



PUBLICATIONS

Paper in the Journal of the Royal College of Physicians of Edinburgh. Gibson Smith, K., Johnston, P., Cleland, J., [*Affordability, inclusivity and justice – threats to the sustainability of the medical workforce in an economic crisis.*](#)

Article published in print in the July edition of Medical Education:

Shah, AP, Walker, KA, Hawick, L, Walker, KG, Cleland, J., **Scratching beneath the surface: How organisational culture influences curricular reform.** *Med Educ.* 2023; 57(7): 668- 678. doi:10.1111/medu.14994



HETL CONFERENCE 2023

The University of Aberdeen hosted the 2023 HETL Conference from 12 - 14 June 2023. HETL looks to bring together Higher Education professionals and students from across the world and to provide a platform for discussion, debate, networking and collaboration on all aspects of teaching and learning in HE.

Amudha Poobalan was one of the co-organisers of the event.

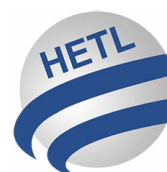
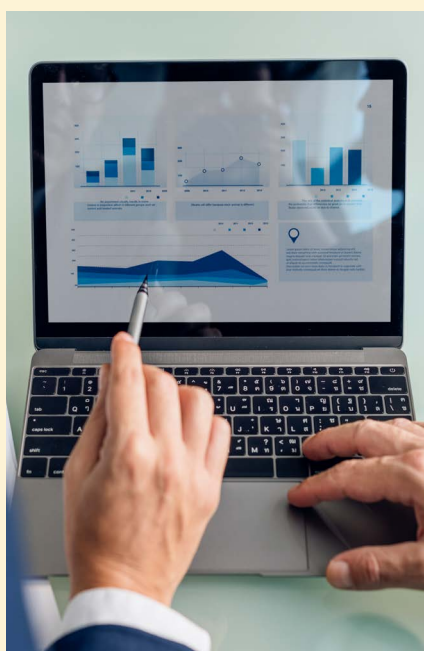
Anita Laidlaw was involved in research presented at HETL. The presentation 'Building a sustainable Education Focused Academic track' described a research study investigating the career-related experiences of Teaching and Scholarship track academics within research-intensive universities across the UK. It used theoretical lenses examining career mobility, embeddedness and success and power within organisations to understand the experiences and generate recommendations for further work in this area.

Katie Gibson Smith alongside Professor Colin Lumsden and Dr Kim Walker as co-authors, gave an oral presentation entitled 'Here I am five years later...': Conceptualising the barriers faced by Widening Access students. The presentation outlined the barriers that are often encountered by Scottish Widening Access students whilst at school.

MEETINGS

On June 5th Bayram Yilmaz attended a meeting in London titled "Unlocking data to better understand the nursing & midwifery workforce". The meeting was hosted by the Scottish Centre for Administrative Data Research (ADR Scotland) in collaboration with the Nursing and Midwifery Council (NMC) and the Office for National Statistics (ONS).

Senior representatives in nursing policy and practice, along with academic and data experts from the UK discussed various topics including the availability of UK-wide NMC data for research purposes through the ONS Secure Research Service, current plans for nursing and midwifery research projects as part of ADR UK, policy priorities for nursing, and future ideas for research and data linkage with other sources.



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AWARDS AND RESEARCH FUNDING

PHYSICIAN ASSOCIATE RESEARCH

Dr Kim Walker and Anita Laidlaw along with our colleagues Gerry Browne and Rona Patey are part of a three-year NIHR funded study run by a team from Oxford University examining the roles of Physician Associates within clinical workplaces. It's likely that this work will include the employment of a researcher (part time) within Aberdeen to support the research.

CARNEGIE RESEARCH INCENTIVE GRANT

Katie Gibson Smith was awarded a Carnegie Research Incentive Grant for the project entitled 'Staying in and getting on in medicine: Career decision making in widening access students' with Prof Jen Cleland, Dr Amudha Poobalan, Prof Colin Lumsden, Dr Kim Walker, Dr Anita Laidlaw, Dr Jo Cecil and Dr Kirsty Alexander. The project is a qualitative research study aiming to understand career decision making in Scottish medical students from widening access backgrounds. The team will be seeking to appoint a research assistant to assist with the project at the end of the year.



OTHER AREAS OF INTEREST

School Ethics Review Board: Anita will be joining SERB to support the reviewing of ethical approval applications within the School.



