

National Teaching Fellow Individual Impact Profile



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Institution: University of Birmingham
Discipline: Medical Education

Profile

I am a Senior Lecturer in Medical Education in the College of Medical and Dental Sciences, University of Birmingham. When I was awarded my National Teaching Fellowship in 2010, my role was that of Education Development Specialist. My award contributed to the evidence-base for promotion to my current role, which has allowed me to develop my educational leadership, to extend my pedagogic scholarship and research and to contribute to wider university educational enhancement.

Activities

I have used my NTF funds to:

- Increase my understanding of change management and leadership in the context of medical and healthcare education
- Contribute to the evidence base for 'what works, how and for whom' in medical and healthcare education.
- Learn from others working in the field of Interprofessional Education (IPE).

To improve my understanding and skills in the areas of leadership and change management, I attended the Association for the Study of Medical Education (ASME) Developing Leaders programme. I had heard exceptionally good reports about this programme and I was not disappointed. The insights I gained from this have begun to serve me well, for example in my role as Chair of the College IPE steering group and when bidding for funding to extend a cross-institutional project to develop IPE and simulation.

My choice for contributing to the medical and health care education evidence base was to undertake a Best Evidence Medical Education (BEME) systematic review. Our review of the use of structured communication tools such as Situation, Background, Assessment, Recommendation, SBAR) in undergraduate healthcare education is nearing completion and will be presented in forthcoming conferences, including the All Together Better Health VII conference in Pittsburgh, USA, June 2014.

Attending the All Together Better Health Conference will also allow me to learn from others

working in the field of IPE in order to inform our College approach.

Aims

My aim in using my NTF funds was to combine development of my own skills with improved contributions to the College and to the field of medical and healthcare education more widely.

Recent high profile cases of serious harm to patients and the recognition that poor communication between members of the health care team is responsible for a significant proportion of untoward incidents have been brought to light. This has highlighted the contribution that IPE can make to enhancing the teaching of patient safety and to increased use in clinical practice of standardised forms of communication such as Situation Background Assessment and Recommendation (SBAR). I chose to undertake a BEME review in order to address the many questions about the teaching of such tools to pre-registration health care students that remain to be answered.

Impact

I found the leadership programme very valuable, both for increasing my understanding and self-awareness and in providing me with opportunities for peer coaching that have informed all aspects of my work, particularly the development of IPE. Whilst fully embedding IPE into educational programmes is a long term project, my work with the IPE steering group has begun to raise awareness and understanding within the College, as evidenced by the fact that, in October 2013, approx. 20 senior academic staff attended an IPE development 'away day'.

As a result of my work with the BEME collaboration, I was recently invited to join a consortium of UK universities bidding to become a BEME International Collaborating Centre. This bid has now proved successful.

The systematic review itself has enhanced our understanding of the nature of team communication in the healthcare setting and given us new skills in the use of systematic review management software. Once published, I hope that the outcomes of our review will inform curriculum development for a wide range of institutions both within the UK and internationally,

An unexpected bonus of my engagement with the ASME programme has been that I now contribute to the teaching and assessment of an optional module in educational leadership on the university postgraduate certificate in academic practice (PCAP) that is undertaken by all new lecturers.

Reflections and what next?

My NTF has been of undoubted benefit both to my professional development and to the range and complexity of the activities that I have been able to undertake.

In the coming months, I plan to build on the opportunities afforded by my NTF by continuing to work to develop a cross-College approach to IPE, by completing our review for publication and by working with the newly formed BEME International Collaborating Centre to develop the wider field of evidence-based healthcare education and by contributing to the development of a Birmingham Teaching Academy.