Welcome

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Who are we?
JASME - The Junior Association for the Study of Medical Education. JASME is a Career Group run by juniors, primarily for juniors interested in medical education. Membership is open to all medical students and junior doctors at a reduced rate.

Welcome From Your New Committee

Bethan Spurrier Co-Chair
An FY1 at Leeds, interested in how students interact with their medical course.

@bethan_spurrier

Riana Patel Membership and Awards
An FY2 at Oxford, interested in developing future doctors as teachers and in strengthening peer teaching programmes.

@RianaPat

Rosie Patterson Co-Chair
A 5th year medical student at Brighton, interested in teaching and involved in peer assisted learning and widening access work.

@RosiePatts

Michael Martin Membership and Awards
An FY2 Doctor at Newcastle, I have coordinated Lancaster Medical School's peer-led teaching society and have won JASME's Sir John Ellis Student Prize.

@Michael_M_3

Thank you from your 2017/18 committee!
What’s Been Happening?

Hello and Goodbye – Rosie Patterson

The 2017/2018 academic year was a busy one for JASME – events were run, toolkits attended, prizes given and of course the ASME ASM topped off a successful year. The ASM sadly marked goodbyes to some longstanding JASME national committee members, but also the welcoming of new faces to the committee, ready for another exciting year in 2018/2019.

Enormous thanks go to Tom Goldsmith and Claire Keith for their excellent work in Events and Networks respectively. Tom supported in the planning of various workshops throughout the year and organised a successful Teaching Toolkit in Glasgow. Claire dealt with recruitment and supported the fantastic JASME local reps based at medical schools all round the country. We wish them both success in their future careers.
A sad loss to the committee was the outgoing JASME co-chair, Sean Zhou. Sean was a fountain of all JASME related knowledge and we will miss his ability to answer any JASME related questions and make balancing a hundred different jobs at the same time look effortless. We wish him the very best of luck in his future work at TASME (and hope he won't mind us bending his ear from time to time)!

To fill these gaps, we had an influx of excellent applications for roles on the 2018/2019. We have also re-organised our committee slightly, growing the family by taking on a new committee member in both the Membership & Awards and Communications teams. Rosie took on the role of co-chair, alongside existing co-chair Beth. She and Tom were replaced in Events by Jess Leighton and Farah Jaffar. Jess Kennett will be working in the Local Rep team, whilst Nicole James and Amy Cresswell are joining the Membership & Awards and Communications teams.

We look forward to a great year working with the new committee members and have lots of exciting plans for 2018/2019, so watch this space!

**ASME ASM 2018 – Beth Spurrier**

The 2018 ASME ASM took place on 11th-13th July, at The Sage Auditorium in Gateshead. There were a fantastic mix of presentations, workshops, posters and social gatherings over the course of the 3 days. The focus of the conference was on the international elements of medical education, with presentations discussing wonderful work in far off places across the globe. Presentations were given by people of various grades, from FY1 through to senior leaders in medical education.

On the first night, there was a joint JASME/TASME social in the evening, which took place at Turtle Bay. This was attended by many - despite it clashing with the world cup quarter finals. It was a shame that the fantastic company and fantastic food were not accompanied by a fantastic football result!

JASME also ran two workshops. One which focused on career pathways, which gave delegates the opportunities to hear a variety of different career pathways, as well as considering their own, and creating a PDP. The other was focused on feedback and using debriefing techniques. Both workshops were well attended and had lots of positive feedback.

A huge congratulations to our two Sir John Ellis prize winners, Harry Preston and Joseph Salem who both did a brilliant job of presenting their work. Our winners have written their own account of the ASM, which can be found in this newsletter too.

*A room full of activity during our career pathways workshop*
Who do you think you are? PA student perceptions of professional identity formation

‘Hybrid’ roles that blur the traditional distinctions between healthcare professionals have recently emerged, signalling a shift towards a more integrative delivery of healthcare in this country. The Physician Associate (PA) is an example of such a role and is set to have a significant impact on healthcare provision in the coming years. However, very little is currently understood about the views and perspectives of these incumbent PAs. Given the multifaceted nature of the job, it appears timely to clarify issues of professional identity.

The aim of my study was to develop an understanding of professional identity formation in first year Physician Associate students. Qualitative data was collected through semi-structured interviews with four first year PA students at Newcastle University. Transcripts of these interviews were analysed through thematic analysis. Four themes and ten sub-themes emerged from the data. These encompassed participants’ perceptions of their emerging professional identity and the influences acting upon its formation.

