



## JASME Newsletter | Spring 2017

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### Who are we?

JASME - The Junior Association for the Study of Medical Education. JASME is a Special Interest Group (SIG) run by juniors, primarily for juniors interested in medical education. Membership is open to all medical students and junior doctors at a reduced rate.

### JASME Committee

The current committee consists of:

Eliot Rees (Keele)  
 Sean Zhou (Yorkshire and Humber)  
 Alan Gopal (Yorkshire and Humber)  
 Riana Patel (Bart's and London)  
 Rob Cullum (Nottingham)  
 Bethan Spurrier (Leeds)  
 Ciara Luscombe (Brighton)  
 Katy Stevenson (Plymouth)  
 David Cox (Liverpool)  
 Rekha Gurung (Aberdeen)  
 Rosie Patterson (Brighton)  
 Tom Goldsmith (Glasgow)

### JASME Local Reps

JASME are always on the lookout for local reps to promote and represent JASME within their own medical schools. If you are interested or would like more information please contact Rob Cullum ([robert.cullum@yahoo.co.uk](mailto:robert.cullum@yahoo.co.uk))

## Welcome

We have had a lot to celebrate here at JASME over the past couple of months. We are happy to announce that over 75% of medical schools now have their very own Local Rep, and with these Local Reps we have run several events up and down the country, from London to Leeds. We have also run plenty of interesting toolkits, with our most recent taking the form of a Research Toolkit in Brighton. We would also like to say massive congratulations to our Student and Foundation Innovation Prize winners; we were astounded by the quality of work this year. We would also like to take this opportunity to remind you of the ASME Annual Scientific Meeting taking place in Exeter from the 21st-23rd June 2017.

## Our Latest Workshop: Brighton Research Toolkit

On a sunny Saturday morning in March JASME hosted a Research Toolkit, where a group of budding medical educators learnt some of the basic principles of research in medical education. The day started with an overview of research methods from an MSc Medical Education student, who designed practical activities and quizzes to really bring a didactic teaching session to life. Then came a session on consent, a highlight of this session was watching the students ask each other out on a date, using the principles of informed consent they had just been taught. The last activity before lunch included some practice at critiquing papers, which resulted in members of the group spontaneously becoming the teachers, to explain tricky statistical concepts. After a tasty lunch of bagels, the group had some heated discussion around the various ethical issues involved in education research and learnt about some of the various associated governance issues. The final task of the day was to put all this knowledge into practice. In pairs students came up with their own research proposal and then presented it back to the speakers, with the winners being awarded a chocolate-y prize! All in all, the day was a huge success, thank you to those that attended. And if you're interested in coming along next time....Watch this space, we'll be running the toolkit again in the future.

## JASME Grants & Awards

### JASME Student and Foundation Innovation Prizes

Well done to all the Student and Foundation Innovation Prize Submissions. We were very impressed by the quality of submissions!

Congratulations to Claire Keith of Warwick Medical School for winning the Student Innovation Prize for her project on student seminars.

Congratulations to Benjamin Hughes for winning the Foundation Innovation Prize for his project on teaching prescribing at Leeds Medical School.

Congratulations to our Student Innovation runner-ups Emilia Waters for her project on improving emotional wellbeing in children at Bristol University and Amber Wheatley for her project on Augmented Reality at Swansea University.

Congratulations to our Foundation Innovation runner-ups Stella Seppings for her project on Claymation at Swansea University, Raphael Olaiya for his project on virtual reality clinical skills simulation in London and Stuart Maitland for his project on flashcard engine at Newcastle University.

### Sir John Ellis Prize

Congratulations to Michael Martin of Lancaster University - the 2017 Sir John Ellis Student Prize winner.

Michael won this year's prize for his paper: **Life after Medical School: Why Don't Some Students Intend to Practise?**

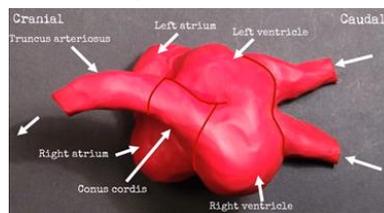
He will present his paper at this year's ASME Annual Scientific Meeting

## JASME Local Reps

The past couple of months have been bursting with JASME Local Rep activity! We've had events up and down the country, from London to Leeds. At Kings College London (KCL), the JASME Local Reps hosted a stand at the KCL clinical and Academic Research Society's 'Research Showcase and Abstract Competition 2017'. There was a large interest from the attending students, and the Local Reps hope to arrange an event soon. Peninsula's Local Reps hosted a 'How to Teach' Workshop as part of the Bridges Interdisciplinary Conference, which was JASME's FIRST EVER interdisciplinary workshop. This workshop gave students the chance to get stuck in to designing their own micro-teaching session. This opportunity appeared to be well-received by those who attended. Leeds also hosted an 'Intro to Teaching Skills' event, which ran on two different evenings. This gave students the chance to get feedback on micro-teaching that they'd pre-prepared for the session, and to discuss learning and teaching theory. Again, students appeared to really enjoy this event. Last, but by no means least, is the 'Career Pathways in Medical Education and Networking' event held by the St Bart's Local Reps. Students were able to network with those locally involved in medical education and to get a better understanding of the wide variety of careers and pathways in medical education research. The event was well attended and enjoyed by all. Hopefully the coming months and new academic year will provide even more events, keep an eye out for those happening near you!

