

REMEDY



Innovations in Postgraduate Teaching

Inside:

MRC Summer School

*Launch of the Emergency, Pre-hospital
and Immediate Care (EPIC) intercalated BSc*

Class of '92 Reunion

Welcome

Welcome to the twenty seventh edition of ReMEDy



This edition has teaching and learning as its theme and explores the wide-ranging postgraduate taught opportunities offered by the School of Medicine. Under the direction of Professor Ann Taylor, our postgraduate taught provision over the

next five years will focus on supporting and improving the student experience. This includes the introduction of 3 new programmes and working with the NHS in Wales to determine how we can best serve its needs.

The C21 Update highlights the intercalated degree programmes and the benefits that these can bring. In this edition, we put the spotlight on the recently launched Emergency, Pre-hospital and Immediate Care (EPIC) intercalated BSc programme which it is hoped will help mitigate the national recruitment and retention difficulties in Emergency Medicine.

We have a feature on the MRC Centre for Neuropsychiatric Genetics and Genomics Summer School which attracts more than 40 delegates annually and provides

the opportunity to learn about ground-breaking brain disorder research.

Also we are in conversation with Dr Ceri Todd, a GP partner in a busy city centre practice in Swansea and, additionally, we are delighted to feature news of the recent reunion of the Class of 92.

Finally, as ReMEDy is available electronically to the School's alumni and in order to ensure that you receive your copy, please inform us if you have changed your contact email address. Update your details now:

www.cardiff.ac.uk/alumni-update

I hope you enjoy reading this edition and I wish you all a very happy 2018.

Professor Ian Weeks

Acting Dean, School of Medicine

C21 update: Intercalated Degree Programme

To fit in with this Learning and Teaching themed edition of ReMEDy, Dr Hollie Thomas, Director of our Intercalated Degree Programme, was invited to provide an update on the programme.

An intercalated BSc degree is an opportunity to undertake in-depth study of a particular area of medicine for one year. At Cardiff, students choose to intercalate after either Year 3 or Year 4 of the MBBCh. We offer the opportunity to intercalate to over 100 students each year. Most follow BSc courses within Cardiff University or at Bangor



University, with whom we have close links. Currently students can choose from fourteen different BScs within Cardiff University or at Bangor University which can utilise laboratory, clinical and classroom settings. Our newest BSc is in Emergency, Pre-hospital and Immediate Care which accepted its first students this year. Students also have the opportunity to intercalate at other UK institutions in courses that we do not offer ourselves.

Although choosing an extra year of study is not a decision to be made lightly, there are several key benefits to intercalating. Usually the desire to intercalate is driven by the thirst to study an area of medicine that has sparked a real interest, in more detail and depth than the undergraduate medical degree can allow. Additionally, the opportunity to engage in a piece of original research for the whole academic year at an undergraduate level can provide solid building blocks on which to develop further postgraduate research prospects. The time dedicated to enhancement of research-related transferable skills, such as oral and poster presentation and scientific writing provide important benefits to both academic and clinical careers.

We spoke to one of our previous intercalating students, Dr Philippa Rees, who graduated with a BSc in Clinical Epidemiology in 2014 and is now an academic paediatric Foundation Year 2 doctor at the University College London Hospitals. Philippa comments: "Intercalating in Clinical Epidemiology has given me fundamental skills for any clinician, including critical appraisal, an understanding of evidence based medicine and academic writing. Intercalating has inspired me to become a paediatric epidemiologist and given me the training to pursue that career path in London."

If you are a graduate from Cardiff Medical School who also graduated with an intercalated BSc, we'd love to hear your story to help inspire current undergraduates considering intercalation. Please contact intercalatedbsc@cardiff.ac.uk to let us know how you have benefited from your intercalated experience.

In conversation with our alumni: Dr Ceri Todd *MBBCh 1992, MRCGP (1996), and DFFP (1998)*



Ceri currently works full-time as a GP in a busy city centre practice. Ceri has been the Lead GP for the Homeless and Vulnerably housed population in Swansea for the last 10 years. Together with two specialist nurses, Ceri offers a unique daily healthcare service to the local homeless population working very closely with the third sector. Ceri also offers a shared care substance misuse service, is a prison doctor and recently took on the role of Cluster Lead representing City Health Cluster: a group of 9 surgeries in Swansea. Ceri has taught and supervised Cardiff, Swansea and London medical students for many years and holds the title of Honorary Clinical Lecturer at Swansea University.

A typical day Ceri explains: “Starts with a busy morning surgery followed by phone call advice, checking patient results and letters, signing scripts, house visits, Homeless Clinic, Cluster and other meetings. Completing the day with afternoon surgery! My day is long, busy, and challenging but extremely rewarding.”

Upon questioning Ceri as to why she chose Cardiff School of Medicine, she explains that it was Cardiff that chose her through the ‘clearing’ process at the tender age of 18: “Prior to sitting my A-levels I had had no interviews for Medicine. On results day, the then University of Wales College of Medicine

(UWCM) offered me an interview and the rest is history. I felt proud and honored to have been given the opportunity to study medicine just 30 miles from Pontlottyn, the village in the Rhymney Valley where I grew up.”

