

Undergraduate Teaching Newsletter

Undergraduate Teaching Matters James Warner

Happy New Year!

This is an exciting year for education in the Trust.

Yet again, CNWL staff have shown a huge commitment to developing their own educational skills; in the last academic year 39 members of the Trust attended Imperial College Faculty Development Workshops. Only one Trust, the new behemoth that is Imperial College Healthcare had more attendees than CNWL.

This enthusiastic and sustained commitment to educational development will be increasingly important (see below!)

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Imperial College are currently considering changes to the undergraduate course. This will affect psychiatry teaching- it is likely the psychiatry attachments will decrease from 7 weeks to 6. However it is possible the lecture block in the first week will be shortened so the impact on clinical attachments will be minimal. Hopefully the changes will remove the very disruptive oncology placements which currently interrupt the psychiatry attachments. Rest assured I will keep you up-to-date with developments.

Even if you do not hold an honorary contract with imperial College you are able to get a password to have an Imperial login to provide online access to the huge web-based learning resources. If you would like a password please contact Sonia for an application form or see Page 4 of this newsletter.

Finally, congratulations to Ana Almaraz, Jonathan Dewhurst, Susham Gupta and Claudia Wald who all received commendations for their teaching from medical students in the last few months.

May I wish you all a happy and successful New Year.
James Warner

Tomorrow's Doctors

The General medical Council have announced consultation for next version of Tomorrow's doctors. Last updated in 2003, Tomorrow's doctors is a rather loose "curriculum" outlining the skills, knowledge and attitudes/behaviours medical students should have when they leave medical school. The re-draft is available for view on the GMC website:
<https://gmc.e-consultation.net/econsult/uploads/TD%20Final.pdf>

This is a much larger document than the previous iteration, with a lot more about *how* teaching should be delivered, rather than *what* should be learned. Do you think mental health is adequately addressed? Is this a good template on which to base medical education?

The trust wants to contribute to the consultation, so please let me have your thoughts via email j.warner@imperial.ac.uk by the end of February.

Developing Your Role as an Educator

Two significant developments will have an impact on all consultants and higher trainees involved in education.

1. Imperial College have issued a consultation on expectations of clinical staff who supervise students. Although mainly aimed at Faculty staff, I think some of the suggestions outlined in the consultation provide a sensible guide to standards to trust staff who teach, namely:

- show a regular commitment to undergraduate education, with less than 10% session cancellation outside of annual and formal study leave.
- show involvement annually in at least one major undergraduate assessment as an examiner.
- show evidence of 'keeping up to date' with undergraduate education i.e. attending a course or conference attendance at least once every 2 years. For example, making use of the Centre for Educational Development at Imperial.
- provide students with both written and verbal feedback on their performance on attachments.
- take opportunities available to give constructive feedback to students about their performance on in assessments

If you have any thoughts on these please let me know and I will feed back to the faculty.

2. The London Deanery are developing a Faculty development strategy to satisfy the requirements of *PMETB Standards for Trainers*.

Briefly, among other things, trainers must demonstrate that they

- enable trainees to learn by taking responsibility for patient management within the context of clinical governance and patient safety.
- understand and demonstrate ability in the use of the approved in-work assessment tools and be clear as to what is deemed acceptable progress.
- regularly review the trainee's progress through the training programme, adopt a constructive approach to giving feedback on performance and advice on career progression and understand the process for dealing with a trainee whose progress gives cause for concern.
- ensure that clinical care is valued for its learning opportunities; learning and teaching must be integrated into service provision.

Trusts will also have an obligation to ensure trainers are supported in their roles. We will be developing a system of portfolio-based accreditation (the paperwork is based on, and will feed into Annual Appraisal) to help trainers ensure they meet the development requirements- more details soon.

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TEACHING CHILD PSYCHIATRY TO IMPERIAL COLLEGE MEDICAL STUDENTS: A NEW DAWN

What have *YouTube*, neuropsychological experiments, quizzes, and clips from the TV series *Shameless* and *Ab Fab* have in common? Well, believe it or not, they all feature in next year's child psychiatry course for Imperial College medical students, as developed by the Academic Unit of Child & Adolescent Psychiatry. The course consists of three mornings during the Psychiatry module (with a further morning within the Paediatrics module), and was last designed in 2001. Since then, child & adolescent psychiatry has moved on, and so we wanted to update the course to reflect the ever-changing content of the speciality.



