

PROGRAMME

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Birmingham & Solihull GP  
Trainer Conference

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Hilton Hotel, Stratford Road,  
Warwick CV34 6RE

# Medical Wisdom

Friday 24<sup>th</sup> November – Saturday 25<sup>th</sup>  
November 2017

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# Evidence Based Wisdom Infographics

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## THE 6 COMPONENTS OF WISDOM

According to a 2009 literature review of 10 major scientific definitions of wisdom by Thomas Meeks & Dilip Jeste, these are the essential components of wisdom

<p>Social decision-making, pragmatic knowledge of life</p> 	<p>Pro-Social Attitudes &amp; Behaviours</p> 	<p>Reflection, Self-understanding</p> 
<p>Uncertainty management</p> 	<p>Emotional Homeostasis</p> 	<p>Value relativism, Tolerance</p> 

A 2013 follow-up study of 24 definitions of wisdom from scientific journals added 3 further components: **OPENNESS - SPIRITUALITY - SENSE OF HUMOUR**

Source: Neurobiology of Wisdom - A literature overview - Meeks & Jeste, 2009

## THE WISE PERSONALITY

During the period of 1997 to 2003, Paul Baltes and colleagues analysed the personality profiles of individuals who scored highly on scientific wisdom assessments, as defined by The Berlin Wisdom Paradigm. They identified the following 8 common traits of the wise personality.

<p><b>OPEN TO EXPERIENCE</b></p> <p>Found to be the most important predictor of wisdom performance, especially in adolescents</p>	<p><b>GROWTH-ORIENTED</b></p> <p>Motivated to pursue their own personality growth</p>	<p><b>CREATIVE</b></p> <p>Moving beyond the given or outside of the system of a given situation</p>	<p><b>PROGRESSIVE &amp; JUDICIAL THINKING</b></p> <p>Progressive not conservative and judicial (why/how) rather than judgemental (right/wrong)</p>
<p><b>PSYCHOLOGICALLY MINDED</b></p> <p>Pronounced interest in understanding the psychological functioning of others</p>	<p><b>SOCIALLY COMPETENT</b></p> <p>Cooperative interpersonal style rather than dominant, submissive or avoidant</p>	<p><b>EMOTIONALLY SERENE</b></p> <p>Fewer positive/negative feelings; emotional distance without losing interest</p>	<p><b>OTHER-CENTRED</b></p> <p>Orientated toward the well-being of others and society rather than their own pleasure</p>

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Source: Wisdom and Personality - Staudinger, Dorner & Mickler, 2005

The Clown is not a character we play at but an archetype of “crazy wisdom” we can discover within each of us. Shakespeare in Twelfth Night comments, paradoxically, “this fellow’s wise enough to play the fool”, which refers to the court jester, the archetypal clown who lives in the moment, is emotionally expressive, vulnerable and naïve, an imaginative story-teller, but one who knows what is real and what is fantasy; one who can tell the truth about things – hold up a mirror to the world and challenge orthodoxy.

*“The clown’s way of looking at the world reveals a world beyond what we know of it and beyond what the “known” has hidden from us.” (Bernard Bonange).*

### Workshop – The wisdom of a clown

This short “taster” workshop will consist of warm-up exercises to let go of the thinking noise in our heads and to get more in touch with our breathing, our physical presence, our emotions and also to be sensitive to what is going on for other people in the room. I use some of these warm-up exercises with GP trainees and they find them a lot of fun. Hopefully these group exercises will give you an idea of where we go in longer courses.

## THE 3-DIMENSIONAL WISDOM SCALE

The Three-Dimensional Wisdom Scale was developed by Professor of Sociology Monika Ardelt in the 1990s. Building on pioneering work carried out by psychologist Vivian Clayton in the 1970s, Ardelt’s model reintroduced an emotional aspect to wisdom overlooked in other models. The three dimensions are as follows:

### REFLECTIVE

The **REFLECTIVE** dimension entails looking at phenomena from different perspectives, including yourself, which tends to reduce ego-centredness and allows people to overcome subjectivity and projections



The **COGNITIVE** dimension refers to the ability to see reality as it is, to understand deeper truths, in particular how it relates to the intrapersonal and interpersonal aspects of life

### COGNITIVE

### COMPASSIONATE

The **COMPASSIONATE** dimension stresses the importance of having sympathy and compassion for others.



### DIMENSIONS CONNECTED

The dimensions are not independent strands, developing in isolation of each other. Rather, there is a critical interplay between them as an individual grows in wisdom.

As one becomes more REFLECTIVE ....

.... self-induced distortions are reduced and one can gain a clearer appreciation of reality...

This is growth of the COGNITIVE dimension



This deeper appreciation of the complexity of human behaviour results in greater empathy and sympathy....

.... hence an increase in the COMPASSIONATE dimension

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Source: Wisdom as Expert Knowledge System: A Critical Review of a Contemporary Operationalization of an Ancient Concept (Ardelt, 2004)

## THE HERO(E) MODEL OF WISDOM

<b>Self-Assessed Wisdom Scale</b> The Self-Assessed Wisdom Scale was developed by Jeffrey Dean Webster in 2003. The scale assesses 5 dimensions of wisdom as defined in the HERO(E) Model of Wisdom: HUMOUR, EMOTIONAL REGULATION, REMINISCENCE/REFLECTION, OPENNESS TO EXPERIENCE & CRITICAL LIFE EXPERIENCES.	<b>HUMOUR</b> Recognition of life's ironies; well-developed sense of affiliative humour; ability and willingness to make others feel comfortable; use of humour as a mature coping strategy; search for the bright side in stressful events.	<b>EMOTION</b> Exposure to, and appropriate regulation of, the full spectrum of human emotions; an ability to distinguish among subtle, mixed emotions; an acceptance of, and openness to, both positive and negative affective states; ability to judge emotions in others.
	<b>REFLECTION</b> Reflectiveness, particularly as it pertains to one's personal past; using memories to maintain identity, connect the past with the present and gain perspective; using autobiographical memories as adaptive coping.	<b>OPENNESS</b> Openness to ideas, values and experiences, particularly those which may be different to one's own; willingness to sample novelty in ideas and actions; appreciation of multiple perspectives even if they are controversial; tolerance of others.

