

# How to do well in your first year, and how to enjoy it too!



Image credit: University of Edinburgh.

Prof. Jamie Davies, Director, MBChB Early Years.

You are embarking on an education that will mean that you will one day be a 'doctor' (physician/ surgeon/ pathologist *etc.*).



Image credit: US Army, via Wikimedia commons .

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Image credit: US Army, via Wikimedia commons .

To understand how the training is arranged, it may help to think about what doctors have to think about



Image credit: medico, Wikimedia commons, CC3.0



## Level 1 Outcome:

An Edinburgh medical graduate will be a caring, competent, confident, ethical and reflective practitioner, equipped for high personal and professional achievement, able to provide leadership and to analyse complex and uncertain situations, for the benefit of patients.



Image credit: medico, Wikimedia commons, CC3.0

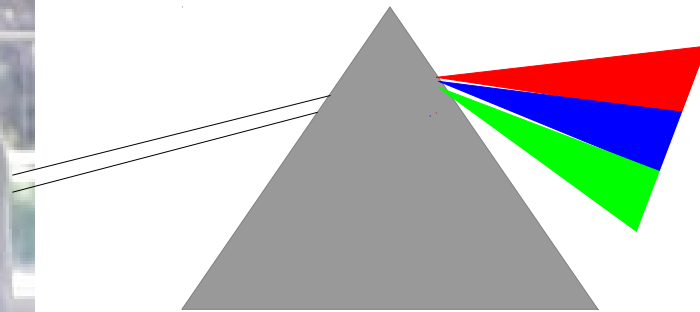
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The whiteness of the coat comes from many underlying 'colours'



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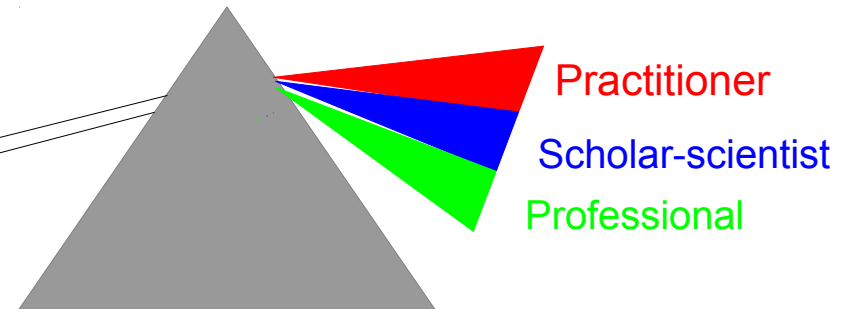
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## Level 2 outcomes



# Edinburgh MBChB



- Exploring Learning Outcomes
- 01 Biomedical Sciences
- 02 Psychological Aspects of Medicine
- 03 Social Sciences and Public Health
- 04 Evidence-Based Medicine and Research
- 05 The Consultation
- 06 Presentation, Diagnosis and Management
- 07 Clinical Communication
- 08 Emergency Care, Clinical and Resuscitation Skills
- 09 Clinical Pharmacology and Therapeutics
- 10 Medical Informatics
- 11 Medical Ethics, Legal and Professional Responsibilities
- 12 Personal Professional Development



## Semester 1: “Fundamentals of Medicine”

YEAR 1	SEMESTER 1	SEMESTER 2		
	Fundamentals of Medicine	Cardiovascular	Respiratory	Locomotor
	Health Ethics and Society 1	Health Ethics and Society 2		
		Student Selected Component 1		
	Year 1 Programme Theme Teaching			
	Problem Based Learning			

# Semester 1: “Fundamentals of Medicine”

Wk

- |   |  |
|---|--|
| 1 | Finding your way round<br>the body, finding your<br>way round medicine |
| 2 | Conception to birth  |
| 3 | Nature, nurture and the<br>new individual                              |
| 4 | Medical cell biology   |
| 5 | Neural function in health<br>and disease                               |
| 6 | Drugs for health and<br>against  |

... and so on to week 11

## Semester 1: “Fundamentals of Medicine”

3, 11

Wk		Biomedical Sci	Social Science, ethics & health
1	Finding your way round the body, finding your way round medicine	Anatomy & histology	Intro to professional responsibility, ethics, law, society
2	Conception to birth	Human embryology and congenital abnormality	Life-span: conception to birth, social determinants of health
3	Nature, nurture and the new individual	Genetics	Maternity care, consent, ethics
4	Medical cell biology	Cells, communication	<i>... and so on across the themes</i>
5	Neural function in health and disease	Electrical excitability & neurotransmission	
6	Drugs for health and against	Clinical pharmacology & therapeutics	

*... and so on to week 11*

You learn from many people;



# You learn from many people;



Image credit: National Cancer Institute, via Wikimedia, copyright-free.

