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In this issue

- **Editor's note**

- **Hot stuff**
 - Conferences & meetings

 - Useful websites

 - Resources

 - Don't forget to keep an eye on...

- **Announcement: publication opportunity!!!**

- **Announcement: joining JASME**

- **A day in the life of an FY1**

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Editor's note

JASME is a constantly evolving organisation, aiming to provide accessible and comprehensive information in the field of medical education and academic research. We hope that you find our monthly e-Newsletter useful and interesting. All issues are available online at <http://www.asme.org.uk/jasme/whatsnew.htm>. If you would like to write for the JASME e-newsletter, please send your ideas and articles to jasmenewsletter@googlemail.com.

Hot stuff

Conferences & meeting

- ASME (Association for the Study of Medical Education)
 - ASME Annual Scientific Meeting 2010 – Medical Education: Innovation in a Traditional World
 - 21 to 23 July 2010
 - Robinson College, Cambridge, UK
 - <http://www.asme.org.uk/conferences-a-courses/forthcoming-conferences/asm-2010.html>
- AMEE (Association for Medical Education In Europe)
 - AMEE Conference
 - 4 to 8 September 2010
 - Scottish Exhibition and Conference Centre (SECC), Glasgow, UK
 - <http://www.amee.org/index.asp?tm=59>

Useful websites

- BMA (British Medical Association)
 - <http://www.bma.org.uk/>
- GMC (General Medical Council)
 - <http://www.gmc-uk.org/>
- IFMSA (International Federation of Medical Students' Association)
 - <http://www.ifmsa.org/>
- Medical Research Council (MRC)
 - <http://www.mrc.ac.uk/index.htm>
- MedSin
 - <http://www.medsin.org/>
- Money 4 Medical Students
 - <http://www.money4medstudents.org>

Resources

- Medical Education
 - <http://www.mededuc.com/>
- Understanding Medical Education
 - http://www.asme.org.uk/pub_ume.htm
- The LancetStudent.com
 - <http://www.thelancetstudent.com/>

Don't forget to keep an eye on...

- ASME
 - <http://www.asme.org.uk/index.html>
- JASME
 - <http://www.asme.org.uk/jasme/>
- JASME Facebook group
 - <http://www.facebook.com/home.php#/group.php?sid=0dc9b4672d1ec00b69050706ccc888d5&qid=2222238701>
- Foundation Programme website
 - <http://www.foundationprogramme.nhs.uk/pages/home>

Announcement: publication opportunity!!!

Hello everyone!

We are currently looking for enthusiastic medical students and junior doctors, to write articles for our monthly e-newsletter. These can include announcements (maximum 150 words), viewpoints (maximum 200 words), short editorials (maximum 400 words) and interviews (maximum 1,000 words). We will welcome all types of submissions, on any topic that has attracted your interest, especially articles related to medical education and academic or scientific research.

You can submit your work as often as you want, even on a one-off basis. All submitted articles are peer-reviewed by the editor, the reviewers and the committee.

This is an amazing opportunity to get published!

If you want to write for us, please send your ideas or articles to: jasmenewsletter@googlemail.com.



Thank you 😊

Announcement: joining JASME

Are you interested in medical education and academic/scientific research?

If yes, then join JASME!!!



Who can become a JASME member?

All full-time medical/healthcare students

Why should I join JASME?

Receipt of our monthly e-newsletter

Regular mailing about ASME and JASME activities

Online subscription to Medical Education and The Clinical Teacher

Places on our forthcoming courses and workshops

Access to dedicated and experienced research mentors

How can I become a JASME member?

Join online

Send your application form by post

How much will it cost me?

Only £10 per year

I am already a JASME member

This is great!

Invite your friends to join as well

For more information on how to join JASME and our membership benefits, please visit: <http://www.asme.org.uk/membership/individual-membership-application.html> or <http://www.asme.org.uk/join-jasme.html>

This is a real bargain!!!
Join JASME today 😊

A day in the life of an FY1

By Joanna Evans, Shiv Sapra & Sarah Marris, 4th year medical students, University of Leeds

Introduction

Working hours for junior doctors have changed beyond recognition.¹ This has been driven by legislation, including the European Working Time Directive² that limited the working week to 48 hours in August 2009.³ Its aims were to improve quality of life for doctors, as well as quality of care for patients.³ However, while a reduction in hours has largely been achieved, there are concerns that the initial aims have not been met.⁴ In particular, there is concern that junior doctors will not be appropriately experienced to deliver adequate care in the future.⁵ To investigate these claims we conducted a time-motion study to quantitatively measure how foundation year 1 doctors (FY1) spend their time.

