



Welcome – New Student Services staff member

We would like to extend a warm welcome to Shelby Potter, who recently joined the School as the Student Services Team Leader (Postgraduate Studies). Shelby is based at Caulfield campus, and is responsible for managing the Postgraduate activities for disciplines within the Nursing and Allied Health Student Services structure.

Shelby can be contacted on 32610 or via email.

University Holiday - Friday October 2

All campuses of Monash University will be closed on Friday October 2nd as the University observes Grand Final Friday as a public holiday.

Celebrating Success

Professor Grant Russell has been elected as the National President of the Australasian Association of Academic Primary Care (AAAPC) at the recent Primary Health Care Research and Evaluation Conference in Adelaide. AAAPC is a multidisciplinary group of Australian and New Zealand primary care academics. The current membership is about 150. AAAPC recently expanded from its initial focus on General Practice, and is keen to attract members working in other disciplines within primary care. Most members work in Universities: either in Departments of General Practice, Public Health and Community Medicine.

Physiotherapy - Celebrating Success

Congratulations to Ebonie Rio, a recently submitted PhD candidate from the Physiotherapy department, who recently won the Victorian finals of the Fresh Science competition. Ebonie competed with 10 other finalists who were selected for the state. Fresh Science helps young Australian scientists find their story and their voice, and empowers future leaders of science to engage with the community, media, government and industry.

Since 1997 Fresh Science has trained more than 250 early career scientists about how to present their science in a way that's accessible to a general audience.

Ebonie will now proceed to the national competition. Congratulations!

Dr Shapour Jaberzadeh and his team from the Physiotherapy department have discovered a new technique to enhance brain excitability that could improve physical performance in healthy individuals such as athletes and musicians.

The technique could also improve treatments for neurological and neuropsychological conditions such as stroke, depression and chronic pain.

To read more about this, please click [here](#).

Jamie Gaida, Adjunct Research Fellow from the Physiotherapy department, and his research team have been selected for press release by the British Journal of Sports Medicine. This journal is the 2nd highest ranked journal in the Sports Science category, from a total of 81 journals. The lead author, Ben Tilley, is a recently graduated Monash Physiotherapy student, who is now working as a new graduate at Alfred Hospital. Congratulations!

Celebrating Success - Paramedics

Mr Damien Dambrosi, Department of Community Health and Paramedic Practice, has been awarded the prestigious RACV Sir Edmund Herring Scholarship to undertake research into emergency care of those who have sustained a traumatic injury. Ambulance Victoria (AV) currently uses ketamine as a pre-hospital analgesic by the air ambulance service. Ketamine is administered to patients by Mobile Intensive Care Ambulance (MICA) flight paramedics. Treatment is given according to clinical practice guidelines set out by AV's medical advisory committee.

The study is being conducted in conjunction with AV to examine the efficacy of ketamine as an analgesic, and the incidence of side effects following its administration.

The study will examine the evidence and identify the incidence of any adverse events to give Victorian paramedics an evidence base to work from as ketamine is rolled out across the state.

Did you know...

Monash University has negotiated a range of discounts, value adds and opportunities from major companies for your benefit.

Arrangements have been made with BMW, Mercedes Benz, Qantas and Virgin Lounge memberships, Medibank, Buba, as well as other various sport, recreation and travel discounts. For more information, click [here](#).

PUBLICATIONS

Please be reminded that all publications information should be sent to

sphc-publications@monash.edu,

and not to individual staff for processing.



New look for staff directory

Monash staff now have access to a new interface to search for staff information on the Monash Integrated Directory Service (MIDS), offering a simplified search experience.

Accessed from the same location mids.monash.edu or the my.monash portal, the new interface offers a consolidated search tool that searches across first name, surname, entity name, building number or telephone extension.

Much like the search experience in Google, this new interface offers a single search field to access all directory information, making searching much easier. Should you need any additional assistance, including advanced search options, simply use the Help button on the same page.

The new MIDS interface is the next step in the larger plan to improve the way Monash staff information is managed. eSolutions will continue to implement improvements throughout this year and 2016, moving towards a better and more robust solution for identity management across Monash.

Should you need to update your listing in MIDS, please contact the [Service Desk](#).

Celebrating Success

Social Work's Associate Professor Philp Mendes' application for an ARC Linkage Grant funding for the project "*Lost in Transition: supporting young people with complex support needs*" has been successful.