## JASME Innovation Showcase at the TASME Spring Conference

This year, to celebrate the creativity and ingenuity of our members, we invited the winners and 5 runners-up of our Innovation Prizes to present their projects as part of our Innovation Showcase at the TASME Spring conference. This year, both our Student and Foundation prize winners, Claire Keith and Dr. Benjamin Hughes, demonstrated that simple innovations that are considered, well-executed, and sustainable can have meaningful and lasting effects in an education programme. Our runners-up also impressed, with demonstrations of their augmented reality, virtual reality, Claymation and child mental health innovations. Of these showcase presentations; Dr. Stella Seppings was awarded best presentation for her animated embryology video resource: <https://youtu.be/RpZHiwkFUM4>.



**JASME at the ASME ASM  
2017**

It is that time of year again, with the ASME Annual Scientific Meeting (ASM) conference taking place June 21-23rd in Exeter. As per usual JASME will be there to look after the needs of all medical student and junior trainee needs, including a series of workshops and social opportunities. Also as tradition dictates, the JASME/TASME social is back, great food, drinks and enjoyable company of junior trainees and students with an interest in medical education. Last year with over 60 people present made for a great event and networking opportunities. If you are attending the ASM as a student or junior trainee, be sure to look out for more details about this event and to engage with the JASME presence at the conference! We look forward to seeing you all there.

<b>JASME Workshops</b>
<b>Wednesday June 21<sup>st</sup> 2017</b>
<b>Joint workshop with TASME on educational networks</b> -An introduction to the conference, and opportunities available within education to students and trainees alike. -A chance to network with those of similar interests -An opportunity to listen to speakers from a wide variety of education backgrounds
<b>Thursday June 22<sup>nd</sup> 2017</b>
<b>Evidence synthesis in medical education</b> -A workshop on meta-analysis and systematic reviews within medical education -An opportunity to discuss with experts in the field regarding evidence synthesis -A chance to discuss your own project and debate with others interested in evidence synthesis
<b>Thursday June 22<sup>nd</sup> 2017</b>
<b>Leadership in peer-teaching</b> -Learn how to effectively lead your own teaching group -To obtain a grasp of basic leadership skills -To explore some of the ethical, and practical issues when creating events and leading group

# Healthcare Professionalism: Improving Practice through Reflections on Workplace Dilemmas

A book review by Rosie Patterson.

This book is written by Lynn Monrouxe and Charlotte Rees. The former is a psychologist with a special interest in the development of professional identity among healthcare students, whilst the latter is a social scientist that has a research focus on patient-centred professionalism. Through this book, the pair recognize the need for the development of professional identity within medical education and explore the complexities of this transition, from student to someone that becomes a true member of their profession. Aimed chiefly at healthcare students from all occupations, this book explores issues of professionalism, using quotes from students to illustrate the key points. These quotes detail experiences where there have been witnessed lapses in professionalism and are used to explore the relevant issues. They also allow the reader to identify with the book and to consider issues they themselves have been exposed to in the context of the topics covered. Part I of the book gives an overview of healthcare professionalism education, using a variety of visual modalities to illustrate points and help the reader to consolidate their understanding. It demonstrates the importance of professionalism education, whether that be formal or as part of the hidden curriculum and finally considers the assessment of such issues. Part II develops this by exploring some of the most common healthcare professionalism dilemmas, focusing on the emotional impact of witnessing these and how they allow students to develop their own professional identity. It also gives some insight into consent and safety related issues, before sensitively exploring issues of equality and diversity. It also gives useful tips into dealing with some of the hierarchies present in healthcare systems before an interesting chapter exploring e-professionalism, which identifies an interesting lack of emotional response among healthcare students to several online issues. Part III of the book explores some of the differences in professionalism dilemmas across cultural boundaries, both by country and by alternative professional groups. Useful throughout this book are the presence of learning outcomes, key terms and tasks, which help the reader to further explore issues which they may be interested in following a logical approach. Additionally, the incorporation of quotes, images and extracts of real research data highlight key themes for the reader and add interest and variety. In summary, this book gives useful insight into the complex issue of professionalism, whilst demonstrating that narrative can be a useful method of learning and exploration. It reflects on some of the emotional issues associated with professionalism and development, whilst retaining a patient-centred focus and may be of use to students preparing for the Situational Judgement Test.