

## Wales Pathology Education Symposium

### Abstracts for programme

<b>Abstract</b>	<b>Page</b>
<i>Welcome and Introduction</i>	2
<i>Interprofessional education at Swansea University</i>	3
<i>Pathology - The Next Generation</i>	4
<i>Social media in pathology education</i>	5
<i>Social media: the Team Haem experience</i>	7
<i>Quality improvement in training and beyond</i>	8
<i>The value of mentoring in training and beyond</i>	9
<i>The path of a College Vice President and the value of public engagement</i>	10
<i>A word from the President</i>	11

## **Welcome and Introduction**

Dr Esther Youd, Chair of the Wales Regional Council

This symposium, held jointly with the ACP, is aimed at ACP members, RCPATH fellows, members, trainees, medical students and others interested in pathology education in Wales. Delegates will be inspired by a range of talks on pathology education including the how to make best use of social media, how to get the most out of pathology opportunities in Cardiff & Swansea Universities, quality improvement in training and the value of mentoring. They will meet the President Prof Jo Martin and other honorary officers and find out what the College does in Wales. A celebration of the NHS at 70 will be held over the breaks and delegates are invited to share their emblems of pathology in the NHS.

This symposium will cover domains 1, 3 and 6 of the GMC Trainer Standards.

Dr Youd is the Chair of the Wales Regional Council. The Council acts as a conduit for communication between the regions' members and the College headquarters. It monitors local medical and scientific workforce statistics to keep these up to date.

Meeting:	<b>Wales Pathology Education Symposium</b>
Lecture Title:	Interprofessional Education at Swansea University: a medical microbiologist's perspective
Lecturer Name:	Angharad Davies
Learning Points	<ol style="list-style-type: none"> <li>1. What is meant by interprofessional education (IPE).</li> <li>2. The relevance of IPE to pathology.</li> <li>3. The current drivers of IPE in pathology include workforce issues and new technologies.</li> <li>4. Examples of IPE as a response to new technology, new roles and extended roles in healthcare, taken from Swansea University Medical School.</li> </ol>
Abstract	<p>The Centre for the Advancement of Interprofessional Education defines IPE as occurring when two or more professions learn with, from and about each other to improve collaboration and the quality of care. There is a broad and long-standing consensus about the value of IPE and evidence to support its use. Although progress has been slow, there is now a strong impetus to deliver IPE, supported in Wales by recent strategic documents produced by Welsh Government and NHS Wales. The presentation will consider the relevance of IPE to the pathology specialties, and focus on examples at Swansea University Medical School provided in response to new technology, new roles, and extended roles in healthcare.</p>
References	<ol style="list-style-type: none"> <li>1. Barr &amp; Norrie. 2010. Requirements regarding interprofessional education and practice. A comparative review for health and social care. Centre for the Advancement of Interprofessional education.</li> <li>2. Greiner &amp; Kneibel 2003. Institute of Medicine. Health Professions Education: A Bridge to Quality. Washington, DC: The National Academies Press. <a href="https://doi.org/10.17226/10681">https://doi.org/10.17226/10681</a></li> <li>3. Reeves S. <i>et al.</i> 2013. Interprofessional education: effects on professional practice and healthcare outcomes (update). Cochrane Database Systematic Review 28;(3):CD002213. doi: 10.1002/14651858.CD002213.pub3</li> <li>4. World Health Organization. 2010. Framework for action on interprofessional education and collaborative practice. Available from: <a href="http://www.who.int/hrh/resources/framework_action/en/">http://www.who.int/hrh/resources/framework_action/en/</a></li> <li>5. Healthcare Science in NHS Wales – Looking Forward. 2018. NHS Wales/Welsh Government.</li> <li>6. The Future Delivery of Pathology Services in Wales 2018 onwards: 2017. NHS Wales Health Collaborative.</li> </ol>
Declaration of interest	Employed at Swansea University Medical School

