



Megaphone Online

July 2021

the voice of Health Sciences' staff and students

Three Minute Thesis (3MT) 2021

Congratulations to two of our PhD students Mariya Geneshka and Kate Mooney (pictured right) who recently took part in the University's Three Minute Thesis competition.

The University of York Three Minute Thesis competition challenges PhD students to educate and engage the audience with their research in just three minutes.

Research students pitch their work against the clock, often to a nail biting finish! They are competing to communicate the impact of their research to an audience and judging panel. The top three receive prizes and coaching for the national 3MT semi-final.

3MT was developed by the University of Queensland to celebrate the best research. Find out the breadth of work being undertaken at York through clear, engaging and concise presentations.

Mariya's presentation was entitled *Is nature medicine?* and Kate's was *Unequal memories: Is children's learning a matter of social circumstance?*

Congratulations to Kate who came third in the competition. All the presentations by the ten finalists can be viewed here <https://youtu.be/kyKTKfCSqvM>



In this issue:

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York Strengths

Lucy Ward, first year Nursing Student recently completed the York Strengths programme and writes:

“I chose to take part in York Strengths because it looked like a really positive and worthwhile activity to do while I’m at university that would help me during my course and in my future career.”

“It only took me a few hours, it was free and easy to access online, I just logged in and worked through the questions and activities in my own time. It was quite fun to take a look at what I’m good at and enjoy, as well as some of the things that perhaps don’t come as naturally to me and I maybe need to try to develop.”

“As a nursing student I think a little bit of extra self-awareness will go a long way and I know what I have learnt will help me on my upcoming placements, when applying for jobs and when I’m working with patients and colleagues in the future.”

“I would definitely recommend people give York Strengths a go – who knows what you might learn about yourself!”

York Strengths is open to all students of the university, with different elements available for undergraduate, postgraduate taught, post graduate research or distance learning students. Taking part in York Strengths can help you:

- Find out more about yourself, and how to make the most of what you have to offer
- Support your personal development and make the most of your time at University
- Identify careers that suit you, and make better decisions for your future
- Build your confidence in talking about your strengths, and demonstrating them to employers.

For more information visit [York Strengths](#)

Student publication

Congratulations to third year nursing student Yoana Docheva, who has had her article on “Supporting self-management for people with laryngeal cancer through printed information” published in Cancer Nursing Practice. The article can be [viewed online](#).

Student Digital Top Tips

Productivity hack! Split that screen!

"I only discovered I could do that (split screen) last year. It's such a massive help! In my first year, I was reading articles and then having to click off the article and go to a Word document, click back and back and it was only in the second year I realised I could split the screen in half."

Ever have to copy and paste things from one document or browser tab to another? If you're not lucky enough to be working on two monitors, learn to split screens! This week's game changing tips include [personalising Windows](#), [keyboard shortcuts](#) and [creating screenshots](#).

I wish I could copy and paste that quote

If you're wanting to collect quotes you might reference in your essay, you can screenshot the text using Texthelp's Read&Write. This converts it into text you can copy and paste! You can do this with mathematical material too. View this week's game changing tips, a [4 minute video](#) on Read&Write's screenshot tool and [EquatIO's screenshot tool](#) (for formulae).

Tired of reading?

"I think the majority of my group don't know we can download (VLE files) in an alternative format. I think yesterday we realized, Yeah, I know. We didn't even know that you can download it as an MP3." Is this you? View our game changing tips on downloading alternative formats [using Blackboard Ally](#), converting formats with [Ally](#) or [Sensus Access](#).

Effortless reading

"I quite like it in the sense that if I know I've got loads of reading to do, but I need to go cook or I need to do the dishes or whatever, I just have it on in the background. And then like I might reread it later, but like, initially at least I can take it off in my mental To Do List of all the readings done like, I can tell what's going on."

Is this you? View our game changing tips on [reading aloud](#), [making an mp3](#) and [screen masking with Read&Write](#).

Search and find

"Lilian showed me a good way to actually remove the line breaks and I've been using that constantly since then. It made my life so much easier but I didn't even think about it, that (searching for a solution) could be an option ...but it's so obvious that it is."