Source: 'Time to be Wise: Temporal Perspective and Wisdom - (Webster 2014)

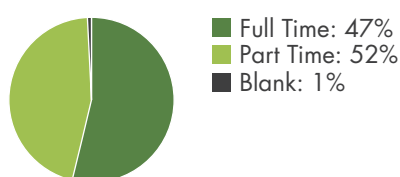
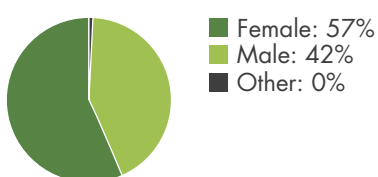
### PhD part 1 highlights

#### Enacted Phronesis in General Practitioners Study (EPGPS part 1)

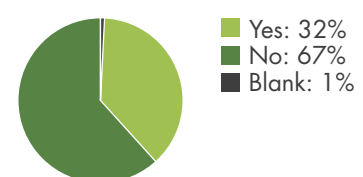
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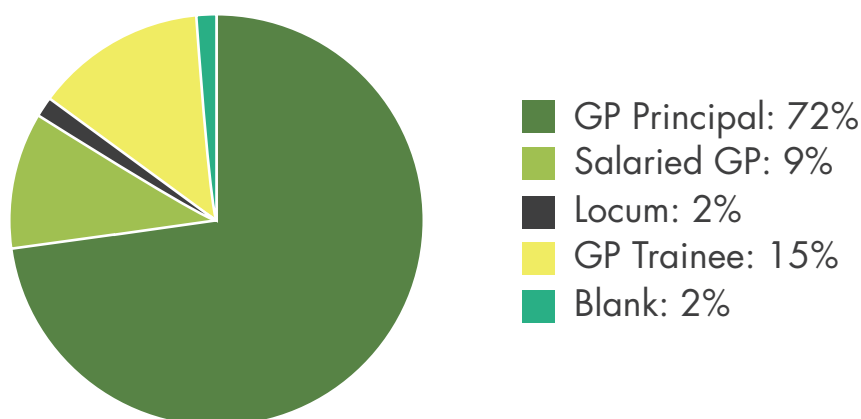
- A validated 39-point questionnaire (Ardelt 3D Wisdom Scale) was given out at 5 training events in the West Midlands (3 HEEWM trainer conferences, 1 VTS half day release and 1 NHS appraiser workshop). 7 additional, mainly demographic questions were added.
- Data collection was between Nov 2016 and March 2017
- 212 questionnaires were returned. 211 completed questionnaires were fit for analysis.
- Demographics of the whole group are illustrated below.

#### Sex



#### Prev ST Training





### The theoretical basis for the questionnaire

The **cognitive dimension** (14 questions) assesses cognitive wisdom – ability or willingness to understand a situation thoroughly, acknowledgement of ambiguity, complexity and uncertainty, ability to make important decisions despite unpredictability.

The **reflective dimension** (12 questions) assess the ability and willingness to look at things from a different perspective and the absence of subjectivity and projections.

The **affective (compassionate) dimension** (13 items) looks at caring positive emotions towards others, and the inclination to raise and nurture others' wellbeing.

I chose this theoretical framework as, of the wisdoms scales I looked at, it most closely aligned to Aristotelian Phronesis (Practical Wisdom), including the character aspects of wisdom. It has been used to measure Phronesis before. It has been used to measure wisdom frequently.

Ardelt stipulates a **strong criterion for wisdom is a score above 4 in every domain.**

A **weaker criterion for wisdom is an average score above 4 in the 3 domains.**

### Results from this study

Strong criteria for wisdom 20/211 = *The exemplars* -> narrative interviews

Weaker criteria for wisdom 45/211 (proportionately high number – feedback from Monika Ardelt herself!)

Average overall wisdom score was 3.75 = We are quite wise as a profession!

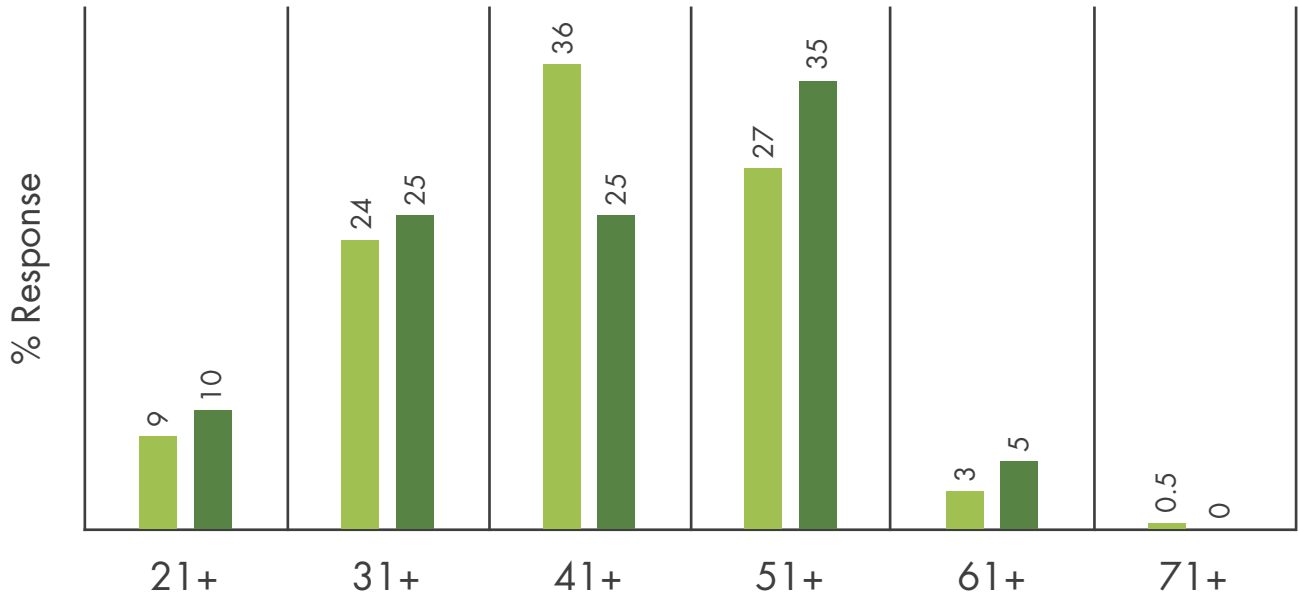
The **51-60 year old age group are better represented** in the exemplar group.

