

HYMS Medical Education Unit Research Summary

May 2009- Sept 2010

1. Introduction

The Medical Education Unit in the Hull York Medical School has a small core group of academic and management staff whose main overall task is to ensure delivery of the undergraduate MBBS course. The group works with a wide variety of other clinical and non-clinical staff to achieve this and wider aims. Thus, the definition and membership of the Medical Education Unit is broad based. For the purpose of this document, we include the core academic and administrative staff responsible for much of the routine running of the undergraduate programme who have been most involved in medical education research and evaluation. These are listed in Section 3.

2. What has HYMS MEU achieved so far?

The mission of the MEU was to provide an innovative and effective undergraduate programme and to evaluate and develop it in light of ongoing policy and good practice. Some of the goals achieved were:

- Delivery of an innovative undergraduate programme which has produced its first graduates
- Research output in terms of publications in peer-reviewed journals, grant income, invited workshops, and presentations/posters
- Recruitment of a strong senior academic team and some more junior appointments
- Establishment of links with medical education organisations such as ASME and AMEE, and with other medical education faculties including collaborations in the UK, Canada, Germany, Denmark and China

The undergraduate programme has been approved by the GMC and by the QAA processes. HYMS has established a reputation as an innovative school in a number of areas.

Innovative features include

- Delivery across 2 universities, 5 hospital sites and numerous GP practices
- Early experience with patient contact from Year 1
- 50% of the clinical placements in primary care
- Internationally recognised model of Problem Based Learning
- Embedding of consultation skills and clinical placements in the basic science teaching
- Early emphasis on communication skills
- A progressive and sequential clinical examination system

- Emphasis on teaching critical appraisal, quality audit, public health and resource management
- Extensive use of electronic infrastructure for learning and distributed administrative support

3. Key Staff Bios

Prof David Blaney, Dean of the Undergraduate School

David Blaney joined HYMS as Dean of the Undergraduate School in January 2010. David's research interests include education and learning theory; communication; underperformance; appraisal and assessment. He is also clinically active as a GP.

Dr AK Brown, Senior Lecturer in Medical Education and Rheumatology

Andy Brown is a Senior Lecturer in Medical Education and Rheumatology at HYMS and Consultant Rheumatologist at York Hospitals NHS Foundation Trust. He performs a number of teaching, management, research and development roles in HYMS, in addition to his clinical responsibilities. Formerly a PBL Tutor and Clinical Skills Tutor, he is currently a Clinical Placement Tutor in phase I, delivers teaching in musculoskeletal and general medicine in phases I, II & III and conducts communication skills master-classes in phases II & III. He is also an examiner at all stages of the undergraduate course as well as being a member of the various examinations and management committees. Andy also plays a key role in planning, evaluation and development of the curriculum and assessment processes and is the academic lead for OSCE assessment. He also leads HYMS involvement in the IVIMEDS project which has included development of e-learning resources in musculoskeletal medicine, integration of e-learning content and virtual patients into the undergraduate curriculum and evaluating their impact on learning as well as development of the 'Riverside' content authoring and packaging software. He is part of a University wide group evaluating the utility digital lecture capture technologies. He is a tutor on the HYMS Postgraduate Certificate in Clinical Education. Andy has developed a number of research interests in areas of curriculum development, teaching and assessment methodologies. In particular, he has led the development of a programme of education in ultrasonography for rheumatologists and an e-learning programme for musculoskeletal imaging and has a leading role in implementing this at a national level. He also continues to pursue research activities in his clinical specialty of Rheumatology including disease activity and remission assessment in inflammatory arthritis and applying imaging techniques to optimise clinical evaluation and improve our understanding of the pathophysiological basis of musculoskeletal disease.

Dr J Henderson, Director of Problem Based Learning

Janine Henderson trained and worked in the NHS as a consultant psychiatrist before taking up the post of Director of Problem Based Learning at HYMS in 2005. Within HYMS her main responsibilities revolve around the delivery and development of PBL and clinical skills in Phase I of the undergraduate curriculum. The training and development of the tutor group is a key responsibility, including extensive involvement in the design and delivery of the HYMS Postgraduate Certificate in Clinical Education for which she was the joint programme director during its first year. She has developed a number of SSCs in psychiatry, clinical skills, medical education and arts and humanities and delivers ethics workshops in Phase I.

