

Clinical Education

Postgraduate Handbook



**THE UNIVERSITY OF
AUCKLAND**
Te Whare Wānanga o Tāmaki Makaurau
NEW ZEALAND

**MEDICAL AND
HEALTH SCIENCES**
SCHOOL OF MEDICINE

Welcome to the Centre for Medical and Health Sciences Education

We warmly welcome you to our Centre for Medical and Health Sciences Education (CMHSE). Our centre includes a team of academics from multiple disciplines who deliver current and practical clinical education to our students and to other teaching staff within the Faculty of Medical and Health Sciences. We offer blended learning programmes that are flexible to the needs of busy clinician students. Our team have diverse research strengths in such areas as simulation, interprofessional learning, professional identity, patient safety, well-being and competency-based medical education. We work closely with teachers and clinicians to foster strong teaching and

learning skills and a sense of community. CMHSE is the only centre in New Zealand offering a Masters in Clinical Education and as such our students span the country. Whether you are looking to develop your clinical teaching skills, take on educational leadership roles, or embark on an academic career in health professionals education, CMHSE offers a range of options and opportunities, from post-graduate certificate to PhD.

We trust that you will find your study with us relevant, practical and inspiring.



University admissions and enrolment

Students interested in enrolling in a Clinical Education programme need to complete an online application via Student Services Online:

www.studentservices.auckland.ac.nz

General postgraduate enrolment information is available from the Faculty of Medical and Health Sciences Student Centre.

The Student Centre

Building 503, Ground Floor
Faculty of Medical and Health Sciences
85 Park Road, Grafton
Auckland

Phone: +64 9 923 4888

Email: fmhs@auckland.ac.nz

Open: 8.30am-4.30pm, Monday to Friday

International students

If you are an international student (that is, you do not have citizenship or permanent residency in New Zealand or Australia) then you should contact the International Office for application information:

international@auckland.ac.nz

For information about Clinical Education programmes contact:

Theresa Huang

Administrator, CMHSE
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Building 507, 22 - 30 Park Road,
Grafton
Auckland

Phone: +64 9 923 9717

Email: Theresa.huang@auckland.ac.nz

OR

Dr Marcus Henning

Associate Professor, CMHSE

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"Medical education's ultimate aim is to supply society with a knowledgeable, skilled and up-to-date cadre of professionals who put patient care above self-interest, and undertake to maintain and develop their expertise over the course of a lifelong career."

Tim Swanwick and Graham Buckley, 2011

Swanwick, T. (Ed.). (2011). Understanding medical education: Evidence, theory and practice. John Wiley & Sons.

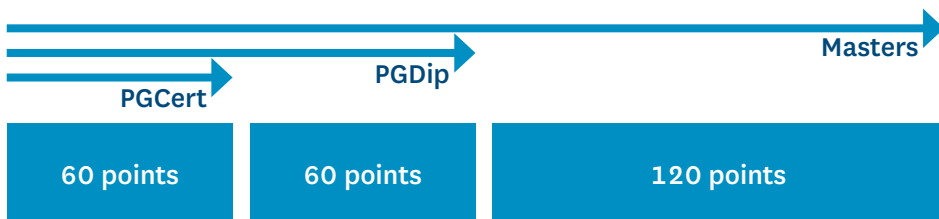
Postgraduate Studies in Clinical Education

The Centre for Medical and Health Sciences Education (CMHSE) is a hub for educational research and scholarship within the School of Medicine and across the faculty to promote excellence in teaching and learning.

Our programmes in Clinical Education are of particular relevance to health professionals involved in delivering medical undergraduate or specialist training programmes.

They have a high degree of relevance to workplace practice, with many assignments based on workplace activities. They provide the opportunity for clinical teachers to become excellent educators and researchers in the field.

Our programmes are multi-disciplinary and offer a range of courses, opportunities for independent studies and research projects.



Aaron Ooi

"I was motivated to sign up for the PG Dip in Clinical Education as I have always had a keen interest in teaching. The papers are well balanced with theoretical and practical components, being hands on and relevant to my clinical setting. The diploma has also since helped open doors for many opportunities over the years as I have pursued this passion in medical education."



