
Acknowledgement of Country

Before we get started

- We will be recording this session and making it available after the event along with links to the documents mentioned.
- There will be time for questions at the end, however you are welcome to add questions to the chat.

Overview

- 2023 grant categories
- Indicative grant timeline for 2023
- 2023 participating institutions
- 15 tips for writing a successful EOI

2023 grant categories

Large Cohort Grants - 40% of DIY grants:

Projects in this category

- are associated with courses that have large cohorts within an individual institution or across the sector as a whole, and/or
- are associated with first year, high enrolment courses, and/or
- have the potential to be used across a number of institutions.

Small Cohort Grants - 30% of DIY grants:

Projects in this category are associated with courses that have smaller cohorts, are in emerging disciplines, are associated with postgraduate courses, may not be offered at multiple institutions, and/or highly specialised subject areas.

Kickstart Grants - 30% of DIY grants:

Projects in this category have project teams that have not published an open textbook before and come from institutions that have published two or less open textbooks and have not been lead institution on a Collective grant funded project in the past.

- In 2023, you must choose either Large Cohort or Small Cohort and your application will *only* be assessed in that category.
- You may apply in both the Kickstart and Large or Small Cohort categories.

2023 funding

Large Cohort Grants - 40% of DIY grants - max funding \$3,500

Projects in this category

- are associated with courses that have large cohorts within an individual institution or across the sector as a whole, and/or
- are associated with first year, high enrolment courses, and/or
- have the potential to be used across a number of institutions.

Small Cohort Grants - 30% of DIY grants - max funding \$3,500

Projects in this category are associated with courses that have smaller cohorts, are in emerging disciplines, are associated with postgraduate courses, may not be offered at multiple institutions, and/or highly specialised subject areas.

Kickstart Grants - 30% of DIY grants - max funding depends on secondary category, either \$3,500 or \$4,500

Projects in this category have project teams that have not published an open textbook before and come from institutions that have published two or less open textbooks and have not been lead institution on a Collective grant funded project in the past.

- In 2023, you must choose either Large Cohort or Small Cohort and your application will *only* be assessed in that category.
- You may apply in both the Kickstart and Large or Small Cohort categories. The Cohort category will determine the funding amount, if awarded a Kickstart grant.

2023 funding

- \$2,500 for grants in any category involving one institution that is participating in the Collective
- \$3,500 for grants in any category involving authors from two or more institutions that are participating in the Collective
- \$4,500 for
 - grants in the Large Cohort Grants category involving authors from two or more institutions that are participating in the Collective
 - grants in the Kickstart Grants category that also meet the criteria for a Large Cohort Grant and involving authors from two or more institutions that are participating in the Collective

2023 grants – other considerations

- All grant funded projects will receive a complimentary Pressbooks shell.
- All grants include an allocation of \$500 that must be used for peer review stipends (included in the total grant funding).
- Grants will be offered on a competitive basis through a streamlined application process.
- Grants will be paid to the lead author's institution and may be used for any purpose (e.g. buy out of teaching, professional editing services).
- Collaborators may be involved from institutions that are not participating in the Collective, but these collaborators cannot receive funding.
- Successful projects must be published on the Collective platform and covers must carry the Collective logo.

Indicative grant timeline for 2023

- Expressions of interest open: mid January 2023
- Expressions of interest close: end February 2023
- Recipients announced: end March 2023
- Funds released (based on satisfactory progress update): May 2023
- Progress update: August 2023
- Minimum of first six chapters published: 31 December 2023

Is my institution taking part in 2023?

Australian Catholic University
Bond University
Charles Darwin University
Charles Sturt University
Curtin University
Deakin University
Edith Cowan University
Federation University
Flinders University
Griffith University
James Cook University
La Trobe University
Massey University
Monash University
Queensland University of Technology
RMIT University
Southern Cross University
Swinburne University of Technology

University of Adelaide
University of Auckland
University of Canterbury
University of Melbourne
University of New England
University of New South Wales
University of Newcastle
University of Otago
University of Queensland
University of South Australia
University of Southern Queensland
University of Technology Sydney
University of the Sunshine Coast
University of Waikato
University of Western Australia
Victoria University of Wellington
Western Sydney University

Keys to a successful application

The evaluators want to know:

- What the book is about, in detail
- Why the book is needed and/or important for your institution (and if possible, beyond)
- That the project is achievable on the timeline specified
- That the author team has the expertise to write the book

Tell us what the book is about

Include a detailed abstract

Tip #1: The word limit for the abstract (500 to 1000 words) is indicative of the detail you should provide - lots!

