

Health

AT COVENTRY UNIVERSITY

ISSUE 2 2009



EMERGENCY SERVICES

How a paramedic became a Professor to help save more lives

LISTEN AND LEARN

Finding out if user involvement enhances professional training



Welcome



This is the second issue of Health at Coventry University and thanks to the positive feedback we received on our first issue, we have extended the print run so we can circulate the magazine even more widely.

In this issue, we have a round up of the latest course news as well as a closer look at the professionals that make up our Faculty and the research we are involved in.

On page 4, we show how Coventry's CPD opportunities can complement Darzi's vision of patient care and support career progression for health professionals. We also focus on the health research we are doing in our interview with the UK's first professor of pre-hospital and emergency care, Malcolm Woollard, on page 10.

You can read the exciting news about our Applied Biomedical Science degree, which has achieved approval from the Health Professions Council, and find out more about the work of a Biomedical Scientist on page 8.

The standard of the health facilities at Coventry means that even when students are not on placement, they have access to top class practical and clinical skills laboratories to facilitate their development as health professionals. On page 9 you can read about our new mock up operating theatre and find out how Coventry has become the first University to have its own ambulance, enabling paramedic students to hone their skills in real-life situations.

The health sector is not just the province of one faculty at Coventry and is in fact important to the whole University. We have highlighted an example of how this works in the School of Art and Design, who run an MA in Health Communication Design in conjunction with the Health Design & Technology Institute. You can read more about this on page 3.

I hope you enjoy this issue of Health and that you continue to subscribe to future editions. If you would like more information about the articles featured or would like to contribute to a future issue of the magazine, please get in touch using the contact details on the right.

Dr Andy Bridges PhD CPsychol CSci AFBPsS
Associate Dean
Faculty of Health & Life Sciences

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CONTACT US

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COURSE NEWS

New course has weight behind it

A new course to teach health professionals how to treat patients who are overweight or obese is being launched to meet the needs of practitioners in the West Midlands.

The postgraduate certificate in Weight Management is aimed at developing the knowledge and skills of graduates who are currently working in or wish to work in the rapidly expanding area of weight management.

As the number of people who are overweight or obese has increased, the subsequent economic and social consequences have made prevention and treatment a high priority for the NHS and local Government.

The course will give practitioners a sound understanding of nutritional science and the factors that influence food choice, as well as knowledge and skills relating to the prevention and treatment of people who are overweight or obese.

External speakers, case studies and lecturers from a range of disciplines from the Health and Life Sciences Faculty will be involved in delivering the course programme, which is part time and will be run over three 10 week sessions.

Course Director Helen Barker said: "So many health professionals are working with overweight and obese patients, it is not just dieticians and nutritionists. This course will equip



all practitioners with a better understanding of the complex issues surrounding obesity so they know how to manage the situation."

The Faculty is also running a multi-professional one-day conference on 23 June to update practitioners on the current issues around the management of obese and overweight adults and children.

It will also be an opportunity to meet University professionals who will be teaching on the course as well as hear from external speaker Linda Hindle, Consultant Obesity Dietician at Birmingham East and North PCT about the size of the problem in the West Midlands.

The conference, which is £69 for delegates, starts at 9.30am and runs until 4pm with refreshment breaks and includes lunch.

If you would like to attend please contact **Helen Barker** on **+44 (0) 24 7688 7665** or email **h.barker@coventry.ac.uk**.

Online course in health communication

Coventry is the first university in the UK to offer a post graduate course, which brings together the knowledge and practical skills needed for students to be effective health communicators and managers of health communication.

The MA in Health Communication Design is available for part-time study by using distance learning and from September 2009 will be delivered online, with optional days of activities on campus.

Developed by the University's new Health Design and Technology Institute in conjunction with the School of Art and Design, the course has been designed to support professionals who are seeking to augment their knowledge and skills in this important field. Students can choose to do the full MA or an intermediate award of a Postgraduate Diploma or Postgraduate Certificate, or they can select one individual module and study a specific aspect of health communication.

