Building a better pipeline

Associate Professor Tessa Ho, Professor Michael Frommer and the Office of Medical Education

Shifting the tenor in medical programs to a more investigative and research-oriented model is widely regarded in the literature as key to improving the motivation and preparedness of students for research careers, according to Wells (2007). Students in labs and clinical teams experience the excitement of research and develop a sense of belonging to the research unit. Students who have the chance to undertake meaningful research as a medical student are more likely to pursue a research path. This means providing quarantined or, as noted by Handelsman, “unconflicted” periods in the Medical Program to do an independent project, where students are expected to design and troubleshoot their own experiments and participate fully in group meetings and other aspects of the research centre culture (Wells, 2007).

In a 1987 report from the United Kingdom, Evered et al showed that academic clinicians who carried out research during their undergraduate period had more funding, more publications and more citations in later years. The authors of this study concluded that “research training or experience, or both, as an undergraduate has a substantial influence on career development and correlates positively with subsequent research performance”.

The number of incoming medical students planning to pursue research careers as clinician scientists is lower than the Faculty of Medicine would wish. All students in the Medical Program (cont’d overleaf…)

Dentistry curriculum under the microscope

Associate Professor Elaine Blignaut, Co-ordinator: Curriculum Review

The Faculty of Dentistry is currently performing a comprehensive curriculum review of their BDent course. Dental students spend a significant portion of their time during the first two years of the course being taught together with Medicine. Accordingly, close collaboration with the OME is essential. During a visit by members of the Curriculum Review team to the OME, the understanding among members of staff of the OME, and in particular Associate Professor Tessa Ho, of the challenges faced by dental students, was particularly heartening. This clearly emanates from a sincere interest in the dental students as a group, and a desire to supply all students with the best possible teaching and learning experience. This has not gone unnoticed by our students. During conversations with the students, they have frequently expressed their gratitude towards the OME for efforts in meeting their needs.

A highlight of the visit was the demonstration of impressive software currently in its final stages of development (see COMPASS article on page 4). Obviously developed for medical teaching and training, this all encompassing software package could facilitate the administration of many aspects of teaching and learning in a complex clinical context such as dentistry. The development thereof was certainly no mean feat and something of which the OME can be justly proud. The Faculty of Dentistry is privileged and most grateful to have been granted access to the program upon completion.

Our administrative staff have been welcomed and accommodated in the OME on a regular basis during the past months as part of the Administrative Integration Project. It is very gratifying to think of the range of administrative improvements which will undoubtedly unfold from this initiative.

In addition to increased collaboration with respect to IT due to the transfer of systems administration and computer support to Medicine, collaboration will also flow from the appointment of Dr Boris Handal in Dentistry into the position of Learning Development & Evaluations Co-ordinator. Dr Handal is an Educator and Mathematician specialising in e-Learning who has begun discussions with the OME in an attempt to ensure Dentistry deploys contemporary models and systems of e-Learning.
are postgraduate and most have therefore made a definitive decision to undertake this additional degree in order to practise clinical medicine rather than to further research careers. Although a few students may indicate interest in the early stages of the program, this level of interest seems unlikely, all else being equal, to be adequate to meet the anticipated need for clinician scientists. While some students discover a passion for research during medical school, opportunities to do so in our current four year Program are limited. This is even more the case during internship and residency, suggesting that the pre-graduation years are a particularly efficient time to influence students’ career choices with respect to research.

Indeed, there are a number of barriers acting to discourage such a pathway. It may even be argued that the number of research-oriented medical students is low because admissions criteria may be biased against them by not awarding extra points towards their prior research experience.

It is important that when we consider how we enhance the teaching of research skills and knowledge in our Medical Program that we do NOT conflate two separate approaches to achieving this:

- In the first instance (#1), we need to provide ALL our medical students with the basic knowledge and skills to access, appraise and apply information to their clinical practice.
- We would then need to identify a select group of medical students who would undertake a streamed research focussed component in laboratory, clinical, population health or health services research (#2).

