

CARDIFF
UNIVERSITY

PRIFYSGOL
CAERDYDD

School of Medicine

Ysgol Meddygaeth

Edition 30 - Winter 2019

REMEDY

**Addressing
national
healthcare
priorities**

Inside:

*The Inequalities and
Rural Health Module*

*Introducing the
Community
and Rural Education
Route (CARER).*

Welcome

Welcome to the thirtieth edition of ReMEDy



Professor Siladitya Bhattacharya
Dean, School of Medicine

This edition has learning as its theme and explores the many innovations that are taking place within our medical education programmes, from the launch of the Community and Rural Education Route (CARER) programme, to the introduction of an optional Professional Placement Year within the Medical Pharmacology BSc and the expansion of the Emergency, Pre-hospital and Immediate Care (EPIC) intercalated BSc.

These are exciting times for medical education and Cardiff University School of Medicine as we embrace innovative changes that put improved patient care at the heart of all our initiatives. I am proud that Cardiff University (Clinical Medicine) was among the top 75 in the Academic Ranking of World Universities (2018).

Our 'In the Spotlight' feature focuses on the Inequalities and Rural Health module, introduced as part of the Clinical Epidemiology intercalated BSc in September 2017. This optional module was developed as a collaboration between the School of Medicine and Cwm Taf

University Health Board and aims to address health disparities in deprived communities and the Welsh Government priority of recruitment and retention of medical professionals to these areas.

We highlight many of our widening participation initiatives including the student led Widening Access to Medicine Mentoring Scheme (WAMMS) which supports pupils across Wales with their applications and interviews to Medical school. We are also in conversation with Nick Bullock, a 2013 graduate of the School of Medicine who is now a Welsh Clinical Academic Track (WCAT) Fellow and Specialist Registrar in Urology working at Cardiff University and Cardiff and Vale University Health Board.

ReMEDy is available electronically to the School's alumni and 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 2019.

Curriculum Update

It is as busy as ever within the Centre for Medical Education. We are keen to ensure that there is always an innovation in our teaching portfolio that is being prepared for roll out.

Medical education around the world is ever changing with different models of delivery that align to student, patient and health care systems aspirations for improved patient care. In addition, concerns over recruitment and retention of the clinical workforce within Wales and the UK require us to consider how the preparation for clinical practice following graduation can be part of the solution to these issues. Increasing medical student numbers is not, in itself, the answer and requires innovative thinking to work out ways to offer different clinical experiences to students that open

up new opportunities for doctors to engage with underserved communities within health care environments.

To this end we have entered into an exciting collaboration with Bangor University that will allow 20 medical students to undertake their medical education within north Wales using the C21 curriculum and faculty from Bangor University, Cardiff University and the University Health Boards in the region. Of course, we already have significant numbers of students that rotate through north Wales on their path to graduation and these students give excellent evaluations of their experiences within the NHS in the region. However, the opportunity for educational continuity with clinical and academic supervisors, forming stronger learning relationships and creating more

opportunities for personal feedback and development in a smaller cohort is something that we could not miss the opportunity to create.

Using evidence from around the globe, and our expertise in the C21 curriculum, we will create an excellent student experience with our colleagues in north Wales. If the feedback from our students undertaking the Community and Rural Education Route (CARER) is anything to go by then those students who think they will learn better in a more bespoke environment should have an excellent experience and turn into excellent clinicians in the future. I will give you more information on this as we roll this programme out.

Professor Stephen Riley
Dean of Medical Education

In Conversation with our Alumni

Nicholas Bullock BSc, (MBBCh 2013), MRCS

Nick is a Welsh Clinical Academic Track (WCAT) Fellow and Specialist Registrar in Urology working at Cardiff University and Cardiff and Vale University Health Board. Nick is currently undertaking a PhD within the European Cancer Stem Cell Research Institute exploring ways to increase the efficacy of PARP inhibitors in advanced prostate cancer.



Nick describes a typical day: "Beginning with a laboratory meeting or informal discussion, after which I spend time in the lab running experiments. The afternoon may then involve facilitating a medical student tutorial, followed by an evening on call. The transition from clinical practice to the lab is challenging, but I have no doubt it will prove invaluable to my personal and professional development."

After graduating Nick moved from Cardiff to undertake an Academic Foundation Programme in Bristol. Nick describes: "Although moving to a new region and hospital was a daunting prospect, I met some fantastic individuals and developed enormously. Having spent several years in the Welsh NHS as a student, it was invaluable to leave the comfort zone and experience a different institution, system and infrastructure. It also allowed me to reflect on all the amazing opportunities associated with living and working in Wales, which ultimately led me and my wife to return."

On his return to Wales, Nick undertook a urology themed Core Surgical Training (CST) programme, rotating between Prince Charles, Royal Glamorgan, Morriston and UHW. Nicholas says: "I used these two years to not only develop my basic surgical skills and complete my membership exams, but also strengthen my academic portfolio. I then successfully reapplied for a WCAT fellowship at the end of CST. If there is anything to take from my short career to date it would be to persevere in the face of perceived 'failure'. As medics we become somewhat accustomed to success, but as my old supervisor once said, 'it is not your successes that define you, rather it is how you deal with your failures'."

