

JEREMY BROWN

Postgraduate Medical Education

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## Biography

Jeremy is Professor of Clinical Education in the Faculty of Health, Social Care & Medicine at Edge Hill University. He is Research Lead for the Medical School and member of the Health Research Institute Management Group, reporting directly to the Associate Dean for Research and Innovation. He is Chair of Edge Hill University's Research Ethics Sub-Committee (URESC) and represents URESC on three other University committees. His main interests are in transitions in medical careers (editorial published in the BMJ) and evaluative methodologies. He is Edge Hill University's Medical School Career Development Lead. Jeremy has a PhD in medical education: 'From student to professional: a case study of the teaching and learning environment during a formative transitional period in the career of new doctors'. He has worked in postgraduate clinical education since 1999. He worked for Mersey Deanery as a Research Fellow in Medical Education before joining Edge Hill in 2002 as a Senior Research Fellow. Since then he has continued to collaborate and work in partnership with Health Education England North West. He has published over 55 peer reviewed papers and presented (or co-authored) over 60 papers nationally and internationally. In 2015 Jeremy was awarded the 'Excellent Medical Education' prize in the Postgraduate Category awarded by the Association for the Study of Medical Education (ASME) and the General Medical Council. He was Deputy Chair of the Association for the Study of Medical Education Research Group in 2016 and 2017. Jeremy co leads the Faculty's research theme 'Improving professional practice'. He is Principal Investigator on a number of funded projects including work with Health Education England and NHS England. He is currently supervising 4 PhD students and has supervised 3 PhD completions (2 as Director of Studies).

## Qualifications

Medical Education, PhD, Lancaster University

Award Date: 31 Aug 2005

## Research outputs

### **A pilot study of the usefulness of smart glasses and Point-Of-View for suturing skills training in medical students**

Sato, T., BROWN, JEREMY., SANDARS, JOHN. & ROGERS, SIMON., 27 May 2020, (Accepted/In press) In : BMJ Simulation and Technology Enhanced Learning.

### **The challenge of conducting qualitative research to understand the factors that influence equity in medical education: A scoping review**

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### **The use of mixed methods social network analysis to evaluate healthcare professionals' educator development: an exploratory study: an approach to evaluating educator development.**

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### **Ability of the wider dental team to manage patients with acute conditions: a qualitative study**

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### **Why UK Junior Doctors Defer Postgraduate Training: Why UK Junior Doctors Defer Postgraduate Training**

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### **The United Kingdom Field Epidemiology Training Programme: meeting programme objectives**

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### **Performance of emergency surgical front of neck airway access by head and neck surgeons, general surgeons, or anaesthetists: an in situ simulation study: Who is best to perform a surgical cricothyroidotomy?**

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**OP11 Wearable technology and simulation to support learning. Is it the way forward? A pilot study in primary care with healthcare professionals across the north west: Wearable Technology**

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**(Re)discovering Grounded Theory for Cross-Disciplinary Qualitative Health Research.**

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**An investigation into specialty trainee engagement with e-learning**

Brown, J., Shaw, NJ. & Kinloch, K., 12 Feb 2019, In : British Journal of Hospital Medicine. 80, 2, p. 105-108

**A mixed-methods pilot study to evaluate a collaborative anaesthetic and surgical training package for emergency surgical cricothyroidotomy**

Berwick, R. J., Gauntlett, W., Silverio, S. A., Wallace, H., Mercer, S., BROWN, JEREMY., SANDARS, JOHN., Morton, B. & Groom, P., 2019, In : Anaesthesia and Intensive Care. 47, 4, p. 357-367

**Understanding the potential of Mixed Reality simulation training for the management of 'Can't Intubate -Can't Oxygenate' emergencies**

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**An exploration of 'perception of self' as medical leader - does perception of self require a paradigm shift from clinician to clinical leader?**

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**Ethical dilemmas and reflexivity in qualitative research.**

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**An Evaluation of National Health Service's England's Care Maker Programme: A mixed methods analysis**

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**How do newly-qualified doctors perceive empathy in medical training and practice?**

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Sandars, J., Brown, J. & Walsh, K., 8 Mar 2017, In : *Education for Primary Care*. p. 1-4

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**An exploratory study into why trust grade doctors took a Master of Surgery course**

Chan, L., Kelly, C. & Brown, J., 13 Apr 2016, In : *British Journal of Hospital Medicine*. 77, 4, p. 244-247

**Assessing the impact of a neonatal management course**

Shaw, B., Kirkcaldy, A. & Brown, J., 1 Mar 2016, In : *Infant*. 12, 2, p. 67-70

**An evaluation at East Lancashire Hospitals Trust (ELHT) of the impact of the project: Supervision Matters: Clinical Supervision for Quality Medical Care**