The exemplar group **have much better job satisfaction.**

**2/20 (10%) of the exemplar group were GP trainees.** Trainees made up 16% of the whole group of respondents.

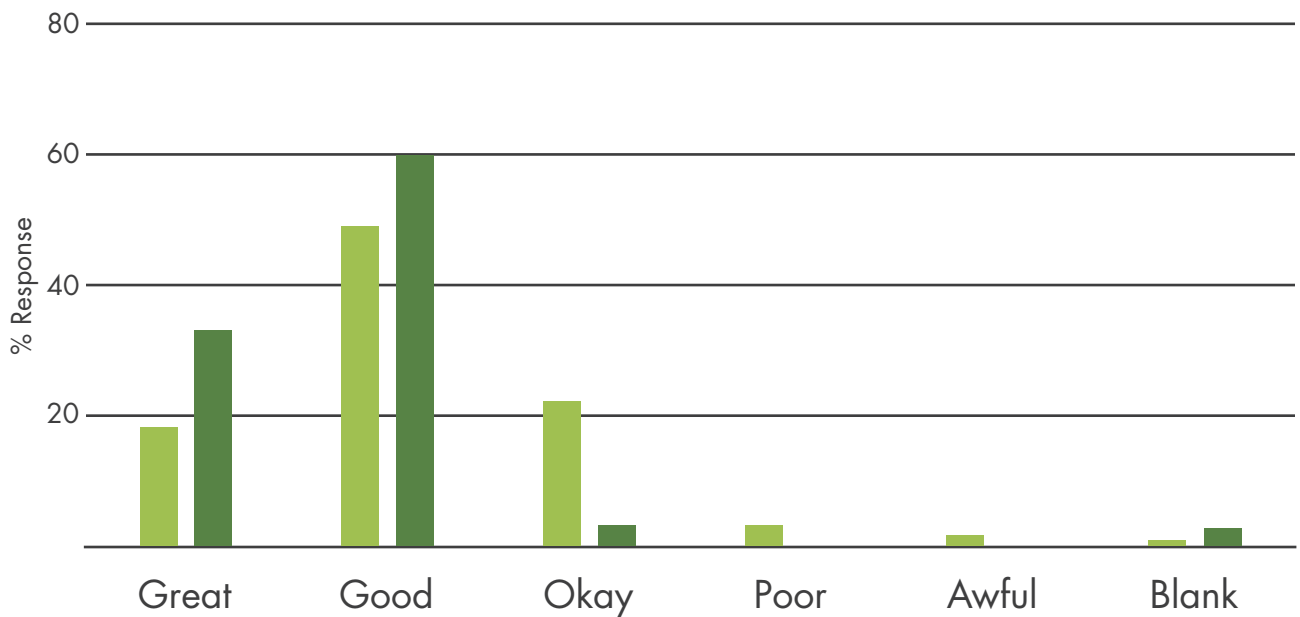
# AGE DISTRIBUTION

Whole Group    Exemplar Group



# JOB SATISFACTION

Whole Group    Exemplar Group



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# Forewords

## ■ Dr Iona Heath's Foreword

*Where is the wisdom we have lost in knowledge?*

*Where is the knowledge we have lost in information?*

This quotation from TS Eliot's *The Rock* is used so frequently that it has almost become a cliché of conference presentations. Yet Eliot's questions remain potently apposite and contemporary medicine seems very far from answering them satisfactorily.

In ordinary life and in medicine, we are overwhelmed by information mostly in the form of numbers and less often as items of description. In the all too frequent absence of a description of context, information can tell us very little. Yet information can contribute to knowledge when it begins to fill out a framework or a pattern that resonates with our direct experience of life or practice.

## ■ Dr Sabena Jameel

This is no ordinary GP trainers conference.

This is a culmination of work bringing together calls from remarkable GP thinkers like Iona Heath, John Gillies, Roger Neighbour, David Misselbrook and Joanne Reeves to come to an appreciation of Phronesis (Practical Wisdom) in Medicine. I am hoping the content of the conference will resonate with your instinctual capacity to know what is right in medical education, it may even alleviate some frustrations you have had over the years, giving room for some optimism.

It is innovation based on sound educational philosophy that goes back

Wisdom remains qualitatively and quantitatively different. It is characterised by doubt and humility and a clear understanding that no individual, no situation and no particular context is exactly like any other. Thus none of the generalities or patterns of knowledge can be applied to particular situation without the exercise of judgment, and wisdom is the foundation of judgment. Wisdom depends on experience, the capacity to be open to all the relevant aspects of each situation and story, and the willingness to doubt existing explanations. The simplistic summarising of knowledge within clinical guidelines neglects the fundamental relevance of context and marginalises the importance of both judgement and wisdom.

So where indeed is the wisdom we have lost in knowledge?

thousands of years. I am hoping the learning from this conference will give you a holistic theoretical framework and a new vocabulary that makes this apparently esoteric concept of wisdom an operationalizable reality.

We are incredibly fortunate to have some high-profile, nationally renowned speakers willing to share their expertise, all with the aim of empowering General Practitioners to feel proud of their generalist achievements and to stimulate contemplation on how we can develop medical wisdom in ourselves and our trainees.

I like the parallels between one definition of Wisdom by Baltes (2000);

*"An expert knowledge system on the fundamental pragmatics of life"* and our work as General Practitioners. I think we (as a speciality) have moved away from the scientific biomedical models of illness thrust upon on us in medical school, to bearing witness to incredible people (patients) and their lives, trying to play a useful part in that individual's life. In the 1980's Baltes was involved in the ground-breaking Berlin Wisdom Project, this at the time provided one the largest studies enabling an empirical understanding of Wisdom. Since then the Evidence Based Wisdom movement has grown and I think it is exciting to bring it into the arena of medical education. We all seem to know what wisdom is when we see it, but it is much harder to come to a consensus on the definition.

My PhD is rooted in Virtue Ethics and the concept of Phronesis as describes by Aristotle. Phronesis is about doing the right

thing, at the right time, for the right reason. Phronesis is an intellectual meta-virtue which acts and an adjudicator when values conflict.

Guidelines and rules are a useful resource to draw upon BUT fail to capture the contextual individuality of each patient interaction. This is where Phronesis comes into its own in helping us deal with uncertainty, using value-driven emotionally resonant reason in a holistic package that does not separate us into various fragmented academic disciplines/modules/boxes.

I will leave you with one of my favourite aspirational quotes. Some feel it is an unattainable nirvana. I feel that it aligns with Aristotle's Golden Mean; Virtue being that sweet balance between apparent vices, like a graphic equaliser of virtues, that needs adjusting for every consultation.

*"I knew a doctor who was honest, but gentle with his honesty, and was loving, but careful with his love, who was disciplined without being rigid, and right without the stain of arrogance, who was self-questioning without self-doubt, introspective and reflective and in the same moment, decisive, who was strong, hard, adamant, but all those things laced with tenderness and understanding, a doctor who worshipped his calling without worshipping himself, who was busy beyond belief, but who had time – time to smile, to chat, to touch the shoulder and take the hand, and who had time enough for death as well as life."*

*La Combe MA (1993) On Professionalism. Am J Med 94(3). 329*

Enjoy the conference!

*Sabena*



## Speaker Bios



### ■ Professor Laura Blackie

Laura Blackie is an Assistant Professor in the School of Psychology at the University of Nottingham. Laura received her PhD in Social Psychology from the University of Essex in 2012. Before she joined the School of Psychology at the University of Nottingham, she was a Post-Doctoral Research Associate at Wake Forest University (USA) and a Research Fellow in the School of Cultures, Languages, and Area Studies at the University of Nottingham. Her research interests are focused on *understanding how people adjust and find meaning from difficult and challenging life events*. She has examined this question in community samples in the UK and USA and in genocide-affected and civil war-affected populations in Rwanda and Sri Lanka.