Drawing on the University's experience of online learning, the course makes use of a variety of interactive audio-visual learning methods to make studying online both engaging and challenging. It uses a range of teaching methods

including online lectures, course notes, discussions, collaborative work and case study examples, and there is particular emphasis on practical communication projects.

The course team recognises the challenges of combining study with the demands of work and family, and has built flexibility into the programme in several ways, including:

- Intermediate awards
- Three start points per year
- The option to only enrol for one module, either for continuing professional development or as a taster to help students decide whether to undertake the full MA programme.
- The possibility of tailoring some assignments so that they are directly relevant to an individual student's current or intended employment.

For more information about the course and how to apply, contact Dr Sandra Harrison, Course Director on +44 (0)24 7688 8540 or email s.harrison@coventry.ac.uk

New funding creates better leaders

New funding will help health and social care students to develop better leadership and management skills. The Interprofessional and Interdisciplinary e-Learning Applied Research Group secured £35k from NHS Education South Central to develop new resources that will enhance academic knowledge and skills in leadership and management.

The money will fund a professional development programme for Faculty staff at the University, led by industry experts, who will pass on the latest thinking on leadership and management in healthcare. The programme consists of six seminars that focus on different areas of management such as lean thinking principles, service improvement, interprofessional learning in the community, leadership vs management, managing change and managing information technology.

After each seminar, staff will be involved in 'Creative Days,' where they will be able to use the key principles they have learnt to create a range of innovative e-learning materials.

These materials will be used by most health and social care undergraduate and postgraduate students on a level 3 interprofessional module. It will enable future cohorts of health

workers to apply theories that are often used in industry, to benefit both the users and providers of healthcare.

The project will be supported by the Centre for Interprofessional e-Learning (CiPEL), which is a Centre for Excellence in Teaching and Learning and has vast experience in the development of different types of e-learning.

Dr Lynn Clouder, lead for the Applied Research Group and managing this bid, commented on the expert seminars, which started in April and run until September 2009. "We are excited at being given the opportunity to work with NHS Education South Central and colleagues from industry to produce some e-resources that we hope will inspire and engage students' interest in leadership and management issues and impact on their transition into future roles as health and social care professionals."

Participation in the seminars is encouraged from a wide audience. Please see page 12 for a list of upcoming seminars and book your place by contacting **Majid Khan**, m.khan@coventry.ac.uk. For more information visit www.cipel.ac.uk

Career development support

Healthcare practitioners can now follow an academic career pathway that supports Lord Darzi's report on the future vision of the NHS.

The University's academic pathways are linked to the NHS National Career Framework and use a range of continuing professional development (CPD) courses that support Darzi's Review of the eight areas of patient care that were outlined in his report High Quality Care for All.

The National Career Framework encourages healthcare practitioners to move up a skills escalator, starting at level one for entry level jobs progressing to level nine for those responsible for strategic direction, policy and decision making.

One example of this is demonstrated in the table where a health and social care support worker progresses to become a qualified occupational therapist. Following a period of preceptorship, commences CPD modules and progresses to an MSc in Assistive Technology to support their aspirations of being appointed to a clinical specialist post.

Natalie Mills, Head of CPD in Health and Social Care, said the courses had been developed with key stakeholders. "We are experienced at developing bespoke courses to meet workforce development needs, that help health care professionals to build academic career pathways for themselves or their staff."

For more information visit www.coventry.ac.uk/cpd

OT Consultant in Assistive Technology	PHD
Band 5-7 Clinical Specialist	MSc In Assistive Technology
	Postgraduate Diploma in Assistive Technology
	Postgraduate Certificate in the Effective use of Assistive Technologies (Stage 1)
Band 5-7	20 credit 'taster' module Advancing Practice: Professional Perspectives from the MSc in Occupational Therapy
	Accreditation of Practice Placement Educators (APPLE) Scheme
	Refresher days for practice educators
Band 5+	Foundations Studies in Practice Based Learning
Occupational Therapist	BSc Hons in Occupational Therapy - Full time, Part time or Part-time in service route e.g. based at Coventry or Stafford
Occupational Therapist Assistant	One day CPD workshops offered by the Department of Occupational Therapy E.g. What is assistive Technology?; Reasoning skills; Occupational therapy models
Health or Social Care Support Worker	Online Assistive technology CPD tool developed by the Department of Occupational Therapy

Life-saving support

A recent bone marrow registration drive at the University signed up new donors wanting to help save lives.