Meeting:	<b>Wales Pathology Education Symposium</b>
Lecture Title:	Pathology – The Next Generation
Lecturer Name:	Jonathan Kell
Learning Points	<ol style="list-style-type: none"> <li>1. Pathologists aren't born – they're made</li> <li>2. We need to influence Medical School Curricula</li> <li>3. We need to embed time in job plans to aid teaching and training</li> <li>4. Use of technology to engage the next generation</li> </ol>
Abstract	<p>Historically, Pathology has been viewed as a dry science for dull doctors who do not like patients. This is not true, but the image can persist in the minds of students who can be overwhelmed with learning new information in a non-structured way with little reference to real patients and the practice of Medicine. There is a great need to develop a dynamic role model for future generations, to grab attention and interest early in curricula, or even earlier. National Pathology Week and other initiatives have already shown that interest can develop before medical school and we need to build on this and make links between our science and the medical student and patient more appealing and relevant. Social media and other new technologies can bring a wealth of case images and journal articles to our readers' attention and can lend themselves to online or virtual learning. The challenge remains about how YOU can contribute to the Next Generation.</p>
References	<ol style="list-style-type: none"> <li>1. Wheater: Functional Histology, Churchill Livingstone, 1987</li> </ol>
Declaration of interest	None

Meeting:	<b>Wales Pathology Education Symposium</b>
Lecture Title:	Social media in pathology education
Lecturer Name:	Jerad M. Gardner, MD
<b>Learning Points</b>	<ol style="list-style-type: none"> <li>1. Social media is an effective platform for free global pathology education.</li> <li>2. Creating pathology teaching videos and posting them to YouTube allows one to be a more efficient educator and to have a much broader impact.</li> <li>3. A professional Facebook PAGE (vs regular account) is an excellent way to allow your pathology teaching posts to be public while keeping pics of your pets or kids private and personal.</li> <li>4. Twitter is a robust online community for pathology education and networking.</li> <li>5. #pathJC and #dermpathJC are pathology related Twitter journal clubs that meet monthly to discuss articles from the peer reviewed literature.</li> <li>6. Social media platforms provide metrics that allow us as educators to better understand the reach and efficacy of our online teaching.</li> </ol>
<b>Abstract</b>	<p>We will discuss various ways that Twitter, Facebook, YouTube, and other social media platforms can be utilized for online pathology education. Dr. Gardner will present examples from his personal experiences using these modalities for enhanced teaching. These platforms allow for enhanced education of our own students and trainees as well as expanded reach to learners around the world, which is of particular benefit for medically underserved countries. The significance of analytics and metrics will be discussed, as well as a brief description of how these can be used towards application for traditional academic promotion and tenure. Privacy issues will also be discussed along with further recommended reading and resources for attendees.</p>

<p style="text-align: center;"><b>References</b></p>	<p>GM Crane, JM Gardner. Pathology image-sharing on social media: Recommendations for protecting privacy while motivating education. <i>AMA Journal of Ethics</i>. August 2016, Volume 18, Number 8: 817-825. <a href="http://journalofethics.ama-assn.org/2016/08/stas1-1608.html">http://journalofethics.ama-assn.org/2016/08/stas1-1608.html</a></p> <p>RS Gonzalez, SM Amer, N Ben Yahia, FD Costa, M Noatay, JH Qiao, FG Rosado, Y Rosen, BT Sedassari, RK Yantiss, JM Gardner. Facebook discussion groups provide a robust worldwide platform for free pathology education. <i>Arch Pathol Lab Med</i>. 2017 May;141(5):690-695. <a href="http://www.archivesofpathology.org/doi/pdf/10.5858/arpa.2016-0369-OA">http://www.archivesofpathology.org/doi/pdf/10.5858/arpa.2016-0369-OA</a></p> <p>D Cohen, TC Allen, S Balci, PT Cagle, J Teruya-Feldstein, SW Fine, DD Gondim, JL Hunt, J Jacob, K Jewett, XS Jiang, KJ Kaplan, I Kulac, R Meunier, ND Riddle, PS Rush, J Stall, LN Stuart, D Terrano, E Uthman, MJ Wasco, SR Williamson, RI Wu, JM Gardner. #InSituPathologists: How the #USCAP2015 meeting went viral on Twitter and founded the social media movement for the United States and Canadian Academy of Pathology. <i>Mod Pathol</i>. 2017 Jan 13;(2):160-168. <a href="http://www.nature.com/modpathol/journal/v30/n2/full/modpathol2016223a.html">http://www.nature.com/modpathol/journal/v30/n2/full/modpathol2016223a.html</a></p> <p>MA Arnold, E Freitag, JM Gardner, CA Arnold. If you are not on social media, here's what you're missing!: #DoTheThing. <i>Arch Pathol Lab Med</i>. 2017 Nov;141(11):1567-1576. <a href="#">PDF</a></p> <p>B Madke, JM Gardner. Enhanced worldwide dermatology-pathology interaction via Facebook, Twitter, and other social media platforms. <i>Am J Dermatopathol</i>. 2018 Mar;40(3):168-172.</p> <p>Oltulu P, Mannan R, Gardner JM. Effective use of Twitter and Facebook in pathology practice. <i>Hum Pathol</i>. 2018 Mar;73:128-143</p>
<p style="text-align: center;"><b>Declaration of interest</b></p>	<p>I have no relevant financial conflicts of interest.</p>

