

# Facilitator

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School of Medicine Education News

## Attention all OSCE examiners!

This month sees the launch of an interactive online resource for OSCE examiners.

This latest addition to the MEDUSA staff development website addresses key issues that have arisen in our face-to-face workshops and examiner briefings, particularly:

- The nature and purpose of this form of assessment
- How the OSCE fits with our overall assessment strategy
- The role of the examiner
- Judging student performance
- Filling in the marking sheet

Some of our experienced examiners have very kindly braved the video camera to offer invaluable insights into the challenges of their role. Users are invited to submit their own reflections, and to mark an example of an OSCE online. Feedback is provided on how the user's judgements compare to those of other users, and a panel of expert examiners.

To access the module, please go to [www.som.soton.ac.uk/restricted/medusa/](http://www.som.soton.ac.uk/restricted/medusa/), click on Modules, and then select OSCE. You will need your University or School of Medicine login and password - if you do not have one, or cannot remember it, please go to [www.som.soton.ac.uk/login.asp](http://www.som.soton.ac.uk/login.asp) and follow the instructions at the bottom of the page.

**Kevin Galbraith**

## Update from the Director of Education

**As usual, we find ourselves in a period of change! By the time you receive this newsletter, the results of the general election will be known. Whatever the result, it is clear that there will be further reductions in funding to both Higher Education and the NHS. The last twenty years seem to have been a time of constant reorganisation. I have noticed however, that most front-line workers just carry on doing their best - seeing patients, teaching students and junior doctors - while reorganisations come and go. This time however, the savings needed are so large, we will have to find ways of doing things very differently. Hopefully these dilemmas and limitations can enable us to think of creative solutions!**

Professor Don Nutbeam, the new University Vice Chancellor, has set out his vision for the University as a place of transformation - for students, for staff, and in the outcomes of our research. The main feature of his vision for education is "to transform the structure, quality and flexibility of our educational programmes, to offer our students a distinctive Southampton educational experience".

The School of Medicine will become the Faculty of Medicine on the 1st of August as the University moves from three large Faculties to eight medium-sized Faculties. I will be handing over the role of Programme Director of the BM5 programme to Dr Louise Dubras, who currently leads the third year, and Dr June Abay has taken over as coordinator of the final year.

We have made some further changes to the BM5 programme. The current third year BM5 students will be starting a redesigned fourth year in October. In addition to an elective, and clinical attachments, students will study two new courses: Research for Health and Medicine, and Scientific Basis of Clinical Practice. They will also undertake a research project. We have also increased the amount of clinical time in the fourth year, with flexible GP placements across the year. At the end of the year the students will be awarded a BMedSc degree. We have also introduced for about 20-30 students the option of an Intercalated Masters degree (MMedSc). The final year will be changing in 2011 with the introduction of two-week student assistantships - new placements undertaken in the last six months of the programme before a student enters Foundation Year 1 as a trainee doctor. The assistantships are designed to help students become more familiar with work in a hospital setting and to understand practical tasks such as filling in a prescription form or ordering a blood sample. The students will assist a junior doctor, become familiar with the workplace and undertake supervised procedures.

Thank you for all your support over the last year and for your continuing commitment to training tomorrow's doctors.

**Chris Stephens**

## Fond farewell

Two key people from the Medical Education Division retired at Easter. They had both worked in the University for many years and played important roles in the administration of the Division. Frances Lowman was Divisional Coordinator and managed all the HR and finance functions for both the Medical Education Development Unit (MEDU) and the Centre for Learning Anatomical Sciences.

Helen Burgess was secretary to MEDU and is widely known for her work in organising staff development events. This included all of the administration – from applications to final certificates – for no less than 26 Teaching Tomorrow's Doctors Courses.

Helen and Frances will be sorely missed. We wish them well in their retirement!

**Faith Hill**

## Welcome to new team members

We are delighted to welcome three new staff. Dr Stephanie Hughes has joined the Medical Education Division as Senior Clinical Teacher and Coordinator for Primary Medical Care, Medicine in Practice 3 course. Margaret Miles is now Coordinator of the Medical Education Division and Alexandria Vassiliou has joined us as the new staff development secretary.

**Faith Hill**

## Community engagement offers students new insight

**The Student Selected Unit in Community Engagement, offered in semester 1 of the BM5 programme, gives students the opportunity to work in collaboration with external organisations on an agreed health project. The aim is to engage students in experiential learning by managing a project and developing their communication, leadership and team-working skills. It brings them into contact with service users from these organisations and thereby enriches their understanding of healthcare promotion, illness and disability as they are experienced in the community.**

This year one student group worked with the Stroke Association's Communication Support Group (Southampton and Waterside area). The students provided help with workshops, in which stroke survivors created artwork to help overcome communication difficulties. Students then organised an exhibition of the art work with the Art House Gallery, Southampton. The exhibition showed how the artists used personal mementos such as photographs, ticket stubs, leaflets and paintings to create pictures that described important memories and feelings.

Suzie Maidment, co-ordinator of the Southampton & Waterside Communications Group commented: "Following a stroke, many survivors are left unable to talk, or become very restricted in their ability to communicate. With the help of dedicated volunteers, the Stroke Association's Communication Support Groups give people the chance to tell their stories and break down these communication barriers - creating confidence and helping to rebuild lives".