This project that will take place in the next 3 years, seeks to improve the lives of young people with complex support needs who experience overlapping forms of disadvantage. It intends to investigate how best to support their frequent transitions between services, institutions and care environments. These transitions are particularly problematic for this group, and if poorly supported, have significant social and economic costs. The project aims to analyse early life transitions and the supports available and to suggest best practice for transition support and a framework for how to track transitions using existing data. Intended outcomes will inform policy and practice in how best to invest in supports for young people with complex needs as they make multiple transitions. A great effort!

Early Career Researcher honours for Social Work

Dr Melissa Petrakis, from the department of Social Work, has recently been honoured in the Faculty's annual Early Career Researchers Publication Prizes.

Each year, the Faculty awards prizes in each of the Faculty disciplines to six Early Career Researchers who have published an outstanding piece of research. .

Melissa took out the Social and Educational Research category for her publication in *Asia Pacific Journal of Social Work and Development* 'Consumer measures and research co-production: a pilot study evaluating the recovery orientation of a mental health program collaboration.'



General Practice staff – Excellence Award

As mentioned in our previous newsletter, two of the senior staff of the Department of General Practice were awarded a Dean's award for Excellence in Education. Dr Claire Harrison was successful in the category of Dean's Award for Excellence in Education (Quality of Teaching) and Associate Professor Jan Coles was successful in the category of Dean's Award for Excellence in Education (Innovation in Teaching).

The pair recently attended the Excellence formal presentation event, recognising their outstanding achievement. Congratulations!



Physio student on Placement in the UK

Fourth year Physiotherapy student, Sarah Tintali has made headlines in the UK, for travelling from Australia for placement at the Royal Derby Hospital.

Sarah said she chose Derby as it looked like it would provide her with exactly the kind of training she was looking for.

"I had friends who did international placements, and one had done one in the UK and said it was fantastic. I wanted the opportunity to learn from international physios, so I started looking in the UK. I knew I wanted somewhere regional, rather than a big city or a specialist centre, and Derby looked fantastic on the website. To work in a big children's area with all these different professions was just a fantastic prospect. It looked like a place where I could learn a lot. I've learned so much every day. I feel really privileged to have been able to come here, and I'm really grateful for the opportunity. I wish my placement was longer."

Paediatric physiotherapist Penny Sutherland, who has been mentoring Sarah during her placement, said she had been surprised when she heard about her international charge.

She added: "We get quite a number of students who choose to do their placements here, but they are usually home-grown. It's exciting to have Sarah here. She's doing really well. She has a great sense of humour, which helps working with children."



Celebrating Success

Congratulations to Libby Callaway (Occupational Therapy Department), Rebecca Wood (Occupational Therapy Department), Sue Sloan (Osborn Sloan and Associates), and Di Winkler (Summer Foundation) who received the Mindlink Brightwater Interdisciplinary Focused Research Award at the Australasian Society for the Study of Brain Impairment Conference in July, for their paper titled "Embedding slow stream rehabilitation within a transitional housing and support model for people severe cognitive behavioral impairment".

Welcome

The School would like to welcome a new Professional staff member. Alistair Hart is a temporary appointment that will be assisting the school with resourcing, space and OHS portfolios. Alistair is based at Notting Hill and his work days are Monday, Tuesday and Friday. He can be contacted via email alistair.hart@monash.edu or phone 24984.

Did you know?

The Safer Community Unit offers advice and support in managing inappropriate, concerning or threatening behaviors? Staff are encouraged to ask for help if they:

- feel attacked, harassed, Intimidated, stalked, bullied or threatened
- have concerns about someone else's behaviour or wellbeing
- have received unwanted attention
- are worried about someone harming themselves or someone else
- wish to clarify issues of responsibility, confidentiality or duty of care.

For further information, click [here](#) or follow the link from the SPHC Intranet page.

Farewell to CDDHV

On Wednesday 9th September the School hosted a farewell luncheon in recognition of the departure from Notting Hill of the Centre for Developmental Disability Health Victoria (CDDHV). CDDHV is now transferring to the auspices of Monash Health. However staff will remain closely linked with Monash University with shared and adjunct appointments, and a range of research and educational collaborations. Past and present staff from CDDHV, Monash University, Monash Health and Department of Health and Human Services came together to reminisce and celebrate the achievements of the Centre over the past 24 years. Whilst we wish the Centre farewell, our links with this inspirational team will continue as it moves to embrace the future.



RECRUITMENT

Please be reminded that all casual/sessional appointment forms should be emailed directly to sphc-recruit@monash.edu for processing and not to individual staff.



Associate Professor Jane Coles – PACTS Project

Winner of the Dean's excellence Award for Innovation in Teaching 2015, Associate Professor Jan Coles talks to us about the PACTS Project – 'An innovative Primary care program Advancing Competence To Support family violence survivors'.

