FaME Nominations 14/15
Guidance for voters

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Nominees in the Excellence and Innovation categories – The reasons they were nominated

Vanessa Kay

- Very driven, thoughtful and strives for innovation and improvement all the time. Has made great progress with Obst and gynae block enhancing student knowledge and experience.
- Feedback from students Always keen to better the process  Supportive to other teachers in both their personal development and guidance
- The Obs and Gynae block is extremely well organised. great learning objects. The clerking submission specific to the system will prove useful.

Dr Louise Tayler Grint

- Dr Tayler-Grint went out of her way to teach and ensure we as students got the best learning experience possible. She involved us in all activities on the ward and spent extra time on her activities to benefit us. She asked us what would be helpful for us and was more than willing to offer teaching on anything we requested and made time for this. She even asked for suggestions on teaching areas so that she could make up resources for future students. She was also very approachable and made us feel very comfortable asking questions or for help.

Dr. Tharmagajan Tharmachandirar

- Tharmagajan (fondly known as Gaj), is a current foundation doctor. He strives to make his presence known by standing up for what he believes in, empowering medical students and making a difference in his local community. He has done all of this and more as the FY representative on the junior doctor committee, and the numerous teaching programmes he has set up for medical students. He is known by most medical students as he enjoys opportunistic teaching while on the job in the wards and has been involved with the ward simulation for final year medical students and has been involved with reviewing patient clerking for years 1-3. He has realised that he can make a difference in surgical teaching and hence co-organised the first informal bedside clinical teaching in general surgery, urology and vascular surgery by bringing together junior doctors to lead each session aimed at 4th year medical students. This feat was a weekly affair held both in PRI and Ninewells hospital. With the support of the current junior doctors, he hopes to make this an annual supplement to the formal curriculum. He has also organised a Mock OSCE in paediatrics which saw the participation of the entire final year cohort signing up within hours. This event also needed the co-ordination of junior doctors sacrificing their weekend in order to make this a success. This was not an issue for him as he had given an induction talk for the new doctors in Ninewells and PRI and has helped many settle into their new jobs, and first week on nights! He has attended courses on teaching to enhance his skills as he clearly enjoys sharing knowledge with fellow colleagues and students and does so in a humble, modest manner.

Christopher McCann

- Chris created the App for the Tayside Acute Care Guide. He did this in his own time and without being paid for it. He graduated in computing science prior to starting his medical degree. During creation of the App Chris showed a huge amount of enthusiasm for anaesthesia and acute care. The nomination should also acknowledge the role of TILT and especially Chris Kennedy who created the TACG website. Chris K worked with Chris McM on creation of the App. Chris Kennedy is a university employee and his email address is C.Kennedy@dundee.ac.uk. The clinical information on the website was created by a large number of clinicians and medical students. The App is a great example of interprofessional postgraduate and undergraduate team working.

Dr Katherine Walesby
Dr Walesby delivered excellent teaching sessions during the Ageing block. She is passionate about her area of work, as well as clearly holding a real interest in medical education. Dr Walesby’s lecture was well-designed, and she employed a variety of teaching methods to hold our attention and convey important or essential information. For example, where lecturers have before talked through examinations or techniques such as the Dix-Hallpike manoeuvre, Dr Walesby demonstrated this in front of the year group using volunteers. This was invaluable. Dr Walesby also led the twitter chats in the evenings during the block, which really helped consolidate learning. This is innovative and I feel that her extra efforts should be recognised. Overall, I would say Dr Walesby showed her ability not just to lecture, but to educate. This subtle difference is very important.

Dr Dougie Elder

Dr. Elder is extremely personable and made what would have been an otherwise complex ECG tutorial extremely easy to assimilate and made students feel that they could tackle complex ECG abnormalities. He captured the attention of the group and maintained this connection for the duration of the session. It was easily one of the highlights of TB2.

Dr Elder ran a really useful ECG tutorial with some less formal methods of teaching employed but that really worked and helped us all to understand the basics in ECG interpretation. He was really approachable and helped highlight areas for development. He explained things really clearly and in a fun way to help it stick.

Zindzi Teyie

Zindzi was very friendly and approachable and provided fellow students and I the opportunity to practice much needed procedural skills with constant support and constructive criticism. She went out of her way to explain why she was doing things and was a welcomed friendly face during the ward round.

Dr. Kerri Baker

Dr. Baker maintains exceedingly high clinical standards but never scrimps on including the undergraduates in every facet of practice. Her enthusiasm, encouragement and consideration made it the most valuable learning experience undertaken in fourth year. Tutorials that may seem dry, she enlivens.

Karen McKelvie

Karen teaches clinical skills very well. She involves students throughout - constantly asking questions to keep students engaged. She explains things very well and rephrases information to reinforce it. When teaching practical skills, she explains why something is done, not just how. Unlike some of the other clinical skills tutors (who often get more recognition), she does all of this without the not-funny jokes and showmanship. Nonetheless, her sessions are still light-hearted and enjoyable.

