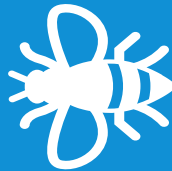


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The Buzz

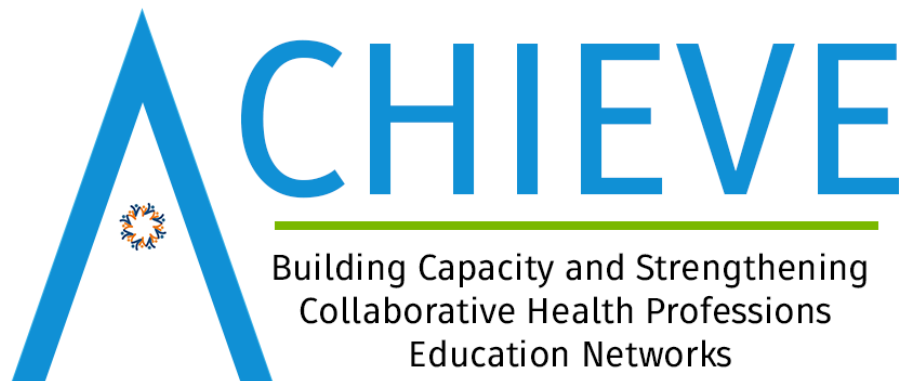


News from the Academy for Collaborative Health Interprofessional Education and Vibrant Excellence (ACHIEVE)

Welcome to the new newsletter for the Academy of Collaborative Health Interprofessional Education and Vibrant Excellence (ACHIEVE)!

In this edition, we will be providing updates on our educational spaces, research initiatives and how to get involved further with ACHIEVE.

If you have something that you would like included in our next newsletter, please contact us at ACHIEVE@newcastle.edu.au.



Welcome to ACHIEVE!

Join Us in Building Strong Collaborative Networks for Health Professionals

Are you a health professional seeking to enhance your research and training opportunities? Look no further! We invite you to join our vibrant ACHIEVE community dedicated to fostering collaborative networks among health professionals, with a strong emphasis on excellence in the delivery of innovative, fit-for-purpose health professions education, partnerships, and leadership.

ACHIEVE's Mission

The ACHIEVE team aim to facilitate knowledge exchange, collaboration, and innovation in the health profession education field. Our mission is to cultivate a culture of excellence in health professions education and practice. Through fostering collaboration, we aim to create a transformative environment that promotes cutting-edge research, interdisciplinary partnerships, lifelong learning, and visionary leadership.



What Does ACHIEVE Offer

- Collaborative Research Opportunities: Connect with researchers, educators, and practitioners across diverse health disciplines to collaborate on ground-breaking research projects that drive innovation in health professions education.
- Innovative Training Programs: Engage in cutting-edge training programs and workshops designed to enhance your knowledge, skills, and teaching methodologies, empowering you to deliver high-quality education to future health professionals.
- Networking Events: Attend regular networking events, conferences, and symposiums to connect with professionals from diverse backgrounds, fostering meaningful relationships, and expanding your professional network.
- Leadership Development: Access leadership programs and mentorship opportunities, empowering you to take on influential roles in shaping the future of health professions education and practice.
- Funding Support: Gain access to funding opportunities, grants, and scholarships for research projects, professional development, and training initiatives.
- Online Community: Utilise our user-friendly online platform, featuring discussion forums, resource libraries, and collaboration tools, enabling seamless communication and information sharing among members.

Sign up to collaborate with the ACHIEVE team, [here!](#)

Professor Bunmi Malau-Aduli
Director of ACHIEVE

Who can join ACHIEVE?

- Medical Educators
- Nursing Educators
- Allied Health Educators
- Healthcare Administrators
- Researchers in Health Education
- Education Policy Advocates
- Leaders in Health Professions Education
- And more!

Ready to embark on a journey of excellence in health professions education with ACHIEVE?

Join our community today!

- Join one of our four research & scholarship groups.
 - Innovative Teaching & Learning Approaches
 - Assessment & Feedback
 - Professionalism
 - Graduate Outcomes
- Become a research mentor
- Help conduct peer review of research proposals for colleagues.



