

Clinical Education

Postgraduate Handbook



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

**MEDICAL AND
HEALTH SCIENCES**
SCHOOL OF MEDICINE



Postgraduate Studies in Clinical Education

The Centre for Medical and Health Sciences Education (CMHSE) is a hub for educational research and scholarship within the Faculty of Medical and Health Sciences, working across the Schools of Medicine, Nursing, Pharmacy and Population Health to promote excellence in teaching and learning.

Our programmes 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 (hence course assignments are work-based) and they aim to 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 on topics including:

- the core principles of educational theory
- curriculum teaching
- simulation
- interprofessional and small group learning
- evaluation and assessment
- e-learning

"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 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 and features optional face-to-face workshops.

Course options:

30 points from:

- CLINED 715 - Clinical Teaching (30 points)
- NURSING 741- Education for Clinical Practice (30 points)

at least 15 points from:

- CLINED 703 - Learning in Small Groups (15 points)
- CLINED 705 - Simulation and Clinical Skills Teaching (15 points)
- CLINED 711 - E-learning and Clinical Education (15 points)
- CLINED 712 - Curriculum and Course Design (15 points)
- CLINED 713 - Clinical Supervision (15 points)
- CLINED 716 - Assessing Clinical Performance (30 points)
- CLINED 719 - Teaching and Learning in Clinical Settings (15 points)

Up to 15 points from a relevant postgraduate course approved by the Head of the School of Medicine.

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."



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 and features optional face-to-face workshops.

Course options:

30 points from:

- CLINED 715 - Clinical Teaching (30 points)

30 points from:

- CLINED 703 – Learning in Small Groups (15 points)
- CLINED 712 – Curriculum and Course Design (15 points)
- CLINED 716 – Assessing Clinical Performance (30 points)

at least 30 points from:

- CLINED 703 - Learning in Small Groups (15 points)
- CLINED 705 - Simulation and Clinical Skills Teaching (15 points)
- CLINED 706 - Interprofessional Learning, Teamwork and Patient Safety (15 points)
- CLINED 708 - Advanced Studies in the Assessment of Health Professionals (15 points)
- CLINED 709 - Advanced Studies in Evaluation (15 points)
- CLINED 710 - Special Studies (15 points)
- CLINED 711 - E-learning and Clinical Education (15 points)
- CLINED 712 - Curriculum and Course Design (15 points)
- CLINED 713 - Clinical Supervision (15 points)
- CLINED 716 - Assessing Clinical Performance (30 points)
- CLINED 718 - Professionalism (15 points)
- CLINED 719 - Teaching and Learning in Clinical Settings (15 points)

Up to 30 points from a relevant postgraduate course approved by the Head of the School of Medicine.

Please note: if continuing on to Masters the following is a recommended 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. The programme has two pathways: research masters or taught masters.

Students wishing to enrol in the **120 point MClined** need to have completed the requirements for the Postgraduate Diploma in Clinical Education or equivalent, and be currently engaged in clinical teaching or curriculum development in a health related discipline.

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 inter-professional 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."

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:

Reena D'costa

Administrator, CMHSE
Room 17, Level 12
Auckland Hospital Support Building
2 Park Road, Grafton
Auckland

Phone: +64 9 923 7284

Fax: +64 9 373 7641

Email: r.dcosta@auckland.ac.nz

OR

Dr Marcus Henning

Associate Professor, CMHSE

Phone: +64 9 923 7392

Email: m.henning@auckland.ac.nz

Course Prescriptions

CLINED 715 Theory and Practice of Clinical Education

30 points | Semester: 1

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

Supervised special study on a topic approved by the Head of the Centre for Medical and Health Sciences Education.

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 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.