Lesley Crichton

Very keen to get me involved as much as safe and possible. Instead of sitting in the corner like much of 4th year I was able to get immersed in multiple aspects of the job, she is very approachable, and took time to explain concepts I found difficult. I was inspired by watching her interactions with patients and colleagues.

Dr Habicht

Dr Habicht delivered very high quality teaching at every opportunity when he was in contact with students and provided very useful handouts. He was warm and created an encouraging atmosphere where questions were always welcome. This consistence makes him an excellent candidate for a fame award.

Claire Petrie

Claire is dedicated to ensuring medical students visiting the surgical floor on their clinical attachments have a valuable and pleasant experience. Her organisation of the timetables, supportive role as a point of contact for
students, and skills in rounding up clinicians to provide teaching mean have vastly improved the efficiency of teaching on the General Surgery block in Year 4, as well as the Urology block.

- Claire pays a pivotal role in teaching within surgical and specialist departments. She organises, timetables and organises IT input. She makes it very easy for medical staff to organise teaching and looks after the interests of the students at all times. She is efficient, organised and prioritises the student experience highly.

- Claire has provided a pivotal role in not directly being involved in teaching in her role, but in providing support and guidance for the students of many specialities during their clinical attachments. She has worked extremely hard in providing a point of reference for the students as the result of which they feel supported, looked after and at ease during their attachments. In her organisational skills in student allocations she has provided an even distribution of opportunities for all students achieved in the maximum capacity during their attachments.

- Claire has been of great support to the students and staff along the surgical floor. The teaching organisation has significantly improved and as such has had a knock effect on the delivery as well. Claire has been instrumental in setting up the Surgical Medblog, organising the student allocations and has been a main point of contact for the students along the floor.

Dr Esther Sammler

- Best thing about Neurology block. Very approachable and articulate. Read audience well and did good job of tailoring content to class. Also found a lot of patients to help explain conditions.
- Really informative and interactive teaching delivered in a novel way in which live treatments were delivered on real patients.

Dr Ian Morrison

- Dr Morrison was an extremely enthusiastic teacher who was able to explain complex theories with simple analogies. He had the right balance of humour and seriousness which made his teaching all the more enjoyable. I had him for various teaching sessions which demonstrated his excellent communication skills to a wider audience during a lecture, to facilitating a very interesting and thought-provoking ward teaching session, showing that he is a very talented teacher in a variety of settings.
- He taught us both in clinical skills and lectures. He was friendly & approachable and always answered our questions. He was good at explaining things and also enthusiastic about teaching.
- Excellent teaching in wards, clinical skills & especially in ward teaching. He was approachable and described everything in a clear understandable manner whilst keeping it very interesting.

Varun Sharnam

- This Doctor showed a great level of enthusiasm for teaching in the General Surgical Block for 4th and 5th years. Despite it being a busy surgical floor this FY1 was able to provide a good level of core surgical teaching along with teaching relevant clinical skills before Medical Finals

Dr Peter Currie

- Dr Currie makes an effort to keep your attention while teaching, and is the only tutor I’ve ever met than can do so for 2.5 hours. It is clear that he has thought through analogies that really help to explain some difficult concepts and explains things in a way that is difficult to forget. His sessions are light hearted and very funny, but you always leave having learnt a lot. He had a plan each time we met him for teaching and so no time was wasted. He taught in a way that made us feel comfortable to try and answer questions even if we were not sure.

Ranjitha David
Dr David has volunteered to teach multiple tutorials during the psychiatry undergraduate block. She has helped to design and present a lecture on mental state examination using videos to help illustrate the concepts. She always takes the opportunity to engage in opportunistic teaching. She is enthusiastic and approachable.

Laura Sutherland

Dr Sutherland is enthusiastic and goes out of her way to support learning. As a junior doctor she is supportive of me and gives informal teaching regularly. She is heavily involved in teaching medical students and often uses role plays including portraying elements of a mental state exam herself. What I find innovative is that Dr Sutherland also takes time to formally teach nursing students including the role of medical staff in psychiatry which I feel is extremely important.

Paul Fettes, Chris Kennedy, Chris McCann (Acute Care Guide Team)

This group were paramount in creating, establishing and promoting the Acute Care Guide, which has now been launched as an app for iOS and android devices. This guide enhanced medical education for medical students by assisting them in topping up specialty specific knowledge, and also giving them step by step clinical information when they are in the ward environment on placement. Launching this as an app means the guide is even more accessible to a wider range of staff and students.

Dr Mhairi Hepburn

The psychiatry block was extremely well organised and a huge amount of thought and effort had gone into its delivery, keeping the student’s learning at the forefront of the everything. I’ve never had the privilege of being taught by such an inspiring and passionate teacher.

- Very enthusiastic and provided ample resources and extra opportunities to enhance our psychiatry teaching.
- Very approachable and was very supportive when I asked her about a case I was writing.
- She was always enthusiastic and helpful and her block was well organised.

