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supporting clinical teachers. A thoughtful approach can remove many perceived barriers to getting involved. **Intended Outcomes:** Participants attending this workshop will: 1) Understand the motivating factors (and barriers) for clinicians becoming teachers; 2) Share effective strategies for overcoming these barriers to recruit and further develop clinical teachers; 3) Rehearse conversations with clinicians who are reluctant to participate; 4) Develop a plan for recruiting, developing and retaining clinical teachers upon return to their own contexts. **Structure:** Structure includes a mix of brainstorming of objectives to be achieved, small group discussions on perceived motivations for teaching, and exploration of parallels with clinical models of behaviour. Role play will be used to rehearse skills of engaging and motivating clinical teachers. The workshop finishes with action planning for immediate implementation. **Who Should Attend:** The workshop is suitable for all those involved in organising, developing or supporting clinical placements. It will also be useful clinical teachers themselves. **Level of workshop:** Intermediate.

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**4W Workshop: How to design and facilitate focus groups for use in medical education: Part 2**

_J Tipping^1^, L Manchul^2^ ^1^Office of Continuing Education and Professional Development, Faculty of Medicine, University of Toronto; ^2^University of Toronto, Princess Margaret Hospital, Canada_

**Background:** Based on requests from participants registered in the 2010 AMEE conference workshop session on focus groups in medical education and research, this workshop aims to provide the tools necessary for conducting and analysing the content of effective focus groups. Focus groups provide a means of gathering information for needs analysis, program development and evaluation, formative feedback and educational research. As a qualitative method, they can provide: invaluable information as to why people think the way they do as well as barriers that interfere with learning. Information that is difficult to ascertain through the use of standard quantitative methodologies can be determined through focus groups. **Intended Outcomes:** In this practical and interactive workshop participants will: 1) Determine the importance of focus groups to determine learning needs assessments as they relate to principles of effective adult education; 2) Develop questions to pursue in the focus group; 3) Practice the skills of interview design; 4) Practice the skills of focus group facilitation; 5) Start to analyse the content of the focus group interview. **Structure:** This workshop will be interactive, iterative, and provide ample opportunity to practice skills of interview design, conduct a focus group, and start to analyse focus group content. The structure will consist of a “fishbowl” focus group demonstration, a short didactic presentation on the role of focus groups and developing questions. The group will be tasked with developing focus group questions, conducting a very brief focus group, then start to analyse data for themes. **Level of workshop:** Intermediate.

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**4X Posters: Clinical Teaching 1**

**4X1 Aged care residents: A resource for student clinical experience**

_N Koehler*, C McMenamin (Monash University, Faculty of Medicine, Nursing & Health Sciences, Melbourne, Australia)_

**Background:** With the increase in the number of medical students and a decline in opportunities to access hospital patients, alternative methods of providing formative year medical students with a real clinical experience have to be found. Second-year medical students at The University of Western Australia currently visit low-care aged care facilities to interview residents to enhance their communication skills, learn how to establish rapport with patients and to practice taking a basic medical history. The aim of the present study was to examine medical students’ and residents’ perceptions of the interview and to establish whether residents would be willing to be physically examined by supervised medical students. **Summary of work:** 187 second-year medical students and 24 residents completed an anonymous survey regarding their perceptions of the interview. **Summary of results:** In general, medical students and residents rated statements pertaining to the interview favourably. The majority of residents indicated that they would be willing to be physically examined by supervised medical students. **Conclusions:** The majority of medical students and residents had favourable perceptions of the interviews conducted within low-care aged care facilities. Communication skills including history-taking was enhanced for the students. In addition, residents indicated that they were willing to permit physical examinations by supervised medical students. **Take-home messages:** Residents in aged-care facilities can provide formative year medical students with an alternative means to obtain a real clinical experience.