

CHERI BLOSSOM OCTOBER SEMINAR BY INDIA PINKER – 19th October 1.00 – 2.00pm

The October seminar will be presented by India Pinker, Postdoctoral Fellow from Public Health Research at the Luxembourg Institute of Health.

India will present on “From Theory to Practice: Empathy Training for Interprofessional Health Education”.

“India Pinker works in the Aging, Cancer and Disparities Research Unit at the Luxembourg Institute of Health, investigating the treatment decision making process for older adults with cancer. Before this, she pursued a PhD in Medicine at the University of St Andrews investigating Clinical Empathy in Secondary Health Care, during which she adapted an empathy training tool for interprofessional healthcare students. Alongside her current role, she leads the Early Career Special Interest Group of the International Association for Communication in Healthcare.”

Microsoft Teams meeting:

Join on your computer, mobile app or room device

[Click here to join the meeting](#)

Meeting ID: 374 038 181 565

Passcode: npknqh



LUXEMBOURG
INSTITUTE
OF HEALTH

SCOTTISH MEDICAL EDUCATION RESEARCH CONSORTIUM (SMERC) LARGE GRANT AWARD

SMERC colleagues were successful in the recent 2023/2024 funding call. A SMERC Large Grant was awarded to Anita Laidlaw and John McKeown from the Academic Primary Care Group, along with collaborators from the Universities of Glasgow, Dundee and Newcastle and the Irish College of General Practice. The study is titled ‘Models of Working for Primary Care Educators: What Aspects are Useful for Career Embeddedness and Success?’. The 18-month study will bring a postdoctoral researcher into CHERI.

[Scottish Medical Education Research Consortium \(SMERC\) \(nhs.scot\)](#)



Anita Laidlaw



John McKeown

ADEE (ASSOCIATION FOR DENTAL EDUCATION IN EUROPE) CONFERENCE

Jane Smith attended the ADEE conference in Liverpool on 23rd – 25th August. Jane presented part of her PhD project which was supervised by Isobel Cameron, Rosa Lopez and David Hope. The presentation was titled “Differential Attainment in Dental Education : A Systematic Review”. The poster can be found at the end of the Newsletter.



7th INTERNATIONAL CONFERENCE ON FACULTY DEVELOPMENT FOR HEALTH PROFESSIONALS (ICFDHP)

Kim Walker and Florin Nedelea, who are lead on faculty development within the medical school, recently attended the 7th ICFDHP which was held in Glasgow on 26th – 27th August. The theme of the conference was “Shape of Faculty Development for Tomorrow – Implications for Theory, Practice and Scholarship”. The goal of the conference was to bring together a global community of faculty developers and health professional educators. The two days consisted of plenaries, workshops, points of view and short communications. Kim and Florin presented their work on the development of the Turas website for clinical educators and the importance of ease of access. The talk was well received with Florin and Kim meeting colleagues and making new valuable connections. The take home messages are being reflected on and will be implemented in the near future.



Kim Walker

AMEE 2023

Kim Walker and Amudha Poobalan attended the AMEE conference which was held in conjunction with the 7th ICFDHP. The large conference with over 4000 delegates covered all aspects of clinical education with many concurrent sessions. The conference was also an opportunity to meet with colleagues from across the world to discuss areas of mutual interest.

Kim presented a poster titled “Creating an Ecosystem for Learning: The Case for Integrating New Training Developments with Existing Processes”. Amudha contributed to the AMEE 2023 programme by presenting the research paper “The Complexity of Social Accountability Translation: From Mission to Experience to Actions” with Jen Cleland as co-author. Amudha received a Certificate of Achievement which was judged by the AMEE Research Committee as having made an outstanding contribution to the AMEE 2023 programme.



SCOTTISH DOCTORS WELLBEING STUDY – MEETING AT AMEE 2023

Many of the researchers involved in the Scottish Doctors Wellbeing Study were also at AMEE. This provided an opportunity to meet up to discuss progress and meet with other collaborators.



One of the interventions developed as a result of the Scottish Doctors Wellbeing Study was a tool to be used as part of the Trickle Employee Wellbeing app entitled “How Was Your Day”. This tool is now being used regularly by the Trickle company to support various organisations across the UK to obtain real-time data on employee wellbeing. This research and ongoing impact is being considered as an impact study for REF28. The project team members met up at the Trickle offices recently to discuss further work and to fully

understand the reach and significance of the intervention.