### Workshop: Cultivating Wise Reasoning through Challenging Experiences

In this session, Dr. Laura Blackie will review the psychological research on wisdom focusing on the processes that have been linked to wisdom after difficult and challenging life experiences. She will focus specifically on wise reasoning and the evidence that demonstrates that reflectivity, intellectual humility, and perspective are important mechanisms in cultivating wise reasoning. She will facilitate a discussion with the audience members about how these processes could facilitate medical wisdom in their professional lives using narrative and card-sorting exercises.



### ■ Dr Abhijit Bhattacharyya

Dr Abhijit Bhattacharyya (AB) is a GP trainer and TPD, from Solihull with interest in improving quality of educational supervisors report and supporting trainees to excel.

*“Medical training is transformative. I promise you that when you come out of training, you will in some sense divide the world into doctors and non-doctors, and you will identify as a doctor.”*

*-American physician and author Perri Klass*

### Workshop - “Expert performance - What does a good ESR look like?”

RCGP checks 10% of e-portfolio is for quality. In the workshop we will look at the qualities we like to see in an e-portfolio and how we can write an educational report of quality standard to identify doctors. If time permits, we will also look at helping trainees improving their chance of success in applied knowledge test component of MRCGP examination.



## ■ Mr Charles Cassidy

Charles Cassidy is the director of the Evidence based wisdom project [evidencebasedwisdom.com](http://evidencebasedwisdom.com)

The project works to translate academic research regarding the science and psychology of wisdom into understandable and helpful resources for professionals and the wider public.

Charles studied Physics at the University of Manchester in the UK. Following the development of educational research projects with The British Council across South America and Asia, Charles taught Mathematics and Science in London for 15 years.

Animated by the rapid progress currently being made in the scientific community's understanding of wisdom, he now works to promote research emerging from the labs and to translate this research into wisdom development tools and strategies for individuals and groups.

Since the start of the project, he has conducted interviews with many leaders in the field of wisdom research, compiled and translated many of the key papers from the field and created many public-facing resources, including video animations, infographics, articles and podcasts. He has also written about wisdom research for publications including Psychology Today and The Huffington Post, as well as appearing on talk radio across the United States.

### **Workshop: Wisdom Research – Overview of a New Field**

This workshop will provide an overview of the emerging field of wisdom research. How do researchers define and measure wisdom in the lab? What interventions have been shown to support wisdom development in the short and long term? What is driving this recent scientific interest in wisdom in the research community? How might we make our institutions wiser? Participants will also have the opportunity to discuss ways of applying this research to the medical field.

*"The Narrow Gate to Wisdom Lies in Science" Immanuel Kant*

*"We can all imagine care without wisdom, but not wisdom without care" George Valliant*



## ■ Professor Linda de Cossart CBE

Linda de Cossart has recently completed five years as Director of Medical Education at the Countess of Chester Hospital NHS Foundation Trust where she had been a Consultant Vascular and General Surgeon for twenty-two years and where she is now Emeritus Consultant. She is visiting professor at the University of Chester and is co-director of Ed4medprac Ltd. She was awarded a CBE in the Queen's birthday honours for services to medical and healthcare, in 2010.

### Workshop with Prof Della Fish - Reflective practice and development of Wisdom

Della and Linda have together for over a decade, researched and taught about *reflection as a practice* in postgraduate medical education. Their development of *The Invisibles* and *Medical Reflective Writing* has been appreciated by postgraduate doctors as useful resources to support them in creating reflective narratives as means of interrogating the quality of their own clinical decision making and professional judgements. More recently they have extended the use of these resources to explore and develop ideas about wisdom and spirituality for postgraduate medical teachers. They believe that wisdom involves being wise, thinking wisely and practicing wisely and that the capacity to act wisely whilst independent of status, title or occupation, in *specific occupational roles* needs continuing support and development because it is an open-ended capacity.

This work shop will explore through practical examples, ideas and resources to support medical teachers explore the sources of wisdom and how this will attend to both the product and process of wisdom-focused teaching and to the learning of wisdom by practitioners as they work.

### ■ Mr Clive Daffey – 7th Degree Taekwondo Master Instructor/Student

By day I'm an IT Programme manager generally working within the financial service sector managing security programmes for major international banks. My hobby, faith or obsession for the last 36 years has been Taekwondo, a Korean military martial art, with the competition element a sport participated at the Olympics. Since my journey began I've competed in the British, European and World Championships winning the British and European titles on various occasions and have coached the English, Scottish and Great Britain teams for a number of years. From a teaching perspective, I've taught at various universities, schools, the Police, victims of domestic violence and rape, underprivileged children with learning difficulties and the Gurkhas' whilst in Borneo.

I've attended seminars across the world with most of the pioneering masters, including training in Korea, US, Canada and most of Europe. I've graded with the founder of Taekwondo and Grand Master Park Jung Tae my TKD hero. This year TKD celebrates its 50th anniversary in the UK with a seminar conducted by Grand Master Rhee Ki Ha who introduced TKD to Coventry in June 1967.

*"We are what we are  
and can be what we want to be.  
But, only if we find ourselves  
Can we be what we're supposed to be."*

### Edifying Hobby: Twilight Workshop - Brief introduction into Taekwondo

We will cover some of the philosophy and wisdom supporting/ promoting the values of TKD and some basic introductory moves.

Let's practice. *(Sign up on the day. Suitable for complete beginners. Comfortable loose clothing recommended)*



## ■ Dr Gillies De Wildt

Gilles de Wildt is a partner and trainer at Jiggins Lane Medical Centre ([www.jigginslane.com](http://www.jigginslane.com)), an Our Health practice. As an academic, he leads the International Health intercalation. His interests include commercialisation of health care and medical professionalism. He is a member of the RCGP Health Inequalities Standing Group and has represented UK and Dutch non-governmental organisations on health and trade issues at meetings of UN bodies and other international events.

[www.birmingham.ac.uk/staff/profiles/clinical-sciences/wildt-de-gilles.aspx](http://www.birmingham.ac.uk/staff/profiles/clinical-sciences/wildt-de-gilles.aspx)

### **Workshop with Dr Ali Lee - Pressure, complexity, and teaching the immeasurable in general practice; Commercialisation of care and monetary incentivisation**

The consultation is increasingly led by activities that do not necessarily provide direct patient benefit, or may, indeed, distract from patient centred care. Monetary incentivisation, often not based on sound medical evidence, is one such activity. This can conflict with GPs' sense of professionalism, in a wider context of commercialisation of health care.

How can one help create Registrars' interest and engagement in these matters? Alex Lee and Gilles de Wildt give this a try by a short sketch. Also, a role play will be introduced that has been successfully used in undergraduate medical teaching.



