An update to the TLHP Programme:

The structure to the TLHP programme will be changing slightly from September 2017. It will now be run as 3 x 20 credit modules for the foreseeable future.

This will not affect any current Certificate students as we will continue to run the original 10 credit modules until needed.

The Diploma modules will continue as planned for the next academic year and all assignment submissions will remain the same using Blackboard.

All bookings systems will remain the same.

If you have any concerns or queries, please do contact us.

Admin reminders

Module booking - don’t forget to book your modules on Blackboard as soon as possible.

The 2017-2018 timetable will be available soon. Check our website and Blackboard in May.

Please make sure that your email re-direction is in place - emails will only be sent to your UoB address.

Turnitin

Turnitin is a text-comparison system which is available through Blackboard. When assignments are submitted to Turnitin, the text is compared with sources in the Turnitin database, which include websites, online journals, newspapers and e-books, as well as student work submitted either at Bristol or other institutions. An “originality report” is automatically produced, which highlights any text matching a source in the database and provides links to the sources of these matches. Once matching text has been flagged up by the system, academic staff can then determine if the content has been used inappropriately. The system can also be used formatively to help students develop their academic writing.
TLHP Consultancy
Do you need an educationalist to help with an education project? What we can help with:

Faculty Development
• One off staff development sessions
• Sessions to develop teaching skills
• Examiner training

Assessment
• Blueprinting
• Constructively aligning ILOs and assessment

Curriculum review
• Review of current theory
• Contribution to process
• Course evaluation

External QA
• External examining

Educational research

Contact: tlhp-office@bristol.ac.uk who will contact the relevant person to advise you further.

CHSE/CPD Programme

As part of the staff development arm of CHSE, we are pleased to offer regular monthly workshops available for all our faculty across the Health Sciences.

They are free of charge and run for 2 hours over a lunchtime and topics range from, widening participation, case based learning, writing for publication and the use of educational games. Our aim is to share, network and create best practice around teaching and learning, across our faculty of medicine, dentistry and the veterinary school.

We are always looking for new speakers and exciting new topics, so if you have something you would like to share/present around teaching and learning, do get in touch with TLHP.

What are we reading?


I was fascinated to read in this paper that there may be some truth in the cry ‘Today’s students are not like we were’. Twenge, a psychologist, using rigorous testing, finds that today’s young people are more assertive, narcissistic and less self-reliant than in past generations. They also have poorer mental health. She concludes that we should be teaching them differently.

Twenge has published other papers and books related to this topic but here she turns her attention to medical students, opining that narcissistic traits might be “harnessed to good ends”.

This is an American study and there are obvious differences between USA and GB students. That said, cultural shifts that might explain some of the traits identified by Twenge can be seen in Britain too and her 2012 paper refers to corroboration in Dutch and Finnish studies.

The paper does raise questions about whether the prevailing culture should be taken into account when deciding on teaching methods. What do you think?
New TLHP Organisation/Roles

Annie Noble - Co Lead Programme Director

Annie Noble is now Co Lead Programme Director for the TLHP Programme. She will be in charge of Development and Innovation projects, as well as continuing to teach on all the TLHP modules. Annie has been a lecturer on TLHP for 4 years and has a strong clinical and educational background. Her previous life was as a PICU nurse/Sister in London and Bristol. Then she moved into a teaching role as Paediatric Resuscitation educator and then a paediatric simulation educator. She studied the TLHP Cert and Diploma during this time working as a nurse educator and then decided to join the TLHP teaching team at Bristol University where she then also completed her MSc. Her main interests are inter-professional education, assessment strategy, educational research and workplace based learning.

Dr Ellayne Fowler - Co Lead Programme Director

Dr Ellayne Fowler is Co Lead Programme Director for the TLHP Programme. She has responsibility for delivery of the programme with particular oversight of the diploma and dissertation stages. Ellayne has been a lecturer on TLHP for 8 years. She is an educationalist with a strong background in adult education and teacher training. Her research background is qualitative with a strong interest in ethnography. At Bristol she has been involved in quality assurance (taking the FQT role for 4 years) and curriculum development. Ellayne won a University Teaching Fellowship to support education research in the Faculty and continues to work with Clinical Teaching Fellows in supporting this work. Her main interests are in language, discourse, qualitative research and learning as a social practice.

The Clinical Teacher

This is a journal that is well worth reading - short articles, lots of practical teaching ideas and a good outlet for small scale research projects. The three articles below from the March 2017 edition give you a flavour.

Sequential simulation of a patient journey (pages 90 – 94) by Weldon et al., focuses on the integrated care of an elderly patient. This training was aimed primarily at pharmacists, but could easily be adapted, especially for Interprofessional learning. It outlines how instead of focusing on one incident the simulation was a series of scenarios illustrating the patient journey of an elderly woman. It is well worth a read.

The value of mentorship in medical education (pages 124–128) by Dalgaty et al., reports on a mentorship programme by junior doctors for senior medical students. This consisted of mentorship groups which were formed through two simulation based workshops, whose content came from junior doctors who ranked core areas of practice they felt had required further training when they started. They report on how this pilot scheme helped both mentors and mentees:

“The unique design of the MMP, being underpinned by the lived experience of JDs and being modular in delivery, has been shown to have a positive effect on the professional development of medical students and JDs” (p.128)

Strategies to maximise teaching in your next ambulatory clinic (pages 85–89) by Beach is a nice article to help you revise strategies for teaching in outpatients. There are lots of good tips, which you will recognise from either our Fit2Teach course or TLHP, including a useful table to remind you of the stages of the One Minute Preceptor.

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