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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 research. This is the second issue of our monthly e-Newsletter. We hope that you find it useful and interesting. If you would like to write for the newsletter, please send your ideas to jasmnewsletter@googlemail.com.

Hot stuff

Conferences & meeting

- BEME (Best Evidence Medical Education)
 - BEME Conference – The use of portfolios in the education of healthcare practitioners: an evidence-based approach
 - 14 to 15 May 2009
 - University of Warwick, Coventry, UK
 - <http://www.bemecollaboration.org/beme/pages/conference.html>
- ASME (Association for the Study of Medical Education)
 - ASME Annual Scientific Meeting 2009 – Medical Education: in pursuit of excellence
 - 15 to 17 July 2009
 - The Royal College of Physicians, Edinburgh, UK
 - http://www.asme.org.uk/conf_courses/2009/asm.htm
- AMEE (Association for Medical Education In Europe)
 - AMEE Conference
 - 29 August to 2 September 2009
 - Malaga, Spain
 - <http://www.amee.org/index.asp?lm=108>

Useful websites

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

Resources

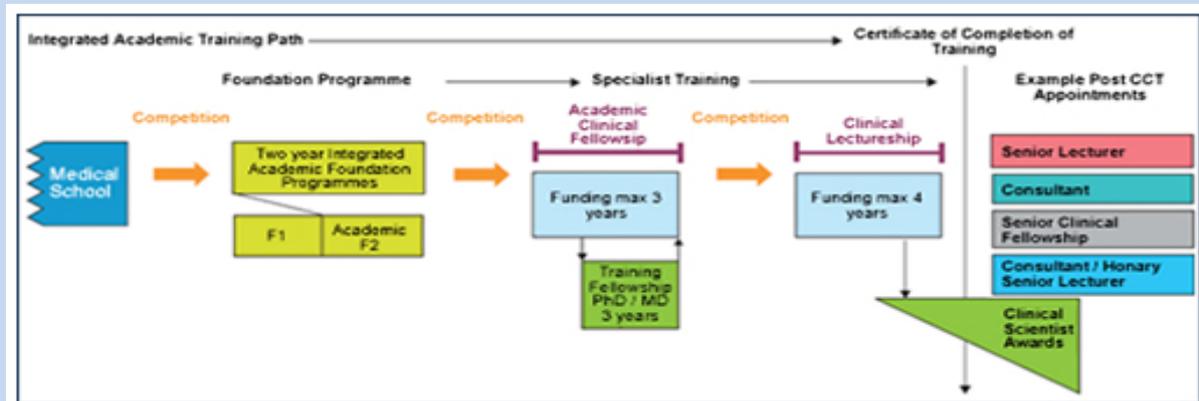
- Medical Education
 - <http://www.mededuc.com/>
- Understanding Medical Education
 - A booklet series published by ASME
 - http://www.asme.org.uk/pub_ume.htm

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

- ASME
 - <http://www.asme.org.uk/index.html>
- JASME website
 - <http://www.asme.org.uk/jasme/>

Academic training

The following diagram shows the integrated academic training pathway, starting at medical school to completion of training.



For more information on academic foundation programmes, post foundation academic training and the application process visit: <http://www.foundationprogramme.nhs.uk/pages/academic-programmes>

Don't forget to check the "UKFPO Rough Guide to the Academic Foundation Programme and Compendium of Academic Competences". This publication contains vital information on every aspect of academic foundation programmes (e.g. applications and interviews) and is available on the UKFPO website. For more information visit: <http://www.foundationprogramme.nhs.uk/news/story/ukfpo-academic-rough-guide-published>

Back to reality with movies & medicine

By Vincent Wong

4th Year Medical Student, University of Aberdeen

Sit back and relax!

Movies are a powerful tool that seizes viewers' attention to generate intense emotional bonds with the characters, leaving a deep and lasting impact based on a superficial experience. When it comes to Medical Education, motion pictures with medical themes have the power to touch medical students emotionally, hence generating interest and enthusiasm.

The use of movies in Medical Education is still in its infancy and hence is still under-developed in many medical schools worldwide. Although the incorporation of motion pictures into the education of future doctors has been well-documented since the late 90s, almost every medical school adapts the idea in a slightly different way; some focused on the featured disease itself while others focused on other aspects e.g. humanities and ethical issues. This demonstrated the wide range of discussion points that one could raise from a movie. The name "Movies & Medicine" came from the European Medical Students'

Back to reality with movies & medicine *continued*

Association (EMSA). This project combines a full movie on a medical theme with an expert-led discussion on the topic of the film. From a medical student's point of view, this is probably the most beneficial way of using movies in Medical Education

As movies can sometimes portray information in an incorrect and overly exaggerated way, it is important to have a quick "reality check" when using movies to teach medical students. In fact, this is an interesting point of debate as some see it as a "weakness" or "flaw" in using movies in Medical Education while others see it as an "awareness exercise" for the students. Nevertheless, slight over-exaggeration (I repeat, SLIGHT!!) should not outweigh other educational points a movie can provide, especially those that a medical student cannot learn from the wards e.g. family dynamics, how carers cope, patient's emotions, and how all these factors have a direct impact on recovery and / or treatment.

Speaking from the experience of bringing "Movies & Medicine" to Scotland, the most important step in organising a "Movies & Medicine" event is choosing a good film. Nothing can be worse than insulting your audience with the boredom of watching a film with poor acting and directing skills. As with everything you do as a medical student, always involve a supervisor who can help you increase the number of your target audience. Eye-catching posters and complimentary food and drinks are always useful in attracting medical students... especially those who are hungry and thirsty (for knowledge, of course!).

"Movies & Medicine" could increase perceived interest level amongst medical students which could have a direct impact on learning and future achievements. However, this may depend on how satisfied they are with the event... all evidence-based!

Good luck!