Clinical Education schedule of courses taught

CLINED Courses	Pts
Semester 1	
CLINED 715 – Theory & Practice of Clinical Education	30
CLINED 711 – E-Learning	15
CLINED 712 – Curriculum and Course Design	15
CLINED 713 – Clinical Supervision	15
CLINED 718 – Professionalism in Clinical Education	15
Semester 2	
CLINED 716 – Assessing Clinical Performance	30
CLINED 703 – Learning in Small Groups	15
CLINED 705 – Simulation & Clinical Teaching	15
CLINED 706 – Interprofessional Learning, Teamwork and Patient Safety	15
CLINED 715 – Theory & Practice of Clinical Education	15
CLINED 719 – Clinical Education in Action	15

Students may enrol in special topic and dissertation papers in Semester 1 or 2, with approval from the programme director.

Special Topics and Dissertations	
CLINED 708 – Advanced Studies in the Assessment of Health Professionals	15
CLINED 709 – Advanced Studies in the Assessment of Health professionals	15
CLINED 710 – Special Studies	15
CLINED 790 – Dissertation	30
CLINED 796 – Thesis	60

Postgraduate Certificate in Clinical Education

Students wishing to enrol in this programme need to have completed a relevant degree or the requirements for a health professional qualification, have at least two years' relevant work experience and be currently engaged in clinical teaching or curriculum development in a health related discipline.

Points required:	60
Time to complete:	Within one semester if enrolled full-time, within two years if enrolled part-time.
Start semester:	One or Two
Content:	The course is conducted online with block teaching days.

Course options:

30 points from:

- CLINED 715
- NURSING 741

at least 15 points from:

- CLINED 703
- CLINED 705
- CLINED 706
- CLINED 711
- CLINED 712
- CLINED 713
- CLINED 716
- CLINED 718
- CLINED 719

Up to 15 points from a relevant postgraduate course approved by the programme director or nominee.



Postgraduate Diploma in Clinical Education

Students wishing to enrol in this programme need to have completed a relevant degree, or completed the requirements for a health professional qualification, have at least two years' relevant work experience, and be actively engaged in clinical teaching or curriculum development in a health related discipline.

Points Required:	120
Time to Complete:	Within one year if enrolled full-time, within four years if enrolled part-time
Start Semester:	One or Two
Content:	The course is conducted online with block teaching days.

Course options:

30 points from:

- CLINED 715
- NURSING 741

60 points from:

- CLINED 703 – 719

a further 30 points from:

- CLINED 703 – 719
- NURSING 735
- POPLHLTH 701

Or other courses approved by the programme director or nominee.

Please note: if continuing on to Masters the following is a required option:

- POPLHLTH 701 - Research Methods in Health (15 points)



Master of Clinical Education

Our Master of Clinical Education (MClinEd) programme provides educational theory and practice to equip graduates for a career in clinical education. Students can enrol directly in a 240 point masters from an undergraduate degree, or complete their PGDipClinEd and enrol in a 120 point Masters.

For either pathway, students must achieve a B average in the first 120 points of the ClinEd programme and POPLHLTH 701 to proceed to masters.

There are two options for the masters, taught or research. In a taught masters, the final 120 points comprises a mix of taught courses, and a 60 point dissertation. A research masters comprises a 120 point thesis.

Points Required: 120

Time to complete: **Research masters**
Within one year if enrolled full-time, within two years if enrolled part-time.

Taught masters
Within one year if enrolled full-time, within four years if enrolled part-time.

Start semester: One or Two

Students wishing to enrol in the **240 point MClinEd** need to have completed a relevant degree with at least a B average in their final year of study, and be currently engaged in clinical teaching or curriculum development in a health related discipline.

Points Required: 240

Time to complete: **Research masters**
Within two years if enrolled full-time, within four years if enrolled part-time.

Taught masters
Within two years if enrolled full-time, within four years if enrolled part-time.

Start semester: One or Two

Gail Foster

"Engaging in a learning programme that directly related to my role and career in undergraduate nursing education was a key motivator for gaining a Master of Clinical Education from the University of Auckland. The interprofessional education experience stimulated and influenced me to be a better educator in today's contemporary healthcare environments."



Gail's supervisor **Dr Tanisha Jowsey:**

"Gail is a fantastic, self-directed student who thrived in a supervision by distance situation. We met monthly via Skype to support her research and writing journey."

Course Prescriptions

CLINED 715 **Theory and Practice of Clinical Education**

30 points | Semester: 1 or 2

Examines the conceptual frameworks for learning in a clinical setting. The course will explore learning theory as it relates to the clinical experience, programme design, learner preparation, practical skills in enhancing learning in the clinical setting, and translation of theoretical knowledge into clinical practice.