Ceri highlights her 8-week elective period spent in Penang, Malaysia as the most memorable time as a Cardiff student:

“While a 4th year student we were encouraged to spend a period observing and studying medicine in another country. My best friend and I chose to travel to Penang in Malaysia where we were attached to a General Medical and Cardiology ward. This was our first encounter of tropical medicine – Dengue fever was after all rarely seen on the wards in Cardiff Hospitals!”

Immediately after graduating Ceri enjoyed a road trip in France. On her return, she worked as a Surgical House Officer for the lovely Mr Rintoul in Nevill Hall Hospital, Abergavenny for six months, followed by six months as a Medical House Officer at East Glamorgan Hospital. Ceri completed her GP training (Bridgend VTS) and in 1996 took up a Psychiatric Senior House Officer post at Cefn Coed Hospital in Swansea where she worked on the addiction ward that first sparked her interest in addiction medicine. Following a Staff Grade position in A&E Bridgend, Ceri was a GP Locum and became a GP Partner in Carmarthen in 1999. In 2003 Ceri became a GP Partner at her current practice: Abertawe Medical Partnership Swansea.

Ceri explains the impact of studying at Cardiff School of Medicine on her success: “Studying at Cardiff I have no doubt resulted in me remaining in Wales. Throughout my medical school training, UWCM organised ‘blocks’ of several weeks at a time of clinical training at District General Hospitals in South Wales. These taster weeks as a student had a direct influence on my choice of GP training scheme. The Bridgend VTS, in turn, began the journey of my GP career.”

Ceri concludes: “For me, Cardiff School of Medicine has left a lasting impression of hard work and happiness which has served me well since graduating.”

Ceri’s shared alumni wisdom:

“Believe in yourself, no matter what your background you can achieve anything if you work hard enough. Always stay true to yourself. Never did I ever believe I would qualify as a Doctor having been educated in a tough valley comprehensive. If I can make it anyone can.”

“Always show patients that you ‘care’, remember respect and dignity. Treat patients as if they are a member of your own family.”

“Talk to as many patients as you can, they all have their own unique and fascinating stories to tell.”

Ceri’s five words describing Cardiff School of Medicine:

Friendship
Knowledge
Patients
Ward rounds
Med Club



In the Spotlight: The recently launched Emergency, Pre-hospital and Immediate Care (EPIC) intercalated BSc

This course exists to train competent, confident and safe emergency physicians who are ready for a future career on the frontline of the NHS. The creation of EPIC was spearheaded by a Cardiff University alumni and employee, Dr Huw Williams, and is a unique example of a course part funded by the Welsh Government.

Why was the course developed?

There is a national recruitment and retention crisis in Emergency Medicine. In Wales, retention is the main issue. The attrition rate is high - with nearly a quarter of all Emergency Medicine trainees not completing specialty training, despite an all-time high satisfaction rating of Emergency Medicine training by Wales-based postgraduate trainees. This could be due to the limited exposure to the specialty prior to entering specialty training.

This issue was discussed at the first Welsh International Symposium of Emergency Medicine (WISEM16), a Cardiff University event held in May 2016 and attended by representatives of academic, government and professional bodies. WISEM16 sowed the seed of an idea for a new undergraduate degree which would give students an opportunity to experience Pre-hospital and Emergency Medicine, equipping them with some of the knowledge and skills required, whilst also ensuring that their learning would be of use no matter what future career they ultimately chose.

Securing funding and approval

Students on the course undertake clinical placements based in busy emergency departments and have weekly pre-hospital exposure to the Welsh Ambulance Service.

To secure funding for these placements, an application was made to the Welsh Government for Medical Service Increment for Teaching (SIFT) funding. The application proposed an expansion from 10 students in South East Wales to 15 students in All Wales in just 3 years, and listed the potential numerous benefits this would have for Cardiff University, Emergency Medicine and Wales as a whole.

Over a period of 9 months the degree



was put through the educational approval process and was approved by the College in December 2016. In the following August, the SIFT funding of approximately £100,000 for the initial year was allocated and the degree was launched in September 2017 by Vaughan Gething AM (Cabinet Secretary for Health and Social Services), Professor Gary Baxter (Pro-Vice Chancellor, College of Biomedical and Life Sciences), and Dr Cliff Mann (Immediate Past President of the Royal College of Emergency Medicine).

Course structure and content

The EPIC iBSc degree covers 5 modules including: Sports, Pre-hospital and Other Emergencies, Emergency Diagnostics, Resuscitation Science, Trauma Science and Paediatric Emergency Medicine, each with a teaching week followed by a clinical placement. In addition, students undertake an Intercalated Research Project, allowing them the opportunity to research one of the Emergency / Pre-hospital Medicine areas to a more advanced level.