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

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

- Weller, J.M., Castanelli, D.J., Chen, Y., Jolly, B. Making robust assessments of specialist trainees workplace performance. *British Journal of Anaesthesia* 2017 118 (2): 207-214 doi: 10.1093/bja/aew412
- Weller JM, Civil I, Torrie J, Cumin D, Garden A, Corter A, Merry AF. Can team training make surgery safer? Lessons for national implementation of a simulation-based programme. *New Zealand Medical Journal* 2016. October 14th. Volume 129 Number 1443
- Weller, J. M. (2016). Improving procedural performance through warm-up and mental imagery. *British Journal of Anaesthesia*. 116(3), 315-317.
- Can I leave the theatre? A key to more reliable workplace-based assessment. Weller JM, Misur M, Nicolson S, Morris J, Ure S, Crossley J, Jolly B. (2014). *British Journal of Anaesthesia*, 112(6), 1083-1091.
- Building the Evidence on Simulation Validity: Comparison of Anesthesiologists' Communication Patterns in Real and Simulated Cases. Weller JM, Henderson R, Webster C, Shulruf B, Torrie J, Davies E, Henderson K, Frampton C, Merry AF. *Anesthesiology* 2014, 120(1):142-148, 20142014.
- Weller J, Frengley R, Torrie J, Shulruf B, Jolly B, Hopley L, et al. Evaluation of an instrument to measure teamwork in multidisciplinary critical care teams. *BMJ Qual Saf*. 2011;20(3):216-22.
- Weller J, Boyd M, Cumin D. Teams, tribes and patient safety: Overcoming barriers to effective teamwork in healthcare. *Postgraduate Medical Journal* 2014, 90(1061), 149-154. (Invited review)
- Weller JM. Simulation in undergraduate medical education: bridging the gap between theory and practice. *Medical Education* 2004. 38 (1), 32-38 (250 citations)
- Garden AL, Weller JM. Speaking up: does anaesthetists' gender influence teamwork and collaboration? *British Journal of Anaesthesia* 2017 119 (4), 571-572

Dr Marcus Henning Associate Professor

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



Research Interests

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

Selected publications

- Moir, F., Henning, M., Hassed, C., Moyes, S. A., & Elley, C. R. (2016). A Peer-Support and Mindfulness Program to Improve the Mental Health of Medical Students. *Teaching and learning in medicine*, 28 (3), 293-302.
- Henning, M. A., Malpas, P., Ram, S., Rajput, V., Krstić V, Boyd, M., & Hawken, S. J. (2016). Students' responses to scenarios depicting ethical dilemmas: a study of pharmacy and medical students in New Zealand. *Journal of medical ethics*, 42 (7), 466-473.
- Webster, C. S., Luo, A. Y., Krägeloh C, Moir, F., & Henning, M. (2016). A systematic review of the health benefits of Tai Chi for students in higher education. *Prev Med Rep*, 3, 103-112. 10.1016/j.pmedr.2015.12.006 URL: <http://hdl.handle.net/2292/29594>
- Okesene-Gafa, K., Chelimo, C., Chua, S., Henning, M., & McCowan, L. (2016). Knowledge and beliefs about nutrition and physical activity during pregnancy in women from South Auckland region, New Zealand. *The Australian & New Zealand journal of obstetrics & gynaecology*
- Dryer, R., Henning, M. A., Tyson, G. A., & Shaw, R. (2016). Academic Achievement Performance of University Students with Disability: Exploring the Influence of Non-academic Factors. *International Journal of Disability, Development and Education*, 1-12. 10.1080/1034912X.2015.1130217
- Rajput, V., Spiro, R., & Henning, M. (2016). Subtraction: Critical skills for clinician at bedside. *Indian Journal of Medical Specialities*, 7 (2), 55-57. 10.1016/j.injms.2016.05.002 URL: <http://hdl.handle.net/2292/29609>
- Henning, M. A., Chen, Y., & Hawken, S. J. (2016). Does student engagement in academic dishonesty suggest a lack of self-control?. In C. Saunders (Ed.) *Psychology of self-control: New research* (pp. 15-32). New York, NY, USA: Nova Science Publishers.
- Alyami, H., Su'a B, Sundram, F., Alyami, M., Lyndon, M. P., Yu, T. C., Henning, M., Hill, A. G. (2016). Teaching medical students history taking content: A systematic review. *American Journal of Educational Research*, 4 (3), 227-233. 10.12691/education-4-3-2

Dr Craig Stephen Webster Senior Lecturer

BSc Psyc, MSc (1st class Hons) Neuropsych, PhD Anaesthesiology (Human Factors)