Health Professions Education Updates

Joint Medical Program

GP Insights into Regional Refugee Resettlement

General practitioners (GPs) caring for resettled refugees need greater support - and some of that could come from their new patients. These are two of the findings of an important study in regional NSW just published in the British Medical Journal.

University of New England (UNE) student Rachel Davison, now in the final year of her medical degree, interviewed nine doctors from five practices two years after refugee settlement began in the Northern NSW centre. Her findings now stand to inform public policy and resourcing.

“Rachel’s research has already had real-world impact,” says Dr Michelle Guppy, Associate Professor of General Practice in UNE’s School of Rural Medicine. “There is limited information available on this subject and we presented Rachel’s findings to a meeting with the Commissioner for Multicultural NSW, who advises government on how to better prepare for refugee resettlement in regional Australia.”

To read the full article, [click here](#).



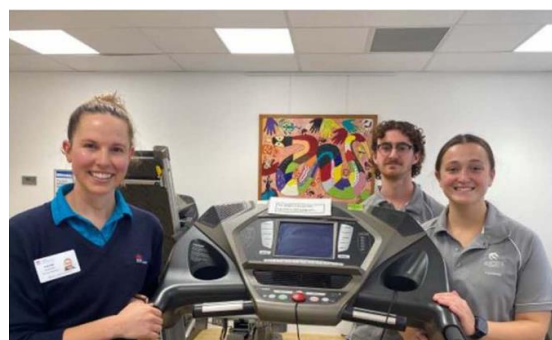
Rachel Davison – JMP student

University of Newcastle – Department of Rural Health

Broad Exposure for Physiotherapy Students

The Inverell Health Service has provided a unique learning experience for University of Newcastle Physiotherapy students, Alexander Voutnis and Isabella Buman, throughout their placement.

Under the supervision of physiotherapists Liz Wellard and Naomi Marks (pictured), Alexander and Isabella have been exposed to a diverse range of patient cases in Community Health and the Inverell Hospital. Their placement has included musculoskeletal, paediatric, orthopaedic patients, attending the fractures clinic, group exercise classes, cardiac rehab, geriatrics, women’s health and the knee osteoarthritis group. “We’ve been provided with a really hands-on experience here as well with our supervisors placing confidence in us to learn the best we can by letting us take patients independently as well as providing us with plenty of support.” Alexander said.



Naomi Marks – Physiotherapist, Alexander Voutnis and Isabella Buman – UON Physio Students (left to right)

Fourth-year student, Bella, is encouraged by working with a variety of patients and the wonderful support of Liz and Naomi along with the welcoming and friendly community in the rural setting.

“I feel lucky to experience this as it isn’t typical in the larger city environments,” Bella said. “Over the past weeks, Alex and I have been exploring the beautiful landscapes and National Parks of Inverell. I was personally taken back by our visit to Kwiambal National Park where we got to take in the breath-taking Macintyre Falls.”

Naomi said one of the great benefits of having students on placement is that they get to see more patients. “It’s a win-win for everyone and general placement gives the students a broad exposure to many areas of physio.”

“I help support them through the University of Newcastle Department of Rural Health by providing extra tutorials and community engagement opportunities and including them in social activities to engage them in the culture of Inverell and show what a wonderful town we are lucky to be a part of.”

2022 Australian Awards for University Teaching



Dr Meredith Tavener - UON

In 2022, two colleagues from the University of Newcastle and University of New England were recipients of 'Citations for Outstanding Contributions to Student Learning' at the AAUT.

We congratulate both Dr Meredith Tavener (UON) and Prof Stuart Wark (UNE/UON) for their achievements in the University Education space.

Dr Tavener was awarded the citation for creative contributions to student learning in Health that embed qualitative research-integrated culture into curriculum design through authenticity of teaching and meaningful resources.

Prof Wark was awarded the citation for Improving graduate clinical competence: Development, implementation and quality improvement of a new medical degree across the University of New England and University of Newcastle.

Prof Wark and Dr Tavener will be presenting at an ACHIEVE SEEK Session on Wednesday August 30 from 12-1pm about their experiences in applying for awards. For more information, please click [here](#).



Prof Stuart Wark – UNE and UON

University of Newcastle – Reconciliation Awards

2023 Reconciliation Awards

More than 250 staff, students and community members gathered on Awabakal country to mark the end of National Reconciliation Week on Friday 2 June, celebrating this year's theme of 'Be a Voice for Generations' and present the inaugural University of Newcastle 'Reconciliation Awards'.