Method

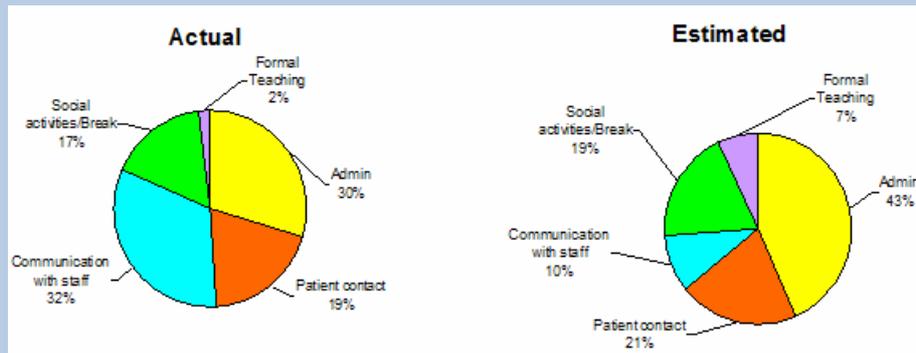
The study was carried out at St James's University Hospital Leeds, shadowing 6 FY1s for a total of 44 hours. Their activities were recorded at 5-minute intervals throughout their shifts and the results are summarised below. The FY1s were also asked to produce an estimation of their activities for comparison.

Results

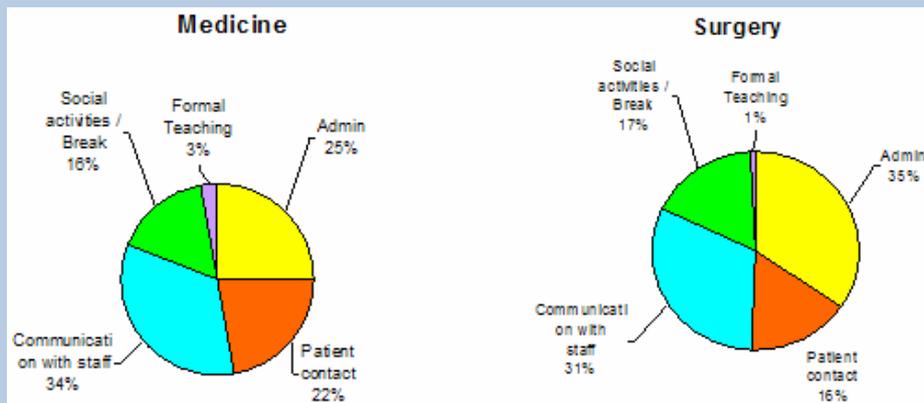
The results show that FY1s spent the majority of their time communicating with other staff (32% of total time). Interestingly, the FY1s estimated that they spent only 10% of their time for such activities. Administrative tasks occupied 30% of the total time. This high proportion was expected, as all FY1s estimated that administration was the most time consuming activity occupying an average of 41%. The amount of time spent in contact with patients was 19%, however this doubled to 30% on an evening shift. In contrast, time spent communicating with staff dropped to 14%. This is important as communication with other staff is a vital part of FY1 training.

SSC Calculation Sheet						
Task	Amount of times observed	Total time spent on task (mins)	Total time of shift (mins)	% age of time	Total % age	
A	Reading patient records / charts	0	0	480	0	23
B	Computer - checking results	10	50	480	10	
C	Looking for notes	3	15	480	3	
D	Filling in forms / writing in notes	9	45	480	9	
E	Computer - typing (e.g. discharge letters)	0	0	480	0	
F	Clinical work - cannulation / investigations	7	35	480	7	20
G	Clinical work - history and examination	12	60	480	13	
H	Talking to relatives	0	0	480	0	
I	Ward round	17	85	480	18	42
J	Walking between patients on ward round	2	10	480	2	
K	Discussing patients with staff	19	95	480	20	
L	On the phone / answering pages	1	5	480	1	
M	Hand-over	1	5	480	1	14
N	Break time / social activities	13	65	480	14	
O	Formal teaching	2	10	480	2	2

