Capsule Update for the Educator Network – July 2023

We are writing to provide you with an update on the Capsule learning resource that your students have benefitted from this academic year.

# Capsule content update

**We are pleased to announce the release of 26 new cases in the last six months** – see the attached list of cases and their content tags. All new cases are written/checked by senior academic faculty of the relevant subspecialty. They then undergo a stringent Q&A process by members of the Capsule team to ensure they are adequately pitched, well written with adequate question feedback and in line with the curriculum and MLA. All media and image usage is checked to ensure it is of high quality and complies with legislation.

**This means that** **Capsule now covers the MLA Content Map at a core level which is a great achievement!** We are extremely grateful to those of you who have reviewed and written cases this year. It has added great value to Capsule and ensures that remains an accurate learning resource for medical students.

**Our** **focus going forward is to write more cases to strengthen lower-content topics**, as well as our ongoing editorial work on existing cases to ensure the feedback is as beneficial as possible. We need more editors so if you, or clinical colleagues (e.g. trainees), can review or edit cases a handful in your specialty, please do get in touch. Sharing our knowledge and expertise means a greater benefit for our medical students.

# Student activity and engagement

With 26 UK medical Schools using Capsule it is great to see so many students engaging with the learning resource, over 1million cases have been completed in the last 12 months.

At BSMS, our own student feedback has been extraordinarily positive, with students describing it as amazing and vital for their learning. Have you received any feedback from your students?

*Would you be able to share it (anonymised) with the Capsule Educator Network? It is helpful to know how students are using it.*

Students continue to use the handy ‘raise a query’ tool in the app. We have dealt with over 100 queries from students in the last six months. Initially, most of these were about missing feedback and spelling/grammatical issues, however, as these issues were corrected, the nature of the queries is now more about wanting further explanations as to why an answer is correct. Students will receive a personalised email response if appropriate when they write in. We repeatedly have the same students writing to us to further their discussions about a case. This not only helps to increase student engagement in Capsule but also highlights any particular cases/ questions that repeatedly raise queries in order that they can be made clearer or amended. Although this is time-consuming to provide, this service is important for maximising student learning and the accuracy of the content.

# Integrating Capsule into teaching increases student engagement

We have seen that student engagement with Capsule can be increased significantly when it is integrated into teaching activities and resources specifically by clinical faculty. For example:

* Using the [Recommended Quiz feature](https://urldefense.com/v3/__https:/www.capsule.ac.uk/capsule-help-centre/recommended-quizzes__;!!IWcW7C1FDU-5!cL8wDa1_DSvHiq8yvxCFnhdgdKDesUyB8PJIibsXuLO8QrRWJltutGuYFHJPF7IGCt3TC-6TkKaCNagOYdDaYGlwAZYY$) to build your own topic-based collection of quizzes;
* Including it in official reading/resource lists on the learning platform (you can use direct URLs to Recommended Quizzes);
* Getting students to undertake cases in a topic before or after live teaching to underpin understanding of clinical management;
* Using the [Presenter Mode feature](https://www.capsule.ac.uk/capsule-help-centre/using-presenter-mode-capsule-usage-in-a-group-discussion) to work through Capsule cases in live teaching (online or in-person) for ready-made case-based learning;
* Getting students to work through cases as a team-based learning exercise.
* Linking Capsule cases directly to curricular items in curriculum map software (if you use it).

You can find more tips in the Capsule [Help Centre for Educators](https://www.capsule.ac.uk/capsule-help-centre/category/Educators). It also shows how you can run reports on your students’ use of Capsule. We are keen that you get maximum value from Capsule. How are you promoting the embedding of Capsule by your faculty into their teaching activities and resources?

# Reach and Impact

We continue to promote the educational benefit of Capsule and are pleased to report some outputs in the medical education community:

* Last year we entered Capsule in the European E-learning health awards, which came in 2nd place
* In 2022 Capsule was placed 2nd in the European e-learning for health awards

In June 2023, one of our Capsule Fellows presented an Abstract at the AoME in Cardiff: *“The poster was among 20 presented that day, and received good interest from conference attendees, including those visiting from abroad. The conference was a good opportunity for the Capsule team to discuss their work, particularly how it can be use to support learning for the upcoming UK Medical Licensing Assessment and its collaboration with international medical schools”.*

The team are also preparing an abstract and joint presentation with our Australian colleagues (Medical School in Tasmania) for the AMEE in Ottawa 2024.