There were three nominations from the College of Health, Medicine and Wellbeing including one in the student category (Tanika Ridgeway – School of Medicine and Public Health) and two in the staff category – individual (Erin Sutherland – Department of Rural Health and Zoe Peglar – Thurru Indigenous Health Unit). We are excited to report that Erin Sutherland was awarded the prize in the staff category (individual).

Erin Sutherland is the Project Coordinator, First Nations Health at the University of Newcastle Department of Rural Health. Erin has passionately led a range of initiatives that have considerably improved the way the principles of reconciliation are embedded in the activities, staff, and strategic goals of the University of Newcastle. Erin has done this through co-ordinating cultural engagement activities including face-to-face and On Country activities, facilitating WIL placement at Aboriginal Community Controlled Health Organisations and supporting students with cultural advice while they are on these placements. Erin has also organised appropriate and enriching engagement between local Aboriginal Elders and health students. Erin is a real asset to the University of Newcastle and her community.

You can read more about the award ceremony and see Erin's acceptance speech, [here](#).



Reconciliation Ball 2023



Erin Sutherland –
Reconciliation Award Recipient

Australian and New Zealand Association for Health Professional Educators (ANZAHPE) Conference 2023

UON and UNE at ANZAHPE 2023

By Dr Eleonora Leopardi

A sizable delegation from the University of Newcastle and the University of New England travelled to Gold Coast, QLD in occasion of the annual ANZAHPE Conference. Celebrating its 50th anniversary this year, ANZAHPE is the largest professional association for health professions educators in Australasia, counting 978 members from 15 countries.

This year, the ANZAHPE Conference returned to a more traditional face-to-face format following a three-year hiatus due to the COVID-19 pandemic, and attendees enjoyed the re-established opportunity to gather in person to share, learn, network and discuss the latest research and innovations in HPE practice.

Centered around the theme "Turning Tides – Navigating the Opportunities", the Conference featured 4 disruptive plenary sessions, with the closing plenary delivered by University of Newcastle's Gillian Mason, disabled healthcare consumer, physiotherapist, and disability advocate. Gillian reframed the topic of accessible design of healthcare and educational systems, moving away from the "kindness" inclusivity narrative and centering her talk around justice and quality of care.

Seventy-nine parallel sessions also took place around the plenaries, including Pre-Conference Workshops, Personally Arranged Learning Sessions (PeArLS), Symposia, Poster Sessions and Oral Communications Sessions. Featured in many sessions throughout the Program, the UON/UNE delegation showcased the high-quality scholarly and educational work we conduct. Naturally, following the highly refined discussions, the group warmly engaged in informal networking and team bonding. I believe I speak for all the attendees in saying it was a very invigorating and inspiring Conference, and I return to campus with renewed enthusiasm and energy.

If you are interested in learning more about ANZAHPE or the 2023 conference, please [click here](#).

ANZAHPE Attendees 2023:

Prof Bunmi Malau-Aduli

Prof Brian Jolly (honorary)

Prof Kichu Nair

A/Prof Conor Gilligan

Dr Graeme Horton

Dr Mary Jane Dalton

Dr Gordon Donnir

Dr Penelope Fotheringham

Dr Nara Jones (honorary)

Dr Abbey Steggall

Dr Nora Leopardi

Ms Linda Grose

Ms Lee Lethbridge

Ms Gillian Mason

UON Alum Dr Lynette Ngothanh

UON Alum Dr Jessica Stokes-Parish

UON Alum Dr Sari Dewi



Presentation by Ms Gillian Mason



UON and UNE attendees at ANZAHPE 2023

Featured Topic

From Data to Insights: Harnessing the Potential of AI in HPE

Commentary by Professor Darrell Evans

The news seems filled with stories about Artificial Intelligence (AI), with a particular focus recently on the emergence of ChatGPT technology, a type of generative AI software. With such prevalence in the media and also the potential significance to health professions education (HPE) we thought it appropriate to comment on the topic of AI in the first ACHIEVE newsletter using our featured article section.

