Iechyd Da
School of Healthcare Sciences

FEATUERS

Spotlight: The Phoenix Project: Developing Midwifery

PLUS
Improving quality or quantity of life
New clinical skills facilities
The Informed Consumer

COLLABORATIVE WORKING:
MIDWIFERY AND MEDICINE
Welcome to the latest edition of Iechyd Da, the School of Healthcare Sciences newsletter.

Having been in post for a few months now, I am settling in well and I have been particularly enjoying getting to know my colleagues. I have also been busy meeting key people from the Welsh Government, Cardiff University and Local Health Boards. Looking forward I’m excited about positively working together to progress the education of our future health care providers and to support and grow research to enhance practice.

There have been exciting developments within the School our brand new clinical facilities are now in full action at our Eastgate House site. The practical rooms are being used for all programmes in the School. We are very lucky to have the facilities to educate the next generation of healthcare professionals in such a realistic and advanced environment.

This edition of Iechyd Da focuses on international collaborations like the University of Namibia under The Phoenix Project (one of the five “flagship” engagement projects of Cardiff University). More locally looking at opportunities for students, policy makers and education providers to collaboratively influence and shape education in Wales. We delve into the interesting topic of Nicholas Courtier’s research by understanding and improving the quantity or quality of life of people with cancer. We also celebrate the launch of our second MOOC which provides a platform for our healthcare education to be accessed worldwide!

I hope you enjoy reading this edition of Iechyd Da, especially our spotlight on research to enhance practice.

The cancer-killing effects of radiotherapy are limited by toxicity arising from unavoidable normal tissue irradiation. Minimising the toxicities associated with radiotherapy may enable a larger, more effective, radiation dose to be delivered to the tumour or fewer side effects during and after treatment. In other words, improving the quantity or quality of life of people with cancer.


I am a member of the trial management group for this phase III multicentre trial, led by Velindre Cancer Centre consultant oncologist Jason Lester, which is testing a new approach to treatment of patients with a type of lung cancer that currently has a poor prognosis.

The objectives of I-START are to first establish the safe radiation dose limit for the oesophagus, an adjacent normal tissue structure, and then to investigate whether an ‘isotoxic’ approach to dose escalation is feasible.

This means that patients do not receive a standard radiation dose, but instead the maximum dose is based upon individual patient tolerance. The trial is now closed to recruitment and accruing follow up data. If this novel method of increasing the radiation dose for patients with non-small cell lung cancer is tolerable, safe and effective this may be compared against the best current available standard treatment in a future larger randomised (phase III) trial.

A long standing research focus that addresses the quality of life rationale is fatigue experienced by patients during and after treatment.

This work has led to funding from the Tenovus Innovation Scheme to support the next, experimental, stage of research. The plan is to recruit a group of women predicted to be likely to develop fatigue in order to test the feasibility and acceptability of a cognitive behavioural intervention based on the observational findings. This work forms a collaboration between researchers from the School enhancing palliative, emotional and supportive care research theme (led by Prof Jane Hopkinson), patient representatives, local academic and clinical psychologists and Jo Armes from King’s College London, an expert on the supportive care needs of cancer patients. We will be recruiting a research assistant to work on this project – so please do get in touch for further details if the opportunity is of interest. Further service user involvement would be most welcome too.

The study results will inform decisions on progression to a definitive trial and refine the intervention. Understanding why an intervention fails or succeeds, in certain contexts, is key to the successful implementation of complex interventions.

Nicholas Courtier, Lecturer, explains current research, different rationale and effects.

With my best wishes,

Professor Heather Waterman
Dean and Head of School

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Professor Heather Waterman

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Feedback and form of interest relating to the School are welcome and should be sent to HCAREmarketing@cardiff.ac.uk. The editor reserves the right to edit contributions received.

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Collaborative working: Midwifery and Medicine

The Student Midwife/Medical Student Project

Libby Baraz Lecturer - Midwifery

This significant educational achievement involved the development of an innovative project involving joint teaching and learning between 2nd year medical students and 3rd year student midwives at Cardiff University, School of Medicine and School of Healthcare Sciences.

As a newly appointed midwifery lecturer within the School of Healthcare Sciences in 2014, I utilised the opportunity afforded by a curriculum review within the School of Medicine to promote normal birth within the education setting. The potential for improving inter-professional education and working was also recognised.