Staff at the Academic Unit also wanted to utilise the educational theory and teaching strategies they had recently learned from attending Imperial College's highly-regarded [Certificate of Advanced Study in Learning and Teaching \(CASLAT\)](#) programme. The use of engaging and interactive material was particularly important as students only experience one morning at the CAMHS clinic (in CNWL NHS Foundation Trust or West London Trusts).

The challenge was to provide a vivid and memorable account of the subject to students. The redesigned material therefore includes exercises such as gapped handouts, quizzes and small group discussion. Video clips are delivered as ice-breakers, used not only to grab students' attention and lighten the mood, but also to illustrate key concepts of child psychiatry. This is where the *Shameless* video clips come in; they perfectly illustrate the various ways psychopathology is transmitted from parent to child, with the occasional protective factor thrown in!

The original high-quality clinical interview videos have been edited and presented so that students have to perform specific tasks during the clips, for example to identify features of an illness or treatment. PowerPoint slides remain the main delivery medium, but the slides have been developed to include new diagrams, pictures and animations.

So what do all these changes mean for learning? Well, students are still expected to 'learn the facts' but, as signified by the Learning Outcomes at the start of each seminar, students are encouraged to explore and debate the important concepts of child & adolescent psychiatry, such as childhood development, and the differences between child and adult psychiatry.

The project has been awarded an Imperial College Teaching Development Grant, which has been used to buy an iMac for video editing, and technology such as remote control units and high-performance memory sticks. An e-learning module will also be developed to accompany the teaching seminars.

Dr. Aaron Vallance

Honorary Lecturer in Child & Adolescent Psychiatry, Imperial College London

Project membership: Aaron Vallance, Victoria Hill, Cornelius Ani, Alex Doig, Elena Garralda

Form (C)

Imperial College
Information and Communication Technologies
Application for Login Name and Campus Mail Services

Login Name

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Please complete in BLOCK CAPITALS

1. PERSONAL DETAILS

NAME

Title	First Name	2nd Initial	Last Name	Group/Medical Department <i>(Human Resources Organisation)</i>	Department/Medical Division <i>(Primary Human Resources Organisation)</i>
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LOCATION

Room Number	Building	Site	Institution	Telephone and extension
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Status (please tick): Staff UG PG Taught PG Research Other

College Identifier (CID)

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2. LOGIN NAME

Normally your login name will be your initials, followed if necessary by a numerical qualifier, assigned by the ICT, e.g. John D Smith would have the form jds09, if there were already eight people with the name J D Smith registered. You can also use an initial and last name e.g. jsmith if it fits.

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Please enter your initials or initial and surname in lowercase. Do not use special characters.

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First password. Note this must be changed when you first log in. Passwords must be between 6 and 8 characters and must contain 3 out of 4 of: uppercase characters, lowercase characters, numerals and special characters, e.g. a hyphen (-).

3. MAIL NAME

If staff, your mail name should be in the form Initial. Last Name i.e. j.smith
 If student, your mail name should be of the form First Name. Last Name i.e. john.smith
 Staff should specify an alias of First Name. Last Name.

Name

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To be completed only by ICT

Alias

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4. DATA PROTECTION ACT 1998

Data Protection Act Please indicate if you will be storing any data pertaining to living individuals.

Your title, name, status, e-mail name, telephone number, Group/Department/Division and location will be viewable on the Intranet/Internet.

Tick here if you do not want your details, viewable on the College Intranet and/or the College Internet

5. APPLICATION FOR USE OF NON-STANDARD SERVICES (please specify)—ask your Departmental/Divisional Computing Representative if in doubt.

Server Name

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Mail box Host

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6. USER DECLARATION

I apply for a login name and mail name and certify that the proposed computer usage is for the purpose of University research, teaching, coursework, associated administration or other authorised use. I accept that no 'private' work is permitted without prior authorisation. I also certify that I have read and agree to abide by the conditions overleaf.

Signature Date

YOU ARE REQUIRED TO READ THE CONDITIONS WHICH APPEAR OVERLEAF, FOR SIGNATURE OF THIS FORM INDICATES FULL ACCEPTANCE OF THE CONDITIONS

7. DEPARTMENTAL/DIVISIONAL AUTHORISATION (All applications for the use of computer facilities must be supported by departmental/divisional authorisation.) I have examined this project and I support this application for computing facilities.

The user has indicated by signature to having read and accepted the conditions of use overleaf.

GID

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Group/Medical Departmental Representative

Name	Signature	Date
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IC Departmental/Medical Divisional Representative

Name	Signature	Date
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IF NON-MEMBER OF COLLEGE PLEASE COMPLETE EXPIRY DATE BELOW.

Date of expiry	For Official Use Only	Date accepted