The PA students appeared to demonstrate an emerging, yet delicate, professional identity comprised of different aspects. The unclear nature of the practical role, perceived by the students, other Healthcare Professionals and the wider public, prevented students from cultivating a clear sense of professional identity; a situation compounded by a lack of role models and an absence of national representation. The findings indicate an increased global awareness, both within the healthcare profession and also wider society, could aid the development of clearer professional identities in students and ease their integration onto the wards and into GP surgeries.

I was lucky enough to present my work during the Sir John Ellis prize presentations at the ASME ASM conference held at the SAGE in Gateshead in early July. Throughout the three-day event there were numerous other presentations on the PA subject, proving that this is certainly a topical issue. It was interesting how varying approaches, methods and ideas had been applied to the same topic, sometimes garnering similar results and sometimes not. It was amazing to think the introduction of PAs was just one of the huge number of subjects in the ever-changing landscape of Medical Education that was being discussed at ASME. If you have the opportunity to visit an ASME conference, then I would definitely recommend it!

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Attendees practice feedback and debriefing during out second ASM workshop
Medical students want a more standardised medical experience across their different hospital placements, greater responsibility and involvement in patient care including following a patient from diagnosis to follow up and more university resources that incorporate a greater variety of core competencies such as history and examination, clinical and professional skills. This is difficult to enable as there is a disparity in clinical load between the types of hospitals students are sent to and it is not ethically appropriate for medical students to take control of a patient's management plan.

This is why we created 'Virtual patient journeys' (VPJ): a novel online-resource that uses engaging, first person video based product and integrates in-video decision making with student responsibility. VPJs overcome the rigidity of current virtual patients that are limited to single interactions with basic interactivity using text or illustrated-based and instead teach a range of core competencies as they follow a patient’s illness in three 8 minute videos: the diagnosis of asthma at a GP, first admission for an asthma attack and a follow-up appointment with a nurse practitioner.

VPJs help recreate the clinical environment in an accessible online format and expose students to clinical situations they may not see on placement, due to their rarity or acuteness whilst delivering baseline level of clinical exposure and knowledge goes someway in helping standardise a student’s clinical exposure irrespective of their hospital placement.

Furthermore it allows student to make clinical decisions in a safe and controlled environment that have a direct effect on a patient prognosis and thereby have the potential to supersede typical learning styles. By seeing a patient improve or deteriorate in relation to a student’s clinical choices, it provides a unique opportunity to take on the responsibility of a patient’s care and learn from mistakes, something that for obvious ethical reasons cannot be conducted in real life.

The ASME conference was a great opportunity to learn about the variety of research going on in medical education. It was an honour to have been awarded the Sir John Ellis prize and a fantastic experience to present our work and have so many interesting and useful discussions with other researchers. With such inspiring speakers and projects in every session and everyone being very welcoming at the conference there is no doubt I will be returning for ASME 2019 in Glasgow and I look forward to seeing everyone there next year.

You can find out more about the Sir John Ellis Award and other JASME prizes, (some of which will be opening soon), by following the link.

Find out about JASME prizes!
We were delighted to receive such a range of participants with an excellent turnout. Overall, we had eighteen individuals participate in the session, ranging from medical students to professors of medical education.

We kick-started the session with a video we had found online, which seeks to understand individuals’ opportunities and privilege, we then asked the group to introduce themselves, define their culture and state their own personal privileges and disadvantages. It was a humbling and raw process, with surprisingly honest answers from the group members. This led onto a brief background on widening participation, including the impetus for widening participation research and national initiatives.

We three described the widening access schemes within our own institutions which then led on to the group designing their own widening participation programmes. Groups were invited to present their own programme with feedback and critique from other participants and the JASME leads. Discussions were free-flowing and wide-ranging, and it was actually a struggle to wrap things up!

It was great to hear that the participants really enjoyed the workshop, and felt that the content was beneficial to their own practice. They specifically noted our interactivity, our approachability and knowledgeability whilst conveying a variety of practical and contextual approaches to widening access.

The main area for improvement was to have more time in the session so as to promote even further discussion, which in our eyes, can only be a good thing.