This week's game changing tip is just a reminder that if you're doing something repeatedly, why not search online for a solution? And did you know you can use Ctrl F (Cmd F on a Mac) to find words on a web page? Try this on a VLE site or while watching a Replay video with captions.

Memory Making Workshop for Student Midwives

Rebecca Beggan Lecturer in Midwifery writes: “It has been documented that pregnancy loss along with neonatal death, can be taboo subjects as pregnancy and childbirth are regularly seen as happy life events by society (NHS 2014). Sadly, the death of a baby is not a rare event; around 14 babies die before, during or soon after birth every day in the UK (SANDS 2021).

Student midwives do not always have contact with women who experience the loss of a baby in the clinical placements (NHS 2014), therefore it is important that student midwives gain some experience of aspects of care that can be provided in University.

When a baby dies, there may be little physical evidence of their time with its family and loved ones. Making memories is an important part of many bereaved families journey (SANDS,2021). Making memories helps families to have physical evidence of their baby’s life and strengthens the bond that will endure after saying goodbye. Midwives are fundamental in the facilitation of making memories, not only through the physical and emotional care they can give to the family but also in the facilitation of physical memory making.

Knowing this the Midwifery Department collaborated with the Specialist Bereavement Midwife at York and Scarborough Teaching Hospitals NHS Foundation Trust to facilitate a practical workshop session with Stage 3 midwifery students. The workshop explored how midwives can help to facilitate memory making where there is pregnancy loss. The workshop incorporated many aspects of memory making, including:

- Clay hand and foot imprints, including how to prepare the clay
- Inkless hand and foot imprints
- Photographs, to create everlasting memories without the need of expensive equipment
- Memory boxes.



Memory boxes are a special place where families can store meaningful items they have collected through their baby’s pregnancy, birth and years that follow. Memory boxes can vary in content, but often will contain:

- A baby details book
- Two identical blankets (one to wrap the baby in and one for the family to keep)
- Two bears (one to stay with the baby and one for the family)
- A story book, to read with the baby
- Heart in their hand (A heart to place in the baby’s hand and one for the family to keep).



When midwives facilitate the development of physical memories and memory boxes, they are helping to create a safe space for families to have very personal reminders of their baby that they can re-visit at anytime.

Initial verbal feedback from the Midwifery students has been positive, reporting that the workshop has helped build their experience and given them ideas on how to facilitate making memories.



As a team (in-conjunction with the specialist bereavement midwife) we have also reflected on the session and plan to continue to incorporate the workshop into the midwifery curriculum. In the future we can also see the benefit of facilitating students from other courses to join the memory making workshop.

References

NHS (2014) A review of support available for loss in early and late pregnancy. [Online] Available at <https://www.england.nhs.uk/improvement-hub/wp-content/uploads/sites/44/2017/11/Available-Support-for-Pregnancy-Loss.pdf>

SANDS (2021) Why babies die? [Online] Available at <https://www.sands.org.uk/about-sands/baby-death-current-picture/why-babies-die>

Midwifery team present at Teaching & Learning Conference

Helen Bedford and Bex Hudson-Tandy collaborated with midwifery students, alumni and colleagues to present a padlet timeline at the University's Annual Forum Learning & Teaching Conference.

Titled 'Reflecting on learning during the Covid-19 pandemic: a celebration of midwifery resilience', the virtual poster showcases a range of entries that document and acknowledge the significant learning and achievements of midwifery education at the University of York since the start of the pandemic, which might otherwise be overlooked in amongst the challenges faced.

Helen says: "A huge thanks to all the contributors, who are listed in the padlet. The interactive padlet can be viewed at the [YorkLT21Poster site](#) - please do take a look and we would welcome your feedback."

14th Annual Conference of Randomised Controlled Trials in the Social Sciences

In May 2021, York Trials Unit (YTU), along with colleagues from the Centre for Health Economics (CHE), Dept for Education (York) and the National Foundation for Educational Research (NFER), hosted the 14th Annual Conference of Randomised Controlled Trials in the Social Sciences. Due to the pandemic this was a virtual event with an array of international speakers.

The conference was opened by Professor Carole Torgerson (Dept of Education, York) and on the first day the invited speakers were Mette Deding who was introduced by Hannah Ainsworth (YTU). Mette who is the Deputy Director General of VIVE (Denmark) spoke about RCTs in a Danish and historical context. She was followed by Professor Peter Tymms, School of Education (Durham University), who was introduced by Lyn Robinson-Smith (YTU), who talked about how educational RCTs have changed over the last 30 years. Both sessions were facilitated by Dr Ben Styles (NFER).