What steps will we take to build this pipeline? Firstly, the Faculty needs to strongly promote the Master of Philosophy (MPhil) as a one-year research training program for USydMP students who have an interest in research. The MPhil is undertaken in an additional year intercalated in the USydMP. Students can undertake the MPhil at any time between the end of Stage 2 and the end of the USydMP. All students who had successfully completed Stage 2 of the USydMP are eligible to undertake the MPhil program. The MPhil research degree can be undertaken in any field relevant to medicine whether it is in the laboratory, clinical field, populations or health services research.

Secondly, the Faculty should continue to offer mentored research experience within the USydMP to interested students, through research electives, research options and summer research studentships.

Thirdly, the Faculty should develop and implement processes for promoting the MPhil and linking the MPhil program with affiliated research institutes as well as research units within the Faculty. These processes should include:

- identification of and direct approaches to USydMP students who have had prior research experience;
- direct approaches to students who have demonstrated an aptitude for research in research electives, research options or summer research studentships;
- identification and support of potential supervisors in the Faculty’s schools and departments and in affiliated research institutes; and
- the development of a limited scholarship scheme for selected MPhil students.

Key message
We need to broaden our view of the clinician researcher: not every student will become a medical scientist but many will make significant contributions to scientific investigations. Clinicians with basic science training may become valuable members of translational research teams. It is a bonus of research studies within medical programs that we have this opportunity to influence research in medicine so broadly. The effect will magnify manifold when clinicians with good research training, who have benefited from strong mentoring early in their careers, in turn do the same for the next generation of medical students.

References

Office of Medical Education News
We warmly welcome our new administrative and academic staff at OME. The photo on the left shows Annie Sadowski (left) our Learning and Teaching Support Officer for Stage 2 who recently returned from maternity leave. Jayne Seward (right) is our new Executive Assistant at OME reception in room 132. Jayne helps to answer all general enquiries from our students and staff at the university and clinical schools.
OME staff spotlight

Dr Deborah O’Mara graduated with a PhD from the School of Education at Macquarie University, Sydney in May 1991. Deborah also holds a Bachelor of Arts Degree with First Class Honours and a Diploma of Education from Macquarie University, 1979. From 1979 to 1984, Deborah was a tutor in the School of Education at Macquarie University. Her responsibilities included teaching in measurement and evaluation, research methods and the teaching of reading as well as advising staff and students on research design, sampling, statistical analysis and computing. During her tutorship Deborah was granted a fellowship to the International Institute for Educational Planning UNESCO Paris and in 1984 she was the Australian AIDAB consultant for an ASEAN Regional Seminar on Non-Cognitive Assessment in Jakarta. After working in market and social research for two companies from 1984 to 1987, Deborah established her own company DOMensions Consulting Pty. Ltd. Over the past 20 years she had worked on a range of qualitative and quantitative market and social research projects for business and government and has worked for two clients in specially created statistical roles; American Express and St George Bank. Having combined work and family commitments in commercial research, Deborah is now looking forward to renewing her academic career and expertise, especially in the field of measurement, evaluation and assessment within the OME at the University of Sydney.

Libby Bassett is a medical graduate from the University of Sydney. Her clinical background is in general practice, initially in Newcastle and then in Sydney. She has a Diploma in Public Health from the University of Sydney and a Master of Applied Linguistics from Macquarie University for which her research project was a discourse analysis of the language of decision-making in oncology consultations. Libby has taught Clinical Communications for four years in the University of Sydney Medical Program at Royal Prince Alfred Hospital in the central clinical school and been an OSCE examiner in Stages 1 and 2 and a long case examiner in Stage 3. She enjoys the interaction with students and finds it rewarding to observe them develop in skills and confidence. She is enthusiastic about her new role as a member of the team working on the Stage 3 core curriculum and the opportunity this provides for another level of involvement in medical education. Libby has two daughters, one is a musician and the other is a university student. She enjoys music and going to concerts, plays very average tennis and loves to go hiking in her holidays.

