

# PUBLICATIONS: RESEARCH, LETTERS, POSTERS, ORAL PRESENTATIONS AND MORE..

Luamar Dolfini and Samar Babiker

# CONTENTS

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4. Posters
5. Presentations
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## WHY EVEN BOTHER?

- I. Important for the extra 2 publication points for Foundation Program Application System (FPAS)

FPAS



```
graph TD; FPAS[FPAS] --> SJT[Situational Judgement Test (SJT)]; FPAS --> EPM[Educational Performance Measure (EPM)];
```

The diagram illustrates a hierarchical structure where 'FPAS' is the parent category, branching into two sub-categories: 'Situational Judgement Test (SJT)' and 'Educational Performance Measure (EPM)'. The 'FPAS' box is white with a black border, while the sub-category boxes are white with orange borders. Orange arrows point from the 'FPAS' box to each of the sub-category boxes.

Situational Judgement  
Test (SJT)

Educational  
Performance Measure  
(EPM)

# EPM

Points	Qualification
0	<ul style="list-style-type: none"> <li>➤ Primary medical qualification only</li> <li>➤ 3<sup>rd</sup> class BMedSci integrated course (e.g. University of Nottingham)</li> </ul>
1	<ul style="list-style-type: none"> <li>➤ 3<sup>rd</sup> class honours degree</li> <li>➤ Unclassified honours degree</li> <li>➤ 2.2 class BMedSci integrated course (e.g. University of Nottingham)</li> </ul>
2	<ul style="list-style-type: none"> <li>➤ 2.2 class honours degree</li> <li>➤ 2.1 class BMedSci integrated course (e.g. University of Nottingham)</li> </ul>
3	<ul style="list-style-type: none"> <li>➤ 2.1 honours honours degree</li> <li>➤ 1<sup>st</sup> class BMedSci integrated course (e.g. University of Nottingham)</li> </ul>
4	<ul style="list-style-type: none"> <li>➤ 1<sup>st</sup> class honours degree</li> <li>➤ Postgraduate Master's degree (level 7 only), e.g. MPhil, MSc, MPharm</li> <li>➤ Bachelor of Dental Surgery (BDS)</li> <li>➤ Bachelor Veterinary Medicine (B Vet Med)</li> </ul>
5	<ul style="list-style-type: none"> <li>➤ Doctoral degree (PhD, DPhil, etc.)</li> </ul>

Decile Rank	Number of Points
1	43
2	42
3	41
4	40
5	39
6	38
7	37
8	36
9	35
10	34

Publications	Number of Points
Educational research paper published in a peer-reviewed journal with a PubMed ID number	1 per publication
<b>Maximum number of points available</b>	<b>2</b>

## WHY EVEN BOTHER?

1. Important for the extra 2 publication points for Foundation Program Application System (FPAS)
2. Important for the Academic Foundation Programme (AFP)

# AFP

	Domain	Points
<b>A</b>	<b>Further Degrees</b>	<b>0 - 10</b>
<b>B1</b>	<b>Publications &amp; Presentations</b>	<b>0 - 10</b>
<b>B2</b>	<b>Prizes</b>	<b>0 - 5</b>
<b>Maximum of 25</b>		

Points	Scoring Criteria	
2	Points	Scoring Criteria
1	1	<ul style="list-style-type: none"> <li>Distinction</li> <li>Merit</li> <li>Scientific/Medical <b>First Prize</b>; <ul style="list-style-type: none"> <li>At undergraduate/medical school (pertaining to applicant's medical education including intercalated BScs, but not degrees undertaken prior to entering medicine)</li> <li>International Level</li> <li>National level</li> </ul> </li> </ul>
	<b>Maximum of 5 points available in total for this domain</b>	

Points	Qualification
<b>0</b>	<ul style="list-style-type: none"> <li>Primary medical qualification only</li> <li>3rd class BMedSci integrated course (e.g. University of Nottingham)</li> </ul>
	<ul style="list-style-type: none"> <li>3rd class honours degree</li> <li>Unclassified honours degree</li> <li>2.2 class BMedSci integrated course (e.g. awarded at University of Nottingham)</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>2.2 class honours degree</li> <li>2.1 class BMedSci awarded at University of Nottingham (e.g. awarded at University of Nottingham)</li> </ul>
	<ul style="list-style-type: none"> <li>2.1 class honours degree</li> <li>1<sup>st</sup> class BMedSci integrated course (e.g. awarded at University of Nottingham)</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>1st class honours degree</li> <li>Postgraduate Master's degree (level 7 only), e.g. MPhil, MSc, MPharm</li> </ul>
	<ul style="list-style-type: none"> <li>Bachelor of Dental Surgery (BDS)</li> <li>Bachelor Veterinary Medicine (B Vet Med)</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Doctoral degree (PhD, DPhil, etc.)</li> </ul>