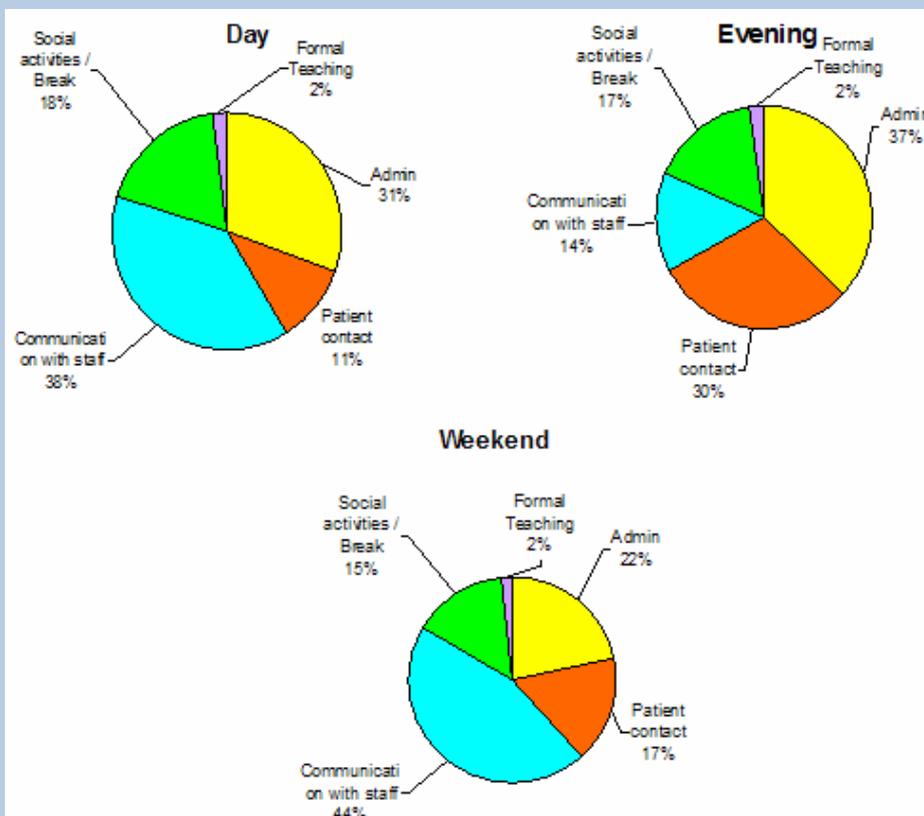
Table 1 Summary of activities monitored during the observed shifts



Graph 1 Percentage distribution of actual and estimated time spent on activities



Graph 2 Percentage distribution of actual time spent on activities in medical and surgical wards



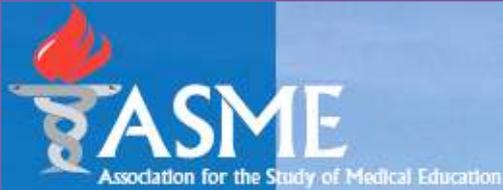
Graph 3 Percentage distribution of actual time spent on activities during day, evening and weekend shifts

Conclusion

Despite limitations, these baseline figures of time spent on different tasks will be significant in the future when trying to evaluate the impact of the reduction in working hours. This is especially important as the study demonstrates the inaccuracies of using survey based estimations, with large discrepancies between estimated and actual time spent on a task. The results highlight the need for a larger and more accurate research base.

References

1. Wilkinson C. Junior doctors' working hours: perspectives on the reforms. *Int J Nurs Prac* 2008;14:200-214.
2. European commission directive 93/104/EC of Nov 1993 on the organisation of working time.
3. Home Office, DoH. HSC 2003/001 – Protecting staff; delivering services: implementing the European Working Time Directive for doctors in training. London: Home office; 2003.
4. Pounder R. Junior doctors' working hours: can 56 go into 48? *Clin Med* 2008;8:126-127.
5. Morris-Stiff GJ, Sarasin S, Edwards P *et al*. The European Working Time Directive: one for all and all for one? *Surgery* 2005;137:293-297.



Annual
Scientific
Meeting
2010

Robinson College
Cambridge, UK

**Medical Education:
Innovation in a Traditional World**
Robinson College, Cambridge, UK
21 - 23 JULY 2010

The programme will include pre and intra-conference workshops; keynote presentations, in particular The Lord Cohen Lecture; parallel/concurrent sessions; posters, policy fora, the award of the Sir John Ellis Student Prize and the Richard Farrow Gold Medal. The 2010 Lord Cohen Lecture will be delivered by Charlotte Ringsted, Professor of Medical Education, Copenhagen University, Denmark.

For more information and call for papers please visit the ASME website:

www.asme.org.uk

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Annual Scientific
Meeting 2010

