

Healthcare Professional Briefing Notes

I'm a Medic
Get me **OUT** of here

1. The Event

I'm a Medic, Get me out of Here! is a two week long primary healthcare engagement event that takes place online. It's an X Factor-style competition for healthcare professionals, where around 350 school students vote to decide who wins in each zone. The event gets teenagers talking to real healthcare professionals, online, to learn about primary healthcare. Students have fun, but also get beyond stereotypes, learn about the role of primary healthcare, develop their thinking and discussion skills and make connections with real healthcare professionals. The event is split into zones, and in each zone there are six healthcare professionals and around 350 students.

Rationale: The primary objective of the event is to broaden students' understanding of primary healthcare, and make them feel it's something they can relate to and discuss. Giving students some real power (i.e. deciding where the money goes) makes the event more real for them.

What's involved?: You interact online with young people (aged 13-18), answering their questions about careers, education, and just about everything else. You also read students' opinions on primary healthcare and get them thinking about the role of primary healthcare in their daily lives. All you need to take part is a computer with an internet connection.

In addition to your profile there are three sections to the site:



Students **ASK** you questions which you answer in your own time; the sooner the better.



You **CHAT** with students online, answering their questions and hearing their opinions.



Students **VOTE** for the healthcare professional in their zone they think should win a prize of £500 to spend on a public engagement project. The winner is announced on the last Friday.

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The winning healthcare professional in each zone gets £500 to be spent on a public engagement project to engage young people with studying medicine. Please think seriously about what you want to do with it as the students will ask you about it. Some suggestions include:-

- Fund a visit to a school to talk about your work.
- Fund a school to visit a medical school or GP surgery.
- Make a video about your job, or working day.
- Fund work experience placements.
- Buy equipment for school students to try your role hands-on.
- Host a community open day to show the roles of all staff at your GP surgery.

2. How to use the site

a. Log in

Go to imamedic.uk and enter the username and password that we'll have emailed to you. Your username will usually be 'firstnamesurname' (e.g. joebloggs).'

b. My profile

You have a profile including a photo of you, information about you and your work, and a set of 'interview' questions. Your profile enables the students to find out more about you and your work.

You'll need to fill in your profile by a fortnight before the event, as this is when some classes will start going to the site to do background work.

When filling out your profile remember to save regularly, after filling in each section.

Log in then click on the 'My Profile' tab.

1. Click the 'Edit your profile' button at the top of the page.

A series of boxes will appear: you need to fill them in.

There are five sections to your profile.

For sections A-C you'll be asked for a one sentence summary, and then a longer version. The short versions are all displayed on one page with a 'read more' option underneath. This is because testing showed this makes it much easier for low literacy students, while it's easy for students who want to read more to access it.

Don't feel you need to write loads for the longer versions - people reading online tend to prefer shorter texts.

A. About Me

This lets students find out more about you and your interests.

B. My Work

This lets students read about what you do in more detail.

C. What I'd do with the money

Students vote for the healthcare professional they want to win, so they want to hear how you would use the prize money towards further public engagement with health careers.

D. CV

This shows students how you've got to where you are now. Show as many stages in your education/career history as you can to show the route you've taken.

E. The interview

These questions are here to show your personal side to students.

2. When you have finished, click the 'Update Profile' button at the bottom. You can come back and edit your profile at any time

3. Adding images and other media

You can put photos or other images (for example, graphs or images that illustrate your work) into the long answers only of sections A-C; 'About me and my work', 'My typical day' 'What I'd do with the money', and also into the 'Work photos' section.

To do this, upload as many images as you wish to use in the 'my images' section at the end of the list. The site will then call these images myimage1, myimage2, etc.

To insert these images into your text, type the name in square brackets where you wish it to appear. For example:-

Here's a picture of my cat [myimage1]

You can even embed videos into sections A-C from YouTube or similar. You'll need to use the embed shortcode around the link URL:

1. Paste in the URL of the video;
2. Make sure the URL is not a link. It should not be underlined. If it is, click the link once to make it active then click the break link icon in the toolbar (it looks like a broken chain);
3. Put [embed] before the link and [/embed] after it.