## WHY EVEN BOTHER?

- Important for the extra 2 publication points for Foundation Program Application System (FPAS)
- Important for AFP
- Helps to start developing CV for specialty training



# GET STARTED ON SPECIALTY POINTS

Key Skill	Scoring Guide	Scoring Range
Additional Achievements	None/other: please specify	0
	Scholarship/bursary/equivalent awarded during medical undergraduate training.	2
	One prize/distinction/merit related to parts of the medical undergraduate training awarded to no more than the top 20%	3
	More than one prize/distinction/merit related to parts of the medical undergraduate training awarded to no more than the top 20% <b>And/Or</b> High-achievement award for primary medical qualification (e.g. honours or distinction) awarded to no more than the top 10%	4
	Awarded national prize related to medicine (open to all trainees)	5

Key Skill	Scoring Guide	Scoring Range
Quality Improvement (clinical audit)	None/other please specify	0
	I have participated only in certain stages of a quality improvement project	3
	I have actively participated in using QI methodology through a QI project; but I have not presented the complete results at a meeting within a local Trust	5
	I have actively participated in using QI methodology	
Teaching experience	No evidence of teaching	0
	I have taught medical students or other healthcare professionals occasionally. I have evidence of formal feedback	2
	I have provided regular teaching for healthcare professionals or medical students over a period of approximately three months or longer. I have evidence of formal feedback	4
	I have organised a local teaching programme for healthcare professionals or medical students consisting of more than one session and contributed regularly to teaching over a period of approximately three months or longer. I have evidence of formal feedback	6
	I have worked with local tutors to design and organise a teaching programme (a series of sessions) to enhance locally organised teaching for healthcare professionals or medical students. I have contributed regularly to teaching over a period of approximately three months or longer. I have evidence of formal feedback	8

## WHY EVEN BOTHER?

- Important for the extra 2 publication points for Foundation Program Application System (FPAS)
- Important for AFP
- Helps to start developing CV for specialty training
- Good experience to talk about if considering academic career

## WHAT COUNTS AS A PUBLICATION?

To gain a point for a publication, the work must have been published and must have a PubMed ID number (PMID). If there is no PMID, the point will not be awarded. **DOI, ISBN or PMCID numbers are not sufficient and will not count.** Please ensure the PMID links directly to the paper where it can be confirmed that you are the author. If you have entered the publication PMID correctly, this will hyperlink to the publication. You can check this by searching the PubMed website. You are advised to check the database to ensure the article presented is available and reflects the information stated on your application.

RESEARCH: JUST DOUBLE-BLIND  
STUDIES AND SYSTEMATIC REVIEWS?

# HOW TO GET INVOLVED WITH RESEARCH?

- Buddy up with lecturers' and doctors heavily involved with research at your university.
- Alternatively, research platforms for students:
  1. **Research & Academic Medicine Society (RAMS):**  
<https://www.researchmed.org/for-students>
  2. **Young academics:** <https://youngacademics-beta.webflow.io>
  3. **Peer reviewed open access journal run by students for students**
    - JSAMR: <http://journal.nsamr.ac.uk/index.php/jsamr>
    - Others: Student BMJ, International Journal of Medical Students

# CLINICAL AUDITS

- SSC Projects
  - Clinical audits
  - Quality improvement projects
- Why bother?
  - Publications
  - Posters and presentations
  - Prizes
  - Points



# STUDENT SURVEYS

- Take longer to complete but worth it
- Requires ethical approval from the university
- Include someone who knows how to number crunch
- Use incentives to encourage student participation
- Can serve multiple purposes: original research, poster, presentation..

