

Showcase Presentations

Institution	Warwick Medical School
Title of Showcase	Student-staff collaboration at Warwick: development of a peer teaching certificate
Presenter(s)	Clarissa Brierley
Brief Biography	<p>Clarissa Brierley is currently a second-year graduate medical student at Warwick Medical School. She graduated from the University of Dundee with a BSc (Hons) in Forensic Anthropology in 2014, and an MSc in Advanced Forensic Anthropology in 2015. Her interests range from disaster victim identification to bee-keeping.</p> <p>Since attending the University of Warwick Medical School, her interest in Medical Education has led her to working as the first Medical Education Intern in the summer of 2019. During this internship, she assembled 'Learning Medicine in Phase I: A Rough Guide to First Year', a comprehensive peer student guide to WMS. Having established collaborations with staff throughout the medical school she went on to establish an innovative Peer Education Teaching Certificate in line with current best evidence in medical education. This work was presented at the 2019 National INSPIRE Graduate Entry Research Conference and was awarded the conference prize for best oral presentation.</p>
Brief Description of Content	<p>Students at WMS have a long history of high quality near-peer teaching which is highly rated by students. Some students have suggested that the quality of this teaching "makes up for" deficits in faculty-taught sessions, with the implication that faculty use peer teaching for this reason. Faculty wished to support and reward peer teachers without further perpetuating this myth, and to strengthen partnerships between staff and students. The benefits and value of staff-student collaboration is well established as per Mihans <i>et al.</i> (2008) and Cook-Sather <i>et al.</i> (2004). We worked with a student intern as a link between staff and students and will describe how the programme was set up and discuss the challenges. The first course has run successfully at full capacity and we will share feedback from staff and students.</p> <p>Cook-Sather, A., Bovill, C. and Felten, P. (2014) <i>Engaging students as partners in learning and teaching: a guide for faculty</i>. San Francisco: Jossey-Bass.</p> <p>Mihans, R., Long, D. and Felten, P. (2008) 'Power and Expertise: Student-Faculty Collaboration in Course Design and the Scholarship of Teaching and Learning', <i>International Journal for the Scholarship of Teaching and Learning</i>, 2.</p>

Institution	Lincoln Medical School
Title of Showcase	Widening Access and Participation – Our mission for a new Medical School
Presenter(s)	<p><i>Dr David O'Brien WP Champion and Acting Director of Admissions, Lincoln Medical School</i></p> <p><i>Sarah Vickers, WP and Outreach Coordinator, School of Medicine, University of Nottingham</i></p> <p><i>Medical student co-presidents from the new Lincoln 'Widening Access to Medical School' (WAMS)</i></p> <p><i>Connie Barton and Rory Howard</i></p>
Brief Biography	<p><i>David O'Brien is a Consultant Interventional Cardiologist at United Lincolnshire Hospitals NHS Trust, and was Appointed WP and Outreach Champion for the Lincoln Medical School in February 2019. He also became Acting Director of Admissions for the Medical School in October 2019. Having not had the most conventional route to Medical School himself, he is passionate about widening access to medicine and supporting widening participation in medicine as a career for students from a diverse background.</i></p> <p><i>Sarah Vickers is the WP and Outreach Coordinator for the University of Nottingham School of Medicine and the new Lincoln Medical School. Sarah has worked in student recruitment and outreach for a number of years and is managing the schools outreach programme.</i></p> <p><i>Rory Howard is a current first year student studying at the Lincoln Medical School. Rory has been elected co-chair of the Lincoln Widening Access to Medicine society.</i></p> <p><i>Connie Barton is a current foundation year student studying at the Lincoln Medical School. Connie has been elected co-chair of the Lincoln Medicine Widening Access to Medicine society.</i></p>
Brief Description of Content	<p>Presentation outline: Approaches to widening access to a new Medical School: the actions proposed, the future direction and challenges ahead.</p> <p>The Lincoln Medical School launched this Year, and is a partnership between the University of Lincoln and the University of Nottingham. We have just started out on our journey, flying the flag for widening access and participation locally, with a number of our initiatives still very much in the developmental stage.</p> <p>Our presentation looks at how we have approached widening access to Medical School in our first year, the challenges posed, the future direction and difficulties ahead. We also plan a group discussion towards the end of our presentation, where attendees can share their experience and discuss how, as a new school, we can best support students from widening access backgrounds once they arrive at university.</p> <p>Lincolnshire is a very rural County, the 2nd largest in England, with large pockets of socio-economic deprivation based on index of multiple deprivation. Recruitment and retention of the local medical workforce, particularly in primary care, is a major issue. The bid for the Lincoln Medical School was contingent on widening access to Medical School, particularly from the local/surrounding areas, and seeking to develop a more sustainable local medical workforce for the future. The school offers</p>

