Happy New Year everyone and Happy Year of the Horse. It’s been a very busy start to the year for me with APMEC (Asian Pacific Medical Education Conference) in Singapore followed by visits to Malaysia and Sri Lanka. Back in Dundee the Mackenzie Building has been a hive of activity as always, with our face to face students once again joined by some of our distance learners.

We have welcomed a new member of staff Dr Ashley Dennis who you may remember joined us initially as a part-time tutor. This edition’s spotlight is on the specialist GP module and its imminent launch. And one of our PhD students Arun will be updating us on research in the Centre.

So without further ado...

APMEC 2014

Susie Schofield and Marion Anderson attended the 11th Asia Pacific Medical Education Conference (APMEC) at NUS in Singapore. Susie gave presentations on two projects: “Feedback: Bridging the gap between giver and receiver on the interACT project” and “Breaking bad news in amyotrophic lateral sclerosis: The need for medical education”, Dr Kerri Schellenberg’s Masters study. She also took part in the elearning symposium where there was lively debate on closed versus open discussion boards. Both Susie and Marion were kept very busy at the CME stand meeting alumni, current and future students. Susie also took part in a Malaysian dance half way through the conference meal and both enjoyed the very warm welcome from the APMEC organising committee.

NEW RESEARCH AWARD

Julie Smith has won the New Researcher Award for 2014 from the Association for the Study of Medical Education for her PhD study.

She will present her winning entry, “The Transition from Final Year Medical Student to Foundation Doctor: The Clinical Reasoning Journey”, at ASME’s AGM in Brighton in July. Her PhD has been supervised by Professors Charlotte Rees and Jean Ker.

Previous winners of this award include Rakesh Patel, one of our previous master’s students supervised by Susie Schofield. Congratulations Julie, a terrific achievement.
PROFESSOR KARL LEYDECKER

“I joined the University of Dundee as Vice-Principal (Learning and Teaching) and Professor of German and Comparative Literature in July 2013. As part of the Discovery Lectures (http://www.dundee.ac.uk/revealingresearch/newsandevents/dd14/). I shared my vision for excellence in learning and teaching at the University of Dundee (http://www.youtube.com/watch?v=r10jF3FxSa4&list=UUfOY1enRSq dCIXr9b54boGg).

Our students need to be prepared to shape the world in which they live, not simply fit into pre-defined roles using pre-defined skills. This argues for less emphasis on disciplinary boundaries and more collaboration, flexibility, and a wider set of graduate attributes reflecting the 3Es: employability, enterprise, an entrepreneurial approach. Our internationalisation strategy takes a global view. We are committed to engaging students in our priority areas for joint working: sustainable resource use, designing our future, and enhancing well-being.

The challenge is to not just identify transformational practices within the University but also to propagate them across the University. In my aforementioned presentation I highlighted some of the exciting examples from the fantastic wealth of excellence in Teaching and Learning including interprofessional learning (School of Nursing working with Medicine and Dentistry); pedagogy shaping teaching accommodation (School of Medicine and the Main Library) and the learning communities (School of Psychology); developing partnerships between students and external organisations (e.g. various academic Schools working with industry, Further Education Colleges and the NHS), sustainable and scalable work-based learning (CME’s Masters in Medical Education), working within Dundee (School of Humanities’ MLitt) and beyond (Graduate School of Natural Resources Law, Policy and Management).

We have world-leading expertise and, through our transformation programme, an exciting time ahead of us propagating these across the University in a sustainable way. But none of this works without the greatest strength of our University, the students. We’ve just had an outstanding ELIR evaluation (Enhancement-led Institutional Review, QAA’s review method for universities and other higher education institutions in Scotland). We look forward to working with you all as you shape the future for your regions, your countries and the wider world.”

NEW LECTURER

Dr Ashley Dennis joined us as Lecturer beginning of January. Her background is psychology having completed her PhD at the University of St Andrews in 2012 where she examined social problem solving, memory, and depression. During her PhD she also worked on a project examining communication anxiety in medical students, and she will take a key role in developing our Educational Support module as well as bringing her expertise to overall student support.