Meeting:	<b>Wales Pathology Education Symposium</b>
Lecture Title:	Social Media: The Team Haem Experience
Lecturer Name:	Emily Graves and Sarah Wheelwright
Learning Points	<ol style="list-style-type: none"> <li>1. Setting up a teaching project: how Team Haem did it.</li> <li>2. A description of how using social media to learn in multidisciplinary teams and across international boundaries.</li> <li>3. A summary of the pros and cons of the use of social media in medical education.</li> <li>4. A discussion about how social media is useful for engaging future generations of medical trainees.</li> <li>5. Examples of how pathology specialities exploit social media accounts to teach.</li> </ol>
Abstract	<p>Medical education is an ever-evolving discipline, responding as it must to changes in technology, student expectations, rota patterns and the expansion of medical science. One approach to these changes is to embrace and utilise the technology that is so ubiquitous: this is the approach used by Team Haem. We use a number of social media platforms to bring haematology education to a wide audience, and will describe the process of establishing the project, including our new Instagram feed. We will describe the advantages of this approach as we perceive them, and also examine some of the difficulties we have encountered.</p>
References	<ol style="list-style-type: none"> <li>1. Whyte W, Hennessy C, Social Media use within medical education: A systematic review to develop a pilot questionnaire on how social media can be best used at BSMS. <i>MedEd Publish</i> 2017. Accessed March 2018 <a href="https://www.mededpublish.org/manuscripts/984#abstract">https://www.mededpublish.org/manuscripts/984#abstract</a></li> <li>2. Hillman T, Sherbino J, Social media in medical education: a new pedagogical paradigm? <i>Postgraduate Medical Journal</i> 2015;91:544-545. Accessed March 2018 <a href="http://pmj.bmj.com/content/91/1080/544">http://pmj.bmj.com/content/91/1080/544</a></li> <li>3. Davis WM, Ho K, Last J. Advancing social media in medical education. <i>Canadian Medical Association Journal</i>. 2015;187(8):549-550. Accessed March 2018 <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4435861/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4435861/</a></li> </ol>
Declaration of interest	None

Meeting:	<b>Wales Pathology Education Symposium</b>
Lecture Title:	Quality Improvement in Training and Beyond
Lecturer Name:	Dr Adam Christian
<b>Learning Points</b>	<ol style="list-style-type: none"> <li>1. What are the current requirements for trainees and consultants regarding involvement in quality improvement</li> <li>2. What resources are available for quality improvement in pathology</li> </ol>
<b>Abstract</b>	This talk will cover the evolving concept of quality improvement and the requirements for trainees and consultants in this area for ARCP and revalidation. There will be signposts to resources to help with quality improvement.
<b>References</b>	Nil
<b>Declaration of interest</b>	None



