

ASME ASM JULY 2024

The Association for the Study of Medical Education Annual Scientific Meeting took place in Warwick, July 10th – 12th. CHERI was very well represented with several presenters, session chairs and attendees.

Medical students Kate Gouveia and Ellie Ferguson presented a 'What's Your Point?' and an oral communication on the main stage on the first day of the conference. The 'What's Your Point?' session focused on raising debate around the four-year apprenticeships and how they may be rolled out. The oral communication focused on co-design research they were involved in on the topic of supporting Widening Access students once they enter the Medicine Programme. The project was supported by University of Aberdeen LTEP funding and involved several CHERI staff. Kate and Ellie did an excellent job presenting the findings of this important research.



The other University of Aberdeen Medical Students presenting at the ASME ASM were Jack Miller and Erin McDonald. They presented their outreach project encouraging and supporting school pupils from rural Scottish communities to consider applying for Medicine in collaboration with Morven Wilson and others involved in our Remote and Rural strand. It was another excellent presentation and was also on the main stage.



Anita Laidlaw judged and awarded the prestigious Research Paper Award (RPA) for 2024. This is a significant research award presented each year to the best research paper presented during the competitive RPA session. Abstracts submitted for the session are peer reviewed and the best three finalists selected to present at the ASM. Anita was part of the judging panel and then, as chair of the Education Research Committee of ASME, had the pleasure of announcing the winner. Many congratulations to Helen Nolan from University of Warwick for an excellent presentation of their research on trauma informed education.

Kim Walker as the current Director of Publications had a busy time at the meeting. This included chairing both oral sessions and a "compact comms". The latter was introduced as an alternative to posters. Presenters have 3 minutes to present with no more than 3 slides and 3 minutes for questions. Although speedy, it does give everyone a chance to present their work and there was certainly a lot of discussion between the presenters and the audience at the conclusion of the session. All presentations abstracts are published in The Clinical Teacher. This

journal has been going for 20 years and Kim headed the celebrations including the cutting of a TCT birthday cake.

Kim and Peter Johnston together with Lindsey Pope, University of Glasgow, held a symposium entitled "Heard, valued, supported? Exploring the relationship between evidence and policy on workforce wellbeing". Despite the late hour on Thursday afternoon, there was a good audience and plenty of debate and discussion took place. The 90 minutes passed quickly and we had to wrap up so that everyone could get to the AGM!

Helen Vosper presented an interconference session on a collaboration with NHS Education for Scotland called 'Brilliant Basics.' Helen's role in IEMHS is as lead for patient safety, and the educational strategy is about supporting students in developing Human Factors knowledge, skills and competencies. This is in line with national developments that commit to embedding Human Factors within health and care in the hope it will deliver safety and performance improvements. Human Factors, or ergonomics, is a science and practice in its own right. Attempts by professional,

statutory and regulatory bodies to embed it across all levels of education and practice creates a significant expertise gap. In fact, to deliver on intended outcomes it is recognised that Human Factors will need to be taught by non-experts. This is the idea behind 'Brilliant Basics' – a set of educational packages, with slide decks, complete with scripts, guidance for developing lesson plans and links to additional resources. There are also ideas of how to use the additional resources to develop learning activities that will support the development of Human Factors skills and competencies. At ASM2024, Helen

introduced the packs, and gave an interactive demonstration of how to use them to create a teaching session on systems thinking. Attendees were highly engaged and enthusiastic about the concept. If you are interested in finding out more about this, email Helen at helen.vosper@abdn.ac.uk

Next year's ASM will be held in Edinburgh – almost a local meeting. It is a great opportunity to showcase the excellent research and innovative practice taking place in Aberdeen so look out for the abstract submission information which will be coming out towards the end of the year.