The first article included describes how AI technologies can support active learning in HPE through intelligent simulation and gamification, as well as supporting student learning through tools that enable intelligent tutoring and formative assessment. AI is also presented as an opportunity to empower educators and learners through advanced learning data and analytics. A new AMEE guide focuses on the importance of identifying and accommodating the ethical implications of using AI in HPE, such as data collection and ownership, privacy and consent, and responsibility. The guide also emphasises the need to embrace AI tools and to guard against a knee-jerk reaction to ban their use without appropriate assessment. The final article included is a discussion paper which is crafted to serve as a call to action for the HPE community to incorporate appropriate training in AI so that learners are prepared for the future.



Overall, the articles demonstrate that, while it is still early days, AI has already become a distinct feature within HPE. It is clear that before deciding whether to incorporate AI into their practice, it is incumbent on educators to appreciate what is available, and to fully weigh up the advantages and disadvantages, including ethical implications, of using such technologies.

AI, for instance can be used to create a personalised approach to learning, which can improve student motivation and lead to better performance, however students can become over reliant on AI tools leading to subsequent limitations in their own creativity and independence of learning. Educators can also use AI to help with assessment and grading, which have the advantages of saving time and effort and allows for the generation of instant feedback, but with the drawback that AI tools may be less successful in the interpretation of student work and the ethical quandary of whether students should use AI tools to help craft their assessment submissions. By actively assessing the strengths and weaknesses of AI technologies and necessary ethical considerations provides the educator with the evidence to make smart choices that benefit student learning.

Key Points

- AI technologies can be used to support student learning and continuing health professional education
- Educators can use AI to support assessment and grading, saving time and effort and ensuring the generation of instant feedback
- Educators and decision-makers are called to action to prepare to deal with the ethical issues that AI introduces and amplifies in HPE

Click on the below links to view the full articles:

1. Artificial Intelligence in Health Professions Education. Archives of Medicine and Health Sciences 10(2):p 256-261, Jul-Dec 2022: https://journals.lww.com/armh/Fulltext/2022/10020/Artificial_Intelligence_in_Health_Professions.20.aspx
2. Ethical use of Artificial Intelligence in Health Professions Education: AMEE Guide No. 158 Med Teach 2023: <https://www.tandfonline.com/doi/full/10.1080/0142159X.2023.2186203?scroll=top&needAccess=true&role=tab&aria-labelledby=full-article>
3. Artificial Intelligence for Health Professions Educators. NAM Perspect. 2021; 2021: 10.31478/202109a. <https://nam.edu/artificial-intelligence-for-health-professions-educators/>

Student Stories

Medical Education Society

Annual MedEd Trivia Night – Entertainment and Education Come

By Hannah Legge-Wilkinson

On Thursday April 20, the Medical Education Society hosted the annual MedEd Trivia Night at Bar on the Hill on the University of Newcastle's Callaghan Campus. 92 attendees purchased \$5 tickets to attend the event planned and hosted by this year's events officers: Jess Wong, Kirsten Wright and Hannah Legge-Wilkinson.

Trivia Night provides an excellent opportunity to introduce students to the faces of the society in anticipation of revision nights later in the semester. Assessors included content officer Sarah Richardson and our very own society president Hal Whitehead. Favourite rounds included a game of "famous faces" and a showdown of "Pick the real disease". The event was a wonderful excuse for JMP students to come together and enjoy some silly (albeit sometimes educational) trivia.

With such high engagement across the board for the preclinical years (almost 40% of years 1&2 combined), MedEd is excited to see students engaging with our content and



Med Ed Society members enjoying trivia

School of Medicine and Public Health, University of Newcastle

HDR - Beyond Borders: Unravelling the Triumphs and Trials of International Medical Graduates

By Dr Rebecca Healey

Australia heavily relies upon International Medical Graduates (IMGs) to medically support our ageing and growing population, particularly in non-metropolitan areas.

Dr Rebecca Healey's PhD research study: "Experiences of International Medical Graduates in Australia" uses a mixed methods approach to hear IMG voices across Australia- exploring common experiences of IMGs and identifying impacts upon wellbeing and career direction.