Originally from Liverpool, UK, Karen came to Australia in 1979 to find her fortune but ended up working in medical education instead! Karen graduated from Macquarie University, BA Dip Ed in 1995 and completed her Master of Higher Education at Sydney University in 2005. Karen worked in the Northern Clinical School office at Royal North Shore Hospital for five years before taking up the post of Executive Officer at the Western Clinical School, Westmead where she worked for six years. Karen hopes to use her extensive clinical school experience to further stronger relationships between Clinical Schools and Faculty especially in the field of evaluation. Karen is married to Murray, a TAFE teacher at Brookvale TAFE and has two daughters, Elizabeth, currently studying Internal Architecture at UNSW and Emily who is studying Primary Education at Macquarie University.
“COMPASS”: A new curriculum map for USydMP

Medical curricula can be complex and difficult to navigate, for teachers as well as for students. The breadth of knowledge to be acquired is wide, teaching can be delivered in many formats, including face to face, online, through simulation, and in a variety of clinical and traditional settings. How should students and teachers make sense of it all? Curriculum maps are increasingly being used to guide learning. At their simplest, maps are spreadsheets which summarise what is taught when, but, in order to capture the complexity of the entire curriculum and be readily accessible to students and teachers, maps should ideally be online, searchable and have user-friendly and intuitive interfaces. To this end, the Office of Medical Education and the Faculty of Medicine IT Unit have been developing an integrated information system; “COMPASS” which will include learning objectives, teaching and learning resources, and scheduling information, linked to assessments. What students will see is a personalised timetable; clicking on an entry for a lecture, for example, will open up the learning objectives, resources and scheduling. It will also be possible to gain an overview of where topics are taught in the course and how they are assessed. COMPASS will be rolled out in stages over the next year; currently learning objectives are being released through the USydMP website, and for teachers, an online submission form for learning objectives is being piloted. For further information and/or demonstrations, please contact Dr Wendy Hu (wendyh@med.usyd.edu.au).

Poche Centre for Indigenous Health: Inaugural clinic

The Poche Centre for Indigenous Health has been established by the University of Sydney Faculty of Medicine following the generous donation by Mr Greg Poche. Through its “outreach” clinics, it will work with local communities to provide specialist services and general practitioner health support to Indigenous people. Importantly these clinics provide a unique educational opportunity for students.

To increase their experience of Indigenous healthcare delivery, students from the Faculties of Health (medical, nursing, pharmacy, dentistry and allied health students) will attend the outreach clinics, to observe the work of doctors and other allied health professionals. The Faculty of Medicine wishes all medical students, regardless of their final career choices, to have experience in the delivery of Indigenous healthcare, to meet Indigenous people and feel confident about their ability to provide appropriate and adequate care.

The inaugural clinic was held on 11th and 12th June 2008. We travelled in a fully pressurised Royal Flying Doctor Service KingAir aircraft, which flew us out from Bankstown, shown here with student Mark Dennis in the co-pilot’s seat. The party consisted of (from left to right) Associate Professor Len Kritharides (cardiologist), Professor Bruce Robinson (Dean, Faculty of Medicine; endocrinologist), Dr Alison Harmer (physiotherapist), Associate Professor Bain Shenstone (rheumatologist), Dr Lilon Bandler (primary care, general practice), Mark Dennis (Year 3 medical student), Dr Sue Towns (adolescent medicine) and Megan McKeown (Year 3 medical student).

Our pilot, from the Royal Flying Doctor Service, was Mr Graham Sorrenson, seen here with Megan McKeown.

Clinical work in Brewarrina and Bourke provided students with some great experiences. The second clinic was on 20 and 21 August 2008 with two medical students on board. We welcome student interest for future visits. For further information please contact Lyn Chick (Ph: 02 9036 7577, E: lynchick@med.usyd.edu.au).

Photographs, courtesy of Alison Harmer, Megan McKeown, Lilon Bandler.

Photo source: http://commons.wikimedia.org/wiki/image:Stanley_compass_1.png#file
Inaugural clinic student experiences

Mark Dennis Year 3 Medical Student

I asked to join clinicians traveling to Bourke and Brewarrina for the Poche Centre for Indigenous Health for two reasons:

1) to meet and talk with the local Indigenous population and health care workers to gain a better understanding of the underlying health issues in their communities, and

2) to be able to see first hand the problems regarding Indigenous health that we have learnt about through the USydMp.

The trip met these expectations.

Through the trip and, in particular, the first day at Brewarrina, I could sit and listen, and observe the fundamental problems in Indigenous health with a personal and a system perspective. The prevalence of severe cardiac disease in young Aboriginal males was particularly confronting. In the space of a morning, I met at least 4 indigenous men who had had either a heart attack or coronary artery bypass surgery (CABG), all aged in their 20's or at the very latest in their 30's. One young man even had his CABG before both his parents had theirs. Why is this the case and what exactly can be done for these individuals and the local population in general?

