

SEAUK

Society for Education in Anaesthesia
Winter newsletter

January 2019

Issue 4

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@seatweetuk

From the editors

At last our winter newsletter!

In Janet's final term of SEA UK presidency, she has contributed the editor's note, as well as articles on a recent SEA UK governance update and some useful additional reading resources.

We are all looking forward to the ASM in Edinburgh and hope that you will enjoy the day. If you have not applied, please see if you can sneak north of the border for the day. And for those based in the area please pop in, even for the ASM.

The ASM always provides inspiration for new developments and ideas for addressing current challenges. One of those is how we inspire and motivate more people to join us in Anaesthesia. One such course is in Pinderfields, Wakefield. It has had major local impact with more demand than places available. In this newsletter, Dr Malaj provides an entertaining report of the day and a lovely photo of one of the participants.

Going forward, amongst other challenges is that of sustainability and how we increase awareness of the environmental impact we have as members of acute hospitals and theatre departments. Dr Shelton has written a thought provoking article about teaching sustainability issues to undergraduates, remarking particularly about the role of anaesthetists in this area.

We would like to remind you that there is still time to apply for national CEA awards and that you might also want to apply for travel grants, the application criteria are stated at the back of the newsletter.

Lastly, as members of SEA UK you are entitled to apply for election to council, contribute to the newsletter or the bulletin as part badged articles, or even write themed website articles. Indeed, it would enrich all these areas if we could source more people to write articles, contribute to the website and teach on courses. Please contact Cath our administrator, if you would like to be involved.

Presidents blog



Hello, (belated) Happy New Year and welcome to our newsletter.

We are eagerly awaiting our Annual Scientific Meeting in Edinburgh on March 19th at the Apex Hotel, Grassmarket, with spectacular views of the castle to boot. We have an exciting and wide ranging programme which will offer much, whatever our particular interest in education.

Wellbeing is a major topic of interest at present and we are delighted to welcome JP Lomas and Sangeeta Mahajan to lead a keynote speech and workshop in this area respectively. JP is a former trainee rep on the RCoA board and has an active interest in trainee wellbeing. He had promised that his talk on morale will be controversial. Sangeeta is building a reputation in the field of trainee mental health and her workshops will be supportive of us as educators and how we can support others who are struggling with this sensitive and relevant topic.

Kirsten May is chair of the SAS committee of the RCoA and she is leading workshops on education and the SAS doctor. Our SAS colleagues include some fantastic educators - how can we best develop and utilise their skills? They also include many who are eminently capable of working as consultants - how can we encourage and support them to do so, either through entry into training or CESR, if that is a route they wish to pursue? I am signing up for this one!

Rebecca Baron is an Associate Dean at HENW and her workshop on leadership (which I have done in the past) encouraged me to look at this topic in a different and thought-provoking manner and to consider the different aspects and styles of leadership in a new light. Ben Shippy is well known as an educator in Scotland and will be discussing education for

behavioural change - important as knowing stuff is one thing but of dubious relevance if it doesn't make a difference in how we live and work.

Our two other keynote speakers are Ed Horowitz from Edge Hill University and Cleave Gass from St Georges. Ed has a previous existence as an OPD but now is a senior lecturer in clinical education and an expert on the interface between education and the law.

Cleave 's previous lives include spells as both MD and DME at Georges, making him ideally placed to discuss those things people learn which we don't always want them to learn, and educational practice to which we would rather they (and we) weren't exposed. We all know the importance of role modelling but people learn more than we think from things we wouldn't necessarily have considered.

I always come back from the ASM with half a dozen great ideas from the verbal presentations and posters and am looking forward to seeing these aspects of your work this time too.

It promises to be a fascinating day and I can't wait. For those with advanced diary-keeping skills, the 2020 ASM will be held on March 20th in the beautiful town of Warwick. Save the date, and maybe make a weekend of it?

At the AGM Council will say goodbye to Nimmi Soundararajan, Michelle Denton and Omer Farooq. Many thanks for all your hard work on council and all the best for your future endeavours - of which more later.