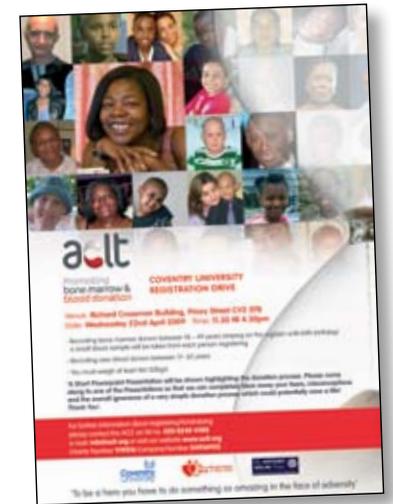
The event was organised by the charity African Caribbean Leukaemia Trust (ACLT) who aim to increase the number of black and mixed parentage people on the UK Bone Marrow Register.

The Faculty of Health and Life Sciences hosted the event in April and 88 people registered to become a bone

marrow donor, while 72 people agreed to be blood donors.

Leukaemia and blood related cancers affect all communities with 24,000 sufferers diagnosed and 7,000 requiring life saving bone marrow transplants at any one time.

For more information about becoming a donor visit www.aclt.org or call ACLT on +44 (0) 20 8240 4480.



Emotional guidance

A new toolkit is being developed to support health and social care students who may be experiencing mental health difficulties during their training.

The toolkit aims to offer tutors and practitioners, who work with a first year cohort of students, strategies and resources to support students who are facing emotional difficulties.

A lack of clear guidance on how to deal with students who disclosed, or were suspected of having, mental health difficulties, such as suicidal ideation or thoughts of self-harm had left staff feeling frustrated and helpless.

A series of half-day workshops will be

held for relevant tutors and practitioners, and a specified cohort of students will also receive a half-day training session in how to access support for either themselves or their peers.

All participants on the training programme will receive a resource pack for future reference and all presentations and session content will be available on the Coventry University Online resource (CUOnline).

The numbers of people with disabilities participating in higher education has increased over the past decade, especially more recently on part time and postgraduate courses. While statistics

show that five per cent of the student population has a disability, the figures do not reveal how many are struggling with a mental health disability.

Many students with psychological problems are reluctant to define themselves as disabled because they fear prejudice, labelling and embarrassment.

As well as raising awareness around student stress, the toolkit also aims to promote general emotional wellbeing to develop a healthier workforce.

For more information about the project contact **Diane Phimister** on d.phimister@coventry.ac.uk or call + 44 (0) 24 7679 5890.

Interested in Occupational Therapy?

The University is hosting an Occupational Therapy Careers Information Day aimed at anyone wanting to find out more about working in one of the fastest growing professions in health and social care.

Occupational Therapists (OTs) work with people of any age to promote health, prevent disability, and develop or maintain abilities.

The event, on 3 June 2009, will include presentations from OTs working in a variety of clinical areas as well as information about the courses available.

Presentations will include OTs from George Eliot Hospital in Nuneaton who will explain what it is like to practice in a

General Hospital and OTs from Coventry and Warwickshire Hospital will talk about working with children and young people.

Other topics will include working in mental health and an explanation of the service user's journey. A current OT student will also give a first person perspective about doing the course.

The event will be held in the Richard Crossman building from 12.30 until 4.30pm.

For more information contact **Janice Roden** on + 44 (0) 24 7679 5959 or email j.rodan@coventry.ac.uk.

In the first of two features, Senior Lecturer Martin Bollard explores the ways academics in the Faculty of Health and Life Sciences are introducing new activities to enhance learning. In this issue, Martin focuses on a new User Involvement Group that he chairs

Listen & Learn

*Personal experience:
Involving users in student training
has benefits for everyone*



Improving user involvement in health and social care has been recognised by the Government and practitioners as a necessity if we are to meet the demands of today's society.