GRADUATE SCHOOL SYMPOSIUM

Ever wondered what sort of PhD study goes on at the College of Medicine, Dentistry and Nursing? Each year we have a student symposium where 1st and 3rd years present orally and 2nd years present a poster. This not only gives a fantastic learning opportunity to our students, it also allows us to find out about the fantastic range and depth of study. For the first time, in response to student feedback, we have created an online area for students to share their abstracts if they wish. http://graduate.cmdn.dundee.ac.uk/annual-symposium-1
Q & A YOUR QUESTIONS

Q. I have difficulties accessing library articles, I just simply can’t access them as passwords are required, could you please help?
You may need to use your institutional login. Different publishers use a range of access methods. Please see link: http://www.dundee.ac.uk/library/search/e-resource-login/

Q. I cannot see my CME – Reflection on Feedback Wiki.
Please click on “Add Content” and scroll down until you see “CME – Reflection on Feedback Wiki”. Click on this, in title type “CME – Reflection on Feedback Wiki” and then click on ‘Add’. This will then make your wiki available for you to reflect on your assignments.

Q. What’s it like on main campus?
Have a look at this timelapse video: http://www.youtube.com/watch?v=WOanYkn3ewU

SUSIE VISITS SRI LANKA

Susie Schofield was hosted by Dr Madawa Chandratilake (Sri Lanka), an alumni and current part-time tutor on the Masters programme. She gave invited talks at the Faculty of Medicine, University of Kelaniya, Ragama entitled ‘Enhancing interactivity of large group teaching’ and the Postgraduate Institute of Medicine, Colombo entitled ‘e-learning – the hopes and scope’, drawing on some of the exciting technology-enhanced initiatives currently happening at both Undergraduate and Postgraduate levels within the University of Dundee’s Medical School. Both talks were part of the respective CPD programmes at the hosting University.

She was then treated to a weekend visiting an elephant orphanage, Kandy, tea plantations and watching Sri Lankan squirrels playing in coconut trees. Truly a magical way to end her first visit to South East Asia.
SUSIE’S TRIP TO MALAYSIA

Susie Schofield was invited by Professor Nava and Vanessa Lim to meet with faculty from Taylor’s Medical School in Malaysia. The first discussion was with faculty members about the Masters in Medical Education and an exciting new model of delivery. The second was with faculty members including Mr Pradeep Mair, the Deput Vice Chancellor who is spearheading the e-learning project at Taylor’s. Susie was able to share many of the technology-enhanced learning interventions at the University of Dundee both at Undergraduate and Postgraduate level. We look forward to working with Taylor’s in the very near future.

She was then treated to a whistle-stop tour of Kuala Lumpur by Malaysian online distance learner Dr Sow Chew. The tour started with the shopping centres beautifully decorated to welcome in the Year of the Horse, the Central Market housing more traditional crafts, and Petaling Street, Kuala Lumpur’s Chinatown. After a fabulous meal, stunning views of the Petrona Twin Towers were followed by a welcome long cold drink while enjoying the choreographed fountains outside the Suria shopping centre.

2014 CONFERENCES

• APRIL 2014, Ottawa
  – Canadian Meded & Ottawa (25-29 April)
  http://www.mededconference.ca/ccme2013/

• JULY 2014, Brighton
  – ASME (16-18 July)
  http://www.asme.org.uk/conferences/annual-scientific-meeting-16th-18th-july-2014.html#general-information

• AUGUST 2014, Milan, Italy
  – AMEE (30 August – 3 September)
  http://www.amee.org/index.asp?tm=59

We would be delighted to meet you in person and have the chance to chat and answer any queries you may have about our programmes including our new opportunity of attending individual modules on a face-to-face basis. We will be hosting a social event at AMEE so let us know if you can attend. cmenews@dundee.ac.uk

STUDENT PUBLICATIONS

Congratulations to Dr Anthea Mowat who has had a paper published from her Masters study: Mowat A, Schofield SJ (2014) Study leave usage by SAS grade staff. RCOA bulletin 83:e9-10.