CLINED 716 **Assessing Clinical Performance**

30 points | Semester: 2

Examines the purpose, criteria, methods, scoring methods and examiner training for a range of assessments of health professionals, with a focus on ensuring competence to practice. This will include concepts of reliability and validity, standard setting as well as advanced techniques to compare and effectively implement different types of clinical assessments.

CLINED 703 **Learning in Small Groups**

15 points | Semester: 2

Explores how clinicians operate as members and leaders of groups, and the conditions underlying effective group function both in education and the workplace.

CLINED 705 **Simulation and Clinical Skills Teaching**

15 points | Semester: 2

Theory and practice around the use of simulators in clinical education. Addresses underlying theory,

research, course design, acquisition of clinical skills, scenario-based learning, scenario design, simulator programming, and feedback after simulated performance.

CLINED 706 **Interprofessional Learning, Teamwork and Patient Safety**

15 points | Semester: 2

Explores and evaluates the evidence base on interprofessional learning in the health professions. Evaluates the role of interprofessional learning in building effective healthcare teams.

CLINED 708 **Advanced Studies in the Assessment of Health Professionals**

15 points | Semester: 1 or 2

Supervised research on an assessment topic approved by the Head of the School of Medicine.

CLINED 709 **Advanced Studies in Evaluation**

15 points | Semester: 1 or 2

Supervised research on an evaluation topic approved by the Head of the Centre for Medical and Health Sciences Education.

CLINED 710 **Special Studies**

15 points | Semester: 1 or 2

Independent study on a topic approved by the Head of School of Medicine.

CLINED 711 **E-Learning and Clinical Education**

15 points | Semester: 1

Develops the knowledge and skills to critically evaluate e-learning in the clinical setting. Addresses underlying theoretical constructs, practical skills, sourcing and selection of learning objects, course design and assessment.

CLINED 712 **Curriculum and Course Design**

15 points | Semester: 1

Theory, concepts, and processes that underlie curriculum development and the design of short courses for a clinical setting. Addresses outcome-based course design and the development of objectives, content, methods, materials, assessment and evaluation for a course or curriculum.

CLINED 713 **Clinical Supervision**

15 points | Semester: 1

Students will explore theories of workplace learning and models of supervision of students and trainees in the clinical workplace, understand the different roles of clinical supervisors, and develop knowledge and skills to improve the effectiveness of clinical supervision in their own context.

CLINED 718 **Professionalism in Clinical Education**

15 Points | Semester 1

Students will examine and critically reflect on the notion of professionalism in clinical education to ascertain how professionalism is fostered in health care settings. The course will address methods of teaching and learning professionalism.

CLINED 719 **Teaching and Learning in Clinical Settings**

15 points | Semester: 2

Takes a broad look across essential topics in clinical education of relevance to all clinical teachers involved in teaching with patients, assessing students and planning lessons. Application to practice and peer observation are key components of this course.

CLINED 790 60 Points **CLINED 790A 30 Points** **CLINED 790B 30 Points** **Dissertation**

Corequisite: POPLHLTH 701 or equivalent experience.

To complete this course students must enrol in CLINED 790 A and B, or CLINED 790

CLINED 796A 60 Points **CLINED 796B 60 Points** **Thesis**

Prerequisite: POPLHLTH 701 or equivalent experience.

To complete this course students must enrol in CLINED 796 A and B

CLINED 797A 60 Points **CLINED 797B 60 Points** **Research Portfolio**

Supervised research that represents the personal scholarly work of a student based on a coherent area of inquiry. Culminates in a conclusive piece of work related to a specific area of specialisation or scope of practice.

Prerequisite: POPLHLTH 701 or equivalent experience

To complete this course students must enrol in CLINED 797 A and B

PhD in Clinical Education

A PhD in Clinical Education allows candidates to pursue original research at the highest level of scholarship, preparing graduates for a career in clinical education and academia. A PhD programme can be completed in traditional monograph form or with publication, in which case you may publish your research as your work progresses. Our centre contains potential supervisors with a diverse range of backgrounds and interests, both in terms of topic areas and methodological approaches, and we would be happy to guide you in your choice of area of study and research scope.

Why I did my PhD in Clinical Education – Mataroria Lyndon

“In my view, completing a PhD is about starting a whakapapa and laying foundation in higher learning for my whānau and community.”