News Bulletin

- Congratulations to Katie Gibson Smith who has been promoted to Senior Research Fellow due to the recognition of her achievements over the last year
- Anita Laidlaw and Katie Gibson Smith were invited to present at NHS Highland Medical Education Conference in Inverness. They presented their work in widening participation and disability with a focus on creating an inclusive learning environment



TCT reps with cake



Kim Walker and attendees



Leen Habboub



Graduation 2024

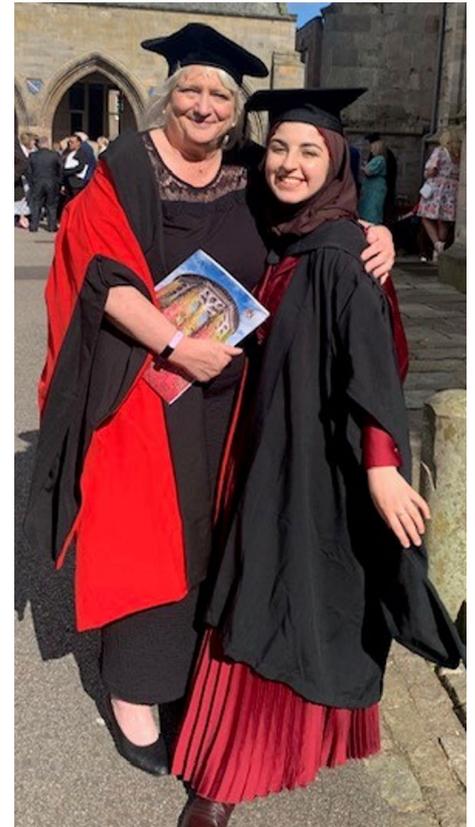
On a beautiful sunny afternoon on Friday 29th June, the Institute of Education in Health care and Medical Sciences held a graduation ceremony at King's College. Kim Walker attended the ceremony and was part of the academic procession. It was pleasure to see the graduation of Adarsh Shah who completed his Ph.D with CHERI over the past 3 years with his thesis entitled "[Complexity in Curriculum Reform: A qualitative case study of the Scottish 'Improving Surgical Training Pilot.'](#)"

Maryam Abdallah, also graduated along with the rest of her medical student colleagues. She undertook her elective in CHERI developing e-learning modules to support our faculty development work on engaging with students.

Kim said it was both a pleasure and a privilege to see them graduate at the ceremony. Congratulations Adarsh and Maryam. The CHERI team wish you both every success for the future.



Kim Walker and Adarsh Shah



Kim Walker and Maryam Abdallah



The TCT Anniversary Award

To celebrate the 20th anniversary of The Clinical Teacher, the Association for the Study of Medical Education (ASME) and Wiley are delighted to announce the launch of a new award, the TCT Anniversary Award.

As a journal that encourages the advancement of early career academics, TCT is committed to achieving impact through collaboration in research and scholarship. This Award is a new initiative to support researchers in collaborative projects that develop and strengthen networks, and lead to excellence in output.

The purpose of the 20th Anniversary award is to provide financial support (up to £3000) to an individual to gain further experience and understanding of the field of clinical teaching and learning to visit an educational or healthcare institution for their own professional and personal development. This will provide opportunities such as meeting experts in the field, sharing knowledge with the host institution, and undertaking some form of project, which can be either research, scholarship, educator development or evaluation. It is expected the funded award will evolve into a completed project and scholarship outcome, such as a joint publication submitted to The Clinical Teacher, grant application or conference presentation.



To apply for the award, applicants must be [individual members of ASME*](#) and are asked to submit a proposal outlining the purpose for which they would use the funding. The submission should be written in English and must not exceed 500 words in length. One entry per applicant is permitted. ASME particularly welcomes applicants from diverse and under-represented backgrounds and countries. The deadline for applications is Thursday 26th September 2024.

Full details, application form and guidelines are available online: <https://asme.link/TCT20Award>

Deadline for applications; Thursday 26 September 2024

*Join ASME here: www.asme.org.uk/membership/



Pat Maclennan retires

CHERI and the Scottish Medical Education Research Consortium (SMERC) would like to extend their thanks and appreciation to Pat Maclennan who retired at the end of May from the University.