She is actively involved in the curriculum development for Psychiatry and undertook a research project for her Master's degree exploring student attitudes to Psychiatry in the

HYMS curriculum. Janine is a University Teaching Fellow at Hull University and has therefore been involved in a number of University activities including the organisation and delivery of annual teaching and learning conferences in Hull. She has established links with European and world-wide faculties, particularly in the area of the development of PBL within other medical faculties and with other medical schools in the UK. She chairs the Academic Progress Committee, contributes to Fitness to Practice proceedings, contributes to many other HYMS groups and committees and is also on the Board of Studies for the York Law School. She is on the national Steering Group for the Behavioural and Social Science Teaching (BeSST) in Medicine which produced the recommended UK curriculum for psychology in medical curricula. She is an external examiner for 2 medical schools in the UK and has been extensively involved in the design and delivery of an undergraduate medical programme in Denmark. She is series editor for a series of undergraduate medical revision textbooks, currently in planning. Student support and the development of a programme-wide system of personal tutoring is another particular interest.

Dr L Hughes, Senior Lecturer in Interprofessional Learning

Lesley Hughes had an early career as a registered nurse in the public and private sector before moving into Higher Education to teach Health Psychology and Research Methods after completing a BSc in Psychology and an MA in Health Research at Lancaster University with a thesis on Shared Learning in the education for health professionals. This area of research led to her interest in Problem Based Learning to facilitate IPE; and after completing a training programme at Maastricht University she introduced PBL into the curriculum in both her posts at Salford and Bradford University. Lesley was awarded a PhD from Bradford University which explored the reality of living with ADHD and the barriers to its management across education, medical and social sectors. Lesley's role within HYMS is a joint post with the Faculty of Health and Social Care at Hull and she is the lead for Interprofessional Education. She is a Chartered Psychologist and lecturers on Psychology, Critical Research, and Professional Education and Partnership Working. She has established the strategic direction to embed IPE into the curriculum. She has organised a conference, workshops, and staff training to facilitate students in IPE. Lesley supervises students on BSc and MA programmes and is external examiner for at Leicester University. She is a visiting lecturer at Malta University where she is module leader for integrated working and external examiner for their Masters in Special Needs in Education. She has been external advisor for Portsmouth and Southampton University on the revalidation of their Common Learning Programme and is a Board Member of CAIPE, Editor of CAIPE Bulletin, and a member of Editorial Board of two International Journals.

Dr A Kardasz, Teaching Fellow

Andy Kardasz is a Biomedical scientist with a background in intracellular second messenger research. In the HYMS curriculum, he is responsible for all aspects of timetabling, assisting in the organisation and running of undergraduate exams and the organisation of the Phase I laboratory teaching. He contributes to teaching physiology in Phase I, to teaching undergraduate Diversity and Equality workshops in Phase I, an SSC provider, the training of HYMS PBL tutors in small group facilitation and acts as a substitute PBL tutor. In addition to being on the HYMS Phase I Exams Working Party and Marking team, he is also the secretary of the HYMS MBBS Programme Board, and a member of the development team for a HYMS Certificate in Medical Education. He has an interest in Widening Participation and is involved in a number of ongoing HYMS projects to widen access. In addition, he has an interest in student learning styles and PBL.

Dr J Lewis, General Practitioner & Director of Problem Based Learning

John Lewis is Director of Problem Based Learning on the Hull campus (1/2 time) and a General Practitioner (1/2 time). He has been a clinical placement tutor for Leeds University medical students and his practice has research and both undergraduate and postgraduate training activities. His main responsibilities at HYMS are the delivery and continued development of high quality PBL to HYMS Phase I students (with the York Director of Problem Based Learning, Dr J Henderson); the delivery and continued development of Integrated Clinical Method sessions at HYMS (in co-ordination with J. Henderson, A Hammond); the recruitment, development and management of HYMS PBL Facilitators. His other activities include the delivery of SSCs in medical education and the development of peer assisted learning at HYMS. He and his colleagues have established links with European and world-wide faculties, particularly in the area of the dissemination of the HYMS model of PBL. He sits on various HYMS committees, including the Board of Studies.

