

Leicester Medical School

Clinical Teachers' Newsletter

Welcome to the ninth edition of the Leicester Medical School Clinical Teachers' Newsletter.

In this issue, we focus primarily on faculty development. This includes an update on the work currently being undertaken by the LMS Clinical Teachers Faculty Development Group, an overview of new initiatives aimed at recognising excellence in clinical teaching and administration, and publication of the LMS Standards for Clinical Teachers. We also present the reflections of Leicester staff and students, who attended this year's ASME conference, in Edinburgh, which took place at Murrayfield, the home of Scottish Rugby.

Contents

Student Nominated Excellence Awards Introduced	1
LMS Clinical Teachers Faculty Development Group	2
LMS Standards for Clinical Teachers	2
Leicester Faculty ASME Review	3
Personal Reflections on ASME	3
Block Feedback Used to Identify Star Tutors	4
Bert Thurston Prize 2015	4
Leicester Student Stars in Smoking Cessation Training Video	4

"The noblest search is the search for excellence."

Lyndon B. Johnson



Student Nominated Excellence Awards Introduced

This autumn, Leicester Medical School (LMS) will launch its Outstanding Clinical Teacher and Administrator Awards.

The awards will recognise and reward excellence in clinical teaching and undergraduate administration, and focus on celebrating and sharing best practice.

Outstanding Clinical Teacher Award

This award is open to all Clinical Teachers who teach Leicester Medical Students and who have demonstrated excellence in teaching at clinical teaching sites.

Nomination Process

Nominations can be made by medical students in Phase 1 or 2 of the Leicester MBChB and will be based on their teaching experience in clinical settings. The nomination form will provide a brief citation supporting their decision.

Judging Criteria

Nominee will have demonstrated excellence in the delivery of their work and teaching and consistently made efforts to meet the criteria outlined in the LMS Standards for Clinical Teachers.

These standards are published on page 2.

Outstanding Administrator Award

This award is open to all administrators who co-ordinate clinical teaching for Phase 1 or 2 Leicester Medical Students.

Judging Criteria

The award will go to the person who has demonstrated excellent organisational and communication skills, who has been particularly helpful and supportive to students, and who has gone the extra mile to deliver a high quality service to students.

The Award Winners will be presented with their prize at the Annual Medical School Day in January 2016.

Dr David Heney, Director of Undergraduate Medical Education commented, "All our clinical teachers and administrators should be acknowledged for their contributions, but it is important that the Medical School recognises and rewards those individuals who are committed to delivering excellent teaching and administration, and who consistently enhance the student experience."

LMS Clinical Teachers Faculty Development Group

Leicester Medical School wishes to equip everyone involved in the clinical teaching of Leicester Medical Students with the skills to fulfil the GMC Tomorrow's Doctor's Standard (148) that *"everyone involved in educating medical students has the necessary skills for their role"* and that *staff-development programmes promote teaching and assessment skills"*. The Medical School is also required by the GMC to formally recognise medical trainers in Undergraduate Education responsible for overseeing student's progress at Leicester Medical School and Lead Coordinators at Trusts who receive Leicester students using seven areas (Domains) originally set out by the Academy of Medical Educators.

LMS Clinical Teachers Faculty Development Group Aims:

- To work with Trusts and Primary Care providers to identify and address Clinical Teacher professional development needs
 - To recognise and support the training of Clinical Teachers which is already being delivered in Trusts and GP Federations
 - To develop and support the delivery of a portfolio of professional development events to Clinical Teachers in Local Education Provider units
 - To commission and deliver selected professional development events to Clinical Teachers at Leicester Medical School
1. Design and deliver Clinical Teacher induction package as a regular rolling programme
 2. Design and deliver combined Leicester curriculum roadshow with Clinical Teacher modular education programme to local Trusts, as a joint venture, using local faculty
 3. Extend and promote Leicester Medical School programme of lectures, seminars, workshops and journal club to promote and disseminate educational scholarship

Task Finish Groups

Task and Finish groups will be working on the following projects over the next 3-6 months based on information provided by Clinical Teachers in a recent training needs analysis. This will build on existing good practice in local Trusts.

How Can You Get Involved?

We would be very keen to hear from Clinical Teachers and Block Leads in local Trusts who would be interested in being involved in Task and Finish Groups 1.or 2. or would be willing to pilot or evaluate educational materials. Please contact either Dr Judith West [jvw4@le.ac.uk] or Dr Andy Cook [ac525@le.ac.uk]

LMS Standards for Clinical Teachers Do you Meet the Standard?