In the last issue of this Health magazine, Dr Guy Daly explained the policy background for providing user involvement activities in health and social care. A critical point drawn from that account is the need for professionals to recognise how their roles must change to be able to deal with the modern, dynamic world of health and social care.

With expert patient programmes, interprofessional practice as well as safety and risk issues at the heart of contemporary health and social care in the UK, modern practice is no longer solely reliant on the expertise of the professional. Listening to the patient and service user is key to informing clinical decisions and offering the best available choice and interventions.

The Enhancing Learning through User Involvement Group has been set up within the Faculty to encourage user involvement from the outset. By involving users in undergraduate courses it is hoped that the teaching and learning strategies that academics adopt, will move away from a reliance on dominant professional models and subject specific knowledge. This involvement so early on in a students' training, will help to embed an ethos of building partnerships with users and person centred practice, something that is central to all professional practice. Listening to and learning from a user's experience of living with a condition can provide a rich understanding and should be part of a blended learning approach.

The Group aims to devise more effective ways to involve users in teaching activities as well as evaluate the practice so it can promote the real benefits and bring user involvement to life. Made up of academics from across a range of disciplines, the Group is encouraging good teaching practice in Mental Health Nursing, Learning Disability Nursing, Social Work, Clinical Psychology, Midwifery, Dietetics, Occupational Therapy and Physiotherapy to name a few.

Many professionally based courses in higher education across the UK are already consulting with and seeking the involvement of a variety of users to enhance the learning of their respective student groups. The nature of this involvement can vary, but it generally falls into the following areas of educational activity: curriculum design; marketing and recruitment; assessment of student performance; teaching and facilitating learning and the evaluation of the delivery of specific aspects of teaching.

In a classroom setting, the user involvement could be at a level where, for example, a stroke victim

attends a lesson and is assessed by a physiotherapy student. This activity makes the process more real for the student as they can talk to and assess someone who has experience of the condition. We have found students value this experience rather than the didactic approach of a lecture.

While the benefit to the student is clear, the advantages of this involvement to the user are not yet documented. Anecdotal feedback has revealed that users feel better about themselves for being involved, but there has been limited research into the issue.

One of the Group's aims will be to evaluate the user experience and to help do this, partnerships will be established with external community groups. Every other Group meeting will involve a partner community group and will be an opportunity to better understand the needs of users. At its next meeting, the mental health charity MIND will be attending and 15 volunteers with mental health problems will be involved in focus groups to feedback on their experience of being involved in student training.



A service user talks through their experiences with a Coventry University student

As well as forging relationships with external partners, the Group will also be collecting 'stories' from the user groups and individuals; marketing and recruiting; producing induction packs and awareness days; assessing students by users in practice and in the classroom; teaching alongside our users and user groups. These activities will feed into how people feel they benefit from being involved in a variety of these activities.

The learning from this as well as the work the Group is doing will all be shared and profiled at a conference, planned for March 2010.

The evidence the Group is collating alongside its community partners, will help Coventry to shape future user involvement for the benefit of everyone.

Critical Analysis

Over 150 million clinical samples are analysed by biomedical scientists every year and now a new course will enable students to move directly into this career after graduation

Lives depend on the analytical skills of biomedical scientists. While it is professions such as doctors and nurses who deliver the care, it is the behind the scenes work of these scientists that helps with the diagnosis and subsequent management and monitoring of a patient's condition.

Coventry has offered a Biomedical Science undergraduate degree for many years, which is accredited by the Institute of Biomedical Science, but graduates still needed to do a minimum of one year's work in a hospital before they were fully qualified.

Changes to the course however, mean that students can now graduate as fully qualified Biomedical Scientists and take up a post immediately in the NHS or in private healthcare laboratories.

The new Applied Biomedical Science course has been granted approval by the Health Professions Council (HPC) – making Coventry the first institution in the south of the West Midlands Strategic Health Authority to be granted this status.