Sylvia Okwemba

The session was really beneficial and enjoyable. She was able to explain things in a good clear way and was kind enough to prepare resources that she e-mailed out to the group.

Sarah Gill

Changing the orthopaedics teaching, improving using the feedback from last year and adapting the course according to feedback that is given throughout the block. Willingness to answer any questions and genuine, inspiring enthusiasm to teach and enthusiasm about orthopaedics. Creating MBCbB2 orthopaedics online tutorials and the clinical skills examination videos to support teaching from lectures is excellent and provides a single resource from which to derive reliable information and ensuring we are all aware of what we are expected to know. This includes extensive formative assessment, which examines all aspects of learning from the module. Her involvement in many aspects of teaching in the block is exceptional - she has been involved in all kinds of sessions from lectures to ISS sessions to clinical skills and wards. Her enthusiasm to teach and dedication to transforming this system and the way it is taught has made orthopaedics one of the most popular and favoured systems for second year this session.

- Sarah Gill has been an inspiring, interesting and enthusiastic teacher throughout every aspect of the MbChb Musculoskeletal block. She has inspired me with her love of her subject and her innovative and novel teaching methods. She is confident and inspiring whilst still being relatable and very approachable (I feel like no question would be stupid to ask). This has been through every aspect of the block; lectures, clinical skills and wards. She is always on time, prepared and enthusiastic for every teaching session and delivers sessions with
humour as well as facts. I was nervous about the musculoskeletal block before I started but being taught by Sarah Gill has inspired me to learn more and more about this subject and has also allowed me to look at new ways to approach medical studies. I have never been so inspired by teacher before and think that Sarah Gill's passion, organisation and general running of this block should be rewarded and should be an example for others.

- Generally excellent teaching. Put in a lot of work towards creating a new musculoskeletal system teaching for 2 year medical students, and the result was amazing. Truly excellent doctor and teacher.
- Just really enthusiastic clear teaching. Top notch,
- Really made an effort to deliver our teaching in the way she believed would benefit us the most. When some students disagreed with the way some lectures were being delivered she dedicated time and effort into helping us understand the benefits of different teaching styles and really opened my mind to different ways of taking notes and studying. She also made an effort consistently throughout lectures to ensure everyone understood and frequently checked if there were any questions before moving on, which allowed everyone to keep up with the pace of the lecture.
- Dr Gill has put a lot of effort and dedication into supporting our learning throughout the MSK block and I feel it has really paid off.
- I think Ms Gill couldn't be more deserving of a fame award. I am a second year medical student who has just done the orthopaedic block which Ms Gill played a massive role. It was obvious from the start how much effort, enthusiasm and hard work Ms Gill poured into her teaching. She gave fantastic, engaging lectures and lead phenomenal clinical teaching sessions. I felt that Ms Gill truly wanted us to do well and made us feel comfortable to give her feedback on her teaching which she took on board and addressed. Ms Gill also provided a much appreciated net of support, I felt that I could go to her if I was struggling with any aspect of the block. The resources that she made available to us were absolutely invaluable and far exceeded any resources I have ever made use of. Ms Gill not only taught us at an extraordinary standard but also set an example for what we should aspire to be, she is not only hard working and ambitious but is also kind hearted, funny and humble. Overall Ms Gill went above and beyond any other person in her lectures, her resources as well as her overall teaching. She is a role model for anyone studying medicine and she is a truly inspiring teacher and doctor.
- Sarah Gill's presence in the MSK block has been enjoyed by most of the students involved. Her personality and professional attitude has been a fantastic example of what I aim to be as a doctor. Her teaching has been relevant and engaging and very well augmented by her attitude towards the students!
- Dr Gill's enthusiasm, organisation and dedication to the excellent running of the musculoskeletal block should be recognised and she should be praised for her success. I was hugely inspired by her passion towards the block and her ability to instil this in the students that she taught. I believe that Dr Gill is a massive credit to the university teaching team and to the orthopaedics speciality. Her re-vamp of the study guide was fantastic for focused study and the formative tests that accompanied it were excellent for accessing our progress and ensuring we stayed on top of all the theory. It is largely due to Dr Gill's input that I enjoyed the MSK block much more than I anticipated. Thank-you.
- Gives excellent lectures and checks we all have a strong understanding of her subject. Very passionate and inspires learning.

Tracey Wilkinson

- Professor Wilkinson communicates excellently. If she envisions she may be late she lets us know. She is interactive within the class. She uses whiteboards, animations, practical demonstrations and not just the powerpoint presentations. Her lectures are never dull and you leave understanding the material.
- Interactive! Fun!
- Interactive and makes lectures very interesting! Great stories
- Despite not being our named lecturer for anatomy and covering illness, dr wilkinson has shown enthusiasm and always makes lectures interesting and enjoyable. She walks around the lecture theatre and engages with students beyond expectations. She always adds additional, relevant information to her lectures which makes revising much easier.
- She has been such an interactive lecturer and I really enjoy attending her classes. She goes over things thoroughly so that we understand and I come away from the lectures feeling like I have learnt and understood
concepts. She also moves around when she is teaching which makes you have to focus and be alert at all times. I have so far really enjoyed her teaching.