## Clinicians of all types

# You learn from many people;



Image credit: still from film Maniac, 1934, public domain

## Scientists who are active in medical research

# By the way...

“Doctor X”



“Doc”



“Professor Y”



“Prof”



“Mr X”



(unless you know this person is a surgeon)

“Mrs X”



(unless you know this person is a surgeon)

“Sir”



“Miss”



*Really, never call a doctor or professor this!*

Many of us are perfectly happy to be called by our first names, but it's safer to wait for someone to tell you this.

# You learn from many people;



Image credit: Shane Wenzlick/ Phototek; CC-BY-SA 3.0

## EACH OTHER!!



# You learn in multiple ways;

- Lectures
- Tutorials
- Problem Based Learning (PBL)
- Practicals
- Contact with patients and families
- *Untimetabled study* (libraries, Computer Assisted Learning (CAL) etc)

# Lectures



Image credit: Lukáš David, CC-BY-SA 4.0 International.

Gain high density, well-organized factual information (mainly). Please recognize that lectures are only one part of your learning experience.

# Tutorials & PBLs



Image credit: University of Wisconsin, via Wikipedia; CC-SA-3.0

Gain knowledge, critical thinking skills, team-working skills, presentation skills

# Practicals

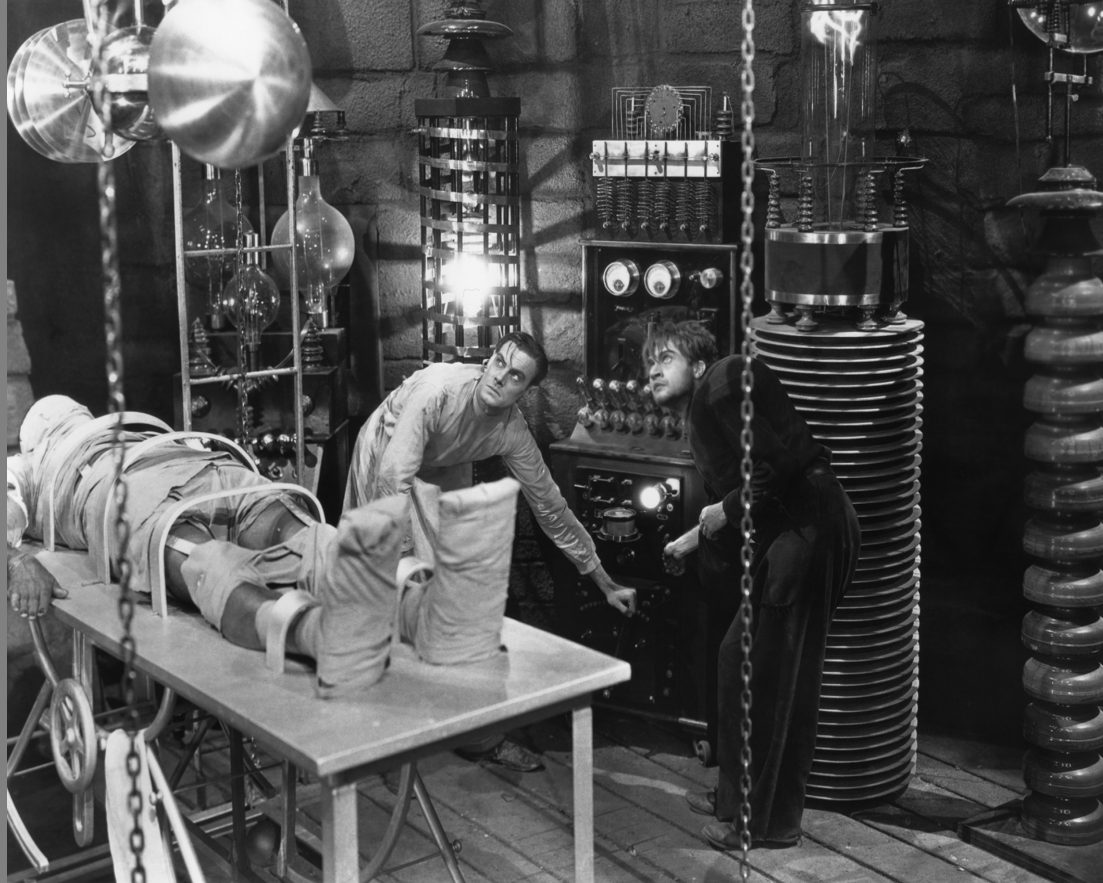


Image credit: still from Frankenstein (1931): out of copyright.