## ■ Dr Roxsareh Elledge

I was born in Iran just after the Iranian revolution. My parents named me Rokhsareh, a name chosen from a poem by the famous 14th century Persian poet Hafez. He was describing a fiery enchanted face! I grew up in Manchester where I later studied dentistry. Many years later I moved to Birmingham and met my husband at medical school. I always thought I was destined for a feisty career in surgery and nothing was furthest away from my mind than a life in general practice which I believed to be boring and simple. Here I am, 4 years into training and I find it the most engaging, challenging and difficult medical speciality I've encountered.

I split my time between dental practice and GP training and enjoy spending the rest of my time raising and evolving my son who is 5, socialising with great friends, practicing Ashtanga yoga and writing poetry. I am honoured to present a selection of my poems inspired by patients I have cared for in training, a kind of wisdom I have acquired.

*"I have been a seeker  
and I still am  
but I stopped*

*asking for books  
and stars.  
I started listening  
to the teachings of my soul “  
Rumi.*

I will be exploring **“My journey through GP training and the wisdom of poetry”** at the conference.



### ■ Dr Alison Fairley

I am a GP and have been a partner at St Bartholomews’ Medical Centre in Oxford since 1996. This is a large inner-city practice of 20,000 patients, half of which are students at Oxford Brookes University. As one of the three partners, I find myself increasingly involved in commissioning and service redesign. My other professional roles include training and appraising.

With an interest in **narrative medicine** I am working towards becoming accredited as a facilitator in the ‘Conversations Inviting Change’ approach to supervision and communication skills. Prior to partnership I travelled widely and had a few forays into expedition and mountain medicine. I now live in rural Buckinghamshire with my husband (also a GP), three teenage children and sundry livestock. I enjoy trying to keep fit with my daughter who seems to have appointed herself to the role of personal trainer! I love reading and am a member of a book group and poetry group. If I had unlimited time I would learn French and play the piano better.

**Workshop on Narrative Medicine with Helen Halpern (see HH bio for details)**



### ■ Professor Della Fish

Della Fish has held professorial chairs at King’s College, London and Swansea University. She is now visiting professor to the Faculty of Health and Social Care at the University of Chester, and has had a long association with the Education for Practice Institute, Charles Sturt University, Sydney, Australia as an adjunct Professor. Della has worked in Postgraduate Medical Education since 1998, seeking to help doctors to raise standards in curriculum design and development and in the activities of teaching, learning and assessment in the clinical setting. Her seminal book, *Refocusing Postgraduate Medical Education: from the technical to the moral mode of practice*, was published in 2012.

**Workshop with Prof Della Fish - Reflective practice and development of Wisdom (See LdC bio for workshop details)**



## ■ Dr Anne Gillies

All my GP experience and work in Medical Education has been in Birmingham & Solihull. Charles Broomhead was my trainer in 1993 at the Hawthorns in Sutton Coldfield. I became a Course Organiser in 1997 after a MMedSc and Clinical Research post at the University of Birmingham. I was inspired into teaching by the late Yvonne Carter and have benefitted enormously from the example of many other patient centred doctors who

have also been GP educators. I was in partnership with David Taylor and Martin Allen – great role models in both practice and education. I was then a retainer when needing time for young children and am now a partner at Wychall Lane where I have my ideal combination of clinical work and GP training with a great team of committed clinicians and trainers. The Course Organiser and trainer roles have changed. My postgraduate studies at Dundee University – distance learning sadly! – have involved assignments in learning and teaching, assessment and feedback and teaching and training in reflection which have further equipped me in my work with trainees and trainers.

### **Pre-conference workshop for new trainers**

This is at the outset of the conference so that new trainers can identify one another and start conversations on the issues that are on their personal agendas. We will look at two broad areas - firstly, eportfolio nuts and bolts, ESR writing, trainer questions and secondly, a few pointers to help the trainer teach the trainee to be a reflective practitioner - guided by those attending.



## ■ Professor John Gillies. OBE, MA (Med Ethics & Law), FRCGP, FRCPEd

- Deputy Director Scottish School of Primary Care
- Honorary Professor of General Practice at the University of Edinburgh
- Senior Advisor to the University of Edinburgh Global Health Academy
- Co-Director Edinburgh Global Health Academy Compassion Initiative

I qualified from Edinburgh University then worked as a medical officer in Malawi, Africa where I also carried out research into the epidemiology of endemic goitre and cretinism. From 1985 to 2013, I was a principal and GP trainer in rural general practice in Southern Scotland.

My priorities as Chair RCGP Scotland (2010-14) were in promoting generalism, leadership in general practice and global health. I was a member of the RCGP Ethics and International committees. I initiated programmes in leadership, quality improvement, rural practice and a conference on Compassion in Primary Health Care.

I am Deputy Director of the Scottish School of Primary Care, which is providing evidence and evaluation for the transformation of the NHS. I am a passionate believer in humanities

in healthcare, and chaired the editorial board for *Tools of the Trade*, an anthology of poetry gifted to all new doctors in Scotland since 2014.

My work with the Global Health Academy is with the University of Edinburgh Compassion Initiative including building links with Centre for Compassion and Altruism Research and Education (CCARE) at Stanford University. We are also working closely with Prof Ann Birgitta Pessi in the University of Helsinki on compassion and co-passion in the workplace.

### **Keynote lecture - Medical leadership in an age of disruption: the power of wisdom and compassion**

We live in an age of disruption and huge challenge in general practice, health care and public life generally. We have no consensus on how health and social care should be provided for the future. It sometimes seems that our spaces for public discourse have become echo chambers and uncivil shouting matches.

I will make the case for a style and cycle of leadership based on both compassion and wisdom which rings true with our role as clinical generalists. There is growing evidence that this approach can make best use of the enormous talent that exists within our profession and deliver better care for our patients. The talk will draw on work in medical humanities, leadership thinking and philosophy but will be practically focussed!

*Compassionate people are geniuses in the art of living, more necessary to the dignity, security and joy of humanities than the discoverers of knowledge.*

*Albert Einstein. 1897-1955*



### ■ Dr Jon Griffiths

Dr Jonathan Griffiths is the Clinical Chair of NHS Vale Royal Clinical Commissioning Group in Central Cheshire and a GP in Winsford.

Qualifying from Manchester University in 1994, Jonathan worked as a junior doctor in the West Midlands and trained as a GP in south Birmingham. He then worked as a GP in Staffordshire, where he was involved as a member of the Professional Executive Committee for the local PCT, led the research interests of the practice and developed a role as a GP trainer.

In 2005 Jonathan moved to work at Swanlow Practice in Winsford, and continues to work 2 days a week in general practice. He is a member on the board of the NHS North West Leadership Academy and Vice Chair of Cheshire West and Chester Council's Health and Wellbeing Board. Along with one of his GP Partners Jonathan was responsible for turning Swanlow Practice into a training practice although CCG commitments led him to cease work as a trainer a couple of years ago.