Another case of a young Indigenous man with schizophrenia also provoked much thought. Returning from interstate this man had run out of his medications and was experiencing auditory hallucinations with some thoughts about suicide. He had been in jail, was on parole and his wife had indicated that she had experienced physical abuse. With Dr Bandler we started to try to contact his previous case manager/doctor. Within the space of an hour, he was picked up by the police for breaching parole by coming into Bourke, and was in the local gaol. It stuck me as a dangerous situation given his mental state. It also exemplified the health vs. judicial problems that can be faced in medicine as well as the constraints on resources in these areas. How can a man have as a condition of his parole a clause stating he is not allowed to visit the town where he can get his anti-psychotic medications? In cities these issues would be easily solved as the drugs and resources are available in a variety of settings. Out in Bourke, the options are limited.

All students ideally should be made to spend time in these types of environments. Whilst we learn about some of the issues faced through our course, there is no substitute for actual experience. Seeing some of the problems first hand, even if it is only for a couple of days, does help one to appreciate the need and magnitude of the situation. Furthermore, there was the genuine excitement in the town - seeing medical services arrive and even us students!

All in all, a great trip - thoroughly enjoyable. I am proud to have had the opportunity to go.

Megan McKeown Year 3 Medical Student

I had the opportunity to attend the inaugural clinic for the Poche Centre for Indigenous Health held on the 11th and 12th June 2008. The appeal for me was multi-faceted. I love flying, hadn’t been to Bourke or Brewarrina before, am interested in the practice of medicine in any remote location and I needed some experience.

I imagined Brewarrina an isolated location without much in the way of any health care facility, no GP and a population that desperately needed health care. I wasn’t sure what to expect from Bourke because I knew Bourke was a bigger town and may already have adequate health care provisions but as we were going there, I expected there must be some needs that weren’t being met.

The most enjoyable part of the trip for me was the time spent in Brewarrina. The facilities were impressive, a hospital with enthusiastic staff, an emergency room, a dialysis unit and an aged care facility! However, the biggest asset was the very dedicated GP, Dr Deon Heyns, who had been working in Brewarrina for a few years.

My advice to fellow students would be to never miss an opportunity to work with enthusiastic doctors doing something that they love. Be prepared to learn from them and be inspired by them. Be prepared also to be emotional about the health problems of the remote population and at the same time be prepared to see some patients helped that most certainly would have been in a much worse situation had the team not visited. It’s not often that the outcome of every consultation can be so positive.

What have I learnt? That Aboriginal people accept me just like I accept them. They have the same desire to be healthy as I do; they know their family members are dying young and they want to be healthier. Sometimes, there can be a health facility in a rural location with many rooms and much equipment but no patients. This suggests to me that delivery of health care might need more than a good building.

Our caption corner winner is Bronwen Morrison with: “Now John, I’m really sorry, but I have some bad news for you. Purple Shirt Day to Fight Male Pattern Baldness is actually tomorrow. Today is Cup Your Hands Protectively for Testicular Cancer Research Day. See?”

caption corner winner
2008 has been yet another busy and exciting year for MedSoc with the enthusiasm and support of our student members ensuring that every venture we undertake is a success. Already this year, we have held a number of major events which would not have occurred without the ongoing support of the Faculty and our other sponsors.

The electives evening and newly created “Postcards from wherever” night were held in conjunction with the society’s global health group, GlobalHOME and the Faculty and were hugely successful events. It is always inspiring to hear about the local and international health experiences other students have undertaken and we look forward to our International Health Evening to be held in early August.

We have also held our Indigenous Health Forum, once again hosted by Julie McCrossin and a great panel of experts that helped discuss the issues associated with Indigenous health in our country. The night served to increase awareness of these concerns among medical and allied health students, and worked to fashion actionable resolutions at both a local and national level.

On the social side, MedSoc has also excelled in ensuring that our students are able to relax and enjoy their time at med school by putting on numerous social events. The biggest event of the year, Medball, has just passed and with a theme of “high society”, it was an exceptional evening enjoyed by all. Our first year orientation week and camp were another raging success and made certain that the new first years were adequately welcomed into the world of studying medicine at Sydney University.