However, do be aware that some school systems will block YouTube and many other video sites. This isn't necessarily a reason not to use video, as it can be very effective, but don't make understanding your profile dependent on viewing the video as it will leave out some students.

c. Answering questions

You will be notified by email of all new questions. You can answer them in your own time, but the sooner the better.

- i. Log in
- ii. On your profile page you will see a 'My Unanswered Questions' box on the right hand side. Up to 100 recent unanswered questions will appear in this box as clickable links.
- iii. To answer a question, click the link and type your answer. You will also be able to view other healthcare professionals' answers to the question.

To make it easier to find questions moderators will tag keywords in questions. The keywords are then used to list any similar questions in the 'Related Questions' box on the right hand side.

It is up to you what answers to give and how much detail to go into. Don't be afraid to write a really long answer, but at the same time you don't need to write long answers. Our advice is simple – be honest, straightforward and to the point in your answers.

d. Live chats

Live chats are consistently the most popular part of the event for students, teachers and healthcare professionals. They take place in our online chatrooms, where students ask you questions and express their opinions on your work. Live chats are fun and give immediate contact between healthcare professionals and students, allowing students to relate to you. Many teachers tell us that the quieter students are more active in live chats than face to face, providing an interesting change to class dynamics.

i. You will be notified by email of when live chats will occur in your zone.

Please confirm whether you will take part in the live chat, by following the instructions in the email. This is really important for us to know if there are scientists taking part in every live chat.

ii. Log in and click on the chat icon in the top right corner

iii. About 5 minutes before each chat booking, the chat will appear on this page. Simply type in the entry box beneath the chat box and press return.



Top Tip:

To see the live chats booked in your zone, go to imascientist.org.uk/live-chat
You can filter all the booked chats by zone and date.

How it works:

- Test it out by coming to the drop-in chat session (details on the separate key dates sheet) so you've got your head round how it works.
- Your lines will be right-aligned, students on the left, and mod lines will be in yellow. Remember that anyone with a mortarboard symbol next to their name is a teacher.
- Click on a student's question to reply to it, otherwise they may not realise you've answered their question and keep asking it.
- If a chat is very busy, use the 'show messages @me' in the top right, which allows you to see messages directly for you.
- The number in the circle next to a student's display name in the chat shows the number of times they have been answered. If a chat is busy look out for questions from students with low numbers to reply to.



Some handy hints:

- Chats can be very hectic, but also exhilarating. Enjoy the hurly-burly and don't worry too much about your spelling!
- Be patient. Some young people's turn of phrase and use of language may be different from academic discourse. It may take you a little while to understand what they are trying to ask. This is especially true when Special Schools are involved.
- Be tolerant. Sometimes young people can be over-exuberant online. Chat with them and they will calm down and engage with you.
- Don't take offence. Sometimes you will receive questions which seem quite blunt, but usually students don't mean to be offensive. The benefit of an online event is that they feel empowered to ask.
- Keep an eye out for students who stand out in the chats and/or by their questions in ASK. We'll ask you to nominate students who have engaged well, and one student from your zone will be selected to receive a £20 WHSmith voucher.'

e. Moderation of questions – our policy

All questions are moderated before they are sent to you. The moderators work very hard to strike a balance between making your lives easier as participants, and giving the young people the chance to ask real questions. Remember students are 13 or 18 years old. Most students will never have had the chance to talk to a healthcare professional outside of appointments before.

Duplicates: We know you will get sent some very similar questions (believe us, the moderators wade through and weed out a lot more of them!). Moderators will take out duplicate questions, but allow through questions which may be similar, but make additional or slightly different points.

Offensive questions: Moderators will remove rude or offensive questions (there are generally very few) and anything which breaks the house rules. They will allow challenging questions. They will allow irreverent, but friendly, questions. There will always be a moderator in the chatroom to help things along. However, they are not miracle-workers, and from time to time there will be the odd chat that we cannot get on track. Bear with us, we're doing our best!

3. Four key things you need to know

1. This may take about 2-3 hours per day. For our I'm a Scientist... event, last year 27% of scientists spent 1-2 hours a day, 48% spent 2-3 hours a day, some spent less than 1 hour a day but about 23% spent more than 3 hours a day. Mainly because they really got into it! Many scientists spend time in the evening answering questions.

