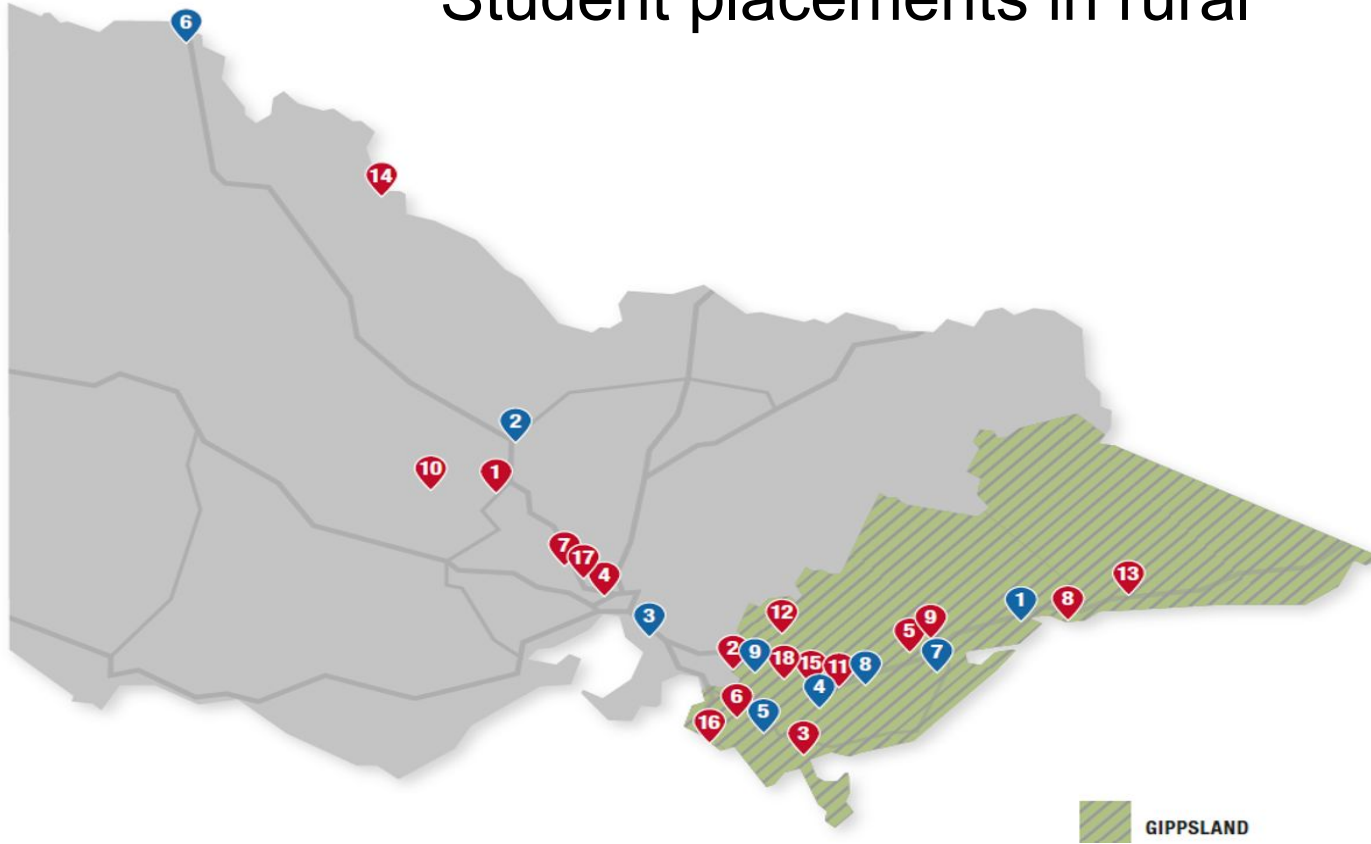


Supporting your student

- Private study
- Quiet place
- Time for leisure



Student placements in rural



MONASH RURAL HEALTH SITES

- | | |
|--------------|-------------|
| 1 Bairnsdale | 6 Mildura |
| 2 Bendigo | 7 Sale |
| 3 Clayton | 8 Traralgon |
| 4 Churchill | 9 Warragul |
| 5 Leongatha | |

COMMUNITY PLACEMENT SITES

- | | |
|------------------|-----------------|
| 1 Castlemaine | 10 Maryborough |
| 2 Drouin | 11 Morwell |
| 3 Foster | 12 Neerim South |
| 4 Gisborne | 13 Orbost |
| 5 Heyfield | 14 Swan Hill |
| 6 Korumburra | 15 Trafalgar |
| 7 Kyneton | 16 Wonthaggi |
| 8 Lakes Entrance | 17 Woodend |
| 9 Maffra | 18 Yarragon |

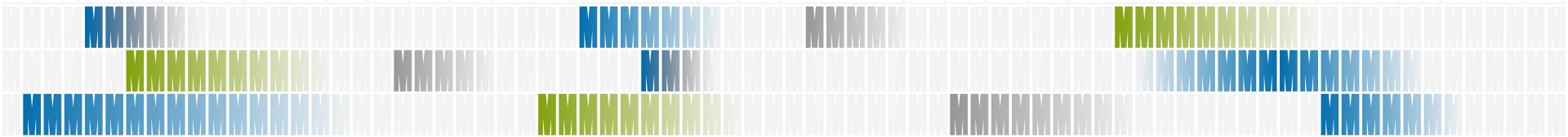
Going Rural

- A very positive learning opportunity
 - *28% (7 million) of Australia's population lives in rural and remote areas*
- Tend to be smaller student cohorts
- Experience opportunities for future practice, and to make a positive difference



Supporting your loved one

- Continue to connect to existing support
- Link to health professionals close to placement site
- Connect to the community where they are living
- Come and visit them if possible! Rural is worth seeing!





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What to do if a student faces academic or professionalism difficulties

All

Supporting students experiencing academic or professionalism difficulties

Encourage students to talk to someone in the course

- Tutor
- Discipline lead
- Pre-clinical Course Directors
- Student Wellbeing Liaison Officer





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Questions