Jonathan's professional interests include GP Commissioning and Clinical Leadership, he is

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passionate about the role of generalists in the NHS and delivered a TEDx talk in Nantwich on this theme in November 2016.

You can follow Jonathan's blog at: [drjongriffiths.wordpress.com](http://drjongriffiths.wordpress.com) and on Twitter and Instagram @DrJonGriffiths.

*"I want to encourage all Generalists. I want to celebrate what you do as someone who can see people holistically and find innovative solutions"* Paraphrase from my TEDx Talk.

### **Keynote talk - The power of Generalism**

In November 2016 Jonathan delivered a TEDx talk entitled 'Choosing to be a Jack of All Trades'. Using a powerful clinical narrative, he celebrates the power of the Generalist, and is looking forward to sharing the talk with you at this conference.



### **■ Josie Hastings**

Josie Hastings specialises in the area of equality and diversity and has run training courses on this subject for hospital consultants, SAS doctors, GPs and dentists for 20+ years.

She has run courses for both under-graduate and post-graduate medical and dental educators for a number of years including Birmingham, Keele, Leeds, and Plymouth Universities.

More recently she has worked with six of the Medical Royal Colleges running examination specific E&D training and produced an online E&D training package for Examiners across the UK, ROI and overseas for ICBSE.

She also runs bespoke E&D workshops for JCST SAC Liaison Members who deal with E&D issues affecting trainees. Her workshops are interactive and practical focusing on real medical scenarios and the feedback from her sessions is always positive.

Before becoming a trainer she worked for both RADAR (Royal Association for Disability Rights) and the Commission for Racial Equality (now the Equality and Human Rights Commission).

Josie will provide her popular workshop session on "Equality and Diversity".





### ■ Dr Helen Halpern

I am a retired inner-city GP trainer and medical educator; most recently working as an Associate Dean in the Professional development department of Health Education England (London and South East). I am interested in the concept of change and the factors that influence this. Since originally learning about Dr John Launer's model of '*Conversations Inviting Change*', I have worked with a group of colleagues to develop these ideas further.

Over the last fifteen years I have taught and written about narrative-based supervision skills. In particular I have worked with a range of healthcare professionals in both primary and secondary care to encourage supervision that supports clinical performance and development. My other interests are music, literature, tennis and travel. I am married with three adult children and a grand-daughter.

#### **Workshop – Narrative Medicine co facilitated with Alison Fairley**

Clinicians, educators and managers need sophisticated communication skills and this workshop covers an advanced conversational model. No specific prior knowledge is required.

The workshop will introduce participants to *Conversations inviting change*, a communication model based on narrative studies and systemic family therapy. First developed at the Tavistock Clinic in London by John Launer and Caroline Lindsey, it is now taught widely to clinical teachers in both primary and secondary care in London. *Conversations inviting change* is a generic model that can enrich all professional encounters with patients and their families, and with colleagues, trainees, appraisees and teams. It has an emphasis on curiosity, contexts and complexity. The skills – including 'circular questions' – are particularly useful in helping people to move on in situations where they feel stuck.

Ideally participants should come with a specific, but anonymised case example where they have a current dilemma or concern that they would be prepared to talk about within a confidential peer group setting. People may also be interested in participating even if their particular case is not used as there is often learning that can be transferred from joining in the discussion.



### ■ Mr Jon Harrison

Jon is a Senior Lecturer in Children's Nursing and part of the team at the Department for Children and Young People's Health, Birmingham City University (BCU). Jon qualified as a Children's Nurse from the University of Birmingham in 2001 and following this, enjoyed a number of years working as a Children's Nurse in the Children's Unit at City Hospital, Birmingham.

Jon's interest in nurse education brought him to BCU where his main responsibility is that of module coordinator for a second year Nursing Practice module, which is taught as part of the BSc Children's Nursing Programme. In addition to his roles in teaching and learning, Jon is also undertaking a PhD in Education at the University of Birmingham. Jon's study is using a phenomenological approach to explore the experiences, as well as the meanings of these experiences, that both supervisors and supervisees have of humour whilst learning in clinical practice.

The current literature advocates the sociological and psychological benefits of humour within the learning context, but the negative influences of humour must also be recognised too.

### **Talk - Humour in the Supervisor/Supervisee relationship**

This presentation intends to give an overview of the literature that exists in relation to the nature and function of humour in healthcare education and the initial findings from Jon's current study will then be shared.

*'Laughter is the shortest distance between two people' Victor Borge*



### ■ **Dr Ahmed Issa MBChB, MSc, MD, MRCGP, PGCert Med Edu**

Dr Issa has worked in Birmingham as a GP for 20 years. He has an academic background having worked in the University of Birmingham as a Research Fellow and completed his MD in 1995. He wrote three chapters in the book 'Evidence-Based Diagnosis in Primary Care: Practical Solutions to Common Problems' (2008). He reads and writes in Islamic issues and is involved in the education of the Muslim community in Birmingham.

### **Workshop on Cultural Wisdom with Dr Earl O'Brien and Dr Matthew Nye.**

**Part 1** - If one plans on delivering culturally sensitive care, then it is essential for them to possess some level of cultural awareness. In this workshop, then, I plan to go through some basic but vital Islamic teachings related to Islamic medical ethics. I will also comment on the ways in which they can be applied practically. The aim is to help us identify with issues that might be of interest to Muslim patients so that we can try to make our practices as respectful as possible to their beliefs. Muslim practices and customs of direct relevance to health and healthcare are to be explored with case histories. I will try to address common misunderstandings and bridge cultural



## ■ Dr Sabena Jameel

Sabena is Associate Dean for GP Education (HEE West Midlands) covering Birmingham and Solihull, with responsibilities for both GP training and foundation training in General Practice. She is an inner-city GP in Aston, Birmingham. She is also a GP Appraiser for NHS England and a trustee for St Mary's Hospice, Birmingham.

She is a 4th Year part time PhD Student at Birmingham University School of Education – *The Jubilee Centre for Character and Virtues* and her PhD is entitled the **Enacted Phronesis (Practical Wisdom) in General Practitioners Study (EPGPS)**.

As the main organiser of this conference, she is thrilled to be able to bring these educational concepts together and provide food-for-thought and an alternative/adjunct conceptual framework to re-imagine medical education, along with some hot-off-the-press, exciting PhD findings.

Sabena re-energises by reading on wisdom, practising yoga, travelling and spending quality time in nature, including novice allotment experimenting!

*“We are all here for a single purpose; to grow in wisdom and to learn to love better. We can do this through losing as well as through winning, by having and by not having, by succeeding or by failing. All we need to do is to show up open-hearted for class”. Dr Rachel Naomi Remen*



## ■ Dr Binish Khatoon

Binish is a Research Fellow based within the Jubilee Centre for Character and Virtues, Birmingham University School of Education. She is currently working on a project which explores course training interventions, which will enable medical, teaching and legal professionals to explore their own virtues and if required, transform them.