Exploring future directions

“I entered medical school wanting to work in clinical medicine while also being involved in wider healthcare. I didn’t know what that would be like, but my PhD research in medical education provided the opportunity for me to find out. During my PhD, I completed a Fellowship at Ko Awatea (Centre for Healthcare System Innovation and Improvement) at Counties Manukau District Health Board. I then applied to Harvard University in Boston, USA, where I completed a Masters of Public Health as a Fulbright and a Frank Knox scholar. The mentorship, the collaborations, and the research environment allowed the time for self-reflection and the chance to explore a career in public health and medical education. As a young clinician, my PhD was the opportunity to explore future directions while providing a supportive environment to set me on the path I was trying to find.”



Our teaching staff

All our teaching staff have the experience and capacity to supervise you with your Master or Doctoral research. Email us directly to start a conversation.

Professor Jennifer Mary Weller Director – CHMSE

MD, MBBS, MClEd, FRCA, FANZCA

Email: J.Weller@auckland.ac.nz



Research interests

My research focuses on teamwork and patient safety, simulation-based education and workplace-based assessment with over 100 publications in these areas.

My research has been underpinned by my practice as a specialist anaesthetist enabling me to translate many of the findings into effective initiatives in the clinical workplace.

Selected publications

- Castanelli, D.J., Weller, J. M., Molloy, E., Bearman, M. (2019). Shadow systems in assessment: how supervisors make progress decisions in practice. *Advances in Health Sciences Education*, 1-17. doi: 10.1007/s10459-019-09913-5
- Castenelli, D. J., Moonen-van Loon, J. M. W., Jolly, B. Weller, J. M. (2019). The reliability of a portfolio of workplace-based assessments in anesthesia training. *Canadian Journal of Anesthesia/Journal Canadien d'Anesthésie* 66 (2), 193-200. doi.org/10.1007/s12630-018-1251-7
- Jowsey, T, Beaver, P., Long, J, Civil, I., Garden, A. L., Henderson, K., & Merry, A. (2019). Towards a safer culture: implementing multidisciplinary simulation-based team training in New Zealand operating theatres-a framework analysis. *BMJ Open*, 9 (10). doi: 10.1136/bmjopen-2018-027122
- Weller, J.M., Jowsey, T., Skilton, C., DA Gargiulo, Medvedev, O. N., Civil, I. et al. (2018). Improving the quality of administration of the Surgical Safety Checklist: a mixed methods study in New Zealand hospitals. *BMJ Open*. 8 (12). e022882
- Weller, J. M., Castanelli, D. J., Chen, Y., & Jolly, B. (2017). Making robust assessments of specialist trainees' workplace performance. *British Journal of Anaesthesia*, 118(2), 207-214. doi:10.1093/bja/aew412doi:10.1007/s12630-016-0740-9
- Garden, A.L., Weller, J.M., Speaking up: does anaesthetists' gender influence teamwork and collaboration? (2017) *British Journal of Anaesthesia* 119 (4), 571-572. doi.org/10.1093/bja/aex279
- Castanelli, D. J., Jowsey, T., Chen, Y., & Weller, J. M. (2016). Perceptions of purpose, value, and process of the mini-Clinical Evaluation Exercise in anesthesia training. *Canadian Journal of Anesthesia*, 63(12),1345-1356.
- Weller, J. M., Civil, I., Torrie, J., Cumin, D., Garden, A., Corter, A., Merry, A.F. (2016) Can team training make surgery safer? Lessons for national implementation of a simulation-based programme. *New Zealand Medical Journal*. Oct 14;129(1443):9-17. <http://hdl.handle.net/2292/31299>
- Weller, J.M., Misur, M., Nicolson, S., Morris, J., Ure, S., Crossley, J., Jolly, B. (2014). Can I leave the theatre? A key to more reliable workplace-based assessment. *British Journal of Anaesthesia*, 112(6), 1083-1091. <https://doi.org/10.1093/bja/aeu052>

Dr Marcus Henning Associate Professor

CLTA, DipTch, BA, MA (psychology), MBus (management), PhD (education)

Email: M.Henning@auckland.ac.nz

Research Interests

Motivation and self-regulation, quality of life, workplace conflict and harassment, professionalism, learning disability, assessment, and adult learning.



