



AMED884

Medical Education and Evidence-Based Practice

SM2 2014

School of Advanced Medicine

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Unit Schedule</u>	6
<u>Policies and Procedures</u>	6

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Other staff

Mary Simons

mary.simons@mq.edu.au

Contact via mary.simons@mq.edu.au

University Library (by appointment)

Unit Convenor

Candace Newberry

candace.newberry@mq.edu.au

Contact via candace.newberry@mq.edu.au

Credit points

4

Prerequisites

Admission to MASurg or MAMed or MMedPrac or MSurg or DAdvSurg

Corequisites

Co-badged status

Unit description

Scholars completing this unit will have demonstrated competence in the application of basic educational and research skills that will enhance their professional career, provide them with the skills to critically appraise literature, and enhance their capacity for leadership and education in the workplace.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Apply principles of evidence-based practice to develop a clinical question.

Search the medical literature in an iterative way.

Critically appraise the literature and assess its relevance to the clinical question.

Write a literature review that incorporates mastery of the process of critical appraisal and can be published or distributed for external use

Identify key barriers to learning in medical education and identify appropriate solutions.
Understand how to facilitate learning in others and in self
Apply a practical understanding of medical education to develop learning activities and assessment tasks for medical education.

Assessment Tasks

Name	Weighting	Due
<u>Presentation of search</u>	10%	25/02/14
<u>Quiz 2</u>	10%	03/03/14
<u>Literature Review</u>	40%	07/04/14
<u>Educational activity plan</u>	10%	15/04/14
<u>Education presentation</u>	10%	13/05/14
<u>Report and reflection</u>	20%	16/05/14

Presentation of search

Due: **25/02/14**

Weighting: **10%**

Develop database searching skills with your librarian and view videos on iLearn. Develop and present your iterative search strategies to the group in Meeting 2 then submit for assessment.

On successful completion you will be able to:

- Apply principles of evidence-based practice to develop a clinical question.
- Search the medical literature in an iterative way.

Quiz 2

Due: **03/03/14**

Weighting: **10%**

Complete the second online quiz designed to test your current understanding of the principles of evidence-based practice, literature searching and critical appraisal.

On successful completion you will be able to:

- Apply principles of evidence-based practice to develop a clinical question.
- Search the medical literature in an iterative way.

Literature Review

Due: **07/04/14**

Weighting: **40%**

In consultation with your clinical supervisor, write a literature review based on the papers identified during your database searches. The review will include critical analysis of the papers retrieved and interpretation of the information to inform the direction of future research and practice. Length: 2000 words. Reference style: Vancouver.

On successful completion you will be able to:

- Critically appraise the literature and assess its relevance to the clinical question.
- Write a literature review that incorporates mastery of the process of critical appraisal and can be published or distributed for external use

Educational activity plan

Due: **15/04/14**

Weighting: **10%**

Presentation of an aspect of your research into adult education for the group.

Written description of an educational activity designed by you that is relevant to your practice. The development of the activity will be informed by current thinking in medical education citing research in the area of adult learning and or medical education(you are required to use academic references). It will identify clear learning outcomes and methods of evaluation. Potential barriers to learning and methods of facilitating learning in your target audience should be considered.

On successful completion you will be able to:

- Identify key barriers to learning in medical education and identify appropriate solutions.
- Understand how to facilitate learning in others and in self
- Apply a practical understanding of medical education to develop learning activities and assessment tasks for medical education.

Education presentation

Due: **13/05/14**

Weighting: **10%**

The practical component to this unit is teaching the educational activity that has been developed. This assessment is an in class presentation to discuss the outcomes of your educational activity with analysis of feedback from your audience and reflection on your teaching skills.

On successful completion you will be able to:

- Identify key barriers to learning in medical education and identify appropriate solutions.
- Understand how to facilitate learning in others and in self
- Apply a practical understanding of medical education to develop learning activities and assessment tasks for medical education.

Report and reflection

Due: **16/05/14**

Weighting: **20%**

Report on your educational activity with reference to educational theory and literature to support the method and delivery of the activity. Include the experiences you had as a teacher and the feedback you received from your learners. Length: 1000 words.

On successful completion you will be able to:

- Identify key barriers to learning in medical education and identify appropriate solutions.
- Understand how to facilitate learning in others and in self
- Apply a practical understanding of medical education to develop learning activities and assessment tasks for medical education.

Delivery and Resources

Technologies used and required:

This Unit has an online presence in iLearn. You will need access to broadband and a computer, as well as the ability to participate in online forums and communicate by email. Students unable to attend the meetings in person will need to participate by Webex. There are six tutorials to attend this semester; 80% attendance rate is obligatory. If you are unable to attend a meeting, please contact a unit convenor beforehand.

Seminar times and locations:

There will be six meetings for teaching and presentations this semester.

The time of the tutorials is 7am-9am in the ASAM Boardroom. Attendance is in person or via Webex and attendance at 5 out of 6 meetings is required.

Required and recommended readings:

Required and recommended readings are noted each week in iLearn. Some readings will be accessed through [e-Reserve](#) via the Unit code AMED884. There is also an extensive list of suggested resources in the [Library Libguide](#) for this subject. The Library provides hard copies of some recommended texts (in [Reserve](#) and in the general collection) as well as e-books and other online resources. Books, book chapters and journal articles not held by the Library can be requested through the [Library Document Supply Service](#), a free service for postgraduate students and academic staff.

Assessments include presentations to be made to the group, online quizzes and forum

participation as well as written submissions. Written work is submitted online through the iLearn platform.

Unit Schedule

There will be six meetings for teaching and presentations this semester.

The time of the tutorials is 7am-9am and attendance is in person or via Webex. Attendance at 5 meetings is compulsory.

DATE	PLACE	CONTENT
Tuesday 11th February	Boardroom ASAM	Introduction and database searching
Tuesday 25th February	Boardroom ASAM	Search presentation; Writing a literature review (1)
Tuesday 3rd March	Boardroom ASAM	Writing a literature review (2); Critical appraisal
Tuesday 4th April	Boardroom ASAM	Education activity
Tuesday 15th April	Boardroom ASAM	Present educational plan
Tuesday 13th May	Boardroom ASAM	Report and reflect on educational activity

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Internal ASAM Procedures:

Code of conduct

Scholars enrolled in ASAM programs who are also working or observing in Macquarie University Hospital are subject to the Hospital's Code of Conduct.

Attendance requirements

Students/scholars are required to attend a minimum of 80% of classes and other scheduled learning activities, such as clinics, journal clubs and unit meetings, unless special consideration is granted by the unit convenor. If a student/scholar does not attend a minimum of 80% of classes, he/she may not be able to pass the unit.

Penalties for late submissions

Late submissions will be penalised unless special consideration is granted by the unit convenor. The penalty is 10% per week or part thereof.

You must complete all assessment tasks to pass the unit.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.