Binish has developed her expertise in qualitative and quantitative research through her studies which include a PhD in Electronic Learning and Dentistry, a MSc in Health and Nutrition and a BSc in Biological Sciences. She has also completed the Introduction to Learning and Teaching in HE for Doctoral Researchers module.

### **Workshop on the Character in the professions online course**

The presentation will provide an overview of the 'Character in the Professions' online training courses for medics. Binish will outline how the courses were developed and evaluated against their stated aim to prioritise the integration of virtue based practice into

the medicine. The intervention enabled doctors to explore what it means to be a virtuous professional in their area of expertise. The presentation will start by highlighting a change, noted in various research (Coulehan, 2005; Bryan and Babelay, 2009; Toon, 2014; Eckles et al., 2005:1145) in the educational emphasis from character to technical competency, in professional training. An explanation of the need to realign training with a focus on core virtues associated with being a 'good' professional and explore the rationale for developing a new teaching course underpinned by virtue ethics theory will be given. An overview of the content of the course and key features designed to enhance phronesis (practical wisdom) in professions will be presented. The workshop will end by presenting the initial findings from the pilot study.



### ■ Dr Alex Lee

Alex is an Academic ST4 GP trainee in South Birmingham with an interest in medical education. She has had an unconventional path though GP training coming through the innovative Broad Based Training Programme allowing time in other allied specialties to complete small projects. For the last year she has been the West Midlands Lead for the RCGP AiT committee and is a keen hockey player.

Motto *"Work hard, play harder"*

Alex will be facilitating a workshop on **Pressure, complexity, and teaching the immeasurable in general practice** with Gillies de Wildt.



### ■ Professor Bruce Lloyd

Emeritus Professor in Strategic Management – London South Bank University

Professor Bruce Lloyd's specialist areas include Strategic Management, Organisational Development and Knowledge Management. He spent over 20 years in industry and finance before joining the academic world 20 years ago to help establish the Management Centre at what is now London South Bank University.

He has a degree in Chemical Engineering, an MSc (Economics) / MBA from the London

Business School, and a PhD (by published work) for his work on 'The Futures of Offices and Office Work: Implications for Organisational Strategy'.

Since the late 1960s Bruce has written extensively (about 200 published articles) on a wide range of strategy and futures-related issues, including articles exploring the link between leadership, wisdom, knowledge management and organisational performance. He is also on the Advisory Board of the online wisdom resource 'The wisdom page'.

### Workshop on Power, responsibility and wisdom

This workshop is based on a paper Bruce put together called 'Power, Responsibility and Wisdom' in which we tried to rethink the relationships between data-information-knowledge and wisdom.

In the end, the most important factor in improving the quality of your decision-making is the quality of your conversations.

*"Wisdom is a way of repackaging values statements about relationships between people, relationships within groups and societies and the individual's relationships with the universe."*  
Bruce Lloyd



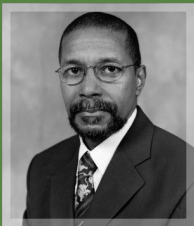
### ■ Dr Matthew Nye

'Deep doubts, deep wisdom; small doubts, little wisdom' – Chinese Proverb

Matthew has been in GP education over 25 yrs and is currently TPD for City VTS scheme and College CSA examiner. He was Visiting professor for Chinese University Hong Kong for three years and ran a clinic mainly for Chinese at Arcadian Centre, Birmingham for 15 yrs. He involved with Birmingham Chinatown Lion's club and helped in establish Chinese Mental Health Association and set up sheltered accommodations for the Chinese old people in Birmingham. He now runs a GP practice at Birmingham City Centre with a significant Chinese patient including elderly and students on the list.

### Workshop on Cultural Wisdom with Dr Earl O'Brien and Dr Ahmed Issa

**Part 2** - In this workshop, he will try to share some of common Chinese cultural beliefs that might influence a GP consultation.



### ■ Dr Earl O'Brien

Earl moved into General Practice in 1987 and started working in a large practice in inner-city Birmingham. He joined the Birmingham LMC in 1990, served for four years as Vice-Chairman from 1994 and then as Chairman from 1997. In 1992, he became Medical adviser to the North Birmingham Health Authority and subsequently, the then Birmingham Health Authority.

As a GP in an inner-city area, He spends a lot of his time dealing with the effects of economic deprivation. In 2002 he received the ABCD (Above and Beyond the Call of Duty) award of the Heart of Birmingham PCT.

He remains passionate about involving patients in their care, committed to staying up-to-date and delivering the best care that he can give to his patients. He continues to enjoy being a GP and GP trainer despite the many trials and tribulations General Practice faces most days.

### **Workshop on Cultural Wisdom with Dr Ahmed Issa and Dr Matthew Nye**

**Part 3** - In this workshop, Earl will try and share his knowledge and the cultural wisdoms involved in caring for the Afro-Caribbean community in Birmingham.



### ■ Professor Joanne Reeve

Joanne is an academic GP and professor of primary care research at the Hull York Medical School. Her own scholarship tackles two of the biggest challenges facing modern health care systems. Namely, finding primary care solutions for the growing burden of chronic, complex illness; and building capacity for high quality, meaningful primary care scholarship to support the necessary changes. She leads an international collaboration

to develop, implement and evaluate the provision of the individually tailored model of care that is expert generalist practice. Her research is underpinned by the principles of complex interventions research and translational scholarship, and tackles a range of health issues including multi-morbidity, problematic polypharmacy, mental health and supportive and palliative care.

### **Keynote lecture - Scholarship Based Medicine: teaching tomorrow's generalists**

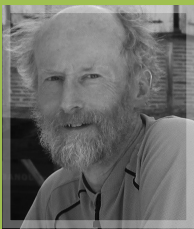
Faced with the challenges of aging populations living with the burden of multiple chronic problems, including growing iatrogenic harm, we need a revival of whole-person medicine – “Now More Than Ever” (WHO 2008). But to deliver individually tailored medical care, we need to rethink the way we train, support, and organise medical practice.

In this talk, I will propose that we need to unlock the “professional vice” that has been created by applied EBM - in order to unleash the intellectual expertise of generalist practice.

I will outline an alternative proposal of Scholarship Based Medicine, and invite the audience to join me in thinking about how we might use these ideas to teach tomorrow's (and perhaps today's) generalists. My proposal to RCGP is that we need to develop a concept of "gold standard wisdom" alongside the model of "gold standard evidence". I am hoping to gather your thoughts on this (if we have time!)