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**An Evaluation of NHS England's Care Maker Programme: Final Report**

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**The first five years: a mixed methods study investigating reflections on working as a hospital consultant**

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**Do trainees value feedback in case-based discussion assessments?**

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**Triggers for reflection: exploring the act of written reflection and the hidden art of reflective practice in postgraduate medicine**

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**Bridging the gap between university and the National Health Service ethical scrutiny**

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**Trainee preparedness for being a new consultant**

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**Features of educational interventions that lead to compliance with hand hygiene in healthcare professionals within a hospital care setting. A BEME systematic review: BEME Guide No. 22**

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**A marriage of convenience? A qualitative study of colleague supervision of master's level dissertations**

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Brown, JM., Patel, M., Howard, J., Cherry, G. & Shaw, N. J., 2011, In : Education for Primary Care.. 22, 1, p. 25-31

**Does the seen examination promote or constrain student learning?**

Whelan, A. & Brown, JM., 2011, In : Practitioner Research in Higher Education (PRHE). 5, 1

**Subspecialty neonatal trainees views on being prepared for the consultant role**

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**First year specialist trainees' engagement with reflective practice in the e-portfolio**

McNeill, H., Brown, J. & Shaw, N. J., Oct 2010, In : Advances in Health Sciences Education. 15, 4, p. 547-558

**The durability of early career choices**

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**A marriage of convenience? A qualitative study of colleague supervision of master's level dissertations**

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**How well are graduates prepared for practice when measured against the latest GMC recommendations?**

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**Career Advice Support at NHS Trusts in Mersey Deanery: More or Less?**

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**Exploring the process of becoming and working as a practice development unit**

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**Exploration of the experiences and perspectives of core medical trainees and assigned educational supervisors utilising the core medical training curricula and e-portfolio during 1 academic year.**

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**Learning from experience: a significant event study of the reasons given by specialist trainees in general practice and hospital medicine for changing selected aspects of their clinical practice.**

Brown, J., Patel, M., Howard, J., Cherry, G. & Shaw, N. J., Aug 2009.

**Working as a newly appointed Consultant: an investigation into the transition from Specialist Registrar to Hospital Consultant**

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**Working as a newly appointed consultant: a study into the transition from specialist registrar**

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**Extent of reflective entries in ST1 pilot e-portfolios in Mersey Deanery.**

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**Factors influencing surgery as a choice of career: results of an electronic survey of early years surgical trainees**

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**Modernizing the school health workforce. Staff perceptions of a rapid roll-out redesign programme.**

Jack, B., Bray, L., Kirby, J., O'Brien, M., Brown, J., Swift, J., Leigh, R. & Gavin-Daley, A., 2008, In : Journal of Nursing Management. 16, 6, p. 700-706

**An assessment of deprivation as a factor in the delay in presentation, diagnosis and treatment in patients with oral and oropharyngeal squamous cell carcinoma.**

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**Becoming a new doctor: a learning or survival exercise?**

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**Modernizing the school health workforce. Staff perceptions of a rapid roll-out redesign programme**

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**Modernising the school health workforce, staffs perception of a rapid roll out programme.**  
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**The Portfolio: How was it for you? Views of F2 doctors from the Mersey Deanery Foundation Pilot.**  
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**Case-based discussion: the potential of facilitated group learning.**  
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**Developing Practice through Interprofessional Collaboration: Practice Development Unit (PDU) Accreditation within a Quality Framework.**  
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**Exploring the views of Foundation 2 Doctors and their Educational Supervisors during a Foundation Programme Pilot in Mersey Deanery**  
O'Brien, M., Brown, J., Ryland, I., Shaw, N. J., Chapman, T., Gillies, R. & Graham, D., 2006.

**Exploring the views of second-year Foundation Programme doctors and their educational supervisors during a deanery-wide pilot Foundation Programme.**  
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**Views of ethics committee members on how education research should be reviewed**  
Shaw, N., Ryland, I., Howard, J. & Brown, J., 2006.

**Case-based discussion involving the GP: Effects on Foundation training**  
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**Commonality and diversity in mentoring: a multidisciplinary study of teacher education and health professional training and development programmes.**  
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**The Mentoring Chameleon - a critical analysis of mentors' and mentees' perceptions of the monitoring role in professional education and training programmes for teachers, nurses, midwives and doctors.**

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**Comparison of aspects of preregistration house officer training from traditional and new medical curricula**

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**Assessing the quality of pre-registration medical education in the Mersey Deanery area**

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**Implementing Modernising Medical careers: the Mersey experience**

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**An Evaluation Of The Annual Review Process For Specialist Registrars In The Mersey Deanery**

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**Embedding closer links between undergraduate and postgraduate institutions in evaluating the effectiveness of pre-registration medical training**

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