Example abstract

The anatomy of our outwardly facing physical appearance exhibits great diversity between individuals, from different eye, skin and hair colour to the size of our feet and our height. However, it is less known how our anatomy differs beneath the surface... is the anatomy of the internal organs the same between individuals? Most textbooks would like you to think so with simplified standard descriptions of human anatomy such as the lung lobes and fissures, aortic arch branches and bone numbers. But this textbook is different. Here we build your understanding of the scope and clinical importance of human anatomical variation to improve your future patient interactions as a health professional or scientist.

Anatomical variation is a difference in morphology (shape and size), topography (location), developmental timing or frequency of an anatomical structure. It presents during embryological or subadult development and results in no substantive observable interruption to physiological functions. Every organ displays an array of anatomical phenotypes, and for these reasons the anatomy of each person is considered a variant. Understanding anatomical variation is essential for all health professionals to avoid patient misdiagnosis such as confusing a natural variant with a pathology, minimise surgical or procedural errors that may occur if variations are unexpected, and ultimately improve patient outcomes.

This textbook is designed to actively engage your exploration and critical analysis of human anatomical variation in an Australian and New Zealand context. Research in anatomical variation has demonstrated significant differences in phenotypic expression of variants between and within geographic, ancestral and socioeconomic populations, as well as displaying significant variance between males and females. It is therefore critical as a health professional to understand anatomical variation in the context of the population you intend to practice in. This textbook compiles this critical information into an easy to read summary of the range and frequency of anatomical phenotypes in Australian and New Zealand patients by drawing from contemporary anatomical science research. Anatomical variation of Aboriginal, Torres Strait Islander and Māori peoples will also be highlighted where research is available.

The textbook is organised to complement your health science studies by developing your depth of understanding to address three key learning outcomes in anatomical variation:

1. Categorise and describe a range of anatomical variation within the human body.
2. Theorise the implications of anatomical variation on patient outcomes and in professional contexts.
3. Investigate the process of anatomical variation formation and its potential causes.

To support the use of this textbook in the classroom, the textbook is divided into three sections based on the level of learning expected for each learning outcome (eg. first year, second year and third year of study). This helps to align each chapter's content with your stage of learning with relevant discussion and activities to engage your investigation of human anatomical variation.

Each chapter employs a multimodal and active learning approach using text and video summaries of key information, checkpoint quizzes and interactive activities, clinical and professional discussion activities, and recommended readings. In this way, the activities in this textbook can be easily embedded into existing health science curricula to strengthen anatomical variation understanding in all health professional courses.

Comprehensive understanding of anatomical variation is essential for all health professionals to ensure patient safety and high quality patient care. Research has demonstrated that lack of knowledge of anatomical variation by healthcare teams may lead to a number of negative patient outcomes including permanent disability or even death. This textbook therefore provides you with relevant population-specific understanding of anatomical variation in an Australian and New Zealand context to strengthen your clinical skills as a health professional.

Tell us what the book is about

Tell us about the structure of the book

Tip #2: Provide a brief outline of chapters in the new EOI field: *Overview of textbook*

Example overview

Chapter 1: Introduction to Anatomical Variation (*Objective – Define anatomical variation and acknowledge its prevalence. Recognise examples of anatomical variation*)

- Definition of anatomical variation
- Types of anatomical variation
- Timing of appearance of anatomical variation
- Distinguishing anatomical variation from congenital anomalies and pathology

Chapter 2: Relevance of Anatomical Variation in Professional Contexts

Chapter 3: Range of Anatomical Variation Phenotypes in Organ Systems (*Objective 1 – Explore and identify phenotypes of anatomical variation across organ systems; Objective 2 - Investigate the consequences of anatomical variation in patient outcomes; discriminate between anatomical variation and pathology*)

- Selection of organ system case studies is presented with illustrations of the range of phenotypic variation reported and discussion on the clinical implications of different anatomical variants
 - o Aortic arch
 - o Cerebral arterial circle
 - o Coronary arterial circulation
 - o Coeliac trunk
 - o Lung lobes and fissures

Chapter 4: Embryological and subadult development of anatomical variation (*Objective – Illustrate and explain the process of anatomical variation formation during embryological and subadult development*)

- Select examples from cardiovascular, respiratory, digestive and skeletal systems

Chapter 5: Anatomical variation in Australian and New Zealand populations (*Objective – Interrogate the literature to form an evidence-based opinion on the range of anatomical variation within a population*)

- Case studies drawing from anatomical variation literature comparing population studies including Aboriginal, Torres Strait Islander and Māori populations
 - o Lung lobes and fissures
 - o Pulmonary veins
 - o Renal arteries and kidneys
 - o Portal vein
 - o Bones of the hand