It will also seek solutions from IMGs themselves, thereby providing novel, grass-roots data with the propensity to inform workforce policy reform. The results will be of interest to local and international audiences alike and will provide a sound platform



Dr Rebecca Healey – PhD Student

University of New England Medical Student Association

UNEMSA's Mock OSCEs – Peer-to-Peer Medical Teaching Going from Strength to Strength

By Andrew Barker

The University of New England Medical Student Association (UNEMSA) goes from strength to strength to support the ~65 students in each year group both pass the content and have fun doing so. They run a full calendar of both social and academic events each year from an Orientation Camp for the 1st years held in week 2 to a Medicine Charity Ball held in the winter.

Recently the first of two Mock OSCEs were held for 1st and 2nd years with assessors coming from volunteers sourced from 3rd, 4th and 5th year students. Often the mOSCEs are a new experience for 1st year students and a practice event run under exam conditions with peers and near peers providing feedback is a great way to get introduced to this method of assessment. In most years about half to two thirds of the cohort attends and this year was no exception - though perhaps a free BBQ breakfast helps!

For 3rd years UNEMSA organised practice VIVAs and Med Diagnostic sessions over zoom with 5th years who continued the UNEMSA tradition of reaching back to give a hand to those who follow them in the JMP.

With mid-year exams out of the way UNEMSA is excited to be hosting a Women in Medicine cocktail night on Saturday August 12. We look forward to hearing from inspirational woman about their careers in the different pathways.



Featured Alumni Story

Dr Magnus Halland

Associate Professor of Medicine, University of Newcastle

Dr Magnus Halland is an internationally recognised gastroenterologist with subspeciality expertise in oesophageal and motility disorders.

A native of Norway, Dr. Halland moved to Australia to study a Bachelor of Medicine at the University of Newcastle in 2000. He intended to be here for the five years of his degree and stayed for 13 — getting more degrees than he'd planned, meeting his wife, and having a family.

He cites Ann Duggan, M.D., at the John Hunter Hospital in Newcastle, with leading him to GI:



“I did a rotation with her during medical school and she had me do research on Barrett’s oesophagus, which is now one of my areas of expertise. She was a massive inspiration for where I am now. Going into GI led me to Professor Nicholas Talley, M.D., Ph.D. (GI ’89). He’s inspired me to go apply to Mayo Clinic for GI fellowship.”

Dr. Halland was employed at the Mayo Clinic in Rochester, USA for almost a decade where he completed two advanced fellowships and then stayed as a Consultant Physician and Associate Professor of Medicine.

Having recently returned to Newcastle in early 2022, he brings the considerable knowledge he learned early in his career and at the Mayo Clinic.

“I’ve seen students through medical school, and GI training who are now fantastic colleagues. Seeing the growth that occurs on the road to becoming good at medicine reminds me of my own starting point and the teachers who showed me how to be a good doctor.”

Dr Halland now divides his time between his gastroenterology patients and his role as Associate Professor of Medicine with the University of Newcastle, School of Medicine and Public Health. He currently facilitates Medicine Diagnostic Skills sessions in Year 3 of the Joint Medical Program. The Year 3 students comment enthusiastically about these sessions, valuing his vast clinical knowledge, innovative teaching methods and approachable manner.

Dr. Halland says it’s important to recognize the investment that’s been put into each student, junior doctor, and clinician by all their teachers.

“The ability to pass that on to the next generation of learners contributes to my personal satisfaction. I’m grateful for my connection with the Joint Medical Program and University of Newcastle.”

Would you or someone you know like to be featured as an Alumni of the JMP? [Contact us!](#)

Community Profile



Professor Jane Bleasel

Dean of the Joint Medical Program and
Head of School of Medicine and Public
Health – University of Newcastle

Professor Jane Bleasel is a Clinical Academic and Rheumatologist. She graduated from Sydney University with MBBS and subsequently a PhD.

Jane has been involved in Medical Education throughout her career as a clinician and as an Academic and has a Masters in Health Professional Education from Monash University. She was Director of the Sydney Medical Program from 2015 – 2022 and Deputy Head of Sydney Medical School from 2021 - 2022. Professor Bleasel led a major, innovative redesign of the Doctor of Medicine curriculum (MD2020) and supervised its implementation across nine Clinical Schools associated with Sydney Medical School delivery of the MD.

“My role was to undertake a major revision of the medical curriculum which was challenging,” says Jane. “I did a lot of consultation both nationally and internationally and had to know and use best practice from the literature to revise the postgraduate course.”