## **Factors affecting female medical student interest in Surgery - A nationwide cross-sectional survey.**

Tien Tran BSc (Hons)<sup>1‡</sup>, Luamar Dolfini BSc (Hons)<sup>1</sup>, Oyinkansola Oremakinde MSc (Hons)<sup>1</sup>, Shahmeen Rasul<sup>1</sup>, Syeda Anum Zahra BSc (Hons)<sup>1</sup>, Amer Harky MBChB, MRCS, MSc<sup>2,3</sup>, Suruchi Pandey MBBS, MRCOG<sup>4</sup>

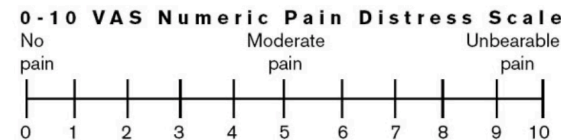
# EXAMPLE: PROJECTS TO TAKE ON..

Patient Details				Clinical codes			
Age	Gender	Ethnic Origin	Temperature va	Respiratory Rate	Pulse	Capillary refi	Date
4	Female	White British	37.7	16/minute	130 beats/minute	N/A	05-Nov-18
4	Male	N/A	38.5	N/A	107 beats/minute	N/A	28-Jun-18
4	Female	Other	37.6	26/minute	114 beats/minute	N/A	04-Feb-19
3	Female	N/A	38.1	N/A	130 beats/minute	Normal	14-Apr-19
3	Female	African	37.6	N/A	140 beats/minute	N/A	11-Feb-19
3	Female	N/A	40.6	N/A	144 beats/minute	Normal	14-Dec-18
3	Female	Other Mixed	37.9	28/minute	120 beats/minute	Normal	04-Feb-19
3	Female	N/A	37.9	N/A	100 beats/minute	Normal	17-May-19
3	Female	White and As	38.2	60/minute	160 beats/minute	Normal	07-Dec-18
3	Female	N/A	37.7	20/minute	130 beats/minute	Normal	04-Jun-18
2	Male	Other White	37.7	N/A	130 beats/minute	N/A	28-May-19
2	Male	N/A	37.8	N/A	120 beats/minute	Normal	19-Oct-18
2	Female	N/A	38.4	N/A	140 beats/minute	Normal	07-Feb-19
2	Female	N/A	37.6	N/A	105 beats/minute	N/A	01-Oct-18
2	Female	White British	38.4	N/A	140 beats/minute	N/A	05-Jul-18
2	Male	British or Mix	37.8	N/A	114 beats/minute	N/A	18-Jun-18
2	Male	N/A	38.4	N/A	140 beats/minute	N/A	10-Oct-18
2	Male	White and As	38.5	N/A	140 beats/minute	N/A	25-Jan-19
2	Female	Other White	37.6	N/A	140 beats/minute	Normal	27-Nov-18
2	Female	White British	39.5	N/A	180 beats/minute	N/A	22-Jun-18
2	Female	N/A	39.6	N/A	150 beats/minute	N/A	11-Feb-19
2	Male	N/A	39.3	25/minute	120 beats/minute	N/A	26-Jun-18
2	Male	N/A	39.5	N/A	120 beats/minute	Normal	23-Oct-18
1	Female	Black British	39.5	N/A	N/A	N/A	30-May-19
1	Male	Other White	38.6	25/minute	150 beats/minute	N/A	27-Jun-18
2	Male	N/A	38.4	30/minute	120 beats/minute	Normal	08-Oct-18
1	Female	N/A	37.9	20/minute	120 beats/minute	Normal	09-Nov-18
1	Male	british or Mix	37.7	N/A	120 beats/minute	N/A	10-Dec-18
1	Female	White British	37.8	N/A	N/A	N/A	15-Feb-19
1	Male	Other White	37.6	40/minute	147 beats/minute	N/A	29-Oct-18
1	Male	British or Mix	37.7	16/minute	126 beats/minute	N/A	23-Jan-19
1	Female	N/A	37.7	N/A	91 beats/minute	Normal	21-Aug-18
1	Male	Other White	39.6	30/minute	160 beats/minute	Normal	19-Oct-18
1	Female	N/A	37.6	25/minute	140 beats/minute	Normal	15-Nov-18
1	Male	N/A	39	N/A	160 beats/minute	N/A	22-Jun-18

Patient Name		Gender	
Patient DOB		Joint Injected	
Date			

## Visual analogue score

Please mark on the line how bad the pain in the joint that will be injected has been today, with **0** being **no pain** at all and **10** being the **absolute worst pain** ever.



Please mark on the line how bad the pain in the joint that will be injected has been today, with **0** being **no pain** at all and **10** being the **absolute worst pain** ever.