Chapter 6: Applying skeletal variation in professional contexts (*Objective – Demonstrate professional standards and accuracy in the application of anatomical variation in a professional context*)

- Building a biological profile for forensic application
- Ossification of the bones of the hand for clinical assessment of paediatric maturation

Chapter 7: Causes of anatomical variation (*Objective – Hypothesise probable causes of anatomical variation in an individual*)

- Genetics including ancestry and sex
- Socioeconomic factors
- Geographic factors

Tell us why the book is needed

Include a detailed (evidence based if you can) rationale for the project

Tip #3: Provide a multifaceted rationale for your textbook incorporating evidence - consider equity, cost, need for the content, need for ANZ perspective

Example rationale

A critical deficiency in student understanding of anatomical variation, coupled with an evaluation of currently available resources, presents a clear rationale for our proposed OER. Current anatomy textbooks thoroughly under-represent the topic of anatomical variation, often presenting one phenotypic description of human anatomy, leading to a superficial and limited understanding of variation by undergraduate students. Our research in 2021 assessing student depth of anatomical variation knowledge, made this lack of comprehension of anatomical variation harshly evident. When assessed on the core concepts of variation via a quantitative survey, our multi-year level undergraduate health-science students (n = 181), achieved a mean score of only 40%. Critical knowledge deficits were identified in student ability to define anatomical variation and discriminate examples of variation and pathology. Previous literature has described the negative clinical outcomes that can ensue in response to this lack of understanding, which include misdiagnosis and surgical errors.

Currently, two reference texts exist to enhance knowledge; “Bergman’s Comprehensive Encyclopaedia of Human Anatomical Variation” (2016), which costs \$505 (ebook), and “Anatomical Variation and Clinical Diagnosis” (Smith, 2020). This second text compiles journal articles from the Special Issue of Diagnostics, and with a creative commons licence will be used for general background content in our proposed textbook. Neither textbook however, attempt to describe anatomical variation of Australian and New Zealand peoples. Content specific to Australian and New Zealand populations including Aboriginal, Torres Strait Islander and Māori peoples is essential for health professionals practicing within these regions, as there is documented population-specific anatomy within the literature. This knowledge will ensure provision of individualised person-centred care and ensure student and practitioner recognition of the diversity of the human form. Overall ensuring alignment with the guidelines for inclusivity and cultural safety in health care and certifying the provision of a high-level of clinical care for all.

Rationale 1:
Underrepresentation of
the topic

Rationale 2: Importance of
ANZ perspectives

Rationale 3: Prohibitive
cost

Evidence

Demonstrate that your project is achievable on the timeline

Tip #4: Provide a detailed overview of your book so the evaluators know that you are sufficiently advanced in your planning - use the *Abstract* and *Overview of textbook* fields

Tip #5: Provide brief information about how you're going to use the funding to get the work done

How do you plan to use the grant funding?

- Buy-out of teaching or marking
- Cover costs of book production such as editing
- Other, please specify

Appoint research assistant to identify appropriate Australian and New Zealand, and Indigenous content to strengthen our existing publications in this area, and already identified population studies; and conference attendance (including Australian and New Zealand Association of Clinical Anatomists in December 2022).

Tip #6: If content already exists elsewhere (yours or openly licensed content, in textbook form or other form) that you plan to adapt, make this clear

Demonstrate that your project is achievable on the timeline

Tip #7: Look for opportunities to adapt content and detail these in your EOI (e.g. annotate your chapter summary)

Tip #8: Start working with the library early - they will have an opportunity to add a statement about how advanced planning is in Part 2 of the application form

Demonstrate the suitability of the author team

Tip #9: Provide an individual (evidence based if possible) biography for each author that explains their contribution to the book, and why they are qualified to make it

Tip #10: Consider using evidence like: number of years teaching / researching in the field; number of years in practice; H-index; number of publications; evidence of other expertise that will be contributed (e.g. learning design expertise; experience with content development for the web); teaching awards; evidence of depth of knowledge in a specific area (e.g. recent PhD on topic)

Tip #11: When the team includes ECRs, consider providing evidence focused on the group as a whole, in addition to individual biographies

Example author experience

A/Prof Michael Gabbett is a clinical geneticist and academic. Michael trained in medicine and clinical genetics in Sydney and in Brisbane. He now co-ordinates Australasia's only postgraduate degrees in diagnostic genomics. Michael has an extensive background in teaching, training and lecturing in genomics. He holds adjunct academic positions with the University of Queensland and Griffith University Medical Schools in recognition of his contribution to medical school teaching. He has trained a number of clinical geneticists, and has served on the Advanced Training Committee for clinical genetics with the Royal Australasian College of Physicians. He currently sits on the Curriculum Advisory Group for the Royal Australasian College of Physicians. Michael helped revamp Griffith University's Master of Genetic Counselling course in 2010, and subsequently lectured into the new degree. He continues to deliver professional education in genomics to general practitioners and nurses. Michael has authored two book chapters and has over thirty peer reviewed papers in the medical literature. Michael's tacit knowledge of the subject matter, track record in publication and proven ability to deliver academic manuscripts places him in the prime position to manage this project.