Selected publications

- Krägeloh CU, Medvedev, O. N., Hill, E. M., Webster, C. S., Booth, R. J., & Henning, M. A. (2019). Improving measurement of trait competitiveness: A Rasch Analysis of the Revised Competitiveness Index with samples from New Zealand and US university students. *Psychological reports*, 122 (2), 689-708.
- Henning, M. A., Chen, Y., Ram, S., & Malpas, P. (2019). Describing the attributional nature of academic dishonesty. *Medical Science Educator*, 29(2), 577-581.
- Ram, S., Hussainy, S., Henning, M., Jensen, M., Stewart, K., & Russell, B. (2019). Cognitive Enhancers (CE) and learning strategies. *Journal of Cognitive Enhancement*, 3 (1), 124-130.
- Krägeloh, C. U., Henning, M. A., Medvedev, O. N., Feng, X. J., Moir, F., Billington, R., & Siegert, R. J. (2019). *Mindfulness-Based Intervention Research Characteristics, Approaches, and Developments*, (1st ed.). Singapore: Routledge.
- Henning, M. A., Nejadghanbar, H., & Abaraogu, U. (2018). Developing a revised Cross-Cultural Academic Integrity Questionnaire (CCAIQ-2). *Journal of Academic Ethics*, 16 (3), 241-255.
- Krägeloh CU, Wang, G. Y., Zhao, Q., Medvedev, O. N., Wu, Y., & Henning, M. A. (2018). Revised Competitiveness Index for use in China: Translation and Rasch analysis. *International Journal of Educational Research*, 90, 78-86.
- Henning, M. A., Krageloh, C. U., Dryer, R., Moir, F., Billington, R., & Hill, A. G. (Eds.) (2018). *Wellbeing in higher education: Cultivating a healthy lifestyle among faculty and students* (Edited version). London, United Kingdom: Taylor & Francis Ltd.

Dr Craig Stephen Webster

Associate Professor

BSc Psyc, MSc (First Class honours) Neuropsych, PhD Anaesthesiology
(Human Factors)

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Research Interests

Clinical and human factors research projects, cognitive ergonomic evaluation of medical equipment, teamwork functioning, patient safety, compliance with safety initiatives, better understanding of the patient experience, theoretical and practical aspects of the way people and technology interact in complex systems and organisations, and effects such interaction has on safety.

Selected publications

- Webster C.S., Jowsey T., Lu L.M., Henning M.A., Verstappen A, Wearn A., Reid P.M., Merry A.F., Weller J.M. (2019) Capturing the experience of the hospital-stay journey from admission to discharge using diaries completed by patients in their own words: A qualitative study. *BMJ Open*, 9, e027258.
- Webster, C.S. (2019) Evidence and efficacy: time to think beyond the traditional randomised controlled trial in patient safety studies. *British Journal of Anaesthesia*, 122, 723-5.
- Martini N., Farmer K., Patil S., Tan G., Wang C., Wong L., Webster C.S. (2019) Designing and evaluating a virtual patient simulation – the journey from uniprofessional to interprofessional learning. *Information*, 10, 28, doi.org/10.3390/info10010028
- Buist N., Webster C.S. (2019) Simulation training to improve the ability of first-year doctors to assess and manage deteriorating patients: A systematic review and meta-analysis. *Medical Science Educator*, 29, 749-61.
- Barnes T, Yu T.-C.W., Webster C.S. (2019) Preparedness of medical students and junior doctors for their role as clinical leaders: A systematic review. *Medical Teacher*, doi.org/10.1080/0142159X.2019.1665632.
- Webster C.S., Hallett C., Torrie J., Verstappen A. C., Barrow M., Moharib M., & Weller J. (2018). Advanced cardiac life support training in interprofessional teams of undergraduate nursing and medical students using mannequin-based simulation. *Medical Science Educator*, 28, 155-163.
- Webster C.S., Ling C., Barrow M., Poole P., & Henning M. (2017). A cross-disciplinary assessment of student loans debt, financial support for study and career preferences upon graduation. *New Zealand Medical Journal*, 130, 43-53.
- Webster C.S. (2016). Safety in unpredictable complex systems – a framework for the analysis of safety derived from the nuclear power industry, *Prometheus*, 34, 115-32.
- Webster C.S., Mason K.P., Shafer S. (2016). Threats to safety during sedation outside of the operating room and the death of Michael Jackson. *Current Opinions in Anesthesiology*, 29, S36-47.
- Webster C.S., Luo A.Y., Krageloh C., Moir F., Henning M. (2016). A systematic review of the health benefits of Tai Chi for students in higher education. *Preventive Medicine Reports*, 3, 103-112.
- Webster C.S., Anderson E., Edwards K., Merry A.F., Torrie J., Weller J.M. (2015). Deviation from accepted drug administration guidelines during anaesthesia in twenty highly realistic simulated cases. *Anaesthesia and Intensive Care*, 43, 698-706.