Paul Reid (Trickle), Zoe Weir (Trickle), Kim Walker (CHERI), Jo Cecil (University of St Andrews), Simon Edgar (NHS Lothian) and Mandy Kerley (Trickle).

SCHOOL HIGHER EDUCATION RESEARCH GROUP FIRST MEETING

On 26th September the first School of Medicine, Medical Sciences and Nutrition Higher Education Research Group (SHERG) meeting was held. The meeting was attended by 20 people with an interest in higher education research from across institutes. Following introductions, discussion focused on the principles, strategy and activities that the group should focus on. Aspects of encouraging and supporting educational research and researchers, collaborative activity and advocating for higher education research, were all highlighted as components that should be incorporated within the SHERG principles. It was also decided that a SHERG Teams site would facilitate communication amongst members, but that there was also value in continuing to meet in person. If you would like to become a member of the SHERG Teams site please contact cheri@abdn.ac.uk. Attendees from the first meeting will automatically be added. Notes from all SHERG meetings will be uploaded onto the Teams site. The next SHERG meeting is likely to be in November. A date, time and location will be circulated in due course.

CONGRATULATIONS!

A big congratulations to Professor Amudha Poobalan who was promoted to Chair in Health Professions Education at the last round.



Amudha Poobalan

DATES TO REMEMBER

Date	Online / in-person	Time	Presenter	Title
19/10/23	Online (Teams)	1-2pm	India Pinker, Postdoctoral Fellow, Public Health Research, Luxembourg Institute of Health, Department of Precision Health	From Theory to Practice: Empathy Training for Interprofessional Health Education Microsoft Teams meeting: Join on your computer, mobile app or room device Click here to join the meeting Meeting ID: 374 038 181 565 Passcode: npknhq Download Teams Join on the web

Farewell wishes to Dr Isobel Cameron on her retirement

Isobel Cameron left the University at the end of September to begin a well-deserved retirement after working at the University for an impressive 32 years. We caught up with Isobel before she left to ask her a few questions reflecting on her career and her plans for the future.



Thank you, Isobel, for the excellent work that you have conducted at the University throughout the years that you have worked here. As you bid farewell to this chapter of your life, all of your friends at the University will miss you and we wish you a very happy retirement. We look forward to hearing what comes next.

1. Could you tell us about how your career started at the university?

I began as a research assistant at the Health Services Research Unit on a randomised controlled trial of shared care for people with diabetes. I learned much about the people and the culture of the north east of Scotland. I also found that a career in research suited my inquisitive mind.

2. What was your most recent role at the university?

I was a senior lecturer with teaching and course coordinating responsibilities on the MSc Clinical Education Programme. I combined this with research related to fairness in assessment.

3. What were your special areas of interest?

My first degree was Psychology. This has been a thread that has run throughout. A specific focus related to the recognition and treatment of depression in primary care which was the topic of my PhD. More recently my area of interest has been fairness in assessment in clinical education.

4. What did you enjoy most about your job?

The satisfaction of successfully teaching challenging concepts; supporting students who were studying whilst managing adversity; meeting people from all walks of life who kindly participated in research; and having wonderful colleagues who pulled together so we could deliver our best.

5. What has been your career highlights?

In research, the work of my PhD changed healthcare policy and formed an impact statement in an earlier REF. I felt proud of that. In both teaching and research, I have felt honoured to have had opportunities and been believed in and nurtured in my career – thank you.

6. What have you learned from your most challenging experiences at work?

To work as a team - by supporting one another we can do amazing things.

7. What will you miss the most about working at the university?

Teamworking with colleagues and the enthusiasm of students.

8. What advice would you give to someone who is just starting their career in healthcare education research?

To be tenacious. In research there can be a lot of knock backs – from funders, journals and potential research participants. Try not to be put off by this! Every knockback is a learning experience. Keep trying and you will get there.

9. What are you most looking forward to now that you are retiring?

To do more of the things I enjoy. I love creative writing and will keep doing that. I enjoy gardening and will continue to tend my allotment, volunteer at my community garden and at the University of Dundee Botanic Gardens. I am looking forward to spending more time with my family and friends.