· She keeps the lectures alive and interesting
· For giving one of the most memorable lectures that I've had at medical school and for teaching the content in a new way to make it stick in my mind
· Makes the lectures interesting
· Both in anatomy workshops and in lectures, Tracey Wilkinson has always been energetic and happy to explain, in depth, the answers to any questions posed. Her presentation slides and lecturing technique are of a very high quality and are easy to learn from.
· Engaging and spontaneous & definitely learn a lot.
· Most memorable lectures. She always has the ability to capture the attention of the entire year group, often in bizarre ways, leading to student discussions of the lecture for many days after. This makes the lectures both more engaging and memorable, making the content easier to learn.
· Knows what she is doing Interesting lectures genuinely interesting Delivers in a good way

Dr Rob Jarvis

· Dr Rob Jarvis's one lecture on communication skills and the patient consultation, really stands head and shoulders above any other teaching lecture that we have received in this first principles block. It was a lecture where the students could sit back, enjoy but just take in everything Dr Jarvis had to say. The format of the session worked very effectively as well. Dr Jarvis was both the lecturer and the demonstrator. He was so enthusiastic. And knowledgeable. It was a pleasure to watch and I think for that reason and can remember every moment of that one hour whereas I struggle to do the same with other lectures.
· Motivational & encouraging
· I think he is very motivational and ensures all students feel welcome.
· Showed unparalleled support during resit exams & is always so willing to help with any issues.
· Absolutely incredible when dealing with resits and student support.

Professor John Peters

· Really good presentation of lectures, makes sure everyone understands and gives many opportunities to ask questions. Makes lectures interesting. Good delivery of tutorials. Relates to audience
· Always explains things in a way people can understand rather than just reading off slides. makes lectures interesting.
· He was very clear and precise. He was always there if you didn’t understand. Helped out always.
· Really good
· Professor Peters makes sure that all the pharmacology he teaches us is specific and relevant to clinical practice. He understands that pharmacology is difficult so takes time during his lectures to explain everything in a way that makes the learning relevant and easier to understand. He listens to student feedback very well and most of his lectures seem to have been updated from the year before in order to take this into account and make pharmacology a more enjoyable subject for us.
· John is the one person who in my eyes, genuinely explains in depth all of his teaching. He has sparked my interest in pharmacology and has managed to give us a proper understanding of key pharmacological processes.

Dr Stella McClure

· Her lectures are excellent and easy to understand. She makes lectures enjoyable and easy to listen to.
· Dr McClure is an excellent anatomy teacher. Her teaching is direct & to the point. She goes into detail when it is required and I leave every lecture knowing what I need to know. Her teaching skills are excellent. I also like how she uses a variewty of different methods, pictures & animations to get her point across.

Dr Neil Kernohan

· He gives really clear lectures and answers all your questions
- Has stood out in the Principles Block in the way he has managed to relate his pathology lectures to our level of understanding, whilst making them extremely interesting with his use of clinical examples.

**David Nicoll**

- Excellent lecturer, good lad
- Enthusiastic & passionate about what he is lecturing about. Very welcoming and helpful during small group sessions.
- Nicest ward senior leader. Knowledgeable, personable—people want to go to lectures. Handled difficult ward situations really well. He showed us an x-ray, we talked to the pt and said what we’d do, then he showed us the more recent post op x-ray
- He is a very inspiring teacher as you can tell he has a huge knowledge on the subject. He explained things exceptionally well and connects with students in a way that keeps them interested and entertained. He puts in a lot of work to the MSK especially detailed study guide and he is a great teacher to learn from.

**Mr. Kevin J Stirling**

- Exceptional levels of education delivered whilst making each and every session delivered an enjoyable one. Each session he has delivered has been the most memorable in terms of revision for exams and also the most interesting by delivering key points and also by building a good rapport with the students. I also feel as if he is one of the most approachable educators in the faculty and would be more than willing to help any student who was struggling or needed assistance and he has demonstrated this in each session.
- Kevin is an exceptionally enthusiastic and involving teacher and succeeds in making every session both informative and entertaining.
- Kevin strives to involve every member of our team in the clinical skills setting. His enthusiasm and appropriate use of humour invigorates everyone to learn.

**Rachael Muir**

- Rachael is one of the busiest FY's I have come across this year. She always has a long list of jobs that need to be done. Despite this, she is ALWAYS willing to take twice as long to do something in order to teach you. When she had to fill in a death certificate one morning during rounds, instead of just going off and doing it she took us with her, sat us down and talked us through everything she was doing. I’m sure this made the whole process last 3 times longer than it should have. On consultant ward rounds she always ensures that we are introduced and fills us in on the patient details before we reach the bedside. She thoroughly deserves a junior doctor prize, not only because she knows what she is doing but she is a fantastic teacher and is always willing to take the time to talk through things, no matter how busy she is.