Dr Andrea Jane Thompson Professional Teaching Fellow

MHSc (First Class Honours), PhD

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Teaching interests'

Andrea's teaching focal points are supervision, feedback and small group learning.

Research Interests

Workplace assessment, clinical supervision, professionalism, preceptorship, communication, curriculum development and evaluation of teaching/learning initiatives in clinical settings.

Selected publications

- Thompson, A., Smythe, E., & Jones, M. (2016). Partnerships for clinical learning: A collaborative initiative to support medical imaging technology students and their supervisors. *Radiography*, 22(1), 118-124. DOI: <http://dx.doi.org/10.1016/j.radi.2015.12.003>
- Henning, M. A., Ram, S., Malpas, P., Sisley, R., Thompson, A., & Hawken, S. J. (2014). Reasons for academic honesty and dishonesty with solutions: a study of pharmacy and medical students in New Zealand. *Journal of medical ethics*, 40(10), 702-709. URL: <http://hdl.handle.net/2292/23026>
- Weller, J.M., Henning, M., Butler, R., Thompson, A. (2014). The impact of the Australian and New Zealand College of Anaesthetists' specialist examinations on trainee learning and wellbeing: a qualitative study. *Anaesthesia and Intensive Care*, 42(6), 736-744.
- Henning, M. A., Krägeloh, C., Thompson, A., Sisley, R., Doherty, I., & Hawken, S. J. (September, 2013). Religious affiliation, quality of life and academic performance: New Zealand Medical students. *Journal of Religion and Health* DOI:10.1007/s10943-013-9769-z
- Yelder, J., Thompson, A., De Bueger, T. (2012). Re-thinking clinical assessment. What can we learn from the medical literature? *Radiography*, 18(4), 296-300.



Dr Keerthi Kumar Professional Teaching Fellow

MBChB, BMedSc (First Class Honours), PGDipClinEd

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Teaching interests

Keerthi is a part-time Professional Teaching Fellow at CMHSE. She is currently involved in teaching both undergraduate and postgraduate students. She has presented at Clinical Education workshops, which have been organised by CMHSE, for health professionals working in regional areas of the upper North Island. She has also facilitated clinical teaching workshops for junior Resident Medical Officers (RMOs).



Dr Mataroria Lyndon

Senior Lecturer

MBCChB, MPH (Harvard), PhD
Ngāti Hine, Ngāti Whātua, Waikato

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Research interests

I am a public health doctor with research interests in medical education and public health. My focus is academic motivation and well-being, Māori health, and healthcare systems research. I also have an interest in digital health and health data science.

Selected publications

Book chapters

- Lyndon, M.P., & Hill, A.G. Motivation and Quality of Life Across Cultures. (2014). In M.A. Henning, C Krageloh, G Wong Toi (Eds.) *Student Motivation and Quality of Life in Higher Education*. Oxon, United Kingdom: Routledge.
- Lyndon, M.P. & Hill, A.G. (2013). Mentoring Residents Conducting Academic Research. In M. Berg (Ed.), *Cutting Edges in Surgery*. Goteborg, Sweden. Surgicon.