## Take on:

1. Supportive supervisors
2. Short-term projects: few weeks
3. Simple work i.e. dealing with online patient data.



LETTERS

## LETTERS: EASY, BUT NOT SO EASY..

- Low impact or high impact journal?
- Prestige journals that often accept student letters:
  - PMJ
  - BMC education
  - Education for primary care
- Needs to be WELL written! Not done in a few hours, takes a few days. Give a real message from a student perspective

# HOW TO PUBLISH A LETTER

- Group: Create a group chat with 4-6 friends and all attempt letters

Letter to the Editor

**A medical students perspective on internet access in OSCEs**

Tarek Boumrah  , Ana Manzar, Shams Abdalla 

Published online: 21 Jan 2020

**Letter to 'Twelve tips for responding to microaggressions and overt discrimination'**

Shams Abdalla  , Ana Manzar, Yazied Ben Ramadan 

Published online: 01 Apr 2020

Published on: 23 September 2019

**Re: [How good are doctors at introducing themselves? #hellomynameis]**

Samar Babiker, Medical Student St Georges University of London

Other Contributors:

- Shams Abdalla, Medical Student
- Ana Manzar, Medical Student
- Yazied Ben Ramadan, Medical Student
- Tarek Boumrah, Medical Student

- Or Solo:

Doctors as mentors: the need for career guidance during medical school (4 May, 2020)  
Luamar Dolfini

## EXAMPLE OF HOW TO WRITE A LETTER

- Responses to editorials and reflections are easier than responding to research
- Note down the key points of the paper and construct a letter from a STUDENT perspective
- Include suggestions and how medical education/ institutions can implement changes
- Important: an interesting/ unique perspective, catchy titles, and a well written piece (put effort into grammar and linguistics).

# EXAMPLE OF HOW TO WRITE A LETTER

## Postgraduate Medical Journal



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### IMAGES IN MEDICINE

[Acute behavioural changes after a small fire](#) (16 July, 2019)

Hiroki Matsuura, Yasufumi Yamaji

[Calf pressure ulcers—fact](#)

Jochanan Naschitz

[Transient oval pupil](#) (12 July

Madhavi Karri, Balakrishnan Ramasa

[Myasthenia gravis: an icy c](#)

Miguel García-Grimshaw, Diego Pos

[Dieulafoy's lesion of the re](#)

Ki Suk Eum, Kyler Kozacek, Caleb H

### LETTERS

[Genomics in medicine: a novel elective rotation for intern](#)

(22 August, 2019)

Linda N Geng, Jennefer N Kohler, Peter Levonian, Members of the Undiagnose  
Bernstein, James M Ford, Neera Ahuja, Ronald Witteles, Jason Hom, Matthew Wheeler

[Postexercise facilitation in Lambert-Eaton myasthenia syndrome](#) (31 July, 2019)

Waqar Waheed, Rup Tandan

### ON REFLECTION

[The Yin and Yang of medical consultations](#) (20 September, 2019) **FREE**

John Launer

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## ON REFLECTION

[The Yin and Yang of medical consultations](#)

John Launer

[Yin and Yang of medical education](#) (28 November, 2019)

Luamar Dolfini, Tien Tran, Syeda Anum Zahra, Shameen Rasul

Commentary

## Understanding the association between mean arterial pressure and mortality in young adults FREE

 Yue Fei

Correspondence to Dr Yue Fei, Medicine, University of Hong Kong, Hong Kong, Hong Kong; [fayeyf@connect.hku.hk](mailto:fayeyf@connect.hku.hk)

[View Full Text](#)

<http://dx.doi.org/10.1136/postgradmedj-2020-137751>

[Linked Articles](#)

[Request Permissions](#)

Mean arterial pressure (MAP), the average blood pressure (BP) over a cardiac cycle, is an important measurement of circulating pressure load. Adequate MAP (at least 60 mm Hg) is needed to sustain sufficient perfusion pressure for tissues so as to reduce hypoperfusion and organ failure, furthermore, prevent death.<sup>1</sup> MAP is highly associated with systolic diastolic BP (DBP). Previous studies have confirmed MAP as an important independent predictor of metabolic syndrome cardiovascular disease (CVD) and cardiovascular death.<sup>2-7</sup> However, unlike the well-established strong association between MAP and cardiovascular mortality,<sup>4-6</sup> the evidence on the predictive utility of MAP in the risk of all-cause death remains controversial. MAP was found to be comparable to SBP in predicting the risk of CVD mortality and all-cause mortality across all age groups in the Chicago Heart Association cohorts,<sup>6</sup> while every 10 mm Hg increase in MAP was reported to be independently associated with a 14% increase in the risk of all-cause mortality in the elderly with isolated systolic hypertension in the Middle Eastern populations without baseline CVD and antihypertensive medications. MAP showed insig

