

SPEAKER PRESENTATION ABSTRACTS (CONT)

ID: 12950

Title: Clinical Teaching, Supervision and Assessment from the Perspective of International Students: is this the Elephant in the Room for Professional Development of Health Educators?

Dr Kwang Yee, Wendy Page, Morag Porteous, Bunmi Malau-Aduli

Introduction/Background

International students represent a small but significant proportion of healthcare students in Australia. International students provide cultural diversity, an internationalisation and globalization view as well as financial benefits to many universities. International students however are often over-represented in the struggling students cohort and many do not achieve their full potential in assessments. A review of the medical education literature and conference abstracts, identify few studies which investigate the journey of international students and the issues they face when attending healthcare courses. This PeArL session encourages educators to share experiences and opinions regarding international students.

Purpose/Objectives

The purposes of this PeArL session is to:
Define the issues surrounding international students in studying healthcare courses in Australia.
Identify potential solutions to support international students
Discuss research and our research proposal regarding international students.

Issues/Questions for exploration or ideas for discussion

This PeArL aims to explore and discuss the following issues:
Clinical teaching and supervision in relation to international students
The potential impact and validity of assessments for international students
The potential for peer learning support for international students
Professional development needs of educators to effectively support international students
My Aussie Journey: our research proposal regarding international students.

SPEAKER PRESENTATION ABSTRACTS (CONT)

CONCURRENT SESSION 1 1130 – 1230 SIMULATION

ID: 12901

Title: Enabling Medical Students' Transition to Clinical Practice through Case-Based Simulation Technology

Dr Victoria Brazil, Patricia Johnson, Michelle McLean

Introduction/Background

At our undergraduate medical school PBL forms the core of learning for the first seven semesters. This provides a framework for achievement of learning objectives across all themes, as well as a thorough grounding in small group, self-directed learning. Our evaluation suggests that students outgrow this format of PBL as they prepare for transition to clinical rotations. Our project is to transform the current paper-based PBL case process into a simulated hospital environment in which learners will participate in supervised simulated patient care using an app currently used in clinical practice. In clinical teams, students will work together online and in face-to-face meetings to identify learning issues triggered by the patient cases, and to be responsible for reviewing their patients' status and making clinical management decisions.

Purpose/Objectives

We aim to enable a shift a) in the content of their learning from predominantly scientific basis of medicine learning outcomes to a greater emphasis on practitioner and professional themes, and b) in their approach to learning - from learning in the university context to learning in the clinical environment. Finally, we aim to familiarise students with technology used in clinical practice.

Issues/Questions for exploration or ideas for discussion

What learning behaviours and clinical practice behaviours do students engage in using this approach?
How well do students perceive this approach prepares them for clinical practice?
How feasible and effective is this from a teacher perspective?
Can this approach be used to improve formative assessment through analysis of online 'patient care'?