Course staff

Dr Huw Williams is the EPIC Programme Route Lead and Module Lead for the Intercalated Research Project. He is a Higher Trainee in Emergency Medicine at the University of Hospital Wales' Emergency Unit and a Clinical Lecturer in Emergency Medicine. Dr Williams himself graduated from Cardiff University in 2008, and subsequently went on to complete his postgraduate Emergency Medicine training in Swansea and Cardiff. He says of the course: "This programme will see our undergraduate medical students working alongside their postgraduate counterparts in emergency departments across Wales. It aims to be an immersive and evidence based experience, encouraging the students into a career in an acute medical

specialty and inspire these medical students to become clinicians working on the frontline of the NHS." Dr Williams is joined by a diverse, multi-professional teaching team who aim to provide a highly rewarding learning atmosphere. This team includes 5 consultant module leads from South Wales Emergency Departments (**Dr Izzy Watson, Dr Victoria Goodwin, Dr Kosta Morley, Dr Sara Edwards and Professor Timothy Rainer**) as well as honorary lecturers from several disciplines including nursing, hospital medicine, paramedics, pre-hospital medicine and the armed forces.

Acknowledgements

The EPIC iBSc faculty and students are indebted to the following individuals, as without their help the programme would not have been possible. **Dr Steve Riley** (Dean of Medical Education, C4ME), **Dr Hollie Thomas** (Intercalated Degree Programme Director, C4ME) and **Professor Timothy Rainer** (Division of Population Medicine).

For further information about the course, contact:

intercalatedbsc@cardiff.ac.uk or visit www.cardiff.ac.uk/medicine/courses/undergraduate/medicine/intercalate

BACK ROW left-to-right: Sara Pradhan (EPIC student), Charlotte Maden (EPIC student), Lydia Maw ('Prehospital and Emergency Medicine Society' student), Dylan Mistry (EPIC student), Amit Kurani ('Cardiff Medics First Responders' student), Emily Baker (EPIC student), Jack Sheppard (EPIC student), Dr Izzy Watson (Module Lead), Dr Kosta Morley (Module Lead), Jamie Seymour (EPIC student), Dr Victoria Goodwin (Module Lead), Johannes Marais (EPIC student), Dominic Hampson (EPIC student).

FRONT ROW left-to-right: Dr Huw Williams (EPIC Route Lead), Prof Timothy Rainer (Module Lead), Mr Vaughan Gething AM (Cabinet Secretary for Health and Social Services), Professor Gary Baxter (Pro-Vice Chancellor, Cardiff University), Dr Jo Mower (Clinical Director of Emergency Medicine, Cardiff and Vale UHB).

MRC CNGG Summer School

The MRC Centre for Neuropsychiatric Genetics and Genomics Summer School in Brain Disorder Research will be in its ninth year in 2018. Hailed as “inspiring” and an “eye-opening opportunity” by past delegates, the MRC CNGG Summer School is an annual course spanning four days. Each year it welcomes more than 40 attendees, offering them the chance to learn about ground-breaking brain disorder research.

The school boasts talks from some of the most respected researchers in their respective fields of psychiatry and neuroscience, including **Professor Sir Mike Owen** and **Professor Michael O'Donovan**.

Open to clinical trainees and non-clinical scientists, the course is a great opportunity for those with an interest in moving into the field of neuropsychiatric genomics and genetics or those seeking an introduction to brain disorders research.

As well as talks the course includes demonstrations and interactive sessions on a range of topics in psychiatry, neurology and neuroscience. These include:

- Neuroimaging
- Psychiatric epidemiology
- Genetics and epigenetics
- High-throughput sequencing demonstrations
- Manipulation of stem cells
- Phenotypic assessment
- Ethics in genetic research

There are also workshops offering information and advice on scientific careers and academic fellowships, and an opportunity for students, scientists and clinicians to come together and share their knowledge and discuss possibilities for collaboration.

The summer school has hosted people from all over the globe with previous attendees travelling as far afield as Canada and the US.



Niran Okewele, who travelled from Nigeria, works as a consultant at the Neuropsychiatric Hospital in Aro Abeokuta.

Niran said, “Besides the opportunity to meet world-class faculty, the summer school provided a chance to mix with peers from different parts of the world. I enjoyed hanging out during and after dinner with colleagues from Croatia, Pakistan, Germany and Egypt, forming friendships which may well span a lifetime, as a new generation of brain researchers emerge and grow (the field) together.”

Niran was so enthused by his time in Cardiff in July 2017 he wrote about his experiences for the Cardiff University Mental Health Blog.

blogs.cardiff.ac.uk/mental-health/



Hester Manion also attended the summer school in 2017 after developing an interest in psychiatry as a medical student.

Hester said, “As a medic, early in my training, I had an enduring interest in psychiatry despite the negativity expressed about the specialty from my peers. Many seem quick to assert that the specialty lacks a substantial evidence base or effective management options.

“My gut feeling has always been that the specialty is at the centre of a coming revolution in how we understand behaviour and the brain.

“Attendance at the Brain Disorders Summer School in 2017 galvanised my belief in a revolution that has already started. It is an outstanding showcase for the extraordinary work being conducted in Cardiff and a total privilege to be encouraged and advised about pursuing a career in this environment. My recommendation couldn't be higher.”

Accommodation is available for attendees travelling from outside Cardiff. The course includes breakfast and lunch and one evening social event. There is no cost to attend the summer school but places are limited.

Applications for the next MRC Summer School will be opening at the beginning of January 2018.

For more information visit: www.cardiff.ac.uk/cngg or email Catrin Hopkins cnggsummerschool@cardiff.ac.uk

Delivering quality Postgraduate Taught (PGT) opportunities



Cardiff University offers a wealth of opportunities to continuously develop and nurture knowledge. The School of Medicine is one of the largest providers of postgraduate health and medical courses for the ever-learning healthcare professional in the UK, offering a suite of programmes that deliver the latest knowledge of research impact and cutting-edge technological advances.