**Louise Beveridge**

- Dr Beveridge always takes the time on consultant ward rounds to fill us in on patient histories, explain the rational for the consultant’s treatment decision as well as quizzing us in a non-threatening way. Where her consultant more often than not ignores us, she always takes the time (and slows down the round) to ensure that we understand what is going on. She does not miss an opportunity to teach. The content of her teaching is extremely relevant and she explains things in a simple and easily understood way.

**Dr. Judith Joss**

- Excellent teacher, very supportive and patient in students’ learning process. Prompt students to think and act and gave appropriate and constructive comments to aid in learning.

**Dr Shona Ogilvie**


Dr Ogilvie has organised what I believe to be the best block in fourth year. So far, I'm aware of no other block where you turn up on Monday and all ten of you are each given a pack containing colour print offs of all the 2 weeks lectures, timetable, study guide and other useful information. On clinic, she always puts the students first allowing us to take the history from the patients before making sure to ask any questions that she feels we have missed. She provides constructive feedback enabling you to get the most out of your learning. This is a huge contrast to other clinicians who will have you sitting in the corner of the clinic not saying a word for two hours. In surgery, Dr Ogilvie always encourages students to scrub in and has let me and anyone who was in surgery with her practice suturing on the patients, with their permission which she always asks for in the kindest of manners. Her lectures and tutorials are interesting and in my four years of medical school she is the only tutor who has ever brought doughnuts to a tutorial. When we said that no other doctors do that - she was genuinely surprised. This is the hallmark of a nice person, a person who actually wants to teach students well, as opposed to providing sub-par teaching just so they can slap "teaching" on their CV for when they apply for different jobs. She treats students with respect, encourages our learning and participating and doesn't just see us as stepping stones to different career prospects.

Excellent organisation and enthusiasm. The only 4th year block that actually enjoys having students. Thoroughly enjoyed my 2 weeks

Calum Sutherland

- Prof Sutherland manages to keep complicated concepts in biochemistry and relativity simple and understandable. He welcomes questions and is always happy to explain something several times over.

Heather Cameron

- She paid extreme attention to how sessions were, ensuring that they ran as they should have. Was very enthusiastic about the subject & inspired me to be interested in a future in dermatology.
- Really good
- Dr Cameron put so much in to the dermatology teaching making sure all sessions as well as her own, went smoothly. Lectures were always available online days before delivery & Dr Cameron was very encouraging in enhancing our learning. She made everyone feel comfortable & always encouraged questions.

Malcolm Kinear

- His approachable and informative teaching style really improved my understanding of psychiatry. Furthermore his passion for his speciality made me consider my career- this is why he should be recognised for his excellence in teaching.
- Dr Kinear made teaching sessions interactive and fun as well as clearly having extensive knowledge on his subject. He was also incredibly helping and supportive and made psychiatry very enjoyable.

Sarah Hawco

- Very helpful & friendly. Did a great job in teaching us ward skills on Obs and Gynae despite our lack of knowledge and experience.
- Very helpful in reassuring on ward teaching. Made feel confident & made topic interesting

Seaneen McDougall

- She is excellent as an anatomy demonstrator for last 3 years, being very helpful & approachable about any questions me and my group have & has proven to be very knowledgeable about her subject. She has been excellent at delivering high quality lectures with helpful presentations slides and running the anatomy workshop sessions in the skills centre.
- Good at describing difficult concepts and taking the time to explain things. Approachable, she doesn't make you feel stupid for asking a question or not knowing the answer.
- Very approachable and helpful and explains everything really well.
Dr Hari Chandrashekar

- Dr Chandrashekar was my SSC tutor during my 2nd block and was excellent in every way. The SSC was organised very well and Hari was always on hand with any queries we had, answering his emails at night and being available despite his busy schedule. He had an excellent teaching technique and made me very excited to learn and not scared to ask questions.

Dr Ching Ching

- Excellent promotion of clinical skills communication. Also a fantastic SPSSC tutor. Flexible, kind, firm enthusiastic.

Mr Christoph Kuli

- Mr Kuli always take time out of ward rounds to explain what is going on, he’s supportive when you get the answer wrong and is clear in his explanations. For someone who doesn’t want to be a surgeon he’s certainly inspired me to think twice before ruling out surgery as a career.

Mr Donald Campbell

- Mr Campbell is an incredibly busy orthopaedic surgeon and yet has been an incredible project supervisor. I started my first research project ever with him when I was in 2nd year and have continued to work with him for the past 4 years. He has made learning about research and the research topic very interesting and incredibly rewarding. He is a fantastic supervisor and has been overwhelmingly supportive throughout the project. He has also encouraged me to get involved with the surgical side of the project and has been a very good teacher. With regards to formal teaching - Mr Campbell teaches medical students about common paediatric orthopaedic conditions and the teaching sessions are always of a high quality and received very well by the students. He deserves more credit for all the work he does!