The members of the MedSoc Council all work tirelessly to ensure these events are successful and thanks must go to each and every council member. We are all looking forward to the events still to come in 2008 - the rural health night, the 50th Annual Lambie-Dew Oration, the women in medicine dinner, Med-lympics and much more. Please contact Paula Conroy (pcon8510@med.usyd.edu.au) for further information on any of these events or to be on the council.

SUDUA recently hosted the annual Australian Dental Students Association Convention. This event was conducted at the Westmead Centre for Oral Health, attended by 110 dental students from the University of Adelaide, University of Melbourne, University of Queensland and University of Western Australia, joined by a similar number from Sydney for a series of academic lectures and social events, ranging from a pub crawl through Darling Harbour to a last night Cocktail Party at Cruise Bar at Circular Quay. The convention was an outstanding success and the organisers did a fantastic job in pulling the events together. The lectures were interesting and relevant. The social events were a blast and gave a great opportunity for interstate communication and networking. It’s amazing that no matter where you come from, similar issues are faced by us all! The convention started about 3 years ago and is now a well established annual event. Next year it will be held in Perth, at the University of Western Australia.

On the horizon, yet more events seem to fill the calendar: the annual Grand Dental Ball will be held in late August, the traditional second-year halfway dinner in November, and the final year graduation ball in December. We are lucky to have committed sponsors who make it possible for these events to occur.

As we prepare ourselves for the march toward the end of the year, and the inevitable exams and assessments it will bring, I wish everyone the best of luck for the rest of this year, and remember, no matter what happens, it’s important to breathe!
Among the 70,000 people taking part in the 2008 City 2 Surf was a group of Hands of Help past and present volunteers running the 14km event to raise funds for a community in Northern Uganda. In December this year, a group of young volunteers, some from Sydney University Medical School, will be living in a community for 2 months as they rebuild a primary school in Northern Uganda. The volunteers will also be checking on the Community Health Project in the Jinja region – a project that has reached over 50,000 Ugandans since it was established in 2006. This year will mark Hands of Help fourth year travelling to Uganda and Kenya to work on community education and health projects. The day turned out to be a success with all of the volunteers making it from the city to Bondi, and getting to the top of that hill in one piece! We are fortunate to have the support of the Medical Faculty of Sydney University who took part in the historic race to raise funds for Hands of Help! For more information please check out our website www.handsofhelp.org.

**Important dates**

**2008 ASSESSMENT DATES**

**Stage 1**
- Formative Observed Structure Clinical Examination (OSCE)
  - Wednesday 5 November 2008
- Summative Assessment - written
  - Thursday 27 and Friday 28 November 2008

**Stage 2**
- Summative Assessment - written
  - Monday 13 and Tuesday 14 October 2008
- Summative Observed Structure Clinical Examination (OSCE)
  - Tuesday 25 & Wednesday 26 November 2008