On why Nick chose to study at Cardiff University, he says there were numerous reasons: "From an academic perspective, Cardiff ranked highly for Medicine. The course also comprised several components that I thought suited my learning style, including full body dissection and the traditional curriculum structure. Socially, Cardiff University and the city of Cardiff were very appealing. They provided all the advantages of studying within a capital city, including access to large musical and sporting events, without the geographical size and population of London. I was fortunate enough to obtain offers from four medical schools, but Cardiff was number one and it was absolutely the right decision."

Nick recalls so many amazing experiences as a Cardiff student: "If I had to pick one, it would have to be graduation day. After all the academic, emotional and social challenges that we had faced during the preceding years, it was very special to finally be able to recognise our achievement and express gratitude to our families and loved ones for putting up with us along the way. It was also a time filled with great excitement and nervous anticipation for what lay ahead as a doctor in the NHS."

Reflecting on how Cardiff School of Medicine contributed to his success, Nick describes: "Through providing my undergraduate medical training, a range of research opportunities and the ability to move away and undertake an intercalated BSc at Imperial College London, Cardiff University enabled me to gain the skills and experiences required to begin my career path as an Academic Urological Surgeon. Not only this, it was during my time as a student in Cardiff that I met my wife and several incredible people that have remained close friends to this day. Without their support and encouragement, none of the other successes would have been possible."

"In recent years, I have seen medicine in Cardiff go from strength to strength. I have no doubt that as an institution it will continue to provide Wales, the UK and the world with competent, compassionate doctors for centuries to come, and I will always be proud to call myself a Cardiff graduate."

Nick's shared alumni wisdom:

"Try not to be so focussed on working for the future and enjoy a little more of the present. As medical students and doctors we often make sacrifices in the present to enjoy 'success' in the future; so-called deferred gratification. However, when you begin working in clinical practice you become aware of the transient nature of life and the importance of savouring every moment along the way, particularly the golden student years."

"Make the most of the opportunities available to you. Attend that conference you are interested in and submit that abstract you didn't think would be worthy of presentation. These things are more achievable than you think and are all much easier to do as a student than as a junior doctor, when time is more difficult to come by and fees increase greatly."

Nick's five words describing Cardiff School of Medicine:

Welcoming

Diverse

Adaptive

Forward thinking



In the Spotlight:

The Inequalities and Rural Health Module, Clinical Epidemiology Intercalated BSc

As the NHS celebrates its 70th birthday, in the year that Dr Julian Tudor Hart died, health inequalities continue to widen in both developed and developing countries.



2017/18 cohort of students presenting posters on the final day of the module. Back row, left to right: Anju Sharma, Alyssa Ralph, Kirsty Anderson, Jessica Webber, Ainsley Richards. Front row, left to right: Vidhi Unadkat, Lopa Banerjee.

Julian Tudor Hart was a GP who worked in the South Wales Valleys and highlighted the Inverse Care Law “the availability of good medical care tends to vary inversely with the need for it in the population served”. Sir Michael Marmot’s report highlights that life expectancy and healthy-life expectancy is around 10 years lower in those who live in the most deprived areas of the UK. Many groundbreaking initiatives, aimed at narrowing this disparity, are occurring in the NHS. The Inequalities and Rural Health module is an example of how Cardiff University School of Medicine is addressing this issue.

Why was the module developed?

There is increasing evidence of how health services can contribute to improve health outcomes. Although the Royal College of General Practitioners and the Royal College of Physicians have published reports about the role of doctors in reducing inequalities, there is no clear advice on the undergraduate medical student curriculum. Compounding the problem of poor access to services is the fact that there are major recruitment and retention problems in deprived and rural areas of Wales, making this a Welsh Government priority.

The module is a collaboration between the School of Medicine and Cwm Taf University Health Board, to encourage medical students to compare and contrast their experience of the complexities of delivering healthcare in diverse areas such as Cwm Taf, Powys and

inner-city Cardiff, in the hope that they would be more aware of the social context of health and inspired to work in these types of areas.

There is evidence from medical schools in other countries, particularly Australia, Canada and the USA, that rural exposure such as provided on this module, increases recruitment into deprived and rural area careers. Providing opportunities for students to have some experience in these areas is a key element for the creation of a cohort who can develop into tomorrow’s leaders in this field.

Module content

The module was introduced as an option on the Clinical Epidemiology Intercalated BSc in October 2017 and is currently running with a second cohort of six students. It consists of a combination of taught sessions mainly provided at the Keir Hardie Academic Centre in Merthyr Tydfil and educational visits to healthcare related settings in Cwm Taf UHB, Powys HB and Cardiff & Vale areas.

The small-group taught sessions consist of lectures, round-table discussions and interactive critical appraisal discussions facilitated by experts and eminent professionals in the field. These sessions give the students an insight into the impact of social deprivation and rural poverty on the health of communities, including vulnerable groups – people living in areas of high deprivation, the elderly,

ethnic minorities, travellers, the LGBT+ community, the homeless, the prison population, immigrants and refugees - who are particularly at risk of health inequalities. Students gain an understanding of challenges to accessing health care, implications of healthcare staff recruitment difficulties and new ways of delivering healthcare, whilst also examining potential solutions to health inequalities at local, national and global levels.