Kirsty Tong

- Dr Tong has been an incredible teacher every time I have been in the A&E department. It is possibly the busiest, most hectic and most unpredictable ward in the hospital, and yet Dr Tong has still managed to get students such as myself so involved in the cases she sees. Even when there are very serious resuscitation cases, Dr Tong is able to treat the patient very well and still manage to find time to explain to the students what is happening and get us involved when appropriate. She also has a lovely manner and good sense of humor which makes learning a lot more enjoyable!

Dr Elizabeth Boyle

- Considering that Dr Boyle had only been in the job of a Doctor for a few weeks, she was incredibly supportive and an excellent teacher. She answered every question the students had and if she didn’t know the answer immediately she would look it up and get back to us! Even though she was incredibly busy! Observing her at work was good as a student because I saw the traits I would like to have myself as a junior doctor. She was able to identify interesting cases and patients on the ward and use them as interesting learning opportunities for the students. She put a lot of faith in the students and helped us when we needed a bit of support. She made the whole experience very enjoyable and I learnt more in the few weeks on ward 8 than I did in most blocks in 4th year!

Dr Paul Greenwood
Dr Greenwood made working on ward 8 very enjoyable and he gave us a realistic insight into the job of a junior doctor. He gave us excellent advice about the "do's and don't's" of being a junior doctor and explained a lot about the general running of the ward. We witnessed him and his colleague under a lot of pressure in situations where time was against them - and yet they still managed to work well together and explained what they were doing to us. It was great to observe this as a student as it was an excellent example of how to "do the job"! During this period Dr Greenwood was also a very good teacher and would explain patients on the ward (symptoms, management etc) - not only did this help us at the time on the ward but also taught us important points that we will use in future placements and jobs. If there wasn't a lot for us to do on the ward Dr Greenwood would suggest important topics for us to read up on and then "teach" them about. This was an excellent use of our time and highlighted the important points we would need to know as a junior doctor. I have been very impressed by these junior doctors because they were only been in the job a few weeks, getting to grips with the job themselves and yet STILL managed to teach us very well! Excellent job! Keep up the good work!

Dr Sharon Coull

Dr Sharon Coull is an enthusiastic, supportive and committed colleague who is involved in a range of educational activities. Alongside her teaching commitments, within the undergraduate medical degree programme, Sharon is the uTCGP assessment lead and portfolio lead for the medical school. Sharon is actively involved in developing the new and innovative e-portfolio. Complementary to the NHS e-portfolio this learning and assessment tool has been developed to meet the curriculum outcomes, and professionalism strand, for all medical students throughout years one to five.

While developing this online tool Sharon’s drive and enthusiasm have been foremost in ensuring its timely implementation, despite numerous challenges. This new and novel tool has the potential to provide an excellent framework to support students and staff in Dundee Medical School and its success will be, in large, due to Sharon’s determination and commitment.

Whilst it may be expected to rise to challenges within one’s role Sharon, tirelessly and relentlessly, carries out her work within three sessions in a highly professional manner, and with a great sense of calm and pride. Her inclusive nature and sound leadership are key qualities that make her an excellent role model.

Involved in a number of teaching support roles including BMSc Teaching in Medicine, Student Selected Components, uTCGP/GPPC, staff development, online portfolio, Sharon, attentively, provides staff and student support whilst motivating others.

Sharon has presented this work, representing the Medical School, at various local, national and international conferences ensuring that Dundee is at the forefront of teaching development.

Dr Sarah Martins da Silva

Dr Martins da Silva is one of the most helpful supportive lecturers- she always offer extra help and support if needed. She’s great at explaining things you don’t understand and is always very encouraging, supportive and understanding.
Theme, Block and Systems Award

Proposals for block, theme and system prizes

This year, we asked all block, theme and system leads to put forward proposals for how they would spend a £500 FaME award. We’re giving you the opportunity to vote for which proposal you feel deserves this prize money most.

1. Creating research-based teaching material provided by students in support of the Human Factors theme by Evie Fioratou

   ‘As lead in Human Factors (HF) teaching, I am developing a student-focused research-led agenda by encouraging students to become co-creators of the learning content for my theme, starting within the GI block.

   The FaME money will go towards five students, recruited to interview consultants on challenging endoscopy cases (using the Critical Decision Method, CDM) and to transcribe those interviews (£100 per student for two interviews each). These will be used for teaching HF principles (Systems Thinking and Non-Technical Skills as introduced in Principles) and qualitative methodology (CDM and thematic analysis).

   Specifically, students will benefit by:
   · becoming part of the research process,
   · gaining a deeper understanding of and experience in HF and its methodology in practice, and
   · having an opportunity to learn from consultants and teach their fellow students (i.e. on research design and procedure).
   I will reciprocally benefit by:
   · using real and relevant cases within GI,
   · developing a research portfolio and publication strategy in line with teaching commitments to ensure a more efficient and effective use of my workload, and
   · developing a staff-student community of practice that supports co-creation, enhances student-professional links, and builds new avenues for projects and their ultimate dissemination, ensuring sustainability.’

