

**9<sup>th</sup> Wessex National Medical Education Conference, 2014**  
**'Education versus Training: Contrast or Compromise'**  
**Thursday 13 November 2014**

*Please complete on one page, Arial font size 10. Abstract of no more than 250 words.*

*Submission indicates consent for possible publication of this material on the Health Education Wessex website and publications.*

*Please return as a word document by email to [julie.worthington@wessex.hee.nhs.uk](mailto:julie.worthington@wessex.hee.nhs.uk) by 6 October 2014*

**Submission by:**

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**Submission for:** Poster

**Title:** Junior Doctor and Medical Student Led Textbooks

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**Abstract:**

*(Please consider Background / Aims / Methods / Results / Conclusions / Key Messages)*

**Background:** To date, publishing groups have used senior clinicians as their primary textbook authors. However, junior doctors and students (juniors) have demonstrated success in peer led teaching, so we hypothesised these skills may be applicable to textbooks.

**Aims:** To demonstrate whether juniors can write textbooks addressing the educational needs of students.

**Method:** Juniors were recruited to write a range of medical textbooks from the independently published 'Unofficial Guide to Medicine' series. Senior clinicians ensured factual accuracy; however, they had no involvement with primary writing. Book users provided qualitative feedback and an overall rating on a five point Likert scale.

**Results:** The first title in the series, 'The Unofficial Guide to Passing OSCEs' has sold 8000 copies in 31 countries in 20 months. 67 out of 72 respondents (93%) rated this book 4 or 5 star for overall quality, with generally positive qualitative feedback such as "*Formatted in a similar way to how most people make notes themselves*" but also points of potential improvement such as "*it doesn't go into enormous amounts of detail... [but] it's a decent textbook that I will consult during the remainder of my undergraduate education*".

**Conclusions:** Juniors are a motivated, dynamic, innovative group who can effectively contribute to medical textbook authorship. Our publishing model utilises this resource, whilst also developing juniors as writers via extensive feedback. The project has generated a sustainable infrastructure to develop junior-led publishing, with the capacity to accommodate new ideas and initiatives to address potentially unmet educational needs of students.