The module culminates with a poster presentation morning where students present work based on their experiences to peers and those involved with delivery of the module.

Markers of success

It remains to be seen whether this module will influence the career choices of those who take part but early signs are good. Feedback from the first cohort of students is promising. They commented that the inspirational speakers and educational visits had made them more aware of the impact of psychosocial issues on health. The module has also guided some of them to re-evaluate future career-path ideas towards specialising in General Practice and Public Health. The external examiner for the degree course reported that it was; “an exciting module for students that received extremely positive and inspiring feedback this year. The learning opportunities for students were especially enhanced by the educational visits and expert speakers on this module”.

Welsh Government thanks...

...Cardiff University for Raising Welsh Aspirations

The School of Medicine embraces its civic mission role and delivers an exciting programme of school engagement initiatives that aim to raise the aspirations of pupils across Wales and improve educational attainment.

Recently, our Vice-Chancellor Professor Colin Riordan received a letter of thanks from the Welsh Cabinet Secretary for Education, Kirsty Williams AM, recognising the University's hard work and valuable input in supporting Wales' brightest students to reach their academic potential and raise their aspirations via the Seren Network (a Welsh Government initiative set up to support the most academically able students across Wales to help them gain entry into leading universities).

The School of Medicine dedicates time and energy in supporting the Seren Network and delivers a range of sessions for parents and teachers, workshops on personal statements, case based learning and mock interview preparation seminars.

Kirsty says "the programme has seen our young people grow in confidence, both about the prospect of applying for competitive courses at a range of universities and in their own ability and suitability to apply for such courses. In doing so, this has opened up life-changing opportunities here in Wales, the UK and overseas."

Alongside our contribution to the Seren Network, the School of Medicine supports prospective students across Wales through numerous initiatives. The student led Widening Access to Medicine Mentoring Scheme (WAMMS) actively supports 6th form students with their university application, interviews and provides them with lots of useful advice. During its first year of operation (2017/18) the Scheme reached over 200 students across 26 Schools/Colleges. This has been made possible by the true dedication of medical students and their ability to travel all over



Year 12 students on the Summer School in the Clinical Skills Lab, Cochrane Building

Wales to Schools/Colleges close to their placement. One of the 6th form students who benefited from WAMMS, Megan Bone, is now studying in the first year of the Medicine course. Megan was very grateful for the support WAMMS gave her.

She said: "The medical student that advised me was really helpful when it came to writing my personal statement. She also helped me prepare for the interview, in particular helping me practise delivering confident and well-structured answers. I am the first in my family to be going to university, so the support WAMMS has given me, along with the excellent support from the school, was really important to me."

Raising aspirations amongst Welsh 6th formers is of paramount importance to Cardiff University's Widening Participation strategy. The University organises a Summer School every year which welcomes over 100 students to a 3-day residential where students get to experience a taste of university life whilst also attending academic sessions, teamwork, presentation work and social events. Medical students contribute towards the Summer School bringing along many skills they are

constantly developing on the course e.g. communication, leading a team etc. The 6th formers spend time researching a medical project, producing a poster presentation, learning clinical skills whilst at the same time growing in confidence. Many Summer School attendees go on to apply for Medicine at Cardiff University and become excellent medical students themselves and ultimately exceptional doctors.

Other initiatives supporting this agenda include the MEDIC Ambassadors scheme which enables our students, members of staff and alumni to deliver curriculum enhancing workshops and get involved in careers fairs and talks in primary and secondary schools in Wales. Science in Health Live and the Science in Health work experience initiatives also provide year 12 pupils with an insight into the science behind medicine. Dr Kit Lam, a 2018 graduate, was inspired by his visit to the School of Medicine, saying "Science in Health Live gave me a first-hand insight into how the fundamental aspects of science underpinned medicine and the wider society. What I took most from it was how research could be translated directly to the bedside. I believe Science in Health Live was where my pursuit of a clinical academic career started."

Further information

If you would like to find out more about any of the above initiatives please email medicengagement@cf.ac.uk

Introducing the... Community and Rural Education Route (CARER) programme



As Wales sees a critical shortfall in the number of doctors to serve the increasing patient demand generated by a growing and aging population, we have joined up with two other Welsh universities to pilot a scheme designed to bring young doctors to North and Mid Wales.

The CARER (Community and Rural Education Route) programme, run in partnership with Aberystwyth and Bangor Universities, will give Cardiff medical students the opportunity to have a year of their education delivered in GP practices and hospitals in North and Mid Wales, giving them invaluable experience of working closely with clinicians and patients in community settings.

The new scheme will build on the University's existing practice of ensuring its medical students are offered placements all over the country in a wide variety of settings and complements. The first group of 12 students commenced their CARER journey in September 2018. They will complete their third year in these locations before returning to Cardiff to finish their degrees.