2. Board Game on Medical Law and Ethics, developed by Dita Wickins-Drazilova – Lead of Ethics Theme

   ‘Board games are part of innovative teaching, and have been used by several medical schools to enhance learning in areas such as GP training or interprofessionalism. Developing a board game on law and ethics for Dundee MBChB students would be an innovative way of encouraging learning and revision in a fun and entertaining way. The game will also enhance learning in medical law, which is currently under-represented. A Monopoly-style game will be developed to be played by groups of 3 to 10 students. Students will stumble on challenges with cards describing mini-scenarios, which they would present to others in order to proceed in the game. An example scenario would be ”Can a 16-year old patient ask you to keep his diagnosis confidential from his parents?” The board game will be played in Year 2 MBChB sessions, but one copy will be placed in the library for any students to use as revision. The money will be used for developing the game (buying equipment, printing, laminating) and partly for rewarding Jeremy Wickins, Teaching Associate in Medical Law, for his contribution to developing the game.’
3. Communication Skills - Dr Jennifer Kennedy, Dr Ching-wa Chung and Dr Lana Fisher

SiP feedback for communication skills is generally very positive, with students enjoying the opportunity to put theory into practice in the context of the consultation. However, our feedback suggests that students would like even more opportunity to practice some of the skills of the consultation. We have identified one way in which to do this which involves the introduction of communication mini skills sessions within the existing communication skills curriculum. These mini-skills sessions would involve groups of students in pairs using flash type cards. These cards would provide a short background to the patient and ask the student to perform only one part of the consultation. An example would be: “without using jargon, and considering the patient, explain to the patient what epilepsy is”. The back of the card would provide guidance on what the student would be expected to do. This initiative is based on the successful development of CASE cards by the RCGP which were developed to support postgraduate trainees to practice some common skills required in the consultation (RCGP, 2010). If we were successful in this bid, we would use the award to develop and produce sets of mini-skills cards which we will use in communication skills and also provide to student groups for their own study practice. The cards would be mapped to the communication skills and SiP curricula.


Aim: To Design and implement an app for Smart phone for student in Sip/PiP.

Background: As a medical student and as a junior doctor to go through multiple blocks can be daunting. It is always useful to get information to hand with regards venue of work, ‘know hows’ of the department and essential skills necessary to get optimum out of your study block. There is no better way than to have an app on your smart phone that is always with you and provides you with most essential information for the block. It can act as refresher throughout the block and even after you have finished with us and moved on to your next block.

Objectives: An app that provides:
- A Virtual orientation to the department as a venue.
- An Orientation to the team in Obstetrics and Gynaecology.
- An easy and smart access to essential skills and knowledge in Obstetrics and Gynaecology
- Other useful information and links to learning.
- A futuristic tool for induction for foundation year doctors.

Obstetrics and Gynaecology as a block has provided excellent standards for teaching. We are a very driven team who want to provide good standards in teaching. We want to make this teaching lucid and student friendly. Getting this extra funding will enable us to yet again improve standard of the teaching block and enhance your learning.

Please feel free to contact any one of us for further information.

Dr Nikhil Patravali (SiP lead O&G): nikhilpatravali@nhs.net
5. Making neuro anatomy clinically relevant, the TILT team

Over recent years the neurology block has had resource issues in terms of staffing and is one of the few blocks not to have any online resources. Students often find neurology difficult and worry about what’s coming up in the exams. They have also identified that the anatomy teaching in neurology is good but could be improved by making it more clinically relevant. This proposal seeks to address this and explore the opportunity to work with students on the Dundee Masters in Medical Art to develop some video rich teaching resources on neuroanatomy. This project would be run by TILT. It would involve consultation with students to identify the key issues they struggle with in neuroanatomy. Medical art students will be invited to develop a resource on the top topics. Medical students will be involved in testing and feeding back on the development of these resources. TILT’s medical artist will oversee the art students’ contribution and the finished resources will be shared on Medblogs. The funding will be used to pay the art students a small honorarium for their contribution.
Medical Student Societies

DECCS

We are Dundee Emergency and Critical Care Society (DECCS) and we cover the specialties of Emergency Medicine, Anaesthetics, Intensive Care, Acute Medicine, Pre-Hospital Care, and Military Medicine. We are one of the longest running societies within the university and have been striving for a number of years to increase student exposure to the scenario each of these specialties have in common – the critically unwell patient.

Events in the past year have included SSC and elective talk, a pre-hospital care elective series, a wilderness medicine course, introductions to ABCDE for 1st years, ABCDE nights for more senior years, and our first undergraduate conference. We are currently busy working on organising our next conference, to be held this coming March.

We get great feedback on our events and would really appreciate your vote. Winning the award is more than just a point of pride for all on the committee, the prize money is reinvested in DECCS to provide you with the best equipment and experiences – from chest drain kits to moulage. If you’ve enjoyed our events and want us to get even bigger and better when it comes to letting you practice dealing with critically unwell patients, then please vote for us.

