

## SPEAKER PRESENTATION ABSTRACTS (CONT)

### **ID: 12793**

**Title:** Remediation for Professional Performance: the ALSO (Additional Learning Support Opportunities) Program

*Dr Bunmi Malau-Aduli, Ms Wendy Page, Nick Cooling, Richard Turner*

#### **Introduction/Background**

Quality and safety outcomes demand that remediation does more than enable students to pass examinations. Given the limitations on faculty time and funding for remediation, it is important to encourage students to become masters of their own learning.

#### **Purpose/Objectives**

This study investigated the effectiveness of an innovative remediation program which was based on socio-cognitive theory with an emphasis on self-efficacy to improve academic and clinical performance of underperforming medical students.

#### **Issues/Questions for exploration/methodology**

Interventions were multi-faceted and composed of a wide range of group activities. The efficacy of the intervention program was evaluated using mixed-method approach consisting of semi-structured interviews, questionnaire (using a Likert scale and open ended questions) and quantitative analysis of OSCE outcomes (pre and post intervention).

#### **Results**

Students demonstrated significant improvements across 3 of the 5 domains measured in OSCE performance (management, diagnosis and communication), with some variance between domestic and international students. Self-efficacy beliefs were markedly increased post-intervention.

#### **Discussion**

Subsequent qualitative data suggests that beyond summative exam results, gains were translated to the clinical context with enhanced confidence and self-belief, enabling perceived improved performance in the workplace.

#### **Conclusions**

Multi-dimensional, group orientated remediation which enhances self-efficacy beliefs improves outcomes for students in both high stakes assessment and in the clinical context, thus allowing translational and longitudinal benefits.

## SPEAKER PRESENTATION ABSTRACTS (CONT)

### **ID: 12889**

**Title:** A Web-Based Nutrition Competency Implementation Toolkit (WNCIT) for Entry Level Medical Courses

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#### **Introduction/Background**

The Accreditation Standards for Medical Courses (ASMC) in Australia state that medical practitioners need to have appropriate knowledge and skills in identifying nutritional issues for patients to prevent and treat common chronic diseases [1]. Currently in Australian medical courses there is no clearly articulated integration of nutrition knowledge and skills, and significant variations in the assessment of these knowledge and skills [2]. In 2011, Deakin University with key partners developed the Nutritional Competency Framework (NCF) consisting of 4 knowledge-based and 5 skill-based competencies for medical graduates, along with associated sub-elements, however these competencies have not yet been embedded into medical curricula across Australia.

#### **Purpose/Objectives**

The key aim of the current project is to develop a Web-based Nutrition Competency Implementation Toolkit (WNCIT) for entry-level medical courses to allow simple articulation of competencies into existing curriculum. Key Outcomes Four universities, the Dietetics Association of Australia and an expert reference group have partnered to develop the WNCIT. The WNCIT will include a set of learning outcomes matched to the NCF elements, a web-based nutrition curriculum mapping tool, exemplars of nutrition competency assessment tools, a set of nutrition education resources for teaching staff and an instruction manual for the use of the WNCIT and associated resources. The development of the WNCIT will assist in the development of an integrated nutrition program for medical courses in Australia and importantly support educators to promote the achievement of key learning outcomes in nutrition.

#### **Issues for exploration**

Key issues for discussion include the disparity in existing nutrition curricula, methodologies to simplify the development and integration to existing curricula and evaluation of the tool by educators.

#### **References**

AMC (2009). Assessment and Accreditation of Medical Schools: Standards and Procedures, 2009. Australian Medical Council Ltd, Kingston ACT2. Nowson, C.A., M. Roshier-Taks, and B. Crotty (2012). Nutrition competencies for the prevention and treatment of disease in Australian medical courses. Medical Journal of Australia, 197 (3), 147