During this year long placement (referred to as a 'Longitudinal Integrated Clerkship' or 'LIC') the students work towards the same learning outcomes from the same

innovative curriculum as their peers in Cardiff, under the guidance of a small dedicated team of experts.

The first programme of its kind in Wales, initially CARER will only be available for existing third year medical students. Educational institutions from around the world have been running LIC programmes for over 15 years. Some of the positive elements reported from similar programmes include students acquiring an enhanced understanding of patient needs, better-developed communication skills and stronger working relationships with patients, fellow students and healthcare professionals.

Parallel consulting, seeing patients independently and then reporting back to clinicians, ensures active participation which develops and reinforces diagnostic thinking at a much greater rate. In addition following the patient into the hospital environment gives a unique view of what



patients experience as they navigate the NHS. Students will benefit from working within well-developed, fully functioning medical teams. They will also have the unique experience of immersing themselves in a rural community for a year.

You can follow the students' journeys, from clinical skills classes and GP consultations, to mountain climbing and 50km runs by visiting blogs.cardiff.ac.uk/CARER. A group of the students taking part in the pilot are sharing their experiences.

Next intake

The School has been recruiting for 2019/2020 and has signed up more students and GP surgeries to take part in this innovative programme. If you would like further information about this unique learning experience, please contact

✉ UGMEDICCARER@cardiff.ac.uk

CARER Blog Posts



BANGOR

A Week in the Life of a CARER Student...

By Ella Wooding (*Medicine 2016-*)

"It is a year since I applied to join the CARER programme, and ... I am incredibly glad that I did apply! It is now time for the next cohort of students to apply and so I thought that it would be useful for me to give a bit of an insight as to what the CARER programme involves.

I spend Monday, Tuesday and Wednesday morning at the GP surgery. I arrive at 9am, say good morning to the reception staff and usually have a cup of tea whilst I double check what I am doing for the day.

My days are split into morning sessions, which run from 9am until around 12pm, and afternoon sessions which usually run from 2:30pm to 4:30pm. I spend most sessions with the GPs. There are 4 GPs at my surgery, and I have different sessions with all of them which is useful as I have the chance to see different consulting styles, and to receive different types of teaching.

In these sessions I sometimes simply observe the GPs, and ask them questions between each patient. Recently I have been doing a combination of observing and doing some histories and examinations myself with the GP watching me, which is very useful and definitely improves my history taking skills!

I also have the opportunity 2-3 times per week to see some patients on my own. I have 20 minutes to take a history from the patient and do any examinations I need to. I then find whichever GP is supervising me and present the patient to them. We discuss potential diagnoses and management options, and then the GP comes with me to see the patient and double check what I have found and prescribe any drugs or do any referrals which are necessary.

As well as sessions with the GPs, I also usually have 1 session per week with one of the practice nurses. This is really useful as I get the chance to practice my clinical skills, such as taking blood, doing ECGs and giving injections. Moreover I get to observe asthma, diabetes and COPD reviews, which are helpful as they allow me to gain a better understanding of the management of these common conditions.

Every week on Tuesday afternoon I have a one hour tutorial with one of the GPs, where we discuss a patient who I have seen that week. We generally discuss potential diagnoses and the management of that patient. I find these tutorials very useful!

Sometimes I have the chance to follow up patients and visit the hospital. For example last week I attended an outpatient clinic with the specialist liver nurse. I stayed for the whole clinic and got to see various patients, including the patient I had seen at the GP surgery. My GP also occasionally organises me short placements with other hospital doctors she knows, which are very interesting!

Thursdays are the days which we have lectures or tutorials. Our tutorials are given either by our main lecturer Dr Ffion Williams or by lecturers who come up to Bangor specifically for us.

For the past couple of months we have had Fridays as another day of lectures and tutorials, however now we have all started our SSCs (student selected components), Fridays are for us to work on our projects.



ABERYSTWYTH

Octoberystwyth

By Ed Hatfield (*Medicine 2016-*)

Four more weeks in and Aberystwyth hasn't lost its charms. Things are getting a little rougher weather-wise: we've already had storms wash half the dark glittering stones from the beach onto the promenade, hailstones clatter down with no warning and I've also already been snowed on – and all of this before the end of October. But despite this violent treatment and despite the encroaching winter darkness I am in high spirits. When we're not being battered by nature it is often freezing and very clear, and you can see for miles. Though the vibrant green foliage on the trees has almost finished moving through bright oranges to dark reds, the fields and hills surrounding Aber are green as ever.

Life in the GP surgery carried on as normal during October – not that there is such a thing as a normal day. Minor injuries, flu clinics, minor operations, chronic disease review... and the emergencies, and the walk-in appointments, and so on, and so on... The biggest change since last we spoke has been doing my first proper 'parallel consultations'...

Since reporting last from the scene, I have also run a race longer than a marathon: The Race to the Sea, or Ras Yr Mor, following the Ystwyth river toward the sea for 50km.

