

News Bulletin December 2015 (issue 2)

As the end of 2015 approaches, the profile of the Centre is developing both within the university and beyond and we are looking forward to opportunities for consolidation in 2016.

- The dates for the BERA Research Commission seminars, “Cost, Value and Quality in Professional Learning: promoting economic literacy in medical and teacher education” are now confirmed so please make a note of the 11th February and the 25th April in your diaries. The seminars will be at Reed Hall on the Streatham Campus and we will be circulating information about how to register early in 2016.
- The letter Karen and Vivienne submitted to the journal ‘Medical Teacher’ in response to an article on ‘The costs of medical education assessment’, highlighting the work of the Centre has been accepted for publication.
- Work within the Centre on inter-professional learning is also the focus of our aim to recruit a full-time PhD student funded by the ESRC. We are looking for potential students interested in developing the following brief into a proposal (to be submitted by the deadline of the 4th February, 2016). If you know anyone who might be interested - do let us know!

Early career professionals experience many challenges as they learn to apply judgment in complex situations, often in busy and pressurised environments. In medicine, as with other professions, the increasing prevalence of mental ill-health and early departure from the profession is a growing concern. Factors such as clinical service pressure, out of hours working and strong medical hierarchies mean that junior doctors often report limited feedback on their progress and/or professional and pastoral support. In such situations, junior doctors may turn to other healthcare professionals. In our recent programme of qualitative research involving narrative interview techniques with >300 participants from 8 stakeholder groups and 4 UK countries, we have been struck by the degree to which nurses and pharmacists are mentioned as providers of information, advice and support. This studentship would comprise two distinct phases. In the first, the PhD student would undertake a secondary analysis of three existing qualitative datasets to explore the role of interprofessional learning, support and feedback for junior doctors. In the second phase the PhD student would collect new qualitative data, and compare and contrast the experiences of junior doctors with another group of early career professionals, either within healthcare (e.g. nurses, pharmacists) or beyond (e.g. teaching, law). The project will lead to tangible recommendations for policy and practice, which will be developed in collaboration with end users of the research. The PhD student would be based in the Centre for Research in Professional Learning, with close collaboration and data sharing with colleagues at Monash University in Australia and Chang Gung Memorial Hospital in Taiwan.

- Recent publications include:

‘Interventions to improve antimicrobial prescribing of doctors in training: the IMPACT (IMProving Antimicrobial presCribing of doctors in Training) realist review’
<http://bmjopen.bmj.com/content/5/10/e009059.full.pdf+html>

‘Practitioner Research: Understanding Teaching Through Inquiry’
<https://uk.sagepub.com/en-gb/eur/the-sage-handbook-of-curriculum-pedagogy-and-assessment-2v/book242832>

Do let us know if you have any recent publications that we can highlight in future newsletters.

Research Tea



The first Research Tea of 2016 will be on Tuesday 5th January at 3.30 – 5 pm in Cross Keys, St Luke's Campus. The theme will be the research of Professor Michael Eraut on 'Early career learning at work Insights into professional development during the first job'. Sue Burkill has provided the following link to a short summary of an ESRC project to get the discussion going:

<http://www.tlrp.org/pub/documents/Eraut%20RB%2025%20FINAL.pdf>

We would like to thank everyone for their contribution to the Centre for Research in Professional Learning in 2015 and we look forward to working with you all in 2016.

Vivienne and Karen