Today, healthcare professionals are constantly challenged by the drive to improve patient care and better understand the root cause of a clinical problem. A healthcare professional's understanding and environment is continuously evolving. Therefore, the School of Medicine strives to offer suitable courses to complement the work and ambition of healthcare professionals. From standalone

Continuous Professional Development (CPD) taster courses to full time face-to-face Master's programmes, there is the type of learning environment available to suit a range of requirements.

The School of Medicine offers over 20 courses all taught by experts in their field eager to illustrate the newest evidence based teachings whether in the classroom or through online distance learning or a blend of both. For the full suite of courses please visit:

www.cardiff.ac.uk/medicine/courses/postgraduate-taught

Professor Ann Taylor, Postgraduate Taught Director at the School of Medicine explains:

"Our programmes are varied and largely subject specific and we offer a variety of study methods including online, blended and face-to-face learning. We have a clear long-term commitment to enhancing and growing our postgraduate activity, supporting health services to deliver excellence.

In growing and developing our programmes, we need to be flexible. We need to offer a range of activity for students to engage with, from non-credit bearing CPD activity through to Master's

programmes. Within our MSc portfolio we will offer flexible options for students to engage with content that aligns better with their work requirements. PgCert and PgDips are gaining more popularity rather than complete MSc programmes, as are full time programmes for UK domiciled health carers and scientists. We need to respond to these changes and do more work around what students need following their undergraduate experience, early in that experience, so we can plan for the future.

This year, we had a very constructive College Review of our PGT activity and we now have a robust framework for the next 5 years to support and improve the student experience. Action centres around improving our flexibility, a plan for 3 new programmes and an increase in our non-credit bearing and credit bearing CPD activity. We will further invest in our staff and will be rolling out more robust staff development following the appointment of new Teaching Academy Lead(s). We will engage with the NHS in Wales to seek their views on how Cardiff University can best serve their needs. We are also keen to take suggestions about how best to deliver postgraduate training and would be very happy to hear our alumni's views."

E-learning innovation

Some of the academic team have been delivering distance/e-learning, healthcare MSc programmes, since 2008. They offer learners (home and international healthcare professionals) increased control over the sequence of learning, as well as paced learning that provides effective, supportive mechanisms and removes time obstructions. Learning opportunities exist through module content in the form of online interactive modules, videos and voice over presentations. Learners are supported via asynchronous tools such as discussion boards, online module assessments and synchronous tools such as blackboard ultra for group video calls/tutorials.

Innovative use of online tools such as blogs and wikis, within Learning Central, enable students to interact with others involved in healthcare, facilitating learning from the faculty, engaging with the module content - and from each other.

Opportunities exist for learners (within blogs and wikis) to post comment entries, which, in turn, form reactions and conversation dialogues as well as developing clinically focused, evidence

based assessments. The online modular assessments are written at MSc level and are academic pieces of work, facilitating the development of evidence-based recommendations for current or future care. Students report being able to build upon their work throughout the duration of the module and having timely feedback at set points. This helps their learning and the development of assessments. Both wikis and blogs enable students to work in groups. Wikis also facilitate collaborative, interprofessional learning where they can support each other with the overall aim of developing an evidence based end-product (group assessment) and improving student experience and learning. Individual reflection blogs also enable students to develop content that contributes to professional portfolios and professional revalidation.

The Centre for Medical Education has recently created an Academic Learning Technology Advocate role to support academics in harnessing these innovations in e-learning. The responsibilities of this role include:

- Working collaboratively with the Learning Technology Unit (LTU) in championing e-learning developments across CPD and programmes within PGT.
- Developing links with academics who want to develop online learning resources or move programmes/CPD onto an e-learning platform.
- Showcasing how learning activities and assessments can be converted to use technology to enhance learning as well as advising on the appropriate use of suitable tools for teaching.
- Proactively undertaking and leading discussions with programme teams to better understand what they want to do, providing advice and support, in conjunction with the LTU, about innovative provisions for delivery. The intention is to ensure that the development and delivery of online learning and digital capabilities are informed by national and international evidence and research.
- Offering support and advice on action that may be needed in response to student feedback, supporting teams in producing written action plans and completing actions around e-learning developments, positioning Cardiff University's School of Medicine PGT provision at the forefront of e-learning innovation.