Dr P McGettigan, Senior Lecturer in Medicine and Medical Education

Patricia McGettigan is a Clinical Pharmacologist and a Clinical Academic Consultant with North Lincolnshire and Goole Hospitals NHS Trust. At HYMS, her primary teaching responsibilities include the Year 5 Prescribing and Therapeutics programme and Year 5 Friday whole class teaching programme.

From August 2007 until May 2010, she was HYMS lead for the Year 5 interprofessional training placement based at Goole and District Hospital. Dr McGettigan participates in student examination and preparation of examination materials. She is a member of the Undergraduate Medical School Board, the Phase 2/3 Curriculum Committee, the Board of Studies, the Research Strategy Committee, and the Admissions Committee. She is a facilitator locally for Royal College of Physicians post-graduate teaching programmes and internationally for WHO-sponsored training courses on pharmacotherapy and pharmacoconomics. In collaboration with Dr Colin Melville and Jean McKendree, she developed an academic Foundation Year 2 position in Medical Education which commenced in August 2010 and for which for which she is an the academic supervisor. In 2010-11, she will take up the position of Phase 3 lead. Her Medical Education research concentrates on interprofessional training and prescribing teaching. As a clinical researcher, she has been a chief investigator on a series of competitively-funded projects investigating cardiovascular risk with anti-inflammatory drugs. Her research in this area is ongoing in collaboration with colleagues in North America and Australia. She is a reviewer for a number of general medical and clinical pharmacology journals and for media Doctor Australia. She is a member of the Clinical Section of the British Pharmacological Society and an editorial board member of Therapeutic Advances in Drug Safety.

Dr J McKendree, Senior Lecturer in Medical Education

Jean McKendree is a cognitive psychologist (BSc, Neuroscience, Trinity University; MSc and PhD, Cognitive Science, Carnegie Mellon University) with an extensive background in applied psychology and education research. In the HYMS curriculum, she is the lead on Personal and Professional Development activities, the lead on strategic approaches to eLearning, is a major contributor to assessment design and analysis, particularly in Phase I, and led the assessment review for behavioural and social science content. She contributes to teaching in the behavioural sciences, face to face and on-line, and to training of HYMS PBL and clinical placement tutors for PPD. She organised the successful collaboration with Newcastle to deliver a Certificate in Clinical Education in partnership with HYMS and led on the the recent design and delivery of the successful first run of the HYMS Certificate in Medical Education. In addition to being on the HYMS MBBS Board, Undergraduate School Board, Postgraduate Board of Examiners, Exams Working Party, and Board of Studies, she is also on

the University of York's VLE Advisory Group, Learning and Teaching Projects Committee and Distance Learning Advisory Committee. She is also a founding member of the ASME Educational Research Group and on the Steering Group for the Behavioural and Social Science Teaching (BeSST) in Medicine national group which produced the recommended curriculum for psychology used to inform Tomorrow's Doctors 2009. She is conducting research on a number of medical education topics and supports numerous other HYMS staff in gaining funding and conducting medical education projects.

Key administrative staff

- Mr Jerry Booth, Quality and Standards Officer
- Dr Gay Fagan, Progression, Assessment and Examinations Officer
- Mrs Sue Hubbard, Undergraduate School Manager
- Ms Catriona Kemp, Medical Librarian
- Mr Paul Scott, eLearning Resource Manager in Medical Education

These posts are supported by other technical and administrative staff.

4. Medical Education Research Outputs: May 2009 – Sept 2010

Please note that many of the listed staff also have research outputs in areas other than medical education that are not listed here. Complete CVs are available.

Journal publications

Birks Y, McKendree J, Watt I (2009) Emotional intelligence and perceived stress in healthcare students: a multi-institutional, multi-professional survey, *BMC Medical Education*, Sept 2009, 9:61. <http://www.biomedcentral.com/content/pdf/1472-6920-9-61.pdf> *Highly Viewed

Garner J, McKendree J, O'Sullivan H, Taylor D (2010) Undergraduate medical student attitudes to the peer assessment of professional behaviours in two medical schools, *Education for Primary Care*, 21: 32–7

Hughes L.A, (2009) Engaging students with ADHD in mainstream education: lessons from children, parents and teachers, *Journal European Network for Social and Emotional Competences*.