The standards are not new and simply formalise what would be expected of a clinical teacher supporting Leicester medical students. The first four areas form the basis of the judging criteria for the Student Nominated Clinical Teacher of the Year Award.

Preparing to Teach

- Has made efforts to find out the expected learning outcomes of the clinical placement
- Has reviewed student and staff handbooks where these are available

Delivery of Teaching

- Encourages curiosity and independent thinking about clinical medicine
- Is able to explain key concepts appropriate to student level
- Relates the clinical teaching to previous theoretical learning
- Provides student feedback where appropriate

Teacher Conduct

- Actively engages students in learning
- Create a safe and positive environment to encourage effective learning
- Treats students professionally and with respect
- Demonstrates commitment to teaching by adequate preparation and making time for students

Supporting Activities

- Within the parameters of the role is available to provide students with support and assistance
- Identifies and addresses any concerns regarding students they are responsible for
- Encourages feedback on their teaching
- Can signpost the student to appropriate support agencies at the University i.e. (Pastoral Support Unit at the Medical School or the University Services)

Training in Clinical Teaching

- All new clinical teachers should have attended a formal induction to their undergraduate teaching role
- All clinical teachers should attend at least a half day relevant refresher course on clinical teaching every three years e.g. clinical teaching skills, giving student feedback, learning styles.

Acknowledging and Developing Skills

Teaching activity in appraisal should be judged as satisfactory based on:

- Student evaluation of the teaching delivered
- Evidence that they have contributed to the teaching from those organising the programme and evaluation of this contribution
- Observation of teaching by someone qualified to observe at least once every five years



Leicester Medical Student, Sophie Fidoe and Terese Bird Share their Reflections on ASME

Sophie Fidoe

"I found it to be a very inspiring few days. From the third year medics presenting their work on "widening participation" and the Registrar attempting to overcome obstacles to teaching in the Emergency department, to the Consultant exploring the best way to teach IV fluids, the sheer passion for their work came across and was infectious.

As a medical student it was clear to see that numerous medical professionals are putting a great deal of effort into making our experience at university a better one. Trying to make our transition into the work force as easy as possible in addition to trying to encourage us to get involved with research ourselves. Logistically it would be impossible for the universities to implement all the ideas which were put forward at this conference; however it was wonderful to see so many people pushing the boundaries and wanting to change education in line with the ever adapting NHS environment."

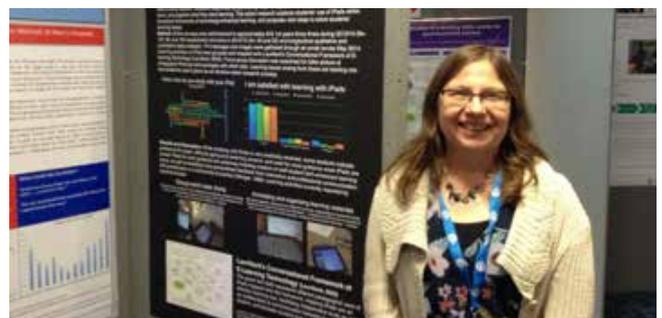
Terese Bird, Educational Designer & SCORE Research Fellow

"I wondered if I would be the newest arrival to medical education at ASME, and whether its culture would be so alien that I would not be able to learn well. These turned out to be unfounded fears, as ASME was an accessible and positive conference. The Leicester Medical School made some excellent contributions to it.

I spent hours reading posters at this conference – more than at any other conference I attended. One which I found particularly helpful was Maintaining Professionalism on Social Media to Preserve Patient Safety by S Collins, K Chambers, N Crowther, K Jones, University of Bristol. The group used mockups of Facebook posts illustrating unprofessional social media activity by student medics, as learning materials. Students prepared disciplinary hearing cases on these, and also had to learn GMC social media guidelines. Significant increase in students' awareness of how unprofessional content on Facebook can compromise patient safety was reported. **This is pertinent because our school is beginning to cover professionalism in social media by means of a short online course** and familiarisation with GMC social media guidelines."

To facilitate enhanced communication with students as well as new learning opportunities, the Medical School has launched its own Twitter channel as well as a YouTube channel and Scoop.it page.

Below: Terese Bird beside the poster she presented at ASME



Leicester Faculty ASME Review

Yet again this national meeting of the Association of Medical Educators was inspiring. Of note was the growing number of high quality educational research papers presented by young doctors still in Foundation training (JASME and TASME) or those travelling along the well-developed career trajectory of Academic Clinical Fellows.