Cheuk Yan Leung - one of the participating students - found the experience offered a different perspective: "As trainee medics, we often see people who have had a stroke in a hospital setting. But having a stroke often leaves you with long-term communication difficulties which can make it hard to re-integrate into normal life. Spending time with this Communication Support Group has given me the chance to learn how to work round some of these difficulties". Another student, Yasmin Arhin-Acquaah, found the experience offered new insight: "There are so many dimensions to an individual, and being able to see a side of them through art helped enhance my group's understanding of communicating beyond words".

**Linda Turner**



# Mental Health Portal: putting the “e” in psychiatry eLearning

The Mental Health Portal is an eLearning resource for students. We designed it with clear outcomes in mind: to offer a “wider and deeper” clinical experience; to stimulate emotions as much as thoughts; and to promote professionalism by encouraging reflection.

What makes the Portal different to many other eLearning resources is that it is a coherent whole, rather than a simple “container” of learning objects. Components are interlinked, so that students can choose how they want to learn about each mental illness – as a concept; as a clinical story; or as a demonstration of symptoms and signs. We want students to feel confident that all the learning material they encounter is directly relevant to their curriculum – not just what happens to be interesting to their tutors.

With very little research evidence to guide us, we’ve developed our own vision of psychiatry eLearning. Student evaluation ahead of the official launch in September 2010 has been very positive. Ultimately success could be measured in a variety of ways, but we believe that at the very least our specialty will have become more comprehensible, more accessible and more attractive to graduating Southampton students.

The Mental Health Portal web-address is [www.som.soton.ac.uk/learn/mentalhealth/bmyr3yr5/](http://www.som.soton.ac.uk/learn/mentalhealth/bmyr3yr5/). You will need your University or School of Medicine login and password - if you do not have one, or cannot remember it, please go to [www.som.soton.ac.uk/login.asp](http://www.som.soton.ac.uk/login.asp) and follow the instructions at the bottom of the page.

**Paul Hopper**



# eLearning in the pathology curriculum: PiPs at the core



A screenshot of PiPs

Regular readers of *Facilitator* will have noticed that eLearning is being used increasingly in the School of Medicine. The BM5 Pathology course aims to put eLearning centre-stage by using it to deliver most of the core concepts in pathology.

The eLearning activities will be called Pathology Interactive Practicals (PiPs) and will build on our experience of using the current pathology eLearning package (Scalpel). PiPs are brief - most should take no more than 20 minutes to complete. They present core knowledge that underpins the understanding of clinical medicine. And they are interactive, with questions to test understanding and drive learning.

There are many advantages to well-constructed eLearning tools:

- students can go at their own pace, making sure they master the important concepts presented
- interactivity and questions enhance active engagement
- multiple modes of presenting data helps integration with existing knowledge and recall (in particular, pictures help all learners regardless of preferred learning style)
- research has shown that eLearning can cut training time by a third
- students can return to the PiPs at any time - even in future years of the course, to revise core material

The PiPs will go live in the next academic year.

**Norman Carr**

## Contact us

For more details about the Medical Education Development Unit and our staff development courses, please go to:

[www.som.soton.ac.uk/research/medicaleducation/facilities/medu/](http://www.som.soton.ac.uk/research/medicaleducation/facilities/medu/)

NHS staff can register at: [www.som.soton.ac.uk/login.asp](http://www.som.soton.ac.uk/login.asp)

If you wish to contribute to this newsletter, please contact Margaret Miles at [M.S.Miles@southampton.ac.uk](mailto:M.S.Miles@southampton.ac.uk)

# Dr Trudy Roach (17.9.1944 – 28.4.2010)

It is with great sadness that we note the death of Dr Trudy Roach PhD on 28th April at her home in West Wellow, after a long battle with cancer. Trudy worked at the University of Southampton for over 20 years in the area of cartilage biology and held the post of Reader in the Bone and Joint Research Group. Trudy combined being an excellent scientist with an enthusiasm for teaching. Until last year she coordinated the third year Scientific Basis of Medicine course, as well as contributing to teaching about the science of bones and joints. Trudy was an amazing person, particularly in the way she coped with her illness in such a positive way. Our thoughts and condolences are with her husband and family at this sad time.

**Chris Stephens**

## Teaching Tomorrow's Doctors course

This is a 4 day course open to anyone who teaches Southampton medical undergraduates. The aims of the course are to offer staff opportunities to:

- **Develop their teaching roles**
- **Explore the BM curriculum and how it is developing**
- **Consider a range of learning and teaching theory**
- **Share teaching experience**

Dates for the Spring 2011 course (**Course 26**) are as follows:

Wednesday 9 February 2011 and  
Thursday 10 February 2011

**and**

Wednesday 16 March 2011 and  
Thursday 17 March 2011

Electronic application form available at:-

[www.som.soton.ac.uk/research/medicaleducation/facilities/medu/development/courseform.asp](http://www.som.soton.ac.uk/research/medicaleducation/facilities/medu/development/courseform.asp)

or email [M.S.Miles@southampton.ac.uk](mailto:M.S.Miles@southampton.ac.uk)