Aware of a module introducing the pregnant woman within the new medical curriculum, I teamed up with a lecturer in Women’s Health Dr Victoria Logan who is also a clinical colleague on the labour ward, to formulate joint learning objectives for our respective students.

The ‘C23 curriculum’ prepares future doctors in Wales for practice and I was committed to ensuring a fundamental understanding of the role of the midwife in normal childbirth, for the benefit of woman and the future of the midwifery profession in Wales and the UK. The Bachelor of Midwifery (Honours) programme, prepares future midwives for practice and I was looking to enhance the teaching and experience for current undergraduate student midwives and to explore innovative projects. Being part of the same newly-formed College of Biomedical and Life Sciences has enabled opportunities to collaborate across professional groups.

The student midwives led on the teaching of normal birth practice, giving them the opportunity to consolidate their own knowledge and skills around antenatal abdominal palpation and mechanism of normal vaginal delivery. Small groups of 3-4 student midwives facilitated skills sessions for approximately 10-12 medical students. The total complement consisted of 32 student midwives and 175 medical students.

At each simulation station, student midwives provided a demonstration, explanation, interaction and opportunity for the medical students to participate in their first ever abdominal palpation and delivery of the fetus using models and dolls and pelvcs.

Evaluation has demonstrated clear educational benefits for both the student midwives and medical students. Qualitative data collection revealed overwhelmingly positive comments.

Student midwives celebrated the development of confidence, communication and presentation skills. They appreciated the huge area of learning and short time available within the medical curriculum to grasp normal concepts before moving on to explore pathology around childbirth. This strengthened student midwives’ belief in the value of midwives for woman and families. Medical students acknowledged the sound knowledge base of the 3rd year student midwives around normal birth, felt supported in their learning and valued the opportunity to interact with simulation in small peer group situations. Keen interaction between the groups was observed and there was mutual appreciation of respective roles. There are clear benefits of promoting the role of the midwife as the expert in normal childbirth at this early and influential point in the future doctors’ careers. Formal evaluation of the responses led to a poster presentation for innovation at the 2015 Association for Medical Education Conference in Edinburgh (Attributes of medical students to interprofessional peer-teaching by students from allied health professions: An evaluation. Authors- -Victoria Logan, Elizabeth Baraz, Hannah Shaw, Ellen Parker, Steve Riley)

The future of midwifery in Cardiff is strengthened by this educational achievement and the model is easily transferable to all areas of the UK where universities have student midwives and medical students studying. The project is celebrated because after just one timedelated day, every 3rd year student midwife had met every 2nd year medical student in Cardiff. Respective roles were appreciated, respected and encouraged, making for a great future for multidisciplinary working and ultimately of benefit to our women and babies.

FOR MORE INFORMATION:

Dr Victoria Logan MRCOG, Clinical Lecturer (Women’s Health) Institute of Medical Education, Room UGF 249, UHW

Libby Baraz, Lecturer, Midwifery, School of Healthcare Sciences, 5th Floor, Eastgate House, 35 - 43 Newport Road, Cardiff, CF24 0AB

SCHOOL

ACHIEVEMENTS

- The School was awarded a prestigious Athena Swan Bronze Award, this is a fantastic achievement for the School considering the changes we have gone through and obtaining this award in under two years.

- Dr Ben Hannigan a researcher studying mental health systems at Cardiff University, picked up the RGN in Wales Research in Nursing Award 2015 at an awards dinner in Cardiff.

- Jane Davies was awarded her doctorate and also won the Graduate School Illustration Award in conjunction with a young artist in her study who painted the winning picture.

Professional Support Staff

Michelle Smith successfully completed the AUA Postgraduate Certificate in Higher Education Administration, Management and Leadership after two years of study.

Students

Congratulations to Liam Herbert who has recently graduated with a BSc (hons) Radiotherapy & Oncology and has just been awarded (January 2016) BEST STUDENT RESEARCH PAPER at the College of Radiographers UK Radiotherapy Conference.

Midwifery Society Students received a cheque for £250 at the Royal College of Midwives Awards in London. Although they did not win the student midwifery category, all the 4 shortlisted entries were deemed so good that they shared the prize money between them.

Over 70 Physiotherapy students offered free sports massages outside City Hall to all runners and helped make the IAAF/Cardiff University World half marathon a spectacular success.
Wales Health Student Forum

What is it?
The Wales Health Student Forum (WHSF) is a forum for Welsh healthcare students to identify, share and discuss education issues in Wales which are pertinent to healthcare students. The forum provides an opportunity for students, policy makers and education providers to collaboratively influence and shape experience in Wales ensuring an excellent training experience for all students.