On the 12th of May the two sessions were delivered by two researchers from the USA. Professor Don Green from Columbia University, introduced by Professor David Torgerson (YTU), spoke about RCT designs for detecting spillover or contamination effects. Whilst the second speaker Professor Larry Hedges from Northwestern University, introduced by Professor Carole Torgerson, spoke about inferences from randomised trials for policy and practices. Both sessions were facilitated by Professor Catherine Hewitt (YTU).

The final two speakers on the 13th of May were Professor Sarah Miller (Queen's University, Belfast) and Professor Peter John (King's College London). Professor Miller, introduced by Louise Tracey (Dept of Education, York), spoke about the role of RCTs in systematic reviews and building the evidence base in education, whilst Professor John, introduced by Caroline Fairhurst (YTU), spoke about voter mobilisation in the UK and the evidence from RCTs. Both sessions were facilitated by Professor Gerry Richardson (CHE) and he also made the concluding remarks.

The conference was well received by delegates and we are planning for the 15th Annual Conference as a face to face event in May 2022. Emma Brooks and Sally Baker (YTU) ensured that all the organisation and technical issues flowed smoothly throughout.

For further information and to view the recorded presentations please see the [RCTs events page](#).

Research News

CALM

Around one in three children are scared of going to the dentist, leading to dental avoidance, and children end up with poor oral health, more toothache, dental infections and tooth decay as a result.

A team of dentists and researchers led by the University of Sheffield's School of Clinical Dentistry have been awarded more than £1.6 million from the National Institute for Health Research (NIHR) to investigate a new way of reducing dental anxiety based on Cognitive Behavioural Therapy (CBT).

The four-year CALM trial: the clinical and cost-effectiveness of a guided self-help cognitive behavioural therapy intervention to reduce dental anxiety in children, will involve 600 children from 30 dental practices and clinics across England and Wales and will examine whether specially developed, child friendly resources for children, parents and dental professionals will help children complete their dental treatment at their family practice rather than being sent to hospital for specialist services for sedation or general anaesthetic.

Principal Investigator Professor Marshman and the team will be investigating a new approach, based on the principles of CBT which involves dental professionals, children and parents working together, using specially designed resources, to help understand why the child is anxious, give them information and choices about the procedures they may need, provide activities the children will find useful to help them cope, and make talking to the dentist easier.

The collaborative team of researchers from the universities of Sheffield, Sheffield Hallam, Cardiff, King's College London, Leeds, Newcastle and York, working closely with patient representatives, are looking to recruit 60 dentists to take part in the study which will start in September 2021. The study will be overseen by Sheffield Teaching Hospitals Foundation Trust. The York Trials Unit, will provide expertise in methods, statistics, economics and trial management to support the delivery of the CALM trial.

Dental professionals or practices interested in taking part can contact z.marshman@sheffield.ac.uk for more information or visit <https://www.sheffield.ac.uk/dentalschool/research/person-centred-population/child-dental-anxiety/calm>.

This project was funded by the National Institute for Health Research Health Technology Assessment Programme (NIHR131805)

Department of Health Disclaimer

The views and opinions expressed therein are those of the authors and do not necessarily reflect those of the HTA Programme, NIHR, NHS or the Department of Health.

Research News

I-SOCIALISE LEGO®-based therapy

The I-SOCIALISE research study, a randomised controlled trial funded by the NIHR's Public Health Research (PHR) programme, recently came to an end. This was after very successfully recruiting to time and target thanks to its wonderful participants in Leeds, York, and Sheffield as well as the study teams in these areas.

This research study looked into the clinical and cost effectiveness of LEGO®-based therapy for children and young people with autism spectrum disorders (ASD) in mainstream school environments as compared with usual support from school and community services. LEGO®-based therapy is a group social skills intervention designed for children and young people with ASD. Originally created by a paediatric neuropsychologist in the US, its popularity in the UK has increased a great deal in recent years. Its focus is on creating fun and playful social interactions through group building of LEGO® models, a toy with which many children are intrinsically motivated to play. Groups are usually run with three children and an adult trained in the intervention who facilitates and lightly guides the session rather than running it in a directive way. The children take on one of three roles:

1. the engineer, who reads out the instructions to the group
2. the supplier, who finds the correct pieces based on the instructions from the engineer
3. the builder, who builds the model based on the instructions from the engineer and the pieces from the supplier.

