



Year 3 MB ChB

Medical Humanities SSC Option: ME33HS

Health Studies

(30 Credits)



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## **Course Outline**

Health Studies in Education is a 30 credit (6 week) course that was developed by the Medical School and the School of Education. The course has been running for several years and has built up a reputation as a unique and rewarding opportunity for third year medical students to experience another professional sphere, while also developing skills and understanding that directly relate to their own duties as a doctor. Health Studies in Education is unique in Scotland and the enrichment it offers school pupils and staff is highly regarded by the participating schools - but it is equally about enriching medical education by offering medical students the experience of another professional environment with a very similar ethos, where communication and teamwork can be further developed. It also exposes students to some of the social, cultural and environmental factors that can impact on performance and aspiration of pupils in our region.

The first two weeks comprise of a supportive induction programme. There are sessions on the REACH project, Widening Access to Medicine and Gateway 2 Medicine. There are interactive sessions on making the best use of learning theories and planning learning for others and presenting. Support is provided for further development of presentation skills. Reflective practice and reflective writing are an important feature of education, and the students are given support to further develop their understanding of professional reflection. Students will be issued with timetables from the schools so that effective lessons can be planned.

During the next two weeks the medical students follow a school placement currently found in Aberdeen City, Aberdeenshire, Moray, Highland, Shetland, or Western Isles. This course and the placements contribute to the Medical School's commitment to equalising opportunity and widening participation. The students enrich the school curriculum by making connections between it and medicine. Students also have opportunities to mentor senior pupils who are interested in applying for medicine or just thinking about going to university and they can share information about the REACH project, Widening Access to Medicine and Gateway 2 Medicine so that pupils interested in a career in medicine are aware of the different routes to acquire a place.

The final two weeks of the course allow the students to reflect on what they have learned and prepare and deliver an assessed presentation. These presentations are an opportunity to share experiences with others and to celebrate what has been achieved. Students also undertake a written submission which involves the evaluation of one lesson which they have designed and delivered, along with a piece of reflective writing.

## **What skills does this course develop?**

Through this course students will develop their;

- Interpersonal skills
- Communication skills
- Confidence
- Resilience
- Teamwork
- Presentation skills
- Evaluation
- Reflective thinking and writing

## **Course Coordinator and Tutors**

Course Coordinators –	Brenda Harden	<a href="mailto:brenda.harden1@abdn.ac.uk">brenda.harden1@abdn.ac.uk</a>
	Helen Celnik	<a href="mailto:h.celnik7@abdn.ac.uk">h.celnik7@abdn.ac.uk</a>
	Christine Kay	<a href="mailto:c.d.kay@abdn.ac.uk">c.d.kay@abdn.ac.uk</a>
	Rona Patey	<a href="mailto:r.patey@abdn.ac.uk">r.patey@abdn.ac.uk</a>
Overall Humanities Lead	Leanne Bodkin	<a href="mailto:leannebodkin@abdn.ac.uk">leannebodkin@abdn.ac.uk</a>

## **Support**

Tutors are available throughout the first two weeks. During the school placement there will be access to a collaborate session with a tutor and other students each night between 19 00 – 20 00 allowing students to share experiences. Tutors are available throughout the final two weeks.

## **School Placement**

Students will work in pairs and will be allocated a school and a timetable which will have been issued during the first or second week of the course.

This timetable should give the students information regarding the school day, the length of each period, the classes, level of class and the topics to teach.

## **Assessments**

- School feedback (40%)
- Oral presentation (20%)
- Evaluative and Reflective essay (40%)

Grade points (on the 22 point scale) will be awarded for each criterion within each element of assessment and will contribute to the overall course grade according to the above weighting.

## **School Placement**

Your placement school will be providing us with information under the following headings:

- How well you integrated into the school environment and developed good relationships with both staff and pupils.
- How well you planned your lessons, created effective learning activities. Delivery of lessons and effective communication with pupils. Pupil engagement in activities *etc.*
- Involvement in wider school activities.
- How well you demonstrated professionalism while in school.