Keep your eyes peeled for more JASME work on Widening Access...
TEL and Med Ed App Reviews

The Medisense Casebank – Jess Leighton

Practising for OSCEs and long case exams can be difficult- even if you manage to find some friends to practice with, coming up with the case content gets harder as you practice. The Medisense Casebank app fills this gap, and is free on both android and apple devices.

The app has over 100 cases split between medicine, surgery and communication skills, with each case having instructions for the examiner, student and patient. They are also colour coded by difficulty and tagged by specialty. The inbuilt timer and favourite function allows realistic exam practice and highlighting of challenging cases.

Even without a friend to practice, the Casebank allows you to form illness scripts of typical patients and potential discussion questions. The app is ideal in the run up to clinical exams, particularly as it is available freely! Have a look on the app store, or have a look at the Medisense Casebank online.

Conflicting interests: Jess is a voluntary director for Medisense.

Tips for New Docs – Amy Cresswell

Starting F1 is overwhelming, especially getting to the ward for your first day and realising that your apprenticeships and shadowing did not prepare you for all the many eventualities you may face alone. It’s therefore a great idea to arm yourself with some handy apps that will get you through your working day.

One such app that has proven really useful is Tips for New Docs, developed by Medisense. This app is really user friendly with a simply laid out home screen that takes you to the different parts of the app: normal test value ranges, common test panels, how to guides or popular resources. While the app itself does not seek to provide direct clinical guidance (understandably so as trust guidance varies so much around the country) what it does is give really easy to read how to guides on tackling some of the tougher parts of the job from the perspectives of people who have been there themselves, from tackling your first handover to referring to other specialties. It also has handy lists of common blood panels, which saves a lot of time when faced with a patient with newly discovered anaemia or confusion and you have no idea where to start. The other nice thing about the app is the fact it provides links to many other handy online resources so it provides a generally good starting point for anyone new to the job before you set off blindly downloading every medical app you find! Overall a really simple to use, easy to read, accessible app for new docs!
How Can You Get Involved?

JASME Local Reps

Local reps are volunteer medical students who help spread the good word about Med Ed through helping publicize JASME events, writing articles for our newsletters about medical education and organizing their own medical education event. The event can be of your own design but must be about medical education or medical education research. Examples are evenings based on: teaching skills, comics and medical education and a med-ed journal club meeting. The med-ed world is your oyster!

Becoming a local rep is simple – all you have to do is write a short passage about why you’d be suitable and become a member of ASME. Membership can be bought at the following website. It’s important that you’re a member of ASME, or become one shortly after becoming a member, as due to the new GDPR rules, we would be unable to contact you otherwise. Being a member has also got lots of benefits, such as:

- Regular Electronic Newsletter outlining upcoming prizes, events and discussing medical education topics
  - Access to JASME prizes, grants and educational awards
- Places on JASME’s Workshops/Focus Groups and Introductory research courses
- Online access to ASME’s journals, Medical Education & The Clinical Teacher
- Discounts on registration fees for all of ASME’s courses, conferences and workshops
  - Opportunity to be a local rep for your area or institution

We are looking for reps in:

Barts, Bristol, Durham, Exeter, Glasgow, Keele, Lancaster, Oxford, Plymouth, Queens, Sheffield, St Andrews

We are also looking for a second rep in:

Aberdeen, Birmingham, Cambridge, Cardiff, Edinburgh, Hull, Imperial, Leeds, Liverpool, Manchester, Newcastle, Norwich, Nottingham, Southampton, Swansea, UCL, Warwick

If you are interested in becoming involved with the Local Rep Scheme, would like to find out more information or know any medical students who may be interested, please get in touch with Rekha and Jess by e-mailing jasme@asme.org.uk We’d love to hear from you!

www.asme.org.uk/jasme
Take Part in JASME’s Survey

Last month we launched a short survey to find out what we can do to help you get the most out of your membership. If there is something that you feel works well, or something that you want to change, make sure to follow the link and tell us! We look forward to hearing from you!

Take our Survey

HLA17: Students Leading Peer Education

Last year, JASME gave a presentation at the Healthcare Leadership Academy (HLA) conference entitled 'Students Leading Peer Education'. The aim of the presentation was to highlight some of the key considerations involved in setting up a peer education scheme, and some methods to go about addressing these.

This presentation has now been made in to an online tutorial on the Medics.academy website, and JASME members have been given free access! To get access, make sure to become a JASME member!

Become a member!

www.asme.org.uk/jasme