This is my final newsletter as President and I would like to thank all who have supported me in that role. The council are a great bunch of committed educators who want to make a difference in how we teach and learn. We are ably supported by the wonderful Cath, our administrator, who keeps us on the paths of righteousness. Thanks a million to you all.

Regards

Janet

Changes to SEA-UK

Changes in SEAUK

There are a number of changes afoot in SEAUK which we would like to summarise below.

The Council have been working on revising the governance structure and guidelines for the Society. These have been summarised in a governance document which will be circulated to members shortly and ratified at the AGM at the Annual Scientific Meeting. It mainly formalises what we are already doing (rather than making many radical changes) and covers such things as our data protection protocol (we are GDPR compliant), financial governance, equality and diversity...

One area in which we are recommending a change is that of membership. Currently membership is open to medically qualified anaesthetists, with interested non-medical parties eligible to apply for associate membership. We are going to recommend to the AGM that full membership is made available to people involved in the practice of anaesthesia who are interested in education, thus opening the society to PA(A)s and ODPs. The final decision, of course, belongs to the members at the AGM.

One of our council members, Omer, is returning to Pakistan and is hoping to encourage the development of anaesthetic education there. One way in which he hopes to encourage this is by developing links between SEAUK and anaesthetists in Pakistan. This is open ended at the moment, but one proposed component is opening SEAUK membership to international members. Again, this will be discussed at the AGM and the final decision is that of you, the members.

This is in addition to the normal benefits of membership. One of these is that the Society is recognised to recommend applicants for national ACCEA awards for clinical excellence. There have been no members seeking the society's support for these awards for the last couple of years. It is good to see our hard work recognised so if anyone is thinking of applying for a National award then please watch out for the email inviting you to request our support. Applications are, of course, vetted and require a commitment to medical education!

Easy as ABC - Pinderfields Hosts Course for Future Anaesthetists

On 29th September, the Medical Education and Simulation Hub at Pinderfields General Hospital welcomed 20 delegates from all over the country for a day of hands-on anaesthetic experience at the second ever **Yorkshire Anaesthetic Skills Introductory Course (YASIC)**.

Devised by Dr Neil Allan, Dr Ananth Kasisomayajula (Consultant Anaesthetists) and Dr Marti Malaj (CT2 Anaesthetics), this is a unique course is aimed at foundation doctors, both to inspire the next generation of anaesthetists and showcase the excellent training provided across Yorkshire.

The day began with a talk on the application process and advice for the interview to secure a coveted Core Training post, with the opportunity for delegates to ask questions of current trainees and view an example portfolio.

The rest of the course was themed around skills-based workshops following the trusty medical mnemonic: each delegate was given a chance to work through a difficult intubation scenario and try a fiberoptic nasal intubation at the **Airway** station, get to grips with the anaesthetic machine and the workings of BiPAP during the **Breathing** workshop, learn to insert central and arterial lines under ultrasound guidance to support **Circulation**, and finally try a range of regional anaesthetic techniques such as spinals and epidurals, to manage **Disability**.

The delegates were supported through each station by a mix of trainee and consultant anaesthetists, Advanced Nurse Practitioners and ODPs, to give them an experience of the multi-disciplinary team that anaesthetists work with daily; we also had some very helpful medical students act as models for live ultrasound anatomy demonstrations.

The aim of our course is two-fold. Firstly, we wanted to give our delegates a chance to try their hands at the skills an anaesthetist would require on the 'day job' in a safe environment; this would show commitment to the specialty during application as well as give them something to talk about in the interview.

Secondly, with delegates from as far afield as Wales, we wanted to show off the fantastic anaesthetic training offered here in Yorkshire – our supportive and enthusiastic faculty spent the whole day fielding questions about life as an anaesthetist, and we very much hope to see some of our delegates return as trainees in the coming years!

This course is the first of its kind nationally; we hope this hands-on approach will enthuse those considering a career in anaesthesia, and encourage them to apply to Yorkshire in particular.

Feedback from our delegates following our two courses so far has been overwhelmingly positive, and we are looking forward to hosting the next YASIC day in March next year.

Our special thanks to Mr Sanjib Majumder for his invaluable help in organising the course.

