



JASME Newsletter | New Year Issue 2017

Welcome

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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 (HYMS),
 Alan Gopal (HYMS),
 David Cox (Liverpool),
 Rob Cullum (Nottingham),
 Rosie Patterson (BSMS),
 Tom Goldsmith (Glasgow),
 Riana Patel (QMUL),
 Bethan Spurrier (Leeds),
 Katherine Stevenson (PCMD),
 Rekha Gurung (Aberdeen).

Welcome!

Welcome to JASME's February newsletter! Our new committee has been busy since coming together in August and in this issue we hope to catch you up on some of the activity we have had over the past few months as well as imminent deadlines for prizes.

We have a selection of reports from local events we have engaged with including a Peer Teaching Workshop in Southampton and The East Midlands Student Research Conference. Also this year, we have extended our prize awards to not only present our winner with an award and financial grant, but an opportunity for all high quality submissions of our innovation awards to present at a national conference.

We hope that in the coming year, we will have even more engagement with local students and doctors, and we look forward to working with you in 2017!

Southampton Local Representative Event: Near-Peer Teaching Workshop

Arti Dave (Southampton Local Rep)

This was an event aimed at medical students who are interested in near peer teaching, and who wanted to improve their abilities and techniques. The day was planned with a practical focus to ensure maximum engagement, with some theoretical input alongside.

The day began with a group discussion of different

learning styles and preferences amongst the medical students, and what techniques they found helpful and could be adapted to their own teaching. There was then a brief theoretical session in which some teaching theories were discussed, and the differences between adult and child learners were consolidated.

The students were asked to prepare a five minute teaching session on a topic of their choice, in advance of the toolkit. They were split into small groups of four to five and were asked to deliver their teaching sessions to their groups and two facilitators. The facilitators were members of the Medical Faculty and also some experienced near-peer teachers. The participants received feedback from their peers and the facilitators. After a lunch break, they were asked to re-deliver these sessions in front of different facilitators, with a view to working on the feedback they had received. Many of the participants reported feeling much more confident, and the observers reported that the second delivery was more effective and engaging in lots of cases.

The day closed with a talk from Mr Zeshan Quereshi, who discussed the academic foundation programme as well as some of his past experiences, both positive and negative, regarding teaching and being taught.

In conclusion, this was a great day, which received some really positive feedback from the attendees. They especially enjoyed getting instant feedback on their teaching and then being able to put it into play straightaway and so seeing a rapid improvement.

A special thanks to Will Parton, as well as other members of the faculty, for their planning and execution of the day.



Educational Research Group (ERG) Conference Report

Bethan Spurrier



On 16th November, the ASME's Educational Research Group (the ERG) held their annual 'Research in Medical Education' conference at Friends House in London. This was a brilliant one-day event for people interested in medical education research. Whether they were total beginners or senior researchers, this conference had workshops suitable for everyone. The theme this year was, 'Learners vs. Patients? Defining purpose in Medical Education Research', designed to provoke conversation and debate from attendees.

The conference featured 2 keynote speakers: Dr Diana Wood (Clinical Dean, School of Clinical Medicine, University of Cambridge) and Professor Jennifer Cleland (John Simpson Chair of Medical Education Research, University of Aberdeen Chair of Council, ASME), followed by three workshops. Workshops were categorised into 'beginner' and 'advanced', allowing attendees to select which workshops they felt were most relevant to them. These were interesting and interactive, allowing everyone to really get stuck in, and develop their research skills. Simultaneously, there were three keynote seminars and a poster competition, making this a jam-packed and varied itinerary.

If you have a report from a recent JASME local event you have organised, please forward it to Rob Cullum or Bethan Spurrier at Robert.cullum@yahoo.co.uk / bethanspurrier@yahoo.co.uk

ASPiH Report

Alan Gopal



Attending ASPiH's annual conference is generally a must if you're involved with simulation or technology enhanced learning in the UK; it's a large conference (upwards of 400 delegates each year) but still retains a collegiate atmosphere where so many ideas and collaborations take form in the pursuit of advancement. This year was no different; their theme was "excellence" and matched very well to the ASPiH standards for simulation-based education in healthcare that ASPiH is developing with input from the various Royal Colleges and Councils who are stakeholders.

The final keynote was from Professor Vinay Nadkarni from the University of Pennsylvania School of Medicine, who specialises in paediatrics and anaesthesia. In particular, he looks at resuscitation education. During the keynote he showed videos from an experiment in the 1950s, where a medical student was anaesthetised and his heart stopped; they allowed his oxygenation to plummet to practically zero, and then performed CPR on him to demonstrate the effectiveness of the technique multiple

times. While ground-breaking research, I was horrified at the use of the volunteer; a student such as you and I, being put in such danger. It also made me consider how far we've come from those terrible days; now learner safety is paramount in education. To those seniors who put a stop to that dangerous (whilst somewhat exciting) culture and made sure to refocus education in parallel to medicine in terms of non-maleficence, benevolence, fairness and autonomy, thank you.

East Midlands Student Research Conference Report

Bethan Spurrier

On Saturday 5th November, JASME attended the East Midlands Student Research Conference. A free medical student event, aimed at providing students with an opportunity to learn about research and provide presentation opportunities. This was a brilliantly organised event, thanks to the efforts of the students at Leicester Medical School. Previously this event has included Leicester, Nottingham and UEA students, however this year it expanded to include students from Sheffield as well. Here, we ran a workshop aimed at developing students' understanding of how to set aims and objectives, and why they are important when planning a teaching session. Students appeared to really engage with this session and this was reflected in our positive feedback, in which students asked for more time! We hope to be invited back to run a workshop next year.

If you have any similar events coming up that you think JASME could help with, please get in touch with us at: robert.cullum@yahoo.co.uk or bethanspurrier@yahoo.co.uk

JASME Local Rep Advert

JASME are always on the lookout for local reps to promote and represent JASME within their own medical schools. As well as publicising JASME, local reps will have a yearly £100 budget in order to organise an educational event within their institution.

If you are interested in becoming a local rep or would like more information please contact Rob Cullum or Bethan Spurrier at Robert.cullum@yahoo.co.uk / bethanspurrier@yahoo.co.uk

Calling for Local Reps at these medical schools:

- Aberdeen
- St Andrews
- Bristol
- St George's
- Cardiff
- Warwick
- Dundee
- Manchester
- Durham
- Oxford
- Queen's Belfast
- Lancaster
- Sheffield