The fully integrated degree includes a one-year placement in a hospital laboratory that students will complete between years two and three of the course. While on the placement, the student will be expected to compile a portfolio of their achievements, which will contribute towards the final assessment. After graduation, students can then immediately register with the HPC and look for work as fully qualified Biomedical Scientists.

An experienced Biomedical Scientist from a local hospital has recently been appointed as a Senior Lecturer to ensure the course delivers the latest information about the technology the NHS are using. Their role will also help the University develop more placement opportunities for students.

What is a Biomedical Scientist?

Biomedical Scientists are highly trained and skilled scientists that analyse over 150 million clinical samples a year. The diagnosis of over 70% of all NHS patients depends on their results and even after a diagnosis is made, their work is critical for the subsequent management and monitoring of a patient's condition. For example, in the case of a patient who has had a blood test for anaemia, a Biomedical Scientist would have received the sample, ensured the right tests were carried out and sent the results to your doctor. For more complex and unusual tests, the scientist would also advise medical staff on how to interpret and use the data.

Specialist areas include:

- Microbiology (for example identifying specific bacteria and viruses and testing which antibiotics or other solutions would fight against them)
- Haematology (for example the diagnosis of leukaemia and monitoring of clotting problems such as haemophilia)

- Histology (for example diagnosis of cancer from tissue biopsies)
- Clinical biochemistry (for example the diagnosis of diabetes and monitoring of blood drug levels).

To ensure the results are correct a Biomedical Science team needs to understand exactly how all the different assays and measurements work as well as constantly check processes and maintain quality control.

Biotechnology changes rapidly so Biomedical Scientists need to respond with new processes and tests and have an excellent understanding of the human body and disease processes. They should also be aware of the wide variety of analytical techniques used in a modern bioscience laboratory.

The profession is regulated very carefully, similar to other allied health professions, and The Health Professions Council (HPC) oversees this process and provides formal registration for Biomedical Scientists.

Find out more about the University's Biomedical Science Courses at www.coventry.ac.uk/hls. Read more about the Health Profession Council at www.hpc-uk.org/ or the Institute of Biomedical Sciences at www.ibms.org

Ambulance aids learning

Paramedic Science students will now be able to train for real-life situations in their very own ambulance. The Faculty of Health and Life Sciences has purchased the ambulance, which has been delivered to the Richard Crossman building to be kitted out ready for the new intake of students to use in September.

Nina Godson Senior lecturer in Clinical Skills originally made the offer for the ambulance and work will now continue over the summer to paint the ambulance and stencil wording on the outside.

While the University prefers to train students in real-life situations, going out with an ambulance crew is not always possible. Prior to the ambulance purchase, students used a small area of the classroom, which had been set up to recreate the size and conditions of a real ambulance.

Mark Garratt, the Paramedic Clinical Skills Instructor, said: "Working in the back of an ambulance is very difficult, mainly because of the lack of space. To recreate this scenario, we originally used a part of the classroom so the students could experience working in a cramped environment. This seemed to go down really well and that is when we had the idea of trying to see if we could get an ambulance of our own as a training aid."

Part of a wall had to be taken down to get the ambulance into the University building and a mock operating theatre has also been set up to share the room where the ambulance is based. This theatre will simulate the environment of an operating theatre for operating departmental students and includes scrub sinks for students to practice scrubbing up.

"When the ambulance is properly in place and repainted with all the equipment installed, it is going to be a welcome addition to our facilities along with the mock operating theatre," said Mark Garratt. "I think we are probably the first University in the UK with its own ambulance."



Delivery: The ambulance arrives at the University

"I think we are probably the first University in the UK with it's own ambulance."

New online course for paramedics

A new foundation degree for paramedics has been launched that is delivered online and requires no previous academic experience.

The online delivery of the course has been designed to meet the needs of paramedics who find it impossible to take study leave due to the unprecedented demands on the UK ambulance service.

Parts of the course, such as conferences and tutorials, will be streamed live online but students will also be able to download recorded lectures as well as access discussion forums and journals.