Allow you to gain practical skills, 'hands-on knowledge' (eg of anatomy) and an appreciation of the laboratory work that supports medicine 'behind the scenes'.

# Meeting patients and families



Image credit: National Cancer Institute, via Wikimedia; copyright-free.

Gain a balanced view of people as people, not just machines that have to be fixed; gain skills of communication, empathy etc, and experience of working with other health professionals



Also, gain experience of families and people who are different from those with whom you grew up...



Image credit: Swallowtail Garden seeds, Creative Commons 2.0

# Untimetabled study



Image credit: Ashford Uni

Gain consolidation of core material; deeper and broader knowledge and understanding.

# Untimetabled study



Image credit: Ashford Uni

Helping each other in study groups (eg personal tutor's group) works really well.

# University is different:

We treat you as adults (because you are adults)

We will not chase you – you need to be pro-active.

You are learning clinical skills for real, not just jumping through hoops to pass tests.

If you got through school by being effortlessly brilliant rather than working, you are in for a shock now, because you will need to work!

YOU MUST TAKE  
RESPONSIBILITY FOR YOUR  
OWN STUDY.

# Ways we help you do this:

## Core learning:

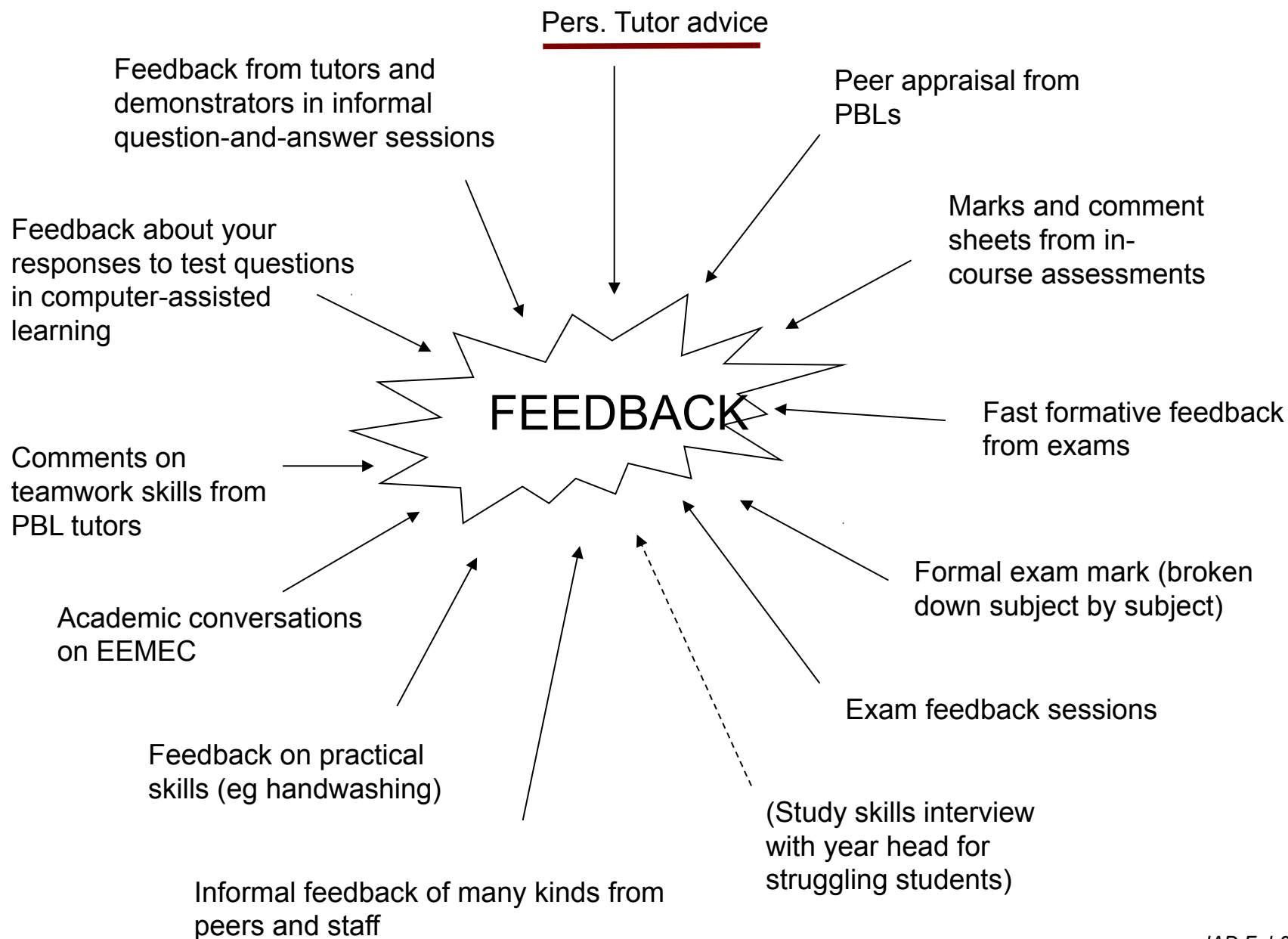
- Direct advice on how to learn (in the course and via EUSA)
- LEARNING OUTCOMES
- Formative exercises with feedback
- Practice exam (with feedback)
- Formative ('mock') exam
- Feedback from all assessments
- Feedback from personal tutor