Meeting:	<b>Wales Pathology Education Symposium</b>
Lecture Title:	The Value of Mentoring in Training and Beyond
Lecturer Name:	Leona Walsh, Wales Deanery
<b>Learning Points</b>	<ol style="list-style-type: none"> <li>1. Definitions of mentoring and the distinction from coaching, training and teaching</li> <li>2. Roles, functions and skills of mentoring</li> <li>3. Issues to consider in informal and formal mentorship</li> <li>4. Different stages of a mentoring relationship</li> <li>5. Practical techniques for in building rapport, questioning and listening, supporting reflection and giving feedback</li> <li>6. Information on further resources to support practice development</li> </ol>
<b>Abstract</b>	<p>This session aims to provide mentors with skills to support colleagues effectively in their development and transition into new phases of training and/or new roles and mentees with the skills and understanding to help them set their development agenda, choose the best mentors and derive optimal benefit from a mentoring relationship.</p> <p>The session relates to the following CPD frameworks:</p> <p>Academy of Medical Educators Professional Standards 2012 Domain 2: Teaching and Supporting Learners</p> <p>Higher Education Academy Domain A: Develop effective environments and approaches to student support and guidance</p> <p>GMC Trainer Recognition: Domain 6 - Guiding Personal &amp; Professional Development</p>
<b>References</b>	<ol style="list-style-type: none"> <li>1. General Medical Council (2012). Leadership and management for doctors. Manchester: GMC.</li> <li>1. Megginson, David; Clutterbuck, David. (2004). Techniques for Coaching and Mentoring. Abingdon, Oxon: Routledge.</li> <li>2. CAMEO - the comprehensive coaching and mentoring online encyclopaedia: <a href="http://cameo.clutterbuckassociates.co.uk/">http://cameo.clutterbuckassociates.co.uk/</a></li> <li>3. International Journal of Evidence Based Coaching &amp; Mentoring – online Journal, Oxford Brookes University. <a href="http://ijebcm.brookes.ac.uk/">http://ijebcm.brookes.ac.uk/</a></li> <li>4. Blake, S. (2016) 'From expert to novice: Supporting mentor development through professionalisation of practice in formal schemes', <i>International Journal of Evidence Based Coaching and Mentoring</i>, (S10), pp. 1-15.</li> <li>5. Connor, M. P., Bynoe, A. G., Redfern, N., Pokora, J., &amp; Clarke, J. (2000). Developing Senior Doctors as Mentors: a form of continuing professional development. Report of an initiative to develop a network of senior doctors as mentors: 1994 - 1999. <i>Medical Education</i>, 34 (9), 747 - 753.</li> </ol>
<b>Declaration of interest</b>	I have no interests to declare.

**The path of a College Vice President and the value of public engagement**

Dr Rachael Liebmann, RCPATH Vice President for Communications

Dr Rachael Liebmann graduated from Queen's University Belfast in 1991 and is vice President of the Royal College of Pathologists, a specialist breast pathologist and Deputy Medical Director at the Queen Victoria Hospital NHS Foundation Trust. Rachael is a Secondary Care representative on a Clinical Commissioning Group in Essex and UK Medical Advisor to the Telemedicine Clinic. She has held a number of senior roles in the recent past including membership of the South East Coast Clinical Senate Council, the Advisory Board of the Faculty of Medical Leadership and Management and the Council of the Medical Women's Federation

She established and led RCPATH Consulting which provides independent authoritative advice on pathology service provision, reconfiguration and commissioning issues. Rachael was Clinical Director of the Kent Pathology Network serving a population of 1.7m for seven years and was the national lead for Histopathology recruitment, Chair of the Histopathology Specialty Training Committee for London, Kent, Surrey and Sussex, Joint Director of the London Histopathology Training School, Chair of the Breast Disease Orientated Group for the Kent Cancer Network and the Regional Lead for National Pathology Week.

In 2015 Rachael was awarded Fellowship of Academy of Medical Educators, shortlisted for the Health Service Journal Clinical Leader of the Year and was voted one of world's 100 most influential pathologists according to The Pathologist Magazine Power List. In 2017 she was awarded the Royal College of Pathologists Medal for distinguished service, the highest accolade the College can bestow on one of its Fellows.

**A word from the President**

Professor Jo Martin, RCPATH President

Professor Jo Martin is currently Professor of Pathology at Queen Mary University of London and honorary consultant at Barts Health NHS Trust.

Professor Martin qualified via Cambridge University and the London Hospital Medical College. She holds a PhD of the University of London and a Masters in Leadership. She is a practising histopathologist, with a particular subspecialist expertise in neuromuscular disease of the gut and renal pathology. She has previously run clinical and diagnostic departments and acted as Medical Director and subsequently Chief Medical Officer at Barts Health NHS Trust and currently leads on education and research across the Trust. She was National Clinical Director for Pathology for NHS England from 2013 -2016.