Hughes LA et al. (2010) Report: World Health Organisation Framework for Action on Interprofessional Education and Collaborative Practice WHO. Interprofessional Education Companion Academic Report: WHO Geneva

McKendree, J. (2010) Embrace the Experts! Letter to the Editor. *Medical Education*, 44, 1048

McKendree J, Snowling MJ. (In press) Examination results for medical students with dyslexia, *Medical Education*.

McKendree J (In press) Experiences of Problem-Based Learning in the UK, *The Clinical Teacher*.

McKendree J (In press) Does PBL “Work”? An alternative approach to evaluating evidence. *Medev Subject Centre Newsletter*.

Dornan T, McKendree J, Robbé IJ (In press) Medical Education in an Age of Complexity, Uncertainty and Reflection. A Coda to the Flexner Centenary, *Medical Education*, January Special Issue on the Flexner Centenary.

Cookson J, Fagan G, Mohsen A, McKendree J, Crossley J (In revision) A Final Clinical Examination using a Sequential Design to Improve Cost-effectiveness. *Medical Education*.

Journal Editorship

Dornan T, McKendree J, Robbé IJ, (In press) Guest Editors, *Medical Education*, January Special Issue on the Flexner Centenary.

Books and book chapters

Brown AK. Training and Education in Rheumatology US: Objectives and Challenges. In *Essential Applications of Musculoskeletal Ultrasound in Rheumatology*; Wakefield RJ and D'Agostino MA, Ed. Saunders Elsevier, 2010; first edition, pp 329-338.

McKendree J. (2010). eLearning. In *Understanding Medical Education*, Swanick T (Ed), London: Wiley Interscience, p 151-163.

Henderson J (2010) Problem-based scenarios for a professional future. In *Preparing graduates for the professions using scenario-based learning*. Errington E (ed) Post Pressed Brisbane

Conference presentations

Hammond A, Collins S, Adam J and Pearce J (2009) Employing students' multilingualism and language diversity in teaching and learning. Poster Presentation, *Association for the Study of Medical Education Annual Conference*, Edinburgh, July 2009.

McGettigan P, Dakkak E, Morris I. (2009) Training medical students to prescribe: HYMS' evolving teaching model. *European Association for Clinical Pharmacology and Therapeutics Conference*, Edinburgh, July 2009.

McGettigan P and McKendree, J. (2009) Interprofessional training for final year medical students: evaluation of impact on nursing staff and students, *Association for the Study of Medical Education Annual Conference*, Edinburgh, July 2009.

Bundy C, Cordingley L, Peters S, Rock J, Hart J, Hodges L, and McKendree J (2009) A Core Curriculum for Psychology in Medical Education in the UK: An Evidence-based Approach to Curriculum Development, Annual Meeting of the *Association for Behavioural Science and Medical Education (ABSAME)*, Santa Fe, NM, Oct 2009.

Hammond A, Henderson J, Asghar A, (2010) Introducing Peer Physical Examination in Years One and Two of a Medical School Curriculum *Poster Presentation for SCSN annual conference*, Dundee.

Henderson J, Jones L. (2010) Acting Out: Training in Psychiatric Communication skills for Simulated Patients, Examiners and Students. *Poster presentation FELT conference*. University of York, June.

Grant applications/awards

Henderson J and Jones L. Enhancing training in psychiatric communication skills for simulated patients, examiners and students. University of York Learning and Teaching Projects Fund £4,478.88. July 2009-August 2010 (successful)

Hughes L. Evaluation of Exploring how primary care can best develop primary care through increasing training and engaging interprofessional learning and working. Explores perspectives of staff, service users and students. Yorkshire and Humber Strategic Health Authority (Principal Investigator). £44,520. 2009-Present

Hughes L. Inter-professional and systems interventions for the promotion of mental health: school partnerships with parents, carers, professionals and the community. Project lead (Australia and UK) on a comparative analysis of interagency working and model to promote mental health to schools and parents in Australia, Canada, Malta and UK. Marie Curie Seventh Framework Programme: International Research Staff Exchange Scheme, £23,400, 2009-2011.