  
Article  
Text

  
Article  
Info

  
Citation  
Tools

  
Share

  
Responses

  
Article  
metrics

Commentary

## Understanding the association between mean arterial pressure and mortality in young adults FREE



[Compose a Response to This Article +](#)

### Other responses

No responses have been published for this article.

# AVOID RAPID RESPONSES

## CASE REPORTS

# CASE REPORTS

- Pick up on interesting patients whilst on placement.
- Discuss submitting a case report with your reg or consultant who may want to publish alongside you
- Must be interesting and relevant to medical practice

## Neurology

### [Massive bilateral stroke in a COVID-19 patient](#)

Iskandar Zulqarnain Bin Mohamed, Laura Balson, Shyam Madathil

10.1136/bcr-2020-236254

August 18, 2020

### [Ganglionitis and myelitis: myriad neurological manifestations of Hansen's disease](#)

Prashant Bafna, Rasmi R Sahoo, Manesh Manoj, Anupam Wakhlu

10.1136/bcr-2020-236813

August 18, 2020

### [Miller Fisher syndrome and COVID-19: is there a link?](#)

Amanda Ray

10.1136/bcr-2020-236419

August 11, 2020



POSTERS AND ORAL PRESENTATIONS

# POSTERS AND ORAL PRESENTATION

- Try your luck! Conferences accept almost anything from students
- What can be sent: case reports, original research, audits projects, medical tech start-ups, student surveys...
- Posters and oral presentations have prizes!

Abstract submissions are welcome under the following topics:

- Adolescent Health
- Audit or Practice Survey
- Clinical
- COVID-19 – *new*
- Education
- Emerging Technologies
- Ethics
- Innovation
- International
- Quality Improvement
- Research
- Service Delivery

**BRITISH SOCIETY FOR RHEUMATOLOGY**  
**ANNUAL CONFERENCE**  
Liverpool | 1–3 May 2018



**SAPC ASM 2021 - Leeds**  
49th annual scientific meeting  
30th June - 2nd July 2021 at University of Leeds

**SE SAPC 2020**  
Madingley

Speakers Schedule Venue Team

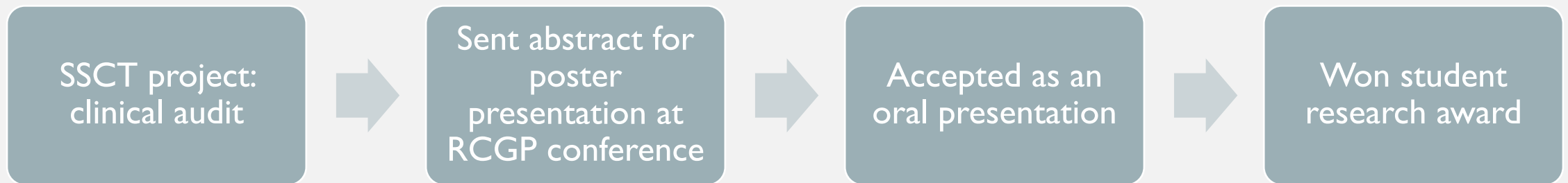
23-24 January  
2020

# SSC PROJECT TURNED PRESENTATION:




## SSC PROJECT TURNED PRIZE

An example of a small project that ended up as a prize at a national conference..



# A PLACE TO START...

For :  
Study Research About

## Research Day 2020

**Date:** Wednesday 02 December 2020

**Time:** 09:00 - 17:00

**Location:** Location TBA , [View map](#)

Research day is an annual event held in December to showcase the world class research done at St George's. It is an opportunity for staff and students to share ongoing research work and ideas, to promote discussion and to strengthen collaboration across the university.

Details of arrangements for the 2020 event will be released soon. Look out for the request for submissions for [research awards](#) in George's Weekly.

## CONCLUDING REMARKS

- Start now and reduce your burden throughout P year
- Find friends willing to help you write
- Build relationships with supervisors
  - Email around
  - But remember.. supervisors are not essential to the process