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 Financial Support for Postgraduate Taught Study

Funding a postgraduate taught programme of study is not easy, which is why the School of Medicine, one of the largest providers of postgraduate taught programmes, is increasing funding opportunities for a range of its postgraduate taught programmes. The following programmes offered 100% bursaries/scholarships in September 2018:

- The newly launched MSc/PgDip in Clinical Leadership and Leading Change in Cardiology, supporting healthcare professionals to make sustainable and effective changes within the workplace.

- MSc in Pain Management
- PgCert, PgDip and MSc in Pain Management (Primary and Community).
- MSc for Palliative Medicine for Health Care Professionals.

It is anticipated that the PGT Team will continue to seek this support for future programmes. For information on the latest funding opportunities available for the September 2019 intake please contact:

✉ pgtmedadmissions@cardiff.ac.uk

2 Medical Pharmacology Introduces Professional Placement Year (PPY)

The BSc programme in Medical Pharmacology has introduced an optional Professional Placement Year (PPY). Placements will be undertaken between the second and final year in industry (pharmaceutical), government/university research laboratories or similar suitable organisations. They will provide students with significant insight into the career opportunities available to them. Importantly, students can choose to stay in the UK or travel to Europe or beyond.

Placements aim to provide students with an understanding of how data is analysed, new information is acquired in a research setting and, depending on location, how a business organisation is run. Ultimately, the PPY will provide invaluable “employability skills” that will bolster future career prospects, increasing competitiveness in the toughest of work markets.

3 EPIC Expansion

Launched in 2017, the Emergency, Pre-hospital and Immediate Care (EPIC) intercalated BSc has produced excellent research outputs from its first cohort of students. These include Ms Charlotte Maden’s research project on ‘Dynamic Simulation Modelling of Trauma in an Emergency Department in Wales’ which came third at a UK Trauma Conference and winning the All Wales School Emergency Medicine Research prize, beating off competition from both Emergency Medicine middle grades and consultants. Four students, (Charlotte Maden, Dylan Mistry, Emily Baker and Sara Pradhan (*Medicine 2013-*)) were also accepted to present posters at the European Society for Emergency Medicine Conference.

In 2018, the cohort has risen by 2 to 12 and two new Emergency Departments, Morriston Hospital in Swansea and Nevill Hall Hospital in Abergavenny are on board with delivering this programme. Next year, agreements are in place to expand to 16 students at various locations around Wales.

4 Celebrating Ten Years of The Postgraduate Diploma In Diabetes

In September 2018, the PG Diploma celebrated 10 years of equipping healthcare professionals with the latest clinical information on diabetes and diabetic complications as seen in practice.

Aimed at future leaders and innovators in diabetes management in both primary and secondary care settings, the course has supported the career development of more than 1,000 healthcare professionals caring for people with diabetes from more than 20 countries around the world.

Dr Shalini Jaggi (*PgDip 2015*), Consultant and Head, Dr Mohans’ Diabetes Specialities Centre, New Delhi, India completed the diploma in 2015 and said “The course is intensive, very comprehensive as well as interesting and enjoyable. The interactive mode of learning opens new vistas and gives a global experience, providing an in-depth knowledge on all aspects of diabetes. I strongly recommend this course to all clinicians who manage diabetes to empower themselves with the latest tools and skills provided by this diploma that enables them to deliver scientific, evidence-based diabetes care to their patients and community. The academic knowledge gained through this diploma has boosted my confidence and helped me establish myself as a respected clinician, faculty and key opinion leader in diabetes in my city as well as country!”

5 Welsh Medium Medical Education Goes from Strength to Strength

The MBBCh has just welcomed its newest cohort of students who have committed to studying partly through the medium of Welsh. The numbers of Coleg Cymraeg Cenedlaethol Scholars have shot up from 4 to 34 since the scholarship was introduced in 2015-16, with students seeing value

in continuing their Welsh medium education whilst studying medicine.

Miss Awen Iorwerth (MBCh 1994), Clinical Lecturer and Lead for Welsh Medium Provision said “This is an exciting time for Welsh speaking students to join us. Not only can we facilitate Case Based Learning and SSC projects in Welsh, following a successful pilot, students can now access Welsh medium clinical communication skills sessions. Students are seeing the benefit of using their bilingualism on placements across Wales’.

6 HealthWise Wales Resource for Research



HealthWise Wales (HWW) is a unique cohort study and resource for researchers. We are engaging people age 16+ from across Wales to participate in research by answering questions about their physical and mental health, and lifestyle. 27,000 people have already signed up and contributed their data for health and social care research.

HealthWise Wales supports research in a number of ways:

1. HWW can support data collection by hosting questionnaire modules on the HWW Platform and linking participant data to healthcare records (through the SAIL Databank).
2. HWW can email all participants/targeted participants about research studies to promote recruitment to these studies.
3. Researchers can access data held in the HWW data repository, which can include routine healthcare data that is available through record-linkage.

To find out more please visit:

www.healthwisewales.gov.wales

7 The Great Wall Friendship Award

The Vice-Chancellor has received one of China’s most prestigious awards in recognition of the School of Medicine’s longstanding contribution to the development of China’s capital city, Beijing.

Professor Riordan said: “It is a tremendous honour to receive such a prestigious award on behalf of the University.”