Journal articles

- Lyndon, M.P., Cassidy, M.P., Celi, L.A., Hendrik, L., Kim, Y.J., Gomez, N., Baum, N., Bulgarelli, N., Paik, K.E., & Dagan, A. (2018). Hacking Hackathons: Preparing the next generation for the multidisciplinary world of healthcare technology. *International Journal of Medical Informatics*, 112, 1-5. doi: 10.1016/j.ijmedinf.2017.12.020.
- Lyndon, M.P., Henning, M.A., Alyami, H., Krishna, S, Yu, TC., & Hill, A.G. (2017). The Impact of a Revised Medical Curriculum on Academic Motivation, Burnout, and Quality of Life among Medical Students. *Journal of Medical Education and Curricular Development*, 4. 1-8. doi: 10.1177/2382120517721901.
- Lyndon, M.P., Henning, M.A., Alyami, H., Zeng, I., Yu, TC., & Hill, A.G. (2017). Burnout, Quality of Life, Motivation, and Academic Achievement among Medical Students: A Person-oriented Approach. *Perspectives on Medical Education*, 6(2).108-114. doi: 10.1007/s40037-017-0340-6.
- Lyndon, M.P., Masters, T., Yu, TC., Shao, R., Henning, M.A., & Hill, A.G. (2016). Medical Student Motivation and Well-being: A Systematic Review. *Education in Medicine Journal*, 8(3). 11-20.
- Lyndon, M.P., Strom, J.M., Yu, T.C., Wilson, N.C., Singh, P.P., Lemanu, D.P., Yelder, J., & Hill, A.G. (2014). The Relationship between Academic Assessment and Psychological Distress Among Medical Students: A Systematic Review. *Perspectives on Medical Education*, 3(2). 136-43. doi: 10.1007/s40037-014-0148-6.

Dr Rain Lamdin

Lecturer

BSc, BHB, MBChB, Grad Dip Ed., PhD

Email: R.Lamdin@auckland.ac.nz



Research interests

Rain has research interests in clinical learning, teaching and supervision, transitions and professional socialisation through qualitative methodologies.

Selected publications

- Shaw, S., & Lamdin, R. (2017). An experience of practitioners navigating the role of patient/caregiver. *Patient Experience Journal*, 4(1), 159-162.
- Jones, P., Dalziel, S.R., Lamdin, R., Miles-Chan, J.L., Frampton, C. (2015). Oral non-steroidal anti-inflammatory drugs versus other oral analgesic agents for acute soft tissue injury. *Cochrane Database of Systematic Reviews*, 7(2). doi: 10.1002/14651858.CD007789.pub2.
- Lamdin, R. (2013). First clinical attachments: Informal learning and stressors in the clinical environment, In: C Figley, P Huggard, & C Rees (Eds.), *First do no self-harm: Understanding and promoting physician stress resilience* (pp. 24-43). Oxford University Press: New York, NY.
- Henning, M., Krägeloh, C., Manolo, E., Doherty, I., Lamdin, R., & Hawken, S. (2013). Medical students in early clinical training and achievement motivation: Variations according to gender, enrollment status and age. *Medical Science Educator*, 23(1), 6-15. doi: 10.1007/BF03341798
- Lamdin, R., Weller, J., & Kerse, N. (2012). Orientation to dissection: Assisting students through the transition, *Clinical Anatomy*, 25(2), 235-240. doi: 10.1002/ca.21244
- Henning, M., & Lamdin, R. (2011). The pen is mightier than the sword. *New Zealand Education Review*. 1 Sept 2011. <http://www.educationreview.co.nz/pages/section/article.php?s=Postgrad+%26+Research&idArticle=22262>
- Horne, W., Reid, D., Larmer, P., Lamdin, R. (2010). Professional practice. In S Shaw, & B Deed (Eds.), *Health and environment in Aotearoa/New Zealand* (pp. 236-255). Oxford University Press: Melbourne, Victoria.

Dr Yan Chen

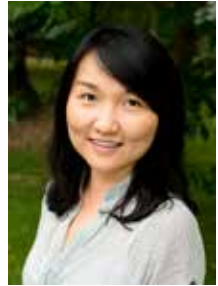
Lecturer

BA Psyc (First Class Honours), PhD Psychology, PGCert Academic Practice

Email: Yan.Chen@auckland.ac.nz

Research Interests

Professionalism and professional identity formation, wellbeing, assessment, teamwork perception, research methods, and cross-cultural research.



Selected publications

- Henning, M., Chen, Y., Ram, S., & Malpas, P. (2019). Describing the attributional nature of academic dishonesty. *Medical Science Educator*, 29(2), 577-581.
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Teaching interests

Tanisha's teaching philosophy is focused on valuing and motivating students, having fun, and experiential learning. This philosophy informs her learning activities and her approach to simulation learning.

Research Interests

Tanisha is a medical anthropologist and lecturer in medical education. Her research modes of expertise are in qualitative methodologies, including phenomenology, thematic analysis, photo elicitation, and ethnography. Her research areas of interest are arts and humanities in medicine, communication, and clinical simulation training.

Selected publications

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