Why have the Forum?
The Forum has proved to be an invaluable resource within NHS Wales, from both the student perspective and that of WEDS. Both partners have worked together to ensure the WHSF:
- provides a direct, meaningful, working link between students, Workforce Education and Development Services (WEDS), healthcare professionals and NHS Wales policy makers;
- provides a network via the student representatives into how the educational and healthcare systems work in Wales.

What has the Forum achieved?
Simon Carley-Smith, a third year physiotherapy student at Cardiff University, developed a promotional video for students that highlighted the sickness rate in NHS Wales, the staff groups most affected and how this issue was being tackled. Simon, who chaired the forum in 2013, strongly believed that one of the greatest challenges facing future healthcare professionals was changing people's attitudes and beliefs towards healthier living; particularly with regard to levels of activity and diet.

Following on from this video, Claire Harries, a second year Learning Disabilities Nursing student at the University of South Wales, established an active walking group within her university to further promote the benefits of healthy living and exercise amongst the student population.

Tim Nagle, a second year Mental Health Nursing student at Cardiff University, arranged an Alcohol Brief Intervention learning day for the WHSF in January 2015. Regulators provided an overview to the WHSF on how substance misuse may impact on professional registration. The learning day also allowed service users to talk about their recovery and how they would like to be cared for. WHSF members who attended received training in Alcohol Brief Interventions, a useful intervention for all healthcare disciplines.

In the Spring of 2015, members of the WHSF took part in a Leadership and Teamwork Training day run by the Territorial Army in Cardiff. This training day highlighted the importance of teamwork and effective leadership to the students whilst also providing a huge sense of accomplishment on completion of the command tasks.

Since the introduction of the WHSF, students have benefited from a range of professional learning sessions including presentations from Health Inspectorate Wales, 1,000 lives, medics in the Armed Forces and an introduction to the Welsh language.

In recent months there has been a very exciting development in the form of additional clinical skills facilities for the School of Healthcare Sciences.

The development is a continuation of the clinical skills facility in the Caerleon Suite in Ty Devi Sant, and consists of two mock operating theatres and four other large practical rooms situated on the fourth floor of Eastgate House.

The practical rooms will be used for students across the School to develop manual handling and basic life support skills, while the mock theatres and one of the practical rooms, which is to be set up as a post-anaesthesia/critical care type bay, is of particular benefit to students and staff on operating department practitioner (ODP) and other perioperative programmes.

Until about three years ago, clinical skills in the ODP programme were either taught in classrooms or in borrowed facilities in NHS hospitals, as and when these became available. The academic team received a large amount of feedback from students regarding the value of practical clinical skills and using scenario based approaches to learning in a non-threatening, but as realistic as possible, environment, so the former marked ‘improvement on the previous provision’ and that scenario based teaching is encouraging students to develop their skills in critical thinking and clinical decision making ‘far more than lectures’.

“Good diversity of healthcare courses which gives a good overview of the NHS and allows for lots of different experiences to be shared”

“Interesting to hear the opinions of other healthcare students and great to have the chance to make a difference and changes to our healthcare courses”

“Really good way to raise issues; it gives students a voice and a nice opportunity to have views heard”

“Fantastic to meet students from other universities, to share experiences and gain insight into other courses.”

“Opportunity to represent my course”

FOR MORE INFORMATION:
on the WHSF please contact, Natalie Cox, Education and Information Officer, natalie.cox@wales.nhs.uk.

The Phoenix Project has now adopted the midwifery project and discussion is taking place regarding a second visit in 2016 to deliver simulation training for midwifery education. The women and babies of Namibia need skilled midwives who are confident in their midwifery practice to provide safe births and appropriate emergency midwifery care, as well as prompt and efficient referral to obstetric services. The Phoenix Project collaboration will support UNAM in their continuing development of midwifery education.

Grace and Sarah also supported simulation training for medical students led by Consultant Anaesthetist Dr Cristina Diaz-Navarro. Much fun was derived from the excellent acting!

Another key achievement from this visit and that will further develop the collaboration for the future is that of international placements for HCARE students. There is strong evidence to support student mobility, even for a minimum of 4 weeks. The link with Namibia will facilitate this mobility and development, with students gaining significantly from exposure to a different culture. There may also be opportunities for Namibian students to visit Cardiff on exchange programmes and the possibility of developing teacher exchange visits.

