Student Selected Components in C21

Dr Sam Hibbitts
SSC Director MB BCh
Email: Hibbittssj@cf.ac.uk
GMC’s Tomorrows Doctors

“The greatest educational opportunities will be afforded by that part of the course which goes beyond core and that engenders an approach to medicine that is constantly questioning and self critical.”
SSC Learning Outcomes

Study a non-core topic of interest in depth

Develop:

– research skills/scientific methods
– knowledge through enquiry and exploration
– initiative, analytic and critical thought
– skills for lifelong learning
– professionalism & ethical values
Vision

• To embed research and evolve knowledge around patient care within MB BCh.

Aim

• To develop a portfolio of SSC projects supported by experts in the field.
Examples

**Neurofeedback in Neuropsychiatric Disorders**
Prof David Linden

**Monitoring and Management of Multi-organ Failure**
Dr Tamas Szakmany

**Clinical Research**

**Service Evaluation**

**Audit**

**Scientific Research**

**Improved Patient Care**

**Medical Education**

**An Audit of HIV Testing in the Cardiff Department of Integrated Sexual Health**
Dr Laura Cunningham

**CD38 in Chronic Lymphocytic Leukaemia Cell Homing to the Lymph Node Microenvironment**
Dr Elisabeth Walsby

**Medical Simulation and Resuscitation Training**
Dr Mitra Suman
SSCs Focus in C21

Year 1
- Literature projects
- Pathology project
- Practical Research Experience: PhD Tutors

Year 2
- Experience and themed projects
- Evidence-based writing

Year 3
- Scientific and clinical research skills
- Medical education
- Audit
- Service evaluation
- Unique projects developed with experts

Year 4
- Advanced senior research projects
- Consolidate learning on improved patient care

Year 5
- Elective
### Year 1

#### Literature Review

**Tutors:**
Clinical and Scientific

**Involves:**
- Set topic
- 6-8 students/tutor
- 1-2 tutorials
- Comment on draft
- Assess final review

**Ideal Portfolio:**
10 Tutors/Institute

#### Practical Research

**Tutors:**
PhD students

**Involves:**
- 12 students/tutor
- 1 hour introduction
- 3 hour practical
- 1 hour group discussion

**Ideal Portfolio:**
5 Tutors/Institute
Year 2

**Experience and Themed Projects**

**Tutors:**
Clinical and Scientific

**Involves:**
Institute coordinated SSC options showcasing ongoing research:
Small (1-8) students/tutors or
Large (9-25) students/tutors
Delivered in one week blocks
Assessment

**Ideal Portfolio:**
Accommodate 50 students/ Institute/ SSC weeks

**Evidence-based writing**

**Tutors:**
Clinical and Scientific

**Involves:**
Journalist opinion piece approximately 750 words
Set relevant article
8-10 students/tutor
1 tutorial
Comment on draft
Assess final piece

**Ideal Portfolio:**
10 Tutors/Institute
Years 3 and 4

• Dedicated 7 / 8 week block

• Options:
  – Students choose from SSC portfolio
    • Tutor proposed projects
    • 30 tutors/ Institute
    • Potential longitudinal extension of SSC project from earlier years
  – Bespoke student driven
    • Students identify a supervisory team in their area of interest
Year 5

• Final Elective period
  – Defined learning experience
  – Based in host institutions around the globe

• Year 5 assessment panel
  – Reflective report (1500 words)
  – 10 reports/assessor
  – 5 assessors/Institute
## Summary

<table>
<thead>
<tr>
<th>Year</th>
<th>C21 MB BCh</th>
<th>SSC Topic</th>
<th>Timeline</th>
<th>Time Commitment</th>
<th>Support required per Institute</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>Literature project Practical research project</td>
<td>March-May March-May</td>
<td>1-2 weeks 1 week</td>
<td>10 Tutors</td>
<td>5 PGR Tutors</td>
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<tr>
<td>Year 2</td>
<td>Experience and Themed Projects Evidence-based writing</td>
<td>November and March December</td>
<td>1-3 weeks 1 week</td>
<td>50 students/week</td>
<td>10 Tutors</td>
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<tr>
<td>Year 3</td>
<td>SSC Project Portfolio QA Assessment panel</td>
<td>May-July July</td>
<td>7 weeks 1-2 weeks</td>
<td>30 Tutors</td>
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<td>Year 4(2016-2017)</td>
<td>SSC Project Portfolio QA Assessment panel</td>
<td>May-July July</td>
<td>8 weeks 1-2 weeks</td>
<td>30 Tutors</td>
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<td>Year 5</td>
<td>Assessment Panel</td>
<td>May</td>
<td>1-2 weeks</td>
<td>5 Assessors</td>
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Conclusion

• SSCs in C21 aim to:
  – Develop innovation
  – Raise standards of projects
  – Encourage students to reach their maximum potential
  – Establish medical projects across scientific disciplines and schools
  – Expand the International repertoire and reinforce the final Elective period
SSC Working Group

Further Information

• Andy Edwards: SSC Coordinator
  EdwardsA17@cardiff.ac.uk

• Dr Sam Hibbitts: SSC Director
  hibbitssj@cf.ac.uk

<table>
<thead>
<tr>
<th>SSCs Group team member</th>
<th>Role within the work package</th>
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<tbody>
<tr>
<td>Sam Hibbitts</td>
<td>Group Lead / Lead for Phase 2 SSCs</td>
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<tr>
<td>TBC</td>
<td>Group Deputy</td>
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<tr>
<td>Andy Edwards</td>
<td>Group Administrator</td>
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<td>Co-ordinator for Year 3</td>
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<tr>
<td>Derek Lang</td>
<td>Year 2 SSC Lead</td>
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<tr>
<td>Lesley Jones</td>
<td>Practical Research Lead for Year 1</td>
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<td>Adam Hammond</td>
<td>Co-ordinator for Year 1</td>
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<td>Lisa Davies</td>
<td>Co-ordinator for Year 2</td>
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<td>Jon Childs</td>
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<td>Rebecca Masefield</td>
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<td>Patrick Cartlidge</td>
<td>Year 5 Electives Lead</td>
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<td>Anne-Marie Cunningham</td>
<td>e-Learning Lead</td>
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<tr>
<td>Lynn Monrouxe</td>
<td>Research advisor</td>
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<td>Taj Hasan</td>
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<td>Jenna Williams</td>
<td>Assessments advisor</td>
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<td>Paul Brennan</td>
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<td>Ruth Alcolado</td>
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<tr>
<td>Sara Whittam</td>
<td>Welsh medium project advisor</td>
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<tr>
<td>Hannah Turley</td>
<td>Student representative</td>
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<tr>
<td>Shafqat Batchelor</td>
<td>Student representative</td>
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<tr>
<td>Johannes Marais</td>
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