Recruitment began in October 2017 and continued until April 2019, with follow-ups running until April 2020. A total of 260 children and young people took part with their parent or guardian and an associated teacher or teaching assistant. A number of outcome measures were completed by participants randomly allocated to both the intervention arm and the control arm so that we could see the effect of LEGO®-based therapy as compared with usual support. Cost effectiveness and acceptability of the intervention were also investigated, along with intervention delivery fidelity to the intended delivery method.

The full report of this study has been written and submitted to PHR. Results will be available once this is published in the PHR journals library which will likely be in the coming year. Results are also currently being written for submission to an open access journal and will be available shortly.

Ellen Kingsley, LYPFT, e.kingsley@nhs.net ; barry.wright@york.ac.uk

Have cats become more affectionate in lockdown? New research shows the impact of the pandemic on pets

Researchers looking at the impact of the pandemic on pets have discovered a higher proportion of cat owners reporting their companion was more affectionate during lockdown.

A study led by the Universities of York and Lincoln, has investigated reported changes in companion animal welfare and behaviour. The study examined the association between these changes and the variations to the daily lives, behaviour and mental health of their owners. Participants in the study also reported more positive changes for cats relative to dogs, whereas there were more negative changes for dogs relative to cats.

Author Dr Emily Shoemith from the Department said: “Our findings indicate that poorer mental health may increase attention paid to one’s companion animal, and empathic engagement may increase reporting of any changes, both positive and negative, in animal welfare and behaviour.”

Co-author, Professor Daniel Mills, from the University of Lincoln, added: “While it has long been recognised that pets can enrich the lives of humans, the welfare of a companion animal is strongly influenced by the behaviour of their owners, as well as their physical and social environment.”

“During lockdown changes experienced by our pets may have included having owners around for more of the day due to furlough or working from home, alterations to their daily routine and limited access to animal-related services, such as training classes or veterinary care.”

During last year’s lockdown, the research team carried out a survey with more than 5,000 pet owners in the UK to find out more about mental health, human-animal bonds and reported changes in animal welfare and behaviour. In the survey, 67.3 per cent of pet owners reported changes in their animal’s welfare and behaviour during the first lockdown phase. These reported changes were statistically grouped into separate positive and negative welfare scales.

Analysis of the responses indicated that companion animal owners with poorer mental health scores pre-lockdown reported fewer negative changes in animal welfare and behaviour. However, companion animal owners with poorer mental health scores since lockdown reported more changes, both positive and negative, in animal welfare and behaviour.

Overall, approximately a third of cats and dogs were reported to be unaffected by the first lockdown compared to around 40 per cent of other species, and many animals appeared to have improved welfare as a result.

Between 10–15 per cent of all owners reported that their animal appeared to be more energetic and playful, and 20–30 per cent indicated their animal seemed more relaxed, with at least three times as many owners reporting improvements rather than deteriorations in their animal’s physical condition.

“Our findings extend previous insights into the perceived welfare and behaviour changes on a very limited range of species to a much wider range of companion animal species. Owner mental health status has a clear effect on companion animal welfare and behaviour, and is clearly something we need to consider when we seek to do what is best for the animals we care for,” Professor Mills added.

£1.7m grant funds world-first e-cigarette trial to help homeless quit smoking

Academics from the University of York are part of a major £1.7m research collaboration looking into whether e-cigarettes can help people experiencing homelessness quit smoking. The research project, funded by the National Institute for Health Research (NIHR), will be led by London South Bank University and University College London. The project is supported by research partners including the University of York, King's College London, Queen Mary University of London, University of East Anglia, Cardiff University, University of Stirling and the University of Edinburgh.

Building on York's world-leading expertise in understanding the economic dimension of smoking and addictions, Steve Parrot from the Department of Health Sciences and his team will establish the costs and benefits of the approach. Around 70 per cent of people who are homeless smoke tobacco - far higher than the UK average of 14.1 per cent. E-cigarettes are the most popular method of quitting smoking, with some studies suggesting they are more helpful aids than nicotine gum or patches and much less harmful than smoking tobacco.

