

Year 4 Must Read

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The University of Manchester



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Welcome to the sixth
Y4MR installment

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We hope you are enjoying Block 6. It's a good time to pause briefly and look ahead to the prescribing skills assessment and QEPEP. Are you ready? and do you know what you need to do? Read on to find out.

BW,

Pippa

Prescribing

Prescribing is a really important part of the foundation doctor role. You will all sit a prescribing safety assessment in fifth year. Although this assessment will not impact on your MBChB degree it is a requirement of your foundation programme that you pass a prescribing assessment in order to progress, so the sooner you get good at it the better.

What is the prescribing assessment?

It is an online assessment that focuses on 8 aspects of prescribing (you will note that these align with the competencies and logbook tasks throughout years 3 and 4 of the Programme): Prescription writing, prescription review, planning management, data interpretation, communicating information, calculations, adverse drug reactions and interactions and therapeutic drug monitoring

Prescribing

How can I prepare for prescribing as a junior doctor?

The best way to prepare for the assessment and life as a junior doctor is, you guessed it, to practice. Check out the prescribing resources on 1medlearn which include templates, example cases and tips on how to do them well. Consider taking along a prescription chart on all of your placements and prescribing alongside the junior doctors you are working with.

As part of the preparation for next year's assessment you will be able to access a Prescribing Safety Assessment practice paper. This will be available online from **25 March until 1 April**.

It's important to familiarise yourself with the format and content of the assessment, which you will take in your final year. Please also take every opportunity to get used to using the BNF, which is also accessible during the assessment, and a valuable resource as a junior doctor.

We will release further details of how to activate your PSA account, logon to the assessment and some key features to help you navigate the practice paper in due course. For now, note the dates in your diary, spread the word amongst your colleagues and get ready to take advantage of this extremely useful opportunity.

You may also access the prescribing safety assessment website for further information on the blueprint of the assessment.

<https://prescribingsafetyassessment.ac.uk/>

Hiten Mitha (Prescribing and Medicines Safety Team)



Prescribing Safety Assessment

Thank you for your interest in the Prescribing Safety Assessment (PSA).

The British Pharmacological Society and MSC Assessment are working together to deliver the Prescribing Safety Assessment

User ID/email address:

Password:

QEPEP

Key dates;

Selections available on Medlea	11 March
Deadline for selections to be made	22 March
QEPEP placements confirmed to students	15 April

You will undertake 2 QEPEP modules, one in Year 4 and one in Year 5. Both modules will provide you with a chance to select a clinical area that you are interested in and work with an expert in that field. It's a great opportunity to spend some extra time in an area that you are interested in, or try something you would like to learn more about. At the same time you will either explore the area from the perspective of Quality Improvement (QI) and the role of evidence in modern healthcare, or examine how to transfer health knowledge to non-professionals.

Over recent years incidents such as the Bristol Heart Scandal and the Francis Report have highlighted the importance of improving the quality and safety of healthcare and Clinical Governance. Research suggests that a lack of

knowledge and skills among clinicians and managers is a significant barrier to improving quality in healthcare. This component has been designed to ensure that you have the skills required to undertake QI as part of your job whichever clinical area you end up working in.

In order to be a good doctor it is also vital that you learn how to communicate effectively with patients. Health information empowers patients and the public in sharing decision making, managing their own conditions and making choices. This is a great opportunity to produce a really useful resource for patients in a particular area of unmet need.



We have recently clarified in the Programme Handbook how an Honours point can be attained from the QEPEPs in Years 4 and 5 - students must achieve a Distinction or Honours outcome in each of their Year 4 and Year 5 QEPEPs in order to attain an Honours point.

www.mbchbhandbook.manchester.ac.uk/assessments/general-information-regulations/honours-points-distinctions

QEPEP

In order to get the most out of this opportunity, once you know who your supervisor is, meet with them early and discuss what it is that you are hoping to get out of the module. If you are considering a career in academia, or are interested in research, you may wish to try for publication in a Journal or presentation at a conference. There are lots of useful tips on publication and other aspects such as how to write a lay document on 1MedInfo:

<https://www.onemedinfo.manchester.ac.uk/blog/sections/qe-pep-y4/?topic=6639&acyear=2018-2019>

The QEPEP team have also produced a resource to help you get the most out of the module:

<https://www.onemedlearn.manchester.ac.uk/blog/cases/essentials-of-quality-improvement/?module=4925&acyear=2018-2019>



European Studies Students need to select **Community** QEPEP choices **only** for your Year 4 module in *May/ June 2019* in which you will have to complete the **Quality and Evidence written assignment**.