The time involved depends, to an extent, on how busy your zone is, but also how long you spend on your answers. Classes vary on how much time the teacher spends on it and how much the kids get into it and we can't predict that beforehand. We try to even it out!

2. This is not a seminar for the super-smart doctors of the future. There will be a wide variation in the students taking part. They will range from 13 to 18 years old. There will be a big variation in ability. Some will be 'gifted and talented' students, some will be lower ability classes. Importantly, their teachers have seen the information about the event and believe they will benefit from taking part. The point of I'm a Medic is to try to engage all students, not just the ones who might go on to study medicine at university.

Most teenagers won't grow up to be healthcare professionals, but they will all grow up to be people. As adults they'll have to make decisions about their health – as voters, as patients, as consumers – and we are trying to help them develop the skills and confidence to do that. For some, 'Where do bogies come from?' or, 'Do you like your job?' may be the most pressing question they can think of. Part of the point is that this event broadens their understanding of primary healthcare, and humanises the people that deliver it.

3. Don't be afraid to say 'I don't know'. You will be asked many questions which are not in your area. Answer what you feel you can, but don't feel you have to Google all evening to answer these questions. Part of the point of the event is that students get a more realistic idea of healthcare professionals. You can be a healthcare professional without being a genius who knows everything! That can be a liberating realisation for students.

4. Get your boss onside. We'd strongly advise you to tell your boss (if you have one) you are taking part in the event, and get their support, if you can. You may want to explain it to colleagues too, so they understand about the event, and especially why you're taking part in live chats during working hours.

Also, you may find yourself discussing some of the more intriguing questions with colleagues. This can be one of the most stimulating things about the event. Get your colleagues involved in the fun! If you need ammunition to persuade your boss of the benefits, we suggest the following points:-

- It can re-energise you about your own views on healthcare, and get you thinking differently. Teenagers can ask great questions.
- It can broaden your relationships and understanding of other healthcare professionals. They will be answering questions that you may never have thought to ask about their role, and opinions on important subjects.
- Taking part develops your communication skills. This is the most mentioned benefit from taking part in our *I'm a Scientist...* event.

4. Advice on engagement

1. Be yourself

Our best advice is to be yourself in your answers. You don't need to pretend to like Justin Bieber for young people to relate to you, being genuine is what's important.

2. Be friendly

When we asked scientists from *I'm a Scientist...* what they would do differently if they did it again, one answer that summed up many was, 'I would be less formal and more personal from the start'.

3. Simplify your language

Even if you think you are using simple language, healthcare professionals work in an environment where there is a lot of jargon, and technical words are often used when simpler ones are available. It's easy not to realise when your language may be going over the heads of most 13 year olds. Don't '*identify*', '**find**'. Don't '*utilize*', '**use**'. Don't '*investigate*', '**look at**'.

4. Talk to us!

Please communicate with other healthcare professionals and the moderation team, as well as the students. We've occasionally had participants finish the event and say in feedback that they were having technical problems, or were worried about particular questions, or similar. We'd much rather hear at the time so we can do something about it. Let us know if you're having problems using the feedback form on the right hand side of the browser when you're logged in.

We'll use Twitter as a way to interact with healthcare professionals taking part in I'm a Medic, amongst other things. It's a great way to communicate how the event's going, learn more about you, the healthcare professionals taking part, and ultimately keep in touch with healthcare professionals after the event. So get on board and follow us at [@imamedic_uk](https://twitter.com/imamedic_uk) (twitter.com/imamedic_uk)

