

Year 4 Must Read

MANCHESTER
1824

The University of Manchester



Y4MR Feb 2019

Welcome to the sixth
Y4MR installment

Pippa Watson
Associate Y4 Lead



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)



Home Assessment Structure Who's Involved Resources Contact us

Activate your account | Log in

Home Item Authors Research

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.mbcchbhandbook.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/>

You Said	We did
Confusion arising over the Patient Assessment teaching e-form. The date of one session having to match details put on Medlea .	<p>Patient Assessment Teaching is a timetabled mandatory teaching session. It has to be timetabled at a specific time and called by the correct name. When you attend the session you document attendance using a 'Mandatory Teaching and Learning Session' eform. As long as the session occurs at the timetabled time the form will be accepted from session start and up to 7 days afterwards (we have extended this interval in response to previous feedback).</p> <p>The Patient Assessment eform is for you to record your own learning after clerking a patient. This form cannot bounce back as it is not time-locked to a specific session.</p>
2. Ageing and complex health block is too long. Time should be added onto neuro placement instead.	<p>The aging and complex health block has been designed to meet the needs of doctors working in the modern NHS, taking into account the ageing demographic of the patient population. There are many conditions that you will encounter in both neurology and ACH and we recommend that you use these blocks to reinforce knowledge and skills from each of the other.</p>
3. Some teaching on eating disorders would be useful	<p>During the child health block there is an online case about eating disorders: https://www.onemedlearn.manchester.ac.uk/blog/cases/child-rens-health-thin-teenager/?module=12019&acyear=2018-2019</p> <p>There are a range of video resources in the Child Health Block, which deal with a number of conditions presenting to child and adolescent health specialists: https://www.onemedlearn.manchester.ac.uk/blog/learningobjects/child-and-adolescent-psychiatry-videos/?case=12667&module=12019&acyear=2018-2019</p> <p>It is also likely that you will encounter eating disorders during your clinical practice in Child Health, Psychiatry and GP</p>

Trustee Bursaries

Closing date; 12th April 2019

Have you considered applying for a Trustee Bursary?

The trustees of the former Preston Postgraduate centre award bursaries to facilitate educational and research activity for NHS staff and trainees. This could be towards an elective or attendance at a conference.

To apply please contact Louise Crossley, Trustee Administrator for an application form – Louise.crossley@lthtr.nhs.uk

Electives

- The Trustees will consider applications from Undergraduates for electives.
- The application must provide the aims, objectives and educational value of the project
- A letter of support from the medical school for the elective must be provided with the application.
- A breakdown of expenses is required.
- If the funding required exceeds £500 details are required of how the additional expenses will be met.
- A typical grant for individuals will not exceed £500.

Attendance at conferences

- The Trustees will not support projects, which the NHS would normally fund (for example, when there is a study leave budget available).
- Support will only be considered if an applicant is presenting a paper or poster at a conference.
- Projects must be of educational value and have benefit to the people of Preston, Chorley and District.