	<p>a Foundation year programme, in addition to contextual offers for the standard 5 year course.</p> <p>During our presentation, we will look at the various ways in which we are trying to widen access and recruit students from the local area, including the development of bursaries, a school outreach programme and on-campus interventions such as our first summer school. We will touch on our first year to date and discuss the challenges we have had trying to improve recruitment across Lincolnshire while simultaneously setting up the school. We will then look to the future, and focus on successes we have had so far. This will enable the two students we will be bringing along, who are the current co-chairs of the new Lincoln Widening Access to Medicine Society, to discuss initiatives from their perspectives. The students will give their views on joining a new medical school and how they hope to play their parts in forwarding the WP agenda locally.</p> <p>A positive aspect of running a relatively small cohort for our 5 year course, is that naturally by next year, as our 15 students in the Foundation Year begin the 5 year course, added to the usual intake of year 1 with a WP flag (approximately 25%), the overall WP flagged percentage is likely to be in excess of 40% each year going forward. This is an admirable percentage and certainly advances the WA agenda. An unknown at present is the impact this will have for us as a new school in the future. Although as a school we aim to support all students fully and equally, the requirements to support students from a WP flag background may be more significant and therefore may require additional support mechanisms to be put in place? This will be our area for open discussion with the floor. It would be useful to get the experiences of other schools further along in their journey in regards any suggestions for early intervention in this regard?</p>
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Institution	University of Leicester
Title of Showcase	Training Medical Students to be Health Care Assistants: Sharing our first pilot findings and progress
Presenter(s)	<i>Elizabeth Anderson & Kishan Patel</i>
Brief Biography	<i>Elizabeth completed one of the early nursing degree courses at St Bartholomew's Hospital London in the early 80's and worked on a cardiothoracic surgical ward. She moved to study and work in Leicester as a Midwife and Health Visitor before completing her PhD at Leicester Medical School. After working as a research nurse she moving into an academic career as a teacher pioneering innovative new teaching approaches within Leicester Medical School. She continues to lead on interprofessional education and patient safety teaching. She also leads the Patient and Carer Group. She is a Fellow of the UK Centre for the Advancement of Interprofessional Education (CAIPE) and a National Teaching Fellow.</i>
Brief Description of Content	There are calls for medical students to have more clinical learning early in their training. Some medical schools are inserting into their curriculum, training for work as a Health Care Assistant (HCA), to address this gap. The opportunity to both work, learn and earn is attractive for students. Some students have worked as a HCA's prior to arrival at Medical School. In 2019, we invited thirty medical student volunteers to substitute their early clinical experience weeks to commence training to gain a Health Care Certificate, aligned to our local acute NHS Trust. The programme ran until December 2019. Twenty-seven completed the course and received their certificates going onto be accepted within the Trust as HCAs after completing two observed shifts. We share our experiences of setting up this project, including the barriers we faced, insights along the way, with student and faculty evaluations and perspectives. Following the success of the pilot and with calls during the pandemic COVID 19, for more front-line clinical support and student willingness to help, in 2020 we have integrated HCC training into the medical curriculum for all first years.

Institution	Aston Medical School
Title of Showcase	First-person real-time videos for teaching skills to medical students – with an example for basic life support
Presenter(s)	Neil Cocklin (n.b.cocklin@aston.ac.uk) Sian Cree (s.cree@aston.ac.uk) Alveena D’Souza (a.dsouza2@aston.ac.uk)
Brief Biography	Neil Cocklin – Senior Learning Technologist Sian Cree- Clinical teaching fellow, Junior doctor, ALS instructor Alveena D’Souza – Clinical teaching fellow, Junior doctor
Brief Description of Content	This resource was developed in response to student feedback that they did not feel confident in their Basic life support (BLS) skills, as they had learnt BLS the academic year before. This was despite existing revision materials linking to the UK Resuscitation Council website. From our personal teaching experience and through reading of the literature we noted that video resources were popular amongst medical students. We developed a first-person, real-time video, which we felt provided a unique learning experience, giving students the perspective of someone providing BLS, as well as information regarding the UK Resuscitation Council guidelines. First person videos are fairly novel in medical education, with an example of its use being demonstrated by Fukuta and Morgan (2018). This resource was developed through a multi-disciplinary collaboration, which we will discuss in more detail. We plan to collect student feedback on our video resource, which we will share to help those hoping to develop their own video resources. In addition, we will share ideas of how first-person videos could be used for other learning experiences.