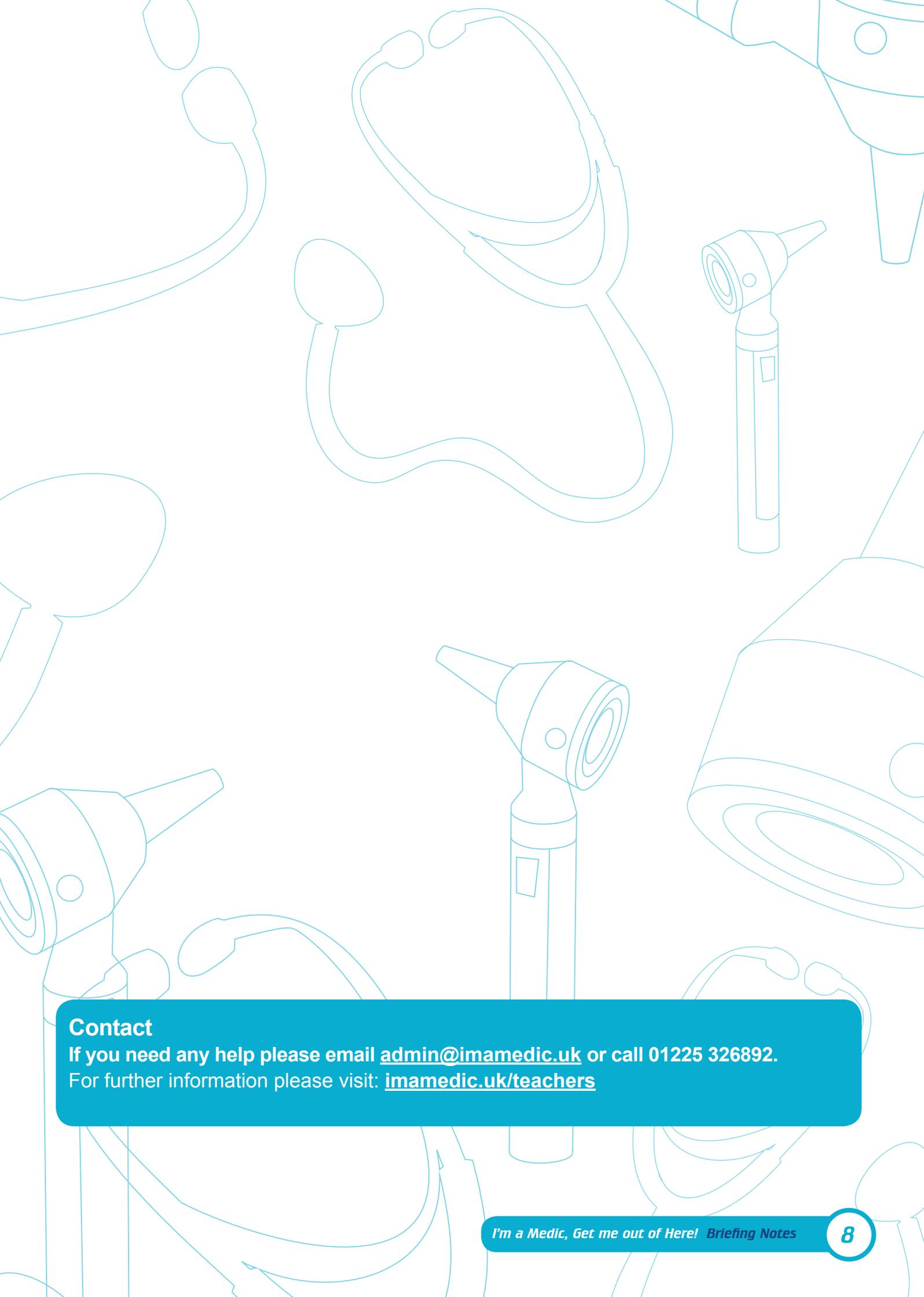
5. What to do if a student contacts you directly

To make sure that all interaction is moderated through the site, we never share your personal contact details with students. However, students can be pretty clever and could track down your personal email address. If a student contacts you about their school project, or anything else, **please do not respond directly**. Instead, let us know immediately and we can suggest to their teacher that they establish contact themselves after the event.

5. Useful links on the site

1. See all the live chats booked in your zone at imamedic.uk/live-chat
You can filter the chats by zone and date.
2. Visit the staffroom at imamedic.uk/staffroom during the event to say hi, or if you've got a question for the moderators.





Contact

If you need any help please email admin@imamedic.uk or call 01225 326892.
For further information please visit: imamedic.uk/teachers