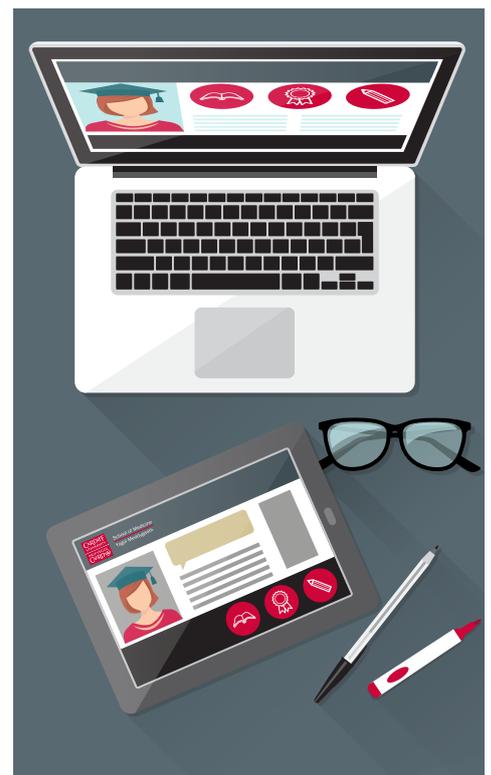
CPD

The School of Medicine offers an increasing portfolio of CPD short courses. These are designed for the busy professional and have proven to be an excellent way of updating knowledge and skills, preparing for new roles, responsibilities and increasing competency skills. Our Medical CPD portfolio includes our highly successful internationally renowned online 12 week Introduction to Dermoscopy course and our face-to-face Palliative Care, Therapeutics and Diabetes courses.

With the increasing importance of genetics and genomics, the School of Medicine now offers 3 Genetics Masters-level modules, each available at 20 or 30 credits, provided face-to-face and online. These modules will enhance skills, knowledge and insight of the growing genetic healthcare sector. Modules are taught by renowned academics and provide a practical and theoretical foundation for those wishing to learn more about genetics and genomics, or who are considering a career in genetic counselling.

The School of Medicine possesses expertise in a range of disciplines and has extensive experience of working with organisations to develop and deliver high quality, relevant, cost effective bespoke learning solutions.

Delivering customised versions of existing short course and academic modules, or developing tailored solutions to meet individual organisational needs, the School of Medicine is committed to creating and sharing knowledge that educates and trains individuals to become exemplary clinicians, scientists, teachers and innovators throughout the lifetime of a successful career.



10 ways

MEDIC is MAKING an IMPACT

The School of Medicine has a successful track record of contributing to society through its Research, Learning and Teaching, and Innovation and Engagement activity. Efforts by many staff and students highlight a rich variety of ways in which the School is engaging and benefitting society. Here are just ten recent examples:

1 Impact Prize at Health and Care Research Wales Annual Meeting 2017

The 'When should I worry?' information booklet developed by Dr Nick Francis, Division of Population Medicine, was named winner of the Impact Award at the Health and Care Research conference held 5th October.



Dr Nick Francis developed the booklet on the management of respiratory tract infections (coughs, colds, sore throats, and ear aches) in children for use in primary care consultations, and training for clinicians on communication skills and use of the booklet.

The 'When should I worry?' booklet and training have been rapidly taken up in the NHS and abroad. The website, which includes clinician training and electronic versions of the booklet in 14 languages and regional variations, is promoted as part of many national antibiotic stewardship campaigns.

2 New Family of Lipids Plays Key Role in Clot Formation

Researchers have discovered a new family of lipids (fats) that play a key role in controlling clot formation.

The new discovery could lead to novel ways of reducing the risk of excess clotting, called thrombosis, potentially preventing deaths from many killer diseases such as heart attack, stroke and deep vein thrombosis.

Professor Valerie O'Donnell, Co-Director of Systems Immunity Research Institute, who lead the research said: "While clot formation is an essential response to injury, the formation of unwanted clots is central to many major killer diseases. The most obvious are stroke or heart attack where a blood clot blocks a vessel and causes oxygen deprivation and organ damage, but subtle changes in blood clotting are involved in many inflammatory diseases too, such as sepsis, diabetes and even cancer."

3 University, Hospital and Industry Collaboration Delivers New Cancer Trial to Wales

The Wales Cancer Research Centre has helped in bringing together expertise from two Welsh hospitals to deliver a new cancer treatment as part of a clinical trial.

For the first time, the Clinical Research Facility (CRF) at the University Hospital of Wales (UHW), Velindre Cancer Centre's Clinical Trials Unit (CTU) and TC BioPharm Ltd. have joined forces, to deliver a study looking into an immunotherapy treatment in patients with advanced cancers.

Dr Steve Knapper, who is investigating the trial at the CRF said, 'This case

proves that by successful working together and collaborating within healthcare you can potentially have a positive impact into the health and wellbeing of patients in Wales. Both Research & Development departments at Velindre Cancer Centre and University Hospital of Wales were instrumental in making this collaboration possible. Many teams have pulled together to offer patients a new treatment that we hope will lead to improved patient treatments and outcomes.'

By working together the ambition is to increase the number of early phase studies open in Wales to give Welsh patients more treatment options closer to home.

4 ABACus Study Recognised in the South Wales Argus Health and Care Awards



Dr Kate Brain, Division of Population Medicine, reached the finals in the South Wales Argus Health and Care Awards, held on 19 October, for the ABACus study: 'Development and pilot evaluation of the Tenovus health check: A targeted cancer awareness intervention for people from deprived communities'.

Cancer survival outcomes are lower in deprived areas including South East Wales, partly due to low awareness and negative beliefs about cancer. The project aimed to develop and evaluate a 'health check' (touchscreen questionnaire).

The project has ensured a partnership including local communities, health boards, public health, and third sector organisations committed to reducing socioeconomic inequalities in cancer outcomes which will impact positively on the healthcare system through improving quality of care and service delivery.