The conference started with a reminder of how to support and get to the heart of what problems and concerns students may have that stops them becoming avid learners. This may be a lack of confidence, lack of drive, self-doubt etc all related to the 'inner chimp' from the work of Professor Steve Peters (Sheffield). There was a strong theme throughout of caring and cultivating young learners and for all educators to remain forever 'young learners' as reinforced by Professor Val Wass (Keele University)

The conference held at Murrayfield (home of Scottish Rugby) enabled participants to have regular contact with Scotland's finest athletes and to hear from Dr James Robson about what it means to be the doctor to such high performing sporting athletes.

Conference Attendees Top Ten Topics

1. Patient Power
2. Interprofessional Simulation
3. Genomics
4. Adaptability
5. Safe-Practice
6. Shape of Training
7. Professional Identity
8. Feedback
9. Novel Learning Aides
10. New Ways of Thinking/Looking at Problems

Block Feedback Used to Identify Star Tutors

Every two blocks, the LMS Clinical Education Evaluation Group will identify and recognise four tutors who have been highly commended by students, in end of block feedback.

Congratulations to our first group of Block Star Tutors!
Below are some specific comments from students.



Mr Osric Navti
Reproductive Health Block

"Mr Navti is a very good tutor. His level of teaching with students was appropriate and every week the topics delivered were common conditions expected to be known by students during this rotation. He gave good feedback and lots of opportunities to see his patients during his clinics."



Mr Mark Latimer
Musculo-Skeletal Block

"Mr Latimer took great pleasure in teaching me. He was brilliant at getting me involved in theatres from day one. It felt like I was actually being useful in theatre rather than just standing there watching. He was extremely knowledgeable and asked some hard questions that I think pushed me and aided my learning."



Dr John Tanner
Mental Health Block

"Dr Tanner was very helpful, giving us multiple learning opportunities, and always gave constructive feedback that pushed myself and my colleagues to perform to our very best. He went out of his way to allow us to talk to patients and gave useful feedback."



Dr Jo Forster
Child Health Block

"Dr. Forster was a very supportive teacher. Every session involved clinical teaching and an opportunity to discuss things which was incredibly helpful and aided my learning significantly. She was very approachable and gave excellent clinical teaching."

Clinical Teachers' Newsletter Editorial Team

Mrs Annette Dunwell-Morgan, Quality Manager

Mr Leyshon Griffiths, Professionalism Lead

Dr Anil Sood, Senior GP Clinical Educator

Dr Adrian Stanley, Phase 2 Lead

For more information

Department of Medical & Social Care Education,
Maurice Shock Medical Sciences Building,
University of Leicester,
University Road,
Leicester, LE1 7RH, UK

t: +44 (0) 116 252 3667
e: LMSBulletin@le.ac.uk
w: www.le.ac.uk/msce

@uniofleicester /uniofleicester

Bert Thurston Prize 2015

The Bert Thurston Prize was established in 2009 for the best Intercalated (Scheme B) student, judged on the basis of a poster presentation. The intercalating (Scheme B) students all spend an extra year part-way through the course, and this is spent working full-time on a research project. This year's prize winner was Callum Johnson, supervised by Dr D Webb and Dr C Edwardson, in the Department Health Sciences.

Callum's project is entitled "*Exercise in Type 1 Diabetes – fit for purpose? Using CGM to explore physical activity outcomes*".

Leicester Student Stars in Smoking Cessation Training Video

Smoking remains the biggest single preventable cause of death in the UK and the biggest single cause of respiratory disease and most smokers want to quit. Many health care staff do not ask patients if they smoke or know how to help patients quit smoking. With this in mind, UHL, Leicester City Stop Smoking Service and the NIHR Leicester Respiratory Biomedical Research Unit (BRU) have produced an emotional 'pulses on the heart strings' high quality film called 'Emily's Story' to help staff remember the message of 'Ask, advise, act'. The film will be used across the country to train healthcare staff.

A key element to the success of the project was the 3rd year Leicester Medical student, Tom Reilly. At the time, Tom was working on his intercalated degree with his tutor, Dr Rachael Evans, Consultant Respiratory physician, investigating the role of muscle training in patients with Interstitial lung disease at the BRU. Tom beat off many others in the auditions for a role in the film and spent a whole day filming. Can you spot Tom in the film?

<https://youtu.be/6ggvECsMnqw>

The film is endorsed by the British Thoracic Society (BTS) and National Centre for Smoking Cessation Training (NCSCT), and was launched at the UK National Smoking Cessation Conference (UKNSCC) in June to widespread acclaim.

By Mr Sanjay Agarwal



© University of Leicester