The University’s historical links with Beijing can be traced back to 1999 when it first partnered with Peking University. This partnership has since developed culminating in the establishment of the Cardiff – Capital Medical University (CMU) Joint Centre for Biomedical Research in 2013. The joint venture has resulted in some 91 scholar exchanges, more than 60 student exchanges, and collaborative research into the causes of and treatment for cancer.

Professor Riordan added: “I am proud of the links that we have developed with CMU, in Beijing and across China.

8 PÂR-NCMH Wins Public Involvement Achievement Award



Professor Catherine Robinson, PÂR academic lead, and Bethan Edwards, member of the public, submitted the winning project ‘Partnership in Research for the National Centre for Mental Health (PÂR-NCMH)’ at the 2018 Health and Care Research Wales conference.

The initiative creates opportunities for mental health service users and carers to be actively involved in research across Wales.

Bethan said: “I’m delighted that PÂR has won this year’s Public Involvement Achievement award. The NCMH has worked incredibly hard over the last year to ensure PÂR and public involvement is embedded within the centre.”

“As a member of PÂR, I’m looking forward to developing and increasing public involvement in mental health research with the NCMH.”

9 £20m Dementia Research Centre Launch



A new research centre aimed at finding effective treatments for dementia officially opened at Cardiff University. The Cardiff centre is one of six that together make up the UK Dementia Research Institute (UK DRI). More than 70 scientists from around the world have been recruited to the centre with the aim of expanding the group to 100 in the near future.

UK DRI at Cardiff will build upon research strengths in dementia genetics; immunology; computational analytics; cellular and whole system modelling; and neuroimaging to identify disease mechanisms and therapies for a range of dementias including Alzheimer’s disease.

Professor Julie Williams (BSc 1978, PhD 1987), Director of the UK DRI at Cardiff University, said: “With a new case of dementia diagnosed somewhere in the world every four seconds we aim to bring about a step change in the way we study this set of diseases.”

10 TEDx CardiffUniversity

Dr Emma Yhnell (BSc 2012, PhD 2016) from the Neuroscience and Mental Health Research Institute (NMHRI), School of Medicine was one of seven inspiring speakers at TEDxCardiffUniversity. Sharing insight of personal experiences, Emma discussed research into genetic disorders and the challenging ethical dilemmas that are associated with this area of research.

TED is a non-profit devoted to spreading ideas, usually in the form of short, powerful talks. Today TED covers almost all topics – from science to business to global issues – in more than 100 languages. Independently run TEDx events, like TEDxCardiffUniversity, help share ideas around the world.

You can find TEDxCardiffUniversity on the Cardiff University YouTube page.

www.youtube.com/watch?time_continue=9&v=liMJtwp1nFQ

MEDIC people

ReMEDy talks to **Dr Carwyn Shires**, alumnus; **Lopamudra Banerjee**, undergraduate student; **Pam Smith**, postgraduate student and **Dr Paul Frost**, member of staff, to ask the questions we love to know the answers to!

What do you listen to first thing in the morning?

CS Along with my 5 alarm clocks - Radio 3 Breakfast.

LB I really enjoy getting ready to party music, because it's never too early to have a boogie and a giggle!

PS Usually traffic or a train - the joys of living on a busy road by a train track!

PF Radio 3 & 4 and classic FM unsurprisingly my children prefer to travel with my wife.

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

CS Lots of things - teacher, computer programmer, police officer. However I always seemed to come back to medicine.

Dr Carwyn Shires (MBBCh 2012)



I graduated from Cardiff in 2012 and then did my F1/F2 in the Heath Hospital (which I loved) before going off to Bridgend to do my GP training. I now work as a locum GP and also volunteer for a charity in Eastern Europe working with adults who have learning disabilities, currently spending around 3-4 months a year there.

LB When I was younger, I actually wanted to do law and become a barrister or judge. As well as being able to deliver justice I was also attracted to the fancy gowns and wigs, but then I discovered scrubs were much more fashionable (and comfy!).

PS A teacher! Hopefully my future career in academia will see me being able to do teaching.

PF Train driver or pilot, certainly not a doctor.

Who are your heroes and villains?

CS I think this is the hardest question... can I get back to you?

LB My hero would have to be sister and villains would have to be people that are full of problems but never solutions.

PS My heroes are my parents. They taught me the importance of being driven and passionate about my work and have made me the strong woman I am today (Mum also taught me how to make a great lemon drizzle cake!).

Villians - That's a tricky one. Maybe anyone who doesn't like cats? They're the enemy.

PF My mother, sadly my father died when he was relatively young leaving my mother to keep 5 children all together and on track.

I have no real villains except for litter louts, people who don't pick up after their dogs, people who forget to say please and thank you, queue jumpers, pompous people, virtuous, 'I do it all for charity' types, inconsiderate parkers, (especially those using disabled spaces when not entitled), open-mouthed gum chewers and of course, intolerant people.

Lopamudra Banerjee (Medicine 2014-)



I'm a fourth-year medical student at Cardiff University. Last year I intercalated and did a BSc in Clinical

Epidemiology, but it's nice to be back studying medicine! I also help to run 'Cardiff Students for Global Health', the global health society at Cardiff. Excitingly, we hosted a national conference in Cardiff in December on sexual health and HIV.'