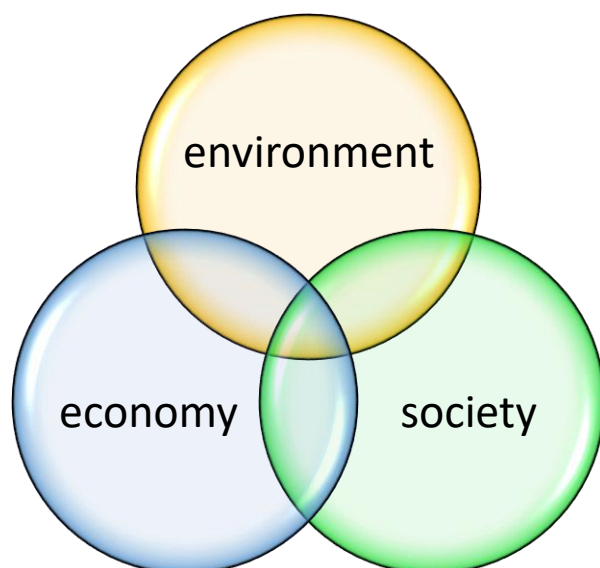


Teaching environmental sustainability: the role of the anaesthetist

Cliff Shelton, NIHR Doctoral Research Fellow and Specialty Trainee in Anaesthesia, Lancaster Medical School and Health Education England North West.

In June 2018 the General Medical Council published a revised edition of *Outcomes for Graduates* [1]. This document, which specifies the capabilities expected of the newly qualified doctor, indicated for the first time that medical graduates must possess knowledge of principles of 'sustainable healthcare'. This presents a challenge to those involved with undergraduate education, who may be unfamiliar with the key concepts relating to sustainability. However, it also presents an opportunity for healthcare professionals with an interest in the environment to bring this important topic into their clinical teaching.

There is no universally agreed definition of 'sustainability' as applied to health, however many authors make use of the Brundtland Commission's description of sustainable development which refers to meeting 'the needs of the present without compromising the ability of future generations to meet their own needs' [2]. It is notable that this definition is not explicitly environmental in nature; indeed, to prioritise the environment above patients would be to neglect the primary purpose of healthcare. Instead, organisations such as the NHS Sustainable Development Unit (SDU) and the Centre for Sustainable Healthcare advocate a balance between economics, environment and society known as the 'triple bottom line' (figure 1).



Costello et al. state that climate change is the 'biggest global health threat of the 21st century' [3]. It is therefore ironic that healthcare makes a substantial contribution to greenhouse gas emissions; the NHS in England accounts for 2.7% of the UK's total carbon footprint (2015 data, [4, 5]). In order to comply with the Climate Change Act 2008 [6], the NHS is committed to reducing its carbon footprint by 80% from the 2008 baseline by 2050. Though ambitious, this target appears to be achievable (the first interim target of 10% by 2015 was met [7]). However substantial innovation and commitment will be required throughout the health and care sector. This includes the delivery of high-quality education to undergraduates, as per the GMC's *Outcomes* [1].

Anaesthetists are well placed to deliver sustainability education, embedded within undergraduate clinical experience. There are a number of reasons for this:

- The contexts in which anaesthetists work are highly resource intensive: operating theatres, delivery suites and critical care units all generate large quantities of physical waste, are energy-intensive, and require high levels of staffing to run. Within these contexts, anaesthetic gases (i.e. volatiles and nitrous oxide) make a substantial contribution to carbon impact, accounting for 5% of all CO₂ equivalent emissions generated by acute organisations [8].
- Anaesthetists often have access to alternative techniques with which to accomplish the same outcome: for example, sevoflurane, desflurane and propofol are commonly-used drugs for the maintenance of general anaesthesia, each with their own advantages and disadvantages, and a markedly different environmental impact in terms of global warming potential and plastic waste [9].
- Anaesthetists are well-versed in many of the physical principles which explain anthropogenic global warming: for example, infra-red absorption spectroscopy is taught as a component of the FRCA curriculum, and is used as part of many anaesthetic gas monitoring systems.
- Organisations such as the Association of Anaesthetists [10] and the SDU [11] have identified the importance of anaesthesia in contributing to climate change and have produced resources which can easily be adapted to undergraduate teaching.