Professor Bleasel has extensive knowledge of the Public Health systems, the University educational environment and Professional Postgraduate training. She has over 20 years experience in rural and regional medical practice as well as Aboriginal and Torres Strait Islander Health.


In June 2022 Jane commenced as Head of School of Medicine and Public Health- Dean of Joint Medical Program, The University of Newcastle.

“I strive to inspire our graduates to serve our community, especially in rural and regional areas. The values of inclusion and emphasis on education of Aboriginal and Torres Strait Islander students are what drew me to the University of Newcastle.”

With her passion for education and mentoring, Jane plans to enhance the clinical experience in the JMP, and ensure the program is meeting contemporary educational needs. She is also an advocate for educational research which informs practice and harnessing our conjoint academics' wisdom and experience.

To read more on Professor Bleasel's story, [click here](#).

Want to connect?

 (02) 4921 7776

 Jane.bleasel@newcastle.edu.au

 <https://www.newcastle.edu.au/profile/jane-bleasel>

Clinical School Profile

Central Coast Clinical School Gosford, NSW

Clinical Dean: A/Prof Amanda Dawson

The University of Newcastle Central Coast Clinical School delivers high quality education and embraces the sense of Community that the location offers. Situated on the grounds of the Gosford Hospital, the clinical school has a long-standing relationship with the Central Coast Local Health District.

The Gosford Hospital precinct has recently undergone a major upgrade, including construction of a state-of-the-art research and education facility that houses The University of Newcastle Central Coast Clinical School. The building officially opened in 2022.



Clinical School Update: Building Resilience Initiative

Dr Nora Leopardi was recently recognised for her leadership of the 'Building Resilience and Promoting Wellbeing for Students at the Central Coast Clinical School', which received \$10,000 in SSAF funding from UON. Building Resilience was created to improve health professions students' physical, intellectual, psychological, and social wellbeing. Over the course of the semester, students engaged in a range of activities: lunchtime yoga sessions, a petting zoo experience, head and shoulder relaxation massages, academic skills workshops, cultural and creative sessions, and more. Building Resilience additionally provides guidance and financial support to near-peer mentorship initiatives for students, coordinated by the University of Newcastle Medical Society and the University of Newcastle Student Nurses and Midwives Society.

This program ultimately aims to provide students with tools to form healthy habits, which will support them in pursuing a professional career and personal goals. The feedback from students was extremely supportive and Dr Leopardi's leadership was recognised by University of Newcastle Vice Chancellor Professor Zelinsky at the latest Celebrating Success event, held at our Ourimbah campus on Thursday 25th May.



Our Students

The Central Coast Clinical School (CCCS) is committed to providing world class education and research. Its location and facilities afford students a diverse clinical experience with access to placements in both Gosford and Wyong hospitals, as well as several smaller public and private facilities.

With dedicated staff CCCS provides a high level of support to all students including dedicated support for Indigenous students.

From 2021, 32 students who accept an offer to study the Joint Medical Program (JMP) at the University of Newcastle will be located at CCCS for their first three years of study. Prospective students will have an opportunity to lodge an expression of interest for allocation to the CCCS when they submit their University of Newcastle application.

All JMP students, enrolled at either University of Newcastle or University of New England, will be able to nominate placements at the CCCS in the latter years of the program.

Our Facilities

Some of the wonderful facilities at CCCS include:

- Advanced three ward simulation centre
- Purpose built anatomy and histology lab
- Skills lab
- Health library
- Virtual reality spaces
- Interdisciplinary learning suite and multiple lectorial, seminar, tutorial and meeting rooms



Want to know more about the Central Coast Clinical School?

Check out [this link!](#)

Our Research

Articles from members

- [Patient involvement in assessment: How useful is it? | Medical Education](#)
- [Twelve tips for improving the quality of assessor judgements in senior medical student clinical assessments | Medical Teacher](#)
- [Programmatic Assessment – What are we waiting for? | Archives of Medicine and Health Sciences](#)
- [An introduction to research methods for undergraduate health profession students | James Cook University](#)
- [The socialisation of mistreatment in the healthcare workplace: Moving beyond narrative content to analyse educator data as discourse. | Medical Education](#)
- [Measuring the Impact of a Faculty Development Program on Clinical Educators | Advances in Medical Education and Practice](#)
- [Has pedagogy, technology, and Covid-19 killed the face-to-face lecture | Anatomical Sciences Education](#)
- [The impact of pandemic disruptions on clinical skills learning for pre-clinical medical students: implications for future educational designs | BMC Medical Education](#)



Do you want to be more involved with research?