If you could change one thing what would it be?

CS The price of eating healthily.

LB To sustainably remove all inequity in health.

PS Stigma around mental health, so that less people suffer in silence.

PF I would add bad hand-writers to the previous paragraph. Illegibility is a curse on medical professionals and can make reviewing patient notes torturous.

What is your secret ambition? (just between us)

CS If I told you that it wouldn't be a secret anymore. You've probably heard that one before.

LB To convince everyone that it's ok to dip your chips in your ice cream/milkshake and I know it sounds weird and that it shouldn't work, but it somehow tastes delicious?

PS Leading role on the West End (preferably Eponine from Les Miserables!) Dream big!

PF I would love to be properly fit – I have flirted with running and training over the years but good food, alcohol, and the lure of the settee keeps dragging me down.

What does the School of Medicine need more of?

CS Doctors! Well students I suppose, to make more doctors.

LB Places to nap!

PS Supportive and inspiring PhD supervisors. My supervisors tick all the boxes but I have heard that this is rare.

PF Money.

What advice would you offer medical students today?

CS 1) Think of medical school as an education and not a training (big difference) - you'll learn a lot of things that you'll never use again - but you've been educated, your mind has been exercised and hopefully you've been taught to think.

2) Lots of people used to dread being sent off to some far flung corner of Wales on placement but use these opportunities to explore and enjoy Wales.

3) Have plenty of hobbies and make time for friends (both of these will outlast your career!)

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

CS Well I enjoyed lots of different books - starting with Percy the Park Keeper, the Famous Five, Harry Potter series, my mum's crime novels. But which book did I re-read the most - probably the Bible - my parents read a small passage to me from it every night.

LB Harry Potter – this might be a common answer, but they were just such an iconic series and possibly the only books that never got old, no matter how many times you read/re-read them.

PS Matilda by Roald Dahl. Everything about it is perfect!

PF 'Five on a treasure island' by Enid Blyton. This book has it all.

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

CS Why does time go so quickly.

LB How I do make sure I always win at Monopoly?

PS Are we alone or is there other life in the solar system?

PF What happens when you die? I have long believed that your last breath will be a eureka moment "of course it's so obvious etc" but it will be too late to share it with anybody. Ideally I would like to find out in about 50 years or so.

How do you relax?

CS I jog (slowly), play the violin (badly) and generally catch up with my friends.

LB I enjoy travelling, spending time with friends and family, and aerial fitness.

PS A quiet night in. A candle, good book and peppermint tea (the addition of a cat is a bonus!).

PF Gardening, running, listening to music, fishing, reading and alcohol.

Pam Smith (PhD 2017-)



I am a second year PhD student based in the Division of Population Medicine. I have a background in health psychology and my research

focuses on lung cancer screening and prevention for high risk, hard to reach groups. Prior to starting my PhD I worked as an advisor for an NHS smoking cessation service and then moved into research as an assistant on the ABACus project (PI: Dr Kate Brain) at the University. My research interests include cancer prevention, smoking behaviours and health inequalities. I hope by the end of my PhD to have a better understanding of how best to engage smokers from deprived communities in lung cancer screening and smoking cessation.

Dr Paul Frost



I am a consultant in intensive care medicine based in the University Hospital of Wales and have recently been appointed as Director of Clinical Skills and Simulation. Although I qualified in Sheffield all of my specialist training occurred in Australia and New Zealand and I was working in Auckland before the lure of family and home brought me back to Wales.

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

CS I regret not learning more languages when I was in school - they open up so many opportunities.

LB I wish I had spent more time learning languages as a child and made a bit more use of that critical period!

PS Spend less time worrying about what others think of me.

PF Absolutely nothing.

What is your best holiday?

CS I have lots to choose from - my childhood annual French family holidays, camping trips, hill walking in Romania - but probably one of my most memorable was a week in Sicily with my then housemate - we had a few adventures and at one point thought we were going to be finished off by the Mafia on the edge of a cliff!