*(Ed. Uni. Students'  
Assoc)*

## During general learning:

## From formal assessments:



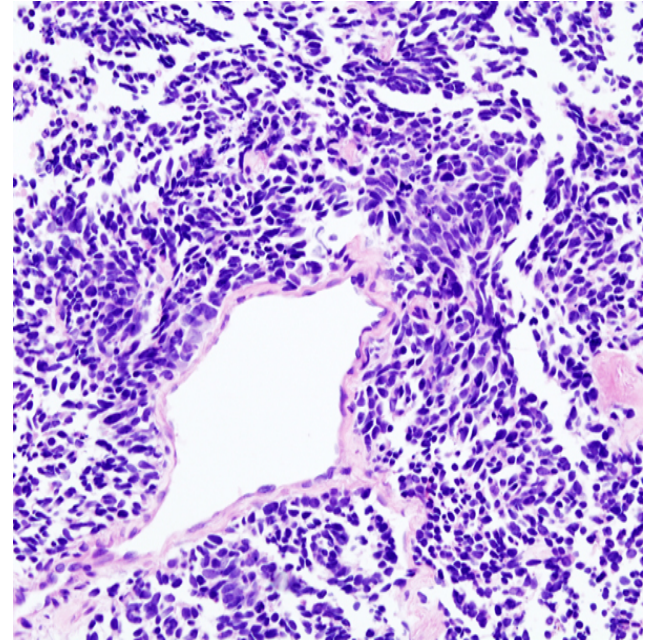
# General learning advice

- Use the learning objectives to guide your study
- Do not skip anything
- Learn at the time – **do not put off** to the revision period.
- **Learn Actively**
- Use feedback.
- Recognize that you need to learn subjects with precision and detail.
- **Do not play catch-up!!**



Example of the importance of precision and detail.

Question: The image shows a lung biopsy of a 56 year old patient who has smoked since the age of 15. Precisely what pathological condition is shown in this sample? (10 marks)



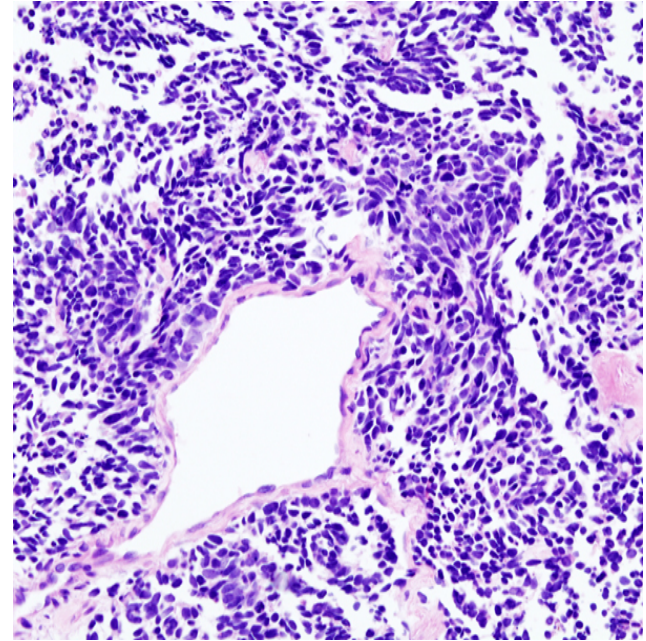
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School-type marking