10. Do you have a life mantra?

'Only that day dawns to which we are awake' (Henry David Thoreau). This quote is meaningful to me because it reminds me to try to live consciously – to switch off the 'monkey mind' and live in the moment. This is what I aspire to in my retirement.

Differential attainment in dental education: A systematic review of the literature

Jane Smith, University of Aberdeen

Background

Differential attainment (DA) is the variation in achievement between different demographic groups undertaking the same assessment. Evidence from medical education suggests that achievement is adversely affected by background characteristics. DA indicates unfairness, with increased competition for training posts, a demographic imbalance in healthcare workforces and care provision. Underperforming students pose challenges to academic support mechanisms. Little is known about DA in dental education

Aims & Objectives

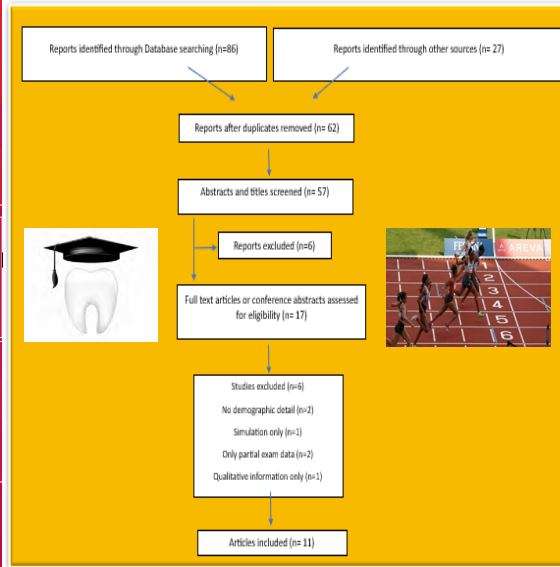
This systematic review aims to explore the existing literature, analysing and summarising the findings, to uncover if dental student performance in examinations might be influenced by their demographics in undergraduate and postgraduate dental education.

Materials & Methods

We searched MEDLINE, Embase, CINAHL, ERIC, Web of Science from 1995-2021. Studies in English where performance of dental students where protected characteristics were compared to exam scores were included. A critical appraisal of included studies was carried out

Results

11 studies were included. All were retrospective, small cohorts, mostly single site. Diversity of assessments, outcome measures and statistical analysis, precluded meta-analysis. 10 significant findings were reported.



Discussion

Despite the relatively small number of included studies, the main synthesis of findings suggests that significant differences in achievement exist. Caucasian students were more than twice as likely to pass their American Dental Licensing exam than Asian students¹. Female students were more likely to do significantly better than their male peers across all five years of study² in one report, but this was conflicted by another who found that increasing age was positively correlated with performance in their graduate entry programme³. Native students outperformed their non-native peers in written examinations³ and in an Objective Structured Clinical Examination with a moderate effect⁶. From this review it can be seen that differences in performance can be seen based on ethnicity, age, gender and being native to the country of study.

Conclusions

There was a notable dearth of high-quality reports. Only one of the studies, unlike in medicine, aimed to look at performance differentials based primarily on ethnicity. DA was often a found in post hoc analysis. Studies were limited by small samples and at a single location. This review highlights the lack of robust evidence available to determine if performance at dental school might be affected by student characteristics.

References

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2. Silva, E.T. D., Nunes, M. D. F., Queiroz, M. G., & Leles, C.R. (2010). Factors influencing students' performance in a Brazilian dental school. *Brazilian dental journal*, 21, 80-86.
3. Sawar, F. A., Baqain, Z. H., Al-Omari, J. K., Wahab, F. K., & Rajab, L. D. (2009). Effect of gender on performance of undergraduate dental students at the University of Jordan, Amman. *Journal of dental education*, 73(11), 1313-1319.
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5. Foley, J. L., & Hijiya, K. (2015). Predictive value of the admissions process and the UK Clinical Aptitude Test in a graduate-entry dental school. *British Dental Journal*, 218(12), 687-689.
6. Schmitt, M., Hagemann, L., Hübner, J. M., Hübner, A., Schmitt, M., Meyer, M., ... & Hübner, J. M. (2022). Longitudinal study of OSCE performance in dental students. *European Journal of Dental Education*, 16(4), 322-329.