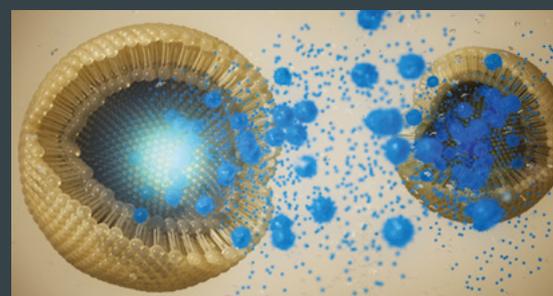
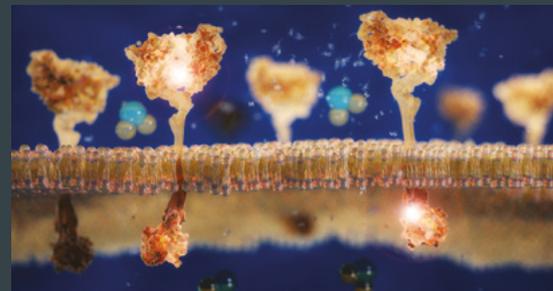
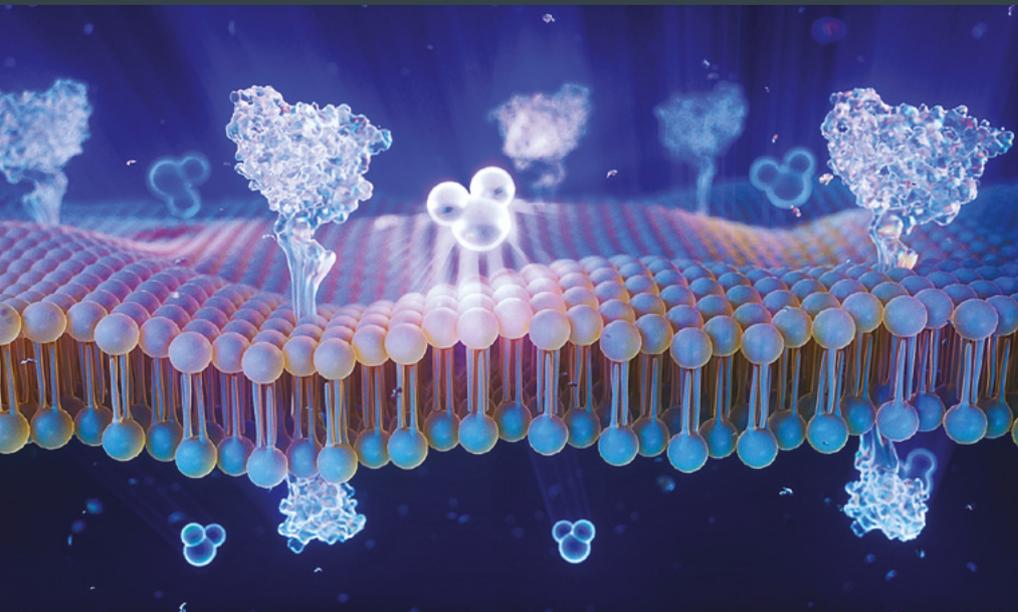
LB Travelling is always such a treat but a stand-out holiday would be going to Morocco and camping under the stars in the Sahara Desert.

PS Sorrento in Italy. Simply for the limoncello and pasta!

PF Undoubtedly New Zealand with all of my family.

LIPID MAPS Gateway

A global open access community-driven resource for all things “lipid”



Essential to life, lipid (fats) make up 30% of our bodies, and 60% of our brain. They are sources of energy, hold our cells together and allow our cells to communicate during both health and disease.

Coming from our diet and made in our cells, our bodies contain literally thousands of different types of these unique molecules. Problems with lipid biology underlie all our major diseases including cardiovascular, metabolic disease, thrombosis and cancer, while aspirin exerts its beneficial effects through preventing a lipid molecule from being made in our circulation.

The LIPID MAPS Gateway was created in 2003 at the University of California San Diego by Professors Ed Dennis, Shankar Subramianiam and colleagues. At that time, the LIPID MAPS consortium became the global lead in championing the newly emerging field of Lipidomics (lipid biology and analysis) to the international research community.

Now supported by a Biomedical Resources grant from the Wellcome Trust (led by Professor Valerie O'Donnell, Cardiff School of Medicine, LIPID MAPS recently relocated the database and administrative functions to the UK and is now managed by a global consortium that comprises colleagues from the

University of California San Diego, the Babraham Institute, Cambridge and Cardiff University.

Lipid researchers worldwide rely on the LIPID MAPS Lipidomics Gateway, www.lipidmaps.org. This unique open access database now contains over 43,000 classified structures, of which around half are curated, making it the largest public lipid-specific database in the world. The website also provides access to lipid specific software tools, protocols, standards, tutorials and publications, and is an essential information source for lipid researchers across the globe. With over 2 million page views annually from all corners of the world, LIPID MAPS is third behind only Google and PubMed as the most widely-used academic resource for lipid researchers.

In June 2018, the website was fully redesigned and relaunched and now includes a data deposition function for lipidomics datasets, new oxidized phospholipid structures and drawing tools and a new in silico generated structure database featuring over 1.1M structures. Other features include 'Lipid of the Month' and a weekly blog by Dr Bill Christie. LIPID MAPS regularly host educational workshops at international conferences including Keystone Lipidomics meetings in the US, and the European Lipidomics Meeting recently held in Leipzig.

LIPID MAPS has many academic partners including Metabolomics Workbench and the Lipidomics Standards Initiative (<https://lipidomics-standards-initiative.org>) and are delighted to be sponsored by Cayman Chemical and Avanti Polar Lipids.

A big challenge for LIPID MAPS is long-term sustainability. Sponsorship opportunities have been developed, and all income raised is being used to support the continuation of the resource for the next generation of lipid researchers.

To find out more about LIPID MAPS or to get involved please contact Caroline Jeffs
✉ Jeffsc@cardiff.ac.uk or visit www.lipidmaps.org

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Feedback and items of interest relating to the School are welcome and should be sent to:

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