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

Book Chapters

- Webster, C. S., Anderson, B. J., Stabile, M. J., & Merry, A. F. (2015). Improving the safety of pediatric sedation – Human error, technology, and clinical microsystems. In K. P. Mason (Ed.) Pediatric sedation outside of the operating room: A multispecialty international collaboration (pp. 587-612). New York, USA: Springer. 10.1007/978-1-4939-1390-9_30
URL: <http://hdl.handle.net/2292/29601>

Journal Articles

- Webster, C. S., Mason, K. P., & Shafer, S. L. (2016). Threats to safety during sedation outside of the operating room and the death of Michael Jackson. *Current Opinion in Anaesthesiology*, 29 (Suppl 1), S36-S47. 10.1097/ACO.000000000000031 **URL:** <http://hdl.handle.net/2292/29597>
- Webster, C.S. (2016) Color coding, labeling, and evidence for safety gains. *Anesthesia and Analgesia*, 122, 1222.
- Webster, C. S., Andersson, 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 (6), 698-706. **URL:** <http://hdl.handle.net/2292/27920>
- Webster, C., Lu, L. M., & Henning, M. A. (2014). Using hospital-stay diaries to improve communication with patients. *Medical Education*, 48 (5), 533-534. 10.1111/medu.12437
URL: <http://hdl.handle.net/2292/24617>
- Webster, C. S. (2012). Alan Turing's unorganized machines and artificial neural networks: his remarkable early work and future possibilities. *Evolutionary Intelligence*, 5, 35-43. 10.1007/s12065-0060-5 **URL:** <http://hdl.handle.net/2292/24454>
- Webster, C. S., Larsson, L., Frampton, C. M., Weller, J., McKenzie, A., Cumin, D., & Merry, A. F. (2010). Clinical assessment of a new anaesthetic drug administration system: a prospective, controlled, longitudinal incident monitoring study. *Anaesthesia*, 65 (5), 490-499. 10.1111/j.1365-2044.2010.06325.x **URL:** <http://hdl.handle.net/2292/24546>

Dr Tanisha Jowsey Lecturer

BA (hons1), MA, PhD



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 multi-morbidity, chronic and terminal illness, patient experience, postgraduate thesis writing models, arts in medicine, communication, and clinical simulation training.

Selected publications

- Castanelli DJ, Jowsey T, Chen Y, Weller JM (Dec 2016). Perceptions of purpose, value, and process of the mini-Clinical Evaluation Exercise in anesthesia training. *Can J Anaesth* 63(12):1345-1356
- Jowsey T, Skilton C, Dennis S, Weller JM (Jul 2016). Structured team communication in a simulated operation: an ethnographic approach. *Internal Medicine Review* 1-11 10
- Jowsey, T. (2016). Time and chronic illness: a narrative review. *Quality of Life Research*, 25 (5), 1093-1102. 10.1007/s11136-015-1169-2 **URL:** <http://hdl.handle.net/2292/28789>
- Jowsey, T. (2016). Generic Purpose Thematic Data Analysis Made Easy.
See: www.fmhs.auckland.ac.nz/cmhse-resources **URL:** <http://hdl.handle.net/2292/29299>
- Yates, K. M., Webster, C. S., Jowsey, T., & Weller, J. M. (2015). In situ simulation training in emergency departments: what patients really want to know. *BMJ Simulation and Technology Enhanced Learning*, 1 (1), 33-39. 10.1136/bmjstel-2014-000004 **URL:** <http://hdl.handle.net/2292/27319>
- Islam, M. M., McRae, I. S., Yen, L., Jowsey, T., & Valderas, J. M. (2015). Time spent on health-related activities by senior Australians with chronic diseases: what is the role of multimorbidity and comorbidity?. *Australian and New Zealand Journal of Public Health*, 39 (3), 277-283. 10.1111/1753-6405.12355
- Dawda, P., McRae, I. S., Yen, L., Islam, M. M., Bagheri, N., Jowsey, T., ... Parkinson, A. (2015). Does it matter who organises your health care?. *International Journal of Integrated Care*, 15 (April-June 2015).
- Jowsey, T., Yen, L. E., Bagheri, N., & McRae, I. S. (2014). Time spent by people managing chronic obstructive pulmonary disease indicates biographical disruption. *International journal of chronic obstructive pulmonary disease*, 9, 87-97.
- Jowsey, T., Ward, N. J., & Gardner, K. (2013). Agents in time: Representations of chronic illness. *Health Sociology Review*, 22 (3), 243-254. 10.5172/hesr.2013.22.3.243
- Jowsey, T., McRae, I., Gillespie, J., Banfield, M., & Yen, L. (2013). Time to care? Health of informal older carers and time spent on health related activities: an Australian survey. *BMC public health*, 13