For people on low or no income, the price of a starter kit using refillable liquid is as high as £20 upwards. Researchers have set up this trial to find out whether supplying free e-cigarette starter kits at centres for people experiencing homelessness could help to combat this problem.

The nationwide study will be conducted in 32 centres across five UK regions: Scotland, Wales, London, South-East of England and East of England. Sixteen centres will be allocated to the 'e-cigarette group', while another 16 will be allocated to a 'usual care group'. The full research trial will include 480 participants, with 240 in each group and 15 from each centre.

Steve Parrott, Reader in Health Economics said: "If the study demonstrates that providing free e-cigarette starter kits helps people to quit, then homeless centres could decide to adopt this approach in future. This will help reduce the impact of smoking-related diseases among the homeless."

"We will establish how investments in this area might be justified by improving the health of homeless people and reducing the NHS costs of treating smoking-related illness."

Project co-lead Lynne Dawkins, Professor of Nicotine and Tobacco Studies from the Centre for Addictive Behaviours Research at London South Bank University's School of Applied Sciences, said: "In our earlier, smaller research trial, we found that e-cigarette starter kits worked well for participants. Staff at homeless centres were able to support the study and we collected the data we needed to conduct a full trial.

"This grant award from the National Institute for Health Research will fund a much-needed larger trial, looking at whether supplying e-cigarettes to smokers attending homeless centres could help them to quit. This is the first study of its kind in the world to look at trialling this method."

Professor Simon Gilbody, Director of the Mental Health and Addictions Research Group added: "Smoking is the leading preventable cause of illness and death in the UK population. Smoking has killed more people than Covid during the pandemic, and will continue to do so even after the pandemic passes. At York we want to ensure that marginalised groups benefit from innovative approaches to smoking cessation. This trial removes any financial barriers to using e-cigarettes for homeless people. Steve and his team will establish how this represents good value for money for the NHS. This is a world-leading team and York is proud to be part of this collaboration."

New paper sets out mental health research goals for the next decade

Researchers from the Universities of York, Oxford, Cambridge and King's College London have co-authored a report commissioned by the Chief Medical Officer for England, outlining the future direction for mental health research. Around one in six adults in the UK are likely to experience mental health difficulties in any given week, leading to significant social and economic impacts. The British Medical Association has warned the mental health consequences of covid are likely to be significant, and so the need for more focused mental health research has never been greater.

Professor Simon Gilbody from the Department of Health Sciences joined a multidisciplinary group led by Professor Dame Til Wykes from King's College London, brought together by Professor Whitty, Chief Medical Officer and co-lead of the National Institute for Health Research, to consider high-level mental health goals and targets to measure research impact. The influential group comprised clinicians, academics, experts-by-experience, mental health research funders and charities, and representatives from Public Health England and the NHS. Together they identified four overarching goals to speed up the implementation of mental health research and provide a clear direction for researchers, funders and policymakers.

They aim to:

- Halve the number of children and young people experiencing persistent mental health problems
- Improve our understanding of the links between physical and mental health, and eliminate the mortality gap
- Increase the number of new and improved treatments, interventions and supports for mental health problems
- Improve the availability of choices and access to mental health care, treatment and support in hospital and community settings

Professor Chris Whitty said: "Few could disagree that mental health research is crucial in driving innovation in current mental health care and in bringing hope for the future. Working with clinicians, academics, major mental health research funders, mental health research charities and representatives from service users groups, as well as representatives from Public Health England and NHS England has been key to identifying those areas of most concern and transforming them into four distinct research goals which the mental health community can sign up to."

Professor Simon Gilbody, Director of Mental Health and Addictions Research Group (MHARG), played a critical part in determining the second goal which aims to understand and reduce the health inequality faced by people with severe mental ill-health. Professor Gilbody said: "People living with severe mental health problems are three times more likely to have a physical health problem and may die 10 to 20 years earlier - known as the mortality gap. Most premature deaths are caused by smoking, alcohol and substance abuse, and obesity as well as poverty, homelessness and unemployment."