"I gave my first family violence lecture to 4th Year medical students in their general practice rotation eight years ago. Half way through the lecture, one of the female students burst into tears and left the room. I remember standing in a quandary at the front of class, my dilemma being whether my role was to continue teaching the cohort or to support the distressed student at that moment. I stopped the lecture and followed the student outside. The student disclosed her very personal experience of family violence and talked about how the evidence presented in the lecture had really distressed her and made her think about her own personal experience. She described how the statistics made her think about how many other women had experienced what she had or worse and this had made her cry upset. She felt embarrassed that her peers now knew that she had been a victim of abuse. After ensuring the student had a safe space to go to and providing information about the Monash Counselling Services, I returned to finish the lecture.

After the lecture I found myself wondering how safe the students who attended really were, given that nearly 25% of young women their age would have experienced family violence from a partner and a smaller proportion of the young men attending would have had experiences of violence within their families. The content of the lecture was not graphic in any way; it presented statistics, information about common presentations of violence in general practice, how to ask about family violence and how to manage it.

At the same time I noted that only about a third of the students attended this particular lecture. I asked why they didn't attend the family violence lecture in other tutorials I gave. They explained that they did not see family violence as core curriculum or as being important or assessable content in their medical training. None of them disclosed that they had been absent because of personal experiences of abuse (though because they were in a group this may not have been possible).

These two very different experiences with the same lecture began my reflection on how I could better engage the majority of students to attend and learn while keeping those with experiences of abuse safe. How could I establish a safe less-stressful learning environment for effective teaching in this area? Was a lecture the best learning environment for this content?

In the following years, an increasing number of diverse clinical placements occurred as the Monash medical course expanded into Malaysia and into rural Gippsland. Finding interested and expert teachers in these sites became more difficult. These issues were not medicine specific, as discussions I had with colleagues from Nursing, Social Work, Paramedics, Occupational Therapy and Physiotherapy led to the discovery that they were facing similar issues in this area of curriculum.

In 2010, an inspiring group of educators from the School of Primary Health Care met to work out how we could, as a group, address the issues we commonly faced in delivering family violence education. The group was made up of Deborah Western, Lou Farnsworth, Lyn Clearihan, Leanne Boyd and Lisa McKenna. It later grew to include Heather McKay, Primrose Lentin, Susan Willey and Linda Ross. The group sought advice from key stakeholders, including community-based advocacy groups and students.

To reach our learning goals we needed resources to help students to engage better with the material, as their clinical placements were unable to consistently provide an opportunity to see family violence managed in a clinical setting. Faculty funding was not accessible and so I met with the Victorian Women's Benevolent Trust, successfully receiving a small special project grant from them of \$30,000 to develop video resources. The videos were of survivor stories, professionals championing the importance of responding to family violence in the clinic, and examples of professionals interviewing patients and clients. The videos were designed to make up for a lack of clinical placement experience: to give students an understanding of what survivors' experience, the help they seek as patient/clients and how effective clinicians respond. After a suggestion from a senior nursing academic, we successfully applied for an Office for Learning and Teaching (OLT) Grant for \$220,000 in 2011.

The development of the PACTS project has been very timely given the national and international agendas to improve health professional responses to victims of violence.

The PACTS project consists of six modules that better engage beginner students online using an integrated "choose your own adventure" storyboard approach rather than the conventional lectures, quizzes and notes on Moodle. The project team chose this approach to develop better engagement of students with the online content by using fictional characters to guide the students and address common issues that tutors experienced in classroom teaching. The videos which were developed with the Victorian Women's Benevolent Trust funding were used to illustrate key points and engage students with survivor stories and the professional context of family violence. Short video lectures were developed to encapsulate key concepts and to summarise as well as the more usual lecture notes, quizzes and documents.

Our philosophy behind the design was to provide an engaging and interesting choice of learning materials to enable students to learn at their own pace, to meet their learning needs while minimising any associated distress. As students moved through the modules they were asked to privately self-reflect, use a moderated discussion forum for comments, to consider cases and answer quiz questions and to receive feedback on their answers. I felt that this approach would help students to better work towards the learning outcomes they would need as health practitioners. They choose their own "adventure" as they learn, following the links they want to explore throughout the modules. Examples of the characters, reflecting different cultural backgrounds and genders, and the interactive pages can be accessed via the website <http://www.pactsproject.org>.

My thanks to Lou, Primrose, Deb, Lyn, Linda, Lisa and Susan, you have been an amazing team and a delight to work with.

My special thanks to Heather McKay who has managed and nurtured the project from the very beginning, I couldn't have done this without your insight and skills."

-Jan Coles