ACHIEVE offers members the opportunity to bring their expertise to the community by assisting other researchers with peer reviewing and mentoring. If this is something you would like to be a part of, [click here](#).

ACHIEVE is also introducing four research and scholarship sub-groups that will be focusing on different areas of interest in the community. Each group will be led by a well-respected and knowledgeable researcher in the HPE community. These groups are:

- **Innovative Teaching & Learning** led by Dr Richard McGee (UON)
- **Assessment & Feedback** led by Professor Stuart Wark (UNE)
- **Professionalism** led by Dr Miriam Grotowski (UON)
- **Graduate Outcomes** led by Dr Katie Wynne (UON)

We encourage all members to join in on these research initiatives. If you are interested, please fill out [this form](#).

Have you published about research and scholarship in Health Professions Education recently?
[Let us know!](#)



**Do you want to involve JMP
students in your study?**



Contact us for approval!

Latest HPE News and Conversations

- [Putting trust at the heart of higher education | THE Campus](#)
- ['Please do not assume the worst of us': students know AI is here to stay and want unis to teach them how to use it | The Conversation](#)
- [Five simple ways to make your classroom more LGBTIQ+ friendly | THE Campus](#)
- [ChatGPT is old news: How do we assess in the age of AI writing co-pilots? | Teaching@Sydney](#)
- [Why students are best placed to help students understand feedback | THE Campus](#)
- [Emotions and learning: what role do emotions play in how and why students learn? | THE Campus](#)
- [Effective assessment practices for a ChatGPT-enabled world | THE Campus](#)
- ['May cause serious side-effects': How medical school admissions can perpetuate inequality and reward privilege | The Conversation](#)
- [Podcast Innovation in Medical Education | Pursuit – The University of Melbourne](#)

Want to submit a story, event or opportunity? [Click here!](#)

Upcoming Events

ACHIEVE Launch Event

When: Thursday July 20, 9:30-11:00am (AEST)

Where: Lambert Room, Shortland Building (US321), Callaghan Campus, University of Newcastle OR Online

Official Launching by Professor Alex Zelensky – Vice Chancellor, University of Newcastle

Keynote Speaker: Professor Lambert Schuwirth

To usher in ACHIEVE, we are running a Launch event on Thursday July 20, 2023 from 9:30-11:00am in the Lambert Room (US321), Shortland Building at the Callaghan Campus, University of Newcastle. There will be presentations from members about the plans for ACHIEVE including upcoming events, HPE opportunities and future plans in 2024 and beyond. We will also be joined by our Keynote Speaker, Professor Lambert Schuwirth who will bring his expertise to the topic, "Empowering Excellence: Advancing Health Professions Together. A panel discussion will also be held with representatives from across UON, UNE and UONDRH discussing, "Driving Innovation in Health Professions Education".

We would like to invite you to join us in person to welcome in ACHIEVE for this session. If you are unable to make the Callaghan-based event, we will be providing a Zoom link. A recording will also be made available at the conclusion of the event.

To register for the ACHIEVE Launch Event, please complete [this form](#).

Together, we can ACHIEVE!

Unlocking the Learning Potential: Harnessing the Impact of Assessment in Health Professions Education –

ACHIEVE SEEK Session

When: Wednesday July 26, 12-1pm (AEST)

Where: Zoom

Presented by Professor Bunmi Malau-Aduli

ASME ASM 2023 – Developing a Diverse Workforce

When: Wednesday – Friday, July 12-14

Where: Eastside Rooms, Birmingham, United Kingdom

Understanding the Grants Process Lifestyle - Research Advantage Webinar

When: Wednesday July 26, 12-1pm (AEST)

Where: Zoom



HPE Calendar

JULY

July 9-12 | [OCPH Deakin Healthcare Communication Masterclass Series 2023](#)

July 12-14 | [ASME Annual Scholarship Meeting](#)

July 20 | ACHIEVE Launch Event

July 26 | ACHIEVE SEEK Session

July 26 | [Research Advantage Webinar: Understanding the Grants Process Lifestyle](#)