See appendix 1

## **Presentation**

You will continue to work in your pairs and should select some activities, events and experiences from your placement which will interest your colleagues. The presentations offer the opportunity to share your experiences with others and to benefit from hearing about the experiences of others.

The presentation should demonstrate that the group members:

- Can convey relevant key points of their experiences in a clear and structured way.  
(Criterion 1)
- Speak clearly, using variety in tone and volume and at an appropriate pace to meet the needs of the audience. (Criterion 2)
- Create presentation aids with a clear purpose and use them to reinforce points and support the speakers (Criterion 3)
- Engage the interest of the audience and promote questions and discussion.  
(Criterion 4)

Each student in the group should have contributed to the preparation and be involved in the presentation.

Each presentation will be allowed 20 minutes. This time includes 5 minutes for questions and discussion.

See appendix 2

### **Lesson evaluation and reflective essay – 3000 words**

These are individual pieces of work and students placed at the same school must select different lessons to evaluate.

You should select **one** lesson which you delivered during your placement and describe its development and implementation. The lesson plan and any resources produced and used should be included in appendices. You should justify significant decisions you made to enhance pupil learning and should refer to selected learning theories.

You should state the criteria you developed to support the evaluation process and provide selected evidence in appendices. You should use your criteria and evidence to make judgements about the success of your lesson and comment on any changes you would make if you were to implement the activity again.

Finally, you should select and write reflectively about **one** aspect of the placement experience which has been of significance for your personal and professional development.

**Your report will be assessed using the following criteria:**

- Describes significant features of the development and implementation of the activity.
- Uses reading on learning theories to justify the planned learning experience.
- States criteria and provides evidence to make judgements on the effectiveness of the learning experience offered to the pupils. Identifies and justifies appropriate improvements to the activity.
- Reflects on the personal and professional significance of a selected aspect of the placement.

See appendix 3

## Appendices

### Appendix 1

#### Feedback from School Placement

Student	Excellent 22,21,20,19,18	Very Good 17,16,15	Good 14,13,12	Pass 11,10,9	Weak 8,7,6
How well the student integrated into the school environment and developed good relationships with both staff and pupils in all subjects.					
How well the student planned lessons, created effective learning activities. Delivery of lessons and effective communication with pupils in subjects. Pupil engagement in activities <i>etc.</i>					
Wider school activities. This might include engagement with extracurricular activities and engagement with pupils interested in a career in medicine.					
Demonstration of professionalism. Examples might include time keeping, organisation, seeking and acting on advice, responding to requests and keeping staff informed of lesson plans <i>etc.</i>					
Overall Comment					



## **Presentation**

### **Appendix 2**

	<b>Excellent</b> 22,21,20,19,18	<b>Very Good</b> 17,16,15	<b>Good</b> 14,13,12	<b>Pass</b> 11,10,9	<b>Weak</b> 8,7,6
Convey relevant key points of their experiences in a clear and structured way.					
Speaks clearly, using variety in tone and volume and at an appropriate pace to meet the needs of the audience.					
Have created presentation aids with a clear purpose and use them to reinforce points and support the speakers.					
Have engaged the interest of the audience and promoted questions and discussion.					

## **Reflective and Evaluative Essays**

### **Appendix 3**

Student	<b>Excellent</b> 22,21,20,19,18	<b>Very Good</b> 17,16,15	<b>Good</b> 14,13,12	<b>Pass</b> 11,10,9	<b>Weak</b> 8,7,6
Describes significant features of the development and implementation of the activity					
Uses reading on learning theories to justify the planned learning experience					
States criteria and provides evidence to make judgements on the effectiveness of the learning experience offered to pupils. Identifies and justifies improvements to the activity.					
Reflects on the personal and professional significance of a selected aspect of the placement.					
Overall Comment					