5 Supporting Research Excellence in Namibia

The Phoenix Project, Cardiff University's partnership with the University of Namibia, seeks to improve health and reduce poverty in Namibia. Led by

Professor Judith Hall, the project has secured a further 5 years funding and is branching out to widen the impact of the collaborative project by helping to assist academic staff in their endeavours for research excellence.



Dr Duncan Azzopardi (Deputy School Manager), along with Dr Zoe Prytherch from the School of Biosciences, visited UNAM in November to carry out a scoping exercise to assist in identifying the barriers to research activity. Together they consulted with enthusiastic academic staff across the University, visiting Schools and research centres, in order to highlight consistent issues that could be prioritised as part of a wider change initiative by senior UNAM staff. This is the start of a very exciting project.

Left to Right: Dr Chiku Mchombu; Senior Documentalist, Human Rights and Documentation Centre, Dr Duncan Azzopardi, Deputy Manager, Cardiff School of Medicine; Dr Zoe Prytherch, Lecturer in Biochemistry and Molecular Sciences, Cardiff School of Biosciences, Dr Tapiwa Warikandwa; Senior Lecturer; Faculty of Law.

6 New Investment for Scientific Study into Dementia

The UK Dementia Research Institute (UK DRI) is a joint £250 million investment from the Medical Research Council (MRC), Alzheimer's Society and Alzheimer's Research UK.

Bringing together over 400 world-leading scientists in biomedical, care and translational dementia research, the institute will carry out a rich, varied and integrated programme of research

As one of six UK centres, UK DRI at Cardiff University will be located in the Hadyn Ellis building on the Innovation campus, with access to state of the art facilities within the Cardiff University Dementia Research Network. The UK DRI at Cardiff is set to open its doors early in 2018, and is anticipated to

become the biggest investment Wales has ever received for scientific study into dementia.

7 Alumnus Wins Prestigious British Council Alumni Award

Professor Jiafu has received the British Council's Professional Achievement Award at the 2017 Study UK Awards in Beijing.

Professor Jiafu is a graduate of Cardiff's School of Medicine and an internationally recognised authority on the treatment of gastric cancer.

He is President of the Peking University Cancer Hospital and founder of the Cardiff China Medical Research Collaborative, one of the UK's leading centres for cancer research. Professor Jiafu is now leading the construction of the world's largest cancer biobank.

The British Council's Study UK Awards celebrate alumni who create professional or societal impact in their home countries. This year the awards attracted 1,700 applicants from more than 140 institutions.

8 Engagement Award Supports Development of Interactive Brain Game

Dr Emma Yhnell has been awarded a Biochemical Society Scientific Outreach Grant. The successful award will be used to develop a fun and interactive activity called 'Giant Genes'. The game will explore gene expression using giant wooden blocks which will function as DNA base pairs. The aims is that the game can be adapted to discuss the implications that genetics have for particular diseases.

The activity will be developed as part of the 2018 Brain Games Event scheduled to take place in the National Museum of Wales, Cardiff on Sunday March 18th 2018.

9 Improved Method of Engineering T-cells to Attack Cancer

Researchers have found a way to boost the cancer-destroying ability of the immune system's T-cells, offering new hope in the fight against a wide range of cancers.

Using CRISPR genome editing, the team

took the genetic engineering of killer T-cells one step further by removing their non-cancer specific receptors and replacing them with ones that would recognise specific cancer cells and destroy them.

Dr Mateusz Legut, who led the study while undertaking a Cancer Research UK funded PhD in the laboratory of Professor Andrew Sewell, said: "Up until now, T-cells engineered to fight cancer had two kinds of receptors – the therapeutic one that was added in the lab, and their own naturally existing one...."

"The T-cells we made using genome editing do not have any of their own T-cell receptors left, and therefore the only receptor they can use is the one specific for cancer. As a result, these cells can be a thousand times better at seeing and killing cancer than the cells prepared using the current methodology."

10 Explaining Fake News

'Wales Live' (BBC1 Wales, November 15th 2017) included a feature on the rise of the 'Fake News' phenomenon and what it means for Wales post-Brexit. This feature was based around the explanations of neuroscientist Dr Dean Burnett, course tutor for the MSc Psychiatry programme at the School of Medicine and author of 'The Idiot Brain'. It also featured a stand-up set from Dr Burnett where he convinced the whole audience that the Severn bridge toll was responsible for Brexit.



TV adaptation rights for Dr Burnett's book *The Idiot Brain* have been sold to One Ho Productions, the company owned and overseen by Whoopi Goldberg.

Image – [twitter@garwboy](https://twitter.com/garwboy)

MEDIC people



ReMEDy talks to **Dr Claire Young (MBBCh 1992)**, alumnus;
Luke Morgan, undergraduate student;
Annette Fister, postgraduate student
 and **Dr Rhian Goodfellow**, member of staff,
 to ask the questions we love to know the answers to!

What do you listen to first thing in the morning?

CY I tend to watch Netflix whilst I'm getting ready - to distract me from the pain of the early morning. I'm currently watching Man Down with Greg Davies as a hapless teacher, which makes me chuckle. On the journey to work, I now listen to Radio 4 news...well I am almost 50. It'll happen to you too.