*"It ain't what you do, it's the way that you do it" (Bananarama)*

*"We [should] let ...students know that whereas throughout their previous schooling they were judged by their answers, in their medical careers they will often be judged predominantly by their questions." (Wenzel, Lancet 2017; 277: 207-208)*



### ■ Dr David Taylor

I'm a jobbing GP who has worked at Woodland Road, South Birmingham for almost 30 years with Martin Allen and Mehmet Shevket. I resigned a few years as a partner and continue to work as a locum. I have been a Course Organiser/Trainee Programme Director since about 1990.

I love medicine!

I realise I have confused generations of South Birmingham aspiring GPs with my insistence on the only certainty I know – uncertainty.

Can you help me?

P.S Have you heard the one about Heidegger and Schrodinger driving down a road together?

P.P.S -Seriously! Richard Lehman has recently written a series in JAMA "Understanding the stepwise diagnostic process and developing effective diagnostic skills lie at the heart of medical education. Making a diagnosis is often uncertain and ambiguous; diagnostic tests have limitations and, if used improperly, can be misleading. For clinicians, thoroughly understanding each step can help them look critically at their own practice, hone their skills, improve their performance, and involve patients and families in the process." It's worth a look! It starts here, [jamanetwork.com/journals/jamainternalmedicine/article-abstract/2635331](http://jamanetwork.com/journals/jamainternalmedicine/article-abstract/2635331)

**Workshop on Weaving wisdom into VTS, helping trainees deal with uncertainty**



### ■ Dr Julian Treadwell

Julian Treadwell is a GP in Wiltshire who became involved in the Preventing Overdiagnosis/Too Much Medicine movement a few years ago having become gradually more concerned about the size of his repeat prescription pile and how much time he was spending dealing with what felt like low value and sometimes harmful medical interventions. He established the RCGP Standing Group on Overdiagnosis with Dr. Margaret McCartney in 2014 and further exploration in this field has led to work with NICE and other organisations. He currently has a half time NIHR In-Practice Fellowship at the Dept of Primary Health Care Sciences in Oxford where he is looking at guidelines and shared decision making.

**Julian will be present an introductory keynote lecture about Overdiagnosis, which will most certainly reveal a need for more medical wisdom..**

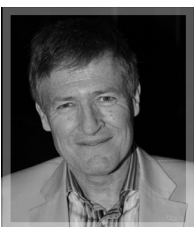


### ■ Dr Steve Walter

Steve assumes many positions which include Head of School of Postgraduate General Practice, Health Education West Midlands. Honorary Senior Lecturer in Primary Care, University of Worcester. GP partner in Studley, South Warwickshire.

His specific interests include the training needs of International Medical Graduates; Pre- and Post-CCT GP Fellowships; RCGP Curriculum Lead; Shape of Training development, and Unscheduled Care. He is also a member of Scaling the Heights Medical Education Group.

**Steve will present a talk bringing together the aspirations of HEE-WM and the direction of travel of GP Education.**



### ■ Dr David Wheeler

David Wheeler is a GP in Greenwich since 1988, a Programme Director for the Greenwich GP Training Scheme, a teacher of supervision skills (Conversations Inviting Change) and has worked as a coach for the London Coaching and Mentoring Service. He has trained in clown improvisation with Nose to Nose since 1993 and published an article on the benefits of this work on doctors' communication skills in the British Medical Journal in 2008. Links to this and other articles on clowning may be found at [www.clowndocor.co.uk](http://www.clowndocor.co.uk) and [www.nosetonose.info](http://www.nosetonose.info)





Time	Hilton Warwick						
<b>(Saturday 25/11/17)</b>							
8.45	Registration opens	Barbara Ingram	Sign up for workshops				
9.00	Welcome Day 2 Medical Wisdom Conf.	Dr Sabena Jameel	Room Avon Suite				
9.15	The power of Generalism	Dr John Griffiths	Room Avon Suite				
9.30	Keynote 2 - Scholarship Based Medicine: teaching tomorrow's generalists	Prof Joanne Reeves	Room Avon Suite				
9.45	Tea/ Coffee/Networking						
10.00	Keynote 3 – Overdiagnosis, too much medicine	Dr Julian Treadwell	Room Avon Suite				
10.15	<b>Reflective Practice and the development of wisdom</b>	<b>Weaving wisdom into VTS</b>	<b>Power, responsibility and Wisdom</b>	<b>Character in Medicine</b>	<b>Expert performance - What does a good ESR look like?</b>		
10.30	Prof Della Fish & Prof Linda de Cossart	Dr David Taylor	Prof Bruce Lloyd	Dr Binish Khatoon	Dr Abhijit Bhattacharyya		
10.45	Room Warwick	Boardroom 1	Room Shire	Room Norton	Room Hatton		
11.00	Lunch						Prayer facility available Meeting Room 4
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15.15	Tea on the trot Join VTS workshops						
15.30	<b>North Birmingham VTS Trainers</b>	<b>South Birmingham VTS Trainers</b>	<b>Solihull and East Birmingham Trainers</b>	<b>City VTS Trainers</b>			
15.45	Room Warwick	Room Avon Suite	Room Shire	Room Hatton			
16.00	Conference closes. No formal large group gathering.	Please don't forget to complete evaluations when sent the weblink.	Your feedback is critical for the future and sustainability of the conference.	Thank you! (especially for coming on a Saturday)	Parking is free for delegates. Validate ticket at reception.		Safe journey home

# EVENT PROGRAMME

## Thank Yous and Acknowledgements

This conference would not be possible without the continued dedication and enthusiasm of GP trainers and TPDs across the patch, funding from Health Education England West Midlands (especially Steve Walters for the ongoing moral support), administration support from Barbara Ingram Midlands RCGP faculty and Jackie Nichols at HEEWM St Chad's.

Heartfelt thanks to all the amazing speakers and facilitators from diverse and enriching fields of knowledge. Thank you all for putting up with my perpetual emails. Thank you also to Iona Heath for her foreword to 'bless' the proceedings. Thanks to Barbara for continuing to provide excellent administration support for the conference.

Inga Klagisa (Hilton Warwick) has also been very efficient and helpful in the organisation of the conference, thanks also to the ops team who were most accommodating.

Finally, thank you also to the Jubilee Centre for Character and virtues (Birmingham Uni School of Education) for sponsoring the printed programmes.

*Sabena*

## Hashtags (let's make a social media buzz and go viral!)

#bsolgpe  
#ukmeded

#medicalwisdom  
#EBMW

#phronesis

## Tags/twitter handles

@sabenaj  
@jubileecentre1  
@jonharrison  
@alieloveshockey  
@juliantreadwell  
@midrcgp  
@aman999arora

@stevewalter18  
@hewmleadership  
@clowndoctoruk  
@drjongriffiths  
@ed4medprac  
@artfuldoctor  
@hiltonwarwickUK

@gpeducation  
@johngillies6  
@EBasedwisdom  
@joannereeve  
@solidoc  
@northbhamvts

*"The saddest aspect of life right now is that science gathers knowledge faster than society gathers wisdom"*  
Issac Asimov