Professor Gilbody, a psychiatrist and population scientist, also Directs the influential UKRI Closing the Gap Network, which will be key in delivering this goal. He added: "Despite knowing these risk behaviours, changing them is complex. We still don't know how physical and mental health problems interact with each other, or whether an intervention for one problem affects another. It is only with this information we can start to eliminate the mortality gap." The Closing the Gap Network is one of eight collaborative programmes in mental health funded by the UK Research and Innovation (UKRI), which will work to deliver the targets published in the Journal of Mental Health.

Professor Dame Til Wykes led the report. She said: "The pandemic has and will produce a double whammy – the effects of lockdown and the effects of economic slowdown that exacerbate existing socio-economic inequalities. With so many people facing an increased risk, it's vital that we act now to proactively meet the challenges of the next 10 to 20 years head on."

Researchers call for improvements to Universal Credit to better support mental health

Antidepressant use has gone up in places where more people have moved on to Universal Credit, a new study has shown. The report's authors say the findings cannot suggest that Universal Credit alone is the cause of increased antidepressant prescriptions, but say it potentially indicates the increased levels of psychological distress experienced amongst claimants.

The study analysed data between 2013 and 2020 and found that for every 1 per cent increase in people claiming Universal Credit there is a 5.6 per cent increase in antidepressant prescriptions across Local Authorities in England. The study also revealed that rates of claims for Universal Credit are higher in more deprived Local Authority areas.

The findings are the latest from the University of York-led Covid Realities - a major research collaboration between the Universities of York and Birmingham, working in partnership with Child Poverty Action Group. For this report, Covid Realities also worked in partnership with researchers at the University of Liverpool: Dr Sophie Wickham and Professor Ben Barr.

Lead author, Dr Katie Pybus, Research Fellow from the Department of Health Sciences, said: "The findings should highlight to policy makers and those administering the social security system that claimants may be at a time in their lives where they are vulnerable to psychological distress."

In a separate analysis of Covid Realities diary entries for the report, parents and carers living on a low-income reported experiences of stress, anxiety and low mood associated with claiming Universal Credit, connected to financial insecurity and the overall inadequacy of payments. Many of the parents in Covid Realities say they are having to manage the general insecurity that the pandemic creates, along with added insecurity caused by their poverty and social security receipt.

The authors of the report say, taken together, the evidence points to a need for concerted action to improve the support that people receive through the social security system, including the adequacy, consistency and security of benefit payments. "We call for a real focus on benefit adequacy and on processes that can improve the security that is provided through benefits, such as regular payments and consistent levels of support," Dr Pybus added.

The most significant change made to Universal Credit in response to the pandemic was the decision to introduce a £20 temporary uplift to the benefit. This was due to expire in April 2021. However, after sustained campaigning it has been extended until September 2021. The authors of the report say six million Universal Credit claimants face a "potential financial cliff edge on the horizon" unless the uplift is continued. "The £20 uplift to Universal Credit should be made permanent as a first step to a longer-term process focused on improving the adequacy and security of social security payments," Dr Pybus said.

Study co-author, Dr Sophie Wickham, from the University of Liverpool, added: "This work reinforces the findings from our previous work which also found a clear association between moving onto Universal Credit and mental ill health. The government continues to introduce new welfare policies that affect millions of potentially vulnerable people without first assessing whether they adversely affect mental health. The Department for Work and Pensions (DWP) is investing considerable amounts of money into evaluating the employment effects of its reforms - but not the mental health effects - which we believe are equally, if not more important.

"The overall aim of the welfare system is to promote - welfare, without robustly assessing the health impact of its reforms the government cannot know if it is achieving that aim - or having the opposite effect."

Writing Week takes a trip back to the 90s

York Trials Unit (YTU) holds three Writing Weeks each year. This year the theme was “90s Pop”, hosted by Bella Scantlebury.

The aim of writing week is to provide YTU staff with dedicated writing time. As always, the range and volume of papers that were worked on each writing week was incredible – the last writing week alone saw over 40 papers progressed! However, it is not only about the writing as, particularly in the current climate writing week provided us with a chance to come together as a unit, welcome new staff and work with people outside of our usual trial teams!

Throughout the year, we also hosted three training sessions, which took place just before writing week to help motivate us and get us in the mood for writing.