LM Without a doubt it would be the sound of a boiling kettle shortly followed by a random song from my playlist (typically a bizarre mix of everything ranging from Abba to Zack).

AF First, I sit down in my kitchen, listen to my coffee machine and focus on the day to come.

RG Dylan Jones and Kate Crockett, Post Cyntaf, Radio Cymru or Aled Huws- if running late!

Dr Claire Young

After going down a medical route with MRCP in 1995 and a 7 year spell as a Registrar in Neurological Rehabilitation, I branched off on a career break to do an Art Foundation course and subsequently a Masters in Illustration.

Missing being a doctor, I somehow snuck into Sexual Health and have stayed there as Specialty Doctor for nigh on 11 years. I also work part time in the Emergency Gynae Early Pregnancy Unit. I guess I never really had a plan...and stuck to that!



As a child what did you want to be when you grew up?

CY I always wanted to be a Doctor, but had aspirations to be an actress and a dancer. I always thought that I might become the next Miriam Stoppard.

LM I always loved animals and health so wanted to be a vet but discovered that people are much more interesting to talk to!

AF I would have liked to become a Chinese language professor, as an uncle of my best schoolfriend was a Chinese language professor, a profession which impressed me very much at that time.

RG Taller, - no seriously although a cliché I have always wanted to be a doctor- fits my personality perfectly.

Who are your heroes and villains?

CY My heroes are all those people with a good heart in the world who work to make other people's lives better and inspire change, and the villains are those who live life for their own benefit. I would have been rubbish in business! Luckily the medical world has long been fuller of the former than the latter.

I look up to funny, creative women like Dawn French, and frown upon arrogant, narcissistic orange American presidents.

LM My heroes would certainly include my family and anyone who supports me and has my back. I also really admire Marie Curie due to her dedication to her work and amazing achievements.

In terms of villains it would have to be Harold Shipman not only because of his crimes but also because of the lasting damage and mistrust he has caused between patients and doctors.

AF To me, heroes are world famous personalities who remain modest

as a person like Pope Francis or the Dalai Lama. To me, villains are human traffickers who send thousands of persons on life-threatening journeys from continent to continent.

RG My hero was my father, who sadly died far too young. He was a primary school headmaster who had an amazing ability to captivate children and ensure that they learnt. He was able to teach anything to anyone. My biggest regret is that he did not have the opportunity to meet and influence his grandchildren- they would have been great friends.

When young my villain was Dick Dastardly, but I was always happy that he always got his comeuppance and taught me that no good comes from being mean and underhand.

Luke Morgan

I am a second year medical student at Cardiff University. Depending on who you ask I can also be a cricket coach, head of a charity, software developer, zombie actor (medic students are typecast in this role come exam period!) or editor. I'm currently trying to balance these with my hobbies, socialising and my course!



If you could change one thing what would it be?

CY I would try and encourage people to see that taking more responsibility for themselves, their health and their actions would make a world of difference to...the world.

LM I would take away the hatred that leads to conflict, argument and war.

AF I would abandon temporary agency work as it turned out to exploit workers instead of promoting careers within companies.

RG To be able to reward excellent teachers with academic promotion.

What is your secret ambition? (just between us)

CY To have a book published...a strange little, dark tale for children with scribbly illustrations or a chronicle of life in a sexual health clinic.

LM To always get the last word, I keep practising and I'm getting better and better!

AF Learn 5000 Chinese characters within 3 years.

RG To run a half marathon in less than 2 hours.

Annette Fister

I am an occupational health physician and psychotherapist in Germany. One of my major interests is mental health at work. As I am employed part-time, I have time to do distance learning programmes. At Cardiff University I did the occupational health programme and I am currently doing the toxicology programme this year. At work I need a broad range of knowledge rather than deep knowledge about one single topic and I need a network of experts whom I can contact to solve the, at times, bizarre problems in occupational medicine. That's why I like life long learning.



What does the School of Medicine need more of?

CY I think it just needs to remain open minded. It seems in schools now that you get pushed down certain paths and told what is to be expected of you if you want to do Medicine at university, but that can be varied. Cardiff Medical School was one of only a handful of Medical Schools when I applied in the 80's that took people with a non science A level, but I think this is commoner now.

LM More examples of SBA questions! It's so difficult to know everything they're looking for.

AF I would be happy about an international online network for the alumni.

RG Case based learning facilitators. Please consider joining this excellent team- it is one of the most rewarding roles in the school.

What advice would you offer medical students today?

CY Follow your own path. Obey most rules but not all. Look after yourself. Look after others. Clean up your own mess. Don't be too frightened...you CAN do it, and if you can't ask for help. Nurture things that make you happy. Enjoy the privilege of a career that allows you into people's lives.

Which book did you re-read most as a child?

CY The whole series of James Herriot books on life as a rural vet. I wanted them to be my specialist subject on Mastermind!

LM As a massive fan of Greek Mythology, it would probably be Percy Jackson and the Lightning Thief.

AF Astrid Lindgren's Emil of Lönneberga who in the German translation is called Michel of Lönneberga, a boy living on a farm in Sweden.

RG The Hobbit. JRR Tolkien- I have never seen any of the films as I have my own vision of Bilbo, Gandalf and Golum.

Which one question would you really like to know the answer to?

CY This one..

