

## Welcome to the September 2019 edition of the RGUC Newsletter

This newsletter updates members of the Dudley Group Undergraduate Teaching Academy and medical students about projects and resources being developed to supplement learning and medical education. We aim to publish an edition every quarter.

## WHAT'S NEW

Topics covered in this edition:

- **Key diary dates**
- **Quality Assurance Monitoring** Visit Feedback
- **Consultant Column** - Professor Sauid Ishaq
- **Meridian Innovation Awards**
- **Celebrating** 10 Years of IPE
- **Student Focus** - Ron Grimley Memorial Awards
- **Association of Medical Education (ASME)** Annual Scientific Meeting

## Monitoring visit produces excellent report

We are delighted to announce that following the visit to RGUC by the medical school on 19th March, we have received a very positive report.

The visit forms part of the University of Birmingham's routine clinical monitoring visit process to quality assure teaching on the MBChB Programme. It normally takes place every 2-3 years. During the visit, members of the panel meet with numerous individuals involved in the delivery of undergraduate medical education. This includes the head of academy and deputies, administration team, medical students, tutors/teachers, teaching fellows, clinical skills, simulation staff and media team. In addition to this, the panel also had discussions with senior Trust management, including the chief executive.

The overall feedback from the visit was very positive, with some key areas of notable practice...

- The academy is well-run and well-resourced, with a developed structure.
- There is strong leadership within the academy and across the whole structure.
- The experience and knowledge of relevant teams ensures excellent implementation of interprofessional education.
- There is clear educational culture at The Dudley Group.

The report made a couple of recommendations following the visit, and we are already in the process of putting these into place.

We would like to thank all members of staff and students for their contributions during the monitoring visit.

## Learning resources shortlisted for innovation awards

A learning package developed in-house was recently short-listed for a regional innovation award. Funded by the West Midlands Academic Health Science Network (WMAHSN), 'Human factors and non-technical skills' is a video-based learning resource designed to provide an introductory insight into the role that human factors and non-technical skills play in patient safety.

The thirty minute video and promotional poster was produced by Dr Nicola Calthorpe and the RGUC media team. Members of the development team attended the Meridian Innovation Awards, an evening event at the Park Regis Hotel in Birmingham, where the winners were announced.

Human factors and non-technical skills is available on the RGUC YouTube channel. It will also be featured within the Trust's mandatory training programme for all clinical staff. Further modules covering Graded Assertiveness and Threat and Error are currently under development.



## KEY DIARY DATES

- **Fifth year students' start date** - Tuesday 3<sup>rd</sup> September
- **Third year students' start date** - Monday 9<sup>th</sup> September
- **Fourth year SPC students' start date** - Monday 23<sup>rd</sup> September
- **IPE Plenary Day** - Tuesday 19<sup>th</sup> November
- **Fourth year SPM and SPC students' start date** - Monday 25<sup>th</sup> November

## UPCOMING ACADEMY MEETINGS

- Tuesday 1<sup>st</sup> October
- Tuesday 5<sup>th</sup> November
- Tuesday 3<sup>rd</sup> December

All academy meetings take place in the Undergraduate Centre at 1pm on the dates above.

## Consultant Column

Professor Sauid Ishaq is a consultant gastroenterologist and undergraduate academy tutor. Here he offers his insight into his favourite teaching strategies to ensure students get the best from their learning experiences.



We asked Professor Ishaq:

### Q1. What teaching methods do you prefer?

Clinical teaching, learning that is focused directly on being with patients and their problems. This type of teaching encourages active participation, students have to think critically to allow them to correctly identify the medical problem and to formulate hypothesis and solutions. The whole process is to inspire the students. Teaching should be protected, with no time pressures and a friendly, welcoming clinical environment.

### Q2. Are there any particular things you do to plan for teaching students?

Planning is the most important part of organising and delivering a teaching session. Students particularly like teaching that activates their prior knowledge, which alongside the new knowledge they will gain, can provide a bridge. Students are encouraged to always take patient histories and complete focused examinations to implement, practice and keep these skills refreshed. This can then be followed by presentation, discussion feedback and reflection to facilitate a take home message.

### Q3. Top tip for how students can get the most out of their placement...

Enhance active learning and critical thinking, always remember that learning is an active process. Work in pairs to take histories and perform examinations, and critique each other. There are always plenty of patients with clinical signs to fill the day. Always remember to respect the dignity and privacy of our patients, and consider how unwell they are. Make sure you arrive on time for your teaching and be well prepared, allowing you to gain new knowledge.

It is important to reflect on your learning experiences; a reflection is stepping back and thinking about the experience and asking yourself; what did it mean? How does this relate to previous experiences? How did I feel? What have I learned? How will I approach such a patient next time? Such questions as these will prepare you for the next encounter and enable good evaluations of your sessions.

### Q4. What audio visual aids do you use?

Audio visual aids are a powerful tool that I can use to enhance my lectures and the students experience. I particularly like the use of social media; WhatsApp groups have the potential to be of educational benefit to students as an active discussion forum, as a way of reinforcing knowledge picked up from other teaching methods.