DEMS

The Dundee Extreme Medicine Society, now in its second year, is a highly active society, which exposes its members to a variety of activities and experiences revolved around extreme and wilderness medicine. The society has attracted over 50 members this year alone and has held a host of exciting and educational events. The highlights of this year so far include: A talk on MSF given by a long standing member from Dundee, a trip to the Scottish Charity Air Ambulance in Perth; the event had so much interest that we are planning a second trip this year. We organised a training night with the Scottish Mountain Rescue team who put on a spectacular evening involving outdoors scenarios and indoor training. We have also entered a team of four Dundee medical students to attend the Wild Trails competition 2015, where medical student from around the UK compete through various challenges and scenarios based on emergency and wilderness medicine and care. We are also organising a wilderness survival weekend later this year to introduce members to essential skills required in the wilderness. The society has huge potential for growth over the coming years and continues to inspire students interested in extreme and wilderness medicine.

ENT

The ENT society has had 4 successful years of providing unique opportunities for medical students of all years. This year we have organized a careers talk and are running an ENT surgical skills course in the Cushieri Skills Centre. Later this year, we will be organizing a revision session to help students with exams. We continue to grow as a society by working closely with the ENT department to provide high quality teaching. We have tailored our events based on student suggestions and have received excellent feedback. In the future we hope to increase the number of teaching events throughout the year. The FAME award would allow us to expand and provide the best opportunities for ENT teaching throughout the medical school.

Tayside Institute of Global Health (TIGH)

As a new society this academic year, TIGH are making a commitment to global health education across all years of the medical school. Global health doesn’t just concern the far corners of the world- it’s also about developing global citizenship locally. TIGH has so far addressed this vast topic by initiating a successful lecture series, currently underway, and by the set-up of a matching service between students and local voluntary organisations.

Being closely involved with the Responsible Electives programme, TIGH promotes the opportunity for students to go abroad on a sustainable, “fair-trade” elective, providing students with insight into their impact on society in a global context.

TIGH fills the gap of global health education that there is not scope for in the normal undergraduate curriculum. In coming years we aim to branch out: forming more partnerships with voluntary organisations.
providing further opportunities for students to get involved in the community and creating an annual lecture series of guest speakers on relevant and thought-provoking subjects. We aim to continue to expand our activities across the medical school and the rest of the university to form a growing network of global health enthusiasts. Undoubtedly this has been a pioneering first year for TIGH and we aim to replicate this success in the future.

One Water Dundee (OWD)

OWD has burst forth since creation in 2011. As one of the success stories of MEDSIn, OWD has expanded a number of projects. The concept of the society is reasonably simple: Selling bottled water with 100% of profits going to water projects in Africa. However, running a charity society in a business model has opened up opportunities for rewarding experience and furthering entrepreneurial skills.
The main success of OWD this year is the organisation of the #HealthyStudyDundee campaigns in Winter and Spring. The Winter campaign culminated in a week of non-stop, 24 hour aid for students in the library offering free water, fruit, advice and bubble wrap! Over the week, the devoted volunteers managed to engage over 2,500 students, ensuring the exam season does not drive them crazy. The Spring campaign will build on this success, with a manned stall in the Main Campus library as it goes 24 hours and a stand at the Ninewells Library. The most difficult time for students is certainly the examination periods, but with OWD you will not face it alone!

DUMES

The Dundee University Medical Education Society (DUMES) aims to provide learning and teaching opportunities for medical students. We are a highly active group of medical students and organise a vast array of student-led events throughout the year. Events which have already taken place this semester include clinical revision sessions (neurology, musculoskeletal and respiratory) for junior medical students run by senior medical students and post-graduate visit days. Events still to come this semester include mOSCEs (mock practical exams to give students practice before the real exams), revision lectures for senior medical students run by junior doctors and more clinical revision sessions (reproduction, special senses and gastrointestinal). We also co-ordinate volunteers for medical school events such as the mock MMI days, open days and medical school tours for MMI candidates.

Medic Insight

Medic Insight is a student-lead initiative which aims to provide invaluable work experience opportunities for school pupils who are considering a career in medicine. Currently, Medic Insight runs work experience weeks for around 100 5th year pupils for 3 consecutive weeks over the summer. During these weeks we organise placements for the pupils with clinicians and surgeons, provide tutorials on subjects such as basic emergency care and the UKCAT, run small group work sessions on both medical and ethical topics and mark a draft personal statement from the pupils. This program has been highly successful and we have received excellent feedback. In March 2015 we are also running a one-day event for 100 4th year pupils for the first time. We believe that this event will provide an early opportunity for pupils to find out more about medicine and the application process. We hope that this will make pupils more pro-active in organising extra-curricular activities to improve their personal statements and inspire pupils who are on the borderline of the academic requirements to work hard and achieve the necessary grades. This event will involve talks from a range of speakers in the morning, followed by practical skills teaching and small group ethical discussions in the afternoon, with a tour of the medical school at the end of the day.