AUGUST

August 2 | [UON Retention Strategies Workshop](#)

August 10-12 | [RISE for Equity: Reflect, Inspire, Strengthen & Empower 2023](#)

August 17 | [UON Workshop: Active Learning](#)

August 17 | [UON Workshop: Innovative Use of Ed Tech for Active Learning](#)

August 26-30 | [AMEE – Association for Medical Education in Europe](#)

August 30 | ACHIEVE SEEK Session

SEPTEMBER

September 1 | [ACCLAIM Webinar by Professor Brian Jolly](#)

September 19-21 | [IHER – Medical College of Wisconsin Innovations in Healthcare Education Research](#)

September 25-29 | [UON HDR Student Festival](#)

September 27 | ACHIEVE SEEK Session



What is a SEEK Session?

Share and Enhance Educator Knowledge (SEEK) sessions are run by ACHIEVE monthly to expand the mastery of Health Professions Educators. The sessions will delve into key topics, from innovative instructional techniques to evidence-based strategies for student engagement and assessment. Join us on this enriching journey as we seek to empower educators and ignite a passion for lifelong learning and teaching excellence in the realm of health professions education. Session recordings will be made available [here](#).

Get Involved with ACHIEVE

As a Staff Member

Staff members who would like to join ACHIEVE will find many benefits in being a part of this network such as:

- **Collaborative Research Opportunities:** Connect with researchers, educators, and practitioners across diverse health disciplines to collaborate on ground-breaking research and scholarship projects that drive innovation in health professions education.
- **Innovative Training Programs:** Engage in cutting-edge training programs and workshops designed to enhance your knowledge, skills, and teaching methodologies, empowering you to deliver high-quality education to future health professionals.
- **Networking Events:** Attend regular networking events, conferences, and symposia to connect with professionals from diverse backgrounds, fostering meaningful relationships, and expanding your professional network.
- **Leadership Development:** Access leadership programs and mentorship opportunities, empowering you to take on influential roles in shaping the future of health professions education and practice.
- **Funding Support:** Gain access to funding opportunities, grants, and scholarships for research projects, professional development, and training initiatives.
- **Online Community:** Utilise our user-friendly online platform, featuring discussion forums, resource libraries, and collaboration tools, enabling seamless communication and information sharing among members.



As a Student



Study Options

- Academy of Clinical Educators Certificate
- GP Certificate
- QuAlity
- Post-Graduate Certifications and Degrees

There are many avenues for students to be involved with ACHIEVE through the different study options that will be available.

Study opportunities such as the Academy of Clinical Educators and GP Certificates are currently available for prospective students, and we encourage anyone interested to contact us [here](#) for more information.

Stay tuned for more information about the upcoming Health Professions Education Post-Graduate certifications and degrees that will be available through the University of Newcastle

We look forward to bringing you more opportunities as they become available.

Contact Us



(02) 4042 0667



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<https://www.newcastle.edu.au/research/centre/achieve>

ACHIEVE Team

Director of ACHIEVE – Professor Bunmi Malau-Aduli

Head of School and Dean of JMP – Professor Jane Bleasel

Administration – Mr Kelsey Wheaton

Strategic Planning Committee

Lead – Professor Bunmi Malau-Aduli

Members – Professor Jane Bleasel, Professor Kichu Nair, Associate Professor Michelle Guppy, Professor Stuart Wark, Professor Jenny May

Education Committee

Lead – Professor Kichu Nair

Members – Professor Brian Jolly, Dr Tanmay Bagade, Dr Miriam Grotowski

Communication Committee

Lead – Professor Darrell Evans

Members – Dr Tanmay Bagade, Dr Susan Heaney, Ms Linda Grose

Research & Scholarship Committee

Innovative Teaching and Learning Approaches

Lead – Dr Richard McGee

Members – Dr Lauren Cone, Dr Eleonora Leopardi

Assessment and Feedback

Lead – Professor Stuart Wark

Members – Associate Professor Conor Gilligan, Dr Graeme Horton

Professionalism

Lead – Dr Miriam Grotowski

Members – Dr Penelope Fotheringham, Professor Joerg Mattes

Graduate Outcomes

Lead – Dr Katie Wynne

Members – Associate Professor Marita Lynagh, Dr Julie Burrows, Associate Professor Michelle Guppy