LM What really happened to Amelia Earhart?

AF What happens in the brain of a psychotherapist when successfully treating a patient?

RG What does my tumble drier do with all our socks?

How do you relax?

CY Drawing, drawing, drawing. Photography and Photoshop. Friends and family. Zumba. Pub quizzing. TV. Gin.

LM Usually by doing some work as I aim to love everything I do! I love to switch it up though by filming some videos, writing stories, building things, playing cricket or working on some other skill.

AF I best relax sitting in a train for one hour travelling home after work. I have a look at the landscape and at the fellow travellers, take a nap and wake up with new ideas.

RG I escape to our caravan in Llangennith, Gower. A perfect day comprises of a morning run around the coast, brunch, swim, coastal walk, and finishes with a glass or two of fizz shared with friends around the barbie.

If you could turn the clock back, what would you do differently?

CY That's a really hard question. I sometimes wonder if I would still do medicine, but if I'm honest, I probably would as the patient contact is such a source of satisfaction to me and my life would have been much emptier without it. I would have learned earlier that what you put in is what you get out of it! And I would have made more of some of the opportunities and connections made

available to me. I might have been a little more ruthless!

LM I would have tried to keep in touch with some of my past friends better than I have.

AF In 2002 I was refused a permanent employment contract at Berlin university hospital because of the result of a pre- employment examination, which I accepted. Today I would insist on a second examination to get the permanent employment contract.

RG I don't often look back and prefer to enjoy the present and look forward, but if I had to do one thing differently I would have taken a gap year between school and university and travelled more during university holidays

Dr Rhian Goodfellow

I am the current C21 Programme director, but also an Honorary Consultant



Rheumatologist at Cwm Taf UHB. I am an Alumnus of University of Wales College of Medicine, having studied here for both my undergraduate Medical degree and

my PhD in complement biology. My current roles are the perfect combination for me, allowing me to continue to look after patients whilst also nurturing the next generation of doctors.

What is your best holiday?

CY Gozo, a little island off Malta. So unspoilt and rugged with friendly people and just a little wacky. Happy times with my boys.

LM Tricky! I've had some great trips through America with my family that are all fantastic and seen some great sights. My best, though, is probably my 6 week holiday in my gap year including 3 weeks on a ranch in America, surfing in Australia, scuba diving on the Great Barrier Reef and sampling the Hong Kong nightlife on a stopover on the way home.

AF I like best a combination of learning and leisure.

RG Skiing with friends and family around the Sella Ronda in the Italian Dolomites, fresh air, beautiful scenery, excellent company.

Class of '92 – 25 Year Reunion



On September 23rd, this year, after a year in the planning, the class of '92 Medics returned to their student home of Cardiff. 120 guests descended on the Park Plaza Hotel to enjoy an evening of joy, laughter and memory sharing.

Twelve months earlier after dusting down the treasured student year book and the black and white pre-clinical group photograph, three members of the year group (Ceri, Claire and Davida) set about finding the class of '92. Several 'Google' sessions, sleepovers and bottles of bubbly later the Hotel was booked, the date set and all but ten classmates contacted. Some past students proved harder to locate than others but with persistence and word of mouth less than a handful of past students were not found.

A closed Facebook group site proved invaluable for updating the group, the sharing of ideas and excitement leading up to and after the event.

In total ninety past classmates and thirty guests attended the dinner and dance event. Guests attended from around

the world including America, Canada, Malaysia, Germany, France and Scotland. Some made their trip into a holiday, others purely an overnight stay to attend the function of the year!

The evening began with a drinks reception where guests embraced each other with genuine affection and joy. Only a few faces proved difficult to recognise mainly due to hair colour changes or follicular challenges!

The next challenge was embraced by a local Cardiff photographer (Sian Trenberth) who attempted to capture a recreation of the '87 group shot. This was undoubtedly the biggest challenge of the night as by now the ninety medics were behaving like the students they once were 25 years ago – noisy and naughty. Eventually order was established and a fantastic group photograph was produced.

After the Welsh themed menu, a slideshow of photographs taken during the five years at Medical School was shown with an entertaining commentary from Claire Young. The evening was completed with an 80's disco, all tracks

played carefully selected from 'Med Club's Friday night repertoire.

The night flashed by in a whirl of hugs, kisses, smiles, chatter and laughter. Bedtime merged with breakfast time for those that stayed at the hotel, who continued their catch up into the early hours.

What a night!

And what a diverse bunch the class of '92 have become. Among the group are those that no longer practice medicine having taken alternative paths including teachers, cosmetic brand owners and pharmaceutical directors to name just a few. And those that have embraced their medical careers including Professors (the youngest in the UK), Transplant Surgeons, Hospital Specialists, Community and General Practitioners.

Wherever life has taken the class of '92 one thing was evident from this reunion: how much they cherished their time at Cardiff Medical School and the resulting lifelong friendships.

Plans are already afoot for the thirty year reunion – watch this space.

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The Editor wishes to thank all contributors to this edition of ReMEDy.

The Editor reserves the right to edit contributions received. Whilst care is taken to ensure the accuracy of information, this cannot be guaranteed.

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Feedback and items of interest relating to the School are welcome and should be sent to: remedy@cardiff.ac.uk

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