Teaching environmental sustainability is complementary to teaching anaesthesia in the undergraduate setting. Using concepts such as the triple bottom line, and the practical learning experiences that are available in the operating theatre environment, anaesthetists are ideally placed to teach on this topic. Enabling students to understand sustainable healthcare is not only important in terms of their achievement of the GMC *Outcomes*, but in supporting the NHS in achieving its carbon reduction targets in order to promote global health.

References

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Educational resources

There are a number of resources out there to guide us as educators and this section aims to signpost to a number of them.

Firstly there is our own website, www.seauk.org. This holds copies of all the articles published in the RCoA Bulletin under the SEAUk badge. As these have been published three times a year for 5 years now, there is quite a collection building up there. There is also a growing collection of articles in the members section. Take a look, and please either make suggestions for topics which could be added or, better still, write a contribution!

The Welsh 'deanery' have published a number of short articles on various aspects of medical education. Many of these were written by students on the University of Cardiff MA programme. The quality varies (as is inevitable in a series of resources) but there is a wide range and they summarise the principles well. These can be found on www.walesdeanery.org/how-to-guides.

NACT, the National Association of Clinical Tutors, has a number of publications on their website. Their articles on the trainee in difficulty and the trainer in difficulty are particularly good. These are at www.nact.org.uk/documents/national-documents.

The University of Aberdeen has links to resources for the teaching and assessment of non-technical skills on www.abdn.ac.uk/iprc/documents/ANTS%20Handbook%20.pdf

Finally, don't forget the Academy of Medical Educators' Professional Standards for Educators, on which the requirements for revalidation as an educator are based.

Happy reading!

**We are please to announce that this years ASM
will be held in Edinburgh at the Grassmarket
hotel.**



Bookings can be made online at <https://bookcpd.com/course/sea-uk-annual-scientific-meeting-2019>



Society for Education in Anaesthesia(UK)

Registered Charity No. 1091996



20th ANNUAL SCIENTIFIC MEETING

Monday 18 March 2019

Apex Hotel, Grassmarket, Edinburgh

09.00 Registration and refreshments

09.20 Introduction and Welcome by the President

Janet Barrie

09:30 – 10.10 **Keynote 1**

Chair Janet Barrie

Morale: how to raise it in others whilst maintaining your own JP Lomas

10.10 – 10.30 **Annual General Meeting**

10.30-10.55 Refreshments

11.00 – 12.00 **Workshops**

WS 1 Educational leadership

Rebecca Baron, HENW

WS 2 Mental health and suicide prevention

Sangeeta Mahajan

WS 3 Education for behavioural change

Ben Shippey

WS 4 Educational development and SAS doctors

Kirstin May

12.00 - 13.00 **Free papers**

Chair Richard Ramsaran

13.00 – 13.50 Lunch and AGM

13.50 - 14.30 **Keynote 2**

Chair Peeyush Kumar

Education in a litigious environment
(this is suitable for Scottish and English law)

Ed Horowitz

14.35-15.35 **Workshops (as above)**

15.35 – 15.55 Refreshments

15.50-16.35 **Keynote 3**

Chair Cyprian Mendonca

Educational 'never events' and the hidden curriculum

Cleave Gass

16.35 - Presentation of prizes and closing address

Janet Barrie

RCOA 5 CPD points awarded

CPD: 1H02, 1F05, 2H01, 2H02, 3J02

To book click: <https://bookcpd.com/course/sea-uk-annual-scientific-meeting-2019>

Travel grants

There are two small travel grants which are for £500 each. The study needs to have ethical approval and adhere to accepted research format. Guidance for this can be found on the SEA UK website. They can not be used to pay salaries, can be used to pay for equipment which will be considered the property of SEA UK thereafter, and can not be used to pay for higher education degrees. The travel grants can not be used to support OOPE visits but can be used to attend an educational meeting to present with the proviso that the individual presents at the SEA ASM . For further information please contact the SEA UK administrator, Catherine Smith, on administrator@seauk.org.