Using lecture-capture technology called Echo-360, students will be able to access Powerpoint-based lectures and practical demonstrations in a variety of audio and visual formats.

The course is designed to be as user-friendly as possible, and has been written to appeal to shift-workers with family, work and social commitments.

While basic levels of IT literacy are required, students do not need prior experience of higher education. The first module called Effective Learning and Academic Writing has been tailored to provide the basic knowledge needed to proceed with the course.

The module aims to refine study techniques in relation to higher education; locate, analyse and evaluate sources of evidence; enable the presentation of an academic argument in a formal written assignment, and the presentation of an appropriately structured and supported critical reflection. Students will also be able to access digital journal articles, books and chapters to support their studies through the Health and Life Sciences' resources on the University's e-library.

For more information about the courses visit www.coventry.ac.uk/hls



Professor Malcolm Woollard, the director of the Pre-hospital Emergency & Cardiovascular Research Group, shows how the University is leading research that is saving lives for patients before they are admitted to hospital

Professor Malcolm Woollard is the UK's only paramedic to achieve Professorial status. He has an international reputation and recently became the first paramedic to be awarded a full Adjunct Professorship in Australia.

His experience and passion for ongoing professional development for paramedics have led to grants totalling over £1m.

Professor Woollard has just been appointed Chair of the College of Paramedics (formerly the British Paramedic Association) and was a founding member of the UK's first clinical effectiveness programme to develop evidence-based guidelines for paramedics.

Q. How did the Pre-hospital Emergency & Cardiovascular Research Group come about?

A. There was no other university-based research unit dedicated to pre-hospital emergency care in the UK. The University already had an undergraduate paramedic programme and a strong paramedic teaching team and, with the University's interest in applied research, they decided to fund a post for a reader or professor in pre-hospital care.

Q. As Allied Health Professionals, paramedics are required to maintain continuing professional development (CPD) in order to stay registered. How does the Research Group help paramedics with this?

A. Taking part in research counts towards CPD requirements and in our particular group all the paramedics are active in writing for publications and giving conference presentations, which count towards their CPD.

Q. What about other paramedics more broadly?

A. We're offering three Masters by Research Scholarships for paramedics, so we'll pay their fees for them to come and do research with us under our supervision. We are also hoping to attract paramedics wishing to gain PhDs.

We believe very strongly that we need to do everything we can to build research capacity in NHS ambulance services. Our research grant applications

“There’s nothing wrong with blue skies research, but personally my motivation is to change patient care for the better.”

always include requests for funding to second paramedics to our projects so that they can work under our supervision as research assistants to develop their skills and ability. And, where we can, we look for opportunities to offer them the chance to undertake formal qualifications through Masters by Research or PhDs within that.

Q. What research are you involved in?

A. We're about to start recruiting for a very large project which we're doing in conjunction with Warwick University comparing mechanical chest compression devices with manual CPR.

It's a very hot topic, and has been for a few years. In the UK, only five per cent of people who have a cardiac arrest out of hospital survive to go home. Theoretically, these devices have the potential to improve survival, but they're quite expensive and there isn't yet any evidence that they do so. So we'll be starting a randomised controlled trial to find out whether or not these devices do improve outcomes. If they do then that means these devices have the potential to save many lives, but if they don't then the money that would otherwise have been invested in them can be diverted into more productive initiatives.

Q. Do you miss the day-to-day work of being a paramedic now that you're an academic?

A. I'm still a practising paramedic – I get paged to respond for West Midlands Ambulance Service on a voluntary basis.

The only reason I do research is to change practice and ultimately for patient benefit. There's nothing wrong with blue skies research, but personally my motivation is to change patient care for the better.

Working in a clinical setting helps me to identify areas that require research and helps me to determine the effects of the research that we've done in the past.

Q. What is the feeling within the profession towards CPD?

A. There's a dichotomy between paramedics who have been trained in the old vocational route via in-house ambulance training schools and paramedics who have been trained through the university route. One of the major benefits of university education is that you're taught to challenge everything, to think around the subject, how

to go out and find information for yourself and it just becomes part of what you do naturally.