IAMSE ANNUAL CONFERENCE 2023

Dr Kim Walker, in addition to her role as Senior Lecturer is also Director of Publications for the Association for the Study of Medical Education (ASME). In this role, together with a colleague Dr Eliot Rees for the Education Research Committee, attended the International Association for Medical Science Educators (IAMSE) annual conference. This conference offers many opportunities for faculty development and networking, and brings medical sciences and medical education across the continuum together which dovetails well with her work on faculty development. This year's theme was "Teaching & Learning in Health Sciences: Linking Current Theory to Practice."

Kim manned the ASME stand over the three days and took the opportunity to network with educators across the world. This included a leadership breakfast with other educational organisations to discuss how we could work together to support change. Kim also facilitated a focus session with Eliot entitled "Advancing your scholarship: support for medical science educators to develop research programmes". Over 50 delegates attended the session including plenary speakers and the president of IASME.

There were some interesting plenary sessions: "The WFME Basic Medical Education Standards on the Horizon 2030", Effort is the New Smart: Supporting students in the self-regulated use of desirable difficulties" and the "Future of Medicine is now: the role of PA education and the ever changing healthcare landscape".

However, the most interesting and challenging was Michelle Daniel who gave a very personal experience

on "Expanding boundaries: Using a transtheoretical model of clinical reasoning and diagnostic error to improve teaching and assessment". Her presentation covered how multiple theories of cognition inform our understanding of clinical reasoning and diagnostic error. These theories range from "micro" theories, that focus on what goes on "in the head" to "macro" theories that extend the boundaries of clinical reasoning to what goes on "out in the world." The most well-known "micro" theory is Dual Processing Theory. Embodied cognition, ecological psychology, situated cognition and distributed cognition are a family of social cognitive theories that offer progressively more "macro" accounts of reasoning and error.

Collectively, they help us understand the mind as embodied (i.e., interacting with the body), embedded (i.e. interacting with the environment) and extended (i.e., interacting with other people and artifacts in larger systems) which can have profound impacts on how we think about teaching and assessment. She challenged the traditional concepts of what we teach and how we assess and how we should embrace AI and big data to support teaching and learning rather than consider it a threat. It certainly gave a lot of food for thought.

The conference was attended by over 600 delegates and was a stimulating and thought provoking 4 days interspersed with ample opportunity for networking.



Photo: Dr Kim Walker carrying the UK flag at the opening ceremony of the IAMSE conference.

GET TO KNOW...

ANITA LAIDLAW



1. Could you tell us about your role at the university?

I'm Director of the Centre for Healthcare Education research and innovation (CHERI). We've worked together to produce a good strategy to help us work towards the two main aims of CHERI: to produce excellent research with global significance and to develop the researchers of tomorrow. I try to work towards this strategy every day, whether it be a conversation with someone with an interest in getting involved in educational research, a research project team meeting to

discuss ethics of an international project, or a discussion over marking of an assignment for the MSc in Clinical Education. It's pretty varied!

2. What's the most exciting part of your job?

I'm excited about leading CHERI forwards using our strategy as a framework. I love the sense that we're building something truly excellent incrementally.

3. What brought you to the University of Aberdeen?

The excellent opportunities within the role, and some great colleagues.

4. What are your special areas of interest?

I guess at the core it's about enhancing the interactions within healthcare by understanding the factors that influence them. This can lead to some varied topics, wellbeing of the healthcare professional, the relationship with the patient, whether a healthcare professional is satisfied and confident within their role and how training and the workplace environment influence these. I'm particularly drawn to challenging or under-represented areas e.g. remote and rural, challenging communication situations, doctors with disabilities

5. What are your work priorities at the moment?

Building connections and networks within and out with the University, for me, but also for CHERI. I'm planting seeds at the moment, maybe some will grow into trees.

6. What future projects would you like to be involved in?

So many!! I'm finding it very hard to pin one down. Something creative using data to make a real impact and bring about real systematic change within healthcare as it's not a very happy workplace at the moment. Sorry, bit of a cop out!

7. Do you have a mantra both professionally and personally?

If at first you don't succeed, try and try again.. persistence is under-rated I think.

8. How do you like to relax outside work?

Running, preferably in nature / up hills / in forests (what massive and amazing forests in Aberdeenshire!!). I also seem to spend an inordinate amount of time watching football...

9. Do you have any hidden talents?

I do a very good cockerel impression.