For the first training event, Bella Scantlebury and Laura Sheard hosted an open forum where they discussed ‘being an effective first author and how to review articles.’ We were then joined by Naomi Lee, Senior Executive Editor of the Lancet, who gave a really inspiring talk on ‘What it means to be an author of a paper’ from an editors perspective. During her talk, Naomi discussed a range of topics including the pitfalls around ghost and guest authorship, what it means to be a corresponding author and issues around diversity and inclusion in authorship.

For the final session, Bella Scantlebury hosted a Writers Open forum, where we discussed some of the practicalities of choosing target journals, submitting manuscripts and general tips for novice writers.

The winners of the final writing week were team ‘Pulp’ who were led by Catherine Arundel. Despite it being a busy time for many trials, they managed to progress an impressive 18 papers over the week. Blocking out time for writing and not responding to non-urgent emails were the factors that they attributed to their team’s success! Laura Clark from team ‘S Club 7’ was awarded ‘star of the week.’ Laura progressed a whopping 5 papers during writing week and attributed her meticulous planning ahead of writing week to her success. Congratulations to both team Pulp and Laura!

Bella Scantlebury, this year’s host of Writing Week writes “Well done to everyone for their hard work and enthusiasm this year. A special thank you to the Writing Week Team Leaders for embracing the spirit of the 90s and doing such a fantastic job of motivating your teams.”

The next Writing Week will be hosted by Lyn Robinson-Smith, theme and dates to be announced.

Research News

HEALTH PROFESSIONS EDUCATION UNIT (HPEU) SEMINAR SERIES

The Health Professions Education Unit Seminar Series will bring together academics and practitioners. HPEU has put together an exciting series showcasing excellent medical education research from within the medical school as well as external guest speakers. The sessions will focus on either 1) topic, 2) methods or 3) practical implications. Or a mixture of all three. Sessions will be online.

Sessions

- 8th Sept 21 Professional identity within longitudinal integrated clerkships, Dr Megan Brown, PhD student, HYMS
- 13th Oct 21 Doctors' occupational stress and wellbeing, Dr Asta Medisaukaite, Senior Research Fellow, University College London (UCL)
- 10th Nov 21 Widening participation and gateway programmes, Dr Angelique Duenas, former PhD student, HYMS
- 8th Dec 21 Nonmedical prescribing programmes, Usmaan Omer, PhD student, HYMS; Research Associate, University of Manchester
- 12th Jan 22 Realist synthesis methodology, Dr Millie Kehoe, Research Associate, HYMS
- 9th Feb 22 Meta-analysis and empathy, Dr Costas Fragkos, Nutrition and Gastroenterology Clinical Fellow, UCL
- 9th March 22 Technology enhanced learning, Dr Lauren Clunie, Lecturer, HYMS

To book a place for individual events, register via [Eventbrite](#).

The [HYMS Spotlight on Research](#) seminars will be back on 15th September, with Professor Alyn Morice giving an introduction to the Clinical Sciences Research Centre.

In the meantime, recordings of many of our previous talks are available to all



Staff News

Hello

We wish a very warm welcome to new members of staff who have joined the department recently, these include: Sarah Masefield, Lowri Davies, Catherine Cowton, Emily Hayward, Philip Kerrigan, Joanne Newman, Lucy Wainwright, Sarah Senker, Madeleine Sinclair, Leanne Jackson, Lucy Tindall and Mehreen Riaz Faisal.

Goodbye

We also wish a very fond farewell to those who have left, including: Joyti Panesar and Shamarke Esse.

Congratulations

We also wish our former colleagues in PCMIS congratulations on winning a Medilink Healthcare Business Award - the 'Partnership with NHS: Primary Care Award' for their work supporting NHS Staff Wellbeing & Resilience Hubs that have been set up across the country to help front line staff and their immediate families cope with the pressures of the pandemic.

'Specialising in the provision of secure and clinically proven digital mental health services, PCMIS addresses a real area of need. Described by the judges as a "best practice model for mental health service delivery" PCMIS is highly relevant in today's world and will continue to be so.'

You can find out more about the awards and the [winners here](#).

If you would like to make a submission to future editions of Megaphone, please contact Jane Milsom (jane.milsom@york.ac.uk or tel 01904 321392).