Dr Tzu-Chieh Wendy Yu

Lecturer

MBChB, PhD

Research Interests:

Clinical learning environments, clinical reasoning, interprofessional learning, simulation-based training, workplace-based assessments, OSCEs and standardised clinical assessments, residents-as-teachers, student career choice and identity formation, transitions in medical education



Selected Publications:

- Yu, T. C., Webster, C. S., & Weller, J. M. (2016). Simulation in the medical undergraduate curriculum to promote interprofessional collaboration for acute care: a systematic review. *BMJ Simulation and Technology Enhanced Learning*, 2(3), 90-96. DOI:10.1136/bmjstel-2016-000103
- Lyndon, M. P., Strom, J. M., Alyami, H. 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(6), 405-418. DOI:10.1007/s40037-014-0148-6
- Yu, T. C., Farrell, S., & Hill, A. G. (2013). The resident as teacher. In K. Walsh (Ed.), *Oxford Textbook of Medical Education* (pp. Chapter 25 (784 pages)). Oxford, UK: Oxford University Press. DOI:10.1093/med/9780199652679.001.0001
- Yu, T. C., Lemanu, D. P., Henning, M., McCormick, A. D., Hawken, S. J., & Hill, A. G. (2013). General surgical interns contributing to the clerkship learning environment of medical students. *Medical Teacher*, 35 (8), 639-647. DOI: 10.3109/0142159X.2013.801550
- Yu, T. C., Jain, A., Chakraborty, M., Wilson, N. C., & Hill, A. G. (2012). Factors influencing intentions of female medical students to pursue a surgical career. *Journal of the American College of Surgeons*, 215(6), 878-889. DOI:10.1016/j.jamcollsurg.2012.08.018
- Hill, A. G., Srinivasa, S., Hawken, S. J., Barrow, M., Farrell, S. E., Hattie, J., & Yu, T. -C. (2012). Impact of a Resident-as-Teacher Workshop on Teaching Behavior of Interns and Learning Outcomes of Medical Students. *Journal of Graduate Medical Education*, 4(1), 34-41. DOI:10.4300/JGME-D-11-00062.1
- Yu, T. C., Wheeler, B. R., & Hill, A. G. (2011). Clinical supervisor evaluations during general surgery clerkships. *Medical Teacher*, 33(9), e479-e484. DOI:10.3109/0142159X.2011.590558
- Yu, T. C., Wilson, N. C., Singh, P. P., Lemanu, D. P., Hawken, S. J., & Hill, A. G. (2011). Medical students-as-teachers: a systematic review of peer-assisted teaching during medical school. *Advances in Medical Education and Practice*, 2, 157-172. DOI:10.2147/AMEP.S14383
- Hill, A. G., Yu, T. C., Barrow, M., & Hattie, J. (2009). A systematic review of resident-as-teacher programmes. *Medical Education*, 43(12), 1129-1140. DOI:10.1111/j.1365-2923.2009.03523.x

Dr Andrea Jane Thompson

Professional Teaching Fellow

MHSc (1st class Hons), PhD

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>
- 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.

Centre for Medical and Health Sciences Education (CMHSE)

Contact

Physical address

building 599 (level 12)
Auckland City Hospital - adjacent to the Auckland Medical School
Park Road, Grafton
Auckland

Postal address

Centre for Medical and Health Sciences Education (CMHSE)
School of Medicine
The University of Auckland
Private Bag 92019
Auckland 1142, New Zealand

Phone: 0800 61 62 63

Phone: +64 9 923 7284

Fax: +64 9 373 7499

Website:

www.fmhs.auckland.ac.nz/cmhse



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**MEDICAL AND
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