## Helping medical education in Ukraine

Ukrainian medical schools and medical students continue to benefit from free and unrestricted access to Capsule. This facilitates case-based remote teaching and self-directed learning in their extremely challenging context. With over 10,000 accounts on the platform across seven Medical Schools, we hope this case-based online medical learning resource is an asset to the medical community.

# Platform update

The Capsule website and mobile app have performed excellently with 99.9% unexpected downtime or issues being reported in the past six months (one brief partial outage on 10/01/23). The mobile app continues to be popular with an outstanding rating of 4.9 on the App Store.

Do you or your students have any feature requests that you would like to see to make Capsule more educationally effective? We would love to hear them. Contact us via [Capsule.Support@bsms.ac.uk](mailto:Capsule.Support@bsms.ac.uk).

Thanks for your partnership in Capsule.

**Useful links**

[Capsule Help Centre | Tips and Guides | Capsule](https://www.capsule.ac.uk/capsule-help-centre)

[Recommended quizzes | Capsule](https://www.capsule.ac.uk/capsule-help-centre/recommended-quizzes)

[Capsule blog](https://www.capsule.ac.uk/blog/provide-an-unbeatable-medical-student-learning-experience-with-capsule-2)

# New Capsule cases released Jan-Jun 2023

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| Case Title | Content Tags |
| General Practice 833 | Driving advice (MLA), Epilepsy (MLA) |
| General Practice 834 | Difficulty with breast feeding (MLA) |
| General Practice 835 | Allergy and immunology (MLA) |
| General Practice 836 | Driving advice (MLA), Myocardial infarction (MLA) |
| General Practice 838 | Pregnancy risk assessment (MLA) |
| Medicine – Dermatology 848 | Burns (MLA) |
| Medicine – Respiratory 843 | Acute and emergency (MLA), Respiratory (MLA) |
| Medicine – Respiratory 844 | Acute and emergency (MLA) |
| Medicine – Respiratory 845 | Acute and emergency (MLA), Respiratory (MLA) |
| Paediatrics 839 | Haematuria (MLA), Henoch Schonlein Purpura (MLA), glomerulonephritis. |
| Paediatrics 840 | Prematurity (MLA), Respiratory distress syndrome, transient tachypnoea of the new-born, GBS pneumonia, apnoea |
| Paediatrics 841 | Musculoskeletal deformities (MLA), Noonan syndrome, Osteogenesis imperfecta, achondroplasia |
| Paediatrics 842 | Pubertal development (MLA), Constitutional delay in puberty, Klinefelter syndrome |
| Specialties – Emergency Medicine 850 | Acute and chronic pain management (MLA), Substance use disorder (MLA) |
| Specialties – General Practice 851 | Acute joint pain/swelling (MLA), Chronic joint pain/stiffness (MLA), General practice and primary healthcare (MLA) |
| Specialties – General Practice 852 | Dermatology (MLA), Skin disorders / rash / pruritus / ulcers, Head lice (MLA) |
| Specialties – General Practice 856 | Acute rash (MLA), Petechial rash (MLA), Viral exanthema (MLA), General practice and primary healthcare (MLA) |
| Specialties – General Practice 858 | Scabies (MLA), Dermatology (MLA), General practice and primary healthcare (MLA) |
| Specialties – Obstetrics and Gynaecology 849 | Amenorrhoea (MLA) |
| Specialties – Obstetrics and Gynaecology 853 | Menopausal problems (MLA), Menopause (MLA) |
| Specialties – Obstetrics and Gynaecology 857 | Pelvic mass (MLA), Pelvic pain (MLA) |
| Specialties – Obstetrics and Gynaecology 859 | Postpartum haemorrhage (MLA), Shock (MLA) |
| Specialties – Obstetrics and Gynaecology 860 | Substance use in pregnancy (MLA) |
| Surgery – Endocrine 847 | Breast pain (MLA) |
| Surgery – Endocrine 855 | Nipple discharge (MLA) |
| Surgery – ENT 825 | Obstructive sleep apnoea (MLA), Snoring (MLA), Sleep problems (MLA), Driving advice (MLA) |
| Surgery – ENT 826 | Rhinosinusitis (MLA), Orbital cellulitis (MLA), Facial/periorbital swelling (MLA), Ear and nasal discharge (MLA), Nasal obstruction (MLA) |
| Surgery – ENT 827 | Vertigo (MLA), Hearing loss (MLA), Tinnitus (MLA), Acoustic neuroma (MLA), Driving advice (MLA) |
| Surgery – Gastrointestinal 829 | Volvulus (MLA) |