**Stage 3**
- Summative Assessment - written
  - Monday 22 & Tuesday 23 September 2008
# OME Contacts

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>ROOM</th>
<th>PHONE</th>
<th>FAX</th>
<th>EMAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC STAFF</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/Professor Tessa Ho</td>
<td>Associate Dean (USydMP) Curriculum, Chair of USydMP</td>
<td>Room 108</td>
<td>9036 6430</td>
<td>9036 7580</td>
<td><a href="mailto:tessah@med.usyd.edu.au">tessah@med.usyd.edu.au</a></td>
</tr>
<tr>
<td>Professor John Mitrofanis</td>
<td>Associate Dean (USydMP), Stage 1 Coordinator</td>
<td>Room S233</td>
<td>9351 2500</td>
<td>9351 2813</td>
<td><a href="mailto:zorba@med.usyd.edu.au">zorba@med.usyd.edu.au</a></td>
</tr>
<tr>
<td>Professor Michael Frommer</td>
<td>Associate Dean (USydMP), Stage 2 Coordinator</td>
<td>Room G77</td>
<td>9036 3447</td>
<td>9036 3455</td>
<td><a href="mailto:mfrommer@med.usyd.edu.au">mfrommer@med.usyd.edu.au</a></td>
</tr>
<tr>
<td>A/Prof Chris Dennis</td>
<td>Associate Dean (USydMP), Stage 3 Coordinator</td>
<td>Room 114</td>
<td>9036 6434</td>
<td>9036 7580</td>
<td><a href="mailto:cdennis@med.usyd.edu.au">cdennis@med.usyd.edu.au</a></td>
</tr>
<tr>
<td><strong>STAGE COORDINATORS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor Edward Ford</td>
<td>Sub-Dean (Assessment), Head of Assessment</td>
<td>Room 108</td>
<td>9036 6427</td>
<td>9515 7564</td>
<td><a href="mailto:ldavies@med.usyd.edu.au">ldavies@med.usyd.edu.au</a></td>
</tr>
<tr>
<td>Prof Heather Jeffery</td>
<td>Sub-Dean (Evaluation), Head of Evaluation</td>
<td>Room 325C</td>
<td>9114 0584</td>
<td>9550 4375</td>
<td><a href="mailto:hjeffery@med.usyd.edu.au">hjeffery@med.usyd.edu.au</a></td>
</tr>
<tr>
<td><strong>ACADEMIC STAFF</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Wendy Hu</td>
<td>Senior Lecturer (Core Curriculum)</td>
<td>Room 114</td>
<td>9036 6431</td>
<td>9036 7580</td>
<td><a href="mailto:wendyh@med.usyd.edu.au">wendyh@med.usyd.edu.au</a></td>
</tr>
<tr>
<td>Dr Libby Bassett</td>
<td>Lecturer (Core Curriculum)</td>
<td>Room 114</td>
<td>9036 6431</td>
<td>9036 7580</td>
<td><a href="mailto:lbassett@med.usyd.edu.au">lbassett@med.usyd.edu.au</a></td>
</tr>
<tr>
<td>Dr Cathie Hull</td>
<td>Senior Lecturer in Clinical Curriculum Co-Cordinator, Pt-Dr Theme</td>
<td>Room 114</td>
<td>9036 5059</td>
<td>9036 7580</td>
<td><a href="mailto:catfried@med.usyd.edu.au">catfried@med.usyd.edu.au</a></td>
</tr>
<tr>
<td>Dr Lilon Bandler</td>
<td>Senior Lecturer Indigenous Health Education</td>
<td>Room 107</td>
<td>9036 7859</td>
<td>9036 7580</td>
<td><a href="mailto:lbandler@med.usyd.edu.au">lbandler@med.usyd.edu.au</a></td>
</tr>
<tr>
<td>Dr Deborah O’Mara</td>
<td>Senior Lecturer Assessment</td>
<td>Room 108</td>
<td>9036 6428</td>
<td>9036 7580</td>
<td><a href="mailto:domara@med.usyd.edu.au">domara@med.usyd.edu.au</a></td>
</tr>
<tr>
<td>Karen Garlan</td>
<td>Lecturer Evaluation</td>
<td>Room 130b</td>
<td>9036 5060</td>
<td>9036 7580</td>
<td><a href="mailto:kgarlan@med.usyd.edu.au">kgarlan@med.usyd.edu.au</a></td>
</tr>
<tr>
<td>Imogene Rothnie</td>
<td>Lecturer Assessment</td>
<td>Room 108</td>
<td>9036 6434</td>
<td>9036 7580</td>
<td><a href="mailto:irothnie@med.usyd.edu.au">irothnie@med.usyd.edu.au</a></td>
</tr>
<tr>
<td><strong>ADMINISTRATIVE STAFF</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Karen Scott</td>