Your second QEPEP (in Semester 2 of Year 5 in 2020) will be delivered in Europe, during which you will complete the lay work written assignment. As healthcare structure and organisation is varied across Europe for community services and the opportunity to participate in quality improvement projects is also variable, your educational needs are better served in this way

See the following 1Med page for further information:

<https://www.onemedinfo.manchester.ac.uk/blog/infoobjects/assessment-y4/>



Dr Beth Jameson

Oxford Road, Introduction

Well January flew by, and here we are in February and week 2 of Block 6! I have no doubt you are all in full swing and I hope you are all enjoying your new tracks. I don't have much to report this edition other than providing the feedback given to me by your Year Rep, Calisha, and a couple of reminders:

- Please do not up-load all of your patient assessments into your logbooks the night before sign off because, understandably, supervisors find this a little suspicious! These should be entered as you do them.
- I have emailed those of you who have completed only 1 or 2 UPSAs and / or 0-3 prescribing skills. Please do work on getting these done because failure to complete them all by the end of block 8 will prevent progression. If you are having difficulties getting them signed off

You said	We did
<p>Oncology The cancer cases seem to jump around too much, and it would be better to focus on lung and metastatic breast cancer to ensure we have a strong knowledge base there and do not get distracted spending too much time on the rarer cancers.</p>	<p>As you are aware there are many cancers and while lung and metastatic breast cancers may be 2 of the more common it is vital to have oversight of the other malignancies to prevent them being missed; especially those which present in unusual ways. Indeed it is the principles of detection and management of any cancer (as reflected in the ILOs) that you need to understand, The hope is that by increasing oncology knowledge in the undergraduate years the UK cancer survival rates will improve and the first step is to ensure good awareness of all cancers thus leading to early detection.</p>
<p>Oncology The oncology cases are based on too many external links that we have to go and read instead of useful parts of the content just being part of the actual case content.</p>	<p>The links are there because they are a reliable source of information and are typically very well written in an understandable way. In some cases the summary section of a large document will suffice but for those of you with a special interest in the topic the material is then available if you wish to read in more detail.</p>
<p>Dermatology For dermatology at Salford, it would be good to encourage the doctors to ask students to participate more in the examinations.</p>	<p>I will pass this on to the dermatology team but in the meantime please don't be afraid to ask doctors if you can participate more.</p>

You Said	We did
<p>Administration</p> <p>Some clarity on exactly what counts towards our required 6 clinical learning activities per week.</p>	<p>Students should have an average of 6 scheduled clinical sessions per week on their timetables. A clinical session could be any of a ward round, clinic, theatre session, MDT, community visit or patient assessment teaching.</p>
<p>Administration</p> <p>Receiving emails every now and then that an eForm is not “verified” simply because the system does not recognize the Drs email is frustrating - we do not know the doctor’s address and other personal details in order to add them, meaning certain Patient Presentations, UPSAs and similar forms remain red and “unverified”. Will these “unverified” forms have to be redone?</p>	<p>UPSAs are a GMC requirement and we must ensure that there is a robust process to demonstrate (to the GMC) that they have been done ie verification.</p> <p>Forms must be verified in order to be valid. When completing them ensure you enter an nhs email plus the assessors’ name and grade.</p>
<p>OSCEs</p> <p>Why does the University not provide block revision days towards OSCEs, and instead we have to rely on societies, for which we have to pay for, and wait on the release of tickets like it’s a Drake concert because they sell out in 5 seconds. Societies have very limited places on these revision days and it becomes very unfair for the many students who do not get a spot.</p>	<p>We don’t feel last-minute OSCE revision sessions are the best way to pass this type of assessment. This is borne out by the overall excellent pass rate. The key to passing the OSCE is to attend your timetabled activities, undertake personal study to ensure you have covered the block ILOs and be proactive in participating on the wards, clinics, etc. Maximising real clinical experience is the key to performing well</p>