Dr Patrick Yap is a New Zealand clinical geneticist, currently working at Auckland District Health Board. He is an Australasian trained general geneticist with a special interest in skeletal dysplasias. He graduated from the University of Glasgow, United Kingdom in 2004. He trained in General Paediatrics in the United Kingdom and New Zealand and pursued further training, completing his fellowship in Clinical Genetics in Melbourne, Australia. Apart from general paediatrics, Dr Yap also has a special interest in rare inheritable genetic disorders. He has research affiliations with the University of Auckland and Murdoch Children's Research Institute. Dr Yap is a young graduate of the Australasian clinical genetics training programme, and is well placed to comment on the issues contemporary medical genetics face in Australia and New Zealand.

Associate Professor Laura Gregory and Dr Mikaela Reynolds have a long-standing passion for delivering high quality education experiences for students in human anatomy, as well as leading a strong research program in Clinical Anatomy and Paediatric Imaging at the Queensland University of Technology (QUT), having taught anatomy at a tertiary level for a combined 31 years.

The authors have a breadth of teaching experience using human donor material to highlight anatomical variation phenotypic expression, including the use of anatomical dissection to encourage student understanding of the significance of identifying anatomical variation. However not all students have the opportunity to interact with human donor material, and therefore the authors have recognised a need for improved learning resources to support student understanding of anatomical variation in all health professional courses at a tertiary level.

Our research is directly aligned to the topic of this textbook with 12 papers published in anatomical variation in an Australian population (8 from Gregory and colleagues; 4 from Gregory, Reynolds and colleagues), with another 8 currently in the drafting process for publication. In 2021, as part of Miss Kimmorley's Bachelor of Biomedical Science (Honours) research, we completed a formal evaluation of student understanding of anatomical variation within our own institute and discovered critically low levels of understanding. Comprehensive resources were created to improve introductory student knowledge in anatomical variation including an online module in Articulate Rise. This led to the development of a comprehensive anatomical variation curriculum to improve student development and depth of understanding of anatomical variation. We are currently finalising a publication of our results "Anatomical Variation: A novel curriculum framework and investigation of depth of undergraduate student knowledge" and will be submitting this to the Journal of Anatomy and Physiology Education for review (authors for this textbook are also sole authors of this draft publication).

Things (almost) everyone can improve on

Are you aware of any other Australian and/or New Zealand universities that offer a course in which this textbook might be useful?

Listing institutions and courses will strengthen your application, particularly for applications in the General category.

Tip #12: Provide a specific, detailed and comprehensive list of courses at other institutions that could use your textbook

Tip #13: Get a written endorsement from one or more institutions that would consider using your textbook

Things (almost) everyone can improve on

Provide information about how your textbook will include Indigenous content

Tip #14: Explain how your textbook will include Indigenous content, and how you will develop this content (particularly if there is no Indigenous author on the team), using the related new EOI field *Indigenous content*

Things (almost) everyone can improve on

Provide information about the ANZ content in your textbook

Tip #15: Include details of Australian / New Zealand content in the new *Australian / New Zealand content* field

Summary of anticipated changes to application form

New fields: Part 1 (Applicant)

- *Overview of textbook*: An opportunity to provide a brief summary of chapter structure and content
- *Indigenous content*: An opportunity to explain what Indigenous content will be included and how you will develop this content (particularly if there is no Indigenous author on the team)
- *Australian / New Zealand content*: An opportunity to explain the Australian and New Zealand content included in your textbook

New fields: Part 2 (Institutional Authorisation)

- *Library assessment of progress to date*: An opportunity for the library to provide a supporting statement about the progress made in planning the book to date
- *Additional library support*: An opportunity to detail any additional support the library is planning to provide, in addition to copyright checking and facilitating the peer review process

Contacts

Communities of Practice

Academic Authors: oeauthors@lists.caul.edu.au

Library Staff: oeibrary@lists.caul.edu.au

Slack Channels: Collective Library Staff Community of Practice
 Collective Academic Authors Community of Practice

Contacts at your institution

Key Institutional Contact: <https://caul.libguides.com/oe-collective-administration/contacts>

CAUL

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