



Introduction

The Medical School curriculum, unfortunately, does not include much teaching on Sports and Exercise Medicine (SEM). As I am very interested in pursuing a career in SEM, in September 2016, I took a year out from Medical School to undertake the SEM Masters degree at the University of Nottingham. I was fortunate enough to be awarded a BASEM MSc in Sport and Exercise Medicine Bursary award. In this article I will describe some of my highlights from the year, and provide details about the research project I undertook.

I was keen to gain more knowledge about sport injuries and to improve my MSK examination skills. Therefore, I was very

Furthering my Knowledge in SEM - Katie Marino

much looking forward to two particular modules: Clinical Sport Injury and Sports Injury Assessment. In Clinical Sport Injury we had numerous guest lecturers who work with elite athletes such as Professor Mark Batt, Mr. Mike Walton and Dr. Roger Hawkes. We received lectures on common injuries seen in specific sports, and overviews of sport injuries seen in each joint. For the Sports Injury Assessment module, we were taught how to assess each joint with the focus very much on which tests you would do if you suspect certain injuries. The clinical examination techniques we were taught were much more advanced than those I had been exposed to previously at Medical School and I found this invaluable.

I was also very interested to learn how exercise prescriptions specific for certain health conditions can be used to improve general state of health and well-being. We had a Physical Activity in Health and Disease module, in which we learnt about specific health states, such as pregnancy and diabetes, and how exercise can be optimally advised in these groups. In addition, the importance of keeping up to date with new research findings was highlighted to me throughout the Masters. Therefore, I took

the opportunity during the year to go to a variety of SEM conferences. A few images from these are given in Figure 3.

For my research project I chose a mixed-methods study exploring opinions of Musculoskeletal (MSK) Radiology teaching at Nottingham Medical School. I utilised qualitative methods via semi-structured interviews to obtain opinions on MSK radiology teaching from senior professionals of various specialities in Nottingham. I used quantitative methods to obtain data from medical students and Foundation Year Junior Doctors regarding how well they think the MSK radiology teaching received at Nottingham prepares them for the challenges faced as a junior doctor. More information on my project is given in the abstract.

Conclusion

I thoroughly enjoyed my time at Nottingham and I would like to thank all the staff on the course and the supervisors of my research project for all the help and support I received throughout the year. I am now finishing my final year of Medical School at the University of Sheffield and I am excited to continue gaining experience and working in SEM.

ABSTRACT

Background: Recent years have seen a surge in the use of imaging in clinical practise and it is being increasingly used to aid with diagnosis and treatment in sports and exercise medicine. The UK is currently facing crisis due to a shortage of Consultant and trainee Radiologists despite ever increasing demand. With this in mind, the specifics of how best to teach Radiology has generated increasing interest.

Aims: Determine whether Radiology teaching at Nottingham Medical School is perceived to be satisfactory by medical students, junior doctors and senior professionals in preparing students for the demands of junior doctor posts, and also to investigate opinions on how best to deliver MSK Radiology teaching.

Methods: Questionnaires were distributed to medical students and Foundation Year doctors (n=307 in total). Semi-structured interviews were conducted with Consultants and teaching staff (n=13). Ethical approval was granted in March 2017.

Results: 41% of medical students thought Radiology teaching is not sufficient in preparing them for the Radiology challenges junior doctors face. Clinical students felt more positively than preclinical students. 44.1% of junior doctors thought Radiology teaching is either sufficient or very sufficient, and a further 29% thought it was neutral. The opinions between medical students and junior doctors is statistically significant ($p=0.001$). 14.4% of medical students felt either confident or very confident with MSK Radiology. Yet on an MSK Radiology test students scored an average of 69%, in keeping with consultants and teaching staffs' view of a reasonable standard of competence in medical students and junior doctors. Of note, only 5% of students were even considering a career in Radiology.

Conclusions: Overall there seems to be concern among medical students regarding Radiology teaching, a view not shared by junior doctors or senior medical professionals. This may be due to medical students' lack of confidence and clarity on what is required of them, which might be influencing their career choice. This might be in part addressed by introducing better longitudinal learning and a more formal documentation of set competencies/learning objectives for MSK Radiology and integrating it better throughout the course.

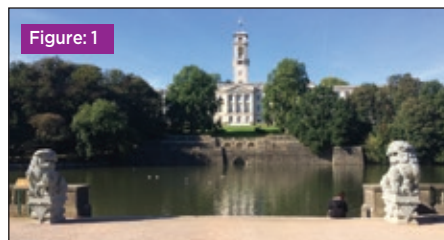


Figure 1: University of Nottingham Main Campus. Not a bad place to study!



Figure 2: I had SEM opportunities outside of the MSc, including helping Nottingham County Academy with their pre-season screening.



Figure 3: Images from the conferences I went to during the year. Top left: Yorkshire BASEM: Shoulder and Ankle Pearls. Top right: London Marathon Medicine Conference. Bottom Left: Wales Exercise Medicine Symposium. Bottom right: BASEM/FSEM Annual Conference 2016