<td>Executive Officer</td>
<td>Room 130a</td>
<td>9036 6561</td>
<td>9036 7580</td>
<td><a href="mailto:kscott@med.usyd.edu.au">kscott@med.usyd.edu.au</a></td>
</tr>
<tr>
<td>Celina Aspinall</td>
<td>Learning and Teaching Support Manager</td>
<td>Room 134</td>
<td>9351 5111</td>
<td>9036 7580</td>
<td><a href="mailto:celinaa@med.usyd.edu.au">celinaa@med.usyd.edu.au</a></td>
</tr>
<tr>
<td>Christiana Katalinic</td>
<td>Learning and Teaching Support Officer – Stage 1</td>
<td>Room 134</td>
<td>9351 6296</td>
<td>9036 7580</td>
<td><a href="mailto:christiana@med.usyd.edu.au">christiana@med.usyd.edu.au</a></td>
</tr>
<tr>
<td>Annie Sadowski</td>
<td>Learning and Teaching Support Officer – Stage 2</td>
<td>Room 134</td>
<td>9351 7068</td>
<td>9036 7580</td>
<td><a href="mailto:asadowski@med.usyd.edu.au">asadowski@med.usyd.edu.au</a></td>
</tr>
<tr>
<td>Jaime Comber</td>
<td>Learning and Teaching Support Officer – Stage 3</td>
<td>Room 133</td>
<td>9036 7186</td>
<td>9036 7580</td>
<td><a href="mailto:jaimec@med.usyd.edu.au">jaimec@med.usyd.edu.au</a></td>
</tr>
<tr>
<td>Pieta Joy</td>
<td>Assessment and Evaluation Manager</td>
<td>Room 131</td>
<td>9351 2584</td>
<td>9036 7580</td>
<td><a href="mailto:pietaj@med.usyd.edu.au">pietaj@med.usyd.edu.au</a></td>
</tr>
<tr>
<td>Nikki Briones</td>
<td>Assessment and Evaluation Officer</td>
<td>Room 131</td>
<td>9036 6295</td>
<td>9036 7580</td>
<td><a href="mailto:dbiones@med.usyd.edu.au">dbiones@med.usyd.edu.au</a></td>
</tr>
<tr>
<td>Claire Johnson</td>
<td>Assessment and Evaluation Officer</td>
<td>Room 131</td>
<td>9036 7852</td>
<td>9036 7580</td>
<td><a href="mailto:cjohnson@med.usyd.edu.au">cjohnson@med.usyd.edu.au</a></td>
</tr>
<tr>
<td>Rachel Tyne</td>
<td>PPD &amp; Research Assistant</td>
<td>Room 207(Lvl 2)</td>
<td>9351 4542</td>
<td>9351 6646</td>
<td><a href="mailto:rtyne@med.usyd.edu.au">rtyne@med.usyd.edu.au</a></td>
</tr>
<tr>
<td>Jutta von Dincklage</td>
<td>Administrative Officer (Communications and Events)</td>
<td>Room 133</td>
<td>9036 6529</td>
<td>9036 7580</td>
<td><a href="mailto:juttavd@med.usyd.edu.au">juttavd@med.usyd.edu.au</a></td>
</tr>
<tr>
<td>Lyn Chick</td>
<td>Executive Assistant Indigenous Health Education</td>
<td>Room 107</td>
<td>9036 7577</td>
<td>9036 7580</td>
<td><a href="mailto:lynchick@med.usyd.edu.au">lynchick@med.usyd.edu.au</a></td>
</tr>
<tr>
<td>Jayne Seward</td>
<td>Executive Officer OME Reception</td>
<td>Room 132</td>
<td>9036 5061</td>
<td>9036 7580</td>
<td><a href="mailto:ome-reception@med.usyd.edu.au">ome-reception@med.usyd.edu.au</a></td>
</tr>
</tbody>
</table>

**EDITORIAL INFORMATION**

Editor: Jutta von Dincklage  
Editorial Committee: Celina Aspinall, A/Prof Tessa Ho, Tom Rubin, Karen Scott, Pieta Joy, Jutta von Dincklage  
Photos: Faculty of Medicine, Hussein Mansour, Melanie Balsom, Alison Harmer, Lilon Bandler, Megan Mckeown, Jutta von Dincklage, Beth Quinlivan, John Appleyard (Newspix), Medsoc, SUDUA, Sarah Lally, Prof David Lyle.  
Mail: Office of Medical Education  
Edward Ford Building (A27)  
Fisher Road  
University of Sydney, NSW  
2006  
All correspondence should be directed to curriculummatters@med.usyd.edu.au.  
Phone: 02 9036 6529  (Jutta von Dincklage)  
PRODUCED BY THE OFFICE OF MEDICAL EDUCATION OF THE UNIVERSITY OF SYDNEY, AUGUST 2008. THIS INFORMATION IS CORRECT AT TIME OF PUBLICATION BUT INFORMATION IS LIABLE TO CHANGE.  
CRICOS Provider No. 00026A, 07/1483