## 2019 Interprofessional Education Celebrating 10 Years of IPE at The Dudley Group



We continue to remain at the forefront in delivering interprofessional education (IPE). In order to provide a true multidisciplinary team approach to the provision of learning, the IPE team consists of members from varying backgrounds including radiology, physiotherapy, nursing and medicine.

The aim of prequalifying IPE is to heighten the students' appreciation of safe and effective practice. This creates opportunities for them to explore ways in which professions can work more closely together, responding more fully, effectively and economically to the multiple and ever-increasingly complex needs of the population.

### Interprofessional Education Plenary Day

Third year medical students are encouraged to take part in our annual IPE plenary day, which has been successfully running since 2009. The four main themes focus on team working, patient safety, non-technical skills and human factors. These are encompassed within the overarching concept of "collaborative multidisciplinary team working leads to improved patient care".



### IPE Study Day

Each month, we run a study day consisting of a workshop followed by a simulation session. The students interact and learn from each other along with members of the multiprofessional team by undertaking patient scenarios, discussing care options and where specific multidisciplinary team members fit into the patient's care. This gives students the opportunity to understand their own role and the roles of those in other professions, using this knowledge appropriately to appreciate patient, client, family and community goals. Areas of study include cardiology, oncology and surgery.

### Stroke Workshop

This monthly workshop is centred specifically around the patient's experience. The students have the opportunity to listen to a patient's story, then ask the patient questions regarding how they felt about the care they received and their perceptions of the multiprofessional team caring for them.

### Interprofessional Workshops

Both fourth and fifth year medical students attend monthly workshops that are relevant to their stages of learning. The range of workshops we offer include; end of life, breaking bad news, bereavement, safe discharge planning, safe drug administration and prescribing, patient clerking and drug histories, and prescribing and administration of drugs.

Workshops are designed to follow a practical format that encourages interaction and the exchange of ideas between different professions. Hearing a range of perspectives from other students regarding certain clinical situations promotes multidisciplinary problem solving. Learners are encouraged to explore roles, responsibilities and relationships between their respective professions.

Feedback we receive from students and faculty members supports the development of teaching strategies to improve IPE learning opportunities. As such, the IPE team welcomes ideas or offers of help to facilitate group discussions and workshops.

For further information of IPE, please contact [dgft.ipl@nhs.net](mailto:dgft.ipl@nhs.net)

## Student Focus

### The Ron Grimley Memorial Awards 2019

Each year medical students, trainee doctors, nurses and allied healthcare professionals who have recently completed an audit or research project, can have their hard work recognised by entering the Ron Grimley Memorial Awards. Categories for this year's awards were; Quality Improvement Project award, Research award and Clinical Project Award for non-medical staff. Launched in 2006, the awards commemorate the works of the late Mr Ronald Patrick Grimley, our first clinical sub-dean and vascular surgeon. Now in their 13<sup>th</sup> year, the annual awards continue to support research, audit and clinical projects within our Trust.

This years winners were:

**Kirsty Morrison - Winner:**

Third year medical student case presentation

**Luke Debenham - Runner up:**

Third year medical student case presentation



**Sharon Petford - Winner:**  
Clinical project for non-medical staff

**Sophie Winter - Winner:**  
Quality Improvement Project

**Awais Sheikh - Runner up:**  
Quality Improvement Project

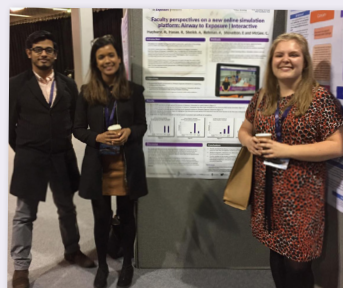
## Association of Medical Education (ASME) Annual Scientific Meeting

Some of our clinical teaching fellows attended the Association of Medical Education (ASME) Annual Scientific Meeting in Glasgow to present the research undertaken this year in the academy.

The conference theme of *Sustainability, Transformation and Innovation in Medical Education* provided the perfect opportunity to showcase some of the electronic resources currently being developed at Russells Hall Hospital.

Awais and Reeya presented their chatbot, which essentially behaves as an online patient. Students can type their history taking questions and the chatbot replies with its symptoms. This was presented as an online poster, allowing attendees to try out the resources for themselves!

The teaching fellows also presented a poster on *Airway to Exposure | Interactive*, which is currently being developed in conjunction with the RGUC media team. The faculty perspectives on this resource, which were presented at the conference, were overwhelmingly positive and the feedback will be used to continue the on-going development of the project.



Faculty perspectives on a new online simulation platform: *Airway to Exposure | Interactive*  
**R Hayhurst, R Hasan, A Sheikh, H Mottershead, A Rehman, E Shovelton, C McGee**

*Harnessing the power of artificial intelligence to drive innovation in undergraduate medical education*  
**A Sheikh, R Adel**

*Oncology interprofessional education: rolling with roles*  
**R Hayhurst, H Mottershead, S Ralph, S Fullwood, A Rehman**

**Would you like to contribute to this newsletter?** If you would like to guest edit an edition of the RGUC Newsletter, you can email: [info@rguc.co.uk](mailto:info@rguc.co.uk)