It's a difficult time for lots of paramedics because vocationally-trained paramedics are still in the majority and operational pressures on ambulance services have really squeezed the opportunities for paramedics to be released to undertake CPD. Coventry University is helping them to address this because our paramedic teaching team has developed a foundation degree by distance learning and that will be offered for the first time from September this year. It's created a great deal of interest and is aimed specifically at paramedics who are already registered but who don't have any higher education qualifications. It really is revolutionary.

Q. How did you become a paramedic?

A. I've been involved in pre-hospital care since I was eight – I was a St John Ambulance cadet. It was my hobby with the St John Ambulance that encouraged me to adopt a career in the full-time ambulance service. I intended to join when I left school but you had to be 21 in those days so I decided to go to nursing school in the meantime, so I'm also a registered nurse.

At one point, I became quite frustrated at the lack of opportunity to progress in the ambulance service so I left and worked for a pharmaceutical company in their phase one clinical trials area with healthy volunteer drug trials. It seems a very long time ago now but it gave me an excellent grounding in good research practice and good research methodology.

I came back to the ambulance service and was working in Wales when all of their ambulance trusts got amalgamated into a single Welsh Ambulance Service so everything was up in the air with organisational mergers. It occurred to me that it might be a good idea to have a higher education qualification. I applied for a research scholarship and undertook my first degree which was a Masters in Public Health, majoring in research methodology. That was the start of my academic career.



Leadership Seminars

Programme 2 – Transformational Management Friday 5 June 2009 12-2pm

Leadership Vs. Management – Andrew Stenton, Head of the European Healthcare Practice at CTG; a global management consultancy, which specialises in Healthcare.

Wednesday 10 June 2009 12-2pm

Managing Change– Andrew Stenton, Head of the European Healthcare Practice at CTG; a global management consultancy, which specialises in Healthcare.

Wednesday 24 June 2009 10-3pm

Creative Day

Programme 3 – Managing an integrated workforce Wednesday 15 July 2009 12-2pm

Interprofessional Teams in the Community
– Speaker TBC

Wednesday 22 July 2009 10-3pm

Creative Day 3

Programme 4 – Technology Management Wednesday 9 September 2009 12-2pm

Managing Information Technology in Healthcare
– Speaker TBC

Wednesday 16 September 2009

Creative Day 4



**Occupational Therapy:
Careers Information Day**

Coventry University

**Wednesday 3rd June 2009
12.30pm – 4.30pm**

Venue:
Coventry University
Richard Crossman Building
Jordan Well
Coventry
CV1 5RW

Programme Outline:

- A series of talks from Occupational Therapists working in a variety of clinical areas
- Information on full time and part time Occupational Therapy courses at Coventry University

To book a place, please contact:
Janice Roden
Coventry University
02476 795959
j.rodan@coventry.ac.uk



Graduate and CPD Open Day Wednesday 20 June 2009 10.00-14.00

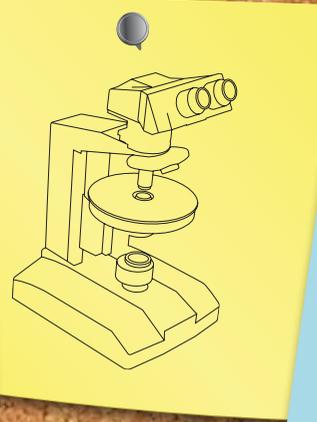
Find out more about our courses and talk to staff about your career plans

As a postgraduate student, expect support and encouragement from enrolment to graduation at Coventry University. We also offer first-class teaching, facilities and learning resources.

Established links with a range of health and social care professions and institutes mean our courses are backed up by industry expertise.

To book a place at the Open Day please go to www.coventry.ac.uk/postgrad/Pages/Opendays.aspx

The Open Day is held at:
**The Graduate & CPD Centre
Jaguar Building,
Lower Gosford Street
Coventry CV1 5ED**



If you would like to find out more about any of the articles within this issue, if you have a general enquiry about applied research, or to subscribe to future issues of Health, please contact:

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Coventry University