Pat worked for the University for over 17 years. She initially joined the University in 2000 to work as a secretary in the School of Biomedical Sciences, until 2006. After 6.5 years away, she was lured back to the University, this time to the Medical School and what is now IEHMS. In December 2012, she joined the Clinical Skills Centre where she has supported the team for nearly three years as Clinical Skills Secretary. In November 2015, Pat moved to another post in our Institute, taking on the dual role of Teaching Secretary for Obstetrics and Gynaecology teaching, as well as supporting the CHERI team and SMERC with admin and finance. Following curricular changes and a significant increase in clinical teaching and student numbers, Pat's role changed again, with the O&G and clinical placement support role becoming her full-time role some 1.5 years ago.

Pat was the first point of contact for students and staff for O&G teaching throughout the MBChB curriculum. She was the right hand of the O&G teaching leads and made sure that the complex clinical timetabling is scheduled and updated around clinical activities and pressures and students are supported along the way. She provided admin and all-round support to the O&G clinical teaching team and worked closely with the MBChB teams, particularly Year 4, and the clinical placement admin team. Pat has been diligent, reliable and highly conscientious in all her roles and is an integral part of ensuring high-quality teaching delivery to medical students. Her expertise will be greatly missed. We wish Pat all the very best in her retirement.



Get to know...
Florin Nedelea



1. Could you tell us about your role at the university?

I've been part of CHERI since May 2021, working as a Faculty Development Support Officer. My work revolves around implementing the faculty development strategy and designing and building provisions that support training for faculty delivering the MBChB curriculum. I'm responsible for managing the University of Aberdeen Faculty Development pages on TURAS, and I'm also the UoA point of contact for Recognition of Trainers (RoT). Since 2023, I have also increased my contribution to other work within CHERI. I'm involved in ongoing research on the Converge Joint Project on Remote and Rural Practice, and I'm also a part-time PhD student researching AI for Medical Education.

Previously, I worked as a Graduate Trainee and later as an eLearning Adviser within the eLearning Team at the Centre for Academic Development, University of Aberdeen.

2. What's the most exciting part of your job?

The most exciting aspect of my job is that I have the chance to learn something new every day. The staff and colleagues I work with have a vast amount of experience that they are always happy to share. Additionally, the creative freedom I enjoy when designing and developing training provisions is also a significant perk of my role.

3. What brought you to the University of Aberdeen?

I'm a graduate of the University of Aberdeen; I started my journey here in 2012. Throughout my years as student and later staff at the University, I became passionate about supporting the delivery of teaching. The opportunity for a change of scenery from the Old Campus to Foresterhill came up in 2020. I applied for the role and was fortunate enough to join CHERI later in 2021.

4. What are your special areas of interest?

I'm interested in how technology can support the delivery of training and teaching, particularly in how it can help change engagement and attitudes towards training.

5. What are your work priorities at the moment?

I'm currently working on several projects. My aim is to increase the variety and quantity of training resources available on Turas. Additionally, I have set a goal to create a dozen podcasts this year covering topics relevant to our faculty development strategy. Some of the deliverables I'm currently working on include a program on Turas focusing on Student Support, as well as a handbook for new educators delivering the MBChB curriculum. In terms of my research, I'm conducting a scoping review to explore existing frameworks for personalisation in faculty development.

6. What future projects would you like to be involved in?

I'm interested in research involving human-computer interaction in Medical Education, particularly human-AI interactions. Additionally, I aim to become more familiar with existing and planned faculty development activities.

7. Do you have a mantra both professionally and personally?

I wouldn't exactly call it a mantra, but I strongly believe in streamlining processes as much as possible to encourage everyone to take action.

8. Do you have any hobbies and how do you like to relax outside work?

I have a newborn and four pets so there is always a "creative" way of spending free time. I like working out, so I've converted my garage into a gym where I go every now and then.



9. Do you have any hidden talents or fun facts about yourself?

I quite enjoy taking on a bit of DIY work around the house, but I'm hopeless when it comes to gardening.