For a full list see: http://blogs.cmdn.dundee.ac.uk/meded-research/masters-publications/2013/

RESEARCH

We have a tripartite mission at the Centre for Medical Education around education, research and impact. We aim to:

1. Prepare future worldwide leaders in healthcare education and healthcare education research through high-quality, innovative and research-led educational courses and supervision.

2. Produce internationally excellent healthcare education research through sustainable funding and research collaboration.

3. Facilitate knowledge exchange so that the impact of our teaching and research benefits multiple stakeholders (e.g. healthcare professional educators, learners, patients) locally and globally.
RESEARCH AT THE CENTRE

So now a new section, edited by Arun Verma our newest PhD student, on research at the Centre.

“The first research activity to be highlighted, is a study that I am currently working on as part of my PhD, which is exploring healthcare students’ lived experience in male and female dominated healthcare environments, and using this to understand the influence of gender and other intersecting identities (for example, age, ethnicity, sexuality etc.) on retention and success in healthcare education.

The study involves analysing secondary data of 2,000 narratives collected by my supervisors over the last few years as part of their own previous research. Utilising this data will help identify how gender and other identities intersect to explain retention and success in male and female dominated environments within healthcare education. The study aims to inform workforce planning (that’s what we hope!) and have strong contribution to education research.

So what have we found so far, well, very early results suggest that negative learning experiences (i.e. verbal abuse, sexism etc.) in gender-discordant environments (for example, female medical student in a surgical rotation, which is typically dominated by males) will influence students’ career choices, and can even influence their decisions to continue a career in healthcare (in the more extreme cases!). It’s crazy to think that a negative learning experience can potentially ruin one’s career in healthcare – unfortunately, in some cases, students have considered quitting. We hope that this study will shed light on those issues and try to facilitate change and nurture equality within healthcare education.

The second study to be highlighted is being conducted by Dr Grit Scheffler. Grit completed a BSc (Honours) in Psychology, and then recently went on to complete an MSc in Clinical Neuroscience, and successfully completed her PhD in Medical Sciences from the University of Aberdeen.

The aim is to explore issues and implications of preparedness for practice in medical graduates, and also explore the short-term and long-term issues of becoming a doctor in practice. This is a GMC-funded multi-site study across Cardiff, Exeter, Dundee and Belfast. Dr Lynn Monrouxe (Cardiff) is the principal investigator of this project. Professor Charlotte Rees is managing the Dundee site from CME, along with Dr Grit Scheffler who is working as a post-doctoral researcher on this study.

The study is using a mixture of focus groups, interviews and audio-diaries to collect data. Questions around the participants’ understanding of preparedness for practice, and their own narrated experiences of when they may have felt prepared or unprepared are being explored. The study is using participants at varying degrees of the medical hierarchy (i.e. consultants, junior doctors, etc.). They are even using patients to explore these issues, which is very exciting!

Grit is courageously transcribing many interviews so there is little to report on preliminary findings, however, we hope that by the next issue of The Buzz we can give a more thorough update!

Thank you for reading and I look forward to reporting on further research in future issues of The Buzz.

If you have any research of your own that you would like to share then please contact us and I will do my best to put it in the research highlights section of The Buzz!

That’s all folks, until next time.”
SHORTBREAD RECIPE

Susan Walker from our Courses Office has supplied her mum’s recipe for tasty Shortbread:

100g Plain Flour (sieved)
50g Caster Sugar
100g Butter (not margarine) at room temperature
50g Semolina

Preheat oven to 160°C / Gas 2. Place all 4 ingredients together in a food processor/mixer and mix until it forms a smooth dough. Put the dough in to a 20cm loose bottomed cake tin and smooth out with the back of a spoon (or roll out to 20cm diameter). Prick the top with a fork, flute the edges and score out 8 wedges. Sprinkle a light dusting of caster sugar, then bake for 20 to 25 minutes until firm and slightly golden. Cool a little, cut in to wedges whilst still warm.

Tastes so good you might want to make a double batch (I do!)