Hughes L. Supporting Children and Young People with Social, Emotional and Behavioural Difficulties in the Republic of Ireland: Exploring the implications of an international research

review, A Report to the Council for Special Education (Consultant Advisor), National Council for Special Education, European Commission, £25,000, 2008-2009.

McKendree J, Booth J and Nettleton S. Content analysis of students' perceptions of clinical placement from reflective essays and feedback to clinical tutors, University of York Learning and Teaching Projects Fund, July 2010 – January 2011, £4518

McKendree J and Scott P. Accredited Clinical Teaching Open Resources (ACTOR), HEFCE/JISC/Academy Open Educational Resources Grant, six partner institutions led by Medev Subject Centre, August 2010 – July 2011, £19,968

McGettigan P and McKendree J. Evaluation of the Year 5 interprofessional training placement. Health Sciences and Practice and Medicine, Dentistry and Veterinary Medicine Subject Centres Mini-Project Funding Application 2010, £4650 (pending).

Research projects

Brown A (supervisor) and Sarb Sihota: Preparing for Practice: HYMS medical students preparation for FY1 (funded by SHA)

Grace S and McKendree J: Experiences and impact for participants from the first 10 years of PGCAP, survey and follow-up phone interviews done (unfunded)

Henderson J. MSc project : Students' perceptions of psychiatry in an integrated PBL curriculum, thesis submitted Sept 2010 (unfunded)

Jones C, Dowding D and McKendree J: Peer feedback exercise on CATs, paper submitted, *Medical Education* (unfunded)

McGettigan P and McKendree J, with FY2 Medical Education Fellows: Repertory Grid Study of the impact of the IPTW based on interviews with MDT staff (part funded by HYMS Research Funds)

Murdoch Eaton D, McKendree J and colleagues from Leeds, Leicester, Liverpool, Sheffield, Newcastle and South Africa, Generic Skills Survey (unfunded)

Powis D, Adam J and McKendree J: ongoing project on non-cognitive predictors of performance, paper in draft (unfunded)

Workshops, symposia, keynotes, conference organisation

Brown AK: Organised the York Rheumatology Clinical Observation Programme, an educational conference showcasing state of the art developments in inflammatory arthritis diagnosis and management to an international audience, HYMS February 2010

Henderson J and McKendree J: Invited workshop on Designing an integrated programme to promote self-directed learning, communication skills, and professionalism, Annual Meeting of the *Association for Behavioural Science and Medical Education (ABSAME)*, Santa Fe, NM, Oct 2009.

McKendree J: Co-organiser of workshop on Behavioural and Social Science in Tomorrow's Doctors 2009 at the Annual General Meeting of Behavioural and Social Science Teaching in Medicine (BeSST), London, October 2009.

Henderson J and McKendree J: organised and delivered a national workshop on Problem Based Learning on behalf of the HEA (Medev) regarding the practical implementation of PBL in UK medical schools, Bishopthorpe Palace, November 2009

McKendree J: Invited workshop on Beginning Research: Writing a Research Question, with Dr Jane Stewart, University of Newcastle, *ASME and Institute of Education Conference on Researching Medical Education*, London, November, 2009.

McKendree J: Invited workshop on Synthesizing Qualitative Research: Towards a Method for Educational Research, With Andrew Booth, Director of Information at the School of Health and Related Research (SchARR), University of Sheffield. *ASME Annual General Meeting*, Cambridge, July 2010.

External Examining/Reviewing

Brown AK: external examiner for University of Manchester School of Medicine

Henderson J, External examiner for Newcastle University medical school (Stockton Campus)

Henderson J, External Examiner for Sheffield Medical School

Lewis J, External examiner for University of Nottingham Medical School (Primary Care)

McKendree J: External examiner for Keele Medical School

McKendree J: External reviewer for Manchester 2011 curriculum review