Medical school-type marking

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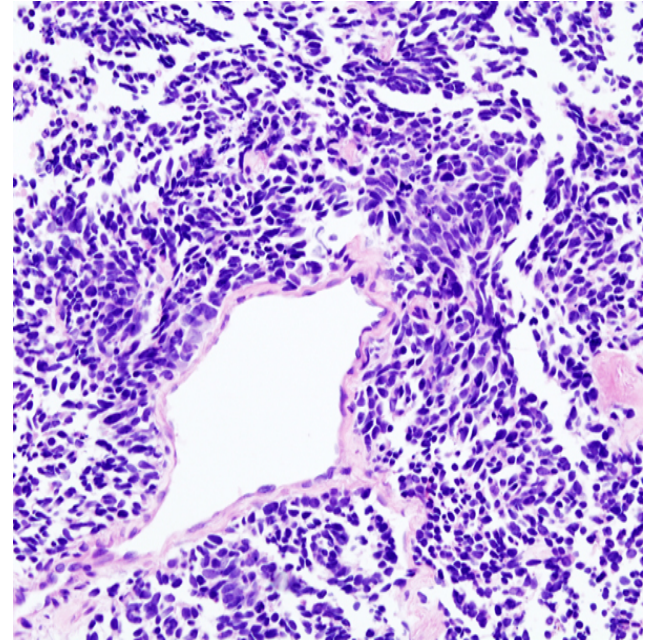
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6/10

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School-type marking

6/10

Medical school-type marking

**ZERO**


(intended answer 'small cell carcinoma')

# General learning advice

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## Discussion Board

The main discussion board page displays a list of forums within your course. A forum is where you can discuss a topic or a group of related topics. Within a forum, you'll find threads, which include an initial post and...

 <a href="#">Delete</a>	
<input type="checkbox"/> FORUM	DESCRIPTION
<input type="checkbox"/> General Discussion Year 1	
<input type="checkbox"/> <a href="#">Help and Support</a>	Please post the issue you are experiencing in this forum and a course administrator will be notified.

Advantages over Facebook:

Staff monitor academic questions etc and will answer.

Learn is a 'safe space'.

On that topic, cyberbullying (or any other kind of bullying) will not be tolerated, on our systems or on any others.

If you do this, you risk losing Fitness to Practice.

## Advice





There is also a revision tool based on past paper questions (you can try thousands if you want to):

#### Revision MCQ generator for MBChB1 Yr1 Sem1a

Choose the ONE correct statement amongst these:

1. The gracilis muscle extends the ankle
2. The small intestine is anterior to the kidneys
3. Paracrine interactions are long range cell-cell communications via the secretion of hormones into the blood stream
4. Meiosis in female humans generates four gametes
5. Meiosis in human males begins before they are born

Press the number key 1-5 according to your choice

(if the computer seems to ignore you, click once anywhere in the blue box, then type)

Problem? - contact [jamie.davies@ed.ac.uk](mailto:jamie.davies@ed.ac.uk)

I'll post a link to this on Learn in week 5, because you will need to have got that far in order to have covered enough material.



# And remember, too, to 'read' for your degree!

People who restrict their learning to formally-given lectures etc almost always struggle. You should be learning broadly enough that the taught course is just the easy core of what you know.

*Why do we run things like this (why are we not just like school?)*

→ One day, you will be a working doctor with patients' lives in your hands, and at that time you need to be able to learn, think and deduce independently, and organize your own time and priorities.

We need to get you used to that now, and check that you can do it.

# DANGER SIGNS

(identified from years of trying to help people who fail exams)

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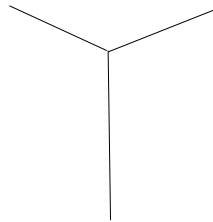
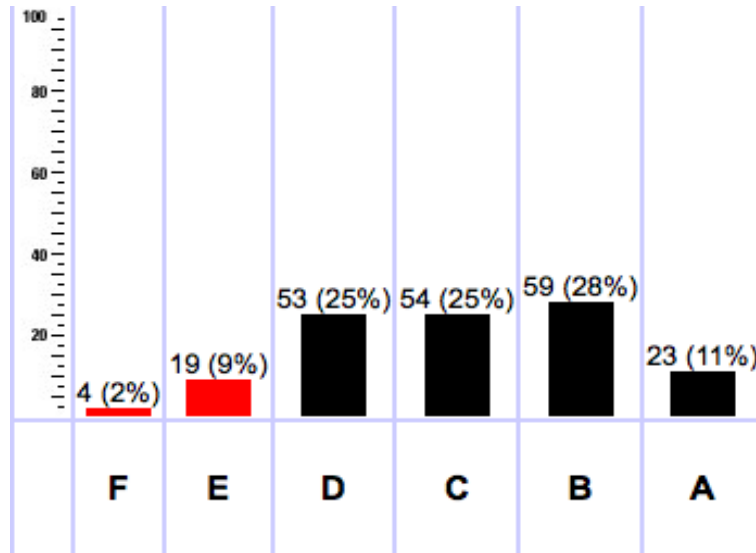