Cardiff University Midwifery Society is also looking to develop a student buddy system with nurse-midwife students at UNAM which will enhance their learning.

This midwifery project has the potential to meet the desired goals of global citizenship and impact within midwifery education, the School and University. This also supports the Welsh Government’s Wales for Africa programme, building on the goals of the Phoenix project of reducing poverty and promoting health.

The Phoenix Project and the importance of midwifery education live on the very moment current affairs programme at Radio Namibia. It was a nerve-wracking but exciting experience with the lone presenter, Alos. The Radio Namibia interview can be heard on this link: http://tinyurl.com/hfs5m9m

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Grace and Sarah worked closely with the midwifery team over the visit through:

• reviewing of the midwifery curriculum and the proposed curriculum for Advanced Diploma in Midwifery;• discussing of ways to bridge the practice-theory gap with the use of simulated learning and to evaluate the confidence of students to practice midwifery at the end of their programme;• supporting the UNAM midwifery team by sharing many learning resources;• discussing the development of a ‘train the trainers’ programme for simulated learning in midwifery;• consideration of specific projects, such as perinatal mental health, that can be planned in the future.

During the visit, Grace was invited to speak about the Phoenix project and

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Making Sense of Health Evidence: The Informed Consumer

Fiona Morgan, Lecturer, School of Healthcare Sciences tells us more about Cardiff University’s third Massive Open Online Course (MOOC) initiative that helps you understand why not all evidence is good evidence.

How & why did you first get involved with the course?
In the Summer of 2014 the University invited expressions of interest from schools interested in developing one of two new massive open online courses on the FutureLearn platform. This followed the success of Cardiff’s two introductory MOOCs: Muslims in Britain and Community Journalism.
I’ve taught workshops and courses on evaluating evidence for a number of years both inside and beyond the University and really enjoy getting people to engage with evidence. On a couple of occasions the workshops have included patients who are involved in the research process. It made me realise how little is out there to help the general public understand research. I’d been wondering about developing some resources but it’s a time-consuming process so I couldn’t just do it on spec. Developing a MOOC seemed the perfect opportunity to pull together a course for a wider audience that encouraged people to question the information we’re presented with on a daily basis.

The proposal came together as a joint University Library Service/Healthcare Sciences initiative and it was accepted as the third Cardiff University MOOC. Everyone was really enthused by the concept and it’s become a University-wide project with input from staff in Healthcare, Library Services, Journalism and Medicine. Because the MOOC had been selected as a Cardiff University badged course, we were lucky enough to get support from the Education Support Team. They did all the technical stuff, including building the course pages, filming and editing vast amounts of content.

Having worked on the two previous MOOCs the Team were very familiar with the processes and with FutureLearn. As a result we were able to achieve minor miracles in a very short space of time and with a tiny content budget.

What is the Course About?
Our aim is to help course participants understand why not all evidence is good evidence and equip them with the tools they need to tell the difference.
Over a four week period we look at what can affect the reliability of health information, give practical help on how to find the best evidence, explain the principles and terminology of health research and provide some simple tools to help judge whether it’s believable.

Every week there’s a case study that illustrates the issues discussed during that week.

Who is the Course for?
Anybody who’s interested in learning more about the topic really. It may appeal particularly to those who want help to understand the evidence for various treatment or management options associated with a medical condition; those applying to study a health-related subject at university; or people involved as lay (non-expert) members of a research committee or advisory panel.

How well did the first course run?
It was great. Around 3000 people from 50 countries signed up and 42% of those who started the course completed it. A great achievement when you compare it with the average FutureLearn retention rate of 21%.

What do you hope people can gain from the course?
As I said before, a healthy degree of scepticism and a questioning attitude. Did we get that? If the feedback is anything to go by, yes we did. Here are a few of the comments we received:

“...Being one who was easily upset by health advice perpetrated through the web, magazines and newspapers, I am wiser now, and far better equipped to evaluate what I read. My husband, who has to put up with my anxieties, also thanks you!”

We aimed to encourage participants to become healthy sceptics who question what they see or are told, rather than just accepting it. We did worry a bit at one point that we were creating cynics who mistrusted everything, but in the end I think we got it about right.

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We aim to re-run it several more times during 2016. The link to sign up is:
www.futurelearn.com/courses/informed-health-consumer/2