Undergraduate Teaching in SEM

Dr. John Brooks
Faculty of Sport and Exercise Medicine Annual Scientific Meeting
24th October 2013

Vertical stream of 4 SEM lectures

- Regular physical activity/exercise
- Physiological adaptations & risks: Phase 2 Sc.07
- How to prescribe exercise: Phase 3 P&T
- Role of the doctor: Phase 2 Sc.17
- Beneficial health effects: Phase 1

Lectures: key principles

- **Content** (‘Tomorrow’s Doctors’)
  1. Evidence based
  2. Clinically relevant

Lecture impact: survey & focus group

1. **Survey:** The lectures significantly increased students’:
   - Appreciation of the importance of PA in the prevention and treatment of disease.
   - Knowledge of the CMO minimum PA adult guidelines.
   - Confidence in advising patients on PA.

2. **Focus group:**
   - "...we were told why it’s good for you..."
   - "...I sat through that lecture not thinking this is what I should go tell my patients but that this is what I should take on board myself!..."

Results published

Realising the potential for an Olympic legacy; teaching medical students about Sport and Exercise Medicine and exercise prescribing

31st January – 1st February 2013 **Society of Academic Primary Care (SAPC)** London & South East Regional Conference

10th-12th July 2013. **Association for the Study of Medical Education (ASME)** annual conference

P R Jones¹, J H M Brooks¹, A Wylie¹, C Rufford²

¹Department of Primary Care and Public Health Sciences, King’s College London School of Medicine, UK
²Centre for Medical Education, Barts & The London School of Medicine, UK
Exam questions

• 15 questions approved & in the question bank for phase 1-3 (summative assessments)

Recommended additions to the medical curriculum - example

• Chest pain
  - Basic and pathological sciences
    - Physiology
  - Clinical Sciences
    - Management
      - Treatment of hypertension, hyperlipidaemia, diabetes. Correction of risk factors smoking, physical activity, overweight, diet and alcohol
  - Communication:
    - Starting physical activity and exercise
    - Public health sciences:
      - Physical activity, exercise and public health
  - Community/primary care:
    - Assessing levels of physical activity and exercise
    - Advising safe physical activity and exercise for health

Addressing issue of limited clinical exposure for students

**Obesity day:** Enabling tomorrow’s doctors to consult obesity (1st May 2013)

• GP teachers (25% of teaching practices)
• Workshop: Prescribing physical activity and exercise (Dr. Chris Rufford & Dr. John Brooks)

Now established, what about the future ...........?

1. Phase 4: Sports medicine (+ exercise medicine reminder)
2. Phase 5: Lecture or workshop
3. SEM SSCs
4. US using a similar outline (anecdotal)
5. Other UK Medical Schools .......

Why is this important?

• Specialty awareness

• Evidence based education: importance of physical activity for health + MSK injury management

• Population health
Expanding SEM teaching to other medical schools

• Explicit recommendations from Royal College of Physicians
• 56% of medical schools (average of 4hrs) (2010/11)

Undergraduate SEM committee (Dr. Simon Till):
1. Determine the extent of SEM undergraduate teaching
2. Write core curriculum (based on King’s model?)
3. Agreement from faculty about the content
4. Contact medical schools with curriculum recommendations:
   – Their responsibility to source teachers & draft teaching materials

Potential issues & solutions

1. Issue: No staff to deliver SEM teaching
   • Solutions:
     – FSEM to recommend local FSEM practitioners
     – FSEM to advise about linking with other specialties (eg. Primary care for behaviour change, orthopaedics for MSK)

2. Issue: No expert or time to draft resources
   • Solutions:
     – Selection of FSEM slides or lectures to use
     – Pre-recorded FSEM lectures
     – (Would need Faculty approval & regular updating)

Potential issues & solutions

3. Issue: SEM still not taught (or not taught well)
   • Solution:
     – Online CPD for undergraduates & other medical professionals (FSEM or BMJ Learning)
     – (Would need Faculty approval & regular updating)

4. Issue: Students not exposed to exercise medicine clinically
   • Solution:
     – King’s GP training day?

Summary – possible actions points

1. Determine the extent of SEM undergraduate teaching
2. Write & agree core curriculum by Faculty
3. Contact medical schools with curriculum recommendations
4. Follow-up to ensure teaching is happening (Deans or local medical students)
5. Online CPD resource?

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Thank you: questions/ discussion

John.h.brooks@kcl.ac.uk