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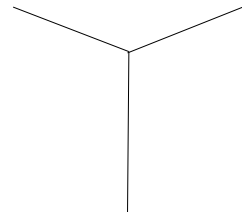
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- 5) Not taking formative exercises/ assessments seriously

## December 2013 Examinations



Almost all of these people did the formative exam 'open book' or did not bother with it at all.



Most of these people I asked, did the formative exam under self-imposed 'exam conditions', looked at the feedback carefully, and acted on it.

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- 5) Not taking formative exercises/ assessments seriously
- 6) Not telling us when you have problems

There is a podcast to give you advice on studying – see Learn

Preparing for your first sessions:

Biomedical lectures: no specific preparation required (they begin with an introduction).

HES lectures: go to the HES page on *Learn* and view the 2 short online introductory presentations. *It is really important you do this.*

# There is more to Uni life than work!

sport

events

drama

Social life

<http://www.eusa.ed.ac.uk/>

travel

dance

Shared interests

music

# Bank Holidays

This university does NOT observe 'bank holidays' (which are different in Edinburgh from much of the rest of Scotland, and Scotland is different from the rest of the UK, anyway).

In particular, please note that if Good Friday and Easter Monday fall within the semester, they will be normal working days.

(Christmas Day, Boxing Day and New Year's Day are in the winter break)

# One last thing...

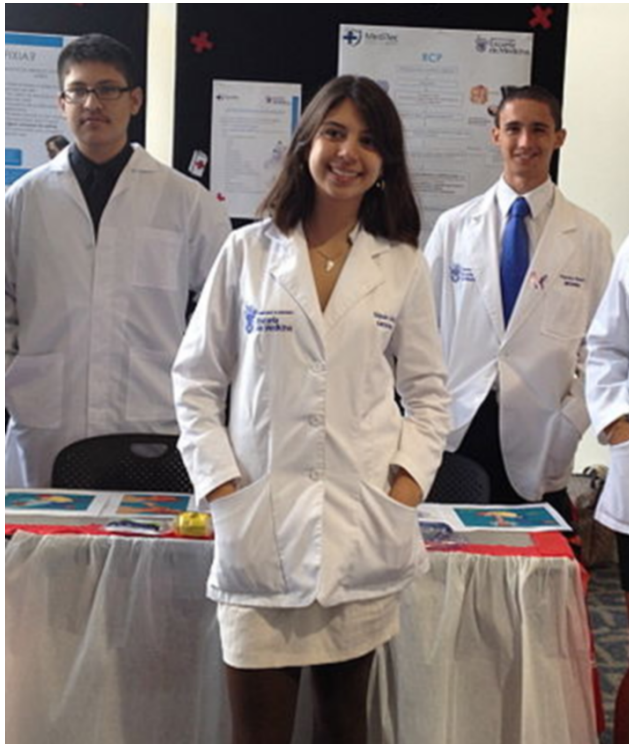


Image credit: Daniel Adiero, CC-SA-3.0



BBC



You are entering a profession; patients, the public, and teaching/medical staff expect you to look clean and to dress appropriately (during working hours).



## **Contacts (these all appear in LEARN):**

Year Coordinator (all administrative matters): Sarah Golightly [sarah.golightly@ed.ac.uk](mailto:sarah.golightly@ed.ac.uk)

Year Director (general academic matters): Jamie Davies [jamie.davies@ed.ac.uk](mailto:jamie.davies@ed.ac.uk)

Study issues: start with your Personal Tutor.

HES module: Jeni Harden [jeni.harden@ed.ac.uk](mailto:jeni.harden@ed.ac.uk)

Biomedical module 1a: Giusy Penetta [G.Pennetta@ed.ac.uk](mailto:G.Pennetta@ed.ac.uk)

Anything else, go to Sarah who will pass you on to the right person.